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Mapping the Mind: An Exploration of Psychology is a book that covers a wide range of topics including Emotional intelligence, Parenting styles, role of colourism and many other topics pertinent to today's changing world scenario.

The human mind is a complex and fascinating thing. It is the seat of our thoughts, feelings, and memories, and it is responsible for everything we do. Henceforth, this book makes an attempt to explore some of the latest findings in psychology, and it will show how these findings can help us to better understand ourselves and the world around us.

The book features essays from notable researchers, scholars and practitioners in the field of Psychology. Each chapter presents a unique perspective, resulting in a fascinating tapestry of ideas and experiences. The book's multidisciplinary approach guarantees that it covers a wide range of perspectives, making it an invaluable resource for anybody interested in understanding the issues of human mind.

This book is intended for a general audience, and it does not require any prior knowledge of psychology. However, it is written in a clear and engaging style, and it will appeal to anyone who is interested in learning more about the nuances of human behaviour.

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Mapping the Mind - An Exploration of Psychology

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# Mapping the Mind

## An Exploration of Psychology

Edited by  
Dr. Nilanjana Mitra



  
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# **Mapping the Mind: An Exploration of Psychology**

**Editor**

**Dr. Nilanjana Mitra**

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## Contents

S. No.	Chapters	Page No.
1.	<b>Is ‘Perceived Stress, Locus of Control and Relationship Satisfaction’ Associated with Expressed Somatic Symptoms of Married Women</b> <i>Kirti Jha and Dr. Papia Mukherjee</i>	01-10
2.	<b>Effects of Emotional Intelligence and Mental Health Status on Academic Achievement of College Students</b> <i>Ishika mondal, Lina Sarkar and Dr. Papia Mukherjee</i>	11-22
3.	<b>A Study on Internet Addiction, Perceived Stress &amp; Procrastination Among College &amp; University Students</b> <i>Somedatta Mitra, Soumi Bhattacharya and Dr. Nilanjana Mitra</i>	23-31
4.	<b>Effect of Anxiety and Hope on Academic Stress of Pursuing Higher Education Students of Kolkata</b> <i>Ankana Sen and Lina Sarkar</i>	33-43
5.	<b>A Quantitative Comparative Study to analyze the Stress Reduction Effect in Pet Owners (Dog) and to The Degree It Differs from Non-Pet Owners in Urban Settings at Kolkata</b> <i>Shreya Chatterjee and Lina Sarkar</i>	45-55
6.	<b>Effect of Emotional Intelligence on Aggression and Job Satisfaction at Workplace</b> <i>Sneha Sarkar and Lina Sarkar</i>	57-68
7.	<b>Exploring the Role of Spiritual Practices on Well-being and Happiness: A Comparative Study Among College Going Male Students</b> <i>Dr. Papia Mukherjee, Malik Gyanranjan, Mickey J. Riba and Suranjana Goswami</i>	69-78
8.	<b>Exploring the Relationship between Locus of Control and Social Support of Women and their Job Satisfaction</b> <i>Tanusree Shaw and Dr. Papia Mukherjee</i>	79-89

9. **A Comparative Study of Trait Emotional Intelligence, Emotional Adjustment, Temperament and Character Between Female Dancer and Non-Dancer Adolescents** 91-101  
*Koyel Roy and Dr. Nilanjana Mitra*
10. **Unravelling the Complex Relationship Between Social Media Use and Adolescent Self-Esteem** 103-112  
*Kaajal Mondal and Lina Sarkar*
11. **Examine the Effects of Parenting Styles on Child Attachment Patterns** 113-122  
*Sneha Sarkar, Kaajal Mondal, Shreya Chatterjee and Lina Sarkar*
12. **Effect of Leadership on Organizational Behaviour and Workplace Stress** 123-130  
*Madhurima Hazra, Arpita Biswas, Shreya Chatterjee and Dr. Nilanjana Mitra*
13. **Effect of Sleep Deprivation on Emotional Regulation of the Adults** 131-137  
*Madhurima Hazra, Sanghamitra Gupta, Ahana Ghowrui and Dr. Nilanjana Mitra*
14. **Coping with Grief and Bereavement** 139-148  
*Sujata Sharma and Joyeeta Adhikary*
15. **Effects of Colorism on Young Adults Self-esteem & Mental Health-A Literature Review** 149-156  
*Debanjita Roy and Joyeeta Adhikary*
16. **Role of Self-Esteem, Family Pathology, Social Support among the Relapse Prevention of Delinquents: A Comparative Study** 157-167  
*Samiran Mallik, Dr. Matangi Samanta and Dr. Nilanjana Mitra*
17. **Psychosocial Factors Influencing Online Buying Behaviour amongst College Students in Metropolitan Area** 169-179  
*Samiran Mallik, Shibasish Mukherjee and Dr Nilanjana Mitra*
18. **The Impact of the Gut-Brain Axis on Mental Health** 181-188  
*Souvik Tewari*

