

**EFFECT OF CIRCADIAN RHYTHM CHANGE
IN BURNOUT AMOUNG PROFESSIONAL NURSES IN
KANNUR DISTRICT**

*Dissertation submitted in partial fulfillment of the requirement of the
degree of Master of Science in Counselling Psychology*

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2022-2023

CERTIFICATE

This is to certify that this dissertation entitled “**Effect Of Circadian Rhythm Change In Burnout Among Professional Nurses In Kannur District**” is an authentic record of research work carried out by **Aswani K**, during the period of her study at Don Bosco Arts & Science College, Angadikadavu, Iritty, 670706, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

No part of this dissertation has been presented previously for the award of any degree, diploma, associateship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

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ABSTRACT

The present study examined the relationship between Effect of Circadian Rhythm Change in Burnout Among Professional Nurses in Kannur District. In addition to this, it also aimed at identifying the differences on socio demographical variables such as Age, Gender, Marital Status, have children, Which sector are the variables. The participants of the study were professional nurses in Kannur district. The total sample consisting of 99 participants were selected from different hospitals of Kannur district. For the purpose of various analyses, the participants were divided into different categories based on the above-mentioned demographic variables. The measures used for data collection were Circadian type inventory CTI (2005) Maslach burnout inventory MBI (1981). Pearson product moment correlation and independent samples t-test were the statistical tests used. Correlation was examined between Circadian rhythm and its sub variables (Liquid/vigorous, Flexibility/Rigidity), and the sub variables of Burnout (Emotional exhaustion, Personal accomplishment, Depersonalisation). A significant positive correlation between circadian rhythm and Burnout of professional nurses was found in the study. There was also a significant difference on circadian rhythm with regard to Marital status. Unmarried professional nurses have better circadian rhythm than that of married professional nurses in kannur district.

Key words: Circadian rhythm, Burnout, Professional nurses

CHAPTER 1
INDRODUCTION

CHAPTER 1

INDRODUCTION

Burnout and circadian rhythm effect in professional nurses has been studying throughout the research. Burnout as an emotional response to ongoing work stress with three dimensionseotional exhaustion (EE), understood as a progressive loss of energy; depersonalization (D), expressed as hostility towards the work environment; and feelings of low professional accomplishment (PA). Burnout can impact attendants' rest quality, that might cause problem to their circadian rhythm since nursing experts being one of the most vulnerable populations because of the serious level of connection among medical caretakers and patients and the strong emotional involvement that this requires. Nurses also usually suffer from work over-burden and hardships accommodating work and day to day life.

Professional nurse should be a registered nurse who has received initial nursing preparation from a diploma, associate degree, or collegiate school of nursing and who is currently licensed in a State to practice .Professional nursing generally includes making clinical judgments involving the observation, care and counsel of persons requiring nursing care; administering of medicines and treatments prescribed by the physician or dentist; and participation in the activities for the promotion of health and prevention of illness in others. A program of study for professional nurses generally includes theory and practice in clinical areas such as obstetrics, surgery, paediatrics, psychiatry, and medicine nursing.

Human circadian rhythms are biological cycles of about 24 hours that include sleep/wake, body temperature, and melatonin secretion. The circadian rhythms are controlled by the supra-chiasmatic nucleus (SCN) of the hypothalamus (Ancoli-Israel, Martin, Kripke, Maler &Klauber ,2002). Most of the living things have only one. Circadian rhythm is impacted by light and dark, as well as different variables and it setting the inner clock during a 24-hour day when presented to light. Light is sent through eyes and into a particular control focus of brain. Brain receives signals based on environment and activates certain hormones, alters body temperature, and regulates metabolism to keep alert or draw to sleep. This internal clock controls body's sleep-wake cycle. Age can also influence sensitivity to the sleep-wake cycle.

Circadian rhythms regulate subjective alertness, cognitive functions, and sleep propensity as well as core body temperature, and hormone secretion. Disturbances of circadian rhythms result in disturbed sleep and impaired performance and alertness. An irregular circadian rhythm can have a negative effect on an individual's capacity to rest and work appropriately, and can bring about various medical issues, including mood problems like sadness, nervousness and occasional feelings of being unwell.

Night work plans impact body regular circadian rhythm, making it challenging to adjust to the change. Long commutes, additional time work, and disturbance of circadian rhythms are factors that add to lack of sleep among medical nurses. Disorders related to circadian rhythm may result in having difficulty falling asleep at night, waking changes in circadian rhythms frequently throughout the night, and waking and not being able to go back to sleep in the middle of the night. Female nurses are also at higher risk of metabolic disorders and disrupted circadian rhythms, which can lead to diseases such as diabetes mellitus, obesity and important cardiovascular diseases, such as coronary artery disease or hypertension. (Membrive-Jiménez, Gómez-Urquiza, Suleiman-Martos, Velando-Soriano, Ariza, la Fuente-Solana, & Inmaculada, 2022).

Burnout is a mental disorder arising as a drawn out reaction to persistent relational stressors at work. According to Maslach's conceptualisation, burnout is a response to excessive stress at work, which is characterised by feelings of being emotionally drained and lacking emotional resources. Physical and psychological health, Emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment are the three aspects, which can be defined as burnout.

Emotional exhaustion manifests in the form of feelings and sensation of being exhausted by the psychological efforts made at work. It is also described in terms of weariness, tiredness, fatigue, weakening, and the subjects who manifest this type of feelings show difficulties in adapting to the work environment since they lack sufficient emotional energy to cope with work tasks. Then Depersonalization is the relational part of burnout, is characterized as a reaction of separation, lack of concern and unconcern towards the work being performed or potentially individuals who get it. It converts into pessimistic or improper mentalities and ways of behaving, peevishness, loss of vision, and relational evasion normally towards administration clients, patients, as well as clients. Third dimension is the personal achievement is the dimension

reflected in a negative professional self-evaluation and doubts about the ability to perform the job effectively, as well as a greater tendency to evaluate results negatively. It also translates into a decrease in productivity and capabilities, low morale, as well as lower coping skills.

Nursing is a health care profession that focuses on the care of individuals and their families to help them recover from illness and maintain optimal health and quality of life. Circadian rhythm dysregulation may affect the nursing service. Nurses play a pivotal role in the health care team, performing a range of safety-critical tasks. Because nurses administer most of the medications to patients in hospital, medication errors can be directly affected by nursing care. Night works among nurses can disrupt the normal sleep-wake cycle and lead to chronic desynchronization between endogenous circadian rhythms. The nurses physical and psychological health Emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment which can cause burnout. Nurses may be exposed to burnout in the hospital due to overload of work.

The purpose of the study was to figure out the impact of circadian rhythm and burnout among professional nurses. This study administrated among professional nurses, the nurses play out a work that requests consideration and a serious level of trouble and obligation, The presence of stress at work and the night shift might prompt upset the circadian rhythm. If there is a relational between these two independent variable and dependent variable that implies the medical nurses need some break among their work otherwise it effects the health of patience. Insufficient sleep or circadian alteration can trigger a decrease in cognitive function and mental performance of nurses and in order to avoid such problems, it is important to analyse the relationship between circadian rhythm and burnout among professional nurses.

This study was to find the effect of burnout and circadian rhythm among professional nurses. Assuming there is any connection among burnout and circadian rhythm it might cause issue so that should be addressed to work on the strength of professional nurses. Nurses also usually suffer from work overload and difficulties reconciling work and family life. Burnout can impact medical caretakers' rest quality. Nurses work rotating shifts and expanded hours, which can change the circadian rhythm, so it is vital to examine the connection among burnout and circadian rhythm among professional nurses.

NEED AND SIGNIFICANCE

Circadian rhythms prepare your body for expected changes in the environment. Sleep cycle affects nurses' health so it may become a risk factor for stress, metabolic disorders, and sleep disturbances. Circadian rhythms need time to adjust to new sleep times, so changing work times can be difficult. The nurses who work longer than twelve consecutive hours when they have not obtained sufficient sleep are putting their patient's health at risk and also make damage on their own health because sleep is among the many physiological processes in the human body. So, lack of sleep affects daytime performance, quality of life, and safety of professional nurses and patients.

Burnout is also viewed as a threat to patient safety because depersonalization is presumed to result in poorer interactions with patients. Burn out impacts nurse's personal lives, the patients they take care of and the organizations they work for. The most dangerous risk associated with burnout is a decrease in the quality of patient care.

One of the largest burnout risks for professionals in any industry is chronic lack of sleep. This is particularly common for nurses who work long hours and consecutive shifts. Burn out in nurses and circadian rhythm change in nurse is fairly a new concept. If there is a relation between effect of Circadian rhythm change in burnout among professional nurses, then they need some break between their work otherwise it affects the patients. Burnout in nurses and circadian rhythm change in nurse is fairly a new concept. If there is a relation between effect of Circadian rhythm change in burnout among professional nurses, then they need some break between their work otherwise it affects the patients

Statement of problem

This study attempts to explore whether there is a significant relationship between circadian rhythm change and its effect in burnout among professional nurses in Kannur district.

Definition of key terms

Theoretical definitions

Circadian rhythm: A daily cycle of biological activity based on a 24-hour period and influenced by regular variations in the environment, such as the alternation of night and day.

Burnout: a state of emotional, physical, and mental exhaustion caused by excessive and prolonged stress. It occurs when you feel overwhelmed, emotionally drained, and unable to meet constant demands.

Operational definition

Circadian rhythm: Is a sleep wake cycle that controls our daily schedules.

Burnout: burnout is a job stress that occurred from over workload that are unmanageable for a person.

Objectives

Major objective

To identify relation between circadian rhythm, change and burnout among professional nurses in Kannur district.

Specific objectives

1. To find out the relation between circadian rhythm change and burnout.
2. Find out the difference in circadian rhythm change among private and government nurses.
3. Find out the difference in burnout among private and government nurses.
4. Identify significant relationship between sub variable of both key terms.

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

A literature review is a written summary of journal articles, books, and other documents that describe the past and present state of knowledge, organize the literature into topics, and document the needs of the proposed research. (Creswell, 2005). A literature review is an academic work that demonstrates knowledge and understanding of a specific topic in the context of academic literature. A literature review consists of an overview, summary and assessment of current knowledge in a specific research area. It may also include a discussion of methodological issues and suggestions for further research. A scientific literature review is a systematic, clear and repeatable method for identifying, evaluating and synthesizing the completed and recorded work of academics, researchers and practitioners (Fink, 2010).

A literature review Is a survey or discussion of the current published material available on a particular topic. Its purpose is to synthesize and evaluate material and information according to the research question, thesis and central theme. A literature review synthesizes and evaluates material and information according to the research question, thesis and central theme. A literature review synthesizes and evaluates the thoughts of others on your given topic. This way your readers will know what is being said about your given topic, how these sources compare to each other, and what gaps there are in the research. A literature review examines books, research articles, and any other source related to a particular topic, field of study, or theory, providing a description, summary, and critical evaluation of that work in relation to the research problem under investigation. Literature reviews are designed to provide a top-level overview of the restorations you have researched prior to the evening of your chosen topic and to illustrate to readers how your studies fit into a larger study (Baglione, 2012).

A literature review demonstrates your ability to research. The goal is to convey to the reader what information and ideas have emerged on the given topic and what their strengths and weaknesses are. A literature review must define a guiding concept. The purpose of a written review is to summarize and synthesize the arguments and ideas of existing knowledge in the field without adding anything new. Based on the

existing knowledge, they even help the researcher turn the wheels of the research topic. Only with significant knowledge of what is wrong in detail with existing findings can they be overcome. For other researchers, the literature review provides guidance on how to be successful. The primary reports used in the literature can be oral, but most often the reports are written. Scholarships can be empirical, theoretical, critical, methodological. Second, the purpose of the literature review is to describe. Summarize, evaluate and integrate the content of primary reports (Cooper, 1988).

The advantage of a good literature review is that it avoids duplicating work that has already been done. Related research can provide valuable insights and tips to improve your own studies, as well as provide a stronger background, rationale and discussion of the research. A literature review must also include at least three main elements: an introduction, body of the review, and finally a conclusion to end the article. A literature review depends on the purpose and focus of the research, and it defines a synthetic review as literature reviews that aim to summarize and draw conclusions from previous empirical studies to determine which questions remain answered (Cooper, 1998).

Theoretical perspectives of circadian rhythm

Circadian rhythm is the natural cycle of physical, mental, and behaviour changes that the body goes through in a 24-hour cycle. Circadian rhythms are mostly affected by light and darkness and are controlled by a small area in the middle of the brain. A daily cycle of biological activity based on a 24-hour period and influenced by regular variations in the environment. The circadian rhythm is your body's own internal clock that tells you when to wake and when to sleep. Circadian rhythms are endogenous by nature and adjusted to the environment by external signals called Zeitgebers (sunlight). Although many other internal and external factors such as chronic physical exercise, Fatigue, sleep quality, anxiety, attitude, lifestyle, etc. broadly alter the dimension of Circadian rhythm

Circadian rhythm is a natural cycle of physical, mental and behavioural changes that the body experiences during a 24-hour cycle. Circadian rhythms are largely influenced by light and dark and are controlled by a small area in the centre of the brain. A daily cycle of biological activity based on a 24-hour period and influenced by regular fluctuations in the environment. The circadian rhythm is your body's internal

clock that tells you when to wake up and when to sleep. Circadian rhythms are endogenous in nature and adapt to the environment using external signals called Zeitgeber (sunlight). Although many other internal and external factors, such as chronic physical exertion, fatigue, sleep quality, anxiety, attitude, lifestyle, etc., significantly change the extent of the circadian rhythm (Touitou and Haus, 1992).

Social zeitgeber theory of circadian rhythm.

Ehlers, Frank, & Kupfer (1988) proposed this theory of circadian rhythm. The Social zeitgeber theory suggests that life events disrupt social cycles, which in turn disrupt biological rhythms, causing affective syndromes in vulnerable individuals (Ehlers, Frank, & Kupfer, 1988). According to this theory, disruptions in these rhythms promote vulnerable somatic symptoms, leading to a major depressive episode. This theory stems in part from substantial evidence that depressed individuals have dysregulated biological rhythms such as sleep-wake cycles, temperature, and melatonin and cortisol rhythms (Howland and Thase, 1999). Recent evidence suggests that social jetlag theory may also explain manic episodes in people with bipolar disorder.

Neural theory of circadian rhythm

A neural model of the circadian pacemaker in the suprachiasmatic nuclei (SCN) explains how behavioural activity, rest, and the circadian cycle depend on light intensity in diurnal and nocturnal mammals. These properties are monitored by the effects of light input (external Zeitgeber) and activity-mediated fatigue signalling (internal Zeitgeber) on the circadian pacemaker. Light increases the activity of the day model and suppresses the activity of the night model. Fatigue interferes with performance in both the evening and night models. Asymmetric effects of light and fatigue during the day vs. nocturnal patterns explain the more consistent adherence of nocturnal mammals to Aschoff's rule; consistent adherence to a circadian rhythm of both diurnal and nocturnal mammals; and the tendency of nocturnal mammals to lose their circadian rhythm at lower light levels than diurnal mammals.

The fatigue signal is related to the sleep Process S of Borbély, and contributes to the stability of circadian period. Predictions include: diurnal mammals obey Aschoff's rule less consistently during a self-selected light-dark cycle than in constant light; if light level is increased enough during sleep in diurnal mammals to compensate for eye closure, then Aschoff's rule will tend to hold more consistently; nocturnal mammals

which obey Aschoff's rule will either be violate Aschoff's rule if their fatigue signal is blocked before it can modulate their SCN pacemaker; in nocturnal mammals, there are SCN pacemaker cells where the effects of a light pulse and the fatigue signal summate; in diurnal mammals, a light pulse and the fatigue signal are mutually inhibitory at all SCN pacemaker cells; in both diurnal and nocturnal mammals, a light pulse excites some SCN cells and inhibits other SCN cells

The fatigue signal is related to the sleep process S of Borbly and contributes to the stability of the day-night cycle. Predictions include: diurnal mammals follow Aschoff's rule less consistently during a self-selected light-dark cycle than under continuous light; if light levels are sufficiently increased during sleep in nocturnal mammals to compensate for eye closure, Aschoff's rule applies more consistently; nocturnal mammals that follow Aschoff's rule violate Aschoff's rule if their fatigue signal is blocked before it can modulate their SCN pacemaker; nocturnal mammalshave pacemaker cells in the SCN, where the effects of the light pulse and the fatigue signal are summed; in diurnal mammals, the light pulse and the fatigue signal inhibit each other in all SCN pacemaker cells; in both diurnal and nocturnal mammals, a light pulse excites some SCN cells and inhibits other SCN cells (carpenter& Grossberg,1987).

Theory of inpatient circadian care / Middle range theory

Theory of Inpatient Circadian Care (TICC) is based on daily principles. We conducted a database literature search on biological rhythms, chronobiology, nursing, and middle-level theories. TICC aims to integrate the multidisciplinary knowledge of biomedicine and formally apply it to clinical practice. The conceptual views of this theory are supported by a rich literature on disease and altered biological rhythms. Circadian therapy has three main structural parts: the circadian theme, the process of synchronizing the patient's biological rhythm, the hospital staff, the synchronizers of the patient's biological rhythm, and the timer (Zeitgebers). The topic of the day is I watch; the synchronization process is the biological rhythms of the individual and the temporal environment or time-giving environment, represented in this model by the watchmaker on the hospital staff.

Theoretical perspectives of burnout

Burnout is a psychological syndrome that occurs as a long-term response to chronic interpersonal tensions at work. The three central dimensions of this response are overwhelming exhaustion, feelings of cynicism and isolation, and feelings of ineffectiveness and lack of achievement. This happens when you feel overwhelmed, emotionally drained and unable to keep up with the constant demands

Social Exchange Theory

Schaufeli, Van Dierendonck and Van Gorp (1996) have proposed a dual-level social exchange model. It assumes that, in addition to unbalanced interpersonal relationships, burnout is also caused by a lack of reciprocity at the organizational level. According to this theory, burnout occurs when an employee experiences a lack of equity between the efforts and contributions made and the results achieved at work. This lack of reciprocity, which can occur with service users, colleagues, supervisors and organizations, depletes professionals' emotional resources and leads to emotional exhaustion that becomes chronic. According to this approach, burnout can be triggered by significant interpersonal demands associated with dealing with customers/users that become emotionally draining. Thus, to avoid contact with the original source of discomfort, depersonalization or cynicism is used as a stress management strategy, which ultimately leads to a decrease in personal fulfilment (Valsania, Laguia&Morian, 2022).

Maslach's theory of burnout

According to Maslach's conceptualization, burnout is a reaction to excessive work stress, characterized by a feeling of emotional exhaustion and a lack of emotional resources, emotional exhaustion; negative and dissociated reaction to other people and loss of idealism depersonalization; and reduced feelings of competence and job performance reduced personal achievement. In Maslach's theory, burnout is a condition that occurs as a result of a long-term imbalance between a person and at least one of the following six job dimensions. Maslach considered these six job characteristics the factors causing burnout and considered the consequences of burnout to be the deterioration of the health and work ability of employees.

- 1) Workload: Excessive workload and demands that recovery cannot be achieved.
- 2) Control: Employees do not have sufficient control over the resources needed to perform or complete their work.
- 3) Reward: lack of adequate reward for the work done. Rewards can be financial, social and internal
- (4) Community: Employees do not experience positive relationships with colleagues and superiors, which leads to frustration and reduces the probability of social support.
- (5) Justice: a person who experiences injustice at his workplace, including inequality in workload and pay.
- 6) Values: Employees who feel that their work prevents them from acting against their values and aspirations, or when they experience conflicts between the organization's values. Maslach considered these six job characteristics as factors causing burnout and considered the consequences of burnout to be the deterioration of the health and work capacity of employees.

This approach assumes that burnout occurs when job demands and resources are out of balance.

Structural Theory

Herbert Freudenberg (1970) proposed this theory of burnout. This approach posits that burnout is a response to chronic work stress that occurs when coping strategies used to manage the individual's work stressors fail. Initially, work stress triggers a whole series of coping strategies. When initially used coping strategies are not successful, they lead to professional failure, low personal job satisfaction and feelings of mental exhaustion. Faced with these feelings, the subject develops depersonalizing attitudes as a new form of coping. Burnout, on the other hand, has negative consequences for the health of both individuals and organizations. This model has been empirically compared with different professional groups such as teachers or nurses (Valsania, Laguia & Moriano, 2022).

Theory of Emotional Contagion

Bakker and Schaufeli (2000) stated that Exhaustion occurs through both conscious and unconscious processes. Emotional contagion refers to the tendency to automatically imitate and synchronize facial expressions, voices, postures and movements with other people and thus become emotionally close to them. When people work together, it is common for them to share situations and experience collective emotions such as sadness, fear or exhaustion. Therefore, based on this theory, burnout occurs in work groups because there are shared beliefs and feelings that develop through social interaction. This contagion of burnout was found mainly among teaching and health workers and spouses. Thus, emotional contagion affects the development of burnout both in and out of the workplace (Valsania, Laguia & Moriano, 2022).

LITERATURE REVIEW'S RELATED TO CIRCADIAN RHYTHM

Sumanta Das (2022) conduct a study on '*Effect of circadian rhythm on selected motor fitness and physiological parameters in track and field athletes.*' The aim of the study was to find out the effect of the circadian rhythm on the chosen motor and physiological parameters of the athletes, and they contribute to the academic expansion and professional development of physical education. The study involved 30 male athletes selected from each group of sprinters and jumpers aged 22-25 years from various educational institutions in West Bengal. Subjects studied in colleges and universities and are represented in athletics championships. The minimum education period of the participant was five years. Data were collected over three days over two seasons. An experimental design should be used to separate motor and physiological parameters at different times of the day. Correlation of motor state and physiological parameters between sprinters in summer and winter season at different times of the day. A random sample must be used for the research, and the correlation method must be used to collect the effect of the circadian rhythm on the motor and physiological parameters of the selected athletes. Based on the results of this study, it was determined that there are diurnal variations in the motor performance of athletes, and the study also revealed that physiological parameters peaked in the afternoon. The study revealed that physical and physiological activity is higher in the afternoon and evening compared to

the morning. The cardiovascular system is affected at different times of the day in different seasons.

Anil Kumar (2022) conducted a study on the '*Influence of Circadian Rhythm on Physical Performance of Track and Field Athletes in Kerala.*' The aim of the study is to find out the effect of circadian rhythm on the physical performance of Kerala track athletes. The study was limited to male and female athletes aged 17-25 at the state level. The sample of the study was randomly selected from the population. The researcher collected the data of 120 champion athletes who participated in various athletic disciplines. A survey is a method of collecting data from respondents who are expected to represent a certain defined population, either through a closed or open-ended questionnaire. Various instruments were used in the study, such as digital thermometer, morning-afternoon questionnaire Horne and Ostberg, the score table of the International Amateur Sports Federation, and performance card is used to measure the data. All statistical operations such as descriptive statistics, anova, manova, regression analysis, Pearson product-moment correlation. The results show that there is a relationship between the type of circadian rhythm and performance. It shows a negative correlation between circadian rhythm type and gender, event and circadian rhythm type, performance and gender, and performance and event. The study concluded that there is a significant difference in body temperature and physical performance between circadian rhythms.

Josephine (2014) conducts a study on the '*Effects of Circadian rhythm on selected factors related to performance of swimmers and Sprinters.*' The aim of the study was to find out the effect of the circadian rhythm on selected factors related to the athletic performance of sprinters and swimmers. 15 male swimmers from Manonmaniam Sundaranar University Tirunelveli and 15 male swimmers from Anna University of Technology Tirunelveli were selected for the study. The experimental design used was a static group factorial design of the study. Two-way ANOVA with repeated measures was used to examine the effects of two or more independent variables on dependent variables. The results of the study show that sprinters and swimmers had significant differences in selected variables, ie. speed, anaerobic power, flexibility, skin temperature and general mood disorders. The study found a significant

difference between sprinters and swimmers in selected variables such as anaerobic power, skin temperature and general mood disturbance, regardless of time of day.

Jiunn-Horng Kang et al (2015) conducts a study on '*Circadian Activity Rhythms and Sleep in Nurses Working Fixed 8-hr Shifts*'. Shift work is associated with adverse health effects. The aim of this study was to investigate the effect of shift work on nurses' circadian rhythm (CAR) and objective and subjective sleep quality. Day shift (n = 16), evening shift (n = 6), and night shift (n = 13) nurses used wristactigraphy to monitor activity. We used cosine analysis and time-frequency analysis to investigate CARS. Night shift nurses had the lowest mean values of circadian rhythm amplitude, acrophase, autocorrelation and circadian rhythm (CRP), while evening shift workers had the highest CRP standard deviation among the three shift groups. That is, night shift nurses had less robust CAR and evening shift nurses had greater differences in CAR compared to nurses effects of shift work on nurses' health. who worked other shifts. Our results highlight the importance of assessing CAR to prevent adverse.

Schmitz et al. (2022) undergo a study on '*The Importance of Sleep and Circadian Rhythms for Vaccination Success and Susceptibility to Viral Infections*'. sleep and circadian rhythms are closely related to the immune system and its regulation. Here we describe this relationship and make recommendations about the influence of sleep and circadian rhythms on vaccination success. Research is underway to determine how sleep deprivation-induced changes in immunological parameters affect susceptibility to viruses. Short sleep duration and poor sleep efficiency both appear to be strong factors that increase vulnerability. In addition, both the duration of sleep and the time of vaccination appear to be related to the magnitude of the post-vaccination antibody response. Based on these findings, the recommendation should include at least 7 hours of sleep each night to reduce the risk of infection and optimize the effectiveness of vaccination according to circadian timing. Improving the quality of sleep and its time of day can affect the prevention of infections and the benefits of vaccination. In summary, it can be stated that sufficient (or longer) sleep duration is important both in reducing the susceptibility to infection and in increasing the antibody response after vaccination.

Vaibhav (2020) undergoes a study on '*Study of circadian rhythm and seasonal variation on selected motor fitness physiological components and coordinative abilities*

of national level cricket players'. The aim of this study was to investigate the circadian rhythm and seasonal variation in selected motor components, physiological components and coordination abilities of national level cricketers. To achieve the objectives of the present study, one hundred national level male cricketers in the age group of 18-27 years were selected from Punjab. All the players were part of the practice squad for the cricket match. These subjects were randomly selected from the cricket practice group. Motor fitness components, physiological components and coordination ability were tested in 100 Punjabi male cricketers. A 2×3 factorial group design was used to investigate seasonal variation in circadian rhythm and speed in cricketers. Two-way repeated measures ANOVA was used to find the effect and interaction of the independent variable, ie. circadian rhythm and seasonality, on speed. The results of the study show that circadian rhythm has a significant effect on motor ability, physiological components and coordination ability of national level cricketers and is significant at 0.005 level of significance, while seasonality had no significant effect on speed, differentiation and rhythmic ability. The findings also suggest that seasonality and circadian rhythm have a joint effect on cricketer speed. Therefore, circadian rhythm and seasonal variation should be considered as important regulatory factors in the training preparation of cricketers to improve their speed.

Walton et al. (2020) undergoes a study on '*Circadian rhythm disruption and mental health*'. *Circadian rhythms are internal manifestations of the solar day that enable adaptation to predictable temporal changes in the environment*'. These ~2 - hour rhythms are controlled by the brain's molecular clocks, which are reset to exactly 2 hours each day by exposure to the light-dark cycle. The information received from the master clock of the hypothalamus in mammals transmits temporal information to the whole body through mood and neural communication. There is a bidirectional relationship between mood disorders and circadian rhythms. Mood disorders are often associated with disrupted circadian clock-controlled responses, such as sleep and cortisol secretion, while circadian rhythms due to jet lag, night shift or nocturnal exposure to artificial light can cause or worsen mood symptoms in susceptible patients. individuals Evidence indicates strong links between circadian rhythms and mental health, but only recently has the direct interaction between the circadian system and mood regulation begun to be explored. This review provides an overview of disrupted circadian rhythms and links to behavioural health and psychiatry. The focus of this

review is to define the role of circadian rhythm disturbances in mood disorders, using human night shift studies and jet lag studies to identify associations. We also investigate animal models of disrupted circadian rhythms in affective responses. Finally, we recommend inexpensive behavioural and lifestyle interventions to improve circadian rhythms and, presumably, behavioural health.

Farhud (2018) by '*Circadian Rhythm, Lifestyle and Health*'. The regulation of the circadian rhythm plays a central role in the healthy life of people, which is influenced by factors consisting of cosmic events in the universe and on Earth, environmental factors and lifestyle. These changes in factors lead to circadian rhythms and increase the incidence of mental illnesses such as depression and physiological problems such as cancer, cardiovascular disease and diabetes. The result was that the circadian rhythm can be influenced by lifestyle, heredity, cosmic cycle and seasonal factors. . The first two factors directly affect the circadian rhythm and health physically, while the others affect it mentally. Ultimately, all of these lead to cancer, cardiovascular disease and metabolic obesity. It was then noted that although environmental factors are universal events beyond human control, they affect the human body and circadian rhythm. Other factors are human-controllable to prevent squad rhythms that cause physical disorders.

Nolan et al (2022) by '*Shift work-like patterns effect on female and male mouse behaviour*'. *Shift work is common throughout Western countries*'. However, shift work has significant health implications, including increased mental health and sleep disorders during shift work. Therefore, the health and well-being of on-duty workers is a public health issue that needs to be addressed. Here, we investigated the behavioural effects of two different light-induced shift-like patterns in male and female mice. After six weeks of interactive perturbation, animals showed no behavioural differences in retrieval, marble burying, and startle reflex. Interestingly, however, we detected sex- and disorder-specific effects for mild aversion and cycling. In particular, analysis of the activity patterns of the animals in the perturbation condition showed that they maintained a fixed rhythm during the perturbation periods, which may explain the lack of behavioural differences in most behavioural experiments.

Karatsoreos (2011) conduct a study on '*Disruption of circadian clocks has ramifications for metabolism, brain, and behaviour*'. Circadian rhythms occur in almost all plants and animals. In mammals, a brain clock located in the suprachiasmatic

nucleus of the hypothalamus maintains synchronization between environmental light/dark cycles and physiology and behaviour. Cases requiring rapid changes in sleep patterns, such as transmeridian flight, demonstrate the negative effects of acute circadian disruption on physiology and behaviour. However, the consequences of chronic disruption of the circadian clock on mental and physical health are not yet fully understood. By placing mice on 20-h light/dark cycles that are incompatible with their endogenous ~24-h circadian cycle, we were able to noninvasively model the effects of chronic circadian rhythms. Living in such conditions leads to accelerated weight gain and obesity, as well as changes in metabolic hormones. In the brain, mice with circadian disruption have reduced dendrite length and neuronal complexity in the prefrontal cortex, a brain region important for executive function and emotional control. Interrupted animals show reduced cognitive flexibility and changes in emotionality consistent with the observed changes in neural architecture. We believe that this model can provide a basis for understanding how environmental perturbations of circadian rhythms affect the brain, behaviour and physiology.

Shafi (2019) conducted a study based on '*Cancer and the circadian clock*'. The circadian clock is a master regulator of mammalian physiology, regulating daily oscillations in important biological processes and behaviour. In particular, circadian rhythms have recently been identified as an independent cancer risk factor and classified as a carcinogen. Therefore, it is imperative to identify the mechanisms by which circadian disruption alters cancer risk. New data reviewed here show that circadian functions play a critical role in several hallmarks of cancer, including the regulation of cell proliferation, cell death, DNA repair, and metabolic changes. Developing a deeper understanding of the crosstalk in circadian cancer regulation holds the promise of developing new strategies to stop, prevent and treat cancer.

LITERATURE REVIEW'S RELATED TO BURNOUT

Ali Qadimi (2014) conducted a study on '*Occupational stress job burnout coping mechanisms and psychological health among school teachers*'. The aim of this study was to examine the relationship between work stress, burnout, coping mechanisms and psychological health in Mysore, Karnataka, India. The study was conducted on teachers working in private/government primary and secondary Schools in Mysore. The purpose of this study was to determine how occupational stress, burnout, coping

mechanisms and psychological health differ across certain demographic variables. The sample for this study was drawn using stratified random sampling. Collected data were analysed Using Pearson product moment correlation, independent sample t-tests, one-way anova and Post Hoc tests. Data were collected using standardized questionnaires. The results of the study confirmed that there were differences in professional stress and personal achievement between male and female secondary school teachers in public and private schools. However, there was no significant difference between male and female teachers regarding emotional exhaustion, depersonalization and coping strategies of secondary school teachers. The study found that work stress, burnout, coping strategies and psychological health were significantly correlated, which is also consistent with most previous studies.

Anuradha (2014) conducts a study on '*Student burnout in relation to personal factors family and classroom environment*'. The study was related to students of higher secondary schools, so it was decided to sample from the population of 12th standard students of Durg district, Chhattisgarh. The sampling technique chosen in this study is random purposive sampling technique to collect the sample for the study. A correlational design must be used to measure the nature and strength of the relationship between variables. The information obtained can be analysed using appropriate statistical analysis. The performance indicators of the study show that teacher support, commitment, competition, clarity of rules, innovation dimension is positively related to burnout, while task orientation and teacher control are negatively related. The study revealed that student burnout is not caused by one or more variables, but by all variables, i.e. family environment, classroom environment, personal factor and some demographic variables. All these together are responsible for increasing the burnout of the student.

Boominathan (2014) conduct a study on '*Job motivation job involvement and job burnout among the employees of private telecom sector in Coimbatore district South India*'. The study revealed that information sharing, task leadership, performance management justice and promotion were found to significantly affect work motivation and commitment, and statistical and econometric techniques including men, standard deviation, coefficient were collected for the study. In variation statistics, Cronbach's alpha coefficient, Carl Person's correlation coefficient were used to measure the

variables, and a five-point Likert scale was also used to measure employees' opinions about the various factors included in the study. This led to an increase in competition, the attempt to survive leads to the exploitation of workers, which eventually leads to too much pressure, job dissatisfaction, and finally too much pressure and burnout. Therefore, understanding employee commitment to work is essential for long-term survival. The study thus ended with a high commitment to work, and it was also found that work burnout is lower.

Klamut (2022) conduct study on '*A Balanced Time Perspective and Burnout Syndrome in the Corporate World*'. Burnout syndrome is officially classified in the International Classification of Diseases under the number, which is an occupational phenomenon resulting from chronic work stress. It has a greater negative impact on employee mental and physical health, health care costs and business performance each year. With this study, we try to check if an individual's time perspective is more prone to burnout, based on Christina Maslach's burnout syndrome theory and Phillip Zimbardo's time perspective. In the construction of Time Perspective, we focused on a time adjustment indicator called Balanced Time Perspective (BTP). We used Maslach's exhaustion inventory and Zimbardo's time perspective for a sample of employees from 129 Polish companies. We found that two dimensions of burnout were significantly correlated with a balanced time perspective, while the third (depersonalization) did not form a significant correlation. This highlights the relationship between personality and burnout, leading to one possible solution to the threat of burnout rebalancing an individual's time perspective through interventions such as time perspective therapy. We believe that awareness of one's time profile provides an opportunity to fill the gaps in one time perspective while avoiding the excessive effects of another, leading to a more balanced time perspective, better mental health, and protection from burnout syndrome.

Sreelekha (2015) conducts a study on '*Burnout among nurses. Recent changing technology and lifestyle make life difficult for people*'. Healthcare workers are no exception to this. Chronic fatigue and stress, depersonalization, impaired task performance describe symptoms of burnout. In a profession such as nursing, the incidence of burnout appears to be high due to the demands made by patients, supervisors and the organization. The aim of the study is to find out the level of

burnout in nurses and its relationship with socio-demographic variables. Methods: a descriptive cross-sectional study was conducted among 200 nurses working in a selected tertiary care hospital at Nellore, A.P. Burnout is assessed by the Oldenburg Burnout Inventory. Data were analysed using descriptive and inferential statistics with SPSS 15 version. Results: Among 200 subjects, the majority of nurses reported 108 (54%) moderate burnout and 92 (46%) severe burnouts. 52 (26%) nurses felt tired. because of work, 92 (46%) spoke negatively about their work, 113 (56.6%) reported that work stress was high, 112 (56%) said that work was a positive challenge, 66 (33%) reported that work consumed them emotionally. 78 (39%) announced that they would give up such work, the work hurts, 6 (32%) announced, 153 (76.5%) undertake to do more and more work. A statistically significant relationship is seen between sociodemographic variables and years of experience and type of coping method at $p < 0.05$ level. Conclusion: the study gave an understanding that most of the nurses have burnout. Early recognition and timely intervention can minimize the effects of burnout and ensure quality of life.

Ruzyczka (2014) conduct a study on '*Burnout and occupational stress in the context of the work satisfaction in nursing profession*'. Long work shifts tired nurses and night shifts cause disturbances in circadian regulation. Rewards can protect against negative consequences at work. The aim of the study was to assess the relationship between professional effort, reward and burnout in nurses' job satisfaction. methods. 250 nurses working 12-hour day and night shifts completed the following questionnaires: Effort Rewards Balance, Maslach Burnout Inventory, and Minnesota Manual for Satisfaction Question. Observations. Emotional exhaustion was explained by effort in the low job satisfaction group ($R^2 = .25$) and in the high job satisfaction group ($R^2 = .20$). Respect and promotion were not related to burnout. Discourse. Findings confirmed that emotional exhaustion is a central component of work-related burnout in nurses. Research shows that efforts need more attention.

McPherson et al. (2021) conduct study on '*Impacts of Research Staff Burnout for a National Large Scale Pragmatic Clinical Trial*'. Impact of burnout on researchers, these seven antecedents of burnout were retrospectively analysed in the call centres of the Diuretic Comparison Project. Methods: Two call centres were analysed for predictors of burnout. As a means of comparing productivity and job

satisfaction, the compliance rates and employee turnover rates of the two call centres were compared. A ratio of 0.13 (95% CI = [0.016, 1.0853]) indicates that a Minneapolis call centre worker was less likely to leave than a Canandaigua call centre worker. The Canandaigua Call Centre had a consent rate of 2.7%. The approval rate for the same months the following year was 1.6% in Minneapolis. The Minneapolis call centre's higher acceptance rate and lower turnover rate is due to less caller attrition. The confidence interval of the calculated probability for turnover indicates that the result is not statistically significant. Due to the retrospective nature of the analysis, extraneous variables were not controlled for in the analysis of these data. The Minneapolis call centre protocol appears to be more responsive to exhaustion than the Canandaigua call centre. Further research is needed on methods to prevent burnout in clinical trials. Research workers could benefit from strategies to help reduce burnout. Organizations should provide appropriate stress and burnout protocols and training to improve employee well-being.

Filipska (2021) conduct study on '*Analysis of job burnout, satisfaction and work-related depression among neurological and neurosurgical nurses in Poland*'. This study investigated burnout, work-related depression and job satisfaction among neurological and neurosurgical nurses in Poland. A cross-sectional and multicentre study was used. The sample included 206 neurology and neurosurgery nurses, all of whom were self-selected. - reports the questionnaire prepared by the authors. The results showed the incidence of work-related burnout at 32%, collaborator burnout at .2%, and patient-related burnout at 22.8%. Nurses working on neurological wards were statistically more than three times more likely to struggle with co-worker burnout than nurses working on neurosurgical wards. In addition, burnout was higher in people over 5 than in the youngest age group. However, 71.8% of nurses were satisfied with their work. In summary, our results showed that burnout is common among nurses and that burnout was influenced by personal (age) and workplace (ward type, working distance, experience and shift work) factors.

Daphne Norez (2017) conduct study on '*Academic Burnout in College Students: The Impact of Personality Characteristics and Academic Term on Burnout*'. Burnout is a condition that can affect people in a variety of situations. It is associated with reduced productivity and satisfaction; increased mood disorders such as

depression and anxiety, and a host of physical problems, including increased biomarkers of inflammation and cardiovascular disease, metabolic syndrome, sleep disturbances, changes in appetite, fatigue, decreased immunity, headaches and gastrointestinal ailments. Burnout has been studied primarily as a work-related hazard, but there is increasing evidence that it is a condition that can also be experienced in other situations, such as school. The purpose of this study was to determine how personality characteristics and term classification affect academic burnout in a sample of students. This article provides a brief summary of the history of burnout research, a discussion of the existing literature on the topic, hypotheses proposed by previous research in this area, and a description of the methodology, results, limitations, possible future directions, and conclusions of this study.

REVIEW'S RELATED TO CIRCADIAN RHYTHM AND BURNOUT

Hosseinabadi, Khanjani, et.al, (2019) conduct a study on '*Effects of amplitude and stability of circadian rhythm and occupational stress on burnout syndrome and job dissatisfaction among irregular shift working nurses*'. The purpose of the studies on the relationship between the extent and stability of the circadian rhythm amplitude and the relationship between work stress and burnout syndrome and job dissatisfaction among nurses on duty 68 nurses who worked in four teaching hospitals were selected for the study using a stratified random selection. crossover sampling. sectional design based on strobe instructions. Daily Inventory, Job Content Questionnaire, Minnesota Satisfaction Questionnaire, and Maslach Burnout Inventory were used to collect data. Multiple linear regression, one-tailed and independent t-tests were used for SPSS statistical analysis. The results of the study confirmed that approximately 15% of nurses suffered from high burnout syndrome. This study found that BS and JD were strongly related to psychological demand and job support; and energetic nurses were less prone to BS and JD and better suited to irregular shift work.

Habibi, Abedi (2019) conduct a study on '*circadian is the changes of behavioural and metabolic activity during day and night in living organisms*'. The aim of this study was to to study the relationship of occupational burnout, depression, anxiety and stress with the circadian rhythm of military personnel. The study was conducted on a stratified random sample of 100 military personnel. A daily survey, the Depression and Anxiety Stress Scale (DASS) and the Maslach Burnout Inventory

(MBI) were used to collect data. Finally, SPSS 19 software, descriptive statistics, independent t-test and ANOVA test were used to analyse the data. Then the latest study led to the fact that there was a significant difference between the circadian rhythm and occupational exhaustion, depression, anxiety and stress in shift workers. The study concluded that the type of circadian rhythm affects exhaustion, depression, anxiety and stress in duty workers.

Zencirci, Arslan (2011) conduct a study on the topic *'Morning- evening type and burnout level as factors influencing sleep quality of shift nurses*. The purpose of the study is to evaluate the relationship between the sleep quality of nurses on duty and demographic variables, morning-evening type and exhaustion. We collected data from nurses using four anonymous self-administered questionnaires. The study must use a cross-sectional design. The study showed that socio-demographic variables did not affect sleep quality, and poor sleep quality was quite high. The study revealed that nurses who worked consistently either in the morning or in the evening had better sleep quality than those who worked in shifts. Further research is needed to develop interventions that improve sleep quality and reduce burnout in nurses working shifts.

Cheng, Cheng (2017) conduct a study on the topic *'Night shift and rotating shift in association with sleep problems, burnout and minor mental disorder in male and female employees'*. The aim of the study is to find independent health effects of night work and shift work on the sleep and mental health risks of workers and potential sex workers. The research can be done using survey methods, and the material was evaluated using a short symptom rating scale. Finally, the study found that of all shift types, fixed night workers had shorter sleep duration, the highest exhaustion scores, and the highest rates of insomnia and minor mental disorders. It was then concluded that the results of this study suggest that a fixed night shift is associated with a higher risk of sleep and mental health problems, and that the association may be due to sleep disturbances.

Gohar, Knauert, et.al (2022) conduct a study on *'Influence of medical trainee sleep pattern on burn-out and satisfaction with work schedules it may use a multicentre observational study can be used for the investigator'*. The study examines variation in chronotypes among medical trainees and understands its relationship to burnout and job satisfaction. The research method must be a multicentre observational study and it

must be conducted with two studies. The results were not statistically significant when considering the overall satisfaction with work shifts, as the highest satisfaction is with the day shift and the lowest with the night shift. The study found that burnout is common among medical interns, and considering intern preferences can improve performance and reduce human error and burnout.

Zhang, Wang, (2021) conduct a study on topic '*Factors associated with circadian rhythm, job burnout, and perceived stress among nurses in Chinese tertiary hospitals*'. The purpose of the study is to find dysregulation of day-night rhythm on the work quality and physical and psychological health of nurses. A cross-sectional study using a stratified random sampling method was used. Data should be collected randomly among tertiary care hospitals. The study concluded that emotional exhaustion, depersonalization, and perceived stress were higher among evening nurses than among morning nurses, and evening nurses also reported poorer personal fulfilment and had more emotional exhaustion, personal fulfilment, and perceived stress among nurses. . The study concluded that a large proportion of nurses experience circadian rhythm dysregulation. To alleviate burnout and reduce perceived stress, it is imperative to understand the predictors and contributing factors of shift rhythms in nurses.

Kancherla et al. (2020) conducts a study on a topic '*Sleep, fatigue and burnout among physicians*'. Physician burnout is a serious and growing threat to physicians and can undermine efforts to maintain an adequate physician workforce to care for a growing and aging patient population in the United States. Burnout has many complex relationships and potential risks. Although the prevalence is unknown, recent estimates of physician burnout are quite high, approaching 50 percent or more, with middle-aged physicians most at risk. Lack of sleep due to shift schedule, heavy workload, long working hours, sleep disorders and insufficient restorative sleep have contributed to the development and perpetuation of burnout. Uncomfortable attitudes about sleep and patience can also increase the risk of sleep deprivation in physicians. Although working time restrictions were put in place to protect the sleep possibilities of interns, no such effort was made for attending physicians who completed their training or who practice medicine in a non-academic setting. The position of the American Academy of Sleep Medicine is that there is a critical need to evaluate the role of sleep disorders, sleep disorders, and circadian rhythms in physician well-being and burnout. Such

assessment can help develop effective countermeasures to promote healthy sleep. The goal is to reduce burnout and its negative effects, such as reduced physician workforce, poor physician health and work outcomes, deterioration of care, and compromising patient safety.

Shimizu (2018) conduct a study on '*Burnout syndrome and sleep quality among military police officers in Piaui*'. Military police are a unique demographic because they deal with violence and crime every day. Therefore, they are more likely to develop burnout syndrome, which leads to a significant decrease in productivity and changes in the quality of sleep. To analyse the relationship between burnout syndrome and sleep quality among military policemen. Method: A cross-sectional, descriptive and quantitative study was conducted with 32 military policemen from the Teresina Military Police Battalion in Piaui, Brazil. Data collection was conducted using sociodemographic data, the Maslach Burnout Inventory, and the Pittsburgh Sleep Quality Index questionnaire. Pearson correlation was used for statistical analysis. Results: The sample included 32 male military police officers, mean age $.35 \pm 5.63$ years. Sleep duration showed a highly significant, inverse and moderate correlation with emotional exhaustion ($p=0.0003$). Emotional exhaustion showed significant moderate correlations with sleep quality ($p=0.00$). Depersonalization had a significant, albeit weak, correlation with sleep quality ($p=0.03$). the study concluded that burnout domains emotional exhaustion and depersonalization showed a significant correlation with sleep quality.

Kancherla (2020) conduct study on '*Sleep, fatigue and burnout among physicians: an American Academy of Sleep Medicine position statement*'. Physician burnout is a serious and growing threat to physicians and can undermine efforts to maintain an adequate physician workforce to care for a growing and aging patient population in the United States. Burnout has many complex relationships and potential risks. Although the prevalence is unknown, recent estimates of physician burnout are quite high, approaching 50 percent or more, with middle-aged physicians most at risk. Lack of sleep due to shift schedule, heavy workload, long working hours, sleep disorders and insufficient restorative sleep have contributed to the development and perpetuation of burnout. Uncomfortable attitudes about sleep and patience can also increase the risk of sleep deprivation in physicians. Although working time restrictions

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Yafang (2021) conduct research on topic '*Study on the effect of circadian rhythm and sleep quality on job burnout among shift nurses in 3A-level hospitals*'. The study analyses the effect of circadian rhythm and sleep quality on work burnout to provide a theoretical basis for reducing the level of work burnout of shift nurses. A total of 91 nurses on duty were examined using the round-the-clock questionnaire, the Pittsburgh Sleep Quality Index, and the Maslach Burnout Inventory general survey. Shift nurses' flexibility or stiffness scores, Languid scores, PSQI scores, and MBI-GS scores are all valid. The results of multiple regression analysis showed that flexibility or rigidity of sleep, restlessness or strong sleep quality were factors influencing emotional exhaustion, flexibility or rigidity, laziness or strong sleep quality were factors influencing depersonalization.

HYPOTHESIS

1. There will be a relation between circadian rhythm change and burnout in professional nurses in Kannur district.
2. There will be a significant difference in circadian rhythm change among private and government nurses.
3. There will be a significant difference in burnout among private and government nurses.
4. There will be a significant difference in circadian rhythm with regard to marital status.
5. There will be a significant difference in Burnout with regard to marital status.....

6. There will be a significant relationship between sub variable (flexibility/rigidity (FR) and languid/vigorous (LV)) of circadian rhythm.
7. There will be a significant relationship between sub variable (emotional exhaustion, depersonalization, and accomplishment) of burnout.
8. There will be a significant relationship between sub variable (flexibility/rigidity (FR) and languid/vigorous (LV)) of circadian rhythm and sub variable (emotional exhaustion, depersonalization, and accomplishment) of burnout.

CHAPTER 3
METHOD

Research is defined as the creation of new knowledge and the use of existing knowledge in new and creative ways to generate new concepts, methodologies and insights. Good research follows a systematic approach to gather accurate information. When making observations, researchers must adhere to ethics and a code of conduct, and analysis is based on logical reasoning and includes both inductive and deductive methods. Provides the reader with a comprehensive understanding of several research questions. Research is the process of seeking new information to enrich the development of society. Research is the process of seeking new information to enrich the development of society. This research is a systematic process of discovering and advancing human knowledge (Gratton and Jones, 2009).

Research is a study of a particular issue or problem using scientific methods. According to American sociologist Earl Robert Babbie, Research is a systematic study that aims to describe, explain, predict and control the observed phenomenon. It provides the reader with a comprehensive overview of several research problems. Research is the process of gathering information and data to better understand a certain topic or phenomenon. It uses various methods and techniques to collect, analyse and interpret data to draw meaningful conclusions. Research answers questions and solves problems and identifies trends and opportunities.

Research is an academic activity and as such the term should be used in a technical sense. According to Clifford Woody, research involves defining and redefining problems, formulating hypotheses or proposed solutions; collect, organize and evaluate information; making inferences and drawing conclusions; and finally, carefully check the conclusions to see if they are consistent with the hypothesis. The purpose of research is to find answers to questions by applying scientific methods. The main purpose of research is to find out the hidden and so far, undiscovered truth (Kothari, 2008).

Research design

A research design is a general formulation of a research problem. This is related to overall strategy choose a coherent and logical integration of different parts of the study. A design is a carefully designed plan of how to act an experiment The design of the experiment refers to the choice and organization of the conditions (Smith,1976). Research planning is necessary because it enables the smooth progress of various

research activities. Research design helps the researcher organize his ideas, which helps identify and correct its potential shortcomings. The importance of a research design is that it provides an overview of what needs to be done to achieve research goals and how to do it. The design of the study gives a clear idea of what actions need to be taken to achieve this the purpose of the investigation. This helps identify and resolve any issues that may arise during the research and analysis process.

In the present study correlation research design is used. Correlational research examines the relationships between variables to test the strength of the relationship between variables. A correlational study has three possible outcomes they are a positive correlation, a negative correlation, or no correlation. Researchers can report their results using a numerical value called the correlation coefficient, which is a measure of the strength of the correlation. It can vary from negative to 1.00 positive. A correlation coefficient of 0 indicates no correlation. Both variables increasing or decreasing at the same time is a positive correlation. An increase in one variable, a decrease in the other (and vice versa) is a negative correlation. So, in this study the two variables are need to be correlated for the better result.

Participants

For the present study, Kannur district is taken as the universe and professional nurses are taken as the population. Categorization of participants occur according to government and private hospitals. The hospitals and the number of experiences in that hospitals may provide high influences in both variables. The total sample size is 99 from different hospital. In the population the samples are collected by using random sampling method. The sample collected from both government and private hospitals. So, by using random sampling method it should be easy for the researcher to undergo sample collection among professional nurses in Kannur district. For conducting this study some are included and some other may be excluded they are

Inclusion criteria

- In this study it includes both male and female nurses in Kannur district
- It includes both government and private hospitals nurses
- More than one-year experienced nurses are included

Exclusion criteria

- General nurses are excluded
- All other district except Kannur district were excluded
- Nurses less than one year experience are excluded

STUDY VARIABLES

The present study focusses on two major psychological variables such as circadian rhythm and burnout among professional nurses in Kannur district. In order to explore the relationship between these variables, they are collected from professional nurses using standardized instrument.

Circadian rhythm

Circadian rhythm refers to the physical, mental and behavioural changes that occur in most living things during a 24-hour period and are primarily regulated by light or darkness in the environment. It is different from the biological clock, but the two are related because the biological clock controls the circadian rhythm and related processes in the body. The circadian rhythm is regulated by the suprachiasmatic nucleus of the brain's hypothalamus. The hormonal and chemical changes that one's body goes through around the clock support certain activities that you should be doing at certain times of the 24-hour period.

In the present study, Circadian type inventory; CTI- 2005 is being used for data collection. It was proposed by Folkart, Smith and Milia. The CTI scale contain 11 items and it can be applicable for the population.

Burnout

Burnout is a state of emotional, mental, and often physical exhaustion brought on by prolonged or repeated stress. Though it's most often caused by problems at work, it occurs when you feel overwhelmed, emotionally drained, and unable to meet constant demands. Burnout in the course of employment can make one feel emotionally drained and unable to function in the context of work and other aspects of life.

In the present study, Maslach burnout inventory; MBI- 1981 is being used for data collection. It proposed by Maslach and Jackson. The MBI scale contain 22 items and it can be applicable for the population.

MEASURING INSTRUMENTS

In research the tools refer to be used to collect data among the population under Kannur district.

Personal data schedule

In order to collect the details of the participants and their various socio demographic data, a personal data schedule is used. The personal data schedule includes name, age, gender, marital status, working experience, hospital name and the sector of hospitals. This information is collected in order to examine difference in academic emotional regulation and volition for learning according to various personal data.

Circadian type inventory

The circadian rhythm questionnaire was developed by Folkart, Smith and Milia in 2005. These inventories used to assess the circadian pattern among nurses. The CTI was originally developed to identify individuals with the ability to adapt to change work. These inventories used to assess the circadian pattern among nurses. Therefore, the scale assesses two factors that influence a person's ability to change their sleep rhythm the rigidity/flexibility and languid/vigorous of sleep habits. There are only 11 items in the questionnaire to assess the two factors that influence a person's sleeping habits.

Rigidity/ Flexibility

Rigid /Flexible represent the alertness during various period. It explains irregular sleep patterns. Rigid types are said to be the less capability of falling asleep early, or sleeping at unusual times.

Languid /Vigorous

Languid / Vigorous type represents the amplitude of the rhythms and the alertness. It may influence our sleep inertia after waking in the morning. Tired types may be reported as a struggle to overcome sleepiness and feel lethargic due to reduced sleep.

Administration

The instructions for the participants are given together with the questionnaire. The instructions are: Please be honest and accurate as you can throughout. Try not to let your response to one statement influence your response to other statements. There are no correct or incorrect answer. Answer according to your own feelings, rather than how you think most people would answer. There are no particular columns provided for marking the answers. The answer options like 1=Almost never, 2=Seldom, 3=Sometimes, 4= Usually,5= Almost always. The participants can read these options and choose the most suitable option from these items.

Scoring

The items in the scale CRI it uses a 5 point to rate the scale from almost never to almost always. Out of the 11 items, 6 statements measure languid /vigorous type and the remaining 5 statements measures the rigid/ flexible type. The questions are scored as like 1=almost never, 2=seldom, 3=sometimes, 4= usually,5= almost always. High scores indicate a tendency towards the first of the two labels describing the dimension that is languid types or flexible types.

Reliability

The CRI scale has overall Cronbach's alpha of 0.72 (LV) and 0.79 (FR). Test-retest reliability data for the CRI was 0.54. These scales demonstrate good reliability and validity.

Maslach Burnout Inventory

The Maslach burnout inventory was developed by Maslach and Jackson in 1981. The MBI is designed to assess three components of burnout emotional exhaustion, depersonalization, and impaired personal fulfilment. There are 22 items divided into three subscales. The general term recipients are used in records to refer to specific individuals to whom the respondent provides service, treatment or care. Items are written in the form of statements about personal feelings or attitudes.

Emotional Exhaustion

The nine items of the emotional exhaustion subscale assess feelings of emotional overload and job burnout.

Depersonalization

The five items of the Depersonalization subscale measure an unemotional and impersonal response to recipients of service, treatment, care, or guidance.

Personal achievement

The eight items of the personal achievement subscale assess feelings of competence and success in working with people.

Administration

The instructions for the participants are given together with the questionnaire. The instructions are: Please be honest and accurate as you can throughout. Try not to let your response to one statement influence your response to other statements. There are no correct or incorrect answer. Answer according to your own feelings, rather than how you think most people would answer. There are no particular columns provided for marking the answers. The answer options like 0=Never, 1=At least a few times a year, 2=At least once a month, 3=Several times a month, 4= Once a week, 5= Several times a week ,6=Every day. The participants can read these options and choose the most suitable option from these items.

Scoring

The scores of each subscale are calculated separately and are not added to a single total score, so three scores are calculated for each respondent. Based on the feedback, each score can be coded as low, medium, or high using numerical cut points listed in the scoring key. The items in the scale MBI it uses a 6 point to rate the scale from Never to Every day. Out of the 22 items, statements measure emotional exhaustion, depersonalisation, personal accomplishment the 9 statements measure the emotional exhaustion, 8 items measure personal accomplishment and 5 items measure depersonalisation. The questions are scored as 0=Never, 1=At least a few times a year, 2=At least once a month, 3=Several times a month, 4= Once a week, 5= Several times a week, 6=Every day.

Reliability

The MBI scale has Cronbach alpha coefficient (n=1,316). Reliability coefficients for the Maslach scales were 0.90 for emotional exhaustion, 0.79 for

depersonalization, and 0.71 for personal fulfilment. Test-retest reliability data for the MBI were presented for two samples.

Procedure for data collection

Test can be administered among the population of professional nurses working in Kannur district and the sample of 99 collected by using Random sampling method. The data was collected through random sampling by approaching the hospital directly and after that questionnaire was given to nurses and response were collected back. Then it was analysed according with the scoring which is given with the questionnaires and by using SPSS final result was obtained.

STATISTICAL TECHNIQUES

The researcher aimed to explore the relationship between the variables such as; Circadian rhythm, Burnout. The coding and analysis were done with the help of SPSS software. Pearson's correlation and T test are used for statistical analysis.

The Pearson correlation is a measure of the linear relationship between two normally distributed random variables. This is known as the best method for measuring the relationship between variables. The correlation is affected by the size and sign of the r . The correlation coefficient ranges from -1 to 1. An absolute value of exactly 1 implies that a linear equation describes the relationship between X and Y perfectly with all data points lying on a line. The correlation sign is determined by the regression slope. A value of + 1 implies that all data points lie on a line for which Y increases as X increases and vice versa for -1. A value of 0 implies that there is no linear dependency between the variables. T test A t test is a type of inferential statistics used to determine if there is a significant difference between the means of two groups, which may be related in certain features. Calculating a t test requires three key data values. There are three t-test to compare means; one sample t-test, a two-sample t-test, and a paired t-test. A t-test can only be used when comparing the means of two groups. If you want to compare more than two groups or if you want to do multiple pairwise comparison, use anova test or a post-hoc test. The t-test is a parametric test of difference, meaning that it makes the same assumptions about your data as other parametric test. The t-test assumes your data are independent, are normally distributed, have a similar amount of variance within each group being compared.

T test

A t-test is the final statistical measure for determining differences between two means that may or may not be related. Testing uses randomly selected samples from two categories or groups. It is a statistical method where the samples are randomly selected and there is no perfect normal distribution. The type of T-test performed is determined by whether the samples analysed are from the same class. There are three t-test to compare means; one sample t-test, a two-sample t-test, and a paired t-test. A t-test can only be used when comparing the means of two groups.

CHAPTER 4
RESULT AND DISCUSSION

CHAPTER 4

RESULT AND DISCUSSION

The aim of the study was to find out the relationship between circadian rhythm and burnout among professional nurses in Kannur district. Thus, the study attempts to find out the relationship between sub-variables of circadian rhythm and burnout to find the effect of variables among professional nurses in Kannur district.

The study also attempts to find out the difference between variables of circadian rhythm and burnout and also find out the difference in based circadian rhythm and burnout on age, gender, marital status, have children or not, Based with working sectors. This chapter deals with the process of result obtained and its interpretation and discussion. The collected data were analysed and then written in the form of result and discussion.

This chapter consist of two sections, section one deals with the analysis of relationship among the effect of circadian rhythm and burnout among professional nurses in Kannur district. For this analysis Pearson product correlation test was used. Pearson product moment correlation test help to find out the relationship between two variables and how strongly the variables are correlated.

The second section deals with the difference in variables of circadian rhythm and burnout and also find out the difference based with circadian rhythm and burnout on age, gender, marital status, have children or not, based with working sectors. For this analysis independent sample t test were used. Independent sample t test helps in finding out significant difference between the mean performance of two groups that are not related.

Section 1

Inter-correlation between the variables of circadian rhythm and burnout among professional nurses: Result and discussion of Pearson product moment correlation.

To find the relationship between the sub-variables of circadian rhythm and the sub- variables of burnout, Pearson product moment correlation was used and according to Cohen (1988), Pearson correlation values of $r = 0.60 - 0.79$ are considered strong, r

= 0.40 – 0.59 are considered moderate and $r = 0.20 – 0.39$ are considered weak. The inter-correlation coefficients obtained for all the study variables such as circadian rhythm and its variables (Languid/vigorous and Flexibility/rigidity) and variables of burnout (Emotional exhaustion, Personal accomplishment, Depersonalization) among professional nurses were presented in table 4.1

Table 4.1: Inter-correlation between variables of circadian rhythm and burnout among professional nurses in Kannur district.

Variables	1	2	3	4	5	6	7
Languid/Vigorous (1)	1						
Flexibility/Rigidity (2)	-.080	1					
Circadian Rhythm Total (3)	.730**	.623**	1				
Emotional Exhaustion (4)	.410**	-.146	.222**	1			
Depersonalisation (5)	.137	.187	.236*	.493**	1		
Personal Accomplishment (6)	.027	.314**	.237*	.060	.237*	1	
Burn Out Total (7)	.308**	.117	.322**	.803**	.752**	.566**	1

** Significant at the 0.01 level (2-tailed). * Significant at the 0.05 level (2-tailed)

Emotional exhaustion is the sub variable of burnout. It assesses the feelings of emotional overload and job burnout. Languid or vigorous is the sub variable of circadian rhythm. Table 4. 1 show that there is a positive relationship between emotional exhaustion and languid variable at 0.410 which is significant at 0.01 level of significance. So, the correlation coefficient indicates that there is a moderate level of correlation. So, when emotional exhaustion increases languid/vigorous also increases. It implies that languid/vigorous may tend to develop feelings of emotional overload and job burnout. So, the feeling of burnout increase while developing.

The study founded by Manulik et al. in May 2022 based on the topic '*Determinants of sleep disorders and occupational burnout among nurses*'. According to the study the level of occupational burnout among the nurses who work in a shift system may be influenced by sleep disorders and also it explains that the sleep disorders significantly affect the level of occupational burnout among nurses even among nurses who work day night shift.

The study conducted by Zencirci et al. in July 2011 based on the topic '*Morning-evening type and burnout level as factors influencing sleep quality of shift nurses*'. The study included 483 female nurses and it indicates that participants with poor sleep quality had quite high burnout levels. Most nurses who belonged to a type that is neither morning nor evening had poor sleep quality. The nurses who experienced mostly lack of sleep due the continuous shift works.

Depersonalization is the sub variable of burnout. It measures an unemotional and impersonal response to recipients of service, treatment, care, or guidance. Languid/Vigorous is the sub variable of circadian rhythm. Table 4. 1 show that there is no correlation between depersonalization and languid or vigorous. The inter-correlation coefficient between depersonalization and languid or vigorous is 0.137 which is not significant. So, there is no significant correlation between depersonalization and languid or vigorous. It implies that the depersonalization has no role in languid or vigorous.

Personal accomplishment is the sub variable of burnout. It assesses the feelings of competence and success in working with people. Languid/Vigorous is the sub variable of circadian rhythm. Table 4.1 shows that there is no correlation between personal accomplishment and languid or vigorous. The inter-correlation coefficient between personal accomplishment and languid or vigorous is 0.027 which is not significant. So, there is no significant correlation between personal accomplishment and languid or vigorous. It implies that the personal accomplishment has no role in languid or vigorous.

The study conducted by Lina, Yarang et al. in 2021 based on the topic '*Study on the effect of circadian rhythm and sleep quality on job burnout among shift nurses in 3A-level hospitals*'. The study applied in Tianjin 3A-level hospitals. It founded that the circadian rhythm and sleep quality are the important factors that affect the job burnout

of shift nurses so that effect the sleep quality simultaneously. According to this study it explains that the burnout effects the circadian rhythm of shift nurses. The day and night shift among the nurses that may cause burnout So this study must be the two variables must be positively correlated.

Emotional exhaustion is the sub variable of burnout. EE mainly focusing the feelings of emotional overload and burnout occur due to job. Flexibility or rigidity is the sub variable of circadian rhythm. The table 4.1 gives no correlation between emotional exhaustion and flexibility or rigidity. The inter-correlation coefficient between emotional exhaustion and flexibility or rigidity is -0.146 which is not significant. There is no significant negative correlation between emotional exhaustion and flexibility or rigidity which implies that emotional exhaustion has no role in flexibility or rigidity.

According to the study conducted by Giorgi, Matter et al. in 2018 based on ' *Can sleep quality and burnout affect the job performance of shift- work nurses* '. The study explain that the shift- working nurses sleep quality and burnout correlated positively so, the burnout and circadian rhythm were significantly associated with impaired sleep quality of shift nurses.

The sub variable of burnout is depersonalization. It assesses the impersonal and unemotional response to recipients of service. Flexibility/rigidity must be the sub variable of circadian rhythm. Table 4.1 shows that there is no correlation between depersonalization and flexibility/rigidity. The inter-correlation coefficient between depersonalization and flexibility/rigidity is 0.187 which is not significant. So, there is no significant correlation between depersonalization and flexibility or rigidity. It implies that the depersonalization has no role in flexibility or rigidity.

Coffey et al. conducted study on march 1988 based on the topic '*Nurses and shift worker effect on job performance and job related stress*'. The study indicated that both the nurses 'job performance and their job-related stress were related to the type of shift they worked. Overall job performance was highest for the nurses on the day shift, followed by the night, afternoon, and rotating shifts. Rotating shift nurses experienced the most job-related stress, followed in turn by the afternoon, day, and night shift nurses. So, they lack proper sleep due to over workload and the shift among their over works between the shift workers.

Personal accomplishment is the sub variable of burnout. It measures the feelings of competence and success in working with people. flexibility or rigidity is the sub variable of circadian rhythm. Table 4. 1 show that there is a positive relationship between personal accomplishment and flexibility/rigidity variable at 0.314 which is significant at 0.01 level of significance. So, the correlation coefficient indicates that there is a weak level of correlation. So, when personal accomplishment increases the flexibility or rigidity must be increases in a weak level of correlation. It implies that flexibility or rigidity may tend to develop feelings of competence and success in working with people. So, the feeling of burnout increase while developing flexibility/rigidity among people.

According to table 4.1 there is a positive correlation between emotional exhaustion and circadian rhythm. The inter-correlation coefficient between emotional exhaustion and circadian rhythm is 0.222 which is significant at 0.05 level of significance. The correlation coefficient points out that there is a weak level correlation between emotional exhaustion and circadian rhythm which suggest that when emotional exhaustion increases the circadian rhythm also increases in a weak level. This implies that emotional exhaustion may increase in a weak level as a result of increase in the sleep wake cycle.

The correlation between circadian rhythm and depersonalization is about 0.236 according to the table 4.1. The correlation between both shows a weak level of correlation at 0.05 level of significance. The correlation coefficient points out that there is a weak level correlation between depersonalization and circadian rhythm which suggest that when circadian rhythm increases the depersonalisation also increase in a weak level. This implies that depersonalisation may increase in a weak level as a result of increase in the biological clock.

The table 4.1 show a positive correlation between circadian rhythm and personal accomplishment. The inter-correlation coefficient between personal accomplishment and circadian rhythm is 0.237 which is significant at 0.05 level of significance. The correlation coefficient points out that there is a weak level of correlation between personal accomplishment and circadian rhythm which suggest that when personal accomplishment increases the circadian rhythm also increases in a weak

level or when personal accomplishment decreases the circadian rhythm also decreases in a weak level.

According to the study founded by Songqi et al. in august 2022 based on the topic 'Meditating effect of circadian rhythm between work stress and sleep quality in Chinese shift working nurses. The study reveal that the work stress could directly affect shift nurses' sleep quality and indirectly affect sleep quality through circadian rhythm amplitude and stability. The study explain that poor sleep quality is very common among stress working nurses, which need attention. The mediating effect of the circadian rhythm provides new insights to improve sleep quality, not only by lightening the work stress but also by improving circadian rhythm.

The table 4. 1 show that there is a positive relationship between Burn out and languid/vigorous. The inter-correlation coefficient between burnout and languid/vigorous is 0.308 which is significant at 0.01 level of significance. So, the correlation coefficient indicates that there is a weak level of correlation. So, when personal accomplishment increases the languid or vigorous must be increases in weak level of correlation. The languid or vigorous may related to increase in burnout in weak level among people. So, the feeling of burnout increase while the circadian variable like languid or vigorous among people also increases vice versa.

According to the study conctected by kimura et al.in October 2018 based on the topic '*Relationship between burnout and circadian typology and sleep habits in Japanese nursery school and kindergarten teachers*'. The study explains that there is no relation with the circadian typology and burnout among teachers in kindergarten and nursery school.

Burnout and the sub variable of circadian rhythm such as flexibility/Rigidity show that there is no correlation between both the variable and sub variable. The inter-correlation coefficient between burnout and flexibility or rigidity must be 0.117 which is not significant. So, there is no significant correlation between both It shows that the burnout have no relation with flexibility or rigidity.

Burn out and the circadian rhythm are the two variables of the study. It assesses the sleep wake cycle like circadian rhythm and burnout effect of professional nurses. According to table 4. 1 show that there is a positive relationship between burnout and the circadian rhythm variables at 0.322 which is significant at 0.01 level of

significance. So, the correlation coefficient indicates that there is a weak level of correlation between both. So, when one variable increases as a result another variable also increases simultaneously. It implies that burnout and circadian rhythm may tend to develop feelings of burnout related to sleep cycle variation.

According to Jimenez, Urquiza, Martos et.al. conducted a study based on '*Relation between Burnout and Sleep Problems in Nurses*'. This study conducted between burnout and sleep problem that causing to nurses. It explained that the relationship between burnout and sleep problems must have a positive correlation between nurses suffering from high levels of burnout, especially in terms of emotional exhaustion because of suffering from daytime sleepiness and low subjective sleep quality. This study implies that when burnout increases the sleep problem also increases and that may cause problem to nurses. This study must be significant the two variables must be positively correlated.

Section 2

The effect of circadian rhythm and burnout among professional nurses in Kannur district must be categorized on the basis of demographic variables: Result and discussion of independent sample T test.

The difference in circadian rhythm and burnout among professional nurses in Kannur district based on socio demographic variables such as age, gender, marital status, have children or not, based with working sectors. The independent sample t – test was used to find out the difference of study variables existing among both the variables and sub variables.

For the present study, samples were classified on the basis of course type so as to study the difference in sub variables of circadian rhythm and burnout and its sub variables. The result of independent sample t test among professional nurses are presented on table 4.2, 4.3, 4.4 and 4.5 respectively.

Table 4.2: Comparison based on gender of the professional nurses.

Sl. No	Variables	Male		Female		T value	significant 2-tail value
		Mean	SD	Mean	SD		
1	Languid/Vigorous	18.28	3.348	18.55	3.956	.311	.757
2	Flexibility/Rigidity	11.76	3.140	13.50	3.278	2.318	.023
3	Circadian rhythm total	30.04	4.578	32.05	4.845	1.821	.072
4	Emotional exhaustion	28.40	7.800	26.26	10.754	-.917	.361
5	Depersonalisation	12.64	4.051	13.00	6.307	.267	.790
6	Personal accomplishment	25.08	5.283	29.12	7.846	2.395	.019
7	Burnout total	66.12	14.11	68.38	17.532	.583	.561

The t value obtained by professional nurses in Kannur district for the sub variables of circadian rhythm include languid/vigorous and flexibility/rigorous and their t values are given in table 4.2. The t value of independent sample t test of flexibility/ rigidity is 2.3 which is significant at 0.02 level so it indicates that males and females have significant difference under the sub variable of flexibility/rigidity of circadian rhythm based on gender. The P value of independent sample t test of languid/vigorous must be .757 which is not significant. That means the males and females have no significant difference under the sub variable of languid/vigorous of circadian rhythm.

The t value obtained by professional nurses in Kannur district for the sub variables of burnout include emotional exhaustion, depersonalisation, personal accomplishment and their t values are given in table 4.2. The t value of independent sample t test of the sub variable personal accomplishment have 2.3 which is significant at 0.01 level so it indicates that males and females have significant difference under the sub variable personal accomplishment of burnout. The other two sub variable of

burnout like depersonalisation and emotional exhaustion doesn't have any significant difference based on gender.

According to the study conducted by Jimenez, Urquizo, Martos et al. (2022) conducted a study on 'Relation between Burnout and Sleep Problems in Nurses'. This study conducted between burnout and sleep problem that causing to nurses. The study explained that some variables can influence the problems such as burnout or sleep issue, one among them was gender. So, from the study founded that the female sex is the main variable related to the probability of suffering sleep disorders and burnout based on this study. The male nurses don't have problem with circadian rhythm and burnout.

According to the study conducted by Giorgi, Matter et al. in 2018 based on the topic The ' Can sleep quality and burnout affect the job performance of shift- work nurses. The study explain that the shift- working nurses sleep quality and burnout correlated positively and the female gender personal burnout were significantly associated with impaired sleep quality. The study found that the female sex is the main variable related to the probability of suffering from sleep disorders and burnout.

Table 4.3: Comparison based on marital status of the professional nurses.

SI. No	Variables	Unmarried		Married		T value	Significant 2-tail value
		Mean	SD	Mean	SD		
1	Languid/Vigorous	19.23	4.430	17.89	3.331	1.630	.107
2	Flexibility/Rigidity	13.57	3.419	12.30	3.276	1.810	.074
3	Circadian rhythm total	32.80	5.547	30.19	4.153	2.546	.013
4	Emotional exhaustion	25.32	10.631	27.23	10.048	-.884	.379
5	Depersonalisation	11.75	5.499	13.15	5.905	-1.167	.246
6	Personal accomplishment	29.91	8.366	26.40	6.794	2.200	.030
7	Burnout total	66.98	17.819	66.79	16.291	.053	.958

The t value obtained by the sub variables of circadian rhythm include languid/vigorous and flexibility/rigorous and their t values are given in table 4.3. The obtained P value of independent sample t test of both the sub variables flexibility/rigidity and languid/vigorous of circadian rhythm must not contain any significance. This result indicates that unmarried and married professional nurses have no significant difference under the sub variables of circadian rhythm.

The table 4.3 show that the t value obtained by the sub variables of burnout include emotional exhaustion, depersonalisation, personal accomplishment. The t value of independent sample t test of the sub variable personal accomplishment have 2.2 which is significant at 0.03 level which indicates that married and unmarried professional nurses have significant difference under the sub variable personal accomplishment of burnout. The other two sub variable of burnout doesn't have any significant difference based on marital status. It indicates that married and unmarried does not have any significant difference based on the sub variables depersonalisation and emotional exhaustion of burnout.

The study conducted by Han, Kwak in 2022 based on the topic '*The effect of sleep disturbance on the association between work-family conflict and burnout in nurses*'. This study from south Korea explained that the unmarried nurses had significantly higher burnout scores than married nurses. This could because the married nurses perceive situations more positively than unmarried nurses due to family support. It assumes that unmarried nurses can handle higher workloads than married nurses with children and families. The study implies that the unmarried nurses have more burnout than married nurses.

Table 4.4: Comparison based on children of the professional nurses.

SI. No	Variables	With children		Without children		T value	Significant 2-tail value
		Mean	SD	Mean	SD		
1	Languid/Vigorous	17.96	2.752	18.98	4.541	-1.344	.182
2	Flexibility/Rigidity	12.50	3.249	13.59	3.324	-1.646	.103
3	Circadian rhythm total	30.46	3.713	32.57	5.540	-2.212	.029
4	Emotional exhaustion	27.73	9.050	25.92	11.007	.889	.376
5	Depersonalisation	13.31	5.199	12.53	6.348	.669	.505
6	Personal accomplishment	25.85	6.202	30.22	7.988	-3.021	.003
7	Burnout total	66.90	14.700	68.67	18.482	-5.26	.600

The t value obtained by the sub variables of circadian rhythm include languid/vigorous and flexibility/rigorous and their t values are given in table 4.4. The obtained P value of independent sample t test of both the sub variables flexibility/rigidity and languid/vigorous of circadian rhythm must not contain any significance. This result indicates that the professional nurses with children or without children have no significant difference under the sub variables of circadian rhythm.

The t value obtained by the sub variables of burnout include emotional exhaustion, depersonalisation, personal accomplishment shown in table 4.4. The t value of independent sample t test of the sub variable personal accomplishment is -3.02 which is significant at 0.03 level so it indicates that the professional nurses with children or without children may have significant difference under the sub variable personal accomplishment of burnout. The other two sub variable of burnout doesn't have any significant difference based on with children or not. It indicates that professional nurses with children or without children does not have any significant

difference based on the sub variables depersonalisation and emotional exhaustion of burnout.

According to the study conducted by Jimenez, Urquizo, Martos et al. in 2022 based on '*Relation between Burnout and Sleep Problems in Nurses*'. This study conducted between two variables like burnout and sleep problem that causing to the nurses. It explained that the quality of sleep, which was affected by raising children. So, nurses with children have a higher chance to undergo burnout. According to this study the burnout and sleep quality must be positively correlated so when circadian rhythm increases that may cause increase in burnout it may highly influenced the nurses who have children. According to this study there must be a significant relation between burnout and sleep quality.

Table 4.5 :Comparison based on sectors where the professional nurses were worked.

SI. No	Variables	Private		Government		T value	Significant 2-tail value
		Mean	SD	Mean	SD		
1	Languid/Vigorous	18.44	4.432	18.53	3.063	-.118	.906
2	Flexibility/Rigidity	13.88	3.218	12.22	3.236	2.552	.012
3	Circadian rhythm total	32.32	5.727	30.76	3.609	1.623	.108
4	Emotional exhaustion	23.20	11.785	30.47	6.249	-3.823	.000
5	Depersonalisation	11.58	6.302	14.27	4.949	-2.355	.021
6	Personal accomplishment	30.42	8.507	25.73	5.361	3.285	.001
7	Burnout total	65.20	19.588	70.47	12.769	-1.582	.117

The t value obtained by professional nurses in Kannur district for the sub variables of circadian rhythm include languid/vigorous and flexibility/rigorous and their t values are -given in table 4.5. The t value of independent sample t test of flexibility or rigidity is 2.5 which is significant at 0.01 level and the remaining sub

variable must not contain any significance. This result indicate that private and government have significant difference under the sub variable of flexibility/rigidity of circadian rhythm. This implies that private and government sector may show a significant difference based with flexibility or rigidity variables of circadian rhythm.

The t value obtained by professional nurses in Kannur district for the sub variables of burnout include emotional exhaustion, depersonalisation, personal accomplishment and their t values are given in table 4.5. The significant 2 tail value of independent sample t test of depersonalisation must be 0.02 which is significant at 0.05 level and the remaining sub variable must not contain any significance. This result indicate that the private and government sector have significant difference under the sub variable of depersonalisation of burnout. This implies that private and government sector experience the significant difference based with one sub variable of burnout. The remaining two sub variable personal accomplishment and emotional exhaustion have no significance based on sector.

TESTING TENABILITY OF THE HYPOTHESES

Hypothesis 1: There will be a relation between circadian rhythm change and burnout in professional nurses in Kannur district.

Tenability of the hypothesis 1 was tested using Pearson product moment correlation and correlation analysis revealed a significant relationship between circadian rhythm change and burnout in professional nurses in Kannur district. On the basis of the above result hypothesis 1 is accepted

Hypothesis2: There will be a significant difference in circadian rhythm change among private and government nurses.

Tenability of the hypothesis 2 was tested using independent sample t test and analysis revealed that there is no significant difference in circadian rhythm change among private and government nurses. Therefore, the hypothesis 2is rejected. There was no significance difference based on circadian rhythm change among private and government nurses.

Hypothesis 3: There will be a significant difference in burnout among private and government nurses.

Tenability of the hypothesis 3 was tested using independent sample t test and analysis revealed that there is no significant difference in burnout among private and government nurses. Therefore, the hypothesis was rejected. There is no significant difference based on burnout among private and government nurses.

Hypothesis 4: There will be a significant difference in circadian rhythm with regard to marital status.

Tenability of the hypothesis 4 was tested using independent sample t test and analysis revealed a significant difference in circadian rhythm with regard to marital status. Therefore, the hypothesis was accepted. There will be a significant difference based on circadian rhythm with regard to marital status.

Hypothesis 5: There will be a significant difference in burnout with regard to marital status.

Tenability of the hypothesis 5 was tested using independent sample t test and analysis revealed that there is no significant difference in burnout with regard to marital status. Therefore, the hypothesis is rejected. There is no significance difference based on burnout with regard to marital status.

Hypothesis 6: There will be a significant relationship between sub variable (flexibility/rigidity (FR) and languid/vigorous (LV)) of circadian rhythm.

Tenability of the hypothesis 6 was tested using Pearson product moment correlation and correlation analysis revealed that there is no significant relationship between sub variable flexibility/rigidity (FR) and languid/vigorous (LV)) of circadian rhythm. On the basis of the above result hypothesis 6 was rejected.

Hypothesis 7: There will be a significant relationship between sub variable (emotional exhaustion, depersonalization, and accomplishment) of burnout.

Tenability of the hypothesis 7 was tested using Pearson correlation and correlation analysis revealed a significant relationship between sub variable emotional exhaustion, and depersonalization of burnout but there is no significant relationship based on personal accomplishment.

Hypothesis 8: There will be a significant relationship between sub variable (flexibility/rigidity (FR) and languid/vigorous (LV)) of circadian rhythm and sub variable (emotional exhaustion, depersonalization, and personal accomplishment) of burnout.

Tenability of the hypothesis 8 was tested using Pearson correlation and correlation analysis revealed a significant relationship between sub variable emotional exhaustion of burnout and the sub variable languid/vigorous of circadian rhythm and no relation with flexibility/vigorous and the sub variable of personal accomplishment of burnout and the sub variable of flexibility/rigidity of circadian rhythm reveal a significant relationship between them and the sub variable of depersonalisation of burnout have no relation based with sub variables of circadian rhythm.

CHAPTER 5
SUMMARY AND CONCLUSION

Research must be a systematic investigation of study materials and sources in order to establish facts and to reach new ideas and information's. The work of the researcher in a research study is not completed by just analysing and interpreting the data. The investigator has to assimilate what was done in the previous chapters, what procedures were carried out and record summary of findings in a comprehensive manner. It can also be possible here to point out the limitation of the present study and to register the opinion for the further research. Thus, in this chapter the investigator is providing an overview of the study.

The study mainly focusing the two variables like burnout and circadian rhythm effect among professional nurses in Kannur district. The biological clock in our body controls the circadian rhythm and related processes in the body. Many other internal and external factors, such as chronic physical exertion, fatigue, sleep quality, anxiety, attitude, lifestyle, etc. Significantly change the extent of the circadian rhythm. The study needs to find the workloads effect and sleep wake cycle effects in the professional nurses because the effect among them also causes issues to number of other patients. In the study mainly focusing the rigidity/flexibility and vigorous/rigidity effect in circadian level and the personal accomplishment, depersonalisation, emotional exhaustion level in burnout to identify its effects in professional nurses.

The burnout may cause due to the stress full workload that may affects the mental and emotional aspects of the professional nurses. The nurses are the one who may take care their own life and also take care the life of number of patients in the hospital setting. So, the problem with circadian rhythm may affects the health of professional nurses and the over works may lead to burnout to them that may also affect the patients who were take care by the professional nurses. It must be very important to known that how much the two variables must relate with the nurses and how much it must be affecting their daily life style.

In the present study investigator aims to find out the relationship between the circadian rhythm and burnout effect among professional nurses in Kannur district. The study also enquires into how they differ based on gender, marital status, Nurses who have children or not and the sector were they working are the demographic variables are used to identify the significant relation with variables

Methods in brief

The participants of the study were professional nurses. The total sample size was 99. The participants were selected from Kannur district using random sampling method. For the purpose of the study, the participants were divided into different groups based on the demographic variables such as gender, marital status, Nurses who have children or not and the sector were they working. For the data collection circadian type inventory and Maslach burnout inventory scales are used to find the effects of these two variables among them. Then it was analysed according with the scoring which is given with the questionnaires and by using SPSS final result was obtained. The statistical techniques used were Pearson's product moment correlation and independent sample t test.

Major findings

1. There is a relationship between circadian rhythm change and burnout in professional nurses in Kannur district.
2. There is no significant difference in circadian rhythm change among private and government nurses.
3. There is no significant difference in burnout among private and government nurses.
4. There is a significant difference in circadian rhythm with regard to marital status.
5. There is no significant difference in burnout with regard to marital status
6. There is no relationship between sub variable flexibility/rigidity (FR) and languid/vigorous (LV) of circadian rhythm.
7. There is a significant relationship between sub variable of emotional exhaustion and depersonalisation. But there is no relation with regard to the sub variable of personal accomplishment with other sub variable of emotional exhaustion and depersonalisation
8. There is a significant relationship between sub variable of flexibility/rigidity (FR) of circadian rhythm and personal accomplishment variable of burnout and

also there is a relationship based on the sub variable of circadian rhythm languid/vigorous (LV) and the sub variable of burnout of emotional exhaustion. But there is no relationship with the sub variable of personal accomplishment of burnout with the two sub variables of languid/vigorous and flexibility/rigidity

Implications of the study

It is important to understand how much burnout the professional nurses undergone through their overwork load in the hospitals and the effect of circadian rhythm how it causing problem to their health condition. The burnout and circadian rhythm effect may cause based on marital status with those who are married or not and the different sectors like government and private sectors.

The result of study must be relating the both variables like circadian rhythm and burnout and its sub variables like languid/vigorous and flexibility/rigidity and emotional exhaustion, depersonalisation, personal accomplishment must have the significant relation with each variable. The study focusing on the issue related with sleep wake cycle and workload in their job and how it effects the life style of professional nurses and the patients who take care by the nurses.

The findings of the present study reveal the significant positive relationship between circadian rhythm and burnout among professional nurses in Kannur district. It could be due to the overwork load and day night shift among nurses, which makes a positive influence on the professional nurses. So, while circadian rhythm increases the burnout among professional nurses also increases. That means, factors like adequate change in sleep, workload without proper resting time etc. must be leads to increase in burnout and circadian rhythm.

Another finding of the study must be there must be a significant relation between circadian rhythm change among private and government nurses. The difference based on sector the circadian rhythm change happens to professional nurses based on the sector. The burnout also must show a significant relation based on different sectors. The workload and stress among each sector must be different but it may affect the professional nurses.

Next finding of the study includes there was no significant difference in circadian rhythm and burnout with regard to marital status. The nurses who are married

may need to take care their family and their job but it was not causing any significance in circadian rhythm of the professional nurses and also there was no significant difference in burnout based on the marital status of the professional nurses.

The needs of the study must be if there is a relation between effect of circadian rhythm change and burnout among professional nurses, then they need some break between their work otherwise it effects the patients.

Limitations of the study

The present study was an attempt to find out the effect of circadian rhythm and burnout among professional nurses in Kannur district. The study has certain limitations that are listed below.

1. The sample is selected only from professional nurses in Kannur district.
2. The sample size of the present study is small due to limited number of populations from the selected region.
3. There was a lack of time for them to fill the questionnaire due to their long working hours.
3. The mode of data collection was online.
4. Self-reported questionnaires were used to collect data which may raise the possibility of response-bias among students.

Suggestion for the future research.

On the basis of the understanding of the present study, there are some suggestions for the future research in this particular area.

1. The present study was carried out among professional nurses among 99 sample size. Future study can be conducted with more samples
2. The present study explored two variables circadian rhythm and burnout. Other psychological variables can also be studied to gain an overall view of this population.
3. This study is carried out only in Kannur district. So future studies can be conducted to more district.

4. The study can also be conducted either by including general nurses and professional nurses.
5. Certain interventions can be designed with the current research findings.
6. For further in-depth investigation, future research in this area can adopt a qualitative approach which helps to get more information about challenges faced by professional nurses.

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APPENDICE

APPENDIX I
INFORMED CONSENT

Dear sir/madam, I am Aswani k, studying MSc counselling psychology at Don Bosco arts and science collage, Kannur University. As a part of our course I am conducting a study to explore the effect of circadian rhythm change in burnout among professional nurses in Kannur district. For the question given below kindly fill the option you feel is the right response. The data collected will be kept confidential and used for research purpose only. Please response honestly. Thank you for your valuable time and patience in being part of this study.

Regards,

Aswani k

PG student

Kannur University

APPENDIX II
PERSONAL DATA SCHEDULE

Age:

Gender: male. Female.

Marital status: Married. Unmarried.

Have children: Yes. No.

Hospital name:

Sector: Private. Government.

APPENDIX III**CIRCADIAN TYPE INVENTORY****Lee Di Milia, Peter A. Smith, Simon Folkard**

There are few questions/statements given below. Read carefully and mark your responses as fast as possible. Do not think too hard before responding to each question. Please do not omit any item. Your responses will be used only for research purpose and will be kept confidential.

(a) Do you tend to need more sleep than other people? (LV)

1 (almost never), 2 (seldom), 3 (sometimes), 4 (usually), 5 (almost always)

(b) if you had to do a certain job in the middle of the night, do you think you could do it almost as easily as at a more normal time of day? (FR)

1 (almost never), 2 (seldom), 3 (sometimes), 4 (usually), 5 (almost always)

(c) Do you find it difficult to "wake-up" properly if you are awoken at an unusual time? (LV)

1 (almost never), 2 (seldom), 3 (sometimes), 4 (usually), 5 (almost always)

(d) Do you enjoy working at unusual times of day or night? (FR)

1 (almost never), 2 (seldom), 3 (sometimes), 4 (usually), 5 (almost always)

(e) If you go to bed very late, do you need to sleep in the following morning (LV)

1 (almost never), 2 (seldom), 3 (sometimes), 4 (usually), 5 (almost always)

(f) If you have a lot to do, can you stay up late to finish it off without feeling too tired? (FR)

1 (almost never), 2 (seldom), 3 (sometimes), 4 (usually), 5 (almost always)

(g) Do you feel sleepy for a while after waking in the morning? (LV)

1 (almost never), 2 (seldom), 3 (sometimes), 4 (usually), 5 (almost always)

(h) Do you find it as easy to work late at night as earlier in the day? (FR)

(i) if you have to get up very early one morning do you tend to feel tired all day? (LV)

1 (almost never), 2 (seldom), 3 (sometimes), 4 (usually), 5 (almost always)

(j) Would you be just as happy to do something in the middle of the night as during the day? (FR)

1 (almost never), 2 (seldom), 3 (sometimes), 4 (usually), 5 (almost always)

(K) Do you rely on an alarm clock, or someone else, to wake you up in the morning? (LV)

1 (almost never), 2 (seldom), 3 (sometimes), 4 (usually), 5 (almost always)

APPENDIX IV**MASLACH BURNOUT INVENTORY****Christina Maslach & Susan E. Jackson**

There are few questions/statements given below. Read carefully and mark your responses as fast as possible. Do not think too hard before responding to each question. Please do not omit any item. Your responses will be used only for research purpose and will be kept confidential.

(01) I feel emotionally exhausted because of my work

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(02) I feel worn out at the end of a working day

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(03) I feel tired as soon as I get up in the morning and see a new working day stretched out in front of me

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(04) I can easily understand the actions of my colleagues/supervisors

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(05) I get the feeling that treat some clients/colleagues impersonally, as if they were objects

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(06)I Working with people the whole day is stressful for me

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(07)I deal with other people's problems successfully

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(08)I feel burned out because of my work

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(09)I feel that influence other people positively through my work

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(10)I have become more callous to people since I have started doing this job

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(11)I'm afraid that my work makes me emotionally harder

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(12) I feel full of energy

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(13) I feel frustrated by my work

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(14) I get the feeling that I work too hard

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(15) I'm not really interested in what is going on with many of my colleagues

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(16) Being in direct contact with people at work is too stressful

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(17) I find it easy to build a relaxed atmosphere in my working environment

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(18) I feel stimulated when I been working closely with my colleagues

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(19) I have achieved many rewarding objectives in my work

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(20) I feel as if I'm at my wits' end

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(21) In my work I am very relaxed when dealing with emotional problems

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

(22) I have the feeling that my colleagues blame me for some of their problem

0 = Never

1 = At least a few times a year

2 = At least once a month

3 = Several times a month

4 = Once a week

5 = Several times a week

6 = Every day

**EMOTION REGULATION AND MENTAL HEALTH IN
MARRIED AND UNMARRIED FEMALE COLLEGE
STUDENTS**

*Dissertation submitted in partial fulfillment of the requirement of the
degree of Master of Science in Counselling Psychology*

Submitted by

AMRUTHA K

Reg. No. C1PSCP1105



Department of Psychology

Don Bosco Arts & Science College, Angadikadavu

Affiliated to Kannur University

2022-2023

CERTIFICATE

This is to certify that this dissertation entitled “**Emotion Regulation and Mental Health in Married and Unmarried Female College Students**” is an authentic record of research work carried out by **Amrutha K**, during the period of her study at Don Bosco Arts & Science College, Angadikadavu, Iritty, 670706, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

No part of this dissertation has been presented previously for the award of any degree, diploma, associateship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Fr. Dr. Kuriakose Augustine

Assistant Professor

Head of the Department

Department of Psychology

Examiner 1:

Examiner 2:

DECLARATION

I, Amrutha K do here by declare that this dissertation entitled “**Emotion Regulation and Mental Health in Married and Unmarried Female College Students**”, which is submitted to the Department of Psychology, Don Bosco Arts & Science College, is a bonafide record of the research work carried out by me, under the supervision and guidance of **Fr. Dr. Kuriakose Augustine** (Assistant Professor, Department of Psychology, Don Bosco Arts & Science College) in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship or other similar title or recognition.

Amrutha K

Place:

Date:

Fr. Dr. Kuriakose Augustine

Head of the Department,

Don Bosco Arts & Science College

Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that **AMRUTHA K**, is a regular and bonafide student of the Department of Psychology, Don Bosco Arts & Science College, pursuing the Post-Graduation programme in M.Sc. Counselling Psychology during the academic years 2021-2023.

Fr. Dr. Kuriakose Augustine

Place:

Date:

Fr. Dr. Kuriakose Augustine

Head of the Department,

Assistant Professor

Don Bosco Arts & Science College

Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that this dissertation entitled, “**Emotion Regulation and Mental Health in Married and Unmarried Female College Students**” is an authentic record of research work carried out by Amrutha K, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology, under my supervision and guidance, and that no part of this dissertation has been presented previously for the award of any degree, diploma, associateship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Fr. Dr. Kuriakose Augustine

Place:

Date:

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Amrutha K

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ABSTRACT

The present study examined the relationship between Emotion Regulation and Mental Health in married and unmarried female college students. In addition to this, it also aimed at identifying the differences on socio demographical variables such as Marital Status, Level of Education, Domicile, Type of Family and Place of Stay for these variables. The participants of the study were married and unmarried female college students. The total sample consisting of 100 participants were selected from different colleges of Kerala. For the purpose of various analyses, the participants were divided into different categories based on the above-mentioned demographic variables. The measures used for data collection were Emotion Regulation Questionnaire ERQ (2003) and Mental Health Inventory MHI-5 (1991). Pearson product moment correlation, independent samples t-test and One Way ANOVA were the statistical tests used. Correlation was examined between Emotion Regulation and its sub variables (Expressive Suppression, Cognitive Reappraisal), and the sub variables of Mental Health (General positive effect, Anxiety, Depression, Behavioural/ Emotional Control). A significant positive correlation between Emotion regulation and Mental Health of married and unmarried female college students was found in the study. There was also a significant difference on Mental Health with regard to Marital status. Unmarried female college students' Mental Health is also found to be better than that of married female college students.

Key words: Emotion Regulation, Mental Health, married college students, unmarried college students

CHAPTER 1
INTRODUCTION

CHAPTER 1

INTRODUCTION

Education is an essential tool for bringing about social revolution. It is a fundamental aspect of personal and professional development. College life is very demanding and often requires students to work and function under pressure. Academic stress, classroom environment, interactions with faculty, illness, and emotional concerns outside the classroom also contribute to the level of stress. Students who lack proper stress management skills may find it difficult to balance these responsibilities. College life is a transformative phase in a person's educational journey. It provides an opportunity to gain knowledge, skills, and experiences that are instrumental in shaping one's future career path. It fosters personal growth, self-discovery, and the development of lifelong connections.

The academic performance of male and female college students can vary depending on various factors, including individual abilities, study habits, motivation, and the specific field of study. In recent years, there has been a push to move away from stereotypical gender comparisons and focus more on individual capabilities and achievements. It is crucial to consider that academic performance is influenced by a wide range of factors, including personal motivation, study habits, family support, socio-economic background, and access to resources.

It is now very common that married women to continue their education. Marriage can have various impacts on female college students, both positive and negative. Entering into a marriage can bring emotional fulfilment and companionship to female college students. Having a supportive partner can positively impact their overall well-being, providing them with emotional stability and a sense of belonging. On the other hand, relationship challenges or unmet expectations may result in emotional stress and affect mental health. Each individual's experience of marriage as a female college student will depend on personal choices, circumstances, and the dynamics of the relationship. Married women therefore have no choice but to create an atmosphere in which they can fulfil their academic obligations, marital obligations, and other social responsibilities. This is truly a challenge for those. It may not be easy for most of them to cope with these changing responsibilities and thereby affect their mental health, but they certainly have to cope. This can create stress and strain that is

likely to affect academic performance or their role in marriage as well as their Mental Health. How we manage our emotions play a role in our well being. Mental health and emotion regulation are important areas of study in the field of psychology. How we regulate emotion is important to have better mental health.

Emotion Regulation:

Emotion regulation refers to the ability to monitor, evaluate, and modify one's emotional reactions. It involves recognizing and understanding emotions, managing and expressing them appropriately, and adapting to different situations. Effective emotion regulation is crucial for maintaining mental well-being and building healthy relationships.

Emotion regulation refers to “the process by which individuals influence which emotions they have, when they have them, and how they experience and express their feelings. Emotional regulation can be automatic or controlled, conscious or unconscious, and may have effects at one or more points in the emotion producing process.” (Gross, 2014)

Individuals who can regulate their emotions may tend to experience better mental health. They may have lower levels of anxiety, depression, and other negative psychological symptoms. Emotion regulation strategies can vary among individuals and may include cognitive reappraisal (changing the way one thinks about a situation), expressive suppression (inhibiting the outward expression of emotions).

Emotions can be viewed as mental states that arise spontaneously rather than through conscious effort and are often accompanied by significant physiological changes. Emotional regulation is the ability to control one's emotional state. It includes actions such as thinking through difficult situations to reduce anger and anxiety, hiding visible signs of sadness and anxiety, and focusing on what makes you feel happy or calm. When we fail to control our emotions, we often say or do things that we later regret and wish we had kept our emotions in check. Emotional dysregulation is a component of certain mental illnesses. Over time, this can adversely affect individual well-being and social relationships. Includes a method. Emotional regulation involves three components (Davidson, 1998):

- Modulating responses triggered by emotions.

- Inhibiting actions triggered by emotions.
- Initiating actions triggered by emotions.

Mental Health

Mental Health refers to a person's emotional, psychological, and social well-being. It affects how individuals think, feel, and act, and it influences their ability to cope with stress, handle relationships, and make decisions. College students, including females, can experience various mental health challenges due to factors such as academic stress, adjustment to new environments, social pressures, and personal experiences.

According to WHO, 2004, “Mental Health as a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”.

Common mental health issues among college students, including females, can include anxiety disorders, depression, eating disorders, substance abuse, and self-esteem issues. It's worth noting that these challenges can arise in both married and unmarried individuals.

Need and Significance

The present study focuses on the Emotion Regulation and Mental Health of married and unmarried female college students. A woman who is a student and married may have to divide attention between home and academic work. They encounter a unique set of challenges as they progress through college. They have much different responsibilities than traditional student with increased financial pressure, differing social experiences.

Studies examining mental health and emotion regulation specifically among married and unmarried female college students are limited. Through this study I would like to explore the mental health of the married students and how they are regulating the emotions as compared to unmarried students

Statement of the problem

The present study focuses on how Emotion Regulation is correlated to Mental Health in married and unmarried female college students.

Organisation of the Report

The present study has five chapters. The first Chapter, introduction, consists of need and significance of the study and statement of the problem. Chapter two consists of review of literature. It consists of theoretical study of the variables and review of related studies. Chapter three presents the methodology of research. It consists of sample selection, tools to measure variables, procedures for data collection and statistical techniques employed for analysis. Chapter four includes the results and discussion of the results. Chapter five presents the summary and conclusions. It consists of the major findings, implications, limitations of the study and the directions for future research.

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

The review of literature is based on previously conducted studies. It helps to know more about what has been done before on a topic and also what has to be done further. The main purpose of literature is to understand the problem under study.

The review of literature helps the researcher to formulate research questions. It consists of the theoretical review on each of the variables under study and the review of the studies conducted on the same variables. It gives an overall knowledge about the discussions, theories, opinions and approaches related to the topic (Ridley, 2012).

THEORETICAL REVIEWS

Theoretical reviews present the views of some existing theories that act as a foundation or basis for a research. The present study consists of two variables, viz, The Emotion Regulation and Mental Health. The various points of view of the variables are given below.

Emotion Regulation

Emotion regulation may be the ability of an individual to understand one's own emotion, and aware how and when they occur and modify them consciously or unconsciously.

Emotion regulation refers to “the process by which individuals influence which emotions they have, when they have them, and how they experience and express their feelings. Emotional regulation can be automatic or controlled, conscious or unconscious, and may have effects at one or more points in the emotion producing process” (Gross, 2014).

Emotion regulation is a mechanism enabling better coping with environmental demands, so that emotions that are important signals informing about external circumstances or internal states helpful and advantageous. Described below are some models of emotion regulation;

- i. Process model of emotional regulation

Process model of emotional regulation was proposed by Gross (1998). Gross defines emotion regulation as a process by which individuals influence what emotions they have, when they have them, and how they experience and express them.

In his process model of emotion regulation, Gross describes five families related to the dynamics of the emotion regulation process; situation selection, situation modification, attention deployment, cognitive change and response modulation. The first four families of strategies are classified as ‘antecedent-focused’, because they are employed before the emotional response. The fifth family is ‘response-focused’ as it is used after the emotion response (Gross as cited in Kate, 2014).

ii. Control theory of emotional regulation

This theory was proposed by Cameron et al (2009). The primary principle of control theory is that higher-level abstract goals set standards for lower levels of cognition, which in turn set standards for actions. Within each level, an input state is monitored and compared against the standard. A discrepancy between the two initiates an effect or whose actions are aimed at changing the input state. The process continues until the discrepancy is reduced to zero. If behavior at a low level is insufficient for the current task, the standard that it must meet is adjusted by altering control at the next level (Cameron as cited in Horowitz & Znoj, 1998)

iii. Functionalistic theory of emotion regulation

The functionalist theory of emotion regulation provides a foundation for understanding the importance of emotion regulation to adaptive psychosocial functioning. Functionalist theory defines emotions as bidirectional processes of establishing, maintaining, and/or disrupting significant relationships between an organism and the (external or internal) environment. Emotions may be experienced as subjective feeling states, physiological arousal, urges, cognitions, or behavioral expressions, and they function to alert the individual and persons in the environment to the occurrence of an important event and to organize goal-directed behavior (Barrett & Campos, 1987).

Mental Health

Mental health includes our emotional, psychological and social well-being. It affects our thoughts, feelings and actions. It helps to decide how to manage stress, interact with others, and make decisions.

According to WHO, 2004 “Mental Health as a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”.

A social psychologist, Jahoda (1958) subdivided Mental Health into three domains;

- self-realization (able to fully exploit their potential)
- sense of mastery over the environment
- sense of autonomy (ability to identify, confront, and solve problems)

Another owner who says about Mental Health is Keyes. He Identifies three components of mental health:

- Emotional well-being,
- Psychological well-being
- Social well-being.

Emotional well being includes Happiness, Interest in life and Satisfaction.

Psychological Well being includes having good relationships with others, being satisfied with one's own life. Social well being refers to having something to contribute to society (social contribution) feeling part of a community (social integration), (Keyes, 2006).

Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in.

Some perspectives that give understanding about Mental Health are (Galderisi, et. al., 2015):

- i. Spiritual- this approach explains who we are in the world and what to act. It also tells that people who are suffering is evil and those who are not is good
- ii. Moral Character- as per this approach every human needs to learn certain values. The person will be free from all mental illness if he/she has learned the values.
- iii. Statistical- this perspective defines what is normal or average. Anything that is not falling into this norm is having poor mental health
- iv. Disease/ Medical/ Biological Model- this model tells that mental health is related to changes occurring in the brain.
- v. Psychological- People try to adjust to their environment to survive within it. Problems arise when a person learns maladaptive strategies as a response to new situations.

Mental health is a dynamic state of internal equilibrium which enables individuals to use their abilities in harmony with universal values of society.

REVIEW OF RELATED STUDIES

Many researchers have studied on Emotion Regulation and Mental Health in India as well as other Countries. The studies that were done earlier would help to gain a perspective on related topics. Also it would help to compare and contrast with the findings of the present study.

Some of the studies that were done earlier on Emotion Regulation and Mental Health with the findings are listed below:

Emotion Regulation

A study on ‘Role of Emotional Regulation in Marital Satisfaction’ by Hira Shahid and Syeda Farhana Kazmi(2014) was conducted among 200 sample of married couples. Convenient sampling method was used in this study. Schutte’s Self Report Emotional intelligence Scale and Enrich’s Marital Satisfaction Scale were used in the study. The findings of the study showed that emotional regulation was positively correlated with marital satisfaction.

Another study was conducted on ‘Attachment, Emotion Regulation, and Well-being in Couples: Intrapersonal and interpersonal associations’ by Brandao, et.al., (2020) among 116 couples. It was based on self-report measures on attachment style, psychological well-being, tendency to suppress emotions, and emotion expression. The results showed that there were complex associations among attachment, emotion regulation, and well-being.

In yet another study conducted on ‘Emotion Regulation Variability and Adjustment Among College Students’ by Isidro Landa (2018) among 152 college students by using Short Stress Overload Scale to find out how emotion regulation variability was associated with college adjustment, the results showed that emotion regulation variability is not associated with adjustment.

A study was conducted on ‘Role of Emotional Regulation in Marital Satisfaction’ by Hira Shahid and Dr. Syeda Farhana Kazmi (2004) to assess the relationship between emotional regulation and marital satisfaction. The sample consisted of 200 married couples chosen from Khyber Pakhtunkhwa through convenient sampling technique. Schutte’s Self Report Emotional Intelligence Test and ENRICH’s Marital Satisfaction Scale along with demographic sheet were administered to the spouses for data collection. There was a significant positive correlation between Emotional Regulation and Marital Satisfaction and also Male spouses were found more emotionally regulated than the female spouses in their marital life.

Another study on ‘Emotion Regulation and Depression in College Students’ by Min'er, Huang Dejun and Guo (2019) studied the relationship between emotion regulation and depression in college students. The data was collected from 98 college students in Beijing. The instruments used in this study are Discrete Emotion Scale, Scale of Emotion Regulation and CES-D. The study concluded that depression is significantly associated with dysfunction of emotion regulation in college students.

A study ‘Personality Traits, Difficulties in Emotion Regulation and Academic Satisfaction’ was conducted in 2018 on a sample of Argentine college students by Mario Trogolo and Leonardo Adrian Medrano with 230 undergraduates in the University of Cordoba, Argentina, to examine the contributions of personality traits, using the Big Five Factor Model, and difficulties in emotion regulation to predict academic satisfaction. The study concluded that relations between personality and

emotion regulation strategies are mainly indirect, suggesting that personality makes people more vulnerable to certain moods, which in turn are evaluated differently, and lead to adopt different emotion regulation strategies.

‘Emotional Intelligence and Subjective Wellbeing – Altruistic Behaviour as a Mediator’ was a study conducted by Huang, et. al.,(2018). The aim of the study was to examine the relationship between Emotional intelligence, altruistic behaviour and subjective well -being. The study was conducted among 412 undergraduate students. The results showed that emotional intelligence and altruistic behaviour led to subjective well-being.

Mental health

A study on ‘Mental Health and Marital Satisfaction of Married Students’ at Payame Noor University of Teharan, by Alipour, et. al., (2018) examined the connection between the health of psyche and marital satisfaction in married students. The method used in the study was descriptive, correlative and availability sampling method. The study was conducted among 320 samples. It was done by using Goldberg’s General Health Questionnaire -GHQ and Marital Adjustment Test of Lucke (LMAT). The results of the study showed that the Mental Health variable plays an essential role in marital satisfaction of couples.

In another study, Mental Health Among Married Women Students by Pooja Tyagi (2011) investigated mental health among married female students who stay at home and those who stay outside i.e. hostel etc. The sample was selected from Maharishi Dayanand University girl’s hostel and Rohtak city. Data was collected by using personal datasheet and mental health scale by Bhatt and Geeda. Results showed that there are significant differences between both groups. Mental health of married female students who stay at hostel was found to be far better than that of those who stay with family at home.

A study on ‘Psychological Stress and its Relation to Psychological Health among Married Female Students’ was conducted at Irbid National University by Abu Hassouneh and Nashat (2017) among 120 married students. The two scales used in the study are Psychological Stress Scale and Psychological Health Scale. The results

showed that there is a negative correlative relationship between psychological stress and psychological health among the married female students.

A study, 'The Academic Performance of Married Women students in Nigerian Higher Education' (2010) by Onoriode Collins Potokri was conducted to understand the academic performance of married women students in higher education. The study was conducted on 130 married women students studying at higher institutions in Nigeria. A mixed research method was used. The study revealed that the academic performance in higher education in Nigeria differs between married women students and single women students. Married students have reported less performance than unmarried students.

Akpotor and Julie (2020) conducted a study on 'Role Conflict of Married Female Students and Academic Performance' to investigate the effect of role conflict on the academic performance of married female students. It was carried out in Delta State University, Abraka among 280 married and 120 single female students. Data was collected through a close ended questionnaire and distributed randomly among the students. This study showed that multiple roles affect academic performance of married female students. Dual role responsibilities are the reasons why married female students do not have quality time for their academic activities, which in-turn leads to poor academic performance.

A study was conducted on Mental Health Status of Early Married Girls by Nishat. J. Fet. al.(2015) in the south western region of Bangladesh to assess the prevalence of mental health problems among early married girls and determine the associate predictors of the growing mental health burden. It was a cross sectional survey conducted among 304 girls. DASS 21 scale was used. It was concluded that early marriage, along with various adverse outcomes, i.e., IPV, maladjustment, and poor subjective happiness, has resulted in heightened mental health problems for young girls.

Another study conducted on 'Mental Health and Quality of Life' among students of the State University of Yasuj by Bastaminia. A, et. al (2015) to clarify the relation between mental health and health-related QOL among students of the State University of Yasuj. It was a cross-sectional study conducted among 338 students using cluster sampling method. The results of this study showed a significant and inverse

relationship between general mental health and physical health domain, mental health domain, and overall quality of life. In other words, it seems that with increasing the quality of life in those aspects, the scores of physical disorders, anxiety, depression, and social dysfunction reduced and vice versa. There was a significant relationship between mental health and health related quality of life.

A study was conducted on ‘Comparison of Mental Health Status of Married and Unmarried Girls of Late Adolescent Age in an Urban Slum of Delhi’ by Gupta, et, al.(2008) to study the impact of marriage on mental health of married girls of late adolescent age and to compare them with unmarried girls of the same age. The tools used in the study were General Health Questionnaire-12 and Symptom Checklist-90. The result showed that Education and economic status of participants and parents were significantly associated with early marriage. Majority of married girls were found to be associated with risk of developing mental health disorders.

Another study was conducted on ‘Life Satisfaction and Mental Health of married and unmarried research scholars by Mahesh Kumar Maurya and Yukti Gill (2014) among 143 research scholars. It was conducted for examining the nature of the relationship between life satisfaction dimensions and mental health among the married and unmarried research scholars. The instrument used was Multidimensional Students' Life Satisfaction (MSLSS). Results showed that family, friends, university, living environment and self showed no significant difference between the married and unmarried research scholars. Among the mental health dimensions there was no significant difference between the married and unmarried research scholars with regard to psychological wellbeing and psychological distress. Psychological wellbeing of married and unmarried research scholars was significantly, positively correlated with family, friends, university, living environment and self. Psychological distress of unmarried research scholars was significantly, negatively correlated with experience, family, friends, university, living environment and psychological wellbeing.

CHAPTER 3

METHOD

CHAPTER 3

METHOD

According to Clifford Woody, Research comprises defining and redefining the problem, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last, carefully testing the conclusion to determine whether they fit the formulating hypothesis.

Research is systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts, and reaching certain conclusions either in the form of solutions towards the concerned problem or in certain generalizations for some theoretical formulations (Kothari, 2008).

Research is used to discover new information or to reach a new understanding or gather an insight on any interested topic which also aims at solving a research question and generating new knowledge through the collection and analysis of information (Kabir, 2016).

According to John W. Best, “research may be defined as the systematic and objective analysis and recording of controlled observations that may lead to the developments of generalizations, principles or theories, resulting in prediction and possibly ultimate control of events”.

Aim

To find out the relationship between Emotion Regulation and Mental Health among married and unmarried female college students.

Objectives

Major objective

To examine if Emotion Regulation has any relationship to Mental Health among married and unmarried female college students.

Specific objectives

- To check the correlation between sub-variables of Emotion Regulation and Mental Health among married and unmarried female college students

- To find the differences in Emotion Regulation among married and unmarried female college students based on level of education, type of family, marital status, place of stay and domicile
- To find the differences in Mental Health among married and unmarried female college students based on level of education, type of family, marital status, place of stay and domicile

Variables

A variable is defined as any property, characteristic, number or a quantity that increases or decreases over time or can take on different values. The different types of variables are: qualitative variable, quantitative variable, discrete variable, continuous variable, dependent variable, independent variable, background variable, moderating variable, extraneous variable etc. The key variables in this study are Emotion Regulation and Mental Health.

Emotion Regulation

Theoretical Definitions

Emotional regulation refers to “the process by which individuals influence which emotions they have, when they have them, and how they experience and express their feelings. Emotional regulation can be automatic or controlled, conscious or unconscious, and may have effects at one or more points in the emotion producing process.”(Gross, 2014)

Emotional regulation refers to the extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions through which we seek to increase, maintain or lower one or more components of them, be it in a conscious or unconscious way (Thompson, 1994)

Operational Definition

The ability of an individual to understand one’s own emotion, and aware how and when they occur and modify them consciously or unconsciously.

Mental Health

Theoretical Definitions

According to WHO (2004) mental health as a state of well being in which the individual realizes his or her own abilities, can cope with the normal stress of the life, can work productively and fruitfully, and is able to make a contribution to his or her community.

Keyes (2006) Identifies three components of mental health: Emotional well-being, Psychological well-being and Social well-being.

Mental health is a dynamic state of internal equilibrium which enables individuals to use their abilities in harmony with universal values of society (sartorious, 2015)

Operational definition

Mental health includes our emotional, psychological and social well-being. It affects our thoughts, feelings and actions. It can also help you decide how to manage stress, interact with others, and make decisions.

HYPOTHESES

Emotion Regulation and Mental Health

1.1 There will be a significant relationship between Emotion Regulation and Mental Health

among married and unmarried female college students

Cognitive Reappraisal, and Mental Health and its components

2.1 There will be a significant relationship between Cognitive Reappraisal and Mental Health among married and unmarried female college students

2.2 There will be a significant relationship between Cognitive Reappraisal and General Positive Effect among married and unmarried female college students

2.3 There will be a significant relationship between Cognitive Reappraisal and Anxiety among married and unmarried female college students

2.4 There will be a significant relationship between Cognitive Reappraisal and Depression among married and unmarried female college students

- 2.5 There will be a significant relationship between Cognitive Reappraisal and Behaviour/ Emotional Control among married and unmarried female college students

Expressive Suppression, and Mental Health and its components

- 3.1 There will be a significant relationship between Expressive Suppression and Mental Health among married and unmarried female college students
- 3.2 There will be a significant relationship between Expressive Suppression and General Positive Effect among married and unmarried female college students
- 3.3 There will be a significant relationship between Expressive Suppression and Anxiety among married and unmarried female college students
- 3.4 There will be a significant relationship between Expressive Suppression and Depression among married and unmarried female college students
- 3.5 There will be a significant relationship between Expressive Suppression and Behaviour/ Emotional Control among married and unmarried female college students

Marital status

- 4.1 There will be a significant difference on Emotion Regulation with regard to Marital status
- 4.2 There will be a significant difference on Cognitive Reappraisal with regard to Marital status
- 4.3 There will be a significant difference on Expressive Suppression with regard to Marital status
- 4.4 There will be a significant difference on Mental Health with regard to Marital status
- 4.5 There will be a significant difference on General Positive Effect with regard to Marital status
- 4.6 There will be a significant difference on Anxiety with regard to Marital status

- 4.7 There will be a significant difference on Depression with regard to Marital status
- 4.8 There will be a significant difference on Behaviour/ Emotional control with regard to Marital status

Level of Education

- 5.1 There will be a significant difference on Emotion Regulation with regard to Level of Education
- 5.2 There will be a significant difference on Cognitive Reappraisal with regard to Level of Education
- 5.3 There will be a significant difference on Expressive Suppression with regard to Level of Education
- 5.4 There will be a significant difference on Mental Health with regard to Level of Education
- 5.5 There will be a significant difference on General positive effect with regard to Level of Education
- 5.6 There will be a significant difference on Anxiety with regard to Level of Education
- 5.7 There will be a significant difference on Depression with regard to Level of Education
- 5.8 There will be a significant difference on Behaviour/ Emotional control with regard to Level of Education

Domicile

- 6.1 There will be a significant difference on Emotion Regulation with regard to Domicile
- 6.2 There will be a significant difference on Cognitive Reappraisal with regard to Domicile
- 6.3 There will be a significant difference on Expressive Suppression with regard to Domicile

- 6.4 There will be a significant difference on Mental Health with regard to Domicile
- 6.5 There will be a significant difference on General Positive Effect with regard to Domicile
- 6.6 There will be a significant difference on Anxiety with regard to Domicile
- 6.7 There will be a significant difference on Depression with regard to Domicile
- 6.8 There will be a significant difference on Behaviour/ Emotional control with regard to Domicile

Place of stay

- 7.1 There will be a significant difference on Emotion Regulation with regard to Place of stay
- 7.2 There will be a difference relationship on Cognitive Reappraisal with regard to Place of stay
- 7.3 There will be a difference relationship on Expressive Suppression with regard to Place of stay
- 7.4 There will be a difference relationship on Mental Health with regard to Place of stay
- 7.5 There will be a difference relationship on General Positive Effect with regard to Place of stay
- 7.6 There will be a difference relationship on Anxiety with regard to Place of stay
- 7.7 There will be a difference relationship on Depression with regard to Place of stay
- 7.8 There will be a difference relationship on Behaviour/ Emotional control with regard to Place of stay

Type of family

- 8.1 There will be a significant relationship on Emotion Regulation with regard to Type of family

- 8.2 There will be a significant relationship on cognitive reappraisal with regard to Type of family
- 8.3 There will be a significant relationship on expressive suppression with regard to Type of family
- 8.4 There will be a significant relationship on Mental Health with regard to Type of family
- 8.5 There will be a significant relationship on General positive effect with regard to Type of family
- 8.6 There will be a significant relationship on Anxiety with regard to Type of family
- 8.7 There will be a significant relationship on Depression with regard to Type of family
- 8.8 There will be a significant relationship on Behaviour/ Emotional control with regard to Type of family

Research design

Research design is the detailed plan of the investigation. It is the blueprint of the detailed procedures of testing the hypotheses and analyzing the obtained data. The design allows researchers to sharpen the research methods suitable for the subject matter and set up the studies for success. It is the blueprint of the detailed procedures of testing the hypotheses and analyzing the obtained data. Research design helps the researcher in testing the hypotheses by reaching valid and objective conclusions regarding the relationship between independent and dependent variables (Kothari, 2008).

In the present study, the research method used is correlational research design. It investigates relationship between two or more variables without the researcher controlling or manipulating any of them. It is a non-experimental type of quantitative research. It requires two different groups and correlational coefficient determines the relationship between two variables. Correlations can tell the researcher about the direction and degree of relationship between the variables. This design helps to determine which variable needs further investigation.

The problem in the present study is to find the relationship between Emotion Regulation and Mental Health.

Sample

A sampling technique is a definite plan for obtaining a sample from a given population. It refers to the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. Sampling procedure is determined before data are collected. The researcher must decide the type of sample he will use i.e., he must decide about the technique to be used in selecting the items for the sample (Kothari, 2018).

Sampling is defined as the process of obtaining information about a large population by examining only a part of it. It helps to generalize the information to the population depending upon the type of population from which the information is collected. It helps to save time, cost and energy. The sample collected should be representative of the entire population, otherwise the result could be biased or invalid (Kothari, 2018).

The universe consists of all survey elements that qualify for inclusion in the research study. The universe may be individuals, groups of people, organizations, or even objects.

Population is a distinct group of individuals, whether that group comprises a nation or a group of people with a common characteristic. A population is the pool of individuals from which a statistical sample is drawn for a study. Thus, any selection of individuals grouped together by a common feature can be said to be a population (Osikhotsali, 2022).

For the present study students from different universities in Kerala are taken as the universe, and married and unmarried female students are taken as the population. The sample under study consists of married and unmarried female college students according to the inclusion and exclusion criteria. The total sample size is 100 from different colleges.

Inclusion criteria

- Female unmarried college students
- Female married college students
- Students who attend a regular course in the college
- Female students of both government and private colleges

Exclusion criteria

- College going male students
- Students who are studying in distant/online mode
- Married female students who have children

Categorization of participants

The following tables give the categorization of the sample according to the different demographic variables. For analyses, the participants were divided into different groups based on their socio-demographic variables such as level of education, mode of education, marital status, domicile, type of family and place of stay. The details are given in the form of tables as follows:

Table 3.1: Classification of sample based on level of education

Sl.No	Level of education	No of participants	Percentage
1	UG	14	14%
2	PG	86	86%
Total		100	100

Table 3.2: Classification of sample based on Type of family

Sl.No	Type of family	No of participants	Percentage
1	Joint	21	21%
2	Nuclear	79	79%
Total		100	100

Table 3.3: Classification of sample based on Marital Status

Sl.No	Marital status	No of participants	Percentage
1	Married	50	50%
2	Unmarried	50	50%
Total		100	100

Table 3.4: Classification of sample based on domicile

Sl.No	Domicile	No of participants	Percentage
1	Rural	60	60%
2	Urban	40	40%
Total		100	100

Table 3.5: Classification of sample based on place of stay

Sl.No	Place of stay	No of participants	Percentage
1	Family of origin	34	34%
2	Husband's house	38	38%
3	Hostel/ other	28	28%
Total		100	100

Measuring instruments

Mental Health Inventory- 5

The Mental Health Inventory-5 (MHI-5) is a brief, valid, and reliable international instrument for assessing mental health in adults. The Mental Health Inventory (MHI; Veit and Ware, 1983) is a validated 38-item instrument developed to assess psychological well-being and distress in the general population. It has a brief version called MHI-5 (Berwick et al., 1991), that comprises the five items from the original items pool that better reproduce the total score based on the MHI. It has the advantage of allowing a faster assessment (Berwick et al., 1991) and it seems

sufficiently brief, easy to complete, valid, and reliable for use with different subgroups and in different cultures

The mental health inventory (MHI-5) is a five-item subscale each with six possible responses scored between 1 and 6. The MHI-5 includes questions referring to both positive and negative aspects of mental health, and questions referring to both depression and anxiety and emotional or behavioural control.

Reliability and Validity

The MHI-5 obtained an internal consistency of 0.82, item-total correlations between 0.78 and 0.81, a single factor solution that explained 59.88% of the total variance, communalities from 0.60 to 0.73, and an external validity between 0.41 and 0.56 with other positive mental health measures. Reliability, Cronbach's alpha ranges between 0.74 and 0.83 and has validity of 0.86. This shows that the MHI-5 is a valid and reliable measure for assessing mental health in children and adolescents.

Emotion Regulation Questionnaire (ERQ)

The Emotion Regulation Questionnaire is a 10-item scale designed to assess individual differences in the habitual use of two emotion regulation strategies: cognitive reappraisal and expressive suppression. It was developed by Gross, J.J., & John, O.P. (2003). Respondents answer each item on a 7-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Cognitive reappraisal involves thinking differently about a situation in order to change its meaning in order to alter one's emotional experience. Expressive suppression involves decreasing the outward expression of emotion. Six items contribute to the subscale for cognitive reappraisal. Four items contribute to the subscale for expressive suppression.

Reliability and Validity

The ERQ was significantly correlated with subjective well-being, psychological well-being, and academic emotion, which indicated the criterion validity of the ERQ is good ($r = 0.17 \sim 0.41$, all $ps < 0.01$). The Cronbach's α of the ERQ total scores and subscales were acceptable (0.73 \sim 0.82), indicating that the ERQ had acceptable to

excellent levels of internal consistency reliability. Therefore, ERQ is a valid and reliable measure to assess the emotion regulation

Procedure

Data collection in research involves the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. The present study aimed to explore the relationship between Mental Health and Emotion Regulation among married and unmarried female college students. In the present study the data was acquired from students from different colleges in Kerala. Online data collection mode was used in research. After getting initial consent from the head of the institutions, Google forms were passed on to students who were selected through the sampling procedure. The online Google forms were structured with the first part containing the personal data schedule, the second part containing Mental Health Inventory and the third part containing Emotion Regulation Scale.

After the completion of test administration, the participants were thanked for the participation and cooperation. After collecting the necessary data, the data was scored using the respective manuals and analyzed using SPSS and the results were discussed.

Statistical Techniques

The coding and analysis were done with the help of SPSS software. Pearson's Correlation, Independent t-test and ANOVA were used for statistical analysis required for the present study.

CHAPTER 4
RESULTS AND DISCUSSION

CHAPTER 4

RESULTS AND DISCUSSION

The aim of the study was to identify the relationship between Emotion Regulation and Mental Health among married and unmarried female college students. The study aimed at exploring the relationship among the different components of Emotion Regulation and Mental Health for the different sub samples. Further, analysis was also done on the basis of level of education, mode of education, type of family, domicile, place of stay.

To analyse the data and evaluate the hypotheses stated, the researcher used the following statistical methods - Pearson's correlation, and t-test. Pearson's correlation was used to explore the relationship between the study variables, while the t-test was used to identify differences, if any, in the sub samples selected, on the different variables.

This chapter consists of three sections. First section deals with the analysis of relationship between Emotion Regulation and Mental Health among married and unmarried female college students. For this analysis, Pearson product correlation test was used. Pearson product moment correlation test helps to find out the relationship between two variables and how strongly the variables are correlated.

The second section deals with the difference in Emotion Regulation and Mental Health based on marital status, level of education, type of family, place of stay and domicile. For this analysis independent sample t test is used. Independent sample t test helps in finding out significant difference between the mean of two groups that are not related.

Section three comprises the difference in Emotion Regulation and Mental Health based on Place of stay. For this one way analysis of variance (ANOVA) were used. One way ANOVA is used to determine the difference between more than two unrelated groups.

Section 1

This section presents the results of the analysis of the relationship between Emotion Regulation and Mental Health among married and unmarried female college students. The findings are discussed in the tables below:

Table 4.1: *Inter correlation between Emotion Regulation and Mental Health among married and unmarried female college students.*

Sl. No	Variables	1	2	3	4	5	6	7	8
1	General positive effect	1							
2	Anxiety	.044	1						
3	Depression	.047	.165	1					
4	Behavioural/emotional control	.157	.267**	.278**	1				
5	MHI	.704**	.498**	.513**	.643**	1			
6	Expressive suppression	.100	.181	.095	.102	.188	1		
7	Cognitive Reappraisal	.191	.141	.103	.077	.225*	.704**	1	
8	Emotion regulation	.169	.168	.108	.093	.228*	.877**	.958**	1

** significant at 0.01 level * significant at 0.05 level

Table 4.1 shows that there is a positive correlation between Emotion regulation and Mental Health of married and unmarried female college students. Hence the hypotheses 1.1 stating that there will be a significant relationship between Emotion Regulation and Mental Health among married and unmarried female college students is accepted. That is, people who have healthy Emotion Regulation will have good Mental Health.

A similar result was found in a study of Emotion regulation and Depression of college students by Min'er and Huang Dejun Guo (2019). The result showed that

Depression is significantly associated with dysfunction of emotion regulation in college students.

As a factor of emotion regulation, another study conducted on Personality Traits, Difficulties in Emotion Regulation and Academic Satisfaction by Mario Trogolo and Leonardo Adrian Medrano (2018) founded that relations between personality and emotion regulation strategies are mainly indirect, suggesting that the personality makes people more vulnerable to certain moods, which in turn are evaluated differently, and lead to adopt different emotion regulation strategies.

The table also shows that there is a significant positive correlation between Cognitive Reappraisal and Mental Health. Hence the hypothesis 2.1 stating that there will be a significant relationship between Cognitive Reappraisal and Mental Health among married and unmarried female college students is accepted. That is Mental Health increases with increase in Cognitive Reappraisal increases.

From the table it can be understood that there is no significant correlation among Cognitive Reappraisal and components of mental health. Hence the hypothesis 2.2 which states that There will be a significant relationship between Cognitive Reappraisal and General Positive Effect among married and unmarried female college students, 2.3 which states that there will be a significant relationship between Cognitive Reappraisal and Anxiety among married and unmarried female college students, 2.4 which states that there will be a significant relationship between Cognitive Reappraisal and Depression among married and unmarried female college students and 2.5 which states that there will be a significant relationship between Cognitive Reappraisal and Behaviour/ Emotional Control among married and unmarried female college students are rejected.

From the table it can be understood that there is no significant correlation among Expressive Suppression and Mental health and its components. So, the hypothesis 3.1 stating that there will be a significant relationship between Expressive Suppression and Mental Health among married and unmarried female college students, 3.2stating that there will be a significant relationship between Expressive Suppression and General Positive Effect among married and unmarried female college students, 3.3 stating that there will be a significant relationship between Expressive Suppression and Anxiety among married and unmarried female college students, 3.4 stating that there

will be a significant relationship between Expressive Suppression and Depression among married and unmarried female college students and 3.5 stating that there will be a significant relationship between Expressive Suppression and Behaviour/ Emotional Control among married and unmarried female college students are all rejected

Section 2

This section conveys the results of analysis of difference in Emotion Regulation and Mental Health based on marital status, level of education, type of family, place of stay and domicile. The results of the study are mentioned below:

Table 4.2: *Comparison of Emotion Regulation and its sub variables, and Mental Health and sub variables on marital status*

Sl. No	Variables	Unmarried N = 50		Married N = 50		t value
		Mean	SD	Mean	SD	
1	General positive Affect	8.42	2.041	7.06	2.502	2.978 ^s
2	Anxiety	3.60	1.125	3.22	1.298	1.564 ^{ns}
3	Depression	3.76	1.170	3.54	1.358	.868 ^{ns}
4	Behavioural/emotional control	3.66	1.364	3.46	1.487	.701 ^{ns}
5	MHI	19.44	3.163	17.28	4.185	2.912 ^s
6	Expressive suppression	16.46	4.995	13.50	4.595	3.084 ^s
7	Cognitive reappraisal	26.34	7.989	21.08	8.035	3.283 ^s
8	Emotion regulation	42.8	11.585	34.58	11.990	3.486 ^{ns}

*ns= not significant s=significant

Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. The t value obtained for mental health is 2.912 which implies it is significant at 0.01 level. Hence the hypothesis 4.4 which states that there will be a significant difference on Mental Health with regard to Marital status is accepted. That is, Mental Health seems to have significant difference based on marital status. The

mean value obtained for unmarried and married female college students are 19.44 and 17.28 respectively. That is, unmarried female college student's Mental Health is found to be better than married female college students.

Similar study conducted on Life Satisfaction and Mental Health of married and unmarried research scholars by Mahesh Kumar Maurya and Yukti(2014) showed that Psychological wellbeing of married and unmarried research scholars was significantly, positively correlated with family, friends, university, living environment and self. Psychological distress of unmarried research scholars was significantly, negatively correlated with experience, family, friends, university, living environment and psychological wellbeing.

Similar result was found in a study conducted on Mental Health and Marital Satisfaction of Married Students by Ahmad Alipouret.al.(2018). The results of the study showed that the Mental Health variable plays an essential role in marital satisfaction of couples.

Another study conducted on 'Psychological Stress and its Relation to Psychological Health among Married Female Students by AbuHassounh and Nashat (2017) showed that there is a negative correlative relationship between psychological stress and psychological health among the married female students.

General Positive Affect is a sub variable of Mental Health. It refers to one's propensity to experience positive emotions and interact with others and with life's challenges in a positive way. It is the most general term for pleasant feeling states, encompassing all the different types of positive feelings and all of their effects - neurophysiological, cognitive, motivational, behavioural, and interpersonal. The table 4.2 showed that the t value obtained by General Positive Affect is 2.978 which clearly indicates that it is significant at 0.01 level. Hence the hypothesis 4.5 which stated that there will be a significant difference on General Positive Affect with regard to Marital Status is accepted. Which implies that General Positive Effect has significant difference based on marital status. The mean value obtained for unmarried and married female college students are 8.42 and 7.46 respectively. This implies that unmarried female college students may experience more General Positive Affect than married college students.

Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure. Anxiety may be defined as apprehension, tension, or uneasiness that stems from the anticipation of danger, which may be internal or external. The t value for anxiety obtained is 1.564 and it is not significant. Hence the hypothesis 4.6 which states that there will be a significant difference on Anxiety with regard to Marital status is rejected. This implies that Anxiety has no significant difference based on Marital Status. It showed that married and unmarried female college students may experience Anxiety similarly without any significant difference.

Depression is a mood or emotional state that is marked by feelings of low self-worth or guilt and a reduced ability to enjoy life. 0.868 is the t value obtained for depression with regard to marital status. That is it is not significant. Hence the hypothesis 4.7 which states that there will be a significant difference on Depression with regard to Marital Status is rejected. This implies that depression has no significant difference based on Marital Status. It showed that married and unmarried female college students show no significant difference to feel depression.

A study conducted by students by Min'er, Huang Dejun, Guo(2019) showed opposite result that that Depression is significantly associated with dysfunction of emotion regulation in college students.

Behavioural/ Emotional Control is about how well we can manage and control our emotions that is our emotional reactions. It is about learning to stay calm when handling small problems, and reacting with just the right amount of behavioural response. The t value obtained for Behavioural/ Emotional Control is 0.701 which also indicates that there is no significance. Hence the hypothesis 4.8 which states that there will be a significant difference on Behaviour/ Emotional control with regard to Marital Status is rejected. It showed that married and unmarried female college students show no significant difference in Behavioural/ Emotional control.

Emotion Regulation is defined as the process through which people influence the experience and expression of emotions (Gross, 2002). It concerns how people manage emotional experience for personal and social purposes. The t value obtained is 3.486 which indicates that it is significant at 0.01 level. Hence the hypothesis 4.1 which states that there will be a significant difference on Emotion Regulation with regard to

Marital status is accepted. This implies that Emotion Regulation has a significant difference based on marital status. 42.8 and 34.58 are the mean values obtained by unmarried and married students. So, unmarried students seem to have better management of emotional experience than married college students.

Similar study with similar results on 'Role of Emotional Regulation in Marital Satisfaction' by Hira Shahid and Dr. Syeda Farhana Kazm(2004) showed that there was a significant positive correlation between Emotional Regulation and Marital Satisfaction

Expressive Suppression is the sub variable of Emotion Regulation. It may be defined as changing the way one behaviourally responds to emotion eliciting events. It is the intentional reduction of the facial expression of an emotion. The t value obtained is 3.084 which is significant at 0.01 level. Hence the hypothesis 4.3 which states that there will be a significant difference on Expressive Suppression with regard to Marital status is accepted. This implies that Expressive Suppression has a significant difference based on marital status. 16.46 and 13.5 are the mean value obtained by unmarried and married students. So, unmarried students tend to show more Expressive Suppression than married female college students.

The act of re-evaluating one's thoughts in response to a stressful situation is called Cognitive Reappraisal. It involves changing how one thinks about or appraises a given situation. The t value obtained is 3.283 and it is significant at 0.01 level. Hence the hypothesis 4.2 stating that there will be a significant difference on Cognitive Reappraisal with regard to Marital status is accepted. This implies there is significant difference in Cognitive Reappraisal based on gender. The mean value obtained by unmarried and married students are 26.3 and 21.8 respectively. It clearly indicates that unmarried seem to show more Cognitive Reappraisal than married female college students.

Table 4.3: Comparison of Emotion Regulation and its sub variables, and Mental Health and sub variables on Level of education

Sl. No	Variables	PG N = 86		UG N = 14		t value
		Mean	SD	Mean	SD	
1	General positive effect	7.41	2.333	9.79	1.424	-3.695 ^{ns}
2	Anxiety	3.38	1.248	3.57	1.089	-0.530 ^{ns}
3	Depression	3.60	1.277	3.93	1.207	-0.887 ^{ns}
4	Behavioural/emotional control	3.45	1.411	4.21	1.369	-1.878 ^{ns}
5	MHI	17.85	3.702	21.50	3.276	-3.472 ^s
6	Expressive suppression	15.01	5.089	14.79	4.594	0.156 ^{ns}
7	Cognitive Reappraisal	23.36	8.296	25.86	9.020	-1.032 ^{ns}
8	Emotion regulation	38.37	12.707	40.64	10.825	-.632 ^{ns}

*ns= not significant s=significant

Table 4. 3 shows that there is a significance in the t value for Mental Health. The t value obtained is -1.878. It is significant at 0.01 level. Hence the hypothesis 5.4 that there will be a significant difference on Mental Health with regard to Level of Education is accepted. This indicates that there is a significant difference on Mental Health based on Level of Education. 17.85 and 21.50 are the mean values of PG and UG students indicating that UG students could have better Mental Health than PG students.

A study conducted by Nishat, J.F, et.al(2015) showed that there was heightened mental health problems for early married girls.

General Positive Effect is a sub variable of Mental Health. There is no significance in the t value for General Positive effect on Level of Education. The t value obtained is -3.695 which indicates that there is no significance. Hence the hypothesis 5.5 that there will be a significant difference on General positive effect with regard to Level of Education is rejected.

The results also indicates that, there is no significance in the t value for Anxiety on Level of Education. Hence the hypothesis 5.6 that there will be a significant difference on Anxiety with regard to Level of Education is rejected.

The result obtained by independent t test for Depression is -0.887. which indicates that it is not significant. Hence the hypothesis 5.7 that there will be a significant difference on Depression with regard to Level of Education is rejected.

The results also indicated that, there is no significance in the t value for Behavioural/ emotional control. Obtained t value is -8.78. This indicated that there is no significance for it based on the level of education. Hence the hypothesis 5.8 that there will be a significant difference on Behaviour/ Emotional control with regard to Level of Education is rejected.

The results also indicates that, there is no significance in the t value for Emotion Regulation. The obtained t value is -.632. Hence the hypothesis 5.1 that there will be a significant difference on Emotion Regulation with regard to Level of Education is also rejected.

Expressive Suppression is a sub variable of Emotion Regulation. The results also indicates that, there is no significance in the t value for Expressive suppression. The obtained t value is 0.156. Hence the hypothesis 5.3 that there will be a significant difference on Expressive Suppression with regard to Level of Education is rejected

The results also indicates that, there is no significance in the t value for Cognitive Reappraisal. The obtained t value is -1.032. Hence the hypothesis 5.2 that there will be a significant difference on Cognitive Reappraisal with regard to Level of Education is rejected

Table 4.4: Comparison of Emotion Regulation and its sub variables and Mental Health and sub variables on Domicile

Sl. No	Variables	Rural N = 60		Urban N = 40		t value
		Mean	SD	Mean	SD	
1	General positive effect	7.58	2.410	7.98	2.326	-.807 ^{ns}
2	Anxiety	3.37	1.262	3.48	1.176	-.432 ^{ns}
3	Depression	3.70	1.331	3.58	1.174	.482 ^{ns}
4	Behavioural/emotional control	3.63	1.461	3.45	1.377	.629 ^{ns}
5	MHI	18.28	3.988	18.48	3.672	-.243 ^{ns}
6	Expressive Suppression	14.62	5.279	15.53	4.563	-.889 ^{ns}
7	Cognitive Reappraisal	23.38	8.463	24.20	8.383	-.475 ^{ns}
8	Emotion Regulation	38.00	12.675	39.73	12.153	-.678 ^{ns}

*ns= not significant s=significant

Table 4. 4 shows that there is no significance in the t value for Mental Health on Domicile. The obtained t value is -0.243 and is not statistically significant. Hence the hypothesis 6.4 stating that there will be a significant difference on Mental Health with regard to Domicile is rejected. May be Domicile does not influence Mental Health

General Positive effect is a sub variable of Mental Health. The results indicates that there is no significance in the t value for General Positive effect on Domicile. The obtained t value is -0.807 and is not statistically significant. Hence the hypothesis 6.5 stating that there will be a significant difference on General Positive Effect with regard to Domicile is rejected. May be Domicile does not influence General Positive effect

The results indicates that there is no significance in the t value for Anxiety on Domicile. The obtained t value is -0.432. Hence the hypothesis 6.6 stating that there will be a significant difference on Anxiety with regard to Domicile is rejected. May be Domicile does not influence Anxiety

The results indicates that there is no significance in the t value for Depression on Domicile. The obtained t value is -0.482 and is not statistically significant. Hence

the hypothesis 6.7 stating that there will be a significant difference on Depression with regard to Domicile is rejected. May be Domicile does not influence Depression

The results indicated that there is no significance in the t value for Behavioural/emotional control on Domicile. The obtained t value is -0.629 and is not statistically significant. Hence the hypothesis 6.8 stating that there will be a significant difference on Behaviour/ Emotional control with regard to Domicile is rejected. May be Domicile does not influence Behavioural/emotional control.

The results indicated that there is no significance in the t value for Emotion Regulation on Domicile. The obtained t value is -.678 and is not statistically significant. Hence the hypothesis 6.1 stating that there will be a significant difference on Emotion Regulation with regard to Domicile is rejected. May be Domicile does not influence Emotion Regulation

Similar findings was obtained from a study conducted by Isidro Landa (2018) on 'Emotion Regulation Variability and Adjustment Among College Students'. It showed that that emotion regulation variability is not associated with adjustment.

Expressive Suppression is a sub variable of Emotion Regulation. The results indicated that there is no significance in the t value for Expressive suppression on Domicile. The obtained t value is -.889 and is not statistically significant. Hence the hypothesis 6.3 stating that there will be a significant difference on Expressive Suppression with regard to Domicile is rejected. May be Domicile does not influence Expressive suppression

Cognitive Reappraisal is another sub variable of Mental Health. The obtained t value is -0.475 and is not statistically significant. Hence the hypothesis 6.2 stating that there will be a significant difference on Cognitive Reappraisal with regard to Domicile is rejected. Which indicates that there is no significance in the t value for Cognitive Reappraisal on Domicile. May be Domicile does not influence Cognitive Reappraisal.

Table 4.5: Comparison of Emotion Regulation and its sub variables and Mental Health and sub variables on Type of family

Sl. No	Variables	Nuclear N = 79		Joint N = 21		t value
		Mean	SD	Mean	SD	
1	General positive effect	7.63	2.414	8.14	2.220	-0.874 ^{ns}
2	Anxiety	3.44	1.196	3.29	1.347	0.522 ^{ns}
3	Depression	3.65	1.291	3.67	1.197	-0.068 ^{ns}
4	Behavioral/emotional control	3.54	1.448	3.62	1.359	-0.213 ^{ns}
5	MHI	18.27	2.983	18.71	3.349	-0.473 ^{ns}
6	Expressive suppression	15.53	4.607	12.90	5.941	2.180 ^s
7	Cognitive reapraisal	24.38	8.332	21.19	8.364	1.558 ^{ns}
8	Emotion regulation	39.91	11.954	34.10	13.420	1.931 ^s

*ns= not significant s=significant

Table 4. 5 showed that there is no significance in the t value for Mental Health on Type of Family. The t value obtained is -0.473 and is not statistically significant. Hence the hypothesis 8.4 stating that there will be a significant relationship on Mental Health with regard to Type of family is rejected. May be Type of Family does not influence Mental Health.

The result indicated that there is no significance in the t value for General Positive effect on Type of Family. The t value obtained is -0.874 and is not statistically significant. Hence the hypothesis 8.5 stating that there will be a significant relationship on General positive effect with regard to Type of family is rejected. May be Type of Family does not influence General Positive Effect.

The result indicated that there is no significance in the t value for Anxiety on Type of Family. The t value obtained is 0.522 and is not statistically significant. Hence the hypothesis 8.6 stating that there will be a significant relationship on Anxiety with regard to Type of family is rejected. May be Type of Family does not influence Anxiety

The result indicated that there is no significance in the t value for Depression on Type of Family. The t value obtained is -0.068 and is not statistically significant. Hence

the hypothesis 8.7 stating that there will be a significant relationship on Depression with regard to Type of family is rejected. May be Type of Family does not influence Depression

The result indicated that there is no significance in the t value for Behavioural/emotional control on Type of Family. The t value obtained is -0.213 and is not statistically significant. Hence the hypothesis 8.8 stating that there will be a significant relationship on Behaviour/ Emotional control with regard to Type of family is rejected. May be Type of Family does not influence Behavioural/emotional control.

The result indicated that there is a significance in the t value for Emotion Regulation on Type of Family. The t value obtained is 1.931 and it is significant at 0.05 level. Hence the hypothesis 8.1 stating that there will be a significant relationship on Emotion Regulation with regard to Type of family is accepted. The mean value obtained nuclear and joint family are 39.9 and 34.1 respectively. Which indicates that Emotion Regulation was found to be better for students who come from nuclear family.

The results also indicated that there is significance in the t value for Expressive suppression. The t value obtained is 2.180 and it is significant at level 0.05 level. Hence the hypothesis 8.3 stating that there will be a significant relationship on expressive suppression with regard to Type of family is accepted. Comparing the means, it is understood that Expressive Suppression is seen more in female students from nuclear family.

The result indicated that there is no significance in the t value for Cognitive Reappraisal on Type of Family. The t value obtained is 1.558 and is not statistically significant. Hence the hypothesis 8.2 stating that there will be a significant relationship on cognitive reappraisal with regard to Type of family is rejected. May be Type of Family does not influence Cognitive Reappraisal

Section 3

This section presents the results of the analyses of the difference in Emotion Regulation and Mental Health based on Place of stay. The findings of the study are discussed below:

Table 4.6: Comparison of Emotion Regulation and its sub variables and Mental Health and sub variables on Place of Stay

SI. No	Variables	Sum of square		Mean of square		F value
		Between group	Within group	Between group	Within group	
1	General-positive effect	110.160	447.080	55.080	4.609	11.95 ns
2	Anxiety	17.697	130.493	8.849	1.345	6.577 ns
3	Depression	7.028	151.722	3.514	1.564	2.246 ns
4	Behavioural/emotional control	5.702	194.938	2.851	2.010	1.419 ns
5	Mental Health	297.222	1167.818	148.611	12.039	12.34 ns
6	Expressive suppression	156.102	2319.858	78.051	23.916	3.264 ns
7	Cognitive Reappraisal	768.188	6214.402	384.094	64.066	5.995 ns
8	Emotion Regulation	1532.692	13776.698	766.346	142.028	5.396 ns

*ns= not significant s=significant.

Table 4.6 showed that there is no significance in the f value for Mental Health on Place of Stay. The f value obtained is 12.344. Hence the hypothesis 7.4 stating that there will be a difference relationship on Mental Health with regard to Place of stay is rejected. May be Place of Stay does not influence Mental Health

A study with differing results has been found in the study conducted by Pooja Tyagi on Mental Health Among Married Women Students (2011). The results showed that Mental health of married female students who stay at hostel was found to be far better than that of those who stay with family at home.

Results indicates that there is no significance in the f value for General Positive effect on Place of Stay. The f value obtained is 11.950. Hence the hypothesis 7.5 stating thatthere will be a difference relationship on General Positive Effect with regard to Place of stay is rejected. May be Place of Stay does not influence General Positive effect.

The results indicated that there is no significance in the f value for Anxiety on Place of Stay. The f value obtained is 6.577. Hence the hypothesis 7.6 stating thatthere will be a difference relationship on Anxiety with regard to Place of stay is rejected. May be Place of Stay does not influence Anxiety

The results indicated that there is no significance in the f value for Depression on Place of Stay. The f value obtained is 2.246. Hence the hypothesis 7.7 stating that, there will be a difference relationship on Depression with regard to Place of stay is rejected. May be Place of Stay does not influence Depression

The results indicated that there is no significance in the f value for Behavioural/emotional control on Place of Stay. The f value obtained is 1.419. Hence the hypothesis 7.8 stating thatthere will be a difference relationship on Behaviour/ Emotional control with regard to Place of stay is rejected. May be Place of Stay does not influence Behaviour/ Emotional control.

The results indicated that there is no significance in the f value for Emotion Regulation on Place of Stay. The f value obtained is 5.396. Hence the hypothesis 7.1 stating that there will be a significant difference on Emotion Regulation with regard to Place of stay is rejected. May be Place of Stay does not influence Emotion Regulation

The results indicated that there is no significance in the f value for Expressive suppression on Place of Stay. The f value obtained is 3.264. Hence the hypothesis 7.3 stating thatthere will be a difference relationship on Expressive Suppression with regard to Place of stay is rejected. May be Place of Stay does not influence Expressive suppression

The results indicated that there is no significance in the f value for Cognitive Reappraisal on Place of Stay. The f value obtained is 5.995. Hence the hypothesis 7.2 stating thatthere will be a difference relationship on Cognitive Reappraisal with regard to Place of stay is rejected. May be Place of Stay does not influence Cognitive Reappraisal.

CHAPTER 5
SUMMARY AND CONCLUSION

CHAPTER 5

SUMMARY AND CONCLUSION

The summary and conclusion chapter includes the overall summing up of the study. It presents the key information about the most important outcomes in the above chapters. Within this chapter the researcher includes the statement of the problem, research findings, whether the hypotheses are rejected or accepted, the limitation of the study, implication of the study and the recommendation for future studies.

The present study focused on Emotion Regulation and Mental Health among married and unmarried female college students. Emotion Regulation consists of two variables namely Expressive suppression and Cognitive Reappraisal. General Positive Effect, Anxiety, Depression, Behavioural/ Emotional control are the sub variables of Mental Health.

Method in Brief

In the present study, the investigator attempted to examine if Emotion Regulation has any relationship to Mental Health among married and unmarried female college students. Snowball sampling method was used in the present study. The population of the study was married and unmarried female college students. The sample of the study included 50 married and 50 unmarried female college students.

Based on the objectives of the study the participants were divided into different groups based on the socio-demographic variables such as level of education, mode of education, marital status, domicile, type of family and place of stay. The main scales used for the data collection were Emotion Regulation Questionnaire developed by Gross et. al. (2003) and Mental Health Inventory-5 (1991) by Berwick et. al.

The Pearson product moment correlation was used to find the strength, direction and probability of the linear association between variables. Independent sample t-test was used to examine differences between groups. One way ANOVA is used to determine the difference between more than two unrelated groups.

Online data collection mode was used in research. After getting initial consent from the head of the institutions, Google forms were passed on to students who were selected through the sampling procedure. The online Google forms were structured

with the first part containing the personal data schedule, the second part containing Mental Health Inventory and the third part containing Emotion Regulation Scale.

Major Findings

The aim of the study was to find out the relationship between Emotion Regulation and Mental Health among married and unmarried female college students. After carrying out the study, the major findings obtained are listed below.

Relationship between Emotion Regulation and Mental Health

The following significant relationships have been identified in this study between Emotion Regulation and Mental Health:

- There is a significant positive correlation between Emotion regulation and Mental Health of married and unmarried female college students.
- There is also a significant positive correlation between Cognitive Reappraisal, a sub variable of Emotion Regulation, and Mental Health.

Comparison on Marital Status

Marital status is also contributing to Emotion Regulation and Mental Health.

- There is a significant difference on Mental Health with regard to Marital status. Unmarried female college students' Mental Health is found to be better than married female college students.
- There is a significant difference on General Positive Affect with regard to Marital Status. Unmarried female college students may experience more General Positive Affect than married college students. The other sub variables of Mental Health such as Anxiety, Depression and Behavioural/ Emotional Control have no significance with regard to marital status
- There is a significant difference on Expressive Suppression with regard to Marital Status. Unmarried students tend to show more Expressive Suppression than married female college students.
- There is a significant difference on Cognitive Reappraisal with regard to Marital Status. Which means that unmarried seem to show more Cognitive Reappraisal than married female college students.

Comparison on Level of Education

The results of the study show a significant impact of Level of Education.

- There is a significant difference on Mental Health with regard to Level of Education. UG students could have better Mental Health than PG students.

Comparison on Type of Family

The Type of family the subjects belongs to seem to make a difference on Emotion Regulation and Expressive Suppression of the subjects.

- There is a significant difference on Emotion Regulation with regard to Type of family. Emotion Regulation was found to be better for students who come from nuclear family.
- There is a significant difference on Expressive Suppression with regard to Type of family. Expressive Suppression is seen more in female students from nuclear families.

Implications of the Study

The results of the research attempted to study the relation of Emotion Regulation and Mental Health among Married and Unmarried Female College Students. Emotion Regulation and its sub variable Cognitive Reappraisal have a significant relationship with Mental Health. That is, people who have healthy Emotion Regulation will have good Mental Health. Which implies that, to have a good Mental Health one needs a proper way of Emotion Regulation like Cognitive Reappraisal. That is when under stress if a person is able to change the way they think in a positive way, they will tend to have a good Mental Health. So, as a part of training, the students can be taught the strategies of Emotion Regulation so that better Mental Health should be ensured. And also among the methods of Emotion Regulation, Cognitive Reappraisal is effective. So it could be stressed.

The study also aimed at finding out how differences in demographical variables like Marital Status, Level of Education, Domicile, Type of Family and Place of Stay of married and unmarried female college students influenced their Emotion Regulation and Mental Health.

Unmarried students tend to show more Expressive Suppression and Cognitive Reappraisal than married female college students. That is unmarried students are able to change the way they behaviourally responds to emotion eliciting events and they are also able to re-evaluate their thoughts in response to a stressful situation than married students. This could be due to the fact that they do not have the additional stresses found in married life. Help the students to express their emotions or feelings in a positive way. And also Unmarried female college students may experience more General Positive Affect than married college students. Which leads to better Mental Health. So it is better to get married after the studies so that additional responsibilities can be minimised also the distractions.

There is a significant difference on Mental Health based on Level of Education. The study showed that UG students have better Mental Health than PG students. This may be due to the vast and deep study based on the syllabus since PG have a lot to study than UG. If the students are aware about the things they have to study in the PG earlier, it can be minimized. So more training could be given to PG students to improve better Mental Health

Emotion Regulation and Expressive Suppression is seen more in female students from nuclear families. Members will be minimum in nuclear family. So everyone may be keeping oneself to oneself. So they should be given awareness of the benefits of sharing among the members of the students from nuclear family.

Limitations of the study

Some of the main limitations of the present study are listed below;

- i. The sample size is small. Since the results cannot be generalized.
- ii. The analyses of the study was limited to demographic variables such as Level of education, Domicile, Type of family, and Place of stay
- iii. Emotion Regulation only measures two areas namely Expressive Suppression and Cognitive Reappraisal
- iv. The stress regarding education is not measured in the study

Suggestions for future study

Based on the understanding gained during research, there are some suggestions for the future research

- i. The study could be extended to a larger population.
- ii. It would be better if future studies addressed variables also in females who have children.
- iii. Future studies could measure the academic stress of the population, which is an important factor since the population consists of college students.

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APPENDICES

APPENDIX I

Consent Form

TITLE OF STUDY

EMOTION REGULATION AND MENTAL HEALTH AMONG MARRIED AND UNMARRIED FEMALE COLLEGE STUDENTS

RESEARCHER

Amrutha K

M.Sc. Psychology.

7558033552

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You are being requested to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. This research study is part of fulfilling academic requirements for master's degree in counselling psychology.

In this research you would be required to answer the personal data schedule, and two instruments which will be sent to you. You may decline to answer any or all questions and you may terminate your involvement at any time if you choose. There may not be any direct benefit to you for your participation in this study. Every effort will be made by the researcher to preserve confidentiality about the data collected from you.

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be destroyed.

CONSENT

I have read and I understand the provided information. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Researcher's signature _____ Date _____

APPENDIX II

PERSONAL DATA SCHEDULE

Name:

Age:

Education:

- UG
- PG

Mode of education:

- Regular
- Distant

University:

- Calicut
- Kannur
- Other

Marital status:

- Single
- Married
- Divorced

Domicile:

- Rural
- Urban

Type of family:

- Nuclear
- Joint

Place of stay:

- Family of origin
- Husband's house
- Hostel/ other accommodation

APPENDIX IV

The Mental Health Inventory - 5 (MHI-5)

Please read each question and tick the box by the ONE statement that best describes how things have been FOR YOU during the past month. There are no right or wrong answers.

1. During the past month, how much of the time were you a happy person?
 - All of the time
 - Some of the time
 - Most of the time
 - A little of the time
 - A good bit of the time
 - None of the time

2. How much of the time, during the past month, have you felt calm and peaceful?
 - All of the time
 - Some of the time
 - Most of the time
 - A little of the time
 - A good bit of the time
 - None of the time

3. How much of the time, during the past month, have you been a very nervous person?
 - All of the time
 - Some of the time
 - Most of the time
 - A little of the time

A good bit of the time

None of the time

4. How much of the time, during the past month, have you felt downhearted and blue?

All of the time

Some of the time

Most of the time

A little of the time

A good bit of the time

None of the time

5. How much of the time, during the past month, have you felt so down in the dumps that nothing could cheer you up?

All of the time

Some of the time

Most of the time

A little of the time

A good bit of the time

None of the time

**EMOTIONAL INTELLIGENCE AND ALTRUISM
AMONG ARTS AND COMMERCE COLLEGE
STUDENTS**

*Dissertation submitted in partial fulfillment of the requirement of the
degree of Master of Science in Counselling Psychology*

Submitted by

ANITTA KURIAN

Reg. No. C1PSCP1106



Department of Psychology

Don Bosco Arts & Science College, Angadikadavu

Affiliated to Kannur University

2022-2023

CERTIFICATE

This is to certify that this dissertation entitled “**Emotional Intelligence and Altruism among Arts and Commerce College Students**” is an authentic record of research work carried out by **Anitta Kurian**, during the period of her study at Don Bosco Arts & Science College, Angadikadavu, Iritty, 670706, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

No part of this dissertation has been presented previously for the award of any degree, diploma, associateship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Fr. Dr. Kuriakose Augustine

Assistant Professor

Head of the Department

Department of Psychology

Examiner 1:

Examiner 2:

DECLARATION

I, Anitta Kurian do here by declare that this dissertation entitled “**Emotional Intelligence and Altruism among Arts and Commerce College Students**”, which is submitted to the Department of Psychology, Don Bosco Arts & Science College, is a bonafide record of the research work carried out by me, under the supervision and guidance of **Fr. Dr. Kuriakose Augustine** (Assistant Professor, Department of Psychology, Don Bosco Arts & Science College) in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship or other similar title or recognition.

Anitta Kurian

Place:

Date:

Fr. Dr. Kuriakose Augustine

Head of the Department,

Don Bosco Arts & Science College

Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that **ANITTA KURIAN** is a regular and bonafide student of the Department of Psychology, Don Bosco Arts & Science College, pursuing the Post-Graduation programme in M.Sc.Counselling Psychology during the academic years 2021-2023.

Fr. Dr. Kuriakose Augustine

Place:

Date:

Fr. Dr. Kuriakose Augustine

Head of the Department,

Assistant Professor

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Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that this dissertation entitled, “Emotional Intelligence and Altruism among Arts and Commerce College Students” is an authentic record of research work carried out by Anitta Kurian, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology, under my supervision and guidance, and that no part of this dissertation has been presented previously for the award of any degree, diploma, associateship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Fr. Dr. Kuriakose Augustine

Place:

Date:

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It is my pleasure to thank all the respondents for their sincere co-operation. I would like to thank my family members and friends who have helped me with their valuable time, opinion and guidance that has been helpful all along the course of the research project.

Anitta Kurian

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ABSTRACT

The present study to examined the relationship between Emotional Intelligence and Altruism among Arts and Commerce College Students. In addition to this, it also aimed at identifying the differences on socio demographical variables such as Gender, Domicile, Level of Education and Stream of Education for these variables. The participants of the study were Arts and Commerce Students. The total sample consisting of 100 participants were selected from Kerala. For the purpose of various analyses, the participants were divided into different categories based on the above-mentioned demographic variables. The measures used for data collection were Manual for Emotional Intelligence Scale (2008) and Self- Reported Altruism Scale (1992). The statistical tests used were the Pearson Product Moment Correlation and the Independent Samples t-test. Correlation was examined between Emotional Intelligence and its sub variables (Understanding Emotion, Understanding Motivation, Empathy and Handling Relations), and Altruism. Significant positive correlation was found in Emotional Intelligence and its sub variables such as Understanding Motivation, Empathy and Handling Relations with Altruism. The female Arts and Commerce students were found to be more Emotionally Intelligent and Altruistic than male students. The Arts students have high Emotional Intelligence and altruism than the Commerce students.

Key words: Emotional Intelligence, Altruism, Arts and Commerce Students

CHAPTER 1
INTRODUCTION

CHAPTER 1

INTRODUCTION

In our life pathway, the student life or college life is a most memorable phase of our life. This is because, we enjoy all our experiences and study not only from the books, but also from our teachers, environment, friends, institution, families etc. Also, we learn to grow emotionally, socially, psychologically and behave in a matured way during this growth phase. During our college life, sometimes we feel stress, adjustment problems, confusions, emotional imbalances etc.

Due to the numerous internal and external expectations placed on students, stress has become a component of academic life. Students are especially vulnerable to the issues brought on by academic stress since they are going through both personal and social transitions. It is important to develop appropriate and effective interventions to overcome this stressful situation for students.

The students may have problems such as personal inadequacy, fear of failure, interpersonal difficulties with teachers, teacher-pupil relationships, inadequate study facilities, inability to concentrate, and negative evaluation of the future, etc. Depression, anxiety, behavioural problems, irritability, etc. these are a few of the many problems reported in students with high academic stress.

Adjustment problems are characterized by a maladaptive emotional response to a stressful event among students. For university students, the adjustment problem could be a multifaceted one, they mainly face problems in some adjustment areas such as academic adjustment, social adjustment, personal-emotional adjustment, and institutional adjustment.

Emotional intelligence may help students cope with these problems. By developing emotional intelligence, we may be able to solve problems such as academics, adjustment, and stress.

Through college life, we not only face problems but also learn how to be a social being. It is achieved by dealing with each problem and gaining many other experiences.

Interacting with others, maintaining good relationships with others, and having leadership qualities, are the main characteristics of a social being. It is mostly seen in

extrovert individuals. Because they get a sense of self-satisfaction from helping others. It is better to develop it during college. It helps us to help our peers and elders and have a good relationship with them.

Emotional Intelligence

If we develop emotional intelligence, we can handle our relationships and understand our own and other people's emotions. Also, we can motivate ourselves and become empathetic to others, manage behaviour, new trends, and social complexities, develop many skills associated with high performers, make personal decisions, achieve positive results and increase productivity. so, emotional intelligence help us to maintain a better life.

Emotion is a reaction pattern of a person, which consists of his or her subjective cognitive states, physiological reactions and behavioural expressions. It includes: (1) Physiological changes within our bodies :- shifts in heart rate, blood pressure and so on; (2) subjective cognitive states the personal experiences we label as emotions; and (3) expressive behaviours:- outward signs of these internal reactions (Baron & Misra, 2016).

The capacity to effectively recognise and control one's own emotions, as well as those of others, and to comprehend and manage those emotions in others is known as emotional intelligence. According to Goleman, Emotional Intelligence is divided into five main categories (Goleman as cited in Baron & Misra, 2016, p. 377).

1) Being aware of our own emotions

Some people are very aware of their own emotions and what they are thinking about them, while others seem to be almost completely unaware of them. These disparities have the following effects: (a) People cannot make wise decisions if they are not aware of their own emotions. (b) As a result of their lack of emotional awareness, these people frequently lack emotional expressiveness, failing to convey their emotions clearly through their facial expressions, body language, or other nonverbal cues. Because it's difficult for others to gauge their emotions or reactions, this may have a negative impact on their interpersonal interactions.

2) Controlling our own emotions

We already know that we frequently attempt to control our emotions, attempting to control their nature, intensity, and expression.

3) Motivating ourselves

We take into account emotional intelligence skills like the capacity to push oneself to work long and hard on a task, maintaining enthusiasm and optimism about the outcome, and having the ability to delay gratification to put off receiving small rewards now in order to get bigger ones later.

4) The capacity to accurately "read" others in order to ascertain the state of mind they are in and the emotions they are feeling.

5) Managing relationships: Most people who encounter these people like them, thus they frequently have a large circle of friends and experience great work success.

Altruism

During our college life, we also develop helping behaviours. A basic skill that promotes connection with others is empathy. By proactively helping others and returning favours, those who are aware of others' needs are better equipped to form and maintain social bonds.

Altruistic behaviour is when someone gives of themselves without expecting anything in return. Altruistic behaviour may improve academic performance, lower college dropout, physical aggression, bullying, and mental health issues among students. Those who act kindly towards others not only decrease peer rejection and improve peer relationships, but they can also inspire others to act kindly towards others by instilling pro-social ideals and attitudes in them.

It is voluntary actions intended to helping others, with reward benefits or without. It is called prosocial behaviour. It is also known as the helping nature of an individual; people with prosocial behaviour help those seeking for support. For example, the act of helping a beggar on the road by giving him food and clothes is considered a way of prosocial behaviour. However, these actions can occur either due to pure and true feelings of selflessness kind or due to other selfish and internally demanding motives. Altruism is a form of prosocial behaviour, used to describe a person who is helping someone with no intention of having any internal or external reward in return. Some psychologists suggest that altruism is a key motivation for prosocial behaviour. These people will often go out of the way to help others who are either physically, socially or psychologically weak. This is really the purest and most selfless form of prosocial behaviour (Embogama, 2016).

Altruism involves engaging in selfless acts for the pleasure of it. An example is giving your jacket and shoes to an unsheltered person. Empathy seems to be the foundation of altruistic behaviour, which can be further motivated by positive moral rewards, a sense of satisfaction and happiness, and external factors. There are mainly 4 types of altruistic behaviour:

- 1) Kin altruism- It happens when you unselfishly support your family members and loved ones or make personal sacrifices on their behalf.
- 2) Reciprocal altruism- It occurs when you help someone knowing that, at some point, they may help you in the future as well.
- 3) Cultural group altruism- It involves supporting someone who is part of a group you are associated with, including ethnic and social groups.
- 4) Pure altruism- It involves helping someone from a place of empathy knowing you will see no benefit, often in high stake situations (Lebow, 2022).

In college settings, there are various streams like Arts, Commerce and Science. These students could face many problems. Some may become introverted, selfish, egocentric etc. However, others develop some helping behaviours like altruistic, prosocial behaviour etc. The study focuses on how the students handle their daily life situations by emotionally intelligent and altruistic behaviour.

Need and Significance

In the present scenario students especially, college students were face many issues related with their developmental stage, academics, behaviours, emotional and behavioural maturity etc. So, through this study, the researcher tries to understand how the Emotional Intelligence of students could be influencing their altruistic behaviour. The concept that is necessary for students is needed Emotional Intelligence, which will help them avoid wasting their energy on emotions. Through the emotional intelligence the students can also handling thee relationships with others, motivating oneself etc. So, more peaceful society can be achieved by developing altruistic tendencies using Emotional Intelligence.

There is a popular belief that altruistic behaviours are mostly seen in Arts students rather than Commerce students. Commerce students commonly deal with financial matters, calculation, activities that relate to the buying and selling of goods

and services, rather than wellbeing of individuals. Arts students, they have the skills to effectively interacting with persons, and are perceived to be more empathetic rather than others.

The result of the research throws the light on how students in both Arts and Commerce can handle their emotions and also demonstrate altruistic behaviour. Since students will shape society in the future, it is essential that we recognize how altruistic our young people are. It is important that our students develop these behaviours in themselves.

Statement of the Problem

This study attempts to explore whether there is a significant relationship between Emotional Intelligence and Altruism among Arts and Commerce students.

Organisation of the Report

The present study has five chapters. The first one is introduction. It consist of introduction of the topic, need and significance of the study, statement of the problem, major and specific objectives, and definition of key terms. Chapter 2 consists of review of literature. It consists of theoretical review of the study variable and review of related studies on variables and populations. Chapter 3,describes methodology employed. It consists of population under study, measures, procedures for data collection and statistical techniques employed for analysis. Chapter 4 presents the results of the statistical analysis and discussion of results. Chapter 5 given the summary and conclusions. It consists of the major findings, implications, limitations of the study and the directions for the future research.

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

A research literature review is a systematic, explicit and reproducible method for identifying, evaluating and synthesizing the existing body of completed and recorded work produced by researchers, scholars and practitioners (Poojari, 2014). It is **a comprehensive summary of previous research on a topic**. The literature review helps the reader to understand the recent progresses and new changes made in the field.

A literature review is a thorough summary of earlier studies on a topic. The literature review examines scholarly books, journals, and other sources that are important to a particular field of research. This prior research should be listed, described, summed up, evaluated, and clarified in the review. This gives some more strength to our study and helps to prove that our study is scientific.

Section- 1: Theoretical Framework

Theoretical reviews present the views of some existing theories that act as a foundation or basis for a research.

Emotional Intelligence

Various authors have defined and described Emotional Intelligence. Some of them are presented below:

“Emotional Intelligence Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behaviour and relationships” (Bradberry & Greaves, 2009).

"Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (Goleman, 1998).

"Being able to monitor and regulate one's own and others' feelings, and to use feelings to guide thought and action" (Salovey & Mayer, 1990).

“Emotional intelligence (otherwise known as Emotional Quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict” (Smith et.al., 2023).

According to Bar-On “Emotional intelligence is an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (Emotional intelligence –solutions group, n.d.)

Daniel Goleman (1995, 1998) defined emotional intelligence as a cluster of traits or abilities relating to the emotional side of life-abilities such as recognizing and managing one's own emotions, being able to motivate oneself and restrain one's impulse, recognizing and managing others' emotions, and handling interpersonal relationships in an effective manner.

Mayer, Caruso, and Salovey have considered emotional intelligence as the ability to process information about one's own emotions and the emotions of others. It has four components, i.e., emotional perception, emotional integration, emotional understanding, and emotional management (Mayer, Caruso, and Salovey as cited in Baron & Misra, 2016).

Altruism

Various authors have defined and described Altruism. Some of them are presented below:

Altruistic behaviour is defined “as the one that is motivated by a state (e.g., a desire) with the ultimate goal of increasing another's welfare” (Batson, 2018). According to Auguste Comte (1853) altruism is defined to be the placing of others above the self, of their interests above one's own’. Comte's personal definition regarded altruism as “living for others” (Golub, 2014).

Altruism defines it as “behaviour carried out to benefit another without anticipation of rewards from external sources” (Macaulay and Berkowitz, [1970](#)).

“Altruism is behaviour motivated by concern for others or by internalized values, goals and self-rewards rather than by the expectation of concrete or social rewards, or the desire to avoid punishment or sanctions” (Eisenberg, 1999, as cited in Robinson, 2005).

Bryan and Test (1967) defined altruism as acts wherein people share or sacrifice a presumed positive reinforce for no significant social or material gain (Lamba, 2021).

The social-exchange theory argues that altruism only exists when the benefits outweigh the costs-i.e. when your behaviour helps you even more than it helps the other person. The theory is based on the idea that all human relationships are formed through the use of this subjective cost-benefit analysis and the comparison of alternatives. The potential benefits from a relationship can be tangible, such as food, money, gifts, or housing. They can also be intangible, like support, love, fun, and companionship. According to the social exchange theory, when the risks or costs of a relationship is outweigh the benefits, the relationship is abandoned or ended(Westin, 2020).

The empathy-altruism hypothesis states that psychological altruism does exist and is evoked by the empathic desire to help someone who is suffering. People with empathic concern help others in distress even when exposure to the situation could be easily avoided. In contrast, those lacking in empathic concern avoid helping unless it is difficult or impossible to avoid (Westin, 2020).

Helping others, especially those less fortunate than our self, can help put things into perspective and make us feel more positive. There is some evidence that being aware of our own acts of kindness and the things we are grateful for can increase feelings of happiness, optimism, and satisfaction (Mental Health Foundation, n.d).

Section2:Review of Related Empirical Literature

Many researchers have studied on Emotion Intelligence and Altruism in India as well as other Countries. The studies that were done earlier would help to gain a perspective on related topics. Also it would help to compare and contrast with the findings of the present study. Some of the studies that were done earlier on Emotion Intelligence and Altruism with the findings are listed below:

Emotional Intelligence

A study was conducted on ‘Emotional Intelligence of Higher Secondary School Students’ by M. Kumar (2020) among 300 students. The sampling process was random. The scale used in the study was Reuven Baron Emotional Intelligence Scale. The result showed that emotional intelligence was unaffected by gender, subject, school location, family type, father's employment, and family income. The emotional intelligence of students in higher secondary schools was on the average level. In terms of emotional intelligence, female students dominated the male students.

Tyagi and Komal (2018) conducted a study on 'A Study of Emotional Intelligence of Adolescent Students of Senior Secondary Schools in Relation to Their Sex and Locale' among 300 adolescents (152 boys and 148 girls) randomly chosen from the Shimla district of Himachal Pradesh. The aim of the study was to look into the emotional intelligence of adolescent students with relation to the type of school. The scale used in the study was Emotional Intelligence Inventory (2004) by Dr. S.K. Mangal and Mrs. Shubra Mangal. The results showed that there was a significant difference in emotional intelligence between students in public and private secondary schools, but not between students by gender or by geographic location.

The Impact of Emotional Intelligence on Academic Achievement: A Case Study of Al-Quds University students conducted by Banat and Rimawi (2018) to determine how students at Al-Quds University's emotional intelligence affects their academic performance by using Emotional intelligence scale developed by Schutte (1998) on 370 students at Al-Quds University. The results showed that Al-Quds University students showed a high level of emotional intelligence. According to the findings, there were statistically significant differences in the emotional intelligence scores among the students by gender, religion, and residence. Academic success has increasingly been linked to emotional intelligence.

Hasanzadeh and Shahmohamadi conducted a study (2011) on the topic on 'Study of Emotional Intelligence and Learning Strategies' to examine the relationship between learning strategies and emotional intelligence among 100 university students (50 males and 50 females) from various educational fields (humanities, engineering, basic science, and medical science). The researchers to gather data administered the Bar-On questionnaire and the Learning and Study Strategies Inventory (LASSI) Questionnaire. The findings shows that, 1. Both females and male students' total emotional intelligence and learning styles are significantly correlated. 2. The Emotional Intelligence of students and their educational field are do not significant different. 3. There is no significant difference between students' educational field and their learning styles. 4. The usage of learning strategies differs significantly between males and females.

Ravi Kant (2019) conducted a study on Emotional Intelligence: A study on University Students to identify the levels of university student's emotional intelligence, to identify the difference between emotional intelligence based on locality, gender,

level of study and school of study among 200 students of central university. The scale, which used Weisinger's Emotional Intelligence Test. The result shows that the students have high level of emotional intelligence and there is a significance difference in emotional intelligence of students based on school of study, level of study (UG, PG), and gender. There is no difference in emotional intelligence based on locality.

Seema Sharma (2014) conducted a study on 'A Study on Environmental Awareness of Student Teachers and Teachers in Relation of their Emotional Intelligence' to examine the relationship between emotional intelligence and environmental awareness of teachers and student teachers among 200 student teachers and 100 teachers. The sample was taken from 15 self-financed B.Ed. colleges of Ghaziabad District of CCS University, Meerut (UP). Environmental awareness measure scale by Dr. P. K. Jha and emotional intelligence inventory by Dr. S. K. Mangal and Mrs. Shubhra Mangal was used for assessing the environmental awareness and emotional intelligence of student teachers and teachers. The result shows that the environmental awareness of male and female student teachers was also found to be slightly positively but not significantly correlated with emotional intelligence. The environmental awareness of male teachers was found to be moderately, positively and significantly correlated with emotional intelligence. On the other hand, the environmental awareness of female teachers was found to be slightly positively but not significantly correlated with emotional intelligence.

Nguet.al (2016) conducted a study on 'Influence of Emotional Intelligence on Students' Academic Achievements' to identify students' emotional intelligence level and the emotional intelligence influences students' academic achievement among nine national secondary schools in Limbang, Sarawak. Malaysia Intelligence Emotional Inventory – Teens (IKEM-R) adapted by Saemah Rahman, Noriah Mohd. Ishak, Zuria, Mahmud and Sq. Amir (2008) was used to assess the level of students' emotional intelligence. The result of this study shows that there is no significant influence between the emotional intelligence on academic achievements. It means emotional intelligence does not affect academic achievement.

Yahaya et.al (2012) conducted a study on 'The Impact of Emotional Intelligence Element on Academic Achievement' to examine the relationship of emotional intelligence and creativity with academic achievement of second period high school students in Nikshahr among second period high school students in the academic

year of 2013-2014. The scales used Mayer Salovey Caruso Emotional Intelligence Test (1995) as well as Creativity Questionnaire (Sultani). The results indicated that emotional intelligence and academic achievement were significantly correlated. Moreover, there was a significant and positive relationship between creativity and academic achievement. Additionally, no significant difference was found between males and females considering their academic achievement.

Maghsood et.al studied on “The Relationship between Emotional Intelligence and Mental Health of Students” (2011) to investigated the relationship between emotional intelligence and mental health among high school students in the city of Iran among 503 from high school students were selected gender segregation to cluster sampling method. The emotional intelligence questionnaire Sybrya Shrink and also Goldberg and Hillier Mental Health Questionnaire was used. Findings showed that there is significant relationship between components of emotional intelligence of students with mental health.

Altruism

Shelly and Rachita Narang (2018) conducted a study on ‘Effects of Gender and Stress on Altruism’ aimed to examine the effects of gender and stress on altruism among 120 students participated in the study consisting of 60 males and 60 females, ages ranging from 19 to 23 years. Data was collected using the Altruistic Personality Scale and Perceived Stress Scale. Results indicated that women tend to be more altruistic than men. Moreover, it was observed that people tend to be more altruistic while experiencing stress to reduce the impact of negative emotions caused by it.

‘Altruism among University Students: A Study of Transactional Analysis Ego States and Life Satisfaction’ the study was conducted by Durmus Ummet (2015), aimed to determine whether or not university students’ Transactional Analysis (TA) Ego States and life satisfaction predict their altruistic behaviours among 299 female and 237 male students studying at the different faculties of Marmara University. Altruistic behaviour scale, TA Ego States Scale and The Satisfaction with Life Scale were used in data collection. Results indicated that only the Nurturing Parent Ego States, one of the TA Ego States, significantly predicted the altruistic behaviour of students, whereas the other ego states had no effect on prediction. Also, life satisfaction of students predicted

their altruistic behaviours. When Nurturing Parent Ego States and life satisfaction came together, they strongly predicted altruistic behaviour.

‘A Study on Altruistic Behaviour of B.Ed., Teacher Trainees in Puducherry Region’ conducted by Kumaravelu (2017), to study the “Altruistic behaviour of B.Ed., teacher trainees” in Puducherry region among 122 B.Ed., teacher. For measuring the Altruistic behaviour, the Questionnaire was Altruism test by Dr. Penny Jain. The results indicated significant differences between altruism behaviour with regard to Age, Gender, Marital status and Parental educational qualification and not in the case of other sub variables.

Ashraf, Mahfouz and Mosaad (2022) ‘Altruistic Behaviours and Cooperation Among Gifted Adolescents’ aimed to describes the nature of the relationship between cooperation and altruistic behaviour in a sample of gifted adolescents in three universities in Egypt and Kuwait University. It also identified the differences between males/females, and senior students/junior students in both cooperation and altruism among 237 gifted adolescents. Measures used in the study include the Scales for Rating the Behavioural Characteristics of Superior Students (SRBCSS), Generative Altruism Scale (GAIS), and The Cooperative/Competitive Strategy Scale (CCSS). Results revealed that there was a significant positive relationship between altruism and cooperation among gifted adolescents. Also, findings show that there are statistically significant differences between males and females in both altruism and cooperation.

Emotional Intelligence and Altruism

Baran et.al (2017) conducted a study on ‘Relationship between Altruism and Emotional Intelligence Among Adolescent Children of Working and Non-Working Mothers’ aimed to explore the relationship between altruism and emotional intelligence in higher secondary students who are the children of working and non-working mothers, as well as how well emotional intelligence can predict altruism through this association among 300 higher secondary students were sampled (age 17-18 years). The Altruism Scale and Schutte Self-Report Emotional Intelligence Test (SSEIT) are used. According to the study's findings, adolescent boy children of working mothers are less altruistic than adolescent girl children of working mothers. For children of working mothers, a comparable gender difference is seen in altruism, but not in emotional intelligence. In comparison to adolescent boy children, adolescent girl children of

working and non-working mothers are more altruistic but not more emotionally intelligent.

‘Altruism among Adolescents in Relation to emotional Intelligence,” a study conducted (2019) by Dr. Suprerna Khanna, aimed to understand the Altruism among adolescents in relation to emotional intelligence among 100 adolescents of Ludhiana. Altruism scale by S.N. Rai & Sanwat Singh (2004); & Emotional Intelligence Scale by Dr. Ankool Hyde, Dr. Sanjyot Pethe and Dr. Upinder Dhar (2001). The findings show that there is no discernible difference in the altruism of male and female teenagers. The mean Emotional Intelligence scores of male and female adolescents differ significantly. As female adolescents' mean Emotional Intelligence scores are higher than male adolescents. It can be inferred that women are more emotionally intelligent than men. Altruism and emotional intelligence are significantly correlated in both males and females.

Wang et.al (2021) conducted a study on ‘Emotional Intelligence and Prosocial Behaviour in College Students- A Moderated Mediation Analysis’ aimed to examine the relationship between emotional intelligence and constructed a model for their interaction by examining effect of social support and the moderating effect of self-esteem in this relationship among 742 college students from northeast China by random sampling. Emotional Intelligence Scale, Prosocial Tendencies Measurement Scale- Chinese Version, Perceived Social Support Scale, and Self-Esteem Scale are used to this study. The results showed that under the influence of both internal and external factors, there is an indirect effect of Emotional Intelligence on Prosocial Behaviour.

‘A Study of Relationship between Emotional Intelligence and Altruism of Students Studying at Higher Secondary Level’ conducted by Poonam Sharma (2019) aimed to examine the relationship between emotional intelligence and altruism of students studying at senior secondary level among 50 senior secondary students of Saharanpur district. Emotional Intelligence Inventory by Dr. S. K. Mangal and Mrs. Shubhra Mangal and Altruism Scale by Dr. S. N. Rai and Dr. Sanwat Singh were used. The results showed a significant positive relationship between emotional intelligence and altruistic behaviour of senior secondary students.

‘Emotional Competence and Altruism among Young Adults in India’ (2022) was another study conducted by Bhargava Bhavaraju, to investigate the relationship between emotional competence and altruism among 100 young adults (34

males and 66 females) within the age group of 18-30. Short Profile of Emotional Competence (SPEC) was used to measure emotional competency, whereas Rushton's Altruistic Personality Scale was used to measure altruism. Results indicated that there was a significant positive correlation between emotional competence and altruism.

Pokorski et.al (2013) conducted a study on 'Altruistic aptitude; Age- Dependent influence of temperament and Emotional Intelligence' aimed to determine what psychological features could help predict altruistic behaviour. They addressed the issue by examining distinct dimensions of temperament and emotional intelligence and their associations with the level of pro-altruistic aptitude in two distant age groups, young (20-29 years) and senior (60-79 years) persons. The study was one of a self-reported psychometric survey. The major findings were that emotional intelligence, rather than temperament, is strongly associated with the expression of altruistic behaviour in both young and senior subjects, despite a general decrease in the characteristics of emotional intelligence in advanced age.

Ibeawuchi and Modesta (2021) conducted a study on 'Nexus between Emotional Intelligence and Altruism as a Matter of Compassion for Others' aimed to fill an important gap in the literature by investigating the proximate relationship between emotional intelligence and altruism, with compassion for others as a mechanism underlying the link between these two variables. Participants were male and female undergraduates of a federal university who provided self-report data of the variables being examined. The results were consistent with our hypothesized model as emotional intelligence was positively related to both compassion for others and altruism, while compassion for others was also positively related to altruism. Compassion for others also mediated the positive relationship between emotional intelligence and altruism.

'Emotional Intelligence and Subjective Wellbeing – Altruistic Behaviour as a Mediator' study conducted by Jiatao Huang, Hongbo Shi and Wei Liu(2018), aimed to examine the relationship between Emotional intelligence, altruistic behaviour and subjective well –being among 412 undergraduate students in 2 south china universities. The results showed that emotional intelligence and altruistic behaviour led to subjective well-being.

Relationship between Emotional Intelligence, Altruistic Behaviour & Psychological Wellbeing' (2022) the study conducted by Shivanjani Arora, aimed to investigate the relationship between Emotional Intelligence, Altruistic Behaviour and

Psychological Wellbeing among adults among 150 with an age range of 20- 27years. The Assessing Emotions Scale, Self- Report Altruism Scale and Psychological Wellbeing Scale were used. The findings reveal that there is a significant positive correlation between Emotional Intelligence and Altruistic Behaviour. There is significant negative correlation found between Emotional Intelligence and Psychological Wellbeing. It has also been found that Altruistic Behaviour and Psychological Wellbeing show no correlation.

Sarvjeet Kaur Brar (2017) conducted a study on ‘Altruistic Behaviour among Adolescents in relation to their Emotional Maturity’ aimed at investigating the Altruistic behaviour of adolescents in relation to their Emotional maturity among 200 adolescents (boys and girls) from rural and urban areas. The investigator has adopted a normative survey method, in the present study. Altruism scale, developed by Dr. S. N. Rai and Dr. Sanwat Singh (1981), and Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1993) were used for data collection. The result shows that a strong correlation exists between the altruism and emotional maturity of adolescents. To compare the Altruistic behaviour and Emotional maturity of adolescents, with respect to gender and locale. No significant difference was found in Altruistic behaviour of adolescents, with respect to gender and locale. Whereas, a significant difference was found in Emotional maturity of male and female adolescents.

CHAPTER 3

METHOD

CHAPTER 3

METHOD

The word “research” originated from the old French word “recherchier” meaning to search and search again. It literally implies repeating a search for something and implicitly assumes that the earlier search was not exhaustive and complete in the sense that there is still scope for improvement. Research in common parlance refers to a search for knowledge. It may be defined as a scientific and systematic search for pertinent information on a specific topic/area (Kabir, 2016).

Research is a scientific approach of answering a research question, solving a problem or generating new knowledge through a systematic and orderly collection, organization, and analysis of information with an ultimate goal of making the research useful in decision-making (Kabir, 2016).

Research method refers to the behaviour and instruments used in selecting and constructing research technique. Thus, refers to the methods the researchers use in performing research operations. Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps they generally adopted by a research in studying his research problem along with logic behind them (Kothari, 2004).

Aim

The aim of the study is to find the relationship between Emotional Intelligence and Altruism among college students.

Objectives

Major Objectives

- To find the relationship between Emotional Intelligence and Altruism among Arts and Commerce College Students.

Specific Objectives

- To find the correlation between sub variables of Emotional Intelligence and Altruism among Arts and Commerce College Students.
- To find the correlation between sub variables of Emotional Intelligence and altruism among Arts college students.
- To find the correlation between sub variables of Emotional Intelligence and Altruism among Commerce college students.
- To find the differences in Emotional Intelligence among college students based on Gender, Domicile, Level of Education, and Stream of Education.
- To find the differences in altruism among college students based on Gender, Domicile, Level of Education, and Stream of Education.

Variables

A variable is defined as any property, characteristic, number or a quantity that increases or decreases over time or can take on different values. The different types of variables are qualitative variable, quantitative variable, discrete variable, continuous variable, dependent variable, independent variable, background variable, moderating variable, extraneous variable etc. The key variables in this study are Emotional Intelligence, its sub variables and Altruism. The other variables studied are the demographic variables of Gender, Level of Education, Stream of Education and Domicile.

Definition of Key Terms

Emotional intelligence

Theoretical Definition

"Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (Goleman, 1998).

"Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer & Salovey, 1997).

Operational Definition

Emotional intelligence refers to the mental processes involved in the recognition, use, understanding, and management of one's and others' emotional state required in solving problems and regulating behaviour.

- (a) Understanding emotions-An individual's capacity to identify emotions in one's and others' physical states, feelings, and thoughts.
- (b) Understanding motivation-A high achievement drive together with the tendency to be optimistic and take initiative.
- (c) Empathy-Ability to identify oneself mentally with others and to understand a person or thing accurately and read how other people feel, understand their perspectives, develop others, leverage diversity, read the mood of a group, discern political realities and a tendency to take an interest in the lives of others.
- (d) Handling relations-To be able to manage and handle relations with others in a better way.

Altruism

Theoretical Definition

According to Auguste Comte 'Altruism to be the placing of others above the self, of their interests above one's own'. Comte's personal definition regarded altruism as "living for others".

"Altruism is behaviour motivated by concern for others or by internalized values, goals and self-rewards rather than by the expectation of concrete or social rewards, or the desire to avoid punishment or sanctions," Eisenberg et al. (1999).

Operational Definition

Altruism as "social behaviour carried out to achieve positive outcomes for another rather than for self.

Arts and commerce

Theoretical definition

Arts- Something that is created with imagination and skill and that is beautiful or that expresses important ideas or feelings (Britannica dictionary, n.d).

Commerce- Activities that relate to the buying and selling of goods and services (Britannica dictionary, n.d).

Operational definition

Arts- students studying humanities related subjects. They have the skills to effectively interacting with the persons and more empathetic rather than others.

Commerce- the students are more related, interested and skilled in financial things like buying and selling.

Hypotheses

Emotional Intelligence and Altruism

1.1 There will be a significant relationship between Emotional Intelligence and Altruism among Arts and Commerce college students.

Emotional Intelligence and its components, and Altruism

2.1 There will be a significant relationship between Understanding Motivation and Altruism among Arts and Commerce college students.

2.2 There will be a significant relationship between Understanding Emotion and Altruism among Arts and Commerce college students.

2.3 There will be a significant relationship between Empathy and Altruism among Arts and Commerce college students.

2.4 There will be a significant relationship between Handling relation and Altruism among Arts and Commerce college students.

Gender Differences

3.1 There will be a significant difference on Emotional Intelligence based on Gender among Arts and Commerce college students.

3.2 There will be a significant difference on Understanding Emotion based on Gender among Arts and Commerce college students.

3.3 There will be a significant difference on Understanding Motivation based on Gender among Arts and Commerce college students.

3.4 There will be a significant difference on Empathy based on Gender among Arts and Commerce college students.

3.5 There will be a significant difference on Handling Relation based on Gender among Arts and Commerce college students.

3.6 There will be a significant difference on Altruism based on Gender among Arts and Commerce college students.

Domicile

4.1 There will be a significant difference on Emotional Intelligence based on Domicile for Arts and Commerce college students.

4.2 There will be a significant difference on Understanding Emotion based on Domicile for Arts and Commerce college students.

4.3 There will be a significant difference on Understanding Motivation based on Domicile for Arts and Commerce college students.

4.4 There will be a significant difference on Empathy based on Domicile for Arts and Commerce college students.

4.5 There will be a significant difference on Handling Relation based on Domicile for Arts and Commerce college students.

4.6 There will be a significant difference on Altruism based on Domicile for Arts and Commerce college students.

Level of Education

5.1 There will be a significant difference on Emotional Intelligence based on Level of Education for Arts and Commerce college students.

5.2 There will be a significant difference on Understanding Emotion based on Level of Education for Arts and Commerce college students.

5.3 There will be a significant difference on Understanding Motivation based on Level of Education for Arts and Commerce college students.

5.4 There will be a significant difference on Empathy based on Level of Education for Arts and Commerce college students.

5.5 There will be a significant difference on Handling Relation based on Level of Education for Arts and Commerce college students.

5.6 There will be a significant difference on Altruism based on Level of Education for Arts and Commerce college students.

Stream of Education

6.1 There will be a significant difference on Emotional Intelligence based on Stream of Education for Arts and Commerce college students.

6.2 There will be a significant difference on Understanding Emotion based on Stream of Education for Arts and Commerce college students.

6.3 There will be a significant difference on Understanding Motivation based on Stream of Education for Arts and Commerce college students.

6.4 There will be a significant difference on Empathy based on Stream of Education for Arts and Commerce college students.

6.5 There will be a significant difference on Handling Relation based on Stream of Education for Arts and Commerce college students.

6.6 There will be a significant difference on Altruism based on Stream of Education for Arts and Commerce college students.

Research design:

The research problem is the preparation of a design of the research project, popularly known as “research design”. A research design is the arrangement of conditions for collection for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted; it institutes the blueprint for the collection, measurement and analysis of data (Kothari, 2014).

In the present study, the correlational research design was used. A correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them. The direction of a correlation can be either positive or negative. In this study, the researcher examined the correlation between Emotional Intelligence and Altruism among Arts and Commerce college students.

Participants:

Sampling is defined as the process of obtaining information about a large population by examining only a part of it. It helps to generalize the information to the population depending upon the type of population from which the information is collected. It helps to save time, cost and energy. The researcher selects the number of the sample depending on his or her convenience. The sample collected should be representative of the entire population, otherwise the result could be biased or invalid(Kothari, 2004).

The population of the study was college students were studied in Arts and Commerce stream. The sample size was 100. The sampling method of this study is snowball sampling.

The Inclusion Criteria:

1. Only college students.
2. Both male and female students age of 18-27 years.
3. Students born in Kerala.
4. Students who studied in arts and commerce stream.

The exclusion criteria:

1. Students with major mental or physical distress.
2. University students.
3. Students with age below 18 and above 27.
4. Students from science background.

Categorization of participants

The following tables give the categorization of the sample according to the different demographic variables.

Table 3.1: Classification of sample based on Gender

Sl. No	Gender	No. of Participants	Percentage
1	Male	26	26
2	Female	74	74
	Total	100	100

Table 3.2: Classification of sample based on Level of Education

Sl. No	Level of Education	No. of Participants	Percentage
1	UG	42	42
2	PG	58	58
	Total	100	100

Table 3.3: Classification of sample based on Stream of Education

Sl. No	Stream of Education	No. of Participation	Percentage
1	Arts	68	68
2	Commerce	32	32
	Total	100	100

Table 3.4: Classification of sample based on Domicile

Sl. No	Domicile	No. of participant	Percentage
1	Urban	42	42
2	Rural	58	58
	Total	100	100

Instruments/ Tools

Personal Data Schedule

The Personal data schedule of the present study included Name, Age, Gender, Domicile and Level of educational and Stream of education of the participants. The information is collected in order to examine the relation between Emotional Intelligence and Altruism.

Manual for Emotional Intelligence Scale

In order to assess emotional intelligence, Manual for Emotional Intelligence Scale (EIS) was used. The scale initially developed in 2008 by Dr.Arun Kumar Singh and Dr.Shruti Narain consisting of 4dimensions, viz, Understanding Emotion, Understanding Motivation, Empathy and Handling Relations. The scale consist of 31 items with 2 rating scale and it measures the level of intelligence.

Reliability

The test-retest reliability was calculated by administrating the test on the same sample (N=100) with a gap of fortnight. It was found to be 0.86 alpha co efficiency which was significant 0.1 level.

Validity

The concurrent validity was found to be 0.86 which was significant at 0.1 levels.

Self- Reported Altruism Scale

In order to assess Altruism, Self- Reported Altruism Scale (SRA-scale)was used. The scale initially developed in 1992 by Rajesh Khanna, Poonam Singh and Philippe Rushton. The scale consist of 20 items with 5 point rating scale and it measures the different aspects of Altruism.

Reliability and Validity

The corrected split-half reliability correlation coefficient for the Hindi SRA-scale was found to be 0.73 and the test-retest reliability over 40 days was 0.72. The scale had construct validity. It internally consistent, reliable and valid Hindi version of the Rushton et al. (1981) SRA-scale has been developed. The Hindi SRA-scale can be freely used in the Indian culture.

Procedure

Data collection in research involves the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypothesis, and evaluate outcome. The present study aimed to explore the relationship between Emotional Intelligence and Altruism among Arts and Commerce College Students. In the present study the data was acquired from students studying at various institutions in Kerala. Online data collection mode was used in research. After getting initial consent from the head of the institution, the Google forms were passed on to students who were selected through snowball sampling procedure. The online Google forms contained the personal data schedule, Emotional Intelligence scale, Altruism scale respectively. The google forms duly filled in were returned online to the researcher.

After the completion of test administration, the participants were thanked for their participation and cooperation. After collecting the necessary data, the data was scored using the manual and analysed using SPSS and the results were discussed.

Statistical Techniques

The researcher aimed to explore the relationship between the variables such as; emotional intelligence and altruism. The coding and analysis were done with the help of SPSS software.

Pearson's Correlation Coefficient and Independent Sample T tests were used for statistical analysis for the present study.

CHAPTER 4
RESULTS AND DISCUSSION

CHAPTER 4

RESULTS AND DISCUSSION

The aim of the study was to identify the relationship between Emotional Intelligence and Altruism among Arts and Commerce College Students. The study also aimed at exploring the relationship among the different components of Emotional intelligence and Altruism. Further, analysis was also done for sub samples of Gender, Domicile, Level of education and Stream of Education.

To analyse the data and evaluate the hypotheses stated, the researcher used the following statistical methods - Pearson's correlation, and t-test. The Pearson's correlation was used to explore the relationship between the study variables, while the t-test was used to identify differences, if any, in the sub samples selected, on the different variables.

This chapter consists of two sections. First section deals with the analysis of relationship among the Emotional Intelligence and Altruism among Arts and Commerce college students. For this analysis, Pearson Product Correlation Test was used. Pearson Product Moment Correlation Test helps to find out the relationship between two variables and how strongly the variables are correlated.

The second section deals with the difference in Emotion Intelligence and Altruism based on Gender, Level of Education, Stream of Education and Domicile. For this analysis Independent Sample t test were used. Independent Sample t test helps in finding out significant difference between the mean of two groups that are not related.

Section 1

This section presents the results of the analysis of the relationship between Emotion Intelligence and Altruism among Arts and Commerce college students. The findings are discussed in the tables below:

Table 4.1: *Inter correlation between Emotional Intelligence and Altruism among college students.*

Sl. No	Variables	1	2	3	4	5	6
1	Handling Relations (1)	1					
2	Understanding Motivation (2)	.033	1				
3	Understanding Emotions (3)	.040	-.012	1			
4	Empathy (4)	.405**	.135	.031	1		
5	Emotional Intelligence (5)	.661**	.511**	.268**	.795**	1	
6	Altruism (6)	.272**	.235*	.070	.304**	.399**	1

**Significant at 0.01 level *Significant at 0.05 level

The results from Table 4.1 showed that there was a positive correlation between Emotional Intelligence and Altruism among college students. Hence the hypotheses 1.1 which stated that there will be a significant relationship between Emotional Intelligence and Altruism among college students is accepted. This indicates that, those with high Emotional Intelligence will have high Altruism.

Poonam Sharma (2019) conducted a study on ‘Relationship between Emotional Intelligence and Altruism of Students Studying at Higher Secondary Level’. The results showed a significant positive relationship between Emotional Intelligence and Altruistic behaviour of senior secondary students. The findings of the present study are also similar to these findings.

‘Emotional Competence and Altruism among Young Adults in India’ (2022) was another study conducted by Bhargava Bhavaraju. Results indicated that there was a significant positive correlation between emotional competence and altruism.

Ibeawuchi and Modesta (2021) conducted a study on ‘Nexus between Emotional Intelligence and Altruism as a Matter of Compassion for Others’. The results were consistent with our hypothesized model as emotional intelligence was positively related to both compassion for others and altruism, while compassion for others was also positively related to altruism. Compassion for others also mediated the positive relationship between emotional intelligence and altruism.

Relationship between Emotional Intelligence, Altruistic Behaviour & Psychological Wellbeing' (2022) the study conducted by Shivanjani Arora. The findings reveal that there is a significant positive correlation between Emotional Intelligence and Altruistic Behaviour.

The another study on 'Altruism among Adolescents in Relation to emotional Intelligence,' a study conducted (2019) by Dr. Suprerna Khanna. The findings show that the altruism and emotional intelligence are significantly correlated in both males and females.

Wang et.al (2021) conducted a study on 'Emotional Intelligence and Prosocial Behaviour in College Students- A Moderated Mediation Analysis'. The results showed that under the influence of both internal and external factors, there is an indirect effect of Emotional Intelligence on Prosocial Behaviour.

Another study conducted by Pokorski et. al (2013) on 'Altruistic aptitude; Age-Dependent influence of temperament and Emotional Intelligence'. The major findings were that emotional intelligence, rather than temperament, is strongly associated with the expression of altruistic behaviour in both young and senior subjects, despite a general decrease in the characteristics of emotional intelligence in advanced age.

The result of the present study is similar to the findings of Poonam Sharma (2019), Bhargava Bhavaraju (2022), Ibeawuchi and Modesta (2021), Shivanjani Arora (2022), Suprerna Khanna (2019), Wang et. al (2021) and Pokorski et. al (2013).

The result also indicated that there was a positive correlation between Understanding Motivation and Altruism among college students. Hence, the hypothesis 1.2 which stated that there will be a significant relationship between Understanding Motivation and Altruism among college students is accepted. This indicates that, those with high Understanding Motivation will have high Altruism.

The table 4.1 showed that there was a significant positive correlation between Empathy and Altruism among college students. Hence, the hypothesis 2.4 which stated that there will be a significant relationship between Empathy and Altruism among college students is accepted. This indicates that, those with high Empathy will have high Altruism.

The results also indicated that there was a significant positive correlation between Handling Relations and Altruism among college students. Hence, the hypothesis 2.5 which stated that, there will be a significant relationship between

Handling Relation and Altruism among college students is accepted. This indicates that, those with high in Handling Relation will have high Altruism.

There is no significance correlation between Understanding Emotions and Altruism among college students. Hence, the hypothesis 2.3 which stated that there will be a significant relationship between Understanding Emotions and Altruism among college students is rejected. It indicated that Understanding Emotions have influence on Altruistic behavior of Arts and Commerce students.

Section 2

t- test

The comparative results on variables with demographic variable are discussed below:

Table 4.2: *Comparison of Emotional Intelligence and its components and Altruism on Gender.*

Sl. No	Variables	Male N= 26		Female N = 74		t value
		Mean	SD	Mean	SD	
1	Handling relation	7.50	1.503	7.93	1.197	1.479ns
2	Understanding Motivation	6.42	1.270	7.26	1.304	2.823ns
3	Understanding Emotion	3.92	.935	4.09	.686	.994ns
4	Empathy	5.88	1.774	7.35	1.642	3.837ns
5	Emotional Intelligence	23.73	3.269	26.64	2.773	4.382ns
6	Altruism	37.96	12. 210	50.73	13.003	4.374ns

ns = not significant s = significant

From the table 4.2 it is seen that the t value of Emotional Intelligence is 4.382, which means it is significant at the level of 0.01. Hence the hypothesis 3.1 that there will be a significant difference on Emotional Intelligence based on Gender is accepted. 23.73 and 26.64 are the mean values obtained by male and female students. So, Arts

and Commerce female students seem to be more empathetic than male students. Banat and Rimawi (2018) conducted a study on 'The Impact of Emotional Intelligence on Academic Achievement: A Case Study of Al- Quds University Students'. The results showed that Al-Quds University students showed a high level of emotional intelligence. According to the findings, there were statistically significant differences in the emotional intelligence scores among the students by gender, religion, and residence.

Altruism among Adolescents in Relation to emotional Intelligence," a study conducted (2019) by Dr. Suprerna Khanna. The findings show that there is no discernible difference in the altruism of male and female teenagers. The mean Emotional Intelligence scores of male and female adolescents differ significantly. As female adolescents' mean Emotional Intelligence scores are higher than male adolescents. It can be inferred that women are more emotionally intelligent than men.

Another study was study conducted by Ravi Kant (2019) on 'Emotional Intelligence: A study on University Students'. The results showed that the students have high level of Emotional Intelligence and there is a significance difference in Emotional Intelligence of students based on school of study, level of study (UG, PG), and gender.

A study was conducted on 'Emotional Intelligence of Higher Secondary School Students' by M. Kumar (2020) among 300 students. The result showed that emotional intelligence was unaffected by gender, subject, school location, family type, father's employment, and family income. The emotional intelligence of students in higher secondary schools was on the average level. In terms of emotional intelligence, female students dominated the male students. The results of the present study similar to the findings of Banat and Rimawi (2018), Ravi Kant (2019), M. Kumar (2020), and Suprerna Khanna (2019).

Seema Sharma (2014) conducted a study on 'A Study on Environmental Awareness of Student Teachers and Teachers in Relation of their Emotional Intelligence'. The result shows that the environmental awareness of male and female student teachers was also found to be slightly positively but not significantly correlated with emotional intelligence. The environmental awareness of male teachers was found to be moderately, positively and significantly correlated with emotional intelligence.

Tyagi and Komal (2018) conducted a study on 'A Study of Emotional Intelligence of Adolescent Students of Senior Secondary Schools in Relation to Their Sex and Locale'. The results showed that there was a significant difference in emotional intelligence between students in public and private secondary schools, but not between students by gender or by geographic location. The result of the present study dissimilar to the findings of Seema Sharma (2014) and Tyagi and Komal (2018).

Handling Relations is a sub variable of Emotional Intelligence. Handling Relations refers to our ability to communicate clearly, maintain good relationships with others, connect with those from other cultures, work well in teams, and manage conflict. The table 4.2 showed that the t value of Handling Relations on Gender is 1.479, which means it was not significant. Hence, the hypotheses 3.5 which stated that there will be a significant difference on Handling Relations with regard to Gender is rejected. It implies that Handling Relations has no significant difference on college students based on Gender. It shows that, the male and female are may be handling the relation in a similar way through effective communication, respecting others, managing the conflicts etc. Based on the result, we can say the Gender had no role in Handling Relations for Arts and Commerce college students.

Understanding Motivation is another sub variable of emotional intelligence. Motivation is the ability to self-motivate, with a focus on achieving internal or self-gratification as opposed to external praise or reward. Individuals who are able to motivate themselves in this way have a tendency to be more committed and goal focused. The t value obtained by the Understanding Motivation is 2.823, which means it is significant at 0.01 level. Hence, the hypotheses 3.3 which stated that there will be a significant difference on Understanding Motivation based on Gender is accepted. 6.42 and 7.26 are the mean values obtained by male and female students. Hence, Female students seem to have higher Understanding Motivation than male students in the sample.

The results also showed that there is no significance in the t value for Understanding Emotions on Gender. The t value obtained was 0.994. Hence the hypotheses 3.2 that there will be a significant difference on Understanding Emotions based on Gender is rejected.

Empathy is the ability to recognize and understand how others are feeling and consider those feelings before responding in social situations. Empathy also allows an individual to understand the dynamics that influence relationships, both personal and common. The t value obtained by Empathy is 3.837, which means it is significant at 0.01 level. Hence, the hypotheses 3.4 which stated that there will be a significant difference on Empathy based on Gender is accepted. 5.88 and 7.35 are the mean values obtained by male and female students. So, Arts and Commerce female students seems to be more empathetic than male students.

Altruism is the attitude of caring about others and doing acts that help them although they do not get anything by doing those acts. The t value obtained by Altruism is 4.374, which means it is significant at 0.01 level. Hence, the hypotheses 3.6 which stated that there will be a significant difference on Altruism based on Gender is accepted. 37.96 and 50.73 are the mean values obtained by male and female students. So, Arts and Commerce female students seems to be more empathetic than male students. In a study conducted by Shelly and Rachita Narang (2018) on 'Effects of Gender and Stress on Altruism', the results indicated that women tend to be more Altruistic than men.

Baran et. al (2017) conducted a study on 'Relationship between Altruism and Emotional Intelligence Among Adolescent Children of Working and Non-Working Mothers'. The results showed that, For children of working mothers, a comparable gender difference is seen in altruism, but not in emotional intelligence. In comparison to adolescent boy children, adolescent girl children of working and non-working mothers are more altruistic but not more emotionally intelligent.

'A Study on Altruistic Behaviour of B.Ed., Teacher Trainees in Puducherry Region' conducted by Kumaravelu (2017), to study the "Altruistic behaviour of B.Ed., teacher trainees" in Puducherry region. A sample of 122 B.Ed., teacher trainees using simple random sampling technique was selected for the present study from Puducherry region. For measuring the Altruistic behaviour, the Questionnaire was Altruism test by Dr. Penny Jain. Data analysis indicated significant differences between altruism behaviour with regard to Age, Gender, Marital status and Parental educational qualification and not in the case of other sub variables. The results of the present study is similar to the findings of Shelly and Rachita Narang (2018), Baran et. al (2017), and Kumaravelu (2017).

A contradictory study was conducted by Sarvjeet Kaur Brar (2017) on ‘Altruistic Behaviour among Adolescents in relation to their Emotional Maturity’. The result shows that a strong correlation exists between the altruism and emotional maturity of adolescents. To compare the Altruistic behaviour and Emotional maturity of adolescents, with respect to gender and locale. No significant difference was found in Altruistic behaviour of adolescents, with respect to gender and locale.

Table 4.3: *Comparison of Emotional Intelligence and its components, and Altruism on Domicile.*

Sl. No	Variables	Urban N= 42		Rural N = 58		t value
		Mean	SD	Mean	SD	
1	Handling relations	7.81	1.153	7.83	1.391	-0.69ns
2	Understanding Motivation	7.10	1.358	7.00	1.338	0.349ns
3	Understanding Emotions	4.17	0.621	3.97	0.837	1.316ns
4	Empathy	7.07	1.629	6.90	1.907	0.481ns
5	Emotional Intelligence	26.14	2.543	25.69	3.555	0.705ns
6	Altruism	45.86	11.911	48.53	15.226	-0.948ns

ns = not significant s = significant

Table 4.3 shows that there is no significance in the t value for Emotional Intelligence on Domicile. The t value obtained was 0.705 and it is not statistically significant. Hence, the hypotheses 4.5 which stated that there will be a significant difference on Emotional Intelligence based on Domicile is rejected.

Tyagi and Komal (2018) conducted a study on ‘A Study of Emotional Intelligence of Adolescent Students of Senior Secondary Schools in Relation to Their Sex and Locale’. The results showed that there was a significant difference in emotional intelligence between students in public and private secondary schools, but not between students by gender or by geographic location. So, the findings of the present study are in agreement with these findings.

The results indicated that there is no significance in the t value for Handling Relations on Domicile. The t value obtained was -0.69 and it is not statistically significant. Hence, the hypotheses 4.5 which stated that there will be a significant difference on Handling Relations based on Domicile is rejected. May be domicile does not influence Handling Relations for Arts and Commerce college students.

The results also indicated that there is no significance in the t value for Understanding Motivation on Domicile. The t value obtained was 0.349 and it is not statistically significant. Hence, the hypotheses 4.2 which stated that there will be a significant difference on Understanding Motivation based on Domicile is rejected. May be domicile does not influence Understanding Motivation for Arts and Commerce college students.

The results indicated that there is no significance in the t value for Understanding Emotions on Domicile. The t value obtained was 1.316 and it is not statistically significant. Hence, the hypotheses 4.2 which stated that there will be a significant difference on Understanding Emotions based on domicile is rejected. May be Domicile does not influence Understanding Emotions for Arts and Commerce college students.

The results also indicated that there is no significance in the t value for Empathy on Domicile. The t value obtained was 0.481 and it is not statistically significant. Hence, the hypotheses 4.4 which stated that there will be a significant difference on Empathy based on Domicile is rejected. May be domicile does not influence Empathy for Arts and Commerce college students.

The results also indicated that there is no significance in the t value for Altruism on domicile. The t value obtained was -0.948 and it is not statistically significant. Hence, the hypotheses 4.6 which stated that there will be a significant difference on Altruism based on Domicile is rejected. Sarvjeet Kaur Brar (2017) conducted a study on 'Altruistic Behaviour among Adolescents in relation to their Emotional Maturity' aimed at investigating the Altruistic behaviour among 200 adolescents (boys and girls) from rural and urban areas. The result showed that there is no significant difference in the level altruism between rural and urban adolescent students. May be Domicile does not influence Altruism for Arts and Commerce college students.

Table 4.4: Comparison of Emotional Intelligence and its components and Altruism on Level of Education.

Sl. No	Variables	UG N= 42		PG N = 58		t value
		Mean	SD	Mean	SD	
1	Handling relations	7.57	1.451	8.00	1.139	-1.654ns
2	Understanding Motivation	7.14	1.280	6.97	1.389	.651ns
3	Understanding Emotions	4.00	0.765	4.09	0.756	-.560ns
4	Empathy	6.52	1.469	7.29	1.938	-2.161ns
5	Emotional Intelligence	25.24	3.003	26.34	3.220	-1.745ns
6	Altruism	45.07	13.415	49.10	14.162	-1.436ns

ns = not significant s = significant

Table 4.4 showed that the t value is -1.745 for Emotional Intelligence on Level of Education, which indicated that it is significant at 0.05 level. Hence, the hypothesis 5.1 which stated that there will be a significant difference in Emotional Intelligence on based on Level of Education is accepted. 25.24 and 26.34 are the mean values obtained by UG and PG students. So, PG students seem to have high Emotional Intelligence than UG students. Ravi Kant (2019) conducted a study on 'Emotional Intelligence: A study on University Students'. The results showed that the students have high level of Emotional Intelligence and there is a significance difference in Emotional Intelligence of students based on school of study, level of study (UG, PG), and gender. There is no difference in Emotional Intelligence based on locality. This study also showed the similar result.

The results indicated that, there is no significance in the t value for Handling Relations on Level of Education. Hence, the hypothesis 5.5 which stated that there will be a significant difference on Handling Relations based on Level of Education is

rejected. May be the Level of Education does not influence Handling Relations of Arts and Commerce college students.

The results indicated that, there is no significance in the t value for Understanding Motivation on Level of Education. Hence, the hypothesis 5.3 which stated that there will be a significant difference on Understanding Motivation based on Level of Education is rejected. May be the Level of Education does not influence Understanding Motivation for Arts and Commerce college students.

The results also indicated that, there is no significance in the t value for Understanding Emotions on Level of Education. Hence, the hypothesis 5.2 which stated that there will be a significant difference on Understanding Emotions based on Level of Education is rejected. May be the Level of Education does not influence Understanding Emotions of Arts and Commerce college students.

The results indicated that the t value is -2.161 which indicates that is significant at 0.05 level. Hence, the hypothesis 5.4 which stated that there will be a significant difference on Empathy based on Level of Education is accepted. 6.52 and 7.29 are the mean values obtained by UG and PG students. So, PG students could be more Empathetic than UG students.

The results also indicated that, there is no significance in the t value for Altruism on Level of Education. Hence, the hypothesis 5.6 which stated that there will be a significant difference on Altruism based on Level of Education is rejected. May be the Level of Education does not influence Altruism of Arts and Commerce college students.

Table 4.5: Comparison of Emotional Intelligence and its components and Altruism on Stream of Education.

Sl. No	Variables	Arts N= 68		Commerce N = 32		t value
		Mean	SD	Mean	SD	
1	Handling relations	7.90	1.271	7.66	1.1335	0.870ns
2	Understanding Motivation	7.13	1.348	6.84	1.322	1.005ns
3	Understanding Emotions	4.09	0.685	3.97	0.897	0.734ns
4	Empathy	7.21	1.644	6.47	2.000	1.949ns
5	Emotional Intelligence	26.32	2.852	24.94	3.609	2.078ns
6	Altruism	49.90	13.527	42.13	13.478	2.683ns

ns = not significant s = significant

The results indicated that the t value is 2.078 which indicates that it is significant at the level of 0.05. Hence, the hypothesis 6.1 which stated that there will be a significant difference on Emotional Intelligence based on Stream of Education is accepted. 26.32 and 24.94 are the mean value obtained by Arts and Commerce students. So, Arts students have high Emotional Intelligence than Commerce students. A contrary study conducted by Hasanzadeh and Shahmohamadi conducted a study (2011) topic on 'Study of Emotional Intelligence and Learning Strategies'. The findings showed that, The Emotional Intelligence of students and their educational field are do not significant different.

The results in table 4.5 indicated that, there is no significance in the t value for Handling Relations on Stream of Education. Hence, the hypothesis 6.5 which stated that there will be a significant difference on Handling Relations based on Stream of education is rejected. May be the Stream of Education does not influence Handling Relations.

The results indicates that, there is no significance in the t value for Understanding Motivation on Stream of Education. Hence, the hypothesis 6.3 which

stated that there will be a significant difference on for Understanding Motivation based on Stream of Education is rejected. May be the Stream of Education does not influence for Understanding Motivation.

The results indicates that, there is no significance in the t value for Understanding Emotions on Stream of Education. Hence, the hypothesis 6.2 which stated that there will be a significant difference on Understanding Emotions based on Stream of Education is rejected. May be the Stream of Education does not influence Understanding Emotions.

The results indicates that the t value for Empathy is 1.949. Hence, the hypothesis 6.4 states that there will be a significant difference on Empathy based on Stream of Education is accepted. 7.21 and 6.47 are the mean values obtained by Arts and Commerce students. So, it indicates that Arts students seem to be more empathetic than Commerce students.

The results indicates that, there is no significance in the t value for Altruism on Stream of Education. Hence, the hypothesis 6.6 which stated that there will be a significant difference on Altruism based on Stream of Education is rejected. May be the Stream of Education does not seem to influence Altruism.

CHAPTER 5

SUMMARY AND CONCLUSION

CHAPTER 5

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The chapter on summary and conclusions include the overall summing up of the study. It presents the key information about the most important outcomes of the research study. Within this chapter, the researcher includes the statement of the problem, research findings, whether the hypotheses are rejected or accepted, the limitations of the study, implications of the study and the recommendations for future studies.