# **Chapter - 1**

## **Is ‘Perceived Stress, Locus of Control and Relationship Satisfaction’ Associated with Expressed Somatic Symptoms of Married Women**

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# Chapter - 1

## **Is ‘Perceived Stress, Locus of Control and Relationship Satisfaction’ Associated with Expressed Somatic Symptoms of Married Women**

**Kirti Jha and Dr. Papia Mukherjee**

### **Abstract**

Somatic symptoms disorder (SSD) presents a significant health concern, particularly among women aged 25-40 years who are married and identify as housewives. This study aimed to explore how perceived stress, beliefs about control over health outcomes and relationship satisfaction are associated with somatic symptoms of married women. Data from married homemakers (N = 40) were collected using established tools: The Perceived Stress Scale (PSS) for stress levels, Locus of Control Scale for beliefs about control, the Relationship Satisfaction Scale (RRS) for relationship satisfaction, and the Somatic Symptoms Scale 8 (SSS-8) to measure somatic expression, including demographic details. Statistical analyses, such as correlation will be employed to analyze the relationships between the variables. The findings of this study aim to contribute to a deeper understanding of how these psychological factors impact somatic expression in married women, with implications for counseling, therapy, and marital intervention programs.

**Keywords:** Perceived stress, locus of control, relationship satisfaction and somatic symptoms.

### **Introduction**

Somatic symptoms disorder (SSD) is a major global health problem that affects people's physical well-being and overall quality of life. Among several population groups, married women between the ages of 25 and 40 who identify as housewives constitute a particularly vulnerable population to the manifestations of SSD. Perceived stress, characterized as an individual's personal evaluation of stressors in their life, has received considerable attention due to its correlation with various negative health consequences, including somatic symptoms (Cohen *et al.*, 2016). Furthermore, elevated levels of perceived stress can significantly influence individuals' experiences

of physical symptoms, as increased stress may worsen physiological reactions and symptom manifestation (Epel *et al.*, 2018).

Locus of control, a foundational psychological concept, defines individuals' beliefs regarding their level of influence over events in their lives (Lachman & Weaver, 1998). Studies indicate that individuals with an internal locus of control tend to experience better health outcomes and employ more effective coping strategies compared to those with an external locus of control (Bogg & Roberts, 2004).

Additionally, relationship satisfaction, which reflects individuals' overall happiness with their romantic relationships, is intricately connected to both mental and physical well-being (Kiecolt-Glaser & Newton, 2001). Research has shown that the quality of marital relationships can impact individuals' stress levels, coping abilities, and overall health status (Robles *et al.*, 2014). Unfulfilling relationships marked by conflict or insufficient support have been linked to heightened psychological distress and somatic symptoms, particularly among women (Proulx *et al.*, 2007). This demographic often juxtaposes multiple roles and responsibilities, which can increase stress levels and affect their perception of managing health outcomes. In addition, relationship dynamics play a key role in shaping people's psychological well-being and health-related behaviour's. Understanding the interaction between experienced stress, health beliefs, relationship satisfaction, and somatic symptoms among married women is essential to developing an effective impact. intervention strategies. However, there is a gap in the literature between these psychological factors and the somatic manifestations in this population. satisfaction and somatic symptoms among married women who identify as homemakers. Using established tools such as the Perceived Stress Scale (PSS), the Control Scale, the Relationship Satisfaction Scale (RRS), and the Somatic Symptom Scale 8 (SSS-8), this study aims to provide valuable information about the psychological factors influencing somatic symptoms in this population. Using statistical analyses, including correlational techniques, we attempt to reveal the nuanced relationships between these variables. The results of this study have potential implications for counselling, therapy, and marital intervention programs aimed at alleviating the burden of SSD among married women. By increasing our understanding of the psychological determinants of somatic symptoms, this research will help develop targeted interventions tailored to the specific needs of this population, thereby promoting health outcomes and overall well-being. The study by Mehrara, Mazaheri, and Hasanzadeh (2019) investigated the quality of life, perceived stress, and their association with marital satisfaction among married women