The present study focused on Emotional Intelligence and Altruism among Arts and Commerce college students. Two variables, namely Emotional Intelligence and Altruism were studied. Emotional Intelligence consists of four sub variables, viz. Handling Relations, Understanding Motivation, Understanding Emotions and Empathy. There are no sub variables for Altruism.

Method in Brief

In the present study, the investigator attempted to figure out the relationship between Emotional Intelligence and Altruism among Arts and Commerce college students. The present study was conducted among both male and female students. The population of the study was college students. The sample of the study included 100 college students.

Based on the objectives of the study the participants were divided into different groups based on the demographic variables such as gender, domicile, and level of education and stream of education. The main scales used for the data collection were for Emotional Intelligence Scale (EIS) and Self- Reported Altruism Scale (SRA-scale). Demographic data was collected using a Demographic Schedule.

The Pearson Product Moment Correlation was used to find the strength, direction and probability of the linear association between variables. Independent Sample t-test was used to examine differences between groups. The data was collected through Google Forms App by using online survey platform. A survey link was passed on to Arts and Commerce students to enable them to participate in the study.

Major Findings

The aim of the present study was to find out the relationship between Emotional Intelligence and Altruism among Arts and Commerce college students. After carrying out the study, the major findings obtained were as follows:

- There is a significant positive correlation between Emotional Intelligence and Altruism among Arts and Commerce college students.

Gender

- There is a significant difference on Emotional Intelligence based on gender. The female Arts and Commerce students are more Emotionally Intelligent than male students.
- There is a significant difference on Understanding Motivation based on Gender. Female students have higher Understanding Motivation than male students.
- There is a significant difference on Empathy based on Gender. The female Arts and Commerce students are more empathetic than male students.
- There is a significant difference on Altruism based on Gender. The female Arts and Commerce students are more altruistic than male students.

Level of Education

- There is a significant difference in Emotional Intelligence on based on Level of Education. The PG students have high Emotional Intelligence than UG students.
- There is a significant difference on Empathy based on Level of Education. The PG students are more Empathetic than UG students.

Stream of Education

- There is a significant difference on Emotional Intelligence based on Stream of Education. The Arts students have higher Emotional Intelligence than Commerce students.
- There is a significant difference on Empathy based on Stream of Education. It indicates that Arts students are more empathetic than Commerce students.

Implications of the Study

The results of the research attempt to highlight how Emotional Intelligence influences Altruism among Arts and Commerce college students. Emotional Intelligence and its sub variables had a significant relationship with Altruism.

The study also aimed at finding out how differences in demographical variables like Gender, Domicile, Level of Education and Stream of Education of Arts and Commerce students.

There is a significant positive correlation between Emotional Intelligence and Altruism among Arts and Commerce college students. When the students are Emotionally Intelligent, they can improve their helping behaviour. Through Handling Relations with others such as interpersonal relationship, being empathetic may lead the student to develop an altruistic behaviour.

There is a significant positive correlation between Emotional Intelligence and Altruism among Arts and Commerce college students. In education, if we give training to students for developing emotional intelligence, it also helps them to be more altruistic. So, every student can become emotionally intelligent and altruistic respectively.

There is a significant difference in Emotional Intelligence based on gender. The female Arts and Commerce students are more Emotionally Intelligent than male students. This implies that male students need to be trained in self-awareness, empathizing, staying positive, and helping them to understand their motives. they can improve their emotional intelligence through this training. In this case, if we focus more on male arts and commerce students, It may help them to be emotionally intelligent like their as same as female counterparts.

There is a significant difference on Altruism based on Gender. The female Arts and Commerce students are more altruistic than male students. Therefore, if we give equal training and behavioural modification to the children both male and female in the early stages of their development, it helps them to be altruistic in the future and they can develop a good personality. So, that males become more altruistic.

There is a significant difference in Understanding Motivation and Understanding Emotion based on Gender. Female students have a higher

Understanding of Motivation and Understanding Emotion than male students. If the students have less capacity to Understanding Motivation and Understanding Emotion, they may have less tendency to develop Altruism. So, it may negatively affect their family and society. So, if we give more training in developing an Understanding of Motivation and Understanding Emotion to male students, So, the male students become more altruistic and they are beneficial to society. Emotional Intelligence and Empathy are more likely to increase with age and experience. So, if UG students are given the same training and importance as PG students, maybe they can become Emotionally Intelligent and Empathetic earlier.

According to the results of the present study, Arts students are Emotionally more Intelligent, Empathetic and Altruistic than Commerce students. Maybe because of studying human related subjects in the Arts stream they are more Emotionally Intelligent, Empathetic and Altruistic than Commerce students. So teaching human related subjects to students in commerce stream may help them to become humanistic, Emotionally Intelligent and Altruistic rather than materialistic.

Limitations of the Study

The present study aims to identify the relationship between Emotional Intelligence and Altruism among Arts and Commerce college students. The main limitations of the present study are listed below:

1. The sample of the current study consisted only of Arts and Commerce students
2. The students studying in Kerala.
3. The sample size of the present study was relatively small.
4. The analyses is only limited to demographic variables such as gender, domicile, level of education and stream of education.

Suggestions for Future Research

Based on the understanding gained during the research, there are some important suggestions for future studies in this area.

1. The sample of this study consists of only Arts and Commerce students. Similar studies could be done with students in other streams.
2. This study could be extended outside of Kerala.

3. The study could be redesigned for a larger sample. This could give reliable generalisation of the obtained results.
4. In future studies, the researchers could investigate on more differences based on demographic variables other than gender, domicile, level of education and stream of education. The variable such as age, marital status, type of family, economic status, and birth order etc could be included.

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APPENDICES

APPENDIX I

Consent Form

TITLE OF STUDY

EMOTIONAL INTELLIGENCE AND ALTRUISM AMONG ARTS AND
COMMERCE COLLEGE STUDENTS

RESEARCHER

Anitta Kurian

M.Sc. Psychology.

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You are being requested to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. This research study is part of fulfilling academic requirements for master's degree in counselling psychology.

In this research you would be required to answer the personal data schedule, and two instruments which will be sent to you. You may decline to answer any or all questions and you may terminate your involvement at any time if you choose. There may not be any direct benefit to you for your participation in this study. However, we hope that the information obtained from this study may help in the betterment of the Arts and Commerce students in their Emotional Intelligence and Altruism.

Every effort will be made by the researcher to preserve confidentiality about the data collected from you.

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be destroyed.

CONSENT

I have read and I understand the provided information. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Researcher's signature _____ Date _____

APPENDIX II

PERSONAL DATA SCHEDULE

Name:

Age:

Gender:

- Male
- Female

Marital Status:

- Single
- Married

Domicile:

- Urban
- Rural

Level of Education:

- UG
- PG

Stream of Education

- Arts
- Commerce

APPENDIX III

Manual for Emotional Intelligence scale

For each statement, there are two answer options given i.e. YES or NO. Read each statement carefully and from the given two options, tick mark only that option which is most appropriate and true in your case.

Using this scale, respond to the following:

1. Do you have a good relationship with your brother/ sister?
2. Do you like talking to people?
3. Are you liked by others?
4. Do you take competition with your friends easily?
5. Are you usually aware about the reasons for your happiness or sadness?
6. Do you care for others happiness or sorrow?
7. Are you able to resolve the problems of others easily?
8. Do your family members care about your feelings?
9. Are you extremely disciplined?
10. Do you have many friends?
11. Do others often approach you for help?
12. Are you usually happy?
13. Do you often have to ask for help from others to finish your work?
14. Are you able to recognize people's intentions easily?
15. Are you able to react normally to your criticism by others?
16. Are you easily able to get over your failures and learn from your mistakes?
17. Are you often troubled by fear of being rejected by friends?
18. Do others trust you?
19. Are you quickly able to take decisions?

20. Do you reject/ disapprove of even the right thoughts of people whom you happen to dislike personally?
21. Do you often fall in love and get out of it as quickly?
22. Are you able to take jokes of others normally?
23. Do you like helping others?
24. Are you easily able to motivate others?
25. Do you find others sorrows as your own?
26. Do you find people with whom you often interact trustworthy?
27. Are you able to trust others?
28. Are others able to react normally to your jokes?
29. Are you able to achieve mercy and help of others easily?
30. Do you find yourself a responsible person?
31. Are you able to easily calm down anger of others?

APPENDIX IV

Self- Reported Altruism Scale

English translation of the Hindi SRA-scale with instructions to read and imagine a situation and tick the answer on the right that conforms to the frequency with which you 'could' engage in the helpful behaviour.

Answer Categories

Never Once More than once often very often

1. A stranger's scooter is stuck in a pit. Would you help him/her take it out?
2. A person needs some loose currency. Would you make it available to him/her?
3. A poor man does not have sufficient clothing. Would you give a few clothes to him in charity?
4. An injured person needs a blood transfusion. Would you donate blood to save his/her life?
5. Someone has lost the way. Would you put him/her on the right path?
6. A few orphan children have come to seek your help. Would you contribute some money to them?
7. A religious institution needs a few volunteers. Would you serve it without remuneration?
8. At a railway platform you find a weak man/woman to be unable to lift a heavy load. Would you lend him/her a helping hand?
9. The shop-keeper has handed to you more change than was due. Would you return the extra amount?
10. A stranger approaches you for monetary assistance. Would you give him/her a little money?
11. An old fellow is unable to get on to the bus all by himself/herself. Would you help him/her?

12. One of your acquaintances whom you do not know well wants to borrow your cycle. Would you lend it to him/her?
13. You are rushing on your motorbike/scooter to do an urgentwork. If a stranger requests you for a lift, would you oblige him/her?
14. To help handicapped children, items like fancy candles, greeting cards, etc. made by them are being sold. Would you buy such presentations?
15. Someone needs to catch a train urgently. Would you let him take your place in the queue to get a ticket soon?
16. A classmate, who is not your friend, needs your help in studies. Would you lend him/her your notes?
17. A disabled person is unable to cross the street. Would you help him/her get across?
18. Your neighbour's son/daughter is not good at studies. Would you tutor him/her without charging a fee, if requested?
19. In an overcrowded bus, a lady is finding it difficult to travel while standing. Would you offer her your seat?
20. Your friend is shifting to a new house. Would you help him/her move belongings to the new place?

**EMOTIONAL INTELLIGENCE AND WORK LIFE
BALANCE AMONG
TEACHING PROFESSIONALS**

*Dissertation submitted in partial fulfilment of the requirement of the degree
of Master of Science in Counselling Psychology*

Submitted by

SINY MOL VARGHESE

Reg.No:C1PSCP1113



Department of Psychology

Don Bosco Arts & Science College, Angadikadavu

Affiliated to Kannur University

2022-2023

CERTIFICATE

This is to certify that this dissertation entitled, “**Emotional Intelligence and Work Life Balance among Teaching Professionals**” is an authentic record of research work carried out by **Sinymol Varghese**, during the period of her study at Don Bosco Arts & Science College, Angadukadavu, Iritty – 670706, in partial fulfilment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

There is no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Mr.Sonu K

Supervisor

Assistant professor

Department of Psychology

Fr. Dr.Kuriakose Augustine

Assistant Professor

Head of the Department

Department of Psychology

Examiner 1:

Examiner 2:

DECLARATION

I, **Sinymol Varghese** do here by declare that this dissertation entitled, “**Emotional Intelligence and Work Life Balance among Teaching Professionals**”, which is submitted to the Department of Psychology, Don Bosco Arts & Science College, is a bonafide record of research work carried out by me, under the supervision and guidance of Mr.**Sonu K** (Assistant Professor, Department of Psychology, Don Bosco Arts & Science College) in partial fulfilment of the requirements for the Degree of Master of Science in Counselling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship of other similar title or recognition.

Place:

Sinymol Varghese

Date:

Fr. Dr.Kuriakose Augustine

Head of the Department,

Don Bosco Arts & Science College

Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that **Sinymol Varghese** is a regular and bonafide student of The Department of Psychology, Don Bosco Arts & Science College, and pursuing Post Graduation programme in M.Sc. Counselling Psychology during the academic years 2021-2023.

Place:

Fr. Dr.Kuriakose Augustine

Date

Mr.Sonu K

Assistant Professor

Don Bosco Arts & Science College.

Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that this dissertation entitled, “**Emotional Intelligence and Work Life Balance among Teaching Professionals**” is an authentic record of research work carried out by **Sinymol Varghese**, in partial fulfilment of the requirements of the Degree of Master of Science in Counselling Psychology, under my supervision and guidance, and that no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Place:

Mr.Sonu K

Date:

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Sinymol Varghese

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ABSTRACT

Emotional intelligence and work life balance are the two concepts of high interest in the modern work environment. The study explores the relationship between emotional intelligence and work life balance among teaching professionals. In addition to this, it also aimed at identifying the differences on socio demographic variables such as Marital Status, Gender, Type of institution, number of children, Educational Status, Location of school and domicile for these variables. The participants of the study were teaching professionals of schools and colleges. The total sample consisting of 200 participants were selected from the district of Kerala using simple random sampling. For the purpose of various analyses, the participants were divided into different categories based on the above mentioned demographic variables. The measures used for data collection were Emotional Intelligence Scale (EIS 2008) and Work life Balance Scale (WLB 2010). The statistical tests used were the Pearson product moment correlation, the independent samples t-test and one way ANOVA.

The findings of the present study reveals a positive correlation between six sub variables of emotional intelligence and work life balance. Two sub variables of emotional intelligence show no significance difference with work life balance. t-test results showed significant differences in the variables studied on the basis of Marital Status, Gender, Type of Institution and number of children. One way ANOVA showed significant differences in location of institution and domicile except educational qualification.

Key words – emotional intelligence, work life balance, teaching profession.

CHAPTER 1

INTRODUCTION

Need and significance

Statement of the problem

Objectives of the study

Organization of the report

Globalization, information and communication overload, and rapidly advancing technology are creating very serious problems in the lives of professionals. As a remedy to solve this serious problem, the knowledge of Emotional intelligence and work-life balance are the two important concepts that are very important in modern society. Especially in the current environment, there is a competitive atmosphere in the lives of individuals and organizations. Rapidly changing work environments, multicultural diversity, and demographic shifts make it difficult for the average person to adapt and survive in a global scenario. (P.Shylaja, 2017)

An organization's success depends on its employee's performance. Long working hours make it difficult for employees to balance personal and work life. Work-life balance is an important issue for both individual employees and organizations. Therefore, organizations should help their employees to balance their personal life and work. Work-life balance is an individual issue and varies from person to person. Emotional intelligence therefore plays an important role in employees.

Home and work are two major points in an adult's life. Improving work-life balance is a problem that everyone faces. Maintaining a balance between career and personal or family life can be difficult and can affect an individual's job and personal satisfaction. Organizations run smoothly when there is a good work-life balance and the same is in personal life also. So a thorough knowledge should be developed from childhood itself to balance intellectual knowledge and emotional balance.

The teaching profession plays an important role in shaping the intellectual, social and emotional development of students. Teachers are agents of knowledge and skills through interactive learning methods in management education. The rapidly changing educational process in this century has influenced the roles, responsibilities and educational activities of teachers in administrative institutions. As a result, they experience stress in their daily lives due to common stressors at work and outside of work, which can ultimately affect their psychological health. In addition to teaching, faculty members are required to perform a variety of duties, including: administrative duties, attending faculty meetings, advising students, directing project work, internships, student summer internships, administering exams, conducting assessments, and participating in faculty development programs. Today's young teachers

increasingly face the problem of conflict between their professional role and their equally demanding role at home.

Emotional intelligence in the workplace starts from within each individual. It is about recognizing the different facets of one's own feelings and emotions and working overtime with the elements of self-confidence, self-regulation, motivation, empathy, and social skills.

Emotional Intelligence

Emotional intelligence has been extensively studied over the past decades, especially for workplace applications. Emotional intelligence is part of an individual's genetic makeup and can be developed like any other intelligence. Emotional intelligence improves individual and organizational performance. It plays an important role in an employee's work and relationships at work. Emotional intelligence stands for ability, competence, and dexterity. It is the ability to identify, evaluate, manage and control one's own and others' emotions. Emotional intelligence plays an important role in modern society. Helps assess employee behavior, leadership style, attitudes, interpersonal relationships, skills and potential. (J Vidhya, 2019). It also helps to evaluate ones's own behavior and relationships with others. One of the biggest benefits of emotional intelligence is that it helps people better understand and manage their emotions. It also helps us understand and control our emotions, which play an important role in satisfying our lives and work environments. Emotional intelligence allows employee to think more creatively and use his/her emotions to solve problems.

According to Goleman emotional intelligence has five dimensions: self-awareness, self-regulation, motivation, empathy, and social connection.

1. Self-awareness

When people have a healthy sense of self, they understand their strengths and weaknesses and the impact their actions have on others. People who are self-aware are usually better able to handle and learn from constructive criticism than those who are not. To become self-aware, one must be able to monitor one's own emotions, recognize different emotional responses, and correctly identify individual emotions.

2. Self- Regulation

Self-regulation is about expressing your feelings appropriately. People who experience self-regulation tend to be flexible and adapt well to change. They are also good at managing conflicts and difficult situations. People with high Emotional Intelligence are mature at expressing their emotions and expressing their emotions in a controlled way.

3. Motivation

Intrinsic motivation also plays an important role in emotional intelligence. Emotionally intelligent people are motivated by more than extrinsic rewards such as fame, money, recognition, and applause. Instead, they are passionate about meeting their inner needs and goals. In the face of disappointment, they are resilient, optimistic, and driven by your inner ambition.

4. Empathy

Empathy, the ability to understand how others are feeling, is absolutely critical to emotional intelligence. But it's not just about being able to identify the emotional states of others. A person with empathy has compassion and an understanding of human nature that allows them to connect with other people on an emotional level.

5. Social Skills

The ability to interact well with others is another important aspect of emotional intelligence. True emotional understanding requires more than considering our own emotions and those of others. In a professional environment, managers benefit from being able to build relationships and connections with their employees. Employees benefit from being able to build strong relationships with managers and employees. Important social skills are active listening, verbal communication skills, non-verbal communication skills, leadership and persuasion. With all these factors in mind, it's easy to see why emotional intelligence is important in the workplace.

Personal Factors Affecting Emotional Intelligence

Today's organizations demand advanced life skills from their employees. People with high emotional intelligence can be great leaders. An emotionally intelligent person masters the following four residues, such as Recognize, Use, Understand and Regulate emotions.

Personal factors such as gender, ethnicity, and place of origin can influence level of Emotional Intelligence, and many researchers believe that if women achieve higher levels of emotional intelligence compared to men, found significant differences in gender. Place of life, upbringing, and living environment can be factors that influence an individual's emotional intelligence. Family factors are also one of the demographic factors that influence an individual's emotional intelligence. A person's educational background also influences their emotional intelligence. (J Vidhya, 2019)

Work life balance

Work-life balance is very important to happy professional and personal life, which means that an employee to achieve balance between the demands of their family life and work lives. At this present scenario work life balance is a daily challenge for teaching professionals due to the multiple roles. Sometimes imbalance in work life result in increased stress level. A career in the educational sector has become challenging due to change in the teaching patterns, syllabus, adoption of new technology and competitive mentality.

Need and significance

Emotional intelligence plays an important role in modern work life. In recent years, one of the main concerns of the new generation who values time and work flexibility is work-life balance. It's a real problem that many people face. Work life balance is one of the greatest challenge for teaching professionals due to academic work load and career issues along with home responsibility.. Teachers work load at times not only demand their time in the institution, but also extends to their home so as to get ready for the following day, apart from maintaining student records and attending to various institution related functional requirements. Moreover they need to focus on soft skills and life skills which enable them to be quality professionals and develop good citizens.

With increasing work pressure, globalization and technological advancement, work-life balance is becoming an issue for both men and women. Life includes many different pursuits such as career, family, social responsibility, spirituality and health. A perfect balance between life and work requires careful planning. Most people who work at work pace experience feelings such as broken trust, tremendous anxiety, stifled creativity, distance between management and colleagues, and diminished loyalty and commitment. Emotions play an important role in a person's life.

Empathy and creativity increase tolerance, trust and integrity, improve relationships within an organization, and thereby improve the performance of each employee and the organization as a whole. Emotional intelligence helps improve individual and organizational performance. It plays an important role in the way people approach employee performance and in the relationships individuals enjoy inside and outside the organization. Therefore, this paper is an attempt to examine how emotional intelligence plays an important role in the balancing work of teaching professionals.

Statement of the problem

Teachers can be under constant stress because they have multiple roles in society. Conflicts between professional, familial, and social demands can weigh heavily on individuals. Teachers have multiple roles, which puts them under constant pressure and creates an imbalance between work and personal life. The changing work environment puts more pressure on employees to increase their workload and learn new skills, demanding a better work-life balance. Due to Lack of work flexibility, high work pressure and long working hours, it is difficult to the teachers to manage their personal life with their work. Therefore the present study focuses on emotional intelligence and work life balance among teaching professionals.

Definition of key terms

Theoretical definition

1. Work life balance

According to Ivy Wigmore (2014) Work-life balance is the optimal arrangement of an individual on the job and in private time to facilitate health and

professional satisfaction without negatively impacting productivity and professional success.

According to Vagia (2010), Harmonizing the relationship between work and other activities, such as housework, children, leisure, social activities, etc. which are essential to maintain a healthy and balanced life physiologically as well as material and immaterial.

2. Emotional intelligence

Daniel Goleman (1997) defines emotional intelligence as the ability for recognizing our feelings and the feelings of other people with a view to motivating ourselves largely with the intention to manage our relationship with other people.

According to Ben Cole (2023), Emotional intelligence is the area of cognitive ability that facilitates interpersonal behavior.

3. Teaching profession

John Goodlad (1984) defines a profession as a vocation or occupation requiring advanced education and training and involving intellectual skills. The work is based on unique knowledge and skills grounded in research and practice in the field.

Operational definition

1. Work-life balance

Work-Life Balance refers as a satisfactory level of involvement or fit between the multiple roles in a person's life.

2. Emotional intelligence

Emotional Intelligence is the capacity to understand and manage one's own emotions as well as the emotions of others.

3. Teaching profession

The teaching profession is an occupational field in education that is directly responsible for the formation of young minds and hearts.

Main objectives

To study the relationship between emotional Intelligence and work-life balance among teaching professionals.

Specific objectives

1. To examine the relationship between sub-variables of emotional intelligence (a) understanding emotions, (b) understanding motivation, (c) empathy, (d) Handling relations and sub-variables of work life balance (a) Intrusion of personal life into work, (b) Intrusion of work into personal life, (c) personal life enhancement by work (d) work enhancement by personal life among teaching professionals.
2. To find out the differences in emotional intelligence and its sub variables(a) understanding emotions, (b) understanding motivation, (c) empathy, (d) Handling relationsamong teaching professionals based on marital status, Gender, Type of institution, Number of children, Educational qualification, Location of institution and domicile.
3. To find out the differences in work life balance and its sub variables (a) Intrusion of personal life into work, (b) Intrusion of work into personal life, (c) personal life enhancement by work (d) work enhancement by personal life among teaching professionals among teaching professionals based on marital status, Gender, Type of Institution, number of children, Educational institution, Location of institution and domicile.

Organization of the Report

In the report of the present study includes five chapters such as introduction, review of literature, methodology, results and discussion, and summary and conclusion. In the first chapter, Introduction, is included a brief description about the present research topic, need and significance of the study, definition of key terms-both theoretical and operational definitions, and major and specific objectives of the study. The second chapter contains the review of literature, the related research studies conducted on the same topics or variables, and hypotheses of the study.

The third chapter on methodology includes information about the samples, population, instruments of measurement, procedure, and statistical techniques used in the present study. The fourth chapter contains the analysis of results and discussion of the obtained data and the fifth chapter includes the method in brief, major findings, implications, limitations of the study and suggestions for future research. Reference section and Appendices sections are also duly included in the report.

CHAPTER 2
REVIEW OF LITERATURE

Theoretical reviews

Literature reviews

Hypothesis

A review of literature is an important part of a research. The concept of review of literature is defined as the process of critical analysis, classification, comparison and interpretation of the previous studies that is related to the research topic. The review of literature of the study gives an opportunity for an in-depth investigation about research topic (Cooper, 1989).

The review of literature helps the researcher to formulate research questions. The review of literature consists of the theoretical review of each of the variables in the study and the review of the studies conducted in the same variables. The review of literature gives an overall knowledge about the discussions, theories, opinions and approaches related to the topic (Ridley, 2012).

A literature review examines books, scholarly articles, and any other source relevant to a particular topic, research area, or theory, thus providing a description, summary and critical evaluation of that work in relation to the research problem under study. Literature evaluations are designed to offer a top level view of issues you have got explored even as studying a selected matter and to illustrate for your readers how your studies suits inside a bigger subject of study (Baglione, 2012)

A literature review contains summary of the key sources. A summary can be called as a capsule of important information of the source, but a synthesis would be a restructuring of that information such that tell about your investigation plan about the research problem. It is a new elucidation of old contents or combination of new with old contents. It traces the academic advancement of the field including major debates. At the conclusion of the literature review, we can identify where the gap exist in how a problem has been researched to date (Baglione, 2012)

A literature review identifies new ways to interpret prior researches. The major purposes of the review of literature are it place each work in the context of its contribution to understanding the research problem being studied. It describe the relationship of each work to the others under consideration. It reveals any gaps that exists in the literature. It resolve conflict amongst seemingly contradictory previous studies. A review of literature identifies area of prior scholarship to prevent duplication of effort. It point the way in fulfilling a need for additional research. It helps to locate your own research within the context of existing literature. (Torraco& Richard, 2016)

A literature study is a thorough summary of earlier studies on a subject. Scholarly books, articles, and other sources pertinent to a specific field of study are included in the literature review. Prior research should be listed, described, summed up, impartially evaluated, and clarified in the review. It ought to provide a theory framework for the study and assist the author in defining its scope.

The purpose of writing a literature review is to explain to the reader what knowledge and concepts have been established on a subject, as well as their advantages and disadvantages. A guiding idea must be used to define the literature study. It is more than just a list of the materials that are accessible or a collection of summaries.

THEORETICAL FRAMEWORK

Theories related to Emotional Intelligence

The concept of emotional intelligence was introduced by Peter Salovey and John Mayer and later popularized by Dan Goleman. And while Goleman originally suggested emotional intelligence was a more powerful influence on success in life than more traditional views on intelligence. One who is emotionally intelligent possesses self-control of emotions such as anger, impulsiveness, and anxiety. Empathy, the ability to understand what others feel, is also a component, as are an awareness of one's own emotions, sensitivity, persistence even in the face of frustrations, and the ability to motivate oneself (Mayer & Salovey, 1997).

Models and Frameworks of the emotional intelligence concept

The early theory of emotional intelligence described by Salovey and Mayer in 1990 explained that emotional intelligence is a component of Gardner's perspective of social intelligence. (Flats 2017) argues that there are three major models of emotional intelligence:

1. Goleman's Emotional Intelligence performance model
2. Bar-On's Emotional Intelligence competencies model
3. Mayer, Salovey, and Caruso's emotional Intelligence ability model.

Goleman's Emotional intelligence Performance Model

According to Goleman, EI is a cluster of skills and competencies, which are focused on four capabilities: self-awareness, relationship management, self-

management and social awareness. Goleman argues that these four capabilities form the basis of 12 subscales of EI.

These subscales are;

- Emotional self-awareness
- Emotional self-control
- Adaptability
- Achievement orientation
- Positive outlook
- Influence
- Empathy
- Conflict management
- Teamwork
- Organizational awareness
- Inspirational leadership

Bar-On's Emotional intelligence competencies Model

Bar-On suggested that EI is a system of interconnected behavior that arises from emotional and social competencies that have an influence on performance and behavior.

Bar-On's model of EI consists of five scales: They are self-perception, Self-expression, interpersonal, decision-making, and stress management. Bar-On proposed 15 subscales of Emotional intelligence concepts:

Self-regard, Self-actualization, Emotional self-awareness, emotional expression, assertiveness, independence, interpersonal relationships, empathy, social responsibility, problem-solving, reality testing, impulses control, flexibility, stress tolerance, and optimism. According to Bar-On, these competencies derive from human behavior and relationships.

Mayer, Salovey, and Caruso's Emotional Intelligence ability Model

In this model information from the perceived understanding of emotions and managing emotions is used to facilitate thinking and guide one's decision-making. This emotional intelligence framework emphasizes the four-branch model of Emotional Intelligence developed by Mayer and colleagues.

The four-branch model

The abilities and skills of Emotional Intelligence can be divided into 4 areas.

They are as follows

1. Perceive emotion
2. Use emotion to facilitate thought
3. Understand emotions
4. Manage emotions.

Perceive emotion

It is a branch that involves the perception of emotion, including being able to identify emotions in the facial and postural expressions of others. It includes non-verbal perception and emotional expression to communicate via face and voice. (Mayer et al., 2004).

Use emotion to facilitate thought

This includes the ability to use emotions in order to aid thinking.

Understand emotions

It is a branch that represents the ability to understand emotion, which includes analyzing emotions and awareness of the trends in emotion over time. This also includes the capability to label and discriminate between feelings.

Manage emotions.

This is a branch that includes an individual's personality with goals, self-knowledge and social awareness shaping the way in which emotions and managed. (Mayer et.al.2004).

Theories related to Work Life Balance

Numerous theories have been developed based on the dynamics of work-life balance. Below are the main theories found in work-life balance.

Segmentation theory

Segmentation theory sees work and family as separate entities, with experiences in one neither affecting nor influencing the experience of the other. Segmentation does not occur naturally. Instead, employees are actively trying to

separate work and home life to cope with work-related stress. Segmentation theory states that work and life roles exist in separate domains and do not influence each other.

Facilitation Theory

An individual's participation in one area of life (such as work) can bring enriching experiences to another role. That is career and family. This is career facilitates family. Job may provide financial and other resources to help people be supportive and successfully cope with family issues. Family members, on the other hand, provide emotional support for the stress associated with work.

Spill over theory

This theory defines that all the values, behavior and emotions that arise out of the employee's working environment greatly influences and spills out into a person's private life, exhibiting a direct relationship between the two - work and family. Spill over can be both positive and negative. Positive spillover refers to a situation when satisfaction and achievement in one domain may influence and bring along satisfaction and achievement in another domain. On the other hand, negative spillover refers to the fact that difficulties and stress in one domain may bring along the same emotions in another domain

Compensation theory

The compensation theory defines and explains an inverse relationship between work and family. According to this theory, many people compensate their failures and wrong feelings that emerge in a part of their lives through a greater involvement in the other. And that one sphere of life compensates for the other sphere of life stating the importance for both sides of the sphere of life to be balance and this will result in a better and more comfortable life in work and family.

Inter-role conflict Theory

According to this theory, meeting the requirements of one domain makes it difficult to meet the requirements of another domain. That means conflicting roles. People face role conflict when the demands of one role interfere with their ability to meet the demands of another.

Instrumental Theory

This theory suggests that there is a positive connection between the two domains, in that actions taken in one domain contribute to what is needed to be reached in another domain. This theory further states that one's job is derived from any form of satisfaction and personal gratification and eventually becomes an activity aimed exclusively at providing the necessary resources to lead a comfortable and successful personal life.

Structural Functionalism Theory

Technological advances in the 19th century led to the separation of family and work in the early stages. This theory arose during the Industrial Revolution, when it played an important role in separating personal life from work. This theory states that in a person's life he has two different sides, emotional life and productive life. The latter refers to the part of work that helps produce services and goods, while the former deals with the time you spend with your family and yourself. Furthermore, the theory recognizes the fact of an essential separation between family and work.

Review Related to Emotional Intelligence and Work Life Balance

Rajesh Faldu and Miss.Trivedi Krupa Udayakumar (2020) made a "Study on Impact of Emotional Intelligence on work-life balance of teaching professionals with special reference to Saurashtra Region". The study aims to understand the impact of emotional intelligence on balancing work and personal life of employee. A sample of 50 teaching professionals were covered for this study. The primary data has been collected using structured questionnaire method. It was found that emotional intelligence significantly contribute to work life balance of employees.

The scope of this study is limited to studying the emotional intelligence on work life balance of teaching professionals with special reference to Saurashtra region. In this research, the researcher has selected exploratory research design because the researcher wants to explore the topic in depth. The sampling method used in this study is convenient sampling. Primary data collection has been used by using data collection instrument as questionnaire. Secondary data has been collected from journals, books, etc. The implication of this study has both practical and theoretical value. It provides increased insight into importance of emotional intelligence on work life balance of matching professional with special reference to Saurashtra region. It helps in

understanding how with the help of emotional intelligence employee can balance their personal and professional life.

Laxmi Narayan Sharma (2014) made a study on emotional Intelligence as correlate to work life balance. The aim of this study is to find out the role of emotional intelligence in fostering work life balance among the working and non-working professional teachers, business man, scientist, social worker and politicians. The study comprised of 55 working professional of postgraduate college of Sidhi. The subjects belong to age group between 22 – 40 years. A random survey was conducted for more than 60 respondents out of 50 found to be fit for the study. The paper is based on the primary data. A prescribed tools were used for measuring variables. The result shows that those who are with high emotional intelligence performs well than whose emotional intelligence are low. The late group struggles for their existence.

Yamini Saraswat, Shubhangini Choudhary (2017), Periyar Management and Computer College, Delhi made a study on “Emotional Intelligence & Work Life Balance – Study of Academicians”. This paper is an attempt to look into the present scenario, of diverse workforce and imbalances work life that led to an increasing level of stress in employees, and also an increase in job dissatisfaction. This satisfaction negatively affect the performance of the employees and thus become an undesirable and paramount the organisation problem. Hence this study show that emotional intelligent person is more adaptive to the environment and more productive for the organisation. Various studies also suggest that emotional intelligence oriented interventions can be successful tool for making employees more job satisfied and less stressful. The scope of this study this to understand the Emotional intelligence behaviour among the professionals of Education sector. The empirical research technique is used for conducting the research. Data is collected from 50 respondents including professors, using four point Likert’s scale structured questionnaire. Correlation analysis has been used for hypothesis testing.

Veronika Koubova and Aaron A. Buchko, Department of Business Management and Administration, foster college of Business, Bradley University, Peoria, Illinois, USA made study on “Life –Work balance Emotional intelligence as a crucial component of achieving both personal life and work performance”. The purpose of this study is to develop a linkage between life work balance and emotional intelligence. Based on the review of literature, it is suggested that life experience

contribute to the development of EI which is individual's life work balance. The effect of emotions in an individual's personal life environment is an importance in the development of EI that influence work environment. The effect of work experience in one's personal life are influenced significantly by the level of emotional intelligence. The finding of this study is that the level of emotional intelligence is viewed as central to developing an individual's life work balance, and the primary effect of one's personal life suggest that it is more appropriate to view work as a component of overall life satisfaction.

Sdaf Naz, Saghir Ahmad, Ayesha Batool (2021) studied about the emotional intelligence and work life balance of working women at the university level in Pakistan. It helped to find that majority of the working women had high emotional intelligence with a high work significance. The purpose of this study focus to explore the relationship of emotional intelligence with the work life balance of working women at the university level in Pakistan. The objective of the study were to find out the relationship between emotional intelligence and work life balance of working women of the public sector universities in K.P. and to determine the level of emotional intelligence and work life balance of working women of public sector universities in K.P.

The study was quantitative in nature and the survey method was used to collect data. The population consisted of all working women of public sector universities in K.P. The sample of the study consisted of 350 working women randomly selected from 6 universities of public sector. In this study two instruments were developed, one for measuring emotional intelligence and the other for work life balance. The data was analysed by using statistical technique. It was found that majority of the working women had high emotional intelligence with a high work life balance. A significant correlation was found between emotional intelligence and the work life balance of working women. It was concluded that high emotional intelligence leads to high work life balance.

Review Related to Emotional Intelligence

Akshitasharma and V. Suresh Pillai (2023) conducted a study on "Impact of emotional Intelligence on employee's performance in Higher Education institutes: a comprehensive literature review" in 2023. The study says the performance and effectiveness of an employee depends upon several factors like educational

qualification, job position, the financial support, etc. but the leaders have now started giving due consideration to emotional intelligence which is the key element for the success of any organisation. Various researches shows that emotional intelligence is one of the important factor besides other factors for organisational commitment and there is a strong relationship between emotional intelligence and employee performance which leads to organisational commitment. Hence, if an employee scores high in emotional intelligence then higher will be his/her performance and commitment towards organisation. Employees with high emotional intelligence are proven to be more successful at work place, because they are able to understand their emotions and are able to behave in a particular situation.

Muhammad Iqbal and Shafqat Naeem Akhtar (2016) examined the “Relationship between Emotional Intelligence and Performance of Secondary School teachers”. The major aim of the study was to find out the relationship between emotional intelligence and Performance of Secondary School level. The target population was 3168 secondary school teachers. Sample of the study consisted of 950 male and female secondary school teacher working in high schools of rural and urban areas. Sample was collected from each district. The study was correlational in nature. The required data was collected through survey technique. The collected data was analysed using mean, standard deviation and Pearson r. It was found that emotional intelligence of teaches was having strong relationship with the performance.

Waghehoure Bhavana, Pathare Ramesh, & Musale Shital (2019) note that emotions play important role in handling relationships. Human beings have interpersonal and intrapersonal aspect of emotions. Job satisfaction affects on duties of teachers. This study focus on the emotional intelligence and job satisfaction of school teachers. In this study 40 government school teachers were selected. Data analysis were carried out by using Pearson Moment correlation. It was found that job satisfaction and emotional intelligence is positively correlated. Teachers have to deal with diverse personalities of students. The emotionally intelligent teacher not only has to deal with the different emotions of the students but also have t help the student to make relationship among themselves. It depends upon the teacher’s ability. The result of the study shows that those who are high in emotional intelligence are good in identifying own emotions and they give meaning to their perceptions as satisfied with their surroundings. Hence they are good in managing their work at home and their

professional life. This give them contentment in their carrier. The present study shows that most of the school teachers have high emotional intelligence. From the findings it can be concluded that emotional intelligence is the contributing factor for job performance and balance in work.

Alaka Das (2017) found that emotional intelligence is a new yardstick to measure one's success in organisation and life as well. Emotional intelligence of the teaching professionals have a greater impact on the effectiveness of performance. A study of the relationship between emotional intelligence and teacher effectiveness of teacher educators are done with 70 selected teachers. Data collection was used with appropriate measuring scale. Descriptive survey method is used in the study. In the study emotional intelligence is the independent variable and teacher effectiveness is the dependent variables. For data analysis Pearson Coefficient of Correlation was used. The findings shows that emotional intelligence has significant impact on teacher effectiveness of the teacher educators.

“Emotional intelligence of high school teachers in relation to their gender and marital status” (2017) was a study made to find out the significant difference exists between married and unmarried teachers in their emotional intelligence and its dimensions. In the study the investigator has adopted the survey method. The population for the present study consisted of high school teachers, who are working in Tirunelvelidistrict. The investigator has used the simple random sampling technique for selecting the sample from the population. The sample consisted of fifty high school teachers in Tirunelveli district. The investigator has used the tool Emotional Intelligence Scale developed and standardized by Arockiasamy and Veliappan (2013). To interpret the raw data, analyses were done using percentage analysis and ‘t’ test.

The result reveals that more than three-fourths of the high school teachers have a moderate level of emotional intelligence and its dimensions. There is no significant difference between male and female teachers in the dimensions of awareness of self and others, intrapersonal management, interpersonal management and emotional intelligence, but there is significant difference found in the dimension of professional orientation. The male teachers are better than the female teachers in their professional orientation. This may be due to the reason that male teachers are more exposed and have more will power to tackle the issues that come on the way of their profession.

This study also reveals that there is significant difference between married and unmarried teachers in their emotional intelligence and its dimensions. The married high school teachers are better than the unmarried high school teachers in their emotional intelligence and its dimensions. This may be due to the fact that the married high school teachers are more mature than their counterparts in dealing with family members. After the marriage they become dependent on the new relations and therefore have the knowledge of having a good rapport with others. Therefore they are better in their emotional intelligence and its dimensions.

G.Narayanamoorthi J.E.Merlinsasikala (2021) conducted a study on “Emotional Intelligence among High School Teachers in Dindigul District”. The size of the sample for the study consisted of 300 teachers selected from high schools in Dindigul District. . The descriptive type of research has used to collect data from the respondents. The simple Random sampling technique has used as the sampling method to collect data from the respondents. A questionnaire was constructed with 9 parameters based on the literature review by using five – point likert scale. The scales was ranging from strongly agree and strongly disagree. Scale of Emotional Intelligence was administered to the teachers after obtaining prior permission from the prescribed schools in Dindigul district. The data was collected and analysed with the help of suitable statistical techniques. The overall finding of this study was when compared with male and female teachers are lack in only one specific Emotional Intelligence area that is they are always think about their home problems in their work place

Review Related to Work Life Balance

Mr. Praveen. B, Asst. professor, Department of Commerce and Management, PES Institute of Advanced Management Studies, shivamogga made a “study on work life balance of teaching professionals”. The purpose of this study says that work Life Balance is one of the important issue in cooperate sector. Therefore there is a need to know balancing level of teachers with regard to both their work and family or personal life. Therefore the main focus of this study is to map the dimensions of WLB among teachers. The study is based on the responses of teachers of private degree colleges surrounding Shivamogga city. The data was collected from 108 teachers working private colleges and professional courses. The finding of the study indicate that there

is a need for designing WLB policies and programs for the teaching community to enable them to balance their work and life needs.

C.Muthulakshmi (2018) Department of PG and Research Department of Commerce, G.Venkataswamy Naidu College, India conducted “a study non Work Life Balance among the teaching professionals of Arts and colleges in Tuticorin District”. This study is an attempt to explore the tough challenges faced by the respondents in maintaining a balance between their personal and professional life. The study is based on primary data. A sample of 200 respondents was selected by random sampling method. The various factors affecting the work-life balance of respondents have been examined in this study. This study addresses the objective of understanding the socio economic profile of respondents, their opinion about their career, work life balance, factors influencing them towards their work life balance and imbalances and outcome of work life balance and imbalances. The attitude of respondents about the influence of work life balance on life satisfaction, impact of work life balance on their personal, social, family, environmental and psychological outlook have been made. The study also intends to measure the attitude of managing work life balance by the respondents. In order to address the objectives, the relevant hypotheses have been framed as the focus of relational basis namely testing the existence of significance difference among the working women about their work life balance issues, impact of work life balance, outcome and way of managing the work life balance related aspects through the relevant statistical tools like Chi-Square test, ANOVA, Correlation, Garrett Ranking Technique and factor analysis.

Boris Baltes, Malissa A. Clark and M. Chakrabarti (2009) found that balancing work and family demands a critical challenge facing most employees. Work-family conflict arise from simultaneous pressure from the work and family domains that are incompatible in some respect. Because of this one role makes difficult for another role. This study begins with a brief discussion of work-family conflict, followed by a discussion of the more recent concept of work-family balance and the positive outcome associated with it. Both organisational strategies and individual coping strategies to facilitate work-life balance are discussed in the study.

Sangita S. Mohanty (2014) focused a study on work Life balance among women Teachers in Mumbai city. This study says that the issue of work life balance is

increasing and working professionals feel the need to balance their work and family life. The purpose of this study is to highlight the necessity of adopting work-life balance policies for teachers teaching at college level. The data for the study was collected from 50 teachers working for government and private colleges for both academic and professional courses. The finds of the study indicate that there is a need for designing work life balance policies and programmes for the teaching community to enable them to balance their work motives and its priority among different demographic groups which could become the basis for designing work life balance policies for teachers.

The study was carried out on the basis of observation. For conducting this study primary data was collected from 50 female teachers teaching at degree levels at the academic and professional courses both government and private sector. The data was collected to understand their working hours, commuting time, household commitments and the challenges to fulfil expectations of spouse and kids. The data was analysed using simple bifurcation and using weighted average. A correlation between the age of the respondents and their working hour vis a vis overall lifestyle load was obtained. A comparative analysis was made to understand the age of employees to number of kids and its repercussion on work life balance. The result shows that the female who have to do house hold chores after long hours of professional life is very tiring and irritating to domestic assignments. Hence they are not able to deliver quality output either at work or at home front.

Vandana Punia and Meenakshi Kamboj (2013) conducted a survey among 143 teachers from university teaching departments, government institutions, government aided and self-financing colleges to investigate the quality of work-life balance among Indian teachers serving different academic stream across university and colleges. For survey, purposive sampling method was used to select representative sample. In this study self-developed questionnaire was used as tool for collecting data. There are 5 factors considered to harness the quality of work life balance of the teachers. They are satisfaction with family life, role overload, awareness towards work life balance, job satisfaction flexible environment and self-appreciation of work. ANNOVA has been used to analyse the data. In this study researcher found that proper work life balance affects the productivity at workplace as well as individual and family set up wherein

work place environment plays a vital role in determining the quality of work life balance of a teacher.

Hypotheses

1. There will be a significant relationship between Emotional Intelligence and Work Life Balance among teaching professionals.
2. There will be a significant relationship between sub variables of work life balance (a) intrusion of personal life into work, (b) intrusion of work into personal life, (c) personal life enhancement by work, (d) work enhancement by personal life and understanding emotions among teaching professionals.
3. There will be a significant relationship between sub variables of work life balance (a) intrusion of personal life into work, (b), intrusion of work into personal life, (c), personal life enhancement by work, (d), work enhancement by personal life and understanding motivation among teaching professionals.
4. There will be a significant relationship between sub variables of work life balance (a) intrusion of personal life into work,(b), intrusion of work into personal life,(c), personal life enhancement by work,(d), work enhancement by personal life and empathy among teaching professionals
5. There will be a significant relationship between sub variables of work life balance (a) intrusion of personal life into work,(b), intrusion of work into personal life,(c), personal life enhancement by work,(d), work enhancement by personal life and handling relations among teaching professionals

6. Marital status

- 6.1 There will be a significant difference in understandings emotions among teaching professionals based on marital status.
- 6.2 There will be a significant difference in understanding motivation among teaching professionals based on marital status.
- 6.3 There will be a significant difference in empathy among teaching professionals based on marital status.
- 6.4 There will be a significant difference between handling relations among teaching professionals based on marital status.

6.5 There will be a significant difference in intrusion of personal life into work among teaching professionals based on marital status.

6.6 There will be a significant difference in intrusion of work into personal life among teaching professionals based on marital status.

6.7 There will be a significant difference in personal life enhancement by work among teaching professionals based on marital status.

6.8 There will be a significant difference in work enhancement by personal life among teaching professionals based on marital status.

7. Male and Female

7.1 There will be a significant difference in understandings emotions among teaching professionals based on gender.

7.2 There will be a significant difference in understanding motivation among teaching professionals based on gender.

7.3 There will be a significant difference in empathy among teaching professionals based on gender.

7.4 There will be a significant difference in handling relations among teaching professionals based on gender.

7.5 There will be a significant difference in intrusion of personal life into work among teaching professionals based on gender.

7.6 There will be a significant difference in intrusion of work into personal life among teaching professionals based on gender.

7.7 There will be a significant difference in personal life enhancement by work among teaching professionals based on gender.

7.8 There will be a significant difference in work enhancement by personal life among teaching professionals based on gender.

8. Type of institution

8.1 There will be a significant difference between Government and private teaching professionals in understanding emotions.

8.2 There will be a significant difference between Government and private teaching professionals in understanding motivation

8.3 There will be a significant difference between Government and private teaching professionals in empathy

8.4 There will be a significant difference between Government and private teaching professionals in handling relations.

8.5 There will be a significant difference between Government and private teaching professionals in intrusion of personal life into work

8.6 There will be a significant difference between Government and private teaching professionals in intrusion of work into personal life,

8.7 There will be a significant difference between Government and private teaching professionals in personal life enhancement by work,

8.8 There will be a significant difference between Government and private teaching professionals in work enhancement by personal life.

9. Number of Children

9.1 There will be a significant difference in understanding emotion among teaching professionals based on number of children.

9.2 There will be a significant difference in understanding motivation among teaching professionals based on number of children.

9.3 There will be a significant difference in empathy among teaching professionals based on number of children.

9.4 There will be a significant difference in handling relation among teaching professionals based on number of children.

9.5 There will be a significant difference in intrusion of personal life into work among teaching professionals based on number of children.

9.6 There will be a significant difference in intrusion of work into personal life among teaching professionals based on number of children.

9.7 There will be a significant difference in personal life enhancement by work among teaching professionals based on number of children.

9.8 There will be a significant difference in work enhancement by personal life among teaching professionals based on number of children.

10. Educational qualification

10.1 There will be a significant differences in understandings emotions among teaching professions based on Educational qualification.

10.2 There will be a significant difference in understanding motivation among teaching professions based on Educational qualification.

10.3 There will be a significant difference in empathy among teaching professions based on Educational qualification.

10.4 There will be a significant difference in handling relations based on Educational qualification among teaching professions.

10.5 There will be a significant difference in intrusion of personal life into work among teaching professionals based on Educational qualification. .

10.6 There will be a significant difference in intrusion of work into personal life among teaching professionals based on Educational qualification. .

10.7 There will be a significant difference in personal life enhancement by work among teaching professionals based on Educational qualification. .

10.8 There will be a significant difference in work enhancement by personal life among teaching professionals based on Educational qualification. .

11. Working Location

11.1 There will be a significant difference between understandings emotions among teaching professionals based on working Location

11.2 There will be a significant difference in understanding motivation among teaching professionals based on working Location

11.3 There will be a significant difference in empathy among teaching professionals based on working Location

11.4 There will be a significant difference in handling relations among teaching professionals based on working Location

11.5 There will be a significant difference in intrusion of personal life into work among teaching professionals based on working Location.

11.6 There will be a significant difference in intrusion of work into personal life among teaching professionals based on working Location

11.7 There will be a significant difference in personal life enhancement by work among teaching professionals based on working Location

11.8 There will be a significant difference in work enhancement by personal life among teaching professionals based on working Location.

12. Domicile

12.1 There will be a significant difference in understanding emotion among teaching professionals based on domicile.

12.2 There will be a significant difference in understanding motivation among teaching professionals based on domicile.

12.3 There will be a significant difference in empathy among teaching professionals based on domicile.

12.4 There will be a significant difference in handling relations among teaching professionals based on domicile.

12.5 There will be a significant difference in intrusion of personal life into work among teaching professionals based on domicile.

12.6 There will be a significant difference in intrusion of work into personal life among teaching professionals based on domicile.

12.7 There will be a significant difference in personal life enhancement by work among teaching professionals based on domicile.

12.8 There will be a significant difference in work enhancement by personal life among teaching professionals based on domicile.

CHAPTER 3

METHOD

Research design

Participants

Variables

Measures

Procedure for data collection

Statistical technique

Research is used to discover new information or to reach a new understanding or gather an insight on any interested topic which also aims at solving a research question and generating new knowledge through the collection and analysis of information (Kabir, 2016).

The search for knowledge through objective and systematic method of finding solution to a problem is research. The systematic approach concerning generalization and the formulation of a theory is also research. The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered as yet (Kothari, 2008).

Research has its special significance in solving various operational and planning problems of business and industry. Research is the fountain of knowledge for the sake of knowledge and an important source of providing guidelines for solving different business, governmental and social problems. It is a sort of formal training which enables one to understand the new developments in one's field in a better way. (Kothari, 2008).

Research methodology includes all the techniques and methods such as research design, sampling techniques, procedure and statistical techniques which have been used for conducting research to solve the research questions (Mishra & Alok, 2011).

The present research method is quantitative research method. The quantitative research is the process of collecting and analysing numerical data. It can be used to find patterns and averages, make predictions, test causal relationship, and generalize result to wider populations. Quantitative method is chosen in the present study because it produces objective data that can be clearly communicated through statics and numbers.

Research Design

“A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure” (Kothari, 2008). In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data.

The preparation of the research design, appropriate for a particular research problem, involves, the means of obtaining the information, the availability and skills of

the researcher and his staff, explanation of the way in which selected means of obtaining information will be organized and the reasoning leading to the selection, the time available for research and the cost factor relating to research, i.e., the finance available for the purpose (Kothari, 2008).

In the present study correlational research design is using. A correlational research design uses non experimental method where the measurement of two variables occurs. The advantage of correlational design is variable goes through a manipulative process. The result from correlational research are more applicable. The disadvantage of this research method is correlational research only uncovers relationships, it won't determine what variables have the most influence

The problem in the present study is to find the relationship between Emotional Intelligence and Work life Balance

Participants

Sampling is defined as the process of obtaining information about a large population by examining only a part of it. It helps to generalize the information to the population depending upon the type of population from which the information is collected. It helps to save time, cost and energy. The sample collected should be representative of the entire population, otherwise the result could be biased or invalid (Kothari, 2008).

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. Sample design is determined before data are collected. The researcher must decide the type of sample he will use i.e. he/she must decide about the technique to be used in selecting the items for the sample. In fact, this technique or procedure stands for the sample design itself (Kothari, 2018).

Universe refers to the total of items or units that the researcher intends to study. Teaching professionals in Kerala is taken as the universe of the present study. A population is the pool of individuals from which a statistical sample is drawn for a study. Thus, any selection of individuals grouped together by a common feature can be said to be a population (Osikhotsali, 2022).The population of the study is teaching

professionals of schools and colleges. The sample size is a number of observations used for determining the estimations of given population. The total sample size of the sample is 200 from different schools and colleges of Kerala.

Considering the availability of population convenient sampling is selected. Convenient sampling is usually low cost and easy with subjects readily available.

Inclusion Criteria

- School and college teachers aged between 24 and 56 years
- School and college teachers both male and female
- School and college teachers from both government and private schools
- School and college teachers from both urban and rural and semi urban areas
- School and college teachers married and unmarried
- vii) Teachers from rural, urban and semi urban

Exclusion criteria

- Teachers who are out of Kerala.
- Those who are retired.
- Those who are below 24 years.

Categorization of participants according to socio-demographic variables.

For the purpose of different analysis in the present study, the participants were divided into different groups based on their socio- demographic variables such as marital status, gender, type of institution, number of children, educational qualification, location of institution and domicile. The details are given in the form of tables as follows;

Classification based on marital status

Marital status are the distinct option that describe a person's relationship with a significant other. Marital status are terms used to indicate whether the person is married or single. The components of emotional intelligence and work life balance among teaching professionals may vary among marital status. So it is taken consideration in the present study. The sample was classified on the basis of marital status in two categories. The details of the classification are given in the table 3.1.

Table 3.1*Classification of sample based on marital status*

Sl.No.	Marital status	No. participant	Percentage
1	single	38	20%
2	married	162	80%

Gender wise classification of the sample

Gender is used to describe the characteristics of women and men that are socially constructed. The components of emotional intelligence and work life balance among teaching professionals may vary among genders. So it is taken consideration in the present study. The sample was classified on the basis of gender in two categories. The details of the classification are given in the table 3.2.

Table 3.2*Classification of sample based on Gender*

Sl.No.	Gender	No. participant	Percentage
1	Male	18	10%
2	Female	182	90%

Classification based on type of institution

There are mainly two type of educational institution. They are government and private. Government institutions are run by state government and funded by them and private institutions are run by self-financing agencies. The components of emotional intelligence and work life balance among teaching professionals may vary according to the type of institution in which teaching professionals work. The sample was classified on the basis of type of institution in two categories. The details of the classification are given in the table 3.3.

Table 3.3*Classification of sample based on type of institution*

Sl.No.	Work type	No. participant	Percentage
1	Government	35	17.5%
2	Private	165	82.5%

Classification based on children

The components of emotional intelligence and work life balance among teaching professionals may vary according to the number of children they possess. The sample was classified on the basis of number of children in two categories. The details of the classification are given in the table 3.4.

Table 3.4*Classification of sample based on children*

Sl. No.	Children	No. participant	Percentage
1	yes	148	73%
2	No	52	27%

Classification based on Educational qualification

Educational qualification refers to the specialization or expertise earned by an individual in academic field such as undergraduate, post graduate and above post graduate. The qualification levels are based on the standards of knowledge and skills. The components of emotional intelligence and work life balance among teaching professionals may vary according to the Educational qualification. The sample was classified on the basis of Educational qualification. The details of the classification are given in the table 3.5.

Table 3.5***Classification of sample based on Educational qualification***

Sl. No.	Qualification	No. participant	Percentage
1	Graduate	72	35.5%
2	Post graduate	114	57%
3	above post graduate	14	7.5%

Classification based on location of institution

There are mainly three type of locations such as rural, urban and semi urban. Cities and town are classified as urban areas where there is high density of population available and rural areas have low population density. Semi urban is between urban and rural. It is partially urban and rural. The components of emotional intelligence and work life balance among teaching professionals may vary according to the location of institution. The sample was classified on the basis of location of institution. The details of the classification are given in *the table 3.6*.

Table 3.6***Classification of sample based on location of institution***

Sl.No.	Location	No. participant	Percentage
1	Rural	84	41%
2	Urban	56	30%
3	Semi urban	60	29%

Classification based on domicile

The domicile is defined as the place where you make your permanent home and where you are considered to be permanent resident. An urban area or built up area is a

human settlement with a high population density and infrastructure or built environment. Rural area or a countryside is a geographic area that is located outside the town or cities. Semi – urban settlements are places where large number of peoples come together, where forcibly or voluntarily, in special purpose settlement that lack many of the features characteristics of cities. The components of emotional intelligence and work life balance may vary according to domicile. So it is taken considerations into the present study. Sample was classified on the basis of domicile in three categories. The details of the classification are given in the table 3. 7

Table 3.7

Classification of sample based on domicile

Sl.No.	Domicile	No. participant	Percentage
1	Urban	47	22.5 %
2	Rural	86	44 %
3	Semi urban	67	33.5 %

STUDY VARIABLE

The present study focus on two major psychological variables emotional intelligence and work life balance. In order to explore the relationship between these variables, the data will be collected from teaching professionals using standardized instrument.

Work Life Balance

The increasing work pressures, globalizationand technological advancement have made work-life balance an issue with both sexes. Life includes various pursuits like wealth, career, family, social obligation, spirituality, health etc. A perfect balance life for anemployee needs a careful synchronization and juggling of the mentioned quests, and this juggling leaves the employee stressed. Most people in organizations today undergo emotions of crumbling trust, jarring uncertainty, stifled creativity, and distance between managers and co-workers, and vanishing loyalty and commitment.

Thus emotions play a vital role in our life. These emotions need to be well known and managed by reason.

In the present study Work Life Balance (WLB) measurement scale is used for data collection

Emotional Intelligence

The concept of emotional intelligence was introduced by Peter Salovey and John Mayer and later popularized by Dan Goleman. And while Goleman originally suggested emotional intelligence was a more powerful influence on success in life than more traditional views on intelligence, his work and the work of others used the term in a variety of different ways than originally proposed, and claims by some were not backed by scientific evidence. One who is emotionally intelligent possesses self-control of emotions such as anger, impulsiveness, and anxiety. Empathy, the ability to understand what others feel, is also a component, as are an awareness of one's own emotions, sensitivity, persistence even in the face of frustrations, and the ability to motivate oneself (Mayer & Salovey, 1997). Emotional intelligence helps improve individual and organizational performance. It plays a significant role in the kind of work an employee produces, and the relationship a person enjoys within the organization and outside. This paper is an attempt to review the various researches in the field of Work Life balance and how Emotional Intelligence plays a significant role in balancing work and family related outcomes

In the present study Emotional Intelligence Scale is used for data collection.

MEASURING INSTRUMENTS

Personal Data Schedule

The Personal data schedule of the present study included gender, working at, marital status, working location, and domicile, number of children and educational qualification of the participants. The information is collected in order to examine differences in Emotional Intelligence and Work Life Balance among teaching professionals with respect to demographic variables.

Emotional Intelligence Scale

The Emotional intelligence scale was developed by Singh, A. K and Narain, S. The scale consists of 31 items with 2-point rating scale and it measures level of emotional intelligence. It measures certain dimensions such as understanding emotions, understanding motivation, empathy and handling relations (Singh & Narain, 2008).

The test-retest reliability was calculated by administrating the test on the same sample (N=100) with a gap of fortnight. It was found to be 0.86 alpha co-efficiency which was significant 0.1 level. The concurrent validity was found to be 0.86 which was significant at 0.1 levels. Thus Emotional Intelligence scale has good reliability and validity (Singh & Narain, 2018). There are 27 positively scored statements and 4 negatively scored statements.

Work life Balance

Work Life Balance Scale was developed by V.M.Rincy and N.Panchanathan in 2010. The scale consisting of 42 items with four factor instrument is developed for measuring the WLB of employees working in the service sector. The data needed for the development of the scale was collected from 375 employees working in the various categories of service sector. Kaiser-Meyer Olkin test and Bartlett's test were conducted to check the sampling adequacy and sphericity of the data and the dimensions (factors) were resolved through factor analysis. The WLB measurement scale was found to be having high reliability and validity with dependable Cronbach alpha values. Seven point scale was used for rating the Work Life Balance instrument rating from 1= Never, 4= sometimes, 7= always. Among 42 items 28 items are negatively persuaded and 24 items are positively persuaded.

The reliability of the instrument was estimated using Cronbach alpha coefficient (Cronbach, 1951). Scoring was done on a seven point scale 1 = never, 4 = some times, 7 = always coefficient (Cronbach, 1951). Scoring was done on a seven point scale 1 = never, 4 = some times, 7 = always).

The content validity ratio of each item (statement) in the scale was calculated following Lawsche (1975) and was found to be more than 0.55. Further, in order to increase the validity and reliability of the instrument as well as to ensure its appropriateness, the statements were subjected to two phases of pilot tests conducted

with 20 people each composed of human resources professionals, academic experts and the progressive employees of service sector industry.

Procedure for data collection

Data collection in research involves the process of gathering and measuring information on variables of interest, in an established systematic fashion that enable one to answer stated research questions, test hypothesis, and evaluate outcome. The present study aim to explore the relationship between Emotional Intelligence and Work Life Balance among Teaching Professionals. In the present study the data was acquired from various educational institutions in Kerala.

Online data collection mode was used in research. After getting initial consent from the head of the institution the Google form will be passed on to teachers who are selected through simple random sampling procedures. The online Google form will be structured as, the first part contain the personal data schedule, the second part contain the Emotional Intelligence questionnaire, and third part contain Work Life Balance Scale.

After the completion of test administration, the participants were thanked for the participation and cooperation. After collecting the necessary data, the data was scored using the manual and analyzed using SPSS and the results were discussed.

STATISTICAL TECHNIQUES

Pearson's Correlation Coefficient

Pearson's correlation coefficient is a form of statistical analysis which measures the statistical relationship between two variables. Using the Pearson product moment correlation, the researcher can find out the association between two continuous variables. The major advantages of the Pearson product moment correlation is that it not only gives idea about the magnitude of association between two variables, it also gives information about the direction of the relationship. Correlation can either be positive or negative. Positive correlation indicates that both the variables are associated in a positive direction that is when one increases the other also increases. Negative correlation indicates that when one increases the other decreases. Pearson's r is a measure of the linear connection between two interval or ratio variables. The r value should be between -1 and 1. The interpretation of r is as follows;

Pearson product moment correlation was used and according to Cohen (1988), Pearson correlation values of $r = 0.80 - 1.00$ considered very strong, $r = 0.60 - 0.79$ are considered strong, $r = 0.40 - 0.59$ are considered moderate and $r = 0.20 - 0.39$ are considered weak, $r = 0 - 0.19$ are considered very weak.

In the present study, the Pearson product moment correlation was used to find the relationship between the variables of Emotional Intelligence and Work Life Balance among Teaching Professionals.

Independent sample t-Test

t-test helps the researcher to compare mean of two groups. t-tests can be divided into two: independent and paired t- test. The independent samples t-test is used when two separate sets of independent and identically distributed samples are obtained, one from each of the two populations being compared (Kaplan & Saccuzzo, 2009). As per the socio-demographic data, the present study involves independent groups. An independent sample t-test is used to compare the variable scores based on of socio-demographic variables such as marital status, gender, type of institution, number of children, educational qualification, working location, and domicile and of the participants. In this study, it is used to find out the difference between the male and female teaching professionals, the difference between the Government and Private teaching professionals, difference between the single and married teaching professionals, difference between graduate, post graduate and above post graduate of the teaching professionals , difference between working location as rural, urban and semi urban of the teaching professionals and difference between domicile as rural, urban and semi-urban.

One way ANOVA

ANOVA is essentially a procedure for testing the difference among different groups of data for homogeneity. "The essence of ANOVA is that the total amount of variation in a set of data is broken down into two types, that amount which can be attributed to chance and that amount which can be attributed to specified causes." There may be variation between samples and also within sample items. ANOVA consists in splitting the variance for analytical purposes. Hence, it is a method of analysing the variance to which a response is subject into its various components corresponding to various sources of variation.

CHAPTER 4

RESULT AND DISCUSSION

Result of correlation

Result of t test

Result of ANOVA

**Restatement and tenability of
hypothesis**

The aim of the study was to find out the relationship between Emotional intelligence and work life balance among teaching professionals. Thus the study attempts to find out the relationship between sub-variables of emotional intelligence and work life balance among teaching professionals.

The study also attempts to find out the difference between variables of emotional intelligence and work life balance among teaching professionals based on marital status, gender, type of institution, number of children, educational qualification work location, and domicile. This chapter deals with the process of result obtained and its interpretation and discussion. The collected data were analysed and then written in the form of result and discussion.

This chapter consist of three sections, section one deals with the analysis of relationship among the study variables of emotional intelligence and work life balance among teaching professionals.

For this analysis Pearson correlation test was used. Pearson correlation test help to find out the relationship between two variables and how strongly the variables are correlated. The second section deals with the difference in emotional intelligence and work life balance based on marital status, gender, type of institution, number of children, educational qualification, working location and domicile. For this analysis independent sample t test and one way analysis of variance (ANOVA) were used. Independent sample t test helps in find out significant difference between the mean performances of two groups. One way ANOVA is used to determine the difference between more than two unrelated groups. The third section deals with testing the hypothesis.

Section 1

Inter-correlation between the variables of emotional intelligence and work life balance among teaching professionals: Result and discussion of Pearson product moment correlation.

To find the relationship between the sub-variables emotional intelligence and work life balance among teaching professionals: Pearson product moment correlation was used and according to Cohen (1988), Pearson correlation values of $r = 0.80 - 1.00$ considered very strong, $r = 0.60 - 0.79$ are considered strong, $r = 0.40 - 0.59$ are considered moderate and $r = 0.20 - 0.39$ are considered weak, $r = 0 - 0.19$ are considered very weak.

The inter-correlation coefficients obtained for all the study variables such as Emotional Intelligence (a) understanding emotions, (b) understanding motivation, (c) empathy, (d) Handling relations and variables of Work life balance (a) intrusion of personal life into work, (b), intrusion of work into personal life, (c), personal life enhancement by work, (d), work enhancement by personal life were presented in table 4.1

The inter-correlation between the sub variables of Emotional intelligence and work life balance among teaching professionals are analysed and the results are presented in the table 4.1

Table 4.1

Inter Correlation between the sub variables of emotional intelligence and work life balance among teaching professionals

Variables	UE	UM	E	HR	TOTAL	IPLW	IWPL	WEPL	PLEW
UE	1								
UM	.288**	1							
E	.271**	.471**	1						
HR	.261**	.427**	.494**	1					
Total	.513**	.780**	.820**	.760**	1				
IPLW	.207**	.326**	.313**	.189**	.361**	1			
IWPL	.156**	.271**	.367**	.154**	.340**	.698**	1		
WEPL	.010	.227**	.269**	.135	.247**	.106	.300**	1	
PLEW	.070	.295**	.272**	.147*	.290**	.189**	.263**	.744	1
								**	

** Significant at the 0.01 level (2-tailed). * Significant at the 0.05 level (2-tailed).

UE = Understanding emotions; UM = Understanding motivation; E = Empathy; HR = Handling relation.

IPLW = Intrusion of personal life into work; IWPL = intrusion of work into personal life; PLEW = personal life enhancement by work; WEPL = work enhancement by personal life.

Emotional intelligence has four subscales namely (a) understanding emotions, (b) understanding motivation, (c) empathy, (d) handling relations. Understanding emotions means an individual's capacity to identify emotions in one's and other's physical states, feelings and thoughts. This is to learn how to accept the other without judgement. Understanding motivation means that a high achievement drive together with the tendency to be optimistic and take initiative. Empathy is the ability to identify oneself mentally with others and to understand a person or thing accurately and read how other people feel, understand their perspectives, and develop others. Handling relation is to be able to manage and handle relations with others in a better way.

Table 4.1 shows that there is a positive correlation between Emotional Intelligence and work Life Balance among teaching professionals. This indicates that, those with high emotional Intelligence will have better work life balance. Hence the hypothesis1 stating that "there will be significant relationship between Emotional intelligence and Work life balance among teaching professionals" is accepted.

Sadaf Naz (2021) conducted a study on emotional intelligence and work life balance of working women teachers in public sector universities. The study indicate that the higher the emotional intelligence, the higher the work life balance among respondent. The fast changing world scenario work life balance has become a challenging phenomenon for women. Due to the cultural taboos, women performing house hold work poses a challenging situation for the working women. Hence, the issues of work life balance. The findings of the study reveals a weak correlation exists between emotional intelligence and stability of work life.

This is in agreement with the results of the present study that when emotional intelligence increases, work life balance also increases reducing the chances of stress, personal and professional issues.

Another study by Iqbal, M. and Akhtar, S.N. (2016) examined the Relationship between Emotional Intelligence and Performance of Secondary School teachers. The major aim of the study was to find out the relationship between emotional intelligence and Performance of Secondary School level. The result of the study shows that there is statistically significant relationship existed between emotional intelligence and performance of secondary school teachers. It was found that emotional intelligence of teaches was having strong relationship with the performance. It means that increase in the level of emotional intelligence enhances the performance of secondary school teachers.

Emotional intelligence and its sub variables and intrusion of personal life into work

Understanding emotion is the sub variable of emotional intelligence. Understanding emotions means an individual's capacity to identify emotions in one's and other's physical states, feelings and thoughts. This is to learn how to accept the other without judgement. From the table 4.1 there is a positive correlation coefficient of understanding emotions and Intrusion of personal life into work is .207 level which is a significant at 0.01 level of significance. The correlation coefficient between understanding emotions and intrusion of personal life into work, there is a weak level of correlation. So we can say that when understanding emotion increases the intrusion of personal life into work also increases. It implies that understanding emotion may tend to have an intrusion of personal life into work in teaching professionals.

Understanding motivation is the sub variable of emotional intelligence. Understanding motivation means that a high achievement drive together with the tendency to be optimistic and take initiative. Intrusion of personal life into work is the sub variable of work life balance. Table 4.1 shows that there is a positive relationship between understanding emotions and intrusion of personal life into work. The inter correlation coefficient between understanding motivation and intrusion of personal life into work is .313 which is the significant at 0.01 level significance. It has a Weak level of significance. When understanding motivation increases the intrusion of personal life into work also increases in a weak level. It suggest that understanding motivation increases it affects dealing with complex personal issues in work and thus work performance decreases.

Empathy is the sub variable of emotional intelligence. Empathy is the ability to understand how others are feeling. But it is not a mere understanding of others. It involves the responses of the person. Empathy is the ability to identify oneself mentally with others and to understand a person or thing accurately and read how other people feel. Intrusion of personal life into work is the sub variable of work life balance. From the table 4.1 there is a positive relationship between empathy and intrusion of personal life into work. The inter correlation coefficient between empathy and intrusion of personal life into work is .313 which is significant at 0.01 level of significance. So according to correlation coefficient there is a weak level of significance. When empathy increases intrusion of personal life into work also increases at weak level. It shows that personal problem can adversely affect job performance if ignored or improperly handled. When teaching professionals improperly manage his or her personal issues at home, it can affect the professional expectations and productivity.

Handling relations is the sub variable of emotional intelligence. It is to be able to manage and handle relations with others in a better ways. Intrusion of personal life into work is the sub variable of work life balance. Table 4.1 shows a positive correlation between handling relations and intrusion of personal life into work is .189 which is the significant at 0.01 level of significance. So according to correlation coefficient there is a very weak level of significance. When handling relations increases intrusion of personal life into work also increases at very weak level. It implies that when teaching professionals who are able to manage and handle relations with others have an increases of bringing personal problems into work. So it can affect the efficiency of work, and can experience stress in work place.

Hence, hypothesis 2 stating that there will be a significant relationship between sub variables of work life balance (a) intrusion of personal life into work, (b), intrusion of work into personal life, (c), personal life enhancement by work, (d), work enhancement by personal life and the sub variable of emotional intelligence such as understanding emotions among teaching professionals is accepted.

Emotional intelligence and its components and intrusion of work into personal life

From the table 4.1 there is a positive correlation coefficient of understanding emotions and Intrusion of work into personal life is .156 which is a significant at 0.01 level of significance. The correlation coefficient between understanding emotions and

intrusion of work into personal life, there is a very weak level of correlation. So we can say that when understanding emotion increases the intrusion of work into personal life also increases in a weak level. It implies that work place issues can affect the personal life among teaching professionals. Understanding motivation is the sub variable of emotional intelligence.

According to the result table 4.1 shows that there is a positive relationship between understanding motivation and intrusion of work into personal life. The inter correlation coefficient between understanding motivation and intrusion of personal life into work is .271 which is the significant at 0.01 level significance. There is a Weaklevel of significance. When understanding motivation increases the intrusion of work into personal life also increases. It suggest that teaching professionals who are able to take initiative suffer managing work and personal life separately in a weak level.

From the table 4.1 there is a positive relationship between empathy and intrusion of work into personal life. The inter correlation coefficient between empathy and intrusion of work into personal life is .367 which is significant at 0.01 level of significance. So according to correlation coefficient there is a weak level of significance. When empathy increases intrusion of work into personal life also increases at weaklevel.

Table 4.1 indicates a positive correlation between handling relations and intrusion of work into personal life is .154 which is the significant at 0.01 level of significance. So according to correlation coefficient there is a moderate level of significance. When handling relations increases intrusion of work into personal life also increases at moderate level. It implies that when teaching professionals manage and handle relations with others will not be able to handle their work and personal life effectively.so quality of performance can affect moderately in the organisation.

Hence, hypothesis 3 stating that there will be a significant relationship between sub variables of work life balance (a) intrusion of personal life into work, (b), intrusion of work into personal life, (c), personal life enhancement by work, (d), work enhancement by personal life and understanding motivation among teaching professionals is accepted

Emotional intelligence and its sub variables and work enhancement by personal life

Table 4.1 indicates that there is no correlation between understanding emotions and work enhancement by personal life. The correlation coefficient between understanding emotions and work enhancement by personal life is .010 which is not significant. So we can say that there is no significant correlation between understanding emotions and work enhancement by personal life. It implies that understanding emotion has no role in work enhancement by personal life. Hence hypotheses 4.a stating that there is a significant relationship between understanding emotions and work enhancement by personal life is rejected.

Table 4.1 shows that there is a positive relationship between understanding motivation and Work enhancement by personal life. The inter correlation coefficient between understanding motivation and work into personal life is .227 which is the significant at 0.01 level significance. There is a weak level of significance. When understanding motivation increases the work enhancement by personal life also increases. It suggest that effective working relationships can make lives easier and happier.

A study by Gallup has found that people who have god workplace relationships are more likely to be engaged at work. Good work relationships are also connected to increased profit and improved productivity. Hence, the hypothesis 4.b stating that there is a significant relationship between understanding motivation and work enhancement by personal life is accepted.

Table 4.1 shows that there is a positive relationship between empathy and work enhancement by personal life. The inter correlation coefficient between empathy and work enhancement by personal life is 269 which is significant at 0.01 level of significance. So according to correlation coefficient there is a very strong level of significance. One of the very valuable skills in work place is empathy which help the person to better relate with co-workers and understand their problems. It suggest that teaching professionals who have high level of empathy may have high level of work enhancement by personal life. Hence, the hypothesis 4.c stating that there is a significant relationship between empathy and work enhancement by personal life is accepted.

Table 4.1 shows that there is no correlation between handling emotions and work enhancement by personal life. The inter correlation coefficient between handling relations and work enhancement by personal life is .135 which is not significant. So there is no significant correlation between handling relations and work enhancement by personal life. It implies that handling relations has no role in work enhancement by personal life. Hence, the hypothesis 4.d stating that there is a significant relationship between handling relations and work enhancement by personal life is rejected.

Emotional intelligence and its sub variables and personal life enhancement by work.

From the table 4.1 there is no correlation between understanding emotions and personal life enhancement by work. The correlation coefficient between understanding emotions and personal life enhancement by work is .070 which is no significant. So we can say that there is no significant correlation between understanding emotions and personal life enhancement by work. It implies that understanding emotion has no role in personal life enhancement by work. Hence, hypotheses 5.a stating that there is a significant relationship between personal enhancements by work and understanding emotions among teaching professionals is rejected.

Work enhancement by personal life is the sub variable of work life balance. Table 4.1 shows that there is a positive relationship between understanding motivation and personal life enhancement by work. The inter correlation coefficient between understanding motivation and personal life enhancement by work is .295 which is the significant at 0.01 level significance. It has weak level of significance. Motivation gives an energy for sense of commitment in work and personal life. It impact the productivity and job satisfaction. It implies that there is a weak level of significance between understanding motivation and work enhancement by personal life. Hence, hypotheses 5.b stating that there is a significant relationship between personal enhancement by work and understanding motivation among teaching professionals is accepted.

Empathy is the sub variable of emotional intelligence. Empathy is important because it let us understand and respond appropriately to how others feel and experience an event. Personal life enhancement by work is the sub variable of work life balance. From the table 4.1 there is a positive relationship between empathy and

personal life enhancement by work. The inter correlation coefficient between empathy and work enhancement by personal life is .272 which is significant at 0.01 level of significance. So according to correlation coefficient there is a weak level of significance between empathy and personal life enhancement by work. Hence, hypotheses 5.c stating that there is a significant relationship between personal enhancement by work and empathy among teaching professionals is accepted.

Handling relations is the sub variable of emotional intelligence. It is to be able to manage and handle relations with others in a better way. Personal life enhancement by work is the sub variable of work life balance. Table 4.1 shows a positive correlation between handling relations and personal life enhancement by work is .147 which is significant at 0.05 level of significance. So according to correlation coefficient there is a moderate level of significance. It implies that teachers may manage and handle relations with others in a better way when personal life enhancement by work increases moderately. Hence, hypotheses 5.d stating that there is a significant relationship between personal enhancements by work and handling relation among teaching professionals is accepted.

Summary

The Pearson product moment correlation was computed for teaching professionals. The result among teaching professionals showed an inter-correlation between sub variables of emotional intelligence and work life balance and its sub variables. In that 4 sub variables of emotional intelligence namely understanding emotions, understanding motivation, empathy, and handling relations have a positive relationship with 4 sub variables of work life balance such as intrusion of personal life into work, intrusion of work into personal life, work enhancement by personal life and personal life enhancement by work. There is no significant relationship between emotional intelligence sub scale of understanding emotions and 2 sub scale of work life balance such as work enhancement by personal life, personal life enhancement by work and emotional intelligence sub scale of handling relations with the subscale of work life balance such as work enhancement by personal life.

Section 2

Emotional intelligence and work life balance among teaching professionals categorized on the basis of demographic variables: Result and discussion of independent sample t test and one way ANOVA.

The difference in Emotional intelligence and work life balance among teaching professionals based on socio demographic variables such as marital status, gender, educational qualification, work type, working location, domicile , children are explored in this session. The independent sample t –test was used to find out the difference of study variables existing among the gender, marital status, working type and children. The Analysis of Variance was used to find out the difference of study variables educational qualification, working location and domicile among teaching professionals.

Marital status wise difference among teaching professionals: Result and discussion of independent sample t test.

For the present study, samples were classified on the basis of marital status so as to study the difference in sub variables of emotional intelligence and work life balance among teaching professionals. The result of independent sample t test among teaching professionals on study variables are presented on table 4.21 and 4.2.2

Table 4.2.1

Comparison based on marital status on emotional intelligence of teaching professionals

Sl. no	variables	Single		Married		T value
		Mean	SD	Mean	SD	
1	UE	3.53	.647	3.46	.679	.573
2	UM	5.24	1.149	5.54	1.291	-1.316
3	EMPATHY	7.89	1.556	8.30	1.356	-1.621
4	HR	7.79	1.018	7.73	1.158	.299
5	TOTAL	24.45	2.984	25.02	1.158	-.958

The t value obtained by teaching professionals for the sub variables of emotional intelligence such as understanding emotion, understanding motivation, empathy and handling relations are .573, -1.316, -1.621 and .299 respectively. It

indicates that there is no significant differences between single and married teaching professionals.

The t value obtained by understanding emotion is .573 and the mean value and standard deviation for single marital status is 3.53 and .647 respectively. The mean value and standard deviation for married teaching professionals is 3.46 and .679. This indicates that there is no significant difference in teaching professionals who are single and married. Hence the hypothesis 6.1 stating that there will be a significant differences in understandings emotions among teaching professionals based on marital status is rejected.

The t value obtained by understanding motivation is -1.316 which is not statistically significant. The mean value and standard deviation for single teaching professionals is 5.24 and 1.149 respectively. The mean value and standard deviation for married teaching professionals is 5.54 and 1.291. This indicates that there is no significant difference between teaching professionals who are single and married. Hence hypothesis 6.2 stating that there will be a significant differences in understandings motivations among teaching professions based on marital status is rejected.

The t value obtained by empathy is -1.621 which is not statistically significant. The mean value and standard deviation for single teaching professionals is 7.89 and 1.018 respectively. The mean value and standard deviation for married teaching professionals is , 8.30 and 1.356. This indicates that there is no significant difference between teaching professionals who are single and married. Hence hypothesis 6.3 stating that there will be a significant differences in empathy among teaching professionals based on marital status is rejected.

The t value obtained by handling relations is .299 which is not statistically significant. The mean value and standard deviation for single teaching professionals is 7.79 and 1.556 respectively. The mean value and standard deviation for married teaching professionals is, 7.73 and 1.158. This indicates that there is no significant difference between teaching professionals who are single and married. Hence hypothesis 6.4 stating that there will be a significant differences in handling relations among teaching professions based on marital status is rejected.

This result indicate that the teaching professionals who are single and married cannot be differentiated in sub variables of understanding emotions, understanding motivation, empathy and handling relations. It implies that the marital status may not be influencing among teaching professionals.

“Emotional intelligence of high school teachers in relation to their gender and marital status” (2017) was a study made to find out the significant difference exists between married and unmarried teachers in their emotional intelligence and its dimensions. The study conducted among high school teachers, who are working in Tirunelveli district. The result reveals that there is significant difference between married and unmarried teachers in their emotional intelligence and its dimensions. The married high school teachers are better than the unmarried high school teachers in their emotional intelligence and its dimensions. This may be due to the fact that the married high school teachers are more mature than their counterparts in dealing with family members. After the marriage they become dependent on the new relations and therefore have the knowledge of having a good rapport with others. Therefore they are better in their emotional intelligence and its dimensions. This study also made to find out the significant difference between male and female high school teachers. The result reveals that more than three-fourths of the high school teachers have a moderate level of emotional intelligence and its dimensions. There is no significant difference between male and female teachers in the dimensions of awareness of self and others, intrapersonal management, interpersonal management and emotional intelligence, but there is significant difference found in the dimension of professional orientation. The male teachers are better than the female teachers in their professional orientation. This may be due to the reason that male teachers are more exposed and have more will power to tackle the issues that come on the way of their profession.

Table 4.2.2*Comparison based on marital status on work life balance of teaching professionals*

Sl. no	variables	Single		Married		T value
		Mean	SD	Mean	SD	
1	IPLW	52.76	14.639	57.46	10.267	-2.322
2	IWPL	93.08	28.233	102.19	19.071	-2.397
3	WEPL	33.05	12.094	38.01	9.396	-2.760
4	PLEW	36.55	10.929	39.63	9.877	-1.693

Work life balance has sub variables such as intrusion of personal life into work, intrusion of work into personal life, personal life enhancement by work and work enhancement by personal life.

As per the result of independent t test the t value obtained by intrusion of personal life into work is -2.322 which is significant at 0.05 level. The mean value and standard deviation obtained by single teaching professionals is 52.76 and 14.639 respectively. The mean value and standard deviation obtained by married teaching professionals is 57.46 and 10.267 respectively. This indicates that there is a significant difference between teaching professionals who are single and married. Hence the hypothesis 6.5 stating that there will be a significant difference in intrusion of personal life into work among teaching professionals based on marital status is accepted.

As per the result of independent t test the t value obtained by intrusion of work into personal life, is -2.397 which is significant at 0.01 level. The mean value and standard deviation obtained by single teaching professionals is 93.08 and 28.233 respectively. The mean value and standard deviation obtained by married teaching professionals is 102.19 and 19.071 respectively. This indicates that there is a significant difference between teaching professionals who are single and married. Hence the

hypothesis 6.6 stating that there will be a significant difference in intrusion of work into personal life among teaching professionals based on marital status is accepted.

As per the result of independent t test the t value obtained by personal life enhancement by work, is -2.760 which is not significant. The mean value and standard deviation obtained by single teaching professionals is 33.05 and 12.094 respectively. The mean value and standard deviation obtained by married teaching professionals is 38.01 and 9.396 respectively. This indicates that there is no significant difference between teaching professionals who are single and married. Hence the hypothesis 6.7 stating that there will be a significant difference personal life enhancement by work among teaching professionals based on marital status is rejected.

As per the result of independent t test the t value obtained by work enhancement by personal life is -1.693 which is not significant. The mean value and standard deviation obtained by single teaching professionals is 36.55 and 10.929 respectively. The mean value and standard deviation obtained by married teaching professionals is 39.63 and 9.877 respectively. This indicates that there is no significant difference between teaching professionals who are single and married. Hence the hypothesis 6.8 stating that there will be a significant difference in work enhancement by personal life among teaching professionals based on marital status is rejected.

Comparison based on gender

Gender refers to the characteristics of male and female that are socially constructed. This includes norms, behaviours and roles associated with being a male or female. The result of independent t test is presented in the table 4.3.1 and 4.3.2

Table 4.3.1*Comparison based on gender on emotional intelligence of the teaching professionals*

Sl.No	variables	Male		Female		T value
		Mean	SD	Mean	SD	
1	UE	3.70	.470	3.44	.687	1.620
2	UM	5.45	1.146	5.48	1.284	-1.111
3	EMPATHY	7.95	1.356	8.26	1.407	-9.25
4	HR	8.00	.795	7.71	1.160	1.084
5	TOTAL	25.10	2.594	24.89	3.419	.261

The t value obtained by performing for teaching professionals for the sub variables of emotional intelligence such as understanding emotion, understanding motivation, empathy and handling relations are 1.620, -1.111, -9.25 and 1.084 respectively. It indicate that statically no mean difference between males and females of teaching professionals. The total t value for emotional intelligence on teaching professionals based on gender is significant at 0.05 level.

The t value obtained by understanding emotion is 1.620 and the mean value and standard deviation for male is 3.70 and .470 respectively. The mean value and standard deviation for female professionals is 3.44 and .687. This indicates that there is no significant difference between teaching professionals who are male and female. Hence the hypothesis 7.1 stating that there will be a significant differences in understandings emotions among teaching professionals based on gender is rejected.

The t value obtained by understanding motivation is -1.111 and the mean value and standard deviation for male is 5.45 and 1.146 respectively. The mean value and standard deviation for female professionals is 5.48 and 1.284. This indicates that there is no significant difference between teaching professionals who are male and female. Hence the hypothesis 7.2 stating that there will be a significant differences in understandings motivation among teaching professionals based on gender is rejected.

The t value obtained by empathy is -9.25 and the mean value and standard deviation for male is 7.95 and 1.356 respectively. The mean value and standard deviation for female professionals is 8.26 and 1.407. This indicates that there is no significant difference between teaching professionals who are male and female. Hence the hypothesis 7.3 stating that there will be a significant differences in empathy among teaching professionals based on gender is rejected.

The t value obtained by handling relations is 1.084 and the mean value and standard deviation for male is 8.00 and .795 respectively. The mean value and standard deviation for female professionals is 7.71 and 1.160. This indicates that there is no significant difference between teaching professionals who are male and female. Hence the hypothesis 7.4 stating that there will be a significant differences in empathy among teaching professionals based on gender is rejected.

This indicates that male and female do not have any difference in sub variables of emotional intelligence such as understanding emotions, understanding motivation, empathy and handling relations. It implies that emotional intelligence may not have any influence on teaching professionals based on gender. They may not get equal chance in every aspects. Considering the total value, there is a significant differences in male and female teaching professionals.

Another study was conducted by G.Narayanamoorthi J.E.Merlinsasikala (2021) on “Emotional Intelligence among High School Teachers in Dindigul District”. Study was done on 300 teachers selected from high schools in Dindigul District. The overall finding of this study was when compared with male and female teachers are lack in only one specific Emotional Intelligence area that is they are always think about their home problems in their work place.

Table 4.3.2*Comparison based on gender on work life balance of the teaching professionals*

Sl.No	variables	Male		Female		T value
		Mean	SD	Mean	SD	
1	IPLW	53.40	9.098	56.92	11.526	-1.318
2	IWPL	96.55	18.981	100.89	21.588	-863
3	WEPL	33.15	10.017	37.50	10.065	-1.834
4	PLEW	34.25	10.166	39.58	10.012	-2.254

t value obtained by performing for teaching professionals for the sub variables of work life balance such as intrusion of personal life into work, intrusion of work into personal life, work enhancement by personal life and personal life enhancement by work are -1.318, -863, -1.834 and -2.254 respectively. It indicate that statically no mean difference between males and females of teaching professionals

The t value obtained by intrusion of personal life into work is -1.318 and the mean value and standard deviation for male is 53.40 and 9.098 respectively. The mean value and standard deviation for female professionals is 56.92 and 11.526. This indicates that there is no significant difference between teaching professionals who are male and female. . Hence the hypothesis 7.5 stating that there will be a significant differences in intrusion of personal life into work among teaching professionals based on gender is rejected.

The t value obtained by intrusion of work into personal life is -863 and the mean value and standard deviation for male is 96.55 and 18.981 respectively. The mean value and standard deviation for female professionals is 100.89 and 21.588. This indicates that there is no significant difference between teaching professionals who are male and female. Hence the hypothesis 7.6 stating that there will be a significant differences in intrusion of work into personal life among teaching professionals based on gender is rejected.

The t value obtained by work enhanced by personal life is -1.834 and the mean value and standard deviation for male is 33.15 and 10.017 respectively. The mean value and standard deviation for female professionals is 37.50 and 10.065. This indicates that there is no significant difference between teaching professionals who are male and female. Hence the hypothesis 7.7 stating that there will be a significant differences in work enhanced by personal life among teaching professionals based on gender is rejected.

The t value obtained by personal life enhancement by work is -2.254 and the mean value and standard deviation for male is 34.25 and 10.166 respectively. The mean value and standard deviation for female professionals is 39.58 and 10.012. This indicates that there is a significant difference between teaching professionals who are male and female in 0.05 level significant. Hence the hypothesis 7.8 stating that there will be a significant differences in personal life enhancement by work among teaching professionals based on gender is accepted.

Comparison based on type of institution

Type of institution refers to the type management in the work set up. There are two categories in the present study which are Government and Private institution. The result of independent t test presents the table 4.4.1 and 4.4.2

Table 4.4.1

Comparison based on type of institution on emotional intelligence of the teaching professionals

Sl.No	variables	government		Private		T value
		Mean	SD	Mean	SD	
1	UE	3.46	.741	3.47	.659	-.124
2	UM	5.11	1.430	5.56	1.222	-1.891
3	EMPATHY	8.29	1.226	8.21	1.439	.282
4	HR	7.71	.987	7.75	1.162	-.148
5	TOTAL	24.57	3.156	24.99	3.384	-.669

The t value obtained by teaching professionals for the sub variables of emotional intelligence such as understanding emotion, understanding motivation, empathy and handling relations are -.124, -1.891, 2.82 and -.148, respectively. It indicate that statically no mean difference between teaching professionals who are working at government and private institutions.

The t value obtained by understanding emotion is -.124 and the mean value and standard deviation for government institution is 3.46 and .741 respectively. The mean value and standard deviation for private institution professionals is 3.47 and .659. This indicates that there is no significant difference between teaching professionals who are working in government and private institutions Hence the hypothesis 8.1 stating there will be a significant difference between Government and private teaching professionals in understanding emotions is rejected.

The t value obtained by understanding motivation is -1.891 and the mean value and standard deviation for government institution is 5.11 and 1.430 respectively. The mean value and standard deviation for private institution professionals is 5.56 and 1.222. This indicates that there is no significant difference between teaching professionals who are working in government and private institutions. Hence the hypothesis 8.2 stating there will be a significant difference between Government and private teaching professionals in understanding motivation is rejected.

The t value obtained by empathy is 2.82 and the mean value and standard deviation for government institution is 8.29 and 1.226 respectively. The mean value and standard deviation for private institution professionals is 8.21 and 1.439. This indicates that there is no significant difference between teaching professionals who are working in government and private institutions. Hence the hypothesis 8.3 stating there will be a significant difference between Government and private teaching professionals in empathy is rejected.

The t value obtained by handling relation is -.148 and the mean value and standard deviation for government institution is 7.71 and .987 respectively. The mean value and standard deviation for private institution professionals is 7.75 and 1.162. This indicates that there is no significant difference between teaching professionals who are working in government and private institutions. Hence the hypothesis 8.4 stating there

will be a significant difference between Government and private teaching professionals in handling relation is rejected.

This result indicate that the type of institution working at such as government and private do not have any difference in sub variables of understanding emotions, understanding motivation, empathy and handling relations. This implies that the sub variables of emotional intelligence may not have any influence on teaching professionals based on type of institution they work.

Table 4.4.2

Comparison based on type of institution on work life balance of the teaching professionals

Sl.No	variables	government		Private		T value
		Mean	SD	Mean	SD	
1	IPLW	5.03	13.613	57.32	10.691	-2.048
2	IWPL	94.80	24.322	101.66	20.531	-1.736
3	WEPL	36.54	9.693	37.18	10.233	-.335
4	PLEW	37.20	10.849	39.44	9.960	-1.188

The t value obtained by performing for teaching professionals for the sub variables of work life balance such as intrusion of personal life into work, intrusion of work into personal life, work enhanced by personal life and personal life enhanced by work are -2.048, -7.36, -.335 and -1.188 respectively. It indicates that there is no mean difference between teaching professionals based on type of institutions such as government and private.

The t value obtained by intrusion of personal life into work is -2.048 and the mean value and standard deviation for government institution is 5.03 and 13.613 respectively. The mean value and standard deviation for private institution professionals is 57.32 and 10.691. This indicates that there is a significant difference between teaching professionals who are working in government and private institutions

at 0.05 level of significance. Hence the hypothesis 8.5 stating there will be a significant difference between Government and private teaching professionals in intrusion of personal life into work is accepted.

The t value obtained by intrusion of work into personal life is -7.36 and the mean value and standard deviation for government institution is, 94.80 and 24.322 respectively. The mean value and standard deviation for private institution professionals is 101.66 and 20.531. This indicates that there is no significant difference between teaching professionals who are working in government and private institutions. Hence the hypothesis 8.6 stating there will be a significant difference between Government and private teaching professionals in intrusion of work into personal life is rejected.

The t value obtained by work enhanced by personal life is -.335 and the mean value and standard deviation for government institution is 36.54 and 9.693 respectively. The mean value and standard deviation for private institution professionals is 37.18 and 10.233. This indicates that there is no significant difference between teaching professionals who are working in government and private institutions. Hence the hypothesis 8.7 stating there will be a significant difference between Government and private teaching professionals in work enhanced by personal life is rejected.

The t value obtained by personal life enhancement by work is -1.188 and the mean value and standard deviation for government institution is 37.20 and 10.849 respectively. The mean value and standard deviation for private institution professionals is 39.44 and 9.960. This indicates that there is no significant difference between teaching professionals who are working in government and private institutions. Hence the hypothesis 8.8 stating there will be a significant difference between Government and private teaching professionals in personal life enhancement by work is rejected.

Comparison based on number of children on emotional intelligence and work life balance among teaching professionals is shown in table 4.5.1 and 4.5.2

Table 4.5.1

Comparison based on number of children on emotional intelligence of the teaching professionals

Sl.No	variables	Yes		No		T value
		Mean	SD	Mean	SD	
1	UE	3.49	.686	3.42	.633	.693
2	UM	5.54	1.278	5.30	1.234	1.194
3	EMPATHY	8.36	1.324	7.85	1.549	2.302
4	HR	7.76	1.114	7.70	1.186	.314
5	TOTAL	25.15	3.344	24.26	3.277	1.661

The t value obtained by teaching professionals for the sub variables of emotional intelligence such as understanding emotion, understanding motivation, empathy and handling relations are .693, 1.194, 2.302 and .314, respectively. The total t value obtained for emotional intelligence is 1.661 which is significant at 0.05 level.

The t value obtained by understanding emotion is .693 and the mean value and standard deviation for those who have children is 3.49 and 1.278 respectively. The mean value and standard deviation for those who have no children is 3.42 and .633. This indicates that there is no significant difference between teaching professionals who are having children and who do not have children. Hence, the hypothesis 9.1 stating that there will be a significant difference in understanding emotion among teaching professionals based on number of children is rejected

The t value obtained by understanding motivation is 1.194 and the mean value and standard deviation for those who have children is 5.54 and 1.278 respectively. The mean value and standard deviation for those who have no children is 5.30 and 1.234. This indicates that there is no significant difference between teaching professionals

who are having children and haven't children Hence, the hypothesis 9.2 stating that here will be a significant difference in understanding motivation among teaching professionals based on number of children is rejected

The t value obtained by empathy is 2.302 and the mean value and standard deviation for those who have children is 8.36 and 1.324 respectively. The mean value and standard deviation for those who have no children among teaching professionals is 7.85 and 1.549. This indicates that there is a significant difference between teaching professionals who have number of children at 0.05 level of significance. Hence, the hypothesis 9.3 stating that here will be a significant difference in empathy among teaching professionals based on number of children is accepted.

The t value obtained by handling relations is .314 and the mean value and standard deviation for government institution is 7.76 and 1.114 respectively. The mean value and standard deviation for having children is 7.70 and 1.186. This indicates that there is no significant difference between teaching professionals who have children and haven't children. Hence, the hypothesis 9.4 stating that here will be a significant difference in handling relation among teaching professionals based on number of children is rejected.

Table 4.5.2

Comparison based on number of children on work life balance of the teaching professionals

Sl.No	variables	Yes		No		T value
		Mean	SD	Mean	SD	
1	IPLW	57.46	10.282	54.08	13.653	1.876
2	IWPL	101.86	19.126	96.58	26.352	1.548
3	WEPL	37.84	9.238	34.92	12.081	1.806
4	PLEW	39.60	9.714	37.51	11.154	1.289

The t value obtained by intrusion of personal life into work is 1.876 and the mean value and standard deviation for those who have is 57.46 and 10.282 respectively. The mean value and standard deviation for those who have no children is 54.08 and 13.653. This indicates that there is no significant difference between teaching professionals who are having children and who haven't children. Hence, the hypothesis 9.5 stating that there will be a significant difference in intrusion of personal life into work among teaching professionals based on number of children is rejected.

The t value obtained by intrusion of work into personal life is 1.548 and the mean value and standard deviation for those who have children is 101.86 and 19.126 respectively. The mean value and standard deviation for teaching professionals who have no children is 96.58 and 26.352. This indicates that there is no significant difference between teaching professionals who have children and haven't children. Hence, the hypothesis 9.6 stating that there will be a significant difference in intrusion of work into personal life among teaching professionals based on number of children is rejected.

The t value obtained by work enhanced by personal life is 1.806 and the mean value and standard deviation for those who have children is 37.84 and 9.238 respectively. The mean value and standard deviation for teaching professionals those who have no children is 34.92 and 12.081. This indicates that there is no significant difference between teaching professionals who have and haven't children. Hence, the hypothesis 9.7 stating that there will be a significant difference in work enhanced by personal life among teaching professionals based on number of children is rejected.

The t value obtained by personal life enhancement by work is 1.289 and the mean value and standard deviation for those teaching professionals who have children is 39.60 and 9.714 respectively. The mean value and standard deviation for who have no children is 37.51 and 11.154. This indicates that there is no significant difference between teaching professionals who have and haven't children. . Hence, the hypothesis 9.8 stating that there will be a significant difference in personal life enhancement by work among teaching professionals based on number of children is rejected.

Comparison based on educational qualification on emotional intelligence and work life balance among teaching professionals: result and discussion of one way ANOVA.

Education refers to the discipline that is concerned with methods of teaching and learning. Education help to develop critical skills like decision making, mental agility, problem solving and logical thinking. People face problems in their professional as well as personal lives. In such situations, their ability to make rational and informed decisions comes from how educated and self-aware they are.

People with education tend to be happier than those without an education. This is because they have better jobs, earn more money, and live better lives. They also tend to be more active citizens and have a greater sense of purpose. This has a positive impact on one's mental health and wellbeing.

Education qualification is divided into 3 categories in the present study such as under graduate, post graduate, and above post graduate. The teaching professionals who have been working for more than 25 years would have had only under graduation with B.Ed. some might have post-graduation and those who have recently finished studies may have above post-graduation. The differences may be a vital factor in teaching professionals with regard to success. One way ANOVA test is used to find out the difference between the sub variables of emotional intelligence and work life balance based on education qualification of teaching professionals. The result is presented in the table 4.6.1 and 4.6.2

Table 4.6.1

Comparison based on educational qualification on emotional intelligence of the teaching professionals

Sl.no	variable	Sum of square	Mean of square		F ratio	
			Between group	Within group		
1	UE	1.230	88.590	.615	.450	1.367
2	UM	2.927	316.993	1.464	1.609	.910
3	EMPATHY	2.204	388.671	1.102	1.973	.559
4	HR	5.533	248.947	2.767	1.264	2.189
5	TOTAL	37.195	2184.360	18.598	11.088	1.677

The sub scale of emotional intelligence are understanding emotions, understanding motivation, empathy and handling relations. As per the result of ANOVA, the F ratio obtained by the sub variables of emotional intelligence such as understanding emotions, understanding motivation, empathy and handling relations are 1.367, .910, .559 and 2.189 respectively. Significance based on the educational qualification are not valid.

Emotions are complex and important. They signal us to think and respond in a particular way to different situations. The F ratio obtained by understanding emotion is 1.367 which is not significant. This shows that there is no significant differences on emotional intelligence and work life balance among teaching professionals based on educational qualification. Hence, the hypothesis 10.1 stating that there will be a significant differences in understandings emotions among teaching professions based on Educational qualification is rejected.

The F ratio obtained by understanding motivation is .910 which is not significant. This means that there is no significant difference on understanding

motivation among teaching professionals based on educational qualification. So the hypothesis 10.2 stating that there will be a significant differences in understandings motivation among teaching professions based on Educational qualification is rejected.

The F ratio obtained by empathy is .559 which is not significant. This means that there is no significant difference on empathy among teaching professions based on the educational qualifications. Empathy means seeing the feelings of another. Emotional intelligence helps to manage moods in the midst of that recognition. Hence, the hypothesis 10.3 stating that there will be a significant differences in empathy among teaching professions based on Educational qualification is rejected.

The F ratio obtained by handling relation is 2.189 which has no significance for the study. This means that there is no significant difference on handling relations among teaching professionals based on educational qualifications. Handling relations is the management that involves clear communication and effective handling of conflict. Hence, the hypothesis 10.4 stating that there will be a significant differences in handling relation among teaching professions based on Educational qualification is rejected.

Table 4.6.2

Comparison based on educational qualification on work life balance of the teaching professionals

Sl.no	variable	Sum of square	Mean of square		F ratio	
			Between group	Within group		
1	IPLW	525.879	25051.276	262.939	127.164	2.068
2	IWPL	2561.589	88042.091	1280.794	446.914	2.866
3	WEPL	514.412	19865.743	257.206	100.841	2.551
4	PLEW	515.604	19900.991	257.802	101.020	2.552

The sub scale of work life balance are intrusion of personal life into work, intrusion of work into personal life, work enhancement by personal life and personal life enhancement by work. The F ratio obtained are 2.068, 2.866, 2.551 and 2.552. Intrusion of personal life into work is the sub variable of work life balance. It is the personal problem that can adversely affect the job performance if improperly handled. The F ratio obtained is 2.068 which is not significant. It implies that there is no significant differences in intrusion of personal life into work based on educational qualification. Hence, the hypothesis 10.5 stating that there will be a significant differences in Intrusion of personal life into work among teaching professions based on Educational qualification is rejected.

Intrusion of work into personal life is the sub variable of work life balance. It is the personal problem that can adversely affect the job performance if improperly handled. The F ratio obtained is 2.866 which is not significant. It implies that there is no significant differences in intrusion of personal life into work based on educational qualification. Hence, the hypothesis 10.6 stating that there will be a significant differences in Intrusion of work into personal life among teaching professions based on Educational qualification is rejected.

Work enhancement by personal life is the sub variable of work life balance. The F ratio obtained is 2.551 which is not significant. It implies that there is no significant differences in work enhancement by personal life based on educational qualification. Hence, the hypothesis 10.7 stating that there will be a significant differences in Work enhancement by personal life among teaching professions based on Educational qualification is rejected.

Personal life enhancement by work is the sub variable of work life balance. The F ratio obtained is 2.552 which is not significant. It implies that there is no significant differences in personal life enhancement by work based on educational qualification. Hence, the hypothesis 10.8 stating that there will be a significant differences in Personal life enhancement by work among teaching professions based on Educational qualification is rejected.

Comparison based on working location on emotional intelligence and work life balance among teaching professionals.

Location of work refers to the geographic location of the person's work place. The place of work is the geographic zone in which a person exercises his or her professional activity. This geographical zone can specify standard administrative districts or describe territories in terms of urban, rural or semi-urban. Geographic area can be a factor in influencing the work life balance among teaching professionals.

Work locations divided into 3 types in the present study. Urban, rural and semi urban. Urban location is in cities which include improved public transport, a mixture of cultures, job opportunities and easy access to facilities. Those who work in urban areas have higher level of educational opportunity, better health, and greater access to social life. Where as in rural areas, there are fewer people, and their homes are far away from one another. Working conditions in rural areas tend to be difficult because people tend to earn low and combine more than one activity in work. Semi – urban is between the two. One way ANOVA is used to find out the difference between sub variables of emotional intelligence and work life balance based on working location of teaching professional. The result is presented in the table 4.7.1 and 4.7.2

Table 4.7.1

Comparison based on location of institution on emotional intelligence of teaching professionals

Sl.no	Variable	Sum of Squar		Mean of square		F ratio
		Between group	Within group	Between group	Within group	
1	UE	1.580	88.240	.790	.448	1.763
2	UM	3.378	316.542	1.689	1.607	1.051
3	EMPATHY	12.671	378.204	6.336	1.920	3.300
4	HR	1.222	253.258	.611	1.286	.475
5	TOTAL	54.638	2221.917	27.319	11.000	2.484

Table 4.7.1.1*Post hoc Scheffe^{a,b}*

Variable	Location of institution	Mean
Empathy	1	7.98
	2	8.59

The sub scale of emotional intelligence are understanding emotions, understanding motivation, empathy and handling relations. As per the result of ANOVA, the F ratio obtained by the sub variables of emotional intelligence such as understanding emotions, understanding motivation, empathy and handling relations are 1.763, 1.051, 3.300 and .475 respectively.

Understanding emotions is the subscale of emotional intelligence. Understanding emotions means pay attention to others feelings in depth. The F ratio obtained by understanding emotion in work location is 1.763 which is not significant. This shows that there is no significant differences on emotional intelligence and work life balance among teaching professionals based on work locations. Hence, the hypothesis 11.1 stating that there will be a significant difference between understandings emotions among teaching professionals based on working Location is rejected.

The F ratio obtained by understanding motivation is 1.051 which is not significant. This means that there is no significant difference on understanding motivation among teaching professionals based on working locations. Hence, the hypothesis 11.2 stating that there will be a significant difference between understandings motivation among teaching professionals based on working Location is rejected.

The F ratio obtained by empathy is 3.300 which is significant at 0.05 level of significance. This means that there is a significant difference on empathy among teaching professions based on the working locations. Empathy is the foundation of treating others with acceptance and compassion. Hence, the hypothesis 11.3 stating that there will be a significant difference between empathy among teaching professionals based on working Location is accepted.

By observing the post hoc test it can be seen that the significant difference in between teaching professionals who are working in rural and those working in urban. Post hoc test showed the result of multiple comparison done within group. Further observation need to be done in order to find out which of the category has experienced more empathy. For that the homogeneous subsets are observed. The mean value obtained for rural and urban is 7.98 and 8.59 respectively. Therefore, it indicates that empathy is experienced more by teaching professionals who are working at urban settings.

It implies that the teaching professionals who are working at urban areas have more chances of being empathetic towards other. It might be because they are able to establish true, empathetic connections with one another that enhance relationships and performance.

The F ratio obtained by handling relation is .475 which has no significance for the study. This means that there is no significant difference on handling relations among teaching professionals based on working location. Handling relations is the management that involves clear communication and effective handling of conflict. Hence, the hypothesis 11.4 stating that there will be a significant difference between handling relation among teaching professionals based on working Location is rejected. Considering the total value of emotional intelligence based on working location of teaching professionals is significant at 0.05 level.

Table 4.7.2

Comparison based on location of institution on work life balance of teaching professionals

Sl.no	Variable	Sum of Square	Mean of square		F ratio	
			Between group	Within group		
1	IPLW	1058.658	24518.497	529.329	124.459	4.253
2	IWPL	6979.899	83623.781	3489.949	424.486	8.222
3	WEPL	1.55.478	20224.677	77.739	102.663	.757
4	PLEW	420.558	19996.037	210.279	101.503	2.072

Table 4.7.2.2**Post hoc Scheffe^{a,b}**

Variable	location of institution	mean
Intrusion of personal life into work	1	54.06
	2	59.59

The sub scale of work life balance are intrusion of personal life into work, intrusion of work into personal life, work enhancement by personal life and personal life enhancement by work. The F ratio obtained are 4.253, 8.222, .757 and 2.072.

Intrusion of personal life into work is the sub variable of work life balance. It is the personal problem that can adversely affect the job performance if improperly handled. The F ratio obtained is 4.253 which is significant at 0.05 level of significance. It means that intrusion of personal life into work has a significant differences on teaching professionals on their work locations. Hence, the hypothesis 11.5 stating that there will be a significant difference between Intrusions of personal life into work among teaching professionals based on working Location is accepted.

By observing the post hoc test table, it is seen that a significant differences is existing between teaching professionals working in rural and urban area. So there must exist a difference among teaching professionals based on working locations. By observing homogeneous subset, it can be seen that the mean value of rural and urban teaching professionals are 54.06 and 59.59 respectively. The mean value is more for those who are working at urban areas. So it can be said that the teaching professionals who are working at urban area are more likely to have intrusion of personal life into work.

Intrusion of work into personal life is the sub variable of work life balance. It is the personal problem that can adversely affect the job performance if improperly handled. The F ratio obtained is 8.222 which is not significant. It implies that there is no significant differences in intrusion of work into personal life based on working locations. Hence, the hypothesis 11.6 stating that there will be a significant difference between Intrusions of work into personal life among teaching professionals based on working Location is rejected.

Work enhancement by personal life is the sub variable of work life balance. The F ratio obtained is .757 which is not significant. It implies that there is no significant differences in work enhancement by personal life based on working locations. Hence, the hypothesis 11.7 stating that there will be a significant difference between Work enhancements by personal life among teaching professionals based on working Location is rejected.

Personal life enhancement by work is the sub variable of work life balance. The F ratio obtained is 2.072 which is not significant. It implies that there is no significant differences in personal life enhancement by work based on working locations. Hence, the hypothesis 11.8 stating that there will be a significant difference between Personal life enhancements by work among teaching professionals based on working Location is rejected.

Comparison based on domicile among teaching professionals on emotional intelligence and work life balance. The result is presented in the table 4.8.1 and 4.8.2

The domicile is defined as the place where you make your permanent home and where you are considered to be permanent resident. An urban area or built up area is a human settlement with a high population density and infrastructure or built environment. Rural area or a countryside is a geographic area that is located outside the town or cities. Semi – urban settlements are places where large number of peoples come together, where forcibly or voluntarily, in special purpose settlement that lack many of the features characteristics of cities. The components of emotional intelligence and work life balance among teaching professionals may vary with area. So it is taken considerations into the present study. Sample was classified on the basis of domicile in three categories. The details of the classification are given in the table 4.8.1 and 4.8.2

Domicile can be seen as a demographic variable which have influence on many aspects of teaching professionals. Urban areas are places covers by cities and have a density of human residences. Rural areas are places which are mainly focused on agriculture and less human residence. Semi urban areas are places which have character of both urban and rural areas. One way ANOVA is used to determine the difference between domicile are rural, urban and semi urban teaching professionals on the sub variables of emotional intelligence and work life balance and it's sub variables are

analysed on the basis of domicile among teaching professionals. The result was presented in the table 4.8.1 and 4.8.2

Table 4.8.1

Comparison based on domicile on emotional intelligence of teaching professionals

Sl.no	variable	Sum of square		Mean of square		F ratio
		Between group	Within group	Between group	Within group	
1	UE	1.458	88.362	.729	.449	1.625
2	UM	3.372	316.548	1.686	1.049	1.049
3	EMPATHY	4.561	386.314	2.281	1.961	1.163
4	HR	.068	254.412	.034	1.291	.026
5	TOTAL	17.168	2204.387	8.584	11.190	.767

The sub scale of emotional intelligence are understanding emotions, understanding motivation, empathy and handling relations. As per the result of ANOVA, the F ratio obtained by the sub variables of emotional intelligence such as understanding emotions, understanding motivation, empathy and handling relations are 1.625, 1.049, 1.163 and .026 respectively.

Understanding emotions is the subscale of emotional intelligence. Understanding emotions means pay attention to others feelings in depth. The F ratio obtained by understanding emotion in work location is 1.625 which is not significant. It implies that there will be no significant differences in understanding emotions among teaching professionals based on domicile. Hence, the hypothesis 12.1 stating that there will be a significant differences in understanding emotion among teaching professionals based on domicile is rejected.

The F ratio obtained by understanding motivation is 1.049 which is not significant. This means that there is no significant difference on understanding

motivation among teaching professionals based on domicile. Hence, the hypothesis 12.2 stating that there will be a significant differences in understanding motivation among teaching professionals based on domicile is rejected.

Empathy is the foundation of treating others with acceptance and compassion. The F ratio obtained by empathy is 1.163 which has no significance. It implies that there is no significant difference on empathy among teaching professions based on the domicile. Hence, the hypothesis 12.3 stating that there will be a significant differences in empathy among teaching professionals based on domicile is rejected.

Handling relation is a sub variable of emotional intelligence. The F ratio obtained by handling relation is .026 which has no significance for the study. It implies that there is no significant difference on handling relations among teaching professionals based on domicile. Hence, the hypothesis 12.4 stating that there will be a significant differences in handling relation among teaching professionals based on domicile is rejected.

Table 4.8.2

Comparison based on domicile on work life balance of teaching professionals

Sl.no	variable	Sum of square		Mean of square		F ratio
		Between group	Within group	Between group	Within group	
1	IPLW	778.602	24798.553	389.301	125.881	3.093
2	IWPL	2946.218	87657.462	1473.109	444.962	3.311
3	WEPL	263.954	20116.201	131.977	102.113	1.292
4	PLEW	163.777	20252.818	81.889	102.806	.797

Table 4.8.2.2*Post hoc Scheffe^{a,b}*

Variable	domicile	mean
Intrusion of personal life into work	1	59.56
	2	54.57
Intrusion of work into personal life	2	96.69
	3	105.49

Intrusion of personal life into work is the sub scale of work life balance. The F ratio obtained is 3.093 which is significant at 0.05 level of significance. It means that intrusion of personal life into work has a significant differences on teaching professionals on their domicile. Hence, the hypothesis 12.5 stating that there will be a significant differences in Intrusion of personal life into work among teaching professionals based on domicile is accepted.

By observing the post hoc test table, it is seen that a significant differences is existing between teaching professionals who are residing in rural and urban area. So there must exist a difference among teaching professionals based on domicile. By observing homogeneous subset, it can be seen that the mean value of rural and urban teaching professionals are 54.06 and 59.59 respectively. The mean value is more for those who are living in urban areas. So it can be said that the teaching professionals who are living in urban area are more likely to have intrusion of personal life into work. It implies that the teaching professionals living in urban area may have more stress than rural areas in adjusting to their personal life and work.

Intrusion of work into personal life is the sub variable of work life balance. It is the personal problem that can adversely affect the job performance if improperly handled. The F ratio obtained is 3.311 which is significant at 0.05 level significance. It implies that there is a significant differences in intrusion of work into personal life based on domicile. Hence, the hypothesis 12.6 stating that there will be a significant differences in Intrusion of work into personal life among teaching professionals based on domicile is accepted.

By observing the post hoc test table, it is seen that a significant differences is existing between teaching professionals who are residing in urban and semi - urban area. So there must exist a difference among teaching professionals based on domicile. By observing homogeneous subset, it can be seen that the mean value of teaching professionals who are residing at urban and semi - urban are 96.69 and 105.49 respectively. The mean value is more for those who are living in semi - urban areas. So it can be said that the teaching professionals who are living in semi - urban area are more likely to have intrusion of work into personal life. It implies that the teaching professionals living in semi - urban area may more difficulty in managing their work without being affected by the personal life.

Work enhancement by personal life is the sub variable of work life balance. The F ratio obtained is 1.292 which is not significant. It implies that there is no significant differences in work enhancement by personal life based on domicile. Hence, the hypothesis 12.5 stating that there will be a significant differences in Work enhancement by personal life among teaching professionals based on domicile is rejected.

Personal life enhancement by work is the sub variable of work life balance. The F ratio obtained is .797 which is not significant. It implies that there is no significant differences in personal life enhancement by work based on domicile. Hence, the hypothesis 12.4 stating that there will be a significant differences in personal life enhancement by work among teaching professionals based on domicile is rejected.

Summary

The present study focused on emotional intelligence and work life balance among teaching professionals. Here we can found many significant results between variables of emotional intelligence and work life balance. Significant positive correlation was found in total emotional intelligence and its sub variables such as understanding emotions, understanding motivation, empathy and handling relation with some work life balance sub variables. No significant correlation was found with the sub variable of emotional intelligence such as understanding emotions with the sub variable of work life balance such as work enhancement by personal life and personal life enhancement by work. Also no significant correlation with the sub variable of handling relation with work enhancement by personal life.

Independent sample t test was computed for teaching professionals on the basis of marital status, gender, type of institution, and number of children and one way ANOVA was used for educational qualification, working location and domicile among teaching professionals. This was aimed at finding out the differences in demographic variables. Marital status was classified as single and married, Gender was classified as male and female, type of institution was classified as government and private, number of children as yes or no, educational qualification is classified as under graduate, post graduate, above post graduate, working location is classified as rural, urban and semi urban, and domicile is classified as rural, urban and semi urban. The result shows that some of the sub variables of emotional intelligence and work life balance has a significant differences on the basis demographic details such as of marital status, gender, type of institution, number of children, working locations and domicile. The study also found that there is no significant difference based on educational qualification among teaching professionals.

CHAPTER 5

SUMMARY AND CONCLUSION

Major findings

Implications of the study

Limitations of the study

Suggestions for future research

The summary and conclusion chapter includes the overall summing up of the study. This chapter presents the key information about the most important outcomes in the above chapters. Within this chapter the researcher includes the statement of the problem, research findings, whether the hypotheses are rejected or accepted, the limitation of the study, implication of the study and the recommendation for future studies.

The present study focused on emotional intelligence and work life balance among teaching professionals. There are two variables, namely, emotional intelligence and work life balance. The emotional intelligence Scale consists of four variables, such as understanding emotions, understanding motivation, empathy and handling relation. These are sub variables of emotional intelligence. Intrusion of personal life into work, intrusion of work into personal life, work enhancement by personal life and personal life enhancement by work is the subscale of work life balance

Methods in brief.

The participants of the study were teaching professionals. The total sample size is 200 teaching professionals. The participants were selected from all over Kerala who are teaching in different collages and schools in Kerala. Simple random sampling was used in the present study. For the purpose of different analysis the participants were divided in to different groups based on the demographic variables such as marital status, gender, type of institution, number of children, educational qualification, working location and domicile. The data collection measures used were personal data schedule, emotional intelligence questionnaire, work life balance Scale. The statistical techniques used were Pearson's product moment correlation, independent sample t-test, and one way ANOVA.

Major Findings

The aim of the present study was to find out the relationship between emotional intelligence and work life balance among teaching professionals. After carrying out the study, the major findings obtained were as follows:

- There is a significant positive correlations between Emotional Intelligence and Work Life Balance among teaching professionals.
- All the Sub variables of emotional intelligence are significantly related to the sub variables of work life balance.

- Employers can moderately balance their personal and professional life.
- There is a significant difference in intrusion of personal life into work life balance among teaching professionals based on marital status.
- There is a significant difference in personal life enhancement by work among teaching professionals based on male and female.
- There is a significant difference in intrusion of personal life into work among teaching professionals based on type of institution such as government and private.
- There is a significant difference in empathy among teaching professionals based on number of children
- There is a significant difference in empathy and intrusion of personal life into work among teaching professionals based on rural, urban and semi urban.
- There is a significant difference in intrusion of personal life into work and intrusion of work into personal life among teaching professionals based on domicile.

Implications of the Study

- The results of the research attempt to highlight the relationship between Emotional intelligence and Work Life Balance among teaching professionals. This study was undertaken by the broad aim of understanding and contributing knowledge about handling and using emotional intelligence by teaching professionals and have an impact on their work life balance.
- The findings of the present study It implicate that emotional intelligence used by teaching professionals have an impact in their work life balance. It means that, the person with emotional intelligence are capable of balancing work life. Therefore, it is recommended that the schools and colleges administration may develop some programs that may facilitate teachers work life balance.
- Authorities may arrange some training sessions for stress management which may help teachers to reduce their stress and manage conflicting situations, thus keep balance in their personal and professional life. Increasing emotional competence in teachers may help to develop the same among students.

- Management can focus special attention to the specific problems of the female employees, as they have multiple roles to play besides their work place responsibilities.
- The organisations can focus on communication technologies and skill training programmes along with time management strategies, which can enhance better productivity.

Limitation

The present study aims to identify the relationship between emotional intelligence and work life balance among teaching professionals. The limitations of the present study are listed below:

- The mode of data collection was online.
- The study did not consider temporary teachers
- There were no equal number of sample size for each group.
- This study is purely based on the respondent's opinion. Hence the respondent might have expressed biased opinion. The respondent's opinion may change from time to time and the response also subject to variations depending upon the situation and attitude of the respondent.
- The experience, income, mental and physical condition of the teachers are not considered.

Suggestions for Future Research

The present study examined emotional intelligence and work life balance among teaching professionals. On the basis of the understanding gained during the research, there are some important suggestions for future studies in this area.

- The study could also include teachers from special education schools.
- In future studies, the researcher could investigate more differences based on demographic variables other than marital status, Gender, Type of institution, working location, education qualification, number of children and Domicile, such as type of economic status, years of experience, monthly income, age of teachers etc.
- The study could be redesigned for a larger sample. This also can give reliable generalisation of the obtained results.

- This study is carried out in different schools and colleges in Kerala, future studies can be conducted outside regions of Kerala.

Conclusion

Emotional intelligence is an effective way to integrate, enhance and provide better work and family life. Professional satisfaction and personal satisfaction of the teachers are very important for work life balance. Various factors and working conditions in educational institution influence quality of Work Life Balance. It is also very important for institutions to frame and implement effective work life balance policy that will ensure help in increasing quality of work life for employees, increase productivity, efficiency and commitment. This will enhance job satisfaction and space for personal life. The study concludes that there is a positive relationship exist between emotional intelligence and work life balance. All the sub variables of Emotional Intelligence are correlated with Work Life Balance. High level emotional intelligence persons manage and understand their own emotions as well as that of others in a better manner that leads to better performance. Therefore, employees may be less stressed and it motivates them to give their best to the student community and future society.

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APPENDICES

APPENDIX I**INFORMED CONSENT**

Dear sir/madam,

I am Sinymol Varghese, studying MSc counselling psychology at Don Bosco arts and science collage, Kannur University. As a part of our course I am conducting a study to explore emotional intelligence and work life balance among teaching professionals. For the question given below kindly fill the option you feel is the right response. The data collected will be kept confidential and used for research purpose only. Please respond honestly. Thank you for your valuable time and patience in being part of this study.

Regards,

Sinymol Varghese

P.G student

Kannur University

APPENDIX II

PERSONAL DATA SCHEDULE

Name:

Age:

Gender: Male Female

Marital status: Single Married

Type of institution: Government Private

No. of children: Yes No

Education qualification: UG PG above PG

Location of institution: Rural Urban Semi-Urban

Domicile: Rural Urban Semi-Urban

APPENDIX III

EMOTIONAL INTELLIGENCE SCALE (EIS)

Singh, A. K and Narain, S.

For each statement, there are two answer option given i.e. YES or NO. Read each state statement carefully and from the given two options, tick mark only that option which is most appropriate and true in your case.

SL.No	Item	yes	No
1	Do you have a good relationship with your brother/sister?		
2	Do you like talking to people?		
3	Are you liked by others?		
4	Do you take competition with your friends easily?		
5	Are you usually aware about the reasons for your happiness or sadness?		
6	Do you care for others happiness or sorrows?		
7	Are you able to resolve the problems of others easily?		
8	Do your family members care about your feelings?		
9	Are you extremely disciplined?		
10	Do you have many friends?		
11	Do others often approach you for help?		
12	Are you usually happy?		
13	Do you often have to ask for help from others to finish your work?		

- 14 Are you able to recognize people's intentions easily?
 - 15 Are you able to react normally to your criticism by others?
 - 16 Are you easily able to get over your failures and learn from your mistakes?
 - 17 Are you often troubled by the fear of being rejected?
 - 18 Do others trust you?
 - 19 Are you quickly able to take decisions?
 - 20 Do you reject/disapprove of even the right thoughts of people whom you happened to dislike personally?
 - 21 Do you often fall in love and get out of it as quickly?
 - 22 Are you able to take jokes of others normally?
 - 23 Do you like helping others?
 - 24 Are you easily able to motivate others?
 - 25 Do you find others sorrows as your own?
 - 26 Do you find people with whom you often interact trustworthy?
 - 27 Are you able to trust others?
 - 28 Are others able to react normally to your jokes?
 - 29 Are you able to achieve mercy and help of others easily?
 - 30 Do you find yourself a reasonable person?
 - 31 Are you able to easily calm down anger of others?
-

APPENDIX IV

WORK LIFE BALANCE SCALE (WLB)

Rincy V. Mathew & Panchanatham Natarajan

There are few questions/statements given below. Read carefully and mark your responses as fast as possible. Do not think too hard before responding to each question. Please do not omit any item. Your responses will be used only for research purpose and will be kept confidential

Sl. No	Items	Never	Very seldom	seldom	Some times	frequently	Almost always	Always
1	I cannot concentrate in my work due to the dependent care issues at home	1	2	3	4	5	6	7
2	Due to the role overload at home, I am physically tired to discharge my work responsibilities	1	2	3	4	5	6	7
4	Many a time I have to postpone things at work due to demands on my time at home	1	2	3	4	5	6	7
5	I could have concentrated more in my work, If I were free from the family	1	2	3	4	5	6	7

6	I find it too tired to perform my works after discharging all my personal/family responsibilities	1	2	3	4	5	6	7
7	My work suffers as I am mentally worried about my dependents issues at home	1	2	3	4	5	6	7
8	The needs and demands of my family members interfere with my work related activities	1	2	3	4	5	6	7
9	I cannot discharge my duties properly at the work place due to my personal/family problems	1	2	3	4	5	6	7
10	Due to my pre-occupation with societal activities, I find it difficult to complete work in time	1	2	3	4	5	6	7

11	Due to increasing work demands, I have to postpone/neglect many of my personal/family needs	1	2	3	4	5	6	7
12	The stress originating at my work drastically diminishes the happiness of my family	1	2	3	4	5	6	7
13	As I am busy with my work, I cannot give proper care and attention to my children	1	2	3	4	5	6	7
14	As I have to spent more time in my work domain I often fail to fulfil my family responsibilities	1	2	3	4	5	6	7
15	The demands arising from my work make my personal life stressful	1	2	3	4	5	6	7

16	I face difficulties in personal life due to my profession/work	1	2	3	4	5	6	7
17	Due to the non-cooperative nature of the co-workers, I face difficulties in personal life	1	2	3	4	5	6	7
18	The rigid and non-supportive nature of my supervisors make my family life difficult one	1	2	3	4	5	6	7
19	My spouse feels uncomfortable due to my preoccupation with the work	1	2	3	4	5	6	7
20	Due to my work lead, I fail to give proper attention to my dependent at	1	2	3	4	5	6	7
21	In view of the nature of my work, I find it increasingly difficult to take care of my older parents/in laws	1	2	3	4	5	6	7
22	I find it difficult to manage my personal and family life and work demands	1	2	3	4	5	6	7

23	The tiresome demands of work do not allow me to lead to personal life that I like	1	2	3	4	5	6	7
24	I come home from work too late to look after the family roles	1	2	3	4	5	6	7
25	I have health issues arising due to the increasing work demands	1	2	3	4	5	6	7
26	I do not have proper sleep due to my busy work schedule	1	2	3	4	5	6	7
27	My work makes me too tired to look after my personal/family obligations	1	2	3	4	5	6	7
28	Quite often I have to miss out important family/social functions due to my preoccupation with the work	1	2	3	4	5	6	7
29	My job keeps my personal/family life enjoyable	1	2	3	4	5	6	7

30	My work provides me enthusiasm and happiness to pursue my personal/family roles	1	2	3	4	5	6	7
31	. My work contribute to the positive development of my personality	1	2	3	4	5	6	7
32	My work gives me ample opportunities to get rid of the tensions arising from the personal/family life	1	2	3	4	5	6	7
33	My exposure and interactions at work help me to provide proper care to my dependents 34. My work schedule helps me to plan and execute my family activities regularly	1	2	3	4	5	6	7
34	My work schedule helps me to plan and execute my family activities regularly	1	2	3	4	5	6	7

35	The culture and punctuality at work help me to do my personal/family role properly	1	2	3	4	5	6	7
36	My family life gives me energy and better mood to perform my duties at workplaces	1	2	3	4	5	6	7
37	My family responsibilities and experience make me punctual and responsible at work	1	2	3	4	5	6	7
38	The experience of managing my family provide me better skill at work	1	2	3	4	5	6	7
39	Due to the supportive nature of my family members, I am able to relieve tensions originating at work	1	2	3	4	5	6	7
40	The family life increases my self-esteem at work	1	2	3	4	5	6	7

41	The interaction and concepts prevailing in the family life makes my relationship with my supervisions and co-workers more cordial	1	2	3	4	5	6	7
42	My personal/family life helps me to be more dedicative and sincere at work	1	2	3	4	5	6	7

**INTERNET ADDICTION AND ITS RELATIONSHIPS
WITH ANXIETY, STRESS AND DEPRESSION AMONG
EARLY ADULTHOOD**

*Dissertation submitted in partial fulfillment of the requirement of the
degree of Master of Science in Counselling Psychology*

Submitted by

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Department of Psychology

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Affiliated to Kannur University

2022-2023

CERTIFICATE

This is to certify that this dissertation entitled “**Internet Addiction and its Relationships with Anxiety, Stress and Depression among Early Adulthood**” is an authentic record of research work carried out by Sona George during the period of her study at Don Bosco Arts & Science College, Angadikadavu, Iritty – 670706, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

No part of this dissertation has been presented previously for the award of any degree, diploma, associateship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

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Assistant Professor

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Examiner 1:

Examiner 2:

DECLARATION

I, **Sona George** do here by declare that this dissertation entitled “**Internet Addiction and its Relationships with Anxiety, Stress and Depression among Early Adulthood**”, which is submitted to the Department of Psychology, Don Bosco Arts & Science College, is a bonafide record of the research work carried out by me, under the supervision and guidance of **Fr. Dr. Kuriakose Augustine** (Assistant Professor, Department of Psychology, Don Bosco Arts & Science College) in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship or other similar title or recognition.

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CERTIFICATE

This is to certify that this dissertation entitled, “**Internet Addiction and its Relationships with Anxiety, Stress and Depression among Early Adulthood**” is an authentic record of research work carried out by Sona George in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology, under my supervision and guidance, and that no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Place:

Fr. Dr. Kuriakose Augustine

Date:

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ABSTRACT

The present study planned to study the relationship between Internet Addiction and Its Relationships with Anxiety, Stress and Depression among Early Adulthood. In addition to this, it also aimed at identifying the differences on socio demographical variables such as Gender, Mode of Education and Domicile. The participants of the study were those in Early Adulthood. The total sample consisting of 120 participants were selected from Kannur and other districts, India through snowball sampling. For the purpose of various analysis, the participants were divided into different categories based on the above-mentioned demographic variables. The measures used to data collection were IA Test (Young,1998) and The DAS Scale (Lovibond, 1995). The statistical tests used were the Pearson product moment correlation, the independent samples t-test. Correlation was examined between Internet Addiction and its sub variables (Salience, Excessive Use, Neglect Work, Anticipation, Lack of Control and Neglect Social Life), and DAS Scale and its sub variables (Depression, Anxiety, Stress). There is a significant relationship between Internet Addiction, and Stress, Anxiety and Depression among those in early adulthood. There is a significant relationship between Salience, and Stress, Anxiety and Depression among those in early adulthood. There is a significant relationship between Excessive use, and Stress, Anxiety and Depression among those in early adulthood. There is a significant relationship between Neglect work, and Stress, Anxiety and Depression among those in early adulthood. There is a significant relationship between Anticipation, and Stress, Anxiety and Depression among those in early adulthood. There is a significant relationship between Lack of Control, and Stress, Anxiety and Depression among those in early adulthood. There is a significant relationship between Neglect Social Life, and Stress, Anxiety and Depression among those in early adulthood. There is no significant difference in Internet addiction and its subvariables (Salience, Excessive Use, Neglect Work, Anticipation, Lack of Control, Neglect Social Life) based on gender among those in early adulthood. There is a significant difference in Internet addiction and three of its sub variables (Excessive Use, Neglect Work, Anticipation) based on Mode of education among those in early adulthood. There is no significant difference in Internet addiction and five of its sub variables (Excessive Use, Neglect Work, Anticipation, Lack of Control, Neglect Social Life) based on domicile among those in early adulthood.

Key words: Internet Addiction, Depression, Anxiety, Stress and Early adulthood.

CHAPTER 1
INTRODUCTION

CHAPTER 1

INTRODUCTION

Internet Addiction is a behavioural addiction in which a person becomes dependent on use of the Internet, or other online devices, as a maladaptive way of coping with life's stresses. Internet Addiction is particularly concerning for adults. They have lack of knowledge and awareness to properly manage their own computer use and have very little idea about the potential harms that the Internet can open them up to. Internet Addiction can also overlap with other behavioural addictions, such as work addiction, television addiction, and smartphone addiction. Internet Addiction is when a person has a compulsive need to spend a great deal of time on the Internet, to the point where other areas of life (such as relationships, work or health) are allowed to suffer. It is defined as an unhealthy behavior that interferes with and causes stress in one's personal life. Like other addictions, compulsive internet usage completely dictates a person's life.

Internet Addiction is characterized by excessive or poorly controlled preoccupations, urges or behaviours regarding computer use and internet access that led to impairment or distress (betterhealth,2021). The internet has become an integral part of human life with an importance that cannot be overemphasized. It gives access to timely, accurate, and relevant information. The use of the internet has increased drastically in recent years.

Internet Addiction is associated with many mental disorders, including low self-esteem, anxiety, impulsiveness, poor sleep, mood disorders, depression, and stress. A strong correlation has been established between mental health, quality of life, and the level of Internet addiction. Like addictive behaviours, excessive internet use has been shown to release dopamine in the brain. This means people effectively feel a “high” when engaged on online. but it also means they can feel “withdrawal symptoms” when they’re offline. When people with excessive internet use stop engaging in the internet, they may initially feel depressed, irritable, anxious, or experience other mood symptoms (addiction centre, 2022).

The signs of Internet Addiction the user needs to spend ever-increasing amounts of time online to feel the same sense of satisfaction. If they can't go online, the user experiences unpleasant withdrawal symptoms such as anxiety, moodiness and stress

about the Internet. The user turns to the Internet to cope with negative feelings such as guilt, anxiety or depression. The user neglects other areas of life (such as relationships, work, school and leisure pursuits) in favour of spending time on the Internet. Also, the user is prepared to lose relationships, jobs or other important things in favour of the Internet (Apa,2021).

Studies have found that there are various effects of Internet Addiction problems, including Depression, Anxiety and Stress. In addition, studies have shown that the potential for a person to experience stress is high as a result of internet abuse that interferes with one's normal life. Continued use of the Internet can be a hassle in spending time with family and friends. Indirectly decreases social relationships and increases the likelihood of being alone and stressful. Stress is the physical, emotional and mental response of a person to any change or demand (Walker, 1985).

Early adulthood is, for most people, the time of peak physical capacity. The body reaches full height by the late teens, and physical strength increases into the late 20s and early 30s. This time in life is filled with momentous decisions that set the foundation for success and happiness in life. Early adulthood is a period of adjustments to new patterns of life and new social expectations. The early adult years present many new problems, different in their major aspects, from the problems experienced in the earlier years of life (Whitbourne, 2001).

DEPRESSION

Depression is a mood disorder that causes a persistent feeling of sadness and loss of interest. Also called major depressive disorder or clinical depression, it affects how you feel, think and behave and can lead to a variety of emotional and physical problems. Depression may have trouble doing normal day-to-day activities, and sometimes may feel as if life isn't worth living. In younger children, symptoms of depression may include sadness, irritability, clinginess, worry, aches and pains, refusing to go to school, or being underweight (Torres, 2020).

In adults, symptoms may include sadness, irritability, feeling negative and worthless, anger, poor performance or poor attendance at school, feeling misunderstood and extremely sensitive, using recreational drugs or alcohol, eating or sleeping too much, self-harm, loss of interest in normal activities, and avoidance of social

interaction. Depression is not a normal part of growing older, and it should never be taken lightly. Unfortunately, depression often goes undiagnosed and untreated in older adults, and they may feel reluctant to seek help. New research suggests that using the internet as an escape from worry may be harmless in the short term, but can lead to emotional issues down the line. The study found that people with a greater tendency to use the internet as a distraction had higher average levels of problematic internet use and depression (Nicole, 2023).

ANXIETY

Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness, or a rapid heartbeat. Anxiety is not the same as fear, but they are often used interchangeably. Anxiety is considered a future-oriented, long-acting response broadly focused on a diffuse threat, whereas fear is an appropriate, present-oriented, and short-lived response to a clearly identifiable and specific threat (Juby,2023).

Anxiety is a common emotion when dealing with daily stresses and problems. But when these emotions are persistent, excessive and irrational, and affect a person's ability to function, anxiety becomes a disorder. There are different types of anxiety disorders, including phobias, panic and stress disorders, and obsessive-compulsive disorder. In adults, symptoms may include Apprehension, confusion, on edge, a sense of helplessness, repeated negative thoughts, muscle tension, palpitations and difficulty breathing. Treatmentsuch as relaxation techniques and regular exercise, are effective in reducing anxiety and contributing to emotional well-being. Psychotherapy can help and is sometimes used together with medication to reduce and eliminate signs and symptoms (Apa,2020).

STRESS

Stress can be defined as any type of change that causes physical, emotional or psychological strain. Stress is your body's response to anything that requires attention or action. Everyone experiences stress to some degree. Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel

frustrated, angry, or nervous. Stress is your body's reaction to a challenge or demand. The rapid growth of the internet has had a significant impact on psychological studies in understanding the level of emotion and increasing interest in internet addiction. Studies have found that there are various effects of Internet addiction problems, including depression, anxiety, and stress.

In addition, studies have shown that the potential for a person to experience stress is high as a result of internet abuse that interferes with one's normal life. Continued use of the Internet can be a hassle in spending time with family and friends. Indirectly decreases social relationships and increases the likelihood of being alone and stressful. Stress is the physical, emotional and mental response of a person to any change or demand. Stress is a part of an individual's life. Stress is discussed from the perspective of the individual experiencing, acting and stress management. When the pressure is viewed from the perspective of the family, the scope of the discussions will shortly be broader, covering all family members who suffer from stress, coping and management methods of family stress (Walker, 1985).

Need and Significance

A study on Internet Addiction and Depression, Anxiety, Stress among Early Adulthood is a relatively new study. This study was to determine the prevalence of Internet Addiction in early adulthood and assess its association with Depression, Anxiety, and Stress. The purpose of this study is to examine the relationships between Internet Addiction and Anxiety, Stress and Depression. This study on Internet Addiction demonstrated that the greater use of the Internet is associated with some social and psychological variables such as, depression, loneliness, lower self-esteem, stress, anxiety and poor mental health. There should be researches done on how Internet Addiction is impact on the Anxiety, Stress and Depression among Early Adulthood. A study needs to be conducted in order to find out the Internet Addiction used by Early Adulthood at the time of Depression, Anxiety, and Stress. There is a need to identify the Internet Addiction used and Anxiety, Stress and Depression by those in Early Adulthood based on Gender. This included that both males and females among those in early adulthood engage in Internet Addiction related behaviours. Sometimes both males and females show same pattern of behavior with regard to their Internet Addiction. There is also a significant need to understand the increase and decrease in the level of

Internet Addiction among those in Early Adulthood based on their Mode of Education. It should be found out whether the Early adulthood having Mode of Education as distance and regular differs from each other. There is also a need to identify the level of Internet Addiction and Anxiety, Stress used by Early adulthood based on their Domicile. It could change based upon whether the Domicile is urban or rural. The Internet Addiction used by urban adults and rural adults might be different.

Statement of the Problem

The study focuses on the Internet Addiction and its relationship with Anxiety, Stress and Depression among those in Early Adulthood.

CHAPTER 2

REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

The literature review identifies and organizes the concepts in relevant literature. A literature review is an overview of the previously published works on a topic. A good literature review can ensure that a proper research question has been asked and a proper theoretical framework and research methodology have been chosen. To be precise, a literature review serves to situate the current study within the body of the relevant literature and to provide context for the reader. Literature reviews are important in supporting the identification of a research topic, question or hypothesis, and to identify the literature to which the research will make a contribution. It also helps in the understanding of theoretical concepts and terminologies.

A review of literature is an important part of a research. The concept of review of literature is defined as the process of critical analysis, classification, comparison and interpretation of the previous studies that is related to the research topic. The review of literature of the study gives an opportunity for an in-depth investigation about research topic (Cooper, 1989). The review of literature helps the researcher to formulate research questions. It consists of the theoretical review of each of the variables in the study and the review of the studies conducted on the same variables. The review of literature gives an overall knowledge about the discussions, theories, opinions and approaches related to the topic (Ridley, 2012).

Section 1: Theoretical Framework

Theoretical Perspective of Internet Addiction

Theoretical views of Internet Addiction by different authors:

Internet addiction is a behavioural addiction in which a person becomes dependent on use of the Internet, or other online devices, as a maladaptive way of coping with life's stresses. Internet addiction is also called compulsive computer use, pathological internet use, and internet dependence (Elizabeth, 2021).

Internet addiction is 'problematic computer use' growing social issue which is being debated worldwide. Internet Addiction Disorder (IAD) ruins lives by causing

neurological complications, psychological disturbances, and social problems (Alexander, 2022).

Internet addiction is a severe disorder that affects a person's ability to think rationally. Even though internet addicts often know the harmful consequences of this addiction, they do not make much effort to beat it. This often results in severe problems like depression, anxiety, and other psychological disorders (Prasanna, 2023).

According to Alexander (2022) internet addiction is characterized by:

- Many hours spent in non-work technology-related computer/Internet/video game activities.
- It is accompanied by changes in mood.
- Preoccupation with the Internet and digital media.
- The inability to control the amount of time spent interfacing with digital technology.
- The need for more time or a new game to achieve a desired mood.
- Withdrawal symptoms when not engaged.
- Continuation of the behaviour despite family conflict.
- Diminishing social life.
- Adverse work or academic consequences.

Types of Internet Addictions

There are many types of internet addiction. The internet allows people to stream videos, play video games and use social media. Each of these can be addictive. Natalie (2019) has mentioned the types of Internet Addiction as described below.

Cybersexual

Jokes about internet porn are common. However, some people develop a porn addiction. Porn is now more accessible than ever. A person can easily find it online in the privacy of their own home. The vast sexual imagery seen online can have a strong

effect on the brain. Watching porn can have the same effect on the brain as using drugs does. The effect can change the brain.

Net Compulsions

Net compulsions resemble symptoms of OCD. People with OCD might constantly check to see if a door is locked or if the oven is off. People with net compulsions might check social media all the time or constantly refresh their email inbox. People may repeatedly check news, weather or financial sites. If online shopping is involved, people can end up spending lots of money.

Cyber Relationships

Social media is a big part of the internet. Social media can keep people connected and updated on what's happening in the world. However, using social media too much can have the opposite effect. Using the sites too much can isolate people from their real-world relationships. Many people turn to social media to help address a mental disorder. Chatting with people can become a portal to escape anxiety or self-doubt. People seek recognition on social media and doing so can easily become addictive.

Gaming

People can become addicted to video games. Online gaming is the main cause of gaming addiction. Players often praise video games for being "addictive." There is a difference between using the term to describe a game that's hard to stop playing because it's so fun and identifying a real addiction. Gamer culture celebrates bingeing games for long periods. Many people healthily handle gaming by either finishing the game, losing interest or replacing game time with other hobbies.

Information Seeking

This type of addiction can happen unexpectedly because curiosity is encouraged in kids. Life-long learning promotes health and longevity. It is not the nature of looking up info online that is the issue. The main issue is that doing so amplifies anxiety and

overthinking. Even basic decisions can get complicated. Keeping up with new facts can replace important tasks.

Signs and Symptoms of Internet Addiction

The addiction expert Natalie (2019) also labelled six symptoms that indicate a behavioural addiction:

- Salience: when one activity becomes more important than others
- Mood modification: using an activity to fix or avoid a bad mood
- Tolerance: needing more of an activity for the desired effect
- Withdrawal: experiencing unpleasant effects after stopping an activity
- Conflict: having periods of inner and outer conflict as a result of the activity
- Relapse: resuming an activity after avoiding it for a time.

Internet addiction is a major concern in China and other Asian countries. Chinese researchers have studied it and in addition to the first four symptoms already listed, they added:

- Lack of control: having unsuccessful attempts to control or reduce internet use
- Loss of interest in other activities: ignoring other important activities in favour of internet use
- Continuing despite consequences: not changing internet use despite having problems from internet use
- Denial or minimization: hiding or lying about the amount of time spent on the internet

Internet addiction is a problem when a person regularly has negative side effects from their internet use.

Causes of Internet Addiction

Camile (2022) mentions that some of the causes of this addiction can include using the internet too much as a kid and not having a parent watch online use. People with a recent traumatic event, high stress levels or a substance use disorder all face a high risk of having this type of addiction. Other risk factors mentioned are:

- Having a mental health condition
- Having poor moods
- Having limited offline social time
- Family conflict.

Effects of Internet Addiction

Natalie's (2019) research shows that internet addiction affects the brain. People who spend a long time online may exhibit:

- Dopamine surges that resemble ones caused by substance use
- Abnormal amounts of gray and white matter in the brain
- Altered brain activity regarding impulse control and motor coordination

Some experts think that chronic, heavy internet use can alter a personality and make people more aggressive, vain or impulsive. The effects of internet addiction can also be physical. Spending more time online leads to more time sitting and physical impacts like:

- Weight gain
- Stiff limbs
- Back or shoulder pain
- Poor vision
- Carpal tunnel syndrome
- Bad posture

Theoretical Perspective of Anxiety

Theoretical views of Anxiety by different authors:

Anxiety is a feeling of fear, dread, and uneasiness. It might cause to sweat, feel restless and tense, and have a rapid heartbeat. It can be a normal reaction to stress (apa, 2020). Anxiety is your body's response to anticipated danger. It is typically associated with worry or fear and is often accompanied by cognitive issues such as difficulty concentrating and physical symptoms like nausea, shaking, and muscle tenseness. (Sarah,2022).

Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness, or a rapid heartbeat (apa, 2020).

Anxiety is a common emotion when dealing with daily stresses and problems. But when these emotions are persistent, excessive and irrational, and affect a person's ability to function, anxiety becomes a disorder. Anxiety may be defined as apprehension, tension, or uneasiness that stems from the anticipation of danger, which may be internal or external (DSM, 1980).

In DSM-5, anxiety is defined as the anticipation of future threat; it is distinguished from fear the emotional response to real or perceived imminent threat. Anxiety is your body's natural response to stress. It's a feeling of fear or apprehension about what's to come.

Symptoms of anxiety

Mayoclinic (2022) explains that the effects of anxiety usually include a combination of physical, psychological and social symptoms. Some common symptoms of anxiety disorders include:

- Excessive fear and worry
- Dry mouth
- Muscle tension
- Nausea
- Difficulty sleeping
- Cautious, avoidant behaviour
- Panic attacks
- Feeling nervous, restless or tense
- Having a sense of impending danger, panic or doom
- Having an increased heart rate
- Breathing rapidly (hyperventilation)
- Sweating

- Trembling
- Feeling weak or tired
- Trouble concentrating or thinking about anything other than the present worry
- Having trouble sleeping
- Experiencing gastrointestinal (GI) problems
- Having difficulty controlling worry
- Having the urge to avoid things that trigger anxiety

Types of Anxiety

Mayoclinic (2022) explains the types of Anxiety as described below.

- Agoraphobia is a type of anxiety disorder in which you fear and often avoid places or situations that might cause you to panic and make you feel trapped, helpless or embarrassed.
- Anxiety disorder due to a medical condition includes symptoms of intense anxiety or panic that are directly caused by a physical health problem.
- Generalized anxiety disorder includes persistent and excessive anxiety and worry about activities or events — even ordinary, routine issues. The worry is out of proportion to the actual circumstance, is difficult to control and affects how you feel physically. It often occurs along with other anxiety disorders or depression.
- Panic disorder involves repeated episodes of sudden feelings of intense anxiety and fear or terror that reach a peak within minutes (panic attacks). We may have feelings of impending doom, shortness of breath, chest pain, or a rapid, fluttering or pounding heart (heart palpitations).
- Selective mutism is a consistent failure of children to speak in certain situations, such as school, even when they can speak in other situations, such as at home with close family members. This can interfere with school, work and social functioning.

- Separation anxiety disorder is a childhood disorder characterized by anxiety that's excessive for the child's developmental level and related to separation from parents or others who have parental roles.
- Social anxiety disorder (social phobia) involves high levels of anxiety, fear and avoidance of social situations due to feelings of embarrassment, self-consciousness and concern about being judged or viewed negatively by others.
- Specific phobias are characterized by major anxiety when you're exposed to a specific object or situation and a desire to avoid it. Phobias provoke panic attacks in some people.
- Substance-induced anxiety disorder is characterized by symptoms of intense anxiety or panic that are a direct result of misusing drugs, taking medications, being exposed to a toxic substance or withdrawal from drugs.
- Other specified anxiety disorder and unspecified anxiety disorder are terms for anxiety or phobias that don't meet the exact criteria for any other anxiety disorders but are significant enough to be distressing and disruptive.

Causes of anxiety

Mayoclinic (2022) explains the causes of anxiety may include:

- Stress
- Other medical issues such as depression or diabetes
- First degree relatives with generalized anxiety disorder
- Environmental concerns, such as child abuse
- Substance use
- Situations such as surgery or occupational hazard (Mayoclinic, 2022).

Theoretical Perspective of Stress

Theoretical views of Stress by different authors:

Stress can be defined as a state of worry or mental tension caused by a difficult situation. Stress is a natural human response that prompts us to address challenges and threats in our lives (Who, 2023).

Stress is a common feeling we get when we feel under pressure, overwhelmed or unable to cope. Small amounts of stress can be good for us and motivate us to achieve goals like taking an exam or giving a speech. But too much of it, especially when it feels out of control, can negatively impact our mood, physical and mental well-being and relationships (unicef, 2023).

Stress is how we react when we feel under pressure or threatened. It usually happens when we are in a situation that we don't feel we can manage or control (mind, 2023). Stress is a natural reaction to not being able to cope with specific demands and events, but ongoing stress can affect a person's health and wellbeing (Adam, 2022).

Stress is a normal reaction to everyday pressures, but can become unhealthy when it upsets your day-to-day functioning. Stress involves changes affecting nearly every system of the body, influencing how people feel and behave. By causing mind-body changes, stress contributes directly to psychological and physiological disorder and disease and affects mental and physical health, reducing quality of life (apa, 2021).

Stress is our psychological and physiological reaction to an event or condition that is considered a threat or challenge. Stress affects numerous systems within us, including our metabolism, memory, and immune system (Shonna, 2022). Stress can be defined as any type of change that causes physical, emotional, or psychological strain. Stress is your body's response to anything that requires attention or action. (Elizabeth, 2022).

Causes of stress

Unicef (2021) mentions that some of the causes of Stress given below.

- Negative thoughts or feelings about themselves
- Changes in their bodies like the beginning of puberty
- The demands of school like exams and more homework as they get older
- Problems with friends at school and socializing
- Big changes like moving homes, changing schools or separation of parents

- Chronic illness, financial problems in the family or the death of a loved one
- Unsafe environments at home or in the neighbourhood.

Signs of stress

Sarah (2022) mentioned that Stress can cause many types of physical and emotional symptoms. Here are some signs that stress may be affecting people:

- Diarrhea or constipation
- Forgetfulness
- Frequent aches and pains
- Headaches
- Lack of energy or focus
- Sexual problems
- Stiff jaw or neck
- Tiredness
- Trouble sleeping or sleeping too much
- Upset stomach
- Use of alcohol or drugs to relax
- Weight loss or gain

Symptoms of stress

Sarah (2022) explains the symptoms of stress as given below.

Physical symptoms of stress include:

- Aches and pains.
- Chest pain or a feeling like your heart is racing.
- Exhaustion or trouble sleeping.

- Headaches, dizziness or shaking.
- High blood pressure.
- Muscle tension or jaw clenching.
- Stomach or digestive problems.
- Trouble having sex.
- Weak immune system.

Stress can lead to emotional and mental symptoms like:

- Anxiety or irritability.
- Depression.
- Panic attacks.
- Sadness.

Types of stress

The National Institute of Mental Health (NIMH, n.d) recognizes two types of stress: acute and chronic. The NIMH also identify three examples of types of stressors:

- Routine stress, such as childcare, homework, or financial responsibilities
- Sudden, disruptive changes, such as a family bereavement or finding out about a job loss
- Traumatic stress, which can occur due to extreme trauma as a result of a severe accident, an assault, an environmental disaster, or war.

Shonna (2022) explains some types stress as given below.

Acute stress

- This type of stress is short-term and usually the more common form of stress.
- Acute stress often develops when people consider the pressures of events that have recently occurred or face upcoming challenges in the near future.
- Acute stressors are often new and tend to have a clear and immediate solution. Even with the more difficult challenges that people face, there are possible ways to get out of the situation.

- Acute stress does not cause the same amount of damage as long-term, chronic stress.
- Short-term effects include tension headaches and an upset stomach, as well as a moderate amount of distress.

Chronic stress

- This type of stress develops over a long period and is more harmful.
- Ongoing poverty, a dysfunctional family, or an unhappy marriage are examples of situations that can cause chronic stress.
- It occurs when a person can see no way to avoid their stressors and stops seeking solutions.

Chronic stress makes it difficult for the body to return to a normal level of stress hormone activity, which can contribute to problems in the following systems trusted

Source:

- ✓ Cardiovascular
- ✓ Respiratory
- ✓ Sleep
- ✓ Immune
- ✓ Reproductive
- A constant state of stress can also increase a person's risk of type 2 diabetes, high blood pressure, and heart disease.
- Depression, anxiety, and other mental health disorders, such as post-traumatic stress disorder (PTSD), can develop when stress becomes chronic.
- Chronic stress can continue unnoticed, as people can become used to feeling agitated and hopeless.
- People with chronic stress are at risk of having a final breakdown that can lead to suicide, violent actions, a heart attack, or stroke.

Theoretical Perspective of Depression

Theoretical views of Depression by different authors:

Depression (major depressive disorder) is a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable. Depression causes feelings of sadness and/or a loss of interest in activities you once enjoyed. It can lead to a variety of emotional and physical problems and can decrease your ability to function at work and at home (apa, 2019)

Depression is a common mental disorder. It is characterized by persistent sadness and a lack of interest or pleasure in previously rewarding or enjoyable activities. It can also disturb sleep and appetite (who, 2021). Depression is a mood disorder that causes a persistent feeling of sadness and loss of interest. Also called major depressive disorder or clinical depression, it affects how you feel, think and behave and can lead to a variety of emotional and physical problems. (Craig, 2020).

Symptoms of depression

Jennifer (2022) explains the symptoms of depression given below.

- Feelings of sadness, tearfulness, emptiness or hopelessness
- Angry outbursts, irritability or frustration, even over small matters
- Loss of interest or pleasure in most or all normal activities, such as sex, hobbies or sports
- Sleep disturbances, including insomnia or sleeping too much
- Tiredness and lack of energy, so even small tasks take extra effort
- Reduced appetite and weight loss or increased cravings for food and weight gain
- Anxiety, agitation or restlessness
- Slowed thinking, speaking or body movements
- Feelings of worthlessness or guilt, fixating on past failures or self-blame

- Trouble thinking, concentrating, making decisions and remembering things
- Frequent or recurrent thoughts of death, suicidal thoughts, suicide attempts or suicide
- Unexplained physical problems, such as back pain or headaches.

Types of depression

Jennifer (2022) explains some types of depression are;

Major Depressive Disorder (MDD)

When people use the term clinical depression, they are generally referring to major depressive disorder (MDD). Major depressive disorder is a mood disorder characterized by a number of key features:

- ✓ Depressed mood
- ✓ Lack of interest in activities normally enjoyed
- ✓ Changes in weight
- ✓ Changes in sleep
- ✓ Fatigue
- ✓ Feelings of worthlessness and guilt
- ✓ Difficulty concentrating
- ✓ Thoughts of death and suicide

Persistent Depressive Disorder (PDD)

Dysthymia, now known as persistent depressive disorder, refers to a type of chronic depression present for more days than not for at least two years. It can be mild, moderate, or severe. People might experience brief periods of not feeling depressed, but this relief of symptoms lasts for two months or less. While the symptoms are not as severe as major depressive disorder, they are pervasive and long-lasting.

PDD symptoms include:

- ✓ Feelings of sadness
- ✓ Loss of interest and pleasure
- ✓ Anger and irritability
- ✓ Feelings of guilt
- ✓ Low self-esteem
- ✓ Difficulty falling or staying asleep
- ✓ Sleeping too much
- ✓ Feelings of hopelessness
- ✓ Fatigue and lack of energy
- ✓ Changes in appetite
- ✓ Trouble concentrating

Bipolar Disorder

Bipolar disorder is a mood disorder characterized by periods of abnormally elevated mood known as mania. These periods can be mild (hypomania) or they can be so extreme as to cause marked impairment with a person's life, require hospitalization, or affect a person's sense of reality.

In addition to depressed mood and markedly diminished interest in activities, people with depression often have a range of physical and emotional symptoms which may include:

- ✓ Fatigue, insomnia, and lethargy
- ✓ Unexplained aches, pains, and psychomotor agitation
- ✓ Hopelessness and loss of self-esteem
- ✓ Irritability and anxiety
- ✓ Indecision and disorganization

Postpartum Depression (PPD)

- Pregnancy can bring about significant hormonal shifts that can often affect a woman's moods. Depression can have its onset during pregnancy or following the birth of a child.

- Currently classified as depression with peripartum onset, postpartum depression (PPD) is more than that just the "baby blues."
- Mood changes, anxiety, irritability, and other symptoms are not uncommon after giving birth and often last up to two weeks. PPD symptoms are more severe and longer-lasting.

Such symptoms can include:

- ✓ Low mood, feelings of sadness
- ✓ Severe mood swings
- ✓ Social withdrawal
- ✓ Trouble bonding with your baby
- ✓ Appetite changes
- ✓ Feeling helpless and hopeless
- ✓ Loss of interest in things you used to enjoy
- ✓ Feeling inadequate or worthless
- ✓ Anxiety and panic attacks
- ✓ Thoughts of hurting yourself or your baby
- ✓ Thoughts of suicide.

Atypical Depression

- It is a type of depression that doesn't follow what was thought to be the "typical" presentation of the disorder.
- Atypical depression is actually more common than the name might imply. Unlike other forms of depression, people with atypical depression may respond better to a type of antidepressant known as a monoamine oxidase inhibitor (MAOI).
- Atypical depression is characterized by a specific set of symptoms related to:
 - ✓ Excessive eating or weight gain
 - ✓ Excessive sleep
 - ✓ Fatigue, weakness, and feeling "weighed down"
 - ✓ Intense sensitivity to rejection
 - ✓ Strongly reactive moods.

Section 2: Review of Related Empirical Literature

Reviews Related to Internet Addiction

Given below the researcher done the area of Internet Addiction and the results show that the findings vary in different study. These findings are presented below.

Milos and Milkca (2011) explored 'The association of internet addiction with depression, anxiety, stress, and the quality of sleep: Mediation analysis approach in Serbian medical students'. The aim of the study was to explore the exponential Internet growth, despite functional use in human communication and its impact on the technological development of society. The cross-sectional study examined the behavioural mechanisms underlying the anxiety, stress, and the quality of sleep in a sample of medical students. The results provided evidence for a bi-directional hybrid path between internet addiction and depression, highlighting the mediation role of anxiety and stress.

Moustafa and Marzilli (2012) conducted a study on prevalence and correlation of emotional status, body image and internet addiction with academic performance among Egyptian pharmacy students. The aim of the study was to assess internet addiction among pharmacy undergraduate students as well as factors associated with it and to assess the relationships between internet addiction and common mental disorders in addition to academic performance and body mass index factors. This was a cross-sectional study conducted on 808 pharmacy students. It was concluded that the Internet addiction is usually associated with mental related disorders.

Kimuge (2014) conducted a study on Prevalence of Internet Addiction among Young Adults in Kenya. It was a cross-sectional quantitative study carried out on young adults from one college in rural setting and one in urban setting. Two questionnaires were administered to the young adults. One was sociodemographic questionnaire and the second one was the Young's Internet Addiction Test. The results showed that the prevalence of internet addiction was (81.5%). On analysis of the extent of severity of Internet use among young adults, it was found that majority of the young adults were moderate internet addicts (45.6%) followed by mild internet addicts (31.2%), normal internet users (18.5%) and severe internet addicts (4.2%). This study concluded that Internet addiction both in rural and urban areas in Kenya is high and that there is a need to start addressing the problem.

Akin and Murat (2014) studied internet addiction and depression, anxiety, and stress among Turkey students. Participants were 300 university students who were enrolled in mid-size state University, in Turkey. In this study, the Online Cognition Scale and the Depression Anxiety Stress Scale were used. In correlation analysis, internet addiction was found positively related to depression, anxiety, and stress. According to path analysis results, depression, anxiety, and stress were predicted positively by internet addiction. This research shows that internet addiction has a direct impact on depression, anxiety, and stress.

Panel Tang and Cerniglia (2017) conducted a study on Internet addiction among adolescents is a serious public health problem around the world. This study examined the association between IA and stressful life events and psychological symptoms among a random sample of school students who were internet users (N = 755) in Wuhan, China. Analyses examining the coping style with the IA revealed that negative coping style may mediate the effects of stressful life events to increase the risk of IA. These findings of the current study indicate a high prevalence of internet addiction among Chinese adolescent internet users and highlight the importance of stressors from interpersonal problem and school related problem as a risk factor for IA which mainly mediated through negative coping style.

Lawrence (2018) conducted a study on the relationship between parental mental health, particularly depression, and Internet Addiction among adolescent. This was a population-based parent-and-child dyad health survey utilising a random sampling technique. Adolescent internet addiction was measured by the Internet Addiction Test (IAT) designed by Young. The total of 1098 parent-and-child were recruited and responded to the survey providing usable information. The results suggested that there was a significant relationship between parental mental health, particularly depression, and the IA status of their children.

Einar and Davey (2019) investigated the present longitudinal study predictors of compulsive internet use and depression. In this study using adolescents, 21 males and 20 females, completed online questionnaires with a 12-month interval. The results indicated that social internet use was associated with decreased levels of depression. High support satisfaction, use of social networking, and instant messaging contributed to lower changes in compulsive Internet use. The study was concluded that effects of social internet use in combination with different psychosocial factors seem to have

more positive effects than negative ones on change in depression and the development of compulsive internet use.

Akhilesh and Jain (2021) studied internet addiction and its association with depression and insomnia in university students. The aim of the study was looked in to pattern and prevalence of internet addiction in university students. In this cross-sectional study 954 subjects were enrolled who had been using internet for past 6 months. Internet addiction Test (IAT), PHQ-9, and insomnia Severity Index (ISI) were applied to measure internet addiction, depression and insomnia respectively. Results showed that, among 954 subjects, 518 (60.59%) were male and 376 (39.41%) were female with mean age of 23.81. 15.51% study subjects were internet addicts and 49.19% were over users. Conclusion of this study was Internet addiction is a rising concern among youth. Several parameters including gender, time spent on line, alcohol, smoking predicts higher risk of internet addiction. Depression and insomnia are more common in internet addicts and overuses.

Amisha and Bisht (2021) compared the association of internet addiction with depression among Indian adults. It was a correlational study. The age range of the 60 volunteers for the current study was 15 to 30. Beck Depression Inventory was used to assess the severity of depression. The findings showed a substantial and positive relationship between internet addiction and depression levels in Indian adults.

Chou et al. (2022) compared the relationship between internet addiction, personality factors and emotional distress among adolescents in Malaysia. A total of 500 students from 7 secondary schools who range from 13 to 19 years of age participated in the study. This was a cross-sectional study, and 3 valid questionnaires were used: The Internet Addiction Test (IAT), the Depression, Anxiety, and Stress Scale (DASS-21), and the Ten-Item Personality Inventory (TIPI). The results showed that the prevalence of Internet addiction among adolescents was 29.6% and the prevalence of depression, anxiety, and stress among adolescents were 64.8%, 78%, and 51.4%, respectively.

Reviews Related to Stress

Given below the researcher done the area of Stress and the results show that the findings vary in different study. These findings are presented below.

Deb Roy and Poulomi (2003) conducted a study on 'Internet addiction, depression, anxiety and stress among first year medical students after COVID-19 lockdown'. The study population consisted of 37.2% of males and 63.8% of females. 80.23% of the participants showed moderate levels of internet addiction. Conclusion was the unprecedented ramifications of lockdown are incessant, with internet addiction, magnification in depression, anxiety and stress to name a few. The result showed that internet addiction coupled with psychological disorders still remains a matter of concern for medical students.

Sriat et al. (2017) studied the 'Relation of Academic Stress Levels and Internet Addiction in Adolescents'. The aim of this study was to analyse the correlation between academic stress and internet addiction in adolescents. The cross-sectional technique was utilized in this study, which included 378 students from five public high schools in Indonesia. Probability sampling with proportionate stratified random sampling was utilized as the sampling approach. The instruments were used the Internet Addiction Test (IAT) and the Educational Stress Scale for Adolescents (ESSA). The Spearman ranking correlation test was used to examine the data. The results showed that the amount of time spent on the internet on weekdays was 6 hours/day (71.2%).

Moraes and Jeevan (2017) conducted a study on 'Relationship between early-life stress and trait mindfulness in adulthood: a correlational study'. The aim of the study was investigating the relationship between early-life stress (ELS) and the trait mindfulness level in workers. This study was quantitative cross-sectional and correlational research with a sample of 929 workers from a Brazilian public university. ELS and mindfulness assessment was performed using the Childhood Trauma Questionnaire (CTQ) and the Five-Facet Mindfulness Questionnaire-BR (FFMQ-BR), respectively. The results showed that emotional regulation might have effectively occurred in this specific population, even with the presence of some childhood trauma.

Bhargava and Trivedi (2018) conducted a study of 'Causes of Stress and Stress Management among Youth'. The researcher found that the stress mainly comes from academic tests, interpersonal relations, relationship problems, life changes, and career exploration. Such stress may usually cause psychological, physical, and behavioural problems. This study finds the causes of stress among youth. So, after identifying causes the researcher suggests that more emphasis can be given to development stage of child into adolescence. They should be brought up in the positive environment. More

emphasis should be given to the outdoor activities and create hostile learning environment by minimizing the negative impact of stressors. The findings will help the individual students, scholars, lecturers, career and counselling centres.

Muhammad and Feng (2018) conducted on 'Relationship between Stress Levels and Internet Addiction among Adolescents in East Jakarta, Province, Indonesia'. This study was used a cross-sectional design and included 315 adolescents. Participants completed the Internet Addiction Test and the Perceived Stress Scale. Results of this study was most adolescents had moderate stress levels, 23 (7.3%) adolescents had low stress and 18 (5.7%) had high stress. Most adolescents had mild Internet addiction and 34 (10.8%) had moderate Internet addiction. Found a weak positive and statistically significant correlation between Internet addiction and stress (Spearman's correlation coefficient). The findings suggest there is a weak positive relationship between Internet addiction and stress.

Michaela et al. (2019) conducted a study on the 'Impact of stress on students in secondary school and higher education'. The aim of this study was on the wide range of ongoing stressors related to academic demands faced by students in secondary and tertiary education settings. Previous research indicates that academic-related stress can reduce academic achievement, decrease motivation and increase the risk of school dropout. The longer-term impacts, which include reduced likelihood of sustainable employment, cost Governments billions of dollars each year. This narrative review presents the most recent research concerning the impact of academic-related stress, including discussion of the impact on students' learning capacity and academic performance, mental health problems, such as depression and anxiety, sleep disturbances and substance use.

Reviews Related to Anxiety

Given below the researcher done the area of Anxiety and the results show that the findings vary in different study. These findings are presented below.

Musarrat (2015) examined the study was on 'Relationship between Anxiety and Internet Addiction among students of University of Sargodha'. There were 300 students, from Masters classes, as sample, selected through cluster sampling. Internet Addiction Scale (I.A.S) and Beck Anxiety Scale were used as assessment tools for data collection. Data was analysed using mean, standard deviation, T-test and regression

analysis. The results showed that prevalence of internet is more in male students than female students. Regression analysis showed a positive and significant relation between internet addiction and anxiety level among university students.

Daniel (2017) conducted a study on ‘The Risk for Early-Adulthood Anxiety and Depressive Disorders in Adolescents with Anxiety and Depressive Disorders’. This aim of this study was examining the magnitude of longitudinal associations between adolescent and adult anxiety or depressive disorders. The sample is 776 young people living in upstate New York received *DSM*-based psychiatric assessments in 1983 using structured interviews. The result of this study was adolescent anxiety or depressive disorders predicted an approximate 2- to 3-fold increased risk for adulthood anxiety or depressive disorders. The conclusions of this study were anxiety or depressive disorder during adolescence confers a strong risk for recurrent anxiety or depressive disorders during early adulthood. Most anxiety and depressive disorders in young adults may be preceded by anxiety or depression in adolescence.

Olivia and Remes (2018) conducted a study on ‘A systematic review of reviews on the prevalence of anxiety disorders in adult populations’. The methodology, extensive electronic and manual citation searches were performed to identify relevant reviews. Screening, data extraction, and quality assessment were undertaken by two reviewers. The result of the study despite the high heterogeneity of prevalence estimates across primary studies, there was emerging and compelling evidence of substantial prevalence of anxiety disorders. The conclusion of this research was expanded its focus to Asian countries, an increasingly greater number of physical and psychiatric conditions, and traumatic events associated with anxiety.

Goodwin et al. (2019) conducted a study on ‘Trends in anxiety among adults in the United States, 2008–2018: Rapid increases among young adults’. This study aimed to investigate prevalence of anxiety among US adults from 2008 to 2018. It was a cross sectional study. The methods were used to Data from the National Survey on Drug Use and Health (NSDUH). The result of this study was anxiety increased from 5.12% in 2008 to 6.68% in 2018, among adult Americans. Anxiety did not significantly increase among those ages 50 and older. Anxiety increased more rapidly among those never married and with some college education, relative to their respective counterparts. Apart from age, marital status and education, anxiety increased consistently among

sociodemographic groups. The conclusion of this study was that anxiety was increasing among adults under age 50 in the US, with more rapid increase among young adults.

Ali and Bharali (2019) conducted a study on 'Internet Addiction and its relationship with Anxiety, Depression and Stress among Higher Secondary School Students: North-East Perspective'. The present study aimed to investigate the extent of internet addiction among higher secondary school going students and to examine the relationships between internet addiction, depression, anxiety, and stress. The present study was a cross-sectional survey design conducted among higher secondary school students; purposive sampling technique was used to select the Higher Secondary School. This research concluded that internet addiction is present in the higher secondary school students and it has significant relationship with depression, anxiety, and stress. There is a need to explore interventions to deal with internet addiction in the school population.

Review Related to Depression

Given below the researcher done the area of Depression and the results show that the findings vary in different study. These findings are presented below.

Akash and Manoj (2014) conducted a study on 'Association between depression or stress and internet addiction'. The aim of the study, examine the association between affective states (depression, stress, and anxiety) and Internet addiction (IA). The study sample consisted of 291 individuals with the age of 18–40 years. This study is used an online survey on study participants with the IA Scale (20 items) and the Depression Anxiety Stress Scale-21. Results indicated that the mean age of standard deviation of the sample was 23.58 ± 4.40 years. This study concluded that depression and stress were related to Internet use.

Sachiko (2016) conducted a study on 'A Qualitative Exploration of Depression in Emerging Adulthood: Disorder, Development, and Social Context'. One in four emerging adults will experience a depressive episode between the ages of 18-25. The method of this study was conducted with 15 participants with major or minor depression. Interviews were recorded, transcribed verbatim, and analysed using established qualitative methods. The result is emerging adults reported dynamic and complex interactions within and between thematic areas including identification as an

individual with depression, interactions with the healthcare system, relationships with friends and family, and role transitions from childhood to adulthood.

Leach and Butterworth(2016) conducted a study on ‘Depression and anxiety in early adulthood: consequences for finding a partner, and relationship support and conflict’. The aim of the study used for waves of Australian data to investigate the effects of depression and anxiety in early adulthood on the quality of future partner relationships. The sample is Australian adults aged 20–24 years was assessed in 1999. The result of the study was depression in early adulthood was associated with never entering a partner relationship over the study period. The conclusion of this study was depression and anxiety in early adulthood is associated with poorer partner relationship quality in the future. The findings support the need to invest in prevention and early intervention.

Laith et al. (2018) conducted a study on ‘Relationship between Depression and Internet Addiction among University Students in Jordan’. Participants were 4388 university students from JUST University in Jordan. By measuring correlation analysis, internet addiction was found completely associated with depression, stress, and anxiety. The analysis of the study results suggests that the association of the two conditions is multifaceted, and shows the effect of Internet addiction in developing other psychological symptoms. All the studies agreed that Internet addiction or the depression increases the risk of both complications whether they were mental disorders or addictive disorders.

Das et al. (2019) conducted a study on ‘Relationships between depression and internet use’. The purpose of this study was to examine internet use and depression by applying a rigorous assessment tool experience sampling method (ESM). This study used older adolescents between the ages of 18 and 23 years were recruited from a large state university. The results show among our 189 participants, the mean age was 18.9. 58.8% were female and most were Caucasian (90.5%). Total daily internet use time was calculated as 66 minutes by ESM summary, 55 minutes by ESM modelling and 65 minutes by probability modelling. The results suggest a U-shaped association between internet use and depression. These findings may present statistical differences that lack clinical significance.

HYPOTHESES

Correlation of Internet Addiction with Stress, Anxiety and Depression.

- 1.1 There will be a significant relationship between Internet Addiction and Stress for those in early adulthood.
- 1.2 There will be a significant relationship between Internet Addiction and Anxiety for those in early adulthood.
- 1.3 There will be a significant relationship between Internet Addiction and Depression for those in early adulthood.

Correlation between Salience and Stress, Anxiety and Depression.

- 2.1 There will be a significant relationship between Salience and Stress for those in early adulthood.
- 2.2 There will be a significant relationship between Salience and Anxiety for those in early adulthood.
- 2.3 There will be a significant relationship between Salience and Depression for those in early adulthood.

Correlation between Excessive Use and Stress, Anxiety and Depression

- 3.1 There will be a significant relationship between Excessive Use and Stress for those in early adulthood.
- 3.2 There will be a significant relationship between Excessive Use and Anxiety for those in early adulthood.
- 3.3 There will be a significant relationship between Excessive Use and Depression for those in early adulthood.

Correlation between Neglect Work and Stress, Anxiety and Depression

- 4.1 There will be a significant relationship between Neglect Work and Stress for those in early adulthood.
- 4.2 There will be a significant relationship between Neglect Work and Anxiety for those in early adulthood.
- 4.3 There will be a significant relationship between Neglect Work and Depression for those in early adulthood.

Correlation between Anticipation and Stress, Anxiety and Depression

5.1 There will be a significant relationship between Anticipation and Stress for those in early adulthood.

5.2 There will be a significant relationship between Anticipation and Anxiety for those in early adulthood.

5.3 There will be a significant relationship between Anticipation and Depression for those in early adulthood.

Correlation between Lack of Control and Stress, Anxiety and Depression

6.1 There will be a significant relationship between Lack of Control and Stress for those in early adulthood.

6.2 There will be a significant relationship between Lack of Control and Anxiety for those in early adulthood.

6.3 There will be a significant relationship between Lack of Control and Depression for those in early adulthood.

Correlation between Neglect Social Life and Stress, Anxiety and Depression

7.1 There will be a significant relationship between Neglect Social Life and Stress for those in early adulthood.

7.2 There will be a significant relationship between Neglect social Life and Anxiety for those in early adulthood.

7.3 There will be a significant relationship between Neglect social Life and Depression for those in early adulthood.

Gender differences

8.1 There will be a significant difference in Internet addiction among those in early adulthood based on gender.

8.2 There will be a significant difference in Saliency among those in early adulthood based on gender.

8.3 There will be a significant difference in Excessive Use among those in early adulthood based on gender.

8.4 There will be a significant difference in Neglect Work among those in early adulthood based on gender.

8.5 There will be a significant difference in Anticipation among those in early adulthood based on gender.

8.6 There will be a significant difference in Lack of Control among those in early adulthood based on gender.

8.7 There will be a significant difference in Neglect Social Life among those in early adulthood based on gender.

8.8 There will be a significant difference in Stress among those in early adulthood based on gender.

8.9 There will be a significant difference in Anxiety among those in early adulthood based on gender.

8.10 There will be a significant difference in Depression among those in early adulthood based on gender.

Mode of education differences

9.1 There will be a significant difference in Internet addiction among those in early adulthood based on mode of education.

9.2 There will be a significant difference in Salience among those in early adulthood based on mode of education.

9.3 There will be a significant difference in Excessive Use among those in early adulthood based on mode of education.

9.4 There will be a significant difference in Neglect Work among those in early adulthood based on mode of education.

9.5 There will be a significant difference in Anticipation among those in early adulthood based on mode of education.

9.6 There will be a significant difference in Lack of Control among those in early adulthood based on mode of education.

9.7 There will be a significant difference in Neglect Social Life among those in early adulthood based on mode of education.

9.8 There will be a significant difference in Stress among those in early adulthood based on mode of education.

9.9 There will be a significant difference in Anxiety among those in early adulthood based on mode of education.

9.10 There will be a significant difference in Depression among those in early adulthood based on mode of education.

Domicile differences

10.1 There will be a significant difference in Internet addiction among those in early adulthood based on domicile.

10.2 There will be a significant difference in Saliency among those in early adulthood based on domicile.

10.3 There will be a significant difference in Excessive Use among those in early adulthood based on domicile.

10.4 There will be a significant difference in Neglect Work among those in early adulthood based on domicile.

10.5 There will be a significant difference in Anticipation among those in early adulthood based on domicile.

10.6 There will be a significant difference in Lack of Control among those in early adulthood based on domicile.

10.7 There will be a significant difference in Neglect Social Life among those in early adulthood based on domicile.

10.8 There will be a significant difference in Stress among those in early adulthood based on domicile.

10.9 There will be a significant difference in Anxiety among those in early adulthood based on domicile.

10.10 There will be a significant difference in Depression among those in early adulthood based on domicile.

CHAPTER 3

METHOD

CHAPTER 3

METHOD

Research is defined as the creation of new knowledge and the use of existing knowledge in a new and creative way to generate new concepts, methods and understandings. Oxford Advanced Learner 's Dictionary of Current English (Hornby,1974) lays down the meaning of research as a careful investigation or inquiry especially through search for new facts in any branch of knowledge. Kothari (2004) defines that research is an original contribution to the existing stock of knowledge contributing for its development.

Research is simply the collecting of information about a particular subject. It is an investigation or experimentation aimed at the discovery and interpretation of facts, which also includes revision of accepted theories or laws. It needs to be done carefully, scientifically and objectively to obtain valid facts, draw conclusions, and establish principles regarding a topic. Research also helps to raise awareness of many issues and it also helps the world to gain a new perspective on many predetermined notions. There are different classifications in research such as theoretical research, applied, exploratory, descriptive, qualitative, quantitative, experimental. The required type of research needs to be used so that it can be applied in various areas of the world (Fleetwood, 2023).

Research is used to discover new information or to reach a new understanding or gather an insight on any interested topic which also aims at solving a research question and generating new knowledge through the collection and analysis of information (Kabir, 2016). Research methodology includes all the techniques and methods such as research design, sampling techniques, procedure and statistical techniques which have been used for conducting research to solve the research questions (Mishra & Alok, 2011).

Research Design

“A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure” (Kothari, 2008). In fact, the research design is the conceptual

structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data.

Research design is defined as a master plan specifying the methods and procedures for collection and analyzing the need information. According to Kerlinger (1986), “research design is the plan, structure, and strategy of investigation to obtain answers to research questions and to control variance”. Research design is defined as a master plan specifying the methods and procedures for collection and analyzing the needed information (Zikmund,1988).

In the present study correlational research design is used. Correlational research design is a non-experimental design used to establish a relationship between two related variables. It requires two different groups and correlational coefficient determines the relationship between two variables. Correlations can tell the researcher about the direction and degree of relationship between the variables. This design helps the researcher to determine which variable needs further investigation. A major limitation of correlational research is that it cannot give a specific cause and effect, that is, it does not give clarification on what causes the change.

Aim

The aim of the present study is to find out the Internet Addiction and its relationship with Anxiety, Stress and Depression among Early Adulthood.

Objectives

Major Objective

To find the Internet Addiction and its relationship with Anxiety, Stress and Depression among Early Adulthood.

Specific Objectives

- To study if Internet Addiction has any relationship to Anxiety, Stress and Depression.
- To study the difference in Internet Addiction between males and females.
- To examine the difference in Internet Addiction based on Mode of Education.
- To study the difference in Internet Addiction based on Domicile.
- To examine the difference in Depression, Anxiety and Stress based on Gender.

- To study the difference in Depression, Anxiety and Stress based on Mode of Education.
- To examine the difference in Depression, Anxiety and Stress based on Domicile.

Participants

Sample design is a definite plan for obtaining a sample from a given population. It is difficult for the researcher to study the entire population as the population is quite large. Sampling is defined as the process of obtaining information about a large population by examining only a part of it. It helps to generalize the information to the population depending upon the type of population from which the information is collected. It helps to save time, cost and energy. The researcher selects the number of the sample depending on his or her convenience. The sample collected should be representative of the entire population, otherwise the result could be biased or invalid (Kothari, 2018).

Considering the availability of population snowball sampling was selected as the sampling technique for the present study. Snowball sampling is a sample method where the subjects are identified and collected through other participants. Here 120 samples were collected through snowball sampling.

Population comprises the universe for the purpose of the research problem. Population is a totality of all the objects, subjects or members that conform to a set of specifications (Polit and Hungler, 1999). It is the whole or a set of objects with similar characteristics. Population can also be defined as the entire compilation of elements that the researcher aspires to draw conclusions from (Cooper and Schindler, 2003).

Universe refers to the total of items or units that the researcher intends to study. The population of the present study consists of persons in early adulthood in the districts of Kannur, Kasaragod and Kozhikode. The sample of the study includes 120 students in early adulthood.

Inclusion criteria

- Persons in early adulthood aged between 18 and 30 years
- Students in early adulthood both male and female
- Persons in early adulthood both college students and employed.

- Persons in early adulthood from both urban and rural areas
- Persons in early adulthood who have access to internet.

Exclusion criteria

- Persons who are not using internet.
- Persons who have any disabilities or mental disorders.

Categorization of Participants According to Socio-demographic Variables.

For the purpose of various analyses in the present study, the participants were divided into different groups based on their socio- demographic variables such as Gender, Mode of education and Domicile.

Gender wise classification of the sample

Gender is used to describe the characteristics of men and women that are socially constructed. Occurrence of internet addiction and depression, anxiety, stress may vary among genders. So, it is taken into consideration in the present study. The sample was classified on the basis of gender in two categories.

Table 3.1: Classification of Samples Based on Gender.

S. No	Gender	No of participants	Percentage
1	Female	105	87.7 %
2	Male	15	12.3%
Total		120	100%

Classification of sample based on mode of education

Educational qualification determines the competency and fluency in the work that we do. Educational qualification is divided into two categories.

Table 3.1: Classification of Samples Based on mode of education.

S. No	Mode of education	No of participants	Percentage
1	Distance	16	13.2%
2	Regular	104	86.8%
Total		120	100%

Classification of Sample Based on Domicile

Another important classification that needs to be done is on the basis of domicile. The classification is done into two categories.

Table 3.1: Classification of Samples Based on Domicile.

S. No	Domicile	No of participants	Percentage
1	Rural	68	56.2%
2	Urban	52	43.8%
Total		120	100%

STUDY VARIABLES

A variable is a characteristic, property, number or quantity that increases or decreases over time or can take on different values. The different types of variables are: qualitative variable, quantitative variable, discrete variable, continuous variable, dependent variable, independent variable, background, moderating, extraneous variable etc. One of the ways to distinguish variables is between dependent variable and independent variables. The key variables in this study are Internet Addiction and its sub variables, and Anxiety, Stress, and Depression. The other variables studied are the demographic variables of Gender, mode of education and domicile.

Definition of Key Terms

Internet Addiction

Theoretical Definitions

Internet addiction is a behavioural addiction in which a person becomes dependent on use of the Internet, or other online devices, as a maladaptive way of coping with life's stresses. Internet addiction is also called compulsive computer use, pathological internet use, and internet dependence (Elizabeth, 2021).

Internet addiction is 'problematic computer use' growing social issue which is being debated worldwide. Internet Addiction Disorder (IAD) ruins lives by causing neurological complications, psychological disturbances, and social problems (Alexander, 2022).

Internet Addiction is when a person has a compulsive need to spend a great deal of time on the Internet, to the point where other areas of life (such as relationships, work or health) are allowed to suffer. Internet addiction is characterized by excessive or poorly controlled preoccupations, urges or behaviours regarding computer use and internet access that led to impairment or distress (George, 2021).

Operational Definition

Internet addiction is a mental condition characterized by excessive use of the internet, usually to the detriment of the user.

Sub-variables of Internet Addiction

Salience: It indicate that the respondent most likely feels preoccupied with the Internet, hides the behavior from others, and may display a loss of interest in other activities and/or relationships only to prefer more solitary time online. It is also suggested that the respondent uses the Internet as a form of mental escape from distributing thoughts and may feel that life without the Internet would be boring, empty, or joyless.

Excessive Use: It indicate that the respondent engages in excessive online behavior and compulsive usage, and is intermittently unable to control time online that he or she hides from others. It also suggests that the respondent is most likely to become depressed, panicked, or angry if forced to go without the Internet for an extended length of time.

Neglect Work: It indicate the respondent may view the Internet as a necessary appliance akin to the television, microwave, or telephone. Job or school performance and productivity are most likely compromised due to the amount of time spent online and the respondent may become defensive or secretive about the time spent online.

Anticipation: It indicate that the respondent most likely thinks about being online when not at the computer and feels compelled to use the Internet when offline.

Lack of Control: It indicate that the respondent has trouble managing his or her online time, frequently stays online longer than intended, and others may complain about the amount of time he or she spends online.

Neglect Social Life: It indicate the respondent most likely utilizes online relationships to cope with situational problems and/or to reduce mental tension and stress. It also

suggests that the respondent frequently forms new relationships with fellow online users and uses the Internet to establish social connections that may be missing in his or her life.

Anxiety

Theoretical definition

Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure. Austrian neurologist Sigmund Freud viewed anxiety as the symptomatic expression of the inner emotional conflict caused when a person suppresses (from conscious awareness) experiences, feelings, or impulses that are too threatening or disturbing to live with (Holland, 2022).

Operational definition

Being very worried about the future and about bad things happening.

Stress

Theoretical definitions

Stress can be defined as any type of change that causes physical, emotional or psychological strain. Stress is the body's response to anything that requires attention or action. Everyone experiences stress to some degree. The way responds to stress, however, makes a big difference to overall well-being (who,2020).

Stress occurs when people perceived that the demands from the external situations were beyond their coping capacity (Lazarus, 1984).

Stress is based on a transactional model. They defined stress as the body's internal reaction to any external stimulus that is deemed harmful (Lazarus and Folkman, 1984).

Operational definition

Stress can be defined as any type of change that causes physical, emotional or psychological strain. Stress is the body's response to anything that requires attention or action.

Depression

Theoretical definition

Depression (major depressive disorder) is a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable. Depression causes feelings of sadness and/or a loss of interest in activities you once enjoyed. It can lead to a variety of emotional and physical problems and can decrease your ability to function at work and at home (Robin,2014).

Operational definition

Depression is a mood disorder that causes a persistent feeling of sadness and loss of interest.

Early adulthood

Theoretical definition

The beginning of early adulthood, ages 18-25, is sometimes considered its own phase, emerging adulthood, but the developmental tasks that are the focus during emerging adulthood persist throughout the early adulthood years. According to Levinson's (1996) theory, early adulthood is an ideal period for studying the concept of life structure. Early adulthood includes psycho-social development domains such as development of self, emotional development, marriage and family life, social relationships, professional life, and career organization.

Operational definition

Early adulthood is a period of rapid personal development when individuals experience major life transitions (e.g., leaving the parental home, leaving education, beginning employment and parenthood).

Demographic Variables

Operational Definitions

Gender

Gender includes the social, psychological, cultural and behavioral aspects of being a man, woman, transgender or other gender identity.

Mode of Education

Mode of study refers to the student's status i.e., full-time study or part-time study, etc. There are different types of courses designed to suit students' requirements.

Domicile

The place where an individual has fixed and permanent home for legal purposes.

MEASURING INSTRUMENTS

In research the tools refer to the device/instrument used to collect data, such as paper questionnaire, or computer assisted interviewing system.

Personal Data Schedule

In order to collect the details of the participants and their various socio demographic data, a personal data schedule prepared by the researcher was used. It included name, age, gender, domicile, education, marital status and district. The information is collected in order to examine differences in Internet Addiction, and Anxiety, Stress, and Depression among persons in early adulthood also with respect to demographic variables.

Internet Addiction Test (IAT)

The Internet Addiction Test (IAT) was developed by Young in 1998. It is a 20-item scale that measures the presence and severity of Internet dependency among adults. The IAT measures the severity of self-reported compulsive use of the Internet for adults and adolescents.

Scoring

The IAT total score is the sum of the ratings given by the examinee for the 20 item responses. Each item is rated on a 5-point scale ranging from 0 to 5. The maximum score is 100 points. Total scores that range from 0 to 30 points are considered to reflect a normal level of Internet usage; scores of 31 to 49 indicate the presence of a mild level of Internet addiction; 50 to 79 reflect the presence of a moderate level; and scores of 80 to 100 indicate a severe dependence upon the Internet.

Reliability

Internet Addiction Test has good test-retest reliability of 0.85.

Validity

Internet Addiction Test has validity of 0.90- 0.93.

Depression, Anxiety, Stress Scale (DASS)

The DASS-21 (1995) is the shortened version of the DASS developed by Lovibond and Lovibond to assess symptoms of depression, anxiety and stress among adults. The DASS questionnaire to assess key symptoms of depression, anxiety, and stress. The DASS-21 is the short form and findings from studies support its validity as an approved instrument for measuring adverse mental states and depression, anxiety, and stress in adults. The 21 items on the questionnaire comprise a set of 3 self-reported scales designed to assess DASS. The DASS-21 is a shorter version of the 42-item original DASS. It has three subscales:

Depression: 3, 5, 10, 13, 16, 17, 21

Anxiety: 2, 4, 7, 9, 15,19, 20

Stress: 1,6, 8, 11,12,14,18

Scoring

Each of the 21 questions is scored on a 4-point scale ranging from 0 (Did not apply to me at all) to 3 (Applied to me very much, or most of the time. Scores for Depression, Anxiety and Stress are calculated by summing the scores for the relevant items: the score for each subscale must be multiplied by 2 to calculate the final score. According to the manual, the resulting ratings then are classified as: “normal, mild, moderate, severe, or extremely severe.”

Reliability

DASS-21 has good internal consistency reliability (Cronbach's alpha ranged between 0.74 and 0.93)

Validity

DASS-21 has validity of 0.89.

Procedure for Data Collection

Data collection in research involves the process of gathering and measuring information on variables of interest, in an established systematic fashion that enable one to answer stated research questions, test hypothesis, and evaluate outcome. The present study aims to explore the relationship between internet addiction and depression, anxiety, stress, among persons in early adulthood. Online data collection mode was used in research. The online Google form was structured with the first part containing the personal data schedule, the second part containing the IAT Scale and third part containing the DASS scale. After the completion of test administration, the participants were thanked for the participation and cooperation. After collecting the necessary data, the data was scored using the manual and analysed using SPSS and the results were discussed.

STATISTICAL TECHNIQUES

The researcher aimed to explore the relationship between the variables such as Internet Addiction and Depression, Anxiety, Stress. Coding and analysis were done with the help of SPSS software. Pearson's correlation coefficient and t-test were used for statistical analysis required for the present study.

Pearson's correlation coefficient

Pearson's correlation coefficient is a form of statistical analysis which measures the statistical relationship between two variables. Using the Pearson product moment correlation, the researcher can find out the association between two continuous variables. The major advantages of the Pearson product moment correlation is that it not only gives idea about the magnitude of association between two variables, it also gives information about the direction of the relationship. Correlation can either be positive or negative. Positive correlation indicates that both the variables are associated in a positive direction that is when one increases the other also increases. Negative correlation indicates that when one increases the other decreases. Pearson's r is a measure of the linear connection between two interval or ratio variables. The r value should be between -1 and 1. The interpretation of r is as follows;

r ranging from 0.1 to 0.29 or from -0.1 to -0.29 - Low level relationship

r ranging from 0.3 to 0.49 or from -0.3 to -0.49 - Medium level relationship

r ranging from 0.5 to 1 or from -0.5 to -1 - High level relationship (Singh, 2009).

In the present study, the Pearson product moment correlation was used to find the relationship between the variables of internet addiction and depression, anxiety, stress among early adulthood and their sub variables.

Independent t-Test

T-test helps the researcher to compare mean of two groups. t-tests can be divided into two: independent and paired t- test. The independent samples t-test is used when two separate sets of independent and identically distributed samples are obtained, one from each of the two populations being compared (Kaplan & Saccuzzo, 2009). As per the socio-demographic data, the present study involves independent groups. An independent sample t-test is used to compare the variable scores based on of socio-demographic variables such as gender, education, domicile and marital status. The t-test assumes your data are independent, are normally distributed, have a similar amount of variance within each group being compared.

CHAPTER 4
RESULT AND DISCUSSION

CHAPTER 4

RESULT AND DISCUSSION

The aim of the study was to identify the Internet addiction and its relationship with Anxiety, Stress, and Depression among those in early adulthood. The study aimed at exploring the relationship among the different components of Internet addiction and its relationships with Anxiety, Stress, and Depression for the samples under study. Further, analysis was also done for sub samples of gender, mode of education, domicile and marital status.

To analyze the data and evaluate the hypotheses stated, the researcher used the following statistical methods - Pearson's correlation, and t-test. The Pearson's correlation was used to explore the relationship between the study variables, while the t-test was used to identify differences, if any, in the sub samples selected, on the different variables.

Section 1: Correlation.

In this section the results of the correlation between Internet addiction and Anxiety, Stress and Depression.

Table 4.1: *Inter correlation between Internet addiction, Anxiety, Stress, and Depression among those in early adulthood.*

Variable	1	2	3	4	5	6	7	8	9	10	11
Saliense (1)	1										
Excessive use (2)	.509*	1									
Neglect work (3)	.581*	.446*	1								
Anticipation (4)	.523*	.509*	.503*	1							
Lack of control (5)	.473*	.436*	.516*	.391*	1						
Neglect social life (6)	.418*	.359*	.429*	.429*	.174	1					
Internet Addiction Test (7)	.833*	.767*	.780*	.728*	.678*	.597*	1				
Stress (8)	.574*	.476*	.513*	.440*	.444*	.434*	.658*	1			
Anxiety (9)	.459*	.447*	.509*	.374*	.352*	.346*	.569*	.725*	1		
Depression (10)	.558*	.401*	.553*	.367*	.337*	.366*	.596*	.758*	.779*	1	
DASS (11)	.581*	.480*	.575*	.429*	.411*	.417*	.664*	.901*	.910*	.931**	1

****Significant at 0.01 level**

***Significant at 0.05 level**

Table 4.1 shows that there is a positive correlation between Internet Addiction and Stress among those in early adulthood. Hence the hypothesis 1.1 stating that there will be a significant relationship between Internet Addiction and Stress for those in early adulthood is accepted. This indicates that, those with high Internet Addiction will have high Stress.

Muhammad Arsyad (2022) conducted a study on 'Relationship between Internet Addiction and Stress Levels among Adolescents in East Jakarta, Jakarta Province, Indonesia'. The results showed that positive and statistically significant correlation between Internet addiction and stress. Adolescents with mild Internet addiction and

adolescents with moderate Internet addiction experienced high stress. The findings of the present study are also similar to these findings.

The results also showed that there is a positive correlation between Internet Addiction and Anxiety among those in early adulthood. Hence the hypothesis 1.2 stating that there will be a significant relationship between Internet Addiction and Anxiety for those in early adulthood is accepted. This indicates that, those with high Internet Addiction will have high Anxiety.

Aviv Weinstein (2015) conducted a study on 'Internet addiction is associated with social anxiety in young adults'. The result showed that a correlation between Internet addiction and social anxiety respectively. The findings of the present study are also similar to these findings.

The result also showed that there is a positive correlation between Internet Addiction and Depression among those in early adulthood. Hence the hypothesis 1.3 stating that there will be a significant relationship between Internet Addiction and Depression for those in early adulthood is accepted. This indicates that, those with high Internet Addiction will have high Depression.

Sujin (2007) conducted a study on 'Depression and Internet Addiction in Adolescents'. This study reveals a significant association between Internet addiction and depressive symptoms in adolescents. This indicates that the necessity of the evaluation of the potential underlying depression in the treatment of Internet-addicted adolescents. The findings of the present study are also similar to these findings.

The results also showed a positive correlation found between Saliency and Stress among those in early adulthood. Hence the hypothesis 2.1 stating that there will be a significant relationship between Saliency and Stress for those in early adulthood is accepted. This indicates that those with high Saliency will have high Stress. It implies that the respondent most likely feels loss of interest in other activities and relationships only to prefer more solitary time online. So, they are more likely to be stressed. This indicates that when the Saliency increases the Stress of those in early adulthood also increases.

There is also a positive correlation found between Saliency and Anxiety among those in early adulthood. Hence the hypothesis 2.2 stating that there will be a significant relationship between Saliency and Anxiety for those in early adulthood is

accepted. This indicates that those with high Salience will also have high Anxiety. It implies that the uses the Internet as a form of mental escape from distributing thoughts and may feel that life without the Internet would be boring, empty, or joyless. So that without internet they feel more Anxiety. This indicates that when the Salience increases the Anxiety of those in early adulthood also increases.

The results also indicate that there is a positive correlation between Salience and Depression among those in early adulthood. Hence the hypothesis 2.3 stating that there will be a significant relationship between Salience and Depression for those in early adulthood is accepted. This indicates that when the Salience increases the Depression of those in early adulthood also increases.

There is also a positive correlation between Excessive use and Stress among those in early adulthood. Hence the hypothesis 3.1 stating that there will be a significant relationship between Excessive use and Stress for those in early adulthood is accepted. This indicates that those with high Excessive use will have high Stress. It implies that the respondent who engages in excessive online behavior and compulsive use are more likely to stressed. This indicates that when the Excessive use increases the Stress of those in early adulthood also increases.

There is also a positive correlation between Excessive use and Anxiety among those in early adulthood. Hence the hypothesis 3.2 stating that there will be a significant relationship between Excessive use and Anxiety for those in early adulthood is accepted. This indicates that when the Excessive use increases the Anxiety of those in early adulthood also increases.

The results also indicate that there is a positive correlation between Excessive use and Depression among those in early adulthood. Hence the hypothesis 3.3 stating that there will be a significant relationship between Excessive use and Depression for those in early adulthood is accepted. This indicate that, those with high Excessive use will have high Depression. It implies that the respondent is most likely to become depressed, panicked, or angry if forced to go with the Internet for an extended length of time. This indicates that when the Excessive use increases the Depression of those in early adulthood also increases.

There is also a positive correlation between Neglect work and Stress among those in early adulthood. Hence the hypothesis 4.1 stating that there will be a

significant relationship between Neglect work and Stress for those in early adulthood is accepted. This indicates that those with high Neglect work will have high Stress. This implies the respondent may see internet as one of the most essential things in life. Because that they spend a lot of time on it. Similarly, they become addicted to the internet by putting aside all their work. This indicates that when the Neglect work increases the Stress of those in early adulthood also increases.

There is also a positive correlation between Neglect Work and Anxiety among those in early adulthood. Hence the hypothesis 4.2 stating that there will be a significant relationship between Neglect Work and Anxiety for those in early adulthood is accepted. This indicates that those with high Neglect Work will have high Anxiety. This implies that the Job performance and productivity are most likely compromised due to the amount of time spent online and may become defensive or secretive about the time spent online. This indicates that when the Neglect work increases the Anxiety of those in early adulthood also increases.

The results also indicate that there is a positive correlation between Neglect Work and Depression among those in early adulthood. Hence the hypothesis 4.3 stating that there will be a significant relationship between Neglect Work and Depression for those in early adulthood is accepted. Due to their excessive desire for the Internet, they are probably worried that they will be able to put aside all their work and finish it in the end. This indicates that, those with high Neglect Work will have high Depression.

There is also a positive correlation between Anticipation and Stress among those in early adulthood. Hence the hypothesis 5.1 stating that there will be a significant relationship between Anticipation and Stress for those in early adulthood is accepted. This indicates that when Anticipation increases the Stress of the early adulthood also increases.

There is also a positive correlation between Anticipation and Anxiety among those in early adulthood. Hence the hypothesis 5.2 stating that there will be a significant relationship between Anticipation and Anxiety for those in early adulthood is accepted. This indicates that those with high Anticipation will have high Anxiety. It implies that the respondents most likely think about being online when not at the computer and feels compelled to use the Internet when offline. This indicates that when the Anticipation increases the Anxiety of those in early adulthood also increases.

The results also indicate that there is a positive correlation between Anticipation and Depression among those in early adulthood. Hence the hypothesis 5.3 stating that there will be a significant relationship between Anticipation and Depression for those in early adulthood is accepted. This indicates that when the Anticipation increases the Depression of those in early adulthood also increases.

There is a positive correlation between Lack of control and Stress among those in early adulthood. Hence the hypothesis 6.1 which states that there will be a significant relationship between Lack of control and Stress for those in early adulthood is accepted. It indicates that the respondent has trouble managing his or her online time. They have no control. So, they are more likely to go into Stress. This indicates that when the Lack of control increases the Stress of those in early adulthood also increases.

There is a positive correlation between Lack of control and Anxiety among those in early adulthood. Hence the hypothesis 6.2 which states that there will be a significant relationship between Lack of control and Anxiety for those in early adulthood is accepted. This indicates that those with high Lack of control will have high Anxiety. The respondents could frequently stay online longer than intended, and others may complain about the amount of time they spend online. If they don't have control, they are more likely to go into anxiety. This indicates that when the Lack of control increases the Anxiety of those in early adulthood also increases.

There is a positive correlation between Lack of control and Depression among those in early adulthood. Hence the hypothesis 6.3 which states that there will be a significant relationship between Lack of control and Depression for those in early adulthood is accepted. This indicate that those with high Lack of control will have high Depression. They spend a lot of time online; they tend to stay alone without interacting anyone. This may lead to depression. This indicates that when the Lack of control increases the Depression of those in early adulthood also increases.

There is a positive correlation between Neglect Social Life and Stress among those in early adulthood. Hence the hypothesis 7.1 which states that there will be a significant relationship between Neglect Social Life and Stress for those in early adulthood is accepted. This indicates that those with high Neglect Social Life will have high Stress. It implies that the respondents most likely utilize online relationships to cope with situational problems and to reduce mental tension and stress. And if we

exclude social life, we are definitely more likely to get stresses. This indicates that when the Neglect Social Life increases the Stress of those in early adulthood also increases.

There is a positive correlation between Neglect Social Life and Anxiety among those in early adulthood. Hence the hypothesis 7.2 which states that there will be a significant relationship between Neglect Social Life and Anxiety for those in early adulthood is accepted. This indicate that those with high Neglect Social Life will have high Anxiety. They spend so much time on the Internet, they neglect social interaction. They do not have much relationship with society. This indicates that when the Neglect social life increases the Anxiety of those in early adulthood also increases.

There is a positive correlation between Neglect Social Life and Depression among those in early adulthood. Hence the hypothesis 7.3 which states that there will be a significant relationship between Neglect Social Life and Depression for those in early adulthood is accepted. This indicates that when the Neglect social life increases the Depression of those in early adulthood also increases.

Section 2: Gender differences.

In this section the results of the t test to compare Internet Addiction and its sub variables, and Stress, Anxiety and Depression based on gender is presented.

Table 4.2: Comparison of Internet addiction and its sub variables and Stress, Anxiety, Depression on gender.

Serial No	Variables	Female N=107		Male N= 15		t value
		Mean	SD	Mean	SD	
1	Salience	8.61	4.139	9.93	2.963	-1.197
2	Excessive use	9.55	3.432	10.87	4.291	-1.347
3	Neglect work	4.90	2.716	5.13	2.748	-.315
4	Anticipation	3.50	2.048	3.53	2.264	-.066
5	Lack of control	5.98	2.588	6.67	2.664	-.957
6	Neglect social life	2.72	2.210	2.20	1.699	.874
7	Stress	6.40	3.971	7.13	2.800	-.689
8	Anxiety	6.01	3.860	7.07	4.200	-.983
9	Depression	6.10	4.383	7.87	4.033	-1.473
10	Internet addiction	35.25	12.810	38.33	12.333	-.876

ns= not significant

s=significant

Table 4.2 shows that there is no significance in the t value for Internet addiction on gender. It is seen that the t value of Internet addiction is 0.383. Hence the hypothesis 8.1 that there will be a significant difference in Internet addiction between males and females among those in early adulthood is rejected.

Muhammad (2017) conducted a study on 'Effect of Gender and Physical Activity on Internet Addiction in Medical Students'. The results showed that total internet addiction score and frequency of internet addiction were similar between males and females. Internet addiction is unrelated to gender. The findings of the present study are also similar to these findings. However, in Muhammad (2017) study it was found also that Internet Addiction was inversely related to physical activity.

The results also indicate that there is no significance in the t value for Salience on gender. It is seen that the t value of Salience is 0.234. Hence the hypothesis 8.2 that there will be a significant difference between males and females among those in early adulthood in Salience is rejected. May be, Salience does not significantly differ among male and female early adulthood.

The results also indicates that there is no significance in the t value for Excessive use on gender. The t value obtained by Excessive use is 0.181. Which means it is not significant. Hence the hypothesis 8.3 that there will be a significant difference between males and females among those in early adulthood in Excessive use is rejected. May be Excessive use does not significantly differ among male and female early adulthood.

The results also indicates that there is no significance in the t value for Neglect Work on gender. The t value obtained by Neglect Work is 0.753. Which means it is not significant. Hence the hypothesis 8.4 that there will be a significant difference between males and females among those in early adulthood in Neglect Work is rejected. May be Neglect Work does not significantly differ among male and female early adulthood.

The results also indicates that there is no significance in the t value for Anticipation on gender. The t value obtained by Anticipation is 0.947. Which means it is not significant. Hence the hypothesis 8.5 that there will be a significant difference between males and females among those in early adulthood in Anticipation is rejected. May be Anticipation does not significantly differ among male and female early adulthood.

The results also indicates that there is no significance in the t value for Lack of control on gender. The t value obtained by Lack of control is 0.340. Which means it is not significant. Hence the hypothesis 8.6 that there will be a significant difference between males and females among those in early adulthood in Lack of control is rejected. May be Lack of control does not significantly differ among male and female early adulthood.

The results also indicates that there is no significance in the t value for Neglect social life on gender. The t value obtained by Neglect social life is 0.384. Which means it is not significant. Hence the hypothesis 8.7 that there will be a significant difference between males and females among those in early adulthood in Neglect social life is

rejected. May be Neglect social life does not significantly differ among male and female early adulthood.

The results also indicates that there is no significance in the t value for Stress on gender. The t value obtained by Stress is 0.492. Which means it is not significant. Hence the hypothesis 8.8 that there will be a significant difference between males and females among those in early adulthood in Stress is rejected. May be Stress does not significantly differ among male and female early adulthood.

The results also indicates that there is no significance in the t value for Anxiety on gender. The t value obtained by Anxiety is 0.328. Which means it is not significant. Hence the hypothesis 8.9 that there will be a significant difference between males and females among those in early adulthood in Anxiety is rejected. May be Anxiety does not significantly differ among male and female early adulthood.

The results also indicates that there is no significance in the t value for Depression on gender. The t value obtained by Depression 0.143. Which means it is not significant. Hence the hypothesis 8.10 that there will be a significant difference between males and females among those in early adulthood in Depression is rejected. May be Depression does not significantly differ among male and female early adulthood.

Section 3: Mode of education differences

In this section the results of the t test to compare Internet Addiction and its sub variables, and Stress, Anxiety and Depression based on mode of education is presented.

Table 4.3: Comparison of Internet addiction and its sub variables and Stress, Anxiety, Depression on Mode of education.

Serial No	Variables	Distance N= 16		Regular N=105		t value
		Mean	SD	Mean	SD	
1	Salience	9.59	4.529	8.64	3.947	.902
2	Excessive use	11.88	3.569	9.36	3.442	2.787
3	Neglect work	6.53	2.787	4.67	2.619	2.697
4	Anticipation	4.47	2.764	3.34	1.901	2.118
5	Lack of control	6.65	2.448	5.97	2.618	.995
6	Neglect social life	3.12	2.261	2.58	2.138	.953
7	Stress	7.94	4.293	6.26	3.737	1.688
8	Anxiety	7.18	3.779	5.97	3.911	1.184
9	Depression	8.06	4.548	6.04	4.290	1.787
10	Internet addiction	42.24	14.042	34.56	12.260	2.346

ns= not significant **s=significant**

Table 4. 3 shows that there is a significance in the t value for Internet addiction on Mode of education. The t value obtained by Internet addiction 0.021. Which means it is significant. Hence the hypothesis 9.1 which stated that there will be a significant difference in Internet addiction based on mode of education is accepted. The mean values of Internet Addiction are 42.24 and 34.56 respectively. This seems to indicate that those who do their studies in distance education mode have higher Internet Addiction when compare to those who study in the regular mode.

Vijayalakshmi (2020) conducted a study on ‘Impact of Internet addiction on Learning styles of college students. The results shows that the college students show negative relationship between Internet Addiction and Learning Style Preferences. The findings prove that the Internet Addiction has no impact on Learning Styles of College students. The results of the present study differ from the findings of Vijayalakshmi

(2020). The present study shows the result as there will be a significant difference in Internet addiction based on mode of education.

The results also indicates that there is no significance in the t value for Salienc on Mode of education. The t value obtained by Salienc is 0.369. Which means it is not significant. Hence the hypothesis 9.2 that there will be a significant difference in Salienc based on mode of education is rejected. May be Mode of education does not influence Salienc of early adulthood.

The result also indicates that there is a significance in the t value for Excessive Use on Mode of education. The t value obtained by Excessive use is 0.006. Which means it is significant. Hence the hypothesis 9.3 which stated that there will be a significant difference in Excessive use based on mode of education is accepted. The mean values of Excessive Use are 11.88 and 9.36 respectively. This seems to indicate that those who do their studies in distance education mode have higher Excessive Use when compare to those who study in the regular mode.

The result also indicates that there is a significance in the t value for Neglect work on Mode of education. The t value obtained by Neglect work is 0.008. Which means it is significant. Hence the hypothesis 9.4 which stated that there will be a significant difference in Neglect work based on mode of education is accepted. The mean values of Neglect Work are 6.53 and 4.67 respectively. This seems to indicate that those who do their studies in distance education mode have higher Neglect Work when compare to those who study in the regular mode.

The result also indicates that there is a significance in the t value for Anticipation on Mode of education. The t value obtained by Anticipation is 0.036. Which means it is significant. Hence the hypothesis 9.5 which stated that there will be a significant difference in Anticipation based on mode of education is accepted. The mean values of Anticipation are 4.47 and 3.34 respectively. This seems to indicate that those who do their studies in distance education mode have higher Anticipation when compare to those who study in the regular mode.

The results also indicates that there is no significance in the t value for Lack of control on Mode of education. The t value obtained by Lack of control is 0.322. Which means it is not significant. Hence the hypothesis 9.6 that there will be a significant

difference in Lack of control based on mode of education is rejected. May be Mode of education does not influence Lack of control of early adulthood.

The results also indicates that there is no significance in the t value for Neglect social life on Mode of education. The t value obtained by Neglect social life is 0.343. Which means it is not significant. Hence the hypothesis 9.7 that there will be a significant difference in Neglect social life based on mode of education is rejected. May be Mode of education does not influence Neglect social life of early adulthood.

The result also indicates that there is a significance in the t value for Stress on Mode of education. The t value obtained by Stress is 0.094. Which means it is significant. Hence the hypothesis 9.8 which stated that there will be a significant difference in Stress based on mode of education is accepted. The mean values of Stress are 7.94 and 6.26 respectively. This seems to indicate that those who do their studies in distance education mode have higher Stress when compare to those who study in the regular mode.

The results also indicates that there is no significance in the t value for Anxiety on Mode of education. The t value obtained by Anxiety is 0.239. Which means it is not significant. Hence the hypothesis 9.9 that there will be a significant difference in Anxiety based on mode of education is rejected. May be Mode of education does not influence Anxiety of early adulthood.

The result also indicates that there is a significance in the t value for Depression on Mode of education. The t value obtained by Depression is 0.076. Which means it is significant. Hence the hypothesis 9.10 which stated that there will be a significant difference in Depression based on mode of education is accepted. The mean values of Depression are 8.06 and 6.04 respectively. This seems to indicate that those who do their studies in distance education mode have higher Depression when compare to those who study in the regular mode.

Section 4: Domicile differences

In this section the results of the t test to compare Internet Addiction and its sub variables, and Stress, Anxiety and Depression based on domicile is presented.

Table 4.4: Comparison of Internet addiction and its sub variables and Stress, Anxiety, Depression on Domicile.

Serial No	Variables	Variables				t value
		Rural N= 68 Mean	SD	Urban N=53 Mean	SD	
1	Salience	9.37	3.636	8.02	4.389	1.857
2	Excessive use	10.04	3.743	9.30	3.289	1.156
3	Neglect work	5.10	2.615	4.70	2.833	.807
4	Anticipation	3.43	1.987	3.59	2.176	.440
5	Lack of control	6.19	2.684	5.91	2.497	.598
6	Neglect social life	2.84	2.113	2.43	2.203	1.050
7	Stress	7.12	3.946	5.70	3.596	2.044
8	Anxiety	6.74	3.639	5.39	4.118	1.915
9	Depression	7.16	4.280	5.26	4.274	2.440
10	Internet addiction	36.97	12.332	33.94	13.163	1.307

ns= not significant **s=significant**

Table 4.4 shows that there is no significance in the t value for Internet addiction on domicile. The t value obtained is 0.194 and it is not statistically significant. Hence, the hypotheses 10.1 which stated that there will be a significant difference on Internet addiction based on domicile is rejected. May be the domicile does not influence Internet addiction of early adulthood.

Megha Rathi (2022) conducted a study on ‘Internet addiction in adolescents: Role of family, personality and comorbid psychopathology in school children in Eastern India’. The results shows that dysfunctional family environment, comorbid psychopathology and difficult temperaments contribute significantly to high internet usage among adolescents.

The result also indicates that there is a significance in the t value for Salience on domicile. The t value obtained by Salience is 0.066. Which means it is significant. Hence the hypothesis 10.2 which stated that there will be a significant difference in Salience based on domicile is accepted. The mean values of Salience are 9.37 and 8.02 respectively. This seems to indicate that those who are in rural area have higher Salience when compare to those who are in urban area.

The results also indicates that there is no significance in the t value for Excessive use on domicile. The t value obtained by Excessive use is 0.250. Which means it is not significant. Hence the hypothesis 10.3 that there will be a significant difference in Excessive use based on domicile is rejected. May be domicile does not influence Excessive use of early adulthood.

The results also indicates that there is no significance in the t value for Neglect work on domicile. The t value obtained by Neglect work is 0.421. Which means it is not significant. Hence the hypothesis 10.4 that there will be a significant difference in Neglect work based on domicile is rejected. May be domicile does not influence Neglect work of early adulthood.

The results also indicates that there is no significance in the t value for Anticipation on domicile. The t value obtained by Anticipation is 0.661. Which means it is not significant. Hence the hypothesis 10.5 that there will be a significant difference in Anticipation based on domicile is rejected. May be domicile does not influence Anticipation of early adulthood.

The results also indicates that there is no significance in the t value for Lack of control on domicile. The t value obtained by Lack of control is 0.551. Which means it is not significant. Hence the hypothesis 10.6 that there will be a significant difference in Lack of control based on domicile is rejected. May be domicile does not influence Lack of control of early adulthood.

The results also indicates that there is no significance in the t value for Neglect social life on domicile. The t value obtained by Neglect social life is 0.296. Which means it is not significant. Hence the hypothesis 10.7 that there will be a significant difference in Neglect social life based on domicile is rejected. May be domicile does not influence Neglect social life of early adulthood.

The result also indicates that there is a significance in the t value for Stress on domicile. The t value obtained by Stress is 0.043. Which means it is significant. Hence the hypothesis 10.8 which stated that there will be a significant difference in Stress based on domicile is accepted. The mean values of Stress are 7.12 and 5.70 respectively. This seems to indicate that those who are in rural area have higher Stress when compare to those who are in urban area.

The result also indicates that there is a significance in the t value for Anxiety on domicile. The t value obtained by Anxiety is 0.058. Which means it is significant. Hence the hypothesis 10.9 which stated that there will be a significant difference in Anxiety based on domicile is accepted. The mean values of Anxiety are 6.74 and 5.39 respectively. This seems to indicate that those who are in rural area have higher Anxiety when compare to those who are in urban area.

The result also indicates that there is a significance in the t value for Depression on domicile. The t value obtained by Depression is 0.016. Which means it is significant. Hence the hypothesis 10.10 which stated that there will be a significant difference in Depression based on domicile is accepted. The mean values of Depression are 7.16 and 5.26 respectively. This seems to indicate that those who are in rural area have higher Depression when compare to those who are in urban area.

CHAPTER 5
SUMMARY AND CONCLUSION

CHAPTER 5

SUMMARY AND CONCLUSION

The summary and conclusion chapter includes the overall summing up of the study. It presents the key information about the most important outcomes of the present research. Within this chapter the researcher includes the statement of the problem, research findings, whether the hypotheses are rejected or accepted, the limitation of the study, implications of the study and the recommendations for future researches. The present study focused on Internet addiction and its relationships with Anxiety, Stress and Depression among those in early adulthood. Internet Addiction consists of six variables, Salience, Excessive use, Neglect work, Anticipation, Lack of control, Neglect social life. These are sub variables of Internet addiction. Anxiety, Stress and Depression are sub variables in the DAS scale.

Method in Brief

In the present study, the investigator attempted to figure out Internet addiction and its relationship with Anxiety, Stress and Depression among those in early adulthood. The present study was conducted among those in early adulthood both male and female. The population of the study was those in early adulthood. The sample of the study included 120 in early adulthood.

Based on the objectives of the study the participants were divided into different groups based on the demographic variables such as Gender, Mode of education and Domicile. The main scales used for the data collection were Internet Addiction Test - IAT (1998) and Depression, Anxiety and Stress Scale – DASS (1995). Demographic data was collected using a Demographic Schedule.

The Pearson Product Moment Correlation was used to find the strength, direction and probability of the linear association between variables. Independent sample t-test was used to examine differences between groups. Those in early adulthood from Kannur and other districts were considered in the sample under study. The data was collected through Formsapp by using online survey platform using snowball sampling method. A survey link was passed on to those in early adulthood to enable them participate in the study.

Major Findings

The aim of the present study was to find out the Internet addiction and its relationship with Anxiety, Stress and Depression among those in Early adulthood. After carrying out the study, the major findings obtained were as given below.

Relationship between Internet Addiction, and Stress, Anxiety and Depression.

The significant findings are:

- There is a significant relationship between Internet Addiction, and Stress, Anxiety and Depression among those in early adulthood.
- There is a significant relationship between Salience, and Stress, Anxiety and Depression among those in early adulthood.
- There is a significant relationship between Excessive use, and Stress, Anxiety and Depression among those in early adulthood.
- There is a significant relationship between Neglect work, and Stress, Anxiety and Depression among those in early adulthood.
- There is a significant relationship between Anticipation, and Stress, Anxiety and Depression among those in early adulthood.
- There is a significant relationship between Lack of Control, and Stress, Anxiety and Depression among those in early adulthood.
- There is a significant relationship between Neglect Social Life, and Stress, Anxiety and Depression among those in early adulthood.

The findings of the study clearly show that Internet Addiction causes Stress, Anxiety and Depression among those in early adulthood. All the different areas of Internet Addiction, namely, Salience, Excessive Use, Neglect Work, Anticipation, Lack of Control and Neglect Social Life, are also found to individually affect Stress, Anxiety and Depression in the sample. This points to the grave dangers that internet Addiction and its attendant behaviors cause to those who resort to them.

Comparison on Gender

There is no significant difference in Internet addiction and its subvariables (Salience, Excessive Use, Neglect Work, Anticipation, Lack of Control, Neglect Social Life) based on gender among those in early adulthood. This shows that both males and females show same pattern of behavior with regard to their Internet Addiction and its

expressions like Salience, Excessive Use, Neglect Work, Anticipation, Lack of Control, Neglect Social Life. Hence Internet Addiction affects those in early adulthood irrespective of their being male or female.

There is no significant difference in Stress, Anxiety and Depression based on gender among those in early adulthood. This could be due to the fact that both males and females among those in early adulthood engage in Internet Addiction related behaviours. There is no significant difference in the impact of internet addiction related behaviours like Stress, Anxiety and Depression between males and females in the sample.

Comparison on Mode of Education

There is a significant difference in Internet addiction and three of its sub variables (Excessive Use, Neglect Work, Anticipation) based on Mode of education among those in early adulthood. Internet Addiction and its attendant behaviours like Excessive Use, Neglect Work and Anticipation are found to be higher in those who study in distance mode when compared to those who follow the regular mode.

There is no significant difference in other three subvariables of Internet Addiction (Salience, Lack of Control, Neglect Social Life) based on Mode of education among those in early adulthood. Hence the students who study in distance education mode as well as those in regular mode do not show much difference in Salience, Lack of Control and Neglect Social Life.

There is a significant difference in Stress and Depression based on Mode of education among those in early adulthood. There is no significant difference in Anxiety based on Mode of education among those in early adulthood. With regard to Stress and Depression it seen that Mode of education has an impact. Those who do they studies in distance education mode seem to show higher levels of Stress and Depression. Anxiety does not seem to vary significantly between those in distance education mode and those in regular mode.

Comparison on Domicile

There is no significant difference in Internet addiction and five of its sub variables (Excessive Use, Neglect Work, Anticipation, Lack of Control, Neglect Social Life) based on domicile among those in early adulthood. There is a significant

difference in Saliency, one of the sub variables of Internet Addiction, based on domicile among those in early adulthood. There seems to be very little impact of the place of stay, viz, rural or urban on the prevalence of Internet Addiction and its attendant behaviours. Only in the case of Saliency place of stay seems to have significant impact.

There is a significant difference in Stress, Anxiety and Depression based on domicile among those in early adulthood. Though there is no significant difference in the engagement in Internet Addiction and its attendant behaviour between rural and urban early adults, there seems to be significant impact of place of stay on the effect of these behaviours. The findings of the study showed that rural early adults have higher levels of Stress, Anxiety and Depression.

Implications of the Study

The results of the research attempt to highlight how Internet addiction affects Stress, Anxiety and Depression among those in early adulthood. Internet addiction had a significant relationship with sub variables of Stress, Anxiety and Depression. The study also aimed at finding out how differences in demographical variables like gender, mode of education and domicile of those in early adulthood influenced their Internet addiction and Stress, Anxiety and Depression.

It shows that Internet Addiction causes Stress, Anxiety and Depression among those in early adulthood. All the different areas of Internet Addiction, namely, Saliency, Excessive Use, Neglect Work, Anticipation, Lack of Control and Neglect Social Life, are also found to individually affect Stress, Anxiety and Depression. This points to the grave dangers that internet Addiction and its attendant behaviors cause to those who resort to them.

Excessive Internet use may create a heightened level of psychological arousal, resulting in little sleep, failure to eat for long periods, and limited physical activity, possibly leading to the user experiencing physical and mental health problems such as depression, Anxiety and Stress. Internet addiction is associated with many mental disorders, including low self-esteem, anxiety, impulsiveness, poor sleep, mood disorders, depression, and stress. The signs of internet addiction are the user needs to spend ever-increasing amounts of time online to feel the sense of satisfaction. These problems can include inhibited social skills. Children can isolate themselves in front of screens, avoiding social interaction and physical exercise, which can cause obesity. In

addition, they do not exercise cognitive skills necessary for higher brain activities, like reading. If they can't go online, the user experiences unpleasant withdrawal symptoms such as anxiety, moodiness and stress about the Internet. The user turns to the Internet to cope with negative feelings such as guilt, anxiety or depression. The user neglects other areas of life (such as relationships, work, school and leisure pursuits) in favour of spending time on the Internet. Also, the user is prepared to lose relationships, jobs or other important things in favour of the Internet.

Limitations of the Study

The present study aims to find out the Internet addiction and its relationship with Anxiety, Stress and Depression among those in Early adulthood. The limitations of the present study are listed below:

1. The sample of the current study consisted of those in early adulthood living only in the Kannur district of Kerala.
2. The sample size of the present study was relatively small. Hence, the results cannot easily be generalized.
3. Self-reported questionnaire were used to collect data which may raise the possibility of response-bias among the respondent.
4. The mode of data collection was entirely online. This could have impacted the accuracy of responses as no clarifications could be provided to the respondent.

Suggestions for Future Research

The present study examined Internet addiction and its relationship with Anxiety, Stress and Depression among those in Early adulthood. On the basis of the understanding gained during the research, there are some important suggestions for future studies in this area.

1. The sample of this study consists of those only in early adulthood. Similar studies could be done with other levels of development.
2. The present study explored four variables Internet addiction and Anxiety, Stress, Depression. Other psychological variables can also be studied to gain an overall view of the phenomenon of Internet Addiction and its impact.

3. This study could be extended to all the other districts of Kerala to get a state-wide perspective on Internet addiction and its relationship with Anxiety, Stress and Depression among those in Early adulthood. Such an attempt would allow a more reliable generalization of the obtained results.
4. The study could be redesigned for a larger sample. This also can give reliable generalization of the obtained results.
5. In future studies, the researcher could investigate more differences based on demographic variables other than Gender, Mode of education, Domicile such as marital status, type of family etc.
6. Certain interventions can be designed with the current research findings to address the negative impact of Internet Addiction on the population under study.

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APPENDICES

APPENDIX I

Consent Form

TITLE OF STUDY

INTERNET ADDICTION AND ITS RELATIONSHIPS WITH ANXIETY, STRESS
AND DEPRESSION AMONG EARLY ADULTHOOD

RESEARCHER

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You are being requested to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. This research study is part of fulfilling academic requirements for master's degree in counselling psychology.

In this research you would be required to answer the personal data schedule, and two instruments which will be sent to you. You may decline to answer any or all questions and you may terminate your involvement at any time if you choose. There may not be any direct benefit to you for your participation in this study. However, we hope that the information obtained from this study may help in the betterment the Internet Addiction of early adulthood and present the advantages of using healthy lifestyles, and address the Depression, Anxiety and Stress issue if any.

Every effort will be made by the researcher to preserve confidentiality about the data collected from you.

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be destroyed.

CONSENT

I have read and I understand the provided information. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Researcher's signature _____ Date _____

APPENDIX II**PERSONAL DATA SCHEDULE**

Name:

Age:

Gender:

- Male
- Female

Mode of education

- Regular
- Distance

Marital Status:

- Single
- Married

Domicile:

- Urban
- Rural

District:

- Kannur
- Calicut

APPENDIX III

IAT MANUAL – Internet Addiction Test

This questionnaire consists of 20 statements. After reading each statement carefully, based upon the 5-point Likert scale, please select the response (0, 1, 2, 3, 4 or 5) which best describes you. If two choices seem to apply equally well, circle the choice that best represents how you are most of the time during the past month. Be sure to read all the statements carefully before making your choice. The statements refer to offline situations or actions unless otherwise specified.

0 = Not Applicable, 1 = Rarely, 2 = Occasionally, 3 = Frequently, 4 = Often, 5 = Always

Using this scale, respond to the following:

1. How often do you find that you stay online longer than you intended?
2. How often do you neglect household chores to spend more time online?
3. How often do you prefer the excitement of the Internet to intimacy with your partner?
4. How often do you form new relationships with fellow online users?
5. How often do others in your life complain to you about the amount of time you spend online?
6. How often do your grades or school work suffer because of the amount of time you spend online?
7. How often do you check your email before something else that you need to do?
8. How often does your job performance or productivity suffer because of the Internet?
9. How often do you become defensive or secretive when anyone asks you what you do online?
10. How often do you block out disturbing thoughts about your life with soothing thoughts of the Internet?
11. How often do you find yourself anticipating when you will go online again?

12. How often do you fear that life without the Internet would be boring, empty, and joyless?
13. How often do you snap, yell, or act annoyed if someone bothers you while you are online?
14. How often do you lose sleep due to being online?
15. How often do you feel preoccupied with the Internet when off-line, or fantasize about being online?
16. How often do you find yourself saying "just a few more minutes" when online?
17. How often do you try to cut down the amount of time you spend online and fail?
18. How often do you try to hide how long you've been online?
19. How often do you choose to spend more time online over going out with others?
20. How often do you feel depressed, moody, or nervous when you are off-line, which goes away once you are back online?

APPENDIX IV

DAS Scale – Depression, Anxiety and Stress Scale

Please read each statement and circle a number 0, 1, 2 or 3 which indicates how much the statement applied to you over the past week. There are no right or wrong answers. Do not spend too much time on any statement. The rating scale is as follows:

0= Did not apply to me at all

1= Applied to me to some degree, or some of the time

2= Applied to me to a considerable degree or a good part of time

3= Applied to me very much or most of the time

1. I found it hard to wind down
2. I was aware of dryness of my mouth
3. I couldn't seem to experience any positive feeling at all
4. I experienced breathing difficulty (e.g., excessively rapid breathing, breathlessness in the absence of physical exertion)
5. I found it difficult to work up the initiative to do things
6. I tended to over-react to situations
7. I experienced trembling (e.g., in the hands)
8. I felt that I was using a lot of nervous energy
9. I was worried about situations in which I might panic and make a fool of myself
10. I felt that I had nothing to look forward to
11. I found myself getting agitated
12. I found it difficult to relax
13. I felt down-hearted and blue
14. I was intolerant of anything that kept me from getting on with what I was doing
15. I felt I was close to panic

16. I was unable to become enthusiastic about anything
17. I felt I wasn't worth much as a person
18. I felt that I was rather touchy
19. I was aware of the action of my heart in the absence of physical exertion (e.g., sense of heart rate increase, heart missing a beat)
20. I felt scared without any good reason
21. I felt that life was meaningless

**PHYSICAL SELF PERCEPTION AND SPORTS
MOTIVATION
AMONG COLLEGE STUDENTS**

*Dissertation submitted in partial fulfillment of the requirement of the
degree of Master of Science in Counselling Psychology*

Submitted by

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2022-2023

CERTIFICATE

This is to certify that this dissertation entitled, “**Physical self perception and sports motivation among college students**” is an authentic record of research work carried out by **Nithya E.D**, during the period of her study at Don Bosco Arts & Science College, Angadukadavu, Iritty – 670706, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2022.

There is no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as in formed by the student.

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I, **Nithya E.D** do here by declare that this dissertation entitled, “**Physical self perception and sports motivation among college student**”, which is submitted to Department of Psychology, Don Bosco Arts & Science College, is a bonafide record of research work carried out by me, under the supervision and guidance of **Manjth R** (Assistant Professor, Department of Psychology, Don Bosco Arts & Science College) in partial fulfillment of the requirements for the Degree of Master of Science in Counselling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship of other similar title or recognition.

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This is to certify that this dissertation entitled, "Physical self perception and sports motivation among college student. "is an authentic record of research work carried out by **Nithya E.D**, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology, under my supervision and guidance, and that no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as in formed by the student.

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Nithya .E.D

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ABSTRACT

The study explores the relationship physical self perception and sports motivation among college students. In addition to it he study aim to investigate how the college students of performing sports differ based on demographic variables gender, age ,educational qualification and which is your area of sports . The participants in this study were college students. The total sample size is 100. The participants were selected from the different college in kannur district using purposive sampling method. For the purpose of different analysis, the participants were divided into different groups based on demographic variables such as ,age ,educational qualification and which is your area of sports. For the data collection measures used were personal data schedule, physical self perception (PSPP-R) – 2010, Sports motivation scale (SMS-6)- 2020. The statistical techniques used were Pearson product moment correlation, t test, One way ANOVA.

The findings of the present study reveal both positive and negative correlation between 4 sub variables of physical self perception and sports motivation. Two sub variables of physical self perception no significance difference with sports motivation. Those who have college students in family show significance with sub variable of physical self perception. Gender, age, educational qualification and which is your area of sports show no significant difference with sub variables of physical self perception and sports motivation.

Key words – College students, physical self perception and sports motivation..

CHAPTER 1
INTRODUCTION

CHAPTER 1

INTRODUCTION

Self perception is the process of observing and interpreting ones own behaviour, thought, and feeling, and using those observation and interpretation to define oneself(Robark,2001)it is thought that since we cannot know certain things about ourselves for certain. We look to our own behaviour to tell us what our beliefs and attitudes. Self perception is important because, as noted above, many people have a hard time identifying their feeling and thoughts, but behaviours are concrete and obvious manifestation of something within us therefore we can use them to make judgment about what's really going on inside (Bem, 1972)

Self-perception changes from one circumstance or experience to another. I cannot think of a clearer example of this than when people visit their parents or other family members. You might see yourself as an effective and decisive leader of your family and team at work, but the same actions start to seem controlling to you when you are around your younger siblings, who always complained that you bossed them around when you were kids. Bem (1972)

Self-perceptions such as sociability, emotional stability, dominance and work competency vary based on whether a person had a positive or negative feeling about their own dress. When a person indicates high clothing satisfaction, they have higher levels of sociability than those who experienced low satisfaction. Kwon also found that a person who is confident with their clothing tends to have positive emotions.(Cosbey, 2001).

The physical self is defined as an individual's perception of himself or herself in aspects of physical domains such as strength, endurance, sport ability, and physical appearance. Self-perceptions of one's physical appearance entail mental images of how one looks. These perceptions are by no means accurate representations. An individual may be of normal weight, but the self-perception may be that one is skinny or fat. Physical self-perception is often related with better physical fitness perception in adolescents. Moreover, it is an important social cognitive perspective to provide suitable mental health in this population. Self-perception is a reflection of the student about their capacity to meet the physical limits in PA and sports. According to Fox et

al. physical self-perception is the main characteristic of the search for mental health and well-being. personal physical self-perception assessed by validated instrument could be considered as an important social cognitive perspective to provide suitable mental health in children and adolescents. Moreover, self-perception of physical fitness in youth is related with a positive identity and less behavior disorders when they practice PA.(Martin S.Hagger,2010)

Self-perception theory states that individuals often use external behaviors to guess internal emotions that are unclear. Learn about self-perception theory (through definitions and examples), when self-perception theory is often used, and the relationship between facial expressions and emotions. Positive self-perception helps us cope with inevitable workplace situations like rejection and failure in a healthy way. Bate says that usually, people with a more positive self-perception have more positive “core beliefs,” unconscious beliefs about oneself—like feeling competent and worthy. When they engage in positive self-talk, they’ll be more likely to internalize that positivity and cope with negative feelings. A negative self-perception may include core beliefs like feeling damaged or worthless. A person with a negative self-perception views themselves and others more negatively, resulting in consequences: Self-perception is especially important if we choose to use it as a way to understand mental health challenges. One way to look at psychological disorders is that certain kinds of self-perceptions are more harmful or less effective than others (Yee & Bailenson, 2007).

Sports motivation

Sports are identified as the most popular activities for youth participation, especially college students and have many social and economic implications in a society. Most young college students are experiencing periods of physical, social, mental, and fundamental change, which can affect the limitations and inspiration of physical movement. College students communicate in specific groups and are influenced by changes in additional living conditions with the start of their university journey.

Various concepts of sports motivation have been used to gain a better understanding of college students’ behaviour to perform sports activities. Specifically, there are many motivational factors for college students to involve in sports activities

consisting of fun, leisure, improving performance or skills, challenges, to seek new sensations, meeting new friends, success, winning, and health. College students who play sports are easier to make friends with and they are more satisfied with their appearance, as well as reducing the stress they faced. Thus, sports activities are opportunities to enhance social relationships and to feel that they are a part of a group. The presence of a group, in view of athletes, can be a source of social relationships that meet the basic needs of group members. The concept of a game accompanied by rewards, health, status, or performance affects the involvement of students in sports. Motivation is important in sports so that continuity is maintained and can improve the achievement for athletes in sports. It can influence a person to engage in sports activities. Motivation is basically a mental state that drives action and gives strength to meet needs, giving satisfaction, or reducing imbalances. Motivation greatly affects the performance of an athlete in situations where a person is physically able to perform a task better despite feeling his inability at first.(Jim Taylor,2009)

Physical self-perception and sports motivation among college students

Need and significant

India has the largest population of adults in the world being home to 17.7% million individuals aged 18-25years. Most of adults are studied in degree or post graduate those students are active in physics activity also participating sports activities. This study help to assess the college students physical ability and self-perception and also sports motivation also help to assess How adults were the physical ability and physical appearance encourage there on sports motivation The relationship between self-esteem and sports motivation how influence the adults sports habit

Statement of the problem

This study attempt to explore the influence of physical self-concept, self-esteem, sports motivation and sports habit on adults.

Definition of key terms

Theoretical definitions

Physical self-perception

The physical self is defined as an individual's perception of himself or herself in aspects of physical domains such as strength, endurance, sport ability, and physical appearance.

Sports motivation

Sports Motivation is a key determinant of behavior in sport. It is a complex construct, with athletes having diverse and dynamic motives for initiating, directing, sustaining, and terminating effort.

College students

Individual who is a full time or part time student attending an institution of higher education

Operationally definition

Self-perceptions

Of one's physical appearance entail mental images of how one looks. These perceptions are by no means accurate representations. An individual may be of normal weight, but the self-perception may be that one is skinny or fat.

Sport motivation

Is a force that energy issues to act and direct Behaviour towards our desired goals.

Objectives

Major objectives

To find out the relationship between physicalself-perception and sports motivation among college students.

Specific objective

- 1) To find out relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and intrinsic motivation among college student
- 2) To find out relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and integrated regulation among college student
- 3) To find out relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and identified regulation among college student
- 4) To find out relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and external regulation among college student
- 5) To find out relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and amotivation among college student
- 6) To find out relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and introjected regulation among college student
- 7) To find out relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and gender among college student
- 8) To find out the difference of sports motivation and its sub variable a) intrinsic motivation, b) integrated motivation, c) identified regulation, d) external regulation, e) amotivation, f) introjected regulation and gender among college student.
- 9) To find out relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and age among college student
- 10) To find out the difference of sports motivation and its sub variable a) intrinsic motivation, b) integrated motivation, c) identified regulation, d) external regulation, e) amotivation, f) introjected regulation and age among college student.

- 11) To find out relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and which is your area of sports among college student
- 12) To find out the difference of sports motivation and its sub variable a) intrinsic motivation, b) integrated motivation, c) identified regulation, d) external regulation, e) amotivation, f) introjected regulation and which is your area of sports among college student
- 13) To find out relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and educational qualification among college student
- 14) To find out the difference of sports motivation and its sub variable a) intrinsic motivation, b) integrated motivation, c) identified regulation, d) external regulation, e) amotivation, f) introjected regulation and educational qualification among college student.

Organization of the report

The present study has five parts. The first part is introduction part. It consists of introduction of the topic, need and significance of the study, statement of the problem, major and specific objectives, and definition of the key terms. Chapter 2 consists of review of literature. It consists of theoretical review of the study variable and review of related study on variables and populations. The third chapter is methodology. It consists of populations, measures, procedures for data collection and statistical techniques employed for analysis. The fourth chapter is the result and discussion of the study. It consists of the result of statistical analysis and its discussion. The fifth chapter is summary and conclusion. It consists of the major findings, implications, limitations of the study and the directions for the future research. The research report is prepared according to the 7th edition of APA.

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

Literature review is a comprehensive summary of previous research on a topic. The literature review surveys scholarly articles, books, and other sources relevant to a particular area of research. The review should enumerate, describe, summarize, objectively evaluate and clarify this previous research. It should give a theoretical base for the research and help you (the author) determine the nature of your research. The literature review acknowledges the work of previous researchers, and in so doing, assures the reader that your work has been well conceived. It is assumed that by mentioning a previous work in the field of study, that the author has read, evaluated, and assimilated that work into the work at hand. A literature review creates a "landscape" for the reader, giving her or him a full understanding of the developments in the field. This landscape informs the reader that the author has indeed assimilated all (or the vast majority of) previous, significant works in the field into her or his research. (Harvey A,2010)

A literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and by so doing, provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated. Literature reviews are designed to provide an overview of sources you have explored while researching a particular topic and to demonstrate to your readers how your research fits within a larger field of study. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information in a way that informs how you are planning to investigate a research problem. (Baglion,2012)

It is important to think knowledge in a given field as consisting of three layers. First there are primary studies that researcher conduct and publish. Second are the reviews of those studies that summarize and offer new interpretation. Built from and often extending beyond the primary studies. Third there are the perceptions, conclusions, opinion and interpretations that are shared informally that become part of the lore of field. There are different types of literature review. They are argumentative review, integrative review, historical review, methodological review, systematic review and theoretical review.

Theatrical review of Physical self perception

The physical self is defined as an individual's perception of himself or herself in aspects of physical domains such as strength, endurance, sport ability, and physical appearance. Felts & Brown, (1984), The physical self-perception components remain central to theory and models of sports exercise behaviour. Harter's methodology of a physical self perception that it reflects the salient self Perception content and allows a test of dimensionality and hieratical structuring. It was the contention that theory grounded instrumentation of they nature would allow simantonasily measurements for different fact of physical self. This would provide much needed insight into the mechanism of self esteem change, thought, exercise and more complete approvals for models that includes self Perception a vehicle for retrospective identification of the important antecedent to the development of the physical self

Process model of Physical self perception

Physical self perception in often related with better physical fitness perception in adolescents. More over it is an important social cognitive perceptive to provide suitable mental health in the population. And identified for sub factors of including sports competence attractive body, physical strength and physical condition. The physical self Perception is defined as an individual perception of himself or herself in aspects of physical domains. This theory argues that people become aware of certain attitudes by observing their own behavior. This is the case when internal cues such as sentiment are unclear, and the individual attributes their attitude or belief to some form of self perception around their behavior. It is a similar process to how we would infer another individual's inner state by observing their behavior. Cognitive dissonance approaches have not gone unchallenged. An alternative approach, known as self-perception theory, suggests that all individuals analyze their own behaviour much as an outside observer might and, as a result of these observations, make judgments about why they are motivated to

Marsh, Richards, Johnson, Roche and Tremayne redefined the PSPP in terms of eleven sub domains by dividing the four factors in the PSPP and adding self-esteem and general physical self-concept. They developed the Physical Self-Description Questionnaire (PSDQ). Thus, physical self-concept is explained by several sub-factors and it explains one's general self-perception at the same time in three levels of

hierarchical structure. psychological well-being in university students. Roh assured that the perception of one's physical state is correlated with health perception and psychological well-being, and Kim and Oh also reported by a meta-analysis that there was a positive correlation between physical self-perception and happiness. In other words, existing research has shown that there is a general consensus that developing a positive self-concept is helpful for a happy life. Although the relationship between physical self-concept and happiness is being discussed from a positive psychological perspective, existing research has been conducted with a limited selection of some elements of happiness, such as psychological well-being, or life satisfaction. However, positive psychologists have defined happiness as a multidimensional concept that includes subjective well-being defined as affirmation and satisfaction of life and psychological well-being pursuing self-actualizing happiness.

Theoretical perspective of sports motivation

Weinberg & Gould 2007, Motivation defined as the direction and intensity of effect. Motivational issues for athletes may become manifest in either or health of these realism, specifically, athletes may no longer enjoy practice or completion and avoid either or both. Motivation is away from the enjoyment in the sports. Example is that of athletes merely going through the motions of participation in practice or competition. Athletes may loach intensity of motivation when they say that they want to participate but their actions are incongruent with their words.

Robert (2001), He suggest that the achievement goal, attribution and self-determination theory are especially relevant to sports. Achievement goal it revalues around people view of success when people view of success. When people are eye oriented, they perceive themselves to be successful when the perform better than others. Attribution theory that investigates what purpose attributes their success and failure to. It looks at how sports performance provides success and failure of their person and what effect this has on failure performance and motivation self efficacy is from of self confidence regarding special skills (feltz,1988). That is athletes may be high in self confidence in basket ball but have how self efficacy for a specific shot.

Deci and Ryan(1985,1991) proposed the theory of self determination which posits that there are their basic need autonomy, competence and relatedness. Autonomy is a sense of control or determination over one's action according to this theory when

three need are met by engaging in an activity, intrinsic and extrinsic, it includes various degree of internal regulation in extrinsic motivation. The expectancy value theory is the belief that an individual chooses their behavior based on what they believe leads to the most beneficial outcome. Achievement motivation can be defined as the ability of the individual to work toward their highest performance level. The individual is driven by success, and that individual thrives off of feedback from that work. It is important to note that if a person is driven by achievement, the person is likely to take on tasks where they are not too hard, nor too easy. In situations where an individual can be led by achievement motivation, that individual fears failure.

Cognitive dissonance theory postulates that an underlying psychological tension is created when an individual's behavior is inconsistent with his or her thoughts and beliefs.

The desire to understand the origins of behaviors keeps learners interested in the learning environment. Behavior causes are defined as an individual's attributions. According to Weiner, attribution is the process through which people assess the success or failure of their behavior or that of others. Learners usually use the three aspects of 1) internal or external, 2) stable or unstable, and 3) controlled or uncontrollable to describe their reasons for success or failure.

The theory states that workers will engage in, and find satisfying, behaviors that maximize their sense of cognitive balance and will be motivated to perform in a manner consistent with their self-image.

Goal-setting theory is a theory based on the idea that setting specific and measurable goals is more effective than setting unclear goals. Edwin A. Locke developed this theory in 1968 in his article, "Toward a Theory of Task Motivation and Incentive." In this article, Locke showed how employees are more motivated by well-defined goals and constructive feedback and are more likely to accomplish these goals when they are specific and measurable.

Drive theory is based on the principle that organisms are born with certain psychological needs and that a negative state of tension is created when these needs are not satisfied.

Summary

Motivation is a challenge for virtually all athletes at some point in their careers. These challenges can become manifest through athletes' definitions of success, attributions for success and failure, lack of self-efficacy, lack of competence, autonomy, or relatedness, lack of expectancies for future success, lack of task value, and any combination thereof. Fortunately, there are a variety of ways to approach addressing the motivational challenges of athletes. In addition to the approaches based on theory outlined above, specific techniques used within sport psychology will likely improve athletes' motivation. Specifically, goal setting, cognitive restructuring, and imagery tend to be useful skills for athletes to learn for motivational as well as general performance improvement. Physical self perception among the college students in participating sports their sports competence, physical condition, body attractiveness and physical strength all things are really important of each athletes and all things how individuals are preserving that make all students to become good athletes. All athletes have different ability that could be easier to handle their own view point and they achieved all the good things they may be attracted on their hard work. Working effectively with athletes requires specific knowledge and training. Whether working with athletes at the elite, recreational, or youth levels, the work can be rewarding. With the assistance of qualified sport psychologists, athletes can overcome their challenges, learn skills to perform at their peak, and eventually transfer those skills to their lives after sport.

REVIEWS RELATED TO PHYSICAL SELF PERCEPTION

Multlu Turkmen (2015) introduced the relationship between gender Physical self Perception, sports experience, motivation orientations and academic success the purpose of this study was to explore the academic success different of physical education and sport college students according to gender. Physical self Perception and sports experience and motivation orientation. For this purpose, 166 second grade students, emale 72, male 84 from 3 different physical education and sport college were applied Physical self perception profile and Academic motivation scale (AMS). Besides the students were asked to answer questions about their cumulative academic average and sports level experience. The findings of the test were evaluated in statistical pakage of social science (SPSS). 19.0 program through descriptive statistics, independent simple t test and Pearson product movement correlation. When the correlation between

gender Physical self perceptions, sports experience and academic motivation orientations were tested. Only positive correlation was found between intrinsic motivation sub scale and academic correlation was found between motivation. Sports experience level and academic success.

Derbalichawki, zouhei Ben j annet, Ali Elloumi(2015) the aim of the examine student physical self-perception (PSP) in physical education with construction and validation and analysis. The relationship, physical condition, body fat, apperance, self esteem, all to predict student physical self efficiency in and outside secondary school. Participant consists of secondary school students 15 to 19 years old. The first study was designed to develop and validate psp questionnaire among people. The conformity factors analysis were used to assess reliability and validity of the questionnaires. The second correction design were used to evaluate relationship between and performance in physical education activity. The deductive study testing a model of predictor's physical self efficiency with regression analysis was undertaken. This study identifies a good correlation between physical self efficiency was predicted the physical self efficiency estimating that this method may have implications for prescription of physical well being, it can be extended to other population in Oder to be confirmed and to have a more general value.

Andrea Charlebois (2014) the purpose of this study was to investigate the relationship between relative autonomy, engagement in physical activity in physical education class, and health related fitness test scores. Participant were a total of 300 students drown from grade 9,10,11 and 12 from a local high school. The use of fitness gram assessment included a variety of health related physical fitness test that assessed auricle capacity muscular strength, muscular endurance and flexibility and body compositions. Scores from these assessment were compared to healthy fitness zone student to determine students overall physical fitness and suggest areas for improvement when appropriate. The some extents these result represent support from the physical education program curricular approach and long term aims

Emine Caglar, Halya and Assd(2010) The primary purpose of the present study was to identify motivational profile of adolescent athletes using cluster analysis in non western clusters. The second purpose was to exams relationship between physical self perception different of ad decent athletes and motivational profile.146 male and 80 female adolescent athletes from Verity of term slaps including basket Ball, soccer,

valleber and hand ball volunteered to participate in this study. The sports motivation scale and physical self perception profile were administered to all participants. Hierarchical cluster analysis revealed a four cluster solution for this sample a motivated, low motivated moderate motivated and highly motivated. This research they may use the MANOVA related no of significant main effect of motivational clusters on physical self perception level. As a result, findings of the study showed that motivational type of the adolescent athletes constitutes for different motivational clusters. Highly and moderate motivational athletes on the perceived sports competition, physical condition, and physical self worth substitute of psp. This study identify motivational profile of the competitive youth sports participation.

Jose Pedro ferriera, kammeth R fox(2008) they introduced the physical self perception and self esteem in male basketball players with and without disability. A preliminary analysis using the physical self perception profile. The purpose of this study was therefore the first aim was to test the reliability and validity of a pasturage version of the physical self perception profile in elite basketball players and determine its sensitivity to assess self perception in athletes with and without physical disabilities. The second aim was to access the relationship between variable such as length of sport career frequency of doing sports and comparative level and self perception in physical Dominos as well as global self esteem both in athletes with and without disability. The third aim was to assess to relation between disability specific variable such as lesion, source, type of lesion, time onset of disable and functional classification and self perception in the physical domain as well as global self esteem.79 for the with disability 73 group of without disability. Exploratory factor analysis revealed a different factors organization to that repeated with the original instrument. the hierarchical organization of the pspps subscales was partially supported to correlation and practical correction analysis especially in basketball players without disability.

Mutlu Turkmen (2013) introduce the relationship between gender Physical self perception sport experience, motivation orientation and academic success. This research mine purpose of study to explore the academic success difference of physical education and sports (PEP) collage students according to the gender, Physical self perception and sport experience and motivation orientation for this purpose.156 second grade students (female72, male 84) From different physical education and sports colleges were applied Physical self Perception profiles (PSPP) and academic

motivation scale (AMS). The findings of the test was evaluated in statistical pancake for the social science(SPSS)19.0 programme through description statistics independent sample T test, and person product moment correction. In study the may finding in different way the findings of AMA although significant difference were found between female and male in extrinsic motivation, external regulations and motivation level of the students no significant difference was observe in GPPS. Then the author finding pspp male significant recorded to have significantly difference was high average in sports experience and academic motivation orientation was tested. Only pspp positive correlation was found between intrinsic motivations such scale and academic success and negative correlation was found between a motivation sports experience level and academic score.

Summary

Physical self-perception is often related with better physical fitness perception in adolescents. Moreover, it is an important social cognitive perspective to provide suitable mental health in this population. However, this relationship is unequal between boys and girls. The physical fitness is a marker of health in young population. It should be noted though, that in the studies discussed above, the prime occurred always briefly before participants performed the skilled action. People can hold an item in short-term memory for no longer than a few seconds without rehearsal. This brief time window suggests that a prime that appears far in advance may not yield the experience of agency. Indeed, it has been shown that the effects of priming on agency experiences only show up if effect information is primed 5 or 1 s in advance, but not with a time interval of 30 s. This suggests that the feeling of agency during action performance derives from a match between the prime and observed effect occurring close in time. Because individuals have limited or no direct conscious access to the operating procedures guiding their actual habits, the matching signal of primed and observed effect information is a key source for grasping a sense of agency, especially when the two events are close together in space and time and thus are more likely to be perceived as causally related.

REVIEWS RELATED TO SPORTS MOTIVATION

Alejandro Silva Cortes, Mariaearrea-Diaz, Martha Luz(2017)they conducted motivational factors and effects associated with physical – sport practice in under graduate students. It will focusing on motivational students perception and effects. The life style related health and active behaviour of an undergraduate student is complex, since in depends on motivational factors of physical practice. As exercise factors and intrinsic factors. Highlighting in students the motivation to achieve their go is enjoyment or pleasure in practicing an active among the result, student who participated in physical sports practice or more physically active. Theirgoals, enjoyment or pleasure in practicing on activity. Among the result student participate in physical sports practice are more physically active so it important to develop and encourage current program to maximize their relation, stimulation self motivation feelings of autonomous self confidence and relatedness and work team.

Mohammad Abou Elamarged and Rasha Aziz (2018) they conducted the study of sports motivation and participation in physical activity among students of Al – Khaimal medical and health sciences universal Arab Emirates. The main aim motivation is a virtual predictor of ongoing and possibly future sports commitment. Therefore, understanding of motivation in sports engagement is crucial. The purpose of the current study is to investigate different type of sports participation motivation based on demographic characteristics and level of physical activity participation among university students. A cross sectional descriptive study was conducted of AL-Khaimalmedical and health scene. A revalidatedself-administrative questionnaire was used to collect data from 197 participant from different colleges. About 60% of the students were motive for participation in physical activity. Out of which 63.6% were more significant motivation than by extrinsic motive. More than seventy percent of students were involved in were a motivation. This study demonstrated intrinsic motivation for participation in physical activity based on gender, nationality, further occupation and mother education of University students.

Dunleavy (1979) determined the effect of achievement motivation Ach) and previous sports exposure upon current sports involvement. Sports involvement was conceptualized as involvement in (a) either competitive or recreational sports, and (b) either individual or team sports. Sports involvement was assessed through combined measure of preference for and actual participation in sports. Two groups of 134 male

undergraduate student volunteers (a) 54 high n Ach and 80 low n Ach, were categorized into high, moderate, and low exposure groups based upon previous sports exposure. Need achievement was measured by the Mehrabian Achievement Scale (Mehrabian, 1969). Analysis of the data indicated that (a) high n Ach was related to competitive and individual sports involvement (b) previous sports exposure was related to competitive sports involvement, but unrelated to individual sports involvement and (c) n Ach and previous exposure were independent rather than interactive predictors of competitive sports.

Adams & Keith Gordon (2018) They introduced the finding the balance between academic and sports motivation: A study of ACAA Division student athletes. In this study mainly focus on NCAA division I student's athlete enrolled and college and university in the southern and western region of United State. The theoretical foundation was based on the self-determination theory. This theory also includes their specific type of motivation intrinsic, extrinsic and a motivation. This study was compared of three research questions, which were designed to determine the relationships between academic motivation, extrinsic motivation and among NACC Division I student athletes. The analysis involved nonparametric Spearman's correlations. This finding inducted a statistically significant relation between Academic and intrinsic motivation and athletic students. The findings indicate no satisfactorily significant relationship between Academic and sports extrinsic motivation and between Academic and sports extrinsic motivation and between Academic and sports motivation among college athletes motivation.

Aygan, Murat, Demir, Tlitkuber (2020) They develop the Analyzing motivation for sports consumption of students of school of physical education and sports. In this study the objective is to analyse the motivation for sports consumption of University students. The study consists of consist of 178 student in school of physical education and sports. As data collection tool in the research, personal information from and motivation sports. As data collection tool in the research personal information from and motivation scale for sports consumption development by trail and jamus (2001) and adapted in Turkish by Tok (2004). Has been used independent sample t test and varies analysis are used for independence group. There significant difference in favor of female in the sub dimension of knowledge and skills on the scores of motivation scale for sports consumption requirements arising with motives and motivation phenomenon

plays an active role in motivation behaviour of the sports in line with the requirements of the individual such as socialization, self practicing and self acceptance.

Kilpatrick, Marcus, Herbert, Edward & John(2005) They introduce the college students motivation for physical activity differentiating men's and women's motives for sports participation and exercise. The purpose of the study despite the many clear benefits of an active life style lack of physical activity is a different health problem in the college population. A key issue in physical activity research in developing and understanding of motivation. Although physical activity take many forms. Most research designed to enhance motivation for and altherence to physical activity focuses on exercise behavior and ignore sports participation in this study the authors compares motivation for sports participation versus exercise among students results indicate that participate were more likely to repeat intrinsic motivation such as enjoyment and challenging for engaging in sports where as motivation for exercise were move entrance and focused on appearance and weight and may facilitate improved altherence to physical recommendation.

Summary

Motivation is an internal energy force that determines all aspects of our behavior; it also impacts on how we think, feel and interact with others high motivation is widely accepted as an essential prerequisite in getting athletes to fulfill their potential. However, given its inherently abstract nature, it is a force that is often difficult to exploit fully. Some coaches, like Portugal manager Luiz Felipe 'Big Phil' Scolari, appear to have a 'magic touch', being able to get a great deal more out of a team than the sum of its individual parts; others find motivation to be an elusive concept they are forever struggling to master. The article will also outline some of the key findings from recent literature and provide four evidence-based techniques relating to the enhancement of motivation. Motivations are factors that stimulate the behavior of a person, lead them in a certain direction and bring about coordination because of them. Individuals are not only different in terms of the ability to do a certain job, but in terms of the will to do that job or the motivation that drives them. . It is important to understand the motivation behind the behavior in sport participation motivation, what the catalyst is and what modifies the behavior. In the relevant literature, this topic refers to the participation motivation Investigating research literature shows that few studies have been conducted on the comparison of team and individual athletes. Hence,

comparison of the components of the sports participation motivation and understanding these variables in team and individual athletes, can be a useful guide in the search for better ways to further attract them to sports activity and its' continuity. Also, there are contradictions in the comparison of male and female athletes in previous studies. Therefore, one of the goals of this study was to compare the sports participation motivation in Iranian male and female athletes. Another purpose of this study was to identify key differences between motivation to participate in sports based on athletes in team and individual discipline.

Hypotheses

1. There will be a significant relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and intrinsic motivation among college student
2. There will be a significant relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and integrated regulation among college student
3. There will be a significant relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and identified regulation among college student
4. There will be a significant relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and external regulation among college student
5. There will be a significant relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and amotivation among college student
6. There will be a significant relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and introjected regulation among college student

7. There will be a significant relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and gender among college student
8. There will be a significant the difference of sports motivation and its sub variable a) intrinsic motivation, b) integrated motivation, c) identified regulation, d) external regulation, e) amotivation, f) introjected regulation and gender among college student.
9. .There will be a significant relationship between sub variables of physical self perception 1) sports competence 2) physical condition 3) body attractive 4) physical strength among age among college students.
10. There will be a significant the difference of sports motivation and its sub variable a) intrinsic motivation, b) integrated motivation, c) identified regulation, d) external regulation, e) amotivation, f) introjected regulation and age among college student.
11. There will be a significant relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and educational qualification among college student
12. There will be a significant the difference of sports motivation and its sub variable a) intrinsic motivation, b) integrated motivation, c) identified regulation, d) external regulation, e) amotivation, f) introjected regulation and educational qualification among college student.
13. There will be a significant relationship between the sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and which is your area of sports among college student
14. There will be a significant the difference of sports motivation and its sub variable a) intrinsic motivation, b) integrated motivation, c) identified regulation, d) external regulation, e) amotivation, f) introjected regulation and which is your area of sports among college student

CHAPTER III

METHOD

CHAPTER III

METHOD

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.¹ In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data.

Exploratory research studies are also termed as formulate research studies. The main purpose of such studies is that of formulating a problem for more precise investigation or of developing the working hypotheses from an operational³⁶ Research Methodology point of view. The major emphasis in such studies is on the discovery of ideas and insights. As such the research design appropriate for such studies must be flexible enough to provide opportunity for considering different aspects of a problem under study. Inbuilt flexibility in research design is needed because the research problem, broadly defined initially, is transformed into one with more precise meaning in exploratory studies, which fact may necessitate changes in the research procedure for gathering relevant data.

Population

A sample is a smaller set of data that a research chooses or select from a larger population using a pre defined selection method. These elements are known as sample points, sample unit. The process of deriving a sample is called a sampling method. Sampling from as integral part of the research designed as this method derived the qualitative and quantitative data that can be collected as part of the research study.

Considering the availability of population purposive sampling technique selected for the present study purposive sampling is a non probability sampling method and it occurs when element selected for the sample are chosen by the judgement of the research here 100 sample were taken in purposefully for total population. For the present study, kannur university is taken as universe and performing sports student are take as the population. the total sample size of the sample is 100 from different collage in kannur.

Inclusion criteria

Performing sports student of collage in kannur

Exclusion criteria

Student those who are differently abled.

Categorization of participant according to socio- demographic details

For the purpose of different analysis in the present study, participant were divides into different group based on their socio demographic variable such as age ,gender, educational qualification and which is your area of sports .the details are given in the from of table as following

Gender wise classification of the sample

Gender is used to describe the characteristics of women and men that are socially constructed. The components of the physical self perception and sports motivation for learning may vary among gender. So it taken consideration in the present study. The sample was classified on the basis of gender in three categories .the details of the classification are given in the classification are given in the table 3.1

Table 3.1

Classification of sample based on gender

Sl.No	Gender	No. of Participants	Percentage
1	Male	44	44%
2	Female	56	56%

Classification based on educational qualification

Educational qualification used to describe the characteristics of ug and pg student. The component of the physical self perception and sports motivation for learning among educational qualification. Classification based on different educational qualification is given in to two categorical the details are given in the table.

Table 3.2*Classification of sample based Educational qualification*

Sl.No	Educational Qualification	No.of participant	Percentage
1	UG	50	50%
2	PG	50	50%

Classification based on the area of sports

This present study based on the related in to sport so the asses to which your area of sport .classification based on different sports event they would be categorised in seven the details are given in the table.

Table 3.3*Classification of sample based on area of sports*

Sl.No	Area of sports	No. Of Participant	Percentage
1	Athletics	22	21.8%
2	football	17	19.8%
3	cricket	10	9.9%
4	swimming	2	1%
5	Tug of war	2	1%
6	Badminton	19	16.8%
7	other	28	27.7 %

Classification of sample on age

Age used to refer how many years someone has lived. It is the time of life at which particular qualification, power or capacity arises or rests. The component of physical self perception and sports motivation may vary with age. So it is taken consideration in to the present study. Sample was classified on the basis of age in three categories. The details of the classification are given in the table 3. 4.

Table 3.4

Classification of sample based Age

Sl. No	Age	No. Of participation	Percentage
1	18-19	16	15.8%
2	20-22	37	37.6%
3	23-25	47	46.5%

Study variable

The present study focus on two major psychological variables physical self perception and sports motivation. In Oder to explain these variables, the will be collected from students using standardize instruments.

Physical self perception

According to American psychological association (APA), a person view of his or her self or of any of the mental or physical attributes that constitute the self. Such a view may involve genuine self knowledge or varying degrees of distortion also called self perception. The physical self perception is defined as an individual's perception of himself in aspect of physical domains such as strength endurance, sports ability, and physical appearance; self perceptions influence behavioural outcomes, and ultimately contribute to healthy adolescence development

In the present study physical self perception profile revised (PSPP-R) 1985 Is being used for data collection.

Sport motivation

Motivation is an internal energy force that determines all aspects of our behaviour it also impact on how we think, feel and interact with others. In sport, high motivation is widely accepted as an essential prerequisite in getting athletes to fulfil their potential. Motivation is the foundation of all athletics effort and accomplishment without your desire and determination to improve your sports performance all of the other mental factors, confidence, intensify, focus and emotions are meaningless. To become the best athletes you can be, you must be motivate to do what it takes to maximize your ability and achieve your goals.

In the present study sports motivation scale (sms-6) is being used for data collection.

MEASURING INSTRUMENTS

In research the tools refer to the device/instruments used to collect data, such as paper questionnaire or computer assisted interviewing system.

Personal data schedule

In order to collect the details of the participant and their various socio demographic data, personal data schedule is used. The personal data schedule includes name, age, gender, educational qualification. Which is your area in sports these information are collected in order to examine difference in physical self perception and sports motivation according to various personal data

Physical self perception revised scale

The Revised Physical Self-Perception Profile (PSPP-R) was constructed to measure both perceived competence and importance linked to domains of the physical self. In the present study we tested the factorial validity of the PSPP-R, using confirmatory factor analytic approach, on samples of university students from three different countries: Sweden, Turkey, and the UK. Multisample covariance structure analyses were also used to test the invariance of the PSPP-R across the three national samples. First-order four-factor models, including the latent factors of Sport Competence,

Physical Conditioning, Body Attractiveness and Physical Strength, demonstrated good-fit with the data both for competence and importance factors. Second-order factor models, incorporating the second order latent domain factor of Physical Self-Worth also exhibited good-fit with the data. Factor patterns and covariance's were invariant across samples for both competence and importance scales. Item intercepts were also invariant for the importance scales whereas partial invariance of intercepts was supported for competence scales. The results are discussed with reference to the validity of the original Physical Self-Perception Profile and cross-cultural studies on the physical self. (Martin S. Hagger,2010)

Administration

The instructions for the participants are given together with the questionnaire. The instructions are: —Please be honest and accurate as you can throughout. Try not to let your response to one statement influence your response to other statements. There is no correct or incorrect answer. Answer according to your own feelings, rather than how you think most people would answer. There are no particular columns or marking the answers. The answer options like A= agree, B=neutral, C= disagree, given after the instructions in the questionnaire. The participants can read these options and write the most suitable option to the side of each item

Scoring

It uses a point Likert-type scale format was adopted. Participants indicated a varying degree of agreement with the statement. Total 24 statement and they measure in 4 sub variable each sub variable 6. Physical competence, physical condition, body attractiveness, physical strength .The questions are scored by does not correspond at all-agree 3, neutral 2 and disagree 1.

Sports motivation

The sport motivation scale toward a new measure of intrinsic motivation, extrinsic motivation, and a motivation in sports: The sport motivation scale (SMS). Journal of Sport and Exercise Psychology was developed to measure an athlete's motivation toward sport participation. However, the SMS does not measure the most autonomous form of extrinsic motivation, integrated regulation, which is inconsistent with self-determination theory (SDT; [Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation

and self-determination in human behaviour. New York: Plenum Press]) upon which the instrument is based. Moreover, several studies (e.g., [Martens, M. P., & Webber, S. N. (2002

Administration

The instructions for the participants are given together with the questionnaire. The instructions are: —Please be honest and accurate as you can throughout. Try not to let your response to one statement influence your response to other statements. There is no correct or incorrect answer. Answer according to your own feelings, rather than how you think most people would answer. There are no particular columns or marking the answers. The answer options like A=does not correspond at all, B=correspondent a little, C= correspond moderately D=correspond a lot E= correspond exactly, given after the instructions in the questionnaire. The participants can read these options and write the most suitable option to the side of each item

Scoring

It uses a 7 point Likert-type scale format was adopted. Participants indicated a varying degree of agreement with the statement. Total 24 statement and they measure in 6 sub variable each sub variable 5 statement and one sub variable only 4 statement are include. A motivation, External regulation, interjected regulation, identified regulation , integrated regulation and intrinsic motivation. The questions are scored by does not correspond at all-1, correspond-2, 3, corresponds moderately -4, correspond a lot-5, corresponds exactly- 6, 7.

Reliability

Procedure for data collection

Data collection in research involves the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypothesis, and evaluate outcome. The present study aim to explore the relationship between physical self perception and sports motivation among collage student. In the present study the data was acquired from various institutions in Kannur University. Various collages students are participate in sports activity.

Online data collection mode was used in research. After getting initial consent from the head of the institution the Google form will be passed on to students who are selected through purposive sampling method procedures. The online Google form will be structured as, the first part contain the personal data schedule, the second part contains the physical self perception questionnaire, and third part contains sports motivation scale.

After the completion of test administration, the participants were thanked for the participation and cooperation. After collecting the necessary data, the data was scored using the manual and analyzed using SPSS and the results were discussed.

STATISTICAL TECHNIQUES

The researcher aimed to explore the relationship between the variables such as; Physical self perception and sports motivation. The coding and analysis were done with the help of SPSS software. Pearson's correlation, t-test and ANOVA are used for statistical analysis required for the present study.

CHAPTER IV
RESULT AND DISCUSSION

CHAPTER IV

RESULT AND DISCUSSION

The aim of the study was to find out the relationship between physical self-perception and sports motivation among college student. Precisely it attempts to find out the relationship between the sub variable of physical self-perception and sub variable of sports motivation.

The study also attempts to find out the difference variable of physical self-perception and sports motivation based on age, sex, educational qualification, and area of sports. This chapter deals with the results obtained and its interpretation and discussion.

The chapter consist of three sections. First section deals with the analysis of relationship between the study variables physical self-perception and sport motivation among college students, for this analysis Pearson product correlation test was used. Person product moment correlation test help to find out the relationship between two variables or correlated.

The second section deal with the mean difference in physical self-perception and sports motivation based on age, sex, educational qualification and area of sports, for this analysis independent sample t test and one way analysis of various (ANOVA) were used. Independent sample t test helps in finding out significant difference between two groups and ANOVA is being used to find out the mean difference between more than two groups. The third section deals with testing the tenability of the hypothesis

Section1

Inter correlation between the sub variables of physical self-perception and sports motivation among college students: result and discussion of Pearson product moment correlation

To find out the relationship between the sub-variable of physical self-perception and sub variable of sports motivation Pearson product moment correlation was used according to Pearson correlation values of $r = 0.60 - 0.79$ are considered strong, $r = 0.40 - 0.59$ are considered moderate and $r = 0.20 - 0.39$ are considered weak.

The inter-correlation coefficients obtained for all the study variables such as physical self-perception and its sub variables (sports competence, physical conditioning, body attractiveness and physical strength) and sports motivation (Amotivation, external regulation, introjected regulation, identified regulation, integrated regulation, and intrinsic motivation) among college students were presented in table 4.1

Table 4.1

**Inter-correlation between variables of physical self-perception and sports motivation
Among College students**

	1	2	3	4	5	6	7	8	9	10
1. Sports Competence	1									
2. Physical Conditions	.608**	1								
3. Body Attractiveness	.467**	.581*	1							
4. Physical strength	.635**	.691**	.635*	1						
5. Intrinsic motivation	.369**	.278**	.077	.256**	1					
6. Integrated motivation	.499**	.224*	.094	.254*	.880**	1				
7. Identified regulation	.337**	.267**	.098	.251*	.832*	.839**	1			
8. External regulation	.358**	.184	.087	.179	.838**	.868**	.814*	1		
9. Amotivation	.204	.109	.22	.045	.548**	.580**	.553*	.667**	1	
10. Introjected regulation	.313	.201*	.056	.201*	.844**	.862*	.858**	.882**	0.663**	1

Inter-correlation between the 4 sub variable of physical self-perception and 6 physical sports motivation, results are presented in the table 4.2

Table 4.2

Inter-correlation between the sub variable of physical self-perception and sports motivation.

Sub variable of Physical self- perception	Sub variables of Sports motivation					
	Amotivatio n	External Regulatio n	Introjecte d Regulatio n	Identified Regulatio n	Intergrade d Regulation	Intrinsic motivatio n
Sports competence	.204*	.358**	.313**	.377**	.449**	.0369**
Physical condition	.109	.184	.201*	.267**	.224**	.278**
Body attractivenes s	.022	.087	.056	.098	.094	.077
Physical strength	.045	.179	.201*	.256**	.254*	.251*

Sports competence is a sub variable of physical self-perception. The perception and evaluation of physical self worth, such as bodily attractiveness and physical conditioning from the table 4.2 there is a positive correlation between amotivation. It is lack or absence of volitional drive to engage in any activity. It is also a reduction in the motivation to initiate or persists in goal directed behaviour. The inter correlation

coefficient between Motivation and sports competence is .204* which is significant at 0.05 levels of significance. So according to the correlation coefficient there is a weak level of correlation. Motivation serves to energize, select and direct performance. It helps in setting tough goals and directing the energy and effort to achieve those goals and directing the energy effort to achieve those goals. The motivated student has the inner strength to learn, to discover and capitalize on capabilities.

Physical condition is a sub variable of physical self-perception. It is the condition or state of the body or bodily functions. From the table 4.2 there is a no correlation between physical condition and amotivation. The inter correlation between physical condition and amotivation .109 which is not significant. So, there is no significant correlation between physical condition and amotivation. It implies that the physical condition has no role in amotivation. Physical condition will not influence amotivation.

Body attractiveness is the significant variable of physical self-perception. It is the fact that human beings have preferences about the physical appearance of other people, particularly which refer to their facial features and body proportions. From the table 4.2 there is a no correlation between body attractiveness and amotivation. The inter correlation between body attractiveness and amotivation .0.022 which is not significant. So there is no significant correlation between body attractiveness and amotivation. It implies that the body attractiveness has no role in amotivation. Body attractiveness will not influence amotivation.

Physical strength is the variable of physical self-perception. It is the measure of a human's exertion of force on physical objects. From the table 4.2 there is a no correlation between physical strength and amotivation. The inter correlation between physical strength and amotivation .045 which is not significant. So there is no significant correlation between physical strength and amotivation. It implies that the physical condition has no role in amotivation. Physical strength will not influence amotivation.

Sports competence is the variable of physical self-perception. It is you have confidence in what you are doing. From the table 4.2 there is a positive correlation between external regulations. The inter correlation between external regulation and

sports competence .385 which is significant at 0.05 levels of significance so according to the correlation coefficient there is weak level of correlation. It implies that when seeking sports competence increase and external regulation also increase .this implies that when a student improves their competence and determination their external regulation also increases.

Physical condition is the variable of physical self-perception.it is the condition or state of the body or bodily functions. From the table 4.2 there is a no correlation between physical condition and external regulations. The inter correlation between physical condition and amotivation .184 which is not significant. So there is no significant correlation between physical condition and external regulation. It implies that the physical condition have no role in external regulation. Physical strength will not influence external regulation.

Body attractiveness is a significant sub variable of physical self-perception.it is the fact that human being has preference about the physical appearance of other people, particularly which reference to their facial features and body proportions. From the table 4.2 there is a no correlation between body attractiveness and external regulations. The inter correlation between body attractiveness and external regulation .0.87 which is not significant. So there is no significant correlation between body attractiveness and external regulation. It implies that the body attractiveness have no role in external regulation. Body attractiveness will not influence external regulation.

Physical strength is the sub variable of physical self-perception.it is the measure of a human's exertion of force on physical objects. From the table 4.2 there is a no correlation between physical strength and external regulations. The inter correlation coefficient between physical strength and amotivation .179 which is not significant. So there is no significant correlation between physical strength and external regulations. It implies that the physical strength have no role in external regulation. Physical strength will not influence external regulation.

Sports competence is you have confidence in what you are doing. From the table 4.2 there is a positive correlation between introjected regulations. The inter correlation between introjected regulation and sports competence .313 which is significant at 0.05 levels of significance so according to the correlation coefficient there is weak level of

correlation. it implies that when seeking sports competence increase and introjected regulation also increase .this implies that when a student improve their competence and determination there in introjected regulation also increase.

Physical condition it is the condition or state of the body or bodily functions. From the table 4.2 there is a positive correlation between physical condition and introjected regulation. The inter correlation between physical condition and introjected regulation .201 which is which is significant at 0.05 level of significance. So according to the correlation coefficient there is a weak level of correlation it implies that when seeking physical condition increase and introjected regulation also increase .this implies that when a student improve their bodily functions their external regulation also increase.

Body attractiveness is the fact that human being has preference about the physical appearance of other people, particularly which reference to their facial features and body proportions. From the table 4.2 there is a no correlation between body attractiveness and external regulation. The inter correlation between body attractiveness and introjected regulation .056 which is not significant. So there is no significant correlation between body attractiveness and external regulation. It implies that the body attractiveness have no role in external regulation. Body attractiveness will not influence external regulation. The present study also finds out that there is no relationship between body attractiveness and external regulation. So decrease in the body attractiveness and external regulation (Macro Bertamini, 2013).

Physical strength is the measure of a human's exertion of force on physical objects. From the table 4.2 there is a positive correlation between physical condition and introjected regulation. The inter correlation between physical condition and introjected regulation .201 which is which is significant at 0.05 level of significance. So according to the correlation coefficient there is a weak level of correlation. . it implies that when seeking physical strength increase and introjected regulation also increase .this implies that when a student improve their ability to perform various actions and competence there in introjected regulation also increase

Sports competence is you have confidence in what you are doing. From the table 4.2 there is a positive correlation between identified regulations. The inter-correlation coefficient between physical condition and identified regulation is 0.337 which

is significant at 0.01 level of significance. So the correlation coefficient indicates that there is a moderate level of correlation. When seeking sports competence increase identified regulation also increased at moderate level. The present study also finds out that there is a positive relationship between sports competence and identified regulation. So increase in the sports competence leads to an increase in the identified regulation (Julia schuler,2013).

Physical condition is the condition or state of the body or bodily functions. From the table 4.2 there is a positive correlation between physical condition and identified regulation the inter-correlation coefficient between physical condition and identified regulation is 0.267 which is significant at 0.01 level of significance. So, the correlation coefficient indicates that there is a moderate level of correlation. When seeking physical condition increase identified regulation also increased at moderate level.

Body attractiveness is the fact that human being has preference about the physical appearance of other people, particularly which reference to their facial features and body proportions. From the table 4.2 there is a no correlation between body attractiveness and an identified regulation the inter correlation between body attractiveness and introjected regulation .098 which is not significant. So, there is no significant correlation between body attractiveness and identified regulation

Physical strength is the measure of a human's exertion of force on physical objects. From the table 4.2 there is a positive correlation between physical condition and identified regulations. The inter-correlation coefficient between physical condition and identified regulation is 0.256 which is significant at 0.01 level of significance. So the correlation coefficient indicates that there is a moderate level of correlation. When seeking physical strength increase identified regulation also increased at moderate level.

Sports competence is you have confidence in what you are doing. From the table 4.2 there is a positive correlation between integrated regulations. The inter-correlation coefficient between physical condition and integrated regulation is 0.449 which is significant at 0.01 level of significance. So, the correlation coefficient indicates that there is a moderate level of correlation. When seeking sports competence increase integrated regulation also increased at moderate level.

Physical condition is the condition or state of the body or bodily functions. From the table 4.2 there is a positive correlation between physical condition and integrated

regulation the inter-correlation coefficient between physical condition and integrated regulation is 0.224 which is significant at 0.01 level of significance. So the correlation coefficient indicates that there is a moderate level of correlation when seeking physical condition increase integrated regulation also increased at moderate level.

Body attractiveness is the fact that human being has preference about the physical appearance of other people, particularly which reference to their facial features and body proportions. From the table 4.2 there is a no correlation between body attractiveness and an integrated regulation the inter correlation between body attractiveness and introjected regulation .094 which is not significant. So there is no significant correlation between body attractiveness and integrated regulation

Physical strength is the measure of a human's exertion of force on physical objects. From the table 4.2 there is a positive correlation between physical condition and integrated regulation. The inter correlation between physical condition and integrated regulation .251 which is which is significant at 0.05 level of significance. So according to the correlation coefficient there is a weak level of correlation. The present study also finds out that there is a positive relationship between physical condition and identified regulation. So increase in the sports competence leads to an increase in the identified regulation (Gemma Maria Gea-Garcia, 2020).

Sports competence it is you have confidence in what you are doing. From the table 4.2 there is a positive correlation between intrinsic motivation. The inter-correlation coefficient between physical condition and identified regulation is 0.369 which is significant at 0.01 level of significance. So the correlation coefficient indicates that there is a moderate level of correlation. When seeking sports competence increase identified regulation also increased at moderate level. The present study also finds out that there is a positive relationship between sports competence and identified regulation. So increase in the sports competence leads to an increase in the identified regulation (Julia schuler, 2013).

Physical condition is the condition or state of the body or bodily functions. From the table 4.2 there is a positive correlation between physical condition and identified regulation the inter-correlation coefficient between physical condition and intrinsic motivation is 0.278 which is significant at 0.01 level of significance. So, the correlation coefficient indicates that there is a moderate level of correlation when seeking physical condition increase identified regulation also increased at moderate level.

Body attractiveness is the fact that human being has preference about the physical appearance of other people, particularly which reference to their facial features and body proportions. From the table 4.2 there is a no correlation between body attractiveness and anintrinsic motivation the inter correlation betweenbody attractiveness andintrojected regulation .077which is not significant. So, there is no significant correlation betweenbody attractiveness and identified regulation

Physical strength is the measure of a human's exertion of force on physical objects. From the table 4.2 there is a positive correlation between physical condition and intrinsic motivation. The inter correlation between physical condition and integrated regulation .251 which is which is significant at 0.05 level of significance. So according to the correlation coefficient there is a weak level of correlation when seeking physical strength increase integrated regulation also increased at moderate level.

Summary

The Pearson product moment correlation was computed for college students. The result among college students showed an inter-correlation between sub variables of physical self-perception and sports motivation and its sub variables. In that sub variables of physical self-perceptionnamely sports competence, physical condition, and physical strength have a positive relationship with and 1 sub variables namely body attractiveness have no significant relationship with sports motivation among college student.

The sub variables of physical self-perception namely sports competence, physical condition, physical strength and body attractiveness have a positive relationship with and sub variables of sports motivation and physical self perception have no significant relationship

Among performing arts students three sub variables of physical self-perception namely sports competence, physical condition, physical strength show a positive relationship with sports motivation. And one sub variables namely sports motivation and physical self perception how no significant relationship with sports motivation.

Section 2

Physical self-perception and sports motivation among college students.

Categorized on the basis of demographic variables: Result and discussion of independent sample t test and one way ANOVA.

The difference in physical self-perception and sports motivation among college students based on socio demographic variables gender, background of arts in family, participation of yoga/meditation, , domicile, practice time, age are explored in this session. The independent sample t –test was used to find out the difference of study variables existing among the gender, background of arts in family, practice of yoga/meditation, The Analysis of Variance was used to find out the difference of study variables domicile, practice time, and age among performing arts students.

Gender wise difference among performing arts students: Result and discussion of independent sample t test.

For the present study, samples were classified on the basis of course type so as to study the difference in sub variables of academic emotional regulation (situation selection, developing competency, attentional deployment, reappraisal, respiration, suppression, and venting, seeking social support) and Volition for learning and its sub variables. The result of independent sample t test among performing arts students on study variables are presented on table 4.3

Table 4.3**Comparison based on gender of college students**

Sl. no	Variables	Male		Female		t value
		Mean	SD	Mean	SD	
1	Sports Competence	13.86	3.115	12.81	3.461	-1.588
2	Physical Conditions	13.39	3.215	12.67	3.318	-1.610
3	Body Attractiveness	12.57	3.266	12.81	2.936	-0.386
4	Physical strength	13.57	3.344	13.32	3.129	-0.390
5	Intrinsic motivation	17.45	6.315	16.02	5.125	-1.262
6	Integrated motivation	16.64	6.210	16.26	5.553	-0.318
7	Identified regulation	17.27	6.158	16.19	5.4	-0.937
8	External regulation	16.57	6.374	15.25	5.135	-1.155
9	Amotivation	15.34	6.153	14.89	4.783	-0.410
10	Introjected regulation	17.48	5.982	16.25	5.296	-1.075

The t value obtained by college students for the sub variables of physical self-perception such as sports competence, physical conditions, body attractiveness and physical strength – 1.588,-1.610,-.386,and -.390 respectively. It includes that statically no mean difference between male and female college students. The obtained mean value of male students was found to be 13.86, 13.39, 12.57, and 13.57. The standard deviation of male student was found in to 3.115, 3.215, 3.266and 3.344. The obtained mean value for female standard was 12.81, 12.67, 12.81 13.32.the standard deviation female student was found in to 3.461, 3.318, 2.936, 3.129. This result indicates that males and females do not have any significant difference in the sub variable of physical self-perception namely; sports competence, physical conditions, body attractiveness

and physical strength. This implies that the sub variable of physical self-perception may not have any influence on college students based on gender they may getting equal chance in every aspect. So the male and female may equally being able to increase their perception on physical self-perception

The Significant study conducted that Anotonio Baena – extremera (2020) showed that there was a significant difference between physical self perception comparison genders the present study revealed that there is a no significant difference in sport motivation based on gender. in his study male and female both are more active think about there physical self perception .

The t value obtained by college students for sports motivation its sub variable are - 1.262,-.318,-.937, 1.155,-.410 and -1.075. It includes that statically there is no mean difference between male and female of college student. This mean value obtained for male students are 17.45, 16.64, 17.27, 16.57, 15.34 and 17.48. The mean value obtained by the female 16.02, 16.26, 16.19, 15.25, 14.89, and 16.25. The standard deviation of male 6.315, 6.158, 6.374, 6.153 and 5.982 and the standard deviation of female 5.125, 5.553, 5.400, 5.135, 4.783 and 5.296. the result indicate that male and female college students have equality in their sports motivation and its dub variable intrinsic motivation, integrated regulation, identified regulation, external regulation, amotivation, and integrated regulation they may not have any difference in college student based on gender. They may be experiencing equal chance in academic setting. So as a result, male and female have equal sports motivation.

The Significant study conducted that Arne Martin Jakobson (2018) showed that there was a significant difference between sports motivation comparison gender the present study revealed that there is a significant difference in sport motivation based on gender .in present study there is no significant difference, but this study there is a significant difference. Both male and female there is different with their sports motivation.

Classification based on educational qualification

Educational qualification of an individual indicates the official confirmation, usually in forms of a certificate, degree or postgraduate certifying the successful completion of an education program or a stage of a program. It may have influence on

physical self-perception and sports motivation. So, it is taken consideration into the present study. Classification based on college students in family is given in two categories. The details are given in the table 4.4

Table 4.4

Comparison based on educational qualification

SL No	Variable	Ug		Pg		t value
		Mean	SD	Mean	SD	
1	Sports Competence	13.10	3.352	13.43	3.354	-0.497
2	Physical Conditions	13.00	3.405	12.95	3.181	0.60
3	Body Attractiveness	12.42	3.227	12.98	2.915	-0.916
4	Physical strength	13.50	3.394	13.35	3.052	-0.229
5	Intrinsic motivation	16.48	6.115	16.80	5.245	-0.285
6	Integrated motivation	15.90	6.399	16.94	5.205	-0.898
7	Identified regulation	16.68	6.205	16.65	5.305	-0.29
8	External regulation	15.64	6.666	16.00	4.660	-0.315
9	Amotivation	15.06	6.232	15.12	4.497	-0.053
10	Introjected regulation	16.72	6.118	16.82	5.121	-0.092

The t value obtained by college students for such variable of physical self-perception such as sports competence , physical condition, body attractiveness and physical strength -0.497,0.060,-0.916and -0.229respectively.This indicate that stability no mean difference between students who are studying in ug and pg. This result

indicates that ug and pg do not have any significant difference in the sub variable of physical self-perception namely; sports competence, physical conditions, body attractiveness and physical strength. This implies that the sub variable of physical self-perception may not have any influence on college students based on educational qualification they may getting equal chance in every aspect. So the ug and pg may equally being able to increase their perception on physical self-perception

The t value obtained by college students for sports motivation based its sub variable are -0.285,-0.898, 0.029,-0.315,-0.035 and -0.092 respectively. This indicates that statically no mean difference between student who study in ug and pg. the result indicate that ug and pg college students have equality in their sports motivation and its dub variable intrinsic motivation, integrated regulation, identified regulation, external regulation, amotivation, and integrated regulation they may not have any difference in college student based educational qualification. They may be experiencing equal chance in academic setting. So as a result, ug and pg have equal sports motivation.

Comparison based on sports items of college students on physical self-perception and sports motivation: result and discussion of one way ANOVA.

The area of sports is an important demographic variable that affect of college students. Using one way ANOVA the difference between student who involve athletes, football, cricket, swimming, tug of war, badminton and others. On the sub variables physical self-perception and sports motivation and its sub variable are analysed on the basis of which is your area of sports in college student the result is presented in the table 4.5

Table 4.5**Comparison based on which is your area of sports**

Sl NO	Variables	Sum of square		Mean of square		F ratio
		Between group	Within group	Between group	Within group	
1	Sports Competence	47.617	1068.105	7.963	11.363	0.698
2	Physical Conditions	45.808	1028.152	7.635	10.938	0.698
3	Body Attractiveness	21.208	921.881	3.535	9.807	0.360
4	Physical strength	31.106	999.587	5.184	10.634	0.488
5	Intrinsic motivation	102.864	34481.92	17.144	30.344	0.514
6	Integrated motivation	81.912	3306.781	13.652	35.179	0.388
7	Identified regulation	40.061	3252.493	6.677	34.601	0.173
8	External regulation	60.420	3206.372	10.070	34.110	0.295
9	Amotivation	236.325	2677.873	39.387	28.488	1.383
10	Introjected regulation	58.261	3087.501	9.710	32.846	0.296

As per the result one way ANOVA the obtain f ratio of sub variable with respect to practice given area of sports as follow sports competence .698, physical condition.698 , . 360 for body attractiveness and .488 for physical strength. The result indicate that physical self-perception and its sub variable have no significant based on which is your area of sports. It implies that physical self-perception is independent of the influence of the different area of sports. College students are people who get chances to practice

their skills in variety of programs. So they may take their on interest and done their own best

The F ratio of sports motivation and its sub variables are .514, .388, .193, .295, 1.383, .296 which are not statistically significant. This suggests that sports motivation and its sub variables are not differentiated based on interest among college students.

Classification of sample based on age

Age used to refer how many years someone has lived. It is the time of life at which particular qualification, power or capacity arises or rests. The component of Classification of sample based on age may varies with age. So, it is taken consideration in to the present study. Sample was classified on the basis of age in three categories. The details of the classification are given in the table 4.5

Age is a demographic variable which have influence on performing arts students. Using one way ANOVA difference between students who have age 18-19, 20-22, and 23-25 on the sub variables of Classification of sample based on age and it's sub variables are analysed on the basis of age among college students. The result was presented in table 4.6.

Table 4.6

Comparison based on age among college student on physical self-perception and sports motivation

Sl NO	Variables	Sum of square		Mean of square		F ratio
		Between group	Within group	Between group	Within group	
1	Sports Competence	17.359	1098.423	8.880	11.208	0.774
2	Physical Conditions	8.927	1065.033	4.464	10.868	0.411
3	Body Attractiveness	11.237	93.852	5.518	9.509	0.591
4	Physical strength	2.823	1027.870	1.4111	10.488	0.135
5	Intrinsic motivation	14.343	3217.825	9.672	32.835	0.295
6	Integrated motivation	121744	3266.949	60.872	33.336	1.826
7	Identified regulation	106.133	3186.422	53.066	32.515	1.632
8	External regulation	107.840	3158.952	53.920	32.234	1.673
9	Amotivation	23.655	2890.543	11.828	29.495	0.401
10	Introjected regulation	92.286	3053.476	46.143	31.158	1.481

As per the one way ANOVA obtained f ratio of sub variable within respect to age as follows, .774 for sports competence , .411 for physical condition , .591 for body attractiveness and .135 for physical strength . The result indicates there physical self-perception and its sub variable have no significant based on age. Sub variable of physical self-perception are not determined by age among college student. The implies that the self-perception can be irresponsible of age

F ratio of sports motivation and its sub variable with respect to age which are obtained from one way ANOVA are .295 for intrinsic motivation, 1.826 for integrated regulation, 1.632 for identified regulation, 1.673 for external regulation, .401 for amotivation, and 1.481 for introjected regulation. The results indicate that sports motivation and its sub variable have no significant based on age. The implies that age may not influence as a factors in determine sports motivation its sub variable among college students

Summary

Independent t test and one way ANOVA was completed for college students on the basic gender, educational qualification, age, and which is you are of sports. Independent t test was used analyse gender and educational qualification among college student. Gender was classified as male and female, educational qualification is UG, PG. the present study conclude that there was no significant difference among sub variable of physical self perception such as sports competence, physical condition, body attractiveness, and physical strength. And it has no significant difference among sports motivation and its sub variable Amotivation, external regulation, introjected regulation, identified regulation, integrated regulation, and intrinsic motivation.

One way ANOV was used to analysis which is your are of sports classified as athletics, football, cricket, swimming, tug of war, badminton and other age was classified as these who are 18-19, 20-22, and 23-25. The present study conclude that there was no significant difference among sub variable and it has no significant difference among sports motivation and its sub variable

TESTING TENABILITY OF THE HYPOTHESES

Hypothesis 1(a): There will be a significant relationship between sports competence and intrinsic motivation among college students.

Tenability of the hypothesis 1(a) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between sports competence and intrinsic motivation among college students. There for the hypothesis rejected and null hypothesis accepted

Hypothesis 1(b): There will be a significant relationship between physical condition and intrinsic motivation among college students.

Tenability of the hypothesis 1(b) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship the above mentioned hypothesis will be rejected and null hypothesis will be rejected and null hypothesis will be accepted, between physical condition and intrinsic motivation among college students. There for the hypothesis was accepted

Hypothesis 1(c): There will be a significant relationship between body attractiveness and intrinsic motivation among college student.

Tenability of the hypothesis 1(c) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between body attractiveness and intrinsic motivation among college student. On the basis of the above result hypothesis 1(c) was not accepted and hence it is restated as, there is no significant relationship between body attractiveness and intrinsic motivation among among college student

Hypothesis 1(d): There will be a significant relationship between physical strength and intrinsic motivation among college students.

Tenability of the hypothesis 1(d) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between physical strength and intrinsic motivation among college students. There for the hypothesis was accepted.

Hypothesis 2(a): There will be a significant relationship between sports competence and identified regulation among college students.

Tenability of the hypothesis 2(a) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between sports competence and identified regulation among college students. There for the hypothesis was accepted

Hypothesis 2(b): There will be a significant relationship between physical condition and identified regulation among college students.

Tenability of the hypothesis 2(b) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between physical condition and identified regulation among college students. There for the hypothesis was accepted

Hypothesis 2(c): There will be a significant relationship between body attractiveness and identified regulation among college students.

Tenability of the hypothesis 2(c) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship betweenbody attractiveness and identified regulationamong college student. On the basis of the above result hypothesis 2(c) was not accepted and hence it is restated as, there is no significant relationship betweenbody attractiveness and identified regulationamong college student

Hypothesis 2(d): There will be a significant relationship between physical strength and identified regulation among college students.

Tenability of the hypothesis 2(d) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship betweenphysical strength and identified regulation among college students. therefor the hypothesis was accepted.

Hypothesis 3(a): There will be a significant relationship between sports competence and identified regulation among college students.

Tenability of the hypothesis 3(a) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between sports competence

and identified regulation among college students. There for the hypothesis was accepted

Hypothesis 3(b): There will be a significant relationship between physical condition and identified regulation among college students.

Tenability of the hypothesis 3(b) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between physical condition and identified regulation among college students. There for the hypothesis was accepted

Hypothesis 3(c): There will be a significant relationship between body attractiveness and identified regulation among college students.

Tenability of the hypothesis 3(c) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between body attractiveness and identified regulation among college student. On the basis of the above result hypothesis 3(c) was not accepted and hence it is restated as, there is no significant relationship between body attractiveness and identified regulation among college student

Hypothesis 3(d): There will be a significant relationship between physical strength and identified regulation among college students.

Tenability of the hypothesis 3(d) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between physical strength and identified regulation among college students. There for the hypothesis was accepted.

Hypothesis 4(a): There will be a significant relationship between sports competence and external regulation among college students.

Tenability of the hypothesis 4(a) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between sports competence and amotivation among college students. There for the hypothesis was accepted

Hypothesis 4(b): There will be a significant relationship between physical condition and external regulation among college student.

Tenability of the hypothesis 4(b) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between physical condition and external regulation among college student. On the basis of the above result hypothesis 4(b) was not accepted and hence it is restated as, there is no significant relationship between physical condition and external regulation among college student.

Hypothesis 4(c): There will be a significant relationship between body attractiveness and external regulation among college student.

Tenability of the hypothesis 4(c) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between body attractiveness and external regulation among college student. On the basis of the above result hypothesis 4(c) was not accepted and hence it is restated as, there is no significant relationship between body attractiveness and external regulation among college student

Hypothesis 4(d): There will be a significant relationship between physical strength and external regulation among college student.

Tenability of the hypothesis 4(d) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between physical strength and external regulation among college student. On the basis of the above result hypothesis 4(d) was not accepted and hence it is restated as, there is no significant relationship between physical strength and external regulation among college student.

Hypothesis 5(a): There will be a significant relationship between sports competence and amotivation among college students.

Tenability of the hypothesis 5(a) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between sports competence and amotivation among college students. There for the hypothesis was accepted

Hypothesis 5(b): There will be a significant relationship between physical condition and amotivation among college student.

Tenability of the hypothesis 5(b) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between physical condition and

amotivation among college student. On the basis of the above result hypothesis 5(b) was not accepted and hence it is restated as, there is no significant relationship between physical condition and amotivation among college student.

Hypothesis 5(c): There will be a significant relationship between body attractiveness and amotivation among college student.

Tenability of the hypothesis 5(c) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between body attractiveness and amotivation among college student. On the basis of the above result hypothesis 5(c) was not accepted and hence it is restated as, there is no significant relationship between body attractiveness and amotivation among college student

Hypothesis 5(d): There will be a significant relationship between physical strength and amotivation among college student.

Tenability of the hypothesis 5(d) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between physical strength and amotivation among college student. On the basis of the above result hypothesis 5(d) was not accepted and hence it is restated as, there is no significant relationship between physical strength and amotivation among college student.

Hypothesis 6(a): There will be a significant relationship between sports competence and introjected regulation among college students.

Tenability of the hypothesis 6(a) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between sports competence and introjected regulation among college students. therefore the hypothesis was accepted

Hypothesis 6(b): There will be a significant relationship between physical condition and introjected regulation among college students.

Tenability of the hypothesis 6(b) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between physical condition and introjected regulation among college students. Therefore the hypothesis was accepted

Hypothesis 6(c): There will be a significant relationship between body attractiveness and introjected regulation among college student.

Tenability of the hypothesis 6(c) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between body attractiveness and introjected regulation among college student. On the basis of the above result hypothesis 6(c) was not accepted and hence it is restated as, there is no significant relationship between body attractiveness and introjected regulation among college student

Hypothesis 6(d): There will be a significant relationship between physical strength and introjected regulation among college students.

Tenability of the hypothesis 6(d) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between physical strength and introjected regulation among college students. There for the hypothesis was accepted.

Hypothesis 7(a): There will be a significant difference in sports competence based on gender among college students.

Tenability of the hypothesis 7(a) was tested using independent sample t test and correlation analysis revealed no significant difference in sports competence among college students. Therefore the hypothesis was not accepted and is restated as; there will not be any significant difference in sports competence based on gender among college students.

Hypothesis 7(b): There will be a significant difference in physical condition based on gender among college students.

Tenability of the hypothesis 7(b) was tested using independent sample t test and correlation analysis revealed no significant difference in physical condition among college students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in physical condition based on gender among college students.

Hypothesis 7(c): There will be a significant difference in body attractiveness based on gender among college students.

Tenability of the hypothesis 7(c) was tested using independent sample t test and correlation analysis revealed no significant difference in body attractiveness among college students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in body attractiveness based on gender among college students.

Hypothesis 7(d): There will be a significant difference in physical strength based on gender among college students.

Tenability of the hypothesis 7(d) was tested using independent sample t test and correlation analysis revealed no significant difference in physical strength among college students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in physical strength based on gender among college students.

Hypothesis 8(a): There will be a significant difference in intrinsic motivation based on gender among college students.

Tenability of the hypothesis 8(a) was tested using independent sample t test and correlation analysis revealed no significant difference in intrinsic motivation among college students. Therefore the hypothesis was not accepted and is restated as; there will not be any significant difference in intrinsic motivation based on gender among college students.

Hypothesis 8(b): There will be a significant difference integrated regulation based on gender among college students.

Tenability of the hypothesis 8(b) was tested using independent sample t test and correlation analysis revealed no significant difference in integrated regulation among college students. Therefore the hypothesis was not accepted and is restated as; there will not be any significant difference in integrated regulation based on gender among college students.

Hypothesis 8(c): There will be a significant difference in identified regulation based on gender among college students.

Tenability of the hypothesis 8(c) was tested using independent sample t test and correlation analysis revealed no significant difference in identified regulation among college students. Therefore the hypothesis was not accepted and is restated as; there will not be any significant difference in identified regulation based on gender among college students.

Hypothesis 8(d): There will be a significant difference in external regulation based on gender among college students.

Tenability of the hypothesis 8(d) was tested using independent sample t test and correlation analysis revealed no significant difference in external regulation among college students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in external regulation based on gender among college students.

Hypothesis 8(e): There will be a significant difference in amotivation based on gender among college students.

Tenability of the hypothesis 8(e) was tested using independent sample t test and correlation analysis revealed no significant difference in amotivation among college students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in amotivation based on gender among college students.

Hypothesis 8(f): There will be a significant difference in introjected regulation based on gender among college students.

Tenability of the hypothesis 8(f) was tested using independent sample t test and correlation analysis revealed no significant difference in introjected regulation among college students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in introjected regulation based on gender among college students.

Hypothesis 9(a): There will be a significant difference in sports competence based on educational qualification among college students.

Tenability of the hypothesis 9(a) was tested using independent sample t test and correlation analysis revealed no significant difference in sports competence among college students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in sports competence based on educational qualification among college students.

Hypothesis 9(b): There will be a significant difference in physical condition based on educational qualification among college students.

Tenability of the hypothesis 9(b) was tested using independent sample t test and correlation analysis revealed no significant difference in physical condition among college students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in physical condition based on educational qualification among college students.

Hypothesis 9(c): There will be a significant difference in body attractiveness based on educational qualification among college students.

Tenability of the hypothesis 9(c) was tested using independent sample t test and correlation analysis revealed no significant difference in body attractiveness among college students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in body attractiveness based on educational qualification among college students.

Hypothesis 9(d): There will be a significant difference in physical strength based on educational qualification among college students.

Tenability of the hypothesis 9(d) was tested using independent sample t test and correlation analysis revealed no significant difference in physical strength among college students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in physical strength based on educational qualification among college students.

Hypothesis 10(a): There will be a significant difference in intrinsic motivation based on gender among college students.

Tenability of the hypothesis 10(a) was tested using independent sample t test and correlation analysis revealed no significant difference in intrinsic motivation among college students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in intrinsic motivation based on educational qualification among college students.

Hypothesis 10(b): There will be a significant difference integrated regulation based on educational qualification among college students.

Tenability of the hypothesis 10(b) was tested using independent sample t test and correlation analysis revealed no significant difference in integrated regulation among college students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in integrated regulation based on educational qualification among college students.

Hypothesis 10(c): There will be a significant difference in identified regulation based on gender among college students.

Tenability of the hypothesis 10(c) was tested using independent sample t test and correlation analysis revealed no significant difference in identified regulation among college students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in identified regulation based on educational qualification among college students.

Hypothesis 10(d): There will be a significant difference in external regulation based on educational qualification among college students.

Tenability of the hypothesis 10(d) was tested using independent sample t test and correlation analysis revealed no significant difference in external regulation among college students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in external regulation based on educational qualification among college students.

Hypothesis 10(e): There will be a significant difference in amotivation based on educational qualification among college students.

Tenability of the hypothesis 10(e) was tested using independent sample t test and correlation analysis revealed no significant difference in amotivation among college students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in amotivation based on educational qualification among college students.

Hypothesis 10(f): There will be a significant difference in introjected regulation based on educational qualification among college student

Tenability of the hypothesis 10(f) was tested using independent sample t test and correlation analysis revealed no significant difference in introjected regulation among college students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in introjected regulation based on educational qualification among college student

Hypothesis 11(a): There will be a significant difference in sports competence based on age among college students.

Tenability of the hypothesis 11(a) was tested using one way ANOVA and analysis revealed no significant difference in sports competence among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in sports competence based on age among college students.

Hypothesis 11(b): There will be a significant difference in physical condition based on age among college students.

Tenability of the hypothesis 11(b) was tested using one way ANOVA and analysis revealed no significant difference in physical condition among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in physical condition based on age among college students.

Hypothesis 11(c): There will be a significant difference in body attractiveness based on age among college students.

Tenability of the hypothesis 11(c) was tested using one way ANOVA and analysis revealed no significant difference in body attractiveness among performing arts

students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in body attractiveness based on age among college students.

Hypothesis 11(d): There will be a significant difference in physical strength based on age among college students.

Tenability of the hypothesis 11(d) was tested using one way ANOVA and analysis revealed no significant difference in physical strength among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in physical strength based on age among college students.

Hypothesis 12(a): There will be a significant difference in intrinsic motivation based on age among college students.

Tenability of the hypothesis 12(a) was tested using one way ANOVA and analysis revealed no significant difference in intrinsic motivation among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in intrinsic motivation based on age among college students.

Hypothesis 12(b): There will be a significant difference in integrated regulation based on age among college students.

Tenability of the hypothesis 12(b) was tested using one way ANOVA and analysis revealed no significant difference in integrated regulation among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in integrated regulation based on age among college students

Hypothesis 12(c): There will be a significant difference in identified regulation based on age among college students.

Tenability of the hypothesis 12(c) was tested using one way ANOVA and analysis revealed no significant difference in identified regulation among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in identified regulation based on age among college students.

Hypothesis 12(d): There will be a significant difference in external regulation based on age among college students.

Tenability of the hypothesis 12(d) was tested using one way ANOVA and analysis revealed no significant difference in external regulation among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in external regulation based on age among college students.

Hypothesis 12(e): There will be a significant difference in amotivation based on age among college students.

Tenability of the hypothesis 12(e) was tested using one way ANOVA and analysis revealed no significant difference in amotivation among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in amotivation based on age among college student significant difference in based on age among college students

Hypothesis 12(f): There will be a significant difference in introgated regulation based on age among college students.

Tenability of the hypothesis 12(f) was tested using one way ANOVA and analysis revealed no significant difference in introgreted regulation among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in based on age among college student significant difference in introgated regulation based on age among college students

Hypothesis 13(a): There will be a significant difference in sports competence based on given area spots among college students.

Tenability of the hypothesis 13(a) was tested using one way ANOVA and analysis revealed no significant difference in sports competence among performing arts students. Therefore the hypothesis was not accepted and is restated as; there will not be any significant difference in sports competence based on which is your area in spots among college students.

Hypothesis 13(b): There will be a significant difference in physical condition based on given area spots among college students.

Tenability of the hypothesis 13(b) was tested using one way ANOVA and analysis revealed no significant difference in physical condition among performing arts

students. Therefore the hypothesis was not accepted and is restated as; there will not be any significant difference in physical condition based on which is your area in spots among college students.

Hypothesis 13(c): There will be a significant difference in body attractiveness based on given area spots among college students.

Tenability of the hypothesis 13(c) was tested using one way ANOVA and analysis revealed no significant difference in body attractiveness among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in body attractiveness based on which is your area in spots among college students.

Hypothesis 13(d): There will be a significant difference in physical strength based on given area spots among college students.

Tenability of the hypothesis 13(d) was tested using one way ANOVA and analysis revealed no significant difference in physical strength among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in physical strength based on which is your area in spots among college students.

Hypothesis 14(a): There will be a significant difference in intrinsic motivation based on given area spots among college students.

Tenability of the hypothesis 14(a) was tested using one way ANOVA and analysis revealed no significant difference in intrinsic motivation among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in intrinsic motivation based on which is your area in spots among college students.

Hypothesis 14(b): There will be a significant difference in integrated regulation based on given area spots among college students.

Tenability of the hypothesis 14(b) was tested using one way ANOVA and analysis revealed no significant difference in intergrated regulation among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be

any significant difference in intergrated regulation based on which is your area in spotsamong college students

Hypothesis 14(c): There will be a significant difference in identified regulation based on given area spots among college students.

Tenability of the hypothesis 14(c) was tested using one way ANOVA and analysis revealed no significant difference in identified regulation among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in identified regulation based onwhich is your area in spots among college students.

Hypothesis 14(d): There will be a significant difference in external regulation based on given area spots among college students.

Tenability of the hypothesis 14(d) was tested using one way ANOVA and analysis revealed no significant difference in external regulation among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in external regulation based onwhich is your area in spots among college students.

Hypothesis 14(e): There will be a significant difference in amotivation based on given area spots among college students.

Tenability of the hypothesis 14(e) was tested using one way ANOVA and analysis revealed no significant difference in amotivation among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in amotivation based on age among college student significant difference in based onwhich is your area in spots among college students

Hypothesis 14(f): There will be a significant difference in intrograted regulation based on given area spots among college students.

Tenability of the hypothesis 14(f) was tested using one way ANOVA and analysis revealed no significant difference in intrograted regulation among performing arts students. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in based on age among college student significant difference in interrogated regulation based on which is your area in sports among college students

CHAPTER V

SUMMERY AND CONCLUSIONS

CHAPTER V

SUMMARY AND CONCLUSIONS

In a research study will only be complete if the investigator blends it with what was done in the previous chapters. Analyzing and Interpreting data does not make a research study complete. It also includes procedures carried out and summary of the findings. The research study also gets enriched by limitations and opinion for further research. This chapter gives an overview of the study.

A physical self perception person view of his or her self or of any of the mental or physical attributes that constitute the self. Such a view may involve genuine self knowledge or varying degrees of distortion also called self perception. The physical self perception is defined as an individual's perception of himself in aspect of physical domains such as strength endurance, sports ability, and physical appearance; self perceptions influence behavioural outcomes, and ultimately contribute to healthy adolescence development.

Method in Brief

In the present study, the investigator attempted to figure out the physical self perception and sports motivation among college student. The present study was conducted among College students, both male and female. Purposive sampling was used in the present study considering issues choose specific participant of the samples. The population of the study was College student. The sample of the study included 100 collage studence who is participating sports games.

Based on the objectives of the study the participants were divided into different groups based on the demographic variables such as Gender, Educational Qualification, Age and which is your area o sports. The main scales used for the data collection were Physical Self-Perception Profile (PSPP-R), (2010) and SMS-6(1985). Demographic data was collected using a Demographic Schedule.

The Pearson Product Moment Correlation was used to find the strength, direction and probability of the linear association between variables. Independent Sample T-test was used to examine differences between groups. ANOVA was used to

test the differences within the group. The college students from the Kannur district were considered in the sample under study. The data was collected through Form App by using online survey platform. A survey link was passed on to college student who more active in sports to enable them participate in the study.

Major Findings

15. There is a positive correlation between intrinsic motivation on sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength among college student
16. There is a significant relationship between integrated regulation on sub variable of physical self-perception a) sports competence b) physical condition, and c) physical strength and among college student
17. There is a positive correlation between identified regulation on sub variable physical self-perception a) sports competence b) physical condition, and c) physical strength and among college student
18. There is a no significant relationship between external regulation on sub variable of physical self-perception a) physical condition, b) body attractiveness, and c) physical strength and among college student
19. There is no correlation between amotivation on sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength and amotivation among college student
20. There is appositive correlation between introjected regulation on sub variable of physical self-perception a) sports competence b) physical condition, and c) physical strength among college student
21. There is a no significant relationship between in gender on sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength among college student
22. There is no significant the difference between gender on sports motivation and its sub variable a) intrinsic motivation, b) integrated motivation, c) identified regulation, d) external regulation, e) amotivation, f) introjected regulation among college student.
23. There is no significant difference between age on sub variables of physical self perception 1) sports competence 2) physical condition 3) body attractive 4) physical strength among college students.

24. There is no significant difference between age on sports motivation and its sub variable a) intrinsic motivation, b) integrated motivation, c) identified regulation, d) external regulation, e) amotivation, f) introjected regulation among college student.
25. There is no significant difference between educational qualification on sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength among college student
26. There will be a significant the difference in educational qualification on sports motivation and its sub variable a) intrinsic motivation, b) integrated motivation, c) identified regulation, d) external regulation, e) amotivation, f) introjected regulation among college student.
27. There is no significant relationship between which is your area of sports on sub variable of physical self-perception a) sports competence b) physical condition, c) body attractiveness, and d) physical strength among college student
28. There is no significant the difference between which is your area of sports on sports motivation and its sub variable a) intrinsic motivation, b) integrated motivation, c) identified regulation, d) external regulation, e) amotivation, f) introjected regulation among college student

Implications of the Study

The results of the research attempt to highlight the physical self perception used by college students and development of sports motivation. A significant relationship was found between sub variables of physical self perception (sports competence, physical conditioning, body attractiveness, physical strength) and sports motivation (intrinsic motivation, integrated regulation, identified regulation, external regulation, amotivation, and introjected regulation). The physical self perception by college students is associated with the increase and decrease of sport motivation. Use of good physical self perception increases the level of sports motivation among college student. Therefore, use of physical self perception help to improve there on physical ability and physical appearance are developed sports motivation among college students.

A significant positive correlation was found between sub variables of physical self perception (sports competence, physical conditioning, and physical strength) and sports motivation (intrinsic motivation, integrated regulation, identified regulation,

external regulation, amotivation, and introjected regulation). Among college students. It indicates that no correlation between body attractiveness and sports motivation among college student. Therefore, awareness needs to be given to college students to aware the importance of physical self perception that would be more helpful to aware there on sports motivation among college students.

The study also aimed at finding out how demographical variables like Gender, Educational Qualification, age, which is your area of sports, the use of physical self perception and sports motivation. A no significant difference was found in sub variables of physical self perception (sports competence, physical conditioning, body attractiveness, physical strength) and sports motivation (intrinsic motivation, integrated regulation, identified regulation, external regulation, amotivation, and introjected regulation) college students based on Gender. Both male and female equally approaches the each variable.

A no significant difference was found in sub variables of physical self perception (sports competence, physical conditioning, body attractiveness, physical strength) and sports motivation (intrinsic motivation, integrated regulation, identified regulation, external regulation, amotivation, and introjected regulation) college students based on Age.

A no significant difference was found in sub variables of physical self perception (sports competence, physical conditioning, body attractiveness, physical strength) and sports motivation (intrinsic motivation, integrated regulation, identified regulation, external regulation, amotivation, and introjected regulation) college students based on Educational Qualiication.

A no significant difference was found in sub variables of physical self perception (sports competence, physical conditioning, body attractiveness, physical strength) and sports motivation (intrinsic motivation, integrated regulation, identified regulation, external regulation, amotivation, and introjected regulation) college students based on which is your area of sports .

Limitations of the Study

The present study aims to identify the relationship between physical self perception and sports motivation among college student. The limitations of the present study are listed below:

- The sample of the current study consisted only of college students under the kannur university
- The sample size of the present study was relatively small.
- The study was limited to only college students not include other areas.
- The physically challenged students are not participating this study.
- The study mainly focused on who is more active in sports that students only participate this study

Suggestions for Future Research

- The study could be conducted among all the districts of Kerala so that more comprehensive findings can be achieved.
- Sample size can be increased to get more representational findings
- The present study explored two variables physical self perception and sports motivation. Other psychological variables can also be studied to gain overall view of this population

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APPENDICES

APPENDIX I

Consent Form

TITLE OF STUDY

PHYSICAL SELF PERCEPTION AND SPORTS MOTIVATION AMONG COLLEGE STUDENTS

RESEARCHER

Nithya E. D

M.Sc. Counselling Psychology

nithyaed40@gmail.com

You are being requested to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. This research study is part of fulfilling academic requirements for master's degree in counselling psychology.

In this research you would be required to answer the personal data schedule, and two instruments which will be sent to you. You may decline to answer any or all questions and you may terminate your involvement at any time if you choose. There may not be any direct benefit to you for your participation in this study. However, we hope that the information obtained from this study may help in the betterment the psychological well-being of college students physical self perception and sports motivation.

Every effort will be made by the researcher to preserve confidentiality about the data collected from you.

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be destroyed.

CONSENT

I have read and I understand the provided information. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Researcher's signature _____ Date _____

APPENDIX II

PERSONAL DATA SCHEDULE

Name:

Age:

- 18-19
- 20-22
- 23-25

Gender:

- Male
- Female

Education qualification:

- UG
- PG

Which is your area of sports?

- Athletics
- Football
- Cricket
- Swimming
- Tug of war
- Badminton
- Other

APPENDIX III

Physical self perception profile –Revised

The instructions for the participants are given together with the questionnaire. The instructions are: —Please be honest and accurate as you can throughout. Try not to let your response to one statement influence your response to other statements. There is no correct or incorrect answer. Answer according to your own feelings, rather than how you think most people would answer. There are no particular columns or marking the answers. The answer options like A= agree, B=neutral, C= disagree, given after the instructions in the questionnaire. The participants can read these options and write the most suitable option to the side of each item

F, Sports Competence

1. I do very well at all kinds of sports.
2. I am generally a lot better than average at sports
- 3 I am confident in taking part in sports activities, compared to other people
- 4i think that I am one of the best when it comes to joining in sports activities
5. I am quicker than most when it comes to picking up new skills in a sports situation
6. I tend to be among the first to join in sports activities

F₂ Physical Conditioning

1. I am very confident about my level of physical conditioning and fitness compared to other people
2. I make certain I take part in some form of regular vigorous physical exercise
3. I usually have a high level of stamina and fitness
4. I am at ease when it comes to fitness and exercise settings
5. I feel really confident about my ability to maintain regular exercise and physical condition

6. I feel that, compared to most, I always maintain a high level of physical conditioning

F, Body Attractiveness

1. I have an attractive body compared to other people

2. I find it easy to maintain an attractive body

3. I think that my body looks alright in swimwear

4. I think I am often admired for my attractive physique or figure

5. Compared to others, I think that my body looks in excellent shape physically

6. I am very happy with the appearance of my body

F. Physical Strength

1. I am physically stronger than most other people of my sex

2. I feel my muscles are much stronger than most others of my sex.

3. When it comes to situations requiring strength, I am one of the first people to step forward

4. I am confident when it comes to my physical strength

5. I think that I am strong, and have well-developed muscles compared to other people

6. I am better than others of my sex at dealing with situations requiring physical

Strength

APPENDIX III

Sport motivation scale-6

The instructions for the participants are given together with the questionnaire. The instructions are: —Please be honest and accurate as you can throughout. Try not to let your response to one statement influence your response to other statements. There is no correct or incorrect answer. Answer according to your own feelings, rather than how you think most people would answer. There are no particular columns or marking the answers. The answer options like A=does not correspond at all, B=correspondent a little, C= correspond moderately D=correspond a lot E= correspond exactly, given after the instructions in the questionnaire. The participants can read these options and write the most suitable option to the side of each item

Does not correspondent at all -1

Corresponds a little -2 or 3

Corresponds moderately -4

Corresponds a lots -5

Corresponds exactly-6 or 7

Why do you practice your sport?

1. For the excitement I feel when I am really involved in the activity
2. Because it's part of the way in which I've chosen to live my life
3. Because it is a good way to learn lots of things which could be useful To me in other areas of my life
4. Because it allows me to be well regarded by people that I know
5. I don't know anymore; I have the impression of being incapable of succeeding in this sport
6. Because I feel a lot of personal satisfaction while mastering certain difficult training techniques
7. Because it is absolutely necessary to do sports if one wants to be in shape

8. Because it is one of the best ways I have chosen to develop other aspects of my life
9. Because it is an extension of me
10. Because I must do sports to feel good about myself
11. For the prestige of being an athlete
12. I don't know if I want to continue to invest my time and effort as much in my sport anymore
13. Because participation in my sport is consistent with my deepest principles
14. For the satisfaction I experience while I am perfecting my abilities
15. Because it is one of the best ways to maintain good relationships with my friends
16. Because I would feel bad if I was not taking time to do it
17. It is not clear to me anymore; I don't really think my place is in sport
18. For the pleasure of discovering new performance strategies
19. For the material and/or social benefits of being an athlete
20. Because training hard will improve my performance
19. For the material and/or social benefits of being an athlete.
20. Because training hard will improve my performance
21. Because participation in my sport is an integral part of my life
22. I don't seem to be enjoying my sport as much as I previously did
23. Because must do sports regularly
24. To show others how good I am at my sports

QUALITY OF LIFE AND GRIT AMONG COLLEGE STUDENTS

*Dissertation submitted in partial fulfillment of the requirement of the
degree of Master of Science in Counselling Psychology*

Submitted by

SWATHI BABU

Reg. No. C1PSCP1116



Department of Psychology

Don Bosco Arts & Science College, Angadikadavu

Affiliated to Kannur University

2022-2023

CERTIFICATE

This is to certify that this dissertation entitled “**Quality of Life and Grit Among College Students**” is an authentic record of research work carried out by **Swathi Babu**, during the period of her study at Don Bosco Arts & Science College, Angadikadavu, Iritty, 670706, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

No part of this dissertation has been presented previously for the award of any degree, diploma, associateship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Fr. Dr. Kuriakose Augustine

Assistant Professor

Head of the Department

Department of Psychology

Examiner 1:

Examiner 2:

DECLARATION

I, **Swathi Babu**, do hereby declare that this dissertation entitled “**Quality of Life and Grit Among College Students**”, which is submitted to the Department of Psychology, Don Bosco Arts & Science College Angadikadavu, is a bonafide record of the research work carried out by me, under the supervision and guidance of **Mrs. Simmy S Cheriyan** (Assistant Professor, Department of Psychology, Don Bosco Arts & Science College Angadikadavu) in partial fulfilment of the requirements of the Degree of Master of Science in Counselling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship or other similar title or recognition.

Place:

Swathi Babu

Date:

Fr. Dr.Kuriakose Augustine

Head of the Department,

Don Bosco Arts & Science College

Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that Swathi Babu is a regular and bonafide student of The Department of Psychology, Don Bosco Arts & Science College, and pursuing Post Graduation programme in M.Sc. Counselling Psychology during the academic years 2021- 2023.

Place:

Fr. Dr. Kuriakose Augustine

Date:

Simmy S Cheriyan

Assistant Professor

Don Bosco Arts & Science College.

Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that this dissertation entitled, “ **Quality Of Life And Grit Among College Students**” is an authentic record of research work carried out by **Simmy S Cheriyan**, in partial fulfilment of the requirements of the Degree of Master of Science in Counselling Psychology, under my supervision and guidance, and that no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Place:

Simmy S Cheriyan

Date:

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Swathi Babu

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ABSTRACT

The aim of the study to find relationship between quality of life and grit among college students. In addition to this, it also aimed at identifying the differences on socio demographical variables such as age, gender, and course, mode of education and year of studying for these variables. The participants of the study were college students. The total sample consisting of 100 participants were selected from college in Kannur District, India, through simple random sampling. The measures used to data collection were Quality of life (WHOQOL-BREF questionnaire) and grit scale. The statistical techniques used were Pearson product moment correlation, t test and ANOVA. The findings of the present study there is a significant positive correlation between quality of life and grit among college students. The result also shows, no significant differences in the variables studied on the basis of age, gender, course and year of studying. The sub variable of quality of life and grit has significant difference based on mode of education. The study shows regular mode of students has greater psychological, social relationship, environment and quality of life.

Key words: Quality of life, Grit, College students.

CHAPTER 1
INTRODUCTION

CHAPTER 1

INTRODUCTION

WHO defines quality of life as an individual's perception of his position in life in relation to the culture and value systems in which he lives and in relation to his goals, expectations, standards and concerns.

Quality of life (QOL) is a broad, multidimensional concept that typically includes subjective assessments of both positive and negative aspects of life. Measurement is complicated by the fact that although the term "quality of life" has meaning for almost anyone and everyone. Academician within a discipline, individuals and groups may define it differently. While health is one of the most important aspects of overall quality of life, there are other areas such as workplaces, housing, schools and neighbourhoods. Aspects of culture, values and spirituality are also key areas of overall quality of life, making it difficult to measure.

The quality of life is influenced by the physical and mental health of a person, degree of independence, social relationship with the environment and other factors. Quality of life can be defined as an individual's satisfaction with the dimensions of his life compared to an ideal life. The evaluation of the quality of life depends on the value system of the individual and the cultural environment in which he lives. However, when analysing the quality of life, it must be remembered that the concept is broader than issues related to the health of the individual.

Quality of life is a function of the difference between the desired situation and the actual situation, i.e. It is the subjective satisfaction that a person experiences and projects into all aspects of his life (physical, psychological, social and spiritual). Irreversible health deterioration and movement limitations lead to disabilities in daily life and thus to a decrease in quality of life. The difference between the desired and the actual situation grows, and the bigger it is, the worse the patient evaluates his quality of life. This is because all the activities that determine the extent of independence directly and indirectly affect the extent to which the patient needs help from other people and the health system.

WHOQOL-BREF is a 26-item scale consisting of four domains: physical health (7 items), psychological health (6 items), social relationships (3 items), and

environmental health (8 items); this scale also contains QOL and general health items. The physical health domain consists of items on mobility, functional capacity, pain, energy, pain, daily activities and sleep. The psychological domain includes positive attitudes, self-image, negative thoughts, self-esteem, mentality, memory concentration, learning ability, religion, and the mental status. The social relationships domain consists of questions on social support personal relationships and sex life. The environmental health domain includes issues health related to financial resources, safety, and social services, living physical environment, opportunities to acquire new skills and knowledge, recreation, general environment (noise, air pollution, etc.), and transportation (Vahedi, 2010).

GRIT

Grit is defined as the passion and persistence to achieve long-term goals and consists of two proposed subcomponents: consistency of interest and persistence of effort. The word "grit" was coined by psychologist and scientist Angela Lee Duckworth. Grit is the ability to relentlessly pursue passion even in the face of obstacles. In the 21st century, there is a new boom in personal success. Passion is not passion or strong feelings, but commitment and clarity of direction. This kind of passion is essential to doing a task, no matter how boring or difficult. One of the non-cognitive factors that have received more attention in recent years is obesity. Researchers consider a grain of grit the activity used to reach one's potential in a given challenge. The research on grit was mainly done by Angela Duckworth of the University of Pennsylvania. He defines grit as "the determination and passion to achieve long-term goals." Grit means working persistently and energetically towards a challenging goal, continuing to strive and maintaining constant interest for a long time despite failures, setbacks and obstacles, and stable stages of development. Smooth people use resilience to stay on track and achieve their goals, unlike angry people who get bored or frustrated easily and give up their efforts or choose alternative courses of action. Grit is considered a common personality trait of leaders and an important precursor to success and excellence in all fields, regardless of talent or talent.

Grit is embedded in two basic things: consistency of effort and consistency of interest. Interest is not pleasure in the sense of immediate short-term gratification, but rather meaning. Individuals must first determine the personal meaning of a long-term

goal and demonstrate the passion to face the adversity and difficulties that may be encountered to achieve it. A long-term goal must not only be important, but also compelling; to maintain the effort and vigour of the individual. Both aspects of acuity are key components of success, as persistence promotes mastery despite failure and consistency of interest is essential for purposeful mastery practice. The 12-item self-report Grit Scale (Duckworth et al., 2007) and its short version, the 8-item Grit Scale-S, distinguish the two aspects of grit. Most studies treat the sand scale as a total score, while there are cases where these two aspects are treated as two separate constructs.

College student

A student is a person who has enrolled in a specific course at a university or college. After completing the course, they will be part of the institution and by completing the course; they will become members of the alumni association. During college days, a student learns various things like discipline, better communication skills, project writing, party planning, etc. Students should definitely give it their all while still studying, because the university years play an important role in growth and development. Of students. University students are expected to be hard-working, disciplined, committed and goal-oriented. Here are some famous quotes that will surely help students stay motivated, stay positive and do their best in their studies.

Student becomes the pinnacle of young adults Young adult is a unique developmental phase beginning at age 18-25, during which developmental tasks are key, allowing the young adult to participate in self-exploration and identity formation. Currently, different organizations have different definitions and age ranges for young adulthood, leading to confusion in program development, health care delivery, and research. Young adulthood should be classified separately from adolescence and adulthood because health care utilization and health outcomes related to preventable causes of morbidity and mortality in young adults are worse than in surrounding age groups. Young adults experience relatively high rates of injury, mental health problems, substance abuse, and sexual and reproductive health problems. Young adults are in a vulnerable state due to the increased likelihood of risky behaviour and associated poor health outcomes. Nurses, especially family nurses, are best positioned to address the health needs of young adults because they are trained to provide care for the whole person with an emphasis on education and health promotion across the

lifespan. Going forward, nurses can and must be leaders in health care for young adults to improve their health outcomes.

NEED AND SIGNIFICANCE

Grit is important because it is a driver of achievement and success, independent of and beyond what talent and intelligence contribute. Being naturally smart and talented are great, but to truly do well and thrive, we need the ability to persevere. Without grit, talent may be nothing more than unmet potential. Grit is also important for student's academic success. Grit is enhancing student perseverance when confronting challenges, enhance academic performance and help graduates stay in higher education longer. Also students realize their potential and achieve their most meaningful goals so they need to understand grit. So it is important understand there is any relationship between quality of life and grit. Through this study use can able to understand there is any relationship between quality of life and grit.

Statement of the problem

This study attempt to explore whether there is a significant relationship between quality of life and grit among college students.

Definition of key terms

Theoretical definition

Quality of life

The extent to which a person obtains satisfaction from life. The following are important for a good quality of life: emotional, material, and physical well-being; engagement in interpersonal relations; opportunities for personal (e.g., skill) development; exercising rights and making self-determining lifestyle choices; and participation in society. Enhancing quality of life is a particular concern for those with chronic disease or developmental and other disabilities, for those undergoing medical or psychological treatment, and for the aged (APA, n.d).

Grit

Personality trait characterized by perseverance and passion for achieving long-term goals. Grit entails working strenuously to overcome challenges and maintaining

effort and interest over time despite failures, adversities, and plateaus in progress. Recent studies suggest this trait may be more relevant than intelligence in determining a person's high achievement. For example, grit may be particularly important to accomplishing an especially complex task when there is a strong temptation to give up altogether (APA, n. d)

College student

College student the term "college student" means an individual who is a full-time or a part-time student attending an institution of higher education.

Operational definition

Quality of life

The level of health, comfort and happiness experienced by an individual or group.

Grit

Grit is persistence and passion to achieve long-term goals.

College student

A student at age between 18 to 25, enrolled in a college or university

OBJECTIVE OF THE STUDY

Major objective

- To find out the relationship between quality of life and grit among college students.

Specific objectives

- To find out the relationship between sub variable of quality of life and sub variables of grit among college students.
- To find out the difference in quality of life and its sub variables among college students based on gender.
- To find out the difference in grit and its sub variables among college students based on gender.

- To find out the difference in quality of life and its sub variables based on age among college students.
- To find out the difference in grit and its sub variables based on age among college students.
- To find out the difference in quality of life and its sub variables based on course among college students.
- To find out the difference in grit and its sub variables based on course among college students.
- To find out the difference in quality of life and its sub variables based on mode of education among college students.
- To find out the difference in grit and its sub variables based on mode of education among college students.
- To find out the difference in quality of life and its sub variables based on year of studying among college students.
- To find out the difference in grit and its sub variables based on year of studying among college students.

Organization of the report

The present study has five parts. The first part is introduction part. It consists of introduction of the topic, need and significance of the study, statement of the problem, major and specific objectives, and definition of the key terms. Chapter 2 consist of review of literature. It consists of theoretical review of the study variable and review of related study on variables and populations. The third chapter is methodology. It consists of populations, measures, procedures for data collection and statistical techniques employed for analysis. The fourth chapter is the result and discussion of the study. It consists of the result of statistical analysis and its discussion. The fifth chapter is summary and conclusion. It consists of the major findings, implications, limitations of the study and the directions for the future research. The research report is prepared according to the 7th edition of APA.

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

A collective body of works done by earlier scientist is technically called literature. Any scientific research begins with a review of the literature. In fact working with the literature is an essential part of the research process which generates the idea, helps in developing significant questions and is regard as instrumental in the process of research design. The main objectives of a review of the literature are , identifying variable of relevant for research, avoidance of repetition, synthesis of prior works and determining meaning and relationship among variables.

Literature review was a review of scientific sources on a specific topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods and gaps in existing research, which can later apply to paper, thesis or dissertation topic. A good literature review not only summarizes sources, but also analyses, synthesizes and critically evaluates to provide a clear picture of the body of knowledge on the subject. The literature review creates a "landscape" for the reader that provides a complete overview of the development of the field. This landscape lets the reader know that the author has indeed absorbed everything. Review sources include journals, books, reviews, abstracts, catalogs, and the Internet.

A literature review provides an interpretation of the existing literature in light of updated developments in the field, helping to establish continuity in the knowledge and meaning of existing materials. It helps to calculate the impact of the latest knowledge in the field by mapping their knowledge. This provides information about the relevance and consistency of research. Helps adopt a more appropriate methodology for research by examining the strengths and weaknesses of existing studies in the same field. It also helps to rationalize the need to do a specific study in a specific area (Akhtar, 2021).

Once a problem is formulated, a brief summary of it must be written down. It is important for a research worker writing a thesis for a PhD degree to write a synopsis of the topic and submit it to necessary committee or the research board for approval. At this juncture the researcher must undertake extensive literature survey connected with the problem. For this purpose the indexing and abstracting journals and published or unpublished bibliographies are the first place to go to. Government reports, academic

journals, conference proceedings, books etc., must be tapped depending on the nature of the problem. In this process, it must be remembered that one source will lead to another. The earlier studies, if any, which are similar to the study in hand, should be carefully studied. A good library will be great help to the researcher at this stage (Kothari, 2004).

Theoretical perspective of quality of life

Psychological Theory of Quality of Life

Definition of the School of Psychoanalysis (Freud 1856- 1939)

According to Freud quality of life is fundamental goal of human behaviour, a sense of pleasure and happiness and relief of pain. In operations psychological system, pleasure is the dominant principle. Pleasure is also means satisfying instincts. Freud said that the instinct of life or the principle of pleasure is a motive for the permanence of life and satisfaction, the first childhood is painful. Important to establishing good life is an independent life (Moudjahid, 2019).

The Definition of the Abraham Maslow Human School

According to his theory, he gives importance to a set of basic needs which he developed hierarchically. The quality of life depends on the level of satisfaction of basic needs. Satisfaction of needs may lead to a sense of deep happiness and a high sense of the individual's inner life. According to humanistic school, the idea of the quality of life always requires the necessary connection between two indispensable elements:

- 1) Existence of an organism.
- 2) The organism lives in good environment, because the phenomenon of life comes into existence through the mutual influence between these two elements, and emphasizes theorists in this model to interpret the quality of life on the concept of self (Moudjahid, 2019).

Theoretical perspective of grit

Angela Lee Duckworth was proposed psychological theory of grit this theory emerged in the 21st century, which heavily emphasizes high test scores as a sign of

achievement and intelligence. Duckworth defines grit as passion and perseverance towards very long-term goals. Grit keeps a person faced down or when a task seems impossible. That person had grit, can accomplish difficult tasks without giving up. It is strength of character of a person going. Think of it as the popular phrase, "When the going gets tough, the tough get going." Some characteristics of a person with grit include: Courage, Resilience, Strength, Confidence, Patience, Optimism, Creativity and Dedication (Armstead, 2022).

Grit and implicit theories

Grit is a trait-level personality construct of a person, it is refers to the tendency to maintain passion and effort while working strenuously towards a long-term goal, mainly in the face of challenges and setbacks. Other definition of grit is as a multi faced construct of psychological strength and it consist of perseverance of effort (PE) and consistency of interest (CI). Stronger learners had higher PE and CI also these people less discouraged by failures and setbacks, also more motivated to engage in strategic behaviour and sustain a focused effort to achieve success. Duckworth et al. (2007) came to the conclusion that grit strongly embodies long-term persistence in the pursuit of consistent objectives and continued interest over time, despite failures or setbacks, rather than short-term intensity of effort and interest. Schmidt et al. (2018) examined the relations between PE and CI and the hierarchical structure of conscientiousness (Karlen, 2019).

Reviews related to quality of life and grit

“Grit and Quality of Life in Patients with Neurological Impairments Receiving Inpatient Occupational Therapy Services” study conducted by Carson et al., in 2017. The purpose of the study was exploring possible relationships between grit and quality of in patients receiving occupational therapy. They sample taken from patients admitted to hospital secondary neurological conditions. The sample size was 10. Study was founded that there is no relationship between grit and quality of life among patient receiving occupational therapy.

Klappa et al., conducted study on “Unmasking Parkinson’s disease: The Relationship of Grit, Exercise, and Quality of Life” in 2020. The aim of this study was to investigate grit, exercise, and quality of life (QOL) among individuals diagnosed

with Parkinson's disease (PD). In this study convenience sample was used. This study was used grit scale and QOL scale. The sample size was 101. SPSS 25 was used in this study. This study was founded that grit was positively correlated to higher QOL on the Parkinson's disease quality of life. Also founded that grit was positively correlated to the emotional component of the PDQL. Participants with higher grit levels had higher emotional coping responses after being diagnosed with PD, exercised more, and were more willing to self-advocate.

“Examining the relationship between grit and quality of life: the mediating role of social support among nurse” study was conducted by Cheriyan and Kumari in 2021. The purpose of the study the relationship between grit and quality of life among nurses and also the mediating role of social support. The sample size was 158 nurses. Regression analysis was used in this study. This study founded that positive correlation of grit and social support with quality of life was revealed. Hierarchical regression analysis showed that severity and social support increase nurses' quality of life. Social support was found to partially mediate the relationship between grit and quality of life.

Kim and Lee conducted study on “Does Grit Matter to Employees' Quality of Work Life and Quality of Life? The Case of the Korean Public Sector” in 2021. The present study, aim to assess the validity of grit among public employees from a collectivist culture; to this end, use the 2016 survey of Korean public officials. The sample size was 2,070 used. The results are as follows: (a) grit has a direct positive effect on quality of work life (QWL), (b) QWL can improve employees' quality of life (QOL), and (c) professionalism and goal-oriented culture negatively. And positively regulate grit and QWL. The study also looked at how employees' motivation (eg grit level) can enrich their QWL and QOL. Overall, this study supports the argument that HR managers should pay attention to grit.

Review related to quality of life

“Quality of Life and its Components' Measurement” study conducted by Juozasand Ruzevicius in 2017. The purpose of this study was to define the conception of quality of life and its components, to prepare a model of quality of life, and to present the quality of working life evaluation in an organisation after corrective actions in the work environment. The questionnaire consists of 19 items concerning quality of life and 21 items about quality of working life. The 5-point Likert response format was

used, ranging from strongly disagree (1) to strongly agree (5). The research results show that it is possible to measure, improve and manage the quality of working life. An organization has the opportunity to improve the quality of life and loyalty of its employees by improving the working conditions and environment. The high value of the quality of working life directly affects the quality of life. Quality of life, happiness, life satisfaction and subjective well-being are interrelated.

Ghabeesh conducted study on “Quality of Life (QOL) among University Students in Jordan: A Descriptive Study” in 2013. The aim of this descriptive study was to examine QOL among university students in Jordan. Data were collected from 119 current university nursing students. It was an descriptive study to assess the quality of life among nursing college students in Jordan and to compare the difference in QOL in terms of academic achievement. The study was founded that physical function was differed in each gender. Also difference in employed and unemployed students in role physical, social functioning and bodily pain domains. This study was founded that there was no relationship between QOL and academic achievement.

“Quality of life of university students during the COVID-19 pandemic: Assessing the level of quality of life and the associated factors after the end of movement lockdown” study conducted by Abdulla et al., in 2020. The purpose of the study to evaluate quality of life (QoL) and determine its association with various factors and social support among university students during the COVID-19 pandemic after the end of movement lockdown. This study used 316 samples it was conducted online. It was a cross sectional study. Participants were administered a self-reported questionnaire that collected information on demographic, personal, clinical, and psychological characteristics; the 21-item Depression, Anxiety and Stress Scale (DASS-21) to assess the severity of their symptoms of depression, anxiety and stress; perceived social support (MSPSS) to assess the level of social support; and the World Organization on Quality of Life BREF (WHOQoL-BREF) to assess quality of life. This study showed that university students had lower levels of psychological and social quality of life due to the COVID-19 pandemic, even after the removal of MCO.

“Nur et al., was conducted study on “Health-related Quality of Life and Associated Factors Among Undergraduate University Students” in 2017. The purpose of the study was to explore factors associated with health-related quality of life

(HRQOL) among students of Cumhuriyet University, Turkey. The study was cross sectional. The participant number was 1751 undergraduate students. Short form health survey questionnaire was used to measure HRQOL. The study was founded that socioeconomic, demographic and behavioral factors influence HRQOL in young students. Also study was founded that to improve student HRQOL, any health promotion strategy should focus on modifiable risk factors and student socioeconomic support.

“Quality of Life as A Predictor of Happiness and Life Satisfaction” study was conducted by Novianti et al., in 2020. The purpose of the study aimed to find correlations between the quality of life, happiness, and life satisfaction of the general population of Bandung city. The study collected data from 370 participants. This study used three questionnaires: (i) WHOQOL-BREF to measure quality of life, (ii) Happiness Thermometer to measure happiness, and (iii) Self-Anchoring Cantril Striving Scale to measure life satisfaction. The study founded that the psychological and physical domains of quality of life were significant predictors of happiness and satisfaction of life,

Reviews related to grit

“How does grit impact college students’ academic achievement inscience?” study was conducted by Bazelais et al., in 2017. This study was aimed to explore how grit affects student academic performance. Two hierarchical linear regressions were conducted using a 12-item 5-point Likertscale measure of Grit on cumulative GPA and final exam score of students in the entrance physics course, controlling for gender and high school GPA. Prior academic achievement was found to be a significant predictor of both college performance and success in the entrance physics course. This study founded that grit was not found to be a significant predictor of student academic achievement or course success.

Bazelais et al., was conducted study on “Grit, Mindset, and Academic Performance: A Study of Pre-University Science Students” in 2018. The purpose of the study assesses the efficacy of both grit and mindset in predicting academic achievement. The sample was collected from pre university students. The study was collected data from 309 samples. Convenience sampling was used. 12 item scales was used to collect data. The study results indicate that neither grit nor mind-set predicted

academic achievement. These findings have significant theoretical and practical implications.

Lee and Sohn was conducted study on “Effects of grit on academic achievement and career-related attitudes of college students in Korea” in 2017. Researchers have discovered that great performance requires not only innate talent, but also focused practice and effort over time. Because college students must simultaneously strive for academic achievement and prepare for future careers, we tested 253 students to examine the effects of grit and deliberate practice on academic achievement and career attitudes in a Korean context. Results showed that hardiness was associated with higher grades and that this relationship was mediated by deliberate practice. Grit was a significant predictor of career training behavior and greater career success when school year and Big Five personality traits were controlled for. With this study, we have contributed to the scholarly literature by explaining how elaboration affects students' academic performance and career-related attitudes.

“Students' Well-Being: The Mediating Roles of Grit and School Connectedness” study was conducted by Han in 2021. A significant point in the previous decades in all areas of life is well-being, which also works in academic environments and is compatible with positive psychology, where one can recognize how to make everything pleasant. In addition, grit is another notable point in the learning process, which, due to its long-term nature, has been the focus of researchers' attention in recent years. In addition, school connectedness is another important factor that has been found to be positively related to student well-being. Therefore, the purpose of this review is to emphasize the mediating role of these two structures, hardiness and school connectedness, in student well-being. Next, some implications for teachers, learners, teachers and material developers are suggested.

“Grit and academic performance among first-year university students: A brief report” study conducted by Mason in 2018. This study was aimed grit and academic performance among a sample of South African university students. The sample size was 121. Data were collected using the Grit Scale, and academic performance was assessed over one semester. A simple regression analysis was calculated to predict the academic achievement of students based on the components of self-rated resilience. The grit component of the interest continuum accounted for 3% of the variance in

students' academic performance. Similarly, the persistence of effort component explained 9% of the variance in scores. Students who scored high on the difficulty scale had higher academic scores compared to participants who scored low on the same instrument. The study results indicate that grit is an important personal resource for college students.

“All That Glitters Is Not Grit: Three Studies of Grit in University Students” the study was conducted by Kannangara et al., in 2018. This study looked at the importance of the concept of grit in University students based on a mixed-method approach. Study 1 included 440 University students. Grit Scale, the Perceived Stress Scale, the short Warwick–Edinburgh Mental Well-being Scale, the Office of National Statistics Well-being items and the Self-Control Scale these scale were used to collect information.. Grit level was significantly higher in female students, older students and postgraduates. Grit significantly correlated highest with self-control. Study 2 comprised 340 University students. In this study to measuring self-control, mental well-being and grit, measures of resilience and mindsets was also included. The third study was a qualitative method with 10 successful graduate students. Semi-structured interviews were used. Information coded by using thematic analysis method. The qualitative research has helped“ unpack” concepts from the grit research and may enable University tutors to guide students better.

Hypothesis

- 1) There will be a significant relationship between quality of life and grit among college students.
- 2) There will be a significant relationship between physical health and perseverance of effort among college students.
- 3) There will be a significant relationship between psychological and perseverance of effort.
- 4) There will be a significant relationship between social relationship and perseverance of effort among college students.
- 5) There will be a significant relationship between environment and perseverance of effort among college students.
- 6) There will be a significant relationship between physical health and consistency of interest among college students.

- 7) There will be a significant relationship between psychological and consistency of interest among college students.
- 8) There will be a significant relationship between social relationship between and consistency of interest among college students.
- 9) There will be a significant relationship between environment and consistency of interest among college students.
- 10) There will be a significant relationship between quality of life and perseverance of effort among college students.
- 11) There will be a significant relationship between quality of life and consistency of interest among college students.
- 12) There will be a significant relationship between grit and physical health among college students.
- 13) There will be a significant relationship between grit and psychological among college students.
- 14) There will be a significant relationship between grit and social relationship among college students.
- 15) There will be a significant relationship between grit and environment among college students.
- 16) There will be a significant difference in quality of life among college students based on age.
- 17) There will be significant difference grit among college students based on age.
- 18) There will be a significant difference in quality of life among college students based on gender.
- 19) There will be a significant difference in grit among college students based on gender.
- 20) There will be a significant difference in quality of life among college students based on course.
- 21) There will be a significant difference in grit among college students based on course.
- 22) There will be a significant difference in quality of life among college students based on mode of education.
- 23) There will be a significant difference in grit among college students based on mode of education.

- 24) There will be a significant difference in quality of life among college students based on year of studying.
- 25) There will be a significant difference in grit among college students based on year of studying.

CHAPTER 3
METHOD

CHAPTER 3

METHOD

According to John W. Best, “research may be defined as the systematic and objective analysis and recording of controlled observations that may lead to the developments of generalizations, principles or theories, resulting in prediction and possibly ultimate control of events”.

The systematic approach relating to generalization and the formation of the theory is called research. In this sense research is systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts, and reaching certain conclusions either in the form of solutions towards the concerned problem or in certain generalizations for some theoretical formulations (Kothari, 2008).

Research is an academic activity and as such the term should be used in a technical sense. According to Clifford Woody research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis (Kothari, 2008).

Research has its special significance in solving various operational and planning problems of business and industry. Research is the fountain of knowledge for the sake of knowledge and an important source of providing guidelines for solving different business, governmental and social problems. It is a sort of formal training which enables one to understand the new developments in one’s field in a better way. (Kothari, 2008).

Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Bandari, 2020).

Quantitative research, in contrast to qualitative research, deals with data that are numerical or that can be converted into numbers. The basic methods used to investigate numerical data are called ‘statistics’. Statistical techniques are concerned with the

organization, analysis, interpretation and presentation of numerical data. Statistics is a huge area of study with wide application across many disciplines, including information systems and other areas of information research. With the advent of computers, and particularly personal computers, the statistical processes to handle and analyses data have become more accessible. However, there is a danger that analysis may be performed on data without an understanding of the appropriate statistical tests to use and how they should be applied (Sheard, 2018).

Research design

Research design is the framework of research methods and techniques chosen by a researcher to conduct a study. The design allows researchers to sharpen the research methods suitable for the subject matter and set up their studies for success. Research design is the detailed plan of the investigation. It is the blueprint of the detailed procedures of testing the hypotheses and analyzing the obtained data. Research design helps the researcher in testing the hypotheses by reaching valid and objective conclusions regarding the relationship between independent and dependent variables (Kothari, 2008).

The function of research design is to provide for the collection of relevant evidence with minimal expenditure of effort, time and money. But how all these can be achieved depends mainly on the research purpose. A flexible research design which provides opportunity for considering many different aspects of a problem is considered appropriate if the purpose of the research study is that of exploration. But when the purpose happens to be an accurate description of a situation or of an association between variables, the suitable design will be one that minimizes bias and maximizes the reliability of the data collected and analyzed.

The preparation of the research design, appropriate for a particular research problem, involves, the means of obtaining the information, the availability and skills of the researcher and his staff, explanation of the way in which selected means of obtaining information will be organized and the reasoning leading to the selection, the time available for research and the cost factor relating to research, i.e., the finance available for the purpose (Kothari, 2008).

The problem in the present study is to find the relationship between quality of life and grit. So the study is a quantitative study.

Participants

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample. Sample design is determined before data are collected. The researcher must decide the type of a sample he will use (Kothari, 2008).

Considering the availability of population simple random sampling is selected as the sampling technique for the present study. In simple random sampling every samples have equal chances to be chosen. Here 100 samples were taken randomly from the total population. Simple random sampling is less complicated than other methods.

The universe consists of all survey elements that qualify for inclusion in the research study. The precise definition of the universe for a particular study is set by the research question, which specifies who or what is of interest. The universe may be individuals, groups of people, organizations, or even objects.

Population is a distinct group of individuals, whether that group comprises a nation or a group of people with a common characteristic. A population is the pool of individuals from which a statistical sample is drawn for a study. Thus, any selection of individuals grouped together by a common feature can be said to be a population (Osikhotsali, 2022).

For the present study, population of the study was college students under the age between 18 to 25. Kannur district taken as the universe. The total sample size of the sample is 100 from different college in Kannur district.

Inclusion criteria

- Focusing both under graduate and post graduate students.
- Students should be in 18 to 25 age period.
- Students should be studying Kannur University.

Exclusion criteria

- Persons with clinical conditions.
- Persons with disability.

Categorization of participants according to socio-demographic variables

For the purpose of different analysis in the present study, the participants were divided into different groups based on their socio- demographic variables such as age, gender, course mode of education and year of studying. The details are given in the form of tables as follows;

Classification of sample based on age

Age used to refer how many years someone has lived. It is the time of life at which particular qualification, power or capacity arises or rests. The component of quality of life and grit may vary with age. So it is taken consideration in to the present study. Sample was classified on the basis of age in three categories. The details of the classification are given in the table 3. 1.

SI No	Age	No of participants	Percentage
1	18- 19	20	19.6%
2	20- 22	55	54.9%
3	23- 25	26	25.5%

Gender wise classification of the sample

Gender is used to describe the characteristics of women and men that are socially constructed. The components of quality of life and grit may vary among genders. So it is taken consideration in the present study. The sample was classified on the basis of gender in two categories. The details of the classification are given in the table 3.2.

SI No	Gender	No. of participants	Percentage
1	Female	69	68.6%
2	Male	32	31.4%

Classification of sample based on course

A course refers to a unit of teaching that is led by one or more professors. The component of quality of life and grit may vary with course. So it is taken consideration in to the present study. Sample was classified on the basis of age in four categories. The details of the classification are given in the table 3. 3.

SI No	Course	No of participants	Percentage
1	BA	28	27.5%
2	BSc	29	28.4%
3	MA	10	10.8%
4	MSc	34	33.3%

Classification of sample based on mode of education

Mode of learning are a set of guidelines that describe the methods humans use to acquire process, and maintain knowledge .The component of quality of life and grit may vary with mode of education. So it is taken consideration in to the present study. Sample was classified on the basis of age in two categories. The details of the classification are given in the table 3. 4.

SI No	Course	No of participants	Percentage
1	Distance	3	3.9%
2	Regular	98	96.1%

Classification of sample based on year of studying

Year of study means an academic year, or the equivalent, comparable to at least 30 semester (45 quarter) hours of graduate or under graduate credit. The component of quality of life and grit may vary with age. So it is taken consideration in to the present study. Sample was classified on the basis of age in three categories. The details of the classification are given in the table 3. 5.

SI No	Year of studying	No of participants	Percentage
1	1 year	18	17.6%
2	2 year	53	52.9%
3	3 year	30	29.4 %

Study variable

Quality of life

Quality of life (QoL) is a term used to refer to an individual's total well-being. Quality of life as "an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns". It is a broad ranging concept affected in a complex way by the person's physical health, psychological state, and level of independence, social relationships, and their relationship to salient features of their environment. Quality of life is influenced by an individual's physical and mental health, the degree of independency, the social relationship with the environment and other factors. Quality of life could be defined as an individual's satisfaction with his or her life dimensions comparing with his or her ideal life (Dalia, 2007).

Grit

Grit is a personality trait possessed by individuals who demonstrate passion and perseverance toward a goal despite being confronted by significant obstacles and distractions. Those who possess grit are able to self-regulate and postpone their need for positive reinforcement while working diligently on a task. Grit is a construct that is said to summon both passion and perseverance in service of a long-term goal. Duckworth defines it, grit is passion and sustained persistence applied toward long-term achievement, with no particular concern for rewards or recognition along the way. It combines resilience, ambition, and self-control in the pursuit of goals that take months, years, or even decades (Fessler, 2018).

Measuring instrument

In a research the tools refer to the device/instrument used to collect data, such as paper questionnaire, or computer assisted interviewing system.

Personal data schedule

In order to collect the details of the participants and their various socio demographic data, a personal data schedule is used. The personal data schedule includes name, age, gender, course, mode of education and year of studying. This information is collected in order to examine difference in quality of life and grit according to various personal data.

1. Quality of life (WHOQOL-BREF questionnaire)

The World Health Organization (WHO) is developing an international quality of life assessment instrument (WHOQOL) which will allow an enquiry into the perception of individuals of their own position in life in the context of the culture and value systems in which they live, and in relation to their goals, expectations, standards and concerns. The WHOQOL will measure quality of life related to health and health care. It is being developed in the framework of a collaborative project involving numerous centres in different cultural settings. WHOQOL-BREF as an integrated instrument, and to test its main psychometric properties. The WHOQOL-BREF is a 26-item version of the WHOQOL-100 assessment. (Kuyken, n. d).

The domain of physical health is basically associated with the activities associated with the daily life of that individual. This includes everything associated with the physical wellbeing of that person. It checks on the dependence of the person on medicinal substances and medical aids. The person will be having different level of energy and a feel of fatigue. The mobilization, pain and the amount of discomfort that a person experience will be different for each individual. Also it is the physical health that determines the work capacity of an individual and thereby the sleep cycle and the rest of that person (WHO, 1996).

The domain of psychological health focuses on the psychological wellbeing of an individual. Individuals will be having different perceptions on how they appear and what all is their bodily image. The way they think, whether positive feelings or negative feelings, how they learn, the way their memory process and concentration level of the person, these all determines the psychological wellbeing of that person. Moreover, the self-esteem, i.e., the confidence of the person in their own worth and their belief system (spirituality, religion, personal) also marks the psychological wellbeing of that person (WHO, 1996).

The domain of social relationships is about the interactive level of the individual with the social environment. The amount of support that the person obtains from the social environment is brought into focus. Social relationships also about the way the person keeps healthy personal relationships and other sexual activity (WHO, 1996).

The domain of environment is the last domain in the WHOQOL-BREF questionnaire which is about everything related to the environment where the person lives. This can be the physical environment (pollution, noise, traffic and climate), transport, home environment, freedom, physical safety and security. Health and social care are one among the most important necessity of an individual, its accessibility and quality also marks a healthy environment. Moreover, financial resources, opportunities for acquiring new information and skills and participation in those for recreation or leisure activities are also important for environmental wellbeing of the person (WHO, 1996).

The reliability of the WHOQOL-BREF was evaluated using Cronbach's alpha coefficient and test-retest analysis. The reliability of WHOQOL-BREF scale was obtained with a Cronbach's alpha coefficient of 0.896. The structure validity of WHOQOL-BREF among students at one U.S. dental school was consistent with results in western student's samples (Mazaheri, 2010).

Administration

Participant was provided with the WHOQOL-BREF questionnaire with a total of 26 questions. Parallel to the 1st and 15th question 5 boxes were provided namely 'Very poor', 'poor', and 'Neither poor nor good', 'Good' and 'Very good' respectively. Parallel to the 2nd question and 16th to 25th questions 5 boxes were provided namely 'Very dissatisfied', 'Dissatisfied', 'Neither satisfied nor dissatisfied', 'Satisfied', 'Very satisfied' respectively. Parallel to the questions from 3 to 14 5 boxes were provided namely 'Not at all', 'A little', 'A moderate amount', 'Very much', 'An extreme amount' respectively. and finally parallel to the 26th question 5 boxes were provided namely 'Never', 'Seldom', 'Quite often', 'Very often', 'Always' respectively. and these were given to mark the responses by circling the appropriate scales ranging from 1 to 5, based on the subject's immediate interest. The participant was expected to give the answer sheet within 15-20 minutes.

Scoring

26 items rated on a 5-point scale ranging from 1 to 5. Mean scores for each of the 4 domains of QoL (raw scores) are calculated using standardized equations.

Domain scores are transformed to a score between 4 (lower QoL) to 20 (higher QoL).

The equation for computing domain scores is as follows

DOMAIN 1

$$(6-Q3) + (6-Q4) + Q10+Q15+Q16+Q17+Q18$$

DOMAIN 2

$$Q5+Q6+Q7+Q11+Q19+(6-Q26)$$

DOMAIN 3

$$Q20+Q21+Q22$$

DOMAIN 4

$$Q8+Q9+Q12+Q13+Q14+Q23+Q24+Q25$$

2. Grit scale

The Grit Scale measures the extent to which individuals are able to maintain focus and interest, and persevere in obtaining long-term goals. It is applicable 10 to adult. The scale was developed by Angela Duckworth in 2007. The scale was five-point Likert-type scale. The reliability of the scale, internal consistency estimates (Cronbach's alpha) for the Grit Scale were 0.85.

Administration

The instructions for the participants are given together with the questionnaire. The instructions are “Please be honest and accurate as you can throughout. Try not to let your response to one statement influence your response to other statements. There is no correct or incorrect answer. Answer according to your own feelings, rather than how you think most people would answer. At the end, you’ll get a score that reflects how passionate and persevering you see yourself to be”.

Scoring

For questions 1, 4, 6, 9, 10 and 12 assign the following points: 5 = Very much like me, 4 = Mostly like me, 3 = somewhat like me, 2 = Not much like me, and 1 = Not like me at all. For questions 2, 3, 5, 7, 8 and 11 assign the following points: 1 = Very much like me, 2 = Mostly like me, 3 = somewhat like me, 4 = Not much like me and 5 = Not like me at all. Add up all the points and divide by 12. The maximum score on this scale is 5 (extremely gritty), and the lowest scale on this scale is 1 (not at all gritty).

Procedure for data collection

Data collection in research involves the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypothesis, and evaluate outcome. The present study aim to explore the relationship between quality of life and grit among college students. In the present study the data was acquired from various institutions in Kannur.

Online data collection mode was used in research. After getting initial consent from the head of the institution the Google form will be passed on to students who are selected through convenient sampling procedures. The online Google form will be structured as, the first part contains the personal data schedule, the second part contain quality of questionnaire, third part contain grit scale.

After the completion of test administration, the participants were thanked for the participation and cooperation. After collecting the necessary data, the data was scored using the manual and analyzed using SPSS and the results were discussed.

STATISTICAL TECHNIQUES

The researcher aimed to explore the relationship between the variables such as; quality of life and grit. The coding and analysis were done with the help of SPSS software. Pearson's correlation, independent sample T test and ANOVA are used for statistical analysis required for the present study.

Pearson correlation

Pearson correlation measures the strength of the linear relationship between two variables. Pearson's correlation coefficient is represented by the Greek letter rho for the population parameter and r for a sample statistics. Your research hypothesis would represent that by stating that one score affects the other in a certain way. The correlation is affected by the size and sign of the r . The correlation coefficient ranges from -1 to 1. An absolute value of exactly 1 implies that a linear equation describes the relationship between X and Y perfectly with all data points lying on a line. The correlation sign is determined by the regression slope. A value of + 1 implies that all data points lie on a line for which Y increases as X increases and vice versa for -1. A value of 0 implies that there is no linear dependency between the variables.

Independent sample T test

A t test is a type of inferential statistics used to determine if there is a significant difference between the means of two groups, which may be related in certain features. Calculating a t test requires three key data values. There are three t-tests to compare means; one sample t-test, a two sample t-test, and a paired t-test. A t-test can only be used when comparing the means of two groups. If you want to compare more than two groups or if you want to do multiple pairwise comparisons, use ANOVA test or a post-hoc test. The t-test is a parametric test of difference, meaning that it makes the same assumptions about your data as other parametric test. The t-test assumes your data are independent, are normally distributed, have a similar amount of variance within each group being compared.

ANOVA

Analysis of variance is an analysis tool used in statistics that splits an observed aggregate variability found inside a data set in to two parts: systemic factors and random factors. The systemic factors have a statistical influence on the given data set, while the random set does not. You would use ANOVA to help you understand how your different group responds, with a null hypothesis for the test that the means of the different groups are equal. If there is a statistically significant result, then it means that the two populations are unequal.

CHAPTER 4
RESULT AND DISCUSSION

CHAPTER 4

RESULT AND DISCUSSION

The aim of the study was to find out the relationship between quality of life and grit among college students. Thus the study attempts to find out the relationship between quality of life and grit.

The study also attempts to find out the difference between variables of quality of life and grit and also find out the difference in quality of life and grit based on age, gender, course, mode of education, and year of studying. This chapter deals with the process of result obtained and its interpretation and discussion. The collected data were analyzed and then written in the form of result and discussion.

This chapter consists of three sections, section one deals with the analysis of relationship among the quality of life and grit among college students. For this analysis Pearson product correlation test was used. Pearson product moment correlation test help to find out the relationship between two variables and how strongly the variables are correlated.

The second section deals with the difference in quality of life and grit based on age gender, course, mode of education, and year of studying. For this analysis independent sample t test and one way analysis of variance (ANOVA) were used. Independent sample t test helps in finding out significant difference between the mean of two groups that are not related. One way ANOVA is used to determine the difference between more than two unrelated groups. The third section deals with testing the tenability of the hypothesis.

Section 1

Inter-correlation between the variables of quality of life and grit among college students. Result and discussion of Pearson product moment correlation.

To find the relationship between the sub-variables of academic emotional regulation and the sub- variables of volition for learning, Pearson product moment correlation was used and according to Cohen (1988), Pearson correlation values of $r =$

0.60 – 0.79 are considered strong, $r = 0.40 - 0.59$ are considered moderate and $r = 0.20 - 0.39$ are considered weak.

The inter-correlation coefficients obtained for all the study variables such as quality of life and its variables (physical health, psychological, social relationship and environment) and variables of grit (perseverance of effort, consistency of interest) among college students were presented in table 4.1

Table 4.1

The inter-correlation between the sub variables of quality of life and grit among college students.

Variable	Phys	Psycholo	Social	Environ	Qual	persever	consist	Gri
s	ical	gical	relation	ment	ity	ance of	ency of	t
	health		ships		of	effort	interes	
	h				life		t	
Physical health	1	.648**	.551**	.592**	.811**	.147	.197*	.371**
Psychological	.648*	1	.691**	.721**	.884**	.023	.335**	.375**
Social relationships	.551*	.691**	1	.711**	.817**	-1.51	.345**	.189
Environment	.592*	.721**	.711**	1	.911**	-.201*	.406**	.195
Quality of life	.811*	.884**	.817**	.911**	1	-0.61	.378**	.325**
perseverance of effort	.147	.023	-1.51	-.201*	-.061	1	-.580**	.528**
consistency of interest	.197*	.335**	.345**	.406**	.378**	-.580**	1	.386**
Grit	.371*	.375**	.189	1.95	.325**	.528**	.386**	1

** Significant at the 0.01 level (2-tailed). * Significant at the 0.05 level (2-tailed).

From the table 4.1 there is a significant positive correlation between quality of life and grit among college students. It indicates that quality of life is influence grit among college students.

Cheriyana and Kumari conducted study on “Examining the relationship between grit and quality of life: the mediating role of social support among nurse” in 2021. The purpose of the study the relationship between grit and quality of life among nurses and also the mediating role of social support. This study founded that positive correlation of grit and social support with quality of life was revealed. This is in agreement with the results of the present study that when quality of life has positive correlation with grit among college students.

Klappa et al., conducted study on “Unmasking Parkinson’s disease: The Relationship of Grit, Exercise, and Quality of Life” in 2020. The aim of this study was to investigate grit, exercise, and quality of life (QOL) among individuals diagnosed with Parkinson’s disease (PD). This study was founded that grit was positively correlated to higher QOL on the Parkinson’s disease quality of life. This study also agreement to the present study.

Inter-correlation of the 4 sub variables of quality of life and 2 sub variables of grit.

Table 4.2

Inter-correlation between the sub variables of quality of life and grit.

Sub variables of quality of life	perseverance of effort	consistency of interest
Physical health	.147	.197*
Psychological	.023	.335**
Social relationships	-1.51	.345**
Environment	-.201*	.406**

** Significant at the 0.01 level (2-tailed). * Significant at the 0.05 level (2-tailed).

Physical health is the sub variable of quality of life. The physical health domain consists of items on mobility, functional capacity, pain, energy, pain, daily activities and sleep. From the table 4.2 there is a positive correlation between physical health and consistency of interest. The inter-correlation coefficient between physical health and

consistency of interest is .197*. This is significant at 0.05 level of significance. So there is significant correlation between physical health and consistency of interest. This implies that physical health has significant role in consistency of interest.

The psychological domain includes positive attitudes, self-image, negative thoughts, self-esteem, mentality, memory concentration, learning ability, religion, and the mental status. From the table 4.2 there is a positive correlation between the psychological and consistency of interest. The inter-correlation coefficient between psychological and consistency of interest is .335**. This is significant at 0.01 level of significance. So there is significant correlation between psychological and consistency of interest. This implies that psychological has significant role in consistency of interest.

Masumaya et al., conducted study on “Interest Consistency Can Buffer the Effect of COVID-19 Fear on Psychological Distress” in 2021. The study was investigated the buffering effect of grit on the relationship between fear of COVID-19 and psychological distress. The study was found that consistency of interest has a stronger correlation with mental health and other psychological aspects. Also found that the individuals with high consistency of interest (but not the perseverance of effort) showed decreased psychological distress caused by fear of COVID-19 (Masumaya, 2021). This previous study was support the present study findings. There is a significant correlation between psychological and consistency of interest.

The social relationships domain consists of questions on social support personal relationships and sex life. From the table 4.2 there is a positive correlation between the social relationship and consistency of interest. The inter correlation coefficient between the social relationships and consistency of interest is .345**. This is significant at 0.01 level of significance. So there is significant correlation between social relationships and consistency of interest. This implies that social relationships has significant role in consistency of interest.

The previous study “Social relationships and grit in English as a foreign language learning among high school students: A three-wave longitudinal study” was conducted by cui and Yang in 2022. The study was aimed the longitudinal reciprocal relations between students’ grit and their perceptions of social relationships (teacher-student and peer relationships) in studying English as a foreign language (EFL). The

study was founded that social relationships has positive relation with grit for studying English as a foreign language (Cui, 2022). This study was related to present study. The present study was found that there is a significant positive relationship between social relationship and consistency of interest.

The environmental domain includes issues health related to financial resources, safety, and social services, living physical environment, opportunities to acquire new skills and knowledge, recreation, general environment (noise, air pollution, etc.), and transportation. From the table 4.2 there is a negative correlation between environment and perseverance of effort. The inter correlation coefficient between the environment and perseverance of effort is $-.201^*$. This implies that environment has moderate role in perseverance of effort. From table 4.2 there is a significant positive correlation between environment and consistency of interest is $.406^{**}$. This implies that environment is influence the consistency of interest.

According to the study conducted by Zyl et al., in 2022 on “Person-environment fit and task performance: exploring the role(s) of grit as a personal resource”. The study aims to explore the function of grit (as a personal resource) within the person-environment fit (job resource) and task performance relationship. Specifically, the aim is to determine if grit directly or indirectly affects the relationship between person-environment fit and task performance. The study was found grit was found to indirectly affect the relationship between the person-environment fit and task performance (Zyl, 2022). The present study found that there is a negative relation between environment and perseverance of effort. And also found there is a significant relationship between environment and consistency of interest.

Summary

The Pearson product moment correlation was computed for college students. The result among college students showed an inter-correlation between sub variables of quality of life and grit and its sub variables. In that 4 sub variables of quality of life namely physical health, psychological, social relationships and environment have a positive correlation with consistency of interest. Psychological, social relationships and environment have significant correlation with consistency of interest.

The sub variable of environment has negative correlation with perseverance of effort. The sub variables of physical health, psychological and social relationship have no correlation with perseverance of effort. The result shows that there is a significant correlation between quality of life and grit among college students.

Section 2

Quality of life and grit among college students categorized on the basis of demographic variables: Result and discussion of independent sample t test and one way ANOVA.

The difference in quality of life and grit among college students based on socio demographic variables age, gender, course, mode of education, and year of studying explored in this session. The independent sample t –test was used to find out the difference of study variables existing among age, gender, course, mode of education, and year of studying. The Analysis of Variance was used to find out the difference of study variables age, gender, course, mode of education, and year of studying among college students.

Age wise difference among college students: Result and discussion of ANOVA.

For the present study, samples were classified on the basis of age so as to study the difference in sub variables of quality of life (physical health, psychological, social relationships and environment) and grit and its sub variables. Age may be influence the variables. So it taken consideration for this study. The ANOVA was use to find difference. The result of ANOVA among college students on study variables are presented on table 4.3

Table 4.3**Comparison based on age of the college students.**

SI No	Variables	Sum of square		Mean of square		F ratio
		Between Group	within group	Between Group	within group	
1	Physical health	1.175		.588	16.395	.036
		1606.686				
2	Psychological	22.625	1463.078	11.312	14.929	.758
3	Social relationship	8.402	513.063	4.201	14.929	.802
4	Environment	28.847	3375.094	14.423	34.440	.419
5	Quality of life	171.808		85.904	193.723	.443
		18984.866				
6	Perseverance of effort	73.082	2791.671	36.541	28.486	1.283
7	Consistency of interest	52.593	2373.347	26.297	24.218	1.086
8	Grit	75.821	2159.011	37.910	22.031	1.721

As per the result of one way ANOVA the obtained F ratios of sub variables physical health, psychological, social relationship, environment and quality of life is .036, .758, .802, .419, .443, 1.283, 1.086 and 1.721. It shows that there is no difference in college students based on age. It implies that variable of quality of life and its sub variables not influence on age.

The f ratio of sub variables of perseverance of effort, consistency of interest and grit is 1.283, 1.086 and 1.721. This shows that there is no difference in grit and its sub variables among college students based on age. It indicates that variables of grit and its sub variables not influence on age.

Duckworth and Peterson was conducted study on “Grit: Perseverance and Passion for Long-Term Goals” in 2016. This previous study was shows that grit is increase with

age(Duckworth, 2016). The present study shows that there is no difference in grit among college students based on age.

Classification based on gender

Gender refers to the attitudes, feelings, and behaviours that a given culture associates with a person's biological sex. Gender is a social construct and a social identity. Use the term "gender" when referring to people as social groups. It is taken consideration in to the present study. The details are given the table 4.4.

Table 4.4

Comparison based on gender of the college students.

SI. No	Variables	Male		Female		t value
		Mean	SD	Mean	SD	
1	Physical health	25.22	4.133	23.90	3.911	-1.5506
2	Psychological	21.50	3.427	20.22	3.996	-1.567
3	Social relationship	11.44	2.213	11.03	2.320	-8.35
4	Environment	30.03	5.705	27.96	5.817	-1.678
5	Quality of life	88.19	13.489	83.10	13.800	-1.735
6	Perseverance of effort	17.13	5.621	18.33	5.221	1.056
7	Consistency of interest	20.25	5.080	19.32	4.861	-8.83
8	grit	37.38	4.771	37.65	4.740	.273

The t value obtained by college students for physical health, psychological, social relationships, environment, quality of life, perseverance of effort, consistency of interest and grit is -1.5506, -1.567, -8.35, -1.678, 1.056, -8.83 and .273. It indicates that statically no mean difference between males and females of performing arts students. The obtained mean value for male students was found to be 25.22, 21.50, 11.44, 30.03,

88.19, 17.13, 20.25 and 37.38. The standard deviation of male students was found in to be 4.133, 3.427, 2.213, 5.705, 13.489, 5.621, 5.080 and 4.771. The obtained mean value for female students was found to be 23.90, 20.22, 11.03, 27.96, 83.10, 18.3319.32 and 37.65. The standard deviation of female students was found in to be 3.911, 3.996, 2.320, 5.817, 13.800, 5.221, 4.861 and 4.740. This result indicate that males and females do not have any difference in physical health, psychological, social relationships, environment, quality of life, perseverance of effort, consistency of interest and grit. This implies that the variables of quality of life and grit and its sub variables may not have any influence college students based on gender.

According to previous study conducted by Shariff et al., in 2022 on “Exploring the Relationship between Grit and Flourishing: Are There Gender Differences?”. The study was founded that no significant difference of grit and flourishing based on gender (Shariff, 2022). The present study also found that there is no significant difference in grit among college students based on gender.

Lee et al., conducted study on “Gender differences in quality of life among community-dwelling older adults in low- and middle-income countries: results from the Study on global Aging and adult health (SAGE)” in 2020. The study was founded that male older adults reported a better QoL than female older adults across all of the countries (Lee, 2020). The present study found that there is no significant difference in quality of among college students based on gender.

Classification based on course

A course refers to a unit of teaching that is led by one or more professors. So it is taken consideration in to the present study. Using one way ANOVA difference between students who have course MA, MSc, BSc and BA on the sub variables of quality of life and grit and its sub variables are analyzed on the basis of course among college students. The details are given the table 4.5

Table 4.5**Comparison based on course of the college students.**

SI. No	Variables	Sum of square		Mean of square		F value
		Between group	Within group	Between group	Within group	
1	Physical health	147.309	1460.552	49.103	15.057	3.261
2	Psychological	54.799	1430.904	18.266	14.752	1.238
3	Social relationship	24.372	497.093	8.124	5.125	1.585
4	Environment	147.572	3256.368	49.191	33.571	1.465
5	Quality of life	1015.047	18141.626	338.349	187.027	1.809
6	Perseverance of effort	46.941	2817.812	15.647	29.050	.539
7	Consistency of interest	30.054	2395.886	10.018	24.700	.406
8	Grit	141.924	2092.907	47.308	21.576	2.193

As per the result of one way ANOVA the obtained F ratios of sub variables physical health is 3.261, psychological is 1.238, social relationship is 1.585, environment is 1.465, and quality of life is 1.809. It indicates that there is no significant difference based on course. So quality of life and its sub variables may not influence by course.

The f ratio of sub variables of perseverance of effort is .539, consistency of interest is .406 and grit is 2.193. This shows that there is no significant difference based on course. So grit and its sub variables may not influence by course.

Classification based on mode of education.

Mode of learning is a set of guidelines that describe the methods humans use to acquire process, and maintain knowledge. The mode of education which means student

who are perusing education on regular bases or distant mode. It is taken consideration in to the present study. The details are given the table 4.6.

Table 4.6

Comparison based on mode of education of the college students

SI. No	Variables	Regular		Distant		t value
		Mean	SD	Mean	SD	
1	Physical health	24.44	3.904	20.33	6.351	-1.765
2	Psychological	20.79	3.676	15.33	6.658	-2.474**
3	Social relationship	11.23	2.274	8.67	.577	-1.945*
4	Environment	28.88	5.708	20.00	2.646	-2.675**
5	Quality of life	85.34	13.427	64.33	13.868	-2.667**
6	Perseverance of effort	18.03	5.402	15.33	2.517	-8.59
7	Consistency of interest	19.68	4.921	17.33	5.508	-8.13
8	Grit	37.71	4.593	32.67	7.572	-1.843

The t value obtained by college students for sub variables of physical health, psychological, social environment and quality of life is -1.765,-2.474**, -1.945*, -2.675**, -2.667**, -8.59,-8.13, and -1.843. The t value obtained by college students in psychological is -2.474** which is significant at 0.01 level of significance. This indicates that there is a significant difference in psychological among college students based mode of education. The mean value and standard deviation in distant is 15.33 and 6.658. The mean value and standard deviation in regular is 20.79 and 3.676. It shows that psychological is greater in regular mode of education.

The t value obtained by college students for sub variables of social relationship is -1.945* which is significant at 0.05 level of significance. This indicates that there is a difference in social relationships among college students based on mode of education. The mean value and standard deviation distant is 8.67 and 5.77. The mean value and standard deviation in regular is 11.23 and 2.274. This indicates that social relationship

is greater in regular mode of education. The t value obtained by college students for sub variables of environment is -2.675^{**} which is significant at 0.01 level of significance. This indicates that there is a significant difference in environment among college students based on mode of education. The mean value and standard deviation in regular mode is 28.88 and 5.708. The mean value and standard deviation in distant mode of education is 20.00 and 2.624. It shows that environment is greater in regular mode of education.

The t value obtained by college students for variable quality of life is -2.667^{**} which is significant at 0.01 level of significance. This indicates that there is a difference in quality of life among college students based on mode of education. The mean value and standard deviation in regular mode of education is 85.34 and 13.427. The mean value and standard deviation in distant mode of education is 64.33 and 13.868. This shows that quality of life is greater in regular mode of education.

It implies that, regular mode of students have greater psychological, social relationship, environment and quality of life. It may be the reason of daily class, interaction with teachers and students have a peer circle and sharing problems with friends and teachers.

The sub variables of physical health, perseverance of effort, consistency and grit have no significant difference in based on mode of education.

Classification based on year of studying

Year of study means an academic year, or the equivalent, comparable to at least 30 semester (45 quarter) hours of graduate or under graduate credit. So it is taken consideration in to the present study. The details are given the table 4.7

Table 4.7*Comparison based on year of studying of the college students.*

SI. No	Variables	Sum of square		Mean of square		F value
		Between group	Within group	Between group	Within group	
1	Physical health	64.696	1543.166	32.348	15.747	2.054
2	Psychological	5.993	1479.710	2.997	15.099	.198
3	Social relationships	17.076	504.390	8.538	5.147	1.659
4	Environment	2.066	3401.874	1.033	34.713	.030
5	Quality of life	61.859	19094.814	30.930	194.845	.159
6	Perseverance of effort	124.420	2740.332	62.210	27.963	2.225
7	Consistency of interest	89.718	2336.223	44.859	23.839	1.882
8	Grit	104.463	2130.369	52.231	21.738	2.403

As per the result of one way ANOVA the obtained F ratios of sub variables physical health, psychological, social relationships, environment, quality of life, perseverance of effort, consistency of interest and grit is 2.054, .198, 1.659, .030, .159, 2.225, 1.882 and 2.403. It indicates that there is no significant difference in colleges students based on year of studying. The variable quality of life and grit is not influence on year of studying.

Kannangara et al., conducted study on “All That Glitters Is Not Grit: Three Studies of Grit in University Students” in 2018. The study shows that positive correlation between grit score and current level and year of study (Kannangara, 2018). The present shows that there is no significant difference in grit among college students based on year of studying.

Summary

Independent sample t test and one way ANOVA was computed for college students on the basis of age, gender, course, mode of education, and year of studying.

Independent sample t test was used to analyse gender and mode of education among college students. Gender was classified as male and female, mode of education was classified as regular and distant mode of education. The present study concluded that there was no significant difference among sub variables physical health, psychological, social relationships, environment and quality of life, perseverance of effort, consistency of interest and grit based on gender. There is a significant difference in sub variables of psychological, social relationship, environment, and quality of life based on mode of education.

One way ANOVA was used to analyse age, course, and year of studying. Age was classified as 18-19, 20-22 and 23- 25. Course was classified as BA, BSc, MA and MSc. And year of studying classified as 1 year, 2year and 3 year. The present study concluded that there was no significant difference of sub variables of physical health, psychological, social relationships, environment and quality of life. And also there is no significant difference of sub variables of perseverance of effort, consistency of interest and grit.

TESTING TENABILITY OF THE HYPOTHESES

Hypothesis 1(a): There will be a significant relationship between quality of life and grit among college students.

Tenability of the hypothesis 1(a) was tested using Pearson product moment correlation and correlation analysis revealed significant relationship between quality of life and grit among college students. On the basis of the above result hypothesis 1(a) was accepted and hence it, there is significant relationship between quality of life and grit among college students. Therefore hypothesis was accepted.

Hypothesis 1(b): There will be a significant relationship between physical health and perseverance of effort among college students.

Tenability of the hypothesis 1(b) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between physical health and perseverance of effort. Therefore hypothesis was rejected hence it is restated there is no significant relationship between physical health and perseverance of effort among college students.

Hypothesis 1(c): There will be a significant relationship between psychological and perseverance of effort.

Tenability of the hypothesis 1(c) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between psychological and perseverance of effort. Therefore hypothesis was rejected hence it is restated there is no significant relationship between psychological and perseverance of effort among college students.

Hypothesis 1(d): There will be a significant relationship between social relationship and perseverance of effort among college students.

Tenability of the hypothesis 1(d) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between social relationships and perseverance among college students. On the basis of the above result hypothesis 1(d) was not accepted and hence it is restated, there is no significant relationship between social relationships and perseverance of effort among college students. Therefore hypothesis was rejected.

Hypothesis 1(e): There will be a significant relationship between environment and perseverance of effort among college students.

Tenability of the hypothesis 1(e) was tested using Pearson product moment correlation and correlation analysis revealed significant relationship between environment and perseverance of effort among college students. On the basis of the above result hypothesis 1(e) was accepted and hence it, there is significant relationship between environment and perseverance of effort among college students. Therefore hypothesis was accepted.

Hypothesis 1(f): There will be a significant relationship between physical health and consistency of interest among college students.

Tenability of the hypothesis 1(F) was tested using Pearson product moment correlation and correlation analysis revealed significant relationship between physical health and consistency of interest among college students. Therefore hypothesis was accepted.

Hypothesis 1(g): There will be a significant relationship between psychological and consistency of interest among college students.

Tenability of the hypothesis 1(g) was tested using Pearson product moment correlation and correlation analysis revealed significant relationship between psychological and consistency of interest among college students. Therefore hypothesis was accepted hence it is there is significant relationship between psychological and perseverance of effort among college students.

Hypothesis 1(h): There will be a significant relationship between environment and consistency of interest among college students.

Tenability of the hypothesis 1(h) was tested using Pearson product moment correlation and correlation analysis revealed significant relationship between environment and consistency of interest among college students. Therefore hypothesis was accepted.

Hypothesis 1(i): There will be a significant relationship between quality of life and perseverance of effort among college students.

Tenability of the hypothesis 1(i) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between quality of life and perseverance of effort among college students. Therefore hypothesis was rejected.

Hypothesis 1(j): There will be a significant relationship between quality of life and consistency of interest among college students.

Tenability of the hypothesis 1(j) was tested using Pearson product moment correlation and correlation analysis revealed significant relationship between quality of life and consistency of interest among college students. On the basis of the above result hypothesis 1(j) was accepted and hence it, there is significant relationship between quality of life and consistency of interest among college students. Therefore hypothesis was accepted.

Hypothesis 1(k): There will be a significant relationship between grit and physical health among college students.

Tenability of the hypothesis 1(k) was tested using Pearson product moment correlation and correlation analysis revealed significant relationship between grit and physical health among college students. Therefore hypothesis was accepted.

Hypothesis 1(l): There will be a significant relationship between grit and psychological among college students.

Tenability of the hypothesis 1(l) was tested using Pearson product moment correlation and correlation analysis revealed significant relationship between grit and psychological among college students. Therefore hypothesis was accepted.

Hypothesis 1(m): There will be a significant relationship between grit and social relationship among college students.

Tenability of the hypothesis 1(m) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between grit and social relationships among college students. Therefore hypothesis was rejected.

Hypothesis 1(n): There will be a significant relationship between grit and environment among college students.

Tenability of the hypothesis 1(n) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between grit and environment among college students. Therefore hypothesis was rejected.

Hypothesis 2(a): There will be a significant difference in quality of life among college students based on age.

Tenability of the hypothesis 2(a) was tested using ANOVA and analysis revealed no significant difference between quality of life among different age college students. Therefore hypothesis was rejected.

Hypothesis 2(b): There will be significant difference grit among college students based on age.

Tenability of the hypothesis 2(b) was tested using ANOVA and analysis revealed no significant difference between grit among different age college students. Therefore hypothesis was rejected.

Hypothesis 3(a): There will be a significant difference in quality of life among college students based on gender.

Tenability of hypothesis 3(a) was tested using t test and revealed no significant difference in quality of life among male and female students. On the basis of the above result hypothesis 2 was not accepted and hence it is restated as there is no significant difference in quality of life among male and female students. Therefore hypothesis was rejected.

Hypothesis 3(b): There will be a significant difference in grit among college students based on gender.

Tenability of hypothesis 3(b) was tested using t test and revealed no significant difference in grit among male female students. On the basis of the above result hypothesis 3 was not accepted and hence it is restated as there is no significant difference in grit among male and female students. Therefore hypothesis was rejected.

Hypothesis 4(a): There will be a significant difference in quality of life among college students based on course.

Tenability of hypothesis 4(a) was tested using ANOVA and revealed no significant difference in quality of life among college students based on course. On the basis of the above result hypothesis 4(a) was not accepted and hence it is restated as there is no significant difference in quality of life among college students based on course. Therefore hypothesis was rejected.

Hypothesis 4(b): There will be a significant difference in grit among college students based on course.

Tenability of hypothesis 4(b) was tested using ANOVA and revealed no significant difference in grit among college students based on course. On the basis of the above result hypothesis 4(b) was not accepted and hence it is restated as there is no significant difference in grit among college students based on course. Therefore hypothesis was rejected.

Hypothesis 5(a): There will be a significant difference in quality of life among college students based on mode of education.

Tenability of the hypothesis 5(a) was tested using t test and analysis revealed significant difference quality of life among college students based on mode of education. Therefore hypothesis was accepted.

Hypothesis 5(b): There will be a significant difference in grit among college students based on mode of education.

Tenability of the hypothesis 5(b) was tested using t test and analysis revealed no significant difference in grit among college students based on mode of education. Therefore hypothesis was rejected.

Hypothesis 6(a): There will be a significant difference in quality of life among college students based on year of studying.

Tenability of the hypothesis 6(a) was tested ANOVA and analysis revealed no significant difference in quality of life among college students based on year of studying. Therefore hypothesis was rejected.

Hypothesis 6(b): There will be a significant difference in grit among college students based on year of studying.

Tenability of the hypothesis 6(b) was tested ANOVA and analysis revealed no significant difference in grit among college students based on year of studying. Therefore hypothesis was rejected.

CHAPTER 5
SUMMARY AND CONCLUSION

CHAPTER 5

SUMMARY AND CONCLUSION

The summary and conclusion chapter includes the overall summing up of the study. The summary and conclusion chapter presents the key information about the most important outcomes in the above chapters. Within this chapter the researcher includes the statement of the problem, research findings, whether the hypotheses are rejected or accepted, the limitation of the study, implication of the study and the recommendation for future studies.

The present study focused on Quality of Life and Grit among college students. There are two variables, namely quality of life and grit. The quality of life scale consists of four variables, such as physical health, psychological, social relationship and environment. Grit consists of two sub variables: Perseverance of effort and Consistency of interest.

Method in brief

In the present study, the investigator attempted to figure out the quality of life and grit among college students. The present study was conducted among college students both male and female. Simple random sampling was used in the present study. The population of the study was college students. The sample of the study included 100 college students.

Based on the objectives of the study the participants were divided into different groups based on the demographic variables such as age, gender, course, mode of education, and year of studying. The main scales used for the data collection were Quality of life (WHOQOL-BREF questionnaire) and grit scale. Demographic data was collected using a Demographic Schedule.

The Pearson product moment correlation was used to find the strength, direction and probability of the linear association between variables. Independent sample t-test and ANOVA was used to examine differences between groups. The college students from the Kannur district were considered in the sample under study. The data was collected through Forms App by using online survey platform.

Major Findings

The aim of the present study was to find out the relationship between quality of life and grit among college students. After carrying out the study, the major findings obtained were as follows:

- There is a significant positive correlation between quality of life and grit among college students.
- Physical health, psychological, social relationships and environment have a positive correlation with consistency of interest among college students.
- There is a negative correlation between environment and perseverance of effort among college students.
- The sub variable of quality of life and grit did not have significant differences based on gender.
- The sub variable of quality of life and grit did not have significant differences based on age.
- The sub variable of quality of life and grit did not have significant differences based on year of studying.
- The sub variable of quality of life and grit did not have significant differences based on course.
- The sub variable of quality of life and grit has significant difference based on mode of education.
- Regular mode of students has greater psychological, social relationship, environment and quality of life.

Implication of the study

The results of the research attempt to highlight how quality of life affects grit among college students. Quality of life had a significant positive relationship with sub variables of grit. The study also aimed at finding out how differences in demographical variables like age, gender, course, mode of education, and year of studying of college students influenced their quality of life and grit. The sub variable of quality of life and grit has significant difference based on mode of education. Regular mode of students has greater psychological, social relationship, environment and quality of life. The findings of the study thus showed that

demographic variables such as age, gender, course and year of studying considered did not significantly impact quality of life and grit of the students under study.

Limitations of the Study

The present study aims to identify the relationship between quality of life and grit among college students. The limitations of the present study are listed below:

- The sample of the current study consists only of college students living in Kannur district in Kerala.
- The sample size was done present study was relatively small.
- The data collection completely in online mode.
- Self-reported questionnaire were used to collect data which may raise the possibility of response bias among the respondent.

Suggestions for Future Research

The present study examined quality of life and grit among college students. On the basis of the understanding gained during the research, there are some important suggestions for future studies in this area.

- The sample of this study consists of only college students. Similar studies could be done with school students.
- The study include 18-25 year old college students, could better separate the students on the basis of under graduation and post-graduation.
- This study could be extended to all the other districts of Kerala to get a state-wide perspective on quality of life and grit among college students. Such an attempt would allow a more reliable generalization of the obtained results.
- The study could be redesigned for a larger sample. This also can give reliable generalization of the obtained results.
- In future studies, the researcher could investigate more differences based on demographic variables other than Gender, age, year of studying, mode of education, course such as type of family, economic status, health status etc.

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APPENDICES

APPENDIX I**INFORMED CONSENT**

Dear sir/madam,

I am Swathi Babu, studying MSc counseling psychology at Don Bosco arts and science collage, Kannur University. As a part of our course I am conducting a study to explore quality of life and grit among college students. For the question given below kindly fill the option you feel is the right response. The data collected will be kept confidential and used for research purpose only. Please response honestly. Thank you for your valuable time and patience in being part of this study.

Regards,

Swathi Babu

PG student

Kannur University

APPENDIX II**PEARSONAL DATA SCHEDULE**

Name:

Age: 18- 19 20-22 23-25

Gender: male female

Course: BA BSc MA MSc

Mode of education: Distance Regular

Year of studying: 1 year 2year 3 year

APPENDIX III

QUALITY OF LIFE (WHOQOL- BREF questionnaire)

WHO (World Health Organization)

Instructions-

This assessment asks how you feel about your quality of life, health, or other areas of your life. Please answer all the questions. If you are unsure about which response to give to a question, please choose the one that appears most appropriate. This can often be your first response. Please keep in mind your standards, hope, pleasures and concerns. we ask that your life in the last two weeks.

1. How would you rate your quality of life?

Very poor

Poor

Neither poor nor good

Good

Very good

2. How satisfied are you with your health?

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

3. To what extent do you feel that physical pain prevents you from doing what you need to do?

Not at all

A little

A moderate amount

Very much

An extreme amount

4. How much do you need any medical treatment to function in your daily life?
 - Not at all
 - A little
 - A moderate amount
 - Very much
 - An extreme amount
5. How much do you enjoy life?
 - Not at all
 - A little
 - A moderate amount
 - Very much
 - An extreme amount
6. To what extent do you feel your life to be meaningful?
 - Not at all
 - A little
 - A moderate amount
 - Very much
 - An extreme amount
7. How well are you able to concentrate?
 - Not at all
 - A little
 - A moderate amount
 - Very much
 - Extremely
8. How safe do you feel in your daily life?
 - Not at all
 - A little
 - A moderate amount
 - Very much
 - Extremely

9. How healthy is your physical environment?
- Not at all
 - A little
 - A moderate amount
 - Very much
 - Extremely
10. Do you have enough energy for everyday life?
- Not at all
 - A little
 - Moderately
 - Mostly
 - Completely
11. Are you able to accept your bodily appearance?
- Not at all
 - A little
 - Moderately
 - Mostly
 - Completely
12. Have you enough money to meet your needs?
- Not at all
 - A little
 - Moderately
 - Mostly
 - Completely
13. How available to you is the information that you need in your day to day life?
- Not at all
 - A little
 - Moderately
 - Mostly
 - Completely

14. To what extent do you have the opportunity for leisure activities?

Not at all

A little

Moderately

Mostly

Completely

15. How well are you able to get around?

Very poor

Poor

Neither poor nor good

Good

Very good

16. How satisfied are you with your sleep?

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

17. How satisfied are you with your ability to perform your daily living activities?

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

18. How satisfied are you with your capacity for work?

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

19. How satisfied are you with yourself?

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

20. How satisfied are you with your personal relationship?

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

21. How satisfied are you with your sex life?

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

22. How satisfied are you with the support you get from your friends?

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

23. How satisfied are you with the conditions of your living place?

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

24. How satisfied are you with your access to health services?

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

25. How satisfied are you with your transport?

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

26. How often do you have negative feelings such as blue mood, despair, anxiety, depression?

Never

Seldom

Quite often

Very often

Always

APPENDIX IV**GRIT SCALE****Angela Duckworth****Instructions-**

Please respond to the following 12 items. Be honest – there are no right or wrong answers.

1. I have overcome setbacks to conquer an important challenge.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

2. New ideas and projects sometimes distract me from previous ones.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

3. My interests change from year to year.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

4. Setbacks don't discourage me.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

5. I have been obsessed with a certain idea or project for a short time but later lost interest.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

6. I am a hard worker.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

7. I often set a goal but later choose to pursue a different one.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

8. I have difficulty maintaining my focus on projects that take more than a few months to complete.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

9. I finish whatever I begin.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

10. I have achieved a goal that took years of work.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

11. I become interested in new pursuits every few months.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

12. I am diligent.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

QUALITY OF SLEEP AND EMPATHY AMONG SHIFT WORKING NURSES

*Dissertation submitted in partial fulfillment of the requirement of the
degree of Master of Science in Counselling Psychology*

Submitted by

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2022-2023

CERTIFICATE

This is to certify that this dissertation entitled, “**Quality of sleep and Empathy among Shift working Nurses**” is an authentic record of research work carried out by **Fathimath Rasmina CM** during the period of her study at Don Bosco Arts & Science College, Angadikadavu, Iritty – 670706, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

There is no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

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DECLARATION

I, Fathimath Rasmina CM do here by declare that this dissertation entitled, **Quality of sleep and Empathy among Shift Working nurses**, which is submitted to Department of Psychology, Don Bosco Arts & Science College, is a bonafide record of research work carried out by me, under the supervision and guidance of Sanju P J (Assistant Professor, Department of Psychology, Don Bosco Arts & Science College) in partial fulfillment of the requirements for the Degree of Master of Science in Counselling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship of other similar title or recognition.

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ABSTRACT

The study explore the relationship between Quality of sleep and Empathy among Shift working nurses In addition to this the study aim to investigate how the shift working nurses of differ based on demographic variables gender, Type of Hospital, Mode of shift, Duration of work experience. The participants in this study was Shift working nurses. The total sample size is 100. The participants were selected from kannur district using simple random sampling. For the purpose of different analysis, the participants were divided into different groups based on demographic variables such as gender, Type of Hospital, Mode of shift, Duration of work experience. For the data collection measures used were personal data schedule, Sleep Quality Scale (SQS), Perth Empathy Scale (PES)-2022. The statistical techniques used were pearson product moment correlation, t test, One way ANOVA.

The findings of the present study reveals there is no correlation between 6 sub variables of Quality of sleep and 4 sub variables of Empathy Those who were doing Day and Night shift show significance with sub variable of Quality of sleep that is Daytime dysfunction, Difficulty in falling asleep, Restoration after sleep and Difficulty in maintaining sleep. Gender, Type of hospital and Work experience duration show no significant difference with sub variables of Quality of sleep and Empathy

Key words – Shift working nurses,, Quality of sleep, Empathy.

CHAPTER 1
INTRODUCTION

CHAPTER 1

INTRODUCTION

Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education are also key nursing roles. (ICN, 2002)

Nursing, as an integral part of the health care system, encompasses the promotion of health, prevention of illness, and care of physically ill, mentally ill, and disabled people of all ages, in all health care and other community settings. Within this broad spectrum of health care, the phenomena of particular concern to nurses are individual, family, and group “responses to actual or potential health problems”. These human responses range broadly from health restoring reactions to an individual episode of illness to the development of policy in promoting the long-term health of a population (ANA, 1980).

The unique function of nurses in caring for individuals, sick or well, is to assess their responses to their health status and to assist them in the performance of those activities contributing to health or recovery or to dignified death that they would perform unaided if they had the necessary strength, will, or knowledge and to do this in such a way as to help them gain full or partial independence as rapidly as possible (Henderson, 1977, p.4). Within the total health care environment, nurses share with other health professionals and those in other sectors of public service the functions of planning, implementation, and evaluation to ensure the adequacy of the health system for promoting health, preventing illness, and caring for ill and disabled people. (ICN, 1987)

The nurse is a person who has completed a program of basic, generalized nursing education and is authorized by the appropriate regulatory authority to practice nursing in his/her country. Basic nursing education is a formally recognised programme of study providing a broad and sound foundation in the behavioural, life, and nursing sciences for the general practice of nursing, for a leadership role, and for post-basic education for specialty or advanced nursing practice. The nurse is prepared and authorized (1) to engage in the general scope of nursing practice, including the

promotion of health, prevention of illness, and care of physically ill, mentally ill, and disabled people of all ages and in all health care and other community settings; (2) to carry out health care teaching; (3) to participate fully as a member of the health care team; (4) to supervise and train nursing and health care auxiliaries; and (5) to be involved in research. (ICN, 1987)

Shift-work schedule could be organized in a variety of ways. A shifts, de day work plus one or more shifts worked outside these normal day-work hours. Thus, the number of shifts per day may be two, three or more. These shifts may be shorter or longer, or the same as day-work hours. Major problems of shift systems arise from the extension of business hours that result in phase displacement of the sleep period and therefore substantial changes in the daily life of shift-workers. The number of shifts per day may be two or three in a typical shift system. Most discontinuous systems have two shifts; either morning, afternoon shifts, or day and night shifts. Two twelve- hour shifts are often seen, whereas the two shifts may differ in length, for example, comprising an 8-10 Hour shift and a 16-hour shift.

Typical three shift systems have three 8-hour shifts, but may vary from place to place. The compressed work week offered by 12-hour systems allows larger blocks of time-off for family and leisure whereas a counter argument is that longer work shifts, especially at night, may result in a greater risk to safety because of fatigue combined with disturbance to alertness and performance rhythms. Folkard, (1990) has overviewed the issues around extended work-shifts and their links to excessive fatigue (Kogi, 2001; Smith et. Al., 1996).

Nursing personnel are subject to psychological stress as a consequence of shift rotation, extended work schedules, and prolonged contact with irritable and depressed patients (Lewy, 1981). In addition, the nature of hospital work forces nurses to make important patient care decisions under conditions in which there is no certainty concerning events and outcomes. Nurses may manifest psychological stress by taking on extra work, showing emotional withdrawal, engaging in substance abuse, or exhibiting depression Therefore, the nurse manager should monitor subordinates for these behaviours, confront impaired workers about declining productivity, and refer them to appropriate support groups and or medical care. Studies have shown that nurses in certain specialities, such as intensive care nursing, are at special risk of psychological stress. Intensive care units are characterised by intricate machinery, high noise level, and physical contact with blood, vomitus, inccent time pressure and

infection hazards, and unpredictable emergencies (Hay and Oken 1972). To offset the effects of such stressors the nurse manager should facilitate peer support within each group of nurses by encouraging group social activities (Gillies, 1989).

Quality of sleep

Sleep is a complex biological process that helps people process new information, stay healthy, and re-energize. Periods of sleep and wakefulness are part of how our bodies function.

Although when a person resting while he sleep, his brain remains highly active. Sleep consists of different stages that repeat several times each night. During sleep, the brain cycles through two distinct phases: rapid eye movement (REM) sleep and non-REM sleep. Not completing the full sleep process can stress your body.

Each sleep phase and stage is important to ensure that the mind and body are completely rested. Certain stages help to feel rested and energetic the next day, while other stages help to learn information and form memories. Sleep is important in the function of body's other systems, such as metabolism and immune system. Sleep may also helps body clear toxins from brain that build up while the person were awake.

Quality of sleep is one of the five factors considered relevant for the assessment of healthy sleep, understood as a multidimensional pattern of sleep-wake adapted to individual, social and environmental demands and that provides physical and mental well-being¹. As a basic human necessity, sleep is one of the most relevant emerging themes, because there is strong evidence that sleep deprivation and sleep disturbances affect metabolic and inflammatory processes, with broad negative impacts on health. Specifically regarding sleep quality, research has detected that the worst quality is associated with higher mortality rates, prevalence of metabolic syndrome, diabetes, hypertension, coronary disease, and depression.

Sleep disorders, which imply low sleep quality, are also frequent causes of traffic and work accidents resulting from excessive daytime sleepiness. Low quality of sleep causes losses in the daily activities of the individual, affecting the productivity at work and the quality of life in general, which causes a strong social and economic impact. Due to the strong impact of sleep quality on populations' health, their patterns and trends must be monitored to identify the most vulnerable social and demographic

segments, signalling appropriate strategies of control and treatment of disorders and initiatives to promote healthy sleep.

Sleep affects how well a person do his daily tasks, mood, and health in the following ways:

Performance: Cutting back on sleep by as little as 1 hour can make it difficult to focus the next day and can slow the response time. Insufficient sleep can also make the person more likely to take risks and make poor decisions, according to the National Heart, Lung, and Blood Institute (NHLBI).

Mood: Sleep affects the persons mood. Insufficient sleep can makemore easily annoyed or angry, and that can lead to trouble with relationships, particularly for children and teens. Also, people who don't get enough sleep are more likely to become depressed, (NHLBI).

Health: Sleep is important for good health.Research in adults has shown that lack of sleep or lack of quality sleep increases a person's risk for high blood pressure, heart disease, and other medical conditions. environment can affect the quality of sleep by causing disturbances that prevent from sleeping through the night. Also, during sleep the body produces hormones that help the body grow and, throughout life, build muscle, fight illnesses, and repair damage to the body. Growth hormone, for example, is produced during sleep, and it is essential for growth and development. Other hormones produced during sleep affect how the body uses energy, which may explain why lack of sleep contributes to obesity and diabetes.

Empathy

Empathy is defined as the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling. Contemporary researchers often differentiate between two types of empathy: "Affective empathy" refers to the sensations and feelings we get in response to others' emotions; this can include mirroring what that person is feeling, or just feeling stressed when we detect another's fear or anxiety. "Cognitive empathy," sometimes called "perspective taking," refers to our ability to identify and understand other people's emotions. Studies suggest that people with autism spectrum disorders have a hard time empathizing.

Empathy seems to have deep roots in the brains and bodies, and in the evolutionary history. Elementary forms of empathy have been observed primate

relatives, in dogs, and even in rats. Empathy has been associated with two different pathways in the brain, and scientists have speculated that some aspects of empathy can be traced to mirror neurons, cells in the brain that fire when we observe someone else perform an action in much the same way that they would fire if we performed that action ourselves. Research has also uncovered evidence of a genetic basis to empathy, though studies suggest that people can enhance (or restrict) their natural empathic abilities.

Having empathy doesn't necessarily mean people will want to help someone in need, though it's often a vital first step toward compassionate action.

Empathy is a broad concept that refers to the cognitive and emotional reactions of an individual to the observed experiences of another. Having empathy increases the likelihood of helping others and showing compassion. "Empathy is a building block of morality—for people to follow the Golden Rule, it helps if they can put themselves in someone else's shoes," a research institute that studies the psychology, sociology, and neuroscience of well-being. "It is also a key ingredient of successful relationships because it helps us understand the perspectives, needs, and intentions of others."(Greater Good Science Centre, 2001)

Though they may seem similar, there is a clear distinction between empathy and sympathy. Encyclopaedia of Social Psychology, "Empathy is often defined as understanding another person's experience by imagining oneself in that other person's situation: One understands the other person's experience as if it were being experienced by the self, but without the self actually experiencing it. A distinction is maintained between self and other. Sympathy, in contrast, involves the experience of being moved by, or responding in tune with, another person"(Hodges and Myers,2007).

Researchers distinguish between two types of empathy. Especially in social psychology, empathy can be categorized as an emotional or cognitive response. Emotional empathy also called affective empathy, consists of three separate components. "The first is feeling the same emotion as another person. The second component, personal distress, refers to one's own feelings of distress in response to perceiving another's plight. The third emotional component, feeling compassion for another person, is the one most frequently associated with the study of empathy in psychology,"(Hodges and Myers,2007)

Cognitive empathy, otherwise known as mentalizing, refers to the accurate perception of the emotional state of another, whereas affective empathy, otherwise known as experience sharing, refers to the vicarious affective responding with the same emotion to the emotional state of another (Gladstein, 1983; Zaki & Ochsner, 2012).

It is important to note that feelings of distress associated with emotional empathy don't necessarily mirror the emotions of the other person. Hodges and Myers note that, while empathetic people feel distress when someone falls, they aren't in the same physical pain. This type of empathy is especially relevant when it comes to discussions of compassionate human behaviour. There is a positive correlation between feeling empathic concern and being willing to help others. "Many of the most noble examples of human behaviour, including aiding strangers and stigmatized people, are thought to have empathic roots," Debate remains concerning whether the impulse to help is based in altruism or self-interest.

The second type of empathy is cognitive empathy. This refers to how well an individual can perceive and understand the emotions of another. Cognitive empathy, also known as empathic accuracy, involves "having more complete and accurate knowledge about the contents of another person's mind, including how the person feels." Cognitive empathy is more like a skill: Humans learn to recognize and understand others' emotional state as a way to process emotions and behaviour. While it's not clear exactly how humans experience empathy, there is a growing body of research on the topic (Hodges and Myers, 2007).

Need and significance of the study

The present study focuses on the quality of sleep and empathy among shift working nurses in Malabar region of Kerala. It is important to study the problems of shift working nurses and its important to help them to understand how sleep quality will affect their empathetic behaviour.

Nurses health and behaviour becomes priority in the present scenario that may affect patients mental health. The problem like poor sleep quality during night shift may affects the ability of healthy nurses to experience empathy towards patients. Empathy helps nurses build a trusting connection with those in their care by focusing on the patients point of view. Hence the present study can explore the relationship between quality of sleep and empathy.

Statement of the problem

In the present study, the main focus is on whether there is a relationship between quality of sleep and empathy among shift working nurses from Kannur district of Kerala.

Definition of key terms

Quality of sleep-Theoretical definition

According to Kline(2013) Defined sleep quality as one's satisfaction of the sleep experience, integrating aspects of sleep initiation, sleep maintenance, sleep quantity and refreshment upon awakening.

Operational definition-

Sleep quality refers how well a person sleep.

Empathy-Theoretical definition

According to Carl Rogers, Empathy is the ability to understand another persons experience in the world, as if you were that person , without ever losing the as if sense.

Operational definition-

Empathy is awareness of the feelings and emotions of other people.

Nurse shift work-Theoretical definition

According to Kecklund and Axelsson, Shift work, which for nurses often includes practicing overnight, causes the disruption of several natural process, leading to disturb in sleep and light induced suppression of melatonin levels at night.

Operational definition-

Working of nurses different periods at different times includes overnight.

Objectives***Major objective:***

To find out the relationship between quality of sleep and empathy shift working nurses.

Specific objective:

- 1) To find out relationship between the sub variables of Quality of sleep((a Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep) and Negative cognitive empathy among shift working nurses in Kannur district.
- 2) To find out relationship between the sub variables of Quality of sleep((a Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep) and Positive cognitive empathy among shift working nurses in Kannur district.
- 3) To find out relationship between the sub variables of Quality of sleep((a Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep) and Negative affective empathy among shift working nurses in Kannur district.
- 4) To find out relationship between the sub variables of Quality of sleep((a Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep) and Positive affective empathy among shift working nurses in Kannur district.
- 5) To find out relationship between the sub variables of Quality of sleep((a Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep) and Empathy among shift working nurses in Kannur district.
- 6) To find out difference in the sub variables of Quality of sleep((a Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep) based on gender among nurses.
- 7) To find out the differences of empathy and its sub variables ((a) Negative cognitive empathy b) Positive cognitive empathy c) Negative affective empathy d) Positive affective empathy) based on gender among shift working nurses.

- 8) To find out difference in the sub variables of Quality of sleep((a Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep) based on Type of hospital among nurses.
- 9) To find out the differences of empathy and its sub variables ((a) Negative cognitive empathy b) Positive cognitive empathy c) Negative affective empathy d) Positive affective empathy) based on Type of hospital among shift working nurses.
- 10) To find out difference in the sub variables of Quality of sleep((a Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep) based on Mode of shift among nurses.
- 11) To find out the differences of empathy and its sub variables ((a) Negative cognitive empathy b) Positive cognitive empathy c) Negative affective empathy d) Positive affective empathy) based on Mode of shift among shift working nurses.
- 12) To find out difference in the sub variables of Quality of sleep((a Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep) based on Duration of work experience among nurses.
- 13) To find out the differences of empathy and its sub variables ((a) Negative cognitive empathy b) Positive cognitive empathy c) Negative affective empathy d) Positive affective empathy) based on duration of work experience among shift working nurses.

Organization of the report

The present study has five parts. The first part is introduction part. It consist of introduction of the topic, need and significance of the study, statement of the problem, major and specific objectives, definition of the key terms. Chapter 2 consist of review of literature. It consist of theoretical review of the study variable and review of related study on variables and populations. The third chapter is methodology. It consist of populations, measures, procedures for data collection and statistical techniques employed for analysis. The fourth chapter is the result and discussion of the study. It consist of the result of statistical analysis and its discussion. The fifth chapter is

summary and conclusion. It consist of the major findings, implications, limitations of the study and the directions for the future research. The research report is prepared according to the 7th edition of APA.

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

A literature review is both a process and a product. In order to become familiar with the pertinent research, identify problems and gaps in the study, and other steps in the process, one must search for information on the topic. Most of the time, the individual looking for information isn't trying to read every article on the subject in its entirety; rather, they're trying to identify the major writers and pertinent points.

A good literature review summarises, analyses, evaluates and synthesises the relevant literature within a particular field of research. It illuminates how knowledge has evolved within the field, highlighting what has already been done, what is generally accepted, what is emerging and what is the current state of thinking on the topic. Additionally, literature reviews identify the gaps in the current knowledge – that is, uninvestigated or under-researched areas. Whether the literature review is short or extended, similar structural and linguistic features apply.

A review of literature presents much more than a summary of relevant sources. The act of reviewing involves *evaluating* individual sources as well as *synthesising* these sources in order to develop your own research project.

Literature reviews can form part of a research project or proposal, or they can be stand-alone extended documents. A literature review that is part of a course assignment might be of 500 to 1000 words, while a literature review that is presented as a journal article might be in excess of 5000 words. Literature reviews exist within different types of scholarly works. Short literature reviews can be presented in journal articles, book chapters, or coursework assignments to set the background of the research topic.

The focus of a literature review in a graduate research thesis is to identify gaps and argue for the need for further research. Depending on the purpose of the writer and the context in which the literature review will be presented, a selective or comprehensive approach may be taken. In the selective approach, a single or limited number of sources are reviewed (e.g. the introduction of a journal article). This relates to shorter literature reviews. A comprehensive approach requires the review of numerous sources (e.g. books and articles), which can be presented as a substantial

chapter in a research thesis or published on its own as a scholarly article. This relates to extended literature reviews.

Theoretical Perspective of Quality of Sleep

The Evolutionary theory is one of the earliest theories that tries to explain the necessity of sleep. It suggests that periods of inactivity at night or during the daytime is an adaptation which served a survival function by ensuring that animals remained out of danger during times of vulnerability. That is, according to the theory, animals that were able to stay quiet and still during those times when they were particularly vulnerable had a greater chance of survival than those species which remained active.

The repair and restoration theory is perhaps one of the most popular theories of sleep. According to it, sleep affords the body the much needed opportunity it requires to repair and rejuvenate itself, which involves restoring and revitalizing the physiological processes which keep the body and mind healthy and functioning properly.

Brain Plasticity Theory is probably one of the more recent, and rather compelling, theories of sleep. It is based on research findings, which suggest that sleep is correlated to changes in the organisation and structure of the brain. In earlier days, the brain was perceived as a static organ, but many studies have since disproved this notion by showing that, the brain has the ability to adapt and change over time. The term “brain plasticity” was coined to refer to this extraordinary ability of the brain to change throughout an individual’s life; and proponents of this theory believe that sleep contributes importantly to the processes of brain plasticity

In natural selection, competition for and effective utilisation of energy is extremely important – in that, if a species is able to make use of its given energy resources in a slightly more effective manner, it would have a great advantage over similar species. Using this line of thought, the energy conservation theory tries to explain why we need to sleep by suggesting that sleep has something to do with saving an individual’s energy.

Theoretical Perspective of Empathy

The stimulation theory of empathy holds that humans anticipate and make sense of the behaviour of others by activating mental processes that, if they culminated in action, would produce similar behaviour. This includes intentional behaviour as well as the expression of emotions.

In an appraisal theory of empathy, all vicarious emotions occur when an observer appraises a target's situation. The difference is that with empathy the observer's appraisal and the target's appraisal match and with other vicarious emotional experiences they do not.

Hoffman states that a morality based on empathy alone would not be fair in large mixed or larger human groups and would lead to bias and conflict. To live together peaceably, Hoffman insists that empathy must be embedded in moral principles, the subject of the fifth part of the book.

For Vischer and other early empathy theorists this process was universal: all humans possess a capacity to empathize continuously by attributing their soul and its moods to the inanimate.

REVIEW RELATED TO QUALITY OF SLEEP

The study was conducted by ombale sneha and ajit ananderao In old age having poor quality of sleep. Objectives are research has conducted with objective of assessment of quality of sleep among old age. Method is Cross sectional research was conducted with 50 sample size which was selected by non probability convenient sampling method in tertiary care hospital karad to determine quality of sleep among old age people with PSQI and statistic were calculated by descriptive and inferential statistic. Result: 11 (22%) sample were having good quality sleep and 39 (78%) sample were having poor quality sleep Conclusion: Based on research finding result reveals that maximum population is having poor quality sleep and majors should be taken to improve quality of sleep.

The paucity of data available on sleep quality and associated factors in Sri Lanka led this study to be conducted by Gunathunga sk wathsala sp among nurses at Apeksha Hospital, Sri Lanka. A descriptive cross-sectional study was conducted among 215 nurses at Apeksha Hospital, using a simple random – sampling method. A self-administered structured questionnaire was used as the data collection instrument and Pittsburgh Sleep Quality Index (PSQI) was used to measure the sleep quality among nurses. The majority (86.5%) were females. Of the participants 65.58% had deficient sleep ($PSQI \geq 5$) and 34.42% had healthy sleep ($PSQI < 5$). The mean score of the sleep quality was 7.16 ± 3.30 . Sleep quality was significantly ($p < 0.05$) associated with chronic symptoms ($p = 0.003$), children status ($p = 0.007$), night shift frequency per month

($p=0.029$), number of patients per night shift ($p=0.048$), number of working hours per week ($p=0.001$), sleep duration ($p=0.032$), sleep disturbances at night ($p=0.001$), sleep medication use ($p=0.020$), and daytime dysfunction ($p=0.001$). In conclusion, sleep quality was poor among nurses working at Apeksha Hospital, Sri Lanka. The characteristics of night shifts, such as number of shift duties, number of hours, and number of patients in the night shift, were associated with the sleep quality of nurses. Therefore, scheduling working hours and night shifts according to the national and international guidelines are vital.

The study aims to analyze the relationship between sleep quality and learning concentration among school-age children conducted by Sri wulandari Novianti and Meli andriani. This research is a cross-sectional descriptive quantitative study. The samples were taken by proportional stratified random sampling from 53 respondents of 111 populations. Data were collected using PSQI and concentration questionnaires and analyzed using chi-square. The results indicated that 47 children (88.7 %) had a low sleep quality and 33 children (62.3 %) on a middle range of learning concentration. The statistical analysis showed 58.5 % of children with low sleep quality had a middle learning concentration level and 30.2 % had a low concentration level with a p -value ($0.000 < \text{value } \alpha (0.05)$). It can be concluded that there is a significant relationship between the quality of sleep and the level of learning concentration for school-age children at SD IT Al-Maqom Cimahi.

Gamze Bozkul and Atiye karakul conducted a study is to examine the relationship between sleep quality and job satisfaction of nurses working in the pediatric surgery clinic during the COVID-19 pandemic. Material and Methods are This study is of descriptive type. The sample of the study consists of 94 pediatric surgery nurses who are members of the Association of Pediatric Surgery Nurses. Nurse Descriptive Information Form, Pittsburgh Sleep Quality Index (PSQI), Nurse Job Satisfaction Scale (NJSS) were used to collect the data. Descriptive statistics, Shapiro-Wilk, Kruskal Wallis, Mann-Whitney-U test and Pearson Correlation analysis were used in the evaluation of the data. Result was The mean age of the pediatric surgical nurses was 32.82 ± 7.85 years. It was determined that the sleep index and job satisfaction of pediatric surgery nurses were low.

The aim of this study was to explore the relationships among perceived stress, resilience, sleep quality of new nurses during initial employment, and their impacts on

first-month retention was conducted Yueh-E Lin, Chiu-Tzu Lin Design is This is a cross-sectional study design. Methods are We used a convenience sampling method to recruit 171 new nurses between January and September 2021. The Perceived Stress Scale, Resilience Scale, and Pittsburgh Sleep Quality Inventory (PSQI) were conducted in the study. Logistic regression analysis was used to explore the impacts on first-month retention for newly employed nurses. Results are the initial perceived stress, resilience, and sleep quality of the newly employed nurses were not correlated with the first-month retention rate. Forty-four per cent of the newly recruited nurses had sleep disorders. Resilience, sleep quality, and perceived stress of newly employed nurses were significantly correlated. Newly employed nurses assigned to their desired wards had lower perceived stress than their peers.

REVIEW RELATED TO EMPATHY

Saira khan and Marriam ihsan conducted a study about empathy-altruism hypothesis Purpose of this study was to investigate the relationship of the emotional empathy and altruism and to determine the predictive power of emotional empathy for altruism among health professionals. Methods were Correlational and cross-sectional research designs were used for the present study. Sample size was estimated through G*power and 200 health professionals (100 MBBS and 100 BDS) were taken from different government and private hospitals and health institutes through purposive sampling technique. Age range of participants was 24-35 years (M=31.45, SD=3.39). Bio data form, Multidimensional Emotional Empathy Scale and Helping attitude scale were used to get demographic information and to assess the emotional empathy and altruistic behaviour respectively of health professionals. Data were analysed by using SPSS 23. Results of the present study showed strong and positive relationship between emotional empathy and altruism among health professionals. Hierarchical regression analysis was run to find the predictive power of emotional empathy for altruistic behaviour of the health professionals.

The purpose of the study was to investigate the association of these three factors among medical students. Methods were descriptive correlational study was conducted among medical internship students. Participants were selected by using simple random sampling. The Jefferson Empathy Questionnaire, the WHO Quality of Life Questionnaire, and the Maslach Burnout Questionnaire were used for data collection. Data were analysed using t test, Kruskal-Wallis, analysis of variance (ANOVA), and

Pearson's correlation coefficient. Results was A total of 167 students completed the questionnaires. The association of empathy and occupational burnout ($P=0.005$, $r=-0.414$) and between the quality of life and occupational burnout ($P=0.005$, $r=-0.446$) were both significantly negative. Independent t test showed the mean score of occupational burnout was significantly higher in male students than females. It was also significantly higher in married students than single ($P<0.05$). The results of the KruskalWallis test showed no statistically significant difference among the quality of life of different ethnic groups ($P>0.05$). One-way ANOVA showed that there was a statistically significant difference between the ethnic groups in terms of occupational burnout ($P<0.05$) Conclusion was The association of empathy and quality of life with occupational burnout was negative. The highest quality of life was related to older students. Among all of the studied variables, married status, ethnicity, and sex were most associated with occupational burnout where married and male students had the highest burnout.

The aim of this study was to investigate the relationship between empathy and compassion fatigue in nurses due to the mediating role of feeling guilty and secondary traumatic stress. Research design This is a descriptive-correlation study. Participants The statistical population consisted of all the nurses in Kerman hospitals in 2017. Five hospitals were randomly selected from among the private and public hospitals in Kerman. The sample size was considered 360, but after the deletion of misleading questionnaires, the final sample of study consisted of 300 nurses. Ethical considerations Approval from the researcher's university Institutional Review Board for ethical review was obtained. Findings The data analysis in this study was done through the path analysis method using the Amos software. The results showed the mediating role of omnipotent guilt between empathy and compassion fatigue in the nurses, the mediating role of survivor guilt between empathy and compassion fatigue in the nurses, and the mediating role of secondary traumatic stress between empathy and compassion fatigue in the nurses.

The current study's goal is to investigate empathy levels and associated demographic variables among the nursing workforce in Kathmandu's selected health institutions. Materials and Methods: cross-sectional study and purposive sampling technique; a total of 89 nursing workforce attained in this study; and online through the Google form was used to collect primary information. TEQ is made up of 16 items that

are scored on a 5-point Likert scale as well as sociodemographic data (such as age, qualification, experience, and training). There are a total of 64. A score of >45 shows that the person has a high level of empathy. The data was analysed using descriptive and multiple regression techniques. Results: The descriptive analysis revealed that mostly 65.2% of the nursing workforce had below-average (<45) empathy scores. In the regression analysis model, beta age had a value of 0.357 and beta education had a value of 0.028. It was discovered that education level and age have a significant impact on empathy. Conclusion was The study found that most of the nursing workforce had below-average empathy scores.

This research was aimed to measure empathy levels among medical students of all academic years and assess whether empathy levels decrease, increase, or remain the same throughout medical school. Research was developed by Rand Alshaya and Milad Alshaya. Also, to measure the mean empathy score and correlated empathy scores to different socio-demographic, personal, and familial variables. Method is This cross-sectional study included 400 medical students. The study was carried out from October 2020 to May 2021 using online-based surveys, which consisted of questions to collect socio-demographic data and the Toronto Empathy Questionnaire to measure empathy levels. Results was There was no significant change in empathy levels among medical students as they progressed through medical school. However, below-average empathy levels were reported among medical students. There was no significant association between gender or age and empathy levels.

REVIEW RELATED TO QUALITY OF SLEEP AND EMPATHY

To investigate the sex and gender differences in the impact of the isolation period implemented in response to the COVID-19 pandemic on individuals' sleep quality, empathy, and mood Veronica Guadagni and Alberto Umilta was conducted this study. Design was Data were collected between March 23 and June 7, 2020 on a sample of volunteers in the Canadian population. Six hundred and thirty-eight volunteers completed an online survey (~30 min). Main Outcome and Measures were first examined biological sex, gender, and sexual identity differences in sleep, empathy, and mood disturbances. Then, assessed changes in sleep and mood over the course of the isolation period and tested for significant relationships between sleep variables, mood, and empathy. Results were analysed complete data for 573 participants (112 males and 459 females, 2 undisclosed, mean \pm SD age = 25.9 \pm 10.5

years, mean \pm SD education = 16.2 ± 2.9 years). As compared to males, female participants reported lower quality of sleep, lower sleep efficiency, and greater symptoms of insomnia, anxiety, depression, and trauma. In addition, females reported higher scores than males on the IRI empathy scale and all its subcomponents. Similar results were found when stratifying by gender. Sex and gender differences seem to play a role in the individuals' psychological and behavioural reactions to the COVID-19 pandemic. These differences need to be considered in planning targeted psychological interventions.

Tingyu Rong and Xiaoning sun was conducted a study aimed to explore the associations between sleep and empathy in young preschoolers. A sample of 23,259 preschoolers (4.3 ± 0.3 years) at the entry year of preschool was recruited as part of the Shanghai Children's Health, Education and Lifestyle Evaluation-Preschool (SCHEDULE-P) study. Caregivers reported on child sleep, affective empathy, and cognitive empathy through the Children's Sleep Habits Questionnaire and the Griffith Empathy Measure. Ordinary least-square regression and quantile regression were performed for the associations between sleep and empathy. Sex differences were also investigated. Night sleep duration was negatively associated with affective empathy ($\beta = -0.35$, $p < 0.001$), and positively associated with cognitive empathy ($\beta = 0.41$, $p < 0.001$). Longer nap duration was associated with higher affective empathy ($\beta = 0.28$, $p < 0.001$). Sleep disturbances were positively associated with affective empathy ($\beta = 0.04$, $p < 0.001$) and negatively associated with cognitive empathy ($\beta = -0.09$, $p < 0.001$). These associations were generally stronger in children at higher empathy quantiles and also those at the 10th cognitive empathy quantile. The associations between sleep and affective empathy were mainly contributed by girls, and were more common in boys in terms of cognitive empathy, particularly at the 10th and the 30th quantiles. In conclusion, longer night sleep duration and fewer sleep disturbances are associated with a more mature empathy pattern in young preschoolers. The associations are more prominent in children at the higher end of the empathy spectrum, and vary by sex. These findings highlight the importance to promote sleep health in young children for optimal socio-emotional development.

Sanna Graniittiaho wa conducted a study to investigate the effect of one night of sleep deprivation on empathy for pain and emotion regulation through cognitive reappraisal, that is, intentional down regulation. They hypothesized that sleep

deprivation would lead to decreased cortical activity and increased activity in amygdalae. Material and Methods were 35 healthy, young participants underwent fMRI after one night of sleep deprivation and one night of habitual sleep. Behaviorally, empathy was assessed by comparing self-reported unpleasantness between painful images and non-painful images, and reappraisal was investigated by comparing unpleasantness between instructions to downregulate and maintain. fMRI was performed to measure neural activity during the task. Results were Participants reported less unpleasantness when viewing painful images when sleep-deprived ($p < 0.001$). Sleep deprivation caused no decrease in ability to reappraise, nor did sleep deprivation cause decrease in cortical fMRI-signals.

Hypothesis

1. There will be a significant relationship between sub variables of Quality of sleep (a) Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep and Negative cognitive empathy among shift working nurses.
2. There will be a significant relationship between sub variables of Quality of sleep (a) Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep and Positive cognitive empathy among shift working nurses.
3. There will be a significant relationship between sub variables of Quality of sleep (a) Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep and Negative affective empathy among shift working nurses.
4. There will be a significant relationship between sub variables of Quality of sleep (a) Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep and Positive affective empathy among shift working nurses.
5. There will be a significant relationship between sub variables of Quality of sleep (a) Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep and Empathy among shift working nurses.
6. 6) To find out difference in the sub variables of Quality of sleep((a) Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty

- in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep) based on gender among nurses.
7. 7) To find out the differences of empathy and its sub variables ((a) Negative cognitive empathy b) Positive cognitive empathy c) Negative affective empathy d) Positive affective empathy) based on gender among shift working nurses.
 8. 8) To find out difference in the sub variables of Quality of sleep((a Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep) based on Type of hospital among nurses.
 9. 9) To find out the differences of empathy and its sub variables ((a) Negative cognitive empathy b) Positive cognitive empathy c) Negative affective empathy d) Positive affective empathy) based on Type of hospital among shift working nurses.
 10. 10) To find out difference in the sub variables of Quality of sleep((a Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep) based on Mode of shift among nurses.
 11. To find out the differences of empathy and its sub variables ((a) Negative cognitive empathy b) Positive cognitive empathy c) Negative affective empathy d) Positive affective empathy) based on Mode of shift among shift working nurses.
 12. To find out difference in the sub variables of Quality of sleep((a Daytime dysfunction b) Restoration after sleep c) Difficulty in falling asleep d) Difficulty in getting up e) Satisfaction with sleep f) Difficulty in maintaining sleep) based on Duration of work experience among nurses.
 13. To find out the differences of empathy and its sub variables ((a) Negative cognitive empathy b) Positive cognitive empathy c) Negative affective empathy d) Positive affective empathy) based on duration of work experience among shift working nurses.

CHAPTER 2
METHOD

CHAPTER 2

METHOD

Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. The Advanced Learner's Dictionary of Current English lays down the meaning of research as "a careful investigation or inquiry especially through search for new facts in any branch of knowledge." Redman and Mory define research as a "systematized effort to gain new knowledge (Kothari, 2008).

Research is an academic activity and as such the term should be used in a technical sense. According to Clifford Woody research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing, and evaluating data; making deductions and reaching conclusions; and at last, carefully testing the conclusions to determine whether they fit the formulating hypothesis (Kothari, 2008).

The search for knowledge through objective and systematic method of finding solution to a problem is research. The systematic approach concerning generalization and the formulation of a theory is also research. The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered yet (Kothari, 2008).

Research has its special significance in solving various operational and planning problems of business and industry. Research is the fountain of knowledge for the sake of knowledge and an important source of providing guidelines for solving different business, governmental and social problems. It is a sort of formal training which enables one to understand the new developments in one's field in a better way. (Kothari, 2008).

The present research method is quantitative research method. The quantitative research is the process of collecting and analyzing numerical data .it can be used to find patterns and averages, make predictions, test casual relationship, and generalize result

to wider populations. Quantitative method is chosen in the present study because it produces objective data that can be clearly communicated through statistics and numbers.

Research design.

The function of research design is to provide for the collection of relevant evidence with minimal expenditure of effort, time, and money. But how all these can be achieved depends mainly on the research purpose. A flexible research design which provides opportunity for considering many different aspects of a problem is considered appropriate if the purpose of the research study is that of exploration. But when the purpose happens to be an accurate description of a situation or of an association between variables, the suitable design will be one that minimizes bias and maximizes the reliability of the data collected and analyzed.

The preparation of the research design, appropriate for a particular research problem, involves, the means of obtaining the information, the availability and skills of the researcher and his staff, explanation of the way in which selected means of obtaining information will be organized and the reasoning leading to the selection, the time available for research and the cost factor relating to research, i.e., the finance available for the purpose (Kothari, 2008).

In the present study correlational research design is using. A correlational research design uses non-experimental method where the measurement of two variables occurs. The advantage of correlational design is neither variable goes through a manipulative process, the result from correlational research is more applicable. The disadvantage of this research method is correlational research only uncovers relationships; it will not determine what variables have the most influence

The problem in the present study is to find the relationship between Quality of sleep and Empathy.

Participants

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. Sample design is determined before data are collected. The researcher must decide the type of sample he will use i.e., he

must decide about the technique to be used in selecting the items for the sample. In fact, this technique or procedure stands for the sample design itself (Kothari, 2018).

Considering the availability of population convenient sampling is selected. Convenient sampling is usually low cost and easy with subjects readily available.

The universe consists of all survey elements that qualify for inclusion in the research study. The precise definition of the universe for a particular study is set by the research question, which specifies who or what is of interest. The universe may be individuals, groups of people, organizations, or even objects. For the present study, Kannur district is taken as the universe.

Population is a distinct group of individuals, whether that group comprises a nation or a group of people with a common characteristic. A population is the pool of individuals from which a statistical sample is drawn for a study. Thus, any selection of individuals grouped together by a common feature can be said to be a population (Osikhotsali, 2022)

Here Shift working nurses are taken as the population. It is chosen because the problems like poor sleep quality during different shifts May affects the ability of healthy nurses to experience empathy towards patients and the people who surrounded with them. The sample size is the number of observations used for determining the estimations of given population. The total sample size of the sample is 100 from different Hospitals in Kannur district. the sample size taken 100 because to get the appropriate, representativeness.

Inclusion criteria

- Shift working nurses both Male and Female
- Shift working nurses both Government and Private sectors
- Shift working nurses working at both Day and Night shifts.

Exclusion criteria

- Excluded Temporary Nurses
- Excluded Nurses who had less than 5 Month of Experience.

Categorization of participants according to socio-demographic variables.

For the purpose of different analysis in the present study, the participants were divided into different groups based on their socio-demographic variables such as Gender, Type of Hospital, Work experience, Mode of shifts working. The details are given in the form of tables as follows;

Gender wise classification of the example

Gender is used to describe the characteristics of women and men that are socially constructed. The components of Quality of sleep and Empathy may vary from genders. So, it taken consideration in the present study. The sample was classified based on gender in three categories. The details of the classification are given in the table 3.1

Table 3.1

Sl. No	Gender	No of participants	percentage
1	Male	20	20%
2	Female	80	80%

Classification based on Type of hospital

Type of hospital implies the hospital where the shift working nurses do their job. The government sectors implies that nurses who are working under the government sectors. And also, about private sectors. The component of Quality of sleep and Empathy may vary based on Type of hospital, nurses who are working.

Table 3.2

Sl. No	Type of hospital	No of participant	percentage
1	Government	32	32%
2	Private	68	68%

Classification based on Mode of shift

Mode of shift implies start between 7 a.m. and 9 a.m. and end between 3 p.m. and 5 p.m. Most nights shifts begin anywhere from 10 p.m. to 12 a.m. That there are different shifts that may influence components of Quality of sleep and Empathy among nurses.

Table 3.3

Sl.no.	Mode of shift	No of participant's	percentage
1	Day shift	71	71%
2	Night shift	29	29%

Classification based on Work experience

Work experience implies the duration of working nurses which may be influence the components of Quality of sleep and Empathy. Classification based on Work experience is given in 4 categories. Details are given table 3.6.

Table 3.4

Sl.no.	Work experience	No of participant's	percentage
1	Less than 1 year	13	13%
2	1 to 2 years	34	34%
3	2 to 3 years	22	22%
4	5 years and more	31	31%

STUDY VARIABLE

The present study focus on two major psychological variables Quality of sleep and Empathy. In order to explore the relationship between these variables, they will be collected from Shift working nurses using standardized instrument.

Quality of sleep

Sleep quality is the measurement of how well a person sleeping or in other words, whether the sleep is restful and restorative. It differs from sleep satisfaction. Which refers to a more subjective judgment of how a person feel about the sleep they are getting. Sleep quality is more complicated to measure than sleep quantity.

The definition of sleep quality is Ones satisfaction of the sleep experience, integrating aspects of sleep initiation, Sleep maintenance, Sleep quantity, and refreshment upon awakening.

In the present study, Sleep quality scale (SQS) 2012 being used for data collection.

Empathy

According to APA, Empathy is defined as Understanding a person from his or her frame of references rather than one's own, or vicariously experiencing that person's feelings, perception, and thoughts. Empathy does not, of itself, entails motivation to be assistance, although it may turn in to sympathy or personal distress, which may result in action. Empathy motivates helping others and the desire for justice for others, as well as inhibits aggression toward others.

Empathy is a multidimensional construct comprises of two components; Cognitive empathy and affective empathy. Cognitive empathy refers to the ability to infer and recognize the emotions of others, while affective empathy refers to the ability to experience others' emotions vicariously. In other words, people with high levels of empathy can easily recognize the emotions of others and experience that emotion.

In the present study Perth Empathy Scale (PES), 2022 is being used for data collection.

MEASURING INSTRUMENTS

In research the tools refer to the device/instrument used to collect data. Such as paper questionnaire, or computer assisted interviewing system.

Personal data schedule

In order to collect the details of the participants and their various socio demographic data, a personal data schedule is used. The personal data schedule includes Name, gender, Type of hospital, Mode of shift, Work experience. This information is collected in order to examine the correlation between Quality of sleep and Empathy according to various personal data.