working at health centres. Their findings suggest that there is a significant relationship between perceived stress and marital satisfaction, highlighting the importance of addressing stress management in improving marital quality among working married women in health care settings.

### **Objective**

1. To evaluate the perceived stress levels of married homemakers by employing the Perceived Stress Scale (PSS).
2. To explore the perspectives of married homemakers regarding their control over health outcomes utilizing the Locus of Control Scale.
3. To assess the level of satisfaction in marital relationships among married homemakers using the Relationship Satisfaction Scale (RRS).
4. To gauge the manifestation of somatic symptoms among married homemakers utilizing the Somatic Symptoms Scale 8 (SSS-8).
5. To examine the associations between perceived stress, beliefs regarding control over health outcomes, relationship satisfaction, and somatic symptoms through statistical methodologies such as correlation analysis.

### **Methodology**

This study explores the association between psychological factors and somatic symptoms in married women who identify as housewives. Using established tools such as the Perceived Stress Scale, Locus of Control Scale, Relationship Satisfaction Scale, and Somatic Symptoms Scale 8, data from married homemakers are collected. Statistical analyses, including correlation, are conducted to understand the relationships between perceived stress, beliefs about control, relationship satisfaction, and somatic symptoms.

### **Sampling design**

For this study, a purposive sampling approach was utilized to select participants. The target sample will consist of married women from somatic symptoms disorder.

### **Tools and scales**

This study delves into how psychological factors relate to somatic symptoms among married women aged 25-40 who identify as housewives. Through the use of established tools such as the Perceived Stress Scale, Locus of Control Scale, Relationship Satisfaction Scale, and Somatic Symptoms Scale 8, data from 40 married homemakers are examined. Statistical methods,

including correlation analysis, are applied to explore the connections between perceived stress, beliefs about control, relationship satisfaction, and somatic symptoms. The aim is to deepen our understanding of how these factors impact somatic expression in married women, with implications for counselling and marital intervention programs.

## **Result**

The study comprised a sample of 40 married women, carefully selected to represent the target demographic of interest. This sample size was deemed appropriate for the study's objectives, allowing for thorough analysis while maintaining feasibility and resource considerations. The analysis provides comprehensive summary statistics for four variables: PS, LC, RS, and SS, derived from a sample size of 40 observations. The study's findings indicate that there is no significant correlation between perceived stress and somatic symptoms among married women ( $r = 0.041$ ,  $p > 0.05$ ). This suggests that while perceived stress plays a role in various aspects of psychological well-being, it may not directly influence the occurrence of somatic symptoms in this demographic. Consequently, it implies that other factors beyond perceived stress alone may contribute to the manifestation of somatic symptoms in married women. This result highlights the need for further exploration of additional psychological, physiological, and contextual factors that may impact somatic symptomatology in married women, thus providing a more comprehensive understanding of their health and well-being.