Sleep Quality Scale (SQS)

Sleep Quality Questionnaire (SQS) was developed by Chol shin in 2012. Consisting of 28 items, the SQS evaluates six domains of sleep quality: daytime symptoms, restoration after sleep, problems initiating and maintaining sleep, difficulty waking, and sleep satisfaction. Developers hoped to create a scale that could be used as

an all-inclusive assessment tool a general, efficient measure suitable for evaluating sleep quality in a variety of patient and research populations.

Day time dysfunction: Which define those social/vocational/educational dysfunctions, Mood disturbances, lack of energy or motivation, hyperactivity, aggression, and an increase in errors at work and worrying about sleep.

Restoration after sleep: In basic terms, restorative sleep happens when brain activity during sleep helps restore your body and mind, essentially resetting you for another day of activity.

Difficulty in falling asleep: Which describe about the difficulty to falling asleep

Difficulty in getting up: Difficulty in getting up in the sleep is another component of Quality of sleep.

Satisfaction with sleep: The person satisfied with his/her sleep.

Difficulty in maintaining sleep: Sleeping difficulty to maintain is when the person have trouble sleeping at night. It may be hard for them to fall asleep, or they may wake up several times throughout the night.

Administration

The instructions for the participants are given together with the questionnaire. The instructions are: "Please be honest and accurate as you can throughout. Try not to let your response to one statement influence your response to other statements. There are no correct or incorrect answer. Answer according to your own feelings, rather than how you think most people would answer". There are no columns provided for marking the answers. The answer options Like 1 = rarely, 2= Sometimes, 3= Often, 4 =Almost always, the participants can read these options and write the most suitable option to the side of each item.

Scoring

Using a four-point, Likert-type scale, respondents indicate how frequently they exhibit certain sleep behaviors (0 = "few," 1= "some- times," 2 = "often," and 3 = "almost always"). Scores on items belong to factors 2 and 5 (restoration after sleep and

satisfaction with sleep) and are reversed before being tallied. Total scores can range from 0 to 84, with higher scores denoting more acute sleep problems.

Reliability: The SQS has fair internal consistency, with an alpha of 0.92. No data on stability are available. The SQS is strongly correlated with results obtained on the Pittsburgh Sleep Quality Index.

Validity: The SQS has good construct validity, Scores achieved by the insomnia sample were significantly higher than those of controls, indicating good construct validity. Procedure for data collection.

Data collection in research involves the process of gathering and measuring information on variables of interest, in an established systematic fashion that enable one to answer stated research questions, test hypothesis, and evaluate outcome. The present study aims to explore the relationship between Quality of sleep and Empathy among shift working nurses. In the present study the data was acquired from Various hospitals comes under the Kannur district.

Online data collection mode was used in research. After getting initial consent from hospitals the Google form will be passed on to nurse's who are selected through sampling random sampling procedures. The online Google form will be structured as, the first part contains the personal data schedule, the second part contain Quality of sleep, third part contain Empathy.

After the completion of test administration, the participants were thanked for the participation and cooperation. After collecting the necessary data, the data was scored using the manual and analyzed using Quality of sleep and empathy then the results were discussed.

Perth Empathy Scale (PES)

The PES (Brett et al., 2022) is a 20-item self-report measure of empathy. It is designed to assess both the cognitive and affective components of empathy and across negative and positive emotions. Four sub scale scores and three composite scores can be derived from the measure, with higher scores indicating higher levels of empathy. A total score (overall empathy ability) can be used by adding up all the items. For more information about the development and psychometric properties of the PES, see Brett et al., (in 2022).

Perth Empathy scale was developed by Jack Brett in 2022 as a part of their study on development and validation of a scale to measure Empathy. The scale was developed in English language. Administration: The instructions for the participants are given together with the questionnaire. The instructions are: —Please be honest and accurate as you can throughout. Try not to let your response to one statement influence your response to other statements. There are no correct or incorrect answers. Answer according to your own feelings, rather than how you think most people would answer. There are no columns provided for marking the answers. The answer options like A= Almost never, B= Sometimes, C= About half of the time, D= Most of the time, E= Almost always are given after the instructions in the questionnaire. The participants can read these options and write the most suitable option to the side of each item.

STATISTICAL TECHNIQUES

The researcher aimed to explore the relationship between the variables such as; academic. The coding and analysis were done with the help of SPSS software. Pearson's correlation, t-test and ANOVA are used for statistical analysis required for the present study.

Pearson correlation Pearson correlation measures the strength of the linear relationship between two variables. Pearson's correlation coefficient is represented by the Greek letter ρ for the population parameter and r for a sample statistic. Your research hypothesis would represent that by stating that one score affects the other in a certain way. The correlation is affected by the size and sign of the r . The correlation coefficient ranges from -1 to 1. An absolute value of exactly 1 implies that a linear equation describes the relationship between X and Y perfectly with all data points lying on a line. The correlation sign is determined by the regression slope. A value of +1 implies that all data points lie on a line for which Y increases as X increases and vice versa for -1. A value of 0 implies that there is no linear dependency between the variables. Pearson correlation is used because to know the significant relationship between the Quality of sleep and Empathy.

Independent sample T-test

A t test is a type of inferential statistics used to determine if there is a significant difference between the means of two groups, which may be related in certain

features. Calculating at test requires three key data values. There are three t-test to compare means; one sample t-test, a two-sample t-test, and a paired t-test. A t-test can only be used when comparing the means of two groups. If you want to compare more than two groups or if you want to do multiple pairwise comparison, use ANOVA test or a post-hoc test. The t-test is a parametric test of difference, meaning that it makes the same assumptions about your data as other parametric test. The t-test assumes data are independent, are normally distributed, have a similar amount of variance within each group being compared. for the present study in-order to compare the domicile, age, type of college, mode of education the independent sample t test is using

ANOVA

Analysis of variance is an analysis tool used in statistics that splits an observed aggregate variability found inside a data set in to two parts: systemic factors and random factors. The systemic factors have a statistical influence on the given data set, while the random set do not. You would use ANOVA to help you understand how your different group respond, with a null hypothesis for the test that the means of the different groups are equal. If there is a statistically significant result, then it means that the two population are unequal. for the present study in order to compare the domicile, age, type of college, mode of education

CHAPTER 4
RESULT AND DISUSSION

CHAPTER 4

RESULT AND DISCUSSION

The aim of the study was to find out the relationship between Quality of sleep and Empathy among shift working nurses in Kannur district. Thus the study attempts to find out the relationship between sub-variables of Quality of sleep and Empathy..

The study also attempts to find out the difference between variables of Quality of sleep and Empathy and also find out the difference in Quality of sleep and Empathy based on gender, Type of Hospital, Work experience, Mode of Shift. This chapter deals with the process of result obtained and its interpretation and discussion. The collected data were analysed and then written in the form of result and discussion.

This chapter consists of three sections. Section one deals with the analysis of relationship among the study variables Quality of sleep and Empathy. For this analysis Pearson product correlation test was used. Pearson product moment correlation test helps to find out the relationship between two variables and how strongly the variables are correlated.

The second section deals with the difference in Quality of sleep and Empathy based on gender, Type of Hospital, Work experience, Mode of Shift. For this analysis independent sample t test and one way analysis of variance (ANOVA) were used. Independent sample t test helps in finding out significant difference between the mean performances of two groups that are not related. One way ANOVA is used to determine the difference between more than two unrelated groups. The third section deals with testing the tenability of the hypothesis.

Section 1

Inter-correlation between the variables of Quality of sleep and Empathy among Shift working nurses in Kannur district. Result and discussion of Pearson product moment correlation.

To find the relationship between the sub-variables of Quality of sleep and Empathy Pearson product moment correlation was used and according to Cohen (1988), Pearson correlation values of $r = 0.60 - 0.79$ are considered strong, $r = 0.40 - 0.59$ are considered moderate and $r = 0.20 - 0.39$ are considered weak.

The inter-correlation coefficients obtained for all the study variables such as Quality of sleep and its variables (Day time dysfunction, restoration after sleep, difficulty falling asleep, difficulty in getting up, satisfaction with sleep, difficulty in maintaining sleep) and Empathy and its sub-variables Negative-cognitive empathy, Positive-cognitive empathy, Negative-Affective empathy, Positive-Affective empathy. The inter-correlation between the sub variables of Quality of sleep and empathy are analysed and the results are presented in the table 4.1

Table 4.1

Inter-correlation between variables of Quality of sleep and Empathy among shift working nurses in Kannur.

	DT D	RA S	DF A	DG U	SW S	DM S	QS total	NC E	PC E	^{NAE}	PA E	EMPAT HY
DTD	1											
RAS	-.703	1										
DFA	.390	-.363	1									
DGU	..594	-.486	.325	1								
SWS	.047.	.037	-.187	.034	1							
DMS	.447	-.340	.541	.406	-.146	1						
QS total	.895	-.521	.638	.695	.043	.664	1					
NCE	-.004	-.082	.077	-.024	.019	-.062	-	1				
PCE	-.038	-	.089	-.077	.008	-.090	-	.781	1			
NAE	-.040	-	.104	-.096	.061	-.019	-	.693	.694	1		
PAE	-.004	-.062	.049	-.065	-	-.104	-	.723	.832	.746	1	
Empat hy	-.025	-	.090	-.074	.020	-.074	-	.887	.915	.881	.914	1

** Significant at the 0.01 level (2-tailed.) * Significance at the 0.05 level (2-tailed)

Table 4.2***Inter correlation of the 6 Sub variables of Quality of sleep and 4sub variables of Empathy.***

Inter-correlation between the sub variables of assertiveness and subjective happiness.

Sub variables of Quality of sleep	Negative cognitive empathy	Positive cognitive empathy	Negative affective empathy	Positive affective empathy	Total
Day time dysfunction	-.004	-.038	-.040	-.004	-.025
Restoration after sleep	-.082	-.090	-.066	-.062	-.083
Difficulty in falling asleep	.077	.089	.104	.049	.090
Difficulty in getting up	-.024	-.077	-.096	-.065	-.074
Satisfaction with sleep	.019	.008	.061	-.024	.020
Difficulty in maintaining sleep	-.062	-.090	-.019	-.104	-.074

**significant at the 0.01 level (2-tailed). *significant at the 0.05 level (2-tailed).

The correlation between Quality of sleep and empathy -.045 which is not significant. so there is No significant correlation between Quality of sleep and Empathy. Which implies that Quality of sleep has no significant role in Empathy.

Day time dysfunction is the sub variable of Quality of sleep. When there is difficulty in carrying out daily tasks and can impede the performance of such activities as working and eating meals for nurses. From the table 4.2 there is No correlation between Day time dysfunction and Negative cognitive empathy. The inter correlation between Day time dysfunction and Negative cognitive empathy is -0.004 which is not significant at 0.01 level of significance. So the correlation coefficient indicate that there is No correlation.. It implies that for nurses who are working shifts having day time dysfunction will not affect the Negative cognitive empathy towards patients.

Restoration after sleep is the sub variable of Quality of sleep. It indicates that sleep allows for the body to repair and replete cellular components necessary of biological functions that become depleted throughout an awake day. Negative cognitive empathy is the sub variable of Empathy. Table 4.2 shows that there is a No relationship

between Restoration after sleep and Negative cognitive empathy. The inter correlation between Restoration after sleep and Negative cognitive empathy is $-.084$ which is not significant. Study conducted by Tingyu Rong explore the associations between sleep and empathy in young preschoolers Which explain that Restoration after sleep not related to Negative cognitive empathy.

Difficulty falling asleep is the sub variable of Quality of sleep. Inability to get to sleep or sleep well at night, Trouble falling asleep is the Difficulty falling asleep. From the table 4.2 there is no correlation between Difficulty falling asleep and Negative cognitive empathy. The inter correlation between Difficulty falling asleep and Empathy is 0.077 which is not significant. So there is No correlation between Difficulty falling asleep and Empathy. It implies that the Difficulty falling asleep will not affect the Negative cognitive empathy of nurses.

Difficulty in getting up is the sub-variable of Quality of sleep. It is the difficulty of nurses to getting up from bed after the sleep. According to 4.2 table there is a No relationship between Difficulty in getting up and Negative cognitive empathy. The inter correlation coefficient between Difficulty in getting up and Negative cognitive empathy is $-.024$ which is not significant . The correlation coefficient indicates that there is no correlation. Morgan P Reid study also reveal that Higher internal health locus of control predicts No relation to the Difficulty in falling asleep and Negative cognitive empathy.

Table 4.2 shows that there is a No relationship between Satisfaction with sleep and Negative cognitive empathy. The inter correlation between Satisfaction with sleep and Negative cognitive empathy is 0.019 which is not significant . When satisfaction with sleep increases Negative cognitive empathy also increases. Study conducted by Jing Li (2023) basic psychological need satisfaction with sleep among older adults in china it was found that satisfaction of psychological need and sleep quality decline over the seven year lifespan. The present study also find out that there is a no relationship between Satisfaction with sleep and Negative cognitive empathy.

Difficulty in Maintaining sleep is the sub variable of Quality of sleep. There will be some difficulties for maintaining sleep for nurses who are working shifts. Table 4.2 shows that there is no correlation between Difficulty in maintaining sleep and Negative cognitive empathy. The inter-correlation coefficient between Difficulty in maintaining

sleep and Negative cognitive empathy is $-.062$ which is not significant. So, there is no significant correlation between Difficulty in maintaining sleep and Negative cognitive empathy.

Day time dysfunction is the sub variable of Quality of sleep. From the 4.2 table there is No relationship between Day time dysfunction and Positive cognitive empathy. The inter-correlation coefficient between Day time dysfunction and Positive cognitive empathy is $-.038$ which is not significant. So according to the correlation coefficient there is No significance.

Restoration after sleep is the sub-variable of Quality of sleep. Positive cognitive empathy is the sub-variable of Empathy. Table 4.2 shows that there is no correlation between Quality of sleep and Empathy. The inter correlation coefficient between these two are $-.090$ which is not significant. Study conducted by Thakuya Yoshike reveal that there is No relationship between Restorative sleep restores sleep loss and excessive time in bed for middle aged children for their Positive cognitive empathy increase or decrease but the study concluded that there is no such relationship between this two.

Difficulty in falling asleep is the sub-variable of Quality of sleep. Positive cognitive empathy is the sub variable of Empathy. Table 4.2 shows that there is No correlation between Difficulty in fall in asleep and Positive cognitive empathy. The inter-correlation between Difficulty falling asleep and Positive cognitive empathy is 0.089 which is not significant. The correlation coefficient indicate that there is No correlation. So we can say that when Difficulty falling asleep increases Positive cognitive empathy will not affect.

Table 4.2 gives no relationship between Difficulty in getting up and Positive cognitive empathy. The inter-correlation between Difficulty in getting up and Positive cognitive empathy is $-.077$ which is not significant. There is no correlation between Difficulty in getting up and Positive cognitive empathy. This implies that Difficulty in getting up may have no influence in Positive cognitive empathy. Zhiwei Cai conducted a study about Cognitive flexibility as a protective factor for empathy which reveals about there is no relation between Difficulty in getting up and Positive cognitive empathy among china students aged between 18 and 22.

According to table 4.2 there is a No correlation between Satisfaction with sleep and Positive cognitive empathy. The inter correlation coefficient between Satisfaction

with sleep and positive cognitive empathy is 0.008 which is not significant. So when satisfaction with sleep increases positive cognitive empathy of that person will not affect.

Table 4.2 shows that there is no correlation between Difficulty in maintaining sleep and Positive cognitive empathy. The inter-correlation coefficient between Difficulty in maintaining sleep and Positive cognitive empathy is -0.090 which is not significant. So there is no correlation between Difficulty in maintaining sleep and Positive cognitive empathy.

Day time dysfunction is the sub variable of Quality of sleep. Negative affective empathy is the Sub variable of Empathy. Table 4.2 shows there is a No correlation between Day time dysfunction and Negative affective empathy. The inter correlation between Daytime dysfunction and Negative affective empathy is -.040 which is not significant. The correlation coefficient indicates that there is No correlation . It implies that the person who had dysfunctions occurs in day time will not need to have Negative affective empathy. According to Kumaran rajaram study about development of Negative Cognitive Empathy not have mention Daytime dysfunction , So this also reveals there is no correlation.

Restoration after sleep is the sub variable of Quality of sleep. Negative affective empathy is the sub variable of Empathy. Table 4.2 gives no correlation between Restoration after sleep and Negative affective empathy. The inter correlation coefficient between Restoration after sleep and Negative affective empathy is -0.66 which is not significant. So there is no significant correlation between Restoration after sleep and Negative affective empathy.

Table 4.2 shows that there is No correlation between Difficulty in falling asleep and Negative affective empathy. Difficulty falling asleep is connected to the malfunctioning of the sleep and wakefulness mechanism of the human body caused by various reasons The inter correlation coefficient between Difficulty in falling asleep and Negative affective empathy is 0.104 which is not significant . Which means when Difficulty in falling asleep increases Negative affective empathy need not to be increase or decrease. Study conducted by Jing Tang based on the topic to explore the Negative affective empathy for patients with Difficulty in falling asleep.

Difficulty in getting up is the sub variable of Quality of sleep. Which implies the difficulty in getting up. From the table 4.2 shows that there is No correlation between Difficulty in getting up and Negative affective empathy. The inter correlation between Difficulty in getting up and Negative affective empathy is $-.096$ which is not significant. The correlation coefficient indicates No correlation. Which indicates when difficulty in getting up increases Negative affective empathy neither increases nor decreases.

Satisfaction with sleep is the sub variable of Quality of sleep. Negative affective empathy is the sub variable of Empathy. Table 4.2 shows that there is No correlation coefficient between Satisfaction with sleep and Negative affective empathy. The inter correlation coefficient between Satisfaction with sleep and Negative affective empathy is 0.061 which is not significant. There is No significant correlation between Satisfaction with sleep and Negative affective Empathy. Carmen Moret- Tatay Conducted a study on Adults for examine the relationship between Cognitive and Affective empathy with respect to Satisfaction with sleep. But the study reveals no such relationship.

Table 4.2 shows there is No correlation between Difficulty in maintaining sleep and Negative affective empathy. The inter correlation coefficient between Difficulty in Maintaining sleep and Negative affective empathy is $-.019$ which is not significant. The correlation coefficient point out that there is a No correlation between Difficulty in getting up and Negative affective empathy. This implies that when Difficulty in maintaining sleep increases Negative affective empathy Neither increases nor decreases. Study conducted by Robert Elliot analyse the relationship between therapist Negative affective empathy and Difficulty in maintaining sleep, there is no correlation.

Day time dysfunction is the sub variable of Quality of sleep and Positive affective empathy is the sub variable of Empathy. Table 4.2 shows that there is No correlation between Day time dysfunction and Positive affective empathy. The inter correlation coefficient between Day time dysfunction and Positive affective empathy is $-.004$ which is not significant. There is no significant correlation between Day time dysfunction and Positive affective empathy.

Table 4.2 shows that there is a No relationship between Restoration after sleep and Positive affective empathy. The inter correlation coefficient between Restoration

after sleep and Positive affective empathy is $-.062$ which is not significant. It implies that when restoration occurs after sleep will not affect the positive affective empathy

Difficulty in falling asleep is the sub variable of Quality of sleep. Table 4.2 gives a No relationship between Difficulty in falling asleep and Positive affective empathy. The inter correlation coefficient between Difficulty in falling asleep and positive affective empathy is $.049$ which is not significant. The correlation coefficient indicate that there is a no significance. Mariam ziaei conducted a study on Age related Difficulty in falling asleep and Positive affective empathy. but there is no correlation found.

Difficulty in getting up is the sub variable of Quality of sleep. Table 4.2 shows that there is No correlation between Difficulty in getting up and Positive affective empathy. The inter correlation coefficient between Difficulty in getting up and Positive affective empathy is $-.065$ which is not significant. The correlation coefficient indicates that there is No correlation between Difficulty in getting up and Positive affective empathy.

Table 4.2 shows that there is No correlation between Satisfaction with sleep and Positive affective empathy. The inter correlation coefficient between Satisfaction with sleep and positive affective empathy is -0.041 which is not significant. Which implies when satisfaction with sleep increases Positive affective empathy will not increase. Study by Anna Ratka explore the study based on the topic of Empathy and the development of affective skills. It also mention about satisfaction with sleep and Positive affective empathy, there is no relationship between these two.

Difficulty in maintaining sleep is the sub variable of Quality of sleep. Table 4.2 shows that there is a No correlation between Difficulty in maintaining sleep and Positive affective empathy. The inter correlation coefficient between Difficulty in maintaining sleep and Positive affective empathy is $-.104$ which is not significant at 0.01 level of significance. The correlation coefficient indicates that there is a No level of significance.

According to table 4.2 there is a No relationship between Daytime dysfunction and Empathy. The inter correlation between Day time dysfunction and Empathy is $-.025$ which is not significant. The correlation indicates that there is a No correlation between Daytime dysfunction and Empathy. Study conducted by Varsha Parthasarathy

based on the topic that The relationship between depression and daytime dysfunction from lack of sleep among pregnant women have shows correlation between these two.

Table 4.2 gives No correlation between satisfaction with sleep and Empathy. The inter correlation coefficient between satisfaction with sleep and Empathy is .020 which is not significant. which says that when satisfaction with sleep increases it will neither increase nor decrease Empathy.

Difficulty in falling asleep is the sub variable of Quality of sleep. Table 4.2 shows that there is no correlation between difficulty in falling asleep and Empathy. the inter correlation coefficient between difficulty in falling asleep and Empathy is 0.090 which is not significant. so there is no relation between difficulty in falling asleep and Empathy.

Table 4.2 shows that there is No correlation between Difficulty in getting up and Empathy. The inter correlation coefficient between Difficulty in getting up and Empathy is -.074 which is not significant. Which says that there is no relation between difficulty in getting up and Empathy. Study conducted by T S subramaniam Empathy among nurses based on getting into sleep shows that there is no correlation

Satisfactory with sleep is the sub variable of Quality of sleep. Table 4.2 shows that there is no relationship between satisfaction with sleep and Empathy. The inter correlation coefficient between satisfaction with sleep and Empathy is .020 which is not significant. It also says that when satisfaction with sleep increases neither increase nor decrease empathy.

Difficulty in maintaining sleep is the sub variable of quality of sleep. Table 4.2 shows that there is no relation between difficulty in maintaining sleep and Empathy. The inter correlation coefficient between Difficulty in Maintaining sleep and Empathy is -.074 which is not significant. Study conducted by Rony cleper on the topic of Sleep difficulty to maintain related to empathy Among covid 19 health care workers.

Summery

The Pearson product moment correlation was computed for shift working nurses. The result among the Shift working nurses showed zero -correlation between sub variables of Quality of sleep and Empathy. The sub variables of Quality of sleep are Day time dysfunction, Restoration after sleep, Difficulty in falling asleep, Difficulty in

getting up, satisfaction with sleep, Difficulty in maintaining sleep and the sub variables of Empathy are Negative cognitive empathy, positive cognitive empathy, negative affective empathy, positive affective empathy. the results shows that there is no relationship between Quality of sleep and Empathy.

Section 2

Quality of sleep and empathy among shift working nurses categorized on the basis of demographic variables: Result and discussion of independent sample t test and one way ANOVA

The differences in Quality of sleep and Empathy among shift working nurses on socio-demographic variables are, Gender, and Type of hospital, work experience, Mode of shift the independent sample t- test was used to find out the difference of study variable existing among Gender, Type of hospital, and Mode of shift. The analysis of variance was used to find out the difference of study variables Age and Work experiences.

Gender wise difference among Shift working nurses; Result and discussion of independent sample t test.

For the present study samples were classified on the basis of course type so as to study the differences in sub variables of Quality of sleep (Day time dysfunction, Restoration after sleep, Difficulty in falling asleep, Difficulty in getting up, Satisfaction with sleep, Difficulty in maintaining sleep) and Empathy and its sub variables. The result of independent sample t test among shift working nurses on study variables are presented table 4.3

Table 4.3*Comparison based on Gender among Shift working nurses*

Sl. no	Variables	Male		Female		t value
		Mean	SD	MEAN	SD	
1	Daytime dysfunction	18.48	6.807	17.15	6.360	.432 ^{n.s}
2	Restoration after sleep	6.40	2.637	6.60	2.037	.753 ^{n.s}
3	Difficulty in falling asleep	5.73	2.455	5.75	2.712	.968 ^{n.s}
4	Difficulty in getting up	4.43	1.888	3.95	1.395	.295 ^{n.s}
5	Satisfaction with sleep	5.55	.761	5.45	.605	.587 ^{n.s}
6	Difficulty in maintaining sleep	2.43	1.659	3.15	.387	.075 ^{n.s}
7	Negative cognitive empathy	10.51	4.603	10.40	.160	.921 ^{n.s}
8	Positive cognitive empathy	11.55	4.581	10.90	4.154	.565 ^{n.s}
9	Negative affective empathy	9.20	.193	8.15	4.955	.417 ^{n.s}
10	Positive affective empathy	11.51	4.523	10.80	3.427	.512 ^{n.s}
11	Total	42.78	17.079	40.25	14.553	.545 ^{n.s}

The t value obtained by shift working nurses for the sub variables of Quality of sleep such as Daytime dysfunction, Restoration after sleep, Difficulty falling asleep, Difficulty in getting up, Satisfaction with sleep, Difficulty in maintaining sleep is .432,.753,.968,.295,.587,.075 respectively. It indicates that statistically no mean differences between Males and Females of Shift working nurses. The obtained mean value for Male nurses was found to be 18.48, 6.40, 5.73, 4.43, 5.55, and 2.43. The standard deviation of male shift working nurses are found to be 6.807, 2.637, 2.455, 1.888, .761, and 1.659. The obtained Mean value for female shift working nurses was 17.15, 6.60, 5.75, 3.95, 5.45, and 3.15. The standard deviation obtained was 6.360, 2.037, 2.712, 1.395, .605, and 1.387. This result indicate that Males and females do not

have any differences in sub variables of Quality of sleep such as Day time dysfunction, Restoration after sleep, Difficulty in falling asleep, Difficulty in getting up, Satisfaction with sleep, Difficulty in maintaining sleep. This implies that sub variables of Quality of sleep may not have any influence on shift working nurses based on gender. They get equal chances in every aspect. So, the males and females in shift working nurses may be equally being able to the sleep quality during their works. Study conducted by Birselmolu on the topic of Determination of chronotype Quality of life, Quality of sleep jetlag in shift working nurses, It was found that the Quality of sleep of females taking part in the study were statistically higher than those of males

The t value obtained by shift working nurses for Empathy and its sub variables such as Negative cognitive empathy, Positive cognitive empathy, Negative affective empathy, Positive affective empathy are .545, .921, .565, .417, and .512 respectively. This indicates that statistically there is no mean differences between males and females of shift working nurses. The mean value obtained by Male shift working nurses are, 10.51, 11.55, 9.20, 11.51, 42.7. The standard deviation was found to be, 4.603, 4.581, 5.193, 4.523, 17.079. The mean value obtained for female shift working nurses are 10.40, 10.90, 8.15, 10.80, and 40.25. The standard deviation was found to be 4.160, 4.154, 4.955, 3.427, and 14.553. This result indicates that Males and females do not have any differences in Empathy and its sub variables. The result suggests that male and female shift working nurses have equality in their empathy towards patient and others. Negative cognitive empathy, Positive cognitive empathy, Negative affective empathy, Positive affective empathy and empathy may not have any differences in shift working nurses based on their gender. They may be experiencing equal chances in their profession. Study conducted by Pedro Pechorro correlates if affective and cognitive empathy among incarcerated Male and female youth offenders males scorer significantly lower than females.

Classification based on Type of Hospital

Type of hospital whether it is government or private may influence Quality of sleep and empathy of shift working nurses. So it is taken into consideration in the present study.

Classification based on Type of hospital is given in two categories. The details are given in the table 4.4

Table 4.4*Comparison based on Type of Hospital among Shift working nurses*

Sl. no	Variables	Government		private		t value
		Mean	SD	Mean	SD	
1	Daytime dysfunction	17.81	6.393	18.40	6.892	.687 ^{n.s}
2	Restoration after sleep	6.94	2.462	6.21	2.531	.177 ^{n.s}
3	Difficulty in falling asleep	5.97	2.646	5.62	2.431	.514 ^{n.s}
4	Difficulty in getting up	4.31	1.533	4.34	.929	.947 ^{n.s}
5	Satisfaction with sleep	5.63	.751	5.49	.723	.375 ^{n.s}
6	Difficulty in maintaining sleep	2.53	1.814	2.59	.548	.871 ^{n.s}
7	Negative cognitive empathy	11.00	4.370	10.25	.569	.439 ^{n.s}
8	Positive cognitive empathy	11.53	4.443	11.37	.538	.866 ^{n.s}
9	Negative affective empathy	9.13	5.154	8.93	5.170	.858 ^{n.s}
10	Positive affective empathy	12.13	3.925	11.01	4.477	.232 ^{n.s}
11	Total	43.78	15.120	41.56	17.266	.534 ^{n.s}

** significant at the 0.01 level (2-tailed). Ns= no significance

The t value obtained by shift working nurses for the sub variables of Quality of sleep such as Daytime dysfunction, Restoration after sleep, Difficulty falling asleep, Difficulty in getting up, Satisfaction with sleep, Difficulty in maintaining sleep is .687,.177,.514, .947, .375, .871 It indicates that statistically no mean differences between Government and private sector of Shift working nurses. The obtained mean value for Government nurses was found to be 17.81, 6.94, 5.97, 4.31, 5.63 and 2.53.

The standard deviation of Government sector based shift working nurses are found to be 6.393, 2.462, 2.646, 1.533, .751, and 1.814. The obtained Mean value for private sector based shift working nurses was 18.40, 6.21, 5.62, 4.34, 5.4 and, 2.59. The standard deviation obtained was 6.892, 2.531, 2.431, 1.929, .723 and 1.548. This result indicates that Government and private sector shift working nurses do not have any differences in sub variables of Quality of sleep such as Daytime dysfunction, Restoration after sleep, Difficulty in falling asleep, Difficulty in getting up, Satisfaction with sleep, Difficulty in maintaining sleep. This implies that sub variables of Quality of sleep may not have any influence on shift working nurses based on Type of hospital. They get equal chances in every aspect. So the males and females in shift working nurses may be equally able to sleep quality during their work. The study conducted by Adam gerace based on the topic Considering the relationship between sleep and Empathy and compassion in mental health nurses based on the type of hospital, there is no relationship based on Type of hospital they are working.

The t value obtained by shift working nurses for Empathy and its sub variables such as Negative cognitive empathy, Positive cognitive empathy, Negative affective empathy, Positive affective empathy are .534, .439, .866, .858 and .232 respectively. This indicates that statistically there is no mean difference between Government and private sector shift working nurses. The mean values obtained by Government shift working nurses are 11.00, 11.53, 9.13, 12.13 and 43.78. The standard deviation was found to be 4.370, 4.443, 5.154, 3.925 and 15.120. The mean values obtained for private working nurses are 10.25, 11.37, 8.93, 11.01 and 41.56. The standard deviation was found to be 4.569, 4.538, 5.170, 4.477 and 17.266. This result indicates that Government and Private working nurses do not have any differences in Empathy and its sub variables. The results suggest that Government and Private shift working nurses have equality in their empathy towards patients and others. Negative cognitive empathy, Positive cognitive empathy, Negative affective empathy, Positive affective empathy and empathy may not have any differences in shift working nurses based on the Type of Hospital they are working. Study conducted by Sangjun kang based on the topic Empathy study tofor vulnerable class to private or government hospital, he also mention that there is no difference based on type of hospital.

Classification based on the Mode of Shift

Mode of shift whether it is Day shift or Night shift it may have an influence Quality of sleep and Empathy of Shift working nurses. So it is taken in to consideration in the present study.

Classification based on Mode of shift is given into two categories. The details are given in the table 4.5

Table 4.5

Comparison based on Mode of Shift among Shift working nurses

Sl. no	Variables	Day shift		Night shift		t value
		Mean	SD	Mean	SD	
1	Daytime dysfunction	16.54	5.697	22.31	7.315	.000**
2	Restoration after sleep	6.99	2.220	5.10	2.743	.001**
3	Difficulty in falling asleep	5.24	2.174	6.93	2.840	.002**
4	Difficulty in getting up	4.07	1.633	4.97	2.061	.024 ^{n.s}
5	Satisfaction with sleep	5.51	.694	5.59	.825	.626 ^{n.s}
6	Difficulty in maintaining sleep	2.28	1.569	3.28	1.579	.005**
7	Negative cognitive empathy	10.45	4.768	10.59	3.831	.892 ^{n.s}
8	Positive cognitive empathy	11.34	4.787	11.62	3.717	.777 ^{n.s}
9	Negative affective empathy	9.13	5.393	8.66	4.530	.679 ^{n.s}
10	Positive affective empathy	11.17	4.478	11.86	3.935	.468 ^{n.s}
11	Total	42.08	17.722	42.72	13.596	.862 ^{n.s}

The t value obtained by Shift working nurses for Daytime dysfunction is 0.00 which is significant at 0.01 level of significance. This indicates that there is statistically a difference between Shift working nurses who do Day shift and Night shift. The obtained mean value and standard deviation for Shift working nurses who work Day

shift is 16.54 and 5.697. The obtained mean value and standard deviation for nurses who work Night shift is 22.31 and 7.315 respectively. The difference in mean score indicates that nurses who work Night shifts have greater value of Daytime dysfunction than nurses who work Day shift. Study conducted by Rosamaria Lecca found that based on the topic day and night shift work a cross sectional study on sleep quality and daytime somnolence reveal that there is a differences found based on mode of shift.

It implies that nurses who work Night shift may have a higher chance of dysfunction in their Day time activities than nurses who work Day shift. This may because Nurses who work Night time have higher chances for sleep disturbances, So that will affect their day to day life and their activities. When people do not get enough sleep or less, they may feel crabby and unable to function as well as they usually do the next day. It can affect attention, concentration and higher cognitive functions, such as working memory , as well as the levels of stress, anxiety and depression and they may be more likely to be in a bad mood, and be less productive at work.

The t value obtained by Shift working nurses for Restoration after sleep is 0.001 which is significant at 0.01 level of significance. This indicates that there is statistically a difference between Shift working nurses who do Day shift and Night shift. The obtained mean value and standard deviation for Shift working nurses who work Day shift is 6.99 and 2.220. The obtained mean value and standard deviation for nurses who work Night shift is 5.10 and 2.743 respectively. The difference in mean score indicates that nurses who work Day shifts have greater value of Restoration after sleep than nurses who work Night shift.

It implies that nurses who work Day shift have greater chance of restoration after sleep than those who work night shift. This may be because they didn't lack proper sleep. Restoration can occur after sleep allows for the body to repair and replete cellular components necessary for biological functions that become depleted throughout an awake day.

The t value obtained by Shift working nurses for Difficulty in falling asleep is 0.002 which is significant at 0.01 level of significance. This indicates that there is statistically a difference between Shift working nurses who do Day shift and Night shift. The obtained mean value and standard deviation for Shift working nurses who work Day shift is 5.24 and 2.174. The obtained mean value and standard deviation for

nurses who work Night shift is 6.93 and 2.840 respectively. The difference in mean score indicates that nurses who work Night shifts have a higher value of Difficulty in falling asleep than nurses who work Day shift. Study conducted by Anne Helena grade The effects on number of consecutive night shifts on sleep duration and quality emphasise the relationship between Difficulty falling asleep based on Mode of shift.

It implies that nurses who work Night shift have a greater chance of difficulty in falling asleep. This may be because the circadian rhythm of sleep may change and it will affect the normal pattern of falling asleep. So the person who does the night shift will interfere with this and shows the difficulty in falling asleep.

The t value obtained by Shift working nurses for Difficulty in maintaining sleep is 0.005 which is significant at 0.01 level of significance. This indicates that there is statistically a difference between Shift working nurses who do Day shift and Night shift. The obtained mean value and standard deviation for Shift working nurses who work Day shift is 2.28 and 1.569. The obtained mean value and standard deviation for nurses who work Night shift is 3.28 and 1.579 respectively. The difference in mean score indicates that nurses who work Night shifts have a higher value of Difficulty in maintaining sleep than nurses who work Day shift.

It implies that nurses who work Night shift may have a higher chance of difficulty in maintaining sleep than nurses who work Day shift. Difficulty shows the person to wake up too early and not be able to get back to sleep. So they cannot sleep properly or they have difficulty in maintaining sleep.

The t value obtained by Shift working nurses for the sub variables of Quality of sleep such as Difficulty in getting up and satisfaction with sleep are .24, .626 respectively. It indicates that statistically there is no mean difference between Nurses who work Day shift and nurses Who work Night shift.

This result suggests that Nurses who work Day shift and Nurses who work Night shift cannot be differentiated in sub variables of Quality of sleep such as Difficulty in getting up and Satisfaction with sleep. This implies that Mode of shift may not be influencing working nurses on these variables.

The t value obtained by Shift working nurses for Empathy and its sub variables .862, .892, .777, .679 and .468 are respectively. This indicates that statistically there is no mean difference in Empathy and its sub variables for Shift working nurses who

work Day shift and nurses who work during night shift. The result suggest that Mode of shift not have any significance on Negative cognitive empathy, Positive cognitive empathy, Negative affective empathy, Positive affective empathy and Empathy in working nurses. The study conducted by Michiko mizobe based on the. topic of A night on call or an overnight shift doesn't reduce empathy reveals that there is no differences found based on Mode of shift.

Comparison based on duration of Work experience among Nurses on Quality of sleep and Empathy: result and discussion of one way ANOVA.

Duration of work experience is an important demographic variable that may affect shift working nurses.

Table 4.6

Comparison based on Work Experience among Shift working nurses

Sl. no	Variables	Sum of square		Mean of square		f ratio
		Between Group	Within Group	Between Group	Within Group	
1	Daytime dysfunction	24.699	431.891	8.233	46.166	.911 ^{n.s}
2	Restoration after sleep	1.321	91.519	.440	7.203	.994 ^{n.s}
3	Difficulty in falling asleep	3.987	09.253	1.329	.346	.890 ^{n.s}
4	Difficulty in getting up	.114	21.996	.038	3.354	.998 ^{n.s}
5	Satisfaction with sleep	23.848	35.152	7.949	4.533	.161 ^{n.s}
6	Difficulty in maintaining sleep	4.127	58.383	1.376	2.691	.676 ^{n.s}
7	Negative cognitive empathy	73.292	929.698	24.431	0.101	.974 ^{n.s}
8	Positive cognitive empathy	7.052	1985.308	2.351	20.680	.952 ^{n.s}
9	Negative affective empathy	81.988	533.002	27.329	26.385	.380 ^{n.s}
10	Positive affective empathy	73.560	773.750	24.520	18.477	.270 ^{n.s}
11	Total	662.131	26507.579	220.710	276.121	.497 ^{n.s}

As per the result of one way ANOVA the obtained F ratios of sub variables of Quality of sleep with respect to Work experience as follows: .911 for Daytime dysfunction, .994 for Restoration after sleep , .890 for Difficulty falling asleep, 0.998 for Difficulty in getting up, .161 for Satisfaction with sleep , .676 for Difficulty in maintaining sleep. The result indicates that Quality of sleep and its sub variables has no significance based on Duration of work experience. It implies that the Quality of sleep is independent of the influence of work experiences. Shift working nurses are people who work without the bases of duration of work experiences. So they may not depend on work experiences. So work experiences as a demographic variable may not have any influence on sub variables of Quality of sleep.

The F ratio of Empathy and its sub variables are .497, .974, which are not statistically significant. This suggests that Empathy and its sub variables are not differentiated based on work experience . Empathy and it's sub variables may not influenced by work experience.

Summery

Independent sample t test and one way ANOVA was computed for Shift working nurses on the basis of Gender, Type of hospital, work experience, Mode of shift. Independent sample t test was used to analyse gender, Type of hospital and Mode of shift among shift working nurses. Gender was classified as male and Female, Type of hospital was classified as Government and private, Mode of shift was classified as Day shift and Night-time shift. The present study concluded that there was no significant differences among sub variables of Quality of sleep such as Day time dysfunction, Restoration after sleep, Difficulty in falling asleep, Difficulty in getting up, Satisfaction with sleep, Difficulty in maintaining sleep and no significant difference among Empathy and its sub variables.

One way ANOVA was used to analyse work experience. Work experience was classified as those who work less than 1 year, 1 to 2 years, 2 to 3 years, 5 years and more. The present study concluded that there was no significant differences among sub variables of Quality of sleep such as Day time dysfunction, Restoration after sleep, Difficulty in falling asleep, Difficulty in getting up, Satisfaction with sleep, Difficulty in maintaining sleep and no significant difference among Empathy and its sub variables.

TESTING TENEBILITY OF THE HYPOTHESIS

Hypothesis 1(a): There will be a significant relationship between Daytime dysfunction and Negative cognitive empathy among shift working nurses.

Tenability of the hypothesis 1(a) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Daytime dysfunction and Negative cognitive empathy among shift working nurses. On the basis of the above result hypothesis 1(a) was not accepted and hence it is restated as, there is no significant relationship between Daytime dysfunction and Negative cognitive empathy among shift working nurses.

Hypothesis 1(b): There will be a significant relationship between Restoration after sleep and Negative cognitive empathy among shift working nurses.

Tenability of the hypothesis 1(a) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Restoration after sleep and Negative cognitive empathy among shift working nurses. On the basis of the above result hypothesis 1(b) was not accepted and hence it is restated as, there is no significant relationship between Restoration after sleep and Negative cognitive empathy among shift working nurses.

Hypothesis 1(c) There will be a significant relationship between Difficulty in falling asleep and Negative cognitive empathy among shift working nurses.

Tenability of the hypothesis 1(c) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Difficulty in falling asleep and Negative cognitive empathy among shift working nurses. On the basis of the above result hypothesis 1(c) was not accepted and hence it is restated as, there is no significant relationship between Difficulty in falling asleep and Negative cognitive empathy among shift working nurses.

Hypothesis 1(d): There will be a significant relationship between Difficulty in getting up and Negative cognitive empathy among shift working nurses.

Tenability of the hypothesis 1(d) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Difficulty in getting up and Negative cognitive empathy among shift working nurses. On the basis of

the above result hypothesis 1(d) was not accepted and hence it is restated as, there is no significant relationship between Difficulty in getting up and Negative cognitive empathy among shift working nurses.

Hypothesis 1(e): There will be a significant relationship between Satisfaction with sleep and Negative cognitive empathy among shift working nurses.

Tenability of the hypothesis 1(e) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Satisfaction with sleep and Negative cognitive empathy among shift working nurses. On the basis of the above result hypothesis 1(e) was not accepted and hence it is restated as, there is no significant relationship between Satisfaction with sleep and Negative cognitive empathy among shift working nurses.

Hypothesis 1(f): There will be a significant relationship between Difficulty in maintaining sleep and Negative cognitive empathy among shift working nurses.

Tenability of the hypothesis 1(f) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Difficulty in maintaining sleep and Negative cognitive empathy among shift working nurses. On the basis of the above result hypothesis 1(e) was not accepted and hence it is restated as, there is no significant relationship between Difficulty in maintaining sleep and Negative cognitive empathy among shift working nurses.

Hypothesis 2(a): There will be a significant relationship between Daytime dysfunction and Positive cognitive empathy among shift working nurses.

Tenability of the hypothesis 2(a) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Daytime dysfunction and Positive cognitive empathy among shift working nurses. On the basis of the above result hypothesis 2(a) was rejected and hence it is restated as, there is no significant relationship between Daytime dysfunction and Positive cognitive empathy among shift working nurses.

Hypothesis 2(b): There will be a significant relationship between Restoration after sleep and Positive cognitive empathy among shift working nurses.

Tenability of the hypothesis 2(b) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Restoration after sleep and Positive cognitive empathy among shift working nurses. On the basis of the above result hypothesis 2(b) was rejected and hence it is restated as, there is no significant relationship between Restoration after sleep and Positive cognitive empathy among shift working nurses.

Hypothesis 2(c): There will be a significant relationship between Difficulty in falling asleep and Positive cognitive empathy among shift working nurses.

Tenability of the hypothesis 2(c) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Difficulty in falling asleep and Positive cognitive empathy among shift working nurses. On the basis of the above result hypothesis 2(c) was rejected and hence it is restated as, there is no significant relationship between Difficulty falling asleep and Positive cognitive empathy among shift working nurses.

Hypothesis 2(d): There will be a significant relationship between Difficulty in getting up and Positive cognitive empathy among shift working nurses.

Tenability of the hypothesis 2(d) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Difficulty in getting up and Positive cognitive empathy among shift working nurses. On the basis of the above result hypothesis 2(d) was rejected and hence it is restated as, there is no significant relationship between Difficulty in getting up and Positive cognitive empathy among shift working nurses.

Hypothesis 2(e): There will be a significant relationship between Satisfaction with sleep and Positive cognitive empathy among shift working nurses.

Tenability of the hypothesis 2(e) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Satisfaction with sleep and Positive cognitive empathy among shift working nurses. On the basis of the above result hypothesis 2(e) was rejected and hence it is restated as, there is no significant relationship between Satisfaction with sleep and Positive cognitive empathy among shift working nurses.

Hypothesis 2(f): There will be a significant relationship between Difficulty in maintaining sleep and Positive cognitive empathy among shift working nurses.

Tenability of the hypothesis 2(f) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between maintaining sleep and Positive cognitive empathy among shift working nurses. On the basis of the above result hypothesis 2(f) was rejected and hence it is restated as, there is no significant relationship between Difficulty in maintaining sleep and Positive cognitive empathy among shift working nurses.

Hypothesis 3(a): There will be a significant relationship between Daytime dysfunction and Negative affective empathy among shift working nurses.

Tenability of the hypothesis 3(a) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Daytime dysfunction and Negative affective empathy among shift working nurses. On the basis of the above result hypothesis 3(a) was rejected and hence it is restated as, there is no significant relationship between Daytime dysfunction and Negative affective empathy among shift working nurses.

Hypothesis 3(b): There will be a significant relationship between Restoration after sleep and Negative affective empathy among shift working nurses.

Tenability of the hypothesis 3(b) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Restoration after sleep and Negative affective empathy among shift working nurses. On the basis of the above result hypothesis 3(b) was rejected and hence it is restated as, there is no significant relationship between Restoration after sleep and Negative affective empathy among shift working nurses.

Hypothesis 3(c): There will be a significant relationship between Difficulty in falling asleep and Negative affective empathy among shift working nurses.

Tenability of the hypothesis 3(c) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Difficulty in falling asleep and Negative affective empathy among shift working nurses. On the basis of the above result hypothesis 3(c) was rejected and hence it is restated as, there is no

significant relationship between Difficulty in falling asleep and Negative affective empathy among shift working nurses.

Hypothesis 3(d): There will be a significant relationship between Difficulty in getting up and Negative affective empathy among shift working nurses.

Tenability of the hypothesis 3(d) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Difficulty in getting up and Negative affective empathy among shift working nurses. On the basis of the above result hypothesis 3(d) was rejected and hence it is restated as, there is no significant relationship between Difficulty in getting up and Negative affective empathy among shift working nurses.

Hypothesis 3(e): There will be a significant relationship between Satisfaction with sleep and Negative affective empathy among shift working nurses.

Tenability of the hypothesis 3(e) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Satisfaction with sleep and Negative affective empathy among shift working nurses. On the basis of the above result hypothesis 3(e) was rejected and hence it is restated as, there is no significant relationship between Satisfaction with sleep and Negative affective empathy among shift working nurses.

Hypothesis 3(f): There will be a significant relationship between Difficulty in maintaining sleep and Negative affective empathy among shift working nurses.

Tenability of the hypothesis 3(f) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Difficulty in maintaining sleep and Negative affective empathy among shift working nurses. On the basis of the above result hypothesis 3(f) was rejected and hence it is restated as, there is no significant relationship between Difficulty in maintaining sleep and Negative affective empathy among shift working nurses.

Hypothesis 4(a): There will be a significant relationship between Daytime dysfunction and Positive affective empathy among shift working nurses.

Tenability of the hypothesis 4(a) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Daytime

dysfunction and Positive affective empathy among shift working nurses. On the basis of the above result hypothesis 4(a) was rejected and hence it is restated as, there is no significant relationship between Daytime dysfunction and Positive affective empathy among shift working nurses.

Hypothesis 4(b): There will be a significant relationship between Restoration after sleep and Positive affective empathy among shift working nurses.

Tenability of the hypothesis 4(b) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Restoration after sleep and Positive affective empathy among shift working nurses. On the basis of the above result hypothesis 4(b) was rejected and hence it is restated as, there is no significant relationship between Restoration after sleep and Positive affective empathy among shift working nurses.

Hypothesis 4(c): There will be a significant relationship between Difficulty in falling asleep and Positive affective empathy among shift working nurses.

Tenability of the hypothesis 4(c) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Difficulty in falling asleep and Positive affective empathy among shift working nurses. On the basis of the above result hypothesis 4(c) was rejected and hence it is restated as, there is no significant relationship between Difficulty falling asleep and Positive affective empathy among shift working nurses.

Hypothesis 4(d): There will be a significant relationship between Difficulty in getting up and Positive affective empathy among shift working nurses.

Tenability of the hypothesis 4(d) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Difficulty in getting up and Positive affective empathy among shift working nurses. On the basis of the above result hypothesis 4(d) was rejected and hence it is restated as, there is no significant relationship between Difficulty in getting up and Positive affective empathy among shift working nurses.

Hypothesis 4(e): There will be a significant relationship between Satisfaction with sleep and Positive affective empathy among shift working nurses.

Tenability of the hypothesis 4(e) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Satisfaction with sleep and Positive affective empathy among shift working nurses. On the basis of the above result hypothesis 4(e) was rejected and hence it is restated as, there is no significant relationship between Satisfaction with sleep and Positive affective empathy among shift working nurses.

Hypothesis 4(f): There will be a significant relationship between Difficulty in maintaining sleep and Positive affective empathy among shift working nurses.

Tenability of the hypothesis 4(f) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Difficulty in maintaining sleep and Positive affective empathy among shift working nurses. On the basis of the above result hypothesis 4(f) was rejected and hence it is restated as, there is no significant relationship between Difficulty in maintaining sleep and Positive affective empathy among shift working nurses.

Hypothesis 5(a): There will be a significant relationship between Daytime dysfunction and Empathy among shift working nurses.

Tenability of the hypothesis 5(a) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Daytime dysfunction and Empathy among shift working nurses. On the basis of the above result hypothesis 5(a) was rejected and hence it is restated as, there is no significant relationship between Daytime dysfunction and Empathy among shift working nurses.

Hypothesis 5(b): There will be a significant relationship between Restoration after sleep and Empathy among shift working nurses.

Tenability of the hypothesis 5(b) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Restoration after sleep and Empathy among shift working nurses. On the basis of the above result hypothesis 5(b) was rejected and hence it is restated as, there is no significant relationship between Restoration after sleep and Empathy among shift working nurses.

Hypothesis 5(c): There will be a significant relationship between Difficulty in falling asleep and Empathy among shift working nurses.

Tenability of the hypothesis 5(c) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Difficulty in falling asleep and Empathy among shift working nurses. On the basis of the above result hypothesis 5(c) was rejected and hence it is restated as, there is no significant relationship between Difficulty falling asleep and Empathy among shift working nurses.

Hypothesis 5(d): There will be a significant relationship between Difficulty in getting up and Empathy among shift working nurses.

Tenability of the hypothesis 5(d) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Difficulty in getting up and Empathy among shift working nurses. On the basis of the above result hypothesis 5(d) was rejected and hence it is restated as, there is no significant relationship between Difficulty in getting up and Empathy among shift working nurses.

Hypothesis 5(e): There will be a significant relationship between Satisfaction with sleep and Empathy among shift working nurses.

Tenability of the hypothesis 5(e) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Satisfaction with sleep and Empathy among shift working nurses. On the basis of the above result hypothesis 5(e) was rejected and hence it is restated as, there is no significant relationship between Satisfaction with sleep and Empathy among shift working nurses.

Hypothesis 5(f): There will be a significant relationship between Difficulty in maintaining sleep and Empathy among shift working nurses.

Tenability of the hypothesis 5(f) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Difficulty in maintaining sleep and Empathy among shift working nurses. On the basis of the above result hypothesis 5(f) was rejected and hence it is restated as, there is no significant relationship between Difficulty in maintaining sleep and Empathy among shift working nurses.

Hypothesis 6(a); There will be a significant difference in Daytime dysfunction based on gender among shift working nurses.

Tenability of the hypothesis 6(a) was tested using independent sample t test and correlation analysis revealed no significant difference in Daytime dysfunction among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Daytime dysfunction based on gender among shift working nurses.

Hypothesis 6(b); There will be a significant difference in Restoration after sleep based on gender among shift working nurses.

Tenability of the hypothesis 6(b) was tested using independent sample t test and correlation analysis revealed no significant difference in Restoration after sleep among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Restoration after sleep based on gender among shift working nurses.

Hypothesis 6(c):There will be a significant difference in Difficulty falling asleep based on gender among shift working nurses.

Tenability of the hypothesis 6(c) was tested using independent sample t test and correlation analysis revealed no significant difference in Difficulty in falling asleep among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Difficulty falling asleep based on gender among shift working nurses.

Hypothesis 6(d):There will be a significant difference in Difficulty in getting up based on gender among shift working nurses.

Tenability of the hypothesis 6(d) was tested using independent sample t test and correlation analysis revealed no significant difference in Difficulty in getting up among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Difficulty in getting up based on gender among shift working nurses.

Hypothesis 6(e):There will be a significant difference in Satisfaction with sleep based on gender among shift working nurses.

Tenability of the hypothesis 6(e) was tested using independent sample t test and correlation analysis revealed no significant difference in Satisfaction with sleep among

shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Satisfaction with sleep based on gender among shift working nurses.

Hypothesis 6(f): There will be a significant difference in Difficulty in maintaining sleep based on gender among shift working nurses.

Tenability of the hypothesis 6(f) was tested using independent sample t test and correlation analysis revealed no significant difference in Difficulty in maintaining sleep among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Difficulty in maintaining sleep based on gender among shift working nurses.

Hypothesis 7: There will be a significant difference in Negative cognitive empathy based on gender among shift working nurses.

Tenability of the hypothesis 7 was tested using independent sample t test and correlation analysis revealed no significant difference in Negative cognitive empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Negative cognitive empathy based on gender among shift working nurses.

Hypothesis 8: There will be a significant difference in Positive cognitive empathy based on gender among shift working nurses.

Tenability of the hypothesis 8 was tested using independent sample t test and correlation analysis revealed no significant difference in Positive cognitive empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Positive cognitive empathy based on gender among shift working nurses.

Hypothesis 9: There will be a significant difference in Negative affective empathy based on gender among shift working nurses.

Tenability of the hypothesis 9 was tested using independent sample t test and correlation analysis revealed no significant difference in Negative affective empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated

as, there will not be any significant difference in Negative Affective empathy based on gender among shift working nurses.

Hypothesis 10: There will be a significant difference in Positive affective empathy based on gender among shift working nurses.

Tenability of the hypothesis 10 was tested using independent sample t test and correlation analysis revealed no significant difference in Positive affective empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Positive affective empathy based on gender among shift working nurses.

Hypothesis 11: There will be a significant difference in Empathy based on gender among shift working nurses.

Tenability of the hypothesis 11 was tested using independent sample t test and correlation analysis revealed no significant difference in Empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Empathy based on gender among shift working nurses.

Hypothesis 12(a): There will be a significant difference in Daytime dysfunction based on Type of hospital among shift working nurses.

Tenability of the hypothesis 12(a) was tested using independent sample t test and correlation analysis revealed no significant difference in Daytime dysfunction among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Daytime dysfunction based on Type of hospital among shift working nurses.

Hypothesis 12(b): There will be a significant difference in Restoration after sleep based on Type of hospital among shift working nurses.

Tenability of the hypothesis 12(a) was tested using independent sample t test and correlation analysis revealed no significant difference in Restoration after sleep among shift working nurses. Therefore the hypothesis was not accepted and is restated as,

there will not be any significant difference in Restoration after sleep based on Type of hospital among shift working nurses.

Hypothesis 12(c): There will be a significant difference in Difficulty falling asleep based on Type of hospital among shift working nurses.

Tenability of the hypothesis 12(c) was tested using independent sample t test and correlation analysis revealed no significant difference in Difficulty falling asleep among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Difficulty falling asleep based on Type of hospital among shift working nurses.

Hypothesis 12(d): There will be a significant difference in Difficulty in getting up based on Type of hospital among shift working nurses.

Tenability of the hypothesis 12(d) was tested using independent sample t test and correlation analysis revealed no significant difference in Difficulty in getting up among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Difficulty in getting up based on Type of hospital among shift working nurses.

Hypothesis 12(e): There will be a significant difference in Satisfaction with sleep based on Type of hospital among shift working nurses.

Tenability of the hypothesis 12(e) was tested using independent sample t test and correlation analysis revealed no significant difference in Satisfaction with sleep among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Satisfaction with sleep based on Type of hospital among shift working nurses.

Hypothesis 12(f): There will be a significant difference in Difficulty in maintaining sleep based on Type of hospital among shift working nurses.

Tenability of the hypothesis 12(f) was tested using independent sample t test and correlation analysis revealed no significant difference in Difficulty in maintaining sleep among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Difficulty in maintaining sleep based on Type of hospital among shift working nurses.

Hypothesis 13: There will be a significant difference in Negative cognitive empathy based on Type of hospital among shift working nurses.

Tenability of the hypothesis 13 was tested using independent sample t test and correlation analysis revealed no significant difference in Negative cognitive empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Negative cognitive empathy based on Type of hospital among shift working nurses.

Hypothesis 14: There will be a significant difference in Positive cognitive empathy based on Type of hospital among shift working nurses.

Tenability of the hypothesis 14 was tested using independent sample t test and correlation analysis revealed no significant difference in Positive cognitive empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Positive cognitive empathy based on Type of hospital among shift working nurses.

Hypothesis 15: There will be a significant difference in Negative affective empathy based on Type of hospital among shift working nurses.

Tenability of the hypothesis 15 was tested using independent sample t test and correlation analysis revealed no significant difference in Negative affective empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Negative affective empathy based on Type of hospital among shift working nurses.

Hypothesis 16: There will be a significant difference in Positive affective empathy based on Type of hospital among shift working nurses.

Tenability of the hypothesis 16 was tested using independent sample t test and correlation analysis revealed no significant difference in Positive affective empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Positive affective empathy based on Type of hospital among shift working nurses.

Hypothesis 17: There will be a significant difference in Empathy based on Type of hospital among shift working nurses.

Tenability of the hypothesis 17 was tested using independent sample t test and correlation analysis revealed no significant difference in Empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Empathy based on Type of hospital among shift working nurses.

Hypothesis 18(a): There will be a significant difference in Daytime dysfunction based on Mode of shift among shift working nurses.

Tenability of the hypothesis 18(a) was tested using Independent sample t test and analysis revealed a significant difference in Daytime dysfunction among shift working nurses based on Mode of shift. Therefore the hypothesis was accepted.

Hypothesis 18(b): There will be a significant difference in Restoration after sleep based on Mode of shift among shift working nurses.

Tenability of the hypothesis 18(b) was tested using Independent sample t test and analysis revealed a significant difference in Restoration after sleep among shift working nurses based on Mode of shift. Therefore the hypothesis was accepted.

Hypothesis 18(c): There will be a significant difference in Difficulty in falling asleep based on Mode of shift among shift working nurses.

Tenability of the hypothesis 18(c) was tested using Independent sample t test and analysis revealed a significant difference in Difficulty in falling asleep among shift working nurses based on Mode of shift. Therefore the hypothesis was accepted.

Hypothesis 18(d): There will be a significant difference in Difficulty in getting up based on Mode of shift among shift working nurses.

Tenability of the hypothesis 18(d) was tested using independent sample t test and correlation analysis revealed no significant difference in Difficulty in getting up among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Difficulty in getting up based on Mode of shift among shift working nurses.

Hypothesis 18(e): There will be a significant difference in Satisfaction with sleep based on Mode of shift among shift working nurses.

Tenability of the hypothesis 18(e) was tested using independent sample t test and correlation analysis revealed no significant difference in Satisfaction with sleep among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Satisfaction with sleep based on Mode of shift among shift working nurses.

Hypothesis 18(f): There will be a significant difference in Difficulty in maintaining sleep based on Mode of shift among shift working nurses.

Tenability of the hypothesis 18(f) was tested using Independent sample t test and analysis revealed a significant difference in Difficulty in maintaining sleep among shift working nurses based on Mode of shift. Therefore the hypothesis was accepted.

Hypothesis 19: There will be a significant difference in Negative cognitive empathy based on Mode of shift among shift working nurses.

Tenability of the hypothesis 19 was tested using independent sample t test and correlation analysis revealed no significant difference in Negative cognitive empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Negative cognitive empathy based on Mode of shift among shift working nurses.

Hypothesis 20: There will be a significant difference in Positive cognitive empathy based on Mode of shift among shift working nurses.

Tenability of the hypothesis 20 was tested using independent sample t test and correlation analysis revealed no significant difference in Positive cognitive empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Positive cognitive empathy based on Mode of shift among shift working nurses.

Hypothesis 21: There will be a significant difference in Negative affective empathy based on Mode of shift among shift working nurses.

Tenability of the hypothesis 21 was tested using independent sample t test and correlation analysis revealed no significant difference in Negative affective empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated

as, there will not be any significant difference in Negative affective empathy based on Mode of shift among shift working nurses.

Hypothesis 22: There will be a significant difference in Positive affective empathy based on Mode of shift among shift working nurses.

Tenability of the hypothesis 22 was tested using independent sample t test and correlation analysis revealed no significant difference in Positive affective empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Positive affective empathy based on Mode of shift among shift working nurses.

Hypothesis 23: There will be a significant difference in Empathy based on Mode of shift among shift working nurses.

Tenability of the hypothesis 23 was tested using independent sample t test and correlation analysis revealed no significant difference in Empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Empathy based on Mode of shift among shift working nurses.

Hypothesis 24(a): There will be a significant difference in Daytime dysfunction based on Work experience among shift working nurses.

Tenability of the hypothesis 24(a) was tested using one way ANOVA and analysis revealed no significant difference in Daytime dysfunction among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Daytime dysfunction based on Work experience among Shift working nurses.

Hypothesis 24(b): There will be a significant difference in Restoration after sleep based on Work experience among shift working nurses.

Tenability of the hypothesis 24(b) was tested using one way ANOVA and analysis revealed no significant difference in Restoration after sleep among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Restoration after sleep based on Work experience among Shift working nurses.

Hypothesis 24(c): There will be a significant difference in Difficulty in falling asleep based on Work experience among shift working nurses.

Tenability of the hypothesis 24(c) was tested using one way ANOVA and analysis revealed no significant difference in Difficulty in falling asleep among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Difficulty in falling asleep based on Work experience among Shift working nurses.

Hypothesis 24(d): There will be a significant difference in Difficulty in getting up based on Work experience among shift working nurses.

Tenability of the hypothesis 24(d) was tested using one way ANOVA and analysis revealed no significant difference in Difficulty in getting up among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Difficulty in getting up based on Work experience among Shift working nurses.

Hypothesis 24(e): There will be a significant difference in Satisfaction with sleep based on Work experience among shift working nurses.

Tenability of the hypothesis 24(e) was tested using one way ANOVA and analysis revealed no significant difference in Satisfaction with sleep among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Satisfaction with sleep based on Work experience among Shift working nurses.

Hypothesis 24(f): There will be a significant difference in Difficulty in maintaining sleep based on Work experience among shift working nurses.

Tenability of the hypothesis 24(f) was tested using one way ANOVA and analysis revealed no significant difference in Difficulty in maintaining sleep among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Difficulty in maintaining sleep based on Work experience among Shift working nurses.

Hypothesis 25: There will be a significant difference in Negative cognitive empathy based on Work experience among shift working nurses.

Tenability of the hypothesis 25 was tested using one way ANOVA and analysis revealed no significant difference in Negative cognitive empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Negative cognitive empathy based on Work experience among Shift working nurses.

Hypothesis 26: There will be a significant difference in Positive cognitive empathy based on Work experience among shift working nurses.

Tenability of the hypothesis 26 was tested using one way ANOVA and analysis revealed no significant difference in Positive cognitive empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Positive cognitive empathy based on Work experience among Shift working nurses.

Hypothesis 27: There will be a significant difference in Negative affective empathy based on Work experience among shift working nurses.

Tenability of the hypothesis 27 was tested using one way ANOVA and analysis revealed no significant difference in Negative affective empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Negative affective empathy based on Work experience among Shift working nurses.

Hypothesis 28: There will be a significant difference in Positive affective empathy based on Work experience among shift working nurses.

Tenability of the hypothesis 28 was tested using one way ANOVA and analysis revealed no significant difference in Positive affective empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Positive affective empathy based on Work experience among Shift working nurses.

Hypothesis 29: There will be a significant difference in Empathy based on Work experience among shift working nurses.

Tenability of the hypothesis 29 was tested using one way ANOVA and analysis revealed no significant difference in Empathy among shift working nurses. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Empathy based on Work experience among Shift working nurses.

CHAPTER 5
SUMMARY AND CONCLUSION

CHAPTER 5

SUMMARY AND CONCLUSION

In a research study will only be complete if the investigator blends it with what was done in the previous chapters. Analysing and Interpreting data does not make a research study complete. It also includes procedures carried out and summary of the findings. The research study also gets enriched by limitations and opinion for further research. This chapter gives an overview of the study.

There are many dimensions that influence a nurse including Cognitive and emotional All these dimensions affect a nurse's performance and empathy. A nurse is a person formally educated trained in the care of the sick or infirm. In their life They learn all the essentials to sustain their life without problems and how nurse can treat a patient with empathy. Empathy will always be at the heart of good nursing. While sympathy can help them react in a caring manner, empathy allows nurses to fully step into their patients' shoes and fully understand their needs. This is essential for ever-improving outcomes.

The responsibilities of a night and day shifts nurse can vary depending on the type of medical facility they work in and their qualifications.

Methods in brief

The participants of the study were Shift working nurses. The total sample size is 100Shift working nurses. The participants were selected from Kannur district who are working in different hospitals in kannur. For the purpose of different analysis, the participants were divided in to different groups based on the demographic variables such as gender, Type of hospital, Mode of shift, Duration of work experience, The data collection measures used were personal data schedule, Sleep Quality scale questionnaire, Perth empathy Scale. The statistical techniques used were Pearson's product moment correlation, independent sample t-test, and one way ANOVA.

Major Findings.

1. There is no relationship between Daytime dysfunction and Negative cognitive empathy among Shift working nurses.
2. There is no relationship between Restoration after sleep and Negative cognitive empathy among shift working nurses

3. There is no relationship between Difficulty in falling asleep and Negative cognitive empathy among shift working nurses
4. There is no relationship between Difficulty in getting up and Negative cognitive empathy among shift working nurses.
5. There is no relationship between Satisfaction with sleep and Negative cognitive empathy among shift working nurses.
6. There is no relationship between Difficulty in maintaining sleep and Negative cognitive empathy among shift working nurses.
7. There is no relationship between Daytime dysfunction and Positive cognitive empathy among shift working nurses.
8. There is no relationship between Restoration after sleep and Positive cognitive empathy among shift working nurses.
9. There is no relationship between Difficulty in falling asleep and Positive cognitive empathy among shift working nurses.
10. There is no relationship between Difficulty in getting up and Positive cognitive empathy among shift working nurses.
11. There is no relationship between Satisfaction with sleep and Positive cognitive empathy among shift working nurses.
12. There is no relationship between maintaining sleep and Positive cognitive empathy among shift working nurses.
13. There is norelationship between Daytime dysfunction and Negative affective empathy among shift working nurses.
14. There is no relationship between Restoration after sleep and Negative affective empathy among shift working nurses.
15. There is no relationship between Difficulty in falling asleep and Negative affective empathy among shift working nurses.
16. There is no relationship between Difficulty in getting up and Negative affective empathy among shift working nurses.
17. There is no relationship between Satisfaction with sleep and Negative affective empathy among shift working nurses.
18. There is no relationship between Difficulty in maintaining sleep and Negative affective empathy among shift working nurses.
19. There is no relationship between Daytime dysfunction and Positive affective empathy among shift working nurses.

20. There is no relationship between Restoration after sleep and Positive affective empathy among shift working nurses.
21. There is no relationship between Difficulty in falling asleep and Positive affective empathy among shift working nurses.
22. There is no relationship between Difficulty in getting up and Positive affective empathy among shift working nurses.
23. There is no relationship between Satisfaction with sleep and Positive affective empathy among shift working nurses.
24. There is no relationship between Difficulty in maintaining sleep and Positive affective empathy among shift working nurses.
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26. There is no relationship between Restoration after sleep and Empathy among shift working nurses.
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31. There is no difference in Daytime dysfunction among shift working nurses based on gender.
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34. There is no difference in Difficulty in getting up among shift working nurses based on gender.
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44. There is no difference in Difficulty falling asleep among shift working nurses Based on Type of Hospital they are working.
45. There is no difference in Difficulty in getting up among shift working nurses based on Type of Hospital they are working.
46. There is no difference in Satisfaction with sleep among shift working nurses based on Type of Hospital they are working.
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70. There is no difference in Negative cognitive empathy among shift working nurses based on duration of work

71. There is no difference in Positive cognitive empathy among shift working nurses based on duration of work experience.
72. There is no difference in Negative affective empathy among shift working nurses based on duration of work experience.
73. There is no difference in Positive affective empathy among shift working nurses based on duration of work experience.
74. There is no difference in Empathy among shift working nurses based on duration of work experience.

Implications of the study

The result of the present research attempt to highlight the relationship between Quality of sleep and Empathy. This study was undertaken by the broad aim of understanding and contributing knowledge about the quality of sleep and Empathy of Shift working nurses.

The findings of the present study reveal There is no relationship between sub variables of Quality of sleep, with Empathy and its sub variables. It implicates that Sleep quality of nurses have no impact in their empathy. It means that, Empathy cannot increase or decrease by increasing or decreasing Quality of sleep of shift working nurses.

The present study also reveals that Gender of nurses, have no difference in Quality of sleep and Empathy. Type of hospital have no difference with, sub variable of Quality of sleep. It implicates that a nurse has no impact on Quality of sleep and Empathy irrespective of their gender, Type of Hospital. It is males or females they not influence Sub variables of Sleep quality and Empathy. Mode of shift they are working show a significant difference with Daytime dysfunction, Restoration after sleep, Difficulty in falling asleep, Difficulty in maintaining sleep these are the sub variable of Quality of sleep.

Gender, Type of hospital, work experience has no difference in Quality of sleep and Empathy. They may not require a separate Gender, Type of hospital, Work experience may not be a deciding factor in increasing Quality of sleep and thereby improving Empathy.

Limitations of the study

The present study was an attempt to find out the relationship between the variables Quality of sleep and Empathy among Shift working nurses. The study has certain limitations that are listed below.

1. The sample size of the present study is small due to limited number of populations from the selected region.
2. The mode of data collection was online.
3. Self-reported questionnaires were used to collect data which may raise the possibility of response-bias among students.

Suggestion for the future research.

Based on the understanding of the present study, there are some suggestions for the future research in this area.

- 1) The present study was carried out among 100 Shift working nurses. Future study can be conducted with more samples .
- 2) The present study explored two variables Quality of sleep and Empathy. Other psychological variables can also be studied to gain an overall view of this population.
- 3) This study is carried out in different Sectors in kannur future studies can be conducted outside regions of Kannur.
- 4) Certain interventions can be designed with the current research finding.

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APPENDICES

APPENDIX I
INFORMED CONSENT

Dear sir/madam,

I am Fathimath Rasmina CM, studying MSc counselling psychology at Don Bosco arts and science collage, Kannur University. As a part of our course I am conducting a study to explore Quality of sleep and Empathy Among Shift Working Nurses. For the question given below kindly fill the option you feel is the right response. The data collected will be kept confidential and used for research purpose only. Please response honestly. Thank you for your valuable time and patience in being part of this study.

Regards,

Fathimath Rasmina C M

PG student

Kannur University

Appendix II**PERSONAL DATA SCHEDULE**

Name.

Gender.

Type Of Hospital.: Government. Private

Mode Of Shift : Day shift. Night shift

Work experience: Less than 1 year. 1 to 2 years. 2 to 3 years. 5 years and more

APPENDIX III
SLEEP QUALITY SCALE (SQS)
Cholchin(2013)

There are few questions/statements given below. Read carefully and mark your responses as fast as possible. Do not think too hard before responding to each question. Please do not omit any item. Your responses will be used only for research purpose and will be kept confidential.

Rarely Sometimes Often Almost
always

- 1 I have difficulty falling asleep.
- 2 I fall into a deep sleep.
- 3 I wake up while sleeping.
- 4 I have difficulty getting back to sleep once I wake up in the middle of the night.
- 5 I wake up easily because of noise.
- 6 I toss and turn.
- 7 I never go back to sleep after awakening during sleep.
- 8 I feel refreshed after sleep.
- 9 I feel unlikely to sleep after sleep.
- 10 Poor sleep gives me headaches.
- 11 Poor sleep makes me irritated.
- 12 I would like to sleep more after waking up.
- 13 My sleep hours are enough.
- 14 Poor sleep makes me lose my appetite.
- 15 Poor sleep makes hard for me to think.
- 16 I feel vigorous after sleep.
- 17 Poor sleep makes me lose interest in

work or others.

- 18 My fatigue is relieved after sleep.
- 19 Poor sleep causes me to make mistakes at work.
- 20 I am satisfied with my sleep.
- 21 Poor sleep makes me forget things more easily.
- 22 Poor sleep makes it hard to concentrate at work.
- 23 Sleepiness interferes with my daily life.
- 24 Poor sleep makes me lose desire in all things.
- 25 I have difficulty getting out of bed.
- 26 Poor sleep makes me easily tired at work.
- 27 I have a clear head after sleep.
- 28 Poor sleep makes my life painful.

Appendix IV

PERTH EMPATHY SCALE (PEP)

Jack Brette (2022)

There are few questions/statements given below. Read carefully and Mark your response as fast as possible. Do not think too hard before responding to each questions. Please do not omit any item. Your responses will be used only for research purposes and will kept confidential.

Statements	Almost never	Someti mes	About Half of the time	Most Of the time	Almo st Alwa ys
1 Just by seeing or hearing someone, I know if they are feeling sad.					
2 When I see or hearing someone who is sad, it makes me feel sad too.					
3 Just by seeing or hearing someone, I know if they are feeling happy too.					
4 When I see or hearing someone who is happy, it makes me feel happy too.					
5 Just by seeing or hearing someone, I know if they are feeling angry.					
6 When I see or hear someone who is angry, it makes me feel angry too.					
7 Just by seeing or hearing someone, I know if they are feeling amused.					
8 When I see or hear someone who is amused, it makes me feel amused too.					
9 Just by seeing or hearing someone, I know if they are feeling scared.					
10 When I see or hear someone who is scared, it makes me feel scared too.					
11 Just by seeing or hearing someone, I					

- 1 know if they are feeling calm.
- 1 When I see or hear someone who is
2 calm, it makes me feel calm too.
- 1 Just by seeing or hearing someone, I
3 know if they are feeling disgusted.
- 1 When I see or hear someone who is
4 disgusted, it makes me feel disgusted
too.
- 1 Just by seeing or hearing someone, I
5 know if they are feeling enthusiastic.
- 1 When I see or hear someone who is
6 enthusiastic, it makes me feel
enthusiastic too.
- 1 Just by seeing or hearing someone, I
7 know if they are feeling embarrassed.
- 1 When I see or hear someone who is
8 embarrassed, it makes me feel
embarrassed too.
- 1 Just by seeing or hearing someone, I
9 know if they are feeling proud.
- 2 When I see or hear someone who is
0 proud, it makes me feel proud too.

**SCHOOL ENGAGEMENT AND ACADEMIC STRESS
AMONG ADOLESCENT STUDENTS OF KOHIMA VILLAGE**

*Dissertation submitted in partial fulfilment of the requirement of the degree
of Master of Science in Counselling Psychology*

Submitted by

SEYIEVIZO TSUKRU

Reg.No:C1PSCP1102



**Department of Psychology
Don Bosco Arts & Science College, Angadikadavu
Affiliated to Kannur University
2022-2023**

CERTIFICATE

This is to certify that this dissertation entitled, “**School Engagement and Academic Stress among Adolescent student of Kohima Village,**” is an authentic record of research work carried out by **Seyievizo Tsukru,** during the period of his study at Don Bosco Arts & Science College, Angadikadavu, Iritty – 670706, in partial fulfilment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

There is no part of this dissertation, that has been presented previously for the award of any degree, diploma, associateship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Sir. Sonu Manohar

Supervisor

Assisted Professor

Department of Psychology

Fr. Dr. Kuriakose Augustine

Assistant Professor

Head of the Department

Department of Psychology

Examiner 1:

Examiner 2:

DECLARATION

I, **Seyievizo Tsukru**, do hereby declare that this dissertation entitled, “**School Engagement and Academic Stress among adolescent students of Kohima Village,**” which is submitted to the Department of Psychology, Don Bosco Arts & Science College is a Bona fide record of research work carried out by me, under the supervision and guidance of **Mr. Sonu Manohar** (Assistant Professor, Department of Psychology, Don Bosco Arts & Science College) in partial fulfilment of the requirements for the Degree of Master of Science in Counselling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship of other similar title or recognition.

Place:

Seyievizo Tsukru

Date:

Fr. Dr. Kuriakose Augustine

Head of the Department,

Don Bosco Arts & Science College

Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that **Seyievizo Tsukru**, is a regular and bona fide student of The Department of Psychology, Don Bosco Arts & Science College, pursuing Post Graduation program in M.Sc. Counselling Psychology during the academic years 2021-2023.

Place:

Fr. Dr. Kuriakose Augustine

Date:

Mr. Sonu Manohar

Assistant Professor

Don Bosco Arts & Science College.

Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that this dissertation entitled, “**School Engagement and Academic Stress among adolescent students of Kohima Village,**” is an authentic record of research work carried out by **Seyievizo Tsukru**, in partial fulfilment of the requirements of the Degree of Master of Science in Counselling Psychology, under my supervision and guidance, and that no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Place:

Sonu Manohar

Date:

ACKNOWLEDGMENT

In embarking on this study, I recognize that my personal efforts alone do not solely determine its success. Rather, the completion of this endeavour owes a great deal to the encouragement and guidance bestowed upon me by numerous individuals. Therefore, I would like to take this opportunity to express my heartfelt gratitude to those who have played a pivotal role in ensuring the successful culmination of this study.

Foremost, I extend my deepest appreciation to my esteemed research guide, **Sonu Manohar**. His unwavering support and constant guidance have been instrumental in bringing this study to fruition. Without his invaluable expertise, tireless advice, and unwavering assistance, the completion of this study would have remained an insurmountable challenge.

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Seyievizo Sylvester

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ABSTRACT

This study examines how School Engagement and Academic Stress affect the academic performance of Adolescent students in Kohima village. It also aims to determine if there are any differences in school Engagement and Academic Stress between male and female students and the Type of School (Government and Private). The participants in this study included students from 8th standard to 12th standard, with a total of 201 individuals. They were randomly selected from various schools in Kohima village, Nagaland, India. To gather data, the researchers used questionnaires that asked for personal information, assessed School Engagement, and measured Academic Stress. The data were analyzed using statistical techniques such as Karl Pearson's coefficient of correlation and independent sample t-tests. The results of the study indicate a positive relationship between the main variable, School Engagement, and Academic Stress, and a negative correlation between sub-variables namely, (Cognitive Engagement-Despondency, Affective Engagement-Workload, Affective Engagement-Despondency, Behavioural Engagement-Pressure from Study, Behavioural Engagement-Workload, Behavioural Engagement-Self-expectations, Behavioural Engagement-Despondency, Agency Engagement-Despondency).

Additionally, two aspects of Academic Stress (Worry about Grades, Workload) showed significant differences between gender (Male and Female), and three aspects of Academic Stress (Workload, Worry about Grades, Despondency) along with the main variable (Academic Stress) showed significant differences between the type of school (Government and Private).

Keywords – Adolescent, School Engagement, Academic Stress.

CHAPTER 1

INTRODUCTION:

Need and significance

Statement of the problem

Objectives of the study

Organization of the report

Adolescence is a very critical period of development that involves physical, cognitive, social, and emotional changes. It is a developmental period when students face increasing academic demands and challenges that might, in some cases affect their motivation, engagement, and well-being. By large, School Engagement and Academic Stress have significant implications on students' academic achievement, mental health, and dropout risk. The state of Nagaland records the highest dropout in India and yet there is a lack of research on how these factors affect the adolescent students in Nagaland. Given this need and urgency, the researcher aims to explore the levels and sources of school engagement and academic stress among adolescent students of Kohima Village, and how these study variables are related to the student's academic outcomes and dropout rates in Nagaland.

Hall defined adolescence as a period of storm and stress earlier and saw that struggles and difficulties were essential to healthy development. Later this knowledge was challenged by many researchers who found the malleability and opportunity created by the developmental processes at work and took a new approach that recognizes potential, rather than problems. finally, Lawrence Steinberg coined the term "Age of Opportunity" to describe the period of adolescence. (Bell, 2016)

Adolescence is a developmental stage, yet it is difficult to assign age boundaries since the developmental processes underpinning the transition from childhood to adulthood begin and end at different times for different individuals and do not always follow the same sequence. However, to understand the developmental aspects following factors should be considered, such as changes in biology, mood, sleeping pattern, brain development, thinking patterns, social development, interpersonal relationship, and psychological development.

Biology changes During adolescence called 'puberty' occur within the body making it potential for sexual reproduction. With Puberty, the male begins to develop an increased height, deep voice, muscle growth, and larger heart and lung capacities. Sexually, changes begin to take place in the genitals, and androgen hormone production increases. In females, pubertal develops with changes in genitalia and increases in estrogenic hormone production. Their body physically undergoes a drastic change with Grohe with of breast, increase in fats and enlargement of the abdomen. (Bell, 2016)

Pubertal hormones impact adolescents' behaviour in many different aspects of their life. Sexual attraction towards potential romantic partners gets triggered by pubertal hormones and most adolescence have their first experience of sexual contact and experiences

their first romantic relationship. Their mood begins to fluctuate in the initial stages and later becomes stabilized. The brain reaches an adult size around ten years and continues to develop in structures and functions.

Biological processes of synaptic pruning and myelination in specific areas of the brain develop and change the efficiency of the prefrontal cortex, (which is responsible for complex thought processes, such as planning, consideration of risk, reward, and impulse control) and the parietal cortex (responsible for memory).

Adolescents cognitively become more equipped and efficient to engage in hypothetical and deductive reasoning, which they could not perform as a child. They become much more capable of thinking in abstract concepts such as political issues, social issues, religion, and morality and begin to develop their own independent political and religious beliefs. Besides these, they also begin to appreciate the multidimensionality, or multiple meanings, of such remarks or sarcasm and find them amusing. The skill adolescents develop is metacognition (which makes them more self-conscious about themselves), greater attentional skills, working memory capacity, long-term memory skills, and efficiency in paying selective attention to multiple sets of stimuli simultaneously. (Bell, 2016)

Socially teens spend a substantial amount of their time with their peers. Their friendships are complex and involve greater intimacy, trust, and reciprocity. The ability to understand others (parents, teachers, authority figures) becomes more sophisticated as they develop a more complex theory of mind. At this stage, they begin to realize that many social norms and conventions are just expected behaviours, become very particular with their social rights and freedoms and so question and challenge rules and decorum when asked to comply with them.

Steinberg points out five important psychosocial developmental challenges during adolescence namely- identity, sexuality, intimacy, autonomy, and achievement. Identity is regarded as the primary psychosocial developmental task faced by adolescents. The quest for identity involves negotiating a personal identity as gender, and a social identity as an ethnic identity.

Adolescents through the biological processes of puberty become an adult capable of sexual reproduction. As mentioned earlier, this is also a stage where they must learn to understand and express their sexual feelings. However, there are multiple risks associated with sexual behaviour, including sexually transmitted infections and unwanted pregnancy.

This is a psychosocial developmental challenge for adolescence to behave responsibly in sexual encounters to prevent unwanted outcomes. (Bell, 2016)

Adolescence appreciates the complexities of intimacy and value intimate relationships. Friendships become more mutual and sensitive to the types of friendships. Close friendship shows greater loyalty, trust, and self-disclosure than casual friendships. Research states that the quality of adolescent romantic relationships is related to their self-esteem, social competence, and well-being.

Adolescence during this period gradually becomes autonomous, independent, and self-governing adults. The quest for autonomy makes them rely less on parents for practical assistance and emotional support. They begin to establish an independent set of their own values, opinions, and beliefs. Individuals tend to define morality in terms of their own moral principles, then rely on societal norms and rules.

Individuals come to appreciate the value and implications of their achievement during this developmental stage as they become more aware of the importance of achievement. This may be so, because of the development and growth in cognitive abilities (such as logical reasoning, abstract thinking, and metacognitive), the looming prospect of adulthood, and the changes in social roles that adulthood brings. (Bell, 2016)

School engagement is a term to describe an individual's interest and enthusiasm for school, which later impacts his or her academic performance and behaviour. School engagement involves a developmental process that comprises a student's thoughts, feelings, beliefs, and behaviours with respect to the particular cultural context and life-long learning development.

Student engagement with the advancement of technology and civilization in an era of pluralism, consumerism, globalization, and post-modernism has become multifaceted and multidimensional. For instance, A student might demonstrate high levels of engagement and motivation in reading but demonstrate low levels of engagement and motivation during math and science classes. Student engagement by large predicts grades, achievement test scores, learning, attendance, retention, school completion, and academic resilience.

In simple words, student engagement in education deals with the degree of students' attention, curiosity, interest, optimism, and passion to learn or be taught by their respective mentors. Student education believes in an assumption that the process of learning in any

student improves with an increased level of inquisitive, interest, or inspiration and decreases with the level of boredom, dispassionate, disaffected, or disengagement. However, the level of learning is also determined by the level of motivation a student in question possesses. (Furlong, 2014)

School engagement is supported by positive engagement as it provides students with opportunities to experience life in more rewarding and meaningful ways. Positive engagement comprises healthy behaviours such as regular attendance, paying attention, active participation in class, and most importantly, a psychological experience of identifying oneself with the school as one that provides an environment that cares for and respects the individual. (Furlong, 2014)

To live a meaningful and satisfying life, one needs to build a strong foundation on the child's positive experience. This is possible only when a child experiences a supportive and nurturing developmental context both at home and at school. For instance, developing positive relationships with teachers and peers at school will definitely, provide students with opportunities to steadily build up positive self-perceptions, skills, competencies, and overall physical and mental well-being. The students will then feel supported and cared for, on a day-to-day basis, and enrich their understanding of what benefits positive relationships can bring. (Furlong, 2014)

It is said that Students who have a good rapport with their teachers and peers tend positively identify themselves with the school and participate meaningfully in all school curricula. Such students experience high levels of engagement, have favorable educational outcomes, experience positive physical and mental well-being, and tended to live happier and more interesting lives.

The attachment objective with the school will vary with the status of a student's engagement with the school. The efforts of school engagement should focus on reaffirming positive bonds to those students who have already identified with their school, while for those who have a neutral identification with their school, efforts from school engagement should focus on reaching out to those students and reconnecting with them with positivity and reaffirmation. Besides, these groups of students, there are also a group of students whose unwanted experiences have led them to develop negative attitudes toward their school and to reject their student role. For such special cases, specific strategies should be ushered into reconstructing their personal relationships with teachers and peers. It is important to note that,

student engagement should be perceived as both a process- e.g., the components and contexts that interplay to produce high and low levels of engagement and an outcome- e.g., the internal state of being personally connected to the school (Furlong, 2014).

Stress is defined as the insight of incongruity between environmental burdens (stressors) and a person's ability to fulfil these demands. Stress occurs when an individual's coping mechanism is unable to overcome the demands of work.

Psychological stress fundamentally hinges on the relationship with the environment (stressors) that a person considers important for his or her well-being and in which the demands tax exceeds his or her coping resources at disposal. Researchers have conceptualized that academic stress is triggered by all kinds of stressors such as interpersonal, intrapersonal, social, work, institutional, and domestic, that impede the academic output of students as well as the professional performance of faculty in academic institutions. (Dickson, Joshua, & Mavis, 2020)

Academic stress can be associated with one's culture, ethnicity, gender, age, as well as his political inclination, and socioeconomic status. Academic stress includes educational anxiety, pressure, and stress that is associated with preparing for assessments like exams, tests, quizzes, homework, reading, and academic work overload. Stress can be of two types namely, psychological and body stress. Psychological stress occurs when the demand to act is activated and the pressure to achieve steps in. The body experiences physical stress when it reacts to the fears of outcome or outcomes and perception of danger.

Though Stress usually exists in the social environment, it is experienced inside one's individual head as anxiety, worry, fear, regrets, discouragement, loss of interest, low self-esteem, and so forth. perception of stress might differ with diversity such as gender, cultural differences, differently-abled people, socioeconomic status, etc. (Dickson, Joshua, & Mavis, 2020)

Academic stress is stress experienced by the faculty and students in educational institutions with the challenge and demands to finish the courses and syllabuses in a short-given period of time. academic stress can cause disturbances in individual mental, social, psychological, financial, and personal commitments, hard work, and other emotional disturbances.

The concept of stress related to the academy has become a worldwide discussion due to its effect on the daily social and academic lives of students and staff. The current scenario of consumerism, capitalism, and the evolving spirit of knowledge with the latest technologies, theories, and research findings in society has created a competitive nature in our world among the young generation thus, increasing stress. Today, the development of human beings from adolescence to maturity, schooling/college period, and general life journey has triggered stress as a result of the demands of the various developmental task and stages. (Dickson, Joshua, & Mavis, 2020)

Some of the major causes of academic stress are- High expectations, information overload, academic pressure, unrealistic ambitions, limited opportunities, and high competition. The degree of such pressures results in students' poor academic performance, depression, attrition, and serious health problems as a result of which one might suffer physical health issues such as hypertension, headache, anger, depression, anxiety, stomach upset, stroke, and other illnesses. (Dickson, Joshua, & Mavis, 2020)

Academic pressure among school students has increased over the past few years, with examinations, assignments, and other extracurricular activities that have come to play in the educational curriculum. The teachers and parents not only pressure the students to attain good grades but also expect them to participate and excel in all extracurricular activities. These expectations make the students work relentlessly and end up creating more stress.

Besides these expectations and rigorous studying patterns, students are unable to choose a career for themselves as they lack proper channels for career counselling. This demanding attitude from parents and teachers and the confusion inside the students leave the students bewildered and build up stress. Its negative effects also are seen in the child's personality and outlook toward life as they are basically shaped during the time of teenage and high school.

All these factors of educational stress including peer pressure, decrease the student's performance and pose a threat to his or her physical and mental well-being. The student then begins to want self-confidence and develop somatization disorders, suicide ideation, and a negative sense of self. (Nihan, 2017)

Need and significance

Education by large is a system that is achievement-oriented which is socially and financially acceptable. We might then, state that education is the deciding factor for all high school students from different grades to procure a college with facilities to build one's potentialities and excel intellectually, physically, psychologically, and emotionally, thereby, building a profound career in the near future.

Nagaland, (with Kohima as the capital), in particular, records the highest number of dropouts among adolescents dominantly, starting from the 8th standard to the 10th standard and above. As per the survey conducted by the World Bank, the dropout rate in the upper primary (VI-VIII) and the secondary (IX-X) too stood at 17.7 percent and 35.1 percent respectively (New Indian Express, 2018).

The current study- school engagement and academic stress among the adolescent students of Kohima- will explore whether there is a significant relationship between School Engagement and Academic Stress among adolescent students of Kohima. The research findings would be beneficial to the educational setting in terms of implementing strategies in the teaching and learning process and in the long run reducing drop-outs among students in Kohima.

Statement of the problem

The study attempts to explore whether there is a significant relationship between achievement motivation and academic stress among adolescent Kohima students.

Definition of Key Terms

Theoretical definition

Student Engagement

It refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. (glossary of educational reform, 2014)

Academic Stress

It refers to the physiological or psychological response to internal or external stressors. Stress involves changes affecting nearly every system of the body, influencing how people feel and behave. (APA Dictionary of Psychology)

Adolescence:

World Health Organization (WHO) defines adolescence as a phase of life between 10-19 years of age characterized by physical growth, and emotional, psychosocial, and behavioural changes, thus, bringing about transformation from childhood to adulthood. (Introduction to Adolescence)

Operational definition

Student Engagement:

It refers to the engagement that prioritizes the educational strategies and teaching techniques that address the developmental, intellectual, emotional, behavioural, physical, and social factors with the aim to either enhance or undermine learning for students. (glossary of educational reform, 2014)

Academic Stress:

It can be defined as the body's response to academic-related demands that exceed the adaptive capabilities of students. (Saleh, zaid, & Mohammed, 2018)

Adolescence:

It refers to the period of human development that starts with puberty and ends with physiological and neurobiological maturity. (APA dictionary of psychology)

Objective of the Study

Major objective

- To identify the relationship between school engagement and academic stress among adolescent students of Kohima village.
- To identify the difference in school engagement and academic stress among male and female adolescent students and the types of school (government and private) students in Kohima village.

The Specific objectives

- To identify the relationship between the sub variables of school engagement, (Cognitive Engagement, Affective Engagement, Behavioural Engagement, Agency Engagement).
- To identify the relationship between the sub variables of Academic stress, (Pressure from Study, Workload, Worry about Grades, Self-Expectations, and Despondency).
- To identify the relationship between sub-variables of school engagement and sub-variables of academic stress (Cognitive Engagement, Affective Engagement, Behavioural Engagement, Agency Engagement, Pressure from Study, Workload, Worry about Grades, Self-Expectations, Despondency)
- To identify the difference in the sub-variables of school engagement in male and female students.
- To identify the difference in the sub-variables of school engagement in government and private schools.
- To identify the difference in the sub variables of academic stress in male and female students.
- To identify the difference in the sub-variables of academic stress in government and private schools.

Organization of the Report

The present study has five parts. The first chapter is the introduction. It presents the topic, needs and significance of the study, statement of the problem, major and specific objectives, and definition of the key terms. Chapter two consists of a review of the literature. It consists of a theoretical review of the study variable and a review of the related study on variables and populations. The third chapter is methodology. It consists of populations, measures, procedures for data collection, and statistical techniques employed for analysis. The fourth chapter is the result and discussion of the study. It consists of the result of statistical analysis and its discussion. The fifth chapter is a summary and conclusion. It consists of the major findings, implications, limitations of the study, and directions for future research. The research report is prepared according to the 7th edition of APA.

CHAPTER 2

REVIEW OF LITERATURE:

Theoretical reviews

Literature reviews

Hypothesis

THEOROTICAL REVIEW

A theoretical review is a type of literature review that tries to identify and map a comprehensive range of relevant theories. It also assesses which types of theories have been influential and which have been largely overlooked. It integrates complementary theories and facilitates the analysis and synthesis of theories into a more generalized theory. (Mhairi, Matt, Theo, & Michaela, 2014)

Theory of School Engagement

Quality education is one primary goal for Sustainable Development for every educational institute. The role of school engagement can be an important objective for the design of sustainable learning environments by bringing educational reform to the community. School engagement as mentioned earlier is multifaceted in its approach and basically highlights three dimensions of engagement. They are cognitive, emotional, and behavioural.

Behavioural engagement may be defined as the involvement of students' participation in school activities to foster positive activities and practices in student development, such as completing tasks, attending classes, paying attention in class, making efforts in school tasks, achieving academic success, and respecting school rules and avoiding disruptive behaviour.

The cognitive dimension caters to students' involvement in mastering certain mental tasks such as problem-solving, individual effort, and self-regulation strategies. The emotional dimension deals with the relationship between the student and the school. It assesses the following dimensions such as- their sense of identification with the school, and their positive emotional reactions towards the school, classmates, and teachers. It also attends to feelings of happiness, interest, anxiety, and a sense of belonging to the community. It is most beneficial to integrate the three dimensions (behavioural, cognitive, and emotional engagement) as they are dynamically interrelated and interdependent in each individual's life and developmental processes across a life span. (Iris, Carolina, Isabel, Rocío, & Antoni, 2021)

Though the above three aspects of engagement (behavioural, cognitive, and emotional) are important and include all positive student behaviours as well as the student's psychological experience, there are other prominent aspects of school engagement that demand attention.

Creating a sense of oneness can be a dominant avenue to influence student engagement in a powerful manner. A sense of connectedness refers to the external environment of the school or school climate. It can be the students' physical experience or engagement within the school environment. The school climate can impact how a student feels or perceives the school. A positive school climate should ensure that the student develops a feeling and belief that adults (teachers) and peers (classmates, friends) in the school care about their learning and individual growth.

Engagement within a school as mentioned earlier is a very essential aspect of child progress. Failures and dropouts are often the final outcomes of school engagement as is with school success and prosperity. Engagement in school is a continuous process from engagement to disengagement. Indicators of disengagement also include students' feelings toward school and behaviours while at school.

Another valuable component of student engagement is parents' engagement. Parent involvement can be defined as parents and family members working together for the well-being and development of children and adolescents. Parent involvement plays a vital role in student engagement by enhancing their academic and behavioural performances.

The support and engagement of teachers in their respective classrooms are the primary necessities to proactively work with students to develop and deepen the engagement processes. Research conducted earlier suggests that students are more likely to engage in school if their teachers engage with them and the materials being taught. Some fundamental characteristics that define teachers' engagement can be behaviours of teachers who show enthusiasm, are concerned with students' success, and provide academic support for their respective students. Such behaviours from teachers can build positive relationships and positively affect student engagement. (Iris, Carolina, Isabel, Rocío, & Antoni, 2021)

School engagement can be assessed using self-report measures. Students may be taught to report their own level of engagement in the classroom using a five-item measure. This measure could be designed to assess the individual's behavioural and emotional engagement. Researchers have concluded that student engagement is one of the key contributors to academic success.

Student engagement can be an intervention for at-risk students who show signs of disengagement through programs that focus on developing and enhancing positive social and emotional skills. Some researchers have suggested that student engagement protects against

behaviours that are not a part of the school environment, such as substance abuse, risky sexual behaviours, and delinquency. Psychosocial disengagement starts early and is driven by the interaction between the student and the environment. Students' sense of belonging at school may be the result of facilitating student engagement in school activities, gatherings, and access to adults and other students, which might influence students' psychological and academic results in a positive way. (Iris, Carolina, Isabel, Rocío, & Antoni, 2021)

Student Engagement has huge relevance for students, especially adolescents, who are in the process of development. Transitional periods as in, the transition from middle school to high school are critical periods where the student gets trapped in disengagement and finally drops out of school. Other risk factors include- minorities, students of single-parent homes, students with low grades or test scores, students with disciplinary problems or absenteeism, students in highly populated schools, and so forth.

The management body can Assess Student Engagement with different instruments to measure the multidimensional nature of student engagement (i.e., emotional, behavioural, and cognitive) on multiple factors, such as intrinsic and extrinsic student motivation, relationships, family/community expectations, support, school climate, etc.

Instruments can also be used for different research such as motivational and cognitive theories of learning, disengagement and dropping out, evaluation of school reform efforts and interventions, monitoring of engagement at the classroom, school, or district level, diagnosis and monitoring at the student level, needs assessment of students' developmental assets, etc.

Personal desire to learn is stressed in Educational Engagement. We can analyze and measure engagement through self-determination theory. The goal of Self-determination theory (SDT), is to engage the student in educational activities. Studies on the Self-determination theory state that teachers who educate students with interesting activities and autonomy in the classroom help the students nurture motivation and desire to complete schooling rather than drop out of school. Comparing Self-determination theory and student achievement, research has found that self-determined motivation had significant effects on dropping out of school. (Amber & Reece, 2015)

The Academic Self-Regulation Questionnaire (ASRQ) is also implemented to identify student's motivation for going to school by pinpointing different items such as intrinsic reasons, (e.g.- because it's interesting), identified regulation or extrinsic reasons (e.g.,

because I see the importance of learning), lack of self-determined motivation (e.g., because, basically, I wouldn't go if I had a choice), etc.

All students fall somewhere on the continuum of engagement; therefore, all students can be influenced by student engagement programs put in place to increase relationships at school, while also increasing their sense of belonging, accountability, motivation, efficacy, optimism, and effort. These programs ultimately maximize student engagement from early on through the completion of school in hopes of decreasing disengagement and dropout.

There are a variety of programs that might be implemented by schools either for all students, or specifically for at-risk students, as a way to increase student engagement by increasing motivation, relationships at school, effort, and participation. Although increasing student engagement is the goal, they are often overwhelmed by addressing a variety of more specific topics including attendance, behavioural problems, early adult responsibilities, lack of effort, and others. These are typically school programs that include multiple strategies, and in some cases, they include community services and programs coordinating with school services. (Amber & Reece, 2015)

Theory of Stress

Academic stressors can be attributed to a high number of assessments, lack of resources, competition among the students and staff alike, poor association and collaboration among the students and between lecturers, adjustments by the students to academic demands, and university environment and culture.

The domestic and social aspect also leads to academic stressors such as living independently, demands from social life, management of economic challenges and balancing of academic and social life activities, balancing of family, financial, learning, school, and environmental challenges, balancing of sociocultural, and psychological issues, etc. Hence, after evaluating the above-mentioned possible causes, we might state that- mental, social, behavioural, psychological, and personal well-being will continue to be stressed as long as academic stress is involved.

There are two kinds of stress namely, eustress (positive stress) and distress (negative stress). Positive stress is often felt when one is confronted with a challenging situation and feels capable of handling like a job promotion, getting employed, being in a competition, and working on new projects. However, it does not last long, though it improves an individual's

attitude, behaviour, and performance, creates excitement, and motivates the person. (Dickson, Joshua, & Mavis, 2020)

Negative stress on the other hand is the opposite of eustress. They can be news of death, entrenchment, failures, etc, such negative stresses last for a longer period of time and cause anxiety, fear, and panic in a person, reducing one's morale and productivity. Managing academic-related stress therefore, should not be limited to building a student support system, social support, not procrastinating, and having leisure tasks or hobbies.

Stress should be managed by formulating adequate coping mechanisms to handle stressful issues within one's internal and external environment. Coping mechanisms refer to the cognitive and behavioural mechanism to handle over-powering situations beyond personal capacity. Coping mechanisms vary depending on the stressor/s and the geographical location of an individual. Some prominent coping mechanisms are- is self-understanding, building a support system, having mentors or advisors, and seeking help. (Dickson, Joshua, & Mavis, 2020)

Coping by large functions in two ways, first, emotion-focused coping strategies- govern one's emotions by dealing with the internal mode using strategies, such as avoidance, wishful thinking, and minimizing problems. These coping strategies are appropriate for managing stressors that cannot be changed. Second, problem-focused coping strategies- adopt strategies by addressing, altering, modifying, and managing stress using external means. These coping strategies are appropriate for changeable stressors. Therefore, both kinds of stress coping mechanisms are a requirement for defending the mental and physical effects of academic stress on individuals.

Managing stress should be undertaken as a collaborative effort from all three stakeholders namely, the school management, the parents, staff members, and respective students. Collaboration among different groups should work unanimously. the staff should adopt a teaching methodology that engages and enhance students' learning abilities and not burden them with a lot of school tasks.

The counselling unit should be empowered to handle eventual stressors so as to give adequate counsel and offer remedial assistance. Likewise, trained mental health practitioners should be employed to manage and address stress-related issues, so as to curb psychological health challenges. Assessment guidelines and consultation should be provided to students in due time so that they are competent to manage time effectively and avoid working under

pressure and procrastination. Parents should mentor, monitor, motivate, and assist their children to help balance their school life and demands. Similarly, educational institutions should provide workshops, seminars, training, and a conducive learning environment for the students to equip the students to face academic challenges efficiently.

The staff and students should also be trained on soft coping mechanisms so as to be able to identify and handle academic stress. Such coping mechanisms can be simple things such as being more optimistic than pessimistic, seeing challenges as opportunities for personal growth and development, remaining disassociated from unnecessary stressing situation/s, accepting situations one cannot control or change, and creating relaxation and fun times, etc. (Dickson, Joshua, & Mavis, 2020)

Literature Review

Review related to School Engagement:

Linda, Michael & Jan conducted a study on, '*School Engagement Associated with The Resilience of Adolescents Living in Stressed Environments in Sub-Saharan Africa.*' The purpose of the study was to understand and identify predictors of school engagement trajectories. The sample size of the study was 172 adolescents. The average age was 16 years, all hailing from a risk-exposed municipality in South Africa. This was an exploratory study conducted in the year 2018 and 2020. The clustered school engagement trajectories were identified by using longitudinal variants of k-means based on affective, behavioral, and cognitive school engagement. The result of the study shows that specific combinations of factors such as student age, parental/caregiver warmth, school resource levels, and teacher competence help to sustain low and high-school engagement trajectories. (Linda , Michael , & Jan , 2022)

Pilar & Brett conducted a study on '*the school environment and adolescent well-being: beyond academics.*' The purpose of the study was to bring awareness of different ways in which the environment of schools can affect all aspects of adolescents' development and the requirement of different policies to attend to such diversity. The research findings show that schools must coordinate their practices with other community members such as health care providers, after-school programs, and student's families. (Pilar & Brett , 2008)

Ming-Te & Stephen conducted a study on '*Adolescent Educational Success and Mental Health Vary Across School Engagement Profiles.*' The purpose of the study is to

examine whether different functions with different combinations in school engagement will bring a change in adolescent developmental outcomes. The sample size was 1,025 adolescents, from 23 schools hailing from the east coast of the United States (African American and European American). Methods used for collecting data were, interviews, questionnaires, and school record information from Waves 3, 4, and 5, when adolescents were in the 9th grade, the 11th grade, and 1 year after expected graduation from high school. Multidimensional and person-centered approaches were used to identify subgroups of adolescents based on behavioural, emotional, and cognitive engagement. Measurement was done by collecting the students' 9th and 11th GPAs from the respective school report cards and students' self-reports. After which, a weighted average was computed such that A is 5, B is 4, C is 3, D is 2, and F is 1. The result of the study shows that multiple dimensions of student engagement from a person-centred perspective are useful for addressing heterogeneity and understanding different patterns and consequences of school engagement. (Ming-Te & Stephen , 2013)

Leslie & Ingrid conducted a study on- '*Emotional engagement, educational aspirations, and their association during secondary school.*' The purpose of the study is to understand the relationship between emotional engagement and the educational aspirations of students during secondary school in England. The method of the study is longitudinal. Procedure Annual interviews were conducted with young people and their parents since 2004. In waves 1-3 both parents/guardians were interviewed separately, and all the interviews took place face-to-face in the respective respondents' homes. The sample size consists of 12,302 adolescents (6,028 = male; 6,274 = female) from age 14-16 years, where 33% were ethnic minorities. The result of the study shows that on an average level, emotional engagement increases over time. Males were more likely than females to shift from aspiring to continue in education to planning to leave school early. The reason for Greater emotional engagement is associated with the low levels of uncertain aspirations, especially among students from high-achieving, ethnic minorities, and male adolescents. The research findings highlight the importance of emotional engagement, particularly for those students at risk of uncertain educational aspirations and those likely to discontinue education following post-compulsory schooling. (Leslie & Ingrid)

Najim conducted a study on, '*The Mediating Influence of School Engagement Between an Adolescent's Contextual Environment and Academic Accomplishment.*' The purpose of the study is to identify which variables (parents, teachers, peers, socioeconomic

status) are most important in predicting student academic performance within a multiculturally diverse sample. The research design used was cross-sectional research design. The participants in this study are from a single public school high school in south-eastern Michigan. The size of the sample is 1,900 students. Among them, 332 students were in grades 9 to 12. The reported ethnic makeup of the school population was 72% Caucasian, 14% African American, 10% Asian, 2% Hispanic, 1% Multi-ethnic, and 1% identified as “Other.” The results of the study found that adolescents with responsive, caring parents who exhibited an interest in their child and his or her education, were more engaged in school, had higher academic self-efficacy, better friends, and better grades. The study believes that parents’ adaptive behaviours and attitudes in instilling the value and importance of education into the student may help students accept the teachers’ authority and allow the teacher to successfully enforce structure in the classroom to engage students more effectively. (Najim , 2013)

Review related to academic stress:

Esther & Ji-Kang conducted a study on ‘*Associations Between Academic Stress, Mental Distress, Academic Self-Disclosure to Parents, and School Engagement in Hong Kong.*’ The purpose of this research is to examine how academic stress affects adolescents’ mental distress, academic self-disclosure to parents, and school engagement among different genders. The research method used is the correlation method. The size of the sample is 1,840 from eight (8) secondary schools in Hong Kong. The results indicate that academic stress has a significant association with all three variables and a positive correlation with school engagement. In this regard, Teachers and school counsellors should always determine what is underlying the presence or absence of engagement among students rather than focusing on engagement behaviours alone. Another finding is that students who experience a high level of academic stress are less likely to disclose their academic issues to their parents. (Esther & Ji-Kang , 2022)

Aswartha & Lalitha, conducted a study on, ‘*Academic stress among adolescents in government and corporate colleges.*’ The purpose of the study is to examine whether academic stress is causing a decline in the mental health of students in the adolescent group. The size of the sample is 120 (Government = 60; Corporate = 60) adolescent students from Government and Corporate colleges. Methods used in the study are- the Academic Stress Questionnaire (consisting of 36 statements covering five factors). The result of the study

observes that there is a significant difference in the level of academic stress between students studying in Government and Corporate colleges. Academic stress and Academic achievement show that the subgroups namely gender and college wise differed significantly. The relationship between Academic stress and Academic Achievement along with other socio-demographic variables shows that the subgroups like the type of colleges are significantly associated with Academic stress and academic achievement. (Aswartha & Lalitha , 2021)

B. Razia conducted a study on, ' *Academic Stress of Adolescents in Government and Private Schools.*' The purpose of the study is to examine the level of Academic stress of adolescents in Government and private schools. The size sample is 216 adolescents studying in class IX. The students were chosen from 6 different secondary schools in Aligarh using an incidental sampling technique. Out of the total population, 106 students belong to 3 government schools (affiliated to U P board), and 110 students belong to 3 Private schools (affiliated to CBSE). The mean age range of adolescents in the study was 14 to 15 years. The standardized tool was used in the research- stress Questionnaire standardized by Akram, Khan, and Baby (2013), the author's reliability according to Cronbach's Alpha is .829. The factorial construct validity for each item ranges from 0.41 to 0.88. The Statistical analysis was done by applying Mean (M), Standard Deviation (SD), and t-test. The findings of the study show a significant difference in the Academic stress of adolescents in relation to gender (females being higher than male adolescents), adolescents studying in Government and Private schools differ in their level of Academic stress (Adolescents in private schools have more academic stress), and lastly, a significant difference in the Academic stress of male and female adolescents was observed in Government schools but not observed in the case of Private schools. (B. Razia, 2016)

Sonali (2018) conducted a study on, ' *A Comparative Study of Stress Among Adolescents of Government and Private School Students of Raipur.*' The purpose of the study is to make a comparative study of stress among adolescents of class 12th regarding academic stress. The size sample consists of 1200 students (600 boys and 600 girls), hailing from both private and government institutes of Raipur (Chhattisgarh), taking different streams like arts and science. Techniques used in the research are t-test and one-way ANOVA statistical technique. The finding of the study shows that stress is experienced by both girls and boys in adolescents, government school students have high stress compared to private schools, low-stress students have a good intelligence percentage, Girls have high stress compared to boys, and finally, Commerce (20.37) and science (20.65) has high stress compared to art stream.

Jan, Haugan, & Frostad conducted a study on, ' *Stressors and vulnerability during upper secondary school: subjective experiences of classroom climate and coping beliefs as predicting factors of school stress in Norway.* ' The purpose of the study is to critically analyse how adolescents generally, perceive their life in upper secondary schools, and how important aspects of their perceived classroom climate predicted their coping beliefs and experience of school stress. The research design used is a longitudinal study. The size of the sample is 1215 students in upper secondary schools (grades 2 and 3), in Norway. The methods used for data collection were, paper-based questionnaires approved by the Norwegian Centre for Research. All scales were measured with items answered on a six-point Likert scale from 1 = very untrue to 6 = very true, and the reliability was measured by Cronbach's alpha. The result of the study suggests that performance-oriented goal structure and social support from peers and teachers can become a potential risk factor or protective factor for adolescents to develop coping beliefs and experience school stress, especially among girls. (Jan , Haugan , & Frostad , 2021)

Hypothesis

- 1.1. There will be a significant relationship between school engagement and academic stress among students of Kohima Village.
- 2.1. There will be a significant relationship between cognitive engagement and pressure from study, among students of Kohima village.
- 2.2. There will be a significant relationship between cognitive engagement and workload, among students of Kohima village.
- 2.3. There will be a significant relationship between cognitive engagement and worry about grades, among students of Kohima village.
- 2.4. There will be a significant relationship between cognitive engagement and self-expectations, among students of Kohima village.
- 2.5. There will be a significant relationship between cognitive engagement and despondency, among students of Kohima village.
- 3.1. There will be a significant relationship between affective engagement and pressure from study, among students of Kohima village.
- 3.2. There will be a significant relationship between affective engagement and workload, among students of Kohima village.

- 3.3. There will be a significant relationship between affective engagement and worry about grades, among students of Kohima village.
- 3.4. There will be a significant relationship between affective engagement and self-expectations, among students of Kohima village.
- 3.5. There will be a significant relationship between affective engagement and despondency, among students of Kohima village.
- 4.1 There will be a significant relationship between behavioural engagement and pressure from study, among students of Kohima village.
- 4.2. There will be a significant relationship between behavioural engagement and workload, among students of Kohima village.
- 4.3. There will be a significant relationship between behavioural engagement and worry about grades, among students of Kohima village.
- 4.4. There will be a significant relationship between behavioural engagement and self-expectations, among students of Kohima village.
- 4.5. There will be a significant relationship between behavioural engagement and despondency, among students of Kohima village.
- 5.1. There will be a significant relationship between Agency engagement and pressure from study, among students of Kohima village.
- 5.2. There will be a significant relationship between Agency engagement and workload, among students of Kohima village.
- 5.3. There will be a significant relationship between Agency engagement and worry about grades, among students of Kohima village.
- 5.4. There will be a significant relationship between Agency engagement and self-expectations, among students of Kohima village.
- 5.5. There will be a significant relationship between Agency engagement and despondency, among students of Kohima village.
- 6.1. There will be a significant difference in School Engagement with regard to the type of school.
- 6.2. There will be a significant difference in cognitive engagement based on the type of school.
- 6.3. There will be a significant difference in affective engagement based on the type of school.
- 6.4. There will be a significant difference in behavioural engagement based on the type of school.
- 6.5. There will be a significant difference in ascetic engagement based on the type of school.

- 6.6. There will be a significant difference in academic stress based on the type of school.
- 6.7. There will be a significant difference in pressure from study based on the type of school.
- 6.8. There will be a significant difference in workload based on the type of school.
- 6.9. There will be a significant difference in worry about grades based on the type of school.
- 6.10. There will be a significant difference in self-expectations based on the type of school.
- 6.11. There will be a significant difference in despondency based on the type of school.
- 7.1. There will be a significant difference in school engagement based on gender.
- 7.2. There will be a significant difference in cognitive engagement based on gender.
- 7.3. There will be a significant difference in affective engagement based on gender.
- 7.4. There will be a significant difference in behavioural engagement based on gender.
- 7.5. There will be a significant difference in agency engagement based on gender.
- 7.6. There will be a significant difference in academic stress based on gender.
- 7.7. There will be a significant difference in pressure from study based on gender.
- 7.8. There will be a significant difference in workload based on gender.
- 7.9. There will be a significant difference in worry about grades based on gender.
- 7.10. There will be a significant difference in self-expectations based on gender.
- 7.11. There will be a significant difference in despondency based on gender.

CHAPTER 3

METHOD:

Research design

Participants

Variables

Measures

Procedure for data collection

Statistical technique

Research Design

Since research is an academic activity, the term should be used in its technical sense. According to Clifford Woody, research is about identifying and redefining problems, forming hypotheses, and proposing solutions. Collect, organize, and evaluate data. Draw conclusions, draw conclusions. And finally, the conclusions are carefully examined to see if they correspond to the formula hypothesis (C.R.Kothari, 2012)

Research is the objective and systematic pursuit of knowledge to solve problems. A systematic approach to generalizing and forming a theory is also research. The purpose of research is to apply the scientific method to find answers to questions. The main aim of the research is to uncover hidden and undiscovered truths

Research is particularly important for solving a wide range of operational and planning problems in business and industry. Research is the source of knowledge for knowledge, the main source of information that provides guidance to solve a wide variety of problems in business, government, and society. This is a type of formal training that allows you to deepen your understanding of new developments in your area of expertise. (C.R.Kothari, 2012)

The purpose of this research is to find the relationship between School Engagement and Academic Stress. Therefore, this study is an exploratory study.

Participants

A sampling design is a specific plan for obtaining a sample from a particular population. Refers to the techniques or procedures that researchers use to select items for a sample. A sampling design can also limit the number of items to be sampled. that is the size of the sample. sample design is determined prior to data collection. Researchers must decide which type of sample to use. That is, he must decide which technique to use in selecting sample elements. In fact, this technique or process represents the sample design itself (C.R.Kothari, 2012)

Considering the population availability, a simple random sample was chosen as the sampling technique in this study. Simple random sampling selects all samples with equal probability. 100 sample are randomly drawn from the total population. Simple random sampling is less complex than other methods.

The universe includes all eligible research items for inclusion in the study. The exact definition of the universe in a particular study is determined by a research question that specifies who or what is of interest. The universe can be made up of individuals, groups of people, organizations, and even objects.

A population is a specific group of individuals, whether that group includes a country or a group of people with common characteristics. A population is a group of people from which a statistical sample is drawn for the study. Thus, a set of individuals grouped according to common characteristics can be called a population. (C.R.Kothari, 2012)

The present study used Kohima village as the universe and students from class eight to twelve as the population. The total sample size is 201 from different schools in Kohima Village.

Inclusion criteria

- Adolescent Students from Kohima village.
- Students from standard eight to twelve.
- Type of school (Government and Private).
- Both male and female students are included.

Exclusion criteria

- Students from other places than Kohima are excluded.
- Students below class 8 and above class 12 are excluded.

Categorization of participants according to socio-demographic variables

For the purpose of different analyses in the present study, the participants were divided into groups based on their socio-demographic variables namely, gender, and type of education. The details are given in the form of tables as follows:

Gender-wise classification of the sample

Gender is used to describe the characteristics of women and men that are socially constructed. The components of school engagement and academic stress may vary among genders. So, it is taken into consideration in the present study. The sample was classified on the basis of gender in two categories. The details of

the classification are given in table 3.1.

Table 3.1

Classification of sample based on gender

Sl. No	Gender	No. of participants	Percentage
1	Male	86	56.7%
2	Female	115	42.8%

Classification based on the type of school

A school is an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers. schools have systems of formal education, which is compulsory for the most part. In these systems, students' progress through a healthy environment with a series of challenges, tasks, and discipline as per the rules and objectives set by the government or the private institution. The type of school may have an influence on the psychological, academic, and social aspects of students and, therefore, the type of school may vary with the level of school engagement and academic stress. So, it is taken into consideration in the present study. Classification based on the type of school is given in two categories. Details are given in Table 3.6

Table 3.2

Classification of samples based on type of school

Sl. No	Type of school	No of participants	Percentage
1	Private	176	87.6%
2	Government	25	12.4%

Study Variables

The present study focuses on two major psychological variables school engagement and academic stress. In order to explore the relationship between these variables, the data will be collected from students using standardized instruments.

School engagement

Student or school involvement can be understood as a developmental process that includes Students' thoughts, feelings, beliefs, and behaviors related to their school setting and lifelong learning trajectories. There is an emerging consensus on the definition of student engagement including behavioral, emotional, psychological, and more recently cognitive components. (Michael & Jennica)

Student involvement refers to behaviors (e.g., attention, compliance, pro-social action, participation in extracurricular and co-curricular activities), emotions, or influences (e.g., liking, identification, belonging, positive attitude/appreciation of learning), and cognitive (e.g., self-study). effectiveness, goal orientation, regulations, investment and learning strategies, and beliefs about schools, teachers, and peers). An emotionally engaged student has a sense of belonging, connection, and participation not only in the school environment but in all aspects of life (Griffiths, Amy, Sharkly, & Furlong)

The present study uses the SES Student Engagement Scale, for data collection.

Academic stress

Academic stress can be identified as the primary cause of these alarming figures of stress. Its grave reality has now been termed as a 'career stopper'. Stress. stress can be an interaction between environmental stressors, student appraisal, and reactions to the same.

Though we understand that low stress does not necessarily ascertain that students will perform better, in fact, under these circumstances, they would perceive the task as unchallenging and may also get easily bored. Though certain levels of stress push students towards optimum performance, when it is not managed efficiently due to inadequate resources to cope with the stress, it can have dismal consequences for the student as well as the institution. (Reddy, Menon, & Thattil, 2018)

Measuring Instruments

In research, an instrument refers to the device/tool used to collect data, such as a paper questionnaire or a computer-aided interview system.

Personal data schedule

In order to collect the details of the participants and their socio-demographic data, a personal data schedule is used. The personal data schedule includes namely, gender and type

of school. This information is collected in order to examine the difference in school engagement and academic stress according to those personal data.

School engagement Questionnaire

The SES School Engagement Scale was developed by Lam and her colleagues (2014), it was built and tested to measure, as precisely as possible, the dimensions of school engagement as described in the literature. Based on previous empirical evidence, Lam and her colleagues, defined three dimensions of school engagement (i.e., cognitive, affective, and behavioural), separating them from antecedents and outcomes. (Dogan, 2014)

The SES Student Engagement Scale was developed by Lam and her colleagues (2014), and consists of 20 items in four domains, which include the following:

Cognitive Engagement: Cognitive engagement is defined as the extent to which students are willing and able to take on the learning task at hand. This includes the amount of effort students are willing to invest in working on the task

Affective Engagement: Affective/Emotional engagement connotes emotional reactions linked to task investment. The greater the student's interest level, enjoyment, positive attitude, positive value held, curiosity, and sense of belonging, the greater the affective engagement.

Behavioural Engagement: Behavioural engagement is the observable act of students being involved in learning; it refers to students' participation in academic activities and efforts to perform academic tasks

Agency: the ability to take action or to choose what action to take or an action or intervention producing a particular effect.

Administration

The instructions for the participants are given together with the questionnaire. The instructions are: -Please be honest and accurate as you can throughout. Try not to let your response to one statement influence your response to other statements. There are no correct or incorrect answers. Answer according to your own feelings, rather than how you think most people would answer. There are no particular columns provided for marking the answers. The answer options like A=strongly agree, B= agree, C= neither agree nor disagree, D= disagree, E= stronglydisagree are given after the instructions in the questionnaire. The participants can read these options and write the most suitable option to the side of each item.

Scoring

The items in SES Student Engagement Scale are scored in positive directions. It uses a 5-point Likert rating scale from 0 to 4 (strongly disagree to strongly agree). Out of the 20 statements, 5 statements measure Cognitive Engagement, 5 statements measure Affective Engagement, 5 statements measure Behavioral Engagement and 5 statements measure Agency. The questions are scored as 1 = strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree. There is no total score. A high score in the positive items marks a high level of school engagement in academic settings.

Reliability and validity

Based on Cronbach's α estimates the reliability coefficient for each domain of the SES Student Engagement Scale are namely, cognitive dimension (.76), affective dimension (.82), behavioral dimension (.70), and agency (.85), respectively.

Academic Stress Questionnaire

The ESSA Academic Stress Questionnaire was developed by Abouserie, (1994) to assess the level of academic stress. It includes 16-item in five domains, which include the following:

Pressure from the study: it is an experience in which a student is burdened by the demands of time and energy to achieve specific academic goals.

Workload: refers to the amount of work to be done, especially by a particular person in a period of time.

Worry about grades: it can refer to Worrying about failing. It is a relentless pressure to succeed, often measured by grades or GPA. This can contribute to students being sleep-deprived, anxious, and even engaging.

Self-expectation: Self-expectations and the expectations placed upon us can be realistic or unrealistic, helpful or hurtful. When our expectations are made explicit and realistic, they can be the foundation for dreams, ideas, and possibilities or else they may become destructive.

Despondency: the state of being despondent or extremely low in spirits. In such cases, a person may feel dejection, hopelessness, with no hope or enthusiasm:

Administration

The instructions for the participants are given together with the questionnaire. The instructions are: –Please, be honest and accurate as you can throughout. Try not to let your response to one statement influence your response to other statements. There are no correct or incorrect answers. Answer according to your own feelings, rather than how you think most people would answer. There are no particular columns provided for marking the answers. The answer options like A= total disagreement, B= disagreement, C= more disagreement than agreement, D= more agreement than disagreement, E= agreement, and F= total agreement, are given after the instructions in the questionnaire. The participants can read these options and write the most suitable option to the side of each item.

Scoring

A 5-point Likert-type scale format was adopted to indicate the participants with varying degrees of agreement with the statement. Out of the 13 items, 5 items measure Volition planning and 8 items measure volition control. The questions are scored as 1 – strongly disagree, 2 – disagree, 3 –neither agree nor disagree, 4 – agree, and 5 - strongly agree. There is no total score.

Reliability

The internal consistency reliability was assessed using Cronbach's alpha and average interitem correlation. The Cronbach's alpha for the total 16-item ESSA was .81 indicating good internal consistency. The coefficient alpha for each factor ranged from .66 to .75, and most were above the criteria for an acceptable level of reliability. The reliability coefficient for each domain of ESSA is namely, Pressure from study (.47), workload (.50), worry about grades (.47), self-expectancy (.39), and despondency (.39), respectively.

Procedure for data collection

Data collection in research involves the process of gathering and measuring information on variables of interest, in an established systematic fashion that enable one to answer stated research questions, test hypothesis, and evaluate outcome. The present study aims to explore the relationship between school engagement and academic stress among students of Kohima Village. In the present study, the data was acquired from various schools in Kohima village.

Online data collection mode was used in the research. After getting initial consent from the head of the institution the Google form will be passed on to students who are selected through sampling random sampling procedures. The online Google form will be structured as, the first part contains the personal data schedule, the second part contains the school engagement scale, third part contains the academic stress scale.

After the completion of the test administration, the participants were thanked for their participation and cooperation. After collecting the necessary data, the data were scored using the manual and analysed using SPSS, and the results were discussed.

Statistical Techniques

The researcher aims to explore the relationship between variables such as; school engagement and academic stress. Coding and analysis were performed using SPSS software. Pearson correlation, and t-test, were used for the necessary statistical analysis for this study.

Pearson correlation

Pearson correlation measures the strength of a linear relationship between two variables. Pearson's correlation coefficient is expressed as Greek letters rho for the population parameter and r for the sample statistic. The research hypothesis will demonstrate this by claiming that one point affects the other in some way. The correlation is affected by the size and sign of r . The correlation coefficient varies from -1 to 1. An absolute value of exactly 1 implies that a linear equation perfectly describes the relationship between X and Y with all data points lying on a straight line. The sign of the correlation is determined by the regression slope. A value of +1 implies that all data points lie on a line where Y increases as X increases and vice versa for -1. The value 0 implies that there is no linear dependence between the variables.

T-Test

The t-test is a type of inferential statistic used to determine if there is a significant difference of 0.526 between the mean values of two groups, which may be related to several characteristics. The t-test calculation requires three key data values. There are three t-tests to compare means; single-sample t-test, two-sample t-test, and paired t-test. Only the t-test can be used to compare the means of the two groups. If a researcher wants to compare more than two groups, or desires to do a lot of pairwise comparisons, the researcher should use the ANOVA test or the post hoc test. The t-test is a parametric test of difference, which means it

makes the same assumptions about your data as other parametric tests. The t-test assumes that your data are independent, normally distributed, and have a similar amount of variance in each group being compared.

CHAPTER 4

RESULT AND DISCUSSION:

Result of correlation

Result of T-test

Restatement and tenability of hypothesis

RESULTS AND DISCUSSION

The aim of the study was to identify the relationship between Educational Engagement and Academic Stress among the students of Kohima Village. The study aimed at exploring the relationship among the different components of School Engagement and Academic Stress for the different sub samples. Further, analysis was also done on the basis of the male and female and type of school.

To analyse the data and evaluate the hypotheses stated, the researcher used the following statistical methods - Pearson's correlation, and t-test. Pearson's correlation was used to explore the relationship between the study variables, while the t -test was used to identify differences, if any, in the sub samples selected, on the different variables.

This chapter consists of three sections. First section deals with the analysis of the relationship between School Engagement and Academic Stress among students of Kohima Village. For this analysis, Pearson product correlation test was used. Pearson product moment correlation test helps to find out the relationship between two variables and how strongly the variables are correlated.

The second section deals with the difference in School Engagement and Academic Stress based on male and female and type of school. For this analysis independent sample t test is used. Independent sample t test helps in finding out significant difference between the mean of two groups that are not related.

Section 1

This section presents the results of the analysis of the relationship between School Engagement and Academic Stress among students of Kohima Village. The findings are discussed in the tables below:

Table 4.1

Inter correlation between School Engagement and Academic Stress among students of Kohima Village.

Variables	SEN	COG	AFT	BEH	ADEN	AS	PFS	WL	WOG	SE	DE
SEN	1										
COG	.653**	1									
AFT	.575**	.147*	1								
BEH	.415**	-.021	.136	1							
ADEN	.713**	.492**	.174*	-.097	1						
AS	-.271**	-.072	-.209*	-.327**	-.050	1		s			
PFS	-.134	-.057	-.148*	-.184**	.041	.814**	1				
WL	-.234**	.002	-.185**	-.326**	-.056	.677**	.521**	1			
WOG	-.077	-.068	-.014	-.078	-.029	.512**	.258**	.035	1		
SE	-.078	.047	-.103	-.186**	.045	.675**	.427**	.257**	.312**	1	
DE	-.418**	-.180*	-.255**	-.345**	-.200**	.726**	.449**	.435**	.303**	.328**	1

** Significant at 0.01 level * Significant at 0.05 level

SEN (School Engagement), COG (cognitive engagement) AFT (affective engagement) BEH (behavioural engagement), ADGEN (agency), AS(academic stress), PFS(pressure from study), WL(workload), WOG(worry about grades), SE(self-expectations), DE(despondency).

Table 4.1 shows that there is a positive correlation between School Engagement and Academic Stress among students of Kohima Village. Hence, hypothesis 1.1 stating that there will be a significant relationship between School Engagement and Academic Stress among students of Kohima Village is accepted. That is, students who have more school engagement will have more academic stress.

The table also shows that there is a significant negative correlation between Cognitive Engagement and Despondency. Hence the hypothesis 2.5 stating that there will be a significant relationship between cognitive engagement and Despondency, among students of Kohima village is accepted. That is, with the increase in Cognitive Engagement among school students there is a decrease in unhappiness caused by difficulties that the students feel they cannot overcome vice versa.

From the table it can be understood that there is no significant correlation among Cognitive Engagement and components of Academic Stress. Hence the hypothesis 2.1 which

states that there will be a significant relationship between cognitive engagement and pressure from study, among students of Kohima village, 2.2 which states that There will be a significant relationship between cognitive engagement and workload, among students of Kohima village 2.3 which states that There will be a significant relationship between cognitive engagement and worry about grades, among students of Kohima village, and 2.4 which states that will be a significant relationship between cognitive engagement and self-expectations, among students of Kohima village are rejected.

The table shows that there is a significant negative correlation between Affective Engagement and Pressure from Study. Hence the hypothesis 3.1 stating that there will be a significant relationship between affective engagement and pressure from study, among students of Kohima village is accepted. That is, with the increase in Affective Engagement there is a decrease in the demands of time and energy to achieve specific academic goals vice versa.

The table also shows that there is a significant negative correlation between Affective Engagement and Workload. Hence the hypothesis 3.2 stating that there will be a significant relationship between affective engagement and workload, among students of Kohima village is accepted. That is, with the increase in Affective Engagement there is a decrease in the amount of working time assigned or expected and vice versa.

The table also shows that there is a significant negative correlation between Affective Engagement and Despondency. Hence the hypothesis 3.5 stating that there will be a significant relationship between affective engagement and despondency, among students of Kohima village is accepted. That is, with the increase in Affective Engagement there is an decrease in unhappiness caused by difficulties that the students feel they cannot overcome.

From the table it can be understood that there is no significant correlation among Affective Engagement and components of Academic Stress. So, the hypothesis 3.3 stating that there will be a significant relationship between affective engagement and worry about grades, among students of Kohima village, and 3.4 stating that there will be a significant relationship between affective engagement and self-expectations, among students of Kohima village are rejected.

The table shows that there is a significant negative correlation between Behavioural Engagement and Pressure from Study. Hence the hypothesis 4.1 stating that there will be a significant relationship between Behavioural engagement and pressure from study, among

students of Kohima village is accepted. That is, with the increase in Behavioural Engagement there is a decrease in the demands of time and energy to achieve specific academic goals vice versa.

The table also shows that there is a significant negative correlation between Behavioural Engagement and Workload. Hence the hypothesis 4.2 stating that there will be a significant relationship between Behavioural engagement and workload, among students of Kohima village is accepted. That is, with the increase in Behavioural Engagement there is a decrease in the amount of working time assigned or expected and vice versa.

The table also shows that there is a significant negative correlation between Behavioural Engagement and Self-Expectations. Hence the hypothesis 4.4 stating that there will be a significant relationship between behavioural engagement and self-expectations, among students of Kohima village is accepted. That is, with the increase in Behavioural Engagement there is a decrease in the expectations placed on oneself to excel and vice versa.

The table also shows that there is a significant negative correlation between Behavioural Engagement and Despondency. Hence the hypothesis 4.5 stating that there will be a significant relationship between Behavioural engagement and despondency, among students of Kohima village is accepted. That is, with the increase in Behavioural Engagement there is a decrease in unhappiness caused by difficulties that the students feel they cannot overcome and vice versa.

From the table it can be understood that there is no significant correlation among Behavioural Engagement and Worry about Grades. So, the hypothesis 4.3 stating that there will be a significant relationship between behavioural engagement and worry about grades, among students of Kohima village is rejected.

The table also shows that there is a significant negative correlation between Agency and Despondency. Hence the hypothesis 5.5 stating that there will be a significant relationship between Agency engagement and despondency, among students of Kohima village is accepted. That is, with the increase in Agency there is a decrease in unhappiness caused by difficulties that the students feel they cannot overcome and vice versa.

From the table it can be understood that there is no significant correlation among Agency and components of Academic Stress. Hence the hypothesis 5.1 which states that

there will be a significant relationship between Agency engagement and pressure from study, among students of Kohima village, 5.2 which states that There will be a significant relationship between Agency engagement and workload, among students of Kohima village, 5.3 which states that There will be a significant relationship between Agency engagement and worry about grades, among students of Kohima village, and 5.4 which states that will be a significant relationship between Agency engagement and self-expectations, among students of Kohima village are rejected.

Section 2

t- test

The results of the study are mentioned below:

Table 4.2

Comparison of School Engagement and its sub-variables, and Academic Stress and sub-variables on the type of school.

Sl. No	Variables	Government School		Private School		T. Value	Sig (2tailed)
		Mean	Sd	Mean	Sd		
1	SEN	74.36	8.888	74.22	9.647	.068	.946
2	AS	51.52	9.056	56.47	7.940	-2.863	.005
3	COG	17.92	3.840	18.14	3.289	-.302	.763
4	AFT	19.80	3.317	19.77	3.727	.042	.967
5	BEH	20.56	3.110	21.02	4.099	-.542	.588
6	AGEN	16.08	4.636	15.40	4.806	.667	.506
7	PFS	12.88	3.308	13.92	2.871	-1.663	.098
8	WL	8.20	1.979	9.44	2.409	-2.452	.015
9	WOG	10.92	2.448	12.09	1.843	-2.844	.005
10	SE	10.60	2.566	10.99	2.295	-.781	.436
11	DE	8.92	1.935	10.03	2.271	-2.322	.021

** Significant at 0.01 level * Significant at 0.05 level

Academic Stress is a body's response to academic-related demands that exceed the adaptive capabilities of students. It is one of the biggest causes of anxiety, depression, and stress among students.

The given t-value obtained for Academic Stress is -2.863. The p-value of academic stress is .005 which implies that there is a significant difference in Academic Stress with regard to the type of school.

Hence, the hypothesis 6.6 which states that there will be a significant difference in academic stress based on the type of school is accepted. The mean value obtained for government and private school students are 51.52 and 56.47 respectively. That is, private school students have greater Academic Stress than government school students.

Workload is the amount of work or working time that is expected or assigned to the students to perform within a specific time. The given t-value obtained for Workload is -2.452. The p-value of Pressure from Study is .015 which implies that there is a significant difference in Workload with regard to the type of school.

Hence, the hypothesis 6.8 which states that there will be a significant difference in workload based on the type of school is accepted. That is, Workload has significant differences based on the type of school. The mean value obtained for government and private school students are 8.20 and 9.44 respectively. That is, private school students have a greater Workload than government school students.

Worry about Grades is a component of academic anxiety such as overwhelming thoughts, and uneasiness that can prevent a student from completing their work, staying focused, and exhibiting motivation to study. The given t-value obtained for Worry about Grades is -2.884. The p-value of Worry about Grades is .005 which implies that there is a significant difference in Worry about Grades with regard to the type of school.

Hence, the hypothesis 6.9 which states that there will be a significant difference in worry about grades based on the type of school is accepted. That is, worry about Grades has significant differences based on the type of school. The mean value obtained for government and private school students are 10.92 and 12.09 respectively. That is, private school students have a greater Worry about Grades than government school students.

Despondency is a strong feeling of unhappiness that is caused by difficulties that make students feel they cannot overcome them. Such feelings make the students feel a sense

of hopelessness and dejection. The given t-value obtained for Despondency is -2.332. The p-value of Despondency is .021 which implies that there is a significant difference in Despondency with regard to the type of school.

Hence, the hypothesis 6.10 which states that there There will be a significant difference in self-expectations based on the type of school is accepted. That is, Despondency has significant differences based on the type of school. The mean value obtained for government and private school students are 8.92 and 10.03 respectively. That is, private school students have a greater Despondency than government school students.

Pressure from Study is an experience in which students are burdened by the demands of time and energy to achieve specific academic goals. Pressure from Study can come from different potential sources and have a huge impact on student's emotional and academic performance.

The given t-value obtained for Pressure from Study is -1.663. The p-value of Pressure from Study is .098 which implies that there is no significant difference in Pressure from Study with regard to the type of school. Hence, the hypothesis 6.7 which states that there will be a significant difference in Pressure from Study based on the type of school is rejected. That is, Pressure from Study has no significant differences based on the type of school. This implies that pressure from study has no significant difference based on the type of school. It showed that government and private school students may experience pressure from study similarly without any significant difference.

School Engagement is the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught. School engagement has a huge influence on the level of motivation of the students to learn and progress in their education. The t-value for School Engagement obtained is .068 and the p-value of School Engagement is .946 which is not significant. Hence the hypothesis 6.1 which states that there will be a significant difference in School Engagement with regard to the type of school is rejected. This implies that School Engagement has no significant difference based on the type of school. It showed that government and private school students may experience School Engagement similarly without any significant difference.

Cognitive Engagement is the extent to which students are willing and able to take on the learning task at hand such as the amount of effort students are willing to invest in working on a task and the length of persistence.

The t-value for Cognitive Engagement obtained is $-.302$ and the p-value of School Engagement is $.763$ which is not significant. Hence the hypothesis 6.2 which states that there will be a significant difference in cognitive engagement based on the type of school is rejected. This implies that Cognitive Engagement has no significant difference based on the type of school. It showed that government and private school students may experience Cognitive Engagement similarly without any significant difference.

Affective Engagement refers to the emotional reactions linked to the task investment. That is, in Affective Engagement the greater the student's interest level, enjoyment, positive attitude, positive value held, curiosity, and sense of belonging the greater will the Affective Engagement be.

The t-value for Affective Engagement obtained is $.042$ and the p-value of School Engagement is $.967$ which is not significant. Hence the hypothesis 6.3 which states that there will be a significant difference in affective engagement based on the type of school is rejected. This implies that Affective Engagement has no significant difference based on the type of school. It showed that government and private school students may experience Affective Engagement similarly without any significant difference.

Behavioural Engagement is the observable acts of students being involved in learning. That is, it refers to the participation of students in academic activities and efforts to perform academic tasks.

The t-value for Affective Behavioural obtained is $-.542$ and the p-value of School Engagement is $.588$ which is not significant. Hence the hypothesis 6.4 which states that there will be a significant difference in behavioural engagement based on the type of school is rejected. This implies that Behavioural Engagement has no significant difference based on the type of school. It showed that government and private school students may experience Behavioural Engagement similarly without any significant difference.

Agency Engagement refers to the particular system of an institute or an organization that is providing the service. In this particular study, Agency Engagement will refer to the principles and system of the particular schools where the students attend for education.

The t-value for Agency Behavioural obtained is $.667$ and the p-value of School Engagement is $.506$ which is not significant. Hence the hypothesis 6.5 which states that there will be a significant difference in ascetic engagement based on the type of school is rejected.

This implies that Agency Engagement has no significant difference based on the type of school. It showed that government and private school students may experience Agency Engagement similarly without any significant difference.

Self-Expectations are expectations we put on ourselves in the pursuit of excellence. Self-Expectations placed upon oneself can be helpful or hurtful, and yet, when such expectations are made explicit and realistic, they can be foundations for excellence.

The t-value for Self-Expectations obtained is -.781 and the p-value of Self-Expectations is .436 which is not significant. Hence the hypothesis 6.10 which states that there will be a significant difference in self-expectations based on the type of school is rejected. This implies that Self-Expectations have no significant difference based on the type of school. It showed that government and private school students may experience Agency Engagement similarly without any significant difference.

Table 4.3:

Comparison of School Engagement and its sub-variables, and Academic Stress and sub-variables on gender

Sl. No	Variables	Male		Female		T. Value	Sig (2tailed)
		Mean	Sd	Mean	Sd		
1	SEN	73.33	9.456	74.85	9.589	1.120	.264
2	AS	55.77	7.896	55.70	8.229	-.056	.955
3	COG	17.94	3.096	18.13	3.379	.409	.683
4	AFT	19.23	3.593	20.19	3.703	1.839	.067
5	BEH	20.73	3.984	21.28	3.712	1.002	.318
6	ADEN	15.42	5.084	15.40	4.372	-.023	.982
7	PFS	14.09	2.897	13.51	2.915	-1.407	.161
8	WL	9.63	2.240	8.93	2.408	-2.265	.025
9	WOG	11.60	2.121	12.18	1.786	-2.063	.040
10	SE	10.65	2.419	11.12	2.223	1.430	.154
11	DE	9.73	2.089	9.96	2.342	.720	.468

** Significant at 0.01 level * Significant at 0.05 level

Table 4. 3 shows that there is a significance in the p-value for Workload. The t-value obtained is -2.265 and the p-value obtained is .025 which is significant. Hence the hypothesis 7.8 that there will be a significant difference in workload based on gender is accepted. This indicates that there is a significant difference in Workload based on gender. The mean values of male and female students are 9.63 and 8.93 respectively. This indicates that male students have more Workload than female students.

There is also a significance in the p-value for Worry about Grades. The t-value obtained is -2.063 and the p-value obtained is .040 which is significant. Hence the hypothesis 7.9 that there will be a significant difference in worry about grades based on gender is accepted. This indicates that there is a significant difference in Worry about Grades based on gender. The mean values of male and female students are 11.60 and 12.18 respectively. This indicates that female students have more Worry about Grades than male students.

The table shows that there is no significance in the p-value for Affective Engagement. The t-value obtained is 1.839 and the p-value obtained is .067 which is not significant. Hence the hypothesis 7.3 that there will be a significant difference in affective engagement based on gender is rejected. This indicates that there is no significant difference in Affective Engagement based on gender. The mean values of male and female students are 19.23 and 20.19 respectively. This indicates that female students have the same Affective Engagement with male students.

The results obtained by the independent t-test for School Engagement indicate that there is no significance in the p-value based on gender. The t-value obtained is 1.120 and the p-value obtained is .264 which is not significant. Hence the hypothesis 7.1 that there will be a significant difference in school engagement based on gender is rejected.

The results also indicate that there is no significance in the p-value for Cognitive Engagement based on gender. The t-value obtained is .409 and the p-value obtained is .683 which is not significant. Hence the hypothesis 7.2 that there will be a significant difference in cognitive engagement based on gender is rejected.

The results also indicate that there is no significance in the p-value for Behavioural Engagement based on gender. The t-value obtained is 1.002 and the p-value obtained is .318 which is not significant. Hence the hypothesis 7.4 that there will be a significant difference in behavioural engagement based on gender is rejected.

The results also indicate that there is no significance in the p-value for Agency Engagement based on gender. The t-value obtained is $-.023$ and the p-value obtained is $.982$ which is not significant. Hence the hypothesis 7.5 that there will be a significant difference in Agency Engagement based on gender is rejected.

The results obtained by the independent t-test for academic stress indicate that there is no significance in the p-value for Academic Stress based on gender. The t-value obtained is $-.056$ and the p-value obtained is $.955$ which is not significant. Hence the hypothesis 7.6 that there will be a significant difference in Academic Stress based on gender is rejected.

The results also indicate that there is no significance in the p-value for Pressure from Study based on gender. The t-value obtained is -1.407 and the p-value obtained is $.161$ which is not significant. Hence the hypothesis 7.7 that there will be a significant difference in Pressure from Study based on gender is rejected.

The results also indicate that there is no significance in the p-value for Self-Expectations based on gender. The t-value obtained is 1.432 and the p-value obtained is $.154$ which is not significant. Hence the hypothesis 7.10 that there will be a significant difference in Self-Expectations based on gender is rejected.

The results also indicate that there is no significance in the p-value for Despondency based on gender. The t-value obtained is $.720$ and the p-value obtained is $.468$ which is not significant. Hence the hypothesis 7.11 that there will be a significant difference in Despondency based on gender is rejected.

CHAPTER 5

SUMMARY AND CONCLUSION

Major findings

Implications of the study

Limitations of the study

Suggestions for future research

SUMMARY AND CONCLUSION

The chapter on summary and conclusions includes the overall summing up of the study. It presents the key information about the most important outcomes of the research study. Within this chapter, the researcher includes the statement of the problem, research findings, whether the hypotheses are rejected or accepted, the limitations of the study, implications of the study, and recommendations for future studies.

The present study focused on School Engagement and Academic Stress among students of Kohima Village. Two variables, namely School Engagement and Academic Stress were studied. School Engagement consists of four sub-variables, namely, Cognitive Engagement, Affective Engagement, Behavioural Engagement, and Agency Engagement. That variable Academic Stress consists of five sub-variables, namely, Pressure from Study, Workload, Worry about Grades, Self-Expectations, and Despondency.

Method in Brief

In the present study, the investigator attempted to figure out the relationship between School Engagement and Academic Stress among students of Kohima Village. The present study was conducted among both male and female students. The population of the study was high school students. The sample of the study included 201 high school students.

Based on the objectives of the study the participants were divided into different groups based on demographic variables namely, gender and type of school. The main scales used for the data collection were for Student Engagement Scale (SES-4DS) and Academic Stress Questionnaire (ESSA). Demographic data was collected using a Demographic Schedule.

The Pearson Product Moment Correlation was used to find the strength, direction, and probability of the linear association between variables. An Independent Sample t-test was used to examine differences between groups. The data was collected through Google Forms App by using an online survey platform. A survey link was passed on to high school students of Kohima village to enable them to participate in the study. (APA Dictionary of Psychology)

Major Findings

The aim of the present study was to find out the relationship between School Engagement and Academic Stress among students of Kohima village. After carrying out the study, the major findings obtained were as follows:

- There is a significant negative correlation between School Engagement and Academic Stress among the students of Kohima Village.
- There is a significant negative correlation between sub-variables of School Engagement and sub-variables of Academic Stress, (Cognitive Engagement-Despondency, Affective Engagement-Workload, Affective Engagement-Despondency, Behavioural Engagement-Pressure from Study, Behavioural Engagement-Workload, Behavioural Engagement-Self-expectations, Behavioural Engagement-Despondency, Agency Engagement-Despondency).

Gender

- There is a significant difference on Worry about Grades based on Gender. The female students have more Worry about Grades than male students.
- There is a significant difference on workload based on Gender. The male students have more Workload than female students.

Type of school

- There is a significant difference in Academic Stress on based on type of school. The private school students have greater Academic Stress than government school students.
- There is a significant difference on Workload based on the Type of School. The private school students have a greater Workload than government school students.
- There is a significant difference on Worry about Grades based on the Type of School. The private school students have a greater Worry about Grades than government school students.
- There is a significant difference on Despondency based on the Type of School. The private school students have a greater Despondency than government school students.

Implications of the Study

The research findings suggest several implications for the relationship between student engagement and academic stress in Kohima Village. Firstly, there is a positive correlation between School Engagement and Academic Stress, indicating that students with higher school engagement experience more academic stress. This highlights the need for interventions and support mechanisms to help students manage and cope with their academic stress levels.

Secondly, Cognitive Engagement is negatively correlated with Despondency, implying that as students' cognitive engagement increases, their feelings of unhappiness and inability to overcome difficulties decrease. This highlights the importance of fostering cognitive engagement among students to promote their overall well-being and resilience.

Furthermore, Affective Engagement is negatively correlated with Pressure from Study, Workload, and Despondency. This suggests that increasing affective engagement can help alleviate the demands placed on students and reduce their unhappiness caused by academic difficulties. Educators and policymakers should focus on creating a positive emotional environment to enhance students' affective engagement. However, there were no significant correlations found between Cognitive Engagement and various components of Academic Stress, as well as Affective Engagement and worry about grades and self-expectations. This suggests that these factors may not directly influence each other among students in Kohima Village.

In terms of the differences between government and private school students, it was found that private school students experience higher levels of academic stress, workload, worry about grades, and despondency compared to government school students. These findings emphasize the importance of addressing the unique challenges faced by private school students and providing appropriate support systems. Overall, the implications of this research highlight the significance of student engagement in understanding and addressing academic stress. By promoting positive engagement and implementing targeted interventions, educators and stakeholders can create a conducive learning environment that supports students' well-being and academic success.

Limitations of the study

1. There was no equal number of participants for each group.
2. The sample of the current study consisted only of Kohima village students.
3. The analysis is only limited to demographic variables, namely, gender and the type of schools.

Suggestions for Future Research

Based on the understanding gained during the research, there are some important suggestions for future studies in this area.

1. The sample of this study consists of only Kohima Village students. Similar studies could be done with students from other villages and districts.
2. This study could be extended outside Kohima Village.
3. In future studies, the researchers could investigate more differences based on demographic variables other than gender and the type of school. This can be achieved by including domicile, level of education, stream of education, type of family, economic status, father's literacy level, mother's literacy level, birth order, etc could be included.
4. Other variables can also be studied and mentioned.

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APPENDICES

APPENDIX I
INFORMED CONSENT

Dear Sir/Miss,

I am Seyievizo Tsukru, studying MSc counselling psychology at Don Bosco Arts and Science College, Kannur University. As a part of our course, I am conducting a study to explore School Engagement and Academic Stress among the adolescent students of Kohima Village. For the question given below kindly fill in the option you feel is the right response. The data collected will be kept confidential and used for research purposes only. Please respond honestly. Thank you for being part of this study.

Regards,

Seyievizo Tsukru
MSc Counselling Psychology
Post Graduate
Kannur University, Kerala.

APPENDIX II**PERSONAL DATA SCHEDULED**

Gender : Male. Female.

Type of school: GOVT. PVT.

Family Economic Status: High, Medium, Low

Level of Education: Standard 8th, 9th, 10th, 11th, and 12th.

APPENDIX III

School Engagement in School-Four-Dimensional Scale (SES-4DS)

There are a few statements given below. Please, read each sentence carefully, be honest, and be accurate as you can. Try not to let your response to one statement influence your response to other statements. There are no correct or incorrect answers. Answer according to your own feelings, rather than how you think most people would answer.

Sl. No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	When writing my work, I begin by making a plan for drafting the text					
2	I try to connect what I learn in one discipline with what I learn in others					
3	I spend a lot of my free time looking for more information on topics discussed in class					
4	When I'm reading, I try to understand the meaning of what the author wants to transmit					
5	I review my notes regularly, even if a test is not coming up					

- 6 My school is a place where
I feel excluded
- 7 My school is a place where
I make friends easily
- 8 My school is a place where
I feel integrated
- 9 My school is a place where
it seems to me that others
like me
- 10 My school is a place where
I feel alone
- 11 I am absent from school
without a valid reason
- 12 I am absent from classes
while in school
- 13 I deliberately disturb classes
- 14 I am rude toward teachers

- 15 I am distracted in the classroom
- 16 During classes I put questions to the teachers
- 17 I talk to my teachers about my likes and dislikes
- 18 I comment with my teachers when something interests me
- 19 During lessons, I intervene to express my opinions
- 20 I make suggestions to teachers about how to improve classes

APPENDIX IV

Academic Stress Questionnaire (ESSA)

There are a few statements given below. Please, read each sentence carefully, be honest and accurate as you can throughout, and try not to let your response to one statement influence your response to other statements. There are no correct or incorrect answers. Answer according to your own feelings, rather than how you think most people would answer.

Sl.	Statement	Not at all true for me	Not true for me	Neutral	True for me	Very true for me
1	I feel a lot of pressure in my daily studying					
2	There is too much competition among classmates that brings me a lot of academic pressure					
3	Future education and employment bring me a lot of academic pressure					
4	My parents care about my academic grades too much that brings me a lot of pressure					

- 5 I feel there is too much homework
- 6 I feel that there is too much schoolwork
- 7 I feel that I have disappointed my teacher when my test/exam results are not ideal
- 8 I feel that I have disappointed my parents when my test/exam results are poor
- 9 Academic grade is very important to my future and even can determine my whole life
- 10 I feel stressed when I do not live up to my own standards
- 11 When I fail to live up to my own expectations, I feel I am not good enough
- 12 I usually cannot sleep because of worry when I

cannot meet the goals, I
set for myself -.

- 13 I always lack confidence
with my academic scores
- 14 I am very dissatisfied with
my academic grades
- 15 It is very difficult for me
to concentrate during
classes
- 16 I feel that there are too
many tests/exams in the
school
-

**SENSATION SEEKING AND ACHIEVEMENT
MOTIVATION AMONG COLLEGE STUDENTS IN
KANNUR UNIVERSITY**

*Dissertation submitted in partial fulfillment of the requirement of the
degree of Master of Science in Counselling Psychology*

Submitted by

SHINTO THOMAS

Reg. No. C1PSCP1103



Department of Psychology

Don Bosco Arts & Science College, Angadikadavu

Affiliated to Kannur University

2022-2023

CERTIFICATE

This is to certify that this dissertation entitled “**Sensation seeking and Achievement Motivation among college students in Kannur university**” is an authentic record of research work carried out by **Shinto Thomas**, during the period of his study at Don Bosco Arts & Science College, Angadukadavu, Iritty–670706, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

No part of this dissertation has been presented previously for the award of any degree, diploma, associateship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Fr.Dr. Kuriakose Augustine

Assistant Professor

Head of the Department

Department of Psychology

Examiner1:

Examiner2:

DECLARATION

I, **Shinto Thomas**, do here by declare that this dissertation entitled, “**Sensation seeking and achievement motivation among college students in Kannur university**”, which is submitted to Department of Psychology, Don Bosco Arts & Science College, is a bonafide record of research work carried out by me, under the supervision and guidance of **Mr. Sonu Manohar** (Assistant Professor, Department of Psychology, Don Bosco Arts & Science College) in partial fulfillment of the requirements for the Degree of Master of Science in Counseling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship of other similar title or recognition.

Place:

Shinto Thomas

Date:

Fr.Dr.Kuriakose Augustine

Head of the Department,

Don Bosco Arts & Science College Angadikadavu,

Iritty, Kannur-670706

CERTIFICATE

This is to certify that **Shinto Thomas** is a regular and bonafide student of The Department of Psychology, Don Bosco Arts & Science College, pursuing Post Graduation programme in M.Sc. Counseling Psychology during the academic years 2021-2023.

Place:

Fr. Dr.Kuriakose Augustine

Date:

Sonu Manohar

Assistant Professor

Don Bosco Arts & Science College.

Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that this dissertation entitled, “**Sensation Seeking and Achievement Motivation among college students in Kannur university**” is an authentic record of research work carried out by **Shinto Thomas.**, is an authentic record of research work carried out by **Mr. Sonu Manohar**, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology, under my supervision and guidance, and that no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Place:

Mr. Sonu Manohar

Date:

ACKNOWLEDGEMENT

Apart from my efforts, the success in completion of this study depends mainly on the encouragement and guidelines of many others. I take the opportunity to express my gratitude to the people who have been helpful in the successful completion of this study.

I would like to express my deepest gratitude to my research guide, **Mr. Sonu** whose constant guidance helped me in completing this study. Without his guidance, endless advice and persistent help, this study would not have been possible.

I would also like to thank **Rev. Dr. Kuriakose Augustine**, Head of the department and other faculties for giving me corrections and information and support to continue with my studies at the beginning of the research work and also **Mr. Manjith, Ms. Dyana Scaria and Ms. Keerthana Sivan** for their help and timely corrections.

It is my pleasure to thank all the respondents for their sincere co-operation. I would like to thank my family members and friends who have helped me with their valuable suggestions and guidance that has been helpful all along the course of the research project.

Shinto Thomas

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ABSTRACT

The present study examined the relationship between sensation seeking and achievement motivation among college students in Kannur university. In addition to this, it also aimed at identifying the differences on socio demographical variables such as age, gender, course, nature of course, economic status and domicile. The participants of the study were college students in Kannur university. The total sample consisting of 302 participants were selected from different colleges of Kannur district. For the purpose of various analyses, the participants were divided into different categories based on the above-mentioned demographic variables. The measures used for data collection were sensation seeking scale and achievement motivation. Pearson product moment correlation and independent samples t-test were the statistical tests used, Correlation was examined between sensation seeking and its sub variables (boredom susceptibility, disinhibition, experience seeking and thrill and adventure seeking) and achievement motivation. A significant significance correlation between sensation seeking and its sub variables with achievement motivation and negative correlation between Burnout of professional nurses was found in the study. There was also a significant difference on achievement motivation and certain socio demographic variables.

Key words: Sensation seeking, achievement motivation, college students.

CHAPTER I
INTRODUCTION

CHAPTER I

INTRODUCTION

It is quite sure that there were many researches have been done related with sensation seeking and achievement motivation. These two topics are related with personality traits. But there are few studies are available connected with its correlation and significance. Here we make a little effort to know of these two topics in detail. It focusses on its significance and correlation.

It was started with Greek philosophers and eminent personalities of ancient times to think that why individuals are unique and what makes them different from one another. The word personality is common term in psychology and other related sciences. This term is derived from a Latin word '*persona*'. It means 'the mask' where it was relevant in Greek actors while they were playing on stage. Based on this meaning, we could explain personality as physical and outward appearance of an individual. The term personality indicates whole aspects of an individual. More clearly, we could explain personality as person's unique and relatively stable qualities that determines behavior patterns across different situations over a period of time. People react and behave differently in same situation. People are different in their behavior and thinking. Some are lovable, caring, confident, positive where are some are anger, negative, unpleasant and so on. Sometimes, a particular situation or events triggers different responses in different people.

Different approaches were used to study personality. Trait theories affirms that personality is made up of different traits. Traits are building blocks and human behavior is portrayed in these characteristics. A trait is a distinguishing characteristic or quality that defines an individual or entity. It can refer to a physical, behavioral, or personality attribute that sets someone apart from others. Traits can be innate, such as genetic predispositions or learned through experiences and interactions with the environment. In the context of psychology, traits refer to stable and enduring patterns of behavior, thought, and emotion that are consistent across time and situations. Some common traits include honesty, extroversion, intelligence, creativity, and empathy. Understanding one's traits can help in self-awareness and personal development, and can also aid in understanding and interacting with others. Many theorists had examined personality and its different characteristics. As per trait theorists, personality is made up of a variety distinct trait. Eysenck argued that extraversion, neuroticism, and

psychoticism were the three primary traits. Gordon Allport viewed personality as consisting of a cardinal and central trait where Raymond Cattell used factor analysis to identify 16 personality traits. According to him, the degree in which a person possesses each trait forms his or her unique personality profile. Sensation seeking and achievement motivation are two traits which include in personality traits. Here we are going to discuss particularly on Sensation Seeking and Achievement Motivation.

Sensation Seeking

Sensation seeking is one of the personality traits. Sensation seeking trait is defined as 'A trait defined by the seeking of varied, novel, complex and intense sensations and experience, and the willingness to take physical, social, legal and financial risks for the sake of such experience.' (Zuckerman, 1994).

Amongst all psychological traits that influence human personality, sensation seeking is the most interesting. Sensation seeking is also known excitement seeking. Sensation seeking is very much connected with our day-to-day life. It affects us in all walks of our life. It may be in the selection of activities or profession be selected for oneself. Sensation seeking is the desire to seek out novel and intense experience. This leads to teenagers to engage in high risk such as driving fast, experimenting with drugs and engaging in unprotected sex. This dimension of personality also plays a role in adult behavior.

Sensation-seekers are people who are very much interested to take great risks in order to experience the feel what they desire. The need can usually be met by high-risk recreational activities such as rock-climbing, skydiving, mountaineering, or any other form of recreational activities that have a high sense of risk involved. Sensation seekers require the risk as a way of experiencing the sensation after which they hunger.

People low in sensation-seeking can experience a certain activity on a different level compared to a person high in sensation-seeking. According to Buss (2012), a person low in the sensation-seeking trait has little need for adventurous stimulation or excitement. People, in general, are in need of some form of excitement no matter what their level of sensation-seeking is. This is because the brain needs invigoration. According to Zuckerman (1994), low sensation seekers have different goals and values to those of high sensation seekers.

Marvin Zuckerman, a leading scholar and pioneer in sensation-seeking (Buss, 2012), developed the theory of sensation-seeking as well as the Sensation-Seeking Scale instrument to measure this construct. There are four types of subscales. They are

Thrill and Adventure seeking, Experience seeking, Disinhibition and Boredom susceptibility. Each of the sub-scales focuses on a different component of sensation-seeking.

- Boredom Susceptibility (BS)

The items demonstrate a dislike for basic tasks and uninteresting individuals. Excitement is regarded more highly than human dependability. Change and unpredictability are specifically desired in stimulation.

- Disinhibition (Dis)

The items reflect a desire to partake in social behavior that is uncontrolled, which is made possible by alcohol consumption at gatherings and spontaneous sexual behavior. People prefer to have new and exciting experiences, even if they are a little unconventional or unlawful, is how one broad statement sums up the uninhibited approach.

- Experience Seeking (ES)

The items discuss seeking for fresh experiences through the mind and senses, such as in music, art, travel, social nonconformity, and affiliation with like-minded people and organizations.

- Thrill and Adventure Seeking (TAS)

The items convey a desire to participate in extreme activities, which offer novel and intense experiences, like skydiving, or more popular sports, which can produce powerful sensations by their representation through speed and significant risk, such driving quickly or skiing down steep slopes. The majority of items are stated in terms of desired experiences rather than actual experiences.

Achievement Motivation.

In our society we could see different kinds of people. People who set high standards for themselves and work their maximum to achieve and accepting the positive and negative results in a moderate way. The other people are who set very low standards and take only little effort and not concerned about any other gain or improvements. It is clear that both of these two groups have different levels of achievement motive and also it projects their standard of living. We could find that certain people who are continuously making attempts to achieve to achieve success, while some are satisfied with what they have. Some people have great desire to make

their identity by doing creative work. What motivates them to act for what they desire?

Achievement is seen as the defining characteristic of societal and personal advancement in the twenty-first century. The entire global system revolves around many types of accomplishment. Achievement motivation and drive are consistently regarded as the key components in any achievement, independent of other personality attributes. Goal-oriented behavior might be seen as achievement. The first stage in achieving something is motivation for achievement. The concept of achievement motivation was first introduced by Murray (1938). Gradually David McClelland and Atkinson concentrated on the study of motivation.

Petri (1996) defined motivation as the process through which actions are initiated, focused on, and continued in order to fulfil physical or psychological needs or desires. The word itself is derived from the word movere, a verb in Latin that means "to move." The "moving force" behind people's actions is motivation. For instance, when a person is watching television while resting and starts to grow hungry, the person may get up, go into the kitchen, and look for something to eat.

Achievement motivation is the drive or desire to accomplish challenging goals, to attain success, and to strive for excellence. Individuals who are high in achievement motivation are motivated by their own internal standards of excellence, and they set challenging goals for themselves that they work hard to achieve.

Achievement motivation is a key component of many aspects of life, including academic and career success, sports performance, and personal development. It is often associated with traits such as perseverance, determination, and a willingness to take risks. There are two types of achievement motivation: intrinsic and extrinsic. Intrinsic motivation refers to the drive to achieve goals for the sake of personal fulfillment and enjoyment. Extrinsic motivation, on the other hand, refers to the drive to achieve goals for external rewards such as money, recognition, or status.

Research has shown that individuals who are high in achievement motivation tend to be more successful in their academic and career pursuits, as well as in other areas of life. However, achievement motivation can also lead to negative outcomes such as burnout, anxiety, and perfectionism if it is taken to an extreme. Achievement motivation is mixture of success and fear of failure. Achievement motivation is very essential for people who to success in any walk of life. Achievement motivation helps the individual attempt to gain excellence in difficult and challenging situation or performance.

According to Atkinson and Feather, the achievement motive is thought of as a more recent tendency, which manifests itself as an overt striving only when the individual experiences an activity as an instrument for a sense of personal fulfilment (Souders, n.d) According to Irving Sarnoff (Mangal, 1989) Achievement motive is defined on the basis of how the individual is oriented towards objects or circumstances that he does not have. If he values these objects and circumstances and feels that he must possess them, he can be considered motivated for achievement (Souders, n.d) According to McClelland et al. (1958), success in some elite competition is considered an achievement need. McClelland (1961) stated that "the need for power is the concern for controlling one's means of influence, and the need for affiliation is the creation, maintenance, or restoration of a positive affective relationship with another person." Hasanzadeh (2009) argued that the achievement motive as a social need to overcome obstacles and achieve high standards and focused on surpassing others by competing with them. McClelland (1985) considered the need for achievement as a human motive that is separate and separable from other needs. He defined achievement motivation as the extent to which people separate their need to pursue rewards, including physical satisfaction, praise from others, and a sense of personal mastery. It focused on achieving success in achieving life goals. Achievement goals can influence ways of performing tasks and represent desires to demonstrate competence (Harackiewicz et al., 1997). Akpan and Umobong (2013) argued that achievement motivation is a force that motivates and stimulates a person to act for success.

By achievement motive, Wani and Masih (2015) meant a strong psychological motive by which a person wants to achieve success. They believed that a healthy and comfortable atmosphere in which students thrive can promote their motivation to achieve. Vallance (200) mentioned achievement motivation as the motivation behind achievement. According to McCollum (2005), it is the reason for student achievement. Okolo et al. (1993) focused on the equal role of students and educational institutions, calling achievement motivation the result of the interaction of student characteristics and teaching practices.

Need and significance

There are studies on sensation seeking which shows correlation between sensation seeking and aggression (Laura C Wilson, 2011), sensation seeking and impulsivity (Maria D Carmel and et al, 2016), sensation seeking and risk-taking behaviour (Glick J, Sohn.2018) sensation seeking and sexual behaviour and drug abuse

(Timothy Regan & et al. 2021) and so on. All these studies give negative aspects of sensation seeking. This study aims to find the positive aspect of sensation seeking.

The study of the correlation between sensation seeking and achievement motivation is significant for several reasons. Firstly, both sensation seeking and achievement motivation are important components of human behaviour and motivation. They can influence a wide range of behaviours, including academic and career success, risk-taking behaviour, and personal growth. Understanding how these two traits relate to each other, one can provide insights into how individuals approach goal-setting, risk-taking, and decision-making.

Secondly, studying the correlation between sensation seeking and achievement motivation can help researchers and practitioners develop effective interventions to promote positive outcomes in individuals who may struggle with either trait. For example, individuals who are high in sensation seeking may benefit from interventions that help them channel their energy towards positive and constructive behaviours, while individuals who are low in achievement motivation may benefit from interventions that help them set and work towards achievable goals.

Finally, studying the correlation between sensation seeking and achievement motivation can also have implications for educational and career counselling. Understanding how these two traits relate to each other can help counsellors and educators identify individuals who may be at risk for negative outcomes or who may need additional support to achieve their goals.

In short, studying the correlation between sensation seeking and achievement motivation can provide valuable insights into human behaviour and motivation, and can help promote positive outcomes in individuals across a wide range of contexts.

Statement of problem

In the present study main focus is to find out the relationship between Sensation Seeking and Achievement Motivation among college students in Kannur university

Definition of Key Terms

1. Sensation seeking

"Sensation seeking is a trait defined by the need for varied, novel, and complex sensations and experiences and the willingness to take physical, social, legal and financial risks for the sake of such experience" (Zuckerman, 1994)

2. Achievement Motivation

Achievement motivation can be defined as a disposition to strive for success in

competition with others with some standard of excellence, set by individual motive to achieve requires an act of some norm of excellence, long term involvement and unique accomplishment. (McClelland and his associates).

3. College Students

A college student is an individual who is enrolled in a university or college for a particular course. They are a part of the institution while they pursue the course and then become the part of the alumni association once they complete the course. (Teacher mint)The term “college student” means an individual who is engaged in acquiring knowledge and attending an institution of higher education regularly. (Online vocabulary.com)

Operational Definitions

Sensation-seeking

Sensation-seeking, also called thrill-seeking or excitement-seeking, is the tendency to pursue new and different sensations, feelings, and experiences. All have sensation seeking. It varies from person to person. Most of them are not aware of their level of sensation seeking.

Achievement motivation

Achievement motivation may be defined as the boosting of competence behavior or urging for success and committing for that.

College student

The students who are completed higher secondary education and joined for any kind of degree.

General objective

To find out the relationship between sensation seeking and achievement motivation among college students in Kannur university

Specific objectives

1. To find out the relationship between boredom susceptibility and achievement motivation among college students in Kannur university
2. To find out the relationship between Disinhibition and achievement motivation among college students in Kannur university
3. To find out the relationship between Experience seeking and achievement motivation among college students in Kannur university
4. To find out the relationship between Thrill and adventure seeking and achievement motivation among college students in Kannur university

5. To find out the age wise difference in sensation seeking and achievement motivation among college students in Kannur university
6. To find out the gender wise difference in sensation seeking and achievement motivation among college students in Kannur university
7. To find out the course wise difference between sensation seeking and achievement motivation among college students in Kannur university
8. To find out the nature of course wise difference between sensation seeking and achievement motivation among college students in Kannur university
9. To find out the domicile wise difference between sensation seeking and achievement motivation among college students in Kannur university
10. To find out the economic status wise difference between sensation seeking and achievement motivation among college students in Kannur university

Organization of the report

The present study has five parts. The first part is introduction part. It consists of introduction of the topic, need and significance of the study, statement of the problem, definition of the key terms, major and specific objectives. Chapter 2 consist of review of literature. It consists of theoretical review of the study variable and review of related study on variables and populations. The third chapter is methodology. It consists of populations, measures, procedures for data collection and statistical techniques employed for analysis. The fourth chapter is the result and discussion of the study. It consists of the result of statistical analysis and its discussion. The fifth chapter is summary and conclusion. It consists of the major findings, implications, limitations of the study and the directions for the future research. The research report is prepared according to the 7th edition of APA

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

A review of literature is an overview and critical analysis of the existing published research, academic articles, books, and other sources related to a particular topic or research question. It involves a systematic and thorough analysis of relevant literature to identify gaps in knowledge, inconsistencies in findings, and areas that require further research.

Literature reviews are commonly used in academic research to support the development of research questions, hypotheses, and research methodologies. They also help researchers to identify and evaluate the quality of existing research and provide a foundation for future research. A well-written literature review is essential to producing high-quality research and developing a strong theoretical framework for a research project (Baglione, 2012)

A literature review contains summary of the key sources. A summary can be called as a capsule of important information of the source, but a synthesis would be a restructuring of that information such that talk about your investigation plan about the research problem. It is a new elucidation of old contents or combination of new with old contents. It traces the academic advancement of the field including major debates. At the conclusion of the literature review, we can identify where the gap exist in how a problem has been researched to date (Baglione, 2012)

A literature review identifies new ways to interpret prior researches. The major purposes of the review of literature are it place each work in the context of its contribution to understanding the research problem being studied. It describes the relationship of each work to the others under consideration. It reveals any gaps that exists in the literature. It resolves conflict amongst seemingly contradictory previous studies. A review of literature identifies area of prior scholarship to prevent duplication of effort. It points the way in fulfilling a need for additional research. It helps to locate your own research within the context of existing literature. (Torraco & Richard, 2016)

It is important to think knowledge in a given field as consisting of three layers. First there are primary studies that researcher conduct and publish. Second are the reviews of those studies that summarize and offer new interpretation. Built from and often extending beyond the primary studies. Third there are the perceptions, conclusions, opinion and interpretations that are shared informally that become part of

the lore of field. There are different types of literature review. They are, argumentative review, integrative review, historical review, methodological review, systematic review and theoretical review.

Theoretical Background

Instinct and Drive Approaches

Most common speculations have recognized the truth that people and other species spend a noteworthy portion of their waking time in investigation and sensation-looking for exercises, but a few theories have regarded such behavior as stemming from essential thought processes such as starvation or sex, though others have seen the behavior as free of these thought processes.

1. Freud

Freud's concept of 'instinct' was closer to the present-day concept of drive. It referred to the pressures produced by internal physiochemical forms but did not respect the objects, or instrumental behavior driving to pressure decrease, as naturally designed. Within the final adaptation of his intuitive theory, Freud subdivided them into life (eros) and death (thanatos) instincts. The life instinctual included sexual and life-sustaining instinctual (hunger, thirst, and pain shirking). The sexual instinct was further subdivided into part instinctual (verbal, anal, genital, voyeuristic, and so forth), which within the course of typical sexual advancement ended up amalgamated beneath the amazingness of the genital. This classification of instincts does not include curiosity, exploration, movement, sensation looking for, or any inclination to extend or shift incitement.

The reason for this omission is the tension reduction nature of Freud's motivational theory. The sexual instincts, like hunger and thirst, are internally generated, and their aim-like that of all instincts-is the reduction of tension. The ego, adhering to the reality principle, searches for objects in the real world, but the seeking is only in the service of the id and its pleasure principle. Pleasure is the reduction of stimulation. Thus, life and death instincts have the same aim-reduction of tension; but the life instincts maintain the tension inherent in living matter, dealing only with unavoidable surges of tension. The death instinct represents the ultimate aim and works more constantly and quietly toward the "final solution." (Zuckerman, 1979).

2. McDougall

The thought of instincts administering behaviour in man as well as other species was popularized by McDougall (1923). Instincts were seen as inside powers that lead to mating, settle building, assurance of the youthful, and other such exercises whose expression can be seen in man as well as other species. In hindsight, we see here a vital antecedent of sociobiology (Wilson, 1975). "Curiosity" was listed by MacDougal as a basic instinct. Other instincts were triggered by certain species of objects. Curiosity was evoked by vague perception or identification of objects, for example, the odor of female rats during estrus induced sexual behavior in male rats. The objects that arouse the greatest curiosity are those that are similar to the objects that arouse other instincts, but are different enough to arouse other instincts. From this point of view, curiosity is just an instinct necessary for other instincts to function, to allow generalization of stimuli (Zuckerman, 1979).

2. Woodworth

The concept of "drive" was first proposed by Woodworth in 1918 as an alternative to instinct. The older concept of instinct held that innate mechanisms controlled everything from internal arousal to instrumental behavior and object selection. On the other hand, drive was thought to be a mechanism that activates other mechanisms, like habits. The concept of curiosity was conceived as a universal drive whose manifestations were determined by innate or learned abilities, interests, and skills. Although, contrary to Freud's assertions, curiosity was not an expression of the sex drive, it was combined with it to strengthen it (Zuckerman, 1979).

3. Tolman

Tolman (1922) also opposed the instinct conception of innate connections between objects and the internal conditions that characterize drives. However, he believed that the range of potential objects was somewhat limited by the nature of the drive mechanisms. Some behaviours were more likely to reduce motivation and be learned than others. Freud's view of the sex drive is similar to this. Tolman (1926) included sensory needs, also known as "sensitive zone demands," among the first-order drives. Tolman did not interpret these as components of a general sex drive, despite being similar to Freud's specific erogenous zone sex "instincts." A sensory drive is

discussed as an illustration.

It was thought that curiosity was a second-order drive without a physiological basis. Tolman, like McDougall, saw curiosity as a drive that serves primary drives. An instinct to "get more of" or "more stimulation from" objects was the inborn mechanism. Tolman (1932) changed the term "primary sensory needs" to "sensory-motor-hungers" to include needs for play and aesthetics. The purpose of these hungers was to alleviate tension, just like it was with other primary appetites. It was thought that these sensory-motor drives' tensions were built into the sensory-motor neurons themselves. This was an attempt to reconcile activities that increase stimulation with the idea of reducing tension as the drive's goal, a theme that was carried over into subsequent theories (Zuckerman, 1979).

4. *Hull*

In his theory, Hull (1943) made drive a major concept. He argued, like Tolman, that primary drives were the expressions of cyclical physiological needs or internal stimuli arising from such needs. However, Hull was clearer about the distinction between drive stimuli and behavioral mechanisms. His general sensory-motor needs and curiosity were not included on his list of primary drives. It was thought that other primary drives, like hunger or sex, produced generalized activity that led to exploration. When these primary drives were satisfied, exploration should be absent or minimal, and its strength should directly correlate with these drives' strength. This last assertion had been questioned by Tolman (1926). Reactive inhibition was first proposed by Hull as a negative drive that could cause behavior to become more variable. The discussion of optimal level of arousal theories, which postulate a balance between central excitation and inhibition states, elaborates on this concept further. (Zuckerman, 1979).

5. *Arousal Theory*

According to the optimal arousal theory of motivation, we go through different levels of arousal throughout our lives, which are caused by our specific experiences. When arousal is extremely low and we are bored, we engage in activities that increase our arousal, such as going out with friends, watching car races, or playing video games. This theory affirms that we desire to achieve an optimal level of arousal because when we achieve an optimal level of arousal, we can perform our best.

We came to know that we have reached our optimal level of arousal when we feel physically, emotionally and intellectually comfortable. We experience harmony and balance in our body and mind. In 1908, psychologists Robert M. Yerkes and John Dillingham Dodson studied the relationship between the level of excitement of people and the performance of various tasks. Based on the results, they developed the Yerkes-Dodson law. According to the Yerkes-Dodson law, our performance on easy tasks remains favourable as long as high levels of arousal are maintained. However, when we reach a certain level of arousal, our performance on difficult tasks decreases despite an increase in arousal. This is because excessive arousal can cause the sympathetic nervous system to become overactive and make it difficult for us to concentrate. This is why we usually perform best when our arousal is at a moderate level. The Yerkes-Dodson Law states that our performance improves when our mental and physiological arousal increases. However, there is a point where an increase in arousal level does not have a positive effect on performance (Ciccarelli, S.K., & White, J.N., 2018).

McClelland's Theory: Affiliation, Power, and Achievement needs

Harvard University psychologist David C. McClelland (1961, 1987) proposed a theory of motivation that highlights the importance of three psychological needs not typically considered by the other theories: affiliation, power, and achievement.

Need for Affiliation

According to McClelland, human beings have a psychological need for friendly social interactions and relationships with others. So called the (abbreviated as n- Ach in McClelland's writings), people high in this need seek to be liked by others and to be held in high regard by those around them. This makes high-affiliation people good team players, whereas a person high in achievement just might run over a few team members on the way to the top.

Need for Power

A second psychological need proposed by McClelland is the need for power (n - Pow) Power is not about reaching a goal but about having control over other people. People high in this need would want to have influence over others and make an impact on them. They want their ideas to be the ones that are used, regardless of whether their ideas will lead to success. Status and prestige are important, so these people wear expensive clothes, live in expensive houses, drive fancy cars, and dine in the best

restaurants. Whereas someone who is a high achiever may not need a lot of money to validate the achievement, someone who is high in the need for power typically sees the money (and cars, houses, jewellery, and other "toys") as the achievement-the one with the most toys wins.

Need for achievement

The need for achievement (n - Ach) involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones. People who are high in n-Ach look for careers and hobbies that allow others to evaluate them, because these high achievers also need to have feedback about their performance in addition to the achievement of reaching the goal. Although many of these people do become wealthy, famous, and publicly successful, others fulfil their need to achieve in ways that lead only to their own personal success, not material riches-they just want the challenge. Achievement motivation appears to be strongly related to success in school, occupational success, and the quality and amount of what a person produces need for affiliation.

The Source of Achievement Motivations

Why are some people high in the need for achievement? Since the social motives including the need for achievement are largely learned, the general answer must be that differences in early life experiences lead to variations in the amount of achievement motivation. More specifically, children learn by copying the behaviour of their parents and other important people who serve as models. Through such observational learning, children take on or adopt. Many characteristics of the model possesses this motive to a marked degree. The expectations parents have for their children are also said to be important in the development of achievement motivation. A specific set of parental expectations related to achievement motivations concern ideas about when children should become independent in skills such as "standing up for one's rights", "working one's way around town", playing with minimal supervision, and in general doing things for one's self (Weitan,2011).

The degree to which people with a strong understanding of achievement motivation shows achievement-oriented behaviour depends on many factors. One of these is another motive, fear of failure which is said to inhibit the expression of achievement behaviour. For people in whom fear of failure is law relative to the need for achievement, achievement motivation expresses itself in many ways.High

achievement people prefer to work on moderately challenging tasks that promise success. They do not like to work in various easy tasks, where there is no challenge and so no satisfaction of their achievement needs; nor do they like to very difficult tasks, where the likelihood of their success is low. Thus, people high in achievement are likely to be realistic in the tasks, jobs, and vocations they select; i.e., they are likely to make a good match between their abilities and what will be demanded of them. High achievement people like tasks in which their performance can be compared with that of others; they like feedback on "how they are doing". High achievement people tend to be persistent in working on tasks they perceive as career-related or as reflecting those personal characteristics which are valued in "getting ahead" (Weitan, 2011).

Review of literature

R. Siraj, B. Najam and S. Ghazal conducted study topic "sensation seeking, peer influence and risk-taking behaviour in adolescents". This research was conducted to explore the relationship between sensation seeking, peer influence and risk-taking behaviour in adolescents and moderating role of peer influence for sensation seeking and risk-taking behaviour. A sample comprised 200 adolescents with age range of 10 - 18 years. Assessment measures included resistance to peer influence scale, brief sensation seeking scale and stimulating and instrumental risk questionnaire and a demographic information sheet. Findings of Pearson product moment analysis revealed that there was a significant positive relationship between peer influence and risk-taking behaviour.

Itzhak Yanovitzky conducted a study on sensation seeking and alcohol use by college students. Examining the multiple pathways of effects. This study was conducted among the representative sample of college students at a large public northeastern university. The result of this study showed that sensation seeking influenced personal alcohol use both directly and indirectly, through its impact on student's frequency of association with alcohol using peers and size of their drinking norm misperception.

Ali Tekin, Guilcan Tekin, Melih Calisir made research on sensation seeking and locus of control in university students in the context of Regular exercise participation and gender. This descriptive study was initiated in 2016 and finished in 2017. A total of 623 students, 306 females and 317 males from different academic departments and universities in Turkey participated in study. Sensation seeking and internal external locus of control scale were used as data collecting

materials. The independent t-test was performed in the analysis of the data. The result of this study showed that there is significant difference in group comparison of sensation seeking and locus of control levels in terms of gender. This study concluded that the male are more internally controlled than female, and the male have higher level of sensation seeking when compared to the female.

Rodrigo Velezmoro, Katharine Lacefield and Jonathan W. Roberti conducted a study on perceived stress, sensation seeking and college students abuse of the internet. Data were collected from 58 male 82 female undergraduates attending to 4-year public universities in the southeast United States. Forty one percent of the sample was male and fifty-nine percentage was female. Two stepwise regression analyses were conducted with internet abuse and sexual internet abuse as criterion variables. The purpose of this study was to examine whether sensation seeking and stress would predict abuse of the internet. Result of stepwise regression and total perceived stress were predictive of internet abuse for sexual purpose and perceived hopelessness and boredom susceptibility were predictive of internet abuse for non sexual purpose.

Azade Safa, Sina Valire, Alireza Fazel Darbandi and Mohammad Aghajani conducted a descriptive correlational study on risky behaviours and sensation seeking in adolescence. This study was conducted to evaluate the relationship between risky behaviours and sensation seeking in a sample of Iranian adolescents. This study used a cross sectional method with high school adolescents in Kashan city from multistage random sampling. Data analysis was performed using T- test, ANOVA, Chi-square, regression and spearman correlation. Result of this study shows that risky behaviour was found in 51.2 percentage of students, and a significant difference was found between the male and female students in this regard.

Vipin Chaudhary conducted a study on personality in relation to sensation seeking and coping strategies among gender. The aim of the study was to investigate the relationship of personality with sensation seeking and coping strategies among genders. Hexaco personality inventory, sensation seeking scale V form and coping questionnaire were used for this study. A sample of 100 students from pursuing MA from different departments of Punjab university were taken. Correlation and one way Anova was computed.

Nikhil Thanki conducted a study on the topic "A study of Achievement Motivation of physically challenged students in relation to their mother's education and

category." the study aims to know the relationship of physically challenged student's achievement motivation with their mother's education which belongs to a different caste. The following sample is comprised of 80 physically challenged students of Ahmadabad city of Gujarat. The achievement motivation scale adopted by Jansari is used for data collection. The result reveals that the mother's education is not significantly related to M. and the difference between the General and OBC categories is not significant.

Raju P. Shah "A study of Achievement Motivation of secondary school students with relation to their gender & father's occupation" this study aimed to know achievement in students with their gender and father's occupations. The samples consisted of 160 students, in that 80 boys and 80 girls with an equal member of students are service class and business class of father's occupations. Achievement motivations inventory developed by Janasari Ashwin (2006) was used for data collection; the result revealed that there is no significant relationship between achievement motivation and Gender. The boys from the business have more achievement motivation than the boys from the service class.

Dholakia Ketan C. & Ashwin B. Jansari "A study of Achievement Motivation inventory among the secondary school students" the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex, 69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory. The finding of the study suggests that the students belonging to rural and urban areas and those schools in cream and slum areas showed a significant difference in achievement motivations, whereas, no significant differences were found among the male and female students.

Nayak Hiren J."A study of Achievement Motivation of secondary school students of Ahmedabad city with relation to their caste and father occupations" the study aims to know the relationship between students' achievement motivation with

their cast and father occupation. Achievement, the sample comprised of 100 students of Ahmadabad city of Gujarat Achievement Motivation scale adopted by Dr. Ashwin Jansari used for data collection. The result reveals that the father's occupation is significantly related to achievement motivation. There is more achievement motivation in serviceman father students than farming father.

Bharvad Bhagawanbhai "A study of the relation between Achievement Motivation to their student's education faculty, parents education and father occupations" in this study its humble try to know the relation of education faculty parents education and fathers occupation updating of the students of standard 11 and standard 12-60 students of Arts faculty and 60 students of science faculty were Randomly only selected. The sample comprised of 120 students of Sabarkantha District of Gujarat, Achievement Motivation inventory adopted by Jansari is used for data collection from the result more Achievement Motivation on was seen in the students of science faculty than the students of arts faculty. There was no significant difference seen in the children of the parents whose education was up to secondary level and graduate level, more Achievement Motivation was seen in the children of salaried parents than the children of the formers.

Veena N and Shailaja Shastri conducted a study among 656 under graduate students aged 19 – 23 years. Three pure science colleges and five engineering/applied science colleges in Bangalore participated in this study. Objective of this study was to find out the achievement motivation between pure science and applied science. The research result was that pure science and applied science course students significantly differed on achievement motivation. There was no significant difference in achievement motivation among high school and low academic performance students.

Ms. Bali G Bhalani conducted a study on achievement motivation of college students in relation to their gender and education stream. The purpose of this study is to find out achievement motivation level of college students concerning their gender and educational stream. 120 students were participated in this study. This study shows that there is significant difference in the achievement motivation level of college student about their educational stream and gender. The boys and girls are both not having a similar achievement motivation level related to gender.

Mrs. P. Anitha and Dr. A. Umesh Samuel Jebaseelan conducted a study on achievement motivation among adolescent students in college of Thirichirapalli. This study investigated whether achievement motivation differed on individual

variables(social economic status, area of domicile and gender). This study aims at measuring the motivation of the adolescent college students in colleges of Trichy. This is a descriptive study, the sample size of 300 derived from the universe autonomous college in Trichy, adopting disproportionate stratified random sampling. This study concluded that there is level of differences in achievement motivation based on gender and socio-economic status.

Rohi Faryaz and Prof. M.Y Ganai made a comparative study of achievement motivation among socially disadvantaged Adolescent students in Kashmir. The present study was undertaken to compare the level of achievement motivation between scheduled tribe(ST) and other background class(OBC) secondary school adolescent of district Budgam. The study was conducted with the help of simple random sampling technique, 160 students were selected, 80 ST and 80 OBC. Data was collected by applying achievement motivation scale developed by Prathiba Deo and Asha Mohan. The result study indicated that 68.75 socially disadvantaged adolescent students possess average motivation, 11.25 % students possess average motivation, 5.0 students possess high motivation. This study shows that significant difference was found in achievement motivation of ST and OBC students are having higher achievement motivation as compared to ST students.

Dr. Sachin and Jadhav conducted a study of frustration and achievement motivation in gender and faculty of college students by employing a sample of 60 students with age ranging 20 to 23 years. For this study student belonging to Dhule city were selected. It is found that there is significant difference in gender regarding frustration and achievement motivation in the students of both faculties. Also found that the negative correlation between frustrates and achievement motivation.

Hypothesis

Relationship between sensation seeking scale and its subscale with achievement motivation scale.

1. There will be a significant relationship between Sensation Seeking and achievement motivation among college students in Kannur University.
2. There will be a significant relationship between sub variables of sensation seeking namely a) boredom susceptibility b) disinhibition c) experience seeking d) thrill and adventure seeking and achievement motivation among college students in Kannur university.

3. There will be significant difference in sensation seeking based on age among college students in Kannur university.
4. There will be significant difference in sub variable of sensation seeking namely a) boredom susceptibility b) disinhibition c) experience seeking d) thrill and adventure seeking based on age among college students in Kannur university.
5. There will be significant difference in achievement motivation based on age among college students in Kannur university.
6. There will be significant difference in sensation seeking based on gender among college students in Kannur university.
7. There will be significant difference in sub variable of sensation seeking namely a) boredom susceptibility b) disinhibition c) experience seeking d) thrill and adventure seeking based on gender among college students in Kannur university.
8. There will be significant difference in achievement motivation based on gender among college students in Kannur university.
9. There will be significant difference in sensation seeking based on course among college students in Kannur university.
10. There will be significant difference in sub variable of sensation seeking namely a) boredom susceptibility b) disinhibition c) experience seeking d) thrill and adventure seeking based on course among college students in Kannur university.
11. There will be significant difference in achievement motivation based on course among college students in Kannur university.
12. There will be significant difference in sensation seeking based on nature of course among college students in Kannur university.
13. There will be significant difference in sub variable of sensation seeking namely a) boredom susceptibility b) disinhibition c) experience seeking d) thrill and adventure seeking based on nature of course among college students in Kannur university.
14. There will be significant difference in achievement motivation based on nature of course among college students in Kannur university.
15. There will be significant difference in sensation seeking based on domicile among college students in Kannur university.
16. There will be significant difference in sub variable of sensation seeking namely a) boredom susceptibility b) disinhibition c) experience seeking d) thrill and

adventure seeking based on domicile among college students in Kannur university.

17. There will be no significant difference in achievement motivation based on domicile among college students in Kannur university.
18. There will be significant difference in sensation seeking based on economic status among college students in Kannur university.
19. There will be significant difference in sub variable of sensation seeking namely a) boredom susceptibility b) disinhibition c) experience seeking d) thrill and adventure seeking based on economic status among college students in Kannur university.
20. There will be significant difference in achievement motivation based on economic status among college students in Kannur university.

CHAPTER 3
METHOD

CHAPTER 3

METHOD

Research is a process to discover new knowledge to find answers to a question. The word research has two parts re (again) and search (find) which denote that we are taking up an activity to look into an aspect once again or we want to look for some new information about something (Kirti Solanki, 2022). Clifford Woody states that research comprises defining and redefining problems, formulation of hypothesis; collection, organizing and evaluation of data; and reaching conclusions. Here it is emphasized that all research has to be systematic and logical to arrive at expected outcome.

D. Slesinger and M. Stephenson in the Encyclopedia of Social Sciences Research define research as "The manipulation of things, concepts or symbols for the purpose of generalizing to extend, correct or verify knowledge, whether that knowledge aids in construction of theory or in the practice of an art." The authors have a different view of research as they suggest that it can be taken up by modifying, challenging and changing; available knowledge either to prove a process being appropriate or to develop it in entirety (D. Slesinger & M. Stephenson, 1975)

According to Rocco, "Research is a careful investigation or inquiry especially through search for new facts in any branch of knowledge." Research is a movement, a movement from the known to the unknown (Redman and Mory, 2010). Research is manipulation of things, concepts or symbols for the purpose of generalizing to extend, correct or verify knowledge, whether that knowledge aids in construction of theory or in the practice of an art (Kothari, C.R. 2008) A broad definition of research is given by Martyn Shuttleworth - "In the broadest sense of the word, the definition of research includes any gathering of data, information and facts for the advancement of knowledge. "Another definition of research is given by Creswell who states that "Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue".

Research design.

The function of research design is to provide for the collection of relevant evidence with minimal expenditure of effort, time and money. But how all these can be achieved depends mainly on the research purpose. A flexible research design which provides opportunity for considering many different aspects of a problem is considered appropriate if the purpose of the research study is that of exploration. But when the

purpose happens to be an accurate description of a situation or of an association between variables, the suitable design will be one that minimizes bias and maximizes the reliability of the data collected and analyzed (A K Singh, 2022).

The preparation of the research design, appropriate for a particular research problem, involves, the means of obtaining the information, the availability and skills of the researcher and his staff, explanation of the way in which selected means of obtaining information will be organized and the reasoning leading to the selection, the time available for research and the cost factor relating to research, i.e., the finance available for the purpose (Kothari, 2008).

In the present study exploratory research design is used. Exploratory research studies are also termed as formulative research studies. The main purpose of such studies is that of formulating a problem for more precise investigation or of developing the working hypotheses from an operational point of view. The major emphasis in such studies is on the discovery of ideas and insights. As such the research design appropriate for such studies must be flexible enough to provide opportunity for considering different aspects of a problem under study. Inbuilt flexibility in research design is needed because the research problem, broadly defined initially, is transformed into one with more precise meaning in exploratory studies, which fact may necessitate changes in the research procedure for gathering relevant data. (Kothari, 2008).

The problem in the present study is to find the relationship between sensation seeking and achievement motivation among college students in Kannur university. So, the study is an exploratory study.

Participants

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. Sample design is determined before data are collected. The researcher must decide the type of sample he will use i.e., he must decide about the technique to be used in selecting the items for the sample. In fact, this technique or procedure stands for the sample design itself (Kothari, 2018).

Considering the availability of population random sampling is selected as the sampling technique for the present study. In simple random sampling all samples have equal chances to be chosen. Here 302 samples were taken randomly from the total

population.

For the present study, Kannur university is taken as the universe and studying students are taken as the population. The total sample size of the sample is 302 from different collages in Kannur university.

Inclusion criteria

- College students of age between 18 to 25 both male and female are included
- Regular students are included

Exclusion criteria

- Students who are pursuing studies in abroad are excluded
- Students who are pursuing graduation and post-graduation are excluded.

Categorization of participants according to socio-demographic variables.

For the purpose of different analysis in the present study, the participants were divided into different groups based on their socio- demographic variables such as age, gender, course, nature of course, domicile, Course, socioeconomic status and nature of course. The details are given in the form of tables as follows;

Classification of samples based on age

Age refers to the length of time that an individual has lived or the amount of time that has passed since a particular event or period. Typically, age is measured in years, and it is often used as an indicator of the stage of life that a person is in. The component of sensation seeking and achievement motivation may vary with age. So, it is taken consideration in to the present study. Sample was classified on the basis of age in two categories. The details of the classification are given in the table

Table 3.1

Sl. No	Age	No. of participants	Percentage
1	18-21	275	90.2%
2	22-25	30	9.8%

Gender wise classification of the sample

Gender is used to describe the characteristics of women and men that are socially constructed. The components of sensation seeking and achievement motivation may vary among genders. So, it is taken consideration in the present study. The sample was classified on the basis of gender in three categories. The details of the

classification are given in the table 3.2.

Table 3.2

Sl. No	Gender	No. of participants	Percentage
1	Male	109	35.7%
2	Female	196	64.3%
3.	Others	0	0

Classification based on course

There are Undergraduate students and post graduate students. Both of these participated in this study. There is difference in these groups.

Table 3.3

Sl.no	Course	No. of participants	Percentage
1	PG	44	14.4%
2	UG	261	85.6%

Classification based on Nature of course.

Nature of course is closely related with nature and interest of an individual related with course. Classification based on nature of course is needed to understand how it is connected with sensation seeking and achievement motivation. Nature of course may have influence on the sensation seeking and achievement motivation aspects of students. So, it is taken consideration into the present study. Classification based on nature of course is given in six categories. Details are given in the table 3.4

Table 3.4

Sl. No	Nature of course	No of participants	Percentage
1	Arts	23	7.5%
2	Sports	2	0.7%
3	Science	86	6.5%
4	Maths	19	6.2%
5	Commerce	165	54.1%
6	Others	1	3.3%

Classification based on domicile

The domicile is defined as the place where you make your permanent home and where you are considered to be permanent resident. An urban area or built-up area is a human settlement with a high population density and infrastructure or built environment. Rural area or a countryside is a geographic area that is located outside the town or cities. Semi – urban settlements are places where large number of peoples come together, where forcibly or voluntarily, in special purpose settlement that lack many of the feature’s characteristics of cities. The components of sensation seeking and achievement motivation may vary with domicile. So, it is taken considerations into the present study. Sample was classified on the basis of domicile in three categories. The details of the classification are given in the table 3. 5

Table 3.5

Sl. No	Domicile	No. of participant	Percentage
1	Rural	163	53.4%
2	Urban	30	9.8%
3	Semi Urban	112	36.7%

Classification of samples based on Economic Status

Economic status refers to an individual's or a family's position within a particular economic system, typically based on income, wealth, and occupation. It reflects their level of economic resources, which can determine their access to various goods, services, and opportunities. Economic status can be classified into different categories such as high-income, middle-income, and low-income, and it can have a significant impact on an individual's quality of life, social mobility, and well-being. Economic status also will influence in sensation seeking and achievement motivation. The details of the classification are given in the table 3. 6

Table 3.6

Sl. No	Income	No of participants	Percentage
1	Annualincome below 1,00,000	221	72.5%
2	Annual Income above 1,00,000	83	27.2%
3	Others	1	0.3%

Study Variables

The present study focuses on two major psychological variables sensation seeking and achievement motivation. In order to explore the relationship between these variables and the difference of these variables based on the socio- demographic data, various standardized instruments are used for data collection.

Theoretical definition

Sensation Seeking

Amongst all psychological traits that influence human personality, sensationseeking is the most interesting. Sensation seeking is also known excitement seeking. Sensation seeking has an effect on of our life by several ways. It affects us in all walks of our life. There are many shades of personality all individuals may possess. Each individual reacts differently to the same situations and a like to different situations, such differences may occur due to natural variations in personality of all the people as not two individuals are alike ever in all walks of life. Sensation looking for has been distinguished as mental attribute that includes, story complex, and solid sensations and encounters, and the preparation take up a mixture of dangers.

Achievement Motivation

Theoretical definition

Achievement motivation, also referred to as the need for achievement (and abbreviated n Achievement), is an important determinant of aspiration, effort, and persistence when an individual expects that his performance will be evaluated in relation to some standard of excellence. Such behavior is called achievement-oriented. Motivation to achieve is instigated when an individual knows that he is responsible for the outcome of some venture, when he anticipates explicit knowledge of results that will define his success or failure, and when there is some degree of risk, i.e., some uncertainty about the outcome of his effort. The goal of achievement-oriented activity is to succeed, to perform well in relation to a standard of excellence or in comparison with others who are competitors (McClelland 1961, chapter 6; Atkinson 1964). In the present study, achievement motivation scale is being used for data collection.

Measuring Instruments

Personal data schedule

In order to collect the details of the participants and variables a google form is used. The personal data schedule includes name, age, gender, course, nature of course, domicile and economic status. This information is collected in order to examine difference in sensation seeking and achievement motivation according to various personal data.

Sensation seeking questionnaire

Sensation Seeking Scale (SSS): The Sensation-Seeking Scale (Form V) consisted of 40 forced-choice items. Originally developed as an individual difference measure to predict differential response to sensory deprivation, the sensation-seeking scale evolved into a multidimensional measure consisting of four interrelated subscales. The subscales, each comprising of ten forced-choice items, include boredom susceptibility, disinhibition, experience seeking, thrill and adventure seeking. Boredom susceptibility is an aversion to repetition, routine and dull people; disinhibition is the desire for social and sexual disinhibition; experience seeking is the desire for experience through the mind and senses, travel and non-conforming lifestyles, and thrill and adventure-seeking is the desire to engage in sports or activities involving speed and danger. The respondents were asked to choose between two response options, one indicative of the presence of the tendency to seek sensations, and the other indicative of the absence of such a tendency. The original number of items on this scale was 40, and the reliability was found to be .23, .47, .22 and .62 for boredom susceptibility, disinhibition, experience seeking, and thrill and adventure-seeking respectively. The overall reliability of the scale was .68 (Annalakshmi et al, 2020)

Scoring

The Sensation Seeking Scale is typically scored by summing the participant's responses to the items in each subscale. The scale consists of four subscales, each measuring a different aspect of sensation seeking:

- **Thrill and Adventure Seeking:** This subscale measures the participant's desire for exciting and thrilling experiences. The subscale includes items such as "I would like to take off on a trip with no pre-planned itinerary" and "I would like to explore strange places."

- **Experience Seeking:** This subscale measures the participant's openness to new experiences and willingness to experiment. The subscale includes items such as "I would like to try bungee jumping" and "I like to explore new places, even if they are not popular or well-known."
- **Disinhibition:** This subscale measures the participant's tendency to engage in behavior that is often considered socially or legally inappropriate. The subscale includes items such as "I enjoy getting drunk" and "I have taken illegal drugs before."
- **Boredom Susceptibility:** This subscale measures the participant's tolerance for boredom and their need for variety and stimulation. The subscale includes items such as "I often find myself with nothing to do" and "I get restless when I have to do the same thing for a long time."(Sensation Seeking Manual)

Each subscale is scored by summing the participant's responses to the items in that subscale. The scores can range from 0 to the maximum number of items in the subscale, with higher scores indicating a greater tendency toward sensation seeking in that particular area.

Overall sensation seeking is calculated by summing the scores across all four subscales, providing a global score of an individual's overall tendency towards sensation seeking

Reliability and validity

The reliability of the Sensation Seeking Scale has been established through various studies and has been found to be generally high. The scale has been shown to have good internal consistency (from 0.73 to 0.90), test-retest reliability (from 0.70 to 0.90), and inter-rater reliability (from 0.70 to 0.80). the scale is having desirable validity also.

Table 3.7 Reliability coefficient for each domain of Sensation seeking

Sl. No	Domains	Cronbach's Alpha
1	Boredom Susceptibility	0.56
2	Disinhibition	0.74
3	Thrill and adventure seeking	0.72
4	Experience seeking	0.61

Achievement motivation scale

The study of motivation gained importance since early fifties with the efforts of McClelland and his associates at Wesleyan university, USA. The term motivation refers to any organismic state that mobilize activity which is some sense selective or directive. According to new comb achievement motivation is the acquired tendency and one of the most important social needs. It has been defined by McClelland and his associates and also by Decharms as a disposition to strive for success in competition with others with some standards of excellence. Set by the individual. Motive to achieve requires an act of some norm of excellence, long term involvement and unique accomplishment. These are the criteria set by McClelland and his associates. In fact, this is one of the most important manifest and social needs and personality variable enlisted by Murray (Deo & Mohan, n.d).

To prepare the present Achievement motivation scale, an effort was made to study factors suitable for measuring the achievement motivation. Apart from the standard of excellence, unique accomplishment and long-term involvement, indicating achievement imagery as suggested by McClelland and Atkinson. All these factors were accepted for providing the bases to prepare the items in the scale of achievement motivation (Deo & Mohan, n.d).

Scoring

One stencil key is to be used for scoring, positive and negative items. A positive item carries the weights 4, 3, 2, 1 and 0 for the categories of always, frequently, sometimes, rare and never respectively. The negative items are to be scored

0, 1, 2, 3, and 4 for the same categories respectively that are given above. Separate keys for positive and negative items are provided. The total score is the summation of all the positive and negative items scores. The minimum score obtain can be 0 and maximum score can be 200, other scores ranging in between this limit.

Reliability and Validity

Test-retest method was applied to obtain the reliability coefficient of the scale. The coefficient of reliability is sufficiently high and the scale can be considered as reliable for use. Earlier, Entwistle for 24 items inventory obtained test-retest reliability coefficient of .83 with an interval of 2 ½ months. Lynn found that his achievement motivation questionnaire correlates to the extent of .34 with the factors of Cattle's 16PF, as .16 with super age and .21 with surgency. Bending established the reliability coefficient of .68 for men and .62 for women for his factor analytic scale of need achievement. Costello obtained as split half reliability coefficient of .82 for scale and .73 for scale. Smith computed a split half reliability coefficient of .56 for his 10 items quick measure of achievement motivation. Taking in to consideration these results, the present scale reliability coefficient by test-retest method for the total group, as well as for the separate male and female group, are very satisfactory and the scale can be taken as quite reliable for use (Deo & Mohan, n.d).

As far as the validity of the scale is concerned, in the first instance the item validity established by the high-low discrimination method was accepted as the validity of the whole measure. Besides, this scale was also used for validating the projective test of achievement motivation. The coefficient of correlation between the scale and the projective test was observed to be .54 which speaks for the validity of the scale also, the validity being of the concurrent nature. Finally, the scale score was also correlated with the scores obtained by administrating. The Aberdeen Academic Motivation Inventory of Entwistle yielding a coefficient of correlations .75 for a mixed sample of .93. This score is high enough to measure the validity of the scale. Regarding the r of the .54 between the scale and the projective test, McClelland explains that self-descriptive and projective measures are usually not correlating high with each other. Even Carney observed that questionnaire measures correlated poorly with McClelland's projective measures. These explanations support the result of the present scale of achievement motivation to be sufficiently valid for use for measuring achievement motivation (Deo & Mohan, n.d).

Procedure for data collection

Data collection in research involves the process of gathering and measuring information on variables of interest, in an established systematic fashion that enable one to answer stated research questions, test hypothesis, and evaluate outcome. The present study aims to explore the relationship between sensation seeking and achievement motivation among college students in Kannur university. In the present study the data was acquired from various colleges in Kannur university.

Online data collection mode was used in research. After getting initial consent from the head of the institution the Google form passed on to students who are selected through random sampling procedures. The online Google form will be structured as, the first part contains the personal data schedule, the second part contain the Achievement Motivation scale questionnaire and the third part contains sensation seeking scale.

After the completion of test administration, the participants were thanked for the participation and cooperation. After collecting the necessary data, the data was scored using the manual and analyzed using SPSS and the results were discussed.

Statistical Techniques

The researcher aimed to explore the relationship between the variables such as; sensation seeking, achievement motivation. The coding and analysis were done with the help of SPSS software. Pearson's correlation, t-test and ANOVA are used for statistical analysis required for the present study.

Pearson Correlation test

Pearson correlation measures the strength of the linear relationship between two variables. Pearson's correlation coefficient is represented by the Greek letter rho for the population parameter and r for a sample statistic. Your research hypothesis would represent that by stating that one score affect the other in a certain way. The correlation is affected by the size and sign of the r . The correlation coefficient ranges from -1 to 1. An absolute value of exactly 1 implies that a linear equation describes the relationship between X and Y perfectly with all data points lying on a line. The correlation sign is determined by the regression slope. A value of + 1 implies that all data points lie on a line for which Y increases as X increases and vice versa for -1. A value of 0 implies that there is no linear dependency between the variables.

T test

A t test is a type of inferential statistics used to determine if there is a significant difference between the means of two groups, which may be related in certain features. Calculating a t test requires three key data values. There are three t-test to compare means; one sample t-test, a two-sample t-test, and a paired t-test. A t-test can only be used when comparing the means of two groups. If you want to compare more than two groups or if you want to do multiple pairwise comparison, use ANOVA test or a post-hoc test. The t-test is a parametric test of difference, meaning that it makes the same assumptions about your data as other parametric test. The t-test assumes your data are independent, are normally distributed, have a similar amount of variance within each group being compared.

Anova

Analysis of variance is an analysis tool used in statistics that splits an observed aggregate variability found inside a data set in to two parts: systemic factors and random factors. The systemic factors have a statistical influence on the given data set, while the random set do not. You would use ANOVA to help you understand how your different group respond, with a null hypothesis for the test that the means of the different groups are equal. If there is a statistically significant result, then it means that the two population are unequal.

CHAPTER 4
RESULT AND DISCUSSION

CHAPTER 4

RESULT AND DISCUSSION

The aim of the study was to find out the relationship between Sensation Seeking and Achievement Motivation among college students in Kannur university. Thus, the study attempts to find out the relationship between Sensation Seeking and Achievement Motivation.

The study also attempts to find out the relationship between sub-variables of Sensation Seeking and Achievement Motivation and also find out the differences between Sensation Seeking and Achievement Motivation based on age, gender, course, nature of course, domicile and economic status. This chapter deals with the process of result obtained and its interpretation and discussion. The collected data were analyzed and then written in the form of result and discussion.

This chapter consist of three sections, section one deals with the analysis of relationship among the study variables Sensation Seeking and Achievement Motivation. For this analysis Pearson product correlation test was used. Pearson product moment correlation test helps to find out the relationship between two variables and how strongly the variables are correlated.

The second section deals with the difference in Sensation Seeking and Achievement Motivation based on age, gender, course domicile, nature of course and economic status. For this analysis independent sample t test and one way analysis of variance (ANOVA) were used. Independent sample t test helps in finding out significant difference between the mean performance of two groups that are not related. One way ANOVA is used to determine the difference between more than two unrelated groups. The third section deals with testing the tenability of the hypothesis.

Section 1

Inter-correlation between the variables of Sensation Seeking and Achievement Motivation: Result and discussion of Pearson product moment correlation.

To find the relationship between the sub-variables of Sensation Seeking and Achievement Motivation, Pearson product moment correlation was used and according to Cohen (1988), Pearson correlation values of $r = 0.60 - 0.79$ are considered strong, $r = 0.40 - 0.59$ are considered moderate and $r = 0.20 - 0.39$ are considered weak.

The inter-correlation coefficients obtained for all the study variables such as Sensation Seeking and its variables (Boredom Susceptibility, Disinhibition, Experience

Seeking, Thrill and Adventure Seeking) and variable of Achievement Motivation among college students among Kannur university were presented in table 4.1

Table 4.1 Inter-correlation between variables of Sensation Seeking and Achievement Motivation

Variables	BS	DIS	ESS	TAS	SS	AMS
Boredom susceptibility (BS)	1					
Disinhibition Scale (DIS)	.304	1				
Experience seeking scale (ESS)	.073	.205**	1			
Thrill and adventure seeking scale (TAS)	-.103	-.013	.183**	1		
Sensation Seeking (SS)	.464**	.632**	.599**	.580**	1	
Achievement Motivation	-.189**	-.173**	-.093	.192**	-.075	1

** Significant at the 0.01 level (2-tailed). * Significant at the 0.05 level (2-tailed).

Table 4.1 shows the inter-correlation between the sub variables of Sensation Seeking and Achievement Motivation. Sensation Seeking is a personality trait that refers to an individual's tendency to seek out and enjoy new, exciting, and sometimes risky experiences. People who score high in Sensation Seeking tend to have a desire for novel, varied, and intense sensations and experiences. Achievement Motivation refers to an individual's drive or desire to achieve success, attain goals, and perform well in various domains, such as academics, career, and personal life. It is a psychological construct that involves a combination of cognitive, affective, and behavioral components.

Table 4.1 shows that there is no significant correlation between Sensation Seeking and Achievement Motivation among college students in Kannur university. The inter-correlation coefficient between Sensation Seeking and Achievement Motivation is -0.075 which is not significant. The lack of significant correlation

between Sensation Seeking and Achievement Motivation may be due to the fact that these two constructs represent different aspects of an individual's personality and motivation. Individuals who score high on Sensation Seeking may enjoy seeking out new and intense experiences, but may not necessarily have a strong drive to achieve specific goals or succeed in a particular domain. On the other hand, individuals who score high on Achievement Motivation may be more focused on achieving specific goals and may not be as interested in seeking out novel and intense experiences for their own sake.

The research, conducted by Marvin L, Schkoth and Elissa Lunp(1999) on 'Relationships between need achievement, sensation seeking and cognitive performance' indicates that there is positive correlation between Sensation Seeking and Achievement Motivation . This study says that most traits of Achievement Motivation and Sensation Seeking go together or overlap to some extent.

The inter-correlation between the sub variables of Sensation Seeking and Achievement Motivation are analyzed and the results are presented in the table 4.2

Table 4.2 Inter-correlation between the sub variables of Sensation Seeking and Achievement Motivation

Variables	AMS
Boredom susceptibility (BS)	-.189**
Disinhibition Scale (DIS)	-.173**
Experience seeking scale (ESS)	-.093
Thrill and adventure seeking scale (TAS)	.192**

** Significant at the 0.01 level (2-tailed). * Significant at the 0.05 level (2-tailed).

Boredom Susceptibility is the sub-variable of Sensation Seeking. This scale represents an aversion to repetition, routine, and dull people, and restlessness when things are unchanging. From the table 4.2 there is a negative significant correlation between Boredom Susceptibility and Achievement Motivation. The inter-correlation coefficient between Boredom Susceptibility and Achievement Motivation is $-.189^{**}$ which is significant at 0.01 level of significance. So, the correlation coefficient indicates that there is a weak negative correlation. So, when Boredom Susceptibility increases, Achievement Motivation may decrease or when Boredom Susceptibility

decreases Achievement Motivation increases. It implies boredom activities lead to low level of Achievement Motivation. A negative significant correlation between Boredom Susceptibility scale and Achievement Motivation suggests that as levels of boredom susceptibility increase, levels of Achievement Motivation tend to decrease.

This result suggests that individuals who are more susceptible to boredom may have difficulty finding stimulation and interest in activities that are necessary for achieving their goals, leading to a lower level of Achievement Motivation. Conversely, individuals with high levels of Achievement Motivation may be less susceptible to boredom because they are more focused on their goals and have a clear sense of purpose and direction. This can make it easier for them to find motivation and engagement in activities that are necessary for achieving their goals.

The findings of a few interview and survey studies suggest that boredom relates negatively to attention and effort at achievement. Using interviews with sixth- and seventh-grade students, Jarvis and Seifert (2002) found that students withdrew effort at school as a result of experiencing boredom. Farmer and Sundberg (1986) reported that undergraduates' boredom proneness correlated negatively with their attentiveness during lectures. In Watt Dility and Vodanovich's (1999) study, college students' boredom related negatively to their educational involvement and career planning.

Table 4. 2 shows that there is a negative significant relationship between Disinhibition scale and Achievement Motivation. Disinhibition is the sub-variable of sensation seeking. It focuses preference of "out of control" activities such as wild parties, drinking and illegal activities. The inter-correlation coefficient between disinhibition and Achievement Motivation is $-.173^{**}$ which is significant at 0.01 level of significance. So according to the correlation coefficient there is a weak level of negative correlation. When disinhibition increases Achievement Motivation may decrease and vice versa in a strong level. The negative correlation between disinhibition and Achievement Motivation could be explained by a few factors. For example, individuals with high levels of disinhibition may be more easily distracted and have difficulty focusing on long-term goals. They may also be more likely to engage in impulsive behaviors that interfere with their ability to achieve their goals. On the other hand, individuals with high levels of Achievement Motivation are more likely to be persistent in the face of challenges, work hard, and focus on their goals, which would naturally be at odds with impulsive and risk-taking behaviors associated with disinhibition.

From the table 4.2 there is no negative correlation between Experience Seeking Scale and Achievement Motivation. Experience seeking scale is the sub variable of Sensation Seeking scale. Experience seeking is a personality trait characterized by an individual's desire for novel and varied experiences. People high in experience seeking tend to be adventurous, curious, and open to trying new things. They seek out new and exciting activities, whether it's exploring new places, engaging in thrilling adventures, or experimenting with different ideas or perspectives. They often value the stimulation and enrichment that come from diverse experiences. The inter-correlation coefficient between Experience Seeking and Achievement Motivation is the $-.093$ which is not significant. So, there is no significant correlation between experience seeking and Achievement Motivation. It implies that the experience seeking has no role in Achievement Motivation. It means that Individuals who score high on experience seeking may enjoy seeking out new and exciting experiences, but may not necessarily have a strong drive to achieve specific goals or succeed in a particular domain. On the other hand, individuals who score high on Achievement Motivation may be more focused on achieving specific goals and may not be as interested in seeking out new experiences for their own sake.

Research conducted by R. Siraj, B. Nayam and S. Ghaza(2020) on “sensation seeking, peer influence and risk-taking behavior” says that experience seeking is positively correlated with Achievement Motivation. Adolescents want to explore different kinds of novel activities of adult life. It leads to different alterations in their social, biological and personal life. It helps to achieve or change their life goals and convictions.

Another study conducted by Durndell, A., & Haag, Z. (2002) on “Computer self-efficacy, computer anxiety, attitudes towards the Internet and reported experience with the Internet, by gender, in an East European sample” it provides insights into individuals' comfort, anxiety, attitudes, and experiences related to technology use. This study affirms that these factors can indirectly influence individuals' motivation, including their motivation to seek new experiences and achieve goals in a digital context.

Table 4.2 shows that there is a positive relationship between Thrill and Adventure Seeking scale and Achievement Motivation. Thrill and adventure seeking is the sub-variable of Sensation Seeking. Thrill and Adventure Seeking is a personality trait that reflects an individual's tendency to seek out physically and emotionally

thrilling experiences such as skydiving, scuba diving, high-speed driving and flying. The inter-correlation coefficient between Thrill and Adventure Seeking scale and Achievement Motivation is .193** which is significant at 0.01 level of significance. So according to the correlation coefficient there is weak relationship between thrill and adventure seeking and achievement motivation. When Thrill and Adventure Seeking increase, increase in Achievement Motivation also at strong level. Thrill and Adventure Seeking has been found to have a positive correlation with certain personality traits and behaviors. This may be because individuals who score high on Thrill and Adventure Seeking tend to be more open to new experiences and more willing to take risks. Some research suggests that individuals who score high on thrill and adventure seeking may also be more likely to engage in certain health behaviors, such as exercise and physical activity. They may also be more likely to have higher levels of self-esteem and self-efficacy, which can be important factors in achieving goals and pursuing success.

The research conducted by Woodman, Handy, Barlow and Le Scanff(2010) concluded that adventure activities like sky diving and mountain climbing, can reward participants with feeling of achievement and satisfaction through prolonged engagement against the natural elements and self.

Section 2

Sensation Seeking and Achievement Motivation among college students in Kannur University: Result and discussion of independent sample t test and one way ANOVA.

The relationship between Sensation Seeking and Achievement Motivation among college students based on socio demographic variables age, gender, course, nature of course, domicile, and economic status is explored in this session. The independent sample t –test was used to find out the difference of study variables existing among the age, course, gender and economic status. The Analysis of variance was used to find out the difference of study variables nature of course and domicile

Age wise difference among college students: Result and discussion of independent sample t test.

For the present study, samples were classified on the basis of age type so as to study the difference in sub variables of Sensation Seeking (Boredom Susceptibility, Disinhibition, Experience Seeking and Thrill and Adventure Seeking) and Achievement

Motivation. The result of independent sample t test among college students on Sensation Seeking variables are presented on table 4.3

Table 4.3 Comparison based on age of the college students

Sl. No	Variables	18-21		22-25		t vale
		Mean	SD	Mean	SD	
1	Boredom susceptibility (BS)	3.83	1.490	3.83	1.391	.014
2	Disinhibition Scale (DIS)	2.92	1.876	2.93	1.999	-.041
3	Experience seeking scale (ESS)	4.67	1.579	5.14	1.481	1.525
4	Thrill and adventure seeking scale (TAS)	6.63	2.262	6.31	2.674	.702
5	Sensation Seeking (SS)	18.04	4.108	18.21	4.663	.200
6	Achievement Motivation	130.78	18.904	123.17	22.713	2.018

The table 4.3 shows that the t value obtained by college students for the Sensation Seeking and its sub variables such as Boredom Susceptibility, Disinhibition, Experience Seeking, Thrill and Adventure seeking, Sensation Seeking, and Achievement Motivation is .014, -.041, 1.525, .702, .200 and 2.018 respectively. The obtained mean value for age 18-21 was found to be 3.83, 2.92, 4.67, 6.63, 18.04 and 130.78 respectively. The standard deviation of age group 18-21 college students was found in to be 1.490, 1.876, 1.579, 2.262, 4.108 and 18.904 respectively. The obtained mean value for age group 22-25 college students was 3.83, 2.93, 5.14, 6.31, 18.4, and 123.17. The standard deviation obtained is 1.391, 1.999, 1.481, 2.674, 4.663 and 22.713. This result indicates that there is .05 significance in Achievement Motivation based on age. t value obtained by Achievement Motivation is 2.018. The mean value obtained by 18-21 group is 130.78 and 22-25 is 123.17. This result shows that 18-21 group has high achievement motivation than 22-25. It can be said that mean value is

more for group one. One of the important reasons is that individuals in the 18 to 21 age group are undergoing significant educational transitions, such as entering college or university or pursuing higher education. These transitions often involve increased academic demands, new learning environments, and opportunities for personal and intellectual growth. As a result, individuals in this age group may experience heightened motivation to achieve academically, set goals, and establish a foundation for their future careers. And also, development of a clear sense of identity is closely tied to the motivation to achieve and succeed in areas that align with one's self-concept and long-term aspirations.

A study conducted by Solomon Faakye on the topic “Age and gender differences in Achievement Motivation: A Ghanaian case study” among sample of 293 students indicates that the age plays a role in Achievement Motivation. Research states that academic self-concept as a construct of Achievement Motivation, is thought to change with developmental level such that younger children’s academic concept is centered more on internal factors. Another research by Guay, Marsh & Boivin (2003) says that as a children get older, they are more likely to have academic, self-concepts that are influenced by external factors such as reward or incentives. This means younger children’s motivation may change as they move from pre- adolescence to adolescence.

Boredom Susceptibility is a sub variable of Sensation Seeking. Boredom susceptibility refers to an individual's tendency or predisposition to experience feelings of boredom. It is a psychological trait that varies from person to person. The result shows that there is no significant difference in boredom susceptibility based on age. But some researches indicate that there is no significant difference in boredom susceptibility based on age is not universally supported and may vary depending on the context and individual differences. However, there can be several potential reasons why age may not be a primary determinant of boredom susceptibility like individual differences, environmental factors, life stage factors and so on. The study conducted by Stephen J. Vodanovich and Steven J. Kass on “Age and gender difference in boredom proneness” conducted among the 385 students enrolled in undergraduate psychology courses. This study found that there is significant relationship between boredom susceptibility and age. Result shows that older individual may be less inclined to be bored. It is because of older individuals have learned through experience to control their emotions with respect to boring situations. As we get older, we are less prone to

boredom. This may reflect a number of things, including the fact that with age comes increased responsibilities that may effectively limit the amount of time one has to become bored. Isacescu et al(2017) conducted a study and they found that changes in brain development observed in late adolescence and early adulthood may underlie the reduced susceptibility to boredom and the reduction in boredom with age remained statistically significant even when they restricted age range to 17–22 year old. Gogtay et al(2004) concluded that age range to 17-22 is precisely the age at which frontal cortices reach full maturation.

The result shows that there is no significant difference in disinhibition based on age. Disinhibition is a sub variable of a Sensation Seeking. Disinhibition refers to a reduction or loss of inhibitions or restraints that typically regulate and control one's behavior. It involves a diminished ability to suppress or control impulses, emotions, or socially unacceptable behaviors. Based on result, this may be due to the homogenous sample selection. The group between 18 and 21 years are likely to share similar developmental stages and life experience. As a result, the difference in age within this may not be substantial enough to yield significant variations in disinhibition. The research by Jatin G. Vaidya et al (2010) on “Age difference on measures of disinhibition during young adulthood” conducted among 18-19 years old and 22-25 years old to characterize patterns of age difference specifically during young adulthood. This study was conducted to explicate the nature of development shift on general and specific components of disinhibition. Individual scale analyses revealed substantial variability in the size of age difference.

The result shows that there is no significant relationship between Experience Seeking based on age. Experience Seeking scale is sub variable of Sensation Seeking. The Experience Seeking subscale specifically assesses an individual's inclination to seek out new and different experiences, intellectual stimulation, and sensory excitement. It captures the drive to explore and engage in unconventional activities. Above mentioned result may be because of individual differences and interest related with life span changes. Several studies have found that younger individuals tend to exhibit higher levels of experience seeking compared to older individuals. This could be attributed to factors such as greater novelty-seeking tendencies, increased energy levels, and a stronger desire for exploration and new experiences. Longitudinal studies have been conducted to examine how experience seeking changes over time within individuals. These studies have found that experience seeking tends to be highest

during adolescence and early adulthood, peaks in the late teens or early twenties, and gradually declines as individuals age.

The table shows that there is no significant difference in Thrill and Adventure Seeking based on age. Thrill and adventure seeking is a sub variable of a Sensation Seeking scale. This subscale specifically measures an individual's propensity to seek out thrilling and exciting experiences. A study by Daren Wishaert et al(2017) on “Thrill and adventure seeking in risky driving at work: The modeling role of safety climate” conducted among four Australian companies and the sample had an age range of 17-69. One of the major findings of this study is age was negatively and significantly correlated with driving violation and thrill and adventure seeking. These findings suggests that younger workers are more likely to experience traffic violations while driving and have higher level of thrill and adventure seeking.

Present study shows that there is no significant difference in Sensation Seeking based on age among the college students. Sensation Seeking is influenced by various individual factors, such as personality traits, values, and life experiences. While there may be general trends at the population level, individuals within the same age group can exhibit significant variations in sensation seeking. Some individuals may naturally have lower levels of sensation seeking, regardless of their age. There are studies which affirm the significant relationship between Sensation Seeking and age. A study conducted by Rebecca J. Evans Polce et al(2018) on gender and age varying association of Sensation Seeking and substance use across young adult” among 15000 high school seniors students in US. This study found that there is strong association between Sensation Seeking and age in use of substance. Sensation Seeking is high in 18 to 30. This study examines the age specific association between Sensation Seeking and substance use behavior in a US national sample of individuals age 18 to 30. We could see positive association of Sensation Seeking with substance use behavior throughout young adulthood for both men and women, the strength of association vary across the age. Zuckerman(1969) suggests that Sensation Seeking increases from childhood to adolescence.

Classification based on gender

The relationship between Sensation Seeking and Achievement Motivation can vary based on several factors, including gender. However, it is important to note that individual differences within each gender group are significant, and generalizations

should be made cautiously. It may have influence on Sensation Seeking and Achievement Motivation among college students. So, it is taken consideration into the present study. Classification based on gender is given in two categories. The details are given in the table 4.4

Table 4.4

Comparison based on Gender of the college students

Sl. No	Variables	Male		Female		t vale
		Mean	SD	Mean	SD	
1	Boredom susceptibility (BS)	4.08	1.408	3.69	1.502	2.207
2	Disinhibition Scale (DIS)	3.56	1.942	2.57	1.763	4.471
3	Experience seeking scale (ESS)	4.74	1.539	4.70	1.596	.167
4	Thrill and adventure seeking scale (TAS)	6.50	2.265	6.65	2.326	-533
5	Sensation Seeking (SS)	18.88	3.564	17.62	4.389	2.537
6	Achievement Motivation	125.77	18.866	132.36	19.324	-2.849

** Significant at the 0.01 level (2-tailed)

The table 4.4 shows that the t value obtained by college students for the Sensation Seeking and its sub variables of Sensation Seeking such as Boredom Susceptibility, Disinhibition, Experience Seeking, Thrill and Adventure Seeking, Sensation Seeking, and Achievement Motivation based on gender is 2.207, 4.471, .167, -533, 2.537 and -2.849 respectively. The obtained mean value for male was found to be 4.08, 3.56, 4.74, 6.50, 18.88 and 125.77 respectively. The standard deviation of age group male college students was found in to be 1.408, 1.942, 1.539, 2.265, 3.564 and 18.866 respectively. The obtained mean value for female college students was 3.69, 2.57, 4.70, 6.65, 17.62 and 132.36 respectively. The standard deviation obtained is 1.502, 1.763, 1.596, 2.326, 4.389 and 19.324 respectively.

This result indicates that there is .05 level significance in boredom susceptibility based on gender. t value obtained by boredom susceptibility is 2.207 and the mean value obtained by male group is 4.028 and female group is 1.502. This result shows that male group has more boredom susceptibility than female. Males, on average, tend to exhibit higher levels of sensation-seeking behavior compared to females. Sensation seekers are individuals who actively seek out novel, exciting, and stimulating experiences to avoid boredom. If males, have a higher tendency for sensation-seeking, they may also experience higher levels of boredom when their need for stimulation is not met. A study done by Addul Kareem M. Jaradat on “Difference in boredom susceptibility according to gender and academic achievement.” This study conducted among a sample of 612 Jordanian undergraduate students. Results showed that female scored significantly higher on the external stimulation subscale than males. Gender difference in external stimulation can be explained from a cultural perspective. In Jordanian culture males are more allowed to go to outdoors than females and thereby they have more chance to engage in new activities. In other words, females are prone to boredom, perhaps because they do more repetitive things.

The result shows that there is no significant difference in Disinhibition based on gender. It may be because of gender roles and expectations vary across cultures and societies. While there may be some general societal expectations regarding gender and behavior, the extent to which these expectations influence disinhibition can differ significantly. Cultural and social factors can shape behaviors and perceptions related to disinhibition in complex ways, making it difficult to establish consistent gender differences. Zuckerman et al (2000) conducted a study on “Personality and risk taking: common bio social factors” among 260 college students. The study explored the relationship between personality trait, including disinhibition and risk-taking behavior. It found that male tend to score higher on measure of disinhibition and engage in more risk-taking behavior compared to females.

The table shows there is no significant difference in Experience Seeking based on gender. Experience seeking is a multifaceted trait that can vary significantly between individuals, regardless of their gender. While there may be average differences between males and females in certain populations, the variability within each gender group can overshadow any significant differences at the group level. This can result in a lack of statistical significance when examining gender differences in experience

seeking. Research on experience seeking and gender has examined the difference in individual's tendency to seek out novel, varied and exciting experience based on their gender. Cross, C.P et al(2011) conducted a study on "Sex difference in impulsivity: Meta-analysis examined sex differences in impulsivity, which is related to experience seeking. The study found that males, on average, tend to exhibit higher levels of impulsivity compared to females. This suggests that males may have a greater inclination for seeking new and exciting experiences.

The table shows that there is no significant difference in Thrill and Adventure Seeking based on gender. Zuckerman et al (1975) conducted a study on "Sensation Seeking in England and America: Cross cultural, age and sex comparisons. This study conducted among people from England and America ranging in age from 16 to 40. This study compared sensation seeking, which includes thrill and adventure seeking, between males and females in England and America. It found that males tend to score higher on measures of sensation seeking, suggesting a greater inclination towards thrill and adventure seeking compared to females.

The result table shows that there is significant difference in Sensation Seeking based on gender. T value obtained by Sensation Seeking is 2.537. It is significant in .01 level. Mean value of male group is 18.88 whereas female group has 17.62. This result shows that male group has more Sensation Seeking than female. The higher Sensation Seeking tendencies observed in males compared to females can be influenced by a combination of biological, psychological, and sociocultural factors. Hormonal differences between males and females may play a role in sensation seeking. Societal and cultural expectations and norms can shape behavior and influence gender differences in sensation seeking. Traditional gender roles often encourage males to be more adventurous, daring, and willing to take risks compared to females. These socialization processes can contribute to the development of higher Sensation Seeking tendencies in males. There are researches which had demonstrated the gender difference in rate of sensation seeking. Nolen-Hoeksema (2004) portrayed that Sensation Seeking higher among men than women across the young adulthood. The study by Rebecca J. Evans – Polce et al(2018) conducted study on "Gender and age varying associations of Sensation Seeking and substance use across young adulthood". This study also indicates that men have a consistently higher level of Sensation Seeking at all ages compared to women. Result of this study shows that among men Sensation

Seeking is highest at the age of 18 with mean of 3.6 and decline by age 30 to 3.00. Among women, highest level of Sensation Seeking is 3.00 at the age 18 and declines through age 30 to 2.2.

The result shows that Achievement Motivation has .01 level significance based on gender. t value obtained by Achievement Motivation is -2.849. It is significant at .01 level. The mean value of male group is 125.77 and female is 132.36. This result shows that female has high Achievement Motivation based on gender. There may be many reasons for higher level of Achievement Motivation for female. One of the reasons may be perception about oneself. It plays a significant role in motivation. Females may perceive themselves as having higher levels of Achievement Motivation due to factors such as greater confidence in their abilities or a stronger belief in the importance of education. These self-perceptions can influence their motivation to pursue and excel in achievement-related endeavors. There are numerous studies on sex difference in Achievement Motivation. One of the earliest study conducted by Morris(1959) which referred to the psychic and social difference between sexes. There are more studies which support the difference position. Cartwright et al (2013) reported that intrinsic motivation is related to significantly greater levels of academic achievement for male, not for female students. Vecchione et al(2014) conducted a study among 419 Italian students. This study revealed that the predictive value of intrinsic motivation on academic outcome tended to be stronger for female, whereas extrinsic motivation was strong for male.

Table 4.5 Comparison based on course of the college students

Sl. No	Variables	UG		PG		t vale
		Mean	SD	Mean	SD	
1	Boredom susceptibility (BS)	3.82	1.508	3.91	1.306	-.363
2	Disinhibition Scale (DIS)	2.96	1.923	2.65	1.631	1.000
3	Experience seeking scale (ESS)	4.71	1.577	4.77	1.571	-.235
4	Thrill and adventure seeking scale (TAS)	6.58	2.307	6.67	2.296	-.241
5	Sensation Seeking (SS)	18.07	4.208	18.00	3.873	.101
6	Achievement Motivation	130.25	18.912	128.79	22.260	.458

The t value obtained by college students of Sensation Seeking and for the sub variables such as boredom susceptibility, disinhibition, experience seeking, thrill and adventure seeking, sensation seeking, and Achievement Motivation is .363, 1.000, -.235, -.241, .101 and .458 respectively. The obtained mean value for UG was found to be 3.82, 2.96, 4.71, 6.58, 18.07 and 130.25 respectively. The standard deviation of UG college students was found in to be 1.508, 1.923, 1.577, 2.307, 4.208 and 18.912 respectively. The obtained mean value for PG group college students were 3.91, 2.65, 4.77, 6.67, 18.00 and 128.79 respectively. The standard deviation obtained is 1.306, 1.631, 1.571, 2.296, 3.873 and 22.260 respectively. This result indicates that course difference does not have any significance in Sensation Seeking and its sub variables such as boredom susceptibility, disinhibition, experience seeking, thrill and adventure seeking, and Achievement Motivation. This implies that the course does not have any influence with Sensation Seeking and Achievement Motivation. They may get equal chance in every aspect.

The relationship between Sensation Seeking and Achievement Motivation can vary among individuals, regardless of their educational background. Sensation Seeking refers to the tendency to seek novel, intense, and thrilling experiences, while

Achievement Motivation refers to the drive to excel, accomplish goals, and succeed in academic or professional pursuits. Research has explored the connection between Sensation Seeking and Achievement Motivation in different contexts, but findings are not specific to graduates or postgraduates. It is worth noting that individual differences exist within both groups, and generalizations about their characteristics can be limited.

In some cases, individuals with high Sensation Seeking tendencies may display lower levels of Achievement Motivation, as they may be more focused on seeking excitement and novelty rather than pursuing traditional markers of success. Conversely, individuals with high Achievement Motivation may exhibit lower levels of sensation seeking, as their drive for accomplishment and goal attainment may prioritize stability and predictability. However, it is important to remember that these are general tendencies and not absolutes. Many individuals exhibit a combination of both Sensation Seeking and Achievement Motivation, and the interaction between these traits can be complex.

Table 4.6 Classification based on Economic Status

Sl. No	Variables	Below 1,00,000		Above 1,00,000		t vale
		Mean	SD	Mean	SD	
1	Boredom susceptibility (BS)	3.95	1.492	3.52	1.407	2.215
2	Disinhibition Scale (DIS)	2.89	1.841	3.00	2.006	-.465
3	Experience seeking scale (ESS)	4.73	1.635	4.68	1.404	.217
4	Thrill and adventure seeking scale (TAS)	6.58	2.143	6.63	2.697	-.175
5	Sensation Seeking (SS)	18.14	4.097	17.84	4.328	.556
6	Achievement Motivation	129.95	19.394	130.32	19.495	-.148

The variable Sensation Seeking and Achievement Motivation can also be influenced by economic status. However, it is important to note that economic status is

a complex and multifaceted construct that encompasses various factors such as income, education, occupation, and socioeconomic background. These factors can interact in different ways, leading to diverse outcomes. So, it is taken in to consideration in the present study. The details are given in the table 4.6

The t value obtained by college students for the sub variables of Sensation Seeking such as boredom susceptibility, disinhibition, experience seeking, thrill and adventure seeking, sensation seeking, and Achievement Motivation is 2.215, -465, .217, -175, .556 and -148 respectively. The obtained mean value for above 1,00,000 income was found to be 3.95, 2.89, 4.73, 6.58, 18.14 and 129.95 respectively. The standard deviation of group of those college students' family income is below 1,00,000 was found in to be 1.492, 1.841, 1.635, 2.143, 4.097 and 19.394 respectively. The obtained mean value for college students whose annual income is above 1,00,000 was 3.52, 3.00, 4.68, 6.63, 17.84 and 130.32 respectively. The standard deviation obtained is 1.407, 2.006, 1.404, 2.697, 4.328 and 19.495 respectively. This result indicates that there is no significant level of difference in Sensation Seeking and its sub variables such as boredom susceptibility, disinhibition, experience seeking, thrill and adventure seeking, sensation seeking, and Achievement Motivation based on economic status.

There is some evidence to suggest that individuals from lower economic backgrounds may exhibit higher levels of sensation seeking. One possible explanation is that individuals with limited economic resources may seek out novel and stimulating experiences as a way to escape the constraints or challenges associated with their socioeconomic circumstances. Engaging in sensation-seeking behaviors can provide a temporary escape and excitement.

On the other hand, individuals from higher economic backgrounds may have greater access to a variety of experiences and resources, which may fulfill their need for novelty and stimulation without the need for extreme or risky behaviors. Consequently, they may exhibit lower levels of Sensation Seeking compared to individuals from lower economic backgrounds. It's important to note that these generalizations do not apply to every individual and that there is considerable variation within each economic group. Factors such as cultural background, personal values, education, and upbringing can also influence Sensation Seeking tendencies regardless of economic status.

Furthermore, it's essential to consider that Sensation Seeking is a multidimensional construct, and different aspects of sensation seeking, such as thrill-seeking, experience seeking, disinhibition, and boredom susceptibility, may interact

differently with economic status. In short, the relationship between Sensation Seeking and economic status is complex, and individual differences play a significant role. It is advisable to examine specific studies that focus on this relationship to gain a more nuanced understanding of how Sensation Seeking and economic status may intersect.

Comparison based on nature of course among college students on Sensation Seeking and Achievement Motivation: result and discussion of one-way ANOVA.

The nature of a course can indeed influence an individual's level of Sensation Seeking and Achievement Motivation. The specific characteristics and demands of a course can impact a person's desire for novelty, stimulation, and their drive to excel and accomplish goals. Using one way ANOVA the difference between students on different courses Sensation Seeking and its sub variables and Achievement Motivation. The result was presented in the table 4. 6.

Table 4.7 Comparison based on nature of course

Sl.no	Variables	Sum of square		Mean of square		F ratio	Significance
		Between group	Within group	Between group	Within group		
1	Boredom susceptibility (BS)	21.632	636.756	4.326	2.151	2.011	.077
2	Disinhibition Scale (DIS)	33.237	1035.699	6.647	3.499	1.900	.094
3	Experience seeking scale (ESS)	17.006	728.504	3.401	2.461	1.382	.231
4	Thrill and adventure seeking scale (TAS)	28.229	1566.486	5.646	5.292	1.067	.379
5	Sensation Seeking (SS)	87.955	5110.972	17.591	17.267	1.019	.407
6	Achievement Motivation	7000.618	106166.733	1400.124	358.671	3.904	.002

As per the result of one-way ANOVA the obtained F ratios of sub variables with respect to nature of course as follows: 2.011 boredom susceptibility, 1.900 for disinhibition, 1.382 for experience seeking, 1.067 for thrill and adventure seeking and 1.019 for sensation seeking, and 3.904 for Achievement Motivation. The result indicates that Sensation Seeking and its sub variables has no significance based on nature of course. F ration of Achievement Motivation is 3.904. This result indicates that Achievement Motivation has no significance based on nature of course.

Differences in graduation, referring to the completion of academic studies, may not have a direct impact on Sensation Seeking and Achievement Motivation. While graduation signifies the completion of a specific educational milestone, it does not necessarily determine an individual's level of Sensation Seeking or Achievement Motivation.

Sensation Seeking and Achievement Motivation are primarily influenced by individual personality traits, values, and intrinsic motivations, rather than external factors like educational attainment. These traits can develop and be present in individuals regardless of their educational background or level of academic achievement.

Classification of sample based on domicile

Domicile refers to a person's permanent legal residence, which is typically the place where an individual has a settled and permanent home. It is the location where a person has a physical presence and an intention to make it their long-term or permanent abode. The component of Sensation Seeking and Achievement Motivation may vary with domicile. So it is taken consideration in to the present study. Sample was classified on the basis of domicile in three categories. The details of the classification are given in the table 4.7

Domicile is a demographic variable which have influence on Sensation Seeking and Achievement Motivation among college students. Using one way ANOVA difference between students who are living in urban, semi urban and rural on the sub variables of Sensation Seeking and its sub variables and Achievement Motivation are analyzed on the basis of domicile among college students. The result was presented in table 4.7.

Table 4.8***Comparison based on domicile among college students Sensation Seeking and Achievement Motivation***

The domicile is defined as the place where you make your permanent home and where you are considered to be permanent resident. An urban area or built-up area is a human settlement with a high population density and infrastructure or built environment. Rural area or a countryside is a geographic area that is located outside the town or cities. Semi – urban settlements are places where large number of peoples come together, where forcibly or voluntarily, in special purpose settlement that lack many of the feature's characteristics of cities. The components of Sensation Seeking and Achievement Motivation varies with domicile. So, it is taken considerations into the present study. Sample was classified on the basis of domicile in three categories. The details of the classification are given in the table 4.8

The result was presented in the table 4.8.

Table 4.8 Comparison based on domicile among college students Sensation Seeking and Achievement Motivation

Sl.no	Variables	Sum of square		Mean of square		F ratio	Signific
		Between group	Within group	Between group	Within group		
1	Boredom susceptibility (BS)	4.168	654.219	2.084	2.188	.952	.387
2	Disinhibition Scale (DIS)	7.565	1061.366	3.782	3.550	1.066	.346
3	Experience seeking scale (ESS)	3.409	742.101	1.704	2.482	.687	.504
4	Thrill and adventure seeking scale (TAS)	19.755	1574.960	9.878	5.267	1.875	.155
5	Sensation Seeking (SS)	98.824	5100.103	49.412	17.057	2.897	.067
6	Achievement Motivation	654.032	112513.319	327.016	376.299	.869	.420

As per the result of one-way ANOVA obtained F ratios of sub variables with respect to domicile as follows: 0.952 for boredom susceptibility, 1.066 for disinhibition scale, 0.687 for experience seeking, 1.875 for thrill and adventure seeking and 2.897 for Sensation Seeking. The result indicates that sensation seeking and its sub variables have no significance based on domicile. The relationship between sensation seeking and domicile, specifically the influence of an individual's place of residence on their sensation-seeking tendencies, is a complex topic that has received limited direct research attention. While the direct investigation of the relationship between sensation seeking and domicile is limited, related research has explored the influence of cultural and environmental factors on personality traits and risk-taking behaviors. The study

conducted by Schwartz, S. H. (2004) on “Comparing cultures: Dimensions of culture in a comparative perspective” examines cultural values and their variations across different countries and regions, providing insights into how cultural differences, including those related to domicile, may influence various individual traits and behaviors.

F ratio of Achievement Motivation with respect to domicile obtained from one way ANOVA is: 0.869. The result indicates that Achievement Motivation has no significance based on domicile. It is crucial to consider that the relationship between Achievement Motivation and domicile is complex and multifaceted. Domicile can influence Achievement Motivation indirectly through opportunities, resources, socioeconomic factors, and cultural influences, but it does not solely determine an individual's level of Achievement Motivation. Various other factors, including personal characteristics and experiences, interact with domicile to shape an individual's motivation to achieve their goals. Chiu, C. Y and et al (1997) conducted research on “Implicit theories and conceptions of morality. Journal of Personality and Social Psychology” and this study explores those cultural differences in implicit theories of morality and their impact on achievement motivation. It highlights how cultural contexts, including domicile, can influence individuals' beliefs about achievement and success. The study conducted by Kala, P. C., & P, S. (2017) on “achievement motivation and socio-economic status of college students in Tirunelveli district” says that there is significant relationship between achievement motivation and demographic variables. This study conducted among 320 students in Thirunelveli district. The college students are ready to take their responsibilities and eager to work in any kind of environment for their betterment in their life.

TESTING TENABILITY OF THE HYPOTHESES

Hypothesis 1: There will be a significant relationship between Sensation Seeking and Achievement Motivation among the college students in Kannur university

Tenability of the hypothesis was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between Sensation Seeking and Achievement Motivation. On the basis of the above result hypothesis 1 was not accepted and hence it is restated as, there is no significant relationship between sensation seeking and achievement motivation.

Hypothesis 1(a) There will be a significant relationship between sub variable of Sensation Seeking namely boredom susceptibility and Achievement Motivation among

the college students in Kannur university.

Tenability of the hypothesis 1(a) was tested using Pearson product moment correlation and correlation analysis revealed a significant relationship between boredom susceptibility and Achievement Motivation. Therefore, the hypothesis is accepted.

Hypothesis 1(b): There will be a significant relationship between disinhibition and Achievement Motivation among the college students in Kannur university

Tenability of the hypothesis 1(b) was tested using Pearson product moment correlation and correlation analysis revealed significant relationship between disinhibition and Achievement Motivation among the college students in Kannur university. Therefore, the hypothesis was accepted.

Hypothesis 1 (c): There will be a significant relationship between experience seeking and Achievement Motivation among the college students in Kannur university.

Tenability of the hypothesis 1(c) was tested using Pearson product moment correlation and correlation analysis showed no significant correlation between experience seeking and Achievement Motivation among the college students in Kannur university.

Therefore, the hypothesis was rejected and is restated as There is no significant relationship between experience seeking and Achievement Motivation among the college students in Kannur university.

Hypothesis 1(d): There will be a significant relationship between thrill and adventure seeking and Achievement Motivation among the college students in Kannur university.

Tenability of the hypothesis 1(d) was tested using Pearson product moment correlation and correlation analysis showed significant relationship between thrill and adventure seeking and Achievement Motivation. Therefore, the hypothesis was accepted.

Hypothesis 2(a): There will be a significant difference in boredom susceptibility based on age among college students in Kannur university.

Tenability of the hypothesis 2(a) was tested using independent sample t test and correlation analysis revealed no significant difference in boredom susceptibility among the college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in boredom susceptibility based on age among the college students in Kannur university.

Hypothesis 2(b): There will be a significant difference in disinhibition based on age among the college students in Kannur university.

Tenability of the hypothesis 2(b) was tested using independent sample t test and correlation analysis revealed no significant difference in disinhibition based on age

among the college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in disinhibition based on age among the college students in Kannur university.

Hypothesis 2(c): There will be a significant difference in experience seeking based on age among the college students in Kannur university.

Tenability of the hypothesis 2(c) was tested using independent sample t test and correlation analysis revealed no significant difference in experience seeking based on age among the college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in experience seeking based on age among the college students in Kannur university.

Hypothesis 2(d): There will be a significant difference in thrill and adventure seeking based on age among the college students in Kannur university.

Tenability of the hypothesis 2(d) was tested using independent sample t test and analysis revealed no significant difference in thrill and adventure seeking. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in thrill and adventure seeking among the college students in Kannur university.

Hypothesis 2(e): There will be a significant difference in Sensation Seeking based on age among the college students in Kannur university.

Tenability of the hypothesis 2(e) was tested using independent sample t test and analysis revealed no significant difference in Sensation Seeking based on age among the college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in Sensation Seeking based on age among the college students in Kannur university.

Hypothesis 2(f): There will be a significant difference in Achievement Motivation based on age among the college students in Kannur university.

Tenability of the hypothesis 4(f) was tested using independent sample t test and analysis revealed significant difference in Achievement Motivation among the college students in Kannur university. Therefore, the hypothesis was accepted.

Hypothesis 3(a): There will be a significant difference in boredom susceptibility based on gender among the college students in Kannur university.

Tenability of the hypothesis 3(a) was tested using independent sample t test and analysis revealed significant difference in boredom susceptibility based on gender among the college students in Kannur university. Therefore, the hypothesis was

accepted.

Hypothesis 3(b): There will be a significant difference in disinhibition based on gender among the college students in Kannur university.

Tenability of the hypothesis 3(b) was tested using independent sample t test and analysis revealed no significant difference in disinhibition based on gender among the college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in disinhibition based on gender among the college students in Kannur university.

Hypothesis 3(c): There will be a significant difference in experience seeking based on gender among the college students in Kannur university.

Tenability of the hypothesis 3(c) was tested using independent sample t test and correlation analysis revealed no significant difference in experience seeking based on gender among the college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in experience seeking based on gender among the college students in Kannur university.

Hypothesis 3(d): There will be a significant difference in thrill and adventure seeking based on gender among the college students in Kannur university.

Tenability of the hypothesis 3(d) was tested using independent sample t test and analysis revealed no significant difference in thrill and adventure seeking. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in thrill and adventure seeking among the college students in Kannur university.

Hypothesis 3(e): There will be a significant difference in Sensation Seeking based on gender among the college students in Kannur university.

Tenability of the hypothesis 3(e) was tested using independent sample t test and analysis revealed significant difference in Sensation Seeking among the college students in Kannur university. Therefore, the hypothesis was accepted.

Hypothesis 3(f): There will be a significant difference in Achievement Motivation based on age among the college students in Kannur university.

Tenability of the hypothesis 3(f) was tested using independent sample t test and analysis revealed significant difference in Achievement Motivation among the college students in Kannur university. Therefore, the hypothesis is accepted.

Hypothesis 4(a): There will be a significant difference in boredom susceptibility based on course among college students in Kannur university.

Tenability of the hypothesis 4(a) was tested using independent sample t test and correlation analysis revealed no significant difference in boredom susceptibility based on course among the college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in boredom susceptibility based on course among the college students in Kannur university.

Hypothesis 4(b): There will be a significant difference in disinhibition based on course among the college students in Kannur university.

Tenability of the hypothesis 4(b) was tested using independent sample t test and correlation analysis revealed no significant difference in disinhibition based on course among the college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in disinhibition based on course among the college students in Kannur university.

Hypothesis 4(c): There will be a significant difference in experience seeking based on course among the college students in Kannur university.

Tenability of the hypothesis 3(c) was tested using independent sample t test and correlation analysis revealed no significant difference in experience seeking based on course among the college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in experience seeking based on course among the college students in Kannur university.

Hypothesis 4(d): There will be a significant difference in thrill and adventure seeking based on course among the college students in Kannur university.

Tenability of the hypothesis 4(d) was tested using independent sample t test and analysis revealed no significant difference in thrill and adventure seeking based on course among the college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in thrill and adventure seeking among the college students in Kannur university.

Hypothesis 4(e): There will be a significant difference in Sensation Seeking based on course among the college students in Kannur university.

Tenability of the hypothesis 4(e) was tested using independent sample t test and analysis revealed no significant difference in Sensation Seeking based on course among the college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in Sensation Seeking based on course among the college students in Kannur university.

Hypothesis 4(f): There will be a significant difference in Achievement Motivation based on course among the college students in Kannur university.

Tenability of the hypothesis 4(f) was tested using independent sample t test and analysis revealed no significant difference in Achievement Motivation based on course among the college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in Achievement Motivation based on course among the college students in Kannur university.

Hypothesis 5(a): There will be a significant difference in boredom susceptibility based on economic status among college students in Kannur university.

Tenability of the hypothesis 4(a) was tested using independent sample t test and correlation analysis revealed significant difference in boredom susceptibility based on economic status among the college students in Kannur university. Therefore, the hypothesis was accepted.

Hypothesis 5(b): There will be a significant difference in disinhibition based on economic status among the college students in Kannur university.

Tenability of the hypothesis 4(b) was tested using independent sample t test and correlation analysis revealed no significant difference in disinhibition based on economic status among the college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in disinhibition based on economic status among the college students in Kannur university.

Hypothesis 5(c): There will be a significant difference in experience seeking based on economic status among the college students in Kannur university.

Tenability of the hypothesis 5(c) was tested using independent sample t test and correlation analysis revealed no significant difference in experience seeking based on economic status among the college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in experience seeking based on economic status among the college students in Kannur university.

Hypothesis 5(d): There will be a significant difference in thrill and adventure seeking based on economic status among the college students in Kannur university.

Tenability of the hypothesis 5(d) was tested using independent sample t test and analysis revealed no significant difference in thrill and adventure seeking based on economic status among the college students in Kannur university. Therefore, the

hypothesis was not accepted and is restated as, there will not be any significant difference in thrill and adventure seeking among the college students in Kannur university.

Hypothesis 5(e): There will be a significant difference in Sensation Seeking based on economic status among the college students in Kannur university.

Tenability of the hypothesis 5(e) was tested using independent sample t test and analysis revealed no significant difference in Sensation Seeking based on economic status among the college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in Sensation Seeking based on economic status among the college students in Kannur university.

Hypothesis 5(f): There will be a significant difference in Achievement Motivation based on economic status among the college students in Kannur university.

Tenability of the hypothesis 5(f) was tested using independent sample t test and analysis revealed no significant difference in Achievement Motivation based on course among the college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in Achievement Motivation based on economic status among the college students in Kannur university.

Hypothesis 6(a): There will be a significant difference in boredom susceptibility based on nature of course among the college students in Kannur university.

Tenability of the hypothesis 6(a) was tested using one way ANOVA and analysis revealed no significant difference in boredom susceptibility based on nature of course among college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in boredom susceptibility based on nature of course among college students in Kannur university.

Hypothesis 6(b): There will be a significant difference in disinhibition based on nature of course among the college students in Kannur university.

Tenability of the hypothesis 6(b) was tested using one way ANOVA and analysis revealed no significant difference in disinhibition based on nature of course among college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in disinhibition based on nature of course among college students in Kannur university.

Hypothesis 6(c): There will be a significant difference in experience seeking based on nature of course among the college students in Kannur university.

Tenability of the hypothesis 6(c) was tested using one way ANOVA and analysis

revealed no significant difference in experience seeking based on nature of course among college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in experience seeking based on nature of course among college students in Kannur university.

Hypothesis 6(d): There will be a significant difference in thrill and adventure seeking based on nature of course among the college students in Kannur university.

Tenability of the hypothesis 6(d) was tested using one way ANOVA and analysis revealed no significant difference in thrill and adventure seeking based on nature of course among college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in disinhibition based on nature of course among college students in Kannur university.

Hypothesis 6(e): There will be a significant difference in Sensation Seeking based on nature of course among the college students in Kannur university.

Tenability of the hypothesis 6(e) was tested using one way ANOVA and analysis revealed no significant difference in Sensation Seeking based on nature of course among college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in Sensation Seeking based on nature of course among college students in Kannur university.

Hypothesis 6(f): There will be a significant difference in Achievement Motivation based on nature of course among the college students in Kannur university.

Tenability of the hypothesis 6(f) was tested using one way ANOVA and analysis revealed significant difference in Achievement Motivation based on nature of course among college students in Kannur university. Therefore, the hypothesis was accepted.

Hypothesis 7(a): There will be a significant difference in boredom susceptibility based on domicile among the college students in Kannur university.

Tenability of the hypothesis 7(a) was tested using one way ANOVA and analysis revealed no significant difference in boredom susceptibility based on domicile among college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in boredom susceptibility based on domicile among college students in Kannur university.

Hypothesis 7(b): There will be a significant difference in disinhibition based on domicile among the college students in Kannur university.

Tenability of the hypothesis 7(b) was tested using one way ANOVA and analysis revealed no significant difference in disinhibition based on domicile among college

students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in disinhibition based on domicile among college students in Kannur university.

Hypothesis 7(c): There will be a significant difference in experience seeking based on domicile among the college students in Kannur university.

Tenability of the hypothesis 7(c) was tested using one way ANOVA and analysis revealed no significant difference in experience seeking based on domicile among college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in experience seeking based on domicile among college students in Kannur university.

Hypothesis 7(d): There will be a significant difference in thrill and adventure seeking based on domicile among the college students in Kannur university.

Tenability of the hypothesis 7(d) was tested using one way ANOVA and analysis revealed no significant difference in thrill and adventure seeking based on domicile among college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in disinhibition based on domicile among college students in Kannur university.

Hypothesis 7(e): There will be a significant difference in Sensation Seeking based on domicile among the college students in Kannur university.

Tenability of the hypothesis 7(e) was tested using one way ANOVA and analysis revealed significant difference in Sensation Seeking based on domicile among college students in Kannur university. Therefore, the hypothesis was accepted

Hypothesis 7(f): There will be a significant difference in Achievement Motivation based on domicile among the college students in Kannur university.

Tenability of the hypothesis 7(f) was tested using one way ANOVA and analysis revealed no significant difference in thrill and adventure seeking based on domicile among college students in Kannur university. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in Achievement Motivation based on domicile among college students in Kannur university.

CHAPTER 5
SUMMARY AND CONCLUSION

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SUMMARY AND CONCLUSION

In a research, study will only be complete if the investigator blends it with what was done in the previous chapters. Analyzing and Interpreting data does not make a research study complete. It also includes procedures carried out and summary of the findings. The research study also gets enriched by limitations and opinion for further research. This chapter gives an overview of the study.

Sensation seeking is a personality trait characterized by an individual's tendency to seek out novel, thrilling, and exciting experiences. People high in sensation seeking are often motivated by the pursuit of intense sensations and may actively engage in activities that provide a high level of arousal or stimulation. Achievement motivation refers to the drive, desire, and determination to set and accomplish challenging goals and attain success in various areas of life. It is the intrinsic motivation to strive for excellence, meet high standards, and achieve significant accomplishments.

College students with high levels of sensation seeking may actively seek out novel, exciting, and stimulating experiences. They may be more likely to engage in adventurous activities, explore new social environments, and take risks. This inclination for sensation seeking can manifest in various ways, such as participating in extreme sports, attending parties or events, traveling to unfamiliar places, or trying out new hobbies. While sensation seeking can provide opportunities for personal growth, it's important for students to balance their desire for excitement with their academic responsibilities and overall well-being. College students with high levels of achievement motivation tend to be driven by a strong desire to succeed academically, accomplish goals, and excel in their studies. They set high standards for themselves, work diligently, and are motivated by a sense of accomplishment. These students often display traits such as perseverance, self-discipline, and a willingness to put in the necessary effort to achieve their academic aspirations. They may be actively involved in extracurricular activities, seek out leadership roles, and pursue opportunities for personal and professional development.

In the present study investigator aims to find out the relationship between the sensation seeking and achievement motivation among college students in Kannur

university. The study also enquires into how they differ based on age, gender, course, nature of course, economic status and domicile.

Methods in brief.

The participants of the study were college students from different colleges of Kannur university. The total sample size is 302 college students. The participants were selected from different colleges under Kannur university. For the purpose of different analysis, the participants were divided into different groups based on the demographic variables such as age, gender, course, nature of course, domicile, course, socioeconomic status and nature of course. The data collection measures used were personal data schedule, sensation seeking scale, achievement motivation questionnaire. The statistical techniques used were Pearson's product moment correlation, independent sample t-test, and one way ANOVA.

Major Findings.

1. There is no significant relationship between sensation seeking and achievement motivation among the college students in Kannur university
2. There is significant relationship between sub variable of sensation seeking namely boredom susceptibility and achievement motivation among the college students in Kannur university.
3. There is significant relationship between disinhibition and achievement motivation among the college students in Kannur university
4. There is no significant relationship between experience seeking and achievement motivation among the college students in Kannur university.
5. There is significant relationship between thrill and adventure seeking and achievement motivation among the college students in Kannur university.
6. There is no significant difference in boredom susceptibility based on age among college students in Kannur university.
7. There is no significant difference in disinhibition based on age among the college students in Kannur university.
8. There is no significant difference in experience seeking based on age among the college students in Kannur university.
9. There is no significant difference in thrill and adventure seeking based on age among the college students in Kannur university.

10. There is no significant difference in sensation seeking based on age among the college students in Kannur university.
11. There is significant difference in achievement motivation based on age among the college students in Kannur university.
12. There is significant difference in boredom susceptibility based on gender among the college students in Kannur university.
13. There is significant difference in disinhibition based on gender among the college students in Kannur university.
14. There is no significant difference in experience seeking based on gender among the college students in Kannur university.
15. There is no significant difference in thrill and adventure seeking based on gender among the college students in Kannur university.
16. There is significant difference in sensation seeking based on gender among the college students in Kannur university.
17. There is significant difference in achievement motivation based on age among the college students in Kannur university.
18. There is no significant difference in boredom susceptibility based on course among college students in Kannur university.
19. There is no significant difference in disinhibition based on course among the college students in Kannur university.
20. There is no significant difference in experience seeking based on course among the college students in Kannur university.
21. There is no significant difference in thrill and adventure seeking based on course among the college students in Kannur university.
22. There is no significant difference in sensation seeking based on course among the college students in Kannur university.
23. There is no significant difference in achievement motivation based on course among the college students in Kannur university.
24. There is significant difference in boredom susceptibility based on economic status among college students in Kannur university.
25. There is no significant difference in disinhibition based on economic status among the college students in Kannur university.
26. There is no significant difference in experience seeking based on economic status among the college students in Kannur university.

27. There is no significant difference in thrill and adventure seeking based on economic status among the college students in Kannur university.
28. There is no significant difference in sensation seeking based on economic status among the college students in Kannur university.
29. There is no significant difference in achievement motivation based on economic status among the college students in Kannur university.
30. There is no significant difference in boredom susceptibility based on nature of course among the college students in Kannur university.
31. There is no significant difference in disinhibition based on nature of course among the college students in Kannur university.
32. There is no significant difference in experience seeking based on nature of course among the college students in Kannur university.
33. There is no significant difference in thrill and adventure seeking based on nature of course among the college students in Kannur university.
34. There is no significant difference in sensation seeking based on nature of course among the college students in Kannur university.
35. There is significant difference in achievement motivation based on nature of course among the college students in Kannur university.
36. There is no significant difference in boredom susceptibility based on domicile among the college students in Kannur university.
37. There is no significant difference in disinhibition based on domicile among the college students in Kannur university.
38. There is no significant difference in experience seeking based on domicile among the college students in Kannur university.
39. There is no significant difference in thrill and adventure seeking based on domicile among the college students in Kannur university.
40. There is significant difference in sensation seeking based on domicile among the college students in Kannur university.
41. There is significant difference in achievement motivation based on domicile among the college students in Kannur university.

Implications of the study

The result of the present research attempt to highlight the relationship between Sensation Seeking and Achievement Motivation. The study also aimed at finding out

how difference in demographical variables like age, gender, course, nature of course, economic status and domicile.

The present study affirms that there is no significant relationship between sensation seeking and achievement motivation. It implies that individuals may experience less pressure and stress to constantly strive for success and achievement. They may be more focused on enjoying the present moment and engaging in activities for pure enjoyment, rather than constantly seeking external validation through accomplishments. Individuals may be more open to new situations and adapt to any environment. It also creates sense of spontaneity and the ability to take risks, try new things, and step outside their comfort zones without the need for explicit goals or tangible achievements. When sensation seeking and achievement motivation are not strongly linked, individuals may have the freedom to explore creative ideas and think outside the box. They may be more open to unconventional approaches and solutions, leading to increased creativity and innovation.

The findings of the present study reveal negative significant relationship between sub variables of sensation seeking namely boredom susceptibility and disinhibition with achievement motivation. A negative correlation between boredom susceptibility and achievement motivation suggests an inverse relationship between these two variables. When individuals have lower boredom susceptibility and higher achievement motivation, they are more likely to actively engage in learning and pursue challenging tasks. They are motivated to acquire knowledge and skills, leading to increased academic or professional achievements.

Individuals with a negative relationship between boredom susceptibility and achievement motivation may struggle to maintain engagement and productivity in their academic or professional pursuits. They may be more prone to experiencing boredom, disinterest, or a lack of motivation when faced with challenging or monotonous tasks. This can result in decreased performance, reduced effort, and a higher likelihood of procrastination. Individuals can still work towards cultivating motivation, managing boredom, and finding strategies to overcome challenges.

Overcoming the relationship between boredom susceptibility and gender involves understanding the factors that contribute to boredom and developing strategies to address them. This research helps to make awareness about this relationship. It can

be changed by developing self-awareness, identify the personal interest and goals, finding healthy ways to deal with boredom and foster social connections. Boredom susceptibility can negatively impact both male and female college students' academic performance. If students are more prone to boredom, they may struggle to maintain focus and concentration during lectures or study sessions. This can lead to reduced information retention, decreased motivation to complete assignments, and lower grades. Becoming self-aware about the factors will be useful for overcoming this problem.

The result shows that there is negative relationship between disinhibition and achievement motivation. It does not mean that individuals cannot develop self-regulation or cultivate motivation. Recognizing and addressing disinhibition through strategies such as goal setting, developing self-control techniques, seeking support, and implementing structured routines can help individuals better align their behavior with their long-term goals. College students can develop their own strategies and self-managing mechanism, it will be great step for their growth. Overall, the implications of a negative relationship between disinhibition and achievement motivation include challenges with self-regulation, difficulty setting and pursuing goals, increased risk of procrastination, compromised decision-making, and reduced persistence and resilience. Building strategies to improve self-control and foster motivation can help individuals overcome these challenges and enhance their achievement-oriented behaviors.

Disinhibition can impact college students' academic performance differently based on gender. Higher levels of disinhibition among male students may be associated with increased risk-taking behaviors, impulsive decision-making, and decreased focus on academic tasks. This can potentially lead to reduced academic achievement and lower grades. Female students, on the other hand, may exhibit disinhibition in different ways, such as engaging in excessive socializing or seeking distractions, which can also impact their academic performance. It also negatively affects the student's ability to set clear goals and stay committed to their academic performance. Understanding the implications of disinhibition and achievement motivation based on gender among college students can help teachers, faculty members, parents and other related members can provide targeted interventions and support. They can help them to develop self-regulation skills, decision-making and goal setting skill, fostering a supportive and inclusive campus environment, and offering resources for stress management and well-being. It will enable students to have a positive and successful college experience of all

genders.

Engaging in experience-seeking activities can contribute to a sense of personal satisfaction and well-being. The excitement and fulfillment derived from pursuing new experiences can enhance individuals' overall happiness and life satisfaction. This, in turn, can positively influence their motivation to achieve personal and academic goals. By actively seeking diverse experiences, setting meaningful goals, and maintaining intrinsic motivation, individuals can cultivate a sense of purpose, continuous learning, and fulfillment in their pursuit of achievement. Engaging in thrilling activities can create a mindset of pushing boundaries and striving for excellence. This mindset can translate into their academic and personal lives, motivating them to set ambitious goals and work diligently towards achieving them.

Understanding the influence of demographic variables on achievement motivation can help inform educational practices, interventions, and support systems to address any disparities and promote reasonable opportunities for individuals from diverse backgrounds. It is crucial to foster an inclusive and supportive environment that recognizes and addresses the unique needs and motivations of individuals across different demographic variables.

Limitations of the study

The present study was an attempt to find out the relationship between the variables of Sensation seeking and Achievement motivation among college students in Kannur University. The study has certain limitations that are listed below.

1. The sample is selected only from students of 4 collages under Kannur University
2. The mode of data collection was online. Because the authenticity of the response is not known.
3. Self-reported questionnaires were used to collect data which may raise the possibility of response-bias among students.
4. Limited research resources related with sensation seeking and achievement motivation.
5. Data was collected only from arts and science college students. This study does not include other kind of professional courses
6. This study does not consist equal number of participants in comparing groups.

Suggestion for the future research.

On the basis of the understanding of the present study, there are some suggestions for the future research in this particular area.

1. The future study can be done in various universities for more authentic generalization
2. Similar study can be conducted in different population.
3. We can also study other psychological variables
4. This study can also be conducted either by including other professional courses rather than arts and science subjects.
5. For further in depth investigation future research in this area can adopt qualitative approach.

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APPENDICES

APPENDIX I
INFORMED CONSENT

Dear sir/madam,

I am Shinto Thomas, studying MSc counseling psychology at Don Bosco arts and science collage, Kannur University. As a part of our course, I am conducting a study to find out the correlation between sensation seeking and achievement motivation among the college students in Kannur university. For the question given below kindly fill the option you feel is the right response. The data collected will be kept confidential and used for research purpose only. Please response honestly. Thank you for your valuable time and patience in being part of this study.

Regards,

Shinto Thomas

PG student

Kannur University

Appendix II
PEARSONAL DATA SCEDULE

Name. :

Name of institution :

Age. :

Gender. : Male. Female. Others

Course : UG PG

Nature of Course :

Arts

Sports

Commerce

Science

Maths

Others

Domicile. : Rural. Urban. Semi urban

APPENDIX III

Sensation seeking scale

Directions: Each of the items below contains two choices, A and B. Please circle the letter of the choice which most describes your likes or the way you feel. In some cases, you may find items in which both choices describe your likes or feelings. Please choose the one which better describes your likes or feelings. In some cases, you may find items in which you do not like either choice. In these cases, mark the choice you dislike least. Do not leave any items blank.

It is important you respond to all items with only one choice, A or B. We are interested only in your likes or feelings, not in how others feel about these things or how one is supposed to feel. There are not right or wrong answers as in other kinds of tests. Be frank and give your honest appraisal of yourself.

1. A I like “wild” uninhibited parties.
 B I prefer quiet parties with good conversation.
2. A There are some movies I enjoy seeing a second or even a third time.
 B I can’t stand watching a movie I’ve seen before.
3. A I often wish I could be a mountain climber.
 B I can’t understand people who risk their necks climbing mountains.
4. A I dislike all body odors.
 B I like some of the earthy body smells.
5. A I get bored seeing the same old faces.
 B I like the comfortable familiarity of everyday friends.
6. A I like to explore a strange city or section of town by myself, even if it means getting lost.
 B I prefer a guide when I am in a place I don’t know well.
7. A I dislike people who do or say things just to shock or upset other people.
 B When you can predict almost everything a person will do and say he or she must be a bore.
8. A I usually don’t enjoy a movie or a play where I can predict what will happen in advance.
 B I don’t mind watching a movie or play where I can predict what will happen in advance.

9. A I have tried marijuana or would like to.
B I would never smoke marijuana.
10. A I would not like to try any drug which might produce strange and dangerous effects on me.
B I would like to try some of the new drugs that produce hallucinations.
11. A A sensible person avoids activities that are dangerous.
B I sometimes like to do things that are a little frightening.
12. A I dislike “swingers” (people who are uninhibited and free about sex).
B I enjoy the company of real “swingers.”
13. A I find that stimulants make me uncomfortable.
B I often like to get high (drinking liquor or smoking marijuana).
14. A I like to try new foods that I have never tasted before.
B I order the dishes with which I am familiar, so as to avoid disappointment and unpleasantness.
15. A I enjoy looking at home movies, travel slides, or home videos.
B Looking at someone’s home movies, travel slides, or home videos bores me tremendously.
16. A I would like to take up the sport of water-skiing.
B I would not like to take up water-skiing.
17. A I would like to try surf-board riding.
B I would not like to try surf-board riding.
18. A I would like to take off on a trip with no pre-planned or definite routes, or timetable.
B When I go on a trip I like to plan my route and timetable fairly carefully.
19. A I prefer the “down-to-earth” kinds of people as friends.
B I would like to make friends in some of the “far-out” groups like artists or “punks.”
20. A I would not like to learn to fly an airplane.
B I would like to learn to fly an airplane.
21. A I prefer the surface of the water to the depths.
B I would like to go scuba diving.
22. A I would like to meet some persons who are homosexual (men or women).

- B I stay away from anyone I suspect of being “gay” or “lesbian.”
23. A I would like to try parachute jumping.
B I would never want to try jumping out of a plane with or without a parachute.
24. A I prefer friends who are excitingly unpredictable.
B I prefer friends who are reliable and predictable.
25. A I am not interested in experience for its own sake.
B I like to have new and exciting experiences and sensations even if they are a little frightening, unconventional, or illegal.
26. A The essence of good art is in its clarity, symmetry of form and harmony of colors.
B I often find beauty in the “clashing” colors and irregular forms of modern paintings.
27. A I enjoy spending time in the familiar surroundings of home.
B I get very restless if I have to stay around home for any length of time.
28. A I like to dive off the high board.
B I don’t like the feeling I get standing on the high board (or I don’t go near it at all).
29. A I like to date members of the opposite sex who are physically exciting.
B I like to date members of the opposite sex who share my values.
30. A Heavy drinking usually ruins a party because some people get loud and boisterous.
B Keeping the drinks full is the key to a good party.
31. A The worst social sin is to be rude.
B The worst social sin is to be a bore.
32. A A person should have considerable sexual experience before marriage.
B It’s better if two married persons begin their sexual experience with each other.
33. A Even if I had the money I would not care to associate with flighty rich persons in the ‘jet set.’
B I could conceive of myself seeking pleasures around the world with the “jet set.”
34. A I like people who are sharp and witty even if they do sometimes insult

others.

- B I dislike people who have their fun at the expense of hurting the feelings of others.
35. A There is altogether too much portrayal of sex in movies.
B I enjoy watching many of the “sexy” scenes in the movies.
36. A I feel best after taking a couple of drinks.
B Something is wrong with people who need liquor to feel good.
37. A People should dress according to some standards of taste, neatness, and style.
B People should dress in individual ways even if the effects are sometimes strange.
38. A Sailing long distances in small sailing crafts is foolhardy.
B I would like to sail a long distance in a small but seaworthy sailing craft.
39. A I have no patience with dull or boring persons.
B I find something interesting in almost every person I talk with.
40. A Skiing fast down a high mountain slope is a good way to end up on crutches.
B I think I would enjoy the sensations of skiing very fast down a high mountain slope.

Appendix IV

Achievement Motivation Scale

Prof. Prathiba Deo (Mumbai), Dr. Asha Mohan(Chandigarh)

- A separate response sheet is provided to you for marking your responses.
- Do not put any mark on this booklet.
- For every statement, the possible responses are divided into five. Categories which are:
 - ✓ Always
 - ✓ Frequently
 - ✓ Sometimes
 - ✓ Rarely
 - ✓ Never
- Read each statement of an item very carefully and put a tick under the category which, in your opinion, best expresses your feelings about the statement. If you feel, the statements is true for you always, put a Tick mark✓
- Do not leave any item blank. A response must be made to each statement.
- This is not an ability test and there are no right or wrong responses. This is only an effort to measure your feelings.
- Do not spend too much time on one statement. There is no time-limit for completing this work, but try to work quickly and carefully and try to give the first and the best response that comes to your mind on reading each statement.
- The results will be kept confidential and will be used only to your advantage and for research purposes only. They will never be used for any disadvantage to you. So, please do not worry and try to be honest and frank in giving your responses.
- The results, if you so desire, can be used for giving you useful guidance, and we hope the results of this study should prove valuable in improving your achievement, academic or otherwise.

- Be sure to answer every item.
 - If you have any doubts or queries, please seek clarification before you start responding to item no. 1. Once you start giving responses, there should be no questions or queries.
 - Please do not change your response once you have marked it.
1. I shall be very much pleased if I have to miss the classes for some days.
 - Always Frequently Sometimes Rarely Never
 2. I pay full attention to the work in the class.
 - Always Frequently Sometimes Rarely Never
 3. I mind much if I reach late in the class.
 - Always Frequently Sometimes Rarely Never
 4. I love to read more and more to find unknown regions of knowledge.
 - Always Frequently Sometimes Rarely Never
 5. I love to have a personal library, not counting text-books.
 - Always Frequently Sometimes Rarely Never
 6. I set standards for myself and then strive to achieve them.
 - Always Frequently Sometimes Rarely Never
 7. I wish to specialize and become top most in the field of my liking.
 - Always Frequently Sometimes Rarely Never
 8. I like to experiment and create new things and surprise people.
 - Always Frequently Sometimes Rarely Never
 9. I work hard for hours together to be successful in whatever I undertake.
 - Always Frequently Sometimes Rarely Never
 10. I have a tendency to find solutions of problems and puzzles other people fail at.
 - Always Frequently Sometimes Rarely Never
 11. I aspire to get excellent results in all academic competitions.
 - Always Frequently Sometimes Rarely Never
 12. I am ready to leave the job half done and try a new one.
 - Always Frequently Sometimes Rarely Never
 13. I get nervous in the examination if one or two questions are not from the syllabus.
 - Always Frequently Sometimes Rarely Never

14. I prefer to go to a party rather than prepare for an examination next week.
- Always Frequently Sometimes Rarely Never
15. On getting low marks, I feel disappointed and determine to "work hard to do better next time.
- Always Frequently Sometimes Rarely Never
16. I think, I find my lessons meaningful and interesting.
- Always Frequently Sometimes Rarely Never
17. While studying, my mind wanders off the lesson and I get lost in imagination.
- Always Frequently Sometimes Rarely Never
18. I think, it is better to gossip away in the canteen than to attend the classes.
- Always Frequently Sometimes Rarely Never
19. When the teacher is teaching, I like to read stories/novels/comics or make cartoons in the class.
- Always Frequently Sometimes Rarely Never
20. The school / college haunts me and I want to leave it at the very first opportunity.
- Always Frequently Sometimes Rarely Never
21. It irritates me a lot if I have to stay late in the school/college for some lectures.
- Always Frequently Sometimes Rarely Never
22. I want to go to college/university because there is a plenty of opportunity to enjoy life.
- Always Frequently Sometimes Rarely Never
23. I think studies, sports and other activities can go together.
- Always Frequently Sometimes Rarely Never
24. I agree that the present course of my study will help making my future life a success.
- Always Frequently Sometimes Rarely Never
25. I feel very much frustrated if I do not get a chance to complete in the field of my choice.
- Always Frequently Sometimes Rarely Never
26. I regularly take down notes in the class and complete my assignments.
- Always Frequently Sometimes Rarely Never

27. I plan to study carefully all the year round in an effort to get good marks in all the subjects in all the tests.
- Always Frequently Sometimes Rarely Never
28. I believe in work first and play later.
- Always Frequently Sometimes Rarely Never
29. I do a lot of preparation at home for the next day's work in the class.
- Always Frequently Sometimes Rarely Never
30. I like to ask questions regarding every information given in tables and charts in the books rather than leave them as such and read further.
- Always Frequently Sometimes Rarely Never
31. I think my teachers are competent in their work.
- Always Frequently Sometimes Rarely Never
32. I like to create nuisance in the class and annoy the teacher.
- Always Frequently Sometimes Rarely Never
33. I try my utmost to please my teacher through work and not through flattery.
- Always Frequently Sometimes Rarely Never
34. My friends consider me dull and shirker.
- Always Frequently Sometimes Rarely Never
35. It is true that my teachers think of me as a sincere and hard-working student.
- Always Frequently Sometimes Rarely Never
36. I feel hurt if others (parents, teachers and friends) criticize me and I try to improve upon my weaknesses.
- Always Frequently Sometimes Rarely Never
37. My parents advise me to take life easy and never bother too much for studies or for future life.
- Always Frequently Sometimes Rarely Never
38. I wish to carry my mission forward in spite of facing a lot of criticism.
- Always Frequently Sometimes Rarely Never
39. I think of life to be an intellectual challenge.
- Always Frequently Sometimes Rarely Never
40. I am interested in organizing the activities of a group team/ class/committee.
- Always Frequently Sometimes Rarely Never
41. I try to get associated with top most person in the field of my choice.
- Always Frequently Sometimes Rarely Never

42. I love to have some adventure in my leisure hour.
- Always Frequently Sometimes Rarely Never
43. I would like to watch a surgical operation being performed
- Always Frequently Sometimes Rarely Never
44. I like to compete in dramatics.
- Always Frequently Sometimes Rarely Never
45. I think of dancing and music to be good hobbies for students.
- Always Frequently Sometimes Rarely Never
46. I have a strong desire to be a champion in games /sports/athletics.
- Always Frequently Sometimes Rarely Never
47. I have tried to get in the sports team of my school/college, to represent my team in other states or countries.
- Always Frequently Sometimes Rarely Never
48. I believe sports develop initiative, leadership and discipline.
- Always Frequently Sometimes Rarely Never
49. Hill climbing and mountaineering are a welcome challenge, I would like to take.
- Always Frequently Sometimes Rarely Never
50. On a holiday, I prefer going for cycling, swimming or boating to sitting at home without much work.
- Always Frequently Sometimes Rarely Never

**THE ADAPTIVE FUNCTION OF MUSIC LISTENING AND
SELF-COMPASSION AMONG COLLEGE STUDENTS**

*Dissertation submitted in partial fulfillment of the requirement of the degree
of Master of Science in Counselling Psychology*

Submitted by

REUBEN THAIMEI

Reg.No:C1PSCP1101



Department of Psychology

Don Bosco Arts & Science College, Angadikadavu

Affiliated to Kannur University

2022-2023

CERTIFICATE

This is to certify that this dissertation entitled, “**The Adaptive Function of Music Listening and Self-Compassion Among College Students**” is an authentic record of research work carried out by **Reuben Thaimai**, during the period of his study at Don Bosco Arts & Science College, Angadikadavu, Iritty – 670706, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

There is no part of this dissertation has been presented previously for the award of any degree, diploma, associateship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Keerthana Sivan V K

Supervisor

Assisted Professor

Department of Psychology

Fr. Dr. Kuriakose Augustine

Assistant Professor

Head of the Department

Department of Psychology

Examiner 1:

Examiner 2:

DECLARATION

I, **Reuben Thaimai** do hereby declare that this dissertation entitled, “**The Adaptive Function of Music Listening and Self-Compassion Among College Students,**” which is submitted to the Department of Psychology, Don Bosco Arts & Science College is a bonafide record of research work carried out by me, under the supervision and guidance of **Ms. Keerthana Sivan V K** (Assistant Professor, Department of Psychology, Don Bosco Arts & Science College) in partial fulfillment of the requirements for the Degree of Master of Science in Counselling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship of other similar title or recognition.

Place:

Reuben Thaimai

Date:

Fr. Dr. Kuriakose Augustine

Head of the Department,

Don Bosco Arts & Science College

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CERTIFICATE

This is to certify that **Reuben Thaimai** is a regular and bonafide student of The Department of Psychology, Don Bosco Arts & Science College, pursuing Post Graduation programme in M.Sc. Counselling Psychology during the academic years 2021-2023.

Place:

Fr. Dr. Kuriakose Augustine

Date:

Keerthana Sivan V K

Assistant Professor

Don Bosco Arts & Science College.

Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that this dissertation entitled, “**The Adaptive Function of Music Listening and Self-Compassion Among College Students**” is an authentic record of research work carried out by **Reuben Thaimai**, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology, under my supervision and guidance, and that no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Place:

Keerthana Sivan V K

Date:

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In embarking on this study, I recognize that my personal efforts alone do not solely determine its success. Rather, the completion of this endeavor owes a great deal to the encouragement and guidance bestowed upon me by numerous individuals. Therefore, I would like to take this opportunity to express my heartfelt gratitude to those who have played a pivotal role in ensuring the successful culmination of this study.

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Reuben Thamei

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ABSTRACT

This study examines how college students' music listening habits relate to their ability to be kind and understanding towards themselves, known as self-compassion. It also aims to determine if there are any differences in self-compassion between male and female students who listen to music. The participants in this study included both undergraduate and postgraduate students, with a total of 213 individuals. They were randomly selected from various colleges in Kerala, India. To gather data, the researchers used questionnaires that asked for personal information, assessed the adaptive function of music listening, and measured self-compassion. The data were analysed using statistical techniques such as Karl Pearson's coefficient of correlation and independent sample t-tests. The results of the study indicate a positive relationship between all 17 aspects of music listening and self-compassion. Additionally, three aspects of music listening showed significant differences between genders, while only one aspect of self-compassion varied based on gender.

Keywords – College students, adaptive function of music listening, self-compassion.

CHAPTER 1

INTRODUCTION

Need And Significance

Statement of the Problem

Objectives of the Study

Organization of the Report

“I think music in itself is healing. It’s an explosive expression of humanity. It’s something we are all touched by. No matter what culture we’re from, everyone loves music.”

— Billy Joel

Music is everywhere. Life without music would be boring. Coke toast on the waves. Dead logs, carried away by the current of the river. Music gives soul to the speeches, because “where words fail, music speaks” (Hans Christian Andersen). Salt is to the curry; music is to live. Young and old, boys and girls, and deaf and dumb could feel the rhythm that surrounds each of them. To savor the sweetness of one’s deepest sentiments, we should journey to our inner self (Socrates) through the rhythm of life, as Friedrich Nietzsche, one of the greatest philosophers would declare: “Without music, life would be a mistake.”

The cooing of the birds; the humming of the mother; the hissing of the wind; the clapping of the bamboo groves; the running of the fan, produce a sensational feel of music even before the development of modern technologies, such as radio, television, iPod, Bluetooth player; mobile, etc. it goes without saying that music envelopes the life cycle of the universe. It’s not about one liking or not rather it’s life. Morrissey once said: “I can chase you, and I can catch you, but there is nothing I can do to make you mine”. We live in music. In fact, ‘music is the universal language.’ (Henry W. L)

Everyone listens to music day in and day out. Some listen to music for self-regulation, to cope with stress, to uplift themselves from depression, to get over insomnia, some with deep reflections on the lyrics, etc., which in turn has an inevitable effect on the listener. It relates to someone, something, or the self. The impact of music on children, elementary school goers, middle school children, and high school and college students is significant for the enhancement of self-concept, self-esteem, and self-compassion.

Music plays an important role in the phase of college life. Thrown into the arena of adventures sandwiched between partial parental restrictions and personal freedom, students search for meanings in life through various means like arts, dance, songs, and poetry. Liking music and listening to music varies from person to person. The types of music like pops, jazz, swings, rhumba, classical, metallic, and acoustic, has their own genuineness and different individual have different taste toward them. Some of the findings speak of how certain music increases the level of depression rather than getting away with depression.

The current scenario presents the easy accessibility of music. The digital era has brought millennium kids much closer to the world of music. Gadgets in hand, they explore and dive deep into the music world, some even lost in it. Therefore, it is pertinent to make a study on ‘how music has an impact on the music listeners’, especially the students in college who have frequent access to smart-phone/mobile for various purposes.

The present research seeks to find how an individual who is adapted to listening to music develops a certain kind of self-compassion; what’s the level of self-compassion; and what’s the need to study this in this present time where everyone is driven by music. “Music can change the world because it can change people,” says Bono.

Adaptive Function of Music Listening

Music is a profound act of mortal creation. Music can transfigure our ongoing cerebral state in a moment, and potentially enhance cerebral functioning across our lifetime. Whether it be classical music, hipsterism- hop, jazz, Latin, pieces, gems-self, reggae, cotillion, or country music, people all over the world respond to music in characteristic positive ways and are largely motivated to introduce new musical experiences. The purported mending parcels of music have been celebrated since the 6th century when the champion Pythagoras began defining music as a drug to restore harmony to the mortal mind, body, and soul. While you might have a hard time persuading your doctor to write you a prescription for a Led Zeppelin record these days, we go you can recall music that helped you through delicate times in your life, and we go you know a song or two that remind you of the happiest moments in your life. At the same time, high-quality wisdom is demanded to clarify the purported benefits of music listening. Research has stressed the significance of music harkening for younger adults, and aged adults in promoting quality of life and managing cerebral torture. still, lower is known about the full range of adaptive functions of music harkening and how these adaptive functions promote well-being and enhance the quality of life. This urged us to probe this question using a collaborative intelligence exploration methodology (Miranda, D., & Gaudreau, P. 2011).

What are the Adaptive Functions of Music Listening?

Research has stressed mood regulation to be the most important function of music listening, (Juslin, et al 2011) but people also hear music for its cognitive benefits, similar to increased focus and attention, the experience of cognitive complexity, to grease social

commerce and cling, and support social identity. More lately, exploration has started to concentrate on how music promotes good, which we can suppose as simply the hedonic balance of positive and negative feelings, or more astronomically in terms of our life engagement, meaning, and overall cerebral and social well-being. It seems that beyond hedonic well-being, the broader, so-called “eudaimonic” aspects of good come more important as we progress, but we know veritably little about how music interacts with these aspects of good. Research does suggest, still, that music brings about not only pleasure but also immersion and preponderancy in listeners, so it's worth considering how music enhances well in the fullest possible sense, drawing upon the rich collaborative intelligence of educated listeners. (Juslin, et al 2011)

Self-Compassion

Self-compassion is an emotionally positive self-attitude that should cover the negative consequences of self-judgment, isolation, and reflection (analogous to depression). Because of its non-evaluative and connected nature, it should also fight the tendencies towards narcissism, self-centeredness, and downward social comparison that have been associated with attempts to maintain self-esteem. (Neff, K. 2003).

Neff, 2003a, Neff, 2003b has defined self-compassion as being composed of three main factors self-kindness versus self-judgment, common humanity versus isolation, and mindfulness versus over-identification. still, inadequacy or failure, it means that they offer themselves warmth and non-hypercritical understanding rather than belittling their pain or berating themselves with self-criticism If individuals are self-compassionate when defying suffering. This process also involves recognizing that being amiss, making misapprehensions, and encountering life difficulties are part of the shared mortal experience — a commodity that we all go through rather than being a commodity that happens to “me” alone. self-compassion requires taking a balanced approach to one’s negative exploits so that painful feelings are neither suppressed nor exaggerated. One can't be compassionate towards feelings that are repressed and unacknowledged, but self-compassion snappily turns into monodrama when one is so carried down by negative passions that all perspective is lost. rather, self-compassion involves having the right amount of distance from one’s passions so that they are fully endured while being approached with apprehensive impartiality.

The self-compassion construct provides a charming volition to the further familiar conception of self-regard. Although psychologists resounded the benefits of self-regard for decades, recent exploration has exposed implicit costs associated with the pursuit of high self-regard (Crocker & Park, 2004), including egocentricity (Bushman & Baumeister, 1998), distorted self-perceptions (Sedikides, 1993), prejudice (Aberson, Healy, & Romero, 2000), and violence toward those who hang the pride (Baumeister, Smart, & Boden, 1996). self-compassion should confer numerous of the same benefits as self-regard in that it provides positive self-affect and a strong sense of self-acceptance. still, these passions aren't grounded on performance evaluations of the self or comparisons with others. Rather, they stem from feting the defective nature of the mortal condition, so that the self can be seen easily and extended kindness without the need to put others down or puff the self-up. (Neff, K. 2003).

Gilbert (2005) suggests that self-compassion enhances well-being because it helps individuals to feel watched for, connected, and emotionally calm. Using the social intelligence proposition (Gilbert, 1989) — which draws on principles of evolutionary biology, neurobiology, and attachment proposition he proposes that self-compassion deactivates the troubled system (associated with heartstrings of insecurity, guard, and the limbic system) and activates the self-soothing system (associated with heartstrings of secure attachment, safety, and the oxytocin – anesthetic system). In distinction, self-regard is viewed as an evaluation of superiority/ inferiority that helps to establish social rank stability and is related to waking, amping impulses, and dopamine activation (Gilbert & Irons, 2005). The self-soothing rates of self-compassion are allowed to engender lower capacities for closeness, effective affect regulation, exploration, and successful management of the terrain

Needs and Significance

Listening to music is an everyday occurrence and in the twenty-first century; music of all types surrounds us and permeates our lives. Music can be heard on television and movies, on the radio, and as a background in stores and restaurants. In addition, one can choose to have constant access to music through the use of personal music devices such as CD players and iPods.

Consider life just one hundred years ago. Music and listening to music were special – special in the sense of a “unique experience,” since the only music heard was that which was made by the individual or individuals in a small group who intended to make music or who

attended a concert to hear music. We can hardly imagine that world, a world without instant access to music of our choosing.

Jump ahead to the present where access to music does not require effort. The wash of sounds and the myriad kinds of music available have perhaps made us nonchalant about music. We have become “passive” in our listening, allowing music to become background noise drowning out the sounds of our environment and culture.

Mobile music listening is widely recognized as an integral part of everyday music use. It is also a rather peculiar experience since the listeners are surrounded by strangers in public and at the same time engaged in a solitary and private activity. We could observe mood-related and cognitive functions to be most prevalent (e.g., enhancing mood, relaxation, prevention of being bored), whereas the least important functions related to social dimensions (e.g., feeling less lonely, feeling less watched). Listening to personal playlists also allows a high degree of control over music selection, since listeners may add single tracks to their personalized music compilation and are thus particularly musically engaged (Greasley & Lamont, 2011).

Music listening further implies a number of concurrent activities at the same time, such as waiting for the bus, jogging, walking, or shopping (Chen, 1998), that shape the purpose and functions of listening as well as potential responses (Greasley & Lamont, 2011). The current study aimed at investigating the functions and experiences of music listening with a quantitative online questionnaire, and collected information on how one listens to music enhances his/her self-love. Whether or not there is any development in the aspect of self-compassion by listening to certain music that one likes. (Greasley & Lamont, 2011).

Therefore, an intensive study about adaptive music listening and self-compassion will have an impact on college students, since listening to music is one of the predictors of enhancing self from boredom and manipulating thought patterns. It is obvious that one can personalize and grow in relation to inner-self and sprout self-love. Knowledge and awareness of ‘how much music enhances self-compassion,’ such outcomes by listening to music could help the individual to develop good music listening habits that regulate life to better functioning of the self.

Statement of the Problem

To find out the relationship between the adaptive function of music listening and self-compassion among college students.

Definition of Key Terms

Theoretical Definition

Music

"Music is the actualization of the possibility of any sound whatever to present to some human being a meaning which he experiences with his body—that is to say, with his mind, his feelings, his senses, his will, and his metabolism" (Clifton, 1983, 1). It is therefore "a certain reciprocal relation established between a person, his behavior, and a sounding object" (Clifton, 1983, 10)

Self-compassion

"Self-compassion is an emotionally positive self-attitude that should protect against the negative consequences of self-judgment, isolation, and rumination (such as depression)." (Neff 2003).

Operational Definitions

Music

Music is the product of the interplay of the human mind and creativity that bring aesthetic experiences on and around the ecosystem.

Music listening

The fact of being immersed into the world of rhythm and shutting the outer world from interference.

Self-compassion

Self-compassion is the love directed toward the self while in the midst of confusion and identity search.

Objectives

Major objectives

To find out the relationship between the adaptive function of music listening and self-compassion

To find out the significant difference in self-compassion among male and female college students.

To find out the significant difference in the adaptive function of music listening among male and female college students

Specific objectives

Specific objectives of the study are:

1. To find out the significant relationship between sub-variables of the adaptive functions of music listening to a) Stress regulation, b) Strong emotional experiences, c) Rumination, d) Sleep, e) Reminiscence, f) Anger regulation, g) anxiety regulation h) Awe and appreciation, i) Loneliness regulation, j) Cognitive regulation, k) Identity among College students
2. To find out the significant relationship between sub-variables of the adaptive functions of music listening to a) Stress regulation, b) Strong emotional experiences, c) Rumination, d) Sleep, e) Reminiscence, f) Anger regulation, g) Awe and appreciation, h) Loneliness regulation, i) Cognitive regulation, j) Identity and sub-variables of Self-Compassion (a) Kindness, b) Self-judgment, c) Common humanity, d) Isolation, e) mindfulness and, f) over-identification, among college students.
3. To find out the significant relationship between sub-variables of Self-Compassion (a) Kindness, b) Self-judgment, c) Common humanity, d) Isolation, e) mindfulness, and, f) over-identification among college students.
4. To find out the significant difference between sub-variables of the adaptive functions of music listening to a) Stress regulation, b) Strong emotional experiences, c) Rumination, d) Sleep, e) Reminiscence, f) Anger regulation, g) anxiety regulation h)

Awe and appreciation, i) Loneliness regulation, j) Cognitive regulation, k) Identity among male and female College students.

5. To find out the significant difference in sub-variables of Self-Compassion (a) Kindness, b) Self-judgment, c) Common humanity, d) Isolation, e) mindfulness, and, f) over-identification, among male and female college students.

Organization of the Report

The present study is divided into five parts. The first part serves as an introduction encompassing the topic's introduction, the study's need and significance, a statement of the problem, major and specific objectives, and a definition of key terms. Chapter 2 focuses on a review of the literature, including a theoretical review of the study variable and an examination of related studies on variables and populations. The third chapter outlines the methodology, including details on populations, measures, data collection procedures, and the statistical techniques used for analysis. The fourth chapter presents the study's results and includes a discussion of the statistical analysis findings. The fifth chapter serves as a summary and conclusion, highlighting the major findings, implications, and limitations of the study, and providing directions for future research. The research reports adhere to the guidelines of the 7th edition of the APA style.

CHAPTER 2

REVIEW OF LITERATURE

Theoretical Reviews

Literature Reviews

Hypothesis

A literature review is an essential point of academic exploration. Unnaturally, knowledge advancement must be erected on living work. To push the knowledge frontier, we must know where the frontier is. By reviewing applicable literature, we understand the breadth and depth of the body of work and identify gaps to explore. By recapitulating, assaying, and synthesizing a group of affiliated literature, we can test a specific thesis and/ or develop new propositions. We can also estimate the validity and quality of being worked against a criterion to reveal sins, inconsistencies, and contradictions (shear' et al. 2015). As scientific inquiries, literature reviews give validity and trust ability and they can be replicated by any existent who wants to study in depth about the given variable (Xiao et al. 2019). Conducting a literature review is a means of demonstrating an author's knowledge about a particular field of study, including vocabulary, propositions, crucial variables and marvels, and its styles and history (Randolph, J. 2009).

As scientific inquiries, literature reviews give validity and responsibility and they can be replicated by any existent who wants to study in depth pertaining to the given variable (Xiao' et al. 2019). Conducting a literature review is a means of demonstrating an author's knowledge about a particular field of study, including vocabulary, propositions, pivotal variables and sensations, and its styles and history (Randolph, J. 2009). Scientific literature review papers are hence methodological studies that use database searches to recoup results of disquisition and have as their main thing the ideal and theoretical discussion of a specific content or theme. A literature review is thus a well-planned review to answer specific disquisition questions using a regular and unambiguous methodology to identify, handpick, and critically estimate the results of the studies included in the literature review (Rother, 2007).

The literature of review distinguishes what has been done from what needs to be done. It discovers variables applicable to the content. Having gained new perspectives, the researcher establishes the significance and its operation in the real-life script, predicated on the theoretical ground (Randolph, J. 2009)

Theoretical Perspective of Adaptive Function of Music Listening

Everyone loves to hear to music. Why? Is the constant study that preoccupied our minds. Over the formerly several decades, scholars have proposed numerous functions that listening to music might fulfill. still, different theoretical approaches, different styles, and different samples have left an eclectic picture regarding the number and nature of musical functions. Also, there seems to be no agreeable ground on which these functions are predicated. The running theme of music listening has some top factors People hear music to regulate exhilaration and mood, to achieve self-awareness, and as an expression of social relatedness. (Huron, 2001)

Music listening is one of the most baffling mortal conducts. Most common conduct have a recognizable avail that can be plausibly traced to the practical motives of survival and gestation. also, in the array of evidently odd conduct, numerous conduct match music for commandeering so important time, energy, and capitalism. Music listening is one of the most popular rest exertions. Music is a ubiquitous companion to people's everyday lives. (Dissanayake, 2009)

Producing and perceiving music engages a wide range of sensorimotor, cognitive, and emotional processes. passions are a central point of the enjoyment of music, with a substantial variety of affective countries constantly reported by people while listening to music. still, besides gladness or sadness, music constantly elicits heartstrings of caution, nostalgia, or humaneness, which do not correspond to emotion orders generally studied in neuroscience and whose neural substrates remain largely unknown. (Patel, 2010).

Theoretical Approaches

Many scholars have discussed the potential functions of music exclusively from a theoretical point of view.

Functions of music as they derive from specific approaches or theories

Evolutionary Approaches

Evolutionary exchanges of music can formerly be set up in the notations of Darwin. Darwin discussed some possibilities but felt there was no satisfactory result to music's origins (Darwin, 1871, 1872). His intellectual heirs at law argued that anyone who can go the

natural luxury of making music must be strong and healthy. thus, music would offer an honest social signal of physiological fitness. (Miller, 2000)

Another line of theorizing refers to music as a means of social and emotional communication. For illustration, Panksepp and Bernatzky (2002) argued that “In social beings like ourselves, whose ancestors lived in arboreal surroundings where the sound was one of the most effective ways to coordinate cohesive group exertion, support social bonds, resolve hostility, and establish stable scales of submission and dominance, there could have been a decoration on being suitable to communicate selves of emotional meaning by the lyrical character (prosody) of emitted sounds”. (Miranda, 2009)

A similar idea is that music contributes to social cohesion and thereby increases the effectiveness of group action. Work and war songs, lullabies, and public chorales have bound together families, groups, or whole nations. Relatedly, music may give the means to reduce social stress and temper aggression in others. The idea that music may serve as a social cement has multitudinous proponents (Huron, 2001 Mithen, 2006; Bicknell, 2007).

A new evolutionary proposition is offered by Falk (2004) who has proposed that music arose from humming or singing intended to maintain child- ma attachment. Falk’s “putting down- the baby thesis” suggests that mothers would have served by putting down their babies in order to make their hands free for other exertion. Humming or singing consequently arose as a comforting signal indicating caretaker contiguity in the absence of physical touch. (Patel, 2010).

Another interesting conjecture relates music to mortal anxiety related to death, and the consequent quest for meaning. Dissanayake (2009), for illustration, has argued that humans have used music to help manage with awareness of life’s ephemerality. In a manner similar to religious beliefs about the hereafter or an advanced transcendental purpose, music can help assuage mortal anxiety concerning mortality (Newberg et al., 2001). Neurophysiological studies regarding music-induced chills can be interpreted as harmonious with this conjecture. For illustration, music-induced chills produce reduced exertion in brain structures associated with anxiety (Blood & Zatorre, 2001).

Combined ideas stress the part music plays in the heartstrings of prepotency. For illustration, Frith, (1996) has noted that “We all hear the music we like as commodity special, as a commodity that defies the mundane, takes us “out of ourselves,” puts us nearly else.”

thus, music may give a means of escape. The experience of flux countries (Nakamura and Csikszentmihalyi, 2009), peaks (Maslow, 1968), and chills (Panksepp, 1995), which are constantly inspired by music listening, might also be interpreted as forms of prepotency or performance (Fachner, 2008).

More generally, Schubert (2009) has argued that the fundamental function of music is its eventuality to produce pleasure in the listener (and in the pantomime, as well). All other functions may be considered inferior to music's pleasure-producing capacity. Relatedly, music might have surfaced as a safe form of time-passing — analogous to the sleeping conduct set up among multitudinous bloodsuckers. As humans came more effective hunters, music might have surfaced simply as an entertaining and innocuous way to pass the time during waking hours (Huron, 2001).

The below propositions each stress a single account of music's origins. In addition, there are mixed propositions that posit a constellation of several concurrent functions. Anthropological accounts of music constantly relate to multiple social and cultural benefits arising from music. Merriam (1964) provides a seminal illustration. In his book, *The Anthropology of Music*, Merriam proposed 10 social functions music can serve (e.g., emotional expression, communication, and representational representation). Merriam's work has had a continuing influence on music scholars, but also led multitudinous scholars to concentrate simply on the social functions of music. Following in the tradition of Merriam, Dissanayake (2006) proposed six social functions of ritual music (analogous to the display of resources, control, and channeling of individual aggression, and the facilitation of courting). (Dissanayake, 2009)

Music Across Cultures and Times

All known societies have or have had commodities that can be regarded as music. To be more precise, in the words of John Blacking (1995), 'every known mortal society has what trained musicologists would fete as music' (our emphasis). Across societies and over time, the forms and senses of music are extremely different. In numerous, maybe most, non-Western societies, music requires overt action and active group engagement; the isolation and specialization of the places of pantomime and followership might nearly be considered a nonage practice. In utmost societies, music is employed not just in entertainment and courting, but as an essential element of ritual, frequently marking transitions between

different stages of life (e.g., from nonage to majority), as well as consequential events similar to funerary rituals and seasonal carnivals. It may serve in the conservation of oral traditions by virtue of its mnemonic powers. And it seems that in utmost, if not all, societies, relations between caregivers and babies have features that can be interpreted as musical. (Dissanayake, 2009)

Music appears to be the commodity of a universal social fact. still, as the durability of the citation from Bartering makes clear, ‘there are some societies (not confined to the African mainland) that have no word for music or whose conception of music has a significance relatively different from that generally associated with the word “music”’. It’s notable, also, that where a term exists, in a non-Western society, that embraces the conditioning that a Western musicologist might conceive of as music, for illustration, the *Igbo nkwa* (Waterman 1991), that meaning tends not to separate between music and cotillion. (Dissanayake, 2009)

In general, it seems that practices that are honored as music in societies beyond contemporary global Western culture are characterized by their use of sound and movement together. They tend to involve collaborative performance that is, they’re characterized in terms of not only sound and action but the commerce between the music makers. They’re marked by (1) an apparent ‘non-efficaciousness’, in that their immediate and apparent consequences aren’t observable through a material change in the original terrain or in the posterior actions of the actors, and (2) ‘embeddedness’ in a wide range of everyday and special practices. In utmost, if not all cases, they also manifest significant hedonic value (Panksepp and Trevarthen). (Dissanayake, 2009)

Accepting that commodity like music — indeed if not independently linked as similar by its interpreters in all mortal societies, the delineations in our wordbooks feel easily wrong. ‘Music’ is a universal mortal gesture that is marked by sound, action, interaction, non-efficacy, and a multifariousness of social functions and emotional goods. These characteristics will now be assessed in further detail, to arrive at a functional description of music that might enable its relationship to evolutionary processes to be addressed exhaustively. (Dissanayake, 2009)

Music As Embodied Expressive Movement

Since the appearance of sound recording, listening, with no overt and observable behavior on the part of the listener, has been the classic mode of engagement with music in

Western societies. still, before the appearance of sound recording, the notion of music as involving action would have sounded self-apparent. While it may feel trivial to suggest that music entails exertion in its timber, there are multitudinous cases where music's sonic patterns are not just caused by conduct but have a structure and identity that is thick from the doing and regulation of the conduct themselves. This is apparent in the studies by Merchandising (1961) of southern African kalimba thumb piano music, where he showed that the songs can, on occasion, depend more on the sequence of movements involved in the product of the air than on the pitch patterns produced. similar findings are reported by Baily (1985) for the supplies performed on Afghani dutars, and Nelson (2002) for lyrical patterns in blues guitar solos. (Cross, 2001).

In these three cases, action on the part of a pantomime is an integral element of the identity of the music. Several cases can be cited where conduct by actors, in situations where the pantomime–cult distinction is absent, constitute a frame essential for the intelligibility of musical sound patterning (Stobart and Cross 2000). A recent meta-analysis of neuroscientific studies of music perception (Janata and Grafton 2003) demonstrates that unresistant musical perception appears to involve areas of the brain associated with motor behavior perhaps inspired by the sound sequences of music mirroring aspects of physical movement (Scherer and Zentner 2001, Benzon 2001). Music seems more understood, not as abstract patterns of sound contemplated in immobility, but as a fully embodied exertion of mortal agents (Lee and Schögler, Chapter 6; Turner and Ioannides, Chapter 8) (Cross, 2001).

Music as Entraining Others, and Engaging Them in Movement

The ultimate surroundings in which music occurs are not only active but participatory, involving the overt and active engagement of people in musical group exertion. A natural element of this participation is 'entrainment' (Clayton et al. 2004), which involves the collaboration in a time of one party's musical conduct with those of others. This process appears to involve the perceptual conclusion or abstraction of a regular periodic pulsation or beat from a sequence of rhythmic events, and the intuitive or cognitive association of the timing of conduct and sounds around the motivating pulsation. It orientates attention prospectively to the time points presented in the pulsation, with an attendant periodic modulation of the number of attentional resources devoted to tracking the temporal flux of the music, again acquainted around the pulsation (Drake et al. 2000).

According to cognitive interpretation, pulsation abstraction facilitates the optimal use of attentional resources over time. trials show that events being in temporal alignment with the inferred pulsation are detected and linked more easily than events that do out of phase with the pulsation (Jones and Yee 1993). What is conceived as the ‘attentional weight’ is modulated in time in agreement with the pulsation the subject infers. In a neurophysiological position, the experience of pulsation seems intimately related to the different ranges of timing in the collaboration of gross and fine movements (Thaut 2005). Entrainment to an external pulsation may be either voluntary (under conscious control) or preconscious (Stephan et al. 2002).

We conclude that musical commerce between mortal actors is bedded in intuitive, mind-generated processes of rhythm abstraction/ generation within the individualities. These processes apply the optimal allocation (modulation in time) of attentional resources and may concentrate experience in hierarchical temporal structures. The perceptual processes are integral to the prospective temporal control of periodic motor behavior Music as an interactive social behavior thus affords the means for coinciding the deployment of a party’s experience of moving with that of other actors, easing the individual and the cooperative (intersubjective) focus on specific moments and successive patterns in the temporal unfolding of the music. (Stephan et al. 2002).

The Communal Functions of Musical Actions

Music, as vastly defined, is suitable for engaging and satisfying communities, groups, and individualities. In cooperative musical behavior, individuals act and substantiate what they do in shared, purposeful time. The experience of the coordinated nature of the cooperative exertion is likely to engender a strong sense of group identity with the communication of pleasure. Music both entrains movement and experience and allows each party to interpret its significance for him or herself, independently, without the integrity of the cooperative musical behavior being undermined. Music’s ambiguity — its ‘floating intentionality’ — in the self and for or with others, may thus be largely profitable for groups, serving as a medium for participation and contributing to the conservation of social strictness. (Cross 2003c; Merker).

A suggestion to music’s effectiveness for the existent might be set up in Meyer’s (1956) suggestion that music does not simply embody conceits, but is a ‘metaphorizing

medium' through which evidently distant generalities may be endured as affiliated and come part of a transubstantiating experience of the self. Music appears to constitute a medium that facilitates access to, and the conformation of, abstract–purposeful complexes and tropical representations that may apply to multitudinous individual and social circumstances. As Meyer puts it Music does not present the generality or image of death itself. Rather it connotes that rich realm of experience in which death and darkness, night and cold surge, time-out and sleep and silence are all combined and consolidated into a single connotative complex. What music presents is not any one of these tropical events but rather that which is common to all of them, that which enables them to come conceits for one another. Music presents a general event, a 'connotative complex', which also becomes detailed in the experience of the individual listener (1956) (Cross 2003c; Merker).

Thus, music can be interpreted as easing the conformation of abstract–purposeful complexes across multiple disciplines of experience, furnishing a synthetic medium that can bind together the exploits of distant situations and generalities in whole forms that can't be decomposed into sets of separate propositions. This may be of particular significance where two or further disciplines of experience with constitutionally irreconcilable characteristics appear to attend, as may be encountered in a ritual or religious surroundings (Cross 2003c; Merker).

Music As a Human Invention

Music As a Mortal Invention What of music? To some, the universal and ancient nature of mortal music may indicate that it began as a natural adaptation. The pitfall of such a supposition is illustrated by another remarkable mortal particularity, videlicet the control of fire. This particularity extends deep into our species' history and is set up in every mortal culture, yet numerous would dispute that it arose as an invention rather than a natural adaptation. The universality of the particularity can be explained by the fact that it provides goods that are extensively valued by humans, including the capability to cook food, keep warm, and see in dark places. The illustration of fire-making teaches us that when we see a universal and ancient mortal particularity, we can't simply assume that it has been a direct target of natural selection (Patel, 2008). (Wrangham (2009). These are really mortal inventions, presumably no further than about six thousand times old, making them too immature to be associated with any evolutionary brain specialization for these capacities. (Dehaene and Cohen, 2007; cf. Stewart et al., 2003). This specialization is fluently a product

of experience-dependent neural plasticity, i.e., long-lasting changes in neurons and brain networks are driven by exploits within an individual continuance (Dehaene, 2009). likewise, certain reading conditions have a heritable element that can impact brain circuits that be to be important for a complex mortal capability without any imputation of natural selection for that capability. (Fisher & Franks, 2006).

Tonality Processing Connections to Language

The ultimate of the world's musical systems uses separate pitches and intervals to produce songs, with the pitches drawn from musical scales of five to seven selves per octave (Reck, 1997). A wide point of the music is the discriminative use of scale pitches analogous that some are perceived as more stable or structurally significant than others (Krumhansl, 1990). This insulation of scale pitches in terms of stability or elevation has been nominated a "tonal scale," and implicit knowledge of analogous scales develops without any special musical training (Tillmannetal., 2000). This knowledge contributes to our private prints that the self in a musical terrain has abstract perceptual parcels, analogous to pressure or resolution, parcels distinct from standard psychophysical self-parcels analogous to "advanced or lower" or "louder or softer." (Peretz, 1993).

Krumhansl and Cuddy argue that "tonal scales play a central part in how musical sequences are perceived, organized, flashed back, and how prospects are formed during listening." likewise, they note that this way of organizing pitch is unique to music, an assertion supported by the fact that language, which can use pitch in largely structured ways, has nothing suggesting tonality (Patel, 2008). Indeed, Peretz and Coltheart (2003) have proposed that the processing of tonality in music uses sphere-specific brain mechanisms. This view is supported by neurological cases in which brain damage extensively impairs tonality processing while leaving further introductory forms of audile processing, as well as language processing, complete (Peretz, 1993).

A notable similarity between tonality and verbal syntax is the actuality of abstract structural orders that organize sequences of events. In tonality, for illustration, structural orders analogous to the alcohol (the most stable pitch in the tonal scale) or leading self (an unstable pitch in the scale) can be realized by any pitch. For illustration, pitch B4 (493.9 Hz) can serve as either the alcohol or leading self of air, depending on the prevailing tonal scale.

Language also has abstract structural orders, analogous to grammatical subjects and objects, that can be realized by a variety of words. (Peretz, 1993).

Entrainment to a Musical Beat: Connections to Vocal Learning

In every mortal culture, there is some form of music with a periodic beat pattern, to which people attend their rhythmic movements, e.g., in dance (Nettl, 2000). Musical beat perception and synchronization (BPS) is an illustration of the entrainment of rhythmic action to rhythmic sound. BPS does not appear to be an offshoot of language. Language has a rich rhythmic structure and can involve tight temporal collaboration (e.g., in conversational turn-taking), but does not have temporally periodic beats and does not elicit periodic rhythmic movement from listeners (Patel, 2008). Notably, BPS emerges without any special instruction in humans (e.g., head bobbing and bottom tapping to music), which makes it an intriguing content of study from the standpoint of evolutionary biology. (Patel et al., 2009)

Human synchronization to music is truly flexible in terms of tempo, is a response to complex sound sequences (not just pulsation trains), and is truly cross-modal since it constantly involves silent rhythmic movement in response to sound. No other species combines these features in their natural entrainment behavior (Patel et al., 2009). Likewise, familiar domestic animals such as dogs and cats show no tendency for spontaneous rhythmic movement to music, indeed though they have lived with humans and their music for thousands of years. Indeed, BPS has been proposed to be a uniquely mortal capability (Bispham, 2006), reflecting natural selection for musical behavior in our species, perhaps in the service of promoting group cohesion (Dunbar). (Patel et al., 2009)

The “oral knowledge and rhythmic synchronization hypothesis” (Patel, 2006) posits that oral knowledge provides a neurobiological foundation for BPS. One prophecy of this thesis is that non-vocal-learning species, which includes all non-human primates, are unfit for BPS. There feel to be heritable and neural constraints on how oral knowledge is acquired in brute brainpower, so that indeed when the capability arises in distantly related brute groups, similar morning brain mechanisms are at play. (Patel et al., 2009)

Theoretical Perspective of Self-Compassion

A Theory of Self-Compassion

Self-compassion

To understand what is intended by the term self-compassion, it's helpful to first consider what it means to feel compassion for others, a generality multitudinous of us have further familiarity with. Compassion involves perceptivity to the experience of suffering. This means opening one's awareness to the pain of others, without avoiding or divorcing from it, and allowing heartstrings of kindness towards others and a desire to ameliorate their suffering to crop up (Wispe, 1991). Compassion also involves an understanding of the shared mortal condition, fragile and amiss as it is, as well as the amenability to extend that understanding to others when they fail or make misapprehensions. rather than looking down or rolling up your window when you pull up next to a homeless man at a stoplight, for illustration, you break and take a moment to reflect on how delicate goods are for him. By stepping out of your usual frame of reference and placing yourself in his position, you start to see him as a factual human being who is in pain. Once this happens, your heart can't help but resonate with him; compassion literally means "to suffer with" (Lewis & Short, 1879). Rather than trying to tune him out, you might discover that his situation has emotionally moved you, compelling you to help ease his pain in some way. (Neff, 2003).

Just as we can feel compassion for the suffering of others, we can extend compassion towards the self when we witness suffering, anyhow of whether the suffering reacted from external circumstances or our own misapprehensions, failures, and particular crunches. self-compassion, therefore, involves being touched by and open to one's own suffering, not avoiding or divorcing from it, and generating the desire to palliate one's suffering and to heal oneself with kindness. self-compassion also involves sacrificing a nonjudgmental understanding of one's pain, inadequacies, and failures, so that one's experience is seen as part of the larger human experience. (Neff, 2003).

The Three Facets of Self-Compassion

Although self-compassion originates from the insight tradition of Buddhism, Neff (2003b) has conceptualized the construct in temporal terms within the scientific literature.

According to Neff's description, self-compassion involves three main factors self-kindness, a sense of common humanity, and mindfulness.

Self-kindness

In Western culture, we generally value being kind to others; still, we rarely place an important value on being kind to ourselves. When we fail or make misapprehensions, we constantly relate to ourselves in a harsh, self-critical manner and routinely say goods to ourselves that we would not say to an outsider or, in some cases, indeed someone we disliked. self-compassion recognizes that crunches and difficulties are a natural part of life that should not be resisted (e.g., self-criticism) or denied (e.g., avoidance) but, rather, embraced with warmth, kindness, and acceptance. When noticing a behavioral tendency that has been a source of frustration or embarrassment in history, for illustration, the fault is approached in a kind, understanding manner, and the emotional self of the language is gentle and supportive. also, when delicate life circumstances arise, the self-compassionate person takes some time to reflect on the emotional threat of the situation and offer the self some soothing and comfort, rather than stoically soldiering through the situation. (Neff, 2003).

Common Humanity

One of the biggest problems with harsh self-judgment is that it tends to make us feel isolated. When considering our particular failures and shortcomings, we have the propensity to feel isolated and separated from others, irrationally believing that our struggles are abnormal compared to others who appear to be having an easier time of it. The common humanity element of self-compassion recognizes that all people fail, make misapprehensions, and feel shy in some way. self-compassion connects one's blights to the shared mortal experience so that features of the self are considered from a broad, inclusive perspective. By locating our pain within the broader mortal experience, we tend to feel less insulated and cut off in delicate moments. In this way, self-compassion distinguishes itself from self-pity, which involves feeling sorry for one's own difficulties and, constantly, immersing people in their own problems to the point that they forget others' substantiation of similar problems. (Neff, 2003).

Mindfulness

Mindfulness involves being alive of present moment experience in a clear and balanced manner (Brown & Ryan, 2003) so that one neither ignores nor ruminates on disliked aspects of oneself or one's life. Before one can extend compassion toward the self, one must first recognize that the self is suffering. While one's own pain might feel blindingly obvious, we constantly fail to admit the full extent of our pain, especially emotional pain that stems from self-review. also, during delicate times in our lives, we have a tendency to jump directly into the problem-working mode, without recognizing the need to give ourselves comfort for the struggles we're passing. Mindfulness also helps people avoid getting swept up and carried down by the narrative of one's pain, a process Neff (2003b) labeled as "overidentification." When in the fray of over-identification, people tend to exaggerate and obsessively fixate on negative self-applicable studies and passions, meaning that they can't see themselves or their dilemma fluently. eventually, these negative self-referential studies come bedded into our self-generality, thus, confounding our inimical beliefs about the self with our factual characters. By recognizing that our studies and heartstrings are just that – studies and heartstrings, mindfulness helps us to drop the dramatic stories about our crunches and former failures and gain a more balanced perspective on the self. (Neff, 2003).

Review Related to Adaptive Functions of Music Listening

Cross and Morley (2010), "*The Evolution of Music: Theories, definitions and the Nature of the Evidence,*" explore the evolution of music, focusing on theories, definitions, and the nature of the evidence surrounding this subject. The authors delve into various scholarly works to examine the existing knowledge and perspectives on how music has evolved over time. Their review encompasses theories proposed by different researchers, diverse definitions of music, and the types of evidence used to support these theories. By synthesizing the literature, Cross and Morley provide insights into the multifaceted nature of music's evolution and the scholarly discourse surrounding this field of study.

Seale's (2021) titled, "*Against unitary theories of music evolution. Behavioral and Brain Sciences,*" critically examines the concept of unitary theories in the field of music evolution. In this review, Seale assesses existing research and arguments that propose unified explanations for the evolution of music. The author explores various perspectives and studies that challenge the idea of a single, all-encompassing theory to explain the development of

music throughout history. By evaluating the strengths and limitations of these unitary theories, Seale highlights the complexities and nuances inherent in the study of music evolution. This literature review contributes to the ongoing scholarly discussion by questioning the validity and applicability of unitary explanations, promoting a more nuanced understanding of the subject.

Dissanayake's (2009) "*Root, leaf, blossom, or Bole: Concerning the Origin and adaptive function of Music*," investigates the origins and adaptive functions of music. In this study, Dissanayake examines the concept of "communicative musicality" as a fundamental aspect of human companionship. The author explores various theoretical perspectives and empirical studies to shed light on the evolutionary and biological underpinnings of music. Dissanayake delves into the adaptive advantages and social functions that music may have served throughout human history. By synthesizing existing research, this literature review provides insights into the potential origins and significance of music in human society, emphasizing its role in communication and social bonding.

Huron's (2001) "*Is Music an evolutionary adaptation?*" explores the question of whether music is an evolutionary adaptation. In this review, Huron examines various theoretical frameworks and empirical evidence to assess the evolutionary origins and functions of music. The author critically evaluates different hypotheses and theories proposed by researchers in the field. By analyzing studies from diverse disciplines such as anthropology, psychology, and neuroscience, Huron investigates the potential adaptive advantages that music may have conferred on our ancestors. This provides a comprehensive examination of the evolutionary perspective on music, offering valuable insights into the ongoing debate regarding the evolutionary origins and purposes of music in human societies.

Cross's (2001) "*Music, cognition, culture, and evolution*," explores the interconnectedness of music, cognition, culture, and evolution. Cross examines a range of scholarly works to investigate the relationships between these domains and how they shape the understanding of music. The author explores the cognitive processes involved in musical perception, production, and appreciation, and how these processes interact with cultural and evolutionary factors. By synthesizing research from various disciplines, including psychology, anthropology, and evolutionary biology, Cross offers insights into the ways music is shaped by and shapes human cognition and culture. This literature provides a

comprehensive overview of the interdisciplinary nature of studying music and its significance in understanding human behavior and evolution.

Schafer et al. (2013) "*The psychological functions of music listening*," The paper begins by introducing the fundamental question of why people listen to music and what psychological needs it serves. The authors argue that music is a universal phenomenon that has been present throughout human history and is capable of eliciting a wide range of emotional responses.

The paper presents a comprehensive review of existing research on the psychological functions of music listening. The authors identified five key psychological functions of music listening: (1) mood regulation, (2) self-awareness, (3) self-expression, (4) social relatedness, and (5) cognitive regulation. Overall, the authors highlight the diverse ways in which music can be used to meet psychological needs, and they emphasize the importance of considering individual differences in music preferences and responses. (Schafer et al. 2013)

Miranda and Claes (2009) "*Music listening, coping, peer affiliation, and depression in adolescence. Psychology of music*," investigated the relationship between music listening, coping, peer affiliation, and depression in adolescents. The study was based on the assumption that music listening may have different psychological functions for different individuals, depending on their coping styles and social context. The authors conducted a survey among 352 adolescents, measuring their music preferences, coping strategies, peer affiliation, and symptoms of depression. The results showed that music listening was related to both positive and negative coping strategies, as well as to social identity and depression symptoms.

More specifically, the study found that adolescents who used music as a means of coping tended to have higher levels of depression symptoms than those who used other coping strategies. However, music listening was also related to positive coping strategies, such as seeking emotional support from others and engaging in problem-solving behaviors. In terms of social context, the study found that music preferences were related to peer affiliation, with adolescents who listened to certain types of music being more likely to identify with certain peer groups. The authors suggest that this social identity aspect of music listening may have implications for adolescent mental health, as peer groups can both facilitate or hinder healthy coping strategies and social support. (Miranda & Claes 2009)

Chamorro-Premuzic and Furnham's (2007) "*Personality and music: Can traits explain how people use music in everyday life?*" conducted research on the relationship between personality and music preferences and usage. They found that certain personality traits, such as openness to experience, extraversion, neuroticism, agreeableness, and conscientiousness, are related to specific music preferences and usage patterns. The paper highlights the importance of considering individual differences in personality when studying music-related behaviors and suggests that music can be a valuable tool for understanding personality and individual differences.

Music is a powerful tool that can transform our mood and enhance cognitive functioning. The healing properties of music have been celebrated for centuries, and research has shown that it can promote well-being and manage mental distress. The functions of music listening include mood regulation, cognitive benefits, social connections, and eudaimonic aspects of good. A study using Interactive Management (IM) found that both young and old adults use music to regulate their moods, achieve personal goals, study, foster positive social connections, and alleviate feelings of loneliness. Music also has the ability to trigger memories and reminiscence. (Chamorro-Premuzic, et al. 2007)

Review of Related to Self-Compassion

The article by Barnard and Curry (2011) "*Self-compassion: Conceptualizations, correlates, & interventions. Review of General Psychology,*" provides a comprehensive review of the concept of self-compassion, its correlates, and interventions. The authors explore various conceptualizations of self-compassion and its relation to other psychological constructs. They discuss the empirical research examining the associations between self-compassion and well-being, mental health, and interpersonal functioning. The article also reviews interventions aimed at cultivating self-compassion, such as mindfulness-based approaches, self-compassion training, and compassion-focused therapy. Overall, the article offers valuable insights into the theoretical and empirical aspects of self-compassion, highlighting its importance for psychological well-being.

Raab's 2014 "*Mindfulness, self-compassion, and empathy among health care professionals: a review of the literature. Journal of health care Chaplaincy,*" review of literature examines the relationships between mindfulness, self-compassion, and empathy among healthcare professionals. The review finds that mindfulness and self-compassion can

promote empathetic responding and emotional regulation among healthcare providers, while also reducing burnout and increasing well-being. The review highlights the potential benefits of integrating mindfulness and self-compassion into healthcare training programs.

Neff, Kirkpatrick, and Rude's 2007 "*Self-compassion and adaptive psychological functioning. Journal of Research in Personality*," explores the relationship between self-compassion and adaptive psychological functioning. The study finds that individuals with higher levels of self-compassion experience greater emotional resilience, higher levels of life satisfaction, and lower levels of anxiety and depression. The findings suggest that self-compassion plays a crucial role in promoting overall psychological well-being and adaptive functioning.

Neff's 2003 article, "*Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. Self and Identity*" introduces the concept of self-compassion as an alternative framework for understanding a healthy attitude toward oneself. The author argues that self-compassion involves being kind, understanding, and non-judgmental toward oneself, especially in times of pain, failure, or personal shortcomings. The article highlights the benefits of self-compassion, such as increased emotional resilience, improved self-worth, and reduced negative emotions. It offers a fresh perspective on self-esteem and self-criticism, emphasizing self-compassion as a more effective and sustainable approach to cultivating a positive self-relationship.

Hypothesis

1. There will be a significant relationship between sub-variables of the adaptive functions of music listening to a) Stress regulation, b) Strong emotional experiences, c) Rumination, d) Sleep, e) Reminiscence, f) Anger regulation, g) Awe and appreciation, h) Loneliness regulation, i) Cognitive regulation, j) Identity among College students

2. There will be a significant relationship between sub-variables of the adaptive functions of music listening to a) Stress regulation, b) Strong emotional experiences, c) Rumination, d) Sleep, e) Reminiscence, f) Anger regulation, g) Awe and appreciation, h) Loneliness regulation, i) Cognitive regulation, j) Identity and sub-

variables of Self-Compassion (a) Kindness, b) Self-judgment, c) Common humanity, d) Isolation, e) Isolation, f) Isolation, among college students.

3. There will be a significant relationship between sub-variables of Self-Compassion (a) Kindness, b) Self-judgment, c) Common humanity, d) Isolation, e) Isolation, f) Isolation, among college students.
4. There will be a significant difference between sub-variables of the adaptive functions of music listening to a) Stress regulation, b) Strong emotional experiences, c) Rumination, d) Sleep, e) Reminiscence, f) Anger regulation, g) Awe and appreciation, h) Loneliness regulation, i) Cognitive regulation, j) Identity among male and female College students.
5. There will be a significant difference in sub-variables of Self-Compassion (a) Kindness, b) Self-judgment, c) Common humanity, d) Isolation, e) Isolation, f) Isolation, among male and female college students.

CHAPTER 3

METHOD

Research Design

Participants

Variables

Measures

Procedure For Data Collection

Statistical Technique

In everyday language, research refers to seeking knowledge. It can also be defined as a systematic and scientific search for relevant information on a specific topic. Essentially, research is the practice of scientifically investigating and exploring. According to the Advanced Learner's Dictionary of Current English, research is described as a careful inquiry or investigation, particularly in the pursuit of new facts across various fields of knowledge. Redman and Mory define research as a structured endeavor to acquire fresh knowledge (Kothari, 2008).

Research is an academic endeavor, and therefore the term should be used in a technical sense. Clifford Woody suggests that research involves defining and redefining problems, formulating hypotheses or proposed solutions, gathering, organizing, and evaluating data, drawing conclusions, and rigorously testing those conclusions against the formulated hypotheses (Kothari, 2008).

Research is the systematic and objective pursuit of knowledge to find solutions to problems. It involves a methodical approach to generalize findings and develop theories. The primary objective of the research is to discover answers to questions through the application of scientific procedures. The fundamental aim of the research is to unveil hidden truths that have not yet been uncovered (Kothari, 2008).

Research holds particular significance in resolving practical and planning issues in business and industry. It serves as a wellspring of knowledge for knowledge's sake and plays a vital role in providing guidelines for addressing diverse business, governmental, and social problems research can be seen as a format training that enhances one's understanding of new developments within their field (Kothari, 2008).

Research Design

The purpose of research design is to efficiently collect relevant evidence with minimal effort, time, and resources. The choice of design largely depends on the research objective. An exploratory research design is suitable when the aim is to explore a problem from various angles. However, when the goal is to accurately describe a situation or understand the association between variables, a design that minimizes bias and maximized data reliability is preferred.

Preparing a research design tailored to a specific research problem involves considering the means of obtaining information, the researcher's and staff's skills and availability, organizing the selected information-gathering methods, justifying the choices made, considering the time available for research, and addressing the financial aspects of the study (Kothari, 2008).

In the present study, an exploratory research design is employed. Exploratory research studies, also known as formative research studies, aim to formulate a problem for more precise investigation or to develop operational working hypotheses. These studies primarily focus on generating ideas and insights. Therefore, the research design for such studies must be flexible enough to consider different aspects of the problem under investigation. Flexibility is necessary because the research problem, initially defined broadly, evolves into a more specific meaning during exploratory studies, which may require adjustments in the research procedure to gather relevant data (Kothari, 2008).

The objective of the current study is to explore the relationship between the adaptive function of music listening and self-compassion. Hence, it is an exploratory study.

Participants

A sample design entails a specific and deliberate plan for extracting a sample from a given population. It encompasses the technique or procedure employed by the researcher to select items for the sample. The sample design also determines the size of the sample, i.e., the number of items to be included. It is essential to establish the sample design prior to data collection. The researcher must make decisions regarding the type of sample to be used and the technique for selecting sample items. In essence, the technique or procedure employed represents the sample design itself (Kothari, 2018).

Considering the availability of the population, random sampling has been chosen as the sampling technique for the current study. In random sampling, each sample has an equal chance of being selected. In this study, 213 samples were randomly chosen from the total population. Random sampling is less intricate compared to other methods.

The universe refers to all elements eligible for inclusion in the research study. The specific definition of the universe is determined by the research question, which identifies the

individuals or entities of interest the universe can comprise individuals, groups of people, organizations, or even objects.

A population is a distinct group of individuals, whether it encompasses a nation or a group of people sharing a common characteristic. It represents the pool of individuals from which a statistical sample is drawn for a study. Hence, any collection of individuals united by a shared feature can be considered a population (Osikhotsali, 2022).

For the current study, Kerala is regarded as the universe, and the students in both UG and PG are considered the population. The sample size for the study is a total of 213 individuals selected from different colleges in Kerala.

Inclusion criteria

The undergraduate and post-graduate college students in Kerala.

Exclusion criteria

Non-regular UG and PG students.

Diploma UG and PG students.

Complementary and open course students.

Students with any mental and physical disabilities

Categorization of participants according to socio-demographic variables

For the purpose of different analyses in the present study, the participants were divided into different groups based on their socio-demographic variables such as age, gender, and education. The details are given in the form of tables as follows:

Gender-wise classification of the sample

Gender is employed to delineate the socio-culturally constructed attributes and traits associated with females and males. The constituents of the Adaptive functions of music listening and self-compassion may exhibit variations across genders, thereby warranting attention in the current investigation. The sample was categorized into three distinct groups based on gender, and the specifics of this classification can be found in Table 3.1.

Table 3.1*Classification of sample based on gender*

Sl. No	Gender	No. of participants	Percentage
1	Male	108	50.7%
2	female	105	49.3%

Classification of sample based on Education

Education refers to the process of acquiring knowledge, skills, values, and attitudes through various forms of learning, such as schooling, training, and experience. The level of education attained by an individual is often used as a measure of their intellectual development and cognitive ability. Additionally, education is known to have a significant impact on an individual's psychological functioning and well-being. In particular, this research seeks to show that the adaptive function of music listening and self-compassion may vary depending on the level of education an individual has achieved. Therefore, for the present study, the sample was classified on the basis of education into two categories, as detailed in Table 3.2.

Table 3.2*Classification of sample based on Education*

Sl. No	Education	No. of participants	Percentage
1	UG	172	80.8%
2	PG	41	19.2%

Variables

The present study focuses on two major psychological variables the adaptive function of music listening and self-compassion. In order to explore the relationship between these variables, they will be collected from students using standardized instruments.

Adaptive Function of Music Listening

Listening to music is a profoundly intriguing aspect of human behavior. While many behaviors can be attributed to practical motives such as survival and procreation, the utility of music listening may not be as readily apparent. Yet, it captivates us to the point where we dedicate substantial amounts of time, energy, and financial resources to it. As one of the most widely enjoyed leisure activities music holds a pervasive presence in our daily lives, serving as a constant companion (Schafer and Sedlmeier, 2010).

According to Michael J Hogan and Jenny M Groarke, the adaptive function of music listening refers to the use of music to regulate emotions, promote well-being, and cope with stress and difficult life situations. This function involves the conscious or unconscious selection of music to match or alter an individual's emotional state and can serve as a coping strategy to manage negative emotions such as anxiety, depression, or grief. Adaptive music listening may also promote positive emotions, enhance self-awareness, and facilitate personal growth and development (Groarke JM & Hogan MJ, 2018).

The present study, Adaptive Function of music listening: AFML – 2018 is used for data collection.

Self-compassion

Self-compassion can be understood as a constructive and compassionate self-regard that counteracts the detrimental effects of self-criticism, feelings of isolation, and rumination, which are comparable to symptoms of depression. By embracing a non-judgmental and interconnected perspective, self-compassion also serves as a counterforce against inclinations toward narcissism, self-centeredness, and unfavorable social comparisons that are often linked to efforts aimed at preserving self-esteem (Neff, K. 2003).

In the present study, self-compassion; SCS/SSCS-L – 2021 is being used for data collection.

Measuring Instruments

In research, the tools refer to the device/instrument used to collect data, such as paper questionnaires, or computer-assisted interviewing systems.

Personal data scheduled

In order to collect the details of the participants and their various socio-demographic data, a personal data schedule is used. The personal data schedule includes age, gender, and education. This information is collected in order to examine the difference in the adaptive function of music listening and self-compassion according to personal data.

Adaptive Function of Music Listening Questionnaire

A condensed version of the AFML scale, comprising 48 items selected based on exploratory factor analysis (EFA) results, was utilized in the study. One item was removed from the Rumination factor and one from the Identity factor for failing to load above 0.60. These two items were also deemed less conceptually related to the other items. The final 46 items of the AFML scale are used. Participants were asked to rate their agreement with a statement regarding potential outcomes of music listening on a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Subscale scores were calculated by averaging the scores across the items.

Stress regulation: reflects the use of music for distraction, escape, and comfort when stressed.

Strong emotional experiences: It taps into intense and blended emotional experiences afforded by music listening

Rumination: It measures dwelling and focusing on sadness and anxiety in music listening.

Sleep: It focuses on music as an aid to Sleep.

Reminiscence: It represents an expected outcome of music listening.

Anger regulation: It measures listeners' beliefs that music provides positive reappraisal, positive emotions, distraction, and comfort for Anger Regulation.

Anxiety regulation: It measures listeners' beliefs that music provides positive reappraisal, positive emotions, distraction, and comfort for Anxiety Regulation.

Awe and appreciation: Measure the sense of Awe and Appreciation during music listening.

Loneliness regulation: It captures listeners' expectations that listening to music reduces feelings of loneliness.

Cognitive regulation: indicates beliefs of increased concentration and focus when listening to music.

Identity: It refers to listening to music to develop and express the self. (Groarke JM & Hogan MJ, 2018).

Administration

The participants are provided with the questionnaire, which includes accompanying instructions. The instructions state: "Please ensure that your responses are honest and accurate throughout. It is important not to let your response to one statement influence your response to other statements. Remember, there are no correct or incorrect answers. Answer based on your own feelings, rather than considering how most people would respond."

The questionnaire does not contain specific columns for marking the answers. Instead, the answer options (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree) are provided after the instructions. Participants can review these options and indicate their chosen response next to each item in the provided space.

Scoring

The items in the scale AFML are scored in positive directions. It uses a 5-point Likert rating scale from 1 to 5 (Strongly disagree to strongly agree). Out of the 46 statements, 4 statements measure stress regulation, 6 statements measure strong emotional experiences, 4 statements measure rumination, 2 statements measure sleep, 4 statements measure reminiscence, 7 statements measure anger regulation, 7 statements measure anxiety regulation, 3 statements measure awe and admiration, 3 statements measure loneliness regulation, 2 statements measure cognitive regulation, 4 statements measure identity. The questions are scored as 1 = Strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 =

strongly agree. There is no total score. A high score in the positive items marks a high level of psychological well-being in listening to music.

Reliability

Cronbach alpha 1951 was used to assess scale score reliability, with values of at least 0.70 indicating acceptable internal consistency (Nunnally, 1978).

Internal Consistency

Results support the reliability of the AFML scale in both samples. Cronbach's alpha coefficients for all subscales were high suggesting good internal consistency of the measure and its subscales.

Table 3.3*Reliability coefficient for each domain of AFML*

Sl. No	Domains	Cronbach's Alpha
1	Anger regulation	0.91
2	Anxiety regulation	0.91
3	Strong emotional experiences	0.90
4	Identity	0.86
5	Stress regulation	0.85
6	Sleep	0.84r
7	Awe and admiration	0.83
8	Loneliness regulation	0.83
9	Rumination	0.82
10	Reminiscence	0.82
11	Cognitive regulation	0.75r

The State Self-Compassion Scale Long Form (SSCS-L) Questionnaire

Scale Development, Reliability, And Validity

Neff et al. (2021) created a long and short state form of the SCS to be used for the experimental study of self-compassion: The 18-item SSCS-L can measure the six components of self-compassion, and the six-item SSCS-S can measure global levels of self-compassion only. In Study 1 (N=588), participants were given 26 potential items that transformed the 26 traits SCS items into state form. Three items per subscale were selected to create the 18-item SSCS-L A bifactor-ESEM representation (with one global factor

representing self-compassion and six specific factors representing its components) had an excellent model fit. The SSCS-L total score was reliable ($\alpha = .94$), as were the six subscales (α 's $> .73$). The 6-item SSCS-S was created by selecting one item from each SSCS-L subscale with a strong loading on the general self-compassion factor. CFA found an adequate model fit for a single factor of state self-compassion. The SSCS-S had a near-perfect ($r = .96$) correlation with the SSCS-L. The SSCS-S also demonstrated good reliability ($\alpha = .86$).

In Study 2 ($n=411$), participants were given a self-compassionate mind state induction which was found to increase state self-compassion using both the SSCS-L and SSCS-S with large effect sizes. The six subscales of the SSCS-L also changed to a remarkably similar degree. The factor structure of the SSCS-L was replicated before and after manipulation, suggesting it is a robust measure of state self-compassion. Reliability was high for both the SSCS-L and SSCS-S. Global state self-compassion and the six components were associated with positive and negative affect in the expected directions, providing construct validity. (Neff et al. 2021)

The answer options like 1 = Not at all true for me, 2 = not true for me, 3 = neutral, 4 = true for me, and 5 = very true for me are given after the instructions in the questionnaire. The participants can read these options and write the most suitable option to the side of each item. It is notary that there is a negative marking on this scale. (Neff et al. 2021)

Scoring Key

It uses a 5-point Likert-type scale format was adopted. Participants indicated a varying degree of agreement with the statement. Out of the 18 items, 3 items each are divided for each sub-variable, thus:

Kindness: 1, 7, 13

Self-judgments (reverse scored): 4, 10, 16

Common humanity: 3, 9, 15

Isolation (reverse scored): 6, 12, 18

Mindfulness: 5, 11, 17

Over-identification (reverse scored): 2, 8, 14

To reverse score items (1=5, 2=4, 3=3, 4=2, 5=1).

To compute a total state self-compassion score: Take the mean of each subscale, then compute a total mean (the average of the six subscale means).

When examining subscale scores, higher scores on the self-judgment, isolation, and over-identification scale indicate less self-compassion before reverse-coding, and more self-compassion after reverse coding. We choose to report subscale scores with or without reverse coding, but these three negative subscales must be reverse-coded before calculating a total self-compassion score.

Procedure for data collection

Data collection in research entails the systematic process of gathering and measuring information on variables of interest. It is conducted in a structured manner to address specific research questions, test hypotheses, and evaluate outcomes. The primary objective of the present study is to investigate the relationship between the adaptive function of music listening and self-compassion among college students of both undergraduates and postgraduates. Data for this study was obtained from various colleges in Kerala.

To collect data, an online data collection mode was employed. The questionnaire was shared through Google form through random sampling procedures. The online Google form was divided into three parts: the first part consisted of a personal data schedule, the second part included the adaptive function of a music listening questionnaire, and the third part encompassed the self-compassion scale.

Upon completion of the test administration, participants were thanked for their participation and cooperation. The necessary data was then scored manually and analyzed using SPSS. The findings were subsequently discussed and interpreted.

Statistical Techniques

The primary aim of the researcher was to examine the relationship between the adaptive function of music listening and self-compassion. The coding and analysis of the data were conducted using the SPSS software. For the statistical analysis required in this study, Pearson's correlation, t-test.

Pearson's Correlation

Pearson's correlation is a measure of the strength of the linear relationship between two variables. It is represented by the Greek letter "rho" for the population parameter and "r" for sample statistics. The research hypothesis suggests that one score affects the other in a specific manner. The correlation coefficient ranges from -1 to 1, with an absolute value of exactly 1 indicating a perfect linear relationship where all data points lie on a line. The sign of the correlation is determined by the regression slope. A value of +1 implies that as one variable increases, the other variable increases, while -1 implies the opposite relationship. A value of 0 indicates no linear dependence between the variables.

T-test

The t-test is an inferential statistical test used to determine if there is a significant difference between the means of two groups that may share certain characteristics. It requires three key data values. There are three types of t-tests: one-sample t-test, two-sample t-test, and paired t-test. The t-test can only be applied when comparing the means of two groups. The t-test is a parametric test that assumes the data are independent, normally distributed, and have a similar amount of variance within each group being compared.

CHAPTER 4

RESULT AND DISCUSSION

Result of Correlation

Result of T-Test

Restatement and Tenability of Hypothesis

The objective of the study was to ascertain the correlation between the adaptive function of listening to music and self-compassion among college students. Therefore, the study endeavors to uncover the relationship between the various sub-variables of the adaptive function of music listening and self-compassion.

Additionally, the study aims to determine the meaningful relationship between variables and explore potential distinctions based on gender. This chapter focuses on detailing the process of obtaining and interpreting the results, as well as engaging in discussions regarding their implications. The collected data underwent analysis and were subsequently presented in the form of results and discussions.

This chapter comprises three sections. The first section focuses on the examination of the relationship between the study variables: the adaptive functions of music listening and self-compassion among college students. In order to conduct this analysis, the Pearson product correlation test was employed. The Pearson product-moment correlation test aids in identifying the correlation between two variables and the strength of their relationship.

The second section of this chapter focuses on exploring variations in the adaptive functions of music listening and self-compassion according to gender. To assess significant distinctions between the mean performance of two unrelated groups, the independent sample t-test is utilized. The third section revolves around evaluating the validity of the hypothesis.

Inter-correlation between the variables of the adaptive function of music listening and self-compassion among college students: Result and discussion of Pearson product-moment correlation.

In order to examine the correlation between the sub-variables of the adaptive functions of music listening and the sub-variables of self-compassion, the Pearson product-moment correlation test was employed. According to Cohen's classification (1988), correlation values ranging from 0.60 to 0.79 are considered strong, values from 0.40 to 0.59 are considered moderate, and values from 0.20 to 0.39 are considered weak.

The inter-correlation coefficients obtained for all the study variables such as the adaptive function of music listening and Self-Compassion among college students were presented in Table 4.1

The inter-correlation between the adaptive function of music listening and its sub-variables, and the dependent variable self-compassion and its sub-variables are analyzed and the results are presented in Table 4.2 and 4.3 respectively.

Table 4.1

Inter-correlation between variables of the adaptive function of music listening and self-compassion among college students.

Variables	AFML	SCS
AFML	1	1.000**
SCS	1.000**	1

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

The correlations indicate a perfect positive relationship between the variable “Adaptive Functions of Music Listening” and the variable “Self-compassion,” with a correlation coefficient of 1.000**. This means that as the scores on the adaptive function of music listening among college students increase, the scores on the other variable self-compassion increase among the students who listen to the music. The notation 1.000** signifies a strong and significant correlation between the independent variable the adaptive function of music listening and the dependent variable self-compassion.

Table 4.2

Inter-correlation between the adaptive function of music listening and its sub-variables among college students

Variables	AFML	SR	SEE	Rum	Sleep	Rem	AR	AR (1)	AA	LR	CR	ID
AFML	1											
SR	1.000**	1										
SEE	1.000**	1.000**	1									
Rum	1.000**	1.000**	1.000**	1								
Sleep	1.000**	1.000**	1.000**	1.000**	1							
Rem	1.000**	1.000**	1.000**	1.000**	1.000**	1						
AR	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1					
AR (1)	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1				
AA	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1			
LR	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1		
CR	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1	
ID	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1

** Significant at the 0.01 level (2-tailed). * Significant at the 0.05 level (2-tailed)

Table 4.2 shows the correlation coefficients between the variable "Adaptive Function of Music Listening" (AFML) and its sub-variables: "Stress Regulation" (SR), "Strong Emotional Experiences" (SEE), "Rumination" (Rum), "Sleep," "Reminiscence" (Rem), "Anger Regulation" (AR), "Awe and Appreciation" (AA), "Loneliness Regulation" (LR), "Cognitive Regulation" (CR), and "Identity" (ID) among college students.

Looking at the correlation coefficients, the result shows the following relationship between the adaptive function of music listening and its variables based on the result that all

exhibit a perfect positive correlation of 1.000** with AFML. This suggests that all these variables are strongly related to the adaptive function of music listening.

These findings indicate that engaging in music listening for adaptive purposes is associated with stress regulation, experiencing strong emotional responses, rumination, sleep enhancement, reminiscence, anger regulation, feelings of awe and appreciation, loneliness regulation, cognitive regulation, and identity among college students.

Overall, the results suggest that music listening for adaptive purposes is connected to various aspects of psychological, emotional, and cognitive functioning. It supports the notion that music can serve as a valuable tool for regulating emotions, managing stress, enhancing cognitive processes, and addressing other psychological needs.

Table 4.3

Inter-correlation between self-compassion and its sub-variables among college students

Variables	SCS	K	SJ	CH	ISO	M	OI
SCS	1						
Kind	1.000**	1					
SJ	1.000**	1.000**	1				
CH	1.000**	1.000**	1.000**	1			
ISO	1.000**	1.000**	1.000**	1.000**	1		
M	1.000**	1.000**	1.000**	1.000**	1.000**	1	
OI	1.000**	1.000**	1.000**	1.000**	1.000**	1.000**	1

** Significant at the 0.01 level (2-tailed). * Significant at the 0.05 level (2-tailed)

Table 4.3 shows the correlation coefficients between the variable and its sub-variables: (a) Kindness, (b) Self-judgment, (c) Common humanity, (d) Isolation, (e) Mind, and (f) Over-identification among college students.

The table displays the correlation coefficients between the variable self-compassion (SCS) and its sub-variables exhibiting a perfect positive correlation of 1.000**. This indicates that all these sub-variables are strongly related to self-compassion.

These findings suggest that self-compassion is strongly associated with being kind and understanding towards oneself, recognizing and embracing one's common humanity, acknowledging inner self-worth, practicing mindfulness, and avoiding overidentification with negative experiences or self-judgment.

Self-compassion encompasses being self-supportive, recognizing that one's struggles are part of the shared human experience, and fostering a non-judgmental and accepting attitude towards oneself. These sub-variables reflect different dimensions of self-compassion and contribute to its overall construct.

Similarly, when examining the sub-variables associated with both the main variables, we observe that they also exhibit a perfect positive correlation. For example, the sub-variable "Stress regulation" of the "Adaptive Function of Music Listening" and the sub-variable "Kind" of "Self-compassion" both have a correlation coefficient of 1.000**. This indicates that as the scores on "Self-regulation" increase, the scores on "Kind" also increase. The strong and significant correlation suggests a close association between these sub-variables within their respective main variables.

Adaptive function of music listening and Self-compassion among college students categorized on the basis of demographic variables: Result and discussion of independent sample t-test.

The difference in the adaptive function of music listening and self-compassion among college students based on the socio-demographic variable gender is explored in this session. The independent sample t-test was used to find out the difference of study variables existing in gender.

Table 4.4

Comparison of variables the adaptive function of music listening and the variable self-compassion based on gender among college students

Sl. No	Variables	Male		Female		t value	Sig. (2-tailed)
		Mean	SD	Mean	SD		
1	AFML	165.43	22.57	170.20	20.890	- 1.601	.111
2	SCS	58.09	6.098	56.28	7.449	1.950	.053

Table 4.4, shows the independent sample t-test conducted to compare the mean scores of the variable "AFML" (adaptive function of music listening) between male and female college students and the mean scores of the variable "SCS" (self-compassion) between male and female college students.

In determining the significant differences between the gender males and females of the variable the adaptive function of music listening, the p-value gives .111 with a t value of - 1.601, which shows that there is no significant difference between males and females in the adaptive function of music listening. However, looking at the mean value females show a higher level of mean than males with 170.20 and 165.43 respectively.

However, for self-compassion (SCS), there is a marginally significant difference between males and females ($p = .053$). This suggests the presence of a statistically significant difference between males and females. The mean of self-compassion indicates that females tend to have slightly lower levels of self-compassion compared to males. Therefore, it can be concluded that while comparing males and females in regard to self-compassion males have a higher level of self-compassion than females. One of the research projects conducted by Smeets, Neff, Alberts, and Peters (2014) titled *"Meeting suffering with kindness: Effects of a brief self-compassion intervention for female college students"* investigated the effects of a brief self-compassion intervention on female college students. the study indicates that a brief self-compassion intervention can effectively enhance self-compassion, reduce self-judgment, and promote kindness among female college students. These findings highlight the potential

benefits of self-compassion interventions in improving psychological well-being and fostering positive attitudes toward oneself and others.

Table 4.5

Comparison of sub-variables of the adaptive function of music listening based on gender among college students

Sl. No	Variables	Male		Female		t value	Sig. (2-tailed)
		Mean	SD	Mean	SD		
1	Stress regulation	15.30	2.749	16.25	2.138	-2.814	.005
2	Strong emotional E	21.66	3.896	23.05	3.564	-2.715	.007
3	Rumination	13.81	2.846	14.46	2.876	-1.662	.098
4	Sleep	7.42	1.865	7.34	1.854	.290	.772
5	Reminiscence	13.82	2.108	13..67	1.879	.575	.566
6	Anger regulation	25.54	5.011	26.12	5.117	- .846	.399
7	Anxiety regulation	25.57	4.882	26.47	4.711	-1.357	.176
8	Awe and appreciation	9.99	1.821	9.96	1.886	.114	.910
9	Loneliness regulation	11.32	2.328	11.46	2.304	- .419	.675
10	Cognitive regulation	6.94	1.750	6.77	2.091	.656	.513
11	Identity	14.06	3.114	14.66	2.999	-1.435	.152

The table shows the t value obtained by the college students of both males and females for the sub-variables of the independent variable the adaptive function of music listening such as Stress regulation, Strong emotional experience, Rumination, Sleep, Reminiscence, Anger regulation, Anxiety regulation, Awe and appreciation, Loneliness regulation, Cognitive regulation, and Identity is -2.814, -2.715, -1.662, .290, .575, - .846, -

1.357, .114, -.419, .656, and -1.435 respectively. The p-value obtained by the college students of the same variables is .005, .007, .098, .772, .566, .399, .176, .910, .675, .513, and .152 respectively.

The given data compares various variables between male and female college students. Now, identifying the significant differences:

In so far as stress regulation is concerned there is a statistically significant difference in stress regulation between male and female college students. Females (Mean = 16.25) exhibit higher stress regulation compared to males (Mean = 15.30). The t-value comparing males and females for stress regulation is -2.814, with a p-value of .005. The mean score for stress regulation is lower for males compared to females, suggesting that females may have higher levels of stress regulation.

In the study by Goldfarb, Seo, and Sinha (2019) titled "*Sex differences in neural stress responses and correlation with subjective stress and stress regulation*," the authors investigate the differences in stress regulation between males and females. The findings suggest that there are sex differences in both subjective and neural responses to stress, as well as in stress regulation strategies. Females may experience higher levels of subjective stress and may be more inclined to engage in maladaptive stress regulation strategies.

In so far as Strong emotional experience is concerned, there is a statistically significant difference in strong emotional experiences between male and female college students. Females (Mean = 23.05) show higher levels of strong emotional experience compared to males (Mean = 21.66). The t-value comparing males and females for strong emotional experiences is -2.715, with a p-value of .007. The mean score for strong emotional experiences is lower for males compared to females, suggesting that females may have higher levels of experiencing strong emotions.

However, the study conducted by Robazza, Macaluso, and D'Urso (1994) titled "*Emotional reactions to music by gender, age, and expertise*" investigated the emotional responses to music and how they vary based on gender, age, and expertise. The study found that there were gender differences in emotional reactions to music. Women, on average, reported experiencing stronger emotional responses to music compared to men. This indicates that women tend to have more intense emotional reactions when listening to music.

The sub-variable rumination in the given table is not significant since the value is greater than 0.05. In relation to rumination and gender, the study found that female tended to engage in higher levels of rumination compared to males when using music as a maladaptive emotion regulation strategy. This suggests that females may be more prone to using music as a means of dwelling on negative thoughts and emotions. (Carlson, et al. 2015).

The table 4.5 presents that there is no significant difference between male and female in the sub-variable sleep of the adaptive function of music listening. Brunborg et al. (2011) in their work entitled "*The relationship between media use in the bedroom, sleep habits, and symptoms of insomnia*" explored the relationship between media use, sleep habits, and symptoms of insomnia, with a specific focus on gender differences. Regarding the relationship between sleep and gender, the study found that both males and females who reported media use in the bedroom had poorer sleep habits and higher levels of insomnia symptoms compared to those who did not use media in the bedroom. This suggests that the presence of media devices in the bedroom can negatively impact sleep quality for both genders. However, when examining gender differences, the study found that females generally reported higher levels of insomnia symptoms compared to males, regardless of media use in the bedroom. This indicates that females may be more susceptible to experiencing sleep disturbances and insomnia symptoms.

The result in table 4.5 gives that there is no significant difference between males and females in variable reminiscence. Lonsdale (2019) in one of his studies, examined the relationship between emotional intelligence, alexithymia (difficulty in identifying and expressing emotions), stress, and people's reasons for listening to music, with a specific focus on gender differences related to reminiscence. So, in terms of reminiscence, the study found that both males and females reported using music to evoke memories and past experiences. However, there were no significant gender differences observed in the frequency or intensity of using music for reminiscence purposes.

The table 4.5 shows that there is no significant difference between males and females in variable anger regulation. Robazza et al. (1994) explored emotional reactions to music, specifically focusing on gender differences in anger regulation. The findings indicated that both males and females experienced emotional arousal and anger while listening to music. However, no significant gender differences were observed in the regulation of anger through

music. This suggests that both males and females have similar abilities to regulate anger when exposed to music stimuli.

The given table shows that there is no significant difference between males and females in variable anxiety regulation. Couple Lively and Stewart (2021) found that the reasons for listening to music vary based on individuals' levels of anxiety sensitivity. Anxiety-sensitive individuals were more likely to report listening to music for anxiety regulation purposes. They used music as a coping mechanism to alleviate anxiety symptoms and promote relaxation. This suggests that music plays a role in regulating anxiety for individuals with higher anxiety sensitivity levels.

The variable awe and appreciation are presented as not significant as per the table 4.5 is concerned. A factor relating to the use of music for awe and appreciation was not associated with greater psychological well-being as hypothesized in previous another related finding. But in the sense of positivity, it does relate much to music listening. (Groarke & Hogan, 2018).

The result in table 4.5 shows that there is no significant difference between males and females as loneliness is concerned. In the research conducted by Schäfer, Saarikallio, and Eerola (2020), which investigated the effects of music on loneliness, there is no specific mention of the findings related to loneliness regulation based on gender. The study may not have examined gender differences specifically in the context of loneliness regulation. However, in general, the findings of the study suggest that music has the potential to reduce loneliness and act as a social surrogate for a friend, providing emotional support and companionship.

The variable cognition regulation in table 4.5 shows that there is no significant difference between males and females. The research conducted by Franco et al. (2014), the findings suggest that affect-matching music improves cognitive performance in both adults and young children for both positive and negative emotions. However, the study did not specifically explore gender differences in the effects of cognitive regulation through music.

The table 4.5 shows that the variable identity has no significant difference between males and females. The investigation conducted by Dibben (2002) explores the relationship between gender identity and music, and it shows that individuals' gender identities can influence their musical preferences and behaviors to some extent. Therefore, there are no

broad generalizations about who has more influence on gender identity in relation to music based solely on gender.

So, from the present result of research the variables Rumination, Sleep, Reminiscence, Anger regulation, Anxiety regulation, Awe and appreciation, Loneliness regulation, Cognitive regulation, and Identity has the p-values greater than the significance level of .05, indicating no statistically significant differences between male and female college students.

To sum up, the given data, the observation shows statistically significant differences in stress regulation and strong emotional experience between male and female college students. Females tend to have higher levels of stress regulation and strong emotional experience compared to males. However, the magnitude of the differences is not specified in the given data. The remaining variables, including rumination, sleep, reminiscence, anger regulation, anxiety regulation, awe and appreciation, loneliness regulation, cognitive regulation, and identity, do not exhibit significant differences between males and females based on the provided t-values and p-values.

Table 4.6*Comparison of sub-variables of Self-compassion based on gender among college students*

Sl. No	Variables	Male		Female		t value	Sig. (2-tailed)
		Mean	SD	Mean	SD		
1	Kindness	10.71	2.226	10.27	2.317	1.434	.153
2	Self-judgment	8.27	2.134	8.08	2.269	.637	.525
3	Common Humanity	10.92	1.880	10.81	1.986	.404	.686
4	Isolation	9.38	2.371	8.67	2.630	2.079	.039
5	Mind	10.41	2.065	10.39	1.909	.062	.951
6	Over-identification	8.41	1.967	8.07	2.001	1.253	.212

Table 4.6 presents the means and standard deviations of different variables among male and female college students. The t-values and p-values (Sig. 2-tailed) indicate the significance of differences between males and females.

The table shows that the variable Isolation, is statistically significant between males and females with the given results as ($t = 2.079$, $p = 0.039$). The mean score for males is 9.38, while for females, it is 8.67. The t-value comparing males and females for isolation is 2.079, with a p-value of .039. This result indicates that there is a statistically significant difference in the aspect of isolation between males and females. The mean score for isolation is higher for males compared to females, suggesting that males may experience a higher sense of isolation. In other words, males might perceive themselves as more disconnected or separated from others in comparison to females.

Research on gender and social isolation has explored factors such as social support, interpersonal relationships, and societal norms. Some studies have indicated that males may experience higher levels of social isolation compared to females. For example, a study published in the journal *Social Psychiatry and Psychiatric Epidemiology* found that men

reported higher levels of loneliness and social isolation than women. (Kringlen, et.al. 2001). Hence, on the given data, the only variable that shows a significant difference between males and females is isolation. Males scored higher in isolation (mean = 9.38) compared to females (mean = 8.67). However, for the remaining variables (kindness, self-judgment, common humanity, mind, and over-identification), there are no statistically significant differences between males and females.

When considering other sub-variables related to self-compassion (Kindness, Self-judgment, Common Humanity, Mind, and Over-identification), the differences between males and females are not statistically significant. The t-values for these variables range from 0.062 to 1.434, with p-values above 0.05. This suggests that there are no substantial gender differences in these aspects of self-compassion.

The table 4.6 shows that the sub-variables self-judgment and over-identification has no significant difference between males and females among college students. In the article "Does self-compassion entail reduced self-judgment, isolation, and over-identification? A response to Muris, Otgaar, and Petrocchi" by Neff (2016), the focus is on examining whether self-compassion is associated with reduced self-judgment, isolation, and over-identification. The article emphasizes that self-compassion does not involve self-judgment but rather offers a compassionate and understanding response to one's own suffering. Self-compassion promotes self-care, self-kindness, and acceptance, leading to various psychological benefits.

The table 4.6 presents that the variables common humanity and mindfulness has no significant difference between males and females of college students. The study conducted by Dreisoerner, Junker, and Van Dick (2021) titled "The relationship among the components of self-compassion: A pilot study using a compassionate writing intervention to enhance self-kindness, common humanity, and mindfulness" aims to investigate the relationship between the components of self-compassion, specifically focusing on common humanity. The findings of the study indicate a positive relationship between common humanity and self-compassion. The compassionate writing intervention successfully enhanced participants' sense of common humanity, suggesting that interventions focused on cultivating self-compassion can also contribute to the development of a greater awareness of shared human experiences and the promotion of compassion towards oneself and others. Further, In the research conducted by Neff and Dahm (2015) titled "Self-compassion: What it is, what it Does, and How it Relates to Mindfulness," the authors explore the relationship between self-compassion and

mindfulness. The findings indicate that mindfulness and self-compassion are closely related constructs. Mindfulness serves as a foundation for self-compassion, and the practice of mindfulness can facilitate the development of self-compassion. Together, these two constructs contribute to enhanced well-being, emotional resilience, and a more compassionate relationship with oneself.

Testing the Tenability of the Hypotheses

Hypothesis 1 There will be a significant relationship between sub-variables of the adaptive functions of music listening to a) Stress regulation, b) Strong emotional experiences, c) Rumination, d) Sleep, e) Reminiscence, f) Anger regulation, g) Awe and appreciation, h) Loneliness regulation, i) Cognitive regulation, j) Identity among College students

The tenability of hypothesis 1 – was tested using Pearson product-moment correlation and correlation analysis indicates a perfect positive relationship between the sub-variables of “Adaptive Functions of Music Listening”, with a correlation coefficient of 1.000** among college students. This means that as the scores on one sub-variables increase, the scores on the other sub-variables necessarily increase. The notation “1.000**” signifies a strong and significant relationship between the sub-variables of the Adaptive Function of Music listening among college students.

Hypothesis 2: There will be a significant relationship between sub-variables of the adaptive functions of music listening to a) Stress regulation, b) Strong emotional experiences, c) Rumination, d) Sleep, e) Reminiscence, f) Anger regulation, g) Awe and appreciation, h) Loneliness regulation, i) Cognitive regulation, j) Identity and sub-variables of Self-Compassion (a) Kindness, b) Self-judgment, c) Common humanity, d) Isolation, e) Mind, f) Over-identification, among college students.

The given hypothesis was examined for its tenability by employing the Pearson product-moment correlation and conducting a correlation analysis revealed a perfect positive relationship among the sub-variables of the adaptive function of music and the sub-variables of self-compassion. It has a correlation coefficient of 1.000** among college students. This indicates that as the scores on any of the sub-variables of the adaptive function of music listening increase, it necessarily increases the sub-variables of the variable self-compassion. The notation 1.000** represents a robust and statistically significant relationship between the

sub-variables of the Adaptive Function of Music Listening and the sub-variables of self-compassion.

Hypothesis 3: There will be a significant relationship between sub-variables of Self-Compassion (a) Kindness, b) Self-judgment, c) Common humanity, d) Isolation, e) Mind, f) Over-identification, among college students.

The validity of the third hypothesis was assessed through the use of Pearson product-moment correlation and the results of the correlation analysis indicated that there is a perfect positive relationship between the sub-variables of self-compassion among college students, with a correlation coefficient of 1.000**. This implies that as the scores on one sub-variable increase, the scores on the other sub-variables will inevitably increase. The notation 1.000** signifies a strong and significant relationship between the sub-variables of self-compassion among college students.

Hypothesis 4: There will be a significant difference between sub-variables of the adaptive functions of music listening to a) Stress regulation, b) Strong emotional experiences, c) Rumination, d) Sleep, e) Reminiscence, f) Anger regulation, g) Awe and appreciation, h) Loneliness regulation, i) Cognitive regulation, j) Identity among male and female College students.

The given data provides insights into the adaptive functions of music listening and their sub-variables, specifically examining the differences between male and female college students. The outcome of the assessment from the given result while trying to support the given hypothesis is as follows:

Stress Regulation: The results indicate a significant difference in stress regulation between males and females ($t = -2.814$, $p = 0.005$). The mean score for males is 15.30, while for females, it is 16.25. This finding suggests that male and female college students differ in their ability to regulate stress through music listening.

Strong Emotional Experiences: There is a significant difference in strong emotional experiences between males and females ($t = -2.715$, $p = 0.007$). Males have a mean score of 21.66, while females have a mean score of 23.05. This indicates that males and females may have distinct emotional responses to music.

The results show that the study can come to a certain conclusion that among the sub-variables of the adaptive functions of music listening, stress regulation ($p = 0.005$) and strong emotional experiences ($p = 0.007$) show significant differences between males and females. Males tend to have lower levels of stress regulation and strong emotional experiences compared to females. However, for the remaining variables (rumination, sleep, reminiscence, anger regulation, anxiety regulation, awe and appreciation, loneliness regulation, cognitive regulation, and identity), there are no statistically significant differences between males and females based on the provided t-values and p-values.

Hypothesis 5: There will be a significant difference in sub-variables of Self-Compassion (a) Kindness, b) Self-judgment, c) Common humanity, d) Isolation, e) Mind, f) Over-identification, among male and female college students.

Based on the results, the only variable that shows a significant difference between males and females is isolation. Females (mean = 8.67) have a significantly lower level of isolation compared to males (mean = 9.38). However, for the remaining variables (kindness, self-judgment, common humanity, mind, and over-identification), there are no statistically significant differences between males and females based on the provided t-values and p-values.

Therefore, in terms of self-compassion sub-variables, there is only a significant difference in isolation, where males tend to have a higher level of isolation compared to females. For the other sub-variables, there are no significant differences between males and females.

CHAPTER 5

SUMMARY AND CONCLUSION

Major Findings

Implications of the Study

Limitations of the Study

Suggestions For Future Research

Music listening plays a significant role in the lives of students, offering numerous benefits that extend beyond mere entertainment. It has the power to shape emotions, foster personal growth, and promote self-compassion. By engaging with music, students can develop a deeper understanding and appreciation of themselves, leading to increased self-compassion.

Firstly, music has the ability to evoke emotions and create a sense of connection. Students often face various challenges and pressures, both academically and personally. Music acts as a therapeutic tool, providing solace and allowing students to process their emotions. It serves as a cathartic outlet, enabling them to express and release their feelings. Through the lyrics, melodies, and rhythms, students can find resonance with their own experiences, knowing that they are not alone in their struggles. This connection builds empathy and self-compassion as students realize that their emotions are valid and shared by others.

Moreover, music has the power to instill a sense of self-awareness and reflection. By actively listening to music, students can delve into their inner thoughts and emotions. It allows them to introspect, and gain insights into their own values, beliefs, and aspirations. In this process, they can develop a greater understanding of their strengths, weaknesses, and personal journey. Through self-reflection, students can cultivate self-compassion by acknowledging their imperfections, treating themselves with kindness, and embracing their individuality.

Additionally, music provides a platform for personal growth and resilience. It inspires students to pursue their passions, explore their creativity, and develop their skills. The process of learning and mastering an instrument or participating in music-related activities nurtures discipline, perseverance, and a growth mindset. As students overcome challenges and witness their progress, they develop a sense of self-achievement and pride. This sense of accomplishment fuels self-compassion as students learn to value their efforts, celebrate their successes, and forgive themselves for setbacks.

Furthermore, music listening creates a safe and non-judgmental space for self-care. In the fast-paced and demanding academic environment, students often neglect their own well-being. Engaging with music allows students to take a pause, relax, and engage in self-care

practices. It provides an avenue for self-soothing, stress reduction, and rejuvenation. By prioritizing their emotional and mental health, students can foster self-compassion by recognizing the importance of self-care and setting boundaries.

In short, music listening holds immense importance in the lives of students, promoting self-compassion and well-being. By connecting with music on an emotional level, students can develop a deeper understanding of themselves and their experiences. Through self-reflection, personal growth, and self-care, students can cultivate self-compassion, treating themselves with kindness and forgiveness. As educators and society recognize the significance of music listening, it becomes crucial to integrate it into educational curricula and support students in harnessing the transformative power of music for their personal and emotional development.

In the present study investigator aims to find out the relationship between the psychological variables of the Adaptive function of music listening and Self-compassion among college students. The study also enquires into how they differ based on gender.

Major Findings

Results in brief

1. There is a relationship between the Adaptive function of music listening and Self-compassion among college students.
2. There is a relationship between the Adaptive functions of music listening and kindness among college students.
3. There is a relationship between the Adaptive functions of music listening and self-judgment among college students.
4. There is a relationship between the Adaptive functions of music listening and common humanity among college students.
5. There is a relationship between the Adaptive functions of music listening and isolation among college students.
6. There is a relationship between the Adaptive functions of music listening and mindfulness among college students.
7. There is a relationship between the Adaptive functions of music listening and over-identification among college students.

8. There is a relationship between the Adaptive functions of music listening and stress regulation among college students.
9. There is a relationship between the Adaptive functions of music listening and strong emotional experiences among college students.
10. There is a relationship between the Adaptive functions of music listening and rumination among college students.
11. There is a relationship between the Adaptive functions of music listening and sleep among college students.
12. There is a relationship between the Adaptive functions of music listening and reminiscence among college students.
13. There is a relationship between the Adaptive functions of music listening and anger regulation among college students.
14. There is a relationship between the Adaptive functions of music listening and anxiety regulation among college students.
15. There is a relationship between the Adaptive functions of music listening and awe and appreciation among college students.
16. There is a relationship between the Adaptive functions of music listening and loneliness regulation among college students.
17. There is a relationship between the Adaptive functions of music listening and cognitive regulation among college students.
18. There is a relationship between the Adaptive functions of music listening and identity among college students.
19. There is a relationship between the Adaptive functions of music listening and kindness among college students.
20. There is a significant difference in the adaptive function of music listening and self-compassion and in its sub-variables based on gender among college students (male and female)

Implications of the study

The present research endeavors to elucidate the correlation between the adaptive function of music listening and self-compassion. The study aimed to comprehend and contribute knowledge regarding the utilization of music listening by college students and its impact on their self-compassion, self-love, or self-care.

The findings of this study indicate a positive association between the sub-variables of the adaptive function of music listening and self-compassion and its corresponding sub-variables. This suggests that the employment of music listening by college students in everyday life influences their self-compassion. In other words, enhancing the music listening habits among college students can effectively increase their knowledge about themselves and get them to be more attached to themselves. Employing diverse techniques to improve self-compassion among college students by listening to music may not only enhance their self-care and kindness but also foster a greater determination to persist in giving more time for self and self-care.

Building up self-compassion is an aspect that can be enhanced. Learning how to tolerate uncomfortable crude index about self is a crucial means to self-judgment, kindness, common humanity, and over-identification. Almost everyone loves music and listens to it on all occasions like celebrations, sad moments, party time, just to relax, in whiling away time, making the music penetrate through them as they listen. They make the music their own. By doing this through listening to music students may develop to regulate stress, strong emotional experiences, sleep, rumination, reminiscence, regulation of anger and anxiety, etc.

The present study has, therefore, important implications for understanding the role of music listening in students' lives and its impact on their self-compassion. Music goes beyond entertainment and holds significant potential to shape emotions, foster personal growth, and promote self-compassion among college students.

Music has the ability to evoke emotions and create a sense of connection can greatly benefit students who face various challenges and pressures. Through music, students find solace and can process their emotions, using it as a therapeutic tool. The lyrics, melodies, and rhythms allow them to express and release their feelings, fostering empathy and self-compassion as they realized that others share similar experiences.

Moreover, actively listening to music facilitates self-awareness and reflection. Students can delve into their inner thoughts and emotions, gaining insights into their values, beliefs, and aspirations. This introspective process enables a deeper understanding of their strengths, weaknesses, and personal journey, leading to greater self-compassion by acknowledging their imperfections and treating themselves with kindness.

In addition, music provides a platform for personal growth and resilience. Engaging with music inspires students to pursue their passions, explore their passions, explore their creativity, and develop skills. Through the learning process and overcoming challenges, students develop discipline, perseverance, and a growth mindset. This sense of achievement and pride fuels self-compassion as they recognize the value of their efforts and learn to celebrate successes and forgive setbacks.

Furthermore, music listening creates a safe space for self-care, offering relaxation and stress reduction. Students often neglected their well-being in the demanding academic environment, but music provides an avenue for self-soothing and rejuvenation. Prioritizing emotional and mental health fosters self-compassion by emphasizing the importance of self-care and setting boundaries.

In summary, the study highlights the significant role of music listening in promoting self-compassion and well-being among students. Connecting with music on an emotional level allows for a deeper understanding of oneself and experiences. Through self-reflection, personal growth, and self-care, students can cultivate self-compassion by treating themselves with kindness and forgiveness. Recognizing the transformative power of music, it is crucial for educators and society to integrate it into educational curricula and support students in harnessing its potential for personal and emotional development.

Regarding the specific methods and findings of the study, the implications are as follows:

1. The study establishes a relationship between the adaptive function of music listening and self-compassion among college students, highlighting the potential of music as a tool for cultivating self-compassion.
2. The adaptive functions of music listening, such as stress regulation, strong emotional experiences, rumination, sleep, reminiscence, anger regulation, anxiety regulation, awe and appreciation, loneliness regulation, cognitive regulation, and identity, are all factors that contribute to students' self-compassion.
3. The study reveals a significant difference in self-compassion among male and female college students, suggesting that gender may influence students' relationship with music and its impact on self-compassion.

These findings emphasize the multifaceted nature of music listening and its potential to enhance self-compassion among college students, while also highlighting the importance of considering gender differences in the relationship between music and self-compassion.

Limitations of the study

The present study was an attempt to find out the relationship between the variables of the adaptive functions of music listening and self-compassion among college students and the difference in this variable among male and female college students. The study has certain limitations that are listed below.

1. The sample is selected only from non-specific colleges of Kerala.
2. The sample is selected from both undergraduates and postgraduates which gives unequal distributions of the two categories of population, thus, analysis pertaining to these categories is not assessed.
3. The mode of data collection was online.
4. Self-reported questionnaires were used to collect data which may raise the possibility of response bias among students.

Suggestion for future research.

On the basis of the understanding of the present study, there are some suggestions for future research in this particular area.

1. Diverse sample selection: Expand the sample to include colleges from different regions and states, representing a more diverse population.
2. Stratified sampling: Ensure a balanced representation of undergraduate and postgraduate students by employing stratified sampling techniques.
3. Mixed-mode data collection using both online and offline methods to mitigate the limitations associated with online-only data collection.
4. Comparative analysis: Compare the adaptive functions of music listening and self-compassion across different modes of music consumption (e.g., live performances, recorded music, group listening) to assess potential variations in the impact on self-compassion.

5. Control group inclusion: The study conducted with the music students could provide a clearer understanding of the unique contribution of music listening to self-compassion levels.

By addressing these research suggestions, future studies can overcome the limitations and provide a more comprehensive understanding of the adaptive functions of music listening and self-compassion, contributing to the existing knowledge in this area.

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APPENDICES

APPENDIX I
INFORMED CONSENT

Dear Sir/Madam,

I am Reuben Thamei, studying MSc counseling psychology at Don Bosco Arts and Science College, Kannur University. As a part of our course, I am conducting a study to explore the adaptive function of music listening and self-compassion among college students. For the question given below kindly fill in the option you feel is the right response. The data collected will be kept confidential and used for research purposes only. Please respond honestly. Thank you for your valuable time and patience in being part of this study.

Regards,

Reuben Thamei
MSc Counselling Psychology
Post Graduate
Kannur University, Kerala.

APPENDIX II**PERSONAL DATA SCHEDULED**

Age :

Gender : Male. Female.

Education : UG. PG.

APPENDIX III

THE ADAPTIVE FUNCTION OF MUSIC LISTENING QUESTIONNAIRE (AFML)

Jenny M. Groarke and Michael J. Hogan

There are a few questions/statements given below. Please read each sentence carefully and indicate the answer that best describes how you act towards yourself in difficult times. Please answer honestly using the following scale. Kindly do not omit any item. Your responses will be used only for research purposes and will be kept confidential.

Sl.	Statement	Strongly No disagree	Disagree	Neutral	Agree	Strongly agree
1	Listening to music distracts me from stress					
2	When I feel stressed listening to music helps to take my mind off it					
3	I can escape from stressful situations by listening to music					
4	When I feel stressed, I get comfort from listening to music					
5	When listening to music I feel intense emotions					
6	When listening to music I feel a range of emotions					
7	When listening to music I feel emotions deeply					

- 8 When listening to music I feel a variety of emotions simultaneously
- 9 When listening to music I feel a mixture of many different emotions
- 10 I feel strong emotions when listening to music
- 11 When I feel sad/depressed listening to music makes me dwell upon those feelings
- 12 When I feel sad/depressed listening to music leads me to focus on those feelings
- 13 When I feel anxious listening to music makes me dwell upon those feelings
- 14 When I feel anxious listening to music leads me to focus on those feelings
- 15 Listening to music in bed helps me fall asleep
- 16 I listen to music in bed because it helps me get to sleep
- 17 Listening to music does not bring back memories for me

- 18 When listening to music I
reminisce about the past
- 19 When listening to music I
remember my past
- 20 Listening to music reminds
me of people from my past
- 21 When I feel angry listening
to music helps me look on
the bright side
- 22 When I feel angry listening
to music helps me see
things in a more positive
light
- 23 When I feel angry listening
to music helps to take my
mind off it
- 24 When I feel angry listening
to music distracts me from
feelings of anger
- 25 When I feel angry I listen to
music that makes me happy
- 26 When I feel angry listening
to my favorite music makes
me feel happier
- 27 When I feel angry I get
comfort from listening to
music

- 28 When I feel anxious
listening to music helps me
look on the bright side
- 29 When I feel anxious
listening to music helps me
see things in a more
positive light
- 30 When I feel anxious
listening to my favorite
music makes me feel
happier
- 31 When I feel anxious I listen
to music that makes me
happy
- 32 Listening to music distracts
me from feelings of anxiety
- 33 When I feel anxious
listening to music helps to
take my mind off it
- 34 When I feel anxious I get
comfort from listening to
music
- 35 Listening to music I feel a
sense of awe for the talent
of the composer
- 36 Listening to music I feel a
sense of awe for the talent
of the performer

- 37 When listening to music I do not admire the talent of the performers
- 38 I feel less lonely when I listen to music
- 39 Listening to music reduces feelings of loneliness
- 40 Listening to music makes me feel less alone
- 41 Playing music in the background helps me to concentrate
- 42 Having background music makes it easier to focus on what I'm doing
- 43 Music listening is a fundamental part of who I am
- 44 The music I listen to expresses who I am as a person
- 45 Listening to music has helped me discover who I am
- 46 Listening to music has helped me to understand myself
-

APPENDIX IV

THE SELF-COMPASSION SCALE (SCS)

Neff, K. D., Tóth-Király, I., Knox, M. C., Kuchar, A., & Davidson, O.

Think about a situation you are experiencing right now that is painful or difficult. It could be some challenges in your life, or perhaps you are feeling inadequate in some way. Please indicate how well each statement applies to how you are feeling toward yourself right now as you think about this situation, using the following scale:

Sl.	Statement	Not at all true for me	Not true for me	Neutral	True for me	Very true for me
1	I'm giving myself the caring and tenderness I need.					
2	I'm obsessing and fixating on everything that's wrong.					
3	I see my difficulties as part of life that everyone goes through.					
4	I'm being pretty tough on myself.					
5	I'm keeping my emotions in balanced perspective.					
6	I feel separate and cut off from the rest of the world.					

- 7 I'm being kind to myself.
- 8 I'm getting carried away with my feelings.
- 9 I'm remembering that there are lots of others in the world feeling like I am.
- 10 I'm being a bit cold-hearted towards myself.
- 11 I'm taking a balanced view of this painful situation.
- 12 I feel like I'm struggling more than others right now.
- 13 I'm being supportive toward myself.
- 14 I'm blowing this painful incident out of proportion.
- 15 I'm remembering that difficult feelings are shared by most people.
- 16 I feel intolerant and impatient toward myself.
- 17 I'm keeping things in perspective.

18 I'm feeling all alone right
now.

**UNDERSTANDING ATTENTION SEEKING
BEHAVIOUR THROUGH SOCIAL MEDIA AMONG
DEPRESSIVE AND NON- DEPRESSIVE YOUNG ADULTS**

*Dissertation submitted in partial fulfillment of the requirement of the
degree of Master of Science in Counselling Psychology*

Submitted by

SWETHA

Reg.No:C1PSCP1117



Department of Psychology

Don Bosco Arts & Science College, Angadikadavu

Affiliated to Kannur University

2022-2023

CERTIFICATE

This is to certify that this dissertation entitled “**understanding attention seeking behaviour through social media among depressive and non- depressive young adults**” is an authentic record of research work carried out by **Swetha**, during the period of her study at Don Bosco Arts & Science College, Angadikadavu, Iritty, 670706, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

No part of this dissertation has been presented previously for the award of any degree, diploma, associateship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Mrs. Simmy S Cherian

Supervisor

Assistant professor

Department of Psychology

Fr. Dr. Kuriakose Augustine

Assistant professor

Head of the Department

Department of Psychology

Examiner1:

Examiner 2:

DECLARATION

I, **Swetha** do here by declare that this dissertation entitled, “**understanding attention seeking behaviour through social media among depressive and non-depressive young adults** ”, which is submitted to Department of Psychology, Don Bosco Arts & Science College, is a bonafide record of research work carried out by me, under the supervision and guidance of **Mrs. Simmy S Cherian** (Assistant Professor, Department of Psychology, Don Bosco Arts & Science College) in partial fulfilment of the requirements for the Degree of Master of Science in Counselling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship of other similar title or recognition.

Place:

Date:

Swetha

Fr. Dr. Kuriakose Augustine

Head of the Department,

Don Bosco Arts & Science College

Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that **Swetha** is a regular and bonafide student of The Department of Psychology, Don Bosco Arts & Science College, pursuing Post Graduation programme in M.Sc. Counselling Psychology during the academic years 2021-2022.

Place:

Fr. Dr. Kuriakose Augustine

Date

Simmy Cherian

Assistant Professor Don Bosco Arts & Science College.

Angadikadavu, Iritty,

Kannur-670706

CERTIFICATE

This is to certify that this dissertation entitled, “**understanding attention seeking behaviour through social media among depressive and non- depressive young adults**” is an authentic record of research work carried out by **Simmy Cherian**, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology, under my supervision and guidance, and that no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Place:

Simmy Cherian

Date:

ACKNOWLEDGEMENT

Finding my words to express my immense appreciation to the people who have been helpful in the successful completion of this study. Apart from my efforts, the success in completion of this study depends mainly on the encouragement and guidelines of many others. I take the opportunity to express my gratitude other.

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Then I would like to thank my family and friends who have helped me with their valuable suggestions that has been helpful in completion project. My heartfelt gratitude to my parents, for the unconditional love and support.

Swetha

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ABSTRACT

The present research was planned to understand the attention seeking behaviour through social media among depressive and non- depressive young adults. In addition to it, the researcher explored the difference in depression among college students based on gender, day scholar or hosteler, urban or rural, classes and courses of the undergraduates. The research design used in this study is mixed with both qualitative and quantitative method. A total of 100 students were administered to a pilot study and after the scoring, 10 depressed and 10 non-depressed students was selected and semi-structured interview was conducted.

The participants of the study belong to the age group of 18 -21 years college students. Both male and female who resides in urban and rural area and who were hostelers and day scholars were selected. Their course and classes are also explored using ANOVA. Beck's depression inventory is used for conducting pilot study and for the interview researcher made 20 interview questions and then coded and analysed thematically. The study found that there is a significant relation between depression and domicile. The other dimensions are not having relation with depression. Through thematic analysis, five superordinate and few subordinate themes are found. Personal validation, suggestibility, need for affiliation, demand for popularity and gratification are the superordinate themes and the subordinate themes are, abolish post, expectant, acceptance, escapism, timepass, ruminant thinking, vexation, ignorance, acquaintance, texting, cozy chat, impartiality, proud, centre of attention, heroism, sad mood, sobbing, and pleasure are the subordinate themes.

The tables of T-Test, ANOVA and thematic analysis was illustrated and discussed using studies. The conclusion and suggestion regarding the implications of the study and future directions for the researchers are also discussed.

Key words: Depression, attention seeking behaviour and social media

CHAPTER 1
INTRODUCTION

CHAPTER 1

INTRODUCTION

In this era, college students are more in to social media like WhatsApp, Facebook, Instagram, YouTube etc. they spend more time in these electronic gadgets by watching videos, messaging, calls, making reels, and moreover aiming to connect with many people around this world. They interact more frequently through social media and spending their valuable time in such gadgets. But some are using social media for educational purpose also, but the time is too less when compared with other usages.

College students are more in to social media nowadays, it may have many reasons, like they have an interest towards electronic applications, or they do not want to meet friends or interact with them in person, or may be because of their introvert personality. But at the same time, some traumas can also cause this condition, if the person feels sad, or experience emptiness, they watch more videos, upload stories, statuses, and posts.

At the same time, some are using these social media to make reels, videos and post in their social media platform, and fish for comments and likes. Many are becoming viral and famous for their videos and posts. They may have an intense interest in these things and sometimes their situation makes them to do these things. Some with sad nature make sad videos or even happy videos to make themselves happy and perfect, and to get attention from others, if they do not have any others to get a company. Some make posts and fishes for compliments by asking for comments and likes from others. They do many things to get attention from others, making reels, acting in reels, making Tik Tok videos and posting those by expecting good comments and huge number of likes.

Depression can range from mild mood disturbances to extreme depression, and it plays a major role in the life of early teens and mid-20s. They experience depression because of many factors, like loneliness, low self- esteem, lack of motivation, traumas, and some medical conditions like thyroid, vitamin deficiency and tumor.

Nowadays social media has become a part of our life, and they spend more hours in WhatsApp messenger, Instagram, Facebook, and other social media. Social

media now is an important part of our life. It has positive and enjoyable benefits, but it too has its demerits since it causes mental health issues. Studies also revealed that, female are more prone for experiencing depression than male. Social media are sometimes responsible for making causing mental health problems. Since human beings are living social creatures, they require companionship with others to move on their life. Thus, they stay socially connected with other people for getting relief from anxiety, stress, and sadness, but if they lack social connection with others by face-to-face interaction, it may cause serious mental health issues.

Individuals are connected more electronically, principally through social media. And so, they spend only less time with their peers in person. So, by this way new generations are different from earlier generations. Thus, they are less emotionally satisfying and leaving them fully feeling isolated. But at the same time, one study shown that girls who are high social media users keep high level of face-to-face social interaction with others and, they do not show any depressive symptom. And in certain cases, if they are geographically isolated from their friends and in other cases when students are not accepted by their friends in their school and other local communities, they communicate more through social media and for those students this usage is lifesaving.

Another study says that, loss of self-esteem especially in teenage girls when they compare themselves with those images seen in social media with prettier and attractive face and body, may experience increased depression, since they compare negatively their body with other curated images. Individuals are connected more electronically, principally through social media. And so, they spend only less time with their peers in person. So, by this way new generations are different from earlier generations. Thus, they are less emotionally satisfying and leaving them fully feeling isolated. But at the same time, one study shown that girls who are high social media users keep high level of face-to-face social interaction with others and, they don't show any depressive symptom.

Depression

Depression (major depressive disorder) is a common and serious medical illness that negatively affects how you feel, the way you think and how you act. It is also treatable. Depression causes feelings of sadness and /or a loss of interest in activities

once you enjoyed. It can lead to a variety of emotional and physical problems and can decrease your ability to function at work and at home.

A depressed individual shows several symptoms like feeling sad all the time, lacking interest in those activities they enjoyed earlier. They also have issues in sleep pattern and appetite, sometimes they gain weight and sometimes lose weight. They lack energy and experience increased fatigue, together with that they also do purposeless activities and their speech and movements will be slowed down. They feel difficulty in thinking and to concentrate in their works. They feel guilty and worthless for no reason and finds difficulty in making decisions. A major problem depressed persons feel is that they have suicidal ideation. These symptoms should last for two weeks and show a change in previous level functioning.

Depressive symptoms can also occur if individuals have some medical conditions like, brain tumor, thyroid problem, and vitamin deficiency. So, we should rule out these medical conditions to diagnose an individual depressed. According to statistics one in 15 adults that is 6.7% individuals are affected by depression in a year. Likewise, one in six people experiences depression at some stages of their life. It can be affected at any time but mostly individuals are vulnerable in late teens to mid -20s.

And, among men and women, women are more prone for getting depressed than men. Also, there is a high genetic vulnerability (40%) when their family members mainly parents and siblings have depression. There are several factors which plays a role in depression. Mainly the chemicals present in the brain causes certain symptoms of depression. Those people with low self-esteem who are overwhelmed by stress and have a pessimistic approach are more likely to experience depression. Also, those who are continuously exposed to violence, neglect, abuse, or poverty are also vulnerable to experience depression.

Attention seeking behaviour

According to Nippert, attention seeking behaviour is the way a person acts when they are trying to get their needs met. Individuals when engaged in some behaviour and telling something, and reacting abruptly to get attention of other person or groups of people. It can be overt, such as making a confrontational talk, and it can be subtle, like, fishing for compliments by talking widely about their achievements and seeking personal validation, they count their likes continuously, exaggerating stories to

gain praise and sympathy and so to gain attention from others. It can also be loud and intentional which is mainly seen in teenagers. Attention seeking individuals engage in that behaviour in a positive and negative way. Attention seeking and enjoying those attention is acceptable in certain social situations. But if the need for attention increases, it becomes problematic.

Framing more posts, taking more time to make a post, and uploading with a great need for likes and comments. They fish for compliments by pointing out achievements and exaggerating them and sometimes making new stories to seek validation. Attention seeking behaviour can stem from many factors, like jealousy, low self-esteem, loneliness, and it can be a result of cluster B personality disorders, such as histrionic personality disorder, borderline personality disorder, and narcissistic personality disorder. If they get attention, these peoples feel a sense of worthiness and they restore their balance. According to Health Resources and Services Administration, loneliness can result in engaging in attention seeking behaviour.

We may see people spending too much time in social media and bragging for personal validation. They seek attention through social media asking for more likes and comments, since they want more attention from others. But if it become more intense, they face difficulties in their future life, since it can push others from themselves and they may have difficulties in interpersonal relationships and, they are prone to get affected with cluster B personality disorders.

Some examples of attention seeking behaviours are, uploading too much posts, stories, and statuses on social media, bragging, catastrophizing about anything in their life, need to be the centre of attention in group and everywhere, seeking personal validation, lying in certain situations for seeking others attention, looking for sympathy and gaining praise, sad fishing, jealous behaviour, becoming impulsive and reacting abruptly, seeking instant gratification and demand for popularity.

Need and significance

The selected population is college students within the age group of 18 and 23. According to studies conducted in 2021, 54.58% of population in India uses social media, in 2018 it was 35.44%, in 2019 it was 46.44% and in 2020 it was 50.44%. So, there is a drastic increase in percentage of social media usage among this age group. By comparing the statistics of 2018 and 2021, there is almost a change of 15% in social

media usage with three years that is from 2018. So, it is important to conduct a study based on social media usage.

Among young adults in India, 97.2 million uses Facebook, and 69 million adults uses Instagram. Kerala ranks second in the list of states with larger number of citizens using internet, its 87 out of 100. The students between the age group of 18-23 are more in to social media now a days so it is necessary to understand about the factors which attract these young adults in to social media. This study assesses whether depression plays any role in attention seeking behaviour in social media among then population of college students with in the age group of 18 and 23. Since the age group between 18 and 23 are more in to social media and at the same time they are the more depressed population according to studies, it is necessary to find whether they have any relation.

Depressive disorders are severe these days mainly among college students since 60% of them are suffering from depression according to studies, which can be contributed by the college atmosphere itself and from their use of social media, together with many factors. So, it is important to study whether depression and social media attention seeking behavior is related or not. These may alter their psychological and physical well-being, so it is very significant to study these in the population who are placed in the highest position for depression according to statistics.

Statement of the problem

To understand attention seeking behaviour through social media among depressive and non- depressive young adults.

Definition of key terms

Theoretical definition

Attention seeking behavior

According to DSM 5, “it refers to engaging in behavior designed to attract notice and to make oneself the focus of others, attention, and admiration

Depression

Depression (major depressive disorder) is a common and serious medical illness that negatively affects how you feel, the way you think and how you act. It is also treatable. Depression causes feelings of sadness and /or a loss of interest in activities once you

enjoyed. It can lead to a variety of emotional and physical problems and can decrease your ability to function at work and at home.

Social media

Social media: it refers to a group of internet-based applications that build on the ideology and technological foundations and that allow the creation and exchange of user-generated content (Kaplan and Haenlein, 2010)

Operational definitions

Attention seeking behavior

It refers to the act or behavior of individuals to attract attention of others and get admired by them in various ways like, posting excessively in social media, fishing for compliments, likes and comments etc.

Depression

Depression is a persistent feel of sadness and lack of interest, loss of energy with difficulty in thinking and concentrating. It also changes our patterns of sleep and appetite and increased fatigue.

Social media

It refers to the medium of interaction among individuals by creating, sharing, and exchanging idea and information to keep in touch with others by using online platform or through internet.

Objectives

Major objective

The major objective of this study is to understand attention seeking behaviour through social media among depressed and non- depressed young adults.

Specific objectives

Specific objectives of the study are:

- 1) To understand attention seeking behaviour through social media.
- 2) To study the level of depression of the selected population of college students.

- 3) To study the gender difference in depression among college students.
- 4) To study the gender difference in attention seeking behavior through social media.
- 5) To study the difference in rural or urban domicile in depression
- 6) To study the difference in day scholar or hosteler in depression
- 7) To study the difference in course of undergraduate students in depression
- 8) To study the difference in classes of undergraduate students in depression
- 9) To study the gender difference in depressed and non-depressive college student's attention seeking behavior through social media.
- 10) To assess preferable way of interaction among college students.
- 12) To assess personal validation, suggestibility, need for affiliation, demand for popularity and gratification among college students through social media platforms and study its relation with depression.

Organization of the report

This study has five parts. The first part is the introduction which consists of introduction of the topic, need and significance of the study, statement of the problem, major and specific objectives of the study, and definitions of the key terms used in this study. The second part is the review of literature, and it consists of theoretical review of the study variable and review of related studies on variables and populations. The third part is methodology. It consists of populations, measures, procedures for data collection and statistical techniques employed for analysis. The fourth part is the result and discussion of the study, which includes the result of statistical analysis and its discussion. The fifth part is summary and conclusion which consists of a short summary of the study, that is, our major findings, implications, limitations of the study and the directions for the future research. The research report is prepared according to the 7th edition of APA.

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

A review of literature is a summarisation of previously published researches which discuss about the variables used in the present study. It is a part of academic writing that demonstrates knowledge and comprehension of the academic literature on a particular subject. Because of this, it is referred as a literature review rather than a literature report. A literature review also includes a critical assessment of the material. It forms a part of dissertation or a simply a section in writing a report, but it is an important standalone section of work.

So, in simple words, review of literature is a summarisation and analysis of previous researches and theories made from those researches. Review of literature enables the researcher to establish a familiarity with the topics selected and it leads them throughout the study, to frame research questions and thus to carryout investigation. Focusing on reviews of our topics will be useful to plan, develop, refine, and write the report based on our investigation. So it plays a major role of background or context for our primary research project.

Review of literature has three parts: 'introduction' - which gives information about the topic and organisational pattern and the central theme of the study. The second part is the body of the review, the cardiac portion of the review, which consists of discussion sources, organised thematically, chronologically, or methodologically. And the third portion is the conclusion part which consists of discussion of the whole review in short.

Scholarly articles, books, and other sources are used for reviewing literatures which are relevant to a particular area of research. The review should, objectively evaluate, describe, summarize, enumerate, and clarify the previous research in short. It should be based on theoretical perspective which are considered for research and help to determine the nature of the research. So here the investigator acknowledges the author of previous works in the present study.

Review of literature creates the landscape, since it gives an overall idea about their field of interest and how to proceed the study or investigation. The purpose of review of literature is to convey the reader about the knowledge and ideas which was established on a topic, and about their strengths and weaknesses. Literature reviews are

not simply a descriptive list of the available materials, or a set of summaries, but it should be guided by concept like the problem or thesis.

There are four main objectives of literature reviews are, it surveys all the literatures in your interested area of study, it summarizes the information in all those literature into a capsule, it analyses critically all the information's collected by the researcher and identify gaps in present knowledge since it shows limitations of theories and formulate areas for further research. It also presents the literature in a systematic way. It also shows the readers that the researcher has an in-depth knowledge about the topic of study, and add the results in the existing body of knowledge.

Theoretical reviews of the study

Depression

Depression is the most common mental health disorder faced by the individuals now a days. their prevalence differs according to ages, gender, and ethnicities. Clinicians use diagnostic manuals like ICD-10 and DSM-5 in order to diagnose depression

Psychological theories of depression mainly focus on thinking process and our behaviour in regulating the mood. This theory stresses the importance of our past experience which shows the nurture side, in shaping our thought patterns that can develop depressive symptoms like change in sleep and appetite. These past experiences will trigger negative schemas means biased thinking about ourselves, others and about the world we live, and maintaining psychological distress. It can be treated and the patient can be given support by therapies like, CBT, which focus on reducing and changing negative schemas to treat depressive symptoms.

Biological theories of depression found certain biological factors that cause depression like, genes, brain structure or chemistry, neurotransmitters, and some hormones. This theory also stresses the nature part in causing depression.

From this theory, another theory was coming up, the monoamine theory of depression. This theory says that depression is caused by the increased level of monoamines such as serotonin, which is a neurotransmitter functioning as a messenger in the brain. They regulate the mood and sleep in depressed individuals. So based on this theory, antidepressants can be used to reduce depressive symptoms.

Behavioural theory says that, depression is a perpetuated by avoidance behaviour, since they avoid rewarding activities and become socially withdrawn and

makes their symptoms worse than earlier. So based on this theory, we can use certain behavioural interventions like, behavioural activation, in which the therapist encourages the client to make schedules of pleasant activities rather focusing on changing their thoughts and feelings. The aim of this approach is to make new positive experiences in our daily life, which in turn influence positively on our mental state.

Another theory on depression is social rank theory developed by Stevens and Price. They argued that depression is an evolutionary adaptation, which allows individuals that fell to lower social ranks to accept their position. According to this theory, those individuals with depressive symptoms will not engage in conflicts that threatens their life and survival. They accept their lower rank and do not try to regain a lost social rank, which may result in intense loss of energy upon defeating. So, they try to save energy and resources. But this theory too has limitations, since they focused only on evolutionary aspect, and occasions when one loses social status, but depression is not limited to this factor. It can occur due to many reasons.

Cognitive theory of depression, which was developed by Ellis in 1957, proposed the theory based on ABC model of clinical depression argued that, the irrational beliefs (B) cause depression which is the consequence (C) which are formed as a response to an event or experience (A). some of the irrational beliefs are catastrophising, personalising and black and white thinking, which can be formed automatically and we may not be realising that we holding some irrational beliefs. So, for this to change their irrational beliefs, we need to find them and replace those irrational beliefs with adaptive ones.

Aron beck in 1967 proposed a cognitive triad which are the three types of beliefs which will maintain depressive symptoms namely; the negative thoughts and beliefs about, the self, the world, and the future. The cognitive triad may be reinforcing each other mutually. Beck also proposed several types of cognitive distortions commonly found in depressed individuals like, minimisation of positive events, overgeneralisation and magnification of negative events, personalisation, arbitrary inference, and selective abstraction.

Seligman contributed to theories of depression, his concept of learned helplessness. So, he said depression is an outcome of learned helplessness. The depressed individuals cannot control their negative thoughts or events in their life. The concept of learned helplessness is the belief that we are the cause of the failure, and we cannot change the cause, since it is stable and they generalise the term failure in their

life. So, the counsellor can challenge the client to change these irrational thoughts and make them rational beliefs.

Attention seeking behaviours

A study based on Blumler and Katz's proposed uses and gratification theory by describing the aim of media users to use social media. They play a major role in selecting and using social media, and they do active communication and goal-oriented behaviour in their use of social media. The researchers posed that the users choose their medium which satisfy their needs and that have alternate choices (Griffin, 2000). The U & G theory looks social media usage from humanistic perspective, that human needs drive the way users use media. People can use social media according to their determination, but not the side effects of its use. This theory exposes the optimistic view of social media, since they have an ability to choose the medium that will influence them and choose an alternate medium which deliver desired influence. (Griffin, 2000).

But the study was relying more on self-reported interpretation of variables and which may not a valid data. So, it cannot be generalised in to other populations. The theory does not give a good definition for gratification and lacks clarity on some key concepts.

Reinforcement theory of attention seeking behaviour is a psychological principle which says that human behaviour is shaped by their consequences, and it will be changed by the humans when they get reinforcement, punishment, and extinction. B.F Skinner invented modern ideas about reinforcement theory. He said that personal needs and drives are not so important, because it follows the law of effect and they are based on consequences, which means that behaviours can be manipulated over-time. (B.F Skinner, n.d)

According to Silvi Saxena, attention seeking behaviours are the individuals who quests to become centre of attention. The motivation that they have behind this act is ego-driven and it serves as a kind of validation. According to the theorist, all have an occasional need for attention, in-order to gain recognition from others and came make deeper problems. (Silvi Saxena, n.d)

Social learning theory according to Albert Bandura says that, individuals learn attention seeking behaviour through observing others and imitating them. Operant

conditioning says that patterns of consequences and its triggers increase attention seeking behaviour. Cognitive theorists proposed that attention seeking behaviour results from the individuals thinking pattern and their thoughts. The belief like, “I must be the centre of attention to be liked,” is a thought of an individual which leads them to show such behaviours.

The psychological perspective of attention seeking behaviour says that this behaviour is a criterion for narcissistic personality disorder and histrionic personality disorder. They seek for attention and complementation because of their need for attention and self- love since they wanted validation.

Childrens usually seek for attention for seeking connection. John Bowlby and Mary Ainsworth suggested that babies at birth itself have a desire to form attached bonds with their care givers in-order to ensure their survival. So, according to these developmental psychologist and psychiatrist, babies have an innate desire to get attached with caretakers, since they might cry, whine, fuss towards caretakers to seek proximity. When children were having a responsive parent and so getting satisfied their emotional needs, warmth and support will secure attachment and lower level of attention seeking behaviour. They will so have high self -esteem and lead an independent life. But if they lack these needs, they cry more as they grow and exhibit attention seeking behaviour and as a result, they will have only little confidence and seeks for approval and become dependent. Attention seeking behaviour becomes problematic when it became intense, disruptive, and dangerous.

Elisabet Kvarnstram in 2016 came with s concept of Hard-Wired for attention, where she explained that humans naturally are wired for attention from others. we depend others to fulfil our needs for both practical and emotional needs for our survival and psychological well-being. As Oliver Bukerman pointed that, “we need attention almost as desperately as food and warmth.” (Elisabet Kvarnstram, 2016)

Reviews related to study

The study conducted by Narasappa Kumaraswamy from jalan university, Malaysia in 2013, titled as “Academic stress, anxiety, and depression among college students” focused about the academic stress, anxiety, and depression among college students, since all nation are investing lots of money for education. The study was conducted among college students aiming in understanding the level of stress, anxiety,

and depression and how counselling will help students with emotional problems and some preventive measures that should be taken by the colleges to make college students aware about counselling and its helpfulness. The study brought some mandatory rules in colleges that mentors should be appointed among the staffs and mentees should be allotted for them. There should be regular seminar and workshops for both teachers and students on issues of psychological problems and to learn coping skills.

The study conducted by Pim Cuijpers, and his colleagues in 2016, titled as “Psychological treatment of depression in college students” aimed at detecting and treating depression among college students. They gave importance this study because depression may lead to college withdrawal and it increases its rate. They conducted this study by comparing psychological treatments of depressed college students relative to control group and compared effect sizes in these studies to those in trials carried out in unselected populations of depressed adults. The study was having 997 participants in 15 trials. They received individual versus group therapy and were in trials that included a waiting list control group. No significant differences were emerged in comparing effect sizes of college students and adults, either in simple mean comparisons or in multivariate Meta regression analysis. But the study shown that therapies are effective among college students.

The study was conducted by Carol Vidal, and his colleagues in USA, titled as “Social media use and depression in adolescents: a scoping review”, in order to examine the association between the use of social media, mainly social media sites, and depression and suicidality among adolescents. The study was reviewed by thematic analysis, and the four themes are, quantity of social media use, quality of social media use, associated social aspects, and disclosure of mental health problem. They used longitudinal designs. They used Arksey and O’Malley framework for scoping reviews. The participants selected was students between the age of 10 to 18. The study shown an association between the social media usage and depression among adolescents. At the same time, some aspects of social media are benefiting for adolescents, like easily accessed support and diversity of friendships. So, this found an association between social media usage and depression and so it become beneficial to increase exposure to mental health intervention and promote well-being.

The study was conducted by Ana Radovic and her colleagues in 2016, titled as “Depressed adolescents positive and negative use of social media”. This is a qualitative

study that examined usage of social media among adolescents. They selected population of 23 adolescents for their study through convenience sampling. Semi-structured interview was conducted for 17 participants and telephonic interview for the remaining 6 participants by the investigator. They explained the positive aspects of social media like, entertainment, humour, content and creation and negative use of social media like, sharing risky behaviours, and cyberbullying. The interviews conducted was recorded and verbatim was made, and coded using ATLAS.ti version 7. So, it also explained about the significance of clinical counselling for social media usage of depressed adolescents. Through this study they identified three major aspects; oversharing, stressed posting, and viewing triggering posts. At the same time investigator also came to know about the benefits of social media as said by the adolescents.

The study was conducted by Sandeep Grover, Alakananda Dutt, and Ajit Avasthi in 2010 titled as “an overview of Indian research in depression”. The study explored various aspects like, epidemiology, demographic and psychosocial risk factor, symptomatology, comorbidity, neurobiology, assessment, and diagnosis. The study also focused on the impact of depression, about the treatment, and prevention of depression, in addition to the efficacy and tolerability of various antidepressant medications to bring down the depression. The population is India. They discussed about the prevention and Sethi and colleagues proposed a model by focusing on developing social network and certain educational programs in order to educate individuals about the risk related to various life events and removal of malnutrition and infections. Also, studies on women also shown the importance of understanding and identifying the risk factors in order to alleviate depression before it occurs, like interpersonal conflicts, sexual coercion, and marital disharmony. This study raises certain questions for future study, since a need for studies of factors like, cost, attitude towards treatment, compliance and neurobiological correlates is very significant.

The study was conducted by Karel Vredenburg and his colleagues in 1988, titled as “Depression in college students; personality and experiential factors”. In this study they assessed the nature of college depression and its relation with their personality and unique situations in their college life. A depression inventory was given to thirty- five depressed and thirty-nine non-depressed college students. Also, they were given personality scales and a survey to explore the impact of distressing components

of college life. The result of this study revealed that the depression in college students even though it is mild is a serious problem. In that almost three quarters of depressed students experienced depression more than three months and half of the population attempted to commit suicide. Both the factors of personality and experiential variables are associated with depression, according to this theory. They also discuss the implications of the findings for counselling.

The study was conducted by Jill C Taylor, Lori A Sisson, Jenifer L McKelvey, Mary F Trefelner in 1993, titled as "Situation specificity in attention seeking problem behaviour: a case study". The study focused to find whether low adult attention will lead to show attention seeking behaviour in children. They conducted two functional analyses considering two different situations involving low levels of adult attention. The first analysis was done by manipulating the antecedents and consequences related to adult attention and task demands. And the second was presenting the children in two different conditions of low level of adult attention and the result was very interesting, the adult spoke to one child and it was normal, but when an adult spoke to another adult, the problem behaviour was evoked. So based on this an intervention was designed to reduce the problem behaviour in child.

The study was conducted by Jill Chapman Taylor and Edward G Carr in 1992, titled as "Severe problem behaviours related to social interaction: attention seeking and social avoidance". They were exploring the varying effects of attention on the severe problem behaviours in children having developmental disabilities. They did experimental research with two experimental group and one control group. The experimental groups were having problem behaviours and the control group was having children with non-problematic behaviour. The three groups were given attention as, non-contingent high attention, non-contingent low attention, and contingent attention. The result was that, the one group who initiated social interaction was mostly likely to behave in problematic way under conditions of low adult attention. The other group of children who were initiating their social interaction rarely was exhibiting more frequent problem behaviours under conditions of high adult attention. The study has discussed more about the theories of escape and attention behaviours in children and it also implicated for the reinforcer assessment and teaching strategies

The study which was conducted by Jacob L. Gewirtz in 1956 titled as “A factor analysis of some attention seeking behaviours of young children”, based on child development, to explore the various dimensions and antecedents of attention seeking behaviours. They used the factor analysis method to form the result. They conceptualised this attention seeking behaviour under the concept of emotional dependence along with such behaviours as those employed for approval, physical contact and caresses, praise, reassurance, and nearness. Some studies also say that, children exhibit attention seeking behaviour as a result of overprotection, deprivation, and rejection, mainly based on the attitudes of family and conditions of socialisation. The experiment was conducted on young children and it was an experimental investigation.

The study was conducted by Susan from the university of Texas, in 2019 titled as “The relationship between social media use and depression in college students: a scoping review”, aimed to investigate the association between depression and social media usage. The population selected for the study is the college students above the age of 18, who uses social media and have depression. They also studied the time spent by students in social media and addiction to social media. For this purpose, cross-sectional, longitudinal, observational or intervention studies were used. Then study found correlation between depression, and social media usage. It shown higher correlation between loneliness, self-esteem, social media addiction, neuroticism, and depression. The study also has limitations, since it is an explanatory study which includes multiple countries data, so there is a chance to get results which may be confusing.

The study was conducted by Francine Edwards in 2016 titled as “an investigation of attention seeking behaviour through social media post framing”, aiming at finding association between social media post framing and attention seeking behaviour. This study explored Facebook usage and attention seeking behaviour among both male and female within the age group of 25 and older. The questionnaire which was used for assessing the usage of Facebook was having 26 questions with 6 demographic details. Participants were participating voluntarily and they were assessed using online survey. The results supported the existence of two factors behind the usage of social media, users either seek to find affirmation or use Facebook for making and fostering relationships with others. Also, they found that participants who want positive

affirmation more likely make posts and upload in Facebook. the study also has few limitations, the pool of participants was limited to the investigators pool of friends in Facebook, and since it was conducted through online as self -reported surveys, it may have disparity between what the participant responded and what they are.

The study was conducted by Johannah Joy Manuel and Malini Mittal Bishnoi which was titled as “Bewitching in social media: rising dangers of attention seeking behaviour” to develop an in-depth understanding of attention seeking behaviour and to analyse the factors on how attention seeking behaviour makes dangerous effect on physical and psychological state of individuals. Firstly, the study found that, posting is done by the individuals to gain attention of others, and secondly the attention seeking behaviour does “sad fishing”, by frequently posting with high emotional content to make others in distress. And finally, they do “cat fishing”, in order to make a romantic connection with others. at the same time, when they seek more attention through social media, they become more anxious and feels dissatisfied when they were not giving attention and it is dangerous for their physical and psychological states. So, the study recommends that the individuals should be given awareness about the limited and over usage of social media, its merits, and demerits also. The study also has few limitations since it was done through survey, as it can be done using interviews and focus group for better and reliable results, and now this study can be specified by focusing particularly on one platform rather generalising it by social media usage.

This article was published on 2020 by Jorge Arias et al in JMIR publications, which was titled as “relationship between depression and the use of mobile technologies and social media among adolescents”. The relevance of social media is known by everyone, but its continuous usage is not monitored by all. So, in this study, the investigators searching for the association of mobile technologies and social media with depressive disorders. So, the aim of the study is to find whether there is any association between the mobile technologies and social media usage among adolescents and development of depressive symptoms in them. The population selected was the adolescent population up to 20 years old, and assessing their depression level and social media and mobile technologies usage. The investigator used quantitative research method and analysed the data, and a statistically significant relation between depression and social media, mobile technologies usage was reported. The study has several

limitations, mainly because it lacks longitudinal or experimental evidence in association with social media and mobile technology usage and depressive symptoms.

The study was conducted by Liu Yi Lin, Elizabeth Miller, Leila M.Giles, and few more aimed at finding the association between social media usage and depression among U.S young adults in 2016 titled as “association between social media use and depression among U.S young adults”. The participants were young adults in US, with depression and those who uses social media. The investigator surveyed 1787 young adults within the age group of 19 and 32 with depression and social media usage. The population were selected by random digit dialling and address based sampling. The researcher used quantitative method of research for the study. Through the study researchers found that, there is a significant association with increased usage of social media and depression. The analysis methods they used are, bivariate analysis and multivariable analysis. The study clearly explained the association between the social media usage and depression.

Hypothesis

- There will be a significant difference in depression among gender of college students
- There will be a significant difference in depression among accommodation as day scholars and hostelers of college students
- There will be a significant difference in depression among domicile as rural and urban of college students
- There will be a significant difference in depression among classes of undergraduates, first years, second years and third years of college students
- There will be a significant difference in depression among courses pursuing by undergraduates of college students

CHAPTER 3

METHOD

CHAPTER 3

METHOD

It is the systematic plan which forms the totality of the procedures followed by the investigator to make it scientific and valid to the extent possible. So, methods are specific procedures for collecting and analysing data. It enables the investigator to look the problem in a sequential order and it depends on the method used and tools adopted for data collection and analysis of those collected data. There are three types of research method; qualitative research, quantitative research, and mixed method. The research method used in this study is mixed method.

This study attempts to investigate which group among depressive and non-depressive college students engages in attention seeking behaviour through social media. Also, to investigate the gender difference in depression and attention seeking behaviour. In the first phase, the investigator administered becks depression inventory to find depressive and non-depressive college students in 95 college students. After scoring the becks depression inventory, the investigator selected 10 depressive and 10 non-depressive students. In the second phase, the data was collected through semi-structured interviews in all the 20 participants and recorded the data. In the third phase, thematic analysis is used for the analysis of data in this study. In the fourth and final stage, the data collected was consolidated.

Research design

The design which is chosen by the investigator makes them to use the methods that are suitable for their study and for their future reference as well. It gives a correct framework for the study. The selection of research design should be done carefully, because the method determines how relevant information should be collected and analysed. So, research design is a significant part of the research.

The research is using the mixed approach of research design, where the investigator uses both qualitative and quantitative research methods for the collection of data and analysis of data. Quality refers to what, when, how, and where of a thing, its essence and ambience. So, the qualitative research thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things.

Quantitative research refers to counts and measures of things. So here in this study, the investigator uses the method of mixed research design (Berg et al.,2004)

Participant

Sampling:

A sample is defined as a set of data that a researcher chooses or selects from a larger population by using a pre-defined selection method. The elements selected are called sample points, or sampling units or observations. The process of deriving a sample is called a sampling method. Sampling forms a significant part of the research design since this method derives the quantitative and qualitative data that can be collected as part of a study.

Universe: Kannur

Participant: college students between the age group of 18 and 22

Population: college students between the age group of 18 and 22 in Kannur

Sample size: 95 for quantitative and 20 for qualitative research method

Inclusion criteria

All college students who use mobile phone or computers or tabs with data connectivity

All college students between the age group of 18 and 22 who uses social media platforms

Students only from Kannur university

Exclusion criteria

All college students who do not use mobile phone or computers or tabs

All college students other than the age group of 18 -22

All the college students who belong to other universities

A total of 95 college students were administered with beck depression inventory and out of that 10 depressive and 10 non-depressive participants was selected and a semi-structured interview was conducted on these 20 samples and data were obtained. The college students pursuing different courses, like BBA, BA, BCom, BSc, and BCA

are selected. All are undergraduates. The population selected have students who resides on both urban and rural regions and day scholars and hostelers.

Variables

Variable is a major word that is to be used in research from its initial stage itself. It is pertinent to define and identify the variables while designing research. Variables in simple words are “something that varies,” not constants. So, it makes everyone excited and for beginners, the concept of variables should be clear and clarified.

Variables Of This Research

Depression

Depression (major depressive disorder) is a common and serious medical illness that negatively affects how you feel, the way you think and how you act. It is also treatable. Depression causes feelings of sadness and /or a loss of interest in activities once you enjoyed. It can lead to a variety of emotional and physical problems and can decrease your ability to function at work and at home.

Attention seeking behaviour

According to DSM 5, “it refers to engaging in behavior designed to attract notice and to make oneself the focus of others, attention, and admiration

Social media

Social media: it refers to a group of internet-based applications that build on the ideology and technological foundations and that allow the creation and exchange of user-generated content (Kaplan and Haenlein, 2010)

Procedure for data collection

Phase 1: initial preparation

Phase 1 of the study involves conducting the test for finding depressive and non-depressive college students based on Beck’s depression inventory. The selected the population of college students between the age group of 18 and 22 from Kannur university. The sample consisted of 95 participants with students pursuing different courses. Students from BCom, BBA, BA, BSc, BCA, BSW, MA are selected for the

study. Also, both female and male populations are equally participated. The investigator also considered, students residing in rural and urban areas and hostelers and day scholars for the study. So, from 95 sample, the investigator administered them to find 10 depressive and 10 non- depressive students and conducted semi-structured interview in this 20-sample selected from the pool of sample.

Tool used for pilot study

Beck's Depression Inventory

The BDI is a 21-item self-report rating inventory which measures the symptoms of depression. BDI is developed in different forms which includes computerised form, card form, 13 item short form and most recent BDI- 2 by Beck, Steer & Brown, 1996. It takes approximately 10 minutes and clients require a fifth to sixth grade reading level to adequately understand the questions. Its internal consistency ranges from 0.73 to 0.92 with a mean of 0.86 and it is reliable (APA, 2023).

The Beck's Depression Inventory evaluates the symptoms of depression including, pessimism, mood, sense of failure, guilt, self-dissatisfaction, punishment, self-dislike, self-accusation, crying, suicidal ideas, irritability, indecisiveness, social withdrawal, body image change, work difficulty, loss of appetite, weight loss, insomnia, fatigability, loss of libido and somatic preoccupation. (Beck & Steer, 1993). It asks for the response about how the subject has been feeling in the last week. Each question has a set of four options with possible answers ranging from its intensity, 0 – 3. After adding the scores, the higher score indicates extreme depressive symptoms which ranges from scores, over 40. 1- 10 is normal ups and down, 11-16 indicates mild mood disturbances, 17-20 indicates borderline clinical depression, 21-30 indicates moderate depression, 31-40 indicates severe depression and if it goes beyond 40 it become extreme.

Purposive sampling was used for selection of the participants. Purposive sampling is a non-probability sampling method where the investigator selects sample because the selected population have characteristics that the investigator needs in their sample.

Phase 2: data collection

Phase 2 of the study involves the collection of data as designed in the phase 1 of the study. Analysis from phase 1 was followed for data collection, and it is done by semi-structured interview of 20 samples selected.

Semi-Structured interview

It is a method of gathering information, used in data collection that have few predetermined questions, at the same time, the interviewer can ask questions based on the scenario. So, the choice of answers is not fixed and will not be in an order or phrasing (APA, nd). The questions will be open ended. These interviews give in-depth information about the subject and so it is more commonly used in health services research as a qualitative data source. It is more flexible method of interview comparing with others.

The investigator used semi- structured interview as a mode of data collection to gather needed information from the selected population. Understanding attention seeking behaviour through social media can be assessed through semi-structured interview more accurately. It gives in-depth information about the clients, past, present, and it canvases future. It exchanges ideas, experiences, concepts by contacting person to person by different means, like face to face, telephone etc. here the investigator used face to face interview and so the data collected is more accurate and reliable and unbiased.

Face to face interview

Person to person direct interview in which the interviewer and interviewee engage in questioning and answering session in the same place with face-to-face conversation. They capture verbal and non-verbal cues, which forms the major advantage of face-to-face interview; investigator can easily assess the emotional and behavioural cues such as discomfort or enthusiasm with the questions that the investigator asks. So, in face-to-face interview, the investigator can assess the attitude and mood of the subject.

Phase 3: Analysis

To analyse the data collected from the selected sample which was descriptive, thematic analysis is done. Thematic analysis is a method of analysis used to analyse qualitative and quantitative data in a methodical way. Various combination of concept driven or data driven categories are included in this method inside the framework that allows the investigator to analyse the data's content. The basic steps in analysing the data were the following:

Preparation to analysis:

The first part of analysis where the investigator prepares the collected data for analysis by highlighting the main points from the responses of the interviewee in detail or transcribed for additional examination in this phase. Then the investigator carefully studies each points repeatedly.

Coding:

At this stage, investigator read and reconfirm the records of each interview, and understand the content for the first time. second time, the investigator identifies the useful comments pointed out as observations of our study. This observation is developed as the descriptive and interpretive categories based on the evidence presented in the transcribed information. So, from these observations, investigator creates pattern codes. This in turn enable investigator to identify themes by examining the cluster of respondent's comments and researchers notes. Then by examining the themes from all the interviews, researcher portrays the main theme from the data. These key themes serve as answers to survey questions and form the basis for data collection. At this point, researcher collated the new theme with the data.

Organization of data

Meaningful themes have been organized to see which participants make which seeds of information related to the code. This is also useful when quoting answers during the reporting phase.

Reporting

The themes which would be used to explain the research question were finalized in this phase, and the themes are classified as super ordinate and subordinate themes. Then the codes were matched under the main themes and they were explained.

Consolidation of data

Data obtained from different participants and methods were compiled, compared, themes analysed and synthesised in the final consolidation phase of the study.

CHAPTER 4
ANALYSIS AND DISCUSSION

CHAPTER 4

ANALYSIS AND DISCUSSION

Section A

Mean difference of screening for depression among college students

Table 1.1

Comparison based on gender

Sl.no	Variables	Male		Female		T value
		MEAN	SD	MEAN	SD	
1.	Depression	13.91	10.251	13.48	10.579	-.172

As per the table 1.1, shows the gender difference among the population by comparing means. The mean for female population is 13.91 and that of male is 13.48. The standard deviation of both female and male is 10.251 and 10.579 respectively. The t value is -.172 which is not significant, that implies there is no significant difference in depression for male and female population among college students of Kannur district.

According to Myrna Weissman in 1970s, a significant difference approximately twice as many females experience depression as males among adults is found in the clinical samples. But they also say that this 2:1 ratio is not universe since it can change across nations. So, these two studies are contradictory to researcher's study. But there are some studies which supports the researcher's current study. (Myrna Weissman, nd)

Avenevoli, Knight, Kessler, & Merikangas, in 2008 found out that among general population there is no gender difference for female and male, not even a higher prevalence among them childhood. The same study was quoted by Twenge & Nolen-Hoeksema in 2002 about gender difference in depression. At the same time, Hankin and his colleagues in 1998 did research on gender difference in clinical depression and reached a conclusion that, depression emerges by the age between 13 and 15 and it widens between the age of 15 and 18. This study and its result is widely accepted, since it was based on the findings from investigation conducted in New Zealand. (Twenge & Nolen-Hoeksema in 2002)

Another study based on gender difference which is contradictory to the recent study is conducted by Sophie Grigoraïdis & Gail Erlick Robinson in 2007 and published in journal of Annals of Clinical psychiatry 19 quoted that female have more prone to experience depression than male. This is because of some psychological, neurochemical, anatomic, genetic, hormonal and personality factors. (Gail Erlick Robinson in 2007)

Table 1.2

Comparison based on Day scholar or hosteler

SI NO	VARIABLES	Hosteler		Day scholar		t value
		MEAN	SD	MEAN	SD	
1.	Depression	14.83	10.995	12.34	9.827	1.157

As per the table 1.2, shows the difference in Day scholar or hosteler in association with depression among the population by comparing means. The mean for the college students who are hostelers among the population is 14.83 and that of day-scholars is 12.34. The standard deviation of both hostelers and day-scholars is 10.995 and 9.827 respectively. The t value is -1.157 which is not significant, that implies there is no significant difference in depression for hostelers and day-scholars student's population among college students of Kannur district.

According to a study conducted by Fareeha Amjad in July 2022 relating to the health status and academic performance of day scholars and hostelers, the investigators found that the health status of day scholars was much better than hostelers and academic performance was much better for hostelers when compared to day scholars. The investigator noted that this may be because of the change in their environment. The hostelers coming from faraway places and adjusting with the current environment and lacking good care and support from family members. On the other hand, the other group, the day scholars coming to college from their home environment are more dependent on family, and have a risk of habiting bad behaviours like smoking. (Amjad, 2022)

Another study conducted by Joanne D. Worsely, Paula Harrison & Rhiannon Corcoran in 2021, about the role of accommodation in student's mental health and

well-being. The investigator found that there is major association between the environment in which individuals live and their mental health. The study says that, individuals should select their accommodation environment that can provide a sense of we-ness, and belonging, where they get good friendships with a sense of community. So according to the investigator, for mental health and well-being, the accommodation environment is crucial. (Harrison, 2021)

Likewise, another study conducted by Aroof Hanif and his colleagues in hostellers and day scholars on depression and found out that there is a higher chance for hostellers to experience depressive symptoms than day scholars. A journal published by Dr. Nikhil Nayar and his colleagues also supports the studies quoted above. So, these studies give a contradictory finding for the recent study.

Table 1.3

Comparison based on domicile

SI NO	VARIABLES	Rural		Urban		t value
		MEAN	SD	MEAN	SD	
1.	Depression	14.96	11.127	10.19	7.696	2.037

As per the table 1.3, shows the difference in domicile in association with depression among the population by comparing means of both urban living and rural living students. The mean for the college students who are residing in rural area among the population is 14.96 and that of urban area is 10.19. The standard deviation of both rural and urban living students is 11.127 and 7.696 respectively. The t value is 2.037 which is significant, that implies there is a significant difference in depression for rural and urban living student's population among college students of Kannur district.

Yuvan Chen and his colleagues published a study in 2021 based on the association between housing environment and depressive symptoms. The investigators used two analysis methods, the Cochran-Armitage trend test which shown that housing environment and depressive symptoms are linearly negatively associated and positively correlated with cognitive and physical functioning. The second analysis method was cumulative logistic regression analysis shown that housing environment and depression

have positive association. This is a study which supports the recent study. (BMC Geriatr, 2021)

According to Jian Li Wang there is a prevalence of major depressive symptoms in urban residing people than rural peoples. It is complex because of the age of the individual, immigration status, race, marital status, working status and the provinces they live. So, this study also supports the concept and result of the recent study. (Jian Li Wang, 2004). Another study conducted by Aaliya Akhtar in 2014 also shown an association with domicile and depressive symptoms. The adolescents living in a rural and nuclear family was seen more depressed than urban nuclear family. The study also found gender difference in depression, that girls were found more depressed than boys. The study examined 120 adolescents with equal population of male and female, thus the study is non-biased in the case of size of population. (Akhtar, 2014)

Table 1.4

Comparison based on classes

SI	VARIABLES	Sum of square		Mean of square		f-value
		With in group	Between group	With in group	Between group	
NO						
1.	Depression	9999.398	149.421	109.883	74.711	.680

As per the table 1.4, shows the difference in classes among under-graduation in association with depression among the population by comparing sum of square and mean of square of under-graduate student's population. In each, there are within group and between group values, they are 9999.398 and 149.421 for sum of square. For mean of square, the within group and between group values are 109.883 and 74.711. The f-value is .680 which is not significant, that implies there is no significant difference in depression in relation with classes of student's population among college students of Kannur district.

Allison B Ludwig, William Burton and other colleagues quoted in their study about the depression and stress among undergraduate medical students in 2015. The investigators wanted to know in which year medical students are facing depression and stress more, whether in first year or final year. And so, for that, investigator conducted an online survey for all medical students. Chi square and t-test was also conducted and

compared with survey results. There is a significant increase in the stress and depression from the first year to third year. In the first year it was found an average of 5.51 and towards the last year, it became 6.49. so, there is a drastic change in the stress and depression level from first year to third year. But this is a contradictory study for the recent study. (William Burton, 2015)

Undergraduates are more prone to get depressed based on some studies conducted by Jungmin Lee, Hyun Jeong, & Sujin Kim in 2021. The researchers found that 36% students of under-graduation suffer from moderate to severe depression. It may be because of many factors like, being female, low-income, rural residence and low academic performance. The study enabled to find the at-risk populations and give them accessible care to come out of depression, since they are not reaching out for help and they are not even realising their condition. But the study is contradictory to the current study. (Sujin Kim, 2021)

Table 1.5

Comparison based on courses

SI NO	VARIABLES	Sum of square		Mean of square		f-value
		With in group	Between group	With in group	Between group	
1.	Depression	10148.819	383.919	110.965	76.784	.692

As per the table 1.5, shows the difference in courses among under-graduation in association with depression by comparing sum of square and mean of square of courses of under-graduate student's population. In each, there are within group and between group values, they are 10148.819 and 383.919 for sum of square. For mean of square, the within group and between group values are 110.965 and 76.784. The f- value is .692 which is not significant, that implies there is no significant difference in depression in relation with courses of student's population among college students of Kannur district.

The recent study has student population from different courses like BCom, BBA, BA, BSc, BCA, and BSW. All the subjects are different, their way or patterns of studies, terms, difficulty to understand, ease-ness to catch concepts, and work overload may cause the students feels sad and discomfort, so it may be a reason to experience

depression. In BCom, the students have difficult subjects like accountancy and business which are very much complex. Likewise, BSc have more overloaded works with records, projects, and more scientific terms to learn. At the same time BSW have more field works, which may cause them burnout.

The other courses like BCA, BBA, and BA may also have their own difficulties to move on successfully with their academics. Other than these, since they all are under-graduates, they may have more syllabus to cover and may feel extreme stress, anxiety, and depression. So, these all can cause depression and may trouble students.

So, the course of undergraduates can also have some associations with depression. In the recent study, the investigator did not find any significant difference, and no studies related to course and depression.

Section B

Thematic analysis of attention seeking behavior among depressed and non-depressed college students through the semi-structured interview.

For assessing the attention seeking behavior through semi-structured interview, the investigator made 20 questions and conducted interview. The information given by the subjects was recorded and the recorded information is analyzed to identify themes. It is having 20 questions with one or two sub questions. Each question is used to explore attention seeking behavior through social media among college students.

From the information collected through interview, all the subjects selected for conducting interview are using social media in their daily life. Almost all are using more than four different social media platforms in which they are lavishly exploring. The main four are, Instagram, WhatsApp, Facebook, and snapchat, together with YouTube, twitter, google telegram etc.

Among 20 respondents 19 are having Instagram, 18 are having WhatsApp, 10 are having Facebook, and one respondent have Snapchat. The other social media like google, YouTube and all are used by all since all are undergraduates and need these for their studies as well. Among the group of 10 depressed students, 9 are using Instagram, 10 are using WhatsApp and 6 and 1 users of Facebook and Snapchat respectively. In the group of 10 non-depressed students, all 10 students are using Instagram, 8 are using WhatsApp, and 4 are using Facebook.

Out of 20 respondents, 18 respondents are intensely using Instagram and 14 are using WhatsApp. But all are using both together with other platforms in their daily life. Out of 10 depressed students, 9 are using Instagram, only 4 are using WhatsApp and a few numbers of 2 respondents are using Facebook intensely. At the same time, among the 10 non-depressed students, all the 10 are using Instagram, 6 are using WhatsApp and no users for Facebook intensely.

The reasons behind the usage are varying for many students. Since those applications are very much interesting and time consuming, students use and spend more time in them to explore those platforms. Reels, different quotes, videos, posts, stories, and all are very much attracting students in to those platforms mainly towards Instagram. They also needed to spend their leisure time in social media and so getting acquainted with many friends. Also, they are very much bothered about the money since they are recharging for more data offers and so they use almost full GB and finish up data. According to few students, the social media which have more privacy is Instagram, and so safe to use.

The time using for exploring social media is an important factor. 3 students use social media mainly Instagram for 1-3 hours and 2 students uses 3 to 4 hours daily especially at night and majority of 4 students uses for 5 to 7 hours daily. Only one student is using social media less than one hour a day, among the group of depressed students. At the same time, among the second group of non-depressed students, there are 7 students using social media 2 to 4 hours and as in depressed group only one who uses below one hour, but here only two students using social media for more than 5 hours up to 6 hours. Here depressed students are spending more time in social media than non-depressed students.

Updating display profile is a common need of every social media user, but its frequency and the situation that made them to change or remove display profile is needed to be assessed. And the result was, among depressed group of students, 4 students are least interested in updating display profile, but among the rest 6 students, one student do only once in a year or 6 months, two students update once in a month and the rest 3 students update once or twice in two or three months. Among the group of non-depressed students, only two were found less interest in updating display profile, two students update weekly once, three students update monthly once, and two students

update within once in 2 or 3 months, only one student updated their profile only twice for this past 3 years. So, in the case, students with non-depressive symptoms are more in updating display profile than depressed group of students.

The students who are frequently posting in Instagram are only 3 in number among depressed group of students, and others posts less frequently, if they get good images or reels. Among the other group of non-depressed students, 4 posts frequently and the rest 6 posts less frequently only. They post their images when they get good ones and at special occasions.

The students gain satisfaction and happiness when they upload their posts, and get good comments for those posts. Out of 10 depressed students, 6 were having the feel of satisfaction and happiness and 4 students were not having any special feeling when they upload their posts. Among the group of non-depressed students, 7 were having a feel-good state, but at the same time, 6 students among this group also not feeling that much happiness and satisfaction from uploading posts. They do it just for an entertainment.

In order to check their interest and importance in posting, investigator asked few questions to assess them. since they are students in between the age group of 18 and 21, they like to play games than posting when they were called by their friends. They give priority for playing games with friends, 7 from depressed and non-depressed group were supporting this statement. The rest three was giving importance for uploading post, and after that they will go with friends for games. Both are having almost equal result based on the importance of uploading posts.

Four students among the group of depressed, and 5 students from the group of non-depressed uses maximum amount of data they have and finish up their data before they sleep at night. The others, finishes 1 to 2.5 GB a day and most of them are having Wi-Fi connection with them and so they use more amount daily. Data add on is done by a non-depressed student some days and the others were not using data add on. but among depressed one, one student uses almost 4 GB a day, from Wi-Fi and sleep late at night.

The number of likes and comments was checked by the students frequently, so the investigator asked about the number of likes they needed, and one student from depressed group gave the number of 1000, and the other in between number of 100 to

300. Among the non-depressed group, 7 students wanted likes from 100-700 range. But no one gave the number of 1000 or above as mentioned by one of the depressed students. But two students responded differently as, the likes and comments are not our wishes, it is all about those who see the posts. So, for them anything is okay.

Another concept most of the students have in their mind is about the followers and following options in Instagram. They have a thought that we all need a greater number of followers and not following, then only others will accept us. In order to get more followers, they accept almost all friend request and get to know them and make friendship. They firstly ask for an Instagram account when they meet a new friend in person. They also follow them in return like a give and take policy. One non-depressed student said like “all should come behind me, I will not go to anybody.” So, 7 depressed and 6 non-depressed students need a greater number of followers, and the others have a neutral answer. So here depressed students need more followers when compared to non-depressed group. It may be because of their dependency and they may need more support and care from others.