## **Discussion and conclusion**

The summary statistics presented in this study offer a comprehensive overview of four key variables: PS, LC, RS, and SS, based on a sample size of 40 observations. Through analysis of minimum and maximum values, it is evident that each variable encompasses a distinct range of data points, providing insight into the potential breadth of observations within the dataset. The mean values provide a measure of central tendency, indicating the average performance or measurement across the sample. Notably, variables such as LC and RS exhibit higher means and standard deviations compared to PS and SS, implying potentially larger variations in measurements within these variables. Furthermore, the skewness statistics shed light on the distribution shape of the data. Negative skewness observed in PS, LC, and RS suggests a left-skewed distribution, indicating a clustering of data points towards the higher end of the scale. Conversely, the near-zero skewness of SS suggests a more evenly distributed dataset. These findings lay the groundwork for further analysis, such as hypothesis testing or correlation studies, to explore potential relationships between variables or infer population characteristics based on

the sample data. It is essential to acknowledge the limitations of the study, including the sample size and potential biases in data collection methods, which could impact the generalizability of the findings. Nonetheless, the summary statistics provided offer valuable insights into the characteristics of the variables under consideration, contributing to the broader body of research in the field.

### Appendixes

**Table:** Descriptive statistics

Variable	N	Minimum	Maximum	Mean	Standard Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
PS	40	3	30	19.2	4.65309	-0.629	0.374
LC	40	30	75	53.95	12.50631	-0.251	0.374
RS	40	3	34	19.75	7.80779	-0.44	0.374
SS	40	2	31	14.775	7.62078	0.041	0.374
Valid N	40						

**Table:** Correlation

Variable	PS	LC	RS	SS
PS	1	-0.629*	-0.440*	0.041
LC	-0.629*	1	-0.251	-0.251
RS	-0.440*	-0.251	1	0.374*
SS	0.041	-0.251	0.374*	1

### Implication

The implications of the summary statistics provided in this study are straightforward and impactful across various areas. Researchers can use these statistics as a solid foundation for further analysis and exploration in their respective fields. For practitioners, such as educators or professionals in human resources, the insights gained from these statistics can inform their decision-making processes, leading to more effective strategies tailored to their specific needs. Policymakers can also benefit from these statistics by using them to guide the development and implementation of targeted interventions aimed at addressing societal challenges. Additionally, these statistics contribute to enhancing overall data and statistical literacy, empowering individuals to make more informed decisions in their personal and professional lives.

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## **Chapter - 2**

### **Effects of Emotional Intelligence and Mental Health Status on Academic Achievement of College Students**

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# Chapter - 2

## Effects of Emotional Intelligence and Mental Health Status on Academic Achievement of College Students

Ishika Mondal, Lina Sarkar and Dr. Papia Mukherjee

### Abstract

The capacity to recognize, control, and comprehend one's own emotions as well as those of others is known as emotional intelligence. Emotional intelligence or EQ can help an individual to maintain a balanced state of mental health. The relation between emotional intelligence and academic achievement was sequentially meditated by learning motivated and self-efficacy. The sample of the present study consists of 90 male & female subjects with ages between 18 to 26 years. Demographic information of participants had been taken before administering the general health questionnaire (Goldberg and Hiller ,1979) emotional intelligence questionnaire (Daniel Goleman,1995) and Hamilton anxiety rating scale (Max R Hamilton,1959) to assess emotional intelligence quotients and mental health relatively. Age range, Educational qualification, Condition of the clients were included in this study. Data were mainly collected from urban, suburban and rural area of West Bengal. For statistical analysis Mean, Standard Deviations, t-test and correlation were done. The findings indicate that while EQ had no discernible effect, college students' academic achievement was significantly impacted by their mental health.

**Keywords:** College students' emotional intelligence, mental wellness, and academic achievement.

### Introduction

The capacity to recognize, utilize, and regulate our own emotions is known as emotional intelligence. It supports us in overcoming obstacles, effectively communicating, empathizing with people, managing stress, and constructively resolving problems. We can improve our relationships, perform well in our studies and careers, and accomplish our personal and professional objectives by growing our emotional intelligence. Daniel Goleman's model and the Emotional Competence Inventory (ECI) are two tools that can be used

to test emotional intelligence. Goleman emphasized the significance of emotional intelligence for effective leadership.

When it comes to mental health, being healthy goes beyond just the absence of illness. A healthy person has a strong body, is happy, and can cope with difficulties while living harmoniously with others. They not only prioritize their own happiness but also strive to ensure the well-being of those around them.