Students when they want to upload some posts, they may check and recheck repeatedly before posting because of the fear that “is that good for posting and will others like this.” So, they may take more time to frame and design a post. So, when the researcher assessed this time taken for framing a post, the results was quite normal. 4 students from depressed group and 3 from non-depressed group was taking 10 minutes for that, the other 4 students from depressed group takes 5 to 15 minutes for framing posts. But the result for non-depressed was little different, since one student takes half an hour, at the same time, others take 2 to 15 minutes. So, the non-depressed students take more time to frame and to upload posts.

The major focus of the study was to analyze whether the participants upload post when they feel sadness or happiness. But the response was not specific, since they are not uploading posts when they especially feel sad or happy. But except one non-depressed student, all others were posting when they get good pics, on special occasions, on trips and all. The exceptional student sometimes uploads posts when they feel sadness or happiness. Since majority do not have any effect, uploading posts does not have any relevance on the mental state.

Recreating viral reels for becoming viral like others is seen everywhere in order to become center of attention. When researcher asked about recreating posts half of non-depressed students were doing that act and half were not. In the case of depressed students, only one is recreating, but the remaining 9 students were not doing it. The one depressed and 5 non-depressed students who recreate the viral posts usually get irritated when they were not able to do it perfectly and sometimes shows anger towards others, but still, they complete it and upload the recreated videos.

Comparing friends posts and making the needed change to increase the likes and to make others notice, is another act by students who exhibits attention seeking behavior. But here majority of both the groups are not doing this act, since they are believing that all individuals are different, and all have different styles and fashion. But one student from depressed and 3 students from non-depressed group used to compare their post with their friends post and make changes to get a greater number of likes and comments.

From the responses of 20 participants, 5 superordinate and 23 subordinates are found. The tables show the 5 superordinate their 23 subordinates with their explanation below.

Personal validation

Table 2.1

Table shows the first super ordinate and subordinate theme for depressed college students with corresponding frequency

Sl.no	Superordinate Themes	Subordinate Themes	Frequency
1	Personal validation	Abolish posts	70%
		Expectant	50%
		Escapism	70%
		Acceptance	60%
		Time pass	30%

Table 2.2

Table shows the first super ordinate and subordinate theme for non-depressed college students with corresponding frequency

Sl.no	Superordinate Themes	Subordinate Themes	Frequency
1	Personal validation	Abolish posts	60%
		Expectant	50%
		Escapism	40%
		Acceptance	40%

It is a feeling of having recognized by others, establishing their own legitimacy. In attention seeking behavior personal validation plays a major role, since they want others to recognize and attend them. For achieving validation, they try to become unique and distinctive from others and so wanted to bring change from others and wanted to get comments from others about their changes positively. They wait for good comments and expect others to give them positive comments.

Pablo Brinol et al conducted a study about the self-validation theory by focusing on subjective sense, that one's own thoughts are valid to use. The perceptions of ones thought validity will be influenced by relevance of thoughts and the incidental factors like mood and these factors can vary with their meaning as well. Self-validation theory is a comprehensive theory which are integrative since they focus on various domains, variables, and outcomes in psychology. People valid themselves when they think they are valid, means cognitive validation, or when they feel the thought is likely to be true, means affective validation. (Pablo Brinol et al, 2022)

According to the study conducted, personal validation is shown more by depressed individual's than non-depressed individuals. In some cases, it may not be true but according to the words given by the participants from both depressed and non-depressed group more chance to exhibit a need for personal validation is depressed college students. So, for this they are acting differently like, deleting post for others, expecting good comments from others, behaving differently in a unique manner, escaping if they were avoided in a group, and an immense need for getting accepted by others.

Abolish posts

The deletion of posts or videos when they think that others are not recognizing and confirming that they are good. They think others are not noticing them and so they make efforts to make others notice them, by deleting posts if it is not commented by others. At the same time, they will fear negative comments and so if they get some negative comments for some posts, they soon delete it and upload other post.

For eg: 1) “I will change my display profile when others comment negatively, since display profile that we upload is for others to see it.”

2) “I will delete my post when no one give me comments.”

The behavior of deleting posts as a result of personal validation is more shown by the depressed group when compared to the non-depressed college students. The deletion of posts or stories when they did not get reply or when they get negative reply is slightly common in depressed but the other group is also exhibiting the same but in a little lower level. Also, when others ask to change display profile and given a negative comment, they remove or upload another image, is another commonly seen behavior in both the groups.

Expectant

All usually expect for good and positive comments from others. But if it becomes intense and they wait for positive comments all the time, they fish for compliments. If they get negative comments, they become very much disappointed since their expectation is more than normal expectation by others.

For eg: 1) “all should give positive comments, that’s what we need when we upload posts”.

2) “We upload our images for getting good comments and to become star in front of friends.”

Expectant refers to the higher thoughts about themselves and wanted to get good positive comments and more likes for all their posts which was uploaded. This is not having any difference according to the present study, since both shown equal expectant behaviors in social media. Both the groups are equally expecting and needing to get positive comments and a higher number of likes for their posts. Also, they expect

very good comments in others conversation also. Many of them wanted to get only positive comments and so they are not accepting negative comments and instead expectancy about themselves and their posts are high.

Escapism

All do escapism in their life at some times. Escapism can be positive and negative, based on the situational factors. Escaping from internal exams by excusing in the name of functions can be a negative escapism, but in a situation, if we are in a group and no one is listening and talking to us, from there we may escape since the whole group is avoiding us. It may be a positive escapism. So, escapism can be shown intensely when students engage in attention seeking behavior. They get hurt badly and escape from there if they are avoided, but usually they act differently to get attention of others.

For eg: 1) “I will get up and ask why you all are not talking to me?”

2)“I will get hurt and so I will escape from there soon”

Escape theory proposed that individuals escape from unpleasant situations into their world in order to escape from unpleasant state of mind. So, they usually escape from their physical location from where they get unpleasant stimulus to a pleasant location. It enables the individual to escape from negative perceptions of self also, in order to avoid negative psychological reaction. They were motivated to escape from unpleasant situation.

Among both depressed and non-depressed groups, depressed group of students show more escapism when compared. They escape from the situations when they were not taken in to consideration, or when they are not given attention in a group conversation. It is natural to have this behaviour, but if it becomes intense and if it affects their mental state at that time, it can be problematic. They escape from the situation when they were ignored and avoided by others. if they lack attention they escape from the situation.

Acceptance

It is feeling that others are accepting us. It is a positive sense of feeling since we want others to accept us in all means. But it is not possible in all cases. Since we are

humans and we all have different cognition and beliefs. So, everyone will not accept all our beliefs by sacrificing their own beliefs. Here, a sense of acceptance is considered normal because they are not fishing for compliments to get acceptance, but in a normal way posting their images and needing for others to accept.

Eg: “if others say good about us in their conversation, we can make sure that they are accepting us and so we will be happy and makes more posts.”

According to acceptance theory in psychology, it is the active embracing of our own experiences especially distressing or depressing experiences or incidence. It is not merely a tolerance to negative distressing experience but it is embracing fully without using any of the defense mechanism to defend or to escape.

The feeling of acceptance is important since it gives a positive sense of feeling about ourselves. All wishes that others must accept us but all are having different beliefs, so some will not accept us, but some may do it. It is more shown in depressed group of students, but more different from non-depressed group. A belief of acceptance is felt when others talk good about us and about our posts in a group conversation. So, the depressed students having more sense of acceptance when they get positive good comments and more likes.

Time pass

We all have a good amount of leisure time to engage in our favorite hobbies and interests. Some have hobbies like reading books, writing novels or stories, gardening, listening music etc., and they do these acts during their leisure time for passing time. Some use social media for passing time, by watching reels, uploading stories and statuses, texting etc. it is usual that students using social media for time pass.

For eg: 1) “I use social media when I am drinking tea”.

2) “I use Instagram when I get bored.”

Social media is good for passing time and to relax during leisure times when getting bored. According to the study, researcher found that depressed students use social media for time pass than non-depressed students. It may be because of the reason that, for depressed students, who are feeling sad may use social media in order to get a relief from their sadness. But for non-depressed students, they have other means to

become happy and get relaxed, and they may use social media almost all the times, and so the theme is not found from non-depressed students.

Suggestibility

Table 3.1

Table shows the second super ordinate and subordinate theme for depressed college students with corresponding frequency

Sl.no	Superordinate Themes	Subordinate Themes	Frequency
2	Suggestibility	Ruminate thinking	30%
		Vexation	60%
		Ignorance	70%

Table 3.2

Table shows the second super ordinate and subordinate theme for non-depressed college students with corresponding frequency

Sl.no	Superordinate Themes	Subordinate Themes	Frequency
2	Suggestibility	Ruminate thinking	50%
		Vexation	30%
		Ignorance	40%

It refers to altering our behavior based on others suggestions. When students search for attention, they do whatever asked them to do, like if others ask to change display profile, students will change them. They post more images or stories when others give good comments. They also get affected if they get negative comments, like they cry or gets irritated or frustrated. So also have deep thoughts or overthinking about the comments they got from others.

For eg: "I change my display profile when others asked to do so."

According to theory of suggestibility, individuals act according to the input of others. They accept others suggestions and act according to them and so become

suggestible. Individual's suggestibility can be caused by the factors like self-esteem, assertiveness and upbringing and age, so we range our suggestibility based on these factors.

According to the current study, depressed college students show suggestible behavior than non-depressed students. Many subthemes are found under this main theme, namely; ruminate thinking, vexation, and ignorance. Among them, depressed college students, think deeply about their posts and their comments, and likes that they get from it. But depressed students become very much angry and frustration when they get negative comments. But at the same time, it is interesting that they also said that, they will ignore when they were avoided in a group. So, they ignore the situation, when they were not given attention.

Ruminate thinking

Ruminate thinking is the deep and over thinking about the comments and likes they got even when they are positive or negative. They think for at least one day and sometimes gets hurt when they get negative comments. They also become happy and feel of euphoria when they get a greater number of positive comments and thinks about it for many hours. So over thinking is a major act they do to analyze themselves based on the comments they got from their posts and stories.

For eg: "I think about that comment for a whole day, why they commented like that, what made them to tell like this and all"

According to rumination theory of depression, rumination is termed as a passive and repeated responding to negative mood and which in turn increases the negative mood and so increases the depressive symptoms. The proposer of this theory also tried to construct a rumination scale to measure it. (Treyner et al, 2003). Here the depression or sadness makes the students think deeply and getting more sadness and finally leads to sobbing.

Thinking deeply or ruminate thinking is shown more by non-depressed college students when compared with depressed students. They engage in deep thoughts mainly when they negative comments. They think about the reason for that negative comments by looking that post or story, or sometimes how to make other's comments positively. So, for that they think harder to get a good idea and make a wonderful post, so that they will get many positive comments.

Vexation

Vexation is a feel of anger and frustration students have when they get negative comments and replies. They feel the same when data got over or network become slow, at the time of uploading posts or stories. We usually get frustrated when we failed to achieve our goal, so here the students if they have attention seeking behavior show, they wanted attention of others and so if they did not meet this goal of attention seeking, they get frustrated and sometimes become angry.

For eg: “I feel very disturbed, irritated when I was unable to upload post because of slow network.”

Anger is a basic emotion which includes, hostility, agitation, and frustration, which can be expressed through facial expressions, their body language, aggressive behavior, and voice tone. It can be bad as well as good according to the situations. Vexation, hostility, and frustration are few shades of anger shown by students in this study. (Balaji Niwlikar, 2022)

Among the group of depressed and non-depressed college students, depressed students get frustrated and irritated and gets angry when they get a negative comment. It may be because they internalize this problem and integrate this problem with their personal problem. So, they get irritated easily in a great level and gets angry towards them. sometimes they give harsh comments to them and sometimes delete the post which made them to get negative comment.

Ignorance

Some students are not at all needing for others attention and so they will not react if they did not get attention, and, they lack the interest in fishing for compliments by getting more likes and positive comments. They feel happy for getting good comments and if not, also they do not feel much. They ignore others words and deeds and move with their own interests. They frame posts and upload those but they are not driven by the attention seeking tendency, but their own interest and satisfaction.

For eg: “I am ok if I get good comments, I don’t have any issues when I get negative comments, since it’s their wish to comment, let them do.”

According to Firestein, ignorance follows knowledge, but many people believe knowledge follows ignorance. Students look for gaps in communities to resolve them. Firestein called this as Thoughtful ignorance. (Stuart Firestein, 2012).

In the study among the group of depressed and non-depressed college students, ignorant behavior is shown more by depressed students, than non-depressed college students. It may be sometimes because they are only involved more into their own problem. Also, it may be because they do not want to spend time with others, since depressed students mostly like to spend time alone. There is another possibility that, the students will be an introvert. So, they do not like to spend more time with others.

Need for affiliation

Table 4.1

Table shows the third super ordinate and subordinate theme for depressed college students with corresponding frequency

Sl.no	Superordinate Themes	Subordinate Themes	Frequency
3	Need for affiliation	Acquaintance	100%
		Texting	30%
		Cozy chat	70%
		Impartiality	70%

Table 4.2

Table shows the third super ordinate and subordinate theme for non-depressed college students with corresponding frequency

Sl.no	Superordinate Themes	Subordinate Themes	Frequency
3	Need for affiliation	Acquaintance	100%
		Texting	40%
		Cozy chat	50%
		Impartiality	80%

It is the need for getting acquainted with others and restoring interpersonal relationships. Through social media, they search for new friends and new relationships and so get to know more peoples and make good friends circle and keep them in their tie of friendship. So, they text all their friends in that social media platform and interact with them face to face to keep connected with them.

According to McClelland, human behavior is associated with three needs, need for power, need for achievement, and need for affiliation. So, in this need for affiliation is urge to have an open, sociable interpersonal relationships with others. Humans are needing for mutually understanding and cooperative relationship. So, this need makes humans exhibit attention seeking behavior to some extent. (McClelland, 1961)

Need for affiliation is equally a need of non-depressed and depressed college students, among the four subthemes found by the researcher; acquaintance, texting, cozy chat, and impartiality. But the scores of few themes are different if considered alone.

Acquaintance

The social media will also provide a way to make good friends and get connected with others. They make more friendship through Instagram and Facebook and get close to them. so they will increase the number of friends in their circle. They do connect with others through face-to-face interaction and through texting.

Getting connected with others is a need of all human being. All 20 students who participated in the interview and study responded that they need to get acquainted with others. So, both the groups show an equal need for getting acquainted with others and increase the friend's circle.

Texting

Students also make friendship by texting or messaging through social media platforms like Instagram, WhatsApp, Snapchat etc. It makes them chat with strangers and make friendship with them. The respondents gave the response by saying that they use the method of texting in Instagram, and WhatsApp for interaction, when the person is a stranger or talking for the first time.

Among the two groups, non-depressed college students responded that texting is a need for them to get connected with others. So mostly they text to others and make good friendship with others. They prefer more texting through social media than cozy chat through face to face. But at the same times the other participants who do not prefer texting as a way for getting connected is that, there is an imaginary boundary in between the communicator and receiver and they are not able to see the reality. So, some prefer less.

Cozy chat

It is the chat by face-to-face contact in a situation. The respondents most of them prefer face to face interaction if they have good relationship with the other person. The reason for this preference is that, we can understand the true emotions while interacting with them. Also, the opposite person also understands our real emotions, so without a barrier understanding the true emotion of both is possible.

For eg: “I like face-to-face interaction, since it is a reality and we can see direct emotions for others.”

Cozy chat is the face-to-face communication and many prefers it, mainly depressed students. It may because of trust issues. Depressed students will have issues in trusting others and so they do not text more and they prefer more direct communication. They get connected with others by direct contact and face-to-face interaction. The reason for this is, that is the reality and they can see direct emotions and expressions of them.

Impartiality

It is the equality as said by the respondents towards everyone while talking with in a group. When we are in a group, it is a norm to talk with everyone not by avoiding some participants and only talking with somebody. But if they face this situation, sometimes they may exhibit some acts to get others attention, like reacting abnormally, getting aggressive or sobbing. But some are opposite, they will not make any actions, they sit simply till they talk with them. And sometimes they will go from there and do their own jobs. In the study, some react by getting aggressive with the group members and some will escape from the situation and some will wait till they talk to them.

For eg: “in a group all are equal and all should have equal voice to express their opinions.”

According to utilitarianism of teleological theories, all individuals are more equals and should be treated equally. It is done because same and identical benefits will be counting the same, since it does not matter, who is beneficiary and who is not. That means, the benefit to a family member and benefit to a stranger counts the same. It is a democratic ethical theory, and so we can use this theory in the study to say that all are equal in a group and should treat equally.

Impartiality is more responded by non-depressed college students than depressed students when compared. They demand impartial and equal treatment of all group members while in group. That is a natural demand of all group members.

Demand for popularity

Table 5.1

Table shows the fourth super ordinate and subordinate theme for depressed college students with corresponding frequency

Sl.no	Superordinate Themes	Subordinate Themes	Frequency
4	Demand for popularity	Proud	30%
		Center of attention	30%

Table 5.2

Table shows the fourth super ordinate and subordinate theme for non-depressed college students with corresponding frequency

Sl.no	Superordinate Themes	Subordinate Themes	Frequency
4	Demand for popularity	Heroism or celebrity	30%
		Center of attention	40%

The students will be having a liking to become famous and viral in social media so they post many attractive images, videos, stories, and statuses and try to become famous. They want others to notice as an amicable person and like celebrities. So, they focus more on becoming popular and have a thought that others are attending me and I am the center of attention.

For eg: 1) “all should behind me, I will not go towards others.”

2) “I need more followers and I will not follow all others, if they did not follow us, I will unfollow them

Demand for popularity is common for all humans, since we have a desire to become famous and viral. There are three subthemes, heroism, proud, and center of attention. Among the three, heroism and need to become a center of attention is shown more by non-depressed college students. But depressed college students feel prouder when they get good comments and positive comments.

Proud

Proud is a feeling of deep pleasure as a result of the qualities of themselves or others who are closely associated with them, or as a result of achievements they had. It is show up of excessive opinion of oneself or importance of oneself. Here they feel this deep pleasure when others give them good comments, and opinions. They get high feel and if they get a negative comment, it will make major effect in their proud and will lead to some adverse effects.

For eg: “I felt proud that day when my friends talked about my reels in their conversation.”

The score for depressed is 3. The feel of proud when they get good positive comments is more for depressed college students than non-depressed students. It is major difference between both the group, since the theme is not found among non-depressed students. The feel of proud when they get good comments and more likes they have that feel since they think that they became popular in front of others.

Center of attention

Becoming center of attention is a dream of almost all students, not only students but others also. The person becomes the focus of everyone. If they lack this attention, it

will hurt them and they do some acts to get attention. Some students reacts when they were not given attention, to make others recognize them and to praise them. This condition is a criterion under personality disorder, narcissistic personality disorder and histrionic personality disorder. So, there is chance for getting affected with personality disorder in future.

For eg: 1) “everyone should talk to me.”

2) “everyone should give me good comments and likes and tag my stories.”

Center of attention is a criterion under histrionic personality disorder in DSM-5. They will have attention seeking behavior, they wanted to be the center of attraction, they make their speech impressionistic and their dressing style will be very much attractive. So, the individuals with these symptoms have a chance to get affected with personality disorders in their future. (DSM-5)

The score for depressed students is 3 and that of non-depressed students are 4. So, more need for becoming center of attention is shown by non-depressed students when compared to the other group. It may be because of the introvert behavior of depressed students; they prefer to sit alone and do not always connect themselves with others.

Heroism or celebrity

To become a star is a need and wish of many students, it is natural. But if this become intense and when they were forced to engage in certain acts in order to achieve the goal of becoming star. As 4 of the respondents said they needed to become a star or a celebrity in front of others, so everyone will recognize us and we will be special for others.

According to the implicit theories of heroism, as per the results obtained from the respondents, heroes are those peoples with great intelligence, loving, caring, talented, creative, religious, motivated, hardworking and can be considered a role model. In the study, participants are asked to identify a personal hero and to explain why they were considered as a hero. The characters were given above was few traits for becoming hero according to them. so, in the study also students wanted to be heroes in front of others in order to get good attention. (Sullivan & Vector, 2010)

For eg: “I want to be s star in front of others, with mass look like a celebrity and I must be special for them.”

Becoming a hero is a need of the students to be a star and become viral in front of others. This need is more shown by non-depressed students, than depressed students, since this theme is not found among depressed students. It may be because of the desire to show off in front of others and friends.

Gratification

Table 6.1

Table shows the fifth super ordinate and subordinate theme for depressed college students with corresponding frequency

Sl.no	Superordinate Themes	Subordinate Themes	Frequency
5	Gratification	Pleasure	100%
		Sobbing	30%
		Sad mood	80%

Table 6.2

Table shows the fifth super ordinate and subordinate theme for non-depressed college students with corresponding frequency

Sl.no	Superordinate Themes	Subordinate Themes	Frequency
5	Gratification	Pleasure	100%
		Sad mood	70%

It is the pleasure gained from the satisfaction of a desire. The study looks for the gratification level they get when they upload posts and videos and they said a 10 out of 10 satisfaction level and they make more posts and upload in social media platform. They also get the extended level of satisfaction when they get comments when a viral and famous person of social media. It is more than normal range of satisfaction.

Blumler and Katz's proposed uses and gratification theory by describing the aim of media users to use social media. They play a major role in selecting and using social media, and they do active communication and goal-oriented behaviour in their use of social media. The researchers posed that the users choose their medium which satisfy their needs and that have alternate choices. People can use social media according to their determination, but not the side effects of its use. This theory exposes the optimistic view of social media, since they have an ability to choose the medium that will influence them and choose an alternate medium which deliver desired influence. The U & G theory looks social media usage from humanistic perspective, that human needs drive the way users use media. (Griffin, 2000).

Gratification is shown more by the depressed college students. It has three sub themes namely, pleasure, sobbing, and sad mood. So depressed college students show more need for gratification than nondepressed students.

Pleasure

Pleasure is a feeling of happiness, satisfaction, and enjoyment. According to Freud, id is the pleasure principle which seeks immediate gratification of all needs, wants, and urges. Likewise, here for the study pleasure means a happiness due to good comments and greater number of likes and followers. It is an expectation of students to have a good number of likes and followers and always a flow of positive comments. If they get those, they become happy and if they did not get they become sad. But here, the study shown that all students from both the groups are getting pleasure when they get good comments and greater number of likes.

Sobbing

It is the sound cry by the individuals when they were unable to achieve their goal, according to this study. They also tend to be frustrated and becomes sentimental if they did not get likes and comments as they expected and, they become more emotional. So, they cry aloud and get attention from others, but it is mainly in the case of children. Here these young adults show their frustration of not getting attention by sobbing.

For eg: "I used to cry loud in front of my mother and close friends, when I get negative comments."

Depressed college students do sob more than non-depressed students according to the study since the score is 3 and 0 for depressed and non-depressed students respectively. They sob may be because of their depressed condition, together when they get negative comments through social media. So, it may also be a bursting out of all sorrows together for this reason.

Sad mood

Sadness is a feeling very much related to depression. But here the term depression cannot be used and so the theme was named as sad mood. So, if they get so, they get very much sad for many days, they will not sleep nicely, thinking about that comment and crying and feeling guilty sometimes.

For eg: 1) "I become so sad and cries for more days till my mind forgets fully or till I get few good positive comments, but still at sometimes I will get reminded of those negative thoughts."

2) "I felt guilty for posting that image, since no one noticed and gave me likes and comments for few days."

A high number of responses was for depressed mood, if they did not get gratification through social media. A score of 8 and 7 for depressed and non-depressed college students was found by the researcher respectively. They may be because of the frustration and sadness they feel when their goals of achieving good comments was not met. So, they think a lot, sob, and feel sad.

Summary

The research design used is a mixed method with qualitative and quantitative methods. So, two methods of analysis are used in the research for analyzing the collected data. In section A, quantitative analysis of data is performed using two tests; Independent sample T-Test and one way ANOVA. In section B, since it is qualitative method, thematic analysis is performed and themes are obtained from data collected as superordinate and subordinate themes. Each theme is explained with studies and reviews.

Independent sample T-Test is used to analyze the association between depression on gender, accommodation, and domicile. one way ANOVA is used to analyze sample T-Test and one way ANOVA. Independent sample T-Test is used to

analyze the association between depression on classes of undergraduates, like first years, second years and third years, and on courses which they are pursuing. The result of independent sample T-test revealed no significant difference in depression with gender and accommodation and revealed a significant relationship for depression with domicile. One way ANOVA also revealed no significant relation for depression with classes and courses of undergraduate college students.

Thematic analysis is performed after coding of the collected data. Superordinate and subordinate themes are made after coding to conduct thematic analysis. Five superordinate themes found by the researcher are, personal validation, suggestibility, need for affiliation, demand for popularity and gratification. The subordinate themes are then found and classified under each superordinate themes. The superordinate themes are personal validation with Abolish posts, Expectant, Escapism, Acceptance and time pass, subordinate themes, suggestibility with ruminant thinking, vexation and ignorance as subordinate themes, Need for affiliation with acquaintance, texting, cozy chat and impartiality as subordinate themes, Demand for popularity with heroism, center of attention and proud as subordinate themes and Gratification with pleasure, sobbing and sad mood as subordinate themes.

TESTING TENABILITY OF THE HYPOSTHESIS

Hypothesis 1

- There will be a significant difference between depression and Gender among college students

Tenability of the hypothesis was tested using independent sample T-test revealed no significant relationship between depression and Gender among college students. On the basis on the above result, hypothesis 1 was not accepted and hence it is restated as, there is no significant relationship between depression and Gender among college students.

Hypothesis 2

- There will be a significant difference between depression and accommodation as day scholars and hostellers among college students

Tenability of the hypothesis was tested using independent sample T-test revealed no significant relationship between depression and accommodation as day scholars and hostelers among college students. On the basis on the above result hypothesis, hypothesis 2 was not accepted and hence it is restated as, there is no significant relationship between depression and accommodation as day scholars and hostelers among college students.

Hypothesis 3

- There will be a significant difference between depression and domicile as rural and urban among college students

Tenability of the hypothesis was tested using independent sample T-test revealed no significant relationship between depression and domicile as rural and urban among college students. On the basis on the above result hypothesis, hypothesis 3 was accepted and hence it is stated as, there is a significant relationship between depression and domicile as rural and urban among college students.

Hypothesis 4

- There will be a significant difference between depression and classes of undergraduates, first years, second years and third years among college students

Tenability of the hypothesis was tested using independent sample T-test revealed no significant relationship between depression and classes of undergraduates, first years, second years and third years among college students. On the basis on the above result hypothesis, hypothesis 4 was not accepted and hence it is restated as, there is no significant relationship between depression and classes of undergraduates, first years, second years and third years among college students.

Hypothesis 5

- There will be a significant difference between depression and courses pursuing by undergraduates among college students

Tenability of the hypothesis was tested using independent sample T-test revealed no significant relationship between depression and courses pursuing by undergraduates among college students. On the basis on the above result hypothesis, hypothesis 5 was not accepted and hence it is restated as, there is no significant relationship between depression and courses pursuing by undergraduates among college students.

CHAPTER 5
SUMMARY AND CONCLUSION

CHAPTER 5

SUMMARY AND CONCLUSION

The study is conducted on college students within the age group of 18 and 21 from Kannur university. It is having two variables involved, depression and attention seeking through social media. The study is to understand attention seeking behaviour through social media among depressed and non-depressed college students. Depression was assessed using Becks Depression Inventory which consists of 21 items. Each 21 items focus on 21 different areas of an individual's life. Using BDI, we can find out the level of depression in students. BDI is administered in 95 students, and is scored and found out 10 students with severe and extreme depression and 10 students with normal ups and downs in their mental state.

The study is conducted by the investigator using mixed method with both qualitative and quantitative research method. For that the sampling method used is purposive sampling according to the purpose of the study. The investigator conducted a pilot study on 95 participants from many batches of undergraduates like BA, BBA, BSc, BCom, etc. Both male and female participants are involved in the study. So, the gender difference is studied. Likewise, the students are from urban and rural areas, which is also considered in this study. The students who are day scholars and hostelers are also considered in the study.

The study started by finding the problem and the selection of two variables, attention seeking through social media and depression. The selected population is college students within the age group of 18 and 21 from Kannur university. Initially as a screening test, a pilot study is conducted on 95 students using Beck's depression inventory to assess the level of depression among the selected population. After scoring of the 95 inventories, the investigator selected 10 students with severe and extreme depression and 10 normal non depressed students. Then the researcher made a questionnaire for assessing the attention seeking behaviour through social media with 20 questions and sub questions which have both open ended and closed ended questions. Then a semi structured interview is conducted on these 20 participants about to assess the social media attention seeking behaviour.

The study is then analysed using SPSS and thematic analysis. T test and ANOVA is conducted for analysing the gender, domicile, accommodation, course, and class Differences in depression. Also, in the case of qualitative study thematic analysis is done to analyse the attention seeking behaviour through social media among the selected population. The study mainly understands which group among depressed and non-depressed college students exhibits attention seeking behaviour through social media.

Other than the main area of study, the researcher also explored more on depression and its difference in gender, domicile, accommodation, classes, and courses of the college students. Since there are both male and female students in the population, there is a curiosity to understand which group among males and females are more prone to depression. Likewise, there are students who lives in rural and urban places, and students who stay in hostel and students as day scholars. So, it is also a need to explore the difference in these accommodation and domicile in the study. The researcher also studied to find any significant difference in the classes and courses in depression.

So, in two sections of the study, then first part is the analysis through SPSS, T test is conducted for analysing significant difference in gender, domicile, and accommodation. Whereas ANOVA is conducted to find the significant difference in classes, first, second, and third-year undergraduates in depression. And in second part, for finding the attention seeking behaviour in depressed and non-depressed college students, those selected 10 participants from each group was called for conducting interview. A semi structured interview was conducted on the 20 participants after making 20 questions with their sub questions and formed data. The data is coded and classified in to super ordinate and sub ordinate themes, and thus thematic analysis is done on them.

Methods in brief

The method used is mixed method, with quantitative and qualitative methods. The population is selected for quantitative study is using simple random sampling, and the sample selected for qualitative study is through purposive sampling method. So, for conducting a pilot study 95 students were randomly selected and they were given Beck's Depression Inventory. It is scored and 10 depressed and 10 non-depressed college students are selected. Then a semi-structured interview was conducted on the

20 samples. The interview questions which assess attention seeking behaviour through social media of 20 questions with its sub questions are used.

The data obtained from the interview is coded and then analysed thematically. Superordinate and subordinate themes are found. The data collected through quantitative method is analysed quantitatively using T-test and ANOVA. The gender, domicile, accommodation, is analysed using T-test and class and course are analysed using ANOVA. The results are then discussed by finding the association between the variables.

Major findings

- 1) The study revealed that there is no significant relationship between depression and Gender among college students.
- 2) The researcher found that there is no significant relationship between depression and accommodation as day scholars and hostelers among college students.
- 3) The study found that there is a significant relationship between depression and domicile as rural and urban among college students.
- 4) The study found that there is no significant relationship between depression and classes of undergraduates, first years, second years and third years among college students.
- 5) The study also found that there is no significant relationship between depression and courses pursuing by undergraduates among college students.

Researcher found five superordinate themes and their subordinate's themes through thematic analysis from the data collected after coding. The major themes and their subthemes are given below;

- 6) Personal validation is a superordinate theme and the subordinate themes under this theme are; abolish posts, expectant, escapism, acceptance and timepass.
 - 6.1) Personal validation is a superordinate theme and is shown more by depressed college students.
 - 6.2) The subordinate theme, "Abolish post" under Personal validation is more exhibited by depressed college students.
 - 6.3) The subordinate theme, "Expectant" under Personal validation is equally exhibited by both depressed and non-depressed college students.

- 6.4) The subordinate theme, “Timepass” under Personal validation is only exhibited by depressed college students.
 - 6.5) The subordinate theme, “Escapism” under Personal validation is more exhibited by depressed college students.
 - 6.6) The subordinate theme, “Acceptance” under Personal validation is more exhibited by depressed college students.
7. Suggestibility is a superordinate theme and the subordinate themes under this theme are; intense post making, ruminant thinking, vexation, ignorance, and privacy.
- 7.1) Suggestibility is a superordinate theme and is shown more by non-depressed college students.
 - 7.2) The subordinate theme, “Ruminant thinking” under Suggestibility is more exhibited by non-depressed college students.
 - 7.3) The subordinate theme, “Vexation” under Suggestibility is more exhibited by depressed college students.
 - 7.4) The subordinate theme, “Ignorance” under Suggestibility is more exhibited by depressed college students.
8. Need for affiliation is a superordinate theme and the subordinate themes under this theme are; acquaintance, texting, cozy chat, and impartiality.
- 8.1) Need for affiliation is a superordinate theme and is shown more by non-depressed college students.
 - 8.2) The subordinate theme, “Acquaintance” under Need for affiliation is equally exhibited by both depressed and non-depressed college students.
 - 8.3) The subordinate theme, “Texting” under Need for affiliation is more exhibited by non-depressed college students.
 - 8.4) The subordinate theme, “Cozy chat” under Need for affiliation is more exhibited by depressed college students.
 - 8.5) The subordinate theme, “Impartiality” under Need for affiliation is more exhibited by non-depressed college students.
9. Demand for popularity is a superordinate theme and the subordinate themes under this theme are; heroism, proud and centre of attention.
- 9.1) Demand for popularity is a superordinate theme and is shown more by non-depressed college students.

- 9.2) The subordinate theme, “Heroism” under Demand for popularity is only exhibited by non-depressed college students.
 - 9.3) The subordinate theme, “Proud” under Demand for popularity is equally exhibited by depressed and non-depressed college students.
 - 9.4) The subordinate theme, “Centre of attention” under Demand for popularity is more exhibited by non-depressed college students.
10. Gratification is a superordinate theme and the subordinate themes under this theme are; pleasure, sobbing, and sad mood.
- 10.1) Gratification is a superordinate theme and is shown more by depressed college students.
 - 10.2) The subordinate theme, “Pleasure” under Gratification is equally exhibited by depressed and non-depressed college students.
 - 10.3) The subordinate theme, “Sobbing” under Gratification is only exhibited by depressed college students.
 - 10.4) The subordinate theme, “Sad mood” under Gratification is more exhibited by depressed college students.

Implications of the study

The result of the present research attempt to investigate attention seeking behaviour through social media among depressed or non-depressed college students. This study is conducted with an aim to understand whether depressed or non-depressed college students exhibits attention seeking behaviour through social media, since social media usage is increasing in a drastic manner. Depression is also a major barrier for the students for their healthy development in their academics as well as their personal life.

The findings of the study reveal a relation with depression and domicile (rural and urban) where students are living. So, it is very much necessary to make more future studies related to this area and association to bring up this issue and make a resolution, since domicile plays a role in depressed state of students. It may be because of lack of facilities and exposures for the students, loosing opportunities to explore the world and understand, sitting alone in their place may make them depressed. Understanding needs of students based on their domicile and make resolutions. Give them special skill training to cope with the situations and to make them more assertive to get their rights done.

Depression has no relation with gender (male and female), accommodation (day scholars and hostelers), class (first years, second years, and third years), and course (BA, BBA, BCom, and BSc) pursuing by the undergraduates according to the study. The reason for no relation might be because of the competency of students to deal sad events in a positive manner or to cope with the stressors or the competency to overcome the hurdles or simply good resilience. But in this world, these all can be a reason for getting depressed and can play a dangerous role in future. As of now, there is no relation but it may cause problems in future, so it is necessary to make students understand from the beginning of their life itself about depression and what makes depression, and how to escape from getting depressed. So, for that teaching coping skills and teach them to maintain a positive life.

Depression is something can be regulated by using and practicing some strategies to escape from getting depressed and can also be reduced when affected, with effective therapies. Clinical depression is common among college students because of their pressure they have from academics and personal life, so they face an imbalance in both areas and as a result a conflict occurs which may result in depression. So, this could be handled with great care, so we can provide them skill training and various programs for stress management, coping strategies, crisis interventions and some relaxation techniques like mindfulness and Jacobson's Progressive Muscle Relaxation Technique.

The over usage of social media may make students addict with the cyberspace and function weakly in the other areas of their life. So, in order to make them understand the difference between over usage and limited usage of social media, it is necessary to give them awareness classes about the usage and the dangerous side of addiction. Also, it is essential to make them understand the demerits of social media. The government can also initiate a social media usage monitoring system for monitoring students over usage. Also, conducting awareness class to make them aware about the use and misuse of social media, its dangers, and ways to come out to addiction if already in that stage.

Personal validation if not satisfied may make students feel inferior when others did not give validation. So, for college students special skill training or life skill training classes to make students acquire good and perfect skills and at the same time to

make them fit for helping others to acquire good skills. Students also shown suggestible behaviour which is not good for their future life. They have a high demand for popularity and to become acquainted with others for like and comment. So, they are losing good and valuable friendship. They also like to become centre of attention in a group. These behaviours should not be promoted. So, skill training classes and counselling can also be provided to students.

Limitations of the study

- The data's taken from the population through interview may have bias
- The qualitative method for data collection was semi-structured interview and so researcher may skip relevant questions to be asked to clients, since all clients are different.
- The sample selected for interviews are not having equal number of representatives in domicile, accommodation, class, and course, even though it has equal representatives from male and female.
- The population of 95 selected for pilot was not having equal representatives from gender, domicile, accommodation, class, and courses they pursuing.
- It is very vast and broad area to be studied, but here researcher only studied few concepts within a short period of time.
- Lack of time to generate in-depth themes

Suggestion for future research

The present study has been focused on the depression and attention seeking behaviour through social media. This study has provided a wide scope for further research in related studies. Based on the understanding gained during the research, there are some important suggestions

For future research in this area.

1. The present study was carried out among 10 depressed and 10 non depressed college students. It can be further studied in larger sample size.
2. The present study only explored two variables: depression and attention seeking behaviour through social media, since it can also add more variables which can affect students.

- 3) Future studies including comparison based on Socio-economic-status, age and parental involvement and nurturing environment of the student. These will be helpful to find more differences among students.
- 4) It would be better doing comparison based on the usage of social media and level of posting stories and images, so that the researcher can understand more clearly about the social media usage and attention seeking behaviour.
- 5) In future studies, if equal number of representatives from all the areas like gender, accommodation, domicile, classes, and courses will provide more reliable research findings.
- 6) A detailed assessment of student's social media attention seeking behaviour together with their informants can also be used in future studies for better reliable results.

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APPENDICES

APPENDIX I
INFORMED CONSENT FORM

This is a research study undertaken for the fulfilment of the researcher's Bachelor of Science program in Psychology. The study is on Understanding burnout and coping among print media journalist. The data for the study will be obtained through semi-structured interview and will be recorded. It is expected to last for 45 minute each participant.

Participation in this research project is voluntary. You have the right to withdraw from the study at any time if you chose not to continue. It is further reinstated that all information will be kept confidential and will be used only for the purpose of above-mentioned research study.

The contact information of the researcher has been provided for participants in order to clarify any concerns or queries about this study. The details of the researcher are given below:

Researcher: Swetha

Phone Number: 9562580665

Email Id: swethamurali9562@gmail.com

Your name and signature below signify that you have read and understood the contents and intentions formed in the consent.

Name:

Signature:

Date:

APPENDIX II**Beck's Depression Inventory**

This depression inventory can be self-scored. The scoring scale is at the end of the questionnaire.

1.

0. I do not feel sad.

1 I feel sad

2 I am sad all the time and I can't snap out of it.

3 I am so sad and unhappy that I can't stand it.

2.

0 I am not particularly discouraged about the future.

1 I feel discouraged about the future.

2 I feel I have nothing to look forward to.

3 I feel the future is hopeless and that things cannot improve.

3.

0 I do not feel like a failure.

1 I feel I have failed more than the average person.

2 As I look back on my life, all I can see is a lot of failures.

3 I feel I am a complete failure as a person.

4.

0 I get as much satisfaction out of things as I used to.

1 I don't enjoy things the way I used to.

2 I don't get real satisfaction out of anything anymore.

3 I am dissatisfied or bored with everything.

5.

0 I don't feel particularly guilty

1 I feel guilty a good part of the time.

2 I feel quite guilty most of the time.

3 I feel guilty all of the time.

6.

0 I don't feel I am being punished.

1 I feel I may be punished.

2 I expect to be punished.

3 I feel I am being punished.

7.

0 I don't feel disappointed in myself.

1 I am disappointed in myself.

2 I am disgusted with myself.

3 I hate myself.

8.

0 I don't feel I am any worse than anybody else.

1 I am critical of myself for my weaknesses or mistakes.

2 I blame myself all the time for my faults.

3 I blame myself for everything bad that happens.

9.

0 I don't have any thoughts of killing myself.

1 I have thoughts of killing myself, but I would not carry them out.

2 I would like to kill myself.

3 I would kill myself if I had the chance.

10.

0 I don't cry any more than usual.

1 I cry more now than I used to.

2 I cry all the time now.

3 I used to be able to cry, but now I can't cry even though I want to.

11.

0 I am no more irritated by things than I ever was.

1 I am slightly more irritated now than usual.

2 I am quite annoyed or irritated a good deal of the time.

3 I feel irritated all the time.

12.

0 I have not lost interest in other people.

1 I am less interested in other people than I used to be.

2 I have lost most of my interest in other people.

3 I have lost all of my interest in other people.

13.

0 I make decisions about as well as I ever could.

1 I put off making decisions more than I used to.

2 I have greater difficulty in making decisions more than I used to.

3 I can't make decisions at all anymore.

14.

0 I don't feel that I look any worse than I used to.

1 I am worried that I am looking old or unattractive.

2 I feel there are permanent changes in my appearance that make me look unattractive

3 I believe that I look ugly.

15.

0 I can work about as well as before.

1 It takes an extra effort to get started at doing something.

2 I have to push myself very hard to do anything.

3 I can't do any work at all.

16.

0 I can sleep as well as usual.

1 I don't sleep as well as I used to.

2 I wake up 1-2 hours earlier than usual and find it hard to get back to sleep.

3 I wake up several hours earlier than I used to and cannot get back to sleep.

17.

0 I don't get more tired than usual.

1 I get tired more easily than I used to.

2 I get tired from doing almost anything.

3 I am too tired to do anything.

18.

0 My appetite is no worse than usual.

1 My appetite is not as good as it used to be.

2 My appetite is much worse now.

3 I have no appetite at all anymore.

19.

0 I haven't lost much weight, if any, lately.

1 I have lost more than five pounds.

2 I have lost more than ten pounds.

3 I have lost more than fifteen pounds.

20.

0 I am no more worried about my health than usual.

1 I am worried about physical problems like aches, pains, upset stomach, or constipation.

2 I am very worried about physical problems and it's hard to think of much else.

3 I am so worried about my physical problems that I cannot think of anything else.

21.

0 I have not noticed any recent change in my interest in sex.

1 I am less interested in sex than I used to be.

2 I have almost no interest in sex.

3 I have lost interest in sex completely.

INTERPRETING THE BECK DEPRESSION INVENTORY

Now that you have completed the questionnaire, add up the score for each of the twenty-one questions by counting the number to the right of each question you marked. The highest possible total for the whole test would be sixty-three. This would mean you circled number three on all twenty-one questions. Since the lowest possible score for each question is zero, the lowest possible score for the test would be zero. This would mean you circles zero on each question.

You can evaluate your depression according to the Table below.

Total Score _____ Levels of Depression

1-10 _____ These ups and downs are considered normal

11-16 _____ Mild mood disturbance

17-20 _____ Borderline clinical depression

21-30 _____ Moderate depression

31-40 _____ Severe depression

over 40 _____ Extreme depression

APPENDIX II

Questionnaire for social media attention seeking behaviour

Gender:

Class:

Course:

Day scholar or hosteler:

Urban or rural:

- 1) a) നിങ്ങൾ സോഷ്യൽ മീഡിയ ഉപയോഗിക്കാറുണ്ടോ?
- b) ഉണ്ടെങ്കിൽ എന്തൊക്കെ?
- 2) a) ഏതു സോഷ്യൽ മീഡിയ പ്ലാറ്റ്ഫോമിന് കൂടുതൽ ഉപയോഗിക്കാറുള്ളത്?
- b) എന്തുകൊണ്ട്?
- c) ഒരു ദിവസം ഏകദേശം എത്ര സമയം നിങ്ങൾ സോഷ്യൽ മീഡിയയിൽ ചിലവഴിക്കാറുണ്ട്?
- 3) a) നിങ്ങൾ മറ്റുള്ളവരുമായി ആശയവിനിമയം നടത്താൻ ഏതു മാർഗ്ഗമാണ് കൂടുതൽ ഉപയോഗിക്കുന്നത്?
- b) ഏതു രത്തിലുള്ള ആശയവിനിമയമാണ് നിങ്ങൾ കൂടുതൽ താല്പര്യം?
- 4) a) ഒരാഴ്ചയിൽ എത്ര തവണ നിങ്ങൾ നിങ്ങളുടെ സോഷ്യൽ മീഡിയ ഡിസ്ക്വൈ പ്രൊഫൈൽ അപ്ഡേറ്റ് ചെയ്യാറുണ്ട്?
- b) മറ്റുള്ളവർ നിങ്ങളോട് പ്രൊഫൈൽ മാറ്റാനോ നല്ലതല്ലെന്നോ പറഞ്ഞാൽ എന്താണ് നിങ്ങൾക്ക് തോന്നാറുള്ളത്??
- 5) a) സ്ഥിരമായി സോഷ്യൽ മീഡിയയിൽ പോസ്റ്റുകൾ ഇടാറുണ്ടോ?
- b) നിങ്ങൾ ഒരു പോസ്റ്റ് ഉണ്ടാക്കി അത് അപ്ലോഡ് ചെയ്യുമ്പോൾ നിങ്ങൾക്ക് എന്താണ് തോന്നാറുള്ളത്?
- 6) ഒരു അവസരത്തിൽ നിങ്ങളെ നിങ്ങളുടെ കൂട്ടുകാർ കളിക്കാൻ വിളിച്ചു. അതേ സമയം നിങ്ങൾക്ക് ഒരു പോസ്റ്റ് അപ്ലോഡ് ചെയ്യാനും ഉണ്ട് നിങ്ങൾ ഇതിൽ ഏത് ചെയ്യാൻ ആണ് കൂടുതൽ താല്പര്യം കാണിക്കുക?

7)സോഷ്യൽമീഡിയകേപണ്ടിനിങ്ങൾഒരുദിവസംഎത്രഡാറ്റാആണ്ഉപയോഗിക്കുക?

8) നിങ്ങൾപോസ്റ്റ് അപ്

ലോഡ്ചെയ്യുമ്പോൾഡാറ്റാഅവസാനിക്കുകയോനെറ്റ്

വർക്കുഭ്യമാകാതെവരുകയോചെയ്താൽഎന്താണ്നിങ്ങൾകേതാനുക?

9) a)നിങ്ങളുടെഒരുപോസ്റ്റ് ന് എത്രലൈക് കമന്റ് കിട്ടണംഎന്ന്

ആണ്നിങ്ങൾ ആഗ്രഹിക്കുന്നത്?

b)അത്കിട്ടാറുണ്ടോ?

c)കിട്ടിയാൽഎന്താണ്തോന്നാറുള്ളത്?

10)a) നിങ്ങളുടെപോസ്റ്റ് ന് ആരുംകമന്റ് അല്ലെങ്കിൽലൈക്

ചെയ്യാതെഇരുന്നാൽനിങ്ങളുടെപ്രതികരണംഎന്തായിരിക്കും?

b)നിങ്ങൾക്ക്എന്താണ്അനുഭവപ്പെടാറുള്ളത്?

11) a)ഫോളോവെർസ്ആണോ following ആണോകൂടുതൽനിങ്ങൾകേപണ്ടത്?

b) എന്തുകൊണ്ട്?

c)വിചാരിച്ചതിൽനിന്നുംഎണ്ണംകുറഞ്ഞാൽഎന്താണ്നിങ്ങൾക്ക്നിങ്ങളെകുറിച്ച്തോന്നുക?

12) a)എപ്പോഴൊക്കെആണ്നിങ്ങൾപോസ്റ്റുകൾഇടാറുള്ളത്?

b) എത്രസമയംഒരുപോസ്റ്റ് ഇടാൻവേണ്ടിഉപയോഗിക്കാറുണ്ട്?

c)എത്രസമയംവരെമെസ്സേജുകളുംപോസ്റ്റുകളുംനോക്കിഅതിന്കമന്റ് ചെയ്യാനുമറുപടികൊടുക്കാനുംഎടുക്കാറുണ്ട്?

13) a) വിഷമമോസന്തോഷമോതോന്നുമ്പോൾപോസ്റ്റ് ഇടാറുണ്ടോ?

c)എപ്പോഴാണ്കൂടുതൽപോസ്റ്റുകൾഅപ്ലോഡ്ചെയ്യാൻതോന്നാറുള്ളത് ?

14)a)സോഷ്യൽമീഡിയയിൽപ്രശസ്തൻആയഒരുവ്യക്തിയെകുറിച്ച്നിങ്ങൾക്ക്എന്താണ്അഭിപ്രായം?b)നിങ്ങളുടെപോസ്റ്റ് ന് അവർമറുപടിതന്നാൽ എന്താണ്നിങ്ങൾകേതാനുക?

15) a)നിങ്ങളുടെപോസ്റ്റ് ന് ഒരുനെഗറ്റീവ്കമന്റ് കിട്ടിയാൽനിങ്ങൾക്ക്എന്താണ്തോന്നുക?

b)നിങ്ങൾഅവരിൽനിന്ന്എന്ത്അഭിപ്രായംആണ്പ്രതീക്ഷിക്കുന്നത്?

16) a) ഒരു പോസ്റ്റ്

വയറൽ ആയി സോഷ്യൽ മീഡിയയിൽ വന്നാൽ നിങ്ങൾ അത് പുനർസൃഷ്ടിക്കാറുണ്ടോ?

b) അങ്ങനെ ശ്രമിക്കുമ്പോൾ അതിന് സാധിക്കാതെ വന്നാൽ നിങ്ങൾ ആസ്വസ്ഥമാകാറുണ്ടോ?

17) a) നിങ്ങളുടെ പോസ്റ്റ് നിങ്ങളുടെ കൂട്ടുകാരുടെയോ മറ്റുള്ളവരുടെയോ പോസ്റ്റുകൾ ആയിട്ട് നിങ്ങൾ താരതമ്യം ചെയ്യാറുണ്ടോ?

b) എന്തുകൊണ്ട്?

c) മറ്റുള്ളവർ എങ്ങനെ ആവണം എന്ന് ആണ് നിങ്ങൾ ആഗ്രഹിക്കുന്നത്?

18) a) ഒരു ഗ്രൂപ്പ് സംഭാഷണത്തിൽ നിങ്ങളുടെ സാന്നിധ്യം വിലമതിക്കപ്പെടാത്തപ്പോൾ നിങ്ങൾക്ക് സങ്കടം തോന്നാറുണ്ടോ?

b) തോന്നാറുണ്ടെങ്കിൽ നിങ്ങൾ എന്താണ് പ്രതീക്ഷിക്കുന്നത്?

19) നിങ്ങളുടെ പോസ്റ്റിനല്ല കമന്റുകൾ ലഭിക്കുമ്പോൾ നിങ്ങൾക്ക് എന്ത് തോന്നുന്നു?

20) മറ്റുള്ളവർ നിങ്ങളെ കുറിച്ചും നിങ്ങളുടെ പോസ്റ്റുകൾ കുറിച്ചും അവരുടെ സംഭാഷണങ്ങളിൽ സംസാരിക്കുമ്പോൾ നിങ്ങൾക്ക് എന്തു തോന്നുന്നു?

UNDERSTANDING STRESS AND COPING AMONG PREGNANT WOMEN

*Dissertation submitted in partial fulfillment of the requirement of the
degree of Master of Science in Counselling Psychology*

Submitted by

THANSEERA USMAN P C

Reg.No: C1PSCP1119



**Department of Psychology
Don Bosco Arts & Science College, Angadikadavu
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2022-2023

CERTIFICATE

This is to certify that this dissertation entitled “**Understanding Stress And Coping Among Pregnant Women**” is an authentic record of research work carried out by **Thanseera Usman P C** during the period of her study at Don Bosco Arts & Science College, Angadikadavu, Iritty – 670706, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

No part of this dissertation has been presented previously for the award of any degree, diploma, associateship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Fr. Dr. Kuriakose Augustine

Assistant Professor

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Examiner 1:

Examiner 2:

DECLARATION

I, **Thanseera Usman P C** do here by declare that this dissertation entitled, **Understanding Stress And Coping Among Pregnant Women**, which is submitted to Department of Psychology, Don Bosco Arts & Science College, is a bonafide record of research work carried out by me, under the supervision and guidance of Ms. Keerthana Sivan V K (Assistant Professor, Department of Psychology, Don Bosco Arts & Science College) in partial fulfillment of the requirements for the Degree of Master of Science in Counselling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship of other similar title or recognition.

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CERTIFICATE

This is to certify that this dissertation entitled, “**Understanding Stress And Coping Among Pregnant Women**” an authentic record of research work carried out by **Thanseera Usman P C**, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology, under my supervision and guidance, and that no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

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Ms Keerthana Sivan VK

Date:

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ABSTRACT

The present research was planned to figure out the stress and coping among pregnant women.. In addition to it, the study also aimed at identifying the differences on socio-demographic variables such as educational level, employment status, number of children, months of pregnancy, economic status and marital status and also investigate the precipitating factors that lead to stress. A total of 10 were subjected to semi-structured in depth interview at the process of data collection. The participants of the study belong to the age group of 19 - 40 years, all of them are non working women. Some of them are graduates. The researcher used Development of Perceived Prenatal Maternal Stress Scale to know the level of stress among pregnant women. It was originally developed to measure stress among people. The statistical tests used were the independent sample t test, one way ANOVA and thematic analysis.

The finding reveals that during pregnant period women bears an enormous level of stress and pregnant women may lack better coping skills. The have issues of psychological resilience, emotional exhaustion, adaptive behaviour, overestimation of capability, problems in family bond, social weariness, problem solving skills, eating disorder, psychological distress, mood swings, sleeplessness, loneliness, fatigue, healthy diet, spiritual dependence.

The precipitating factors of prenatal stress comprise of young age, low level of education, disharmony in relationships, lack of social support, anxiety and depression. The conclusion and suggestion regarding the implications of the study and future directions for the researchers are also discussed.

Key words : stress, coping and pregnant women

CHAPTER 1

INTRODUCTION

CHAPTER 1

INTRODUCTION

The prenatal development period is the time from conception to birth and is sometimes described in terms of first trimester, second trimester and third trimester of three stages which is germinal, embryonic and fetal.

The prenatal period is ten lunar months of 28 days each in length or nine calendar months. However, the period can vary greatly in length, ranging from 180 to 334 days. There are approximately three times as many babies born prematurely as postmaturely.

Meredith has reported that the average length of the prenatal period is 38 weeks or 266 days. However, 70 percent of babies vary from 36 to 40 weeks (252 to 280 days) and 98 percent range from 34 to 42 weeks (238 to 294 days).

Conception happens when the father's sperm cell enters the mother's ovum (egg), shows the beginning of development. The sperm cell and ovum combination creates a zygote, which is a one-celled organism. All other cells in the body develop from this single cell. Each sperm and each egg cell has 23 chromosomes, threadlike chains of DNA, deoxyribonucleic acid that carry genetic information, which unite during fertilization to form 23 pairs of chromosomes.

The three stages of prenatal development include the germinal stage, embryonic stage and fetal stage.

The germinal stage begins at conception when the sperm and egg cell unite in one of the two fallopian tubes. The fertilized egg is called a zygote. Just a few hours after conception, the single-celled zygote begins making a journey down the fallopian tube to the uterus.

Cell division begins approximately 24 to 36 hours after conception. Through the process of mitosis, the zygote first divides into two cells, then into four, eight, sixteen, and so on. A significant number of zygotes never progress past this early part of cell division, with as many as half of all zygotes surviving less than two weeks

Cell division continues at a rapid rate during the approximately week-long journey from fallopian tube to uterus wall. The cells develop into what is known as a

blastocyst. The blastocyst is made up of three layers, each of which develops into different structures in the body.

Ectoderm: Skin and nervous system

Endoderm: Digestive and respiratory systems

Mesoderm: Muscle and skeletal systems

Embryonic stage is the second stage of prenatal development. The beginning of the third week after conception marks the start of the embryonic period, a time when the mass of cells becomes distinct as a human. The embryonic stage plays an important role in the development of the brain.

Approximately four weeks after conception, the neural tube forms. This tube will later develop into the central nervous system including the spinal cord and brain. The neural tube begins to form along with an area known as the neural plate. The earliest signs of development of the neural tube are the emergence of two ridges that form along each side of the neural plate.

Once cell differentiation is mostly complete, the embryo enters the next stage and becomes known as a fetus. The fetal period of prenatal development marks more important changes in the brain. This period of development begins during the ninth week and lasts until birth. This stage is marked by amazing change and growth.

The early body systems and structures established in the embryonic stage continue to develop. The neural tube develops into the brain and spinal cord and neurons continue to form. Once these neurons have formed, they begin to migrate to their correct locations. Synapses, or the connections between neurons, also begin to develop.

Between the ninth and twelfth week of gestation (at the earliest), reflexes begin to emerge. The fetus begins to make reflexive motions with its arms and legs.

During the third month of gestation, the sex organs begin to differentiate. By the end of the month, all parts of the body will be formed. At this point, the fetus weighs around three ounces. The fetus continues to grow in both weight and length, although the majority of the physical growth occurs in the later stages of pregnancy.

The end of the third month also marks the end of the first trimester of pregnancy. During the second trimester, or months four through six, the heartbeat

grows stronger and other body systems become further developed. Fingernails, hair, eyelashes, and toenails form.⁵ Perhaps most noticeably, the fetus increases about six times in size (Cherry, 2020).

Factors that affect the development of the fetus, research on the specific effects of prenatal maternal stress and the resulting negative outcomes for the development of the fetus will be reviewed. While there is knowledge of these harmful effects in scientific and medical communities, researchers are still in the work of discovering the results of these negative effects on human development. Maternal stress also plays a role in the prenatal development affecting the length of gestation. Most commonly, prenatal stress affects birth outcomes including prenatal labour.

Prenatal stress

Prenatal stress (or prenatal maternal stress) is liability of an expectant mother to psychological or physical stress, which can be caused by daily life experiences. Due to the vulnerability and emotional condition of pregnant ladies, around 10-20% of women suffer from mental health concerns during the perinatal period. Prenatal stress can be persistent and chronic, linked to ongoing events in a woman's life, or acute, linked to sudden changes in a woman's daily routine or environment. Division of prenatal stress into two components: objective stress and subjective distress.

Objective stress refers to the amount of difficulties that a woman faces during the period of stress. This can be measured by the number of days that she is exposed to the stressor, the changes that occur to her daily life, and the losses she had due to the stress (e.g. money or wealth).

Subjective distress refers to a woman's personal response to the stressor and can be measured by calculating her emotions and feelings at the time that she was exposed to the stressful event. According to the Developmental Origins of Health and Disease (DOHaD), a wide range of environmental factors a woman may experience during the prenatal period can contribute to biological impacts and changes in the fetus that then causes health risks later in the child's life. Health risks include impaired cognitive development, low birth weight and risk of mental disorders in the offspring. These risks may last for a lifetime. Stress can be the result of fear, anger, grief, jealousy or envy.

There are many causes of maternal stress during pregnancy, the most common of which are the following that is not wanting a child because of marital or financial difficulties

because having a child will interrupt with educational or vocational plans; physical problems that are severe and frequent enough to make the mother-to-be nervous, irritable, and generally emotionally unstable; feelings of inadequacy for the parental role; and fears that the child will be physically deformed or mentally deficient fears that are often increased by mass-media reports of the frequency of birth defects and of specific causes of birth defects, such as rubella and thalidomide. Some women have fantasies and dreams about giving birth to deformed babies which intensify such fears. During pregnancy, women are exposed to wide variety of stressors ranging from pregnancy specific issues such as changes in appearance, changes in interpersonal relationships, pain and fear of labour and delivery, parenting concerns, financial concerns, health of the fetus and fear of medical complications.

Maternal stress affects the developing child both before and after birth. Before birth, severe and persistent glandular imbalance due to stress may result in irregularities in the developing child and complications of delivery or even prematurity. Maternal anxiety affects uterine contractions, with the result that labour lasts longer than normal and the chances of complications are greater because the infant must often be delivered by instruments. Furthermore, anxiety often leads to overeating and excessive weight gain in pregnancy, which further complicates birth.

Prenatal stress is associated with the release of stress hormones including glucocorticoids and catecholamines. High levels of glucocorticoids can enter fetal circulation through the placenta. The hormone may change the metabolism in the fetus and lead to oxidative stress. Oxidative stress of the structures involved in processing pain information in prenatally stressed offspring may result in cell damage, gene alteration, and increased pain responses in humans and animals.

Coping

Coping is defined as the thoughts and behaviors mobilized to manage internal and external stressful situations. It is a term used distinctively for conscious and voluntary mobilization of acts, different from 'defense mechanisms' that are subconscious or unconscious adaptive responses, both of which aim to reduce or tolerate stress. In other words, coping mechanisms are cognitive and behavioural approaches that we used to manage internal and external stressors. (Algorani and Gupta,2021).

The term coping styles refers to a set of relatively stable traits that determine the individual's behaviour in response to stress which is used when individuals are subjected to a stressor. These are congruity over time and across situations. Generally, coping is divided into reactive coping (a reaction following the stressor) and proactive coping (aiming to neutralize future stressors). The two of the primary types of stressors are internal and external. Internal stressors are thoughts and emotions that come from within us that can induce a stress response (Alsentali & Anshel, 2015). Some examples of internal stressors include: Fears such as failure or rejection, Insecurities, Negative self-talk (e.g., "I'm good for nothing"), Creating unrealistic expectations and perfectionism.

External stressors evoke a stress response from outside factors and can sometimes include situations that has no control over (Alsentali & Anshel, 2015). Some examples of external stressors include: Losing a loved one, Being laid off from your job, An upcoming exam or presentation, Learning you have an illness , A car accident. The mechanisms we use to cope may be called approaches or techniques of how we implement our coping skills. Typically, we utilize cognitive and behavioral approaches to cope.

Coping is generally categorized into four major categories which are :

- Problem-focused, which addresses the problem causing the distress: Examples of this style include active coping, planning, restraint coping, and suppression of competing activities.
- Emotion-focused, which aims to reduce the negative emotions associated with the problem: Examples of this style include positive reframing, acceptance, turning to religion, and humor.
- Meaning-focused, in which an individual uses cognitive strategies to derive and manage the meaning of the situation
- Social coping (support-seeking) in which an individual reduces stress by seeking emotional or instrumental support from their community.

When we deal with stressful situations, some of us may feel encouraged to deal with the problem right away, while some of us may want to evade the situation altogether. There is no one correct method to cope with life's stressors, but it is important to be aware of distinct coping styles. There are two primary styles of coping.

- Active Coping is coping with a stressor head-on. Whether you decide to focus on the problem (problem-focused) or how you feel about the situation (emotion-focused), an active coping style is an attempt to cope with the stressor and try to reduce the effect it has on you.
- Avoidant Coping is exactly what it sounds like and involves us avoiding the situation that is eliciting a stress response or ignoring our feelings about the stressor altogether.

Need and significance

Prenatal studies can help prevent complications during pregnancy period and give information about the important steps that they can protect their infants and to have a healthy pregnancy. Prenatal stress can induce persistent changes in the development of the individual. So sufficient studies are needed to be done to take steps against these complications. Over the past decades, it has been well documented that prenatal maternal stress is a intrauterine environmental risk for adverse birth outcomes such as preterm birth, babies with low birth weights, high morbidity and mortality among newborns and postnatal depression among women. In addition, prenatal maternal stress is associated with unplanned cesarean delivery and incidences of complications during labour. The majority of human studies show that mild, moderate and severe stress can have negative influences on pregnancy outcome and the behavioural and physiological development of offspring. Studies related to prenatal stress can make awareness not only in women but in men also how to cope with the situations and which all are the stressors which is greatly affect during pregnancies. These stressors can handle by implementing some coping mechanisms that may help pregnant ladies during pregnancy period. It is important to conduct study about the prenatal stress because it may leads to several issues in both for mother and child.

This study helps to find out the reason for the stress during pregnancy period among women including demographic variables also. This study also helps to encourage coping skills which can use by the pregnant women during pregnancy period.

Statement of the problem

In the present study, the main focus is on stress and coping mechanisms among pregnant women.

Definition of key terms

Theoretical definition

According to Mahaffey B et al.(2000), prenatal maternal stress is an exposure of an expectant mother to psychological or physical stress, which caused by daily life events or by environmental hardships. Around 10-20 % of women suffer from mental health concerns during the prenatal period due to their vulnerability and emotion. According to Folkman (2004), coping is defined as the thoughts and behaviours mobilised to manage internal and external situations.

Operational definition

Prenatal stress refers to the stress that a woman experiences during pregnancy. Coping mechanism is a strategies or technique used to manage the stressful situations.

Main Objective

To understand the level of prenatal stress and coping mechanisms among pregnant women.

Specific Objectives

- To evaluate their fear about labor pain and general fear of childbirth.
- To find out their financial concern related to future baby.
- To understand their intimate partner relationship.
- To evaluate their concerns about their change in appearance after delivery.

Organisation of the report

The present study has 5 parts. The first part is the introduction part and it consists of the topics presentation, need and significance of the study, key term definitions and the objectives. The second chapter consists of the review of the literature. It includes the theoretical background and supporting research studies. The third chapter is a methodology. It consists of population, measures, procedures for data collection and thematic analysis employed for analysis. The fourth chapter is the results and discussions of the study. It consists of the result of the thematic analysis and its discussions. The fifth chapter is the summary and conclusion. It consists of the major findings, implications, limitations of the study and the suggestions for future research. The research report is prepared according to the 7th edition of APA.

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

A literature review is a comprehensive summary of previous research on a topic. The literature review surveys scholarly articles, books, and other sources relevant to a particular area of research. The review should enumerate, describe, summarize, objectively evaluate and clarify this previous research. It should give a theoretical base for the research and help you (the author) determine the nature of your research. The literature review acknowledges the work of previous researchers, and in so doing, assures the reader that your work has been well conceived. It is assumed that by mentioning a previous work in the field of study, that the author has read, evaluated, and assimilated that work into the work at hand (Andries, H.(2022)).

Theories of stress and stress management

- Selye's (1956) General Adaptation Syndrome of stress

Selye's General Adaptation Syndrome of Stress is a model that analyses an individual's response to long term stress which is broken down into three main stages, the initial alarm stage, the interim resistance stage and finally the exhaustion stage. If the stressor persists the individual will progress through each of the stages, and in some cases disease and even death can result.

During the alarm stage the body reacts to the stressor with a 'fight or flight' response in which the parasympathetic nervous system is activated and hormones (e.g. adrenalin and noradrenaline) are released from the adrenal medulla. If the stressor remains, the body then goes into the resistance stage during which it may outwardly appear to be functioning normally, however levels of blood glucose, cortisol (stimulated by adrenocorticotrophic hormones known as ACTH) and adrenaline remain higher than normal and the individual's heart rate, blood pressure and breathing will be higher than normal. The individual may appear calm but they are physically and mentally at 'action stations' (currentnursing.com, 2014). During the final, exhaustion stage the further release of ACTH is inhibited by the hormones it has already stimulated and the levels of ACTH itself circulating in the blood. At this point the body begins to use up its energy reserves or resources and the body cannot function adequately. Blood sugar levels drop and the individual becomes vulnerable to disease and death. As Nicky Hayes (1994, p450) states 'This final stage produces an immediate and strong –

sometimes excessive – reaction to even mild sources of additional stress’(UKEssays,2018).

- Folkman & Lazarus’ (1984) Cognitive Appraisal Theory of stress

Unlike the GAS model of stress, the Cognitive Appraisal Theory of stress focuses on an individual’s cognition of a stressor which informs their emotional response. It is ‘a theory of emotion which implicates peoples personal interpretation of an event in determining their emotional reaction’. The way in which an individual interprets the stressor is significant and according to Folkman and Lazarus we respond to a stressful event or situation by making a primary appraisal, during which we assess whether the event is harmful to us either physically or in terms of our esteem, core beliefs and our values or goals (Folkman, 1986).

Theories of coping

The coping theory is a vast area of study that is classified into two independent parameters:

- Focus-oriented theories (trait and state).
- Approach-oriented theories (micro-analytic and macro-analytic).

The focus-oriented state and trait theories of coping recognize a person’s internal resources and mental capacities for evaluating how well he can adapt to a situation. The approach-oriented micro and macro analytic coping theories revolve around how concrete or abstract the coping mechanisms are.

- Macro-analytic trait oriented theories

1. Repression-sensitization

This theory explains that coping happens along a bipolar dimension with repression at one end and sensitization at the other. People who cope by repression tend to deny or ignore the presence of a stressor to minimize its effect. On the flip side, sensitizers tend to react with extreme thoughts, worrying, and obsessive impulses to cope with the sudden encounter (Cohen & Lazarus, 1979).

2. Monitoring and Blunting Theory

This theory explains that one can reduce the impact of a stressful stimulus by using his cognitive processes. Blunting mechanisms such as denial, restructuring, and

distraction help overlook temporary stressors. Monitoring strategies, including information processing and emotional management, are more helpful for dealing with ongoing negative stress and anxieties.

3. Model of Coping Modes (MCM)

This theory is an extension of the monitoring-blunting model and has some connections to the repression-sensitization theory. It expands on the concept of cognitive avoidance and suggests that we are naturally inclined to avoid a stressful situation and perceive it as ambiguous.

- Macro-analytic state oriented theories

Lazarus and Folkman's model stated that successful coping mechanisms depend on the emotional functions related to the problem. Lazarus classified eight such functions that most of us use for active coping.

These include:

Self-Control – where we try to control our emotions in response to stress.

Confrontation – where we face the pressure and retaliate to change the situation and bring it back to our favor.

Social support – where we talk to others and look for social connections to help us survive a difficult time.

Emotional distancing – where we stay indifferent to what is going on around and prevent the distress from controlling our actions.

Escape and avoidance – where we deny the existence of stress as a coping response.

Radical acceptance – where one resorts to unconditional self-acceptance for adapting to adversity.

Positive reappraisal – where we seek to find the answer in the struggle and grow from it.

Strategic problem-solving – where we implement specific solution-focused strategies to get through the tough time and redirect our actions accordingly.

LITERATURE REVIEW OF PRENATAL STRESS

Terri A Levine has conducted a study on the topic “Prenatal stress and Hemodynamics in pregnancy: a systematic review”. Aim of the study was to assess the quality of evidence available to date regarding the relationship between prenatal stress and maternal, fetal hemodynamics. For data collection, a specifically designed data extraction form was used.

Terri Combs-Orme and Daphne S Cain has conducted a study on the topic “Prenatal stress, Poverty and Child Outcomes”. Researchers of this study have included explored children’s perspectives on poverty using quantitative methodologies. This study was a longitudinal study of 246 mothers and infants, recruited between February and November of 1999 from the Mother- Baby unit of a large university-affiliated hospital in a mid size southeastern city. The method of sampling of this study was Probability sampling. Data collection using standardised instruments: observation of the child, mother and environment and reports of infant activities using a diary format. The analysis method of this study was narrative analysis. Result of this study illustrates the lives of the poor and non-poor infants with the help of graphs. The consistency with which poor infants were disadvantaged within and across domains. This research indicates that macro level variables, such as socioeconomic status, influence child wellbeing and outcomes.

Binod Kumar Deo and his Colleagues has conducted a study on the topic “A study on Pregnancy, Perceived Stress and Depression”. This is a prospective, cross sectional study done in B.P. Koirala Institute of Health Sciences. The objectives of the study are to describe the clinical and Sociodemographic profile, to explore the level of stress and to assess the depression among the pregnant women. Sample size of this study was 100 due to inconvenience and unwillingness of participants. Instruments used for this study were the Sheldon Cohen’s Perceived Stress scale, Holmes and Rahe’s Social Readjustment scale and David Goldberg’s General Health Questionnaire-12. Collected data of this study was entered into excel sheet and descriptive analysis was done in tabulated format using total numbers and percentages. Result of this study by evaluating using Perceived stress scale scoring, 22% of participants were having mild stress and 6% had moderate level of stress. On interpreting the life event score scale, risk of developing depression was upto 50% in 42 participants, >50% in 33 participants. Risk of developing depression about >80% was found in 9 participants.

The conclusion of this study was pregnant women were mainly of age range 15-25, all literate and about 50% were home makers. About 28% were mild to moderately stressed and 48% had possibility of developing sickness. Nearly half of pregnant women were mild to moderately depressed.

Another study conducted on the topic “Prenatal Stress and Sleep Quality Influence on Antenatal Women Psychological Capital in Mother/Child Hospital on Akure, Ondo State” by Ajele Kenni Wojujutari and his colleagues. The main objective of this study was to assess pregnant women psychological capital before birth. Research design of this study was a cross sectional survey design used to examine the influence of prenatal stress, sleep quality on antenatal women psychological. The population of this study consisted of pregnant women attending antenatal clinic at Akure, mother/child clinic hospital in Akure, Ondo State. The study used convenient sampling technique; where by available potential respondents were approached individually on their antenatal clinic days to select 238 participants. Instruments used for this study was Psychological Capital Questionnaire was developed by the Luthans, Avolio, Avey & Norman. The A-Z Stress Scale consists of 30 items which measure pregnancy related stress and the Pittsburgh Sleep Quality Index (PSQI) was used to assess the antenatal women sleep quality. The PSQI is based on eighteen self-reported questions. Data collected of this study were analyzed using regression and One-Way Analysis of Variance was used to test the hypotheses. Result of this study were included a total of 238 participants. Most 37.5% had tertiary educational level, 28.2% were civil servants, 45.8% of the respondents already had children between 3 to 6, and only 55.5% of the respondents were Christian.

Suzanne King and David P Lapland conducted a study on the topic “The effects of prenatal maternal stress on child project ice storm”. The area of Québec that was worst hit by the storm was the region called the Montérégie, an area southeast of Montreal that is mainly suburban and rural and which came to be known as “the Black Triangle”. Approximately 20 doctors identified more than 1400 women who met their inclusion criteria: They were pregnant on January 9, 1998 or became pregnant during the 3 months following the storm, were 18 years of age or older, and spoke fluent French. The 22-item scale describes symptoms from three categories relevant to post-traumatic stress disorder: Intrusive thoughts, hyperarousal and avoidance. A French-version of the scale was developed and validated by their team (Brunet et al. 2003) to

reflect the mothers' symptoms relative to the ice storm crisis. Participants respond on a 5-point Likert scale, from Not at all to Extremely, the extent to which the behaviour describes how they felt over the preceding seven days.

To assess the severity of maternal psychiatric and stress-related symptoms in general, researchers have used, at various times, either the General Health Questionnaire (Goldberg 1972) which includes scales reflecting anxiety, depression, somatic symptoms and dysfunction.

LITERATURE REVIEW OF COPING MECHANISMS

Ganesan Y, Talwar P, Norsiah Fauzan and Oon Y.B conducted a study on the topic "A Study on the Stress Level and Coping Strategies among Undergraduate Students". The purpose of the study was to study the relationship between stress and coping strategies among university students. Eighty- six university students participated in the study. A quantitative study utilizing a cross sectional non-probability sampling research design was used to gather data. The data was collected using a questionnaire with the addition of Perceived Stress Scale (PSS) and the Adolescent Coping Scale (ACS) were administered. The result of this study indicated that majority of the university students have moderate level of stress. There was a significant inverse relationship between stress level and coping strategies among undergraduates. However, when students are unable to cope with stress, they can become a burden. It is recommended that students should be encouraged to take part in extra-curricular activities such as sports to reduce stress.

Goergeta Sinenscu and Raban-Motounu Nicoleta conducted a study on the topic "Anxiety and Coping Mechanisms". The aim of the research was to study the association between anxiety (state or trait) and different coping mechanisms. Investigators used a correlational study, including psychometric and statistical methods. The instruments used were: psychometric (The State-Trait Anxiety Inventory, The Proactive Coping Inventory, and COPE) and statistical methods. Research involved 108 participants (54 females, 53 males) with ages between 18 and 45 years, most of them students at the University of Pitești. The results confirmed the general hypothesis, and also revealed a strong negative association trait anxiety and reflective coping, and a positive one between state anxiety and preventive coping. Conclusions of the study was the development of personal resources (proactive coping), especially solving problems

and reflection may act as a protective factor in front of transforming normal fear into anxiety.

Another study has conducted by Gino Pozzi and his colleagues on the topic “Coping Strategies in a sample of Anxiety patients: Factorial Analysis and Associations with Psychopathology”. The aim of the study is to determine which factors may exist within the Brief-COPE (Brief Coping Orientation to Problems Experienced – COPE – Inventory) in an Italian sample of patients with anxiety disorders; and if these factors correlate with the severity of psychopathology or with other characteristics. Total sample of the study consist 148 patients was recruited. The Brief-COPE inventory, the Symptom Check List 90-Revised, the Penn State Worry Questionnaire, the Zung Anxiety Status Inventory and the Zung Self-Rating Anxiety Scale were administered. All data were entered in SPSS database. An $\alpha = 0.05$ was chosen for all statistical analysis. Descriptive analysis were first performed on the sample. Non parametric statistics were carried out, namely Chi-square test for categorical variables and Mann-Whitney test for continuous variables, correlations were calculated by means of Spearman’s coefficient. Linear regression was used for estimate of associations for continuous variables. Results of the study is Factor analysis of the Brief-COPE yielded nine factors accounting for 65.48% of the variance. Patients scored higher on Searching Support, followed by Acceptance, Changing Perspective, and Problem Solving. Associations between measures of psychopathology and factors of coping strategies, mostly Searching support and Avoidance, were found. Conclusions Data of the present study support a nine-factor structure of the Brief-COPE that includes five broad dimensions of coping. Psychopathology was mostly related to Searching support and Avoidance factors, showing that these strategies may reflect ineffective ways of coping; Problem solving and Changing perspective could be a valid approach to moderate anxiety/depression symptoms and psychopathology in general.

Carl Kho conducted a study on the topic “Stressors and Stress Coping Strategies on Online Learning among Senior High School Students during COVID-19”. This study aims to investigate the leading levels of stressors, the levels of positive and negative coping mechanisms, as well as to see if a relationship between the stressors and coping mechanisms is established. This study measured variables and described frequencies, averages, and correlations. Numerical data collected in a research project can be analyzed quantitatively using statistical tools descriptively or in an inferential

manner. Thus, the researchers will be using a quantitative research design to answer the problems presented. For this study, the stressors and coping mechanisms were sourced and measured using two validated sources: the Dental Environmental Stress (DES) from the study of Myrvold (2017) and the COPE Inventory (2013). To test the hypothesis that there is no relationship between the different stressors and coping mechanisms, a Google Form containing three sections—one for demographics, one for stressor identification, and one more for identifying the coping mechanisms used—was distributed to 73 senior high school students of STEC (95% confidence level & 10% margin of error. Calculated with Slovin's formula). The results accepted the null hypothesis, indicating that the senior high school students from STEC are stressed and are affected by different stressors. They partake in different, multiple coping mechanisms influenced by the environments they are exposed to. It can then be concluded that distance learning or online class brought upon by the COVID-19 is placing students at a position where they are highly stressed in all the aforementioned categories. However, this does not indicate that the pandemic is the sole reason for the high levels of stress. Because of stress, students partake in different coping mechanisms. The researchers, however, found a very weak or no correlation between the stressors and coping mechanisms.

Another study conducted by Panshuo Shen and Paul Slater on the topic “The Effect of Occupational Stress and Coping Strategies on Mental Health and Emotional Well-Being Among University Academic Staff During the COVID-19 Outbreak”. This study aims to investigate the current status of occupational stress, coping styles, mental health and emotional well-being of university academics during the COVID-19 outbreak in Northern Ireland, and examine the effect of stress and coping strategies on mental health and emotional well-being. A cross-sectional online survey was conducted using a sample size of 87 academic staff working in a university in Northern Ireland. SPSS version 25 was used to analyse the collected data. The results showed academics experienced moderate stress levels, and distraction behaviours were the most common form of coping mechanism. Academics were in the moderate status of mental health and poor emotional well-being. Occupational stress has a significant effect on mental health and emotional well-being. Positive reframing and acceptance coping styles have an impact on emotional well-being. This study contributes to the understanding of occupational stress, coping strategies, mental health and emotional well-being of

academics in higher education in Northern Ireland. The findings can help to develop reliable methods to inform policy on health and well-being for university academics, which in turn lead to increased productivity at work.

LITERATURE REVIEW OF PRENATAL STRESS AND COPING MECHANISMS

Janina Goletzke and his colleagues conducted a research on the topic “Prenatal Stress Perception and Coping Strategies: Insights from a Longitudinal Perspective Pregnancy Cohort”. This study aimed to assess perceived stress over the course of pregnancy. Moreover, researchers examined whether social support and coping styles are linked to prenatal stress trajectories. Methods Data from 543 women participating in the PRINCE (Prenatal Identification of Children Health) study, a prospective population-based cohort study, was used for the present analyses. Questionnaires regarding different psychometric measures, including the Perceived Stress Scale (PSS). Linear mixed regression models were used to examine perceived stress development longitudinally and to relate social support and coping styles to stress trajectories during pregnancy. Results A significant decrease of perceived stress was observed over the course of pregnancy. Stratifying the study sample according to parity, women delivering their first child had continuously lower perceived stress scores compared to women having already one or more children, and a significant decrease during pregnancy was exclusively observed in primiparous women.

Syeda Rabia and her colleagues conducted a study on the topic “Coptic Strategies in Women with Anxiety and Depression During Prenatal Period”. The main objective of this study is to determine the frequency and association of coping strategies with different levels of anxiety and depression. A cross-sectional study was carried out in private hospitals of Karachi, from January to May 2017. Data was collected from pregnant women willing to participate in the study by using non-probability convenient sampling. A questionnaire was used to gather socio-demographic and obstetric data after informed consent from pregnant women. Hospital anxiety and depression scale (HADS) was used to identify different levels of anxiety and depression. Coping strategies were assessed by using brief inventory results which were assessed on SPSS 16. Study group included 400 women between the ages of 18 to 38 years with a mean age of 27.08 ± 4.074 . The result of this study is the adaptive strategies were used by 23.3% of the study group. Maladaptive strategies were adopted

by 17.9% of women and 58.9% were using both adaptive and maladaptive strategies. There was a significant association of adaptive strategies and women appearing normal on HADS scale whereas there was negative association with maladaptive strategies and normal behaviour. Women with borderline anxiety were using only combination of both types of strategies. Women using maladaptive strategies were having significant association with abnormal level of anxiety with borderline depression and abnormal depression. Active coping, instrumental, planning, and positive reframing were protective for abnormal anxiety and abnormal depression. Religious practices were protective for abnormal anxiety only.

Another study conducted by Mahbobeh Faramarzi and her colleagues on the topic “Relationship of Coping Ways and Anxiety with Pregnancy Specific Stress”. The main objective of this study is to explore whether coping strategies and general anxiety are associated with pregnancy-specific stress (PSS) and how much of variance of PSS is explained with these variables. Method of this study is a cross sectional study was conducted at two teaching hospitals between November 2013 and December 2015. Total 190 pregnant women completed the study. The participants completed three questionnaires including; Pregnancy experience scale (PES-41), Ways of Coping Questionnaire (WCQ), and State-Trait anxiety inventory (SATI). Pearson coefficients and analysis of regression was done to assess the correlations between variables. Results Pregnant women who experienced higher mean level of pregnancy specific-stress had significantly higher mean level of occult anxiety, overt anxiety, and total anxiety than women who did not experience PSS. Although there was a positive and significant relationship between intensity of hassles and uplifts and ways of coping, the correlation between PSS and ways of coping was not significant. The results of analysis regression showed that general anxiety during pregnancy predicted 25% of the variance of PSS. Also, ways of coping predicted 38% of the variance in pregnancy Hassles.

Raquel Gonzalez Ochoa and her colleagues did a study on the topic “Psychological factors as Coping Skills to Attenuate the Gestational Stress Response”. The aim of this study was to understand how pregnant women perceive motherhood, pregnancy stressors and the psychological factors that attenuate the stress response. Materials and methods A qualitative study was conducted that explores the perception of gestational stress in 32 pregnant women who were recruited in different Health Centers. Semi-structured interviews were carried out which were conducted by the PhD

student in charge of the project and each interview lasted 15–20 minutes. Since the interviews were audio-recorded they were transcribed and the information was then categorized according to the three issues raised in the objective (motherhood, pregnancy stressors, and psychological factors that attenuate the stress response). Results and conclusions researchers found that the gestational stress response and also its magnitude are influenced not only by how women perceive the aspects, but also and most importantly by its articulation. The results show that gestational stress is only attenuated when women perceive and cope with both the positive and negative aspects of pregnancy and motherhood.

Hypothesis

1. Educational level

1.1. There will be a significant difference in Perceived social support based on educational level among pregnant women.

1.2. There will be a significant difference in Pregnancy specific concern based on educational level among pregnant women.

1.3. There will be a significant difference in Intimate Partner relationship based on educational level among pregnant women.

1.4. There will be a significant difference in Economic concern based on educational level among pregnant women.

2. Employment status

2.1. There will be a significant difference in Perceived social support based on employment status among pregnant women.

2.2. There will be a significant difference in Pregnancy specific concern based on employment status among pregnant women.

2.3. There will be a significant difference in Intimate Partner relationship based on employment status among pregnant women.

2.4. There will be a significant difference in Economic concern based on employment status among pregnant women.

3. Number of children

3.1. There will be a significant difference in Perceived social support based on number of children among pregnant women.

3.2. There will be a significant difference in Pregnancy specific concern based on number of children among pregnant women.

3.3. There will be a significant difference in Intimate Partner relationship bases on number of children among pregnant women.

3.4. There will be a significant difference in Economic concern based on number of children among pregnant women.

4. Months of pregnancy

4.1. There will be a significant difference in Perceived social support based on months of pregnancy among pregnant women.

4.2. There will be a significant difference in Pregnancy specific concern based on months of pregnancy among pregnant women.

4.3. There will be a significant difference in Intimate Partner relationship based on months of pregnancy among pregnant women.

4.4. There will be a significant difference in Economic concern based on months of pregnancy among pregnant women.

5. Economic status

5.1. There will be a significant difference in Perceived social support based on economic status among pregnant women.

5.2. There will be a significant difference in Pregnancy specific concern based on economic status among pregnant women.

5.3. There will be a significant difference in Intimate Partner relationship based on economic status among pregnant women.

5.4. There will be a significant difference in Economic concern based on economic status among pregnant women.

6. Marital status

6.1. There will be a significant difference in Perceived social support based on marital status among pregnant women.

6.2. There will be a significant difference in Pregnancy specific concern based on marital status among pregnant women.

6.3. There will be a significant difference in Intimate Partner relationship based on marital status among pregnant women.

6.4. There will be a significant difference in Economic concern based on marital status among pregnant women.

CHAPTER 3
METHOD

CHAPTER 3

METHOD

Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability. More specifically, it's about how a researcher systematically designs a study to ensure valid and reliable results that address the research aims and objectives. Methods enable the researcher to look into the problem in meaningful orderly way. The Advanced Learner's Dictionary of Current English lays down the meaning of research as "a careful investigation or inquiry especially through search for new facts in any branch of knowledge." Redman and Mory define research as a "systematized effort to gain new knowledge (Kothari, 2008).

Research is an academic activity and as such the term should be used in a technical sense. According to Clifford Woody research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis (Kothari, 2008).

The search for knowledge through objective and systematic method of finding solution to a problem is research. The systematic approach concerning generalization and the formulation of a theory is also research. The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered as yet (Kothari, 2008).

The method used in the present study is a qualitative method, as the topic for the study requires an in-depth exploration. This study attempts to investigate the stress and coping mechanisms in pregnant women. The study was conducted in different phases. In the first phase, initial preparation, the investigator conducted a pilot study in a small group. From that stress was assessed among 10 pregnant ladies. The second phase of the research, data collection, was done with semi structured interviews. Third phase of the study was data analysis, carried out using thematic analysis. In the last, fourth phase of the study the data collected was consolidated of the study.

Research design

The research that is chosen by the researcher allows them to utilise the methods that are suitable for the study and to setup their studies successfully in the future as well. The research design is intended to provide an appropriate framework for a study. A very significant decision in research design process is the choice to be made regarding research approach since it determines how relevant information for a study will be obtained; however, the research design process involves many interrelated decisions.

The preparation of the research design, appropriate for a particular research problem, involves, the means of obtaining the information, the availability and skills of the researcher and his staff, explanation of the way in which selected means of obtaining information will be organized and the reasoning leading to the selection, the time available for research and the cost factor relating to research, i.e., the finance available for the purpose (Kothari, 2008).

This research is structured in the approach of qualitative research design. “Quality refers to the what, how, when and where of a thing - it’s essence and ambience. Qualitative research thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols and descriptions of things. In contrast, quantitative research refers to counts and measures of things” (Berg et al., 2004).

The problem in the present study is to find the stress and coping mechanisms among pregnant women.

Participants

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. Sample design is determined before data are collected. The researcher must decide the type of sample he will use i.e., he must decide about the technique to be used in selecting the items for the sample. In fact, this technique or procedure stands for the sample design itself (Kothari, 2018).

Considering the availability of populations convenient sampling is selected. Convenient sampling is usually low cost and easy with subjects readily available.

The universe consists of all survey elements that qualify for inclusion in the research study. The precise definition of the universe for a particular study is set by the research question, which specifies who or what is of interest. The universe may be individuals, group of people, organisations, or even objects.

Population is a distinct group of individuals, whether that group comprises a nation or a group of people with a common characteristic. A population is the pool of individuals from which a statistical sample is drawn for a study. Thus, any selection of individuals grouped together by a common feature can be said to be a population (Osikhotsali, 2022).

For the present study, Kannur district is taken as the universe and pregnant women are taken as the population. Sample size is 10.

Inclusion criteria

Pregnant women of any trimester.

Pregnant women who are in the age of 19-45.

Exclusion criteria

Pregnant women who were diagnosed with serious mental illness were excluded from the study.

Pregnant women with physical disability.

A total of 10 pregnant women were subjected to semi-structured in depth interview at the process of data collection. The participants of the study belong to the age group of 19 to 45 years.

Variables

Variable is a term frequently used in research projects. It is pertinent to define and identify the variables while designing quantitative research projects. A variable incites excitement in any research than constants. It is therefore critical for beginners in research to have clarity about this term and the related concepts.

Categorisation of participants according to sociodemographic variables

For the purpose of different analysis in the present study, the participants were divided into different groups based on their sociodemographic variables such as educational level, employment status, number of children, months of pregnancy, economic status, marital status. The details are given in the table form as follows ;

Classification of samples based on educational level

Educational level are the developmental differences of students how the learning environments are structured. The component of prenatal stress and coping mechanisms may vary among educational level. So it is taken consideration in the present study. The sample was classified on the basis of educational level into four categories. The details of the classification are given in the table 3.2.

Sl.No	Educational level	No. of participants percentage
1	High school	11.5%
2	Undergraduation	49.4%
3	Postgraduation	20.7%
4	Diploma	18.4%

Classification of samples based on employment status

An employment status refers to the rights and protections that employees are entitled to at work. The employment status determines the responsibilities that an employer owes to the employee. The component of prenatal stress and coping may vary among employment status. So it is taken consideration in the present study. The sample was classified on the basis of employment status into two categories. The details of the classification are given in the table 3.3.

Sl. No	Employment status	No. of participants percentage
1	Employed	88.5
2	Unemployed	11.5

Classification of samples based on number of children

The number of the children refers to the number of children who are living at home and have the status of a child. The component of prenatal stress and coping mechanisms may vary among number of children. So it is taken consideration in the present study. The sample was classified on the basis of number of children into four categories. The details of the classification are given in the table 3.4.

Sl. No	Number of children	No. of participants percentage
1	Zero	51.7%
2	One	31%
3	Two	12.6%
4	More than two	4.6%

Classification of samples based on months of pregnancy

Pregnancy consists of 9 months and this is divided into three trimesters. First, second and third trimester. The component of prenatal stress and coping mechanisms may vary among months of pregnancy. So it is taken consideration in the present study. The sample was classified on the basis of months of pregnancy into three categories. The details of the classification are given in the table 3.5.

Sl. No	Months of pregnancy	No. of participants percentage
1	0-3	24.1%
2	3-6	21.8%
3	6-9	54%

Classification of samples based on economic status

A way of describing people based on their education, income and type of job. This usually describes as low, middle and high. The component of prenatal stress and coping mechanisms may vary among economic status. So it is taken consideration in the present study. The sample was classified on the basis of economic status into three categories. The details of the classification are given in the table 3.6.

Sl. No	Economic status	No. of participants percentage
1	High	1.1%
2	Middle	98.9%
3	Low	0%

Classification of samples based on marital status

The marital status refers to the state of being either married or not married. The component of prenatal stress and coping mechanisms may vary among marital status. So it is taken consideration in the present study. The sample was classified on the basis of marital status into four categories. The details of the classification are given in the table 3.7.

Sl. No	Marital status	No. of participants percentage
1	Married	98.9%
2	Separated	0%
3	Widowed	1.1%
4	Divorced	0%

Variables of this research:

Prenatal stress

According to Mahaffey B et al.(2000), “prenatal stress is an exposure of an expectant mother to psychosocial or physical stress, which caused by daily life events or by environmental hardships. Around 10-20 % of women suffer from mental health concerns during the prenatal period due to their vulnerability and emotion”. It is clear that the psychosocial, cultural, environmental stressors experienced during gestation can be detrimental to pregnancy and maternal and foetal health and recent studies suggest that prenatal stress can have consequences that span generations. The concept of a stressor encompasses change in, for example, personal life, job status, housing,

domestic violence and family makeup which require adaptive coping behaviour on the part of the affected individual.

Coping mechanisms

“Coping is basically defined as the cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resource of the person”(Isil,2015). Coping mechanisms can help people adjust to stressful events while helping them maintain their emotional well-being. It is used to manage an external situation that is creating problem for an individual. Coping styles can be problem focused also called instrumental or emotion focused. It is typically associated with the methods of dealing with the problem. Coping mechanisms can be broadly categorised as active and avoidant.

Procedure for data collection

Phase 1 : Initial preparation

Phase 1 of the study involves conducting the pilot study and used Development of Perceived Prenatal Maternal Stress Scale based on the pilot study conducted. Details are described below

Pilot Study

The investigator conducted a pilot study in order to find out the possibility of conducting the study in the selected population. The selected area for study was Kannur. The sample consisted of 85 participants of which were all pregnant women. 10 out of 85 pregnant women were selected as the sample who were in high degree of stress. This was done using the Development of Perceived Prenatal Maternal Stress Scale. The investigator found that the study is relevant and feasible to proceed by evaluating the responses of the participants. Based on this pilot exploration, the design and tool for the actual study was prepared.

Tools used for pilot study

Development of Perceived Prenatal Maternal Stress Scale

For the pilot study, the researcher used Developmental of Perceived Prenatal Maternal Stress Scale. It was originally developed to measure stress women during pregnancy period. This scale was developed by P Sreeja Gangadharan and S.P.K. Jena. The purpose of this scale is to assess both the general and pregnancy specific stress by

adopting a multidimensional approach to the construct. This scale consists of 31 items designed to assess the stress of pregnant women. This scale will facilitate proper assessment and evaluation of construct more efficiently. This will help to provide timely intervention to the vulnerable and thereby prevent a large number of adverse birth outcomes as well as post natal depression among women. This scale has four sub scales which are relevant for the study: Perceived social support, Pregnancy-specific concerns, Intimate partner relations and Economic concerns. This scale enrich the existing knowledge about prenatal maternal stress among various health care professionals.

Administration

The instructions for the participants are given together with the questionnaire. The instructions are: "Please be honest and accurate as you can throughout. Try not to let your response to one statement influence your response to other statements. There are no correct or incorrect answer. Answer according to your own feelings, rather than how you think most people would answer". There are no particular columns provided for marking the answers. The answer options are Never, Rarely, Sometimes and Always. Never=0, Rarely=1, Sometimes =2, Always =3. The participants can read these options and write the most suitable option to the side of each items.

Scoring

The Development of prenatal maternal stress scale is easily scored by summing individual items for each of the subscales.

Reliability

Reliability of the scale is assessed by using Cronbach's alpha (alpha = 0.83).

Validity

The items were subjected to content validity assessment by 23 subject matter experts including gynaecologists, nurses and psychologists. The validity of the scale is 0.85.

Phase 2: Data Collection

Phase 2 of the study involves collection of the data as designed in the phase 1 of the study. Analysis from phase 1 was followed for data collection. Data collection was done using semi-structured interview.

Semi-Structured Interview

The semi-structured interview is a qualitative data collection strategy in which the researcher asks informants a series of predetermined but open-ended questions. Semi-structured in-depth interviews are commonly used in qualitative research and are the most frequent qualitative data source in health services research. This method typically consists of a dialogue between researcher and participant, guided by a flexible interview protocol and supplemented by follow-up questions, probes and comments. This mode of data collection fetched a sound and transparent data collection that enhances the authenticity of the research.

The investigator used semi structured interview as mode of data collection to obtain ample content of data. Behaviour aspects of mankind detailed in qualitative research is basically carried out in the form of semi-structured interview. This follows verbal pattern of technique rendering data. The term interview includes a variety of procedure used in collecting data through a person to person contact between an interviewer and a respondent. The objectivity of the interview may be exchange of ideas and experiences, eliciting information pertaining to wide range of data in which the interviewer may wish to rehearse his past, define his present and canvas his future possibilities. Many questions which attributed the data in depth were aroused in between the interview. The interview schedule is attached in appendix.

Semi-structured in depth interviews were conducted mainly by Interview through phone.

Interview through phone

The participants' consent was initially obtained by notifying them of the confidentiality of the information they provided during the interview. The participants were introduced and given information about the study. The investigator then asked inquiries about the subject based on a pre-planned timeline. Participants were given extensive opportunity to share their thoughts and opinions, as well as the freedom to speak and reference instances. They were not interrupted, but only probed when needed. Additional questions were posed in response to the individuals' responses. Each participant took an average of 30-45 minutes to complete the task.

Phase 3 : Analysis

The coding and analysis were done with the help of SPSS software. Independent sample t-test, ANOVA and Thematic Analysis were used for statistical analysis required for the present study.

Independent sample T-test

A t test is a type of inferential statistics used to determine if there is a significant difference between the means of two groups, which may be related in certain features. Calculating at test requires three key data values. There are three t-test to compare means; one sample t-test, a two sample t-test, and a paired t-test. A t-test can only be used when comparing the means of two groups. If you want to compare more than two groups or if you want to do multiple pairwise comparison, use ANOVA test or a post-hoc test. The t-test is a parametric test of difference, meaning that it makes the same assumptions about your data as other parametric test. The t-test assumes data are independent, are normally distributed, have a similar amount of variance within each group being compared. for the present study in order to compare the domicile, age, type of college, mode of education the independent sample t test is using

ANOVA

Analysis of variance is an analysis tool used in statistics that splits an observed aggregate variability found inside a data set in to two parts: systemic factors and random factors. The systemic factors have a statistical influence on the given data set, while the random set do not. You would use ANOVA to help you understand how your different group respond, with a null hypothesis for the test that the means of the different groups are equal. If there is a statistically significant result, then it means that the two population are unequal. for the present study in order to compare the domicile, age, type of college, mode of education

Thematic Analysis

To analyze the descriptive data collected from the participants, thematic analysis was done. It's a method for describing the meaning of qualitative and quantitative data in a methodical way. Various combinations of concept-driven or data-driven categories are included in this method inside a framework that allows the investigator to analyse the data's content. The basic steps in analysing the data were the following:

Preparation To Analysis

The voice or main points highlighted by the investigator from the participants' responses were written in detail or transcribed for additional examination in this phase. The investigator then carefully studied each line again.

Coding

At this stage, the investigators read and reconfirmed the records of each interview. Understand the content for the first time. Second time to identify useful comments pointed out as observations. These observations then develop into preliminary descriptive and interpretive categories based on the evidence presented in the transcript. The investigators then scrutinized these preliminary codes to identify connections and create pattern codes. This allowed the investigators to develop the underlying theme by examining the cluster of respondents' comments and researchers' notes. We examined the themes from all interviews across such groups and portrayed the main themes contained in the data. These key themes serve as answers to survey questions and form the basis for data collection. At this point, researcher collated the new theme with the data.

Organization Of Data

Meaningful themes have been organized to see which participants make which seeds of information related to the code. This is also useful when quoting answers during the reporting phase.

Reporting

The themes which would be used to explain the research question were finalized in this phase. Then the codes were matched under the main themes and then explained.

Consolidation Of Data

Data obtained from different participants and methods were compiled, compared, themes analyzed and synthesized in the final consolidation phase of the study.

CHAPTER 4
RESULT AND DISCUSSION

CHAPTER 4

RESULT AND DISCUSSION

In this chapter, the researcher enters to a final categorization of data in which it contains the information that describes, analyses, and interprets their findings of the paper. The significance of the research is justified in this chapter. It also explores the basic implications and the depth in which the scope get extended with the area of the study. The finding is re structured with facts and evidences. Each variable is verified with ample data base from previous research. An effective discussion renders a clear set of data that explains various domains of the research.

It's a method for describing the meaning of qualitative and quantitative data in a methodical way. Various combinations of concept-driven or data-driven categories are included in this method inside a framework that allows the investigator to analyze the data's content. The voice or main points highlighted by the investigator from the participants' responses were written in detail or transcribed for additional examination in this phase. The investigator then carefully studied each line again.

Prenatal studies can help prevent complications during pregnancy period and give information about the important steps that they can protect their infants and to have a healthy pregnancy. Prenatal stress can induce persistent changes in the development of the individual. So sufficient studies are needed to take steps against these complications. Over the past decades, it has been well documented that prenatal maternal stress is a intrauterine environmental risk for adverse birth outcomes such as preterm birth, babies with low birthweights, high morbidity and mortality among newborns and postnatal depression among women.

The study was conducted through mainly different stages. In the first stage, initial preparation, the investigator conducted a pilot study by obtaining data from 85 pregnant women using Perceived Prenatal Maternal Stress Scale. The findings from the pilot study allowed the investigator to narrow in on the present investigation topic. The sample included 10 people, all of whom were pregnancy women. The sample consisted of 10 who were severely stressed. The Maternal Stress questionnaire was used for this. By analysing the responses of the participants, the investigator determined that the study is relevant and possible to continue. The concept and tool for the actual survey were created based on the findings of this pilot study.

The second stage of the research, data collection, was done. The investigator conducted semi structured interviews among 10 participants. The mode used for conducting semi-structured interview is interview through phone calls. Additional questions were asked according to the responses given by the participants. In depth data was obtained as interview through phone calls ensured anonymity.

Third stage of the study was data analysis, carried out using SPSS and content analysis. This stage consist of 2 phases. In first phase it deals with the difference in Prenatal stress based on educational level, employment status, number of children, months of pregnancy, economic status, marital status. For this analysis independent sample t test and one way analysis of variance (ANOVA) were used. Independent sample t test helps in finding out significant difference between the mean performance of two groups that are not related. One way ANOVA is used to determine the difference between more than two unrelated groups. In the second phase data analysed through thematic analysis.

Phase 1

Stress and Coping mechanisms among pregnant women categorised on the basis of demographic variables: Result and discussion of independent sample t test and one way ANOVA

The differences in prenatal stress based on sociodemographic variables age, educational level, employment status, number of children, months of pregnancy, economic status, marital status. The independent sample t test was used to find out the difference of study variable existing among employment status. The analysis of variance was used to find out the difference of study variable among educational level, number of children, months of pregnancy, economic status and marital status.

Comparison based on educational level

Educational level differences among pregnant women: Result and discussion of analysis of variance.

For the present study, samples were classified on the basis of their educational level so as to study the difference of prenatal stress. Educational level are the developmental differences of students how the learning environments are structured. Educational level of pregnant women have an influence on prenatal stress. The result of

analysis of variance among pregnant women on study variables are presented on table 4.1.

Table 4.1.

Comparison based on educational level among pregnant women.

Sl.No	Variables	Sum of square		Mean of square		F ratio
		Between group	Within group	Between group	Within group	
1	PSS	10.146	257.548	2.537	3.219	.788
2	PSC	63.173	738.427	15.783	9.230	1.711
3	IPR	9.662	119.443	2.416	1.493	1.618
4	EC	51.430	395.347	12.857	4.942	2.602
5	Total	1442.366	11550.928	360.591	144.387	2.497

As per the result of one way ANOVA obtained F ratios of sub variables prenatal stress such as Perceived social support, Pregnancy specific concern, Intimate partner violence and Economic concern are .788,1.711,1.618 and 2.602 respectively.

The F ratio obtained by perceived social support is 0.788 which is not significant. This means that there is no significant difference on stress and it's sub variable Perceived social support among pregnant women based on the educational level they have. Perceived social support is how individuals perceive friends, family and others as a source for the support during times of need.

A study conducted by Giavana Buffa (2018) showed a significant difference in prenatal stress and educational level was statistically significant. Women who are more educated have more knowledge about how to take care of the pregnancy period and they have least stress.

The F ratio obtained by pregnancy specific concern is 1.711 which is not significant. This means that there is no significant difference on stress and it's sub variable Pregnancy specific concern among pregnant women based on the educational level. Pregnancy specific concern is concern during pregnancy period.

The F ratio obtained by Intimate partner relation is 1.618 which is not significant. This means that there is no significant difference on stress and it's sub

variable Intimate partner relationship among pregnant women based on the educational level. Intimate partner relationships means a relationship between spouses, former spouses, past or present unmarried couples, or persons who are both the parents of the same child regardless of whether the persons have been married or have lived together at any time.

A study conducted by Jeanne L Alhusen (2015) showed a significant difference in prenatal stress and educational level. Women who are prone to intimate partner violence have more stress during pregnancy period.

The F ratio obtained by Economic concern is 2.602 which is not significant. This means that there is no significant difference on stress and it's sub variable economic concern among pregnant women based on the educational level.

As per this study, there is no significant difference on prenatal stress and on it's sub variables based on the educational level.

Comparison based on employment status

An employment status refers to the rights and protections that employees are entitled to at work. The employment status determines the responsibilities that an employer owes to the employee. For the present study, samples were classified on the basis of their employment status so as to study the difference of prenatal stress. The result of independent sample t test among pregnant women on study variables are presented on table 4.2.

Table 4.2.

Comparison based on employment status among pregnant women.

Sl. No	Variables	Employed		Unemployed		t value
		Mean	SD	Mean	SD	
1	PSS	5.50	1.958	5.65	1.774	-0.254
2	PSC	5.90	2.685	5.79	3.155	0.108
3	IPR	3.70	1.059	3.65	1.268	0.111
4	EC	3.50	1.841	2.63	2.353	1.127

As per the result of independent sample t test obtained t values of sub variables of prenatal stress such as perceived social support, pregnancy specific concern, intimate partners relationship and economic concern are -0.254, 0.108, 0.111 and 1.127 respectively.

The t value obtained by sub variable perceived social support is -0.254 which is not significant. This means that there is no significant difference on stress and its sub variable Perceived social support among pregnant women based on their employment status.

A study conducted by Heba H Hijazi et al found that there is a significant difference on stress among pregnant women based on the employment status. The result of the study shows that employed women have more stress during pregnancy period.

Another study conducted by Inaz Iranzad et al found that women with favourable social support had significantly less stress than women with unfavourable social support.

The t value obtained by sub variable pregnancy specific concern is 0.108 which is not significant. This means that there is no significant difference on stress and its sub variable Pregnancy specific concern among pregnant women based on their employment status.

The t value obtained by sub variable intimate partner relationship is 0.111 which is not significant. This means that there is no significant difference on stress and its sub variable Intimate partner relationship among pregnant women based on their employment status.

The t value obtained by sub variable economic concern is 1.127 which is not significant. This means that there is no significant difference on stress and its sub variable economic concern among pregnant women based on their employment status.

The t value obtained by pregnant women for the sub variables of perceived social support, pregnancy specific concern, intimate partner relationship and economic concern are not significant. This study implies that there is no statistical mean difference between employed and unemployed women during pregnancy period. This means employment status doesn't show any influence on prenatal stress.

Comparison based on number of children

The number of the children refers to the number of children who are living at home and have the status of a child. For the present study samples were classified on the basis of the number of children they have so as to study the difference on prenatal stress because women may have less stress during first pregnancy. The result of analysis of variance among pregnant women on study variables are presented on table 4.3.

Table 4.3.

Comparison based on number of children among pregnant women

Sl. No	Variables	Sum of square		Mean of square		F ratio
		Between groups	Within groups	Between groups	Within groups	
1	PSS	0.207	267.487	0.207	3.223	1.064
2	PSC	0.113	801.487	0.113	9.656	1.012
3	IPR	0.019	129.087	0.019	1.555	1.269
4	EC	6.730	440.047	6.730	5.302	1.263

As per the result of one way ANOVA obtained F ratio of sub variables of prenatal stress such as perceived social support, pregnancy specific concern, intimate partner relationship and economic concern are 1.064, 1.012, 1.269 and 0.263 respectively.

The F ratio value obtained by sub variable perceived social support is 1.064 which is not significant. This means that there is no significant difference on stress and it's sub variable perceived social support among pregnant women based on the number of children they have.

The F ratio obtained by pregnancy specific concern is 1.012 which is not significant. This means that there is no significant difference on stress and it's sub variable pregnancy specific concern among pregnant women based on the number of children they have.

The F ratio obtained by Intimate partner relation is 1.269 which is not significant. This means that there is no significant difference on stress and it's sub variable Intimate partner relationship among pregnant women based on the number of children they have.

The F ratio obtained by Economic concern is 1.263 which is not significant. This means that there is no significant difference on stress and it's sub variable economic concern among pregnant women based on the number of children they have.

A study conducted by Nolwenn Lagadec (2018) showed that first time pregnancy can have more quality of life than second or third during pregnancy period. This study shows that number of children doesn't shows any influence on prenatal stress.

Comparison based on months of pregnancy

Each months of pregnancy plays a vital role in pregnant women. Pregnancy consists of 9 months and it is divided into three trimesters which are first trimester, second trimester and third trimester. The first trimester is from week 1 to the end of week 12, the second trimester is from week 13 to the end of week 26, the third trimester is from week 27 to the end of the pregnancy. For the present study sample were classified on the months of pregnancy so as to study the difference on prenatal stress. The result of analysis of variance among pregnant women on study variables are presented on table 4.4.

Table 4.4

Comparison based on months of pregnancy (first, second and third trimester)among pregnant women.

Sl No	Variables	Sum of square		Mean of square		F ratio
		Between groups	Within groups	Between groups	Within groups	
1	PSS	0.272	267.422	1.36	3.261	0.959
2	PSC	35.254	766.354	17.623	9.346	1.896
3	IPR	1.930	127.234	0.965	1.551	0.622
4	EC	12.405	434.372	6.202	5.297	1.315

As per the result of one way ANOVA obtained F ratio of sub variables of prenatal stress such as perceived social support, pregnancy specific concern, intimate partner relationship and economic concern are 0.959, 1.896, 0.622 and 1.315 respectively.

The F ratio value obtained by sub variable perceived social support is 0.959 which is not significant. This means that there is no significant difference on stress and it's sub variable Perceived social support among pregnant women based on the months of pregnancy.

The F ratio obtained by pregnancy specific concern is 1.896 which is not significant. This means that there is no significant difference on stress and it's sub variable Pregnancy specific concern among pregnant women based on the months of pregnancy.

The F ratio obtained by Intimate partner relation is 0.622 which is not significant. This means that there is no significant difference on stress and it's sub variable Intimate partner relationship among pregnant women based on the months of pregnancy.

The F ratio obtained by Economic concern is 1.315 which is not significant. This means that there is no significant difference on stress and it's sub variable economic concern among pregnant women based on the months of pregnancy. This study implies that months of pregnancy doesn't influence on prenatal stress.

Comparison based on economic status

Economic status is a way of describing people based on their education, income, and type of job. Socioeconomic status is usually described as low, medium, and high. People with a lower socioeconomic status usually have less access to financial, educational, social, and health resources than those with a higher socioeconomic status. For the present study sample were classified on the basis of economic status so as to study the difference on prenatal stress. The result of analysis of variance among pregnant women on study variables are presented on table 4.5.

Table 4.5**Comparison based on economic status(low , middle and high)**

Sl No	Variables	Sum of square		Mean of square		F ratio
		Between groups	Within groups	Between groups	Within groups	
1	PSS	.135	267.560	.135	3.225	.142
2	PSC	.040	801.560	.040	9.657	.104
3	IPR	1.820	127.286	1.920	1.564	1.00
4	EC	.638	446.238	.539	5.368	.116

As per the result of one way ANOVA obtained F ratio of sub variables of prenatal stress such as perceived social support, pregnancy specific concern, intimate partner relationship and economic concern are 0.142, 0.104, 1.00 and 0.116 respectively.

The F ratio value obtained by sub variable perceived social support is 0.142 which is not significant. This means that there is no significant difference on stress and it's sub variable Perceived social support among pregnant women based on the economic status.

The F ratio value obtained by pregnancy specific concern is 0.104 which is not significant. This means that there is no significant difference on stress and it's sub variable Pregnancy specific concern among pregnant women based on the economic status.

The F ratio obtained by Intimate partner relation is 1.00 which is not significant. This means that there is no significant difference on stress and it's sub variable Intimate partner relationship among pregnant women based on the economic status.

The F ratio obtained by Economic concern is 1.315 which is not significant. This means that there is no significant difference on stress and it's sub variable economic concern among pregnant women based on the economic status.

Another study conducted by Sara Shishehgar and her colleagues on a topic “Socioeconomic Status and Stress Rate during Pregnancy” shows results that there is no significant relationship between socioeconomic status and pregnancy stress level. This study implies that economic concern doesn't influence on prenatal stress.

Comparison based on marital status

The state of being married or not married mainly used on official forms to ask if a person is married, single, divorced, or widowed. For the present study sample were classified on the basis of marital status so as to study the difference on prenatal stress. The result of analysis of variance among pregnant women on study variables are presented on table 4.6.

Table 4.6

Comparison based on marital status

Sl No	Variable	Sum of square		Mean of square		F ratio
		Between groups	Within groups	Between groups	Within groups	
1	PSS	0.657	234.568	0.878	4.565	0.546
2	PSC	1.334	564.344	0.145	5.464	0.675
3	IPR	0.767	454.387	1.35	7.344	0.897
4	EC	1.423	343.766	0.345	2.456	1.454

As per the result of one way ANOVA obtained F ratio of sub variables of prenatal stress such as perceived social support, pregnancy specific concern, intimate partner relationship and economic concern are 0.546, 0.675, 0.897 and 1.454 respectively.

The F ratio value obtained by sub variable perceived social support is 0.546 which is not significant. This means that there is no significant difference on stress and it's sub variable Perceived social support among pregnant women based on the marital status.

The F ratio value obtained by pregnancy specific concern is 0.675 which is not significant. This means that there is no significant difference on stress and it's sub variable Pregnancy specific concern among pregnant women based on the marital status.

The F ratio obtained by Intimate partner relation is 0.897 which is not significant. This means that there is no significant difference on stress and it's sub variable Intimate partner relationship among pregnant women based on the marital status.

The F ratio obtained by Economic concern is 1.454 which is not significant. This means that there is no significant difference on stress and its sub variable economic concern among pregnant women based on the marital status.

Another study conducted by Roger Ekeberg Henriksen and Frode Thuen on a topic “Marital Quality and Stress in Pregnancy Predict the Risk of Infectious Disease in the Offspring” shows result that prenatal relationship dissatisfaction and stressful life events were significantly associated with the frequency, as well as the variety, of infectious disease in the offspring.

This study shows that marital status has no influence on prenatal stress.

TESTING TESTABILITY OF THE HYPOTHESES

Hypothesis 1: There will be a significant difference in Perceived social support based on educational level among pregnant women.

Testability of the hypothesis 1 was tested using one way ANOVA test and analyses revealed no significant difference in Perceived social support based on educational level among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Perceived social support based on educational level among pregnant women.

Hypothesis 2: There will be a significant difference in Pregnancy specific concern based on educational level among pregnant women.

Testability of the hypothesis 2 was tested using one way ANOVA test and analyses revealed no significant difference in Pregnancy specific concern based on educational level among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Pregnancy specific concern based on educational level among pregnant women.

Hypothesis 3: There will be a significant difference in Intimate partner relationship based on educational level among pregnant women.

Testability of the hypothesis 3 was tested using one way ANOVA test and analyses revealed no significant difference in Intimate partner relationship based on educational level among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Intimate partner relationship based on educational level among pregnant women.

Hypothesis 4: There will be a significant difference in Economic concern based on educational level among pregnant women.

Testability of the hypothesis 3 was tested using one way ANOVA test and analyses revealed no significant difference in Economic concern based on educational level among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Economic concern based on educational level among pregnant women.

Hypothesis 5: There will be a significant difference in Perceived social support based on employment status among pregnant women.

Testability of the hypothesis 5 was tested using independent sample t test and analyses revealed no significant difference in Perceived social support based on employment status among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Perceived social support based on employment status among pregnant women.

Hypothesis 6: There will be a significant difference in Pregnancy specific concern based on employment status among pregnant women.

Testability of the hypothesis 6 was tested using independent sample t test and analyses revealed no significant difference in Pregnancy specific concern based on employment status among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Pregnancy specific concern based on employment status among pregnant women.

Hypothesis 7: There will be a significant difference in Intimate partner relationship based on employment status among pregnant women.

Testability of the hypothesis 7 was tested using independent sample t test and analyses revealed no significant difference in Intimate partner relationship based on employment status among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Intimate partner relationship based on employment status among pregnant women.

Hypothesis 8: There will be a significant difference in Economic concern based on employment status among pregnant women.

Testability of the hypothesis 8 was tested using independent sample t test and analyses revealed no significant difference in Economic concern based on employment status among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Economic concern based on employment status among pregnant women.

Hypothesis 9: There will be a significant difference in Perceived social support based on the number of children among pregnant women.

Testability of the hypothesis 9 was tested using one way ANOVA test and analyses revealed no significant difference in Perceived social support based on number of children among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Perceived social support based on number of children among pregnant women.

Hypothesis 10: There will be a significant difference in Pregnancy specific concern based on the number of children among pregnant women.

Testability of the hypothesis 10 was tested using one way ANOVA test and analyses revealed no significant difference in Pregnancy specific concern based on number of children among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Pregnancy specific concern based on number of children among pregnant women.

Hypothesis 11: There will be a significant difference in Intimate partner relationship based on the number of children among pregnant women.

Testability of the hypothesis 11 was tested using one way ANOVA test and analyses revealed no significant difference in Intimate partner relationship based on number of children among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Intimate partner relationship based on number of children among pregnant women.

Hypothesis 12: There will be a significant difference in Economic concern based on the number of children among pregnant women.

Testability of the hypothesis 12 was tested using one way ANOVA test and analyses revealed no significant difference in Economic concern based on number of children among pregnant women. Therefore the hypothesis was not accepted and is

restated as, there will not be any significant difference in Economic concern based on number of children among pregnant women.

Hypothesis 13: There will be a significant difference in Perceived social support based on the months of pregnancy among pregnant women.

Testability of the hypothesis 13 was tested using one way ANOVA test and analyses revealed no significant difference in Perceived social support based on months of pregnancy among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Perceived social support based on months of pregnancy among pregnant women.

Hypothesis 14: There will be a significant difference in Pregnancy specific concern based on the months of pregnancy among pregnant women.

Testability of the hypothesis 14 was tested using one way ANOVA test and analyses revealed no significant difference in Pregnancy specific concern based on months of pregnancy among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Pregnancy specific concern based on months of pregnancy among pregnant women.

Hypothesis 15: There will be a significant difference in Intimate partner relationship based on the months of pregnancy among pregnant women.

Testability of the hypothesis 15 was tested using one way ANOVA test and analyses revealed no significant difference in Intimate partner relationship based on months of pregnancy among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Intimate partner relationship based on months of pregnancy among pregnant women.

Hypothesis 16: There will be a significant difference in Economic concern based on the months of pregnancy among pregnant women.

Testability of the hypothesis 16 was tested using one way ANOVA test and analyses revealed no significant difference in Economic concern based on months of pregnancy among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Economic concern based on months of pregnancy among pregnant women.

Hypothesis 17: There will be a significant difference in Perceived social support based on the economic status among pregnant women.

Testability of the hypothesis 17 was tested using one way ANOVA test and analyses revealed no significant difference in Perceived social support based on economic status among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Perceived social support based on economic status among pregnant women.

Hypothesis 18: There will be a significant difference in Pregnancy specific concern based on the economic status among pregnant women.

Testability of the hypothesis 18 was tested using one way ANOVA test and analyses revealed no significant difference in Pregnancy specific concern based on economic status among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Pregnancy specific concern based on economic status among pregnant women.

Hypothesis 19: There will be a significant difference in Intimate partner relationship based on the economic status among pregnant women.

Testability of the hypothesis 19 was tested using one way ANOVA test and analyses revealed no significant difference in Intimate partner relationship based on economic status among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Intimate partner relationship based on economic status among pregnant women.

Hypothesis 20: There will be a significant difference in Economic concern based on the economic status among pregnant women.

Testability of the hypothesis 20 was tested using one way ANOVA test and analyses revealed no significant difference in Economic concern based on economic status among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Economic concern based on economic status among pregnant women.

Hypothesis 21: There will be a significant difference in Perceived social support based on the marital status among pregnant women.

Testability of the hypothesis 21 was tested using one way ANOVA test and analyses revealed no significant difference in Perceived social support based on marital status among pregnant women. Therefore the hypothesis was not accepted and is restated as; there will not be any significant difference in Perceived social support based on marital status among pregnant women.

Hypothesis 22: There will be a significant difference in Pregnancy specific concern based on the marital status among pregnant women.

Testability of the hypothesis 22 was tested using one way ANOVA test and analyses revealed no significant difference in Pregnancy specific concern based on marital status among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Pregnancy specific concern based on marital status among pregnant women.

Hypothesis 23: There will be a significant difference in Intimate partner relationship based on the marital status among pregnant women.

Testability of the hypothesis 19 was tested using one way ANOVA test and analyses revealed no significant difference in Intimate partner relationship based on marital status among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Intimate partner relationship based on marital status among pregnant women.

Hypothesis 24: There will be a significant difference in Economic concern based on the marital status among pregnant women.

Testability of the hypothesis 20 was tested using one way ANOVA test and analyses revealed no significant difference in Economic concern based on marital status among pregnant women. Therefore the hypothesis was not accepted and is restated as, there will not be any significant difference in Economic concern based on marital status among pregnant women.

Result and discussion of thematic analysis.

Table 4.7

Superordinate and subordinate themes of stress and coping mechanisms in pregnant women.

Sl No	Subordinate themes	Frequency	Superordinate themes	Frequency
1	Relaxation Techniques	40	Psychological distress	80
2	Adaptive behaviour	40	Mood swings	70
3	Psychological resilience	40	Emotional exhaustion	80
4	Overestimation of capability	30	Sleepelessness	60
5	Problems in family bond	40	Loneliness	70
6	Social weariness	50	Fatigue	90
7	Problem solving Skill	40	Healthy diet	70
8	Eating Disorder	30	Spiritual dependence	60

Subordinate themes

Relaxation techniques

Relaxation techniques is a method used to help to reduce muscle tension and stress, lower blood pressure and control pain. It is a great way to help with stress management. Relaxation isn't only about peace of mind or enjoying a hobby. It's a process that decreases the stress effects on your mind and body. Relaxation techniques can help you cope with everyday stress. And these techniques can help with long-term

stress or stress related to various health problems, such as heart disease and pain. Whether your stress is spiraling out of control or you've already got it tamed, you can benefit from learning relaxation techniques. Learning basic relaxation techniques is easy. Relaxation techniques are often free or low cost, pose little risk, and can be done nearly anywhere. Examples of relaxation techniques include tensing and relaxing muscles throughout the body, guided imagery (focusing the mind on positive images), meditation (focusing thoughts), and deep breathing exercises.

Practising relaxation techniques can have many benefits such as slowing heart rate, lowering blood pressure, slowing breathing rate, improving digestion, controlling blood sugar levels, reducing activity of stress hormones, increasing blood flow to major muscles, reducing muscle tension and chronic pain, improving focus and mood, improving sleeping quality, lowering fatigue, reducing anger and frustration, boosting confidence to handle problems. As someone learn relaxation techniques, they can become more aware of muscle tension and other physical sensations of stress. Once anybody knows what the stress response feels like, can make a conscious effort to practice a relaxation technique the moment that person starts to feel stress symptoms. This can prevent stress from spiraling out of control and decreasing quality of life.

A study conducted by Azam Saddeghi (2015) on the topic 'The effect of Progressive Muscle Relaxation on Pregnant Women's general health' shows result that considering the effectiveness of the method, lack of side effects, especially during pregnancy, and its cost-effectiveness, relaxation techniques are recommended to be used for pregnant women.

In the present study, four pregnant women has said that they are using relaxation techniques such as breath focusing, meditation, yoga, morning walk as per the physician's instructions.

Adaptive behaviour

It is a behaviour that enables a person to cope in their environment with greatest success and least conflict with others. This term often used special education and in psychology. This behaviour greatly relates to everyday skills or tasks. Adaptive behaviour reflects an individual's social and practical competence to meet the demands of everyday life.

A study conducted by Yang Ge et al obtained results that is women who have less adaptive behaviour shows high anxious during pregnancy period. This means women have to learn how to cope with environment with least conflict.

In the present study of prenatal stress and coping mechanisms, four pregnant women claimed that they can easily handle the situations which is difficult and they know how to deal with the issues during the time of stress. They take certain steps or they seek help of others to manage the situation. This response implies that they have adaptive behaviour.

Psychological resilience

Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands. Psychological resilience exists in people who develop psychological and behavioural capabilities that allow them to remain calm during crises or chaos and move on from that incident without long term negative consequences. There are twin concepts that come under this term which are adversity and positive adaptation. Resilience can be gained by having traits within oneself, environmental factors, and a learned capacity with experience.

In the present study, four pregnant women have resilience because they claimed themselves that sometimes they handle the situations and other times they just be calm without intervening into the problem. They shows positive responses even during the time of difficulties.

Overestimation of capability

Overestimation of capability is a type of bias in which people believe that they are smarter and more capable than they are. As per the studies low- ability people do not possess the skills needed to recognise their own incompetence. The combination of poor self awareness and low cognitive ability leads them to overestimate their capability. The Dunning-Kruger effect is a cognitive bias whereby people with low ability, expertise or experience regarding to certain type of task or area of knowledge tend to overestimate their ability or knowledge. The opposite effect should also take in consideration where people underestimate their ability. A study conducted by Ryota Sakurai obtained result which is related to overestimation of ability in older adults. The

result shows that older adults with lower ability tended to overestimate their actual ability. This is true to younger adults too.

In the present study, three of the pregnant women actually tended to overestimate their ability by saying they can easily handle all the problematic situations without any confusion but they also claimed that sometimes problem may not be solved.

Problems in family bond

Painting own circle of family struggle represents a stressor related to being worried in numerous roles. In different words, portraying—own circle of family struggle is popular while position pressures from hormonal changes during pregnancy period and own circle of demands domain names that are collectively incompatible with an individual. Because of the double burden of health conditions and domestic needs would possibly growth emotions of insufficiency and imbalance among the pregnant women and the own circle of relatives area. They are not getting ample time to spend together with their family. They lack family time. Most of the things they are not aware of what happens inside a family. Some of the pregnant women mentioned that they are not getting enough attention and care from their families. This makes them more psychological stress rather than physical stress.

Social weariness

Some of the signs of social fatigue include physical exhaustion, annoyance, and stress. Social weariness is characterized by an inability to connect with others, a concentration on problems, headaches, insomnia, emotional instability, and low energy levels. In the long run, if social tiredness is not handled, it can lead to despair and anxiety.

When someone is socially exhausted, even minor annoyances might cause them to become completely frazzled. If you've misplaced your keys, you might be merely angry, or you might have a full-fledged breakdown due to social weariness, complete with tears, harsh cynicism, accusations, and yelling. Even the most loving relationship might experience disagreements, fighting, bickering, nagging, and screaming when one of them is socially exhausted. Those who are struggling to make the most basic decisions are suffering from social fatigue.

Pregnant women have said headaches, muscle pain, dizziness, and disillusioned stomachs in intense circumstances. However, social fatigue can gift itself in several ways, as everybody will reply differently.

5 pregnant women face problems with the relationship between individual and society. They fail to create a good bond between people. They try to hide for keeping themselves away from people. They also face some shyness because of the change in their body structure.

Problem solving skills

Women were able to clearly identify their problems, what was evident was that Janice's approach to women's problems was exacerbating their distress. Women were quite literally paralysed by their problems. They suffered anxiety, intrusive thoughts, and were unable to focus on any solutions or take effective actions. Problem solving skills are essential for women to deal with issues such as intimate partner violence, domestic violence, health related issues, etc.

A study conducted by Ziba Taghizadeh shows results that there is a significant reduction of intimate partner violence (IPV) in women after the intervention of problem solving skills among pregnant women.

Eating disorder

Each year, more than 20 million Canadians suffer from gastrointestinal disorders such as gastric ulcer and irritable bowel syndrome. Our internal organs are in constant contact with our brain. Both areas communicate with each other using neurons and neurotransmitters. Depending on the perceived threat, the stomach stops digestion to save energy. However, the danger does not have to be fatal because of abdominal cramps. Stress is sufficient to strain the bowel and exacerbate existing inflammation and bowel pain.

Three of the pregnant women follow very poor diet during this pregnancy period. This poor eating habits may be due to the hormonal changes particularly early in their pregnancy.

Superordinate themes

Psychological distress

Depression, anxiety, termed 'psychological distress,' are common in pregnancy and postpartum periods. However, it is unclear whether prenatal psychological distress predicts postpartum psychological distress.

Another study which shows that prenatal measures independently predicted the same postnatal measures; prenatal anxiety also independently predicted postpartum stress. Participants who experienced more types of prenatal psychological distress were at higher risk for postpartum depression, stress, and anxiety. Women who have more psychological distress during prenatal period will have greater tendency to produce postnatal depression.

In the present study, most of the pregnant women are suffering from psychological distress which can be due to different factors such as hormonal changes in the body, lack of support, health issues, etc.

Mood swings

Apart from sickness and tiredness, it's common to have mood swings and feel tearful or easily irritated during pregnancy period. Once the body has adapted to the higher levels of these hormones, the symptoms usually wear off. However, some women will experience them throughout their pregnancy. Mood changes during pregnancy can be caused by physical stresses, fatigue, changes in your metabolism, or by the hormones estrogen and progesterone. Significant changes in hormone levels can affect the level of neurotransmitters, which are brain chemicals that regulate mood. Generally mood swings are experienced during the first trimester and then again in the third trimester. Good sleep, regular physical activity, healthy diet, yoga class, meditation, etc can manage mood swings.

In the present study, most of the women are having mood swings. One of the women claimed that she cannot control her emotions sometimes and she behaves inappropriately.

Emotional exhaustion

Emotional exhaustion is a condition in which you feel emotionally exhausted and drained as a result of cumulative stress from your personal or professional lives. One of the indicators of stress is emotional tiredness. People who are emotionally

exhausted often feel as though they have no power or control over their circumstances. They could feel "trapped" or "stuck" in a scenario. Emotional tiredness can be difficult to overcome due to a lack of energy, poor sleep, and a lack of drive. This prolonged, stressed-out condition might harm your health permanently over time. Anyone who has been under a lot of stress for long time can feel emotionally fatigued and overwhelmed. Emotional weariness can creep up on you in difficult circumstances, but it's never too late to get help. The symptoms of emotional exhaustion can be both emotional and physical. People experience emotional exhaustion differently, but generally symptoms include: lack of motivation, trouble sleeping, Irritability, physical fatigue, feelings of hopelessness, absentmindedness, apathy, headaches, change in appetite, nervousness, difficulty concentrating, irrational anger, increased cynicism or pessimism, sense of dread, depression etc.

Most of the pregnant women exhibited one or the other symptom of emotional exhaustion. They too had feelings that are rigid due to their pregnancy conditions. They fail to exhibit it appropriately in turn hurting oneself inside. One of the pregnant women mentioned that she couldn't express her emotions because she is staying alone all of the time.

Sleeplessness

Good sleep is very essential for pregnant women for the growth of mother as well as for the baby. One of the side effects of sleep deprivation is that it makes it more difficult to deal with stress. This makes the wheel even more resistant to breakage. Therefore, it is inevitable to tackle this problem and find a solution to the insomnia caused by pregnancy. Pregnant women may don't get good sleep because of the weight of the baby, itching, etc. Most of the pregnant women suffering from sleep deprivation.

Loneliness

It is more common in pregnant women to feel lonely during their nine months of pregnancy. After all, pregnant women's body is going through a lot of changes and they are suffering from morning sickness that doesn't stick to the morning or feeling very tired they may be feeling isolated from their previous life. Intense loneliness may also leads to depression in pregnant women. They may losing interest in their usual daily life such as work, daily tasks and even can lose interest in their friends. If they

find themselves getting anxious about things they wouldn't have in the past such as their relationship or even fears for their unborn child. Feeling of loneliness may develop into feeling of helplessness, is a sign of depression.

In the present study, many of the women have claimed that they are suffering loneliness in their pregnancy period. Some of them are staying alone, this indicates that they are lacking support from family or friends.

Fatigue

It's normal to feel fatigued and even exhausted during the first months of pregnancy. Fatigue, even extreme fatigue, is an early sign of pregnancy that nearly all women experience in the first trimester. It's also very normal in the third trimester, affecting an estimated 60 percent of all pregnant women. Fatigue is officially considered a constant lack of energy. During pregnancy, women might feel like they can't get up in the morning or can't wait to hit the sack as soon as they get home in the evening. Or they may feel like they are just dragging and sluggish from the moment they get up to the time they go to sleep. Some women notice pregnancy exhaustion as early as one week after conception. Fatigue in pregnancy period due to a number of factors which are building the placenta, hormonal changes, increased blood supply, pregnancy insomnia, growing baby numb and due to other physical changes.

Healthy diet

A healthy diet is an important part of a healthy lifestyle at any time but is especially vital during pregnancy or planning a pregnancy. Eating healthily during pregnancy will help baby to develop and grow. It is important to eat a variety of different foods every day to get the right balance of nutrients for the mother and baby need. It's best to get vitamins and minerals from the foods while eating, but during pregnancy mother need to take a folic acid supplement as well, to make sure mothers to get everything they need.

In the present study, most of the women are following a healthy diet as per the doctor's advice and their family also supporting them to feed healthy food.

Spiritual dependence

It is a framed cognitive, emotional or behavioural responses to stress. It may serve many purposes, including achieving meaning in life, closeness to God, hope, peace, connection to others, self-development, and personal restraint. It encompasses multiple methods and purposes as well as positive and negative dimensions. Religion can provide a framework for understanding emotional and physical suffering and can facilitate perseverance or acceptance in the face of stressors. Spiritual dependence is a kind of religious coping where people handle stress through intense prayer and all. In the present study, most of the women are believers of God and they pray a lot during their tough times.

Table 4.8

Precipitating factors of prenatal stress

PRECIPITATING FACTORS	Young age
	Low level of education
	Disharmony in the family relationships
	Lack of social support
	Anxiety
	Depression

Young age

Age is the single biggest factor affecting a woman's chance to conceive and have a healthy baby. The risks of pregnancy complications increase as women age. While good health improves the chance of getting pregnant and having a healthy baby, it doesn't override the effects of age on a woman's fertility. Adolescent mothers (aged 10–19 years) face higher risks of eclampsia, puerperal endometritis and systemic infections than women aged 20–24 years, and babies of adolescent mothers face higher risks of low birth weight, preterm birth and severe neonatal condition. The clinical history of 279 women who delivered between 2013 and 2018 was analyzed. Maternal age and the presence of maternal, fetal and labor complications, as well as risk of postpartum depression and breastfeeding intention, were recorded.

Low level of education

Prenatal and postnatal education is an essential tool that prepares and facilitates the acquisition of women's skills, necessary for positive experiences during pregnancy, childbirth and the postnatal period. Prenatal education is a powerful mean for disseminating information and discussing with parents about the period before and immediately after birth. The education of the expecting couples concerning pregnancy, birth and child care should be a priority for public services

Disharmony in family relationships

Family relationships are strongly associated with the health of the mother as well as the baby. Worry, feeling worthless, equal status with husband and couple relationship are central symptoms of the family relationship-depressive symptoms network structure in pregnant women. If pregnant women doesn't get enough support from the family she can easily have stress during pregnancy period and which can harmfully affect the child too.

Lack of social support

A lack of social support together with increased isolation throughout pregnancy and postpartum could contribute to a host of negative maternal health outcomes including stress, anxiety, and depression. Decreased support at a time of great need could negatively affect maternal well-being. Social support is protective for pre- and postnatal mothers in reducing negative birth experiences.

Anxiety

Anxiety may negatively affect both the mother and the foetus. Anxiety increases the risk for preterm birth, low birthweight, earlier gestational age, and a smaller head circumference. Hormonal changes of pregnancy, prior heartbreaking miscarriages, and sleep difficulties may all contribute to anxiety for mothers-to-be. Mother's anxiety, during pregnancy, is also associated with poor maternal- child interaction. In this way it's reported that anxiety and negative mood of mother has been stated as one of the mechanisms of this problem.

Depression

Depression (also called depressive disorder, major depression and clinical depression) is a medical condition that causes feelings of sadness and a loss of interest in things you like to do. It can affect how you feel, think and act and can interfere with your daily life. It needs treatment to get better. Perinatal depression is depression that happens during pregnancy or in the first year after having a baby. It's one of the most common medical complications of pregnancy. It affects up to 1 in 7 women. Depressed women may have less sleep, feeling sad, hopeless, crying a lot. These all can happen preterm birth, low birthweight and after delivery mother may have post natal depression.

CHAPTER 5
SUMMARY AND CONCLUSION

CHAPTER 5

SUMMARY AND CONCLUSION

This chapter presents the summary and conclusions of the study made by the investigator. It contains, the statement of the problem, the objectives of the study, the method of the study, section major findings of the study, conclusion of the study, the implication of the study and limitation of the study.

This research deals with stress and coping mechanisms by pregnant women. This investigated the level of stress that hinders a sound working of mind and body. Pregnancy is a period where women easily get stressed out because of the changes in the body. During pregnancy, pregnant women may have complications that includes physical and mental conditions that affect the health of the pregnant or postpartum person, their baby or both.

Prenatal stress (or prenatal maternal stress) is liability of an expectant mother to psychological or physical stress, which can caused by daily life experiences. Due to the vulnerability and emotional condition of pregnant ladies, around 10-20% of women suffer from mental health concerns during the perinatal period. Prenatal stress can be persistent and chronic, linked to ongoing events in a woman's life, or acute, linked to sudden changes in a women's daily routine or environment.

The introduction deals about the need of this particular research. It also formulated certain objectives that assured the framework of the research that has to be conducted. The chapter introduction gave an idea about the requirements of the research. It also gave the exact definitions that the investigator intended to explore with.

The next chapter dealt with the studies related with this study. Review literature gave a detail on the significance of this study and how it distinctly explains various aspects without getting into the themes that are already done. It also dealt with the theoretical reviews that explains the theory behind the particular variables.

The researcher took up the study within the foundation of mixed method . Methodology contain the research design, population, sample and the methods of data collection. In order to find the stressed women, researcher used a pilot study by using the tool “ Development of perceived prenatal maternal stress scale”. To get a large

amount of data from the stressed women, investigator used a semi-structured interview as a data collection method. Qualitative research on human behaviour is primarily conducted through semi-structured interviews. This follows the language pattern of data rendering technique. The term 'interview' refers to a range of procedures for gathering data by direct interaction between an interviewer and a respondent. The interviewer may wish to rehearse his past, define his present and canvas his future possibilities. The data was analysed through thematic analysis.

Discussion and analysis was the chapter which was with comprised of the analysis of the data and the presentation and justification within the contextual studies. In the first part, the statistical techniques used were independent sample t-test, and one way ANOVA. In the second part, the clearly tabulated data was explained on the basis of the themes generated from the transcribed files of the data collection.

Major findings

1. There is no significant difference in Perceived social support based on educational level among pregnant women.
2. There is no significant difference in Pregnancy specific concern based on educational level among pregnant women.
3. There is no significant difference in Intimate Partner relationship based on educational level among pregnant women.
4. There is no significant difference in Economic concern based on educational level among pregnant women.
5. There is no significant difference in Perceived social support based on employment status among pregnant women.
6. There is no significant difference in Pregnancy specific concern based on employment status among pregnant women.
7. There is no significant difference in Intimate Partner relationship based on employment status among pregnant women.
8. There is no significant difference in Economic concern based on employment status among pregnant women.

9. There is no significant difference in Perceived social support based on the number of children among pregnant women.
10. There is no significant difference in Pregnancy specific concern based on the number of children among pregnant women.
11. There is no significant difference in Intimate Partner relationship based on the number of children among pregnant women.
12. There is no significant difference in Economic concern based on the number of children among pregnant women.
13. There is no significant difference in Perceived social support based on the months of pregnancy among pregnant women.
14. There is no significant difference in Pregnancy specific concern based on the months of pregnancy among pregnant women.
15. There is no significant difference in Intimate Partner relationship based on the months of pregnancy among pregnant women.
16. There is no significant difference in Economic concern based on the months of pregnancy among pregnant women.
17. There is no significant difference in Perceived social support based on the economic status among pregnant women.
18. There is no significant difference in Pregnancy specific concern based on the economic status among pregnant women.
19. There is no significant difference in Intimate Partner relationship based on the economic status among pregnant women.
20. There is no significant difference in Economic concern based on the economic status among pregnant women.
21. There is no significant difference in Perceived social support based on the marital status among pregnant women.
22. There is no significant difference in Pregnancy specific concern based on the marital status among pregnant women.

23. There is no significant difference in Intimate Partner relationship based on the marital status among pregnant women.
24. There is no significant difference in Economic concern based on the marital status among pregnant women.

From the studies, it was recorded that there are several themes which can cause the stress during pregnancy period. There are some subordinate themes which are relaxation techniques, adaptive behaviour, psychological resilience, overestimation of capability, problems in family bond, social weariness, problem solving skills and eating disorder. Psychological distress, mood swings, emotional exhaustion, sleeplessness, loneliness, fatigue, healthy diet and spiritual dependence were some of the superordinate themes. These precipitating factors taken up from the data. The precipitating factors are young age, low level of education, lack of social support, disharmony in the family relationships, anxiety and depression.

Implication of the study

Implication of the study is a wide domain that can actually fetch a great opportunity for the well being of pregnant women. This helped pregnant women for a catharsis to purge out their emotions. This study contributed to the understanding of the real situation of a pregnant women.

Pregnant women who is carrying and developing embryo or foetus within the uterus. Pregnancy lasts for about nine months, measured from the date of woman's last menstrual period. Throughout the journey of their pregnancy they are facing stress at severe level. Physiological and psychological aspects which hinders their wellness of day to day life. The finding reveals that pregnancy period is a period that bears enormous level of stress and sometimes pregnant women lacks better coping skills. They face issues of relaxation techniques, adaptive behaviour, psychological resilience, overestimation of capability, problems in family bond, social weariness, problem solving skills, eating disorder, psychological distress, mood swings, emotional exhaustion, sleeplessness, loneliness, fatigue, healthy diet, spiritual dependence.

The precipitating factor comprise of young age, low level of education, disharmony in relationship, lack of social support, anxiety, depression.

Most of the pregnant women shows very poor coping skills even though they have severe stress. Prenatal stress can induce persistent changes in the development of

the individual. So sufficient studies are needed to take steps against these complications. A research can be done in the aspects of self like self efficacy, self esteem, self worth, self satisfaction, self love etc. A service of a counsellor or a psychologist will be a great milestone that can be marked in today's developmental dawn.

Limitations of the study .

- Lack of time to generate in depth themes.
- Sample size of the present study is small due to limited number of population.
- Sample is selected only from one district.
- Response of the participants can be biased.

Suggestion for future research

The present study has been focused on the stress and coping among pregnant women. This study has provided a wide scope for further research in related studies. On the basis of the understanding gained during the research, there are some important suggestions for future research in this area.

- The present study was carried out among 10 pregnant women. It can be further studied in larger sample size.
- The present study only explored two variables: stress and coping. Other psychological attributes such as resilience, emotional regulation, mental toughness and psychological well being can be studied in the further researches to gain more findings among same populations.
- It would be better doing comparison based postnatal and prenatal stress among women, so that the researcher can understand the effect of prenatal stress on postnatal period.
- Certain interventions can be designed with the current research finding.

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APPENDICES

APPENDIX I
INFORMED CONSENT FORM

This is a research study undertaken for the fulfillment of the researcher's Master of Science program in Psychology. The study is on Understanding stress and coping among pregnant women. The data for the study will be obtained through semi-structured interview and will be recorded. It is expected to last for 45 minute each participant.

Participation in this research project is voluntary. You have the right to withdraw from the study at any time in the event that you chose not to continue. It is further reinstated that all information will be kept confidential and will be used only for the purpose of above mentioned research study.

The contact information of the researcher has been provided for participants in order to clarify any concerns or queries about this study. The details of the researcher are given below:

Researcher: Thanseera Usman P C

Phone Number: 8590374719

Email Id: thansirapilachery19@gmail.com

Your name and signature below signifies that you have read and understood the contents and intentions formed in the consent.

Name :

Signature :

Date :

APPENDIX II

Name

Age

Education

Employment status

Economic status

Marital status

Home town

1. How do you feeling emotionally in this pregnancy period?
2. Do you express your feelings when you are stressed out? It would be if you could share any experience.
3. How do you deal with your issues? Do you take it seriously?
4. What all steps would you take if you are dealing with an issue?
5. From whom you seek help when you are in a trouble? How do you approach them!
6. Whom do you trust more to share things when you are in a trouble?
7. Do you ever try to see the good parts of a problem? If yes, how ?
8. Do you ignore a problem and walk away from it? If yes, how?
9. When a problem comes up, do you use multiple methods to solve it?
10. When you are mentally stressed, do you do exercise, meditation and hobbies to overcome it? If yes when was it done for the first time?
11. Do you try to compromise when faced with a problem? If yes, how?
12. Do you use any substance like alcohol when you are mentally stressed? What is your opinion on using such?
13. Who do you have the most problems with?
14. Do you eat more when you are mentally stressed? Or do you feel hungry?
15. Do you pray longer when there is a problem?

APPENDIX III

DEVELOPMENT OF PERCEIVED PRENATAL MATERNAL STRESS SCALE

P Sreeja Gangadharan

The 15 items of PPNMSS belongs to four factors such as Perceived social support, pregnancy-specific concerns (both physiological and emotional), intimate partner relations and financial concerns. A positive pregnancy experience is associated with higher perceived social support and intimate partner relations, better physical and emotional adjustments to pregnancy, and lower financial concerns.

Indicate how frequently the following statements apply to you and add the points indicated on top of the respective box :

0 = Never

1 = Rarely

2 = Sometimes

3 = Always

1. I'm being physically exhausted
2. I am getting upset over trivial issues
3. I am concerned over the risks of my adverse medical conditions on this pregnancy
4. Being a financial dependent at this stage bothers me
5. I am concerned about others preferences for my Baby's gender
6. I am having disturbing thoughts about baby's health or appearance
7. I am happy about my care or attention to this pregnancy
8. I am concerned that having a new baby will alter my existing relationships
9. I am concerned about my future baby care
10. I am losing active life and happiness, which I could have otherwise
11. I am concerned about my physical changes or changes in body image
12. I am happy that I am getting good care and support of my family
13. Being pregnant at this time irritates me
14. Physical symptoms of pregnancy such as nausea, vomiting, back ache, and swelling bothers me
15. I'm desperately in need to talk to someone
16. I am concerned over my economic conditions

17. I am concerned about others attitude to this pregnancy
18. I am getting annoyed or irritated most of the time
19. I am happy about my husband's (partner's) care and attention to our
20. I can't stop worrying
21. I am concerned over growing strains in my marital life
22. Things are not really going on my way and it bothers me
23. I am worried about labor and delivery
24. I am upset over growing strains in my relationship with friends or family
25. Problems are piling up and I couldn't handle them
26. I am concerned over my professional compromises
27. I am bothered about my health compromising behaviors (like smoking, drinking, skipping meals, use of drugs, etc...)
28. I am hardly planned or prepared for this pregnancy and it bothers me
29. I often have trouble falling asleep
30. I am concerned over my (expecting) baby's gender
31. I often feel my life is so colorless

**UNDERSTANDING THE IMPLICATIONS OF
SUBTLE PREJUDICE AMONG COLLEGE STUDENTS**

*Dissertation submitted in partial fulfillment of the requirement of the
degree of Master of Science in Counselling Psychology*

Submitted by

JISHA

C1PSCP1109



Department of Psychology

Don Bosco Arts & Science College, Angadikadavu

Affiliated to Kannur University

2021-2023

CERTIFICATE

This is to certify that this dissertation entitled, “**Understanding the implications of subtle prejudice among college students**” is an authentic record of research work carried out by **Jisha**, during the period of her study at Don Bosco Arts & Science College, Angadikadavu, Iritty – 670706, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

There is no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

SANJU P.J

Supervisor

Assistant Professor

Department of Psychology

Fr. Dr. KuriakoseAugustine

Assistant Professor

Head of the Department

Department of Psychology

Examiner 1:

Examiner 2:

DECLARATION

I, **Jisha** do here by declare that this dissertation entitled, “**Understanding the implications of subtle prejudice among college students**”, which is submitted to Department of Psychology, Don Bosco Arts & Science College, is a bonafide record of research work carried out by me, under the supervision and guidance of Mr. Sanju P.J (Assistant Professor, Department of Psychology, Don Bosco Arts & Science College) in partial fulfillment of the requirements for the Degree of Master of Science in Counselling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship of other similar title or recognition.

Place:

JISHA

Date

Fr. Dr. Kuriakose Augustine

Head of the Department,

Don Bosco Arts & Science College

Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that Jisha is a regular and bonafide student of The Department of Psychology, Don Bosco Arts & Science College, pursuing Post Graduation programme in M.Sc. Counselling Psychology during the academic years 2021-2023.

Place:

Fr. Dr. Kuriakose Augustine

Date:

Mr. Sanju P.J

Assistant Professor

Don Bosco Arts & Science College.

Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that this dissertation entitled, —Understanding the implications of subtle prejudice among college students is an authentic record of research work carried out by Jisha, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology, under my supervision and guidance, and that no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Place:

Mr. Sanju P.J

Date:

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JISHA

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ABSTRACT

The study was conducted in a qualitative method to figure out the implications of subtle prejudice among college students. A total of 10 participants were subjected to semi-structured in-depth interview at the process of data collection, of which 5 were males and 5 were females. The study was conducted and the personal experiences and their behaviors on different situations were collected as response. The participants of the study belong to the age group of 18 - 29 years, most of them are college students in well reputed institutions.

Every participant has gone through a situation where they were feeling a kind of prejudice towards people, most of which they were not consciously feeling rather was embedded within their cognition. Some responses indicated that people were having a blatant form of prejudice while most of the responses were conforming the existence of subtle prejudice among the participants. The sample was collected through purposive sampling and face-to-face and telephonic interviews method was done to collect data. Data was analyzed through Narrative analysis method of qualitative analysis.

The main findings of the study were that social learning and media influence has a major impact on the development of subtle prejudice among the minds of college students. The conclusion and suggestion regarding the implications of the study and future directions for the researchers are also discussed.

Keywords: Subtle prejudice, college students

CHAPTER 1

INTRODUCTION

CHAPTER 1

INTRODUCTION

Prejudice

Bias is the sentiments part of mentalities towards individuals from a gathering dependent exclusively upon their gathering enrollment. It tends to be set off in an apparently programmed way and can be understood and unequivocal. In a manner it is a negative assessment or feeling, framed ahead of time or without earlier information, thought or reason. Essentially, when somebody has a pessimistic demeanor towards one more considering race or nationality as opposed to individual experience, he can be blamed for bias which means it is not necessary for the prejudiced attitude to be confined to ethnic or racial groups. Prejudice is basically affective referring to target groups.

There are chiefly two sorts of biases they are implied and unequivocal biases. Unpretentious bias, which is called implied mentalities, on the other hand, impact reactions that are more challenging to screen and control or reactions that individuals don't see as a sign of their demeanor and accordingly don't attempt to control. Chen and Bargh (1997) likewise set that the actuation of verifiable assessments and affiliations can impact, frequently with the singular's mindfulness or aim, nonverbal conduct in deliberate ways. There are numerous factors which are related to unpretentious bias and individuals normally has biased thinking in various regions in our everyday life.

Gender

Gender is a social construct. Gender can be expressed by the person implicitly or explicitly. In the case of gender prejudices which are subtle, it's not necessary for the person to be aware about the prejudiced mindset that he or she has. Gender implies the psychological, behavioral, social, and cultural aspects of being male or female (APA, n.d). From their childhood itself most of the boys grow up believing that "real men don't cry", which forces them to suppress their feelings even if at times they want to express it. This suppressing of feelings may lead to issues like anxiety and depression. A study published by Nature (a multidisciplinary scientific journal) followed 142 men and women over 75 days. The daily positive and negative emotions of those 142 people were observed and from the study it was found that the emotional stability of men and

women was more similar than different. This result denoted that socialization and gender prejudice resulted in any differences in emotions between men and women (Soken-Huberty, E. ,2023).

Assaulting women happens to be a normal thing nowadays. After a woman is being assaulted the statement “She was asking for it” is frequently used in one way or the other. People often attack the victim for anything that has happen. This attack can be based on any factor such as, cloth that she was wearing, whether she was drunk or not, or whether she has stayed out too late by herself, or if she had engaged in drinking or sexual activity before. In some cases, some people never blame the victims directly rather they focus more on the rape and assault prevention on what all the victims need to do like always staying with a group, and so on. Even they also give less focus to the perpetrators of violence and their choices. Most of the time the victims who come forward to talk about the problems that they had face has a fear of victim- blaming. This fear prevents many victims from reporting attacks that they had faced.

Usually, it is believed that each work should be assigned for a particular gender and still this distribution of works based on gender prevails. The work which demands leadership positions and roles requires physical strength and due to the stigmatization of men in such roles and women in roles of domestic and caretaking works, women are excluded from such leadership roles. Assigning such works to women which often pays lower wages, leads to negative effects on women, their families, and the overall economy. According to an International Labor Organization (ILO) report, women spend 3.2 times more time than men who is having a paid job on an average around the world. Some works are recognized as “women work” and loses its value due to gender prejudice and affects everyone who are included in this work regardless of their gender.

Socio economic status

Socio- economic status is determined by the positioning an individual or group on the socio-economic scale which in turn is determined by a combination of social and economic factors such as income, amount and kind of education, type and prestige of occupation, place of residence and in some societies or parts of society – ethnic origin or religious background. Usually, people have varying ranges of strength in their beliefs in controlling their outcomes. People who have grown up in middle- or upper-class environments are having more chances of availability of material and psychological

resources. Due to the availability of such resources, they have stronger belief about the extent to which they can shape their social outcomes. In contrary to that, those who grow up in lower-class environments are likely to have fewer availability of resources and as a result they have weaker beliefs about their ability to control their outcomes. A series of four studies by Kraus, Piff and Keltner (2009) give good empirical support for these findings. The study found that in comparison with their higher-subjective social class counterparts, lower subjective social class individuals reported lower perceived control and were more likely to explain various phenomena, ranging from inequality to broader social outcomes like joining medical school, contracting HIV, or being obese, as caused by external factors, and which are out of control of the individual (Kraus, M. W. et.al., 2009).

Based on the context, there are two aspects of prejudice. Among which one is prejudice against the people of a different class than one's own and along with that the attitude they have towards those who are poor or unemployed. Secondly, the degree to which people's prejudiced attitudes about other social groups are associated with their own social class. Focusing on the case of working-class people they are more prejudiced especially with respect to the ethnic minorities and immigrants (e.g., Lipset, 1959). Also, there are clear evidence which confirms the negative attitudes that white people express towards these groups. An explanation given for this association is related to authoritarian personality. That is, working class people tend to be more authoritarian (Adorno, Frenkel-Brunswik, Levinson, & Sanford, 1950). Recent research providing evidence in favour of this view is reported by Carvacho *et al.* (2013). (Adorno et.al., 1950).

Using a combination of cross-sectional surveys and longitudinal studies conducted in Europe and Chile, these authors focused on the role of ideological attitudes, in the shape of right-wing authoritarianism (RWA; Altemeyer, 1998) and social dominance orientation (SDO; Sidanius & Pratto, 1999), as mediators of the relation between social class and prejudice. In order to, test their predictions, the researchers analyzed four public opinion data sets: the first one was based on eight representative samples in Germany; second based on representative samples from four European countries namely France, Germany, Great Britain and the Netherlands; third based on longitudinal research in Germany and the fourth based on longitudinal research in Chile. The researchers used two indices of social class namely income and

education. Consistent with previous research, the researchers found that the two indices of social class predicted higher scores on a range of measures of prejudice such that lower income and education indicates greater prejudice – even though education more consistently and significantly predict prejudice than income.(Manstead, A. S. R., 2018).

Religion

Religion is the "final frontier" of individual bias, with mentalities to confidence driving negative insights more than identity or ethnicity. Strict bias means pessimistic mentalities or conduct between individuals of various strict gatherings because of their contrasting strict convictions. Various religions have various convictions, practices, and authority structure. In numerous locales of the world, religion is the principal quality of a group. Individuals will often lift their religion as the unrivaled genuine conviction framework or confidence. This outright conviction of prevalence over any remaining religions can be risky. Men give off an impression of being more awkward than ladies about the possibility of a direct relation wedding somebody from an alternate ethnic, public or strict foundation.

Strict bias has prompted segregation, including abuse of strict practices, refusal to enlist people of the contradicting strict convictions, restricting instructive chances of kids, and prohibiting social association between different religions. Best case scenario, strict bias has prompted furnished clashes bringing about obliteration of homes, strict locales, even whole towns, and the passing of millions of individuals. When out of the blue a group of one religion become foes with individuals of an alternate conviction framework, bias and separation (treating some uniquely in contrast to other people or leaning toward one gathering over one more in view of biases) consistently happen.

Casteism

A division was made in society based on the differences of wealth, inherited rank or privilege, profession, occupation or race and it is called caste. In India, a caste system is followed by the people within the society. Casteism generally denotes the bonding that exists towards the caste system. It can also indicate the prejudice that is formed towards an individual belonging to a particular caste. The foundation of casteism and racism is the discrimination which is evolved based on the skin color, caste categories, and social hierarchies. After Dalit rights groups from India put forward the idea that caste violence should be recognized as a form of racism, the

government of India and the prominent Indian scholars rejected the comparison between racism and casteism.

In Indian villages and towns, each caste which is being differentiated has its own roles and special places to live. Like the Brahmins, the potters, the blacksmiths, the carpenters, the washer people, and so on who has their own special roles and separate places to live. The so-called untouchables who live in our society has their own hereditary duty as inflicted on them by the upper castes which is to do work in the fields of others or to do other works that the upper castes consider as filthy, which is a form of casteism. There are many forms of restrictions that are inflicted on the lower castes, and this vary from place to place. These acts of caste violence which were prevalent from time immemorial operate under the idea that those who commits such caste violences can be exempted from punishments. In India, from the earlier days of existence of caste system, caste practices constitute the foundation of Indian culture. (Gidla, S. 2018. *Ants Among Elephants: An Untouchable Family and the Making of Modern India*. New Delhi: Harper Collins India.)

Body image

Self-perception is the psychological picture one types of one's body overall, including its actual qualities and one's perspectives toward these attributes. Likewise called body character. An overall schematic model worried about distinguishing the idea of self-perception is introduced. This model proposes that self-perception might be imagined as a free mental portrayal of the body that is impacted by no less than 7 arrangements of variables. These sets are the historical backdrop of tangible contribution to body insight, the historical backdrop of weight change/vacillation, social and normal practices, individual mentalities to weight and shape, mental and emotional factors, individual psychopathology, and natural factors.

Negative self-perception perspectives are connected with the beginning of confused eating, unfortunate confidence, general psychological well-being issues, and corpulence.

Need and Significance

Social psychologist Aneeta Rattan observed that the difference in perspective occurs between those people who are objectified by prejudice and those who are not.

But anyways the prejudice thinking gets into a person in high amount. The importance of this study comes up with the understanding that those people who are objectified by prejudice have higher rates of chronic stress, anxiety, depression, substance abuse and suicide. Research by Stand ford psychologist Greg Walton indicated that a sense of not belonging results in a person becoming both less motivated and less likely to overcome through the face of obstacles. Studies have shown that there exists a connection between prejudice and depression. The racially prejudiced people are observed to have stress when they are interacting with people of color. And chronic stress might result in higher risk of getting sick and having diminished immune response, heart disease, rheumatoid arthritis, and diabetes. (Enayati, A., 2014)

Prejudice is a common phenomenon which is experienced within the society in which we live. Even though some people deny that they don't have prejudice, every person does have some form of prejudice within them. People usually are prejudiced against individuals or groups for different reasons, like, it can be based on random distinctions which can easily create prejudice within the minds of the people. The major significance of this study comes from the idea that, the competition between the groups, between the people in power gradings and those due to political conflicts may transform the mere despise towards that individual or group in a more intense manner which will end up in forming hatred towards that individual or that group. (Pogosyan, M., PhD., 2020)

Emotions play a major role in the way we act towards other people. For every action we end up in, it is associated with any one of the emotions one way or the other. Likewise, prejudice is also a way by which we act out the negative aspect towards an individual or a group, thus prejudice is also associated with an emotion. This emotion can be related to the hostility that we have towards a political outgroup, the compassion we have towards poor people, the threat or supremacy that we have towards the racial outgroups. Emotions that we have inspire us in acting out a certain response, focus attention and cognition and to steer our actions. Implicit association test (IAT) is the most prevalent test that is used to assess prejudice within the Indian contexts. Lack of such measures for assessing prejudice makes this study more significant.

STATEMENT OF THE PROBLEM

Prejudice is marked to be the feeling component of attitudes which are shown to individuals because of their membership in that group. Some people often deny the existence of prejudice within them deliberately or at times unconsciously. Many people may not be aware of the prejudiced thought pattern that has been created within their mind which they are often unaware of, because of its implicit nature of existence within the individual's cognition. There are many factors that influence the prejudice within a population. The influence of each factor to create a prejudiced population may vary i.e., the intensity of how each factor influence the population vary. For analyzing that this study is being conducted and hence the study is titled as "Implications of subtle prejudice among college students".

DEFINITION OF KEY TERMS

Prejudice

Theoretical definition:

A negative attitude toward another person or group formed in advance of any experience with that person or group. Prejudices include an affective component, a cognitive component, and a behavioral component (APA, n.d).

Operational definition:

Negative evaluations of a group or of the members of a group without considering them as individuals.

Subtle prejudice

Theoretical definition:

Prejudiced and stereotyped evaluation that occur outside the people's awareness.

Operational definition:

Subtle prejudice is the domain of unjustified assumptions, and plain failure to make the effort to include people who are different from us, or who don't fit our expectations.

MAJOR OBJECTIVES

- To understand the implications of subtle prejudice among college students.

SPECIFIC OBJECTIVES

- To understand the implications of prejudice in body image among college students.
- To understand the implications of religious prejudice among college students.
- To understand the implications of prejudice in socio-economic status among college students.
- To understand the implications of prejudice in caste among college students.
- To understand the implications of gender prejudice among college students.

ORGANIZATION OF THE REPORT

The study consists of five chapters namely, introduction, literature review, methodology, results, and discussion and finally the summary and conclusion. The first chapter is the introduction part consisting of a brief introduction to the study with focus on the need and significance of the study. This chapter also consists of the statement of the problem and the theoretical and operational definitions of the key terms included in the study. The second chapter is the review of literature which consists of two broad categories namely the theoretical background of the study and the related studies. The third chapter is the methodology which comprises of a detailed account of the samples, variables, tools, procedures for data collection and the analysis method used for the analysis of data collected. The fourth chapter explores the results and discusses the analysis of the data and the results obtained thereby. In the fifth chapter, the summary and conclusion, a resume of the study and methodology of the study is briefly stated. It also includes the major findings of the study, its implications, and the suggestions for further research. In the end, references and appendices are included.

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

Literature review is very important area in doing research. It mainly gives practical instructions on reading and in structuring the relevant literature and critically assess the reviewed field. Literature reviews are highly accessible books which directs the students in the making of either a traditional or a systematic literature review, clearly giving distinction between the two types of review , the strengths and limitations of both and the skills needed. Usually the contents of literature review include using libraries and the internet note making presentation critical analysis referencing, plagiarism and copyright (Jill Jesson, Lydia Matheson, Fiona M Lacey, 2011).

Literature review mainly consists of two key elements; first, it must be able to give a brief summary about the findings or the claims that were developed from research that was done earlier. Second, this literature review should be able to reach a conclusion about how much accurately and completely the knowledge is being conveyed; it should be able to express your judgements about what is right or wrong, what is inconclusive and what is missing in the existing literature.

By conducting a literature review the following benefits can be achieved:

- It gives a general idea or review about the research in nutshell no matter whether we are familiar with the topic or not.
- It can put light into what has already been done well, thereby make up to utilize our time without wasting it.
- With the help of literature review it can provide new information and ideas so as to use in our research.
- It can help us to identify the issues and flaws that is present within the existing research.
- It helps us to view the research in a broader perspective which helps us in analyzing what all conclusions can be derived from our research.

Generally, a literature review summarizes and assess the state of knowledge or the level of practice on a particular topic which is under consideration. To understand this most literature review must label four tasks or a list of questions. The initial two

steps focus on discovering what each discrete study within the research has examined and what all closures were obtained from its analysis. The third step involve condensing the entire results that were gathered. Finally, the fourth step help us to come to a judgement about the overall status of the literature.

Theoretical perspective of prejudice

Role congruity theory of prejudice

The role congruity theory of prejudice towards female leaders proposes that the incongruity that is discerned between the female gender roles and the authority roles result in two forms of prejudice:

- a. Views men as the most favorable renter of leadership roles in comparison with women and
- b. Assess the behaviors which are needed to be fulfilled by the leadership roles in a less favorable manner when it is performed by a woman.

Well-earned reputation theory

This theory, which was developed by Zawdaki, strives to explain prejudices by drawing attention to the influence of groups and society. If the members of a particular group are having any disgrace or disrepute, then they are victimized by the other out- group members. This attitude is in a way not rational and hence uncritical.

But this theory has got various criticisms as well. It was found that this theory fails to explain.

1. It couldn't layout the underlying basis of prejudice rationally and objectively, hence this theory is partial and irrational.
2. It also fails to explain the individual perspective of prejudice as though prejudice nurture and develops within the society, it lives and exists within the minds of men.

Scape – goat theory

The concept of scapegoating is like the defense mechanism displacement or projection as proposed by Sigmund Freud. According to Freud, the defense mechanism of displacement refers to the displacing of hostility towards the

unacceptable targets onto the less powerful ones. According to this theory, when a person is frustrated too much, the victims of his or her frustration will be that of a minority group. In many aspects, the groups or individuals who are belonging to the minority groups are seen as convenient targets for displacing the frustrations by the so-called privileged groups. This theory was formulated by Rene Girard.

There are various criticisms for this theory as well. Some of them are as follows:

1. There are a number of groups who reside within the society. But the reason why a particular group is targeted out of many is not explained. That is., this theory fails to explain why a particular group is made the target of attack among the many other groups who are present within the society.
2. Scape goat theory holds the idea that majority of the groups that resides within the society has some prejudice towards the minority groups. But this theory hasn't put light into the fact that minority group also shows prejudice towards the majority groups. This theory thus, is ignorant to the prejudice that minority group have towards majority groups.

Convergence theory of prejudice

Convergence theory of prejudice basically explains the persisting nature of prejudice. But for some psychologists this theory is giving over emphasis to the aspect of prejudice that is mainly disputable and also it couldn't take note on the fact that is prejudice is formed from the social learning acquired by the individual from his or her early childhood.

They also pointed out that unlike the scapegoat theory which focused on the individual aspect of prejudice, the convergence theory gave the emphasis on to the group frustration to explain the fundamental aspects of prejudice. The main criticism that this theory holds is that it takes no notice of the individual change that constitutes the group.

Kranmer's theory of prejudice

People usually go through a number of phases in their life. Those phases include all the happiness and sadness we face in our life. According to Kranmer's theory of prejudice, prejudice is the product of the traumatic experience people go through in

their life. But when the meaning of prejudice is taken in to account this theory holds a criticism as well.

This theory fails to explain the fact of individuals developing prejudice towards a person or a group of individuals without any firsthand experience. Secondly it couldn't explain how people living in the same society have different beliefs and attitudes.

Authoritarian personality theory of Prejudice

A person usually develops an authoritarian personality mainly due to strict and harsh parent upbringing. A person's childhood experiences have a major role in developing such a personality. This personality type views the entire world in black and white terms. This personality type believes in the concept of stakeholders or hierarchical structures within the society. They have the strong belief that one person is better than the other. This theory was proposed by the German sociologist Theodor Ludwig Wiesengrund Adorno in 1950 using the fascism or F scale. According to Adorno, prejudice is related to pathology of a person and the authoritarian personality will lead to prejudices.

Theoretical perspectives of stereotypes

Authoritarian personality in psychodynamic model

According to Adorno et al. (1950), origin of authoritarian personality is rooted towards the psychodynamic model. It suggested that draconian, rigid, and disciplinary parental rearing make way to develop a persisting conflict within the individual. In this conflict, this parental punitory gives rise to resentment and malice towards the parental authority and by extension, all authority. But this cannot be expressed because of foreboding and subservience to the all-powerful parents. Thus, individual hostility and annoyance, repressed and replaced by an uncritical idealization of the parents and conventional authority is, implemented on them. This repressed hostility is displaced, and directed towards the targets which are weak and culturally deviant out-groups and minorities, seen as being sanctioned by conventional authority.

Socio-cultural theory

Socio-cultural theory proposed by Lev Vygotsky stresses the interaction of interpersonal (social), cultural – historical, & individual factors as the key to human development

Vygotsky considered the social environment as a critical factor for learning & thought that social interactions transformed learning experiences. In this theory, major emphasis is given to society. Main point of discussion in this theory is society. According to this theory, in our current cultural system, stereotype beliefs persist, and the existence of stereotypes results in developing thinking patterns. Katz and Bradley, who organized this theory in 1933, used the term consensus in the definition of stereotypical beliefs for the first time. Stereotype beliefs can be developed from observing the distinction between various groups that exists within our society, from reciprocal action or from social learning.

Social identity theory

Social identity theory was formulated by Henri Tajfel and John Turner in the 1970's. This theory posits an individual's perception about oneself in accordance with the interactions they have with society as well as the groups with which they associate themselves. For instance, people have their own perception about themselves based on the race, religion, or ethnicity to which the person belongs to. Hoggs and Abrams believed that this theory is a theory as well as a meta theory. It indicates that at first, a social world is assumed, in which there are different distinctions based on power, social level etc. in that. The structure of the present world is changing due to the contradictions that exist between these groups, which are well-known as human-grouping. So, according to this theory, the social world is divided into two large groups, namely "men" and "women", based on the natural traits of men and women, such that there are specific behaviors exhibited by these norm groups. Furthermore, each of these groups is different in availability to power situations and levelling.

Social- cognitive approach

Social- cognitive approach puts emphasis on the person's understanding and how it is followed by the influences which are formed based on those understanding. This approach gives importance to processes more than data descriptions and apart

from other approaches discuss on the stereotyping oscillations and establishing stereotype beliefs. Since cognitive psychology puts emphasis on person's understanding, this social-cognition approach built on person's understanding about stereotype beliefs. In this approach, stereotyping involves a relation between certain traits and certain groups.

Realistic conflict group theory

Realistic conflict group theory emerged in 1960s to explain how the competition based on resources which are not abundant, rather, limited result in developing hostility towards a particular group and thereby results in conflicts between the groups. In contrast to the other theories, which put emphasis on factors which are psychological, this theory focusses on the situational factors outside self to explain conflict and prejudice. Resources are always essential for leading a smooth life. When these resources are available enormously then groups cooperate and lead their life in harmony, whereas, when these resources are perceived as unavailable or scarce, even if they are not truly unavailable, then those groups will get into competition and eventually result in antipathy towards that group. These resources can either be physical such as land, food or water or psychological such as status, prestige or power.

Summary of theoretical review

Theoretical review gives a clear understanding about the various theories that help to formulate the research in theoretical aspects. These theoretical definitions help to imbibe the related meaning in the current scenario. These theories help in understanding how the prejudice is developed according to the ideas of different people.

Review of related studies

Subtle prejudice

Yoohyungchol, Stegar Michael F and Lee Richard M conducted a study in 2010 on the topic "Validation of the subtle and blatant racism scale for Asian American college students (SABR-A²)". This study was conducted to describe the validation of a measure of perceived racism which was developed to assess the racial experiences of Asian American college students. The study was conducted as three studies across two different regions of United States. There existed strong evidence which validated the 8-item subtle and blatant racism scale for Asian American College Students (SABR-A2).

The two-subscale structure of the SABR-A2 was supported by exploratory and confirmatory factor analyses and this signified discriminant, convergent and incremental validity, as well as internal reliability and stability over 2 weeks. (APA,n.d)

Alex Krolikowski and Jennifer Ratcliff conducted a study in 2011 on the topic “The Influence of Subtle and Blatant Prejudice on Group Identity”. The study was conducted among 42 undergraduate students, and they participated in the study in return for partial course credit. The study tested whether the various types of subtle prejudice exhibited by the members of one’s ingroup influences the extent to which individuals identify with, and distance from both their ingroup and the prejudiced individual. Participants were exposed to either of the two prejudiced scenarios, namely subtle and blatant prejudices and then they were subjected to identification with their ingroup, and the prejudiced individual was measured. The result of the study was associated with greater social distancing from the prejudiced individuals and one’s ingroup than exposure to subtle prejudice. The future implications of the study were also discussed. (Ratcliff. J. J. ,2011)

Anna Maria Manganelli Rattazzi and Chlara Volpato conducted a study in 2003 on the topic “Social Desirability of Subtle and Blatant Prejudice Scales”. The study examines the relationship between the measurement of subtle and blatant prejudice as proposed by Pettigrew and Meertens in 1995 and its tendency to provide the responses that are socially desirable. The study also aims at testing whether the items that measure subtle prejudice or those that measure blatant prejudice are judged as more socially desirable. The data was collected from two separate groups: one from 497 Italian high school students and other from 77 university students. The analysis was conducted in two ways, in the first case, it was concerned with the associations between the prejudice scores and scores on a shortened form of Marlowe and Crowne’s Social desirability scale. In the second case, it was concerned with the social desirability judgements which was exhibited on single items of the Pettigrew and Meertens scale. The result of the study was that there is no relation between subtle or blatant prejudice with that of their tendency to give socially desirable responses. When the items of the two prejudice scales are compared in accordance with their socially desirable continuum, with a very few exceptions the blatant prejudice is located at the pole where it is not socially acceptable whereas subtle prejudice items are located at the socially acceptable pole (Rattazzi, A. M., & Volpato, C., 2003)

John Duckitt conducted a study in 1993 on the topic “Further Validation of a Subtle Racism Scale in South Africa”. This study uses a new sample to cross-validate the subtle racism scale where traditional measures of anti-black racism were used. This validation of subtle racism scale was expanded by exploring its relationship with self-reports of actual interracial behavior. The study was conducted among 303 white students at the university of the Witwatersrand. The results showed a high level of internal consistency on the subtle racism scale, and a strong correlation with an interracial behavioral intention scale. The findings along with self-reported interracial behavior foster the validity of the subtle racism scale. The results also depict a very powerful association between the anti-black prejudice and authoritarianism. (Duckitt, J., 1993)

José Luis Álvarez-Castillo, Gemma Fernández-Caminero and Hugo González-González conducted a study in 2018 on the topic “Is empathy one of the Big Three? Identifying its role in a dual-process model of ideology and blatant and subtle prejudice”. The study connects empathy with the dual-process model, thereby analyzing the effects of the variable, along with the impact of personality and ideological attitudes, on subtle as well as blatant prejudice. The study was conducted among a population of 260 university students using cross-sectional research design with self-report measures. The study was analyzed using the path analysis method in which the results showed that empathy does not have a direct impact on prejudice. While the dual-process model focuses on explaining the blatant prejudice and in a weaker and indirect way, of subtle prejudice. (Alvarez-Castillo et.al., 2018)

Vassilis Saroglou, Bahija Lamkaddem, Matthieu Van Pachterbeke, Coralie buxent, conducted a study on 27 February 2009 on the topic “Host society's dislike of the Islamic veil: The role of subtle prejudice, values, and religion”. The study was conducted in western European countries and the present study was carried out in Belgium (*Ns* = 166 and 147). The study was conducted to analyze the attitude of majority members towards the Islamic veil. The study integrated three lines of research. It focused on (1) the role of subtle prejudice/racism on the host society’s attitudes towards immigrants, (2) the role of values o acculturation, and (c) the role of religious attitudes on prejudice. The results were obtained such that the effect of subtle prejudice/racism, values and religious attitudes are in greater levels in predicting anti-veil attitudes beyond the effects of other related variables such as age and political

conservatism. The study also denotes the importance of including religious attitudes in accordance with intergroup-relation factors that predict attitudes towards immigrants, regarding specific components of intercultural relations (Vassilis Saroglou et al,2009).

Scott Coltrane and Melinda Messinio conducted a study in 2000 on the topic “The Perpetuation of Subtle Prejudice: Race and Gender Imagery in 1990s Television Advertising.” The study was a content analysis, conducted on specific target audiences of television commercials during the year 1992 to 1994 (n=1669). The logical regression analysis which was conducted indicate that images of romantic and domestic fulfillment also differ by race and gender, with women and Whites disproportionately shown in family settings and in cross-sex interactions. It was of the view that during 1990s the television commercials were more interested in portraying White men as powerful whereas they considered white women as sex objects, same way they portrayed African American men as aggressive, and African American women as insignificant. The authors of this study depicted that this portrayal was because of the prolongation of subtle prejudice against African Americans by magnifying cultural differences and denying positive emotions (Scott Coltrane & Melinda Messinio, 2000).

Connie T Wolfe & Steven G Spencer conducted a study in 1996 on the topic “Stereotypes and Prejudice: Their Overt and Subtle Influence in the Classroom”. In this study, which was conducted, two theories that explain overt prejudice were reviewed namely realistic conflict theory and social identity theory. They reviewed one theory called aversive racism theory that explains this phenomenon. They also discuss two aspects which are attributional ambiguity and stereotype threat, which provides the accounts of the impact of subtle racism. It was found that prejudice influences classroom, and they described one intervention called jigsaw classroom that encourages work towards common goals and thus help in reducing the expression and effect of overt discrimination. Another intervention program was wise schooling which was presented to reduce the impact of subtle stereotypes by reducing stereotype threat.

Juan Herrero Olaizola, Francisco Javier Rodríguez, DíazGonzalo Musitu Ochoa conducted a study in 2014 on the topic “Comparing intergroup contact effects on blatant and subtle prejudice in adolescents: a multivariate multilevel model.” In this study, their hypothesis was, that the effect of subtle prejudice will be smaller than its effect on blatant prejudice. This study was conducted on 1,655 school aged native

Spanish adolescents with the data from a cross-sectional design. The prejudice was measured with a shortened version of the Meertens and Pettigrew scale of blatant and subtle prejudice which was adapted to Spanish adolescent population. Their findings were in supportive of the hypothesis as the analysis was from multivariate multilevel for correlated outcome variables. Their major findings were (1) on the subtle prejudice scale, the students tend to score higher, (2) there was statistical relations to both levels of subtle and blatant prejudice in accordance with the contact with the outgroup, and (3) negative relationship of contact with the outgroup and prejudice is comparatively greater for blatant prejudice than subtle prejudice. Thus, the result of this study provides statistical evidence supporting the greater resistance to change of subtle forms of prejudice (Juan Herrero Olaizola et al., 2014).

Hector Arancibia Martini, Miguel A Ruiz, Amalio Blanco, Manuel Cardenas conducted a study in 2016 on the topic “New Evidence of Construct Validity Problems for Pettigrew and Meertens’ (1995) Blatant and Subtle Prejudice Scale”. This study provides new evidence regarding issues in the construct validity of Pettigrew and Meerten’s blatant and subtle prejudice scale. The study was conducted by reanalyzing on an existing data sample of 896 Chilean participants collected in 2010. The analysis method used here was of confirmatory factor analysis. The model which had represented the original theory had an improper solution due to the unidentified model. The scale had substantial psychometric problems, and it was found that it wasn’t possible to differentiate between subtle and blatant prejudice (Hector Arancibia Martini et al.,2016).

Prejudice

Uma M Jayakumar PhD conducted a study in 2009 based on the topic “The Invisible Rainbow in Diversity: Factors Influencing Sexual Prejudice Among College Students”. The data was collected using longitudinal method from 13,882 students nationwide. This study examined the impact of college experiences on sexually prejudicial attitudes. The finding from the study indicated that the experiential components of racial diversity within the college environment resulted in individuals accepting lesbian, gay, and bisexual relationships after four years of college and thereby resulted in a decrease in sexual prejudice. From the results obtained, it was interpreted that the observed trends indicate the sexual prejudice becoming less socially

acceptable, as more insidious forms of heterosexism maintain the dominance of the privileged group. (Jayakumar, U. M., 2009)

Terry F Pettijohn, and Amy S Walzer conducted a study in 2008 on the topic “Reducing racism, sexism and homophobia in college students by completing a psychology of prejudice course”. In this study conducted, the authors predicted that those students who took part in the Psychology of Prejudice class would have significantly reduced prejudice as a result of course experience. The study was conducted as two parts. The study was conducted among 33 undergraduate students enrolled in one section of Psychology of prejudice and 66 undergraduates enrolled in two sections of Introductory psychology participated. The study was conducted by using giving questionnaires to the students. The results confirmed their prediction of significant decrease in prejudice for the students who attended the prejudice class and while those students who attended the introductory prejudice class were not shown to have decrease in prejudice. Furthermore, the implications to prejudice reduction through class activities and education were discussed.

Gary L Hansen conducted a study in 2010 on the topic “Measuring Prejudice against Homosexuality (Homo sexism) among College Students: A New Scale”. The study was aimed at developing a scale for measuring the prejudicial attitudes towards homosexuals which is commonly called as homo sexism. The study was conducted among 143 college students and the analysis was based on the questionnaire responses from the participants, which resulted in the development of both a long-form and a short-form scale. Also, both forms of the scale were highly reliable and yielded nearly identical results. Thus, results from the study indicated that the scale is valid and should facilitate research in that area (Hansen, G. D., 1982).

Samuel D Museus, Susan A Lambe Sarinana, April L Yee, and Thomas E Robinson conducted a study in 2016 on the topic “A Qualitative Analysis of Multiracial Students’ Experiences with Prejudice and Discrimination in College”. The study was conducted among college students. The study was aimed at examining the multiracial college students’ experiences with prejudice and discrimination in college by conducting focus group interviews with 12 mixed-race participants and individual interviews with 22 mixed-race undergraduates to analyze how they experience prejudice and discrimination within their college. The analysis of the study revealed 8

types of multiracial prejudice and discrimination which were confirmed by individual interviews namely, (1) racial essentialization, (2) invalidation of racial identities, (3) external imposition of racial identities, (4) racial exclusion and marginalization, (5) challenges to racial authenticity, (6) suspicion of chameleons, (7) exoticization, and (8) pathologizing of multi-racial individuals. Implications for research and practice were discussed. (Museus, S. D., et. al.,2016)

Haans J Ladegaard and Ho Fai Cheng conducted a study in 2014 on the topic “Constructing the cultural ‘other’: prejudice and intergroup conflict in university students' discourses about ‘the other’”. The study was conducted among the university students in Hong Kong. The study aims at how the students talk about ‘self’ and ‘other’. The students were selected from three groups namely, Hong Kong Chinese, Mainland Chinese, and Overseas Exchange students, such that they were asked to characterize the three groups in a pre-discussion questionnaire and to discuss freely what they had written. From the analysis of selected excerpts, it was found that there are significant differences between the written and oral responses. Results show that students jointly constructed negative stereotypes about the ‘other’ during their discussions. Different discourse strategies are used by the three groups to discredit the ‘other’ and enhance the intergroup identity and differentiation. The study highlights that the initiative taken up to develop more incarnated universities may be a menace if negative intergroup stereotypes prevail. Furthermore, the study put forward the importance of promoting anti-racist multicultural education to counter intergroup prejudice and potential conflict. (Lifeguard, H. J., & Cheng, H.,2014)

Linda R Tropp, and Thomas F Pettigrew conducted a study in 2005 on the topic “Relationships Between Intergroup Contact and Prejudice Among Minority and Majority Status Groups”. Even though much research has been conducted in order to assess the relationships between intergroup contact and prejudice, and those result showed greater contact corresponding to lower intergroup prejudice, it did not explain how this relationship vary for members of minority and majority status groups. This research was conducted to analyze the differences in contact-prejudice relationships among members of minority and majority status groups. Here data was taken using a large meta-analytic study of the effects of intergroup contact. The result of the study was that the contact-prejudice relationships tend to be weaker among members of minority status groups than among members of majority status group. Furthermore, the

Allport's proposed conditions for optimal intergroup contact was also established which resulted in predicting stronger contact-prejudice relationships among members of majority status group, but not among members of minority status groups. Inference of these findings for future research on contact between minority and majority status group were also discussed. (Tropp, L. R., & Pettigrew, T. F., 2005)

Cramer Robert J, Miller Audrey K, Amacker Amanda M, and Burks Alixandra C conducted a study in 2013 on the topic "Openness, right-wing authoritarianism, and antigay prejudice in college students: A mediational model." The study examined the right-wing authoritarianism (RWA) as a mediator of the relationship between openness and antigay prejudice. The study was conducted among college students from universities in the mid-Atlantic (Sample 1, n=199) and southeastern (sample 2, n=244) United States. The study was conducted in two areas. First, the bivariate relations among openness, right-wing authoritarianism and anti-gay prejudice were assessed. Second, the right-wing authoritarianism tested was a mediator of the relationship between openness and anti-gay prejudice. The findings of the study were that there is negative bivariate associations between openness and anti-gay prejudice and positive associations between right-wing authoritarianism and anti-gay prejudice. Furthermore, it showed that right-wing authoritarianism mediates the negative relationship between openness and anti-gay prejudice. Inferences of the supported model are discussed in accordance with the antigay prejudice theory as well as prejudice-reduction interventions for use in college campuses. (Cramer, R. J., et. al., 2013)

Paula M Brochu, and Melanie A Morrison conducted study in 2010 on the topic "Implicit and Explicit Prejudice Toward Overweight and Average-Weight Men and Women: Testing Their Correspondence and Relation to Behavioral Intentions". The study was conducted to examine prejudice towards overweight men and women. The participants (N =76) indicated their perceptions, attitudes, behavioral intentions, and implicit associations towards people who are average-weight or overweight man or woman. Results found out the presence of explicit and implicit anti-fat prejudice, with prejudice to overweight targets are often high for males than for females. Analysis of covariance specify that overweight targets received disparagement than did their average-weight counterparts, regardless, for the most part of the target's gender. One exceptional finding was that no relation was obtained between explicit and implicit

measures of weight bias. The researchers discussed the limitations of the study and the inferences for future research. (Brochu, P. M., & Morrison, T. G.,2007)

Baltaci, and Ali conducted a study in 2017 on the topic “Relations between Prejudice, Cultural Intelligence and Level of Entrepreneurship: A Study of School Principals”. The study was conducted to determine the intervening role of prejudice in the relationship between the cultural intelligence of school principals and the level of entrepreneurship. This study has used correlational survey research and was designed by quantitative research method. The universe of this study comprised of 642 school principals. In this study, the relationship between the variables of this study were examined using correlation and hierarchical regression analysis. Results showed that cultural intelligence is positively related to prejudice and entrepreneurship. As hierarchical regression analysis was used, the prejudice has been completely mediated agent between the cultural intelligence and the level of entrepreneurship. The results are helpful to the educational and organizational literature. In practice these results will provide strategic substitutes for the school principals to engage in entrepreneurial activities. (Baltaci, A., n.d)

Helen Lavan, and Yvette P Lopez conducted a study in 2022 on the topic “An interdisciplinary approach to examining prejudice at work: a level of analysis perspective”. This study was conducted to examine the recent research on prejudice in workplace by comparing the domains of management, psychology, and sociology. It was built on an interdisciplinary literature review design consisting of 450 recent articles which were examined. The study used content analysis comprising both automated and manual coding and chi-square analysis. Results showed that each domain of management, psychology and sociology make different contributions, thus helping the research to understand prejudice and discrimination in the workplace. Future research directions were found out in accordance with the social movements that impact prejudicial attitudes and discriminatory behaviors at all three levels are provided”.

Catak and Muzaffer conducted a study in 2019 on the topic “Judgments and Prejudices of Students against Their Failure in the Social Studies Class”. This study was conducted to find out the prejudice and negative judgements which are doubted to affect the failures of students in the social studies class and to obtain a solution by

determining the prejudice and judgements that affect students' failure in the relevant class. Students who regarded that their failure in the social studies class as foundationally teacher-based depicted that with 138 frequencies in 9 different codings, as self-based with 229 frequencies in 14 different coding and as program-based with 94 frequencies in 4 different coding. (Catak, M. n.d.).

Summary of review of related studies

Review of literature in this research mentioned various studies based on prejudice, subtle prejudice, and college students. The review related to subtle prejudice shows the various studies that were conducted in the population consisting of college students and studies that assess the subtle prejudice among other populations across the globe. Likewise, the studies based on prejudice also shows the studies that were conducted in order to assess the prejudice that are expressed in the population consisting of college students as well those including other population.

CHAPTER 3
METHOD

CHAPTER 3

METHOD

A research method has got utmost importance within the research. For a particular research problem various systematic plans need to be adopted, to solve that problem. So, research method implies the various procedures that need to be implemented to solve that research problem. These include the way the problems are formulated, the definition of the terms, the choice of the subject taken for investigation, the validity that those data gathering tools hold, how the data is being collected, how the analysis is made, how those interpretations of data are derived and along with that the process of inferences and generalizations (Koul,2005, p.417). The method used in the present study is qualitative method, as the topic of the study requires an in-depth exploration.

This study attempts to investigate the various implications of subtle prejudice among young adults. The study was conducted step by step. Initial part the of the research, the investigator made interview questions and the data was collected using semi-structured interviews. Next step of the study was data analysis, carried out using thematic analysis, in the final step, the data collected was consolidated based on the study being investigated.

Research design

There are certain ways or modes by which the data is collected by the investigators in research. Research design implies the various plans by which various observations are collected by the investigators in a systematic order (ML Abbott, J McKinney, 2013). By using a particular research design the effects of error variance can be systematically reduced. With the help of research designs it can be ensured that the major differences which can be seen in between various conditions are not due to the presence of such error variance (JL Myers, A Well, RF Lorch,2010).

This research is developed using qualitative research design. In qualitative research designs more focus is given to the flexibility of the research rather than fixedness and inductive nature and thus following a strict sequence derived from the initial decision (Robson, 2011). Qualitative research indicates the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things unlike,

quantitative research which “refers to the counts and measures of things” (Berg et al.,2004).

Participant

Sampling:

Sampling is defined as a process which is included in statistical analysis, such that in this process the researchers take a predetermined number of observations from a selected larger population (Alicia tuovila,2020). The elements included in this method are called sample points. It should be made sure that the selected sample is a fair representation of the entire population. The sampling method is done because carrying out research on an entire population is time-consuming as well as a herculean task. So, by using the method of sampling, the researcher can apply the findings that was obtained from the research, which is administered on the participants.

Universe: Kannur

Participant: Young adults were taken as the participant in this research.

Population: Young adults who are college students.

Sample size: 10

Inclusion criteria

Young adults within age group 18-29

Young adults who are college students

Young adults in both male and female

Exclusion criteria

Young adults who are having mental illness

Young adults who are illiterates

Young adults who are studying abroad

A total of 10 college students belonging to young adult population were subjected to a semi-structured interview, of which 5 were males and another 5 were females. The participants of the study belong to the age group of young adults ranging

from 18-29 years, in which all of them are college students who are pursuing their degree and some of them are on the verge of finishing their graduation. Among these 10 adult participants, everyone is unmarried.

Variables

“A variable, as the name implies, is 1” something that varies”. In very simple terms variable refers to something that changes and can have more than one value. Variable can be anything ranging from height, weight etc. to anxiety, body temperature etc. The main idea behind variables is that each of these properties varies for individual to individual (S P Kaur,2013).

Variables of this research:

Prejudice:

According to Gordon Allport, prejudice is defined as “an antipathy based on a faulty and inflexible generalization”. In his definition, the “antipathy” indicates the fact that many groups which are subjected to discrimination are not the targets of generalized negative attitudes. Now, the term “faulty generalizations” depicts that the stereotypes that underlie prejudice may typically be precise at the group level but faulty in relation to individuals (John E Dovidio, et. Al.,2005).

Subtle prejudice

Everyone belongs to a particular group that surrounds them, because of which they might be influenced by the stereotypes that that group holds. Thus, subtle prejudice comes from the internal conflict within a person who acts in accordance with their non-prejudiced ideals but is still influenced by the stereotype that their group holds. Prejudice can pile up in an individual due to many factors ranging from what they watch in the media, to not interacting with people different from oneself. Because of the rules that exist against prejudice, many people’s prejudices takes up hidden or sometimes, unconscious form called as subtle prejudice (Kristin J Anderson, 2010).

Method of data collection

In this study, the method of semi-structured interview was used for data collection. The data was collected using direct interviews i.e., face-to-face interviews. The researcher initially prepares questions, later as the questions are asked it is

modified based on the responses given by the participants. The semi-structured interview is used when the researcher has some questions in their mind but wants the participant to take it in another direction if necessary. So that, the researcher along with the participant get more insights about various aspects of the questions being asked.

Procedure for data collection:

The research was conducted on the college students. So, at first, permission to conduct the research was gained from the head of the department of the respective participants. Then, the researcher took the informed consent of the participants of the study, which are college students belonging to young adults. Along with that, consent was also taken from the participant for recording the interview. The participants were made aware of the motive behind approaching them and about the confidentiality that this interview will hold. The researcher first established rapport with the subjects and then when the researcher finds the participant to be comfortable, the researcher started providing appropriate instructions for the study. The instructions included asking the participant to answer about their experiences honestly without doubting about whether the researcher is judgmental and to respond without categorizing their responses as right or wrong rather respond freely whatever that come to their mind. After the participant understood the instructions, the researcher moved on to the questionnaire session and the appropriate data was collected. At the end, after collecting the responses from the participants, they were asked about the experience and were notified that if they would like to know the results, they could contact the researcher, or the researcher would contact them. Lastly, the participants were thanked for their participation and cooperation.

Analysis method:

To analyze the data collected, the narrative analysis method was used. This method is used because it can help us to get information, to reach our conclusions and it allows the participant to respond about the experiences through their own choice of words. By using narrative analysis, the researcher can interpret the data collected as explained by the participants as well as be more open to the ways in which the results can proceed. Narrative analysis provides researcher with detailed information about their participants that they might not obtain by using other methods.

CHAPTER 4
RESULTS AND DISCUSSION

CHAPTER 4

RESULTS AND DISCUSSION

The result and discussion session provides key results in an objective manner such that it is not actually giving the interpretation of the final result and it is explained in a more descriptive materials and text. The research question aims at finding out an outcome, likewise, the result section in the study helps us to find out the data collected. The result section follows an order such that the appropriate answers can be obtained for the questions or hypothesis that has been investigated. There are chances of getting negative results as well which should also be reported. Further, the result section is followed by the discussion part in which the research focusses on the significance of the result that they have obtained. This section provides rational explanations for the result that has been obtained. Those explanations are generally given by comparing the results to prior studies' findings, so citations to the studies discussed in the literature review generally reappear here. Also, in this part, the overall limitations of the study and put light into the result and the way the result say about the problem identified in the research question. The way the authors interpret their result is unique for each researcher as it depends on the way they perceive it. (Lumen, n.d)

Narrative analysis is a type of qualitative research in which the investigator mainly concentrates on a topic and then analyzes the data collected from the case studies, surveys, interviews, observations, or any other similar methods. In this type of analysis, the researcher initially writes their findings, review and scan them. By using this approach, the researcher can have comprehensive data about the participant's life and their activities. Interviews are conducted for the key informants to collect large amounts of data or texts from them. Alongside that, other existing literatures and personal recollections are used. From all this information provided researchers choose a few examples which are relating to the problems that they want to talk about and then analyze them in depth (Harappa, 2021).

To conduct narrative analysis, the researcher must have a clear understanding about the background settings, social and cultural context of the research participants. By having an understanding about such various domains, a person has, the researcher can have a better idea about the concepts that the subjects mean in their narration. It

helps in identifying the hidden layers of meaning that can be brought into light by having a better understanding of the culture or the environment (Harappa,2021).

RESULT OF NARRATIVE ANALYSIS

In this study, ten college students shared their experiences when they were asked about their feelings towards the certain individuals or groups and their attitude towards them. Each response that was obtained entirely depends on the participant such that, they were based on the personal experiences of the participant in a subjective manner. Those responses were collected from a group of college students who is currently studying in a college situated in Kannur district of Kerala. While responding to certain questions, they also include certain situations that they could relate to their day-to-day experiences which is ongoing or has happened in their life.

DISCUSSION OF NARRATIVE ANALYSIS

The aim of the study was to understand the implications of subtle prejudice among college students. The participants were all college students who are 18 or above 18 years old and 29 or below 29 years old who are currently pursuing their career streams in Kannur district of Kerala.

Section 1: Body image

The first question was asked to understand the general concept of the participant regarding their fantasies about a body image. Usually, people might have body image concepts regarding how they should be appeared in front of others and some closely associates their body image with their confidence level such that once they fail to achieve their targeted body image their confidence level will drop. The first question was divided into three sub questions in which the first sub question analyzes the presence or absence of a body image concept of the participant in which most of the participants respond with a 'yes' and one participant among the 10 participants quoted with 'no'.

Here from the participants response, it can be understood that the most of them has a concept regarding the way they need to be appeared in front of the other people or in front of the society. They are more concerned about the way they are being judged by the society. Among them one participant quoted the response as 'no', this was because the participant had an experience of being body shamed by the people around the

person because of which she is more concerned about the ways by which one's perception about the body image would affect the mental health of a person. Because this person was more aware about the fact that if she gets bothered about her body image, it might affect the mental well-being of that person which may later affect her adversely. Most of the participants reported the existence of concepts regarding body image which implies that those participants are having a subtle form of prejudice that is embedded within them which compels them to have a thought pattern which has an already constructed ideal body image. The first question had other two sub questions in which the second sub question mainly try to assess the ideal body image concepts of the participant like for example whether they wish to stay fat or slim etc.

“I would like to have a fit body.”

This was one among the common answers that were obtained. Most people responded with a neutral answer of neither having a too fat body nor a slim body. They all have that ideal image rooted within their cognition that having a too slim or fat body is a person who is physically unattractive and physically unfit. When asked about their understanding about having a fit body they added that they want to do any kind of physical activities at ease without having any difficulty. From this it can be inferred that they have the idea that having a fit body will not be equivalent to a body which is either too fat or slim. The third sub question of the first question was to assess what the reason for the participant was to have such kinds of ideal concepts regarding their body image. Most of their answers were subjective like for some it was their personal choice, and they don't have anything in their mind other than that. For some they don't have a clear reason on why they have such an ideal body image concept. One among the response was as follows,

“That is what people usually wish for.”

This indicates that even though the participant themselves don't know the reason behind their fantasies about having an ideal body image it can be clearly explained by the social identity theory which gives emphasis on the way an individual perceives about oneself in accordance with the interactions they have with the society as well as the groups with which they associate themselves. This response by a participant indicates that apart from the individual's perception it is the perception of the individual in accordance with the society that matters the most. This finding was also found in one

study conducted to analyze the satisfaction with body image and peer relationships for males and females in a college environment. In that study it was found that those body parts with which each gender was most dissatisfied were consistent with the body parts emphasized through “ideal” images (Wendy.D. Hoyt & Lori. R. Kogan, 2001)

The second question deals with the participant’s idea about assessing a healthy person with a very different body image by giving a contextual question. Here the participant was asked about the healthy person according to the participant’s perspective, who could easily lift an iron table. It was observed that majority of them were having the concept that the one who is fatty in appearance will be able to do that apart from a person who is having a slim body. This is because the participants believe that the body mass of the person measures the health of that person no matter whether the person with a slim body is physically fit or not. Also, some participants reported with a neutral answer which means that, some participants reported that they can’t judge a person’s ability to lift an iron table by analyzing the body image of that person. According to them it is the person who determine whether they can do that or not. Sometimes a person might be slim, but he/she might be having a bone weight which makes him stronger or healthier to do any task. Likewise, for some people who is fat still they might be able to lift the iron table at ease.

The third question deals with a contextual question which helps to assess the participant’s urge to interfere into a person’s concepts about their body image no matter whether he asks for it not. In this most participants responded that they do not have that tendency to interfere into the opinions of another person’s life if he is not asking the participant to give suggestions. While two participants responded that they would interfere with a person who is fat and give tips for them to regulate their body image even though they won’t ask for it. When enquired more, it was understood that those two people have went through such a phase of their life, where they were body shamed by people around them just because of having a body image that makes it difficult for the society to be considered as a healthy body image.

This concept can be explained using the Kranmer’s theory of prejudice. People usually go through several phases in their life which includes their happiest moments to sad moments. According to this theory, prejudice is the product of the traumatic experience people go through in their life. Here the two participants had a prejudiced

concept, because of which they have the tendency to give diet tips for a person who is very fat to help him regulate his fatty body even though he doesn't ask the participant for that. It is of prime importance that those two participants had a traumatic experience of being body shamed by the society thus they evolve to have a prejudiced mind.

The fourth question includes two sub questions, which were asked to understand whether the participant has the habit of teasing their close ones by calling nick names and based on what criteria they call nick names. Most often the way nicknames are called can be an evident prejudiced thought pattern of the participant. And in that, almost all participants reported that they used to call their closed ones using nicknames. Nicknames are used by people to specifically highlight any characteristic of that person. It was found that most participants call their loved ones using nicknames and these nicknames are mainly based on the body image of that person. While some people reported that they call their loved one's nicknames based on their character and the face complexion. While very few people reported that they use nicknames based on the surname of that person or based on the convenience with which the participant can call their name.

This indicates that majority of the participants call their loved ones based on the body image of that person which means that the people are being teased based on their appearance no matter whether the person is fat or slim, or having a dark or white complexion. There are many cases regarding those people who are often bullied or teased by their friends or loved ones. The people who tease others won't be aware of the trauma they might be going through or the impact that these "jokes" might be imparting in the minds of the people who are being bullied. These might result in developing a prejudiced mind for the people who were bullied as explained by the Kranmer's theory of prejudice where such traumatic experience might give a more prejudiced individual as the byproduct.

Section 2: Religion

The fifth question was asked to find out the religious concept of the individual which means that everyone might be born into different religion, even then, some people may or may not believe in those religion to which they are born into. The fifth question consists of two sub questions in which the first question assesses whether the participant believes in the god in accordance with the religion to which they are born

into. And the second question was asked to assess their understanding about the logic behind the customs and rituals that are followed by the religion to which they were born into. It was understood that the number of people who believes and who don't believe in God in accordance with the religion that they were born into are somewhat equal in number, the number of participants who don't believe in God are comparatively more.

The second sub question was to assess their understanding about the logic behind the customs that were followed in the religion to which they were born into. Most of the participants reported that they don't feel that there is a logic behind all the customs and rituals that were followed in that religion to which they were born into even though some participants among them reported to believe in God. The responses from the participants indicate that they all believe in the positivity that are enforced by the rituals and customs that are followed by the religion to which they are born into apart from the illogic aspects that each religion upholds. In a study conducted to assess the associations among religiousness, social attitudes, and prejudice in a national random sample of American adults related results were obtained. The authors tentatively conclude that general religiousness is not associated with universal acceptance of others. Rather, general religiousness appears to be linked with selective self-reported intolerance toward persons perceived to behave in a manner inconsistent with some traditional religious teachings. (W.C.Rowatt, 2009)

The sixth question was to understand the participants viewpoint regarding the rituals that are followed by the people belonging to other religions. Most of the participants responded that, it is the subjective decision of that individual who is belonging to that religion. From this response it was understood that in one way or the other they believe in the concept of the subjective decision making in either following or not following the customs and rituals of the religion to which they were born into. While this was the major response reported by the participants, some reported that the rituals followed by other religions do not have any logic behind them as they seem to be meaningless while they have the same attitude towards their religion as well.

The seventh question was having two sub questions, to assess the participants understanding about the criminal activities that are happening within the society and its association with the religion to which the culprit is born into. Also, if they believe, there

exists a relation between the criminal activities and the religion to which the culprit is born into, what is their reflection on themselves regarding the reason behind that belief. Most of the participants responded that they don't believe that any relation exists between the religion and the criminal activities of that person who is born into that religion. While some reported that they believe such a relation exists between the culprit and the religion to which they are born into. When asked about the reason why they think so, their response was as follows,

“That is how news channels portray that, right?”.

This statement can be explained using the well-earned reputation theory which explains the kind of prejudice that people hold. According to this theory, if the members of a group commit a mistake such that it created a disgrace to the whole community, then all the members of that group is being victimized for all the disgrace that was brought by that single individual. Likewise, here the participants believe that a specific group is responsible for most crimes happening in the society. They believe so, because of the media is portraying lot of cases where the crimes are done by people belonging to that specific religion.

The eight question consists of two sub questions where the first question was asked to understand whether the participant believe that the religious beliefs of the other religions apart from the religion to which the participant is born into is strange or not. And the second question were asked to understand the reason behind them to believe that the religious beliefs of other religions are strange, if so. Among, most of them reported that they are of the opinion that religious beliefs of other religions are strange. When asked about the reason why they believe so, most of them reported that they don't believe in all those religious beliefs because of which they consider it as strange. A part of them reported that it is everyone's decision to either believe those religious beliefs as strange or not to believe so. While least number of participants believe that they don't find those religious beliefs to be logical and that's why they consider those religious beliefs as strange.

Section 3: Socio economic status

The ninth question consists of two sub questions. First question was a kind of imaginative question. The participant was asked to assume a situation where the participant is well settled with a good economic status in the society while he is

supposed to involve in conversation with a group of people who are jobless with a poor financial background. Now, in that context, the participant was asked about his feeling during that time, will that be an inferiority feeling as feeling a bit ashamed to engage in conversation with such people of low socio-economic status. If they believe so, the second question was asked to assess the reason behind them to feel so.

Most of the participants responded that they won't feel such kind of inferiority to engage in a conversation with such people, while least minimum among the participants reported that there are chances for them to either have such feeling or not to have so as they cannot predict how they would behave in their future. This can be explained by using the social identity theory which posits an individual's perception about oneself in accordance with the interactions they have with the society as well as the groups with which they associate themselves. Here most of the participants believe they won't have such inferiority feeling to engage in conversations with people who were of a poor socio-economic status but one among them reported that there might be chances for that person to change. This was because till achieving a very good socio-economic status, the person was mingling with people of his standards in the society, but, after achieving a very rich socio-economic status the groups with which he used to interact will change and this in turn changes that individual's perception about his own standards within the society and hence result in having a prejudiced attitude towards those people of poor socio-economic class. In a study conducted to analyze the Perceived Race-Based and Socioeconomic Status(SES)-Based Discrimination in Interactions with Health Care Providers, it was found that almost two thirds (63%) of the participants perceived discrimination in their interactions with health care providers based on their race or color, and 58.9% perceived discrimination based on their socioeconomic status or social class.

The tenth question was asked to assess the participants' understanding about an educated and uneducated person. It consists of two sub questions in which the first question was asked to assess the concept of the participant on whether an educated person is capable or an uneducated person is capable in taking a decision during situations when participants are confused in taking decisions. It was also asked to assess the understanding of the participant in having an association between education and taking a sensible decision. While the second question was asked to analyze the reason why they think so.

Majority of the participants responded with a neutral answer that is they reported that a correct decision can be made based on the topic to which we find difficulty. They reported that it is not education that helps a person to take decision rather it is the amount of knowledge that a person has and whether there is a relation between our problem and the topic in which the person is more capable of, in helping us out. The number of participants approximately equal to the number of people who reported a neutral answer stated that only an educated person can take up a right decision. While no one reported to have an answer that an uneducated person can take up a correct decision. While those people were asked about the reason behind their belief in a neutral thinking of not relating between education and ability to take good decisions they reported that it is not the education that marks a person's ability to take good decision rather it is the competence and potential of that person in that specific topic in accordance with the topic that creates confusions for the participants to take a decision while the participants who responded that an educated person will be able to take up a correct decision responded that, the reason behind that thinking of those participants is due to the idea that the educated people will be having more knowledge.

This can be explained by using the socio-cultural approach where we learn everything through our interactions with the environment. Usually, we are brought up in a way that people who are educated are very intelligent than those people who are uneducated even though they have intelligence based on many things that they gained through their own life experiences. So, this thought pattern embedded within the participants made them to think that an educated person can take a correct decision other than an uneducated person when the participant is confused in taking up a correct decision.

The eleventh question consists of two sub questions in which the first question was asked to understand the participants idea about whether the participant believes that there are more chances for an uneducated person to arrive at an unsatisfactory decision more than an educated person. If they believe so, the second question was asked to identify the reason behind them to believe so. Majority of the participants reported that they don't believe so. They believe that it is the topic of interest that requires a solution and the person's competency in that subject that matters the most in arriving at a solution. While on among the participants reported that they will feel so, and the reason that they said that rely on such belief was that the education that the

uneducated person lacks is a very big criteria for assessing the person's capability in arriving at a satisfactory solution according to the participant.

The twelfth question consists of two sub questions in which the first question was a contextual question where it was asked to assess whether the participant feels uncomfortable when a friend of the participant being a reserved class got seat for his or her higher studies than the participant who is from a general category but still got marks more than the participant. And the second question was asked to understand the reason for them to feel uncomfortable, if have felt so. Majority of the participants respond that they will feel uncomfortable when they don't get the result for all those that they had put in. While a least number of the participants reported that they won't feel uncomfortable. When asked about the reason behind such uncomfortable feeling, the participants reported that they have went through such situations. During those times, they felt very pathetic even though they were having more than enough marks for getting seats. They also responded as follows:

“All are putting equal efforts”.

This can be explained using the Kranmer's theory of prejudice in which the traumatic experience that had happened in their life leads to the development of a prejudiced attitude in that individual. Here, many of the participants reported that they have went through the same situation and according to this theory, the traumatic experience that they had earlier in their life has resulted in such prejudiced behavior.

Section 4: Casteism

The thirteenth question consists of two sub questions in which the first question was asked to understand whether the participant has an uncomfortable feeling when they are supposed to work under a person who is from a low caste. And if they have such uncomfortable feeling, then the second question was asked to assess the reason for them to have such a feeling. All among the participants reported that they don't have such uncomfortable feeling to work under a person from a low caste and thus the second question weren't having any prime importance.

The fourteenth question is a contextual question consisting of two sub questions. The participant was asked to assume that the participant belongs to a lower caste group and such that he or she is working in the house of an upper caste person. So, the first

question was asked to find out whether there are chances for the participant to feel inferior when he or she is sitting along with the people in that house and to have food with them. And if they feel so, the second question was asked to understand the reason behind the participant to feel so. Majority of the participants reported that they don't feel inferior when they are supposed to sit and have food with the upper caste people, provided the participants are working in the house of that upper caste person. While even though less than the majority an equivalent number of participants reported that they will feel inferior when they are supposed to have food from the house of an upper caste. When enquired about their reason for that feeling, they reported that the behavior that those upper caste people may exhibit might result in the participants attitude of feeling inferior. Also, some participants responded in the following way:

“This is what is happening in the society, right?”.

This can be explained by using the socio-cultural approach. The people in the society learn a lot from the experiences that they have gained from the environment in which they live in. The societal interactions and the way how these society functions have a major role in creating such a prejudiced feeling among the minds of the people. And the above statement clearly indicates the role of society in developing various characteristics within a person. Here the way society functions are what, that made the participant to have such an inferiority in their behavior when they are exposed to such a situation which resulted in developing a prejudiced attitude.

The fifteenth question consists of two sub questions in which the first question was to understand whether the participants can identify a person based on their appearance and thereby the caste they belong to, namely upper caste or lower caste. If they believe they can identify them, then what are the characteristics with which they make such identifications. Majority of the participants responded that they will not be able to identify a person's category whether in upper caste or in lower caste. But one among the participants responded that he could identify the person based on their skin complexion, the accessories that they wear etc. This indicates that even though majority of them believes that they cannot identify a person's caste by observing their outer appearance, one among them believes that it can still be identified.

The sixteenth question is a contextual question consisting of two sub questions, in which the first question was asked to understand whether the participant will have a

feeling of hatred or fear when are supposed to travel in a train bogey full of migrant laborers. And if they feel so, the second question was asked to identify the reason for such a feeling. Majority of the participants responded that they would develop a feeling of fear or hatred in such a journey and when enquired about the reason behind that, they responded as follows:

“That is how news channel speaks about them”.

This can be explained by using the well-earned reputation theory of prejudice. Here the mistake committed by an individual belonging to a group resulted in the outgroups to generalize and victimize each person who is part of that group. The mistakes committed by an individual is being used by the outgroups to victimize everyone belonging in that in group and thereby results in developing hatred or fear towards them. In a study conducted to analyze the Prevalence and social determinants of suicidal behaviors among college youth in India, it was found that college students from low socioeconomic classes who faced economic difficulties, and students who experienced distress because of caste discrimination or caste conflict, and communal unrest, were at a higher risk for suicidal behavior. (Yogini Nath,2011)

Section 5: Gender

The seventeenth question consists of two sub questions in which the first question was asked to assess the participants opinion on decision making in family by the women. i.e., the participant was asked, whether he or she think that the woman within the family has no right to take major decisions within the family. And if they believe that women have no right to take major decisions within the family, then the second question was asked to assess the reason behind their opinion to think so. All the participants responded that they don't believe women has no right in taking major decisions within the family. Thus, the sub question was not considered to have any prior significance.

The eighteenth question was asked to assess the participants understanding on the concept “men should not cry” and the impact it had created in their minds. It consists of two sub questions in which the first question was to assess whether the participant believes that the men who cry creates a threat to the concept of “masculinity” and if they believe so, the second question was asked to assess the reason behind that opinion of the participant. Majority of the participants reported that they don't believe

in the concept of “men should not cry” as well as the concept of “masculinity” as everyone is having emotions, and everyone should have the right to express those emotions irrespective of the gender to which they belong to. But one among the participants responded that he believes in the concept of “men should not cry” by making a statement as follows:

“That is how we were taught”.

This can be explained using the socio-cultural theory in which the social interaction of the person transforms learning experiences. According to this theory, social environment is a critical factor for learning. And such interactions with the social environment have taught the participant who is the representation of many other people in the society to believe in such a way.

The nineteenth question consists of two sub questions related to the attitude of the participants towards transgenders. The first question was asked to understand whether the participant will develop a feeling of fear or hatred towards a transgender while engaging in a conversation with them. And if they feel so, the second question was asked to analyze the reason for the participant to feel so. Most of the participants responded that they won't feel so but few among the participants responded that they would feel hatred or fear to engage in conversations with them. When enquired about the reason behind that, they responded as follows:

“That is how we heard about them”.

This can be explained by using the socio-cultural theory in which the interactions with the environment results in transformed learning experiences. In this major emphasis is given to the society in which the people live in. Thus, according to this theory, learning experiences from the society has a major role in transforming the thought patten of an individual.

The twentieth question consists of two sub questions in which the first question was asked to analyze the attitude of the participant towards his friend who recognized himself as a transgender recently and the second question was to assess why the participant has such an attitude. Majority of the participants reported that there won't be any change in their attitude towards that friend. And the reason that they gave was that it's the gender that has changed not the person, he will remain my friend, so, I don't

think I would have a change in my attitude towards him. While one among the participants reported that he will have a change as the gender of his friend has changed and thus the participant needs to be more careful about his behavior towards his friend as there are chances for his behaviors to hurt his friend. This indicates that there are people who are prejudiced, still in the society who finds it difficult to accept a closed one as a transgender. In a study conducted to analyze the gender differences in the college students' experiences of gender prejudice, it was found that, women reported significantly higher levels of negative affect than men during the experiences (Britney. G. Brinkman, Kathryn. M. Rickard, 2009).

CHAPTER 5
SUMMARY AND CONCLUSION

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Prejudice is the most significant phenomenon which is running within our society. Usually, people exhibit two types of prejudice namely blatant prejudice and subtle prejudice. Blatant prejudice is the explicit form of prejudice in which the person exhibits prejudice very evidently, while, in case of subtle prejudice the person may or may not know they do have prejudice within them i.e., they may be unconscious about the fact that they do have a form of prejudice or a negative feeling towards a targeted group or individual. So, the aim of this study was to understand the implications of subtle prejudice among college students.

After taking the permission of head of the department and the guide the research began. Ten college students who is currently studying in a college in Kannur district were selected as the sample for the study. the informed consent of the participant was taken. They were made aware of their rights and were assured about the confidentiality that would be followed. They were also told that they could easily withdraw from the study whenever they feel uncomfortable or because of any other reasons. Permission to audio record was also taken from each of the participants. After making the participants comfortable, rapport was established, and questions were asked.

The method used in the study was semi-structured interview method where the participants can respond to the questions based on their personal experiences. The questions were further explored based on the response of the participant and based on the personal experiences that they spoke about. The responses of the participant were collected carefully with high precision. Then after collecting the data, each of the participant were asked about how they felt participating in the interview. They were also informed that they could contact the researcher and the researcher would contact them to inform about the results and findings of the study if they are interested to know about it. At the end of the interview the participant was thanked for their participation and their cooperation.

The major objective of the study is to understand the implications of subtle prejudice among college students and the specific objective of the study are to understand the implications of prejudice in body image among college students, to

understand the implications of prejudice in socio-economic status among college students, to understand the implications of prejudice in caste among college students, to understand the implications of gender prejudice among college students, and to understand the implications of religious prejudice among college students.

The responses were collected and analyzed. The analysis was narrative as it provides researchers with detailed information about their subjects that they couldn't get through any other method. Using the narrative method, the study was able to develop some findings. Even though most participants were trying to deny their inner prejudice, which is embedded within their cognition unconsciously, by asking a lot of questions relating to the responses given by them, it was understood that the answers that they gave earlier was changing without them becoming aware of that. That is by asking leading questions related to the personal experiences that they give it was understood that the subtle prejudice within those persons were being expressed by them unconsciously.

Some responses given by the participants revealed that for those areas the participant didn't show any kind of prejudice. i.e., the questions were asked to analyze the prejudice that the participant has in specific areas and some response of the participants revealed that the participants are not having prejudice in that specific area from where questions were asked. From most of the responses that were collected from the participants it was concluded that the word "society" and "news or media" has a major role in developing prejudice in the minds of the people no matter from which area, the questions were asked.