Academic achievement refers to the level of proficiency or knowledge acquired in school subjects, typically measured by exam scores. Studies have shown various factors influencing academic performance, including gender differences, socio-economic status, parental influence, and social and emotional well-being. For instance, girls tend to have higher academic aspirations and performance, and factors like parental educational aspirations and socio-economic status play significant roles in children’s academic success.

**Methodology**

Objectives of the experiment: To determine the effect of emotional intelligence on academic achievement of college students.

To investigate the influence of mental health status on academic achievement of college students.

To examine the impacts of type of emotional management, self-awareness, managing emotions, motivating oneself, empathy, social skills on academic achievement of college students.

To examine the impacts of mental health status on academic achievement.

**Result**

Table :1 Showing Mean and Standard deviation of Emotional intelligence and Mental health and academic achievement of college students.

	Self-awareness	Managing emotion	Motivating oneself	Empathy	Social SKILL	HAM-A	Academic achievement
Mean	33.61797753	30.43820225	31.78651685	32.86516854	33.21111111	11.82222	74.03044944
SD	10.1349262	8.676427808	9.049427321	9.797226288	9.014961901	11.06627	74.12906005

**Correlation**

**Table 2:** Self-awareness and Academic achievement

	AAch	SAwr	Inferences
AAch pearson correlation Sig.(2-tailed) N	1 90	-.015 .887 90	Not significant
SAwr pearson correlation Sig.(2-tailed) N	-.015 .887 90	1 90	Null hypothesis accepted

The correlation between Self-awareness and Academic achievement shows that there is no significant relationship between them and null hypothesis is accepted.

**Correlation**

**Table 3:** Managing emotions and academic achievement

	AAch	ManE	Inferences
AAch pearson correlation Sig.(2-tailed) N	1 90	.017 .871 90	Not significant
ManE pearson correlation Sig.(2-tailed) N	.017 .871 90	1 90	Null hypothesis accepted

The correlation between Managing emotions and Academic achievement shows that there is no significant relationship between them and null hypothesis is accepted.

**Correlation**

**Table 4:** Motivating oneself and academic achievement

	AAch	MotO	Inferences
AAch pearson correlation Sig.(2-tailed) N	1 90	.043 .688 90	Not significant
MotO pearson	.043	1	Null

correlation	.688	90	hypothesis
Sig.(2-tailed)	90		accepted
N			

The correlation between Motivating oneself and Academic achievement shows that there is no significant relationship between them and null hypothesis is accepted.

**Correlation**

**Table 5:** Empathy and academic achievement

	AAch	Empathy	Inferences
AAch pearson correlation Sig.(2-tailed) N	1 90	-.030 .782 90	Not significant
Empathy pearson correlation Sig.(2-tailed) N	-.030 .782 90	1 90	Null hypothesis accepted

The correlation between Empathy and Academic achievement shows that there is no significant relationship between them and null hypothesis is accepted.

**Correlation**

**Table 6:** Social skill and academic achievement

	AAch	SSkill	Inferences
AAch pearson correlation Sig.(2-tailed) N	1 90	-.070 .515 90	Not significant
SSkill pearson correlation Sig.(2-tailed) N	-.070 .515 90	1 90	Null hypothesis accepted

The correlation between Social skill and Academic achievement shows that there is no significant relationship between them and null hypothesis is accepted.

**Correlation**

**Table 7:** Mental health status (HAM-A) and academic achievement

	<b>AAch</b>	<b>HAMA</b>	<b>Inferences</b>
AAch pearson correlation Sig.(2-tailed) N	1 90	-.348 .001 90	Significant
HAMA pearson correlation Sig.(2-tailed) N	-.348 .001 90	1 90	Null hypothesis rejected

The correlation between Mental health and Academic achievement shows that there is significant relationship between them and null hypothesis is rejected. Thus, the correlation is significant at the 0.01 level (2-tailed).

**Summary of the result**

1. There is no significant effect between self-awareness and academic achievement on emotional intelligence of college students.
2. There is no significant effect between managing emotions and academic achievement on emotional intelligence of college students.
3. There is no significant effect between motivating oneself and academic achievement on emotional intelligence of college students.
4. There is no significant effect between empathy and academic achievement on emotional intelligence of college students.
5. There is no significant effect between social skill and academic achievement on emotional intelligence of college students.
6. There is a significant effect between mental health status and academic achievement of college students.

**Discussion**

The correlation between self-awareness & academic achievement suggests that there isn't a significant direct link between these two factors. In simpler terms, how much a student understands themselves doesn't necessarily dictate how well they perform academically. This means that even if someone is highly self-aware, it doesn't guarantee that they'll achieve better grades in school. So, the accepted null hypothesis indicates that, in this particular study or context, there isn't a notable connection between self-



awareness and academic success. The positive correlations between participant achievement and subsequent self-efficacy were the strongest predictive model pathways identified. These results align with previous longitudinal research in tertiary education (Burns *et al.*, Citation2019; Gibbons & Raker, 2018; Villafane *et al.*, 2016), meta-analytic studies (Talsma *et al.*, 2018), and self-efficacy theory related to mastery of experience (Bandura, 1997). This demonstrates how students, at least in part, rely on their past performance to build self-efficacy beliefs and then continue to rely on their subsequent performance results to uphold or strengthen these views.

The null hypothesis that there is no meaningful association between academic achievement and emotion management is accepted. Negative correlations between situational or dispositional anxiety and academic outcomes such as test scores, course grades, and high school graduation are the most prevalent conclusions regarding emotions or emotionality and accomplishment (Duchesne, Vitaro, Larose, & Tremblay, 2008; Seipp, 1991). The null hypothesis that there is no meaningful association between academic achievement and self-motivation is accepted. The study found that the students' scores on academic motivation were higher than average. Students' levels of academic motivation were found to be greater than those of students in a study that examined the association between academic motivation and school climate (Çelik *et al.*, 2017). This outcome validates the research we did. The study found that students had the lowest mean score on the motivation scale and the highest mean score in the extrinsic motivation identified factor.

According to the study by Jain (2021) it has been found that there is no meaningful relationship between academic achievement and empathy among secondary school pupils. This study did not uncover substantial evidence to support the favourable association that some prior research has suggested exists between academic success and empathy. In a similar vein, there was no discernible association in the correlation between social skills and academic achievement, supporting the null hypothesis. This implies that academic success is not always correlated with having great social skills. According to academics like Crow and Crow (1969) and Kohli (1975), academic achievement is the degree to which a student shows mastery of the material and gains from education. It stands for the development of one's mind and the capacity to actively contribute to the creation of knowledge.

## **Limitations**

The study has several limitations that should be considered when interpreting its results. Firstly, the sample size was small, consisting of only

90 participants. Conducting the study with a larger sample size could lead to more robust and generalizable findings. Additionally, the study was confined to just one sector of Kolkata. Furthermore, the study focused solely on the age group of 18 to 26-year-old students, potentially overlooking variations in other age groups. Moreover, while efforts were made to minimize language bias by accepting articles in any language, there is still a possibility of overrepresentation of studies in certain languages and underrepresentation in others. Finally, the study could be expanded to investigate other variables related to social skills and learning behaviour among students, providing a broader perspective on the topic.

### **Suggestions**

- A study of student's academic stress, academic adjustment managing emotions, of professional and non-professional students could have been studied.
- A study of self-awareness, empathy and academic achievement could have been studied.

### **Implications of the present study**

- 1) The study reveals that emotional intelligence plays a greater role in the academic achievement of the college and university students. Hence there is a need to improve social and emotional skills among the students. These skills help the students in the process of preparation and performing examinations better.
- 2) In many of the research 'studies available in the literature was observed that Mental health has significant impact on the performance of the worker in work settings1 work place environment.
- 3) Further it has observed from the findings that the type of education influenced significantly on academic achievement. The environment conditions, opportunities in the future must have contributed greatly on professional college students better than their college students. There is a need to create a confidence by the way of providing job opportunities by linking with non-governmental organisations for the benefit of college students which will enhance their need the achievement in their academics.