While questions were asked relating to the existence of prejudice within the minds of the people many of their responses were finally arriving at the idea that they do have a form of subtle prejudice within them, and when the reasons behind their response were asked, in most cases the participants responses were connected to the idea that this is how our society works or this is what is portrayed within medias news channels etc. So, it was concluded that the role of medias and society is very large when compared to other personal factors that lead to the development of subtle prejudice within the minds of the participants.

KEY FINDINGS

- The key findings of the research includes that there is presence of subtle prejudice among the minds of college students with or without their full awareness.
- Traumatic experiences that were faced by the participants had a major impact in developing prejudice based on body image.
- Religious prejudices are mainly shown by the participants because of an individual within the religious groups create a disgrace and thus resulting in victimizing the whole religious groups by the outgroups.
- Prejudice based on socio-economic status are mainly due to the learning that the participants have acquired from the society.
- Casteism is generally due to the victimization of the whole group for a mistake done by an individual within a group and due to the traumatic experiences that the participants have experienced and due to the learnings, that they have acquired through social interactions.
- Gender prejudice is generally due to the learnings that the participants had acquired through their interactions within the society.
- The role of society is very high in development of subtle prejudice among the minds of the participants.
- Also, the role of media is very high in influencing the development of subtle prejudice among the participants.

IMPLICATIONS

The findings of this research indicates that the major role of developing prejudice among the participants are for the society and the media. That is, the social learning theory has a major influence on developing subtle prejudice among the minds of college students. The students had acquired the different forms of prejudice due to their interactions with the society as well as the media. So, the media has a major role in changing the attitude of the participants or in general the people of the society to erase off the prejudice that is running within their minds.

Awareness can be given by the media to educate the people regarding the prejudice that is existing within their mind and thereby helping them to erase off that subtle as well as blatant form of prejudice within their minds. So, first and foremost the

media should take initiatives to detoxify the minds of the people by making them aware about the existence of prejudice within them. So that the people will be more educated regarding the prejudice that runs within their minds, which result in forming a hatred or fear or any other negative component towards other out groups. Thereby the people within the society will be more aware and thus societal interactions change accordingly and will result in a prejudiced-free society.

LIMITATIONS

The sample size for the study is very small. Also, the universe of the study was restricted to Kannur district. The interview was mostly face-to-face interview but, because of some personal reasons of bare minimum of the participants, half of the study of that participant was done in two parts in which one part of the interview was a face-to-face interview while one part was a telephonic interview.

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APPENDICES

APPENDIX A: INFORMED CONSENT LETTER**INFORMED CONSENT FORM**

This is a research study undertaken for the fulfillment of the researcher's Master of Science program in Psychology. The study is on — UNDERSTANDING THE IMPLICATIONS OF SUBTLE PREJUDICE AMONG COLLEGE STUDENTS. The data for the study will be obtained through semi-structured interview and will be recorded. It is expected to last for approximately 30 – 40 minutes for each participant.

Participation in this research project is voluntary. You have the right to withdraw from the study at any time if you chose not to continue. It is further reinstated that all information will be kept confidential and will be used only for the purpose of the above-mentioned research study.

The contact information of the researcher has been provided for participants to clarify any concerns or queries about this study. The details of the researcher are given below:

Researcher: JISHA

Phone Number: 9061227207

Email Id: jishakpdb@gmail.com

Your name and signature below signify that you have read and understood the contents and intentions formed in the consent.

Name

Signature

Date:

APPENDIX B:
SOCIO DEMOGRAPHIC DETAILS

NAME/INITIAL

AGE

GENDER

QUALIFICATION

PLACE

ADDRESS

CONTACT NUMBER

**APPENDIX C:
RESEARCH QUESTIONS**

- 1) പൊതുവിൽ പലർക്കും അവരുടെ ശരീരത്തെക്കുറിച്ച് കുറച്ചു സങ്കല്പങ്ങളുണ്ടാവും
 - a) താങ്കൾക്കെപ്പോഴെങ്കിലും അത്തരം സങ്കല്പങ്ങളുള്ളതായി തോന്നിയിട്ടുണ്ടോ?
 - b) അങ്ങനെയൊന്നിലെങ്കിൽ എന്തൊക്കെയാണ് താങ്കളുടെ സങ്കല്പങ്ങൾ?
 - c) എന്തുകൊണ്ടാണൊക്കെയാവാം താങ്കൾക്ക് അത്തരത്തിലുള്ള സങ്കല്പങ്ങൾ ഉണ്ടാവാൻകൊണ്ടുള്ള കാരണം?
- 2) രണ്ടാളുകളെ സങ്കല്പിക്കുക. ഒരാൾ ഒത്തവണ്ണവും അതിനനുസരിച്ചുള്ള നീളവും മറ്റൊരാൾ മെലിഞ്ഞൊരാളുമാണെങ്കിൽ ഇതിൽ രണ്ടുപേരോടുംമായി ഒരു ഇരുമ്പുമേശ പൊക്കാൻ ആവശ്യപ്പെട്ടിട്ടുണ്ടെങ്കിൽ
 - a) താങ്കളുടെ നിഗമനത്തിൽ ആർക്കാണ് അതിന് അനായാസം സാധിക്കുക?
 - b) എന്തുകൊണ്ടാവാം താങ്കൾ ആ അഭിപ്രായം തിരഞ്ഞെടുത്തത്?
- 3) നിങ്ങൾ തടിച്ച ശരീരഘടനയുള്ള ഒരാളെ കാണുകയാണെങ്കിൽ പലപ്പോഴും അവർ ആവശ്യപ്പെടുന്നില്ലെങ്കിൽപോലും അവർക്ക് “നല്ലൊരു“ മെയ്വഴക്കം നേടുന്നതിനായുള്ള പൊടികൈകൾ പറഞ്ഞുകൊടുക്കാനുള്ള പ്രവണത താങ്ങൾക്കുണ്ടാവാറുണ്ടോ?
- 4) a) നിങ്ങൾ നിങ്ങളുടെ കൂട്ടുകാരനെയോ/കൂട്ടുകാരിയെയോ ഇരട്ടപ്പേരുകൾ വിളിച്ചു കളിയാക്കാറുണ്ടോ?
 b) അങ്ങനെയൊന്നിലെങ്കിൽ പൊതുവിൽ ആ ഇരട്ടപ്പേരുകൾ അവരുടെ എന്തെല്ലാം സവിശേഷതകളുമായി ബന്ധപ്പെട്ടതാവും?
- 5) a) താങ്കൾ ഒരു മതവിശ്വാസിയായോ?
 b) അങ്ങനെയെങ്കിൽ താങ്കളുടെ മതം അവകാശപ്പെടുന്നതെല്ലാം യുക്തിവത്തായുള്ളതാണെന്നുള്ള അഭിപ്രായം താങ്ങൾക്കുണ്ടോ?
- 6) മറ്റു മതങ്ങൾ പിന്തുടരുന്ന ആചാരങ്ങളെക്കുറിച്ച് താങ്ങൾക്കെന്താഭിപ്രായമാണുള്ളത്?
- 7) a) ഏത് മതവിഭാഗത്തിൽപ്പെട്ടവരാണ് താങ്കളുടെ അഭിപ്രായത്തിൽ ഏറ്റവും കൂടുതൽ കുറ്റകൃത്യങ്ങളിൽ ഏർപ്പെടുന്നത്?
 b) എന്തുകൊണ്ടാണ് താങ്കൾ അതിൽ വിശ്വസിക്കുന്നത്?
- 8) a) പലപ്പോഴും മറ്റു മതങ്ങളുടെ വിശ്വാസങ്ങൾ വിചിത്രമായി താങ്ങൾക്ക് തോന്നാറുണ്ടോ?
 b) അത് തോന്നാനുള്ള കാരണമെന്താണ്?

9) a) തൊഴിലാളികളല്ലാത്തവരുമായി സംഭാഷണത്തിൽ ഏർപ്പെടുന്നത് ഒരേ താഴ്ന്ന അവസ്ഥയായി താങ്കൾ കണക്കാക്കാറുണ്ടോ?

b) ഉണ്ടെങ്കിൽ എന്തുകൊണ്ട്?

10) a) താങ്ങുശക്തികാര്യ കാര്യത്തിൽ തീരുമാനമെടുക്കുമ്പോൾ ആശയകുഴപ്പമുണ്ടായി എന്ന് കരുതുക. ഒരു യുക്തിവത്തായ തീരുമാനമെടുക്കാൻ താങ്കളുടെ അഭിപ്രായത്തിൽ ആർക്കാണ് പ്രാപ്തിയുള്ളത്. ഒരു സാക്ഷരതയുള്ളവനോ അതോ ഒരു നിരക്ഷരനോ?

b) എന്തുകൊണ്ട്?

11). a) സാക്ഷരതയുള്ള ഒരാളെക്കാൾ ഒരു നിരക്ഷരൻ അത്യപ്തികരമായ പരിഹാരങ്ങളിലാണ് ചെന്നെത്തുകയെന്ന് താങ്കൾ കരുതുന്നുണ്ടോ?

b) ഉണ്ടെങ്കിൽ എന്തുകൊണ്ട്?

11)a) സംവരണ വിഭാഗത്തിൽപ്പെട്ട താങ്കളുടെ സുഹൃത്തിന് താങ്ങുശക്തികാര്യ മാർക്ക് കുറവ് ലഭിച്ചതെങ്കിൽപോലും നിങ്ങൾക്ക് ആ സീറ്റ് ലഭിക്കാതെയിരിക്കുകയും അയാൾക്ക് അത് തുടർപഠനത്തിനായി ലഭിക്കുന്നപക്ഷം താങ്കൾക്ക് അത് ആസ്വസ്ഥതയുളവാക്കുന്നതാണോ?

b) ഉണ്ടെങ്കിൽ എന്തുകൊണ്ട്?

13) താഴ്ന്ന ജാതിയിൽ പെട്ടൊരാളുടെ കീഴിൽ ജോലിയെടുക്കുന്നത് താങ്കൾക്ക് ആസ്വസ്ഥതയുളവാക്കുന്നതാണോ?

b) ആണെങ്കിൽ എന്തുകൊണ്ട്?

14) നിങ്ങൾ ഉയർന്ന ജാതിയിൽപ്പെട്ടവർ എന്നു വിശേഷിപ്പിക്കപ്പെടുന്നവരുടെ വീട്ടിൽ ജോലിക്ക് പോയി എന്ന് കരുതുക

a) അവരോടൊപ്പം ഇരിയ്ക്കാനും ഭക്ഷണം കഴിയ്ക്കാനും കഴിയുന്നത് താണതരമായ ഒരവസ്ഥയായി താങ്കൾ കണക്കാക്കാറുണ്ടോ?

b) ഉണ്ടെങ്കിൽ എന്തുകൊണ്ട്?

15) പൊതുവിൽ ആളുകൾക്ക് ഉയർന്ന ജാതിയിൽപ്പെട്ടവരെയും തിരിച്ചറിയുന്നതിനായി അവരായി കണ്ടെത്തിയ ചില സവിശേഷതകളുണ്ടാവാറുണ്ട്.

a) താങ്കളുടെ അഭിപ്രായത്തിൽ താങ്കൾ അവരെ തിരിച്ചറിയാറുണ്ടോ?

b) ഉണ്ടെങ്കിൽ എന്തെല്ലാമാണ് താങ്കളുടെ അഭിപ്രായത്തിൽ അവരെ വേർതിരിയ്ക്കുന്ന സവിശേഷതകൾ?

16) a) അന്യസംസ്ഥാന തൊഴിലാളികൾ മാത്രമുള്ള ഒരു ട്രെയിൻ ബോഗിയിൽ കയറാൻ താങ്കൾക്ക് ഭയമുണ്ടാകുമോ?

b) ഉണ്ടെങ്കിൽ എന്തുകൊണ്ട്?

17) a) ഒരു കുടുംബത്തിലെ പ്രധാനപ്പെട്ട തീരുമാനമെടുക്കാനുള്ള അവകാശം സ്ത്രീകൾക്കില്ലെന്ന് താങ്കൾ വിശ്വസിക്കുന്നുണ്ടോ?

b) ഉണ്ടെങ്കിൽ എന്തുകൊണ്ട്?

18) a) കരയുന്ന ആണുങ്ങൾ ആണത്വസങ്കല്പങ്ങൾക്ക് ഒരു ഭീഷണിയാണെന്ന് താങ്കൾ കരുതുന്നുണ്ടോ?

b) ഉണ്ടെങ്കിൽ എന്തുകൊണ്ട്?

19) a) ഭിന്നലിംഗക്കാരുമായി സംഭാഷണത്തിൽ ഏർപ്പെടാൻ താങ്കൾക്ക് വെറുപ്പോ പേടിയോ അനുഭവപ്പെടാറുണ്ടോ?

b) ഉണ്ടെങ്കിൽ എന്തുകൊണ്ട്?

20) a) ഒരു ഭിന്നലിംഗക്കാരനായി സമീപക്കാലത്ത് തിരിച്ചറിയപ്പെട്ട താങ്കളുടെ സുഹൃത്തിനോടുള്ള താങ്കളുടെ സമീപനം എന്തായിരിക്കും?

b) എന്തുകൊണ്ട്?

SUBTLE PREJUDICE SCALE

1. Usually, people have got some fantasies about their body, like, how should it be, so do you think you have got some fantasies about how you should appear in front of others, if so, what fantasy you have and why you prefer that?
2. If two people, a person with thin skeleton body and one with a fat body is asked to lift an iron table, whom do you think would be able to do that and why?
3. When you see a man with fat body shape you quite often tend to give some fitness tips to that person even though he doesn't ask for it
4. Do you often tease your friends based on their body shape or do you call them nicknames related to their body shape?
5. Do you feel that everything claimed by your religion is logical?
6. How do you feel about the customs followed in other religions?
7. People from which religion do you think are more into crimes and why you feel so?
8. You at times feel that the beliefs of other religions are often eccentric.
9. You at times feel inferior talking to people from non-working classes. If so, why?
10. Do you think an illiterate person is more likely to end up in unsatisfactory solutions than the solutions you might have got from a literate person. If so, why?
11. Whom do you think would be able to make a logical decision when you are confused in choosing any one of it, a literate or an illiterate? why?
12. Would you often feel disturbed when your friend from reserved class got a seat for his/her higher studies even though you secured mark greater than him/her?
13. You often feel uncomfortable when you are expected to work under a person from a low caste.
14. When you are going to work in the house of the so-called high caste at times you feel inferior even to sit with them and have food. If so, why?
15. People usually have conceptions about so called upper caste and low caste people based on their appearances. What do you think are some of the ways by which you identify both?
16. Do you feel fearful to travel in a compartment full of employees from other states? If so, why?

17. Do you think females have no right to take up important decisions in their family? If so why?
18. Do you think men who cry is a threat to masculinity? If so, why?
19. Do you feel fearful or hatred to have a chat with a transgender? If so, why?
20. What will be your attitude towards one of your friends who recently recognized themselves as a transgender?

**ASSERTIVENESS AND SUBJECTIVE HAPPINESS
AMONG WOMEN'S COLLEGE STUDENTS AND MIXED
COLLEGE STUDENTS**

*Dissertation submitted in partial fulfillment of the requirement of the
degree of Master of Science in Counselling Psychology*

Submitted by

AFLAHA SHIFA M.P.

Reg.No:C1PSCP1104



Department of Psychology

Don Bosco Arts & Science College, Angadikadavu

Affiliated to Kannur University

2022-2023

CERTIFICATE

This is to certify that this dissertation entitled ” **Assertivness and Subjective happiness among women’s college students and mixed college students.**” is an authentic record of research work carried out by **AFLAHA SHIFA M.P.** during the period of her study at Don Bosco Arts & Science College, Angadikadavu, Iritty – 670706, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

No part of this dissertation has been presented previously for the award of any degree, diploma, associateship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Fr. Dr. Kuriakose Augustine

Assistant Professor

Head of the Department

Department of Psychology

Examiner 1:

Examiner 2:

DECLARATION

I, **AFLAHA SHIFA M.P.** do here by declare that this dissertation entitled “**Assertiveness and subjective happiness among women’s collage students and mixed college students**” which is submitted to the Department of Psychology, Don Bosco Arts & Science College, is a bonafide record of the research work carried out by me, under the supervision and guidance of **SANJU PJ**(Assistant Professor, Department of Psychology, Don Bosco Arts & Science College) in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship or other similar title or recognition.

Place:

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CERTIFICATE

This is to certify that this dissertation entitled, "Assertiveness and subjective happiness among women's college students and mixed college students. An authentic record of research work carried out by AFLAHA SHIFA M.P. in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology, under my supervision and guidance, and that no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Place:

SANJU P J

Date:

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ABSTRACT

The present study planned to study the relation ship between assertiveness and subjective happiness among women's college students and mixed college students. In addition to this, it also aimed at identifying the differences on socio demographical variables such as age, domicile, type of college, mode of education, socio economic status, course. The participants of the study is college students. The total sample consisting of 200 participants were studying under kannur university, through purposive sampling.. The measures used to data collection were Assertiveness self statement test(ASST), Oxford happiness questionnaire. The statistical tests used were the Pearson Product Moment Correlation, the Independent Samples T-test and ANOVA. .There was significant negative correlation between Assertiveness and subjective happiness, significant negative correlation was found between sub variables of assertiveness (Assertiveness positive and assertiveness negative). There was negative found among women's and mixed collage students based on type of college, mode of education, domicile, socioeconomic status, course. Duration of Experience as per the results of T-test and ANOVA.

Key words: Assertiveness, subjective happiness, women's collage students, mixed college students.

CHAPTER 1
INTRODUCTION

CHAPTER 1

INTRODUCTION

Assertiveness involves appropriately expressing ideas, feelings, and boundaries while respecting other's rights, maintaining positive affect in the receiver, and considering potential consequences of the expression. It includes both positive and negative expressions and seeks to achieve personal and instrumental goals. It involves appropriately expressing ideas, feelings, and boundaries while respecting other's rights, maintaining positive affect in the receiver, and considering potential consequences of the expression. It includes both positive and negative expressions and seeks to achieve personal and/or instrumental goals.

Assertiveness is a skill regularly referred to in social and communication skills training. Being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'. Assertive individuals are able to get their point across without upsetting others, or becoming upset themselves.

Assertiveness is a key skill that can help individual to better manage self, people and situations. It can help to influence others in order to gain acceptance, agreement or behavior change. It is enable to express opinions positively and with confidence. Assertive people are in control of themselves and are honest with themselves and others. It can help boost the self-esteem and earn others' respect. This can help with stress management. It may especially help you reduce stress if tend to take on too many responsibilities because the person may have a hard time saying no. They are able to stand up for themselves in a way that doesn't hurt other people's feelings. They are very transparent in their dealings with their colleagues and are clear and honest in their communication. They also generate results by controlling their immediate environment in a very positive manner. Assertive people are also very self-assured, which means that they effortlessly gain the respect of people they work with.

Assertive communication is a hard skill to learn. Our culture tends to reward aggression. Assertiveness is from birth right. It is the kind of person were born to be. If the person think about self as a new-born baby, person will know that the instinctive way of relating to the world around was one of love, openness and honesty. That's why

others were loving, open and honest in return. However, things didn't stay this way for long. As soon as person thinking brain kicked in, those around started to fear for you. They saw dangers that you didn't see and they naturally, wanted to protect you. That's when they started to teach you the strategies that they believed would keep you safe throughout the life. In this way, they trained person to behave in ways that were non-assertive. But the Assertiveness didn't disappear. It simply went underground waiting for the day when the person could re-claim it as the birthright.

By the time the person reach adulthood, each have it in us to act aggressively, non-assertively or assertively. Initially, the person will unconsciously select a route that fits the survival, life-script and belief programmes of our Adult persona. Some of us may convince ourselves that the false self options of Aggression and Non-assertion will give us what we want in life. Others may seek to re-claim their Assertive birthright. None of us are ever likely to be wholly in one of the three modes. At our best, we will be able to move effortlessly between all three modes, always making sensible choices to suit our situations. In reality, most of us will find aggression and non-assertion easy but unsatisfactory options while assertiveness has to be consciously learnt and continually practised.

Assertiveness has many facets. It is a way of behaving. It is a way of thinking. It is also a way of resolving conflict. These different facets are like the faces of a diamond: they reflect different views of the same thing.

According to Jo Ellen Grzyb and Robin Chandler, authors of "The Nice Factor Book, it is possible to be too nice for our own good. If the person is too attentive, too thoughtful, too agreeable, too understanding, it can make feel the person don't have a choice on how to behave. It can leave feeling persistently put upon and hard done by. This is not to say that niceness isn't important in the right place and at the right time. But if it is done out of fear of offending, of not being liked or of triggering someone else's anger, it is a liability. Too often nice-meaning people come across as ineffectual, invisible, adaptive and powerless with the feeling they've only themselves to blame. There is however a middle ground between being excessively nice and excessively unpleasant and that is the territory of Assertiveness.

SUBJECTIVE HAPPINESS

The subjective happiness popularly referred to as happiness or satisfaction. Subjective happiness is the scientific term for happiness and life satisfaction-thinking and feeling that life is going well, not badly. People's levels of subjective happiness are influenced by both internal factors, such as personality and outlook, and external factors, such as the society in which they live. Some of the major determinants of subjective happiness are a person's inborn temperament, the quality of their social relationships, the societies they live in, and their ability to meet their basic needs. To some degree people adapt to conditions so that over time our circumstances may not influence our happiness as much as one might predict they would. Importantly,

Researchers have also studied the outcomes of subjective happiness and have found that "happy" people are more likely to be healthier and live longer, to have better social relationships, and to be more productive at work. Subjective well-being (SWB) refers to how people experience and evaluate their lives and specific domains and activities in their lives. Over the past decade, interest in information about SWB. According to APA the subjective happiness is a state of happiness and contentment, with low levels of distress, overall good physical and mental health and outlook, or good quality of life.

The term subjective happiness was first introduced by Diener (1984) as a means of identifying the field of psychology that attempts to understand people's evaluations of their Quality of life including both their cognitive judgments and affective reactions. Subjective happiness as having positive affect and life satisfaction over experiencing less negative effect. In other words, positive psychology focuses on well-being, happiness, flow, personal strengths, wisdom, creativity, imagination and characteristics of positive experiences. Subjective Happiness has two affective constituents. One of them is called affective constituent refers to 'hedonic levelis 'the degree to which the various affects a person experience are pleasant, Second of them, cognitive constituent is called 'contentmentis "the degree to which an individual perceives his aspiration to be met".

Subjective happiness how people think and feel about their lives. The three components of Subjective happiness are life satisfaction, possitive affect, negative affect These are independent factors that should be measured and studied separately.

Thus, the presence of positive affect does not mean the absence of negative affect and vice versa. Subjective happiness influence the well being, happiness can spread through social networks: peoples with happy social contents are more likely to be happy themselves.

There are many reasons why subjective wellbeing matters to individuals and society as a whole that are quality of life, human progress

College student

A college student is an individual who is enrolled in a university or college for a particular course. They are a part of the institution while they pursue the course and then become the part of the alumni association once they complete the course. The college student learns various things during the college days like, discipline, better ways of communication, preparing project reports, hosting fests, etc. Students should surely give their best while they are still in college because the college years play a major role in the growth & development of students. College students are expected to be hardworking, disciplined, dedicated, and goal-oriented. Here are a few famous quotes that are sure to help the students in staying motivated, stay positive and give their best in learning.

College student comes under the young adult hood Young adulthood is a unique developmental period That occurs between the ages of 18 and 25 years, during which there are key developmental tasks that allow the young adult to participate in self-exploration and identity formation. Currently, among various organizations there are differing definitions and age range inclusions for young adulthood, which cause confusion during program development, healthcare service delivery, and research. Young adulthood should be categorized separately from adolescence and adulthood, because young adults have lower rates of healthcare utilization and worse health outcomes related to preventable causes of morbidity and mortality than the surrounding age groups. Young adults experience relatively high rates of injuries, mental health issues, substance use, and sexual/reproductive health conditions. Due to their increased likelihood of risk-taking behavior and related poor health outcomes, young adults are in a vulnerable state. Nurse practitioners, specifically family nurse practitioners, can best meet the health needs of young adults as they are trained to provide whole-person care while emphasizing education and health promotion across the life continuum. Moving

forward, nurse practitioners can and should be leaders in providing healthcare services to young adults to improve their health outcomes.

Need and significance

In the present scenario we can able to see that there is so many gender related discussions are going on. For example gender neutral uniform is implemented and the name of an all-girls school was removed. Similarly, everyone comes to an opinion that there should be only mixed schools. So the same situation is happening in the college field also. The being assertive which means that the ability to stand up for their best interests without being excessively anxious. So in the Present situation Being assertive Is very important factor. Through this study we can able to understand what are the factors that lead to being assertive and how it influence an individual over all life situation.

Statement of the problem

This study attempt to explore whether there is a significant relationship between assertiveness and subjective happiness among mixed college girls students and women's college students.

DEFINITION OF KEY TERMS

Theoretical definition

Assertiveness: Assertive behavior reflects an individual's ability to stand up for their best interests without being excessively anxious. When effective, they are "exercising their own rights without denying the rights of others" (Speed Goldstein, & Goldfried,2017)

Subjective happiness: subjective happiness is the experience of joy, contentment and well-being. These three values are combined with a sense that one's life is good and meaningful. (Lyubomirsky 2018)

Women's college: A women's college offers an academic curriculum exclusively or primarily, while a girls' or women's finishing school.

Mixed college: Mixed-sex education, also known as co-education, is a system of education where males and females are educated together.

Operational definition

Assertiveness: it is being bold and confident, showing his or her best interests and stand up for ones own

- Subjective happiness: it is a kind of pleasure or the satisfaction. The subjective happiness leads to more positive thought about themselves.

Mixed college: Both male and females are studying together

Women's college: only females are studying in together

OBJECTIVE OF THE STUDY

Major objective:

- To identify the relationship between assertiveness and subjective happiness among the girls who studying in the mixed college and the girls only college.

The Specific objectives:

- To find out the relationship between the sub variables of assertiveness and among mixed and womens college students.
- To find out the difference in assertiveness between Mixed and women's College students
- To find out the difference in Subjective happiness between mixed and Women's College students.
- To find out which population have high level of subjective happiness.
- To find out what are the factors that lead to assertiveness.
- To find out factors influencing assertiveness.

Organization of the report

The present study has five parts. The first part is introduction part. It consist of introduction of the topic, need and significance of the study, statement of the problem, major and specific objectives, definition of the key terms. Chapter 2 consist of review of literature. It consist of theoretical review of the study variable and review of related study on variables and populations. The third chapter is methodology. It consist of populations, measures, procedures for data collection and statistical techniques employed for analysis. The fourth chapter is the result and discussion of the study. It

consist of the result of statistical analysis and its discussion. The fifth chapter is summary and conclusion. It consist of the major findings, implications, limitations of the study and the directions for the future research. The research report is prepared according to the 7th edition of APA.

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

A literature review examines books, scholarly articles, and any other source relevant to a particular topic, research area, or theory, thus providing a description, summary and critical evaluation of that work in relation to the research problem under study. Literature evaluations are designed to offer a top level view of issues you have got explored even as studying a selected matter and to illustrate for your readers how your studies suits inside a bigger subject of study (Baglione, 2012)

A literature review contains summary of the key sources. A summary can be called as a capsule of important information of the source, but a synthesis would be a restructuring of that information such that tell about your investigation plan about the research problem. It is a new elucidation of old contents or combination of new with old contents. It traces the academic advancement of the field including major debates. At the conclusion of the literature review, we can identify where the gap exist in how a problem has been researched to date (Baglione, 2012)

A literature review identifies new ways to interpret prior researches. The major purposes of the review of literature are it place each work in the context of its contribution to understanding the research problem being studied. It describe the relationship of each work to the others under consideration. It reveals any gaps that exists in the literature. It resolve conflict amongst seemingly contradictory previous studies. A review of literature identifies area of prior scholarship to prevent duplication of effort. It point the way in fulfilling a need for additional research. It helps to locate your own research within the context of existing literature. (Torraco & Richard, 2016)

It is important to think knowledge in a given field as consisting of three layers. First there are primary studies that researcher conduct and publish. Second are the reviews of those studies that summarize and offer new interpretation. Built from and often extending beyond the primary studies. Third there are the perceptions, conclusions, opinion and interpretations that are shared informally that become part of the lore of field. There are different type of literature review. They are, argumentative review, integrative review, historical review, methodological review, systematic review and theoretical review.

This chapter focuses on the theoretical concepts of assertiveness and subjective happiness.

Theoretical perspective of assertiveness

Initial theoretical background influencing assertiveness can be traced back to the work of Ivan Pavlov. Pavlov attempted to determine the characteristics of the nervous system that made it possible for animals and people to adjust adaptively to changing conditions in the environment. He postulated that there are two aspects of the nervous system: (1) inherited, and (2) conditioned (Fensterheim and Baer, 1975,

By inherited characteristics Pavlov recognized that biological forces influence sensitivity to stimuli, the level of energy, and the tendency for various moods, like depression and aggressiveness. He demonstrated that these inherited characteristics can be modified, affected, and changed through life experiences. Pavlov's finding was that a person needs an active relationship with his environment. He indicated that changes in the environment need corresponding changes in the nervous system. The ability to learn to adapt to one's environment Pavlov termed a "conditioned reflex".

Salter (1949), whom many theorists consider as the founder of behavioral therapy, began using the Pavlovian concepts of "excitation" and "inhibition" to treat psychological disorders. He postulated that people are action-oriented and emotionally free when excitatory processes dominate inhibitory processes. Salter views psychological health as the proper balance of these two processes.

Lazarus (1971), utilizing the theoretical background of Pavlov, Salter, and Wolpe, further developed the concept of assertiveness. He defines assertiveness as "emotional freedom". In training a person to be "emotionally free", Lazarus emphasizes the "recognition and appropriate expression of each and every affective state" (Lazarus, 1971.) He refers to "assertive behavior" as primarily denotative of only that aspect of assertiveness concerned with standing up for one's rights.

Fensterheim and Baer (1975) view the assertive person as having an active approach to life. The assertive person is viewed as being able to communicate openly, directly, honestly, spontaneously, and appropriately with others. They view the assertive person as being able to confidently reveal himself. In revealing himself the assertive

person can say: “This is me. This is what I feel, think, and want.” (Fensterheim and Baer, 1975,)

Theoretical perspective of subjective happiness

Life Circumstance Theories

Life circumstance theories propose that subjective happiness is mainly the result of the number of positive and negative events and circumstances in the life both day-to-day life experiences and favorable or unfavorable demographic factors such as socioeconomic status, education, and physical health. From this perspective, people who were born into advantageous circumstances (e.g., financial security, stable family life) and to whom good things happen more often than bad things will have greater subjective happiness than less advantaged, less fortunate people. In addition, life circumstance theories propose that overall subjective happiness is the result of satisfaction (or dissatisfaction) with a variety of life domains (work, family, relationships, etc.) in which positive and negative events, experiences, and emotions may occur.

Dispositional/ Construal Theories

Dispositional theories propose that subjective happiness is primarily the result not of life circumstances but of the biological or temperamental factors that influence how we interpret and judge life circumstances and events. Theory is strong for genetic influences on predispositions in the way we perceive or construe positive and negative life events. Dispositional theories are also construal theories because they propose that cognitive construal's (beliefs, perceptions, and interpretations) of life events and circumstances (not the events and circumstances themselves) are the most important influences on subjective happiness.

Personal orientation theories

The demographic variables, such as health, income, educational background, and marital status, have been widely considered as both determinants and proxies for needs, goals, and activities, an exploration of these demographic variables demonstrates that they only account for small variations in subjective happiness.

REVIEW'S RELATED TO ASSERTIVENESS

Waqar & ghooman(2018) conducted a study on the topic Assertiveness among rural adolescents. The purpose of the study was to investigate the assertiveness level of adolescents with reference to gender. The sample size of the study was 60 students the age group between 12-18 years.30 girls and 30 boys in the Dhana sager higher secondary school ,Madhya Pradesh. The questionnaire is equally distributed based on the gender. The main objective of the study was to find out the level of assertiveness among rural students and to find out the difference in assertiveness score based on gender among rural students. The tool used in the study is Rathus assertiveness schedule (RAS ,1978).Rathus consists of 30 statements and sorted from -3to +3.The tool was administered individual to each student and the response were taken on a 6 point scale. The data is collected in qualitative method through convenient sampling . The collected data were subjected to statistical analysis by using SPSS package. The findings of the study revealed that there is significant difference in the score of assertiveness among rural students. In addition to the results showed there is no significant difference in their assertiveness with respect to gender. It indicates that there is a greater need for assertiveness training for adolescents' that they can able to express their feelings, opinions,in the right way.

A review by Fariba & zarngash in 2010 on the topic Relationship between assertiveness and the power of saying no with mental health among undergraduate students. The aim of the study is to find out the Relationship between assertiveness and the power of saying no with mental health among undergraduate students in shiraz university. The sample size was 120, 62 women and 58 men. Random cluster sampling was used .The main tools used for the study are General health questionnaire (GHQ), Rathus assertiveness questionnaire (RAS), Power of saying no questionnaire (self designed).The analysis of the data is through Pearson co-efficient correlation and independent T – test .The result of the study was there is a significant relationship between assertiveness and mental health. And there was no significant difference between the assertiveness of women and men. The result also shows that there was no significant difference between the power of saying no of women and men.

The study is conducted in 2010 by waqar maqbool on the topic assertiveness ,self esteem ,academic achievement and stress among adolescents it is conducted in central and northern India. The sample size of the study is 360 students equally divided into 3 groups. A group that included 120 Muslims of the Kashmir(60 boys and 60 girls)the second group is 120 Hindu students (60 boys and 60 girls) the last group is 120 Muslim adolescents of Madhya Pradesh within range of 12 to 18 year were the participants. The tools used in the study are Rathus assertiveness schedule, Rosenberg self esteem, percieved stress scale, academic achievement scale .aim to study the assertiveness, self esteem, academic achievement and stress among Kashmir and Madhya Pradesh adolescents. The research design used in the study is Kruskal- wallis test to analyze the obtained data test pair wise comparison. The result of the study on the basis of religion, the findings of the study depicted a significant difference for the 3 groups namely Muslims of the Madhya Pradesh with reference to their self esteem ,stress and academic achievement. No significant difference was found in the assertiveness. The findings of the study exhibit that religion plays an important role in determining the levels of self- esteem, stress and academic achievement.

Assertiveness and academic achievement motivation of adolescents students in selected secondary schools of Harari peoples the study conducted in october,31 in 2018.The sample of the size of the study is 332 ,(145 males and 187 females) .The tool used for the study is academic achievement motivation(AAM) it include 24 items with four point rating scale. The data collection method is descriptive survey research. The self reported instruments were used to measure variables of intrists. The instrument had 3 parts the part one it include the demographic data, The part two it include AAM scale, the last part it contains the Rathus assertiveness scale, the scale consists of 30 items. The findings of the study was Harari peoples who participated in study were scored low on the assertivness, male adolescents were found to be better in their levels of assertiveness than their female adolescents. The relationship between assertiveness and academic achievement motivation were found positive and significant. This implied that as adolescents level of assertiveness increases, their academic achievement motivation increases too.

MARIA SARKORA& ANDRA MADAROSA conducted a study in 2013 on the topic Association between assertiveness, psychological well being and self – esteem in adolescents. Aim of the study was to explore the associations between these dimensions

of assertiveness and psychological well being and self esteem while controlling for sex. The sample size is 1023 students it include 487 boys from 18 elementary school's in Kosice. The age of the respondents is range from 14 to 17 years .The Random and stratified sampling method is used based on the sex and age. The questionnaire used in study are General health questionnaire for assessing psychological well being, Rosenberg self esteem scale for assessing the self esteem ,multi- dimensional self reporting scale for inter- personal behavior's. The association between the distress and performance dimension's of assertive behavior were explored using Pearson correlation – coefficient. The power analysis were performed using G power version. The psychological well being and self esteem were used as dependent variables in a hierarchical linear regression and analysis were done using statistical software package SPSS version. The findings of the study is assertiveness were associated with psychological well being and self esteem.

REVIEW'S RELATED SUBJECTIVE HAPPINESS

Ozhur & jale elder conducted a study in 2016 on the topic what is role of self compassion on subjective happiness and life satisfaction. The purpose of the study was to investigate the relationship between self compassion and subjective happiness and life satisfaction. The population was all university students in Turkey it include 256 university students. In 252 the 174 were female and 78 were male. Convenience sampling and non random sampling method is used. The tools used in the study are self compassion scale(SCS) it include 26 self report items and 6 sub scales, Subjective happiness scale it is developed by Lyubomirsky and lepper in 1999.it is a 4 item scale, satisfaction with life scale (SWLS) it is developed by Dinner and emmos it include 5 items. The study is conducted during a one month period in 2016,the questionnaire were distributed to the participant by researcher. Participants answered questions approximately 20 minutes. Pearson correlation coefficient is used for the analysis of the data. Findings of the present study is demonstrated that there are significant relationship between dimensions of self compassion and subjective happiness and life satisfaction. Findings also demonstrate that subjective happiness and life satisfaction were predicted negatively by self judgement, isolation and over-identification which are negative dimensions of self compassion. The limitation of the study was generalization of the results is somewhat limited. Since participants were

composed of university students living in Turkey, it is difficult to generalize to all university students. Thus, it is important to investigate the variables studied in this research on different sample groups.

On the topic Forgiveness and subjective happiness of university students a study conducted by mergem & tugybz in 2017 .It include 828 participants. The forgiveness scale(2015) and the subjective happiness scale (1999) administered to collect the data and a personal information form was used to collect information on demographic variables.15 minutes were tacked for the data collection. One sample Kolmogorov simirnov test was used to test normality and results proved that the data has not a normal distribution. The man- Whitney U test ,simple linear regression analysis was used to examine the predictive role of forgiveness on subjective happiness. The results of the study indicated that the level of forgiveness and subjective happiness of university students did not differ significantly in terms of gender and residence. It was found that the forgiveness level of third and fourth grade students and students who enrolled in Faculty of Theology were significantly higher than the other students. The students whose parents are protective and democratic attitudes reported significantly higher levels of forgiveness and subjective happiness. There is a positive relationship but low between forgiveness and subjective happiness and: forgiveness was found as a significant predictor of subjective happiness.

Another study is conducted by margaritha, lycidamia in 2011 on the topic The research of subjective sense of happiness in senior pre scholars. The purpose of the study was to examine the perceptions of happiness and to identify the level of subjective happiness among children of senior pre- school age. The sample size us 86 children the age period between 5to 6 it include 44 boys and 42 girls and their mother. It is conducted through an interview based on 4 questions. Through the questionnaire it evaluates a child's willingness to cooperate, evaluate the dimension of extraversion, introversion manifestation. The experts were chosen from among the children's parents. The experts were given 20 behavioral manifestations and qualities from "The Eysenck Personality Inventory" manifestations related to extraversion, the other 10 introversion The parents were to check the presence of these manifestations in their children's behavior. The results shows that the 70% of children surveyed always felt happy, 30% answered that they sometimes were happy, 30% said that they sometimes were happy and sometimes unhappy. The study showed that children who feel happy manifest a

lower anxiety level and a higher introversion level than those who sometimes feel unhappy. It is critical to understand that the happiness of mothers is crucial for that of their children. Happy mothers' positive emotions directly lead to children's positive emotional experience, and form an affective component of the sense of subjective happiness. The results of the study are very important as they help to understand the dynamics of subjective happiness and the effect of some factors on our holistic perception of happiness in different age periods.

Sanni yaya and sharmistha conducted a study on the topic subjective happiness, health and quality of life and their socio-cultural correlates among younger population in Malawi. The present study is assessing the prevalence and socio-cultural correlations of perceived happiness, health, and life satisfaction among the adolescent and young population in Malawi. The data for this study were sourced from the 5th round of the Malawi Multiple Indicator Cluster Survey. The cluster survey is conducted in 2013-14, field work survey was started in November 2013 and lasted April 2014. It includes 15-24 year men and women. The questionnaire used in the study are estimation of happiness, satisfaction with health, satisfaction with life overall. The analysis were done by age and sex, to provide a better understanding of the demographic patterns in the distribution of the outcome variable. Chi-square bivariate test were used to assess the statistical significance between the three outcomes with the predictor variable. The relationship between the three outcomes and explanatory variables were measured by multivariable regression methods. Given the dichotomous nature of the outcome variables, a binary logistic regression model was used to generate the odds ratios and their 95% confidence intervals. The variance inflation factor (VIF) was used as a measure of collinearity to ensure that none of the predictor variables in the final model was highly associated with each other. All statistical tests were two-tailed and p values below 0.05 were considered statistically significant. The result of the study is Those who expressed satisfaction with life were also more likely to be rural residents, never married, residents of the Southern region, satisfied with living condition, followers of Christianity, have a higher wealth status (except for health), of Chewa ethnicity, with higher education (primary and secondary), no children, have never smoked tobacco, never drunk alcohol, and be non-users of electronic media.

Hakan sarian conducted a study in 2019 on the topic Subjective happiness and hope The aim of this research is to examine the relationships between subjective happiness and hope. The participants were 435 university students, it include 218 females and 217 males. In this study, the Integrative Hope Scale and the Subjective Happiness Scale were used. The relationships between were examined using correlation analysis and Structural Equation Model (SEM). In correlation analysis, trust and confidence, positive future orientation, and social relations and personal value sub factors of hope. According to the results of the study, there is a statistically significant relationship between hope and happiness. Besides, the hope plays a role as predictive factor of happiness on the Turkish university students. Happiness was predicted positively by trust and confidence, positive future orientation, and social relations and personal value. However, subjective happiness was negatively explained by lack of perspective. According to standardized beta coefficients ($P=0.34$), the most significant predictor of subjective happiness was trust and confidence.

REVIEW'S RELATED TO ASSERTIVENESS AND SUBJECTIVE HAPPINESS

Maryam Paezy and Beheshteh Abdi conducted a study on the topic Investigating the impact of assertiveness training on assertiveness, ,subjective well-being and academic achievement of Iranian female secondary students. The purpose of the study is An assertiveness training program is designed to improve an individual's assertive beliefs and behaviors, which can help the individual change how they view themselves and establish self-confidence and interpersonal communication and subjective well-being. The objective of this study was to investigate the impact of a five phase assertive training on assertiveness, subjective well-being and academic achievement of high-school girls. The Sample which was comprised of 30 Iranian 21 grade high-school students in the field of Natural Sciences were selected randomly and were placed in experimental and control groups. The sample responded to 3 measures: Assertiveness Inventory (1975), Oxford Happiness Questionnaire(1990); A self-made open-ended questionnaire to investigate the reasons for non assertive in girls & two self-made math tests to measure academic achievement. The study had five phases, it include the pilot survey. 10 students responded to GRAQ and OHQ, In the pre-test, the initial sample consisting of 94 girls responded to GRAQ and OHQ. Of the initial sample, 35 girls who scored less than one standard deviation (132) below the average (143.92) in GRAQ were selected as the main sample. The sample was further divided

into 2 groups, who were matched based on age, economic status, parent's education level, assertiveness score and place of residence. Five girls, who could not be matched with the rest of the sample, were omitted. In training phase, the experimental group received assertiveness training through role-playing in 10 sessions of an hour and a half each. The assertiveness skills consisted of asking, saying "yes", saying "no", showing positive affection. Showing negative affection and effective criticisms. The results showed a significant difference between assertiveness and well-being. Scores in pre-test, post-test and follow-up for the experimental group. In addition, assertiveness training improved math scores in post-test and in the follow-up for the experimental.

The Effect of Assertiveness Training Skill on Feelings of Happiness and Mental Health of Students in Iran the study conducted by Mohammadreza Asadi and Shahrbanoo Ghahari, Assertiveness is one skill that it can change interpersonal relations and cause happiness. Aim of the study is the effect of assertiveness training skill on feelings of happiness and mental health of students. Methods and materials the method in this study is empirical method with control group. Statistical population in this study consists of all male high school students of Radar City by 2016. Among those students identified with low assertiveness by their teachers and those with low scores in Mental Health Questionnaire, 30 students were selected randomly and were placed in two experimental and control groups. The experimental group received sessions of assertiveness training and control group was remained in waiting list. Both groups fulfilled Happiness Questionnaire and General Health Questionnaire (GHQ) before and after intervention, Data analysis was done using analysis of covariance (MANCOVA) using SPSS-22. Results The results showed that there is significant difference statistically between two groups in terms of amount of happiness and mental health after training assertiveness training. Conclusion Training assertiveness skill can enhance happiness and mental health of students.

The Effectiveness of Group Assertiveness Training on Happiness in Rural Adolescent Females with Substance Abusing Parents a study conducted by Seyed Kaveh & Mahin in 2015 . The purpose of the study is Parental substance abuse confronts children with a variety of psychological, social, and behavioral problems. Children of substance abusing parents show higher levels of psychiatric disorders including anxiety and depression and exert lower levels of communication skills. Weak social skills in this group of adolescents put them at a higher risk for substance abuse.

The participants consisted of 57 middle schools girls, all living in rural areas and having both parents with substance dependency. The participants were randomly assigned to intervention (n=28) and control (n=29) groups. The data were collected before and six weeks after training in both group. The intervention group received eight sessions of group assertiveness training. Participants were compared in terms of changes in scores on the Oxford Happiness Questionnaire and the Gambrills-Richey Assertion Inventory. In this study, the quantitative variables of the two groups were compared using chi square-tests. Within the groups, paired t-test was used to compare differences between before and after training. The Independent t-test was used to compare the means of quantitative variables from the two groups. Normality of variables assessed by Levene's Test and homogeneity of Variances in all variables confirmed. The level of significance in this study was set at 0.05. Description and analysis of data were carried out using the SPSS 16 software. The result of the present study is there was a significant difference in pre-test, post-test change in scores for intervention. These results suggest that intervention really does have an effect on happiness and assertiveness.

Hypothesis

1. There will be a significant relationship between sub variables of assertiveness
 - a) Assertiveness positive
 - b) assertiveness negative
2. There will be a significant relationship between assertiveness and subjective happiness
3. There will be a significant level of difference assertiveness in women's college students and mixed college students
4. There will be a significant relationship with women's college students and the level of assertiveness.
5. There will be significant difference in assertiveness based on domicile
6. There will be a significant difference in subjective happiness based on domicile.
7. There will be a significant difference based on the mode of education

8. There will be a significant relationship between economic status and subjective happiness.

9. There will be a significant difference in subjective happiness based on the mode of education

10. There will be a higher level of assertiveness in PG students.

CHAPTER 3
METHOD

CHAPTER 3

METHOD

Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. The *Advanced Learner's Dictionary of Current English* lays down the meaning of research as “a careful investigation or inquiry especially through search for new facts in any branch of knowledge.” Redman and Mory define research as a “systematized effort to gain new knowledge (Kothari, 2008).

Research is an academic activity and as such the term should be used in a technical sense. According to Clifford Woody research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis (Kothari, 2008).

The search for knowledge through objective and systematic method of finding solution to a problem is research. The systematic approach concerning generalization and the formulation of a theory is also research. The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered as yet (Kothari, 2008).

Research has its special significance in solving various operational and planning problems of business and industry. Research is the fountain of knowledge for the sake of knowledge and an important source of providing guidelines for solving different business, governmental and social problems. It is a sort of formal training which enables one to understand the new developments in one's field in a better way. (Kothari, 2008).

The present research method is quantitative research method. The quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test casual relationship, and generalize result

to wider populations. quantitative method is chosen in the present study because it produces objective data that can be clearly communicated through statistics and numbers.

Research design.

The function of research design is to provide for the collection of relevant evidence with minimal expenditure of effort, time and money. But how all these can be achieved depends mainly on the research purpose. A flexible research design which provides opportunity for considering many different aspects of a problem is considered appropriate if the purpose of the research study is that of exploration. But when the purpose happens to be an accurate description of a situation or of an association between variables, the suitable design will be one that minimizes bias and maximizes the reliability of the data collected and analyzed.

The preparation of the research design, appropriate for a particular research problem, involves, the means of obtaining the information, the availability and skills of the researcher and his staff, explanation of the way in which selected means of obtaining information will be organized and the reasoning leading to the selection, the time available for research and the cost factor relating to research, i.e., the finance available for the purpose (Kothari, 2008).

In the present study correlational research design is using. A correlational research design uses non experimental method where the measurement of two variables occurs. The advantage of correlational design is neither variable goes through a manipulative process, The result from correlational research are more applicable. The disadvantage of this research method is correlational research only uncovers relationships, It won't determine what variables have the most influence

The problem in the present study is to find the relationship between assertiveness and subjective happiness.

Participants

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. Sample design is determined before data are collected. The researcher must decide the type of sample he

will use i.e., he must decide about the technique to be used in selecting the items for the sample. In fact, this technique or procedure stands for the sample design itself (Kothari, 2018).

Considering the availability of population convenient sampling is selected. Convenient sampling is usually low cost and easy with subjects readily available.

The universe consists of all survey elements that qualify for inclusion in the research study. The precise definition of the universe for a particular study is set by the research question, which specifies who or what is of interest. The universe may be individuals, groups of people, organizations, or even objects. For the present study, Kannur district is taken as the universe.

Population is a distinct group of individuals, whether that group comprises a nation or a group of people with a common characteristic. A population is the pool of individuals from which a statistical sample is drawn for a study. Thus, any selection of individuals grouped together by a common feature can be said to be a population (Osikhotsali, 2022). and college students are taken as the population. It is chosen because the college students have eagerness to express self effectively and stand-up for point of view

The sample size is a number of observations used for determining the estimations of given population. The total sample size of the sample is 200 from different colleges in Kannur district. The sample size taken 200 because to get the appropriate representativeness.

Inclusion criteria

- Both graduate & Post graduate students
- Age between in 18-25 period
- Studying in under kannur university.

Exclusion criteria

- Persons with clinical conditions.
- Person with disability.

Categorization of participants according to socio-demographic variables.

For the purpose of different analysis in the present study, the participants were divided into different groups based on their socio-demographic variables such as age, gender, domicile education, marital status, socioeconomic status, religion, type of college ,mode of college The details are given in the form of tables as follows;

Age wise classification of the sample

The concept of age describes how old a person is at a particular point in time. It is defined as the measure of the time elapsed from date of live birth to a specific point in time, So it is taken consideration in the present study. The sample was classified on the basis of age in three categories. The details of the classification are given in the table 3.1.

Table 3.1

SI.No	age.	No of participants	percentage
1	18-19	24	24%
2	20-22	160	79.7%
3	23-25	16	9.4%

Course wise classification of the sample

Educational course means any university graduate level course of a kind normally taken by an individual pursuing a programme leading to a law, buissness, medical, or other advanced academic or professional degree. So it is taken consideration in the present study. The sample was classified on the basis of Course in two categories. The details of the classification are given in the table 3.2.

Table 3.2

SI.No	course.	No of participants	percentage
1	PG	21	10.4%
2	UG	181	89.65%

Classification based on the domicile

The domicile is defined as the place where you make your permanent home and where you are considered to be permanent resident. An urban area or built up area is a human settlement with a high population density and infrastructure or built environment. Rural area or a countryside is a geographic area that is located outside the town or cities' it is taken considerations into the present study. Sample was classified on the basis of domicile in two categories. The details of the classification are given in the table 3.3

Table 3.3

SI.No	Domicile	No of participant	percentage
1	Rural	137	67.8%
2	urban	63	32.2%

Classification based on the type of collage

Type of college implies the institute from where the student is acquiring education namely mixed college which comprising students of all gender, and women's college comprising female student. It is taken considerations into the present study. Sample was classified on the basis of domicile in two categories. The details of the classification are given in the table 3.4

Table 3.4

SI.No	type of collage	No of participants	percentage
1	mixed college	100	50%
2	women's college	100	50%

Classification based on the mode of education

The mode of education which means students who are perusing education on a regular bases or distant mode. It is taken considerations into the present study. Sample was classified on the basis of domicile in two categories. The details of the classification are given in the table 3.5

Table 3.5

Sl.No	mode of education	participant	percentage
1	Regular	194	96%
2	Distant	9	4%

Classification based on socio economic status

Socioeconomic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic access to resources and social position in relation to others. In the present study socio- economic status is categorize in to high, middle, low .The details of the classification are given in the table 3.6

Table 3.6

Sl no	Socio economic status	No of participants	
1	High	18	8.9%
2	Middle	163	80%
3	Low	19	10.9%

STUDY VARIABLE

The present study focus on two major psychological variables assertiveness and subjective happiness. In order to explore the relationship between these variables, the will be collected from students using standardized instrument.

ASSERTIVNESS

Assertiveness involves appropriately expressing ideas. Feelings, and boundaries while respecting other's rights, maintaining positive affect in the receiver, and considering potential consequences of the expression. It includes both positive and negative expressions and seeks to achieve personal and instrumental goals. It involves appropriately expressing ideas, feelings, and boundaries while respecting other's rights, maintaining positive affect in the receiver, and considering potential consequences of the expression. It includes both positive and negative expressions and seeks to achieve personal and or instrumental goals.

In the present study Assertiveness self statement test(ASST) is being used for data collection.

SUBJECTIVE HAPPINESS

The subjective happiness popularly referred to as happiness or satisfaction. Subjective happiness is the scientific term for happiness and life satisfaction-thinking and feeling that life is going well, not badly. People's levels of subjective happiness are influenced by both internal factors, such as personality and outlook, and external factors, such as the society in which they live. Some of the major determinants of subjective happiness are a person's inborn temperament, the quality of their social relationships, the societies they live in, and their ability to meet their basic needs. To some degree people adapt to conditions so that over time our circumstances may not influence our happiness as much as one might predict they would.

In the present study oxford happiness questionnaire (2002)is being used for data collection.

MEASURING INSTRUMENTS

In a research the tools refer to the device/instrument used to collect data. Such as paper questionnaire, or computer assisted interviewing system.

Personal data schedule

In order to collect the details of the participants and their various socio demographic data, a personal data schedule is used. The personal data schedule includes name, age, domicile, socioeconomic status, mode of education, Year of studying, Type of college, These information are collected in order to examine the correlation between assertiveness and subjective happiness according to various personal data.

Assertiveness self statement test(ASST)

Assertiveness self statement (ASST) was developed by R.M Schwartz and JM Guttman in 2002.The purpose of this questionnaire was to measure cognitions related to assertion. The ASST is a 32-item instrument designed to measure cog- nitions defined as self-statements-in assertion-related problems. The ASST is designed to be situation-specific rather than global and to be used when the cognitions are active in

short-term memory to minimize distortion. Thus, recent situations that called for assertive behaviors can be focused on for each administration of the ASST. The ASST has two subscales relevant to the refusal of unreasonable requests: positive self-statements that facilitate or make it easier to refuse a request and negative self-statements that interfere or make it harder to refuse with a request. The ASST was studied initially with undergraduate students. No other demographic data are available nor are actual norms.

Administration

The instructions for the participants are given together with the questionnaire. The instructions are: "Please be honest and accurate as you can throughout. Try not to let your response to one statement influence your response to other statements. There are no correct or incorrect answer. Answer according to your own feelings, rather than how you think most people would answer". There are no particular columns provided for marking the answers. The answer options Like 1 = Hardly ever had the thought, 2= Rarely had the thought,3= Sometimes had the thought ,4 =Often had the thought,5= Very often had the thought, The participants can read these options and write the most suitable option to the side of each items.

Scoring

The ASST is easily scored by summing individual items for each of the subscales. The range for each subscale is from 16 to 80.

RELIABILITY: The ASST has fair internal consistency, with an alpha of .78.No data on stability are available.

VALIDITY: The ASST has good construct validity, consistently demonstrating that functional and dysfunctional groups differ in their frequency of positive and negative self-statements, and show predictable changes in self-state- ments mainly a reduction in negative as a result of psychotherapy. The ASST also has good concurrent validity, with correlations between negative self-statements and a measure of cognitive complexity and the Irrational Beliefs Test, and between the positive subscale and self-efficacy scores.

Procedure for data collection

Data collection in research involves the process of gathering and measuring information on variables of interest, in an established systematic fashion that enable one to answer stated research questions, test hypothesis, and evaluate outcome. The present study aim to explore the relationship between assertiveness and subjective happiness among women's college student mixed college student.. In the present study the data was acquired from Various collages comes under the kannur university.

Online data collection mode was used in research. After getting initial consent from the head of the institution the Google form will be passed on to students who are selected through sampling random sampling procedures. The online Google form will be structured as, the first part contain the personal data schedule, the second part contain assertiveness questionnaire, third part contain subjective happiness scale.

After the completion of test administration, the participants were thanked for the participation and cooperation. After collecting the necessary data, the data was scored using the manual and analyzed using SPSS and the results were discussed

STATISTICAL TECHNIQUES

The researcher aimed to explore the relationship between the variables such as; academic The coding and analysis were done with the help of SPSS software. Pearson's correlation, t-test and ANOVA are used for statistical analysis required for the present study.

Pearson correlation Pearson correlation measures the strength of the linear relationship between two variables. Pearson's correlation coefficient is represented by the Greek letter ρ for the population parameter and r for a sample statistics. Your research hypothesis would represent that by stating that one score affect the other in a certain way. The correlation is affected by the size and sign of the r . The correlation coefficient ranges from -1 to 1. An absolute value of exactly 1 implies that a linear equation describes the relationship between X and Y perfectly with all data points lying on a line. The correlation sign is determined by the regression slope. A value of +1 implies that all data points lie on a line for which Y increases as X increases and vice versa for -1. A value of 0 implies that there is no linear dependency between the

variables. Pearson correlation is used because to know the significant relationship between the assertiveness and subjective happiness

Independent sample T-test

A t test is a type of inferential statistics used to determine if there is a significant difference between the means of two groups, which may be related in certain features. Calculating a t test requires three key data values. There are three t-test to compare means; one sample t-test, a two sample t-test, and a paired t-test. A t-test can only be used when comparing the means of two groups. If you want to compare more than two groups or if you want to do multiple pairwise comparison, use ANOVA test or a post-hoc test. The t-test is a parametric test of difference, meaning that it makes the same assumptions about your data as other parametric test. The t-test assumes data are independent, are normally distributed, have a similar amount of variance within each group being compared. For the present study in order to compare the domicile, age, type of college, mode of education the independent sample t test is using

ANOVA

Analysis of variance is an analysis tool used in statistics that splits an observed aggregate variability found inside a data set into two parts: systemic factors and random factors. The systemic factors have a statistical influence on the given data set, while the random set do not. You would use ANOVA to help you understand how your different group respond, with a null hypothesis for the test that the means of the different groups are equal. If there is a statistically significant result, then it means that the two population are unequal. For the present study in order to compare the domicile, age, type of college, mode of education.

CHAPTER 4

RESULT

The aim of the study was to find out the relationship between assertiveness and subjective happiness among women's college students and mixed college students. Thus the study attempts to find out the relationship between sub-variables of assertiveness and subjective happiness.

The study also attempts to find out the difference between variables of assertiveness and subjective happiness and also find out the difference in assertiveness and subjective happiness based on age, gender, domicile, mode of education, type of college, economic status, This chapter deals with the process of result obtained and its interpretation and discussion. The collected data were analyzed and then writ Table ten in the form of result and discussion.

This chapter consists of three sections. Section one deals with the analysis of relationship among the study variables assertiveness and subjective happiness For this analysis Pearson product correlation test was used. Pearson product moment correlation test helps to find out the relationship between two variables and how strongly the variables are correlated.

The second section deals with the difference in assertiveness and subjective happiness based on age, domicile, mode of education, type of college, economic status. For this analysis independent sample t test and one way analysis of variance (ANOVA) were used. Independent sample t test helps in finding out significant difference between the mean performance of two groups that are not related. One way ANOVA is used to determine the difference between more than two unrelated groups. The third section deals with testing the tenability of the hypothesis.

Section 1

Inter-correlation between the variables of assertiveness and subjective happiness among women's college students and mixed college students. Result and discussion of Pearson product moment correlation.

To find the relationship between the sub-variables of assertiveness and the subjective happiness Pearson product moment correlation was used and according to Cohen (1988), Pearson correlation values of $r = 0.60 - 0.79$ are considered strong, $r = 0.40 - 0.59$ are considered moderate and $r = 0.20 - 0.39$ are considered weak.

The inter-correlation coefficients obtained for all the study variables such as assertiveness and its variables (assertiveness positive & assertiveness negative) and subjective happiness among women's college student and mixed college students. The inter-correlation between the sub variables of assertiveness and subjective happiness are analyzed and the results are presented in the table 4.1

Table 4.1

Inter-correlation between variables of assertiveness and subjective happiness among women's college student and mixed college students.

Variables	1	2	3	4
Assertiveness positive		1		
Assertiveness negative	1.000*		1	
Assertiveness	.943**	.932**		1
Subjective happiness	0.34	-1.22	-0.43	1

** significant at the 0.01 level(2-tailed). * significance at the 0.05 level(2-tailed)

Inter correlation of the 2 Sub variables of assertiveness and subjective happiness.

Table 4.2

Inter-correlation between the sub variables of assertiveness and subjective happiness.

Sub variables of assertiveness	Subjective happiness
Assertiveness	0.34
Assertiveness positive	- 1.22
Assertiveness negative	-043

**significant at the 0.01 level (2-tailed). *significant at the 0.05 level (2-tailed).

Assertiveness positive and assertiveness negative is a sub variable of assertiveness. Positive assertiveness is the person is respect themselves, and willing to stand up for own interest and express thought and feelings. The negative assertiveness which means say something negative about themselves, invite the criticism . The correlation between assertiveness and subjective happiness is 0.34 which is not

significant .so there is a no significant correlation between assertiveness and subjective happiness. Which implies that assertiveness has no significant role in subjective happiness.

Assertiveness positive it is the sub variable of assertiveness. It is the respect themselves and willing to stand up for own interest express and express own thoughts and feelings. From the table 4.2 there is a negative correlation between the assertiveness positive variable and the subjective happiness. The inter correlation coefficient between assertiveness possitive and subjective happiness is 1.000 which is not significant at 0.01 level of significance. So the correlation coefficient indicate that there is a strong level of correlation. So the assertive positive will not increase when the subjective happiness increases' implies that assertiveness possitive doe not have the in the development of subjective happiness.

Assertiveness negative it is the sub variable of assertiveness .aggression is the negative form of expression of assertiveness. Aggression comes from a place of self-importance at the cost of neglecting others feelings or thoughts. The subjective happiness is a being positive emotions of person are much more than negative emotions and life satisfaction. From the table 4.2 there is no correlation between assertiveness negative and the subjective happiness.1.222 which not significant. So there is no correlation between assertiveness negative and subjective happiness. It implies that assertiveness negative has no role in subjective happiness. Subjective happiness will not influence in negative way of assertion.

Summery

The Pearson product moment correlation was computed for women's and mixed college students. The result among the college student showed an zero -correlation between sub variables of assertiveness and subjective happiness. In the sub variables of assertiveness are assertiveness possitive and assertiveness negative and the result shows that there is no relationship between assertiveness and the subjective happiness.

Section 2

Assertiveness and subjective happiness among women's college students and mixed college students categorized on the basis of demographic variables: Result and discussion of independent sample t test and one way ANOVA

The differences in assertiveness and subjective happiness among women's college students and mixed college students based on socio-demographic variables course, domicile, Economic Status, Type of college. The independent sample t- test was used to find out the difference of study variable existing among course, domicile, type of college. The analysis of variance was used to find out the difference of study variable assertiveness positive, assertiveness negative, assertiveness and subjective happiness among women's and mixed college students.

Course wise difference among women's college students and mixed college students: Result and discussion of independent sample t test.

For the present study, samples were classified on the basis of course type so as to study the difference in sub variables of assertiveness(assertiveness positive, assertiveness negative) and subjective happiness. The result of independent sample t test among women's college students and mixed college students on study variables are presented on table 4.3

Table 4.3

Comparison based on course of the women's and mixed college students.

Sl no	variables	UG		PG		t value
		Mean	SD	MEAN	SD	
1	Assertiveness positive	47.63	9.819	49.30	8.103	-.915n.s
2	Assertiveness negative	46.71	7.732	48.78	7.290	1.287n.s
3	assertiveness	94.33	16.20	98.08	14.453	1.163n.s
4	Subjective happiness	177.96	172.9	41.119	30.808	.707s

The t value obtained by women's and mixed college students for sub variables of assertiveness positive, assertiveness negative, assertiveness, subjective happiness is -.915,1.287,1.163 and 707 respectively it indicate that statically no mean difference between UG and PG students having assertiveness and subjective happiness. The

obtained mean value for UG students was found to be 47.63,46.71,94.33 and 177.96. The standard deviation of UG student was found to be 9.819,7.732,16.20 and 172.9. The obtained mean value for PG students was found to be 49.30,48.78,98.0 and,41.119. The standard deviation obtained as 8.103,7.290,14.453 and .707. This result indicates that UG and PG students do not have any difference in sub variables of assertiveness such as assertiveness positive and assertiveness negative. This implies sub variables of assertiveness may not have any influence in assertiveness' and subjective happiness based on course they may get equal chance in every aspects. So the UG and PG students in live in assertively and subjective happiness may equal chance.

Classification based on Domicile

The domicile is the place where the person lives in the present study the domicile is classified in two groups urban and rural. It may influence on assertiveness and subjective happiness. So it is taken consideration into the present study.

Classification based on the domicile is given two categories. The details are given in the table 4.4

Table 4.4

Comparison based on domicile of women's and mixed college students.

Sl no	variables	Rural		Urban		t value
		Mean	SD	Mean	SD	
1	Assertiveness positive	45.65	8.271	48.98	8.271	1.669n.s
2	Assertiveness negative	45.00	8.867	48.56	7.63	1.426 n.s
3	Assertiveness	90.65	17.637	97.53	14.899	1.923 n.s
4	Subjective happiness	186.55	36.581	171.23	32.289	-1.986n.s

** significant at the 0.01 level (2-tailed). Ns= no significance

The t value obtained by students for assertiveness positive is 1.669 which is not significant at 0.01 level of significance. The obtained mean value and standard deviation for students who lives in rural is 45.65&8.271. The obtained mean value and

standard deviation for students who lives in urban is 48.98&8.271 respectively. The difference in mean score indicate that students who are comes from urban have greater assertiveness possitive.

The t value obtained by students for assertiveness negative is 1.426 which is not significant at 0.01 level of significance. .The obtained mean value and standard deviation for students who lives in rural is 45.00&8.867 respectively. The obtained mean value and standard deviation for students who lives in urban 48.56&7.63is respectively.

The t value obtained by students for assertiveness and subjective happiness 1.923&-1.986. It indicate that stastically there is no mean difference between those who come urban& rural domicile.

This result suggest that students who comes from rural and urban domicile cannot be differentiate in sub variables assertiveness (assertiveness possitive, assertivness negative) and subjective happiness. The living situation may not be influencing in the level of assertion and subjective happiness.

Classification based on the type of college

Type of college implies the institute from where the student is acquiring education namely mixed college which comprising student of all gender, and women's college comprising female student.it is taken consideration into the present study. The details are given in the table 4.5

Table 4.5

Sl no	variables	Womens college students		Mixed college students		t value
		Mean	SD	Mean	SD	
1	Assertiveness positive	47.93	8.121	54.76	9.36	-3.589 n.s
2	Assertiveness negative	47.42	7.565	54.81	6.750	-4.274 n.s
3	Assertiveness	95.35	14.573	109.57	15.648	-4.198 n.s
4	Subjective happiness	173.30	33.032	168.24	32.843	.664 s

** significant at the 0.01 level (2-tailed). Ns= no significance

The t value obtained by college students for sub variables for assertiveness such as assertiveness positive and assertiveness negative is $-3.589, -4.274$. This indicates that statistically no mean difference between women's college students and mixed college students.

This indicates that students who are studying in women's college and mixed college do not have any difference in sub variables of assertiveness such as assertiveness positive and assertiveness negative. So the type of college may not have any role in assertiveness and subjective happiness. Students who are studying in women's college and mixed college may be experiencing equal subjective happiness and assertiveness.

Classification based on socio-economic status

Socioeconomic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic access to resources and social position in relation to others. In the present study socioeconomic status is categorized into two. The details are given in table 4.6.

Table 4.6

Sl no	variables	high		Medium & low		t value
		Mean	SD	Mean	SD	
1	Assertiveness positive	48.57	11.387	48.84	8.584	.119.s
2	Assertiveness negative	48.05	9.091	48.51	7.924	.234.s
3	Assertiveness	96.62	19.745	97.35	15.494	.183.s
4	Subjective happiness	181.24	34.914	167.41	34.099	-1.658n.s

The t value obtained by college students for sub variables for assertiveness such as assertiveness positive and assertiveness negative is $.119, .234$. This indicates that statistically no mean difference between women's college students and mixed college students.

This indicates that students who are studying in women's college and mixed college do not have any difference in sub variables of assertiveness such as assertiveness

possitive and assertiveness negative. so the type of college may not have any role in assertiveness and subjective happiness .students who studying women's college and mixed college may be experiencing equal subjective happiness and assertiveness.

Classification based on mode of education

The mode of education which means student who are perusing education on regular bases or distant mode. It is taken consideration in to the present study .the details are given the table 4.7

Table 4.7

Sl no	variables	Regular		Distant		t value
		Mean	SD	Mean	SD	
1	Assertiveness possitive	49.56	8.221	46.65	8.810	-2.274
2	Assertiveness negative	49.79	7.335	44.75	7.735	-4.439
3	Assertiveness	99.35	14.660	91.40	15.317	-3.514
4	Subjective happiness	168.62	31.966	181.78	33.561	2.662

The t value obtained by students for sub variables for assertiveness such as assertiveness possitive and assertiveness negative is $-2.274, -4.439$ indicate that stastically a mean difference between regular and distant college students

Comparison based on sub variables assertiveness and subjective happiness among womens college students and mixed college students: result and discussion of one way ANOVA

Table 4..8

Comparison based on sub variables of assertiveness and subjective happiness.

Sl.no	variables	Sum of square Between group within group	Mean Sum of square Between group within group	F ratio
1	Assertiveness positive	5.705 14364.090	2.853 72.914	.039n.s
2	Assertiveness negative	14.828 12109.172	7.414 61.468	.121n.s
3	Assertiveness	38.912 46463.283	19.456 235.854	.082n.s
4	Subjective happiness	4836.87 211431.081	2418.437 1073.254	.108n.s

n.s=no significance

As per the result of one way ANOVA obtained F Ratios of sub variables with respect to subjective happiness as follows:.039 for assertiveness positive for assertiveness negative .121,for assertiveness .082,for subjective happiness .108.The result Indicate that assertiveness and sub variables of assertiveness has no significance in subjective happiness. Sub variables of assertiveness are not determined by subjective happiness among womens college students and mixed college students. There is no significance difference between sub variables of assertiveness and subjective happiness.

Summery

Independent sample t test and one way ANOVA was computed for womens and mixed college students on the basis of domicile ,type of college, course, economic status. Independent sample T test was used to analyze domicile, type of college, course ,economic status, mode of education, domicile was classified as urban and rural. Type of college was classified as womens college and mixed college students, course is classified as UG and PG. Mode of education classified in to distant and regular mode of education. The present study concluded that there was no significant difference among

sub variables assertiveness such as assertiveness positive and assertiveness negative. And it has no significant difference among assertiveness and subjective happiness.

One way ANOVA is used to analyze assertiveness positive, assertiveness negative, assertiveness, subjective happiness. The present study concluded that there was no significant difference among sub variables of assertiveness such as assertiveness positive, assertiveness negative. And it has no significant difference among subjective happiness

TESTING TENTABILITY OF THE HYPOTHESIS

Hypothesis (1) There will be a significant relationship between sub variables of assertiveness

a)assertiveness positive b)assertiveness negative

Tenability of the hypothesis 1(a) was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between sub variables of assertiveness. That is assertiveness positive and assertiveness negative. On the basis of the above result hypothesis 1 was not accepted and hence it is restated as, there is no significant relationship between assertiveness positive and assertiveness negative. Among women's and mixed college students.

Hypothesis (2) there will be a significant relationship between assertiveness and subjective happiness.

Tenability of the hypothesis 2 was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship between assertiveness and subjective happiness. On the basis of result it shows that the assertiveness does not lead to subjective happiness vice versa. Hypothesis 2 was not accepted and it is restated as there is no significant relationship between assertiveness and subjective happiness.

Hypothesis (3) .there will be a significant level of difference assertiveness in women's college students and mixed college students.

Tenability of the hypothesis 3 was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship in assertiveness among women's collage students and mixed college students. On the basis of result it

shows that the type of collage(women's college students and mixed college students) do not have any difference in the assertiveness. Hypothesis 3 was not accepted and it is restated as there is no significant relationship between assertiveness and the type of collage

Hypothesis (4) There will be significant difference in assertiveness based on domicile.

Tenability of the hypothesis 4 was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship in assertiveness based on the domicile (urban&rural) On the basis of result it shows that the domicile do not have any difference in the assertiveness. Hypothesis 4 was not accepted and it is restated as there is no significant relationship between assertiveness based on the domicile

Hypothesis (5) There will be a significant difference in subjective happiness based on domicile.

Tenability of the hypothesis 5 was tested using Pearson product moment correlation and correlation analysis revealed no significant relationship in subjective happiness based on the domicile (urban & rural) On the basis of result it shows that the domicile do not have any difference in the subjective happiness. Hypothesis 5 was not accepted and it is restated as there is no significant relationship between subjective happiness based on the domicile

Hypothesis (6)There will be a significant difference in assertiveness based on the mode of education

Tenability of the hypothesis 6 was tested using Pearson product moment correlation and correlation analysis revealed no significant difference assertiveness based on the mode of education (regular & distance mode)On the basis of result it shows that the mode of education do not have any difference in the assertiveness . Hypothesis 6 was not accepted and it is restated as there is no significant difference in assertiveness based on the mide of education.

Hypothesis (7)There will be a significant difference in subjective happiness based on the mode of education

Tenability of the hypothesis 7 was tested using Pearson product moment correlation and correlation analysis revealed no significant difference subjective happiness based on the mode of education (regular & distance mode) On the basis of result it shows that the mode of education do not have any difference in the subjective happiness. Hypothesis 7 was not accepted and it is restated as there is no significant difference in subjective happiness based on the mode of education.

Hypothesis (8) There will be a significant relationship between economic status and subjective happiness.

Tenability of the hypothesis 8 was tested using Pearson product moment correlation and correlation analysis revealed no significant difference subjective happiness based on the economic status. On the basis of result it shows that the economic status do not have any difference in the subjective happiness. Hypothesis 8 was not accepted and it is restated as there is no significant difference in subjective happiness based on the economic status

Hypothesis (9) There will be a significant relationship between economic status and assertiveness.

Tenability of the hypothesis 9 was tested using Pearson product moment correlation and correlation analysis revealed no significant difference assertiveness based on the economic status. On the basis of result it shows that the economic status do not have any difference in the assertiveness.. Hypothesis 9 was not accepted and it is restated as there is no significant difference in assertiveness. Based on the economic status

Hypothesis (10) There will be a higher level of assertiveness in PG students.

Tenability of the hypothesis 10 was tested using Pearson product moment correlation and correlation analysis revealed no significant difference assertiveness in based on Course. On the basis of result it shows that the do not have any difference in the assertiveness based on Course Hypothesis 10 was not accepted and it is restated as there is no significant difference in assertiveness. Based on the course.

CHAPTER 5
SUMMERY AND CONCLUSION

CHAPTER 5

SUMMERY AND CONCLUSION

In a research study will only be complete if the investigator blend it with what was done in the previous chapters. Analysing and Interpreting data does not make a research study complete. It also include procedures carried out and summary of the findings. The research study also get enriched by limitations and opinion for further research. This chapter gives an overview of the study.

Assertiveness involves appropriately expressing ideas, Feelings, and boundaries while respecting other's rights, maintaining positive affect in the receiver, and considering potential consequences of the expression. It includes both positive and negative expressions and seeks to achieve personal and instrumental goals. It involves appropriately expressing ideas, feelings, and boundaries while respecting other's rights, maintaining positive affect in the receiver, and considering potential consequences of the expression. Assertiveness is a key skill that can help individual to better manage self, people and situations. It can help to influence others in order to gain acceptance, agreement or behavior change. It is enable to express opinions positively and with confidence. Assertive people are in control of themselves and are honest with themselves and others. Assertive communication is a hard skill to learn. Our culture tends to reward aggression. Assertiveness is from birth right. It is the kind of person were born to be. If the person think about self as a new-born baby, person will know that the instinctive way of relating to the world around was one of love, openness and honesty. That's why others were loving, open and honest in return.

The subjective happiness popularly referred to as happiness or satisfaction. Subjective happiness is the scientific term for happiness and life satisfaction-thinking and feeling that life is going well, not badly. People's levels of subjective happiness are influenced by both internal factors, such as personality and outlook, and external factors, such as the society in which they live. Some of the major determinants of subjective happiness are a person's inborn temperament, the quality of their social relationships, the societies they live in, and their ability to meet their basic needs. To some degree people adapt to conditions so that over time our circumstances may not influence our happiness as much as one might predict they would. Importantly,

In the present study investigator aims to find out the relationship between the assertiveness and subjective happiness among mixed college girls students and women's college students. The study also enquire into how they differ based on domicile, type of college, age, mode of education, economic status.

Methods in brief.

The participants of the study were women's and mixed college students. The total sample size is 200 college students. The participants were selected from Kannur who are studying in different colleges in kannur university. For the purpose of different analysis the participants were divided in to different groups based on the demographic variables such as age, domicile, type of college, economic status, mode of education. The data collection measures used were personal data schedule, subjective happiness questionnaire, Assertiveness self statement. The statistical techniques used were Pearson's product moment correlation, independent sample t-test, and one way ANOVA.

Major Findings

1. There is no significant level of difference in assertiveness in women's college students and the mixed college students
2. There is no relationship with women's college students and the level of assertiveness
3. There is no relationship with assertiveness based on domicile
4. There is no relationship with assertiveness based mode of education
5. There is no relationship with assertiveness based socio economic status
6. There is no significant relationship between assertiveness and subjective happiness based on the mode of education.
7. There is no relationship with assertiveness based on age
8. There is no significant relationship with Assertiveness negative and the subjective happiness.
9. There is no relationship with assertiveness and subjective happiness based on type of college
10. There is no significant level of difference in subjective happiness in women's college students and the mixed college students.
11. There is no relationship with subjective happiness based socio economic status

Implications of the study

The result of the present study attempt to highlights the relationship between the assertiveness and subjective happiness among women's and mixed college students. Findings of the present study reveals that there is no significant relationship between assertiveness and subjective happiness among women and mixed college students. Assertiveness means expressing persons point of view in a way that is clear and direct, while still respecting others. Communicating in an assertive manner can help to minimize conflict. Control anger. The subjective happiness which means Subject is the scientific term for happiness and life satisfaction-thinking and feeling that persons life is going well, not badly. We can understand through this study That assertiveness does not affect a person's subjective happiness in any way and both are in two edges. When a person feel subjective happiness they are not necessarily don't have to be assertive. Conversely, if a person is assertive they may not have to feel subjective happiness.

Limitation of the study

The present study was attempted to find out the relationship between assertiveness and subjective happiness among women's college students and mixed college girls students. Limitations of the study are listed below.

1. The whole sample is selected from students who are studying under kannur university.
- 2 This study only based on the population of younger adults, comprising of university students, thus the findings of the study cannot be generalized to any other samples until and unless it is replicated
3. The data was collected through online mode and offline mode but most of the data were in an online mode, so that the data obtained might not be genuine as compared to data collected manually, which also decreases the generalizability of the results.

The suggestion for future research:

On the basis of present study, there are some suggestions for the future research in this particular area.

1. The present study explored two variables Assertiveness and subjective happiness. Other psychological variables can also be studied to gain overall view of this population.
2. The study was conducted only among the kannur university students who are aged between 18-24, so the future research can investigate other universities as well
- 3/ This study is carried out in different collages in Kerala, future Studies can be conducted outside of Kerala.
4. The sample size should be increase to reduce the generalizability
5. Certain intervention can be designed with the current research finding

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APPENDICES

APPENDIX I

Consent Form

TITLE OF STUDY

Assertiveness and subjective happiness among women's collage students and. Mixed college students.

RESEARCHER

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You are being requested to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. This research study is part of fulfilling academic requirements for master's degree in counselling psychology.

In this research you would be required to answer the personal data schedule, and two instruments which will be sent to you. You may decline to answer any or all questions and you may terminate your involvement at any time if you choose. There may not be any direct benefit to you for your participation in this study. Every effort will be made by the researcher to preserve confidentiality about the data collected from you. Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be destroyed.

CONSENT

I have read and I understand the provided information. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Researcher's signature _____ Date _____

APPENDIX II
PERSONAL DATA SCHEDULE

Name:

Age:

Education qualification:

- UG
- PG

Domicile:

- Urban
- Rural

Type of college

- Women's colleague
- Mixed college

Mode of education

- Distant
- Regular

Socio economic status

- High
- Medium
- Low

APPENDIX III

Assertiveness self statement (ASST) was developed by R.M Schwartz and JM Guttman in 2002. The purpose of this questionnaire was to measure cognitions related to assertion. The ASST is a 32-item instrument designed to measure cognitions defined as self-statements-in assertion-related problems. The ASST is designed to be situation-specific rather than global and to be used when the cognitions are active in short-term memory to minimize distortion. Thus, recent situations that called for assertive behaviors can be focused on for each administration of the ASST. The ASST has two subscales relevant to the refusal of unreasonable requests: positive self-statements that facilitate or make it easier to refuse a request and negative self-statements that interfere or make it harder to refuse with a request. The ASST was studied initially with undergraduate students. No other demographic data are available nor are actual norms. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

1-Never 2-Rarely 3-Sometimes 4-Often 5-Very Often

1. I was thinking that it was not worth the hassle to refuse.
2. I was worried about what the other person would think about me if I refused.
3. I was thinking that I would probably feel guilty later if I refused to do the person a favor.
4. I was thinking that I would probably feel guilty later if I refused to do the person a favor.
5. I was thinking that it is not my responsibility to help people I hardly know.
6. Was thinking that there didn't seem to be a good reason why I should say yes.
7. I was worried that the person might become angry if refused.
8. I was thinking that this request is an unreasonable one.
9. I was thinking that the person could ask someone else.
10. I was thinking that it is better to help others than to be self-centered

11. I was thinking that will be happy later if I don't commit myself to something I don't want to do.
12. I was thinking that I would get embarrassed if I refused.
13. I was concerned that the person would think I was selfish if I refused.
14. I was thinking that this person really seems to need me.
15. I was thinking that this person really seems to need me.
16. I was thinking that I am perfectly free to say no.
17. I was thinking that if I don't say no now, I'll end up doing something don't want to do
18. I was thinking that it is always good to be helpful to other people.
19. I was thinking that the person might be hurt or insulted if I refused.
20. I was thinking that this person should take care of his/her own business.
21. I was thinking that this request sounds pretty reasonable
22. I was thinking that people will dislike me if I always refuse
23. I was thinking that my own plans are too important.
24. I was thinking that I don't have to please this person by giving in to his/her request.
25. I was thinking that it is morally wrong to refuse someone who needs help.
26. I was thinking that if I commit myself, it will interfere with my plans.
27. I was thinking that a friendly person would not refuse in this situation.
28. I was thinking that am too busy now to say yes.
29. I was afraid that there would be a scene if I said no.
30. I was thinking that since I hardly know the person, why should I go out of my way for him/her.
31. I was thinking that it doesn't matter what the person thinks of me.

32. I was thinking that this request is an imposition on me

33. I was thinking that I would probably feel guilty later if I refused to do the person a favor.

APPENDIX IV

OXFORD HAPPINESS QUESTIONNAIRE

The instructions for the participants are given together with the questionnaire. The instructions are: “Please be honest and accurate as you can throughout. Try not to let your response to one statement influence your response to other statements. There are no correct or incorrect answer. Answer according to your own feelings, rather than how you think most people would answer”. There are no particular columns provided for marking the answers. The answer options Like 1 – Hardly ever had the thought, 2- Rarely had the thought,3 Sometimes had the thought 4 =Often had the thought,5- Very often had the thought, The participants can read these options and write the most suitable option to the side of each items

1. I don't feel particularly pleased with the way I am
2. I am intensely interested in other people
2. I feel that life is very rewarding
4. I have very warm feelings towards almost everyone
6. I rarely wake up feeling rested
7. I am not particularly optimistic about the future.
7. I find most things amusing..
8. I am always committed and involved.
9. Life is good.
10. I do not think that the world is a good place.
11. I laugh a lot.
12. I am well satisfied about everything in my life..
13. I don't think I look attractive.
14. There is a gap between what I would like to do and what I have done

15. I am very happy.
16. I find beauty in some things.
17. I always have a cheerful effect on others.
18. I can fit in (find time for) everything I want to..
19. I feel that I am not especially in control of my life.
20. I feel able to take anything on.
21. I feel fully mentally alert.
22. I often experience joy and elation.
23. I don't find it easy to make decisions.
24. I don't have a particular sense of meaning and purpose in my life.
25. I feel have a great deal of energy.
26. I usually have a good influence on events.
27. I don't have fun with other people.
28. I don't feel particularly healthy.
29. I don't have particularly happy memories of the past.

BODY IMAGE AND PSYCHOLOGICAL WELLBEING AMONG YOUNG ADULTS

Dissertation submitted in partial fulfilment of the requirement of the degree

Of Master of Science in Counselling Psychology

Submitted by

TESNY AUGUSTINE

Reg.No:C1PSCP1118



Department of Psychology

Don Bosco Arts & Science College, Angadikadavu

Affiliated to Kannur University

2022-2023

CERTIFICATE

This is to certify that this dissertation entitled, “**Body Image and Psychological Wellbeing Among Young Adults**” is an authentic record of research work carried out by **Tesny Augustine**, during the period of her study at Don Bosco Arts & Science College, Angadukadavu, Iritty – 670706, in partial fulfilment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

There is no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Sanju P J

Supervisor

Assistant Professor

Department of Psychology

Fr. Dr. Kuriakose Augustine

Assistant Professor

Head of the Department

Department of Psychology

Examiner 1:

Examiner 2:

DECLARATION

I, Tesny Augustine do here by declare that this dissertation entitled, “**Body Image and Psychological Wellbeing Among Young Adults**”, which is submitted to Department of Psychology, Don Bosco Arts & Science College, is a bonafide record of research work carried out by me, under the supervision and guidance of **Sanju P J** (Assistant Professor, Department of Psychology, Don Bosco Arts & Science College) in partial fulfilment of the requirements for the Degree of Master of Science in Counselling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship of other similar title or recognition.

Place:

Tesny Augustine

Date:

Fr. Dr. Kuriakose Augustine

Head of the Department,

Don Bosco Arts & Science College

Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that Tesny Augustine is a regular and bonafide student of The Department of Psychology, Don Bosco Arts & Science College, pursuing Post Graduation programme in M.Sc. Counselling Psychology during the academic years 2020-2023.

Place

Fr. Dr. Kuriakose Augustine

Date

Sanju P J

Assistant Professor

Don Bosco Arts & Science College.

Angadikadavu, Iritty, Kannur-670706

CERTIFICATE

This is to certify that this dissertation entitled, “**Body Image and Psychological Wellbeing Among Young Adults**” is an authentic record of research work carried out by **Sanju P. J**, in partial fulfilment of the requirements of the Degree of Master of Science in Counselling Psychology, under my supervision and guidance, and that no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Place:

Sanju P J

Date

ACKNOWLEDGEMENT

Apart from my efforts, the success in completion of this study depends mainly on the encouragement and guidelines of many others. I take the opportunity to express my gratitude other people who have been helpful in the successful completion of this study.

I would like to express my deepest gratitude to my research guide, Mr. Sanju P J, whose constant guidance helped me in completing this study. Without his guidance, endless advice and persistent help, this study would not have been possible.

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Tesny Augustine

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ABSTRACT

The study explores the relationship between body image and psychological wellbeing among young adults. In addition to it the study aims to investigate how the young adults differ based on demographic variables gender, education, marital status, domicile. The participants in this study were young adults. The total sample size is 100. The participants were selected from Malabar region using simple random sampling. For the purpose of different analysis, the participants were divided into different groups based on demographic variables such as gender, education, marital status, domicile. For the data collection measures used were personal data schedule, The Body Image-Acceptance and Action Questionnaire (BI-AAQ) – 2006, Ryff's Psychological Well-Being Scales (PWB)- 2007. The statistical techniques used were Pearson product moment correlation, t test, One way ANOVA.

The findings of the present study reveal a no correlation between body image and psychological wellbeing. Gender, education, marital status, domicile show no significant difference with body image and sub variables of psychological wellbeing

Key words – young adults, body image, psychological wellbeing.

CHAPTER 1
INTRODUCTION

CHAPTER 1

INTRODUCTION

BODY IMAGE

Body image can be seen as the perceptions and attitudes about one's body, but not limited to physical appearance (Cash and Pruzinsky 2000). Borzekowski and Bayer (2005) define body image as an internal representation of one's appearance that reflects physical and perceptual characteristics. Body image is a dynamic perception of the body - how it looks, feels and moves. It is shaped by perception, emotions, physical sensations, and is not static, but can change in relation to mood, physical experience and environment. Body image is related to self-esteem, interpersonal trust, eating and exercise behaviors, sexual experiences, and emotional stability. Dissatisfaction with body shape and weight among teenagers and young adults is related to a wide range of psychological problems, eating disorders, obesity and other unhealthy lifestyles to major depression. Two types of body image, negative body image (e.g., body dissatisfaction) and positive body image (e.g., body appreciation; Tylka and Wood-Barcalo, 2015.)

Research on body image began in the early 20th century and initially focused on the self—the self-image or self-image of individuals with mental health problems or intellectual disabilities. Not necessarily about the perceptions of their physical bodies. Most body image research has focused on girls and women, with less studies among boys and men. However, Smoak (2000) argued that during adolescence, boys and young male adults are anxious regarding both their body size and also because of muscularity, causing them to experience body dissatisfaction comparable to that of teenage girls and young women. McCabe and RI. Ciardelli (2000) argued that boys may experience a better body image during adolescence because interest in imitation increased in male body ideals. In line with this perception, some estimates indicate that between 9 and 81 percent of adolescent boys and young men are dissatisfied with their bodies. As with the girls' study, the different measurement tools and standards used to calculate body satisfaction and dissatisfaction in the studies. Regardless, boys are clearly not satisfied to their bodies, and body dissatisfaction can show in different ways than girls.

As puberty approaches, physical appearance and body image become crucial to the overall self-image of young people. This is because, according to Gupta (2011), adolescence is a period of great transition in the development of positive attitudes towards one's body image. These physical changes can affect critical outcomes of overall adolescent development. These physical changes can even affect students' perception of the body image at younger age. Body image emphasizes how a person feels and experiences their body size and shape, as well as how accurately they perceive their body size. Perception plays a key role in an individual's body image. Mancillas (2000) perceived perception as the impression that an individual has of certain objects, events or concepts. Therefore, different people's perceptions of actual events can differ significantly (Gamble and Gamble, 2002).

The perception of one's own body is influenced by several environmental factors, such as the media. Media has long influenced body image. Anderson and DiDomenico (1992) found media representations of the "thin ideal" to be related to body image dissatisfaction and dieting. There have also been published suggestions that body dissatisfaction can occur according to the age and gender. This means that age and gender can affect people's body image. A dual process of sociocultural and peer pressure may contribute to such gender differences (Nicholls and Thompson, 2000).

For example, even normal-weight women are often concerned about their body shape, and most people want to be slimmer. Body image perception can sometimes lead to body dissatisfaction. Body dissatisfaction is the difference between an individual's current body size and ideal size (Wertheim et al., 2000). Dissatisfaction with body image is associated with depression, low self-esteem and poor social functioning. All of this body image can affect most aspects of a young person's life. The issue of body image is more complicated. Today's youth are faced with an overwhelming number of media messages explaining how they should look in terms of their body and shape. Globally, youth health has been largely ignored in global public health issues because this age group is considered healthy and has thus been understudied.

Many serious diseases of adulthood have their origin in young adulthood. There have been a number of studies on the relationship between body image and lifestyle practices such as Amissah, Nyarko, Gyasi-Gyamerah and AntoWinne (2015) and Ntim and Sarfo (2015). In particular, Amissah et al. (2015) found a significant positive

relationship between body image and eating behavior. Similarly, Ntim and Sarfo (2015) found a positive correlation between body image and eating disorders.

According to the ideal body shape or type, there is a huge tendency that forces most of these students to adopt bad eating habits. Some studies show that, similar to girls, body dissatisfaction also increases in boys during adolescence and adulthood (Bucchianeri et al., 2016). In addition to links between body image and obesity, studies have shown links between body image concerns and eating disorders. Body dissatisfaction has consistently been found to predict disordered and maladaptive eating behaviors and other psychological problems (eg, clinical eating disorders, depression) among girls (Smoak 2000), Stice and Bearman 2001; Stice and Shaw 2002). Body image concerns appear to be simultaneously associated with the adoption of dieting, weight loss strategies, low self-esteem, depression, eating disorders, and maladaptive body modification strategies.

PSYCHOLOGICAL WELL-BEING

Well-being is a dynamic concept that includes subjective, social and psychological dimensions as well as health-related behaviour. The Ryff Scales of Psychological Well-being is a theoretically based instrument that specifically focuses on measuring several different aspects of psychological well-being. Autonomy, control of the environment, personal growth, positive relationships with others, life purpose and self-acceptance psychological well-being is a representation of the psychological health of an individual based on positive psychological functions.

Psychological well-being is simultaneously the absence of the elements of human experience - depression, anxiety, anger, fear - and the enabling elements - positive emotions, meaning, healthy relationships, environmental control, commitment, self-fulfilment. A person suffering from mental health problems experiences almost no mental well-being. Psychological well-being also has tremendous instrumental value, as it is associated with better health, greater resilience, more stable and satisfying relationships, better performance and career advancement, and more.

According to Deci and Ryan (2008), psychological well-being must still be viewed from the perspective of the individual as a fully functioning human being. It is supported by three important pillars: eudaemonia, personal growth and purpose in life. Bradburn (1969) distinguished between the effects of positive and negative actions and

defined happiness as a perspective on achieving a balance between the two. It is the cognitive component where life satisfaction is interpreted as an additional and most effective positive dimension of happiness (Andrews and McKennel, 1980; Andrews and Withey 1976).

The concept of psychological well-being comes from the belief that being healthy is more than just being free of physical illness (Ryff, 1989; Ryff and Keyes, 1995). Psychological well-being is a primary human goal characterized by the need to feel psychologically better and related to an individual's awareness of their daily activities and disclosure of personal feelings. The basis of the formation of psychological well-being is the positive psychological functioning of the individual, which is characterized by self-acceptance, positive relationship, autonomy, control of the environment, life purpose and personal growth.

ADULTHOOD

Adulthood is a usually defined period of human development in which physical development, cognitive development and psychosocial development in women and men slow down and reach their highest level.

Psychological Definition; adulthood is usually defined as the stage of human development that occurs after puberty and adolescence (around ages 13 to 19). According to Erikson's theory adulthood continues until the end of life and is divided into young or early adulthood (18- 40 years), middle age (40-65 years) and late adulthood or old age (60 years and older). Old age is usually divided into young (65 to death). Successfully reaching adulthood is a constructive solution for the young person to the conflict related to parental separation. Adults are characterized by post-form thinking - that is, thinking that considers the opposing elements of intellectual life or social interaction as a meaningful whole, and at the same time affirms the relative stability of emotional expression and the value system as a basis for life decisions.

Developmental changes during this period are the result of biological maturity and psychosocial maturity, which allow adults to take effective steps to build relationships, educate children and maintain employment. Adulthood is also characterized by commitment to many social roles that sometimes conflict with each other. Adulthood is living independently, financially independent, participating in public life, caring for loved ones, getting married, parenting or military service. In most

cultures, personality traits count as adulthood, although there is not always a close correspondence between such traits and legal adulthood. Characteristic qualities include self-control, social stability, responsibility, tact, confidence, seriousness, strength, experience, objectivity and independent judgment. Other psychological characteristics of an adult include the ability to formulate answers to questions about oneself as a person and a member of society; the ability to make choices about personal values and one's place in the world; to gain experience by participating in various situations, contacts with other people and internal experiences that influence the formation of identity and self-esteem; and the ability to improve their personal and professional competence.

Need and Significance

Adults often face many challenges and problems related to their own body image. Many young adults are very self-conscious about their bodies and develop dissatisfaction. They are discriminated a lot by their colleagues because of their body image. With the help of this research, we can understand how body image affects a person's psychological well-being and that there are gender differences in the perception of body image.

Statement of the problem

This study is an attempt to understand that there is any impact on body image and it affect the psychological wellbeing on young adults.

DEFINITION OF KEY TERMS

Theoretical definition

- **Body image:** Body image can be seen as the perceptions and attitudes one holds toward one's own body, especially, but not exclusively one's physical appearance (Cash and Pruzinsky, 2004).
- **Psychological wellbeing:** Psychological wellbeing is a complex construct that concerns optimal psychological functioning and experience. It includes 6 dimensions: autonomy, environmental, mastery, personal growth, positive relations with others, purpose in life, self-acceptance (Ryff,1995).
- **Young Adult:** A unique developmental period that occurs between the ages of 18 to 25 years, during the transition from adolescence to adulthood.

Operational definition

- Body image: Body image is a perception of one's own physical appearance.
- Psychological wellbeing: Psychological wellbeing is a state of healthy emotions and feelings.
- Young adult: young adult is the person who was translated from adolescence period.

Objectives

Major objective

To study the relationship between the body image and psychological wellbeing among young adults

Specific objectives

- 1.1 To find out relationship between body image and psychological well-being among young adults
- 1.2 To find out relationship between body image and autonomy among young adults
- 1.3 To find out relationship between body image and environment mastery among young adults
- 1.4 To find out relationship between body image and personal growth among young adults
- 1.5 To find out relationship between body image and positive relationship with others among young adults
- 1.6 To find out relationship between body image and purpose in life among young adults
- 1.7 To find out relationship between body image and self- acceptance among young adults
- 2.1 To find out difference between male and female in body image
- 2.2 To find out difference between male and female in psychological well being
- 2.3 To find out difference between male and female in autonomy
- 2.4 To find out difference between male and female in environmental mastery
- 2.5 To find out difference between male and female in personal growth
- 2.6 To find out difference between male and female in positive relationship with others
- 2.7 To find out difference between male and female in purpose in life

- 2.8 To find out difference between male and female in self-acceptance
- 3.1 To find out difference between married and unmarried young adults in body image
- 3.2 To find out difference between married and unmarried young adults in psychological well being
- 3.3 To find out difference between married and unmarried young adults in autonomy
- 3.4 To find out difference between married and unmarried young adults in environmental mastery
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- 3.7 To find out difference between married and unmarried young adults in purpose in life
- 3.8 To find out difference between married and unmarried young adults in self-acceptance
- 4.1 To find out difference between in body image based on domicile among the young adults.
- 4.2 To find out difference between in psychological well-being based on domicile among the young adults
- 4.3 To find out difference between in autonomy based on domicile among the young adults
- 4.4 To find out difference between in environmental mastery based on domicile among the young adults
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- 4.6 To find out difference between in positive relationship with others based on domicile among the young adults
- 4.7 To find out difference between in purpose in life based on domicile among the young adults
- 4.8 To find out difference between in self-acceptance based on domicile among the young adults
- 5.1 To find out difference between in body image based on education among the young adults.

- 5.2 To find out difference between in psychological well-being based on education among the young adults
- 5.3 To find out difference between in autonomy based on education among the young adults
- 5.4 To find out difference between in environmental mastery based on education among the young adults
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- 5.7 To find out difference between in purpose in life based on education among the young adults
- 5.8 To find out difference between in self-acceptance based on education among the young adults

Organization of the report

The present study has five parts. The first part is introduction part. It consists of introduction of the topic, need and significance of the study, statement of the problem, major and specific objectives, definition of the key terms. Chapter 2 consist of review of literature. It consists of theoretical review of the study variable and review of related study on variables and populations. The third chapter is methodology. It consists of populations, measures, procedures for data collection and statistical techniques employed for analysis. The fourth chapter is the result and discussion of the study. It consists of the result of statistical analysis and its discussion. The fifth chapter is summary and conclusion. It consists of the major findings, implications, limitations of the study and the directions for the future research. The research report is prepared according to the 7th edition of APA.

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

Literature may be understood as the gathering of educational and peer-reviewed writing on any given situation. A literature evaluate, is the precis of the maximum critical and salient components of that literature on your field, and the maximum pertinent or applicable on your studies challenge. It is a method of reviewing the literature, in the form of writing. A review of literature is a part of a dissertation, studies challenge or lengthy essay.

Purpose of the literature

- To evaluate the history of the studies.
- It offers a top-level view of the contemporary context wherein your studies are located with the aid of using relating to modern debates, troubles and questions within side the field.
- Summarise and examine previous studies and theories.
- Identifying the areas of controversy
- Highlight any gaps that can exist in studies to date.

An exact literature review consist of sincerely delimits the situation to be reviewed. Cover all applicable remember and affords an insightful evaluation of the thoughts and conclusions withinside the literature. It factors out similarities and differences, strengths and weaknesses withinside the literature. It identifies gaps within the literature for destiny studies. Review identifies the context for which the literature is critical.

Theoretical framework of body image

- Sociocultural theory of body image

The sociocultural theory of body image disturbance states that Western women experience pressure from sources such as parents, peers, and the media to maintain thinness. Social comparison theory emphasises the role of comparing one's appearance to others. Which means it forces the person to become thin.

Theoretical framework of psychological well-being

1.Six-factor Model of Psychological Well-being

The Six-factor Model of Psychological Well-being is a theory developed by Carol Ryff which determines six factors which contribute to an individual's psychological well-being, contentment, and happiness. Psychological well-being is attained by achieving a state of balance affected by both challenging and rewarding life events.

Ryff's model is not based on merely feeling happy, but is based on Aristotle's Nicomachean Ethics, "where the goal of life isn't feeling good, but is instead about living virtuously". Six factors are considered key-elements of psychological well-being:

- Self-acceptance
- Personal growth
- Purpose in life
- Environmental mastery
- Autonomy
- Positive relations with others

Studies related to body image

“Is smoking related to body image satisfaction, stress and self-esteem in young adults” is the study conducted in 2006 by Croghan. I. T et.al and the aim of the study is to examine the association of smoking and gender with body image satisfaction perceived stress and self-esteem in young adults. They took 483 current smokers and 973 never smokers and used the scales of perceived stress scale, body-areas satisfaction scale, Rosenberg self-esteem scale and the positive and negative affect schedule. They found that Females was associated with lower body image satisfaction and lower self-esteem. The researchers concluded that smoking treatment should include stress management, self-esteem and body image improvement

“Body image, confidence and media influence in middle school adolescents” is the study conducted by Granatino. R & Haytko. D in 2013. Here they took 53 students at the age 12- 15. The aim of the study was any negative effects on women body image, self-confidence, and body images due to younger media consumer, both female and male. And also, the differences in influence in race. The researchers concluded that

Hispanic females are the most likely to be influenced, followed by white females. Black females are not influenced. And very few males are influenced.

“The relationship between Facebook and Instagram appearance focused activities and body image concerns in young women” is the study that conducted by Cohen. R et.al in 2017. The aim of the present study was to identify the specific social networking sites feature that related to body image concerns in young women. They took 259 women who has 18- 29 years. They concluded that usage of social media influences the body image concept in young women. The Facebook usage was not much associated with thin-ideal internalisation and body surveillance but Instagram usage was associated with thin-ideal internalisation, body surveillance and drive for thinness.

“The effects of active social media engagement with peers on body image in young women” is the study conducted by Hogue. J & Mills. J in 2017. The aim of this study is to examined the effects of engaging on social media with attractive female peers on young adult women’s body image. They took 118 female undergraduate students who has 17 to 27 years old. It is a randomly assigned to one of two experimental conditions which means, social media site of an attractive female peer and did the same with a family member. Participants first completed the state of body image through by visual analogue scale. Then left a comment on the social media site of an attractive female peer. After that a post manipulation visual analogue scale measure of state body image. They found that young adult women who engaged with an attractive peer on social media experience excessive negative body than who engaged with a family member. They concluded that upward appearance comparisons on social media may promote increased body image concerns in young adult women.

“Social media, body image and food choices in healthy young adults (18-30)” is the study conducted by Rounsefell. K et.al in 2019. The aim of this study was negative body image increase the risk of engaging in unhealthy dieting and disordered eating patterns. Here they conduct quantitative analysis and they took 125 participants. The qualitative analysis identified five themes: social media encourages comparison between users, comparisons heighten feeling about the body, young adults modify their appearance to portray a perceived ideal image, young adults are aware of social medias impact on body image and food choices, external validation via social media is pursued.

The researcher and his colleagues conclude that social media engagement or exposure to body image may have a negative impact and food choices influence the young adults.

Studies on psychological wellbeing

“Relationships between psychological well-being, happiness and perceived occupational stress among primary school teachers” is the study conducted by Moayedi, F et.al in 2017. The aim of the study is to examine the relationship between psychological well-being, happiness and perceived occupational stress among primary school teachers in Iran. Here they use a cross-sectional study and the number of the samples are 330. They used scales of perceived occupational stress and psychological well-being and the Oxford happiness scale. They concluded that occupational stress in teaching may lead to poor psychological well-being and reduced happiness in primary school teachers.

“Relationship between optimism, resilience and psychological well-being in young adults” by Agarwal, N & Malhotra, M in 2019. The purpose of the study was to identify the relationship between optimism, resilience and psychological well-being among young adults. They took 100 subjects who are 50 males and 50 females and the scales that they used optimistic Index, Connor-Davidson Resilience scale and Ryff’s scale of psychological wellbeing. And they concluded that there is a significant positive relationship between optimism, resilience and psychological wellbeing.

“A study on shyness and psychological well-being among young adults” by Thomas, S & V. A in 2020. The aim of the study is to determine the shyness and psychological well-being among young adults. In this study the researchers took 110 young adults who have 18 to 26. Here 55 are men and 55 are females taken by purposive sampling method. They used the scales Goldberg’s psychological well-being questionnaire and Buss shyness scale. They concluded that there is no significant relationship between shyness and psychological well-being among young adults.

“Mobile phone dependence and psychological well-being among young adults” is the study conducted by Munderia, R & Singh, R in 2021. In this study the aim is to examine the relationship between mobile phone dependence and psychological well-being. Here they took 243 students and 76 females and 167 males between age group of 19-22 years. The scales that the researchers used to measure both mobile phone dependence and mobile phone dependence questionnaire and psychological

well-being scale. Researchers concluded that excessive usage of mobile phone may cause the dependence and it affect the daily life activity.

“Influence of physical exercise on psychological well-being of young adults” conducted by Lopez. M. et.al in 2022. The aim of this study was to analysis the relationship between physical exercise, motivation and psychological wellbeing in young adults. Here the researchers used cross sectional correlational study on 489 subjects aged between 18 to 35 years who has higher level of physical activity was found to be related to higher psychological well-being. Here both men and women are taken as subjects. Researchers concluded that exercise and interventions help to improving the psychological well-being of the young adult population.

Studies related to body image and psychological well-being.

“Body image and psychological well-being in pregnancy” is conducted by Goodwin. A et.al in 2000. The aim of this study was to found out the perceptions of the body image and psychological well-being between exercising and non-exercising pregnant women. It is a longitudinal study and it conducted in 65 nulliparous women and the age range is 23 to 39. Here the researchers took 25 exercisers and 18 non-exercisers for comparing. The research was conducted like two sessions. In first session the researcher gave self-report exercise history questionnaire and 10 item body cathexis scale during the 17 weeks and 30 weeks of gestation. Then in second session were conducted in late pregnancy and here the general health questionnaire was given. They concluded that there was a significant difference between the exercise group and the non-exercise group. Which means the exercise group had less frequency of somatic symptoms, anxiety and insomnia, and high level of psychological well-being than non-exercise pregnant women.

“Body image, self-compassion and psychological well-being among university students” is the study conducted by Abbasi. A & Zubair. A in 2015. The aim of this study was to determine the relationship among self-compassion, body image, and psychological well-being of university students and to determine the role of various demographics (gender and parental education) in relation to variables of the study. The number of the sample is 123 male and 177 female students from universities in Rawalpindi and Islamabad. Here the researchers used Self-Compassion Scale (Neff, 2003), Multidimensional Body-Self Relations Questionnaire-Appearance Scale (Cash,

2002), and Affectometer-2 (Naheed, 1997) to measure self-compassion, body image, and psychological well-being, respectively. The conclusion is that self-compassion was significantly positively related with psychological well-being and body-image. And body-image was positively related with psychological well-being. And no significant gender differences were found on self-compassion and psychological well-being.

“Relationship between body image and psychological well-being in patients with morbid obesity” is conducted by Yazdani. N et.al in 2018. The aim of this study is to assess the relationship between body image and psychological well-being in morbid obese patients. Here they use the cross-sectional study by using simple random sampling method. They took 124 morbid obese patients who referred to obesity clinic in Shiraz from 2016 to 2017. They use the scales body image index and psychological well-being questionnaire to collect the data. Results were analysed by using Pearson correlation coefficient test, ANOVA, and Regression analysis. And the researchers concluded that body image defects caused by obesity could lie in negative psychological well-being in all aspects.

Hypothesis

Hypothesis

1.1 There will be a significant relationship between body image and psychological well-being among young adults

1.2 There will be a significant relationship between body image and autonomy among young adults

1.3 There will be a significant relationship between body image and environment mastery among young adults

1.4 There will be a significant relationship between body image and personal growth among young adults

1.5 There will be a significant relationship between body image and positive relationship with others among young adults

1.6 There will be a significant relationship between body image and purpose in life among young adults

1.7 There will be a significant relationship between body image and self- acceptance among young adults

2.1 There will be a significant difference between male and female in body image

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3.1 There will be a significant difference between married and unmarried young adults in body image

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CHAPTER 3

METHOD

CHAPTER 3

METHOD

Research is the process to identify and acquire new knowledge to find answers to a question. The word research has two parts “re” (again) and “search” (find) which means that we want to search for some new information about something. According to (Thyer, 2001), "the word research is composed of two syllables, re and search. re is a prefix meaning again, anew or over again search is a verb meaning to examine closely and carefully, to test and try, or to probe. Together they form a noun describing a careful, systematic, patient study and investigation in some field of knowledge, undertaken to establish facts or principles”

Research is conducted to acquire new knowledge or to answer a question about how we learn, behave, and function, with the purpose of benefiting society. The way to conduct the research such as completing a survey, being watched in a group, or participating in a group discussion. The discovery, interpretation, and development of methods and systems for the advancement of human knowledge are the primary goals of applied research. Research is a method of systematic enquiry that include gathering data, documenting key information, analysing and interpreting that data/information using methodologies established by certain professional professions and academic disciplines.

The purpose of the research is to helps to follow one’s passions, gain new skills, improve problem-solving abilities, and decision making. Learn some life skills such as professionalism, time management, and how to use online research tools for both life and class. Research is not like data-gathering. Data-gathering is an important part of research, but it doesn’t lead to new knowledge without some analysis, some further work. Research is not just about methodology. If you are using a new data or using the new method or testing a new hypothesis you get different results. If you are using the same method, on the same data, exploring the same question, then you will get almost the same results. And this is repetition not the research. It is the searching for new findings or answers.

Research design

Research design is the blueprint of a scientific study. It includes research methodologies, tools, and techniques to conduct the research. It helps to identify and address the problem that may arise during the process of research and analysis. A researcher usually chooses the research methodologies and techniques at the start of the research. The document that contains information about the technique, methods and essential details of a project is called a research design.

The preparation of the research design, appropriate for a particular research problem, involves, the means of obtaining the information, the availability and skills of the researcher and his staff, explanation of the way in which selected means of obtaining information will be organized and the reasoning leading to the selection, the time available for research and the cost factor relating to research, i.e., the finance available for the purpose (Kothari, 2008).

In the present study correlational research design is used. The correlational research design used to identify the relationships between variables without the researcher controlling or manipulating any of them. A correlation reflects the strength and directions of the relationship between two (or more) variables. The direction of a correlation can be either positive or negative. Advantages of correlational research is to understand the complex relationship between lot of different variables.

The problem in the present study is to find the relationship body image and psychological well-being. So, the study is a correlational study.

Participants

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. Sample design is determined before data are collected. The researcher must decide the type of sample he will use i.e., he must decide about the technique to be used in selecting the items for the sample. In fact, this technique or procedure stands for the sample design itself (Kothari, 2018).

Considering the availability of population random sampling is selected as the sampling technique for the present study. In random sampling all samples have equal chances to be chosen. Here 100 samples were taken randomly from the total population.

The universe consists of all survey elements that qualify for inclusion in the research study. The precise definition of the universe for a particular study is set by the research question, which specifies who or what is of interest. The universe may be individuals, groups of people, organizations, or even objects. Population is a distinct group of individuals, whether that group comprises a nation or a group of people with a common characteristic. A population is the pool of individuals from which a statistical sample is drawn for a study. Thus, any selection of individuals grouped together by a common feature can be said to be a population (Osikhotsali, 2022).

For the present study, Malabar region is taken as the universe and college students are taken as the population. The total sample size of the sample is 100 from different collages in the Malabar region.

Inclusion criteria

- Focusing only the Malabar region.
- Young adults should be in a 18-25 period.

Exclusion criteria

- Students those who are physically disabled
- Persons who are having psychological issues

Categorization of participants according to socio-demographic variables.

For the purpose of different analysis in the present study, the participants were divided into different groups based on their socio- demographic variables such as age, gender, domicile, education, marital status, socioeconomic status. The details are given in the form of tables as follows;

Gender wise classification of the sample

Gender is used to describe the characteristics of women and men that are socially constructed. The components of body image and psychological wellbeing may

vary among genders. So, it is taken consideration in the present study. The sample was classified on the basis of gender in two categories. The details of the classification are given in the table 3.1. Table 3.1

Classification of sample based on gender

Sl. No	Gender	No. of participation	Percentage
1	Female	87	71.9%
2	Male	34	28.1%

Classification based on education

Education is the process of receiving or giving systematic instructions, especially at a school or university. The components of body image and psychological wellbeing may vary among education. So, it is taken consideration in the present study. The sample was classified on the basis of education in three categories. The details of the classification are given in the table 3.2.

Table 3.2

Classification of sample based on education

Sl. No	Education	No. of participation	Percentage
1	Plus two	3	2.5 %
2	UG	54	44.6%
3	PG	64	52.9%

Classification based on marital status

Marital status is the legally defined marital state. The components of body image and psychological wellbeing may vary among education. So, it is taken consideration in the present study. The sample was classified on the basis of education in three categories. The details of the classification are given in the table 3.3.

Table 3.3

Classification of sample based on marital status

Sl. No	Marital status	No. of participants	Percentage
1	Single	114	94.2%
2	Married	7	5.8%
3	Divorced	0	0%

Classification based on domicile

The domicile is defined as the place where you make your permanent home and where you are considered to be permanent resident. An urban area or built-up area is a human settlement with a high population density and infrastructure or built environment. Rural area or a countryside is a geographic area that is located outside the town or cities. The components of body image and psychological wellbeing may vary with domicile. So, it is taken considerations into the present study. Sample was classified on the basis of domicile in two categories. The details of the classification are given in the table 3. 4

Table 3.4

Classification of samples based on domicile

Sl. No	Domicile	No. of participants	Percentage
1	Urban	44	36.4%
2	Rural	77	63.6%

STUDY VARIABLES

The present study focus on two major psychological variables academic emotional regulation and volition for learning. In order to explore the relationship between these variables, they will be collected from students using standardized instrument.

Body image

Borzekowski and Bayer (2005) define body image as an internal representation of one's appearance that reflects physical and perceptual characteristics. Body image is a dynamic perception of the body - how it looks, feels and moves. It is shaped by perception, emotions, physical sensations, and is not static, but can change in relation to mood, physical experience and environment. Body image is related to self-esteem, interpersonal trust, eating and exercise behaviors, sexual experiences, and emotional stability. Dissatisfaction with body shape and weight among teenagers and young adults is related to a wide range of psychological problems, eating disorders, obesity and other unhealthy lifestyles to major depression. Two types of body image, negative body image (e.g., body dissatisfaction) and positive body image (e.g., body appreciation; Tylka and Wood-Barcalo, 2015.)

In the present study, Body Image- Acceptance and Action Questionnaire; BI-AAQ-2006 is being used for data collection.

Psychological wellbeing

Well-being is a dynamic concept that includes subjective, social and psychological dimensions as well as health-related behaviour. The Ryff Scales of Psychological Well-being is a theoretically based instrument that specifically focuses on measuring several different aspects of psychological well-being. Autonomy, control of the environment, personal growth, positive relationships with others, life purpose and self-acceptance psychological well-being is a representation of the psychological health of an individual based on positive psychological functions. Psychological well-being is simultaneously the absence of the elements of human experience - depression, anxiety, anger, fear - and the enabling elements - positive emotions, meaning, healthy relationships, environmental control, commitment, self-fulfilment

In the present study, psychological well-being Scales; PWB- 1985 is being used for data collection.

MEASURING INSTRUMENTS

In research the tools refer to the device/instrument used to collect data, such as paper questionnaire, or computer assisted interviewing system.

Personal data schedule

In order to collect the details of the participants and their various socio demographic data, a personal data schedule is used. The personal data schedule includes name, age, gender, domicile, education, marital status. This information is collected in order to examine difference in body image and psychological wellbeing according to various personal data.

The Body Image - Acceptance and Action Questionnaire (BI-AAQ).

The Body Image - Acceptance and Action Questionnaire (BI-AAQ). Developed by psychologist Emily K. Sandoz & Kelly G. Wilson. The BIAQ is a 29 item self-report scale that has been designed to measure the extent to which an individual exhibits an accepting posture toward negative thoughts and feelings about his or her body shape and/or weight.

Administration

The instructions for the participants are given together with the questionnaire. The instructions are: —Please be honest and accurate as you can throughout. Try not to let your response to one statement influence your response to other statements. There are no correct or incorrect answer. Answer according to your own feelings, rather than how you think most people would answer. There are no particular columns provided for marking the answers. The answer options like A= never true, B= very seldom true, C= seldom true, D= sometimes true, E= frequently true, F= Almost always true, G= always true. The participants can read these options and write the most suitable option to the side of each item.

Scoring

The items in the scale BI-AAQ are scored in positive directions. It uses a 7-point Likert rating scale from 1 to 7 (Never trues to Always true). Out of the 29 statements, the questions are scored as 1 = never true, 2= very seldom true, 3= seldom true, 4= sometimes true, 5= frequently true, 6= almost always true and 7= always true. There is no total score. High score in the positive items marks high level of emotion regulation in academic settings.

Reliability and Validity

The scale is internally consistent with Cronbach's alpha = .93.

Construct validity is also good. Scores are significantly negatively correlated with well-established measures of theoretically related constructs such as body dissatisfaction, bulimia, general eating pathology, and general distress. The BIAQ is also significantly positively correlated with well-established measures of theoretically related constructs such as mindfulness skills, and general acceptance. Scores also predict performance on an Implicit Relational Assessment Procedure with body- and self-related stimuli.

Ryff's Psychological Well-Being Scale - RPWBS

In order to assess well-being, Ryff's Psychological Well-Being Scale (RPWBS) was used. The scale initially developed in 1989 by Carol Ryff consisting of 6 dimensions, viz. Autonomy, Environmental Mastery, Personal Growth, Positive Relations, Purpose in Life, and Self -Acceptance. The short 42- item version (Ryff, Keyes & Hughes, 2004), with 7 items for each subscale was used. Participants indicated their degree of agreement to various statements on a 6-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree).

Reliability and Validity

Considering the importance of assessing well-being in individuals and its role in physical and psychological health, the test-retest reliability coefficient of Ryff's Psychological Well-Being (RPWBS) was 0.82.

Reliability coefficient for each domain of PWS

Sl.no	Domains	Cronbach's Alpha
1	Autonomy	0.78
2	Self-acceptance	0.71
3	Environmental mastery	0.77
4	Positive relation with others	0.77
5	Purpose in life	0.70
6	Personal growth	0.78

It uses a 6-point Likert-type scale format was adopted. Participants indicated a varying degree of agreement with the statement. Out of the 42 items 7 item measure autonomy, 7 item measure environmental mastery, 7 item measure personal growth, 7 item measure positive relations, 7 item measure purpose in life and 7 item measure self-acceptance. The questions are scored as 1 – strongly disagree, 2, 3, 4, 5 and 6 - strongly agree. There is no total score.

Procedure for data collection

Data collection in research involves the process of gathering and measuring information on variables of interest, in an established systematic fashion that enable one to answer stated research questions, test hypothesis, and evaluate outcome. The present study aims to explore the relationship between body image and psychological well-being among young adults. In the present study the data was acquired from Malabar region.

Online data collection mode was used in research. After getting initial consent from the head of the institution, the Google form will be passed on to young adults who are selected through sampling random sampling procedures. The online Google form will be structured as, the first part contains the personal data schedule, the second part contain the body image questionnaire, third part contain psychological wellbeing scale.

After the completion of test administration, the participants were thanked for the participation and cooperation. After collecting the necessary data, the data was scored using the manual and analysed using SPSS and the results were discussed.

STATISTICAL TECHNIQUES

The researcher aimed to explore the relationship between the variables such as; body image and psychological well-being. The coding and analysis were done with the help of SPSS software. Pearson 's correlation, t-test and ANOVA are used for statistical analysis required for the present study.

Pearson correlation

Pearson correlation measures the strength of the linear relationship between two variables. Pearson 's correlation coefficient is represented by the Greek letter rho for the population parameter and r for a sample statistic. Your research hypothesis would represent that by stating that one score affects the other in a certain way. The correlation is affected by the size and sign of the r. The correlation coefficient ranges from -1 to 1. An absolute value of exactly 1 implies that a linear equation describes the relationship between X and Y perfectly with all data points lying on a line. The correlation sign is determined by the regression slope. A value of + 1 implies that all data points lie on a line for which Y increases as X increases and vice versa for -1. A value of 0 implies that there is no linear dependency between the variables.

T test

A t test is a type of inferential statistics used to determine if there is a significant difference between the means of two groups, which may be related in certain features. Calculating a t test requires three key data values. There are three t-test to compare means; one sample t-test, a two-sample t-test, and a paired t-test. A t-test can only be used when comparing the means of two groups. If you want to compare more than two groups or if you want to do multiple pairwise comparison, use ANOVA test or a post-hoc test. The t-test is a parametric test of difference, meaning that it makes the same assumptions about your data as other parametric test. The t-test assumes your data are independent, are normally distributed, have a similar amount of variance within each group being compared.

ANOVA

Analysis of variance is an analysis tool used in statistics that splits an observed aggregate variability found inside a data set in to two parts: systemic factors and random factors. The systemic factors have a statistical influence on the given data set, while the random set do not. You would use ANOVA to help you understand how your different group respond, with a null hypothesis for the test that the means of the different groups are equal. If there is a statistically significant result, then it means that the two population are unequal

CHAPTER 4
RESULT AND DISUSSION

CHAPTER 4

RESULT AND DISUSSION

The aim of the study was to find out the relationship between body image and psychological well-being among young adults. Thus, the study attempts to find out the relationship between body image and sub-variables of psychological well-being.

The study also attempts to find out the difference between variables of body image and psychological wellbeing and also find out the difference in body image and psychological well-being based on gender, domicile, marital status and education. This chapter deals with the process of result obtained and its interpretation and discussion. The collected data were analysed and then written in the form of result and discussion.

This chapter consist of three sections, section one deals with the analysis of relationship among the study variables body image and psychological well-being. For this analysis Pearson product correlation test was used. Pearson product moment correlation test help to find out the relationship between two variables and how strongly the variables are correlated.

The second section deals with the difference in body image and psychological well-being based on age, domicile, marital status and education. For this analysis independent sample t test and one way analysis of variance (ANOVA) were used. Independent sample t test helps in finding out significant difference between the mean performance of two groups that are not related. One way ANOVA is used to determine the difference between more than two unrelated groups. The third section deals with testing the tenability of the hypothesis.

Section 1

Inter-correlation between the variables of body image and psychological well-being: Result and discussion of Pearson product moment correlation.

To find the relationship between the body image and the sub- variables of psychological well-being, Pearson product moment correlation was used and according to Cohen (1988), Pearson correlation values of $r = 0.60 - 0.79$ are considered strong, $r = 0.40 - 0.59$ are considered moderate and $r = 0.20 - 0.39$ are considered weak.

The inter-correlation coefficients obtained for all the study variables such as body image and variables of psychological wellbeing (autonomy, Environmental master, Personal growth, Positive relation with others, Purpose in life and Self-acceptance) and were presented in table 4.1

Table 4.1

Inter correlation between body image and variables of psychological well-being among young adults.

Variables	1	2	3	4	5	6	7	8
Body image (1)	1							
Autonomy (2)	.098	1						
Environmental Master (3)	.128	.755**	1					
Personal growth (4)	.140	.726**	.708**	1				
Positive relation with others (5)	.103	.705**	.620**	.685**	1			
Purpose in life (6)	.038	.756**	.649**	.662**	.650**	1		
Self- acceptance (7)	.061	.711**	.626**	.646**	.685**	.668**	1	
Total	.111	.904**	.846**	.862**	.847**	.847**	.842**	1

** Significant at the 0.01 level (2-tailed). * Significant at the 0.05 level (2-tailed).

Table 4.1 shows that there is no correlation between body image and psychological well-being among young adults. This indicates that, body image is not influenced by psychological well-being. Sayed. V. et.al (2018) conduct a study on

relationship between body image & psychological well-being in patients with morbid obesity. Its study is a cross sectional study method and the results of this study revealed a significant positive relationship between the body image satisfaction and psychological well-being in patients with morbid obesity. The findings of the study are contractive with the present study. It is different case for the young adults. Hence the hypothesis 1 stating that there will be a significant relationship between body image and psychological well-being among young adults is rejected.

The results also indicate that there is no correlation between body image and autonomy among young adults. Markland, D & Ingledew, D.K(2007) conduct a study that “the relationships between body mass and body image and relative autonomy for exercise among adolescent males and females”. in this study examined the impact of body mass and body image on autonomous motivation for exercise among adolescents. It was a Cross-sectional comparative study. They concluded that the gender difference in the effect of body mass and perceived body size discrepancies on autonomous motivation for exercise could be explained by different socio-cultural expectations for males and females in Western societies. For females the cultural norm is a thin and toned physique whereas for males it is a muscular mesomorphic build that is neither thin nor fat (Markland & Ingledew, 2007).

The findings of the study are contractive with the present study. It is different case for the young adults. This indicates that, body image is not influenced by autonomy. Hence the hypothesis 2 stating that there will be a significant relationship between body image and autonomy among young adults is rejected.

Table 4. 1 indicates that there is no correlation between body image and environmental mastery among young adults. This indicates that, body image is not influenced by environmental mastery. Hence the hypothesis 3 stating that there will be a significant relationship between body image and environmental mastery among young adults is rejected.

There is no correlation between body image and personal growth among young adults. This indicates that, body image is not influenced by personal growth. Hence the hypothesis 4 stating that there will be a significant relationship between body image and personal growth among young adults is rejected.

Table 4. 1 indicates that there is no correlation between body image and positive relation with others among young adults. This indicates that, body image is not influenced by environmental mastery. Hence the hypothesis 5 stating that there will be a significant relationship between body image and positive relation with others among young adults is rejected.

There is no correlation between body image and purpose in life among young adults. This indicates that, body image is not influenced by purpose in life. Hence the hypothesis 6 stating that there will be a significant relationship between body image and purpose in life among young adults is rejected.

There is no correlation between body image and self-acceptance among young adults. This indicates that, body image is not influenced by self- acceptance. Hence the hypothesis 6 stating that there will be a significant relationship between body image and self- acceptance among young adults is rejected. This shows that the body image and the sub variables of psychological wellbeing is rejected. There is no influence in body image by the sub variables.

Summary

The Pearson product moment correlation was computed for young adults. The result among young adults showed no correlation between body image and sub variables of psychological wellbeing. In that 5 sub variables of psychological wellbeing namely autonomy, environmental mastery, personal growth, positive relation with others, purpose in life and self-acceptance have no significant relationship with body image among young adults. **Section 2**

Body image and psychological wellbeing among young adults categorized on the basis of demographic variables: Result and discussion of independent sample t test and one way ANOVA.

The difference in body image and psychological wellbeing and also find out the difference in body image and psychological well-being based on gender, domicile, marital status and education are explored in this session. The independent sample t –test was used to find out the difference of study variables existing among the gender, domicile, marital status. The Analysis of Variance was used to find out the difference of study variables education among performing arts students.

Gender wise difference among young adults: Result and discussion of independent sample t test.

For the present study, samples were classified on the basis of gender to study the difference in body image and the sub variables of psychological wellbeing (autonomy, environmental mastery, personal growth, positive relation with others, purpose in life and self-acceptance). The result of independent sample t test among young adults are presented on table 4.2.

Table 4.2

Comparison based on gender of the young adults.

Serial No	Variables	Male		Female		t value
		N= 34		N= 87		
		Mean	SD	Mean	SD	
1	Body image	103.06	26.93	98.62	29.02	-.771 ^{ns}
2	Autonomy	24.53	4.75	27.13	5.38	2.460 ^s
3	Environmental mastery	23.68	4.89	25.60	5.30	1.829 ^{ns}
4	Personal growth	24.29	5.74	25.76	5.42	1.314 ^{ns}
5	Positive relation with others	25.12	5.85	26.56	5.36	1.298 ^{ns}
6	Purpose in life	23.29	5.20	25.36	4.79	2.077 ^s
7	Self-acceptance	23.76	6.07	26.43	4.80	2.534 ^s
8	Psychological well being	144.68	28.24	156.83	26.421	2.230 ^s

The t value obtained by young adults for body image is $-.771$ respectively. It indicates that statically no significant difference between males and females of body image. The obtained mean value for male students was found to be 103.06 respectively. The standard deviation of male students was found in to be 26.93. The obtained mean value for female students is 98.62. The standard deviation obtained is 29.02. This result indicate that males and females do not have any difference in body image. This implies that body image may not have any influence on young adults based on gender. They may get equal chance in every aspect. So, the males and females in young adults may be equally being able to regulate their emotions on body image.

The t value obtained by young adults for psychological wellbeing and its sub variables are 2.460, 1.829, 1.314, 1.298, 2.077, 2.534 and 2.230 respectively. It indicates that statically there is mean difference between males and females of young adults for the sub variables of autonomy, purpose in life, self-acceptance. The mean value obtained for males students are 24. 53, 23.29 and 23.76 and the standard deviation is 4.75, 5.20 and 6.07. Here female has more significant than male.

The mean value obtained for female students are 27.13, 25.36 and 26.43. The standard deviation was found to be 5.38, 4.79 and 4.80. There is mean no difference between males and females of young adults for the sub variables of environmental mastery, personal growth and positive relation with others. The mean value obtained for males students are 23.68, 24.29, 25.12 and the standard deviation is 4.89, 5.74, 5.85. The mean value obtained for female students are 25.60, 25.76 and 26.56 and the standard deviation was found to be 5.30, 5.42 and 5.36. and the result indicates that males and females have difference in psychological wellbeing. So as a result, males are less psychological wellbeing than females.

Fortes, D (2019) conduct research on gender and psychological well- being. The aim of this study was to examine the relevance of gender to the psychological well-being of adult individuals. It was a cross-sectional study with a sample of 1700 men and 1700 women from the general Spanish population was conducted. Their ages ranged from 21 to 64 years, and they were assessed with Ryff's Psychological Well-Being Scales and the Bem Sex Role Inventory. And the result of this research is men scored higher than women in self-acceptance and autonomy, and women scored higher than men in personal growth and positive relations with others. The most relevant variable in the psychological well-being of both women and men was high masculinity.

Other relevant variables in women's well-being were high femininity, not having a manual occupation, not being homemakers, and professional occupation. Men's well-being also was higher in professional men and in men with a skilled non-manual occupation, men with high femininity and men who were not single, divorced or widowed (Fortes, 2019).

This study and the present study say that both genders have equally able to regulate the emotions. So this study support the present study.

Classification based on marriage

For the present study, samples were classified on the basis of married or unmarried to study the difference in body image and the sub variables of psychological wellbeing (autonomy, environmental mastery, personal growth, positive relation with others, purpose in life and self-acceptance). The result of independent sample t test among young adults are presented on table 4.3.

Table 4.3

Classification based on marriage

Serial No	Variables	Unmarried N= 114		Married N= 7		t value
		Mean	SD	Mean	SD	
1	Body image	99.86	28.965	100.00	18.538	-.013 ^{ns}
2	Autonomy	26.46	5.376	25.43	4.721	.494 ^{ns}
3	Environmental mastery	25.16	5.189	23.43	6.294	.846 ^{ns}
4	Personal growth	25.48	5.495	23.14	6.040	1.088 ^{ns}
5	Positive relation with others	26.14	5.636	26.43	3.409	-.133 ^{ns}
6	Purpose in life	24.77	4.962	24.86	5.640	-.044 ^{ns}
7	Self-acceptance	25.72	5.384	25.00	4.123	.347 ^{ns}
8	Psychological well being	153.73	27.598	148.29	24.851	.509 ^{ns}

The t value obtained by young adults for body image is -.013 respectively. It indicates that statically no mean difference between unmarried adults and married adults of body image. The obtained mean value for unmarried was found to be 99.86 respectively. The standard deviation of unmarried was found in to be 28.965. The obtained mean value for urban area is 100.00. The standard deviation obtained is 18.538. This result indicate that unmarried adults and married adults do not have any difference in body image. This implies that body image may not have any influence on young adults based on marriage be able to regulate their emotions on body image but people from unmarried adults have high body image than married adults.

The t value obtained by young adults for psychological wellbeing and its sub variables are .494, .846, .1.088, -.133, -.044, .347 and .509 respectively. It indicates that statically there is no mean difference between unmarried adults and married adults of young adults for the sub variables of autonomy, environmental mastery, personal growth, positive relation with others, purpose in life, self-acceptance. The mean value obtained for unmarried students are 26.46, 25.16, 25.48, 26.14, 24.77, 25.72, and 153.73. The standard deviation was found to be 5.376, 5.189, 5.495, 5.636, 4.962, 5.384 and 27.598. The mean value obtained for married adults are 100.00, 25.43, 23.43, 23.14, 26.43, 24.86, 25.00 and 148.29 and the standard deviation was found to be 4.721, 6.294, 6.040, 3.409, 5.640, 4.123 and 24.851. This result indicates that unmarried adults and married adults have no difference in psychological wellbeing. So as a result, there existed significant difference between unmarried adults and married adults on psychological wellbeing. Unmarried adults had better psychological well-being than married adults. But psychological wellbeing may not have any influence on young adults based on marital status.

Classification based on domicile

The domicile is defined as the place where you make your permanent home and where you are considered to be permanent resident. An urban area or built-up area is a human settlement with a high population density and infrastructure or built environment. Rural area or a countryside is a geographic area that is located outside the town or cities The components of body image and psychological wellbeing may vary with domicile. So, it is taken considerations into the present study. Sample was

classified on the basis of domicile in two categories. The details of the classification are given in the table 4.4

Domicile can be seen as a demographic variable which have influence on many aspects of young adults. Urban areas are places covers by cities and have a density of human residences. Rural areas are places which a are mainly focused on agriculture and less human residence. Independent t test is used to determine the difference between domicile are urban and rural young adults on body image and the sub variables of psychological wellbeing are analysed on young adults. The result was presented in the table 4.4

Table 4.4

Comparison based on domicile among young adults.

Serial No	Variables	Rural N= 44		Urban N= 77		t value
		Mean	SD	Mean	SD	
1	Body image	105.82	28.94	96.47	27.71	1.757 ^{ns}
2	Autonomy	26.86	5.52	26.13	5.23	.727 ^{ns}
3	Environmental mastery	25.11	5.62	25.03	5.05	.088 ^{ns}
4	Personal growth	25.89	5.80	25.04	5.37	.810 ^{ns}
5	Positive relation with others	26.98	6.31	25.69	4.99	1.238 ^{ns}
6	Purpose in life	25.09	5.22	24.60	4.85	.523 ^{ns}
7	Self-acceptance	26.57	5.84	25.17	4.94	1.401 ^{ns}
8	Psychological well being	156.50	29.37	151.65	26.20	.937 ^{ns}

The t value obtained by young adults for body image is 1.757 respectively. It indicates that statically no mean difference between rural area and urban area of body image. The obtained mean value for rural area was found to be 105.82 respectively. The standard deviation of rural area was found in to be 28.94. The obtained mean value for urban area is 96.47. The standard deviation obtained is 27.71. This result indicate that rural area and urban area do not have any difference in body image. This implies that body image may not have any influence on young adults based on domicile be able to regulate their emotions on body image but people from rural area have high body image than urban area.

The t value obtained by young adults for psychological wellbeing and its sub variables are .727, .088, .810, 1.238, .523, 1.401 and .937 respectively. It indicates that statically there is no mean difference between rural area and urban area of young adults for the sub variables of autonomy, environmental mastery, personal growth, positive relation with others, purpose in life, self-acceptance. The mean value obtained for rural area are 26.86, 25.11, 25.89, 26.98, 25.09 and 26.57. The standard deviation was found to be 5.526, 5.626, 5.625, 5.804, 6.319, 5.229 and 5.841. The mean value obtained for urban area are 96.47, 26.13, 25.03, 25.04, 25.69, 24.60 and 25.17 and the standard deviation was found to be 5.230, 5.052, 5.379, 4.995, 4,854 and 4.945. This result indicates that rural area and urban area have no difference in psychological wellbeing. So as a result, there existed significant difference between rural area and urban area on psychological wellbeing. People from rural area had better psychological well-being than urban area. But psychological wellbeing may not have any influence on young adults based on domicile.

Table 4.5

Comparison of young adults on body image and psychological wellbeing on education: result and discussion of one-way ANOVA.

Education is an important demographic variable that affect young adults. Education makes things easy to manage and to handle. Using one way ANOVA the difference between young adults who studying plus two, under graduate and post graduate on the body image and psychological wellbeing and its sub variables are analysed. The result was presented in the table 4. 5.

Table 4.5

Comparison based on education among young adults on body image and psychological wellbeing

Sl. No	Variables	Sum of square		Mean of square		F ratio
		Between group	Within group	Between group	Within group	
1.	Body image	1550.400	95313.484	775.200	807.741	.960 ^{ns}
2.	Autonomy	8.206	3398.752	4.103	28.803	.142 ^{ns}
3.	Environmental mastery	49.864	3250.731	24.932	27.549	.905 ^{ns}
4.	Personal growth	30.780	3636.641	15.390	30.819	.499 ^{ns}
5.	Positive relation with others	29.157	3630.859	14.579	30.770	.474 ^{ns}
6.	Purpose of life	.926	2972.049	.463	25.187	.018 ^{ns}
7.	Self-acceptance	18.797	3361.633	9.399	28.488	.720 ^{ns}
8.	Psychological wellbeing	536.887	89430.452	268.443	757.885	.354 ^{ns}

By using one way ANOVA, F ratios of body image with respect to education is .960. F ratios of sub variables of psychological wellbeing with respect to education which are obtained from one way ANOVA as follows: .142 for autonomy, .905 for environmental mastery, .499 for personal growth, .474 for positive relation with others, .018 for purpose of life, and .720 for self- acceptance. The result indicates that sub variables of psychological wellbeing have no significance based on education. Psychological wellbeing is not determined by education among young adults.

Young adults from different education have equal capacity to regulate their emotions on body images and psychological wellbeing. Education as a demographic variable may not influence how a student use knowledge in body images and psychological wellbeing. In the current scenario facilities in all educational settings are getting improved irrespective of whether it is plus two, undergraduate and postgraduate. So, students in these three education settings may be getting equal chances to everything. But education may not have any impact on body image and psychological wellbeing.

Summary

Independent sample t test and one way ANOVA was computed for young adults on the basis of gender, marital status, domicile and education. Independent sample t test was used to analyse gender, marital status, domicile among young adults. Gender was classified as male and female, marital status was classified as unmarried and married, domicile was rural and urban. The present study concluded that there was no significant difference among body image and psychological wellbeing and its sub variables such as autonomy, environmental mastery, personal growth, positive relation with others, purpose of life and self-acceptance.

One way ANOVA was used to analyse education among young adults. Education was classified into plus two, under graduate, post graduate. The present study concluded that there was no significant difference among body image and psychological wellbeing and its sub variables such as autonomy, environmental mastery, personal growth, positive relation with others, purpose of life and self-acceptance.

TESTING TENABILITY OF THE HYPOTHESES

Hypothesis 1.1 There will be a significant relationship between body image and psychological well-being among young adults.

Tenability of the hypothesis 1.1 was tested using Pearson product moment correlation and correlation analysis showed no significant correlation between body image and psychological well-being among young adults. Therefore, the hypothesis was rejected and is restated as There is no significant relationship between body image and psychological well-being among young adults.

Hypothesis 1.2 There will be a significant relationship between body image and autonomy among young adults

Tenability of the hypothesis 1.2 was tested using Pearson product moment correlation and correlation analysis showed no significant correlation between body image and autonomy among young adults. Therefore, the hypothesis was rejected and is restated as There is no significant relationship between body image and autonomy among young adults

Hypothesis 1.3 There will be a significant relationship between body image and environment mastery among young adults.

Tenability of the hypothesis 1.3 was tested using Pearson product moment correlation and correlation analysis showed no significant correlation between body image and psychological well-being among young adults. Therefore, the hypothesis was rejected and is restated as There is no significant relationship between body image and psychological well-being among young adults

Hypothesis 1.4 There will be a significant relationship between body image and personal growth among young adults.

Tenability of the hypothesis 1.4 was tested using Pearson product moment correlation and correlation analysis showed no significant correlation between body image and personal growth among young adults. Therefore, the hypothesis was rejected and is restated as There is no significant relationship between body image and personal growth among young adults.

Hypothesis 1.5 There will be a significant relationship between body image and positive relations with others among young adults.

Tenability of the hypothesis 1.5 was tested using Pearson product moment correlation and correlation analysis showed no significant correlation between body image and positive relations with others among young adults. Therefore, the hypothesis was rejected and is restated as There is no significant relationship between body image and positive relations with others among young adults.

Hypothesis 1.6 There will be a significant relationship between body image and purpose in life among young adults

Tenability of the hypothesis 1.6 was tested using Pearson product moment correlation and correlation analysis showed no significant correlation between body image and purpose in life among young adults. Therefore, the hypothesis was rejected and is restated as There is no significant relationship between body image and purpose in life among young adults

Hypothesis 1.7 There will be a significant relationship between body image and self-acceptance among young adults.

Tenability of the hypothesis 1.7 was tested using Pearson product moment correlation and correlation analysis showed no significant correlation between body image and self- acceptance among young adults. Therefore, the hypothesis was rejected and is restated as There is no significant relationship between body image and self-acceptance among young adults

Hypothesis 2.1 There will be a significant difference between male and female in body image Tenability of the hypothesis 2.1 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between male and female in body image. Therefore, the hypothesis was rejected and is restated as There is no significant difference between male and female in body image

Hypothesis 2.2 There will be a significant difference between male and female in psychological wellbeing.

Tenability of the hypothesis 2.2 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between male and female in psychological wellbeing. Therefore, the hypothesis was rejected and is restated as There is no significant difference between male and female in psychological well being

Hypothesis 2.3 There will be a significant difference between male and female in autonomy

Tenability of the hypothesis 2.3 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between male and female in autonomy. Therefore, the hypothesis was rejected and is restated as There is no significant difference between male and female in autonomy

Hypothesis 2.4 There will be a significant difference between male and female in environmental mastery

Tenability of the hypothesis 2.4 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between male and female in environmental mastery. Therefore, the hypothesis was rejected and is restated as There is no significant difference between male and female in environmental mastery.

Hypothesis 2.5 There will be a significant difference between male and female in personal growth

Tenability of the hypothesis 2.5 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between male and female in personal growth. Therefore, the hypothesis was rejected and is restated as There is no significant difference between male and female in personal growth.

Hypothesis 2.6 There will be a significant difference between male and female in postive relationship with others

Tenability of the hypothesis 2.6 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between male and female in positive correlation with others. Therefore, the hypothesis was rejected and is restated as There is no significant difference between male and female in postive correlation with others

Hypothesis 2.7 There will be a significant difference between male and female in purpose in life

Tenability of the hypothesis 2.7 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between male and female in purpose in life. Therefore, the hypothesis was rejected and is restated as There is no significant difference between male and female in purpose in life.

Hypothesis 2.8 There will be a significant difference between male and female in self-acceptance

Tenability of the hypothesis 2.8 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between male and female in self-acceptance. Therefore, the hypothesis was rejected and is restated as There is no There will be a significant difference between male and female in self-acceptance.

Hypothesis 3.1 There will be a significant difference between married and unmarried in body image Tenability of the hypothesis 3.1 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between male and female in body image. Therefore, the hypothesis was rejected and is restated as There is no significant difference between married and unmarried in body image

Hypothesis 3.2 There will be a significant difference between married and unmarried in psychological wellbeing.

Tenability of the hypothesis 3.2 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between married and unmarried in psychological wellbeing. Therefore, the hypothesis was rejected and is restated as There is no significant difference between married and unmarried in psychological well being

Hypothesis 3.3 There will be a significant difference between married and unmarried in autonomy

Tenability of the hypothesis 3.3 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between male and married and unmarried in autonomy. Therefore, the hypothesis was rejected and is restated as There is no There will be a significant difference between married and unmarried in autonomy

Hypothesis 3.4 There will be a significant difference between married and unmarried in environmental mastery

Tenability of the hypothesis 3.4 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between married and unmarried in environmental mastery. Therefore, the hypothesis

was rejected and is restated as There is no significant difference between married and unmarried in environmental mastery.

Hypothesis 3.5 There will be a significant difference between married and unmarried in personal growth

Tenability of the hypothesis 3.5 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between married and unmarried in personal growth. Therefore, the hypothesis was rejected and is restated as There is no significant difference between married and unmarried in personal growth.

Hypothesis 3.6 There will be a significant difference between married and unmarried in positive relationship with others

Tenability of the hypothesis 3.6 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between married and unmarried in positive correlation with others. Therefore, the hypothesis was rejected and is restated as There is no significant difference between married and unmarried in positive correlation with others

Hypothesis 3.7 There will be a significant difference between married and unmarried in purpose in life

Tenability of the hypothesis 3.7 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between married and unmarried in purpose in life. Therefore, the hypothesis was rejected and is restated as There is no significant difference between married and unmarried in purpose in life.

Hypothesis 3.8 There will be a significant difference between married and unmarried in self-acceptance

Tenability of the hypothesis 3.8 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between married and unmarried in self-acceptance. Therefore, the hypothesis was rejected and is restated as There is no significant difference between married and unmarried in self- acceptance.

Hypothesis 4.1 There will be a significant between in body image based on domicile among the young adults.

Tenability of the hypothesis 4.1 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between in body image based on domicile among the young adults. Therefore, the hypothesis was rejected and is restated as There is no significant difference between in body image based on domicile among the young adults.

Hypothesis 4.2 There will be a significant difference between in psychological well-being based on domicile among the young adults

Tenability of the hypothesis 4.2 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between in psychological well-being based on domicile among the young adults . Therefore, the hypothesis was rejected and is restated as There is no significant difference between in psychological well-being based on domicile among the young adults

Hypothesis 4.3 There will be a significant difference between in autonomy based on domicile among the young adults

Tenability of the hypothesis 4.3 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between in autonomy based on domicile among the young adults Therefore, the hypothesis was rejected and is restated as There is no significant difference between in autonomy based on domicile among the young adults

Hypothesis 4.4 There will be a significant difference between in environmental mastery based on domicile among the young adults

Tenability of the hypothesis 4.4 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between in environmental mastery based on domicile among the young adults. Therefore, the hypothesis was rejected and is restated as There is no significant difference between in environmental mastery based on domicile among the young adults

Hypothesis 4.5 There will be a significant difference between in personal growth based on domicile among the young adults

Tenability of the hypothesis 4.5 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between in personal growth based on domicile among the young adults Therefore, the hypothesis was rejected and is restated as There is no significant difference between in personal growth based on domicile among the young adults

Hypothesis 4.6 There will be a significant difference between in positive relationship with others based on domicile among the young adults

Tenability of the hypothesis 4.6 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between in positive relationship with others based on domicile among the young adults. Therefore, the hypothesis was rejected and is restated as There is no significant difference between in positive relationship with others based on domicile among the young adults.

Hypothesis 4.7 There will be a significant difference between in purpose in life based on domicile among the young adults

Tenability of the hypothesis 4.7 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between in purpose in life based on domicile among the young adults. Therefore, the hypothesis was rejected and is restated as There is no significant difference between in purpose in life based on domicile among the young adults

Hypothesis 4.8 There will be a significant difference between in self-acceptance based on domicile among the young adults

Tenability of the hypothesis 4.8 was tested using Pearson product moment correlation and correlation analysis showed no There will be a significant difference between in self-acceptance based on domicile among the young adults. Therefore, the hypothesis was rejected and is restated as There is no significant difference between in self-acceptance based on domicile among the young adults.

Hypothesis 5.1 There will be a significant difference between in body image based on education among the young adults.

Tenability of the hypothesis 5.1 was tested using one way ANOVA test and analysis revealed no significant difference in body image based on education among the young adults. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in body image based on education among the young adults.

Hypothesis 5.2 There will be a significant difference between in psychological wellbeing based on education among the young adults.

Tenability of the hypothesis 5.2 was tested using one way ANOVA test and analysis revealed no significant difference in psychological wellbeing based on education among the young adults. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in psychological wellbeing based on education among the young adults.

Hypothesis 5.3 There will be a significant difference between in autonomy based on education among the young adults.

Tenability of the hypothesis 5.3 was tested using one way ANOVA test and analysis revealed no significant difference in autonomy based on education among the young adults. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in autonomy based on education among the young adults.

Hypothesis 5.4 There will be a significant difference between in environmental mastery based on education among the young adults.

Tenability of the hypothesis 5.4 was tested using one way ANOVA test and analysis revealed no significant difference in environmental mastery based on education among the young adults. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in environmental mastery based on education among the young adults.

Hypothesis 5.5 There will be a significant difference between in personal growth based on education among the young adults.

Tenability of the hypothesis 5.5 was tested using one way ANOVA test and analysis revealed no significant difference in personal growth based on education among the young adults. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in personal growth based on education among the young adults.

Hypothesis 5.6 There will be a significant difference between in positive relation with others based on education among the young adults.

Tenability of the hypothesis 5.6 was tested using one way ANOVA test and analysis revealed no significant difference in positive relation with others based on education among the young adults. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in positive relation with others based on education among the young adults.

Hypothesis 5.7 There will be a significant difference between in purpose of life based on education among the young adults.

Tenability of the hypothesis 5.7 was tested using one way ANOVA test and analysis revealed no significant difference in purpose of life based on education among the young adults. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in purpose of life based on education among the young adults.

Hypothesis 5.8 There will be a significant difference between in self- acceptance based on education among the young adults.

Tenability of the hypothesis 5.8 was tested using one way ANOVA test and analysis revealed no significant difference in self- acceptance based on education among the young adults. Therefore, the hypothesis was not accepted and is restated as, there will not be any significant difference in self- acceptance based on education among the young adults.

CHAPTER 5

SUMMARY AND CONCLUSION

CHAPTER 5

SUMMARY AND CONCLUSION

The summary and conclusion chapter includes that overall summing up of the study. The summary and conclusion chapter presents the key information about the most important outcomes in the above chapters. In this chapter the researcher includes the statement of the problem, research findings (the hypothesis are accepted or rejected), implication of the study the limitation of the study and the suggestions for the future studies.

In the present study researcher aims to find out the relationship between the body image and psychological wellbeing among young adults. The study also enquires into how they differ based on gender, domicile, marital status and education.

Methods in brief

The participants of the study were young adults. The total sample size is 100 young adults. The participants were selected from Malabar region who are studying in different places in Kerala. For the purpose of different analysis, the participants were divided in to different groups based on the demographic variables such as age, gender, domicile, education, marital status, socioeconomic status. The data collection measures used were personal data schedule, body image questionnaire, psychological wellbeing scale. The statistical techniques used were Pearson 's product moment correlation, independent sample t-test, and one way ANOVA.

Major Findings

- 1.8 There is no significant relationship between body image and psychological well-being among young adults
- 1.9 There is no significant relationship between body image and autonomy among young adults
- 1.10 There is no significant relationship between body image and environment mastery among young adults
- 1.11 There is no significant relationship between body image and personal growth among young adults

- 1.12 There is no significant relationship between body image and positive relationship with others among young adults
- 1.13 There is no significant relationship between body image and purpose in life among young adults
- 1.14 There is no significant relationship between body image and self- acceptance among young adults
- 2.3 There is no significant difference between male and female in body image
- 2.4 There is no significant difference between male and female in psychological well being
- 2.9 There is no significant difference between male and female in autonomy
- 2.10 There is no significant difference between male and female in environmental mastery
- 2.11 There is no significant difference between male and female in personal growth
- 2.12 There is no significant difference between male and female in positive relationship with others
- 2.13 There is no significant difference between male and female in purpose in life
- 2.14 There is no significant difference between male and female in self-acceptance
- 3.9 There is no significant difference between married and unmarried young adults in body image
- 3.10 There is no significant difference between married and unmarried young adults in psychological well being
- 3.11 There is no significant difference between married and unmarried young adults in autonomy
- 3.12 There is no significant difference between married and unmarried young adults in environmental mastery
- 3.13 There is no significant difference between married and unmarried young adults in personal growth

- 3.14 There is no significant difference between married and unmarried young adults in positive relationship with others
- 3.15 There is no significant difference between married and unmarried young adults in purpose in life
- 3.16 There is no significant difference between married and unmarried young adults in self-acceptance
- 4.9 There is no significant difference between in body image based on domicile among the young adults.
- 4.10 There is no significant difference between in psychological well-being based on domicile among the young adults
- 4.11 There is no significant difference between in autonomy based on domicile among the young adults
- 4.12 There is no significant difference between in environmental mastery based on domicile among the young adults
- 4.13 There is no significant difference between in personal growth based on domicile among the young adults
- 4.14 There is no significant difference between in positive relationship with others based on domicile among the young adults
- 4.15 There is no significant difference between in purpose in life based on domicile among the young adults
- 4.16 There is no significant difference between in self-acceptance based on domicile among the young adults
- 5.3 There is no significant difference between in body image based on education among the young adults.
- 5.4 There is no significant difference between in psychological well-being based on education among the young adults
- 5.9 There is no significant difference between in autonomy based on education among the young adults

- 5.10 There is no significant difference between in environmental mastery based on education among the young adults
- 5.11 There is no significant difference between in personal growth based on education among the young adults
- 5.12 There is no significant difference between in positive relationship with others based on education among the young adults
- 5.13 There is no significant difference between in purpose in life based on education among the young adults
- 5.14 There is no significant difference between in self-acceptance based on education among the young adults

Implications of the study

The result of the present research attempt to highlight the relationship between body image and psychological wellbeing. This study was undertaken by the broad aim of understanding and contributing knowledge about handling and using psychological wellbeing strategies by young adults have an impact on their body image. The findings of the present study reveal no relationship between body image and psychological wellbeing and its sub variables. It implicates that psychological wellbeing strategies used by young adults have no impact in their body image. It means that, psychological wellbeing has no effective to increasing body image in young adults. The use of various techniques to improvement psychological wellbeing by young adults may have no impact on their improvement in body image.

The present study also reveals that gender have no difference in body image and psychological wellbeing. Domicile, marital status and education also have no difference in body image and psychological wellbeing. These didn't make any impact on the study. And also, body image and psychological wellbeing and its sub variables have no relationship.

Limitations of the study

The present study was an attempt to find out the relationship between the variables body image and psychological wellbeing among young adults. The study has certain limitations that are listed below.

1. The sample is selected only from young adults of Malabar region
2. The sample size of the present study is small due to limited number of populations from the selected region.
3. The mode of data collection was online.
4. Self-reported questionnaires were used to collect data which may raise the possibility of response-bias among students.

Suggestion for the future research.

On the basis of the understanding of the present study, there are some suggestions for the future research in this particular area.

1. The present study was carried out among 100 young adults. Future study can be conducted with more samples and other samples like middle and older adults.
2. The present study explored two variables academic emotional regulation and Volition for learning. Other psychological variables can also be studied to gain an overall view of this population.
3. This study is carried out in different collages in Kerala future studies can be conducted outside regions of Kerala.
4. Certain interventions can be designed with the current research finding.

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APPENDICES

APPENDIX I
INFORMED CONSENT

Dear sir/madam,

I am Tesny Augustine, studying MSc counseling psychology at Don Bosco arts and science collage, Kannur University. As a part of our course, I am conducting a study to the relationship between body image and psychological wellbeing among young adults. For the question given below kindly fill the option you feel is the right response. The data collected will be kept confidential and used for research purpose only. Please response honestly. Thank you for your valuable time and patience in being part of this study.

Regards,

Tesny Augustine

PG student

Kannur University

Appendix II**PEARSONAL DATA SCEDULE**

Name :

Age :

Gender : Male. Female.

Background of arts in family. : Yes. No.

Practice of yoga/meditation. : Yes. No

Practice time. : Less than 2 hours. 2-5 hours. More than 5 hours.

Domicile. : Rural. Urban. Semi urban

APPENDIX III

The Body Image-Acceptance and Action Questionnaire (BI-AAQ)

Emily K. Sandoz & Kelly G. Wilson

There are few questions/statements given below. Read carefully and mark your responses as fast as possible. Do not think too hard before responding to each question. Please do not omit any item. Your responses will be used only for research purpose and will be kept confidential.

Never true	Very Seldom True	Seldom True	Sometimes True	Frequently True	Almost Always True	Always True
1	2	3	4	5	6	7

1. I get on with my life even when I feel bad about my body
2. Worrying about my weight makes it difficult for me to live a life that I value
3. I would gladly sacrifice important things in my life to be able to stop worrying about my weight
4. I care too much about my weight and body shape
5. How I feel about my body has very little to do with the daily choices I make
6. Many things are more important to me than feeling better about my weight
7. There are many things I do to try and stop feeling bad about my body weight and shape
8. I worry about not being able to control bad feelings about my body
9. I do not need to feel better about my body before doing things that are important to me.
10. I don't do things that might make me feel fat.
11. I shut down when I feel bad about my body shape or weight.
12. My worries about my weight do not get in the way of my success

13. I can move toward important goals, even when feeling bad about my body.
14. There are things I do to distract myself from thinking about my body shape or size.
15. My thoughts and feelings about my body weight and shape must change before I can take important steps in my life.
16. My thoughts about my body shape and weight do not interfere with the way I want to live
17. I cannot stand feeling fat.
18. Worrying about my body takes up too much of my time.
19. If I start to feel fat, I try to think about something else
20. Worrying about my weight does not get in my way.
21. Before I can make any serious plans, I have to feel better about my body.
22. I will have better control over my life if I can control my negative thoughts about my body.
23. I avoid putting myself in situations where I might feel bad about my body.
24. To control my life. I need to control my weight.
25. My worries and fears about my weight are true.
26. Feeling fat causes problems in my life.
27. I do things to control my weight so I can stop worrying about the way my body looks.
28. When I start thinking about the size and shape of my body, it's hard to do anything else
29. My relationships would be better if my body weight and/or shape did not bother me.

Appendix IV

Ryff's Psychological Well-Being Scales (PWB), 42 Item version

Please indicate your degree of agreement (using a score ranging from 1-6) to the following sentences.

		Strongly Disagree	Strongly Agree
1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	1	2 3 4 5	6
2. In general, I feel I am in charge of the situation in which I live.	1	2 3 4 5	6
3. I am not interested in activities that will expand my horizons.	1	2 3 4 5	6
4. Most people see me as loving and affectionate.	1	2 3 4 5	6
5. I live life one day at a time and don't really think about the future.	1	2 3 4 5	6
6. When I look at the story of my life, I am pleased with how things have turned out.	1	2 3 4 5	6
7. My decisions are not usually influenced by what everyone else is doing.	1	2 3 4 5	6
8. The demands of everyday life often get me down.	1	2 3 4 5	6
9. I think it is important to have new experiences that challenge how you think about yourself and the world.	1	2 3 4 5	6
10. Maintaining close relationships has been difficult and frustrating for me.	1	2 3 4 5	6
11. I have a sense of direction and purpose in life.	1	2 3 4 5	6
12. In general, I feel confident and positive about myself.	1	2 3 4 5	6
13. I tend to worry about what other people think of me.	1	2 3 4 5	6
14. I do not fit very well with the people and the community around			

- me. 1 2 3 4 5 6
15. When I think about it, I haven't really improved much as a person over the years. 1 2 3 4 5 6
16. I often feel lonely because I have few close friends with whom to share my concerns. 1 2 3 4 5 6
17. My daily activities often seem trivial and unimportant to me. 1 2 3 4 5 6
18. I feel like many of the people I know have gotten more out of life than I have. 1 2 3 4 5 6
19. I tend to be influenced by people with strong opinions. 1 2 3 4 5 6
20. I am quite good at managing the many responsibilities of my daily life. 1 2 3 4 5 6
21. I have the sense that I have developed a lot as a person over time. 1 2 3 4 5 6
22. I enjoy personal and mutual conversations with family members or friends. 1 2 3 4 5 6
23. I don't have a good sense of what it is I'm trying to accomplish in life. 1 2 3 4 5 6
24. I like most aspects of my personality. 1 2 3 4 5 6
25. I have confidence in my opinions, even if they are contrary to the general consensus. 1 2 3 4 5 6
26. I often feel overwhelmed by my responsibilities 1 2 3 4 5 6
27. I do not enjoy being in new situations that require me to change my old familiar ways of doing things. 1 2 3 4 5 6
28. People would describe me as a giving person, willing to share my time with others. 1 2 3 4 5 6
29. I enjoy making plans for the future and working to make them a reality. 1 2 3 4 5 6
30. In many ways, I feel disappointed about my achievements in life. 1 2 3 4 5 6

31. It's difficult for me to voice my own opinions on controversial matters. 1 2 3 4 5 6
32. I have difficulty arranging my life in a way that is satisfying to me. 1 2 3 4 5 6
33. For me, life has been a continuous process of learning, changing, and growth. 1 2 3 4 5 6
34. I have not experienced many warm and trusting relationships with others. 1 2 3 4 5 6
35. Some people wander aimlessly through life, but I am not one of them 1 2 3 4 5 6
36. My attitude about myself is probably not as positive as most people feel about themselves. 1 2 3 4 5 6
37. I judge myself by what I think is important, not by the values of what others think is important. 1 2 3 4 5 6
38. I have been able to build a home and a lifestyle for myself that is much to my liking. 1 2 3 4 5 6
39. I gave up trying to make big improvements or changes in my life a long time ago. 1 2 3 4 5 6
40. I know that I can trust my friends, and they know they can trust me. 1 2 3 4 5 6
41. I sometimes feel as if I've done all there is to do in life. 1 2 3 4 5 6
42. When I compare myself to friends and acquaintances, it makes me feel good about who I am. 1 2 3 4 5 6

COPING AND COMPASSION FATIGUE AMONG CRITICAL CARE NURSES

*Dissertation submitted in partial fulfillment of the requirement of the
degree of Master of Science in Counselling Psychology*

Submitted by

SAMEEHA SADHA M.P.

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**Department of Psychology
Don Bosco Arts & Science College, Angadikadavu
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2022-2023

CERTIFICATE

This is to certify that this dissertation entitled “**Coping and Compassion Fatigue among Critical Care Nurses**” is an authentic record of research work carried out by **Sameeha Sadha M.P.** during the period of her study at Don Bosco Arts & Science College, Angadikadavu, Iritty – 670706, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

No part of this dissertation has been presented previously for the award of any degree, diploma, associateship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Fr. Dr. Kuriakose Augustine

Assistant Professor

Head of the Department

Department of Psychology

Examiner 1:

Examiner 2:

DECLARATION

I, **Sameeha Sadha M.P.** do here by declare that this dissertation entitled “**Coping and Compassion Fatigue among Critical Care Nurses**”, which is submitted to the Department of Psychology, Don Bosco Arts & Science College, is a bonafide record of the research work carried out by me, under the supervision and guidance of **Fr. Dr. Kuriakose Augustine**(Assistant Professor, Department of Psychology, Don Bosco Arts & Science College) in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship or other similar title or recognition.

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CERTIFICATE

This is to certify that this dissertation entitled, “Coping and Compassion Fatigue among Critical Care Nurses” is an authentic record of research work carried out by Sameeha Sadha M.P. in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology, under my supervision and guidance, and that no part of this dissertation has been presented previously for the award of any degree, diploma, associate ship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Place:

Fr. Dr. Kuriakose Augustine

Date:

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ABSTRACT

The present study planned to study the relationship between Coping and Compassion Fatigue among Critical Care Nurses. In addition to this, it also aimed at identifying the differences on socio demographical variables such as Gender, Educational Qualification, Marital Status, Type of Hospital, Type of Shift, Category of Critical Care and Duration of Experience for these variables. The participants of the study were Critical Care Nurses. The total sample consisting of 97 participants were selected from Kannur and Calicut District, India, through snowball sampling. The measures used to data collection were Brief-COPE (Carver et al., 1989) and The ProQol (Stamm,2010). The statistical tests used were the Pearson Product Moment Correlation, the Independent Samples T-test and ANOVA. Correlation was examined between Coping and its sub variables (Self-Distracted, Active Coping, Denial, Substance Use, Emotional Support, Behavioral Disengagement, Use of Informational Support, Venting, Positive Reframing, Planning, Humor, Acceptance, Religion and Self-Blame), and Compassion Fatigue and its sub variables (Compassion Satisfaction, Burnout and Secondary Trauma). A significant positive correlation was found between positive sub variables of Coping (Active Coping, Emotional Support, Use of Informational Support, Positive Reframing, Planning, Acceptance, Religion, Self-Blame) and Compassion Satisfaction among Critical Care Nurses. There was significant negative correlation between Substance Use and Compassion Satisfaction among Critical Care Nurses. A significant negative correlation was found between sub variables of Coping (Active Coping, Emotional Support, Use of Informational Support, Positive Reframing and Religion) and Burnout among Critical Care Nurses. There was also a significant positive correlation between sub variable of Coping (Planning) and Burnout. A significant positive correlation was obtained between sub variables of Coping (Self- Distracted, Denial, Substance Use, Venting, Planning and Humor) and Secondary Trauma among Critical Care Nurses. A significant difference in sub variables of Coping (Emotional Support, Use of Informational Support, Planning, Acceptance) was found among Critical Care Nurses based on Gender, Type of Hospital, Educational Qualification, Marital Status, Type of Shift, Category of Critical Care Units, Duration of Experience as per the results of T-test and ANOVA.

Key words: Coping, Compassion Fatigue and Critical Care Nurses

CHAPTER 1
INTRODUCTION

CHAPTER 1

INTRODUCTION

The mental well-being of nurses is a very important topic that needs to be addressed worldwide. The stress they go through would have an adverse effect on the patients they are treating and their families too. The mental and emotional well-being of the nurses need to be taken care of because they can be productive and efficient only if they are doing well. The tensed and intense environment nurses in which nurses work exhausts them physically, mentally and emotionally. Therefore, it is necessary to address these issues, because caring for the caregiver is of utmost importance.

Critical Care Nurses provides direct, practical care for severally injured or terminally ill patients before and postoperative medical settings. They are in charge of weighing the risks and advantages of suggested medical interventions, rehabilitating patients, and providing life-saving care in emergency cases (Mona, 2018). Critical Care Nurses cannot be separated from their experiences in critical care or from the world which they are experiencing. They are present in their experience of the present (Newman, 2003). Therefore, meaning and consciousness of the pattern of wholeness can only come from expanding our knowledge about Critical Care Nurses within a Critical Care Unit. To recognize the pattern of wholeness, Critical Care Nurses need to know their own critical care nursing cultural values within the critical care environment (Evans, Bell, Sweeney, Morgan, & Kelly, 2010).

Especially during calamities and pandemics, the stress a nurse go through would be tremendous. During the pandemic, staff working on ICUs, including doctors, nurses, and other healthcare professionals, have arguably been the most directly impacted by the surge in critically ill COVID-19 patients. Nurses appear to have been particularly exposed and have reported higher rates of symptoms consistent with common mental disorders and post-traumatic stress disorder (PTSD) compared with other ICU staff. Critical care is an extremely stressful working environment. The specialty is often misunderstood, with a lack of appreciation for the complexity of critical care nursing. It is a highly technical and constantly evolving environment and the continued professional development required to work in such an environment is significant (Mulet, Plannels, Deflory, Galiana, Pazo and Mateu, 2021)

Compassionate care is fundamental to the therapeutic relationship that nurses develop with patients during the provision of care. Compassion Fatigue is the physical and mental exhaustion, and emotional withdrawal experienced by those that care for sick or traumatized people over an extended period of time. As such, it can manifest in nurses who provide direct, intimate care to patients with different levels of illness including general care nurses as well as those working in specialty areas such as critical care where patients experience challenging illness states (Webster, 2022). Compassion Fatigue occurs in critical care settings when the nurse becomes preoccupied with internalizing the trauma and emotional stresses surrounding the patients in their care. The risk of Compassion Fatigue is higher among Critical Care Nurses than among nurses working in non-critical care settings because of the critical nature of the patient's condition and the closeness with which the nurses work with patients and family members (Alharbi, Jackson & Usher, 2019).

Coping efforts can focus directly on avoiding, reducing, or eliminating the stressor itself, or they can help nurses feel better about the situation or themselves in general. Because exposure to stress is unavoidable, the ability to cope effectively is critical for maintaining health and well-being of nurses (Stanislowski, 2019). Developing coping strategies to use in stressful situations is an essential nursing skill. Prolonged and constant stress is harmful to nurses' health and leads to organizational inefficiency, high staff turnover and decreased job satisfaction. Choosing healthy coping strategies are very important for the mental well-being of nurses working in Critical Care Unit (Rafati & Nouhi, 2017)

Need and Significance

A study on Coping and Compassion Fatigue among Critical Care Nurses is a relatively new study. To study the emotional numbness in Critical Care Nurses there is a need to identify the departments where Compassion Fatigue is more for nurses. There is a need to recognize the strategies to enhance the Compassion Satisfaction, in order that there is a need to measure and Compassion Satisfaction among caregivers. There is a need to do a study on the Compassion Fatigue among nurses working in critical care in order for them to effectively cope with it, and be more productive and efficient in their duties. The study is significant as it would contribute to the well-being of nurses and also help the management to cater to the needs of nurses. Another significance of the study is

to find out the coping strategies that would reduce the compassion fatigue in nurses and increase the compassion satisfaction.

There is a need to identify the Coping strategies used and level of Compassion Fatigue by Critical Care Nurses based on Gender. The Coping mechanisms used by a woman and a man might be different. There is also a significant need to understand the increase and decrease in the level of Compassion Fatigue among Critical Care Nurses based on their Educational Qualification. It should be found out whether the nurses having Educational Qualification as diploma, under graduation and post-graduation differs from each other and what kind of Coping strategies are they using. There is also a need to identify the level of Coping strategies and Compassion Fatigue used by Critical Care Nurses based on their Marital Status. The Coping strategies used by single nurses, married nurses and divorced nurses might be different. Some might be choosing healthy strategies and some might be choosing unhealthy Coping strategies. There is a need to study about the Coping strategies and level of Compassion Fatigue used by Critical Care Nurses based on the Type of Hospital they are working as it could change based upon whether the hospital is private or government. There is also a need to recognize the Coping strategies used and level of Compassion Fatigue based on the Category of Critical Care unit the nurses are working in and also duration of their experience. A nurse working in a cardiac care for 6 years might have more chance of developing Compassion Fatigue than a nurse working in the same department for 6 months. There is also a need to make sure appropriate Coping strategies are used by those nurses so that they can be physically, mentally and emotionally healthy and would be able to be productive.

Statement of the Problem

The study focuses on the relationship of Coping Skills and Compassion Fatigue among Critical Care Nurses.

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

The literature review identifies and organizes the concepts in relevant literature related to the topic under study. It gives an overview of the previously published works on the topic. A good literature review can ensure that a proper research question has been asked and a proper theoretical framework and research methodology have been chosen. To be precise, a literature review serves to situate the current study within the body of the relevant literature and to provide context for the reader. Literature reviews are important in supporting the identification of a research topic, question or hypothesis, and to identify the literature to which the research will make a contribution. It also helps in the understanding of theoretical concepts and terminologies.

The literature review gives the researcher a chance to demonstrate familiarity with the topic. It also contributes to develop a theoretical framework and methodology for the research, position the work in relation to other researchers and theorists. It tends to show how the research, evaluate the current state of research and demonstrate the knowledge of the topic for debates in scholarly context.

Section -I: Theoretical Framework

Theoretical Framework helps in understanding the concepts of variable based on theoretical work done by workers earlier. It also helps in explaining a phenomenon, drawing connections and making predictions.

Theoretical Perspective of Coping

Coping is the conscious and unconscious efforts the put in to solve problems and reduce stress. In psychology, coping skills or coping strategies are a set of adaptive tools that individual proactively administer to avoid burnout. These tools can be our thoughts, emotions, and actions and are dependent on our personality patterns. Coping has become an important terminology in psychology with the research of Lazarus and Folkman (1984), who were the pioneers of coping theory. Coping is an individual's attempt to assess and evaluate the negative stimuli. It might include tolerance, redefinition or even acceptance of the situation. There are many types of coping skills such as problem-

focused strategies, emotion-focused, meaning making, social support and religious coping.

There are two important theories for coping, Focus-oriented (trait and state) and Approach-oriented (micro-analytic and macro-analytic). Focus-oriented theory recognize a person's internal resources and mental capacities for evaluating how well the individual can adapt to a situation. Approach-oriented revolves around how concrete or abstract the coping mechanisms are (Carver et al., 1989).

To quote with an example, a sociable and friendly person is more likely to use solution-focused and communication-based coping skills for getting rid of his troubles. On the contrary, a timid person has chances of using defensive and self-oriented coping strategies for psychological adjustments.

Theoretical Perspective of Compassion Fatigue

Compassion fatigue was first used by Johnson in 1992 to describe the unique stressors that affect people in care giving professions. Compassion fatigue is characterized the development of emotional, physical, and spiritual exhaustion as a result of working with traumatized individuals. Compassion fatigue is a form of stress or tension that arises from frequent contact with traumatized people, where the individual become preoccupied with the suffering or pain of others (Hunsaker et al., 2015). The most important theoretical model on which compassion fatigue can be explained further is the stress-process framework, which explains about how the stress is caused, how it accumulates and how it affects a person (Adams, et al., 2006)

Compassion fatigue can show itself in a range of symptoms and behaviors such as decline in the interests to care for others, preoccupation with people who the individual helps, mental or physical exhaustion, anger, irritability, anxiety, hopelessness about helping people, avoidance of certain activities, situations or people, emotional numbness etc. (Cocker & Joss, 2016).

The term compassion fatigue and empathy fatigue are occasionally used interchangeably. According to Figley (2002) without the ability to empathize, there will be only little chance for the occurrence of compassion fatigue, because empathy is essential to helping work and experience the stress of caring.

According to Zaparanick (2020), individuals afflicted who have compassion fatigue typically go through four phases: Zealot or idealistic phase, withdrawal phase, irritability phase and Zombie phase.

Zealot phase is where a care giving professional feels committed, available and ready to make a difference. They are even ready to work for long hours.

Withdrawal phase is where the initial enthusiasm declines and individual becomes tired, also avoids talking about work.

Irritability phase is when the person starts avoiding the client or the patient they are supposed to attend. They distance themselves from their family and friends.

Zombie phase is the last phase when all hopelessness turns to rage, and the person begins to hate all people including their co-workers. Patience declines drastically in the individual.

Compassion fatigue is caused by showing extreme compassion towards a person. The nurses go through compassion fatigue when they show too much of compassion towards the patients. Compassion fatigue is commonly known as “cost of caring.” Especially nurses in critical care may witness human hardship and complex care needs more than compared to others nurses.

Theoretical Perspective of Compassion Satisfaction

Compassion satisfaction is the pleasure and satisfying feeling that comes from helping others. Many people enter into the care giving profession because they have empathetic attitudes for others and their difficulties as well as strong desire to assist in alleviating the difficulties. Positive outcome from working with challenging clients has been defined as compassion satisfaction. Compassion satisfaction, which reflects the rewards of caring for others, has been identified as a possible element that counterbalances the risk of compassion fatigue (Stamm, 2009).

Theoretical Perspective of Burnout

Burnout is the emotional exhaustion that results from long term non-supportive work environments (Siegfried, 2008). Burnout is the feeling of hopelessness and difficulty in dealing with work or doing the job effectively (Stamm, 2010). Graham Greene was the first author to use the term burnout in his novel “A Burnt-Out Case”

when describing the story of an architect who found neither meaning in his profession nor pleasure in life. Later, the term was picked up and introduced in the psychological sphere by Freudenberger (1980), where he described burnout as a state of exhaustion, fatigue, and frustration due to a professional activity that fails to produce the expected expectations. Some of the explanatory theories of burnout are given below:

Social Cognitive Theory

This approach is characterized by giving a central role to individual variables such as self-efficacy, self-confidence and self-concept in the development and evolution of burnout. So, this syndrome is triggered when the worker has doubts about their own effectiveness, or that of their group, in achieving professional goals.

Social Exchange Theory

This theory considers that burnout occurs when the worker perceives a lack of equity between the efforts and contributions made and the results obtained in their work.

Organizational Theory

This approach considers that burnout is a consequence of organizational and work stressors combined with inadequate individual coping strategies.

Structural Theory

This approach maintains that burnout is a response to chronic job stress that appears when the coping strategies employed by the individual to manage job stressors fail.

Work environments with excessive work schedules and high levels of demands, as well as the need to prove that one is worthy of a certain position, leave workers emotionally drained, cynical about work, and with a low sense of personal accomplishment. Moreover, the pressure does not end with the end of the workday; new technologies, mobile devices and the lack of boundaries prevent disconnection and the necessary recovery from work. However, burnout is not an inevitable syndrome; it can be prevented before it appears and treated during its development.

Theoretical Perspective of Secondary Trauma

The notion of secondary traumatic stress was popularized by Charles Figley (1995) who described it as stress connected with helping other suffering people or trauma victims. It is defined as the behavioral and emotional outcomes experienced by

an individual upon gaining knowledge of another person's stressful experiences. The introduction of secondary traumatic stress was preceded by the notion of compassion fatigue. Figley stressed that these professionals are the first to ease the pain and suffering of people who experienced trauma. Yet, while helping others they also become trauma victims.

Secondary trauma is a term that was used previously in non-nursing fields, such as social work, and reflects the emotional imbalance resulting from close contact with the victims of trauma. Secondary traumatic stress also results from a combination of caregivers' own previous traumatic experiences and experiences of their patients.

Secondary traumatic stress is composed of emotions and behaviors one experiences after being exposed to someone else's trauma Von Reuden et al. (2010). It is commonly broken down into three types of symptoms such as intrusions, avoidance, and arousal (Beck, 2011; Dominguez-Gomez & Rutledge, 2008; Duffy et al., 2015). Intrusion is the re-experiencing of a traumatic event; avoidance is the ignorance of stimuli related to the traumatic events which leads to emotional numbness and arousal is the heightened agitation.

A related term is Vicarious Traumatization (VT) and it was introduced by McCann and Pearlman (1990). It refers to an empathetic engagement with trauma experienced persons that alters caregivers' inner experience and implies a negative and potentially permanent impact over time.

Personal stressors, interpersonal stressors, professional stressors, lack of social and emotional support and stress relief strategies can lead to high level of secondary traumatic stress among nurses working in critical care units. It may affect a nurses' productivity at work, which maybe a safety concern for the patients. Nurses suffering from secondary trauma face many consequences in both their personal and work life such as poor problem solving, decision making and concentration.

Section- II: Review of Related Empirical Literature

Reviews helps in comparing and contrasting the studies and it also helps in the search for an advancement in the studies. it demonstrates the understanding of the academic literature of a specific topic.

Reviews Related to Coping

The study conducted by Ondrejková and Halamová (2022) investigated stressful factors contributing to the development of compassion fatigue in nurses, their experiences of compassion fatigue, and the coping strategies they used to cope with compassion fatigue. The convenience sample of 86 nurses from Central Europe was recruited via social networking sites during the pandemic of COVID-19. Data collection was conducted via an online battery of questionnaires which included open-ended questions on the stressful factors, experiences, and coping strategies for compassion fatigue. The results of the study showed that stressful factors, experiences, and coping strategies for compassion fatigue in nurses in Central Europe could be related to cognitive, emotional, behavioral, somatic, personal relations, spiritual, and work-related symptoms of compassion fatigue and that these may resemble experiences of nurses in North America, Japan, and Spain. It was concluded that the stressful factors, experiences, and coping strategies for compassion fatigue, which could be used to develop an early screening tool and interventions for alleviating compassion fatigue and for preventive adaptation of the health care system.

The study conducted by Barmawiet.al. (2019) investigated coping strategies as moderating factors and as predictors to levels of compassion Fatigue. Using a cross-sectional design, the study was conducted on 228 (84.4%) out of 270 from four Jordanian hospitals. Nurses completed a demographic questionnaire on the 'Professional Quality of Life and Coping strategies indicator scales. The results showed that nurses had low to average compassion satisfaction, burnout and secondary stress syndrome. Problem-solving and avoidance ranged between very low and average levels. Nurses reported having very low to average levels on seeking social support scale. Female nurses had better compassion satisfaction compared with their male colleagues, and the type of unit had a significant impact on the secondary stress syndrome, problem-solving, and seeking social support. Nurses from the surgical cardiovascular ICU scored the highest mean scores on the secondary stress syndrome. Better coping strategies there associated with higher compassion satisfaction and lower levels of secondary stress syndrome.

The study conducted by Tesafye (2018) aimed to describe coping strategies for job stress among nurses working in Jimma Zone public hospitals, South-west Ethiopia. The study used English version structured self-administered questionnaire. The results indicated percentage mean overall score of 65.07% for adaptive coping approach and 56.86% for a maladaptive approach. Nurses mostly used coping strategy were; just concentrating on what they have to do, make a plan of action and following it, developing co-worker/peer support, and having a close friend to tell. In summary, an adaptive approach was dominant style; social support and plan-full problem solving were the most preferred strategies.

The study conducted by Alharbi and Alshehry (2019) examined perceived stress and coping behaviors among nurses in intensive care units in Saudi Arabia, and the influence of coping mechanisms on stress. The design used was descriptive cross-sectional. Nurses from cardiac, surgery and pediatric intensive care units responded to an online survey. 'Perceived Stress Scale-10' (PSS-10) and the 'Brief COPE Inventory' there used as primary research tools. Convenience sampling was used to select survey respondents who had to be practicing ICU nurses with at least 6 months experience and 154 nurses there selected. Results showed that the majority of the respondents reported a moderate level of stress in the past month (87.0%).

A study conducted by Alnazly and Hijazeen (2021) investigated the psychological distress and coping strategies among nurses during the COVID-19 pandemic. Overall, 130 samples were collected for the study. 'DASS' scale and 'Brief Coping Inventory' were used. Nurses were shown as using maladaptive coping strategies and female nurses had higher psychological distress than male nurses.

An investigation conducted by Burgess et al. (2010) explored the personality, stress and coping among intensive care nurses. A convenience sample of 46 nurses were selected for the study. The revised 'NEO personality inventory', 'the nurses stress scale' and 'BRIEF COPE' scale were used. The results showed that ICU nurses did not perceive their environment as stressful. Certain personality traits, openness, agreeableness, were associated with problem solving coping strategies such as active planning and reframing.

Reviews Related to Compassion Fatigue

A study done by Ogińska-Bulik et al. (2006) investigated the relationship between compassion fatigue and compassion satisfaction among Iranian nurses working in critical care units. The method used was a cross-sectional, descriptive survey using the 'Professional Quality of Life instrument. It was administered to 400 subjects working in Iranian hospitals. Results showed that high risk levels of burnout and secondary traumatic stress existed among 42% and 96% of participants, respectively.

Another relevant study was conducted by Alharbi et al. (2019) on prevalence, causes and outcomes of compassion fatigue among critical care nurses. Data was collected using an integrated review framework via an advanced search of healthcare databases; namely, ProQuest, Science Direct, and CINAHL for research articles on compassion fatigue among nurses in critical care settings. The main findings of the study were that the prevalence of compassion fatigue among nurses varied across the range of critical care settings.

The study conducted by Jakimowicz et al. (2018) examined factors predicting and contributing to compassion satisfaction and compassion fatigue experienced by critical care nurses in Australian intensive care units. The method used is a self-reported cross-sectional survey from critical care nurses of two adult Australian intensive care units. The 'Professional Quality of Life Scale was used to measure levels of compassion satisfaction, burnout and secondary traumatic stress. Nurses with postgraduate qualifications had significantly higher compassion satisfaction scores and compassion satisfaction significantly increased with increasing duration of practice as a nurse and in their current ICU. Burnout scores significantly reduced with increasing age, years of tenure and practice.

Another study conducted by Duarte and Pinto-Gouveia (2017) explored the role of several psychological factors in professional quality of life in nurses. It tried to clarify the relationships between several dimensions of empathy, self-compassion, and psychological inflexibility, and positive (compassion satisfaction) and negative (burnout and compassion fatigue) domains of professional quality of life. Using a cross-sectional design, a convenience sample of 221 oncology nurses recruited from several public hospitals filling out a battery of self-report measures. Results suggested that nurses that

benefit more from their work of helping and assisting others (compassion satisfaction) seem to have more empathic feelings and sensibility towards others in distress and make an effort to see things from others' perspective. Nurses more prone to experience the negative consequences associated with care-providing (burnout and compassion fatigue) are more self-judgmental and have more psychological inflexibility.

The study conducted by Hinderer et al. (2014) assessed the compassion fatigue, burnout and compassion satisfaction among trauma nurses. The study used a cross-sectional descriptive design. These units included the neurotrauma critical care, neurotrauma intermediate care, multi-trauma critical care, intermediate care, select trauma critical care, select trauma intermediate care, shock trauma acute care unit, hyperbaric chamber, trauma operating room, trauma resuscitation unit, trauma postanesthetic care unit, and trauma outpatient clinic. A demographic/behavioral instrument, the 'Penn Inventory' and the 'Professional Quality of Life Scale' (ProQol) were distributed to all trauma center nurses working in direct patient care roles. Pearson correlations were used to assess the relationships of Burnout, compassion fatigue, and compassion satisfaction with secondary traumatic stress and exposure to traumatic events, coping strategies, and personal and environmental characteristics. An important finding of the study was the high prevalence of compassion satisfaction in this sample of trauma nurses.

Kolthoff and Hickman (2017) assessed the compassion fatigue, burnout, and compassion satisfaction in a group of 42 nurses who worked on a geriatric medicine unit. The scale of 'Professional Quality of Life (ProQol)' was used for the study. Nurses reported average levels of compassion fatigue, burnout, and compassion satisfaction. However, new nurses reported higher levels of compassion fatigue and burnout than experienced nurses. Findings suggest the need to purposely build a supportive environment that focuses on new nurses to reduce compassion fatigue and burnout while enhancing compassion satisfaction.

The study conducted by Jarrad and Hammad (2020) explored the level of compassion fatigue, burn out and compassion satisfaction among a group of specialized oncology nurses. Correlations between compassion fatigue, burn out and compassion satisfaction were investigated. The method of the study is a descriptive correlation design. Convenient sampling was used to collect 100 oncology nurses Participants

completed 'Compassion Fatigue Self-test' developed by Figley and a literature-based demographic survey. Results revealed significant negative relationships among compassion satisfaction and the number of dependents per nurse. The studied oncology nurses' sample had evidently low level of compassion satisfaction when contrasted to the significantly increased risks of burn out and compassion fatigue.

The study conducted by Kim et al. (2017) assessed a hypothetical path model evaluating the influence of type D personality on job stress and job satisfaction and to identify the mediating effects of compassion fatigue, burnout, and compassion satisfaction among clinical nurses in South Korea. A correlational, cross-sectional design was used. A convenience sample of 875 clinical nurses was recruited. The structured questionnaires included the 'Type D personality' scale-14, 'Professional Quality of Life, job stress, job satisfaction, and general characteristics. Results showed that type D personality was significantly associated with compassion fatigue, Burnout, and compassion satisfaction in our study subjects.

The study conducted by Hunt et al. (2019) examined the relationship of empathy and professional quality of life in cancer healthcare professionals. A 'Professional Quality of Life instrument was used to measure compassion satisfaction and compassion fatigue, and the 'Interpersonal Reactivity Index' measuring empathy there distributed to healthcare professionals working in cancer care in the Republic of Ireland. Final analysis was conducted on 117 participants. Results showed quarter of participants experience high levels of compassion satisfaction, and a quarter are at risk of compassion fatigue. These findings suggest that healthcare professionals working in cancer care are at risk of compassion fatigue.

A significant study conducted by Wu et al. (2017) examined the experiences of compassion fatigue, burnout, and compassion satisfaction among oncology nurses in the United States and Canada. The designs used there Quantitative, descriptive, non experimental. An online survey was conducted with members from the Canadian Association of Nursing Oncology and the Oncology Nursing Society. 486 American and 63 Canadian practicing oncology nurses there selected for the study. The 'Professional Quality of Life (ProQol) scale, version 5, and modified 'Abend Roth Demographic Questionnaire' there administered an. Results showed that Demographic characteristics there similar in American and Canadian participants, and both reported comparable

levels of compassion fatigue, burnout, and compassion satisfaction. Perception of team cohesiveness within the workplace environment was found to be significant for both groups.

The study conducted by Pergol-Metko et al. (2019) aimed to measure the relationship between compassion fatigue and perceived social support in Polish nurses. 862 professionally active nurses in Poland were selected as samples using the CAWI method (Computer-Assisted Theb Interview). The 'Professional Quality of Life scale (ProQol) and the 'Multidimensional Scale of Perceived Social Support' (MSPSS) were used for collecting the data. Results showed the presence of compassion satisfaction, compassion fatigue, and burnout in the group of Polish hospital nurses. A higher level of perceived social support was associated with lower compassion fatigue. A higher level of social support was associated with higher job satisfaction. The study also found that a higher level of social support was associated with a lower risk of burnout.

The study conducted by Ariapooran (2014) explored the prevalence of the symptoms of compassion fatigue and burnout. Also examined the role of perceived social support in predicting these symptoms in Iranian nurses. The method used was a correlational descriptive survey research design and 173 participants were selected working in public hospitals of Malayer, Iran. 'Professional Quality of Life (compassion fatigue and burnout subscales) and 'Multidimensional Scale of Perceived Social Support' (MSPSS) were used for collecting the data. The obtained results indicated that the prevalence of compassion fatigue and burnout symptoms was 45.3% and 15.03%, respectively, in Iranian nurses. Social support (significant other, family, and friends) was negatively correlated to burnout. Also, there was a negative correlation between social support from family and compassion fatigue.

The aim of the cross-sectional study conducted by Kabunga et al. (2016) was to determine the relationships between demographic characteristics and compassion fatigue among psychotherapists. The 'Professional Quality of Life 5' and a Demographic Data sheet were completed by 207 psychotherapists. The results of this study revealed that there was no sufficient evidence from the data to link gender and age to high or low level of compassion fatigue. The results further revealed that their progression trends in which compassion fatigue decreased with increase in the psychotherapists' years of practice.

The study concluded that all psychotherapists regardless of gender and age may be similarly capable of handling the stressors that a career as a psychotherapist entails.

The study conducted by Gustafsson and Hemberg (2021) explored compassion fatigue experienced by nurses and how it affects them as persons and professionals. A qualitative explorative approach was used. The data consisted of texts from interviews with seven nurses in various nursing contexts. Five themes were discovered with this study. Compassion as an empathic gift and compassion fatigue as a result of compassion overload, compassion fatigue as exhausting the nurse as a professional, and private person, compassion fatigue as a crisis with potentially valuable insights,

Chen et al. (2022) investigated compassion satisfaction and compassion fatigue in hematology cancer nurses. 336 samples were selected from 21 hospitals in Sichuan, China. The 'PROQOL' scale was used to measure the compassion fatigue and compassion satisfaction. The results showed that hematology nurses had moderate to low compassion fatigue.

Reviews Related to Burnout

The study conducted by Ramirez-Elvar et al. (2021) explored the prevalence, risk factors and burnout levels in intensive care unit nurses. A systematic review and meta-analysis were carried out in the Medline, Scopus and CINAHL databases. Within the dimensions of burnout, emotional exhaustion had a significant relationship with depression and personality factors. Both socio demographic factors (being younger, single marital status, and having less professional experience in ICU) and working conditions (workload and working longer hours) influence the risk of burnout syndrome.

Another study was conducted by Umutoni et al. (2017) aimed to determine the level of burnout among nurses working in ICU and emergency department in a selected referral hospital of Kigali. Method used was a quantitative approach. The descriptive cross-sectional design was used. Sixty nurses were involved in the study and they were selected using a total population sampling strategy. A self-administered questionnaire and Maslach Burnout Inventory Human Service Survey were used to collect data. The study found high level of burnout among 61.7% of the participants under study. High workload and intention to leave were associated with burnout. Burnout was measured by high emotional exhaustion, high depersonalization and low personal accomplishment. The

high level of burnout identified among ICU and emergency department nurses is mainly associated with high workload and intention to leave the work within the next 12 months.

The study conducted by Golabi et al. (2021) aimed to investigate the relationship between job burnout and fear of COVID-19 among ICU and CCU nurses. The Maslach Burnout Inventory (MBI) was used and, the correlation between job burnout and fear of COVID-19 was calculated. The results showed that the level of emotional exhaustion and reduced personal accomplishment among participants of this study is average, and depersonalization is at a low level.

The study conducted by Aragao et al. (2021) aimed to estimate prevalence and factors associated with burnout syndrome in intensive care nurses in a city in the state of Bahia. The method used was a cross-sectional, population-based study carried out with 65 intensive care nurses through a self-administered questionnaire, containing socio demographic data, lifestyle, work characteristics. To define burnout syndrome, the Maslach Burnout Inventory was used. The results showed that Burnout Syndrome prevalence was 53.6%, an association was observed with age, tobacco consumption, alcohol use, weekly night shift hours, employment relationship, having an intensive care specialist title, number of patients on duty, monthly income and considering active or high-strain job.

The study conducted by Elai et al. (2019) aimed to determine the prevalence and risk factors for burnout in the intensive care units' staff in Turkey. A cross-sectional study was conducted and data were gathered using the Maslach Burnout Inventory (MBI) which was distributed among all 1161 ICU workers in Turkey. Results showed that burnout was detected in at least one subscale in 99% of participants and in all 3 subscales in 15% of the participants. Risk factors for emotional exhaustion included female gender, alternate-day shift. For depersonalization alternate-day shift was included.

Reviews Related to Secondary Trauma

The present qualitative study conducted by Hajiesmaello et al. (2022) aims to explain the experiences of secondary traumatic stress (STS) and its related factors in midwives working in maternity wards. The method used was semi-structured interviews with 11 midwives working in the hospitals in Urmia, Iran, through in-depth interviews

with open-ended questions. Data there analyzed using the conventional content analysis approach. The results showed that, in addition to the traumatic nature of events that midwives experience during work as the second-hand victims, factors such as governance-organizational structure, unbalanced distribution of power, and poor supportive laws undermine their professional role secondary traumatic stress.

The study conducted by Von Rueden et al. (2010) investigated the incidence of secondary traumatic stress (STS) in nurses who primarily care for trauma patients. Those with secondary traumatic stress had years of nursing experience and in trauma nursing, there more likely to use medicinal, and support systems. Nurses working in emergency units are in direct contact with traumatic events. A descriptive correlation design was utilized to collect data using self-report questionnaires from 202 nurses working at eight emergency departments in Jordan. The study revealed that almost half of the sample reported high to severe levels of secondary traumatic stress.

The study conducted by Lee et al. (2021) examined compassion satisfaction, secondary traumatic stress, and burnout among trauma nurses to identify the predictors of burnout. Data there collected from 219 nurses in four trauma centers in South Korea from July to August 2019. The instruments used there the 'Traumatic Events Inventory' to measure nurses' traumatic experience and three 'Professional Quality of Life subscales' to measure compassion satisfaction, secondary traumatic stress, and burnout. Results showed that nurses with high job satisfaction, high compassion satisfaction, and low secondary traumatic stress tend to experience less burnout than their counterparts.

Another relevant study conducted by Koller et al. (2022) aimed to determine the feasibility of an online program that addresses compassion fatigue, burnout, and secondary traumatic stress in informal caregivers. The study used a pre-post repeated measures feasibility design. Eighty-six participants there initially recruited. The intervention consisted of a 70-min online program. The participants completed surveys before and after program completion. The results revealed that completion of the online program elicited a significant change in secondary traumatic stress-related outcomes.

The study conducted by Wang et al. (2019) aimed to assess the prevalence of compassion fatigue among Chinese nurses, and to explore the factors associated with compassion satisfaction, burnout and secondary traumatic stress. It is done in a cross-

sectional design with a convenience sample. Participants were recruited from 11 tertiary hospitals in western (Chengdu, Chongqing), eastern (Hefei), southern (Shenzhen) and central China (Wuhan, Huangshi). A total of 1044 registered nurses from different nursing departments were surveyed. Demographic, work-related information, lifestyle questionnaire and the 'Professional Quality of Life Scale' were used in this study. The results provided clues to help nursing managers identify nurses' vulnerability to compassion fatigue and implement targeted strategies to reduce nurses' Burnout and Secondary Traumatic stress, while supporting compassion satisfaction.

The study conducted by Mottaghi et al. (2020) explored the role of omnipotent guilt between empathy and compassion fatigue in the nurses. The statistical population consisted of all the nurses in Kerman hospitals in 2017. Five hospitals were randomly selected from among the private and public hospitals in Kerman. The sample size was considered 360, but after the deletion of misleading questionnaires, the final sample of study consisted of 300 nurses. The results showed the mediating role of omnipotent guilt between empathy and compassion fatigue in the nurses, the mediating role of survivor guilt between empathy and compassion fatigue in the nurses, and the mediating role of secondary traumatic stress between empathy and compassion fatigue in the nurses.

The study conducted by Lee et al. (2021) examined the degree of secondary traumatic stress (STS) of nurses caring for COVID-19 patients, and identified various factors that influence STS. This study followed a descriptive design. The data of 136 nurses who had provided direct care to COVID-19 patients from 5 September to 26 September 2020 were collected online. Participants experienced moderate levels of STS. The significant factors influencing STS were the duration of care for patients with COVID-19 for more than 30 days and working in an undesignated COVID-19 hospital.

The study conducted by Dominguez-Gomez and Rutledge (2009) investigated the prevalence of secondary traumatic stress in emergency nurses. The method used is an exploratory comparative design, with 67 emergency nurses from three general community hospitals in California. Survey instruments included a demographic tool and the Secondary Traumatic Stress Survey (STSS). Results showed that nurses were most likely to have Arousal symptoms (irritability reported by 54% of nurses), followed by avoidance symptoms (avoidance of patients 52%), and Intrusion symptoms (intrusive

thoughts about patients 46%). The majority of nurses (85%) reported at least one symptom in the past week. Nurse participation in stress management activities was associated with less prevalence of STS symptoms.

The study conducted by Dominguez-Gomez and Rutledge (2009) examined the prevalence of secondary trauma among emergency nurses. In this sample 85% reported at least 1 secondary trauma symptom in the past week. Very concerning is the fact that 33% of the sample met the criterion for a diagnosis of secondary trauma. The most frequently reported individual symptoms their irritability, avoidance of clients, difficulty sleeping, intrusive thoughts, diminished activity level, and emotional numbing. Working at the entry point to health care for many patients, emergency nurses play a critical role in ensuring quality care. The high prevalence of secondary trauma in this sample indicates that large numbers of emergency nurses may be experiencing the negative effects of secondary trauma. Increased understanding of the concept of secondary trauma or compassion fatigue, including its identifying symptoms, potential coping strategies, and organizational interventions that may increase nurses' abilities to manage or prevent secondary trauma, is needed.

CHAPTER 3

METHOD

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METHOD

Research is defined as the creation of new knowledge and the use of existing knowledge in a new and creative way to generate new concepts, methods and understandings. Oxford Advanced Learner 's Dictionary of Current English (Hornby,1974) lays down the meaning of research as a careful investigation or inquiry especially through search for new facts in any branch of knowledge. Kothari (2004) defines that research is an original contribution to the existing stock of knowledge contributing for its development.

The word research is derived from the French term “recherche”, which means “to go out seeking.” Research is a systematic inquiry to describe, explain, predict and control the observed phenomenon. It involves inductive and deductive methods (Babbie,1975). Research is a committed investigation of a topic or a fact that is extended until it arrives to a new knowledge and a creative conclusion. Research is a continuous undertaking of making known the unknown (Sanchez, 2002).

Research is simply the collecting of information about a particular subject. It is an investigation or experimentation aimed at the discovery and interpretation of facts, which also includes revision of accepted theories or laws. It needs to be done carefully, scientifically and objectively to obtain valid facts, draw conclusions, and establish principles regarding a topic. Research also helps to raise awareness of many issues and it also helps the world to gain a new perspective on many predetermined notions. There are different classifications in research such as theoretical research, applied, exploratory, descriptive, qualitative, quantitative, experimental. The required type of research needs to be used so that it can be applied in various areas of the world (Fleetwood, 2023).

Academic research involves a detailed investigation into already existing knowledge. It includes examining and analyzing scholarly sources for the depth of understanding. Research allows one to pursue their interests, to learn something new, to awake one's problem -solving skills and to challenge oneself in new ways (Sheridan, 2023). Research is a vital tool for scientific advancements because it allows a researcher to prove hypothesis based on clearly defined factors, environments or assumptions. Special significance in solving various operational and planning problems of business and industry. Research is the fountain of knowledge for the sake of knowledge and an

important source of providing guidelines for solving different business, governmental and social problems (Course hero, 2023).

Aim

The aim of the research is to find out the relationship between Coping and Compassion Fatigue among critical care nurses.

Objectives

Major Objective

To find the relationship between the Coping strategies and Compassion Fatigue of nurses working in critical care units.

Specific Objectives

- To find the correlation between sub-variables of Coping and Compassion Fatigue among critical care nurses.
- To find the correlation between Coping and Compassion Satisfaction among critical care nurses Second Trauma.
- To find the correlation between Coping and Burnout among critical care nurses
- To find the correlation between Coping and Secondary Trauma among critical care nurses
- To find the differences in Coping among critical care nurses based on Gender, Educational Qualification, Marital Status, Type of Hospital, Type of Shift, Category of Critical Care and Duration of Experience.
- To find the differences in Compassion Fatigue among critical care nurses based on Gender, Educational Qualification, Marital Status, Type of Hospital, Type of Shift, Category of Critical Care and Duration of Experience.

Inclusion Criteria

- Nurses working in critical care units
- Nurses who have been working for critical care patients over 6 months
- Critical care nurses who are working in hospitals in Kannur and Calicut districts.

Exclusion Criteria

- Nurses working in departments other than critical care units.
- Nurses working in critical care units but were not directly working with the trauma patients (physician assistants, unit managers, administrative nurses)
- Nurses who had experience of less than 6 months.

Study Variables

A variable is a characteristic, property, number or quantity that increases or decreases over time or can take on different values. The different types of variables are: qualitative variable, quantitative variable, discrete variable, continuous variable, dependent variable, independent variable, background, moderating, extraneous variable etc.

The present study focuses on two major psychological variables Coping and Compassion Fatigue. In order to explore the relationship between these variables, data was collected from students using standardized instruments. The other variables studied are the demographic variables of Gender, Educational Qualification, Marital Status, Type of Hospital, Type of Shift, and Duration of Experience.

Definition of Key Terms

Coping

Theoretical Definitions

Cognitive and behavioral efforts to manage specific external and internal stressful situations (Siegfried, 2008).

Coping is the efforts to prevent or diminish threat, harm, and loss or to reduce the distress that is often associated with those experiences (Compas et al., 2001).

Operational Definition

It is the conscious and unconscious effort that is put in to solve problems, and reduce stress and other unpleasant emotions.

Sub-variables of Coping

Operational Definitions

Self-Distraction: It is mechanism people use to deal with the problem effectively by distracting oneself from the problem.

Active Coping: It is the mechanism where people take initiative to deal with the problem.

Denial: It is the mechanism of avoiding the existence of a problem by ignoring it.

Substance Use: It is the unhealthy way people choose to cope with the problems by using alcohol and other drugs or substances.

Emotional Support: It is the support people get from their family or friends that provide them with emotional strength.

Use of informational support: It is the use of facts, knowledge and feedback as a way to cope with an unknown situation.

Behavioral Disengagement: It is reducing one's effort to deal with the problem or stressor, even giving up the attempt to attain goal.

Venting: venting is the way of talking and letting out all the repressed emotions to make the person feel better.

Positive Reframing: It is thinking about a negative or challenging situation in a more positive way.

Planning: It is the process of making plans about some aspects of life.

Humor: It is the quality of being amusing or comic in order to lighten a sorrowful situation

Acceptance: It is the act of accepting and approving of someone or some situation. It is the accepting of the reality of the situation.

Religion: It is a set of system of beliefs and worship of a divine power.

Self-Blame: It is the act of blaming oneself for something they are not responsible for.

Compassion Fatigue

Theoretical Definitions

Compassion Fatigue occurs when psychologists or others take on the suffering of patients who have experienced extreme stress or trauma (Figley, 2002).

Compassion Fatigue is characterized by the negative aspects of providing care to those who have experienced extreme or traumatic stressors (Stamm, 2010).

Compassion Fatigue is a form of stress or tension that arises from frequent contact with traumatized people, where the individual become preoccupied with the suffering or pain of others (Hunsaker et al.,2015).

Operational Definition

Compassion Fatigue is characterized by the development of emotional, physical, and spiritual exhaustion as a result of working with traumatized individuals.

Compassion Satisfaction

Theoretical Definitions

The feelings of increased motivation and satisfaction gained from helping those who suffer (Dehlin & Lundh, 2018).

Compassion Satisfaction is the pleasure derived from helping and a good feeling resulting from the ability to assist others (Stamm, 2002).

Operational Definition

The pleasure and satisfying feeling that comes from helping others who are suffering from trauma.

Secondary Trauma

Theoretical Definitions

The natural consequent behaviors resulting from knowledge about a traumatizing event experienced by a significant other. It is the stress resulting from helping or wanting to help a traumatized or suffering person (Figley, 1995).

It is the work-related secondary exposure to people who have experienced extremely or traumatically stressful events (Stamm, 2010).

Operational Definition

The emotional duress that results when an individual hears about the firsthand trauma experiences of another.

Burnout

Theoretical Definitions

Burnout is the emotional exhaustion that results from long term non-supportive work environments (Siegfried, 2008).

Burnout is the feeling of hopelessness and difficulty in dealing with work or doing the job effectively (Stamm, 2010).

Operational Definition

Feelings of mental exhaustion and depletion that results in increased mental distance from one's job and reduced professional efficacy.

Critical Care Nurses

Theoretical Definitions

Caring for the high-acuity patient requiring intensive monitoring and organ support (NZCCCS, 2022)

A Critical Care or ICU Nurse takes care of patients who are in a critical condition or recovering from a serious medical condition (Johnson & Johnson, 2006).

Operational Definition

Nurses with a focus on the utmost care of the critically ill or unstable patients.

Demographic Variables

Operational Definitions

Gender

Gender includes the social, psychological, cultural and behavioral aspects of being a man, woman, transgender or other gender identity.

Educational Qualification

It is the qualification one possesses in the nursing field.

Marital Status

One's situation with regard to whether one is single, married, or divorced.

Type of Hospital

The type of management that runs the hospital, such as government or private.

Type of Shift

The shifts in which an individual works in a day, such as day shifts, noon shifts and night shifts.

Duration of Experience

The years for which the person have been remaining in one's job.

Hypotheses

Relationship between sub-variables of Coping and Compassion Satisfaction

- 1.1 There will be no significant relationship between Self-Distraction and Compassion Satisfaction among critical care nurses
- 1.2 There will be no significant relationship between Active Coping and Compassion Satisfaction among critical care nurses
- 1.3 There will be no significant relationship between Denial and Compassion Satisfaction among critical care nurses
- 1.4 There will be no significant relationship between Substance Use and Compassion Satisfaction among critical care nurses.
- 1.5 There will be no significant relationship between Emotional Support and Compassion Satisfaction among critical care nurses.
- 1.6 There will be no significant relationship between Behavioral Disengagement and compassion Satisfaction among critical care nurses

- 1.7 There will be no significant relationship between Use of Informational Support and compassion Satisfaction among critical care nurses
- 1.8 There will be no significant relationship between Venting and Compassion Satisfaction among critical care nurses
- 1.9 There will be no significant relationship between Positive Reframing and compassion Satisfaction among critical care nurses
- 1.10 There will be no significant relationship between Planning and Compassion Satisfaction among critical care nurses
- 1.11 There will be no significant relationship between Humor and Compassion Satisfaction among critical care nurses
- 1.12 There will be no significant relationship between Acceptance and Compassion Satisfaction among critical care nurses
- 1.13 There will be no significant relationship between Religion and Compassion Satisfaction among critical care nurses
- 1.14 There will be no significant relationship between Self-Blame and Compassion Satisfaction among critical care nurses

Relationship between sub-variables of Coping and Burnout

- 2.1 There will be no significant relationship between Self-Distraction and Burnout among critical care nurses
- 2.2 There will be no significant relationship between Active Coping and Burnout among critical care nurses
- 2.3 There will be no significant relationship between Denial and Burnout among critical care nurses
- 2.4 There will be no significant relationship between Substance Use and Burnout among critical care nurses.
- 2.5 There will be no significant relationship between Emotional Support and Burnout among critical care nurses.

- 2.6 There will be no significant relationship between Behavioral Disengagement and burnout among critical care nurses
- 2.7 There will be no significant relationship between Use of Informational Support and burnout among critical care nurses
- 2.8 There will be no significant relationship between Venting and Burnout among critical care nurses
- 2.9 There will be no significant relationship between Positive Reframing and Burnout among critical care nurses
- 2.10 There will be no significant relationship between Planning and Burnout among critical care nurses
- 2.11 There will be no significant relationship between Humor and Burnout among critical care nurses
- 2.12 There will be no significant relationship between Acceptance and Burnout among critical care nurses
- 2.13 There will be no significant relationship between Religion and Burnout among critical care nurses
- 2.14 There will be no significant relationship between Self-Blame and Burnout among critical care nurses

Relationship between sub-variables of Coping and Secondary Trauma

- 3.1 There will be no significant relationship between Self-Distraction and Secondary Trauma among critical care nurses
- 3.2 There will be no significant relationship between Active Coping and Secondary Trauma among critical care nurses
- 3.3 There will be no significant relationship between Denial and Secondary Trauma among critical care nurses
- 3.4 There will be no significant relationship between Substance Use and Secondary Trauma among critical care nurses.
- 3.5 There will be no significant relationship between Emotional Support and Secondary Trauma among critical care nurses.

- 3.6 There will be no significant relationship between Behavioral Disengagement and Secondary Trauma among critical care nurses
- 3.7 There will be no significant relationship between Use of Informational Support and Secondary Trauma among critical care nurses
- 3.8 There will be no significant relationship between Venting and Secondary Trauma among critical care nurses
- 3.9 There will be no significant relationship between Positive Reframing and Secondary Trauma among critical care nurses
- 3.10 There will be no significant relationship between Planning and Secondary Trauma among critical care nurses
- 3.11 There will be no significant relationship between Humor and Secondary Trauma among critical care nurses
- 3.12 There will be no significant relationship between Acceptance and Secondary Trauma among critical care nurses
- 3.13 There will be no significant relationship between Religion and Secondary Trauma among critical care nurses
- 3.14 There will be no significant relationship between Self-Blame and Secondary Trauma among critical care nurses

Relationship between Compassion Fatigue, its sub-variables and Coping

- 4.1 There will be no significant relationship between Compassion Satisfaction and coping among critical care nurses.
- 4.2 There will be no significant relationship between Burnout and Coping among critical care nurses.
- 4.3 There will be no significant relationship between Secondary Trauma and Coping among critical care nurses.

Gender Differences

- 5.1 There will be no significant difference in Self-Distraction based on gender among critical care nurses.
- 5.2 There will be no significant difference in Active Coping based on gender among critical care nurses.

- 5.3 There will be no significant difference in Denial based on gender among critical care nurses.
- 5.4 There will be no significant difference in Substance Use based on gender among critical care nurses.
- 5.5 There will be no significant difference in Emotional Support based on gender among critical care nurses.
- 5.6 There will be no significant difference in Behavioral Disengagement based on gender among critical care nurses.
- 5.7 There will be no significant difference in use of Informational Support based on gender among critical care nurses.
- 5.8 There will be no significant difference in Venting based on gender among critical care nurses.
- 5.9 There will be no significant difference in Positive Reframing based on gender among critical care nurses.
- 5.10 There will be no significant difference in Planning based on gender among critical care nurses.
- 5.11 There will be no significant difference in Humor based on gender among critical care nurses.
- 5.12 There will be no significant difference in Acceptance based on gender among critical care nurses.
- 5.13 There will be no significant difference in Religion based on gender among critical care nurses.
- 5.14 There will be no significant difference in Self-Blame based on gender among critical care nurses.
- 5.15 There will be no significant difference in Compassion Satisfaction based on gender among critical care nurses.
- 5.16 There will be no significant difference in Burnout based on gender among critical care nurses.
- 5.17 There will be no significant difference in Secondary Trauma based on gender among critical care nurses.

Educational Qualification Differences

- 6.1 There will be no significant difference in Self-Distraction based on educational qualification among critical care nurses.
- 6.2 There will be no significant difference in Active Coping based on educational qualification among critical care nurses.
- 6.3 There will be no significant difference in Denial based on educational qualification among critical care nurses.
- 6.4 There will be no significant difference in Substance Use based on educational qualification among critical care nurses.
- 6.5 There will be no significant difference in Emotional Support based on educational qualification among critical care nurses.
- 6.6 There will be no significant difference in Behavioral Disengagement based on educational qualification among critical care nurses.
- 6.7 There will be no significant difference in use of Informational Support based on educational qualification among critical care nurses.
- 6.8 There will be no significant difference in Venting based on educational qualification among critical care nurses.
- 6.9 There will be no significant difference in Positive Reframing based on educational qualification among critical care nurses.
- 6.10 There will be no significant difference in Planning based on educational qualification among critical care nurses.
- 6.11 There will be no significant difference in Humor based on educational qualification among critical care nurses.
- 6.12 There will be no significant difference in Acceptance based on educational qualification among critical care nurses.
- 6.13 There will be no significant difference in Religion based on educational qualification among critical care nurses.
- 6.14 There will be no significant difference in Self-Blame based on educational qualification among critical care nurses.
- 6.15 There will be no significant difference in Compassion Satisfaction based on educational qualification among critical care nurses.
- 6.16 There will be no significant difference in Burnout based on educational qualification among critical care nurses.

6.17 There will be no significant difference in Secondary Trauma based on educational qualification among critical care nurses.

Marital Status Differences

7.1 There will be no significant difference in Self-Distraction based on marital status among critical care nurses.

7.2 There will be no significant difference in Active Coping based on marital status among critical care nurses.

7.3 There will be no significant difference in Denial based on marital status among critical care nurses.

7.4 There will be no significant difference in Substance Use based on marital status among critical care nurses.

7.5 There will be no significant difference in Emotional Support based on marital status among critical care nurses.

7.6 There will be no significant difference in Behavioral Disengagement based on marital status among critical care nurses.

7.7 There will be no significant difference in use of Informational Support based on marital status among critical care nurses.

7.8 There will be no significant difference in Venting based on marital status among critical care nurses.

7.9 There will be no significant difference in Positive Reframing based on marital status among critical care nurses.

7.10 There will be no significant difference in Planning based on marital status among critical care nurses.

7.11 There will be no significant difference in Humor based on marital status among critical care nurses.

7.12 There will be no significant difference in Acceptance based on marital status among critical care nurses.

7.13 There will be no significant difference in Religion based on marital status among critical care nurses.

7.14 There will be no significant difference in Self-Blame based on marital status among critical care nurses.

- 7.15 There will be no significant difference in Compassion Satisfaction based on marital status among critical care nurses.
- 7.16 There will be no significant difference in Burnout based on marital status among critical care nurses.
- 7.17 There will be no significant difference in Secondary Trauma based on marital status among critical care nurses.

Type of Hospital Differences

- 8.1 There will be no significant difference in Self-Distraction based on type of hospital among critical care nurses.
- 8.2 There will be no significant difference in Active Coping based on type of hospital among critical care nurses.
- 8.3 There will be no significant difference in Denial based on type of hospital among critical care nurses.
- 8.4 There will be no significant difference in Substance Use based on type of hospital among critical care nurses.
- 8.5 There will be no significant difference in Emotional Support based on type of hospital among critical care nurses.
- 8.6 There will be no significant difference in Behavioral Disengagement based on type of hospital among critical care nurses.
- 8.7 There will be no significant difference in use of Informational Support based on type of hospital among critical care nurses.
- 8.8 There will be no significant difference in Venting based on type of hospital among critical care nurses.
- 8.9 There will be no significant difference in Positive Reframing based on type of hospital among critical care nurses.
- 8.10 There will be no significant difference in Planning based on type of hospital among critical care nurses.
- 8.11 There will be no significant difference in Humor based on type of hospital among critical care nurses.
- 8.12 There will be no significant difference in Acceptance based on type of hospital among critical care nurses.

- 8.13 There will be no significant difference in Religion based on type of hospital among critical care nurses.
- 8.14 There will be no significant difference in Self-Blame based on type of hospital among critical care nurses.
- 8.15 There will be no significant difference in Compassion Satisfaction based on type of hospital among critical care nurses.
- 8.16 There will be no significant difference in Burnout based on type of hospital among critical care nurses.
- 8.17 There will be no significant difference in Secondary Trauma based on type of hospital among critical care nurses.

Type of shift Differences

- 9.1 There will be no significant difference in Self-Distraction based on type of shift among critical care nurses.
- 9.2 There will be no significant difference in Active Coping based on type of shift among critical care nurses.
- 9.3 There will be no significant difference in Denial based on type of shift among critical care nurses.
- 9.4 There will be no significant difference in Substance Use based on type of shift among critical care nurses.
- 9.5 There will be no significant difference in Emotional Support based on type of shift among critical care nurses.
- 9.6 There will be no significant difference in Behavioral Disengagement based on type of shift among critical care nurses.
- 9.7 There will be no significant difference in use of Informational Support based on type of shift among critical care nurses.
- 9.8 There will be no significant difference in Venting based on type of shift among critical care nurses.
- 9.9 There will be no significant difference in Positive Reframing based on type of shift among critical care nurses.
- 9.10 There will be no significant difference in Planning based on type of shift among critical care nurses.

- 9.11 There will be no significant difference in Humor based on type of shift among critical care nurses.
- 9.12 There will be no significant difference in Acceptance based on type of shift among critical care nurses.
- 9.13 There will be no significant difference in Religion based on type of shift among critical care nurses.
- 9.14 There will be no significant difference in Self-Blame based on type of shift among critical care nurses.
- 9.15 There will be no significant difference in Compassion Satisfaction based on type of shift among critical care nurses.
- 9.16 There will be no significant difference in Secondary Trauma based on type of shift among critical care nurses.
- 9.17 There will be no significant difference in Burnout based on type of shift among critical care nurses.