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## **Chapter - 3**

### **A Study on Internet Addiction, Perceived Stress & Procrastination Among College & University Students**

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# Chapter - 3

## A Study on Internet Addiction, Perceived Stress & Procrastination Among College & University Students

Somedatta Mitra, Soumi Bhattacharya and Dr. Nilanjana Mitra

Internet Addiction is a growing personality problem which carry stress and procrastination severely on college and University Students. Because of their study related work is quietly related to internet so they are getting addicted on it. Internet provides much more advantages but on the other hand it has some disadvantages which can create a major problem on youths. It leads youths to obesity, un-socialization, lethargic, stressful which contribute problems on this daily lifestyle and study. Students try to communicate with others through the help of internet so for that probability of risk of spreading Information chances could be very high which can lead them to suicide. Internet Addiction also make them a suspicious personality, so for that they forget to believe others which can create breaks on personal relationship, courtship, friendship. While using more internet it leads them to dependency on gadgets, which will make them procrastination. This study is trying to highlight those portions of the problems so it can be reduced and can lead youth to a healthy orientation which can make a green personality.

**Keywords:** Stress, personality, procrastination, socialization.

### Introduction

According to Weinstein (2010), internet addiction is characterised due to overly and poorly controlled behaviour or urges of internet use with lead to distress and impairment. On the other-hand, procrastination is common phenomenon that requires negative outcomes with regard to well being (subjective)and performance as well (Klingseick, 2013).

### Internet addiction

According to Julio Daniel del Cueto and Luis Ángel Roldán (April 2023), Students are more likely to use internet in their daily life basis rather than academic text comprehension. By Rajan and Chandio (February 2023), the ratio of offline learning is decreasing and visiting of pornographic website are increasing. According to Cao *et al.*, Sichuan University (13 Jan 2023),



socializers were connected to larger and more supportive social networks, family networks and friend networks than recreational users. According to Manjunatha G (2022), 90.1% of students always used Google Chrome and Internet Explorer. The survey also revealed that most students used the Internet regularly and many students were unfamiliar with web design tools and domains.

Kim *et al.*, (2000) suggested that sign language can be used as communication between embodiments in any language. Simkova & Cincera (2004) reported that students are wasting their precious time by using internet. According to Hospers *et al.*, (2005), students are more like to use internet for chatting, online dating and doing sexual behaviour. Jarrell & Freiermuth (2005) found students are more likely to have a conversation in chatting rather than face-to-face conversation. According to Freiermuth & Jarrell (2006), online chatting provides a comfortable atmosphere which enhances the enthusiasm to communicate with others.

Larraín *et al.*, (2007) revealed that men are more likely than women to utilize the internet. Mulyani (2009) found the different symbols used in online chatting. Different people interprets those symbols differently. Ong *et al.*, (2010), reported that lonely people are tend to use online chatting. Male individuals dominantly use internet and online chatting and express sexual behaviour (Saini, 2014). According to Kwak & Morisson (2014), culture also has an effect on internet users.

### **Effect of internet addiction**

According to Handa (2023) medical students are highly addicted with internet with causes depression, anxiety, stress and insomnia. According to Amadea et al (November 2022), there was a correlation between internet use and depression among Indonesian students. According to Eun-Young Park's study (2022) the results suggest that digital services must be to developed to meet the unique needs of people with different types of disabilities. Simon *et al.* (2011), online chatting invites depression in people. VURAL *et al.* (2015), reported that children with ADHD, Conduct Disorder related with unsafe internet usage. Students favour internet chatting on personal development and their attitude differs according to their gender and locality (Augustine & Savarimuthu, 2013). According to Tezer *et al.*, (2020) due to daily Internet connection, high school pupils have also been seen to exhibit increased academic procrastinating behaviour. The main objective of the present study is to find out the effect of internet addiction on stress and procrastination of

Methodology

- **Hypothesis:** On the basis of previous research and theoretical consideration, following hypothesis were framed-
  1. There is a significant difference between normal and moderate level of Internet Addiction Test with regards to Perceived Stress.
  2. There is a significant difference between normal, moderate and mild level of Internet Addiction Test with regards to Procrastination.
- **Sample:** 120 College and University students age between 18-26years participation in the study.