Category of Critical Care Differences

- 10.1 There will be no significant difference in Self-Distraction based on category of critical care among critical care nurses.
- 10.2 There will be no significant difference in Active Coping based on category of critical care among critical care nurses.
- 10.3 There will be no significant difference in Denial based on category of critical care among critical care nurses.
- 10.4 There will be no significant difference in Substance Use based on category of critical care among critical care nurses.
- 10.5 There will be no significant difference in Emotional Support based on category of critical care among critical care nurses.
- 10.6 There will be no significant difference in Behavioral Disengagement based on category of critical care among critical care nurses.
- 10.7 There will be no significant difference in use of Informational Support based on category of critical care among critical care nurses.
- 10.8 There will be no significant difference in Venting based on category of critical care among critical care nurses.

- 10.9 There will be no significant difference in Positive Reframing based on category of critical care among critical care nurses.
- 10.10 There will be no significant difference in Planning based on category of critical care among critical care nurses.
- 10.11 There will be no significant difference in Humor based on category of critical care among critical care nurses.
- 10.12 There will be no significant difference in Acceptance based on category of critical care among critical care nurses.
- 10.13 There will be no significant difference in Religion based on category of critical care among critical care nurses.
- 10.14 There will be no significant difference in Self-Blame based on category of critical care among critical care nurses.
- 10.15 There will be no significant difference in Compassion Satisfaction based on the category of critical care among critical care nurses.
- 10.16 There will be no significant difference in Secondary Trauma based on the category of critical care among critical care nurses.
- 10.17 There will be no significant difference in Burnout based on the category of critical care among critical care nurses.

Duration of Experience Differences

- 11.1 There will be no significant difference in Self-Distraction based on duration of experience among critical care nurses.
- 11.2 There will be no significant difference in Active Coping based on duration of experience among critical care nurses.
- 11.3 There will be no significant difference in Denial based on duration of experience among critical care nurses.
- 11.4 There will be no significant difference in Substance Use based on duration of experience among critical care nurses.
- 11.5 There will be no significant difference in Emotional Support based on duration of experience among critical care nurses.
- 11.6 There will be no significant difference in Behavioral Disengagement based on duration of experience among critical care nurses.

- 11.7 There will be no significant difference in use of Informational Support based on duration of experience among critical care nurses.
- 11.8 There will be no significant difference in Venting based on duration of experience among critical care nurses.
- 11.9 There will be no significant difference in Positive Reframing based on duration of experience among critical care nurses.
- 11.10 There will be no significant difference in Planning based on duration of experience among critical care nurses.
- 11.11 There will be no significant difference in Humor based on duration of experience among critical care nurses.
- 11.12 There will be no significant difference in Acceptance based on duration of experience among critical care nurses.
- 11.13 There will be no significant difference in Religion based on duration of experience among critical care nurses.
- 11.14 There will be no significant difference in Self-Blame based on duration of experience among critical care nurses.
- 11.15 There will be no significant difference in Compassion Satisfaction based on duration of experience among critical care nurses.
- 11.16 There will be no significant difference in Secondary Trauma based on duration of experience among critical care nurses.
- 11.17 There will be no significant difference in Burnout based on duration of experience among critical care nurses.

Research Design

Research design is a blueprint of a scientific study. It includes research methodologies, tools and techniques to conduct the research. Research design is the framework of research methods and techniques chosen by a researcher to conduct a study. The function of research design is to provide for the collection of relevant evidence with minimal expenditure of effort, time and money (Emeritus, 2023).

Research design process is a structured and an organized approach for conducting research. The aims and approaches need to be considered to determine the research questions and objectives and also identify a theoretical framework. The research design helps an investigator to pursue their journey into the unknown but with a systematic approach (Leverage Edu, 2021). Some of the essential elements of research design are

the method for analysis, type of research methodology, accurate purpose statement, techniques to be implemented for collecting and analyzing research etc.

Research design is defined as a master plan specifying the methods and procedures for collection and analyzing the need information. According to Kerlinger (1986), “research design is the plan, structure, and strategy of investigation to obtain answers to research questions and to control variance”. Research design is defined as a master plan specifying the methods and procedures for collection and analyzing the needed information (Zikmund,1988).

Kothari (2004) says, the research design is the conceptual structure within which the research is conducted. It constitutes the blueprint for the collection, measurements and analysis of data. It also includes an outline of hypothesis and its operational implications to final analysis of data. Research design changes according to the nature of the problem and also type of the problem. Kothari (2004) says, “hypothesis testing research studies are those where the researcher tests the hypothesis of causal relationships between variables”.

In the present study correlational research design is used. Correlational research design is a non-experimental design used to establish a relationship between two related variables. It requires two different groups and correlational coefficient determines the relationship between two variables. Correlations can tell the researcher about the direction and degree of relationship between the variables. This design helps the researcher to determine which variable needs further investigation. A major limitation of correlational research is that it cannot give a specific cause and effect, that is, it does not give clarification on what causes the change.

The problem in the present study is to find the relationship between Coping and Compassion Fatigue.

Participants

A sample design is a definite plan for obtaining a sample from a given population. It is difficult for the researcher to study the entire population as the population is quite large. the technique or the procedure the researcher would adopt in selecting items for the sample. The researcher must decide the type of sample and

technique to be used in selecting the items for the sample. In fact, this technique or procedure stands for the sample design itself (Kothari, 2018).

The universe consists of all survey elements that qualify for inclusion in the research study. The precise definition of the universe for a particular study is set by the research question, which specifies who or what is of interest. A universe refers to a population comprising the units or informants of data, whether animate or inanimate, relating to a problem under study (Consultores, 2021).

Population will comprise the universe for the purpose of the research problem. Population is a totality of all the objects, subjects or members that conform to a set of specifications (Polit and Hungler, 1999). It is the whole or a set of objects with similar characteristics. Population can also be defined as the entire compilation of elements that the researcher aspires to draw conclusions from (Cooper and Schindler, 2003).

For the present study Kannur and Calicut districts are taken as the universe, and critical care nurses are taken as the population.

Considering the availability of population snowball sampling is selected as the sampling technique for the present study. Snowball sampling is a sample method where the subjects are identified and collected through other participants. Here 97 samples were collected through snowball sampling. The total sample size is 97 with nurses working in critical care units of different hospitals in Kannur and Calicut.

Categorization of Participants According to Socio-demographic Variables.

For the purpose of different analysis in the present study, the participants were divided into different groups based on their socio- demographic variables such as Gender, Educational Qualification, Marital Status, Type of Hospital, Type of Shift, Category of Critical Care and Duration of Experience. The details are given in the form of tables as follows:

Gender wise classification of the sample

Gender is used to describe the characteristics of women, men, transgenders and others that are socially constructed. Occurrence of Coping and Compassion Fatigue may vary among Genders. So, it is taken into consideration in the present study. The sample was classified on the basis of Gender categories.

Table 3.1: Classification of the sample based on Gender

S. No	Gender	No of participants	Percentage
1	Male	6	6.2%
2	Female	91	93.8%
Total		97	100%

Classification of sample based on Educational Qualification

Educational Qualification determines the competency and fluency in the work that we do. Educational Qualification of nurses working in critical care units need to be taken into consideration as it might have effect on their stability and adaptability to the profession. Educational Qualification is divided into three categories.

Table 3.2: Classification of sample based on Educational Qualification

S. No	Educational Qualification	No of participants	Percentage
1	Diploma	14	14.4%
2	UG	74	76.3%
3	PG	9	9.3%
Total		97	100%

Classification of Sample Based on Marital Status

People usually struggle with maintaining a balance between their family and profession. And there is no reason to think that it would be any different for nurses. Nurses who work in critical care units might have to work for long hours and in shifts so it might be difficult for them to go home and perform their familial duties. And this causes extra pressure from their family. So, the occurrence of Compassion Fatigue and ways of Coping among nurses might vary on the basis of their Marital Status. The classification is done into three categories.

Table 3.3: *Classification of Sample Based on Marital Status*

S. No	Marital Status	No of participants	Percentage
1	Single	43	44.3 %
2	Married	51	52.6%
3	Divorced	3	3.1%
Total		97	100%

Classification of Sample Based on Type of Hospital

Type of Hospital refers to the type of management of the hospital. Experiences of nurses working in critical care unit would vary based on the Type of Hospital they are working at. The classification is done into two categories.

Table 3.4: *Classification of Sample Based on Type of Hospital*

S. No	Type of Hospital	No of participants	Percentage
1	Government	75	21.6 %
2	Private	22	78.4%
Total		97	100%

Classification of Sample Based on Type of Shift

Nurses usually work in shifts in hospitals due to work overload. But even these shifts would have its effect on the mental health and physical health of the nurses working in hospitals of critical care patients. So, the occurrence of Coping and Compassion Fatigue mechanisms they use may vary based on the type of shift they are working at. The classification is done into three categories.

Table 3.5: Classification of Sample Based on Type of Shift

S. No	Type of Shift	No of participants	Percentage
1	Day	64	66 %
2	Night	20	21.6%
3	Noon	13	12.4%
Total		97	100%

Classification of Sample Based on Category of Critical Care

Experiences differ according to the environment of the work. The experiences of nurses would be different according to the category or division they are working at. The Compassion Fatigue would be more in the division where the intensity of the trauma is more as in burn or trauma care. The classification is done into 5 categories.

Table 3.6: Classification of Sample Based on Category of Critical Care

S. No	Category of Critical Care	No of participants	Percentage
1	Emergency dept	30	30.9 %
2	ICU	37	39.3%
3	Surgery dept	20	20.6%
4	Burn or trauma care	2	1%
5	Cardiac care	8	8.2%
Total		97	100%

Classification of Sample Based on Duration of Experience

The depth of the issue relies on how long the person is exposed to it. The nurses working in critical care nurses for 6 months might not have had intense experiences compared to nurses working for 1 year. The classification is done into 3 categories.

Table 3.7: Classification of Sample Based on Duration of Experience

S. No	Duration of Experience	No of participants	Percentage
1	6 months	26	26.8 %
2	1 year	12	12.4%
3	More than 1 year	21	21.6%
4	More than 2 years	38	39.2%
Total		97	100%

Measuring Instruments

In research the tools refer to the devices/instruments used to collect data, such as paper questionnaires, or computer assisted interviewing systems, standardized tests etc.

Personal Data Schedule

In order to collect the details of the participants and their various socio demographic data, a personal data schedule prepared by the researcher was used. The personal data schedule included name, age, gender, education, marital Status, district, type of hospital, type of shift, category of critical care and duration of experience. This information was collected in order to examine difference in Coping and Compassion Fatigue according to various personal data.

Brief-Cope (Brief Coping Orientations to Problem Experienced)

The Brief-Cope scale was developed as a short version of the original 60-item COPE scale (Carver et al., 1989), which was theoretically derived based on various models of Coping. There were two overarching Coping styles identified and they are avoidant Coping and approach Coping. The sub variables of the Brief-Cope scale are Self-Distraction, Active Coping, Denial, Substance Use, Emotional Support, Use of Informational Support, Behavioral Disengagement, Venting, Positive Reframing, Planning, Humor, Acceptance, Religion and Self-Blame. The scale can determine individual's primary Coping style.

Administration

The administration of the test was done online through distributing google forms.

Scoring

Scores are presented for three overarching Coping styles as average scores. Sum of item scores is divided by number of items, indicating the degree to which the respondent has been engaging in that Coping style.

Reliability

The Cronbach Alpha is 0.84

Validity

The validity is 0.24. it has good construct validity.

Professional Quality of Life Scale - (ProQol 5.0, 2010)

The Professional Quality of Life Scale, known as ProQol, is the most commonly used measure of positive and negative effects of working with people who have experienced extreme stressful events. The scale has two aspects, Compassion Satisfaction and Compassion Fatigue. The measure was originally known as Compassion Fatigue Self-Test (Stamm, 2010). In the present study Professional Quality of Life: Compassion Satisfaction and Fatigue Version 5 (ProQol)- 2010 is used for data collection.

Administration

The administration of the test was done online through distributing google forms.

Scoring

There are three steps to scoring the ProQol. The first step is to reverse some items. The second step is to sum the items by subscale and third step is to convert raw score to t score.

Reliability

Compassion Satisfaction has Alpha scale reliability of 0.88

Secondary traumatic stress has Alpha scale reliability of 0.81

Validity

Compassion Satisfaction has validity of 0.23. It has good construct validity.

Procedure for Data Collection

In the present study the data was acquired from various hospitals in Kannur and Calicut districts. Online data collection mode was used in research. The online Google form was structured with the first part containing the personal data schedule, the second part containing the ProQol, and the third part containing Brief-Cope scale. After the completion of test administration, the participants were thanked for the participation and cooperation.

Statistical Techniques

The researcher aimed to explore the relationship between the variables such as; Coping and Compassion Fatigue. The coding and analysis were done with the help of SPSS software. Pearson 's Correlation, T-test and ANOVA were used for statistical analysis required for the present study.

Pearson 's Correlation

The Pearson Correlation measures the strength of the linear relationship between two variables. It describes the strength and direction of the linear relationship between two quantitative variables. It is a descriptive statistic, that is, it summarizes the characteristics of a dataset.

T-test

A T-test is a type of inferential statistics used to determine if there is a significant difference between the means of two groups, which may be related in certain features. Calculating a t-test requires three key data values. The t-test assumes your data are independent, are normally distributed, have a similar amount of variance within each group being compared.

ANOVA

Analysis of variance is an analysis tool used in statistics that splits an observed aggregate variability found inside a data set in to two parts: systemic factors and random factors. The systemic factors have a statistical influence on the given data set, while the

random set do not. ANOVA help the researcher understand how different group responds, with a null hypothesis for the test that the means of the different groups are equal.

Organization of Report

The present study has five parts. The first part is introduction part which consists of introduction of the topic, need and significance of the study, statement of the problem, major and specific objectives, definition of the key terms. Chapter 2 consist of review of literature. It consists of theoretical review of the study variable and review of related study on variables and populations. The third chapter is methodology. It consists of populations, measures, procedures for data collection and statistical techniques employed for analysis. The fourth chapter is the result and discussion of the study. It consists of the result of statistical analysis and its discussion. The fifth chapter is summary and conclusion. It consists of the major findings, implications, limitations of the study and the directions for the future research.

CHAPTER 4
RESULTS AND DISCUSSION

CHAPTER 4

RESULTS AND DISCUSSION

The aim of the study was to identify the relationship between Coping and Compassion Fatigue among Critical Care Nurses. The study aimed at exploring the relationship among the different components of Coping and Compassion Fatigue for different samples. Further, analysis was also done based on Gender, Educational Qualification, Marital Status, Type of Hospital, Type of Shift, Category of Critical Care and Duration of Experience.

To analyze the data and evaluate the hypothesis stated, the researcher used the following statistical methods- Pearson's Correlation, T-test and ANOVA. The Pearson's Correlation was used to explore the relationship between study variables, while the t-test was used to identify differences, if any, in the sub samples selected, on the different variables, and ANOVA to find out the differences within group.

Section 1

The correlation is conducted to find out whether there is a significant relationship between Coping and Compassion Fatigue. The results are presented below:

Coping and its sub-variables, and Compassion Satisfaction

Compassion Satisfaction is a sub-variable of Compassion Fatigue. It is the pleasure on feels when helping others. Table 4.1 shows that there is a significant correlation with between Compassion Satisfaction and Coping. Hence, the hypothesis no 4.1 stating that there will not be significant relationship between Compassion Satisfaction and Coping is rejected.

Table 4.1: *Inter correlation between Coping and Compassion Fatigue among Critical Care Nurses*

Sub variables of Coping	CS	BO	ST
SD	.166	-.148	.201*
AC	.444**	-.376**	-.145
D	-.132	.094	.354**
SU	-.271**	.178	.215*
ES	.331**	-.438**	-.085
BD	.054	-.094	.094
UIS	.408**	-.360**	-.065
V	-.032	-.027	.251*
PR	.281**	-.304**	-.016
P	.243*	.000	.307**
H	.007	.196	.417**
A	.300**	-.231	-.045
R	.350**	-.237*	-.054
SB	-.076	.091	.164

**Significant at 0.01 level*Significant at 0.05 level

Self-Distraction is the sub-variable of Coping. It is the mechanism people use to deal with a problem effectively by distracting oneself from the problem. From table 4.1 there is no correlation found between Self-Distraction and Compassion Satisfaction. The inter-correlation co-efficient of Self-Distraction and Compassion Satisfaction is 0.166, which is not significant. There is no significant correlation between Self-Distraction and Compassion Satisfaction. Hence, the hypothesis no 1.1 stating that there will be no significant relationship between Self-Distraction and Compassion Satisfaction among Critical Care Nurses is accepted. It implies that Self-Distraction on the part of nurses might not help in the development of Compassion Satisfaction.

Self-Distraction is an avoidance Coping mechanism. The study conducted by Calegari et al. (2022) revealed that, when Self-Distraction increases compassion satisfaction decreases, which differs from the result of present study. Present study

showed that there is no significant relationship between Self-Distraction and Compassion Satisfaction.

Active Coping is the sub-variable of Coping. It is the mechanism where people take initiative to deal with the problem by actively Coping with it. From table 4.1 it is observed that there is a positive correlation found between Active Coping and Compassion Satisfaction. The inter-correlation co-efficient of Active Coping and Compassion Satisfaction is 0.444 which is significant at 0.01 level of significance. Hence, the hypothesis no 1.2 stating that there will be no significant relationship between Active Coping and Compassion Satisfaction among Critical Care Nurses is rejected. So, the correlation co-efficient indicates that there is a significant correlation. Therefore, it can be said that when Active Coping increases Compassion Satisfaction also increases. It implies that Compassion Satisfaction may tend to increase when Critical Care Nurses try to Cope actively by taking initiative for Coping with an issue.

The results of the study conducted by Calegari et al. (2022) is in consistent with the findings of the present study as the results showed that increase in the use of active coping strategies increased compassion satisfaction. The findings of the present study are in agreement with the findings of the research conducted by Calegari et al. (2022).

Denial is another sub-variable of Coping. It is the mechanism of avoiding the existence of a problem by ignoring it. Results in table 4.1 have not detected any significant correlation between Denial and Compassion Satisfaction. The inter-correlation co-efficient of Denial and Compassion Satisfaction is -.132 which does not have any significance. Hence, the hypothesis no 1.3 stating that there will be no significant relationship between Denial and Compassion Satisfaction among Critical Care Nurses is accepted. It implies that when Denial increases compassion satisfaction neither increases nor decreases.

Result of the study conducted by Calegari et al. (2022) showed that denial tends to reduce the level of compassion satisfaction as it is an avoidance coping strategy, which differs with the present study.

Another study also had findings inconsistent with the findings of present study where avoidance strategy such as denial was shown to significantly decrease compassion satisfaction (McCain et al., 2017., Vu & Bodenmann, 2017).

Substance Use is another sub-variable of Brief Cope. It is the way people try to Cope with a problem using substances like alcohol or drugs. From table 4.1 it is observed that there is a negative correlation between Substance Use and Compassion Satisfaction. The inter-correlation co-efficient Substance Use and Compassion Satisfaction is -0.271 which is significant at 0.01 level of significance. So, it indicates that there is a significant weak level of negative correlation between Substance Use and Compassion Satisfaction. Hence, the hypothesis no 1.4 stating that there will be no significant relationship between Substance Use and Compassion Satisfaction among Critical Care Nurses is rejected. It implies that people use substance which in turn decreases their Compassion Satisfaction.

This result of the present study is supported by the study conducted by Kaur et al. (2021) as in their study the results showed that Substance Use has a significant negative correlation with compassion satisfaction.

Emotional Support is a sub-variable of Brief Cope. It is the support that people get from their friends or relatives that gives them emotional strength. From table 4.1 there is a positive correlation between Emotional Support and Compassion Satisfaction. The inter-correlation co-efficient Emotional Support and Compassion Satisfaction is 0.331 which is significant at 0.01 level of significance. Hence, the hypothesis no 1.5 stating that there will be no significant relationship between Emotional Support and Compassion Satisfaction among Critical Care Nurses is rejected. So, it indicates that there is a weak positive correlation between Emotional Support and Compassion Satisfaction.

It would suggest that as the frequency of engagement in Emotional Support increased, so did compassion satisfaction levels. This is consistent with past research that also revealed a significant relationship between these variables (Brewin et al., 2000). So, the findings of these studies supported the notion that having a strong Emotional Support and relying on them as a Coping mechanism during times of distress is beneficial in enhancing satisfaction levels.

However, the weak relationship that was found in the present study can be further supported through research conducted by Prati et al. (2011) which concluded that there may be slight negative influences that are related to utilizing emotional support as coping. Prati et al. (2011) suggests that this form of coping is dependent on the quality of

support that is provided rather than the quantity and in certain scenarios, individuals may receive a judgmental reaction from the person they are confiding in.

Behavioral Disengagement is another sub-variable of Brief Cope. Behavioral Disengagement is reducing one's effort to deal with the problem or the stressor, even giving up the attempt to attain goals. From table 4.1 it can be seen that there is no correlation between Behavioral Disengagement and Compassion Satisfaction. The inter-correlation co-efficient of Behavioral Disengagement and Compassion Satisfaction is 0.54 which does not have any significance. So, there is no significant correlation between Behavioral Disengagement and Compassion Satisfaction. Hence, the hypothesis no 1.6 stating that there will be no significant relationship between Behavioral Disengagement and Compassion Satisfaction among Critical Care Nurses is accepted. It implies that use of Behavioral Disengagement does not have any effect on Compassion Satisfaction.

Use of Informational Support is another sub-variable of Brief Cope. From table 4.1 it is observed that there is a positive correlation between Use of Informational Support and Compassion Satisfaction. The inter-correlation co-efficient of Use of Informational Support and Compassion Satisfaction is 0.408 which is significant at 0.01 level of significance. Hence, the hypothesis no 1.7 stating that there will be no significant relationship between Use of Informational Support and Compassion Satisfaction among Critical Care Nurses is rejected. So, it indicates that there is a positive moderate level of correlation.

Venting is another sub-variable of Brief Cope. Venting is the way of talking and letting out all the repressed emotions which usually is said to make people feel better. From table 4.1 it can be seen that there is no correlation between Venting and Compassion Satisfaction. The inter-correlation co-efficient of Venting and Compassion Satisfaction is -.032 which does not have any significance. Hence, the hypothesis no 1.8 stating that there will be no significant relationship between Venting and Compassion Satisfaction among Critical Care Nurses is accepted. So, it indicates there is no significant correlation between Venting and Compassion Satisfaction.

Positive Reframing is another sub-variable of Brief Cope. It is the thinking about a negative or challenging situation in a more positive way. From table 4.1 it can be seen that there is a positive correlation between Positive Reframing and Compassion

Satisfaction. The inter-correlation co-efficient of Positive Reframing and Compassion Satisfaction is .281 which is significant at 0.01 level significance. So, it indicates that there is a positive weak level of correlation. Hence, the hypothesis no 1.9 stating that there will be no significant relationship between Positive Reframing and Compassion Satisfaction among Critical Care Nurses is rejected. So, it implies that Positive Reframing of a problem or a negative situation would help in increasing satisfaction.

Planning is another sub-variable of Brief Cope. It is the process of making plans about some aspects of life. From table 4.1 it can be seen that there is a positive correlation between Planning and Compassion Satisfaction. The inter-correlation co-efficient of Positive Reframing and Compassion Satisfaction is .243 which is significant at 0.05 level significance. It indicates that there is a positive weak level of correlation. Hence, the hypothesis no 1.10 stating that there will be no significant relationship between Planning and Compassion Satisfaction among Critical Care Nurses is rejected. So, it implies that Planning could have a role in increasing compassion satisfaction.

So, there will be a significant difference between Planning and Compassion Satisfaction. When Planning increases, Compassion Satisfaction also might increase. The findings of the present study are supported by another study conducted by Yesin and Polat (2023) in which the results also showed that planning has a positive correlation with compassion satisfaction. It implies that Planning as coping strategy could increase compassion satisfaction.

Humor is another sub-variable of Brief Cope. Humor is the quality of being amusing or comic in order to lighten a sorrowful situation. From table 4.1 it can be seen that there is no correlation between Humor and Compassion Satisfaction. The inter-correlation co-efficient of Humor and Compassion Satisfaction is .007 which does not have any significance. So, there is no significant correlation between Humor and Compassion Satisfaction. Hence, the hypothesis no 1.11 stating that there will be no significant relationship between Humor and Compassion Satisfaction among Critical Care Nurses is accepted. It implies that Humor plays no significant role in the development of Compassion Satisfaction in an individual.

Acceptance is another sub-variable of Brief Cope. It is the act of accepting and approving of someone or something the way it is. From table 4.1 it can be seen that there is a positive correlation between Acceptance and Compassion Satisfaction. The inter-

correlation co-efficient of Acceptance and Compassion Satisfaction is .300 which is significant at 0.01 level significance.

It indicates that there is a weak level of correlation. Hence, the hypothesis no 1.12 stating that there will be no significant relationship between Acceptance and Compassion Satisfaction among Critical Care Nurses is rejected. It implies that Acceptance plays a role in increasing compassion satisfaction.

Religion is another sub-variable of Brief Cope. Religion is a set of system of beliefs and worship of a divine power and having faith in it. From table 4.1 it can be seen that there is a positive correlation between Religion and Compassion Satisfaction. The inter-correlation co-efficient of Religion and Compassion Satisfaction is .350 which is significant at 0.01 level significance. It indicates a positive weak level of correlation. Hence, the hypothesis no 1.13 stating that there will be no significant relationship between Religion and Compassion Satisfaction among Critical Care Nurses is rejected. It implies that having faith in a Religion and worshipping could influence Compassion Satisfaction.

The findings of present study are supported by another study conducted by Yesin and Polat (2023) which indicated that religion coping has positive correlation with compassion satisfaction.

Self-Blame is another sub-variable of Brief Cope. It is the act of blaming oneself for something even if it does not have anything to do with them. From table 4.1 it can be seen that there is no correlation between Self-Blame and Compassion Satisfaction. The inter-correlation co-efficient of Self-Blame and Compassion Satisfaction is -0.76 which does not have any significance. So, there is no significant correlation between Self-Blame and Compassion Satisfaction. Hence, the hypothesis no 1.14 stating that there will be no significant relationship between Self-Blame and Compassion Satisfaction among Critical Care Nurses is accepted. It implies Self-Blame has no significance with Compassion Satisfaction.

But another result was revealed through a study conducted by Calegari et al. (2022) showed that self-blame is an avoidant coping strategy and it reduces compassion satisfaction that differs from the present study.

Coping and its sub-variables, and Burnout

Burnout is another sub-variable of Compassion Fatigue. Burnout is the feeling of energy exhaustion and increased mental distance for one's job that will lead to feelings of negativism and reduced professional efficacy. Table 4.1 shows that there is a significant correlation with between Burnout and Coping. Hence, the hypothesis no 4.1 stating that there will not be significant relationship between Burnout and Coping is rejected.

Self-Distraction is a sub-variable of Coping. It is the mechanism people use to deal with a problem effectively by distracting oneself from the problem. From table 4.1 it can be seen that there is no correlation between Self-distraction and Burnout. The inter-correlation co-efficient self-distraction and Burnout is $-.148$ which is not significant. Hence, the hypothesis no 2.1 stating that there will be no significant relationship between Self-Distraction and Burnout among Critical Care Nurses is accepted. It implies that there is no association between self-distraction and Burnout.

Active Coping is another sub-variable of Coping. It is the mechanism where people take initiative to deal with the problem by Actively Coping with it. From table 4.1 it can be seen that there is a significant correlation between Active Coping and Burnout and the significance is at 0.01 level. The inter-correlation co-efficient Active Coping and Burnout is $-.376$ and it is negative and weak correlation. Hence, the hypothesis no 2.2 stating that there will be no significant relationship between Active Coping and Burnout among Critical Care Nurses is rejected. It implies that increase in Active Coping decreases Burnout and vice-versa. Even though it is a weak correlation, nonetheless Active Coping reduces Burnout in Critical Care Nurses according to the present study.

The results of the study conducted by Calegari et al. (2022) is in consistent with the findings of the present study as the results showed that increase in the use of active coping strategies reduced burnout.

Denial is another sub-variable of Coping. It is the mechanism of avoiding the existence of a problem by ignoring it. From table 4.1 there is no correlation between Denial and Burnout. The inter-correlation co-efficient of Denial and Burnout is $.094$ which does not have any significance. Hence, the hypothesis no 2.3 stating that there will be no significant relationship between Denial and Burnout among Critical Care Nurses is accepted. It implies that there is no correlation between Denial and Burnout. So, there is no significant correlation between Denial and Compassion Satisfaction.

Substance Use is another sub-variable of Brief Cope. It is the way people try to Cope with a problem using substances like alcohol or drugs. From table 4.1 it can be seen that there is no significant correlation between Substance Use and Burnout. The inter-correlation co-efficient is .178 and it can be said that there is no correlation between Substance Use and Burnout. Hence, the hypothesis no 2.4 stating that there will be no significant relationship between Substance Use and Burnout among Critical Care Nurses accepted. It implies that there is no relationship between Burnout and using substance as a Coping mechanism.

Emotional Support is another sub- variable of Brief Cope. It is the support that people get from their friends or relatives that gives them emotional strength. From table 4.1 it can be seen that there is a significance at 0.01 level between Emotional Support and Burnout. The inter-correlation co-efficient is -.438 and therefore, there is a negative and moderate correlation between Emotional Support and Burnout. Hence, the hypothesis no 2.5 stating that there will be no significant relationship between Emotional Support and Burnout among Critical Care Nurses is rejected. It implies that there is a significant relationship between Emotional Support and Burnout. When Emotional Support increases, Burnout might decrease. The emotional exhaustion that one feels can be reduced by getting the necessary Emotional Support.

Behavioral Disengagement is another sub-variable of Brief Cope. Behavioral Disengagement is reducing one's effort to deal with the problem or the stressor, even giving up the attempt to attain goals. From table 4.1 it can be seen that there is no significant correlation between Behavioral Disengagement and Burnout. The inter-correlation co-efficient is -.094 and therefore, there is no correlation. Hence, the hypothesis no 2.6 stating that there will be no significant relationship between Behavioral Disengagement and Burnout among Critical Care Nurses is accepted. It implies that Behavioral Disengagement has no significance with the increase and decrease of Burnout.

The findings of the present study are contradicting with the results of the study conducted by Zakaria et al. (2022) showed that nurses depended upon dysfunctional coping strategies as behavioral disengagement led to a significant increase in burnout.

Use of Informational Support is another sub-variable of Brief Cope. It is the use of knowledge, facts and feedbacks to overcome the problems by making use of these

facts and feedback information. From table 4.1 it can be seen that there is a significant correlation between Use of Informational Support and Burnout with significance of 0.01 level. The inter-correlation co-efficient is $-.360$ and therefore, there is a negative weak correlation. Hence, the hypothesis no 2.7 stating that there will be no significant relationship between Use of Informational Support and Burnout among Critical Care Nurses is rejected. It indicates that when Use of Informational Support increases Burnout decreases.

Use of Informational Support is a problem focused Coping strategy. Another study is supporting the findings of present study. The study conducted by Zakaria et al. (2022) revealed that the use of informational support and other problem focused coping responses to distress reflect positive cognitive and behavioral efforts in resolving life stressors.

Venting is another sub-variable of Brief Cope. Venting is the way of talking and letting out all the repressed emotions which usually is said to make people feel better. From table 4.1 it can be seen that there is no correlation between Venting and Burnout. The inter-correlation co-efficient is $-.027$ which does not have any significance. So, there is no significant correlation between Venting and Burnout. Hence, the hypothesis no 2.8 stating that there will be no significant relationship between Venting and Burnout among Critical Care Nurses is accepted. It implies that Venting has no significance with the increase and decrease of Burnout.

The findings of the present study are differing with the results of the study conducted by Zakaria et al. (2022) which explored burnout and coping strategies among nurses in Malaysia. The results showed that nurses who depended upon dysfunctional coping strategies as venting showed a significant increase in burnout.

Positive Reframing is another sub-variable of Brief Cope. It is the thinking about a negative or challenging situation in a more positive way. From table 4.1 it can be seen that there is a significant correlation between Positive Reframing and Burnout, where significance is at 0.01 level. The inter-correlation co-efficient is $-.304$ and therefore, there is a negative and weak correlation. Hence, the hypothesis no 2.9 stating that there will be no significant relationship between Positive Reframing and Burnout among Critical Care Nurses is rejected. It indicates that when Burnout increases use of Positive Reframing to

change negative thinking might decrease. The study conducted by Zakaria et al. (2022) showed that the burnout increased with increase in positive reframing.

Planning is another sub-variable of Brief Cope. It is the process of making plans about some aspects of life. From table 4.1 it can be seen that there is no correlation between Planning and Burnout. The inter-correlation co-efficient is .000 which is significant at 0.01 level significance. Therefore, there is a significant relationship between Burnout and Coping strategy of Planning. Hence, the hypothesis no 2.10 stating that there will be no significant relationship between Planning and Burnout among Critical Care Nurses is rejected. It implies that Planning has no significance with the increase and decrease of Burnout.

Humor is another sub-variable of Brief Cope. Humor is the quality of being amusing or comic in order to lighten a sorrowful situation. From table 4.1 it can be seen that there is no correlation between Humor and Burnout. The inter-correlation co-efficient of Humor and Burnout is .196 which does not have any significance. So, Humor and Burnout does not have any relationship between them. Hence, the hypothesis no 2.11 stating that there will be no significant relationship between Humor and Burnout among Critical Care Nurses is accepted. It implies that Humor has no significance with the increase and decrease of Burnout.

Acceptance is another sub-variable of Brief Cope. It is the act of accepting and approving of someone or something the way it is. From table 4.1 it can be seen that there is no correlation between Acceptance and Burnout. The inter-correlation co-efficient of Acceptance and Burnout is -.231 which does not have any significance. So, there is no significant correlation between Acceptance and Burnout. Hence, the hypothesis no 2.12 stating that there will be no significant relationship between Acceptance and Burnout among Critical Care Nurses is accepted. It implies that Acceptance has no significance with the increase and decrease of Burnout.

Religion is another sub-variable of Brief Cope. Religion is a set of system of beliefs and focuses on the worship of a divine power and having faith in it. From table 4.1 it can be seen that there is a significance at 0.05 level between Religion and B. The inter-correlation co-efficient t is -.237 which is a negative correlation. Hence, the hypothesis no 2.13 stating that there will be no significant relationship between Religion

and Burnout among Critical Care Nurses is rejected. Therefore, it indicates that when religious activities or rituals increases Burnout decreases and vice-versa.

The findings of the present study are consistent with the results of the study conducted by Zakaria et al. (2022) on burnout and coping strategies among nurses in Malaysia and the results revealed that religion as an emotion focused coping strategy showed a positive correlation with low DP (depersonalization) which is a domain of burnout. Religious belief was shown to be helpful for nurses to deal with challenges at work and maintaining quality of healthcare.

Self-Blame is another sub-variable of Brief Cope. It is the act of blaming oneself for something even if it does not have anything to do with them. From table 4.1 it can be seen that there is no significance between Self-Blame and Burnout. The inter-correlation co-efficient is .091 which indicates that there is no correlation between Self-Blame and Burnout. Hence, the hypothesis no 2.14 stating that there will be no significant relationship between Self-Blame and Burnout among Critical Care Nurses is accepted. It implies that Self-Blame does not have any role in the increase or decrease of Burnout.

Coping and its sub-variables, and Secondary Trauma

Secondary Trauma is another sub-variable of Compassion Fatigue. Secondary Trauma is the emotional exhaustion one goes through when the individual hears about or witness the trauma experience of another.

Self-Distraction is a sub-variable of Coping. It is the mechanism people use to deal with a problem effectively by distracting oneself from the problem. From the table 4.1 there is a significant correlation between Self-Distraction and Secondary Trauma. The inter-correlation co-efficient is .201 which indicates that there is a 0.05 level of significance and positive weak correlation between both. Hence, the hypothesis no 3.1 stating that there will be no significant relationship between Self-Distraction and Secondary Trauma among Critical Care Nurses is rejected. It implies that Self-Distraction does not have any role in the increase or decrease of Secondary Trauma.

Active Coping is another sub-variable of Coping. It is the mechanism where people take initiative to deal with the problem by actively Coping with it. From the table 4.1 it can be seen that there is no significance between Secondary Trauma and Active Coping. The inter-correlation co-efficient -.145, therefore there is no relationship

between Secondary Trauma and Active Coping strategies. Hence, the hypothesis no 3.2 stating that there will be no significant relationship between Active Coping and Secondary Trauma among Critical Care Nurses is accepted. It implies that Active Coping does not have any role in the increase or decrease of Secondary Trauma.

Denial is another sub-variable of Coping. It is the mechanism of avoiding the existence of a problem by ignoring it. From the table 4.1 there is a significant correlation between Denial and Secondary Trauma at 0.01 level. The inter-correlation co-efficient is .354 which indicates there is a positive and weak correlation between both. Hence, the hypothesis no 3.3 stating that there will be no significant relationship between Denial and Secondary Trauma among Critical Care Nurses is rejected. It implies that when Denial increases Secondary Trauma also increases and vice-versa.

The results of the present study are in consistent with another study conducted by Kellogg et al. (2018). The results revealed that denial increases secondary Trauma in nurses.

Substance Use is another sub-variable of Brief Cope. It is the way people try to cope with a problem using substances like alcohol or drugs. From the table 4.1 there is a significant positive correlation between Substance Use and Secondary Trauma at 0.05 level. The inter-correlation co-efficient is 0.215 which indicates there is a weak correlation between both. Hence, the hypothesis no 3.4 stating that there will be no significant relationship between Substance Use and Secondary Trauma among Critical Care Nurses is rejected. It implies that when Substance Use increases Secondary Trauma also increases and vice-versa.

Emotional Support is another sub- variable of Brief Cope. It is the support that people get from their friends or relatives that gives them emotional strength. From the table 4.1 it can be seen that there is no significance between Secondary Trauma and Emotional Support. The inter-correlation co-efficient is -.085, therefore there is no relationship between Secondary Trauma and Emotional Support. Hence, the hypothesis no 3.5 stating that there will be no significant relationship between Emotional Support and Secondary Trauma among Critical Care Nurses is accepted. It implies that when Emotional Support increases Secondary Trauma also increases and vice-versa.

But results of a past study conducted by Kellogg et al. (2018) is in contradictory with the findings of present study. The results showed that nurses with higher emotional support demonstrated higher secondary traumatic stress score.

Behavioral Disengagement is another sub-variable of Brief Cope. Behavioral Disengagement is reducing one's effort to deal with the problem or the stressor, even giving up the attempt to attain goals. From the table 4.1 it can be seen that there is no significance between Secondary Trauma and Behavioral Disengagement. The inter-correlation co-efficient is .094, therefore there is no relationship between Secondary Trauma and Behavioral Disengagement. Hence, the hypothesis no 3.6 stating that there will be no significant relationship between Behavioral Disengagement and Secondary Trauma among Critical Care Nurses is accepted. It implies that when Behavioral Disengagement increases Secondary Trauma also increases and vice-versa.

However, a study conducted by Kellogg et al. (2018) shows a different result that behavioral disengagement is associated with an increase in secondary traumatic stress scores, which is inconsistent with the findings of the present study.

Use of Informational Support is another sub-variable of Brief Cope. It is the use of knowledge, facts and feedbacks to overcome the problems by making use of these facts and feedback information. From the table 4.1 it can be seen that there is no significance between Secondary Trauma and Use of Informational Support. The inter-correlation co-efficient is -.065, therefore there is no relationship between Secondary Trauma and Use of Informational Support. Hence, the hypothesis no 3.7 stating that there will be no significant relationship between Use of Informational Support and Secondary Trauma among Critical Care Nurses is accepted. It implies that being aware of the reality and intensity of the situation has no significance with Secondary Trauma. Nurses do not go through stress even though they come to realize the reality of the circumstances. And this knowledge has nothing to do with the increase or decrease in Secondary Traumatic stress.

Kellogg et al. (2018) explored the secondary traumatic stress in pediatric nurses. It shows that use of informational support increased the secondary traumatic stress scores. This could be because stress tend to increase with the knowledge and being aware of the reality of a situation. Nurses would have come to know the drastic effects of the problem which in turn increased secondary trauma in them.

Venting is another sub-variable of Brief Cope. Venting is the way of talking and letting out all the repressed emotions which usually is said to make people feel better. From the table 4.1 there is a significant correlation between Venting and Secondary Trauma at 0.05 level. The inter-correlation co-efficient is 0.251 which indicates there is a positive and weak correlation between both. Hence, the hypothesis no 3.8 stating that there will be no significant relationship between Venting and Secondary Trauma among Critical Care Nurses is rejected. It implies that when Venting has no significance with the increase and decrease of Secondary Trauma.

This could be because as the person vent out the suppressed emotions to others, it can create friction in social relationships (Kross,2021). There is often a limit to how much listeners can actually hear no matter how strong one's bond is with the other. Also venting makes the person remember the whole situation again. This creates more stress in the person.

Positive Reframing is another sub-variable of Brief Cope. It is the thinking about a negative or challenging situation in a more positive way. From the table 4.1 it can be seen that there is no significance between Secondary Trauma and Positive Reframing. The inter-correlation co-efficient is -.016, therefore there is no relationship between Secondary Trauma and Positive Reframing. Hence, the hypothesis no 3.9 stating that there will be no significant relationship between Positive Reframing and Secondary Trauma among Critical Care Nurses is accepted. It implies that when Positive Reframing has no significance with the increase and decrease of Secondary Trauma.

However, the results revealed by a previous study conducted by Markovic and Zivanovic (2022) indicated that positive reframing showed negative correlation with secondary trauma, which implies that increase in the use of positive reframing as a coping strategy might decrease secondary traumatic stress.

Planning is another sub-variable of Brief Cope. It is the process of making plans about some aspects of life. From table 4.1 it can be seen that there is a positive and weak correlation between Planning and Secondary Trauma. The inter-correlation co-efficient of Planning is .307 which is significant at 0.01 level significance. Hence, the hypothesis no 3.10 stating that there will be no significant relationship between Planning and Secondary Trauma among Critical Care Nurses is rejected. It implies that Secondary Trauma increases when Planning is done for the management of issues.

Another study conducted by Markovic and Zivanovic (2022) reveals that planning is negatively correlated to the aspects of secondary trauma that differs from the present study. However, planning could increase the stress in nurses because it requires a definite knowledge of all the aspects including the drastic effects of the situation that is opposite to the predicted one. The nurses will be well aware of the consequences about what would happen if things do not go the way they are planned.

Humor is another sub-variable of Brief Cope. Humor is the quality of being amusing or comic in order to lighten a sorrowful situation. From table 4.1 it can be seen that there is a positive and moderate correlation between Humor and Secondary Trauma. The inter-correlation co-efficient of Humor and Secondary Trauma is .417 which is significant at 0.01 level significance. Hence, the hypothesis no 3.11 stating that there will be no significant relationship between Humor and Secondary Trauma among Critical Care Nurses is rejected. It implies that when Humor increases Secondary Trauma also increases and vice-versa. It implies that when Humor decreases Secondary Trauma also decreases and vice-versa.

In extreme environments, especially those involving traumatic stressors, there is an expectation that workers in these environments will be sensitive to the suffering of others, hence humor and laughter in the face of tragedy is viewed with suspicion. Humor is usually said to be a quality that would help people cope with the stress. But the present study shows that increase in the use of Humor might increase the Secondary Trauma. It is consistent with the results of a previous study conducted by Babore et al. (2020) which showed that use of humor increases the secondary traumatic stress.

Acceptance is another sub-variable of Brief Cope. It is the act of accepting and approving of someone or something the way it is. From table 4.1 it can be seen that there is no correlation between Acceptance and Secondary Trauma. The inter-correlation co-efficient of Acceptance and Secondary Trauma is -.045 which does not have any significance. So, there is no significant correlation between Acceptance and Secondary Trauma. Hence, the hypothesis no 3.12 stating that there will be no significant relationship between Acceptance and Secondary Trauma among Critical Care Nurses is accepted. It implies that Acceptance has no significance with Secondary Trauma.

Religion is another sub-variable of Brief Cope. Religion is a set of system of beliefs and worship of a divine power and having faith in it. From table 4.1 it can be seen

that there is no correlation between Religion and Secondary Trauma. The inter-correlation co-efficient of Religion and Secondary Trauma is $-.054$ which does not have any significance. So, there is no significant correlation between Religion and Secondary Trauma. Hence, the hypothesis no 3.13 stating that there will be no significant relationship between Religion and Secondary Trauma among Critical Care Nurses is accepted. It implies that Religion has no significance with Secondary Trauma.

Self-Blame is another sub-variable of Brief Cope. It is the act of blaming oneself for something even if it does not have anything to do with them. From table 4.1 it can be seen that there is no significance between Self-Blame and Secondary Trauma. The inter-correlation co-efficient is $.164$ which indicates that there is no correlation between Self-Blame and Secondary Trauma. Self-Blame does not have any role in the increase or decrease of Secondary Trauma. Hence, the hypothesis no 3.14 stating that there will be no significant relationship between Self-Blame and Secondary Trauma among Critical Care Nurses is accepted. It implies that Self-Blame has no significance with Secondary Trauma.

Blaming oneself is an avoidant coping strategy. No good can come from blaming oneself for things, even if they are responsible for it. Self-blaming makes a person think very less of themselves and their self-image with self-confidence comes crashing down. However, in the present study result indicates that Self-Blame has no significance with the increase or decrease in Secondary Traumatic stress.

Section 2

T-test is conducted to find the significant differences between Coping and Compassion Fatigue based on demographic Details such as Gender and Type of Hospital. The results are presented below.

There can always be found a Gender difference in the experiencing of trauma or mental exhaustion in all the fields. Especially for nurses working in Critical Care Unit would have different stress levels and coping capacities. Female nurses would have high level of Compassion Fatigue and they might come up with the most effective Coping strategies to deal with it. Samples were divided a male and female to study the Gender difference in Coping and Compassion Fatigue.

The sub scales of Coping are Self-Distraction, Active Coping, Denial, Substance Use, Emotional Support, Behavioral Disengagement, Use of Informational Support, Venting,

Positive Reframing, Planning, Humor, Acceptance, Religion and Self-Blame. The subscales of Compassion Fatigue are Compassion Satisfaction, Burnout and Secondary Trauma.

Table 4.2: Comparison of Critical Care Nurses on Coping and Compassion Fatigue based on Gender

S.No.	Variables	Male		Female		T value
		N = 6		N = 91		
		Mean	SD	Mean	SD	
1	SD	3.60	.894	4.88	1.332	-2.116 ^{ns}
2	AC	4.60	.894	5.56	1.544	-1.374 ^{ns}
3	D	3.80	.447	4.33	1.453	-.809 ^{ns}
4	SU	3.60	.894	3.48	1.463	.176 ^{ns}
5	ES	2.80	1.789	5.11	1.552	-3.217 ^{ns}
6	BD	3.20	1.789	4.79	1.346	-2.533 ^{ns}
7	UIS	3.40	1.949	5.48	1.456	-3.065 ^{ns}
8	V	5.60	.894	4.70	1.312	1.505 ^{ns}
9	PR	3.40	.548	5.23	1.438	-2.823 ^{ns}
10	P	3.60	.894	5.33	1.126	-3.371 ^{ns}
11	H	4.80	1.095	5.00	1.116	-.391 ^{ns}
12	A	3.60	.894	5.55	1.455	-2.956 ^{ns}
13	R	3.60	2.191	5.40	1.646	-2.337 ^{ns}
14	SB	2.80	1.304	4.56	1.384	-2.776 ^{ns}
15	Total	52.40	8.792	69.41	10.574	-3.525 ^{ns}
16	CS	28.80	2.683	34.23	6.186	-1.945 ^{ns}
17	BO	30.00	2.236	26.40	4.284	1.861 ^{ns}
18	ST	27.20	1.095	26.57	4.377	.319 ^{ns}

ns= not significant

Self-Distracton is the sub-variable of Coping. It is the mechanism people use to deal with a problem effectively by distracting oneself from the problem. From table 4.2, it can be observed that the T value obtained is -2.116 which is not significant. It implies

that there is no significant difference in Self-Distraction based on the Gender of nurses working in Critical Care Unit. Hence, the hypothesis no 5.1 stating that there will be no significant difference in Self-Distraction based on Gender among Critical Care Nurses is accepted.

Active Coping is the sub-variable of Coping. It is the mechanism where people take initiative to deal with the problem by actively Coping with it. The T value obtained is -1.374 which is not significant. It implies that there is no significant difference in Active Coping based on the Gender of nurses working in Critical Care Unit. Hence, the hypothesis no 5.2 stating that there will be no significant difference in Active Coping based on Gender among Critical Care Nurses is accepted.

Denial is the sub-variable of Coping. It is the mechanism of avoiding the existence of a problem by ignoring it. The T value obtained is -.809 which is not significant. It implies that there is no significant difference in Denial based on the Gender of nurses working in Critical Care Unit. Hence, the hypothesis no 5.3 stating that there will be no significant difference in Denial based on Gender among Critical Care Nurses is accepted.

Substance Use is a sub-variable of Brief Cope. It is the way people try to cope with a problem using substances like alcohol or drugs. The T value obtained is .176 which is not significant. It implies that there is no significant difference in Substance Use based on the Gender of nurses working in Critical Care Unit. Hence, the hypothesis no 5.4 stating that there will be no significant difference in Substance Use based on Gender among Critical Care Nurses is accepted.

Emotional Support is a sub variable of Coping. It is the support that people get from external sources to be emotionally strong. The T value obtained by Critical Care Nurses for Emotional Support is -3.217, which is significant at 0.05 level of significance. This indicates that there is statistically a difference between male and female nurses working in Critical Care Unit. The obtained mean value and standard deviation for male nurses are 2.80 and 1.789 respectively. The obtained mean value and standard deviation of female nurses are 5.11 and 1.552. The difference in mean score indicate that female nurses use Emotional Support as a Coping strategy than male nurses. Hence, the hypothesis no 5.5 stating that there will be no significant difference in Emotional Support based on Gender among Critical Care Nurses is rejected.

It implies that female nurses working in Critical Care Unit have more Emotional Support from family or friends. And the female nurses are more tend to use that support to strengthen themselves emotionally. It might be because female nurses might seek out Emotional Support from others in order to survive their intensive and emotional exhaustion, male nurses might not take the initiative and seek out the Emotional Support they require to be able to handle the mental fatigue in their work. So male nurses also might not use the Emotional Support they have to cope with their issues.

Behavioral Disengagement is a sub-variable of Brief Cope. Behavioral Disengagement is reducing one's effort to deal with the problem or the stressor, even giving up the attempt to attain goals. The T value obtained is -2.533 which is not significant. It implies that there is no significant difference in Behavioral Disengagement based on the Gender of nurses working in Critical Care Unit. Hence, the hypothesis no 5.6 stating that there will be any significant difference in Behavioral Disengagement based on Gender among Critical Care Nurses is accepted.

Use of informational support is a sub variable of Coping. Informational support refers to messages that include knowledge or facts such as advice or feedback on actions. The T value obtained by Critical Care Nurses for use of informational support is -3.065, which is significant at 0.05 level of significance. This indicates there is statistically a difference between male and female nurses working in Critical Care Unit. The obtained mean value and standard deviation for male nurses are 3.40 and 1.949. The obtained mean value and standard deviation of female nurses are 5.48 and 1.456. The difference in mean score indicate that female nurse uses informational support as an effective Coping strategy than male nurses. Hence, the hypothesis no 5.7 stating that there will be no significant difference in use of Informational Support based on Gender among Critical Care Nurses is rejected.

It implies that female nurses tend to use more informational support. They acquire knowledge from various sources to gather details about the way to deal with their issues. Female nurses take advice and feedback from others to use it effectively to their advantage to become more emotionally stable and healthy. Male nurses on the other hand might deal with their issues in some other manner but not by seeking out knowledge to know ways to deal with their issues.

Venting is a sub-variable of Brief Cope. Venting is the way of talking and letting out all the repressed emotions which usually is said to make people feel better. The T value obtained is 1.505 which is not significant. It implies that there is no significant difference in Venting based on the Gender of nurses working in Critical Care Unit. Hence, the hypothesis no 5.8 stating that there will be no significant difference in Venting based on Gender among Critical Care Nurses is accepted.

Positive Reframing is a sub-variable of Brief Cope. It is the thinking about a negative or challenging situation in a more positive way. The T value obtained is -2.823 which is not significant. It implies that there is no significant difference in Positive Reframing based on the Gender of nurses working in Critical Care Unit. Hence, the hypothesis no 5.9 stating that there will be no significant difference in Positive Reframing based on Gender among Critical Care Nurses is accepted.

Planning is a sub variable of Coping. Planning refers to the action of establishing a framework for doing something, in this context to solve an issue. The T value obtained by Critical Care Nurses for Planning -3.371 which is significant at 0.01 level of significance. This indicates there is statistically a difference between male and female nurses working in Critical Care Unit. The obtained mean value and standard deviation for male nurses are 3.60 and .894. The obtained mean value and standard deviation of female nurses are 5.33 and 1.126. The difference in mean score indicates that female nurse use Planning as an effective Coping strategy than male nurses. Hence, the hypothesis no 5.10 stating that there will be no significant difference in Planning based on Gender among Critical Care Nurses is rejected.

It implies that female nurses may make a very good effort in establishing plans in order to execute an action to solve the problems. They might plan ahead of time on how to deal with certain areas of problems and how to manage them.

Humor is a sub-variable of Brief Cope. Humor is the quality of being amusing or comic in order to lighten a sorrowful situation. The T value obtained is -.391 which is not significant. It implies that there is no significant difference in Humor based on the Gender of nurses working in Critical Care Unit. Hence, the hypothesis no 5.11 stating that there will be no significant difference in Humor based on Gender among Critical Care Nurses is accepted.

Acceptance is a sub variable of Coping. Acceptance is the act of accepting someone or something. In this context it means accepting the reality of the problem first and then finding ways to solve it or manage the situation. The T value obtained by Critical Care Nurses for Acceptance is -2.956 which is significant at 0.05 level of significance. This indicates there is statistically a difference between male and female nurses working in Critical Care Unit. The obtained mean value and standard deviation for male nurses are 3.60 and .894 respectively. The obtained mean value and standard deviation for female nurses are 5.55 and 1.455 respectively. The difference in mean score indicates that female nurse use Acceptance as an effective Coping strategy than male nurses. Hence, the hypothesis no 5.12 stating that there will be no significant difference in Acceptance based on Gender among Critical Care Nurses is rejected.

It implies that female nurses accept their situation. They may accept the reality of the situation and realize that somethings are inevitable. And they might try to solve the issue effectively or by managing the situation by using effective strategies.

Religion is a sub-variable of Brief Cope. Religion is a set of system of beliefs and worship of a divine power and having faith in it. The T value obtained is -2.337 which is not significant. It implies that there is no significant difference in Religion based on the Gender of nurses working in Critical Care Unit. Hence, the hypothesis no 5.13 stating that there will be no significant difference in Religion based on Gender among Critical Care Nurses is accepted.

Self-Blame is a sub-variable of Brief Cope. It is the act of blaming oneself for something even if it does not have anything to do with them. The T value obtained is -2.776 which is not significant. It implies that there is no significant difference in Self-Blame based on the Gender of nurses working in Critical Care Unit. Hence, the hypothesis no 5.14 stating that there will be no significant difference in Self-Blame based on Gender among Critical Care Nurses is accepted.

But a study conducted by Alnazly and Hijazeen (2021) shows that there are significant differences between Genders for self-blaming score, with females having higher mean scores than males in both cases. Male nurses showed statistically significantly higher scores than females for emotional support and acceptance.

There are three variables for Compassion Fatigue, namely, Compassion Satisfaction, Burnout and Secondary Trauma.

Table 4.2 shows that the T value obtained by Compassion Satisfaction is -1.945 and it indicates that there is statistically no mean difference in Compassion Satisfaction between male and female nurses working in Critical Care Unit. Hence, the hypothesis no 5.15 stating that there will be no significant difference in Compassion Satisfaction based on Gender among Critical Care Nurses is accepted.

The T value obtained by Burnout is 1.861 and it indicates that there is statistically no mean difference in Burnout between male and female nurses working in Critical Care Unit. Hence, the hypothesis no 5.16 stating that stating that there will be no significant difference in Burnout based on Gender among Critical Care Nurses is accepted.

The T value obtained by Secondary Trauma is .319 and it indicates that there is statistically no mean difference in Secondary Trauma between male and female nurses working in Critical Care Unit. Hence, the hypothesis no 5.17 stating that there will be no significant difference in Secondary Trauma based on Gender among Critical Care Nurses is accepted.

The obtained mean value for male nurses is 28.80, 30.00, 27.20. the standard deviation of male nurses is 2.683, 2.236 and 1.095. The obtained mean value for female nurses is 34.23, 26.40 and 26.57. the standard deviation of female nurses is 6.186, 4.284 and 4.377. This indicates that male and female nurses working in critical care department do not have any difference in sub variables of Compassion Fatigue such as Compassion Satisfaction, Burnout and Secondary Trauma. This implies that Compassion Fatigue does not have any influence on the Gender of the nurses working in the Critical Care Unit. Therefore, there is an equal chance for male and female nurses to go through mental fatigue and mental depletion regardless of their Gender.

The results of T-test which was conducted to find out the relationship between Coping and Compassion Fatigue among Critical Care Nurses reveals that there is a significant difference in Emotional Support, Use of Informational Support and Planning based on Gender. The result shows that positive Coping strategies such as Emotional Support, Use of Informational Support and Planning are used more by female nurses.

Further analysis reveals that positive Coping strategies such as, Active Coping, Positive Reframing, Humor, Acceptance and Religion are used more by female nurses except for Venting. Venting is a positive strategy used more by male nurses among Critical Care. Compassion Satisfaction is seen more in female nurses too.

Negative Coping strategies such as Self-Distraction, Denial, Behavioral Disengagement and Self-Blame are used more by female nurses. Negative Coping strategy like Substance Use is used more by male nurses. Secondary Trauma and Burnout is found more in male nurses.

Table 4.3: Comparison of Critical Care Nurses on Coping and Compassion Fatigue based on Type of Hospital

S. No	Variables	Government		Private		T value
		N = 75		N = 22		
		Mean	SD	Mean	SD	
1	SD	4.81	1.504	4.81	1.302	-.011 ^{ns}
2	AC	5.38	1.431	5.55	1.562	-.437 ^{ns}
3	D	4.48	1.750	4.25	1.326	.633 ^{ns}
4	SU	3.81	1.632	3.40	1.375	1.157 ^{ns}
5	ES	5.24	1.609	4.92	1.650	.785 ^{ns}
6	BD	5.14	1.108	4.59	1.462	1.616 ^{ns}
7	UIS	4.98	1.485	5.73	1.524	.020 ^{ns}
8	V	4.91	1.240	4.61	1.358	.612 ^{ns}
9	PR	5.02	1.588	5.24	1.350	-1.157 ^{ns}
10	P	4.91	1.258	5.53	1.027	.202 ^{ns}
11	H	5.16	.976	4.84	1.206	.270 ^{ns}
12	A	5.33	1.624	5.55	1.376	-.231 ^{ns}
13	R	4.73	1.671	5.80	1.600	.238 ^{ns}
14	SB	4.53	1.561	4.41	1.314	.371 ^{ns}
15	Total	67.09	12.905	69.78	9.209	.510 ^{ns}
16	CS	31.76	5.881	34.56	6.143	-1.862 ^{ns}
17	BO	26.90	3.936	26.49	4.382	.388 ^{ns}
18	ST	26.19	3.544	26.72	4.465	-.500 ^{ns}

ns=not significant

Coping and Compassion Fatigue has no significant difference among Critical Care Nurses based on type of the hospital they are working in.

Coping has sub variables such as self-distraction, Active Coping, Denial, Substance Use, Emotional Support, Behavioral Disengagement, use of informational support, Venting, Positive Reframing, Planning, Humor, Acceptance, Religion and Self-Blame.

As per the result of independent t test, from the table 4.3, the T value obtained by Self-Distraction is -.011 which is not significant. Self-Distraction is the passive Coping strategy in that the person copes without directly confronting the situation or trying to solve the problem. The mean value and standard deviation of government hospital is 4.81 and 1.504 respectively. The mean value and standard deviation of private hospital is 4.81 and 1.302 respectively. This indicates that there is no significant difference between nurses working in the Critical Care Unit of government and private hospitals. Hence, the hypothesis no 8.1 stating that there will be no significant difference in Self-Distraction based on type of hospital among Critical Care Nurses is accepted.

Active Coping is another sub variable of Coping. Active Coping is the thought to be an adaptive way of dealing with stressful events. As per the result of independent t test, the T value obtained by is active Coping -.437 which is not significant. The mean value and standard deviation of government hospital is 5.38 and 1.431 respectively. The mean value and standard deviation of private hospital is 5.55 and 1.562 respectively. This indicates that there is no significant difference between nurses working in the Critical Care Unit of government and private hospitals. Hence, the hypothesis no 8.2 stating that there will be no significant difference in Active Coping based on type of hospital among Critical Care Nurses is accepted.

Denial is another sub variable of Coping. The T value obtained is .633 which is not significant. This indicates that there is no significant difference on Denial among Critical Care Nurses. Denial is the ignoring the reality of a situation to avoid anxiety. The mean value and standard deviation of government hospital is 4.48 and 1.750 respectively. The mean value and standard deviation of private hospital is 4.25 and 1.326 respectively. This indicates that there is no significant difference between nurses working in the Critical Care Unit of government and private hospitals. Hence, the hypothesis no 8.3 stating that there will be no significant difference in Denial based on type of hospital among Critical Care Nurses is accepted.

Substance Use is another sub variable of Coping. The T value by Substance Use is 1.157 which is not significant. This indicates that there is no significant difference on Substance Use among Critical Care Nurses. Substance Use as a Coping method is the use of alcohol and other drugs to avoid the problem or to develop the courage to face it. The mean value and standard deviation of government hospital is 3.81 and 1.632 respectively. The mean value and standard deviation of private hospital is 3.40 and 1.375 respectively. This indicates that there is no significant difference between nurses working in the Critical Care Unit of government and private hospitals. Hence, the hypothesis no 8.4 stating that there will be no significant difference in Substance Use based on type of hospital among Critical Care Nurses is accepted.

Emotional Support another sub variable of Coping. The T value obtained by Emotional Support is .785 which is not significant. This indicates that there is no significant difference among Critical Care Nurses based on type of hospital. The mean value and standard deviation of government hospital is 5.24 and 1.609 respectively. The mean value and standard deviation of private hospital is 4.92 and 1.650 respectively. This indicates that there is no significant difference between nurses working in the Critical Care Unit of government and private hospitals. Hence, the hypothesis no 8.5 stating that there will be no significant difference in Emotional Support based on type of hospital among Critical Care Nurses is accepted.

Behavioral Disengagement is another sub variable of Coping. The T value obtained by Behavioral Disengagement is 1.616 which is not significant. The mean value and standard deviation of government and private hospital are 5.14, 1.108, 4.59 and 1.462 respectively. This indicates that there is no significant difference between nurses working in the Critical Care Unit of government and private hospitals. Hence, the hypothesis no 8.6 stating that there will be no significant difference in Behavioral Disengagement based on type of hospital among Critical Care Nurses is accepted.

Use of Informational Support is another sub variable of Coping. The T value obtained is 0.20 which is not significant. The mean value and standard deviation of government and private hospital are 4.98, 1.485, 5.73 and 1.524 respectively. This indicates that there is no significant difference between nurses working in the Critical Care Unit of government and private hospitals. Hence, the hypothesis no 8.7 stating that

there will be no significant difference in Use of informational Support based on type of hospital among Critical Care Nurses is accepted.

Venting is another sub variable of Coping. The T value obtained is .612 which is not significant. The mean value and standard deviation of government and private hospital are 4.91, 1.240, 4.61 and 1.358 respectively. This indicates that there is no significant difference between nurses working in the Critical Care Unit of government and private hospitals. Hence, the hypothesis no 8.8 stating that there will be no significant difference in Venting based on type of hospital among Critical Care Nurses is accepted.

Positive Reframing is another sub variable of Coping. The T value obtained is - 1.157 which is not significant. The mean value and standard deviation of government and private hospital are 5.02, 1.588, 5.24 and 1.350 respectively. This indicates that there is no significant difference between nurses working in the Critical Care Unit of government and private hospitals. Hence, the hypothesis no 8.9 stating that there will be no significant difference in Positive Reframing based on type of hospital among Critical Care Nurses is accepted.

Planning is another sub variable of Coping. Planning is the process of establishing a framework about how to deal with an issue effectively by executing efficient plans. The T value obtained is .202 which is not significant. The mean value and standard deviation of government and private hospital are 4.91, 1.258, 5.53 and 1.027 respectively. This indicates that there is no significant difference between nurses working in the Critical Care Unit of government and private hospitals. Hence, the hypothesis no 8.10 stating that there will be no significant difference in Planning based on type of hospital among Critical Care Nurses is accepted.

Humor is another sub variable of Coping. The T value obtained by Humor is .270 which is not significant. The mean value and standard deviation of government and private hospital are 5.16, .976, 4.84 and 1.206 respectively. So, there is no significant difference on using Humor as a Coping mechanism by Critical Care Nurses based on the type of hospital, they are working in. Hence, the hypothesis no 8.11 stating that there will be no significant difference in Humor based on type of hospital among Critical Care Nurses is accepted.

Acceptance is another sub variable of Coping. The T value obtained by Acceptance is $-.231$ which is not significant. The mean value and standard deviation of government and private hospital are $5.33, 1.624, 5.55$ and 1.376 respectively. So, there is no significant difference on using Acceptance as a Coping mechanism by Critical Care Nurses based on the type of hospital, they are working in. Hence, the hypothesis no 8.12 stating that there will be no significant difference in Acceptance based on type of hospital among Critical Care Nurses is accepted.

Religion is another sub variable of Coping. Religion is the institution of beliefs and faith in a higher divine power. The T value obtained by Acceptance is $.238$ which is not significant. The mean value and standard deviation of government and private hospital are $4.73, 1.561, 4.41$ and 1.314 respectively. So, there is no significant difference on using Religion as a Coping mechanism by Critical Care Nurses based on the type of hospital, they are working in. Hence, the hypothesis no 8.13 stating that there will be no significant difference in Religion based on type of hospital among Critical Care Nurses is accepted.

Self-Blame is another sub variable of Coping. Self-Blame is blaming oneself for the things that are going wrong in one's life and the things for which they are not responsible for. The T value obtained by Acceptance is $.371$ which is not significant. The mean value and standard deviation of government and private hospital are $4.53, 1.561, 4.41$ and 1.314 respectively. So, there is no significant difference on Self-Blame on Critical Care Nurses based on the type of shift they are working in. Hence, the hypothesis no 8.14 stating that there will be no significant difference in Self-Blame based on type of hospital among Critical Care Nurses is accepted.

From the table 4.6 it can be observed that the T value obtained by Critical Care Nurses for the sub variables of Compassion Fatigue such as Compassion Satisfaction, Burnout and Secondary Trauma are $-1.862, .388$ and $-.500$ respectively. It indicates that there is statistically no mean difference between nurses working in Critical Care Unit of government and private hospitals.

Compassion Satisfaction is the pleasure and self-satisfaction that comes from helping others. The T value obtained is -1.862 and the mean value and standard deviation for government hospital is 31.76 and 5.881 respectively. The mean value and standard deviation of private hospital is 34.56 and 6.143 . This indicates that there is no significant

difference between nurses working in the Critical Care Unit of government and private hospitals. Hence, the hypothesis no 8.15 stating that there will be no significant difference in Compassion Satisfaction based on type of hospital among Critical Care Nurses is accepted.

It implies that Compassion Satisfaction has no influence on the type of hospitals the Critical Care Nurses are working in. feeling of satisfaction and pleasure from one's work has got to do more with the environment of the work, the category of unit they are working in and the current mental status of the nurses but it has got no influence on whether the hospital is government or private.

Burnout is the feeling of energy exhaustion and increased mental distance for one's job that will lead to feelings of negativism and reduced professional efficacy. The T value obtained is .388 and it is not statistically significant. The mean value and standard deviation of government hospital is 26.90 and 3.936 respectively. The mean value and standard deviation of private hospital is 26.49 and 4.382 respectively. This indicates that there is no significant difference between nurses working in the Critical Care Unit of government and private hospitals. Hence, the hypothesis no 8.16 stating that there will be no significant difference in Burnout based on type of hospital among Critical Care Nurses is accepted.

Secondary Trauma is the emotional exhaustion one goes through when the individual hears about or witness the trauma experience of another. The T value obtained is -.500 and it is not statistically significant. The mean value and standard deviation of government hospital is 26.19 and 3.544 respectively. The mean value and standard deviation of private hospital is 26.72 and 4.465 respectively. This indicates that there is no significant difference between nurses working in the Critical Care Unit of government and private hospitals. Hence, the hypothesis no 8.17 stating that there will be no significant difference in Secondary Trauma based on type of hospital among Critical Care Nurses is accepted.

Even though there is no significant difference in Sub variables of Coping and Compassion Fatigue based on Type of Hospital, it is found that positive Coping strategies such as Active Coping, Positive Reframing and Acceptance is used more by Private nurses. Compassion Satisfaction is also found more in Private nurses. Positive Coping strategies such as Emotional Support, Use of Informational Support, Venting, Planning, Humor and Religion are used more by Government nurses.

Negative coping strategies such as Denial, Substance Use, Behavioral Disengagement and Self-Blame are used more by nurses working in Government hospitals. Self-Distraction is used by both Government and Private nurses on same level. Burnout is found more in Government and Secondary Trauma is found more in Private nurses.

Table 4.4: Comparison of Critical Care Nurses on Coping and Compassion Fatigue based on Educational Qualification: Result based on One-Way ANOVA

S. No	Variables	Sum of Squares		Mean of Squares		F	Sig.
		Between group	Within group	Between group	Within group		
1	SD	5.525	165.100	2.763	1.775	1.556	.216 ^{ns}
2	AC	6.317	215.673	3.158	2.319	1.362	.261 ^{ns}
3	D	.685	191.555	.342	2.060	.166	.847 ^{ns}
4	SU	.342	195.648	.171	2.104	.081	.922 ^{ns}
5	ES	.186	254.804	.093	2.740	.034	.967 ^{ns}
6	BD	20.100	167.733	10.050	1.804	5.572	0.005 ^s
7	UIS	3.827	222.673	1.913	2.394	.799	.453 ^{ns}
8	V	8.368	153.632	4.184	1.652	2.533	.085 ^{ns}
9	PR	3.475	199.764	1.738	2.148	.809	.448 ^{ns}
10	P	4.357	127.133	2.179	1.367	1.594	.209 ^{ns}
11	H	3.965	113.025	1.983	1.215	1.631	.201 ^{ns}
12	A	1.218	210.522	.609	2.264	.269	.765 ^{ns}
13	R	7.237	271.002	3.619	2.914	1.242	.294 ^{ns}
14	SB	1.657	192.249	.828	2.067	.401	.671 ^{ns}
15	Total	337.127	11404.831	168.563	122.633	1.375	.258
16	CS	62.130	3550.610	31.065	38.179	.814	.446 ^{ns}
17	BO	22.158	1711.175	11.079	18.400	602	.550 ^{ns}
18	ST	195.615	1535.343	97.808	16.509	5.924	0.004 ^s

ns= not significant

Table 4.5: *Tests of Between Educational Qualification effects for One-Way ANOVA*

Variable	Educational Qualification	Mean
Secondary Trauma	Diploma	24.14
	Post-Graduation	30.11
Behavioral Disengagement	Diploma	5.57
	Under Graduation	4.45

Self-Distraction is a sub-variable of Coping. It is the mechanism people use to deal with a problem effectively by distracting oneself from the problem. The F ratio obtained is 1.556, which has no significance. It implies that there is no significant difference in Self-Distraction among Critical Care Nurses based on their Educational Qualification. Hence, the hypothesis no 6.1 stating that there will be no significant difference in Self-Distraction based on Educational Qualification among Critical Care Nurses is accepted.

Active Coping is another sub-variable of Coping. It is the mechanism where people take initiative to deal with the problem by actively Coping with it. The F ratio obtained is 1.362, which has no significance. Hence, the hypothesis no 6.2 stating that there will be no significant difference in Active Coping based on Educational Qualification among Critical Care Nurses is accepted. It implies that there is no significant difference in Active Coping among Critical Care Nurses based on their Educational Qualification.

Denial is another sub-variable of Coping. It is the mechanism of avoiding the existence of a problem by ignoring it. The F ratio obtained is 0.166, which has no significance. Hence, the hypothesis no 6.3 stating that there will be no significant difference in Denial based on Educational Qualification among Critical Care Nurses is accepted. It implies that there is no significant difference in Denial among Critical Care Nurses based on their Educational Qualification.

Substance Use is another sub-variable of Brief Cope. It is the way people try to cope with a problem using substances like alcohol or drugs. The F ratio obtained is 0.081, which has no significance. Hence, the hypothesis no 6.4 stating that there will be no significant difference in Substance Use based on Educational Qualification among Critical Care Nurses is accepted. It implies that there is no significant difference in Substance Use among Critical Care Nurses based on their Educational Qualification.

Emotional Support is another sub- variable of Brief Cope. It is the support that people get from their friends or relatives that gives them emotional strength. The F ratio obtained is .034, which has no significance. Hence, the hypothesis no 6.5 stating that there will be no significant difference in Emotional Support based on Educational Qualification among Critical Care Nurses is accepted. It implies that there is no significant difference in Emotional Support among Critical Care Nurses based on their Educational Qualification.

Behavioral Disengagement is another sub variable of Coping. It is the tendency to give up or reduce one's efforts in difficult situations instead of facing them. The F ratio obtained by Behavioral Disengagement is 5.572 which is significant 0.05 level of significance. Hence, the hypothesis no 6.6 stating that there will be no significant difference in Behavioral Disengagement based on Educational Qualification among Critical Care Nurses is rejected. It means Behavioral Disengagement has a significant difference on Critical Care Nurses based on their Educational Qualification.

By observing the post hoc test table, it can be seen that a significant difference is existing between nurses with diploma and under graduation. So, there must exist a difference among nurses working in Critical Care Unit based on their Educational Qualification in Coping by using the mechanism of Behavioral Disengagement. By observing homogenous subsets, it can be seen that the mean value for diploma and undergraduate nurses are 5.57 and 4.45. The mean value is more for nurses who have diploma. So, it can be said that the nurses with diploma qualification is more likely to give up on the problems instead of facing it. The diploma nurses working in Critical Care Nurses are more likely to use Behavioral Disengagement as a Coping mechanism to a challenging situation. It might be because nurses with diploma have less in-depth knowledge in the subject which makes them vulnerable to certain situations. The nurses

with more Educational Qualification in the area like nurses who are undergraduate, who has done BSc in nursing are more likely to choose effective Coping strategies.

Use of Informational Support is another problem focused Coping strategy. The F ratio obtained is 0.799, which has no significance. It implies that there is no significant difference in Use of Informational Support among Critical Care Nurses based on their Educational Qualification. Hence, the hypothesis no 6.7 stating that there will be no significant difference in Use of Informational Support based on Educational Qualification among Critical Care Nurses is accepted.

Venting is another sub-variable of Brief Cope. It is the way of talking and letting out all the repressed emotions which usually is said to make people feel better. The F ratio obtained is 2.533, which has no significance. It implies that there is no significant difference in Venting among Critical Care Nurses based on their Educational Qualification. Hence, the hypothesis no 6.8 stating that there will be no significant difference in Venting based on Educational Qualification among Critical Care Nurses is accepted.

Positive Reframing is another sub-variable of Brief Cope. It is the thinking about a negative or challenging situation in a more positive way. The F ratio obtained is 0.809, which has no significance. It implies that there is no significant difference in Positive Reframing among Critical Care Nurses based on their Educational Qualification. Hence, the hypothesis no 6.9 stating that there will be no significant difference in Positive Reframing based on Educational Qualification among Critical Care Nurses is accepted.

Planning is another sub-variable of Brief Cope. It is the process of making plans about some aspects of life. The F ratio obtained is 1.594, which has no significance. It implies that there is no significant difference in Planning among Critical Care Nurses based on their Educational Qualification. Hence, the hypothesis no 6.10 stating that there will be no significant difference in Planning based on Educational Qualification among Critical Care Nurses is accepted.

Humor is another sub-variable of Brief Cope. Humor is the quality of being amusing or comic in order to lighten a sorrowful situation. The F ratio obtained is 1.631, which has no significance. It implies that there is no significant difference in Humor among Critical Care Nurses based on their Educational Qualification. Hence, the

hypothesis no 6.11 stating that there will be no significant difference in Humor based on Educational Qualification among Critical Care Nurses is accepted.

Acceptance is another sub-variable of Brief Cope. It is the act of accepting and approving of someone or something the way it is. The F ratio obtained is 0.269, which has no significance. It implies that there is no significant difference in Acceptance among Critical Care Nurses based on their Educational Qualification. Hence, the hypothesis no.6.12 stating that there will be no significant difference in Acceptance based on Educational Qualification among Critical Care Nurses is accepted.

Religion is another sub-variable of Brief Cope. Religion is a set of system of beliefs and focuses on the worship of a divine power and having faith in it The F ratio obtained is 1.242, which has no significance. It implies that there is no significant difference in Religion among Critical Care Nurses based on their Educational Qualification. Hence, the hypothesis no 6.13 stating that there will be no significant difference in Religion based on Educational Qualification among Critical Care Nurses is accepted.

Self-Blame is another sub-variable of Brief Cope. It is the act of blaming oneself for something even if it does not have anything to do with them. The F ratio obtained is 0.401, which has no significance. It implies that there is no significant difference in Self-Blame among Critical Care Nurses based on their Educational Qualification. Hence, the hypothesis no 6.14 stating that there will be no significant difference in Self-Blame based on Educational Qualification among Critical Care Nurses is accepted.

Compassion Fatigue has three sub scales, namely, Compassion Satisfaction, Burnout and Secondary Trauma. Table 4.3 shows that the obtained F ratio of Compassion Satisfaction is 0.814 which has no significance. It implies that there will be no significant difference in Compassion Satisfaction among Critical Care Nurses based on their Educational Qualification. Hence, the hypothesis no 6.15 stating that there will be no significant difference in Compassion Satisfaction based on Educational Qualification among Critical Care Nurses is accepted.

The obtained F ratio of Burnout is 0.602 which has no significance. It implies that there will be no significant difference in Burnout among Critical Care Nurses based on their Educational Qualification. Hence, the hypothesis no 6.16 stating that there will

be no significant difference in Burnout based on Educational Qualification among Critical Care Nurses is accepted.

Jacimowicz (2018) conducted a cross-sectional study on compassion satisfaction and fatigue among Australian intensive care unit nurses. The results of the study showed that nurses with postgraduate qualification have significantly higher compassion satisfaction scores. Another study conducted by Aslan et al. (2021) showed that nurses who possess post graduate degree were found to have a higher level of compassion fatigue.

Secondary Trauma is another sub variable of Compassion Fatigue. It is the emotional exhaustion one goes through when the individual hears about or witness the trauma experience of another. The F ratio obtained by Secondary Trauma is 5.924 which is significant at 0.05 level of significance. Hence, the hypothesis no 6.17 stating that there will be no significant difference in Secondary Trauma based on Educational Qualification among Critical Care Nurses is rejected.

By observing the post hoc test it can be seen that the significant difference is between nurses who have diploma and those with post-graduation. Post hoc test showed the results of multiple comparisons done within groups. Further observation needs to be done in order to find out which of the category has experienced more Secondary Trauma. For that the homogenous subsets are observed. From the table 4.4 it can be seen that the mean value obtained for diploma and post-graduation is 24.14 and 30.11 respectively. Therefore, it indicates that Secondary Trauma is experienced more by Critical Care Nurses who have completed their post-graduation in nursing.

It implies that the nurses who have the most Educational Qualification have more chance of experiencing Secondary Trauma. It might be because as they are highly educated, too much might be expected of them. The workload would be too much and their position would be higher which would require hard efforts, intense work and long shifts on their part.

The results of the present study are supported by a previous study conducted by Aslan et al. (2021) which revealed that nurses who possess post graduate degree were found to have a higher level of secondary trauma.

A significant difference was found in Secondary Trauma and Behavioral Disengagement based on Educational Qualification. Negative variables of Compassion Fatigue such as Secondary Trauma is found more in nurses with the qualification of Post Graduation. Negative Coping strategy such as Behavioral Disengagement is found more in nurses with the qualification of Diploma.

Even though there is no significance, further analysis reveals that positive Coping Strategies such as Active Coping, Venting, Positive Reframing, Planning, Humor, Acceptance and Religion is used more by nurses with Post Graduate qualification. Emotional Support and Use of Informational Support is used more by nurses with Diploma Qualification. Positive variable such as Compassion Satisfaction is found more in nurses with Post Graduation as qualification.

Negative Coping strategies such as Self-Distraction, Substance Use, Self-Blame is used more by nurses with Post Graduation as qualification. Denial is found to be used more by Diploma nurses. Behavioral Disengagement is used more by nurses with both Diploma and Post Graduation as qualification on the same level. Negative variable such as Burnout is found more in nurses with Post Graduation as qualification.

Table 4.6: Comparison of Critical Care Nurses on Coping and Compassion Fatigue based on Marital Status

S. No	Variables	Sum of Square		Mean of Square		F ratio
		Between group	Within group	Between group	Within group	
1	SD	.137	170.488	.069	1.833	.037 ^{ns}
2	AC	2.397	219.593	1.199	2.361	.508 ^{ns}
3	D	3.984	188.255	1.992	2.024	.984 ^{ns}
4	SU	2.375	193.614	1.188	2.082	.570 ^{ns}
5	ES	.490	254.500	.245	2.737	.089 ^{ns}
6	BD	8.074	179.759	4.037	1.933	2.089 ^{ns}
7	UIS	.420	226.080	.210	2.431	.086 ^{ns}
8	V	3.437	158.563	1.719	1.705	1.008 ^{ns}
9	PR	.800	202.440	.400	2.177	.184 ^{ns}
10	P	1.675	129.815	.837	1.396	.600 ^{ns}
11	H	.875	116.114	.438	1.249	.351 ^{ns}
12	A	.529	211.210	.265	2.271	.117 ^{ns}
13	R	8.994	269.245	4.497	2.895	1.553 ^{ns}
14	SB	.581	193.325	.291	2.079	.140 ^{ns}
15	Total	75.780	11666.178	37.890	125.443	.302 ^{ns}
16	CS	24.997	3587.742	12.499	38.578	.324 ^{ns}
17	BO	16.799	1716.534	8.399	18.457	.455 ^{ns}
18	ST	39.889	1691.070	19.944	18.184	1.097 ^{ns}

ns= not significant

Self-Distraction is a sub-variable of Coping. It is the mechanism people use to deal with a problem effectively by distracting oneself from the problem. From the table 4.6 it can be seen that the F ratio obtained by self-distraction is .037, which has no significance. Hence, the hypothesis no 7.1 stating that there will be no significant difference in Self-Distraction based on Marital Status among Critical Care Nurses is accepted.

Active Coping is another sub-variable of Coping. It is the mechanism where people take initiative to deal with the problem by Actively Coping with it. The F ratio obtained by self-distraction is .508, which has no significance. Hence, the hypothesis no 7.2 stating that there will be no significant difference in Active Coping based on Marital Status among Critical Care Nurses is accepted.

Denial is another sub-variable of Coping. It is the mechanism of avoiding the existence of a problem by ignoring it. The F ratio obtained by Denial is .984, which has no significance. Hence, the hypothesis no 7.3 stating that there will be no significant difference in Denial based on Marital Status among Critical Care Nurses is accepted.

Substance Use is another sub-variable of Coping. It is the way people try to cope with a problem using substances like alcohol or drugs. The F ratio obtained is .0.570, which has no significance. Hence, the hypothesis no 7.4 stating that there will be no significant difference in Substance Use based on Marital Status among Critical Care Nurses is accepted.

Emotional Support is another sub variable of Coping. It is the support that people get from external sources to be emotionally strong. The F ratio obtained is 0.089, which has no significance. Hence, the hypothesis no 7.5 stating that there will be no significant difference in Emotional Support based on Marital Status among Critical Care Nurses is accepted.

Behavioral Disengagement is another sub-variable of Brief Cope. Behavioral Disengagement is reducing one's effort to deal with the problem or the stressor, even giving up the attempt to attain goals. The F ratio obtained is 2.089, which has no significance. Hence, the hypothesis no 7.6 stating that there will be no significant difference in Behavioral Disengagement based on Marital Status among Critical Care Nurses is accepted.

Use of Informational Support is another sub variable of Coping. Informational support refers to messages that include knowledge or facts such as advice or feedback on actions. The F ratio obtained is 0.086, which has no significance. Hence, the hypothesis no 7.7 stating that there will be no significant difference in Use of Informational Support based on Marital Status among Critical Care Nurses is accepted.

Venting is another sub-variable of Brief Cope. Venting is the way of talking and letting out all the repressed emotions which usually is said to make people feel better. The F ratio obtained is 1.008, which has no significance. Hence, the hypothesis no 7.8 stating that there will be no significant difference in Venting based on Marital Status among Critical Care Nurses is accepted.

Positive Reframing is another sub-variable of Brief Cope. It is the thinking about a negative or challenging situation in a more positive way. The F ratio obtained is 0.184, which has no significance. Hence, the hypothesis no 7.9 stating that there will be no significant difference in Positive Reframing based on Marital Status among Critical Care Nurses is accepted.

Planning is another sub variable of Coping. Planning refers to the action of establishing a framework for doing something, in this context to solve an issue. The F ratio obtained is 0.600, which has no significance. Hence, the hypothesis no 7.10 stating that there will be no significant difference in Planning based on Marital Status among Critical Care Nurses is accepted.

Humor is another sub-variable of Brief Cope. Humor is the quality of being amusing or comic in order to lighten a sorrowful situation. The F ratio obtained 0.351, which has no significance. Hence, the hypothesis no 7.11 stating that there will be no significant difference in Humor based on Marital Status among Critical Care Nurses is accepted.

Acceptance is another sub variable of Coping. Acceptance is the act of accepting someone or something. In this context it means accepting the reality of the problem first and then finding ways to solve it or manage the situation. The F ratio obtained 0.117, which has no significance. Hence, the hypothesis no 7.12 stating that there will be no significant difference in Acceptance based on Marital Status among Critical Care Nurses is accepted.

Religion is another sub-variable of Brief Cope. Religion is a set of system of beliefs and worship of a divine power and having faith in it. The F ratio obtained by 1.553, which has no significance. Hence, the hypothesis no 7.13 stating that there will be no significant difference in Religion based on Marital Status among Critical Care Nurses is accepted.

Self-Blame is another sub-variable of Brief Cope. It is the act of blaming oneself for something even if it does not have anything to do with them. The F ratio obtained by 0.140, which has no significance. Hence, the hypothesis no 7.14 stating that there will be no significant difference in Self-Blame based on Marital Status among Critical Care Nurses is accepted.

So, it implies that Coping and its sub variables may not be influenced by Marital Status. Nurses could use effective Coping strategies indifferent to their Marital Status. But a study conducted by Fuente et al. (2018) revealed results, that the nurses who had a partner is more likely to use effective coping strategies when compared to nurses who are single, which is differing from the results of the present study.

As per the result of one-way ANOVA the obtained F ratios of Compassion Fatigue, scale of Compassion Fatigue and sub variables with respect to Marital Status are:

From table 4.5 it can be seen that the F ratio obtained is 0.324 for compassion satisfaction, which has no significance. It implies that there is no significant difference in Compassion Satisfaction among Critical Care Nurses based on their Marital Status. Hence, the hypothesis no 7.15 stating that there will be no significant difference in Compassion Satisfaction based on Marital Status among Critical Care Nurses is accepted.

F ratio obtained is 0.455 for Burnout, which has no significance. It implies that there is no significant difference in Burnout among Critical Care Nurses based on their Marital Status. Hence, the hypothesis no 7.16 stating that there will be no significant difference in Burnout based on Marital Status among Critical Care Nurses is accepted.

F ratio obtained is 1.097 for Secondary Trauma, which has no significance. It implies that there is no significant difference in Secondary Trauma among Critical Care Nurses based on their Marital Status. Hence, the hypothesis no 7.17 stating that there will be no significant difference in Secondary Trauma based on Marital Status among Critical Care Nurses is accepted.

The result indicates that Compassion Fatigue and its sub variables have no significance based on Marital Status. It implies that Marital Status has no major role in increasing Compassion Fatigue and Secondary Trauma. So, the Marital Status need not

to be considered in the case of nurses working in Critical Care Nurses. So Marital Status as a demographic variable may not have any influence on sub variables of Compassion Fatigue. Marital Status may not have any impact on developing Compassion Fatigue and Secondary Trauma.

A study conducted by Aslan et al. (2021) showed that there is significant difference on compassion fatigue among critical care nurses based on the Marital Status. The results of the study showed that level of compassion fatigue was higher in nurses who are single.

Even though the results shows that there is no significant difference in sub variables of Coping and Compassion Fatigue based on Marital Status, by observing the mean value it can be said that Positive Coping strategies such as Active Coping, Use of Informational Support, Positive Reframing, Planning and Religion are used more by nurses who are divorced. Humor and Acceptance are found to be used more by nurses who are married. Emotional Support is found to used more by both single and married nurses on the same level. Compassion Satisfaction is found more in single nurses who are working in Critical Care Unit.

Negative Coping strategies such as Self-Distraction, Denial and Self-Blame are used more by nurses who are divorced. Substance Use and Behavioral Disengagement are found to be used more by nurses who are married. Burnout is found more in divorced nurses and Secondary Trauma is found more in nurses who are single.

Table 4.7: *Comparison of Critical Care Nurses on Coping and Compassion Fatigue based on Type of Shift*

S. No	variables	Sum of square		Mean of square		F ratio	Sig
		Between group	Within group	Between group	Within group		
1	SD	6.758	163.867	3.379	1.762	1.918	.153 ^{ns}
2	AC	1.623	220.367	.811	2.370	.342	.711 ^{ns}
3	D	3.440	188.800	1.720	2.030	.847	.432 ^{ns}
4	SU	7.414	188.576	3.707	2.028	1.828	.166 ^{ns}
5	ES	1.002	253.988	.501	2.731	.183	.833 ^{ns}
6	BD	7.599	180.234	3.799	1.938	1.961	.147 ^{ns}
7	UIS	9.674	216.826	4.837	2.331	2.075	.131 ^{ns}
8	V	1.196	160.804	.598	1.729	.346	.709 ^{ns}
9	PR	2.085	201.154	1.043	2.163	.482	.619 ^{ns}
10	P	8.539	122.951	4.269	1.322	3.229	.044
11	H	.435	116.554	.218	1.253	.174	.841 ^{ns}
12	A	9.589	202.151	4.794	2.174	2.206	.116 ^{ns}
13	R	9.005	269.234	4.503	2.895	1.555	.217 ^{ns}
14	SB	12.422	181.484	6.211	1.951	3.183	.046 ^{ns}
15	Total	699.007	11042.95	349.504	118.741	2.943	.058 ^{ns}
16	CS	95.880	3516.859	47.940	37.816	1.268	.286 ^{ns}
17	BO	106.429	1626.904	53.215	17.494	3.042	.053 ^{ns}
18	ST	50.021	1680.938	25.010	18.075	1.384	.256 ^{ns}

ns= not significant

Table 4.8: *Tests of Between Type of Shift effects for One-Way ANOVA*

Variable	Type of Shift	Mean
Planning	Night	4.85
	Noon	5.92

Coping has sub scales which are Self-Distraction, Active Coping, Denial, Substance Use, Emotional Support, Behavioral Disengagement, Use of Informational Support, Venting, Positive Reframing, Planning, Humor, Acceptance, Religion and Self-Blame.

As per the result of one-way ANOVA, from table 4.7, the F ratio obtained by Self-Distraction is 1.918 which is not significant. This means that there is no significant difference on Self-Distraction among Critical Care Nurses. Self-Distraction is the passive Coping strategy in that the person copes without directly confronting the situation or trying to solve the problem. Hence, the hypothesis no 9.1 stating that there will be no significant difference in Self-Distraction based on Type of Shift among Critical Care Nurses is accepted.

Active Coping is a sub variable of Coping. The F ratio obtained by Active Coping is .342 which is not significant. This indicates that there is no significant difference on Active Coping among Critical Care Nurses. Active Coping is the thought to be an adaptive way of dealing with stressful events. Hence, the hypothesis no 9.2 stating that there will be no significant difference in Active Coping based on Type of Shift among Critical Care Nurses is accepted.

Denial is a sub variable of Coping. The F ratio obtained by Denial is .847 which is not significant. This indicates that there is no significant difference on Denial among Critical Care Nurses. Denial is the ignoring the reality of a situation to avoid anxiety. Dorrian, Centofanti, Devine, Dingle, Galindo, Pantelios, Brkic, Bull and Almond (2017) states that Denial is an avoidant Coping method used more by nurses working on night shift and this method, even though could be an effective Coping strategy for a short period time, it will be harmful in the long run. Hence, the hypothesis no 9.3 stating that there will be no significant difference in Denial based on Type of Shift among Critical Care Nurses is accepted.

Substance Use is a sub variable of Coping. Substance Use as a Coping method is the use of alcohol and other drugs to avoid the problem or to develop the courage to face it. The F ratio obtained by Substance Use is 1.828 which is not significant. This indicates that there is no significant difference on Substance Use among Critical Care Nurses. Hence, the hypothesis no 9.4 stating that there will be no significant difference in Substance Use based on Type of Shift among Critical Care Nurses is accepted.

Dorrian et al. (2006) conducted a pilot study of safety implications of Australian nurses' sleep and work hours. The results showed the 61 % nurses working in night shift used sleep drugs to help them to cope with both the mental and physical exhaustion.

Emotional Support sub variable of Coping. The F ratio obtained by Emotional Support is 0.183 which is not significant. This indicates that there is no significant difference on Emotional Support among Critical Care Nurses. Hence, the hypothesis no 9.5 stating that there will be no significant difference in Emotional Support based on Type of Shift among Critical Care Nurses is accepted.

A study conducted by Chang et al. (2006) explored the relationship among workplace stressors and coping methods among Australian nurses. The results showed that social support that provides emotional support was one of the most commonly used coping strategies by nurses working on night shift.

Behavioral Disengagement is a sub variable of Coping. The F ratio obtained by Behavioral Disengagement is 1.961 which is not significant. This indicates that there is no significant difference on Behavioral Disengagement among Critical Care Nurses. Hence, the hypothesis no 9.6 stating that there will be no significant difference in Behavioral Disengagement based on Type of Shift among Critical Care Nurses is accepted.

Use of Informational Support, sub variable of Coping. The F ratio obtained by Use of Informational Support is 2.075 which is not significant. This indicates that there is no significant difference on Use of Informational Support among Critical Care Nurses. Hence, the hypothesis no 9.7 stating that there will be no significant difference in Use of Informational Support based on Type of Shift among Critical Care Nurses is accepted.

Venting sub variable of Coping. The F ratio obtained by Venting is .346 which is not significant. This indicates that there is no significant difference on Venting among

Critical Care Nurses. Hence, the hypothesis no 9.8 stating that there will be no significant difference in Venting based on Type of Shift among Critical Care Nurses is accepted.

Positive Reframing sub variable of Coping. The F ratio obtained by Positive Reframing is 0.482 which is not significant. This indicates that there is no significant difference on Positive Reframing among Critical Care Nurses. Hence, the hypothesis no 9.9 stating that there will be no significant difference in Positive Reframing based on Type of Shift among Critical Care Nurses is accepted.

Planning is a sub variable of Coping. Planning is the process of establishing a framework about how to deal with an issue effectively by executing efficient plans. The F ratio obtained by Planning is 3.229 which is significant at 0.05 level of significance. It indicates that there is a significant difference on Planning among Critical Care Nurses based on the Type of Shift they work at. Hence, the hypothesis no 9.10 stating that there will be no significant difference in Planning based on Type of Shift among Critical Care Nurses is rejected.

By further observing the post hoc test it becomes clear that the significant difference is between Critical Care Nurses working on night shift and noon shift. So, there is a significant difference on the Planning strategy based on the time period of them working in.

By observing the table 4.8 it can be seen that the mean value of nurses working on night shift and noon shift are 4.85 and 5.92 respectively. The mean value is higher for nurses working on noon shift. So, there is a high chance for the nurses working on noon shift to use effective Planning strategies to deal with their issues than nurses working on night shift.

It implies that nurses working on night shift might be going through a tough time as they are working and lack of sleep also could be a reason which is affecting their ability to establish a plan to work out the problems. The nurses working on noon shift are able to plan effectively about the ways to deal with the mental exhaustion and stress during the work.

The study conducted by Jensen et al. (2018) explored the impact of shift work on intensive care unit nurses. Pre-planning strategies was consistently found to be used

effectively by nurses who work on night shift that in turn reduced work-related stress and foster well-being of nurses.

Humor is a sub variable of Coping. The F ratio obtained by Humor is 0.174 which is not significant. So, there is no significant difference on using Humor as a Coping mechanism by Critical Care Nurses based on the Type of Shift, they are working in. Hence, the hypothesis no 9.11 stating that there will be no significant difference in Humor based on Type of Shift among Critical Care Nurses is accepted.

Acceptance is a sub variable of Coping. The F ratio obtained by Acceptance is 2.206 which is not significant. So, there is no significant difference on the using of Acceptance as a Coping mechanism by Critical Care Nurses based on the Type of Shift, they are working in. Hence, the hypothesis no 9.12 stating that there will be no significant difference in Acceptance based on Type of Shift among Critical Care Nurses is accepted.

Religion is a sub variable of Coping. Religion is the institution of beliefs and faith in a higher divine power. The F ratio obtained by Religion is 1.555 which is not significant. So, there is no significant difference on the using of Religion as a Coping mechanism by Critical Care Nurses based on the Type of Shift, they are working in. Hence, the hypothesis no 9.13 stating that there will be no significant difference in Religion based on Type of Shift among Critical Care Nurses is accepted.

But a study conducted by Manomenidis et al. (2016) investigated the strategies used by nurses to mentally prepare and disengage from work. The results showed that spiritual practices and rituals helped greatly in the reduction of stress among nurses.

Self-Blame is a sub variable of Coping. Self-Blame is blaming oneself for the things that are going wrong in one's life and the things for which they are not responsible for. The F ratio obtained by Self-Blame is 3.183 which is not significant. So, it indicates that there is no significant difference on Self-Blame on Critical Care Nurses based on the Type of Shift they are working in. Hence, the hypothesis no 9.14 stating that there will be no significant difference in Self-Blame based on Type of Shift among Critical Care Nurses is accepted.

As per the result of one-way ANOVA obtained F ratios of sub variables Compassion Fatigue such as Compassion Satisfaction, Burnout and Secondary Trauma are 1.268, 3.042 and 1.384 respectively.

Compassion Satisfaction is the pleasure and self-satisfaction that comes from helping others. From table 4.7 it can be seen that the F ratio obtained by Compassion Satisfaction is 1.268 which is not significant. This means that there is no significant difference on Compassion Satisfaction among Critical Care Nurses based on the Type of Shift they are working in. Hence, the hypothesis no 9.15 stating that there will be no significant difference in Compassion Satisfaction based on Type of Shift among Critical Care Nurses is accepted.

Burnout is the feeling of energy exhaustion and increased mental distance for one's job that will lead to feelings of negativism and reduced professional efficacy. The F ratio obtained by Burnout is 3.042 which is not significant. This means that there is no significant difference on Burnout among Critical Care Nurses based on the Type of Shift they are working in. Hence, the hypothesis no 9.16 stating that there will be no significant difference in Burnout based on Type of Shift among Critical Care Nurses is accepted.

Secondary Trauma is the emotional exhaustion one goes through when the individual hears about or witness the trauma experience of another. The F ratio obtained by Secondary Trauma is 1.384 which is not significant. This means that there is no significant difference on Secondary Trauma among Critical Care Nurses based on the Type of Shift they are working in. Hence, the hypothesis no 9.17 stating that there will be no significant difference in Secondary Trauma based on Type of Shift among Critical Care Nurses is accepted.

A study conducted by Aslan et al. (2021) showed a significant difference in compassion fatigue and working unit was statistically significant. Nurses who worked night shift in intensive care were found to have higher level of compassion fatigue.

A significant difference was found in Planning which is a positive coping strategy and it was found to be used more by nurses working on noon shift.

Even though there is no significant difference in sub variables of Coping and Compassion Fatigue, by observing the mean value it can be said that positive Coping

strategies such as Active Coping, Emotional Support, Use of informational Support, Positive Reframing, Planning, Humor, Acceptance and Religion are found to be used more by nurses working on noon shift. Venting is found to be used more by nurses working on Night shift. Compassion Satisfaction is found more in nurses working on noon shift as well.

Negative Coping strategies such as Self-Distraction is used more by nurses working on night shift. Denial, Substance Use, Behavioral Disengagement and Self-Blame are used more by nurses working on noon shift. Burnout and Secondary Trauma are found more in nurses working on night shift.

Critical care is the departments of hospitals where patients that require immediate attention and help are brought to. It includes hospital emergency rooms, intensive care units, in specialty departments such as cardiac care, pediatrics, neo-natal units, burn units etc.

The categories of critical care included in the researches are emergency department, intensive care unit, surgery department, burn or trauma care and cardiac care. Emergency department is the medical treatment facility specializing in emergency medicine and the acute care of patients are required. Intensive care units refer to specialized treatment given to patients who are acutely unwell and require critical medical care. It also provides life support for acutely ill and injured patients. Surgery department is the department where surgery is performed. Burn or trauma care specifically undertakes patients went through burn incident and trauma related to the accident. Cardiac care is a specialized hospital ward designed to treat people with serious or acute heart problems.

A study conducted by Alnazly and Hijazeen (2021) on psychological distress and coping strategies among nurses during COVID-19 pandemic. The results showed that nurses who work in emergency departments and critical care units are at a high risk of compassion fatigue. The present study differs as it revealed that there is no significant difference among nurses based on the Category of Critical Care unit, they are working in.

Table 4.9: Comparison of Critical Care Nurses on Coping and Compassion Fatigue
based on Category of Critical Care Unit

S. No	Variables	Sum of square		Mean of square		F ratio
		Between group	Within group	Between group	Within group	
1	SD	4.105	163.200	1.368	1.793	.763 ^{ns}
2	AC	5.957	213.728	1.986	2.349	.845 ^{ns}
3	D	18.958	172.789	6.319	1.899	3.328 ^{ns}
4	SU	4.490	185.131	1.497	2.034	.736 ^{ns}
5	ES	7.106	246.894	2.369	2.713	.873 ^{ns}
6	BD	3.896	183.430	1.299	2.016	.644 ^{ns}
7	UIS	4.283	220.307	1.428	2.421	.590 ^{ns}
8	V	14.486	146.946	4.829	1.615	2.990 ^{ns}
9	PR	5.402	196.535	1.801	2.160	.834 ^{ns}
10	P	2.649	125.709	.883	1.381	.639 ^{ns}
11	H	9.544	106.414	3.181	1.169	2.720 ^{ns}
12	A	12.628	196.993	4.209	2.165	1.944 ^{ns}
13	R	12.481	265.667	4.160	2.919	1.425 ^{ns}
14	SB	9.372	184.312	3.124	2.025	1.542 ^{ns}
15	Total	622.865	11098.440	207.622	121.961	1.702 ^{ns}
16	CS	27.743	3536.215	9.248	38.860	.238 ^{ns}
17	BO	64.739	1656.798	21.580	18.207	1.185 ^{ns}
18	ST	67.590	1643.842	22.530	18.064	1.247 ^{ns}

ns= not significant

Self-Distracton is a sub-variable of Coping. It is the mechanism people use to deal with a problem effectively by distracting oneself from the problem. From table 4.9,

it can be seen that the F ratio obtained is .763. Hence, the hypothesis no 10.1 stating that there will be no significant difference in Self-Distraction based on the category of Critical Care Unit is accepted. It implies that there is no significant difference in Self-Distraction based on the Category of Critical Care Unit, nurses are working in.

Active Coping is another sub-variable of Coping. It is the mechanism where people take initiative to deal with the problem by actively coping with it. The F ratio obtained is .845. Hence, the hypothesis no 10.2 stating that there will be no significant difference in Active Coping based on the category of Critical Care Unit is accepted. It implies that there is no significant difference in Active Coping based on the category of Critical Care Unit, nurses are working in.

Denial is another sub-variable of Coping. It is the mechanism of avoiding the existence of a problem by ignoring it. The F ratio obtained is 3.328. Hence, the hypothesis no 10.3 stating that there will be no significant difference in Denial based on the category of Critical Care Unit is accepted. It implies that there is no significant difference in Denial based on the Category of Critical Care Unit, nurses are working in.

Substance Use is another sub-variable of Brief Cope. It is the way people try to cope with a problem using substances like alcohol or drugs. The F ratio obtained is .736. Hence, the hypothesis no 10.4 stating that there will be no significant difference in Substance Use based on the category of Critical Care Unit is accepted. It implies that there is no significant difference in Substance Use based on the category of critical care unit's nurses are working in.

Emotional Support is another sub variable of Coping. It is the support that people get from external sources to be emotionally strong. The F ratio obtained is .873. Hence, the hypothesis no 10.5 stating that there will be no significant difference in Emotional Support based on the category of Critical Care Unit is accepted. It implies that there is no significant difference in Emotional Support based on the Category of Critical Care Unit, nurses are working in.

Behavioral Disengagement is another sub-variable of Brief Cope. Behavioral Disengagement is reducing one's effort to deal with the problem or the stressor, even giving up the attempt to attain goals. The F ratio obtained is .644. Hence, the hypothesis no 10.6 stating that there will be no significant difference in Behavioral Disengagement based on the category of Critical Care Unit is accepted. It implies that there is no

significant difference in Behavioral Disengagement based on the Category of Critical Care Unit' nurses are working in.

Use of Informational Support is another sub variable of Coping. Informational support refers to messages that include knowledge or facts such as advice or feedback on actions. The F ratio obtained is .590. Hence, the hypothesis no 10.7 stating that there will be no significant difference in Use of Informational Support based on the category of Critical Care Unit is accepted. It implies that there is no significant difference in Use of Informational Support based on the Category of Critical Care Unit' nurses are working in.

Venting is another sub-variable of Brief Cope. Venting is the way of talking and letting out all the repressed emotions which usually is said to make people feel better. The F ratio obtained is 2.990. Hence, the hypothesis no 10.8 stating that there will be no significant difference in Venting based on the Category of Critical Care Unit is accepted. It implies that there is no significant difference in Venting based on the Category of Critical Care Unit' nurses are working in.

Positive Reframing is a sub-variable of Brief Cope. It is the thinking about a negative or challenging situation in a more positive way. The F ratio obtained is .834. Hence, the hypothesis no 10.9 stating that there will be no significant difference in Positive Reframing based on the category of Critical Care Unit is accepted. It implies that there is no significant difference in Positive Reframing based on the Category of critical care unit's nurses are working in.

Planning is another sub variable of Coping. Planning refers to the action of establishing a framework for doing something, in this context to solve an issue. The F ratio obtained is .639. Hence, the hypothesis no 10.10 stating that there will be no significant difference in Planning based on the category of Critical Care Unit is accepted. It implies that there is no significant difference in Planning based on the Category of Critical Care Unit, nurses are working in.

Humor is another sub-variable of Brief Cope. Humor is the quality of being amusing or comic in order to lighten a sorrowful situation. The F ratio obtained is 2.720. Hence, the hypothesis no 10.11 stating that there will be no significant difference in Humor based on the category of Critical Care Unit is accepted. It implies that there is no

significant difference in Humor based on the Category of Critical Care Unit, nurses are working in.

Acceptance is another sub variable of Coping. Acceptance is the act of accepting someone or something. In this context it means accepting the reality of the problem first and then finding ways to solve it or manage the situation. The F ratio obtained is 1.944. Hence, the hypothesis no 10.12 stating that there will be no significant difference in Acceptance based on the category of Critical Care Unit is accepted. It implies that there is no significant difference in Acceptance based on the Category of Critical Care Unit, nurses are working in.

Religion is another sub-variable of Brief Cope. Religion is a set of system of beliefs and worship of a divine power and having faith in it. The F ratio obtained is 1.425. Hence, the hypothesis no 10.13 stating that there will be no significant difference in Religion based on the category of Critical Care Unit is accepted. It implies that there is no significant difference in Religion based on the Category of Critical Care Unit, nurses are working in.

Self-Blame is another sub-variable of Brief Cope. It is the act of blaming oneself for something even if it does not have anything to do with them. The F ratio obtained is 1.542. Hence, the hypothesis no 10.14 stating that there will be no significant difference in Self- Blame based on the category of Critical Care Unit is accepted. It implies that there is no significant difference in Self- Blame based on the Category of Critical Care Unit, nurses are working in.

Results are showing that there is no significant difference between these sub variables and category of critical care the nurses are working in. It implies that using Coping behaviors such self-distraction, coping actively with the problem, denying of the existence of the problem, using substances, talking about the issue, using Humor to tackle the issue, recognizing and accepting the problem, using Religion as a way of Coping, and blaming oneself may not be influenced by the Category of Critical Care Unit the nurses are working in.

Alharbi and Alshehry (2019) conducted a study on perceived stress and coping strategies among ICU nurses in government tertiary hospitals in Saudi Arabia. The results showed that from Brief Cope, religion was rated as the highest coping behavior followed by positive reframing, active coping, acceptance, use of emotional support, use

of informational support, and planning. The lowest rated dimensions were substance use, self-blame, behavioral disengagement, denial and humor.

Compassion Fatigue has sub scales which are Compassion Satisfaction, Burnout and Secondary Trauma. Compassion Fatigue has no significant difference based on category of critical care department. One way ANOVA test is used to find out the mean difference between these sub variables based on the Category of Critical Care Unit.

Compassion Satisfaction is the feeling of happiness and satisfaction one gets from helping others. From the table 4.9 it can be seen that the F ratio obtained is .238. Results are showing that there is no significant difference in Compassion Satisfaction based on the category of Critical Care Unit, nurses are working in. Hence, the hypothesis no 10.15 stating that there will be no significant difference in Compassion Satisfaction based on the Category of Critical Care among Critical Care Nurses is accepted.

It implies that the satisfactory feeling nurses get through helping others is not influenced by the category of Critical Care Unit they are working in. A study conducted by Sacco et al. (2015) explored the prevalence of Compassion Satisfaction and Compassion Fatigue among Critical Care Nurses. Results showed that there were significant differences in Compassion Satisfaction and Compassion Fatigue based on the Category of Critical Care Unit, nurses are working in.

Burnout is the feeling of energy exhaustion and increased mental distance for one's job that will lead to negativism and reduced professional efficacy. The F ratio obtained is 1.185. Results are showing that there is no significant difference in Burnout based on the category of Critical Care Unit, nurses are working in. Hence, the hypothesis no 10.16 stating that there will be no significant difference in Burnout based on the category of critical care among Critical Care Nurses is accepted. It implies that the energy depletion the nurses go through is not influenced by the Category of Critical Care Unit they are working in.

Umutoni et al. (2017) investigated the level of burnout among nurses working in ICU and emergency departments. A high level of burnout was identified among them which was mainly associated with high workload and intention to leave the work within next 12 months.

Secondary Trauma is the emotional exhaustion one goes through when the individual hears about or witness the traumatic experience of others. The F ratio obtained is 1.247. Results are showing that there is no significant difference in Secondary Trauma based on the category of Critical Care Unit they are working in. Hence, the hypothesis no10.17 stating that there will be no significant difference in Secondary Trauma based on the category of critical care among Critical Care Nurses is accepted. It implies that the emotional exhaustion the nurses go through is not influenced by the Category of Critical Care Unit they are working in.

The study conducted by Lee et al. (2021) explored factors affecting secondary traumatic stress of nurses caring for COVID-19 patients in South Korea. Nurses experience various mental stresses in the process of caring for these patients. they go through high fatigue due to intensity of work and anxiety regarding their own family. The results of the study showed that nurses working in a hospital dedicated to COVID-19 infectious diseases has higher secondary trauma than nurses working at other casualties in National Safe Hospitals.

There is no significant difference in sub variables of Coping and Compassion Fatigue among Critical Care Nurses based on the Category of Critical Care they are working in. but by observing the mean value it can be said that the positive Coping strategies such as Active Coping is found to be used more by nurses working in surgery department. Emotional Support, Use of Informational Support, Venting, Acceptance and Religion are used more by nurses working in cardiac care department. Positive Reframing, Planning and Humor is used more by nurses working in ICU department. Compassion Satisfaction is found more in nurses working in cardiac care department. Negative Coping strategies such as Self-Distraction, Denial, Substance Use and Self-Blame is used more by nurses working in ICU department. Behavioral Disengagement is used more by nurses working in cardiac care department. Burnout is found more in nurses working in emergency department and Secondary Trauma is found more in nurses working in cardiac care department.

Table 4.10: Comparison of Critical Care Nurses on Coping and Compassion Fatigue based on Duration of Experience

S.No	Variables	Sum of Square		Mean of Square		F ratio	Sig
		Between group	Within group	Between group	Within group		
1	SD	2.978	164.327	.993	1.806	.550	.650 ^{ns}
2	AC	1.635	218.049	.545	2.396	.227	.877 ^{ns}
3	D	3.020	188.727	1.007	2.074	.485	.693 ^{ns}
4	SU	22.016	167.605	7.339	1.842	3.985	.010
5	ES	9.429	244.571	3.143	2.688	1.169	.326 ^{ns}
6	BD	21.168	166.158	7.056	1.826	3.864	.012
7	UIS	8.515	216.074	2.838	2.374	1.195	.316 ^{ns}
8	V	5.056	156.376	1.685	1.718	.981	.405 ^{ns}
9	PR	2.231	199.706	.744	2.195	.339	.797 ^{ns}
10	P	6.661	121.697	2.220	1.337	1.660	.181 ^{ns}
11	H	1.285	114.673	.428	1.260	.340	.797 ^{ns}
12	A	.532	209.089	.177	2.298	.077	.972 ^{ns}
13	R	12.139	266.008	4.046	2.923	1.384	.253 ^{ns}
14	SB	12.141	181.543	4.047	1.995	2.029	.115 ^{ns}
15	Total	236.351	11484.954	78.784	126.208	.624	.601 ^{ns}
16	CS	212.424	3351.534	70.808	36.830	1.923	.131 ^{ns}
17	BO	62.526	1659.011	20.842	18.231	1.143	.336 ^{ns}
18	ST	53.247	1658.185	17.749	18.222	.974	.409 ^{ns}

ns=not significant

Table 4.11: *Tests of Between Duration of Experience for One-Way ANOVA*

Variable	Duration of Experience	Mean
Substance Use	More than 1 year	4.40
	2 years	3.05
Behavioral Disengagement	6 months	4.08
	1 year	5.45

Coping has sub variables such as Self-Distracton, Active Coping, Denial, Substance Use, Emotional Support, Behavioral Disengagement, Use of Informational Support, Venting, Positive Reframing, Planning, Humor, Acceptance, Religion and Self-Blame.

Self-Distracton is the sub-variable of Coping. It is the mechanism people use to deal with a problem effectively by distracting oneself from the problem. From table 4.10, it can be seen that the F ratio obtained is .227 which is not significant. Hence, the hypothesis no 11.1 stating that there will be no significant difference in Self-Distracton based on Duration of Experience among Critical Care Nurses is accepted. It implies that there is no significant difference in Self-Distracton based on the Duration of Experience.

Active Coping is the sub-variable of Coping. It is the mechanism where people take initiative to deal with the problem by actively Coping with it. The F ratio obtained is .227 which is not significant. Hence, the hypothesis no 11.2 stating that there will be no significant difference in Active Coping based on Duration of Experience among Critical Care Nurses is accepted. It implies that there is no significant difference in Active Coping based on the Duration of Experience.

Denial is the sub-variable of Coping. It is the mechanism of avoiding the existence of a problem by ignoring it. The F ratio obtained is .485 which is not significant. Hence, the hypothesis no 11.3 stating that there will be no significant difference in Denial based on Duration of Experience among Critical Care Nurses is

accepted. It implies that there is no significant difference in Denial based on the Duration of Experience.

Substance Use is a sub variable of Coping. It is the use of alcohol or any other substances to deal with the problems in life. The F ratio obtained by variable Substance Use is 3.985 which is significant 0.01 level of significance. There is a significance in F ratio of Substance Use. Hence, the hypothesis no 11.4 stating that there will be no significant difference in Substance Use based on Duration of Experience among Critical Care Nurses is accepted.

By further observing the post hoc test it can be seen that there is a significant difference between nurses working in Critical Care Unit for more than one year and 2 years. To know which of them has more chance of Substance Use as a way of Coping, homogenous sub sets need to be observed. The mean values of nurses working for one year and two years are 4.40 and 3.05. So, the mean value is more for nurses working for one year compared to nurses working for 2 years. It implies that the nurses who have been working for shorter periods have more chance of using substance to deal with the issues in their life. It might be because there those nurses wouldn't be having an idea about how to deal effectively with the problem yet. So, it might take more time to gain an insight on how to deal in a healthy manner.

Emotional Support is a sub variable of Coping. It is the support that people get from external sources to be emotionally strong. The F ratio obtained is 1.169 which is not significant. Hence, the hypothesis no 11.5 stating that there will be no significant difference in Emotional Support based on Duration of Experience. among Critical Care Nurses is accepted. It implies that there is no significant difference in Emotional Support based on the Duration of Experience.

Behavioral Disengagement is a sub variable of Coping. It is the tendency to give up or reduce one's efforts in difficult situations instead of facing them. The F ratio obtained by Behavioral Disengagement is 3.864 which is significant at 0.01 level of significance. Hence, the hypothesis no 11.6 stating that there will be no significant difference in Behavioral Disengagement based on Duration of Experience. among Critical Care Nurses is rejected.

By observing the post hoc test, it can be seen that the significant difference is between nurses working for 6 months and 1 year. So, it implies that there is a significant

difference between nurses working for a long time and fewer months. The mean values for nurses working for 6 months and 1 year are 4.08 and 5.45 respectively. The mean value is high for nurses working 1 year in critical care unit. It implies that the nurses working for 6 months are more likely to give up and distance themselves in a difficult situation instead of facing it. It might be because they are still new to the field and work environment so they might not have an idea on how to face the stress and mental exhaustion. As the duration of experience increases the ways to cope effectively also increases.

Use of Informational Support is a sub variable of Coping. Informational support refers to messages that include knowledge or facts such as advice or feedback on actions. The F ratio obtained is .981 which is not significant. Hence, the hypothesis no 11.7 stating that there will be no significant difference in Use of Informational Support based on Duration of Experience among Critical Care Nurses is accepted. It implies that there is no significant difference in the Use of Informational Support based on the Duration of Experience.

Venting is a sub-variable of Brief Cope. Venting is the way of talking and letting out all the repressed emotions which usually is said to make people feel better. The F ratio obtained is .339 which is not significant. Hence, the hypothesis no 11.8 stating that there will be no significant difference in Venting based on Duration of Experience among Critical Care Nurses is accepted. It implies that there is no significant difference in Venting based on the Duration of Experience.

Positive Reframing is a sub-variable of Brief Cope. It is the thinking about a negative or challenging situation in a more positive way. The F ratio obtained is .339 which is not significant. Hence, the hypothesis no 11.9 stating that there will be no significant difference in Positive Reframing based on Duration of Experience among Critical Care Nurses is accepted. It implies that there is no significant difference in Positive Reframing based on the Duration of Experience.

Planning is a sub variable of Coping. Planning refers to the action of establishing a framework for doing something, in this context to solve an issue. The F ratio obtained is 1.660 which is not significant. Hence, the hypothesis no 11.10 stating that there will be no significant difference in Planning based on Duration of Experience among Critical

Care Nurses is accepted. It implies that there is no significant difference in Planning based on the Duration of Experience.

Humor is a sub-variable of Brief Cope. Humor is the quality of being amusing or comic in order to lighten a sorrowful situation. The F ratio obtained is .340 which is not significant. Hence, the hypothesis no 11.11 stating that there will be no significant difference in Humor based on Duration of Experience among Critical Care Nurses is accepted. It implies that there is no significant difference in Humor based on the Duration of Experience.

Acceptance is a sub variable of Coping. Acceptance is the act of accepting someone or something. In this context it means accepting the reality of the problem first and then finding ways to solve it or manage the situation. The F ratio obtained is .077 which is not significant. Hence, the hypothesis no 11.12 stating that there will be no significant difference in Acceptance based on Duration of Experience among Critical Care Nurses is accepted. It implies that there is no significant difference in Acceptance based on the Duration of Experience.

Religion is a sub-variable of Brief Cope. Religion is a set of system of beliefs and worship of a divine power and having faith in it. The F ratio obtained is 1.384 which is not significant. Hence, the hypothesis no 11.13 stating that there will be no significant difference in Religion based on Duration of Experience among Critical Care Nurses is accepted. It implies that there is no significant difference in Religion based on the Duration of Experience.

Self-Blame is a sub-variable of Brief Cope. It is the act of blaming oneself for something even if it does not have anything to do with them. The F ratio obtained is 2.029 which is not significant. It implies that there is no significant difference in Self-Blame based on the Duration of Experience. Hence, the hypothesis no 11.14 stating that there will be no significant difference in Self-Blame based on Duration of Experience among Critical Care Nurses is accepted.

Lee et al. (2022) conducted a study on perceived stress and coping behavior of Critical Care Nurses during COVID-19 outbreak in Taiwan. The results showed that the nurses who have shorter duration of experience were more stressed. The most used coping behaviors were active coping, planning and acceptance by nurses who had more years of experience.

The sub scales of Compassion Fatigue are Compassion Satisfaction, Burnout and Secondary Trauma. As per the result of ANOVA, the F ratio obtained by the sub variables of Compassion Fatigue such as Compassion Satisfaction, Burnout and Secondary Trauma are 1.923, 1.143 and .974 respectively. Significance based on the duration of experience the Critical Care Nurses have been working for.

Compassion Satisfaction is the pleasure and self-satisfaction that comes from helping others. The F ratio obtained by Compassion Satisfaction is 1.923 which is not significant. This means that there is no significant difference on Compassion Satisfaction among Critical Care Nurses based on Duration of Experience. Hence, the hypothesis no 11.15 stating that there will be no significant difference in Compassion Satisfaction based on Duration of Experience among Critical Care Nurses is accepted.

The F ratio obtained by Burnout is 1.143 which is not significant. This means that there is no significant difference on Burnout among Critical Care Nurses based on the Duration of Experience. Burnout is the feeling of energy exhaustion and increased mental distance for one's job that will lead to feelings of negativism and reduced professional efficacy. Hence, the hypothesis no 11.16 stating that there will be no significant difference in Burnout based on Duration of Experience among Critical Care Nurses is accepted.

The F ratio obtained by Secondary Trauma is 0.974 which is not significant. This means that there is no significant difference on Secondary Trauma among Critical Care Nurses based on the Duration of Experience. Secondary Trauma is the emotional exhaustion one goes through when the individual hears about or witness the trauma experience of another. Hence, the hypothesis no 11.17 stating that there will be no significant difference in Secondary Trauma based on Duration of Experience among Critical Care Nurses is accepted.

A significant study conducted by Aslan et al. (2021) showed that there was a significant difference in compassion fatigue on nurses working intensive care unit based on duration of experience. Compassion fatigue is increasing with the increase in years of working. The present study revealed that there is a significant difference in Coping (Substance Use and Behavioral Disengagement) based on Duration of Experience

The study conducted by Alharbi et al. (2019) explored the prevalence of compassion fatigue among critical care nurses. The results showed that compassion

fatigue had a significant relation with nurses with more years of experience compared to nurses with fewer years of experience.

A significant difference was found in negative Coping strategies such as Substance Use and Behavioral Disengagement among Critical Care Nurses based on Duration of Experience. Substance Use was found to be used more by nurses working for more than one year. Behavioral Disengagement is used more by nurses working for one year.

Positive Coping strategies such as Active Coping and Venting are used more by nurses working for more than two years. Emotional Support, Use of Informational Support, Positive Reframing, Planning, Humor, Acceptance, and Religion are used more by nurses working for one year. Compassion Satisfaction is found more in nurses working for one year.

Negative Coping strategies such as Self-Distraction, Denial are found more in nurses working for more than one year. Self-Blame is used more by nurses working for one year duration. Burnout is found more in nurses working for 6 months and Secondary Trauma is found more in nurses working for one year.

Summary

The present study focused on Coping and Compassion Fatigue among Critical Care Nurses. Here many results can be found between variables of Coping and Compassion Fatigue. There is a significant positive correlation between sub variables of Coping (Active Coping, Emotional Support, Use of Informational Support, Positive Reframing, Planning, Acceptance, Religion, Self-Blame) and Compassion Satisfaction among Critical Care Nurses. A significant negative correlation was found between Substance Use and Compassion Satisfaction among Critical Care Nurses. There is a significant negative correlation between sub variables of Coping (Active Coping, Emotional Support, Use of Informational Support, Positive Reframing and Religion) and Burnout among Critical Care Nurses. There is a significant positive correlation between sub variable of Coping (Planning) and Burnout. There is a significant positive correlation between sub variables of Coping (Self- Distraction, Denial, Substance Use, Venting, Planning and Humor) and Secondary Trauma among Critical Care Nurses.

There is a significant difference in sub variables of Coping (Emotional Support, Use of Informational Support, Planning, Acceptance) among Critical Care Nurses based on Gender. That is, coping strategies such as Emotional Support, Use of Informational Support, Planning, Acceptance is used more by female nurses. There is a significant difference in Secondary Trauma among Critical Care Nurses based on Educational Qualification. Secondary Trauma has been found more in nurses with Educational Qualification as Post Graduation. There is a significant difference in Behavioral Disengagement among Critical Care Nurses based on Educational Qualification. Behavioral Disengagement has been found more in nurses with Educational Qualification as Diploma.

There is no significant difference in Compassion Fatigue and Coping among Critical Care Nurses based on their Marital Status. There is no significant difference in Compassion Fatigue and Coping among Critical Care Nurses based on Type of Hospital. There is a significant difference in a sub variable of Coping among Critical Care Nurses based on Type of Shift. Planning was found to be used more by nurses working on noon shift. There is no significant difference in Compassion Fatigue and Coping among Critical Care Nurses based on Category of Critical Care. There is a significant difference in a sub variable of Coping among Critical Care Nurses based on Type of Shift. Substance Use was found to be used more by nurses working for more than one year. There is a significant difference in a sub variable of Coping among Critical Care Nurses based on Type of Shift. Behavioral Disengagement was found to be used more by nurses working for 6 months.

CHAPTER 5
SUMMARY AND CONCLUSION

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SUMMARY AND CONCLUSION

This chapter includes the overall summing up of the study. It presents the key information regarding the crucial details and outcomes in the study. Within this chapter, the researcher includes the statement of the problem, research findings, whether the hypotheses are rejected or accepted, the limitations of the study, implications of the study and the recommendations for future studies.

Method in Brief

In the present study, the investigator attempted to figure out the Coping and Compassion Fatigue among Critical Care Nurses. The present study was conducted among Critical Care Nurses, both male and female. Snowball sampling was used in the present study considering issues regarding the lack of availability of the samples. The population of the study was Critical Care Nurses. The sample of the study included 97 Critical Care Nurses.

Based on the objectives of the study the participants were divided into different groups based on the demographic variables such as Gender, Educational Qualification, Marital Status, Type of Hospital, Type of Shifts, Category of Critical Care unit and Duration of Experience. The main scales used for the data collection were ProQol Version 5(2010) and Brief-COPE (1989). Demographic data was collected using a Demographic Schedule.

The Pearson Product Moment Correlation was used to find the strength, direction and probability of the linear association between variables. Independent Sample T-test was used to examine differences between groups. ANOVA was used to test the differences within the group. The Critical Care Nurses from the Kannur and Calicut district were considered in the sample under study. The data was collected through Form App by using online survey platform. A survey link was passed on to Critical Care Nurses to enable them participate in the study.

Major Findings

Relation between Coping and Compassion Fatigue

1. There is a significant positive correlation between sub variables of Coping (Active Coping, Emotional Support, Use of Informational Support, Positive Reframing, Planning, Acceptance, Religion, Self-Blame) and Compassion Satisfaction among Critical Care Nurses.
2. There is significant negative correlation between Substance Use and Compassion Satisfaction among Critical Care Nurses.
3. There is a significant negative correlation between sub variables of Coping (Active Coping, Emotional Support, Use of Informational Support, Positive Reframing and Religion) and Burnout among Critical Care Nurses.
4. There is a significant positive correlation between sub variable of Coping (Planning) and Burnout.
5. There is a significant positive correlation between sub variables of Coping (Self-Distraction, Denial, Substance Use, Venting, Planning and Humor) and Secondary Trauma among Critical Care Nurses.

Gender Differences

6. There is a significant difference in sub variables of Coping (Emotional Support, Use of Informational Support, Planning, Acceptance) among Critical Care Nurses based on Gender. That is, coping strategies such as Emotional Support, Use of Informational Support, Planning, Acceptance is used more by female nurses.

Educational Differences

7. There is a significant difference in Secondary trauma among Critical Care Nurses based on Educational Qualification. Secondary Trauma has been found more in nurses with Educational Qualification as Post Graduation.
8. There is a significant difference in Behavioral Disengagement among Critical Care Nurses based on Educational Qualification. Behavioral Disengagement has been found more in nurses with Educational Qualification as Diploma.

Type of Shift Differences

9. There is a significant difference in a sub variable of Coping among Critical Care Nurses based on Type of Shift. Planning was found to be used more by nurses working on noon shift.

Duration of Experience Differences

10. There is a significant difference in a sub variable of Coping (Substance Use) among Critical Care Nurses based on Duration of Experience. Substance Use was found to be used more by nurses working for more than one year.
11. There is a significant difference in a sub variable of Coping (Behavioral Disengagement) among Critical Care Nurses based on Duration of Experience. Behavioral Disengagement was found to be used more by nurses working for 6 months.

Marital Status Differences

12. There is no significant difference in sub variables of Coping (Self-Distracton, Active Coping, Denial, Substance Use, Emotional Support, Behavioral Disengagement, Use of Informational Support, Venting, Positive Reframing, Planning, Humor, Acceptance, Religion, Self-Blame) and Compassion Fatigue based on Marital Status.

Type of Hospital Differences

13. There is no significant difference in sub variables of Coping (Self-Distracton, Active Coping, Denial, Substance Use, Emotional Support, Behavioral Disengagement, Use of Informational Support, Venting, Positive Reframing, Planning, Humor, Acceptance, Religion, Self-Blame) and Compassion Fatigue based on Type of Hospital.

Category of Critical Care Differences

14. There is no significant difference in sub variables of Coping (Self-Distracton, Active Coping, Denial, Substance Use, Emotional Support, Behavioral Disengagement, Use of Informational Support, Venting, Positive Reframing, Planning, Humor, Acceptance, Religion, Self-Blame) and Compassion Fatigue based on Category of Critical Care.

Implications of the Study

The results of the research attempt to highlight the Coping mechanisms used by nurses working in critical care units and development of Compassion Fatigue. A significant relationship was found between sub variables of Coping (Active Coping, Emotional Support, Use of Informational Support, Positive Reframing, Planning, Acceptance, Religion) and Compassion Satisfaction. The Coping strategies used by nurses is associated with the increase and decrease of Compassion Fatigue. Use of healthy Coping strategies increases the level of Compassion Satisfaction among Critical Care Nurses. Therefore, use of healthy Coping skills needs to be encouraged among health professionals like nurses in critical care in order for them to be effective and productive.

A significant negative correlation was found between Substance Use and Compassion Satisfaction among Critical Care Nurses. Therefore, the necessary steps need to be taken to remove the misconception that shutting out from the reality would solve an issue. A significant negative correlation was found between sub variables of Coping (Active Coping, Emotional Support, Use of Informational Support, Positive Reframing and Religion) and Burnout among Critical Care Nurses. It implies that when the use of positive coping strategies increases Burnout might decrease. It indicates that use of healthy and positive Coping strategies can reduce the level of emotional exhaustion among health professionals. Therefore, Active Coping strategies such as meditation, seeking support, expressing emotions and also religious faith could be encouraged.

A significant positive correlation was found between sub variables of Coping (Self- Distraction, Denial, Substance Use, Venting, Planning and Humor) and Secondary Trauma among Critical Care Nurses. It indicates that negative Coping skills would increase Secondary Trauma among Critical Care Nurses. Therefore, awareness needs to be given to health professionals by concerned authority that denying or even venting out about the problems might not help. Coping strategies such as Seeking Emotional Support, Informational Support, Positive reframing could be encouraged among nurses and health care professionals.

The study also aimed at finding out how demographical variables like Gender, Educational Qualification, Marital Status, Type of Hospital, Type of Shift, Category of

Critical Care and Duration of Experience influenced the use of Coping strategies and development of Compassion Fatigue. A significant difference was found in sub variables of Coping (Emotional Support, Use of Informational Support, Planning, Acceptance) among Critical Care Nurses based on Gender. That is, coping strategies such as Emotional Support, Use of Informational Support, Planning and Acceptance are used more by female nurses and it helps in the reduction of Compassion Fatigue. Male nurses also could be encouraged to use such coping skills to effectively deal with the issues.

A significant difference was found in Secondary trauma among Critical Care Nurses based on Educational Qualification. Secondary Trauma has been found more in nurses with Educational Qualification as Post Graduation. It could be because the nurses who have more Educational Qualification must be expected more and obligated to perform in a more stressful environment. So, authorities need to understand the stress of the nurses and provide necessary breaks and bring a change in environment in the case of Post-Graduate nurses who could be handling heavier responsibilities.

A significant difference found was in Behavioral Disengagement among Critical Care Nurses based on Educational Qualification. Behavioral Disengagement has been found more in nurses with Educational Qualification of Diploma. It might be because nurses who have only diploma might not be aware of all the aspects of the field of work, they are engaged in to apply adaptive coping strategies, when compared to nurses who are undergraduate and post-graduates. And therefore, required training can be provided to those nurses in positive adapting strategies so they may not resort to a coping strategy like behavioral disengagement.

A significant difference was found in a sub variable of Coping among Critical Care Nurses based on Type of Shift. Planning was found to be used more by nurses working on noon shift. This indicates positive coping strategies need to be promoted for the well-being of nurses working in shifts.

A significant difference was found in a sub variable of Coping (Substance Use). Substance Use was found to be used more by nurses working for more than one year. It indicates that negative coping strategies might be used by the nurses as their Duration of Experience increases. This could imply that nurses working for long duration could be going through mental fatigue of working all those years.

A significant difference was found in another sub variable of Coping (Behavioral Disengagement). Behavioral Disengagement was found to be used more by nurses working for 6 months. As they only have been working for short period of time, they would put only little effort in dealing with their issues, as they don't know much about the environment. This implies that if they are aware of these coping strategies they could be more effective in handling stressful situations connected to their job as critical care nurses.

Limitations of the Study

The present study aims to identify the relationship between Coping and Compassion Fatigue among Critical Care Nurses. The limitations of the present study are listed below:

- The sample of the current study consisted only of Critical Care Nurses living in Kannur and Calicut districts of Kerala.
- The sample size of the present study was relatively small.
- The study was limited to nurses working only in critical care category.
- The study did not consider nurses working in casualty departments.
- The number of male samples were too few, therefore, this study may not give representational findings for male nurses.
- The mode of data collection had to be completely shifted to online mode as the nurses working in critical care units were extremely busy with their exhaustive schedule, which made it impossible to meet them in person and facilitate their participation in the research.

Suggestions for Future Research

- The study could be conducted among all the districts of Kerala so that more comprehensive findings can be achieved.
- Sample size can be increased to get more representational findings.
- Nurses working in trauma ridden sectors like casualty department could be studied to get an idea of spread of experience of Compassion Fatigue and Coping methods employed.
- More male nurses need to be included in sample to get better representational results for the study.

- More research needs to be done on positive Coping strategies to identify ways of increasing Compassion Satisfaction towards making functioning of nurses more productive in departments like Critical Care Units.

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APPENDICES

APPENDIX I**Consent Form****TITLE OF STUDY**

COPING AND COMPASSION FATIGUE AMONG CRITICAL CARE NURSES

RESEARCHER

Sameeha Sadha M.P

M.Sc. Psychology.

7902337711

mpsameeha123@gmail.com

You are being requested to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. This research study is part of fulfilling academic requirements for master's degree in counselling psychology.

In this research you would be required to answer the personal data schedule, and two instruments which will be sent to you. You may decline to answer any or all questions and you may terminate your involvement at any time if you choose. There may not be any direct benefit to you for your participation in this study. However, we hope that the information obtained from this study may help in the betterment the psychological well-being of Critical Care Nurses and present the advantages of using healthy Coping strategies, and address the Compassion Fatigue issue if any.

Every effort will be made by the researcher to preserve confidentiality about the data collected from you.

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be destroyed.

CONSENT

I have read and I understand the provided information. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Researcher's signature _____ Date _____

APPENDIX II

PERSONAL DATA SCHEDULE

Name:

Age:

Gender:

- Male
- Female

Education qualification:

- Diploma
- UG
- PG

Marital Status:

- Single
- Married
- Divorced

Domicile:

- Urban
- Rural

District:

- Kannur
- Calicut

Type of Hospital

- Government
- Private

Type of Shift

- Day
- Night
- Noon

Category of Critical Care

- Emergency Department
- ICU
- Surgery Department
- Burn or Trauma Care
- Cardiac Care

Duration of Experience

- 6 months
- 1 year
- More than 1 year
- More than 2 years

APPENDIX III

Brief COPE -Brief Coping Orientations to Problem Experienced

We are interested in how people respond when they confront difficult or stressful events in their lives. There are lots of ways to try to deal with stress. This questionnaire asks you to indicate what you generally do and feel, when you experience stressful events. Think about what you usually do when you are under a lot of stress. Each of us deals with things in different ways; I'm interested in how you've tried to deal with things. Each item says something about a particular way of coping. I want to know to what extent you've been doing what the item says. How much or how frequently. Don't answer on the basis of whether it seems to be working or not—just whether or not you're doing it. Make your answers as true FOR YOU as you can. This information is confidential/belongs to you; you may share if you choose. There are no “right” or “wrong” answers! We’re looking for a general pattern, not a specific “score”

1 _____ 2 _____ 3 _____ 4 _____

Not at all

Little bit

Medium amount

Doing a lot

1 = I haven't been doing this at all

2 = I've been doing this a little bit

3 = I've been doing this a medium amount

4 = I've been doing this a lot

Using this scale, respond to the following:

1. I've been turning to work or other activities to take my mind off things.
2. I've been concentrating my efforts on doing something about the situation I'm in.
3. I've been saying to myself "this isn't real."
4. I've been using addictive behaviors or substances to make myself feel better.
5. I've been getting emotional support from others.
6. I've been giving up trying to deal with it.
7. I've been taking action to try to make the situation better.

8. I've been refusing to believe that it has happened.
9. I've been saying things to let my unpleasant feelings escape.
10. I've been getting help and advice from other people.
11. I've been using alcohol or other drugs to help me get through it.
12. I've been trying to see it in a different light, to make it seem more positive.
13. I've been criticizing myself.
14. I've been trying to come up with a strategy about what to do.
15. I've been getting comfort and understanding from someone.
16. I've been giving up the attempt to cope.
17. I've been looking for something good in what is happening.
18. I've been making jokes about it.
19. I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.
20. I've been accepting the reality of the fact that it has happened.
21. I've been expressing my negative feelings.
22. I've been trying to find comfort in my religion or spiritual beliefs.
23. I've been trying to get advice or help from other people about what to do.
24. I've been learning to live with it.
25. I've been thinking hard about what steps to take.
26. I've been blaming myself for things that happened.
27. I've been praying or meditating.
28. I've been making fun of the situation.

APPENDIX IV

THE PROQOL TEST AND HANDOUT PROFESSIONAL QUALITY OF LIFE SCALE (PROQOL) COMPASSION SATISFACTION AND COMPASSION FATIGUE (PROQOL) VERSION 5 (2010)

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

1=Never 2=Rarely 3=Sometimes 4=Often 5=Very Often

1. I am happy.
2. I am preoccupied with more than one person I [help].
3. I get satisfaction from being able to [help] people.
4. I feel connected to others.
5. I jump or am startled by unexpected sounds.
6. I feel invigorated after working with those I [help].
7. I find it difficult to separate my personal life from my life as a [helper].
8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I [help].
9. I think that I might have been affected by the traumatic stress of those I [help].
10. I feel trapped by my job as a [helper].
11. Because of my [helping], I have felt "on edge" about various things.
12. I like my work as a [helper].
13. I feel depressed because of the traumatic experiences of the people I [help].
14. I feel as though I am experiencing the trauma of someone I have [helped].

15. I have beliefs that sustain me.
16. I am pleased with how I am able to keep up with [helping] techniques and protocols.
17. I am the person I always wanted to be.
18. My work makes me feel satisfied.
19. I feel worn out because of my work as a [helper].
20. I have happy thoughts and feelings about those I [help] and how I could help them.
21. I feel overwhelmed because my case [work] load seems endless.
22. I believe I can make a difference through my work.
23. I avoid certain activities or situations because they remind me of frightening experiences of the people I [help].
24. I am proud of what I can do to [help].
25. As a result of my [helping], I have intrusive, frightening thoughts.
26. I feel "bogged down" by the system.
27. I have thoughts that I am a "success" as a [helper].
28. I can't recall important parts of my work with trauma victims.
29. I am a very caring person.
30. I am happy that I chose to do this work.

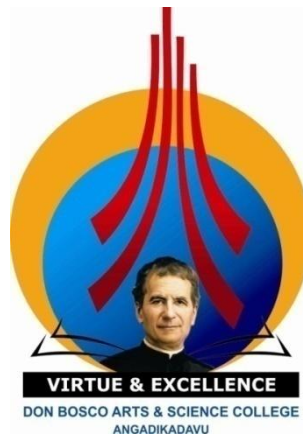
**EFFECT OF ASSERTIVE TRAINING ON
SELF-CRITICISM AMONG HIGHER SECONDARY
STUDENTS**

*Dissertation submitted in partial fulfillment of the requirement of the
degree of Master of Science in Counselling Psychology*

Submitted by

SREELAKSHMI A

Reg.No:C1PSCP1115



**Department of Psychology
Don Bosco Arts & Science College, Angadikadavu
Affiliated to Kannur University**

2022-2023

CERTIFICATE

This is to certify that this dissertation entitled “**EFFECT OF ASSERTIVE TRAINING ON SELF-CRITICISM AMONG HIGHER SECONDARY STUDENTS**” is an authentic record of research work carried out by **Sreelakshmi A**, during the period of her study at Don Bosco Arts & Science College, Angadikadavu, Iritty-670706, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology of Kannur University, 2023.

No part of this dissertation has been presented previously for the award of any degree, diploma, associateship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Manjith.R

Supervisor

Assistant Professor

Department of Psychology

Fr. Dr. Kuriakose Augustine

Assistant Professor

Head of the Department

Department of Psychology

Examiner 1:

Examiner 2:

DECLARATION

I, Sreelakshmi.A do here by declare that this dissertation entitled “**Effect of assertive training on self-criticism among higher secondary students**”, which is submitted to the Department of Psychology, Don Bosco Arts & Science College, is a bonafide record of the research work carried out by me, under the supervision and guidance of **Manjith R** (Assistant Professor, Department of Psychology, Don Bosco Arts & Science College) in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology and that it has not previously formed the basis for the award of any degree, diploma or fellowship or other similar title or recognition.

Sreelakshmi. A

Place:

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CERTIFICATE

This is to certify that **SREELAKSHMI .A**, is a regular and bonafide student of the Department of Psychology, Don Bosco Arts & Science College, pursuing the Post-Graduation programme in M.Sc. Counselling Psychology during the academic years 2021-2023.

Fr. Dr. Kuriakose Augustine

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Date:

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CERTIFICATE

This is to certify that this dissertation entitled, “**EFFECT OF ASSERTIVE TRAINING ON SELF-CRITICISM AMONG HIGHER SECONDARY STUDENTS**” is an authentic record of research work carried out by Sreelakshmi A, in partial fulfillment of the requirements of the Degree of Master of Science in Counselling Psychology, under my supervision and guidance, and that no part of this dissertation has been presented previously for the award of any degree, diploma, associateship, or fellowship of other similar title or recognition to the best of my knowledge and as informed by the student.

Manjith R

Place:

Date:

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SREELAKSHMI A

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ABSTRACT

The present study examined the advantages of Effect of Assertive training on self-criticism among higher secondary students. In addition to this, it also aimed at identifying the differences on effect of assertivetraining on sub variables of self-criticism namely self-correction and self-persecution based on gender, stream, domicile and family type. The participants of the study were higher secondary students. The total sample consisting of 107 participants were selected from a higher secondary school. For the purpose of various analyses, the participants were divided into different categories based on the above-mentioned demographic variables. The measures used for data collection is The Functions of self-criticizing/attacking scale (FSCS). Pre-test and Post-test is conducted. Paired sample t Test and independent samples t-test were the statistical tests used. Results found that there is significant effect of assertive training on self-criticism. There is no significant difference in assertive training on sub variables of self-criticism, namely a) Self- persecution, b) Self Correction among higher secondary students based on gender, domicile, family type. For intervention group There is a significant difference in assertive training on sub variables of self-criticism, namely a) Self- Persecution, b) Self Correction among higher secondary students based on gender.

Key words: Assertive training, Self-criticism, Higher secondary students.

CHAPTER 1
INTRODUCTION

CHAPTER 1

INTRODUCTION

Adolescence is an unpredictable period marked by lots of changes in physical maturation, cognitive abilities and social interactions. Adolescence is the stage of life between childhood and adulthood from ages 13 to 19. It is the time when significant physical, psychological and social changes occur. Higher secondary is also known as senior secondary in some places especially in western countries. It refers to education up to these classes are known as higher secondary schools. It is characterized by rapid changes in the overall aspects of the individual personality such as physical, mental, emotional, social and moral facets. It is a period that requires attention and special needs of adolescence, when needs are unmet during this phase it affects the individual family, community, society and nation at large. Self-criticism is a factor that which influence the growth and development of adolescences present study discuss about the self-criticism and how the assertive training influence self-criticism. (Dammers,2020).

Adolescents go through many challenges. One important feature seen in the adolescents is self-disgust. This is a strange emotion; it is outrageously common in teenagers and it can be extremely hard to get out of the rut it creates. Low self-esteem is also associated with feelings of being weak, helpless, hopeless, frightened, fragile, in-complete, worthless and inadequate. They suffer from negative thoughts and can't recognize their potential, they fear criticism and take compliments negatively and are afraid to take up their responsibilities, and afraid of forming their own opinion.

Self-criticism

Most theoretical models of the origin of self-criticism focus on early parent-child interactions as the source of this style. Self-criticism has been defined differently by different researchers. Individuals high in self-criticism "engage in constant and harsh self-scrutiny and evaluation and have chronic fear of being disapproved and criticized" (Blatt & Zuroff, 1992). According to (Blatt & Homann, 1992) self-criticism involves "constant and harsh self-scrutiny and evaluation and a chronic fear of being disapproved of or criticized and of losing the approval and acceptance of significant others". Zuroff and Fitzpatrick (1995) indicated that "self-critics are contradict about interpersonal relationships because while they desire approval, respect, and admiration,

they fear disapproval and loss of control and autonomy". Self-criticism includes high levels of concern regarding issues of self-definition rather than interpersonal relationships. These individuals tend to be independent and concerned with issues of prestige, control, and power. They desire to be recognized, respected, and admired and tend to be critical of themselves and of others (Blatt, 2008). Self-criticism used to examine and evaluate one's own behaviour and recognizing weakness, shortcomings and errors. To criticize one's own self by comparing others. It also involves highlighting the weakness and negative traits in one's self.

Most people do not know they suffer in lot. self-criticism refers to appraise the positives and negatives of one's own beliefs, thoughts, actions and behaviour especially from the point of view of how others might regard them. It can be private or public place.

Self-criticism requires a certain flexibility of mind, because it assumes a person is able to call in to question his own behaviour and thinking instead of believing that he naturally is the way he is or that he can be "never be wrong".

Self-criticism involves constant and harsh self-scrutiny ,overly critical evaluations of one's own behaviour and negative reactions to perceived failures in terms of self-bashing .some of the factors that could have contributed are an authoritarian parent , a strict teacher, a bully a narcissistic sibling or one's own inner perfectionism .There are several theories for the manifestation of self-criticism .one asserts that self-criticism refers to the anger that has been turned inward which happen when a person filled with hostility but is too afraid and insecure to let it out .

Another theory is that people who scold themselves act out of guilt and shame, or are trying to subconsciously shield themselves against criticism from others. This the person subconsciously believes will have a lower adverse effect on his feelings as compared to the criticism by another alone (Koester & Zuroff , 2007).

Some culture believes as a norm that self-criticism motivates behaviour. This may cause parents to speak and act towards their child in a highly critical manner. This critical voice gradually become internalized, which means that it grows to a part of the individuals self-assessment.

Self-criticism has its initiation in childhood. self-criticism may act as a shield for criticism from others. Self -criticism usually involves negative internal thoughts about one's own self or attributes. self-criticism is an essential component of learning. In order to change one's behaviour, improves one's style, and adjust to a new situation, it is necessary to recognize personal errors as errors. once the errors are known, something can be done about them.

Self-critic is willing to search for recognize and accept objections against his own behaviour or his own characteristics he is willing to accept that he could be wrong or indeed that he is in the wrong.

The trait of self-criticism has been identifying as particularly malignant personality variable that is commonly implicated in the development and maintenance of depression. There are times when self-criticism is a good choice. when we made a mistake, it is more tolerable to accept self-criticism than to accept criticism by someone else. destructive self-criticism is caused by feelings of guilt.(Koester &Zuroff, 2007).

Criticism and self-criticism act like a feedback mechanism that constantly improves one's work and relationship.

Assertive training

Assertiveness involves appropriately expressing ideas, feelings and boundaries while respecting other's rights , maintaining positive affect in the receiver and considering potential consequences of the expression(Jordan &Larsen,1977).assertiveness is not about getting what one wants at others' expense, but being assertive meansrespecting others' thoughts, feelings, and beliefs. A person with a positive attitude towards himself and others experiences others as being more positive towards him. On a 'good day,' he is more creative and productive, whereas on a so-called 'bad day'it's is vice versa. Assertiveness mainly involves four factors which are why some people can't say no? Impact of not being able to say no, right understanding about how the things are and how to say no.

A study conducted on assertive training by Larsen and Jordan they stated that assertive training focuses on increasing assertive behaviour in individual to help alleviate interpersonal problems. according to them assertive training ideally conducted in group formats with participants 6-10, usually 10-12 sessions it is a component of

cognitive behavioural therapy. components of assertive training include psycho education, teaching assertive skills, practising assertive behaviour. In psycho education counsellor gives an awareness about assertive which include 3 interpersonal exchanges aggressive, passive and assertive, second component involves teaching several assertive training include clients learn to respond to unreasonable demands, make requests, express dissatisfactions this involves direct instructions in nonverbal and verbal assertive skills such as body language, eye contact, modulation of voice etc. Also used some techniques like empathetic assertion or fogging. Third component is behavioural training role playing, video feedback etc.

Assertiveness Popular perceptions and actual assertiveness differ in kind and in degree (Ames, 2009). Even though psychology has consistently maintained that assertiveness respects mutual rights and fosters positive affect, everyday perceptions of assertiveness tend to include even aggressive and relationship damaging expressions. Where assertiveness creates positive affect in the receiver, aggression is hostile, shows little respect for the other, and fails to consider potential consequences of the action. Where assertive personalities have high affection, inclusion, and pleasure motives, aggressiveness have high control motives and tend to use force to dominate, control, defeat, or damage another's self-concept. Because everyday perceptions and even popular writing routinely confuse aggression with assertion, lay people often identify assertiveness differently than experts. (Anderson & Martin, 1995).

Need and significance

India has the largest population of adolescents in the world being home to 243 million individuals aged 13-19 years. Studies have found that adolescents are struggling for self-criticism especially in late adolescence high school times. Studies found that self-criticism may be due to several factors like may be due to low self-esteem, non-assertiveness. Self-critics individual experience depression that is focused primarily on issues in which their self-concept are central (self-worth, autonomy) they criticize and attack themselves and experience intense feeling of shame, guilt, failure and worthlessness. Self-critics are more likely to be depressed so assertive training can help to reduce the impact of self-criticism. Awareness about self-criticism is important especially during adolescents because they are in a transition period, assertiveness helps the individual to live in a healthy way. There are situations like increases the

usage of drugs in school students. The main factor which is lead to drug use is peer groups to prevent this factor assertiveness play a major role so assertive training is very important for school students. School students also face some issues like stalking being assertive is the method to prevent that also.

This study helps to find out factors which are influencing self-criticism including demographic variables and also identify the major functions of self-criticism. These findings help to identify the effect of assertive training on self-criticism. This may helpful in educational settings, work settings and their daily life as well. Through assertive training we can improve our self -esteem.

Statement of the problem

This study attempts to study the effect of assertive training on self-criticism among college students.

Definition of key terms

Theoretical definitions

Assertive training: Assertiveness training is a type of behavior therapy focused on increasing assertive, self-assured behavior in individuals and teaching a more confident, effective communication style (Jordan & Larsen, 1977).

Self-criticism: self-criticism refers to the ability to appraise the pros and cons of one's own beliefs, thoughts, actions behaviours especially from the point of view of how others might regard them (Kausar, 2014).

Operational definitions

Assertive training: Assertive training is basically is a form of behaviour therapy helps to stand up for their right to say "no" when they want "no" .it is a component of cognitive behavioural therapy.

Self-criticism: it is the act of evaluation of oneself, most of the time it involves tendency to blame one self. It also can be positive.

Higher secondary students: Senior secondary students in India include classes 11th to 12th and consist of students aged between 16-18 years usually. This level of education,

students can choose their preferred stream and subjects. They can pursue Arts, Commerce, Science (medical& non- medical).

Objectives

Objectives of the Pilot study

1. To find out the gender difference on self-criticism and its sub variables among higher secondary students.
2. To find out the stream wise difference on self-criticism and its sub variables among higher secondary students.
3. To find out the difference on self-criticism and its sub variables based on domicile among higher secondary students.
4. To find out the difference of self-criticism and its sub variables based on family type among higher secondary students.

Major objective

To find the effect of assertive training on self-criticism among higher secondary school students.

Specific objectives

1. To find out the effect of assertiveness training on the sub variables of self-criticism namely a) self-persecution and b) self-correction
2. To find out the effect of assertiveness training on the sub variables of self-criticism namely a) self-persecution and b) self-correction based on gender
3. To find out the effect of assertiveness training on the sub variables of self-criticism namely a) self-persecution and b) self-correction based on domicile
4. To find out the effect of assertiveness training on the sub variables of self-criticism namely a) self-persecution and b) self-correction based on stream
5. To find out the effect of assertiveness training on the sub variables of self-criticism namely a) self-persecution and b) self-correction based on family type.

ORGANIZATION OF THE REPORT

The present study report has five parts. The first part is introduction part. It consists of introduction on the topic, need and significance of this study, statement of the problem, major and specific objectives, definition of key terms. Chapter 2 consists

of review of literature. It consists of theoretical review of the study variable and review of related study on variables and populations. The third chapter include methodology part, it consists of populations, measures, procedure for data collection and statistical techniques employed for analysis. The fourth chapter is the result and discussion of the study. It consists of the result and discussions. Fifth chapter of the study is summary and conclusion. It consists of the major findings, implications, limitations of the study and the directions for the future research. The research report is prepared according to 7th edition of APA.

CHAPTER 2
REVIEW OF LITERATURE

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REVIEW OF LITERATURE

Literature review is an essential process for any type of research work. It is required before the actual research starts and can combine in parallel with the actual research theme. Review will help to consolidated research findings. Any research work needs to ensure that the research problem or the research topic hassomething new to offer and is certainly not expected to duplicate the work already done. We can identify what are the possibilities for new research from already done research works. However, what constitutes "new" might be seriously debated. Hence a thorough literature review can help in establishing the newness in a given research work. A literature review is a critical analysis of a segment of a published body of knowledgethrough summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles. A literature review is a written document that presents a logically argued Case founded on a comprehensive understanding of the current state of knowledge about a topic of study. It also gives the importance of topic on the present. How to formally analyse and interpret the selected literature are the two important components of the literature review process. According to Fink (2009). "A research literaturereview is a systematic, explicit, and reproducible method for identifying, evaluating, and synthesizing the existing body of completed and recorded work produced by researchers. (Dattakumar & Jagadeesh,2003).

A researcher cannot perform significant research without first understanding the literature in the field” (Boote & Beile, 2005). Conducting a literature review is a means of demonstrating an author’s knowledge about a particular field of study, including vocabulary, theories, key variables and phenomena, and its methods and history. Conducting a literature review also informs the student of the influential researchers and research groups in the field. Finally,with some modification with some modification, the literature review is a “legitimate and publishable scholarly document” (LeCompte & colleagues, 2003). Literature review also help in determine theresearch problem, seeking new lines of inquiry, gaining methodological insights, identifying recommendations for further research, and seeking support for grounded theory.

This review of literature includes three sub sections. Theoretical review, literature review and hypothesis. Theoretical review is used to help establish a lack of

appropriate theories or reveals that current theories are inadequate for explaining new or emerging research problems. Literature review is a piece of academic writing demonstrating knowledge and understanding of the academic literature on a specific topic placed in context. Hypothesis is tentative answer to research question that not has been tested.

Theoretical perspective of self-criticism

Self-criticism involves constant and harsh self-scrutiny, overly critical evaluations of one's own behaviour and negative reactions to perceived failures in terms of active self-blaming self-criticism seen as main symptom in various mental disorders. Self-criticism is mainly depends on evaluation, judgement, condemn or accept and support ourselves has a major impact on our coping, resilience, recovery. Negative thoughts and feelings when comparing oneself to others, whilst the later reflects self-critical thoughts and feelings resulting from failure to meet personal standard or goals (Koestner & Zuroff, 2007).

A large amount of empirical research has shown that self-criticism can anticipate later adjustment and depression, social anxiety, PTSD and poor support, self-criticism may act as impair the therapeutic alliance which can determine poorer treatment outcomes (Kannan & Levitt, 2013).

Evolutionary approach by Gilbert in 2000 conceptualises self-criticism as a form of self to self-connecting that is based on evolved psychobiological systems for social interaction accordingly it has been proved that humans have evolved specific competencies to be learn understand and endorse different roles. These social competencies as the basis for internal self-evaluation and operate through the same information processing systems and behavioural patterns that evolved for social correction (Gilbert, 2000).

An exploratory factor analysis confirmed existence of two forms of self-criticism one is inadequate self is focused on feelings of inadequacy and inferiority due to personal failures and setbacks and in aspects of the self that need to be corrected or improved. second one is hated self-toxic and pathogenic form is characterised by self-punishment and feelings of disgust, aversion hatred and contempt for the self and is focused mainly on the desire to hurt persecute and attack the self. An alternative form of self to self-relating is that reflect a positive and warmth attitude for the self that

allows acceptance, compassion and understanding of flaws and failures as part of human condition it focus on positive aspects and implies reassurance and tolerance when facing vulnerability and fragility (Gilbert, 2004).

Recent research suggest that self-critics are less autonomously motivated. self-criticism is negatively related with autonomous motivations.

According to Blatt in 2004 conceptualization of self-criticism is consistent with a state trait model that explains variations in self-criticism both between persons. In this research they conducted an observation in 99 college student participants researcher measured factors which are perceived social support, positive negative affect compassionate and self-image goals during interactions with others, interpersonal behaviour, including overt self-criticism and given social support. as predicted self-criticism displayed both trait like variance between persons and daily fluctuations around individuals. findings were consistent with the state trait model and with blatt's theoretical analysis of self-critical personality (Blatt, 2004).

Theoretical review of assertiveness

Assertiveness manifests itself as spontaneous behaviour. An assertive person freely expresses their feelings and thoughts, does not limit themselves to rituals and conventions. In general, the individualism of such a person is recognized, but, with the unfavourable development of such qualities, the person may become focused only on one's own needs and interests, without taking others into consideration (Lebedeva, 2014).

From another point of view, assertiveness may be defined as adequacy. In contrast to the previous approach, in this case, assertive behaviour is visible when, while interacting with other people, a person flexibly changes behaviour, according to accepted standards, norms and rules. reacting to specific circumstances. Assertive skills suggest the possibility of constructive behaviour that does not harm other people, but at the same time, the ability to tactfully and politely defend one's own opinion, accept and provide feedback, as well as the ability to act decisively when goals are achieved (Stepanov, 2006). K. Rudestam, emphasizing the aspect of social interactions in assertiveness, also notes that assertive behaviour is the most constructive way of interpersonal interaction that allows a person to resist aggression and manipulation

(Shiltsova, 2012). Russian scientists Nikitin and Kharlamenkova (2000) also define assertiveness as "self-affirmation through constructive activity".

According to the third approach, assertiveness is seen as perseverance which manifests itself in the form of the person's persistence. This concept offers an alternative to passive and aggressive behaviour typical of people with low and overrated self-esteem. These points of view reveal the connection between the notions of assertiveness" and "spontaneity", "adequacy", "perseverance". Lange and Jakubowski (1976) consider these concepts to be identical, and A.M. Prichojan focuses on confidence, separating this feeling from self-affirmation, in his attempt to determine the content of assertiveness. (Lebedeva, 2014).

However, assertiveness is also about social competence. Wolpe (1954) warned that assertiveness training for non -assertive patients was only appropriate when nonassertiveness was maladaptive. Later, Lazarus (1971) pointed out that open expression of any idea or feeling in any situation is also maladaptive and potentially aggressive. His research and practice included training aggressive patients to use assertiveness.

One approach to understanding the nature of assertiveness is as a personality trait and communication style. From this perspective, personality and cognitive processing combine to produce a communication style, defined as a learned predisposition to respond to certain cues in patterned ways. Much assertiveness research characterizes it as a style, which enables scholars to succinctly classify assertiveness behaviour.

A conflict style approach views assertiveness as one's relatively stable orientation toward conflict. Early conflict style research identified five conflict behaviours determined by two independent dimensions. The assertiveness dimension rate behaviours intended to satisfy self-interests, and the dimension rate behaviours intended to satisfy interests of the other. A competing conflict style is a highly controlling or domineering orientation. These behaviours are high in assertiveness and low in cooperation. An accommodating conflict style is the least likely to satisfy the speaker's interests. It is low in assertiveness and high in cooperation. The avoiding style often signals disengagement. It is low in both assertiveness and cooperation. Collaborating produces the most satisfying outcomes for both parties. It is high both in

assertiveness and cooperation. Compromising has moderate amounts of both collaboration and assertiveness. It tends to produce outcomes that are only partially satisfying to both parties. However, no single style is considered always appropriate. (Lebedeva, 2014).

Summary of theories

Based on the review of theories self-criticism is act as a positive and also negative because it has mainly two functions self-correction and self-persecution when the level of this function increases it will negatively affect a person especially in the present study the researcher tries to examine the effect of assertive training on self-criticism among adolescents so adolescent is a crucial developmental stage in a human being .Adolescents have lots of changes include aspects of physical ,mental and social also .Self-criticism involves constant and harsh self-scrutiny, overly critical evaluations of one's own behaviour and negative reactions to perceived failures in terms of active self-blaming self-criticism seen as main symptom in various mental disorders.A large amount of empirical research has shown that self-criticism can anticipate later adjustment and depression, social anxiety, PTSD and poor support, self-criticism may act as impair the therapeutic alliance which can determine poorer treatment outcomes. (Kannan &Levitt ,2013) .

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Another point of view about assertiveness is that it viewed as adequacy. Assertive behaviour visible while interacting others. A person flexibly changes behaviour according to accepted standards or norms. It provides constructive behaviour that does not harm others but same time a person can express his or her ideas.

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Reviews of related studies on self-criticism

Edward Sturman and Mongrain conducted a study on self-criticism and major depression. It was published on 2010, the main aim of the study sought to incorporate the personality style of self-criticism within an evolutionary framework it is help to explain its relationship to major depression. The design used in this study was cross sectional study that participants were first interviewed and then completed several questionnaire. sample used in this study was graduate students who are experiencing one prior episode of major depression. Using regression analyses revealed that self-criticism internal entrapment and social comparison when controlling for mood and for levels of dependency. These findings suggest that part of the reason self-critics are vulnerable to clinical episodes of depression lies in their subjective experience of entrapment and in their negative social comparison.

“Self-criticism and psychotherapy outcome: A systematic review and meta-analysis” conducted by Alexandra Low, Schauennburg, Dinger in 2020. According to them self-criticism involves constant and harsh self-scrutiny, overly critical evaluations of one's own behaviour and negative reactions to perceived failures in terms of active self-bashing. This study mainly aims to find the association between pre-treatment self-criticism and multiple treatment outcomes using meta-analysis. The overall association between pre-treatment self-criticism and psychotherapy outcome suggesting that higher levels of self-criticism are related to poorer outcome. (Alexandra Low, Dinger & Schaeunburg, 2020).

Self-criticism and self-esteem in early adolescence do they predict depression using longitudinal research design. This study by Gittins. In this according to Aaron

Beck's theory forming negative self-cognitions is a factor which effect depression .It is mainly supported in older adolescents .this study aimed to assess the relation between two major self-cognitions , self-esteem and self-criticism and depressive symptoms in early adolescence. It is done in Australian adolescents. Results indicated self-criticism and depressive symptoms increased overtime period, while self-esteem decreased and these changes were all related. During the early adolescent period thus appear to have a somewhat reciprocal relation, while self-criticism does not appear to predict the development of depression.(Gittins ,2020).

Gilbert and Procter in 2006 conducted a study on the topic “compassionate mind training for people with high shame and self-criticism : Overview and pilot study of a group therapy approach” .In this study researches gave awareness about compassionate mind training to reduce self-criticism .CMT starts from the premise that when things go wrong for people or they fail at certain tasks they may fear the consequences become self-critical and are unable to access self-soothing and self-reassurance for the self . Gilbert etal ,(2004) found a strong inverse relationship of self-criticism with abilities to focus on self-reassuring thoughts and self-reassurance was associated with lower depression scores .A number of therapies are now focusing on the importance of helping people develop inner compassion and self-soothing abilities especially noted in Dialectical Behaviour therapy .The cognitive therapists McKay and Fanning (1992) who have developed a self-esteem programme to see self-compassion as antidote to self-criticism .CMT tries to change internalized self-attacking pattern .It include psycho education , Socratic discussion , guided discovery , learning thought and affect monitoring , recognizing their source , decentering, acceptance, testing out ideas and behavioural practice . steps involved in CMT include according to Gilbert self-criticism has different forms and functions, one focuses on self-correction, another one is self-attacking Researches includes step like rather than trying to identify distorted cognitions they frame the language of safety behaviours.Focuses on feelings and thoughts , focuses on self-compassion. Participants are from the NHS trust UK. It is done like group therapy used the scale the functions of self-criticizing attacking scale. Researchers found that CMT was a good method of training for self-criticism (Gilbert & Procter ,2006).

The role of maladaptive anger in self-criticism a quasi-experimental study on emotional processes, a study conducted by Kramer and Pascal in 2016. This study

examines the role of emotion in self-critical process of individuals with anger problems. self-criticism is a prevalent intra personal feature which greatly impacts an individual's emotions. Using quasi experimental design done in undergraduate students controls on process indices of contempt, fear, shame, anger and global distress as well as on their access to underlying need as participants were working through personalized self-critical thought. this is done using emotion focused therapy. findings suggested this work on self-criticism reduced for both groups distress, fear and shame.(Kramer &Pascal ,2016).

Koestner, Richard conducted a study on the topic” Family origins of adolescent self-criticism and its continuity in to adulthood” in 1991. they used longitudinal design to examine the relation between parenting experiences at age 5 and level of self-critics at age 12 to age 31 in 156 ss. This results showed that mothers reports of parenting behaviours that effect restrictiveness and rejection were related to the development of self-criticism particularly when received from the same sex parents . The results also showed that for women, self-criticism was very stable from early adolescence to young adult (Koestner & Richard, 1991).

Millis, Gilbert in 2007 conducted a study on paranoid beliefs and self-criticism in students. this study however explored hostile and compassionate self to self-relating in regard to paranoid beliefs. this study conducted in 131 students using scales of measuring paranoid ideations forms and functions of self-criticism, self-reassurance, self-compassion and depression. their finding was paranoid beliefs were associated with forms and functions of self-criticism especially self-hating and self-persecution. Thesevariables also associated with depression. results found that regression found that self-hatred remained a predictor of a paranoid ideation even after controlling for depression and self-reassurance. paranoid beliefs seem to be associated with a critical and even hating experiences of self may be profitable targets for therapeutic interventions (Gilbert & Millis, 2007).

“From stress to psychopathology: relationship with reassurance and self-criticism in Czech university students” this study conducted by Kotera, Dosedolva in 2021. This cross- sectional study aimed to explore the pathway from stress to depression anxiety with a focus on self-criticism and self-reassurance in Czech students who suffered from high prevalence of mental health problems. Correlation and path analysis

is used as statistical technique. Their findings indicate that depression, anxiety and stress were positively associated with inadequate self and hated self while negatively associated with reassured self. Both inadequate self and hated self partially mediated the stress depression and stress anxiety relationships, whereas reassured self only partially mediated the stress depression relationship (Dosedolva & Kotera, 2021).

Summary of studies on Self-criticism

Edward Sturman & Mongrain in 2010 according to their cross-sectional study reveals that self-criticism internal entrapment and social comparison when controlling for mood and for levels of dependency. These findings suggest that part of the reason self-critics is vulnerable to clinical episodes of depression lies in their subjective experience of entrapment and in their negative social comparison.

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Review of related studies on assertiveness training

Parray& Sanjay Kumar in 2017 conducted a study on the topic impact of assertive training on the level of assertiveness, self-esteem, stress, psychological wellbeing and academic achievement of adolescents, this study investigates the impact of assertive training on assertiveness, self-esteem, stress, psychological wellbeing and academic achievement among adolescents. Pre and post -test quasi experimental design is used. using purposive sampling they selected students from the age range of 16 to 19 years. In this study researchers used scale of Rathus assertiveness scale, Rosenberg's

self-esteem scale perceived stress scale, psychological well-being and academic achievement scale. the results of the study showed a significant improvement in the level of assertiveness and self-esteem after administering assertive training for a month. this findings also confirmed that the assertive training programme has been very effective in increasing psychological well-being, academic achievement and reducing stress level of the adolescents, based on this researcher conclude that assertive training help to improve the level of assertiveness, self-esteem, psychological well-being, academic achievement and reducing stress level of stress . Adolescent stage is among the most sensitive stage of one's life so conducting assertive training in schools would be effective and beneficial for adolescent. (Parry & Sanjay ,2017).

“The effect of assertive training programme on improving self-esteem of psychiatric nurses “conducted by Abed & Atia in 2015. Psychiatric mental health nurses are confronted with daily responsibility of assessing, intervening and evaluating client responses to stress and client interactions . this study was conducted at the psychiatric and addiction treatment hospital. this scale used in this study are Rosenberg self-esteem scale and assertive behaviour inventory tools. the study showed that there was positive relationship between self-esteem and assertiveness. Assertive training programme with psychiatric nurses has a positive effect on improving their self-esteem (Abed & Atia ,2015).

Oguzie ,Ezunu, Obazee conducted a study on “effect of assertiveness training technique on shyness among secondary students . the research design was quasi experimental research design. study was conducted among secondary school students. Results obtained from this study indicate that assertive training technique was more effective on shyness among female participants than their male counterpart. (Ezunu, Obazee & Oguzie ,2002).

The effectiveness of group assertive training on happiness in rural adolescent female with substance abusing parents conducted by Hojjat, Golmakani. The participants consisted of 57 middle school girls, all living in rural areas and having both parents with substance dependency. Results from this study indicated that assertiveness skill training increase the happiness level of subject .(Hojjat & Golmakani,n.d).

The effect of assertive training on students' academic anxiety, this study researched by Mohebi ,Shari Firad & Shasiah in 2012 .this study is an attempt to

determine the effect of assertive training on reducing anxiety levels in pre-college academic students in Gonabad city in 2008 .The results show that there was a significant anxiety decrease in the experimental group after the intervention due to a significant decrease in anxiety and increased decisiveness in the experimental group it can be claimed that assertiveness training is an effective non pharmacological method for reducing academic anxiety and it can be improve academic performance .(Mohebi, Shari Firad & Shasih , 2012).

A study conducted by Sajitha Qadir A on the topic “Assertiveness among Muslim adolescent girls role of parenting style religiosity and psychosocial factors” in 2016.In this study minority community Muslim girls suffered a lot in different areas. For them improving their psychological well-being assertiveness is an important social skill. This study is tried that how the parenting styles, religiosity and selected psychosocial factors on assertiveness among Muslim adolescent girls. Study conducted in Chennai, Target group comprises Muslim college going girls. They used Rathus Assertiveness Schedule, Assessment of Religiosity using Islamic Practise schedule. Results of this study also implies the importance of parents adopting the right method parenting to enhance the assertiveness training programme and hence it can be made a part of the curriculum either at the school level or college level. (Sajitha,2016).

Fariba Pourjali & Maryam Zarnaghash conducted a study on “Relationships between assertiveness and the power of saying no with mental health on a group of undergraduate students in Shiraz University. In order to achieve this goal, 120 undergraduate students participants using cluster sampling were chosen. The measurement tools were General Health Questioner, Rathus Assertiveness Questioner and Power of saying No Questioner (Self designer). Result revealed there was a significant relationship between assertiveness and mental health. There was a significant relationship between the power of saying no and mental health. There was no significant difference between the power of saying no,of women and men.(Pourjali&Zarnaghash,1999).

Summary of studies on Assertiveness

Parray & Sanjay Kumar in 2017 conducted a study on the topic impact of assertive training on the level of assertiveness, self-esteem, stress, psychological wellbeing and academic achievement of adolescents, this study investigates the impact

of assertive training on assertiveness, self-esteem, stress, psychological wellbeing and academic achievement among adolescents. Findings also confirmed that the assertive training programme has been very effective in increasing psychological wellbeing, academic achievement and reducing stress level of the adolescents. Based on this, researchers conclude that assertive training helps to improve the level of assertiveness, self-esteem, psychological well-being, academic achievement and reducing stress level of stress. Adolescent stage is among the most sensitive stage of one's life so conducting assertive training in schools would be effective and beneficial for adolescents.

“The effect of assertive training programme on improving self-esteem of psychiatric nurses” conducted by Abed & Atia in 2015. Psychiatric mental health nurses are confronted with daily responsibility of assessing, intervening and evaluating client responses to stress and client interactions. Assertive training programme with psychiatric nurses has a positive effect on improving their self-esteem.

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From these studies assertive training helps to reduce self-criticism. Because assertive training is a combination of cognitive and behaviour task. Assertiveness is an important factor in the present scenario. Assertive training is a part of important life

skill training. Being assertive is an important factor among adolescents because in adolescents they undergo lot of changes includes physical and emotional. Experimentation is the major task in this age period so they are easily influenced by persuasion.

Based on the review of theories self-criticism is act as a positive and also negative because it has mainly two functions self-correction and self-persecution when the level of this function increases it will negatively affect a person especially in the present study the researcher tries to examine the effect of assertive training on self-criticism among adolescents so adolescent is a crucial developmental stage in a human being .Adolescents have lots of changes include aspects of physical ,mental and social also .Self-criticism involves constant and harsh self-scrutiny, overly critical evaluations of one's own behaviour and negative reactions to perceived failures in terms of active self-blaming self-criticism seen as main symptom in various mental disorders.

Hypothesis

H1: There will be a significant effect of assertive training on self-criticism among higher secondary students.

H2: There will be significant difference in the effect of assertive training on sub variables of self-criticism, namely a) Self -persecution b) Self correction among higher secondary students based on gender.

H3: There will be a significant difference in the effect of assertive training on sub variables of self-criticism namely a) self-persecution b) self-correction among higher secondary students based on domicile.

H4: There will be a significant difference in effect of assertive training on sub variables of self-criticism namely a)self-persecution b)self-correction among higher secondary students based on family type.

H5: There will be a significant difference in effect of assertive training on sub variables of self-criticism namely a) self-persecution b) self-correction among higher secondary students based on gender.

H6: There will be a significant difference in effect of assertive training on sub variables of self-criticism namely a) self-persecution b) self-correction among higher secondary students based on domicile.

H7: There will be a significant difference in effect of assertive training on sub variables of self-criticism namely a) self-persecution b) self-correction among higher secondary students based on stream.

H8: There will be a significant difference in effect of assertive training on sub variables of self-criticism namely a) self-persecution b) self-correction among higher secondary students based on family type.

CHAPTER 3

METHOD

CHAPTER 3

METHOD

Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. The *Advanced Learner's Dictionary of Current English* lays down the meaning of research as —a careful investigation or inquiry especially through search for new facts in any branch of knowledge. Redman and Mory define research as a systematized effort to gain new knowledge (Kothari, 2008).

Research is an academic activity and as such the term should be used in a technical sense. According to Clifford Woody research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis (Kothari, 2008).

The search for knowledge through objective and systematic method of finding solution to a problem is research. The systematic approach concerning generalization and the formulation of a theory is also research. The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered as yet (Kothari, 2008).

Research has its special significance in solving various operational and planning problems of business and industry. Research is the fountain of knowledge for the sake of knowledge and an important source of providing guidelines for solving different business, governmental and social problems. It is a sort of formal training which enables one to understand the new developments in one's field in a better way. (Kothari, 2008).

Present study is within subject design it is also called dependent groups or repeated measure design because researchers compare related measures from the same participants. Within subject design is also called dependent groups or repeated measure design because researchers compare related measures from the same participants

between different conditions. Within subject design is a type of experimental design in which all participants are exposed to every treatment or condition.

Research design

Researcher want to create a blue print of methodologies which is going to be done is called research design. The function of a research design is to ensure that the evidence obtained enables the researcher to effectively address the research problem logically and as unambiguously as possible. In social sciences research, obtaining information relevant to the research problem generally entails specifying the type of evidence needed to test a theory, to evaluate a program, or to accurately describe and assess meaning related to an observable phenomenon. It serves as a series of guideposts to keep the progression of research headed in the right direction. The research design is essential because it ensures better, systematic and organised plan of the research undertaken. It enhances the efficiency of the researcher in his implementation. A comprehensive review of the proposed study will be set before the research begins. Thus, it can be said that a research design is needed because it facilitates in making research as efficient as possible. (Thakur,2021).

In the present study within subject design is used. It provides researchers with high level of control, it provides conclusions are specific. Experimental research allows cause and effect to be determined research design in which the same assessment measures are given to participants both before and after they have received a treatment or been exposed to a condition, with such measures used to determine if there are any changes that could be attributed to the treatment or condition. A more complete version in which participants are randomly assigned to a treatment group which is a pre-test–post-test design. All individuals will be assessed at the beginning of the study, the intervention is presented to the treatment group and there is no control group, and then all individuals are measured again. Also called before–after design. pre–post design.(APA Dictionary, n.d).

The advantages of within subject design is only requires small samples. It is statistically powerful. it removes the effect of individual differences on the outcomes .It helps us to detect the impact of independent variable.

Disadvantages of within subject design internal validity threats reduce the likelihood of establishing a direct relationship between variables. Time related effected,

such as growth can influence the outcomes. Carry over effects mean that specific order of different treatments affects the outcomes.

The problem in the present study is to find the effect of assertive training on self-criticism among higher secondary students.

Participants

Population is a distinct group of individuals, whether that group comprises a nation or a group of people with a common characteristic. A population is the pool of individuals from which a statistical sample is drawn for a study. Thus, any selection of individuals grouped together by a common feature can be said to be a population (Osikhotsali, 2022). Higher secondary students are the population for the present study. Higher secondary education helps children to prepare themselves for their future choices of going to either college or university and adolescents' period lasts 13 to 18, higher secondary students belong to 17 or 18 years old. They experienced lots of changes specially it is a transformational period from childhood to adolescence.

The universe consists of all survey elements that qualify for inclusion in the research study. The precise definition of the universe for a particular study is set by the research question, which specifies who or what is of interest. The universe may be individuals, groups of people, organizations, or even objects. For the present study, Kozhikode is taken as the universe. Kozhikode district is considered as one of the districts that is educationally forward with a literacy rate of 95.24%. There are many good higher secondary institutions. There are a good number of higher secondary institutions.

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. Sample design is determined before data are collected. The researcher must decide the type of sample he will use i.e., he must decide about the technique to be used in selecting the items for the sample. In fact, this technique or procedure stands for the sample design itself (Kothari, 2018).

Considering the present study, the sample design is taken as cluster sampling method because here the researcher selects data from 2 subclusters in a school which is 11th standard

students in Humanities, Commerce and randomly selects from each cluster. Total 107 participants were screened using self-criticism scale. After obtaining the results, the researcher randomly selected 12 students with moderate or severe self-criticism. Cluster sampling is a probability sampling method. 12 of them considered as experimental group they have undergone assertive training. After this training a post test of self-criticism will be conducted.

Total sample size is 107 for screening of self-criticism and from that 12 students were selected for the intervention, they are all 11th standard students from Kozhikode. It includes 6 boys and 6 girls.

Inclusion criteria

- 11th standard students
- Boys and girls are included
- Commerce, humanities streams included
- Students who from joint and nuclear family included.

Exclusion criteria

- Person with clinical disability or physical disability is excluded.

Categorization of participants according to socio-demographic variables.

For the purpose of different analysis in the present study, the participants were divided into different groups based on their sociodemographic variables such as age, gender, domicile, stream and family type. The details are given in the form of tables as follows:

Gender wise classification of the sample

Gender is used to describe the characteristics of women and men that are socially constructed. There is some variations in subscales of self-criticism according to gender. So, it is taken consideration in the present study. The sample was classified based on gender in two categories. The details of the classification are given in the table 3.1.

Table 3.1*Classification of sample based on gender*

SI.No	Gender	No of participants	percentage
1	Female	41	38.31
2	Male	66	61.68

Classification based on domicile

The domicile is defined as the place where you make your permanent home and where you considered to be permanent resident. An urban area or built-up area is a human settlement with a high population density and infrastructure or Rural area or a countryside is a geographic area that is located outside the town or cities. Semi-urban settlements are places where large number of peoples come together, where forcibly or voluntarily, in special purpose settlement that lack many of the feature characteristics of cities. It is taken considerations into the present study. Sample was classified on the basis of domicile in three categories. The details of the classification are given in the table 3.2.

Table 3.2*Classification of sample based on domicile*

S I. No	Domicile	No of participants	percentage
1	Rural	30	28.03
2	Semi urban	77	71.96

Classification based on Stream

Streams of 11th standard taken here was commerce and humanities. Commerce stream include subjects like economics accountancy, business, Taxation etc. Humanities include subjects like sociology, history, politics etc. It is taken considerations into the present study.

Table 3.3*Classification of sample based on stream*

SI. No	Stream	No of participants	percentage
1	Humanities	56	52.33
2	Commerce	51	47.66

Classification based on Family type

Family is said to be essential part of an individual's life. A nuclear family consists of a husband-wife and children, members of the nuclear family are very few. A joint family consists of related members of the family living under the same roof. It is taken considerations into the present study.

Table 3.4*Classification of sample based on family type*

SI. No	Family type	No of participants	percentage
1	Nuclear	93	86.91
2	Joint	14	13.08

STUDY VARIABLES

The present study focusses on two psychological variables self-criticism and assertive training. In order to explore the effect of assertiveness training on self-criticism, a standardised tool is used for collecting data from higher secondary students.

Self- criticism

Self-criticism involves constant and harsh self-scrutiny ,overly critical evaluations of one's own behaviour and negative reactions to perceived failures in terms of self-bashing .some of the factors that could have contributed are an authoritarian parent , a strict teacher, a bully a narcissistic sibling or one's own inner perfectionism .There are several theories for the manifestation of self-criticism .one asserts that self-criticism refers to the anger that has been turned inward which happen when a person filled with hostility but is too afraid and insecure to let it out

.(Blatt,2004). Self-criticism is mainly depending on evaluation, judgement, condemn or accept and support ourselves has a major impact on our coping, resilience, recovery and perseverance. Large amount of empirical research has shown that self-criticism can prospectively predict later adjustment and depression, social anxiety, PTSD.(Blatt,2004).

In the present study, Self-criticism is measured through the scale the functions of self-criticizing /Attacking Scale (FSCS) developed by Gilbert et al., 2004.

Assertive training

Assertiveness involves appropriately expressing ideas, feelings and boundaries while respecting other's rights, maintaining positive affect in the receiver and considering potential consequences of the expression. Assertive training is basically is a form of behaviour therapy helps to stand up for their right to say "no" when they want "no" . it is a component of cognitive behavioural therapy.(Jordan &Larsen,1977).

MEASSURING INSTRUMENTS

In research the tools to the device/instrument used to collect data such as paper questionnaire or computer assisted interviewing system.

Personal data schedule

In order to collect the details of the participants and their various socio demographic data, a personal data schedule is used. The personal data schedule includes name, age, gender, domicile, Stream, family type. These information's are collected in order to examine difference in self-criticism according to various personal data.

THE FUNCTIONS OF SELF-CRITICIZING/ATTACKING SCALE (FSCS)

This scale was developed by Gilbert, Clarke, Hempel, Miles and Irons (2004) to measure the functions of self-criticism - why people think they self-criticize and self-attack. Factor analysis suggests two very different functions for being self- critical. One is to try and improve the self and stop the self from making mistakes. The other involves expressing anger and wanting to harm the self. It is a 21-item scale measuring both these factors. Cronbach alphas were 0.92 for correcting and persecuting respectively. There are two components which are self-correction and self-persecution.

Here the population is female undergraduate students, it also used for clinical and non-clinical participants.

Administration

Data collection is mainly divided in three phases. First phase includes, test will administer in a group setting include all the participants. The instructions for the participants are given together with the questionnaire. The instructions are “please be honest and accurate as you can throughout. Try not to let your response to one statement influence your response to other statements. There are no correct and incorrect answer. Answer according to your own feelings, rather than how you think most people would answer. There are options from 0 to 4. After reading each statements circled one option from 0 to 5 like there are 21 statements.” Then scored each response and identified higher score for those higher scores randomly selected 12 students. Second phase for those higher scored 12 participants provides assertive training program on the duration one hour in 8 days. Assertive training programme is conducted by School counsellor Mrs. Thushara, third phase contains post-test calculated for finding if there is any effect on assertive training for self-criticism.

Scoring

It is a 21-item scale measuring both of these factors. The responses are given on a 5 -point scale Likert scale (ranging from 0=not at all like me, to 4 =extremely like me) then add total score interpretation is mainly according to higher scores. Thirteen items loaded on the first component of self-correction and remaining eight items are loaded in the second component. Add scores on each subscale and total score is calculated. Higher scores indicates that who having high self-criticism.

Reliability

Thirteen items loaded on the first component of self-correction and the remaining eight items loaded on the second component of self-persecution. The Cronbach's alpha for both components were 0.92.

Procedure for data collection

Data collection in research involves the process of gathering and measuring information on variables of interest, in an established systematic fashion that enable

one to answer stated research questions, test hypothesis, and evaluate outcome. The present study aims to explore the effect of assertive training on self-criticism among higher secondary students. In the present study the data was acquired from School which is located in Kozhikode. Higher secondary students are the participants mainly from plus-one commerce and humanities students. Offline data collection mode was used in research. After getting initial consent from the head of the institution the questionnaire will be passed on to students who are selected through cluster sampling procedures. The questionnaire will be structured as, the first part contains the personal data schedule, the second part contain self-criticism. After the completion of pre-test administration, Scores calculated and in students with moderate or severe self-criticism were randomly 12 students selected and provide assertive training for 8 days one hour session conducted by school counsellor after this training post -test conducted for identify the effect of assertive training on self-criticism. After collecting the necessary data, participants were thanked for the participation and cooperation. Then SPSS used for identifying differences in sub scales of self-criticism based on demographic variables.

Overview of Assertive training session

Assertive training is conducted 8 days in one hour session, Assertive training was conducted by school counsellor Ms. Thushara. The assertive training is asper the norms of Kristey-L-Larsen and Sara S. Jordan conducted in University of Southern Misissippi and A.Rezan. Zengel's Assertive training conducted among adolescents. Number of participants in the present study is 12.

Day 1

The first day of training started with opening statements made by the Principal, GHSS Payambra. It was followed by setting of ground rules and general code of conduct.

The first technical session, mainly includes structuring which means trainee and trainer makes a joint understanding regarding the characteristics, conditions and procedures. It includes psycho education about assertiveness, awareness about assertive behaviour, importance of assertiveness in daily life especially in adolescence and three interpersonal exchanges in communication that is Aggressive, Passive and assertive are discussed. Difference between aggressive, passive and assertive is discussed.

Aggressive response includes yelling, threatening and putting one's own needs above the conversational partner's needs.

Passive response involves putting the conversation in partner's wants and needs above their own, or doing what someone wants them to do even if they don't want to do.

Assertive response consists of the person placing his/her own needs in first in direct, firm and respectful manner while taking the conversational partner's needs and rights to account.

Day II

Second session on second day started with the summary of the first session. Second session includes exercises using 'I' statements. It also covers individual fundamental rights such as both members of the conversations having the right to change their mind, having the right to say 'I don't know' being with respect and discussed about difference between thought, feeling and behaviour. Assertive thoughts are coming from respect ourself at the same time we are considering other's rights.

Day III

Third session started with welcome statements and briefing about the second day, this session involves small session practising that asking essential personal rights. This is conducted individually within groups. Assertiveness enables individuals to act in their own best interest stand up for themselves without anxiety to express honest feelings comfortably and to express personal rights without denying the rights of others.

Day IV

Fourth session started with sum up of previous sessions. Here barriers for assertive behaviour was discussed and replayed this barrier into alternative thing. It's like fear that we will hurt the other person's feelings, or fear about other person's dissatisfaction or reaction. Teaching several assertiveness skills, learn how to respond unreasonable demands, use of broken record technique, empathic assertion also used. It helps to the participants to be firm.

Day V

The session marked with usual welcome and persecution of report on previous day's work. I discussed about the importance of body language in assertive communication developing assertive communication skills including body language.

Day VI

Sixth session includes developing self-worth and social skills. It helps to improve assertiveness in participants. Many people engaging in negative self-talk especially who overly self-critics, positive self-talk is used.

Day VII

Seventh session started with welcome statements and summary of previous sessions. This session is more activity oriented, role-playing exercises can be used to show students how stand up for themselves without being unkind to others. It is like a behavioural rehearsal.

Day VIII

Session VIII is the last session of this training, so the counsellor started the session with welcome and discussed about the previous sessions, clarified doubts. After that a debate is conducted on the topic 'dowry in arranged marriage'. The participants are actively participated in debates and express their opinions assertively without denying others make hurt. In the process of closing of eight days assertive training a post-test of self-criticism was conducted. In the last session participants were asked about the feedback about the training. Counsellor closed the training with thanking all the participants and conveying special thanks to participants

Ethical concerns

- Data collected from the participants should be confidential and only used for research purpose
- informed consent was collected from all the participants
- Participants are free to opt in or out of the study at any point of time.
- It considers beneficence of the participants.

Statistical Analysis

Paired sample t Test

Paired samples t test compares the means of two measurements taken from the same individual, object, or related units. These “paired” measurements can represent things like; A measurement taken at two different times (eg: pre-test and post-test score with an intervention administered between the two time points, A measurements taken under two different conditions, Measurements taken from two halves or sides of a subject or experimental unit.

Independent sample t Test

A statistical technique that is used to analyse the mean comparison of two independent groups. In independent sample t test when taken two samples from the same population, then the mean of the two samples may be identical.

CHAPTER 4
RESULT AND DISCUSSION

CHAPTER 4

RESULT AND DISCUSSION

The aim of the study was to find the effect of assertive training on self-criticism among higher secondary students. The study attempts that what are the differences based on demographic variables on subscales of self-criticism. In this study used variables like gender, stream, domicile, family type. This chapter deals with the process of result obtained and its interpretation and discussion. The collected data were analysed and then written in the form of result and discussion.

Experimental research design is used for this study, in that within group design is used. Here the researcher compares related measures from the same participant between different conditions. Pre-test and Post-test conducted for the same participants. No control group is present.

This chapter consist of three sections, section one deals with the analysis of effect of assertive training on self-criticism among higher secondary students. Paired sample t test is used. Paired sample t test compares the means of two measurements taken from the same individual, object, or related units. In this it is used to compare the means of pre-test and post- test.

Section two to find out the effect of assertiveness training on the sub variables of self-criticism namely a) self-persecution and b) self-correction based on gender, domicile, Stream and family type. Independent sample t test is used. The independent sample t test procedure compares means for two groups of cases. Ideally for the test the subject should be randomly assigned to two groups.

The third section deals with to find out the difference of the sub variables of self-criticism namely self-persecution and self-correction based on gender, domicile, stream and family type. Independent sample t test is used. The independent sample t test procedure compares means for two groups of cases. Ideally for the test the subject should be randomly assigned to two groups.

Section one deals with the analysis of effect of assertive training on self-criticism among higher secondary students. Paired sample t test is used.

For the present study, samples were classified Paired sample t test is used. Paired sample t test compares the means of two measurements taken from the same individual, object, or related units. In this it is used to compare the means of pre-test and post- test.

Table 4.1

Sl.No	Variables	Mean	S.D	t Value
1	Pre SC	37.92	4.358	30.139**
2	Post SC	32.75	7.629	14.870**
3	Pre SP	28.08	5.017	19.389**
4	Post SP	18.50	3.966	16.160**
5	Pre total	60.92	18.799	11.685**
6	Post total	52.08	11.341	15.908**

**Significant at the 0.01 level(2-tailed).

The t Value obtained by sub variables of self-criticism in pre-test and post- test also 14.870 respectively. It indicates that there is significant difference in scores of self-correction in pre-test and post-test. Mean score obtained in Pre- SC and Post -SC is 37.92 and 32.75 respectively. Assertive training plays a major role in reducing scores on self -correction. Self- correcting is a trait of self-criticism it is help to understand our weakness and move across that, when it is increased it leads to low self-esteem. Assertive training helps to express our thoughts feelings and needs to others in respectful way. It leads to healthy evaluation towards oneself. Here the standard deviation for Pre -SC and Post -SC are 4.358 and 7.629 respectively.

Results shows that there is significant difference in self-correction in pre-test and post-test. In post-test self-correction is reduced it clearly indicates that assertive training is effective for reducing self-correction, in this training 7th session includes positive self-talk. Many people are engaging in negative self-talk when it is increased it is in the form of over self-correction and become self -critical, it reduced by positive self-talk it is part of assertive training. positive self -talk also helps to improve self-respect when self-respect increases self-criticism is reduced. Self -correcting defines that we automatically adjusting or correcting mistakes or malfunctions.

Min-Sun Kim, Robert Kelly Aune, Soo Yun Shin conducted a study on the topic “The effects of self-compassion and self-criticism on the likelihood of engaging in positive v/s negative styles of self-talk”. they identified that self-criticism has been a central marker of a wide range of pathologies, their results also indicates that self-criticism understood as maladaptive, is strongly associated with the higher likelihood of engaging in negative styles of self-talk. (eg: talking oneself about positive life events) and self-encouraging self-talk (eg: feeling proud of something done) were positively correlated with emotional intelligence.(eg. Emotional regulation, positive effect) and frequent automatic positive self-statements. Similarly, Oliver, Markland and Hardy (2010) found that informational self-talk was associated with positive post lecture affect and reduce stake anxiety.

Kannan, Dand Levitt H M (2013) conducted study on the topic “A review of client-self-criticism in psychotherapy. the aim of the study provides an integrated and theoretical and empirical understanding of self-criticism and its implication for psychotherapy and processes of self-critical change. Cognitive emotion focussed and psychodynamic therapy approaches are reviewed to highlight the ways in which self-criticism is addressed across different psychotherapies. Implication of these treatment are put forward based on strength of different approaches in developing self-protective and self-compassionate stance toward self-criticism. (Kannan & Levitt, 2013)

In this study results also found that positive self-talk in assertive training may impact on the self-correction, positive self-talk has an impact on self-criticism which is emerged from negative thoughts. Assertive training also a component of cognitive behavioural therapy in the above research indicates that cognitive approaches are also helpful in reducing self-criticism.

The mean score obtained for Pre-SP and Post-SP are 28.08 and 18.50 and SD is 5.017 and 3.966 t Value is 19.389 and 16.160 which indicates that there is significant difference in scores of Pre- SP and Post- SP. Self-persecution which is another trait of self-criticism. Assertive training is a form of cognitive behavioural therapy it includes psychoeducation behavioural practices, which is mainly focuses on changing the cognition that improves one’s own self-confidence then they become manage their thoughts and better communication or interpersonal relationships.

The research or functions of self-criticism as two factors which self-correction and self-persecution is hurt the self and feelings discussed and hate. In this assertive

training fourth session is about barriers of assertive and find alternative ways to stand with opinion. It may affect reducing self-persecution because it gives an awareness about the importance of self-respect and it deals with self-disgust and self-hate.

Paul Gilbert, Kirsten, Iwan and Chris Iron (2010) conducted a study on the topic “self-harm in a mixed clinical population: The role self-criticism, shame and social rank variables to self-harm, depression and anxiety. They found that self-harm or self-persecution was significantly associated with forms and functions of self-criticism, shame, and feelings of inferiority, the self-persecuting functions of self-criticism was especially linked to self-claims depression and anxiety, when aware about self-respect it gives lots of changes in self-criticism it is a part of assertive training. (Gilbert et al., 2010).

The mean score obtained for pre total and post total score for self-criticism is 60.92 and 52.08 and SD is 18.799 and 11.341 .t value obtained for those 11.685 and 15.908 .it indicates that there is significant difference scores on self-criticism which means assertive training is effective for self-criticism.

Psychoeducation and using “I” statements asking essential personal rights, identifying different levels of assertion awareness about barriers of assertiveness assertive nonverbal communication developing self-worth, modelling assertive behaviour through role play. Positive self-talk also help to reduce the value of self-criticism in this study it is a form of cognitive behaviour therapy.so both cognition and behaviour is important.

Anyamene , Georgina Ugwuezi (2019) conducted a study on the topic “effects of assertive training technique on low self-concept among secondary school students” the study investigates the effects of assertive training on the low self-concept of secondary school students . The findings of this study among others are that assertive training technique is effective in enhancing self-concept among secondary school students and no significant difference exists in the effectiveness of assertive technique in enhancing male and female students self-concept.(Anyamene et al., 2019).

Parray & Sanjay Kumar (2022) conducted a study on the topic impact of assertive training on the level of assertiveness, self-esteem, stress, psychological well-being and academic achievement in adolescents. This study results indicates that there is a positive correlation between self-esteem and assertive training. According to

evolutionary approach by Gilbert (2000) conceptualises self-criticism is a form of self-connecting that is based on social interaction. Social competencies as the basis for internal self-evaluation, when self-esteem increases this internal self-evaluation may healthier. Assertive training helps to improve self-esteem while that they can reduce self-criticism. (Parry&Sanjay,2022)

Table 4.2

The effect of assertiveness training on the sub variables of self-criticism namely a) self-persecution and b) self-correction based on gender

SI no	Variables	Female		Male		t Value
		Mean	SD	Mean	SD	
1	SC	37.14	3.671	36.80	5.630	.128
2	SP	26.43	5.769	30.00	2.828	-1.267
3	Total	63.57	3.952	66.80	3.271	-1.492

The mean score obtained for female and male for subscale SC is 37.14 and 36.80. SD is 3.671 and 5.630, t Value is .128. It indicates that there is no significant difference in effect of assertiveness training on sub variable Self correction based on gender. For self-persecution the mean value obtained for female and male is 26.43 and 30.00 and SD for female and male is 5.769 and 2.828, t Value for Self-persecution is -1.267. This is indicating that there is no significant difference on effect of assertive training for the self-persecution sub-variable based on gender. Total score for self-criticism in females and males is 63.57 and 66.80 SD is 3.952 and 3.271, t value obtained is -1.492. This indicates that there is no significant difference on effect of assertive training on sub-variables of self-criticism based on gender.

Effect of assertive training on resilience among early adolescents conducted by Chikwe Agbakwurciu, the purpose of this study was to investigate the effect of assertive training on early adolescents' improvement of resilience using experimental research design. In this study results shows that both female and male was affected equally by assertive training. (Agbakwurciu, n.d).

In this study also conjoined that there is no significant difference in effect of assertive training based on gender. It may be due to Assertiveness is equal for both

genders. Researchers found that men tend to show more assertive behaviour than women such as stating an opinion or refusing unreasonable request. now a days assertiveness is very important key plays in inter-personal skills. In the present study also indicates that. Now both genders have equal opportunity in every situation so it leads to reduce in perceived gender discrimination it may the reason there is no significant difference.

Table 4.3

The effect of assertiveness training on the sub variables of self-criticism namely a) self-persecution and b) self-correction based on Domicile

SI no	Variables	Rural		Semi urban		t Value
		Mean	SD	Mean	SD	
1	SC	37.29	3.861	36.60	5.413	.258
2	SP	27.43	5.255	28.60	4.980	-.389
3	Total	64.71	4.536	65.20	3.271	-.203

Here the t value obtained for SC, SP and total .258, -.389 and -.203. Mean score obtained for SP and SC in rural and Semi urban area is for SC 37.29 and 36.60, For SP 27.43 and 28.60 total mean for Rural and Semi urban is 64.71 and 65.20 .SD for SC, SP and total in rural area is 3.861, 5.255 and 4.56 .SD for urban area SC,SP and total 5.413,4.980 and 3.271.This indicates that there is no significant difference in effect of assertiveness on sub variables of self-criticism based on domicile.

Etodike (2017) conducted a study on the topic assertive training academic performance and self-esteem among college students they found that low self -students have problems of unassertive it is also a factor which necessary leads to self-criticism. They also found that there is no significant difference on the effect of self -criticism based on domicile. (Etodike,2017).

In this study also find that there is no significant difference on the effect of assertive training based on self- esteem. This study also finds that there is no significant

difference it may be due to urbanisation in rural area or education is a factor that influence assertiveness and self-criticism.

A study conducted by Keithsiyal on the topic a study to evaluate the effectiveness of assertive training on low self-esteem among early adolescents' girls. In this study also indicates there is no significant changes of assertive training based on domicile especially urban and rural. (Keithsiyal, n.d).

In this study also found the same that there is no significant difference it may be due to urbanisation in rural area or education is a factor that influence assertiveness and self-criticism, because today all the students get equal opportunities to express their own opinion, values that may be the fact which result in there is no significant changes in effect of assertive training on self-criticism.

Table 4.4

The effect of assertiveness training on self-criticism based on Family type

SI no	Variables	Nuclear		Joint		t Value
		Mean	SD	Mean	SD	
1	SC	36.88	4.941	37.25	3.500	-.134
2	SP	28.00	5.264	27.75	4.992	.079
3	Total	64.88	4.291	65	3.559	-0.50

Here the t value obtained for SC, SP and total -.134,0.079 and-0.50. Mean score obtained for SP and SC Nuclear and joint family is for SC 36.88 and 37.25, For SP 28.00 and 27.75 total mean for Nuclear and joint family is 64.88 and 65 .SD for SC, SP and total in nuclear family is 4.941,5.264 and 4. 291.SD for joint family SC, SP and total 3.500,4.992 and 3.559. This indicates that there is no significant difference in effect of assertive training on subscales of self-criticism based on family type.

Due to fast spread of globalisation, joint family also shares the features of nuclear family. They are sometimes observed as group of independent single family in a joint family, so in some aspects can't find significant differences in effect of assertive training on self- criticism based on family type.

A study conducted by Keithsiyal on the topic a study to evaluate the effectiveness of assertive training on low self-esteem among early adolescence girls. In this study also indicates that there are no significant changes in assertive training based on family type especially nuclear and joint family (Keithsiyal,n.d.).

The third section deals with the mean difference in the sub variables of self-criticism namely self-persecution and self-correction based on gender for the screening sample.

Table 4.5

Gender difference in self-criticism

SI no	Variables	Female		Male		t Value
		Mean	SD	Mean	SD	
1	SC	37.54	5.030	31.92	5.690	5.180**
2	SP	19.78	7.073	14.30	6.466	4.109**
3	Total	57.32	9.134	46.26	9.951	5.765**

Mean score obtained for female and male for SC, SP and total for SC female and male is 37.54 and 31.92 and SD is 5.030 and 5.690 and t value obtained 5.180, For SP female and male 19.78 and 14.30 , SD is 7.073 and 6.466 and t value obtained is 4.109. Total scores for female and male 57.32 and 46.26, SD is 9.134, 9.951 and t Value obtained is 5.765.

This indicates that there is significant difference in sub-variables of self-criticism Self correction female got mean score of 37.54 and for male it is 31.92. For self-persecution mean score obtained for female and male 19.78 and 14.30.Total score for self-criticism 57.32 for females and males 46.26.

KlingKc, Hyde, Showers (1999) their study also get same results that females have higher rates of self-criticism than males, in this study also got the same. It may be because of cultural factors affecting gender roles or it can be perceived inferior feeling among females.

Research on self-criticism and self-esteem by Caroline Hunt ,2020 they found that girls have higher self-criticism than boys. Self -criticism did not significantly

predict either depressive symptoms or self-esteem did predict reduced self-criticism from ages 13 to 14. This pattern remain unchanged when controlling for gender. In this study also shows that females have higher self- criticism than males. Current scenario gives equal opportunities for boys and girls, social privileges is irrespective of gender. but reality indicates that there were differences in self-criticism. lots of studies indicates that women address a problem in an emotion focused approach because of that they are over worried about self-concept, Self-esteem it will leads to higher in self-criticism.

Table 4.6

Difference in self-criticism based on domicile

SI no	Variables	Rural		Semi urban		t Value
		Mean	SD	Mean	SD	
1	SC	34.03	7.184	34.09	5.662	-0.42
2	SP	18.24	7.390	15.72	7.038	1.626
3	Total	52.28	12.200	49.83	10.552	1.020

Here the t value obtained for SC, SP and total -0.42,1.626and 1.020. Mean score obtained for SP and SC in rural and Semiurban area is for SC 34.03,34.09, For SP 18.24 and 15.72 total mean for Rural and Semi urban is 52.28 and 49.83 .SD for SC, SP and total in rural area is 7.184,15.72 and 49.83.SD for urban area SC, SP and total 5.662, 7.038 and 10.552.

This indicates that there is no significant difference in self-criticism based on domicile. In semi urban and rural areas are getting almost similar experiences. In the present study the subjects are adolescents they are going in a transition period, they should have emotional and social connection with their friends; so negative evaluation of self will reduce.

Table 4.7***Difference in self-criticism based on stream***

SI no	Variables	Humanities		Commerce		t Value
		Mean	SD	Mean	SD	
1	SC	33.38	6.460	34.84	5.587	-1.252
2	SP	19.57	8.002	12.92	3.939	5.370**
3	Total	52.98	12.511	47.76	8.404	2.507**

Here the t value obtained for SC, SP and total -1.252,5370,2.507. Mean score obtained for SP and SC for humanities and commerce is for SC 33.38,34.84. For SP 19.57 and 12.92. total mean for humanities is 52.98 ,47.76.SD for SC, SP and total in commerce is 6.460,8.002 and 12. 511.SD for commerce SC, SP and total 5.587,3.939 and 8.404.

It is indicating that in SC there is no significant difference based on stream but in SP is higher in humanities than commerce and total score of self-criticisms also. Students of humanities they are categorized as stereotype and more flexible than commerce. Humanities students seem to welcome the opinion of others regarding their behaviour.

Table 4.8***Difference in self-criticism based on family type***

SI no	Variables	Nuclear		Joint		t Value
		Mean	SD	Mean	SD	
1	SC	33.97	6.347	34.73	4.200	-.451
2	SP	15.88	6.835	19.60	8.650	-1.880
3	Total	49.87	10.901	54.33	11.324	-1.463

Here the t value obtained for SC, SP and total-.451, -1.880 and -1.463. Mean score obtained for SP and SC for nuclear and joint family is for SC 33.97,34.73. For SP 15.88 ,19.60. total mean for humanities is 49.87,54.33.SD for SC, SP and total in

nuclear family is 6.347,6.835,10.901. SD for joint family SC, SP and total 4.200,8.650 and 11. 324.This indicates that there is no significant difference based on family type.

Dr.Raja Krishnan and Greeshma Raj(2022) conducted a study in the topic evaluate the effectiveness of training program on level of assertive training program on the level of assertive behaviour among adolescence girls in selected village Sagar.in this study they mentioned the demographic variable family type. In their study students mainly from joint family, nuclear family and separated families. Regarding family type majority of their samples are from joint family there found that there is no difference in effect of assertive training based on family type.

Family type is mainly considering the quality of life of the students. Influence of parents also includes this family type. present study also reveals that there is no difference in effect of assertive training on self-criticism. Now adays all the students have minimum facilities to study, all are become aware of importance of healthy development of students. In the case of joint family also they are more concern as well as nuclear family the individual wellness, it facilitates student development.

Testing tenability of the hypothesis

H₁: There will be a significant effect of assertive training on self-criticism among higher secondary students.

Tenability of the hypothesis (1) was tested using paired sample t test revealed that there is a significant effect of assertive training on self- criticism among higher secondary students. On the basis of above results hypothesis (1) was accepted.

H₂: There will be significant difference in the effect of assertive training on sub variables of self-criticism, namely a) Self -persecution b) Self correction among higher secondary students based on gender.

Tenability of the hypothesis (2) was tested using independent sample t test revealed that there is no significant difference in assertive training on sub variables of self-criticism, namely a) Self -persecution b) Self correction among higher secondary students based on gender. Therefore, hypothesis was rejected and restated as there is no significant difference in assertive training on sub variables of self-criticism, namely a) Self -persecution b) Self correction among higher secondary students based on gender.

H3: There will be a significant difference in the effect of assertive training on sub variables of self-criticism namely a) self-persecution b) self-correction among higher secondary students based on domicile.

Tenability of the hypothesis (3) was tested using independent sample t test revealed that there is no significant difference in assertive training on sub variables of self-criticism, namely a) Self -persecution b) Self correction among higher secondary students based on domicile. Therefore, hypothesis was rejected and restated as there is no significant difference in assertive training on sub variables of self-criticism, namely a) Self -persecution b) Self correction among higher secondary students based on domicile.

H4: There will be a significant difference in effect of assertive training on sub variables of self-criticism namely a)self-persecution b) self-correction among higher secondary students based on family type.

Tenability of the hypothesis (4) was tested using independent sample t test revealed that there is no significant difference in assertive training on sub variables of self-criticism, namely a) Self -persecution b) Self correction among higher secondary students based on family type, therefore hypothesis was rejected and restated as there is no significant difference in assertive training on sub variables of self-criticism, namely a) Self -persecution b) Self correction among higher secondary students based on family type.

H5: There will be a significant difference in effect of assertive training on sub variables of self-criticism namely a) self-persecution b) self-correction among higher secondary students based on gender.

Tenability of the hypothesis (5) was tested using independent sample t test revealed that there is significant difference in assertive training on sub variables of self-criticism, namely a) Self -persecution b) Self correction among higher secondary students based on gender, therefore hypothesis was accepted.

H6: There will be a significant difference in effect of assertive training on sub variables of self-criticism namely a) self-persecution b) self-correction among higher secondary students based on domicile.

Tenability of the hypothesis (6) was tested using independent sample t test revealed that there is no significant difference in assertive training on sub variables of self-criticism, namely a) Self -persecution b) Self correction among higher secondary students based on domicile, therefore hypothesis was rejected and restated as there is no significant difference in assertive training on sub variables of self-criticism, namely a) Self -persecution b) Self correction among higher secondary students based on domicile.

H7: There will be a significant difference in effect of assertive training on sub variables of self-criticism namely a) self-persecution b) self-correction among higher secondary students based on stream.

Tenability of the hypothesis (7) was tested using independent sample t test revealed that there is no significant difference in assertive training on sub variables of self-criticism, namely a) Self -persecution b) Self correction among higher secondary students based on stream, therefore hypothesis was rejected and restated as there is no significant difference in assertive training on sub variables of self-criticism, namely a) Self -persecution b) Self correction among higher secondary students based on stream.

H8: There will be a significant difference in effect of assertive training on sub variables of self-criticism namely a) self-persecution b) self-correction among higher secondary students based on family type.

Tenability of the hypothesis (8) was tested using independent sample t test revealed that there is no significant difference in assertive training on sub variables of self-criticism, namely a) Self -persecution b) Self correction among higher secondary students based on family type, therefore hypothesis was rejected and restated as there is no significant difference in assertive training on sub variables of self-criticism, namely a) Self -persecution b) Self correction among higher secondary students based on family type.

CHAPTER 5
SUMMARY AND CONCLUSION

CHAPTER 5

SUMMARY AND CONCLUSION

A research study will only be complete if the investigator blends it with what was done in the previous chapters. Analysing and interpreting data does not make a research study complete. It also includes procedures carried out and summary of the findings. The research study also gets enriched by limitations and opinion for further research. This chapter gives an overview of the study.

Self-criticism involves “constant and harsh self-scrutiny and evaluation and a chronic fear of being disapproved and criticized. Self- critics are contradicting about interpersonal relationships because they while desire, approval, respect and encouragement, they fear disapproval and loss of control and autonomy. Self- criticism usually involves negative internal thoughts about one’s own self or attributes.

Assertiveness involves appropriately expressing ideas, feeling and boundaries while respecting other’s rights, maintaining positive effect in the receiver and considering potential consequences of the expression. According to Larsen and Jordan they stated that assertive training focuses on increasing assertive behaviour in individual to help alleviate interpersonal problems, it is ideally conducted in group formats with participants 6-10 usually 10-12 sessions it is a component of cognitive behaviour therapy. Assertive training includes psycho education, teaching and practicing assertive behaviour.

In the present study investigator aims to find out the effect of assertive training on self- criticism among adolescents. The study also enquires in to how they differ based on gender, stream, family type and domicile.

Methods in brief

The participants of the study were higher students especially from humanities and commerce stream. Total sample size is 107, pre-test of self-criticism is conducted and find 12 higher scored participants. for those provided assertive training. It includes 8 sessions with one hour duration each. It is conducted for 8 days. Training includes structuring, psycho education, using I statements, asking essential potential rights, practicing assertive behaviour using debates, positive self-talk etc.

For the purpose of different analysis find out the effect of assertive training on self- criticism according to different demographic variables such as gender, domicile, stream, family type. Data collection measures used were personal data schedule, self-criticism questionnaire. Statistical techniques here is independent sample t-test, paired sample t-test.

Major findings:

1. There is a significant effect of assertive training on self-criticism among higher secondary students.
2. There is no significant difference in assertive training on sub variables of self-criticism, namely a) Self- persecution, b) Self Correction among higher secondary students based on gender.
3. There is no significant difference in assertive training on sub variables of self-criticism, namely a) Self- Persecution, b) Self Correction among higher secondary students based on domicile.
4. There is no significant difference in assertive training on sub variables of self-criticism, namely a) Self- Persecution, b) Self Correction among higher secondary students based on family type.
5. There is a significant difference in assertive training on sub variables of self-criticism, namely a) Self- Persecution, b) Self Correction among higher secondary students based on gender.
6. There is no significant difference in assertive training on sub variables of self-criticism, namely a) Self- Persecution, b) Self Correction among higher secondary students based on domicile.
7. There is no significant difference in assertive training on sub variables of self-criticism, namely a) Self- Persecution, b) Self Correction among higher secondary students based on stream.
8. There is no significant difference in assertive training on sub variables of self-criticism, namely a) Self- Persecution, b) Self Correction among higher secondary students based on family type.

Implications of the study

The result of the present study attempt to highlights the effect of assertive training on self-criticism among higher secondary students. Findings of the present

study reveals that there is significant effect of assertive training on self-criticism among higher secondary students. Assertive training has different sessions such as psycho education, using I statements, asking potential rights, using debates and home works. It was 8 session training, one hour each for each session. it impacts on changes in self-criticism. Self -criticism includes harm one self. it can be reduced by assertive training. Assertive training is a component of cognitive behaviour therapy. Self- critics are contradicting about interpersonal relationship through using I statements is very benefit for assertive communication in daily life. Assertive training helps to improve interpersonal communications.

Limitation of the study

The present study was attempted to find out the effect of assertive training on self-criticism among higher secondary students. Limitations of the study are listed below.

1. The whole sample is selected from only one Higher Secondary School.
2. The sample size of the present study is small.
3. Self -reported questionnaire were used to collect data which may raise the possibility of response bias among students.

The suggestion for future research:

On the basis of present study, there are some suggestions for the future research in this particular area.

1. The present intervention study was carried out among 12 higher secondary students. Future study can be conducted with more samples and including sample from other streams.
2. The present study explored two variables Assertive training and self- criticism. Other psychological variables can also be studied to gain overall view of this population.
3. This study is carried out in different schools in Kerala, future studies can be conducted outside of Kerala.
4. Certain intervention can be designed with the current research finding.

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APPENDICES

Appendix I

I Sreelakshmi.A, student at Don Bosco Arts & Science College,Pursuing my masters in counselling psychology as part of my programme conducting a research in higher secondary students under the guidance of Mr .Manjith.R Assistant professor in department of psychology of DBAC . I kindly request you to participate in our research by fill the questionnaire below. Your participation in this is voluntary and you free to withdraw from this survey at any point of time. The information that you provide will be kept confidential and will only be used for academic purposes .This study poses no risk to its participants .Kindly go through the questions provided and answer honestly .

CONSENT

I..... , have gone through the instructions given by the researcher and I understood that all the information collected will be kept as strictly confidential .my participation is completely voluntarily .So I am ready to participate in this research.

Participant's signature

Appendix II
PERSONAL DATA SCHEDULE

Name :

Age :

Gender : Male /Female

Domicile : Rural / Semi urban / Urban

Stream: Science /Commerce /Humanities

Family type : Joint family/Nuclear family

Appendix III

THE FUNCTIONS OF SELF-CRITIZING/ATTACKING SCALE(FSCS)

There can be many reasons why people become critical and angry with themselves. Read each statement carefully and circle the number that best describes how much each statement is true for you

Use the scale below

Not at all like me	A little bit like me	Moderately like me	Quite a bit like me	Extremely like me
0	1	2	3	4

I get critical and angry with myself:

1.To make sure I keep up my standards.	0	1	2	3	4
2.To stop myself being happy.	0	1	2	3	4
3.To show I care about my mistakes.	0	1	2	3	4
4.Because ,If I punish myself I feel better.	0	1	2	3	4
5.To stop me being lazy.	0	1	2	3	4
6.To harm part of myself .	0	1	2	3	4
7.To keep myself in check.	0	1	2	3	4
8.To punish myself for my mistakes .	0	1	2	3	4
9.To cope with feelings of disgust with Myself .	0	1	2	3	4
10.To take revenge on part of myself	0	1	2	3	4
11.To stop me getting over confident .	0	1	2	3	4
12.To stop me being angry with others.	0	1	2	3	4
13. To destroy a part of time.	0	1	2	3	4
14.To make me concentrate.	0	1	2	3	4

15.To gain reassurance from others.	0	1	2	3	4
16.To stop me becoming arrogant .	0	1	2	3	4
17.To prevent future embarrassments.	0	1	2	3	4
18.To remind me of my past failures.	0	1	2	3	4
19.To keep me from making minor Mistakes.	0	1	2	3	4
20.To remind me of my responsibilities.	0	1	2	3	4
21.To get the things I hate in myself.	0	1	2	3	4