Inclusion criteria

- Age: 18-26
- Gender: Male and Female both
- Use of Internet: Yes

Exclusion criteria

- Age: Not less than 18, not more than 26
- Gender: Others
- Use of Internet: No

Sampling techniques

Purposive Sampling Technique has been used.

Psychological measurement tools

Internet Addiction Scale (Kimberly S. Young, 1998)

The Perceived Stress Scale (Cohen *et al.*, 1983)

Procrastination Scale (Lay, 1986)

Result table

Table 1

	Internet addiction	Perceived stress	Procrastination
Mean	Mild	19.8	57.2
	Moderate	22.0	60.2
	Normal	17.4	48.5
	Severe	24.0	54.0

Median	Mild	19.0	57.5
	Moderate	22.0	60.0
	Normal	17.5	49.0
	Severe	24.0	54.0
Standard Deviation	Mild	4.78	11.7
	Moderate	5.88	9.15
	Normal	6.71	13.3
	Severe	4.24	7.07

**Table 2**

Independent Variable	Statistical Analysis	Value	F	df 1	df 2	P
Internet Addiction	Wilks' Lambda	0.803	4.44	6	230	<.001

## **Discussion & Conclusion**

### **Discussion of significant result for perceived stress**

There exists a significant difference between Normal and Moderate levels of Internet Addiction Test with regards to Perceived Stress. According to Pragati Chaturvedi & Mansi Arora's 2018 study, there is a noteworthy distinction between internet addiction and perceived stress. Additionally, a study by Gong, Wang, and Wang (2021) discovered a substantial relationship between college students' perceived stress levels and their scores for internet addiction.

### **Discussion of significant result for procrastination**

When it comes to procrastination, there is a notable difference between the Normal and Moderate levels of Internet addiction. When it comes to procrastination, the Normal and Mild levels of the Internet Addiction test differ significantly. Ivan Malyshev and Igor Arkhipenko's study found that there is a positive correlation between higher levels of procrastination anxiety and more prominent indications of Internet addiction in high school pupils, and vice versa. In a different study, Internet addiction was found to be a significant predictor of procrastination among young Chinese adults (Jingyu, Lei, Fengqiang & Min, 2018). This means that students who have a higher degree of Internet addiction are more likely to put off tasks.

### **Limitation**

- The major constraint of this research was a paucity of time; as the same had to be completed within stipulated period.

- Due to paucity of time, it has not been possible to use many other questionnaires.
- If the sample size had been larger, the validity of the results would have been more significant.
- Since the questionnaire were used, there was a chance of faking by the participants.
- This study questionnaire was collected from Google Forms, so it was impossible to observe the subject's behaviour.
- As a survey research done it was convince working people for fill up the questionnaire.

## **Implication**

- The study can shed light on procrastination, perceived stress, and the incidence and trends of internet addiction among college students.
- The results of the study may be used to determine the variables that influence college students' procrastination, perceived stress, and internet addiction.
- The research can add to our understanding of the connection between procrastination, perceived stress, and internet addiction.
- The study may contribute to a greater understanding of the detrimental effects of internet addiction, perceived stress, and college students' procrastination.

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## **Chapter - 4**

### **Effect of Anxiety and Hope on Academic Stress of Pursuing Higher Education Students of Kolkata**

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# Chapter - 4

## Effect of Anxiety and Hope on Academic Stress of Pursuing Higher Education Students of Kolkata

Ankana Sen and Lina Sarkar

### Abstract

The present study examined the relationship among three variables namely Anxiety, Academic Stress and Adult Hope have significant effect. The present study has been conducted on 120 students who are pursuing higher education in Kolkata. The age ranged between 18 to 26years. The data was collected using three scales – The Hamilton Anxiety Rating Scale (1959, Max Hamilton), Academic Stress Scale (1970, Kim), Adult Hope Scale (1991, Snyder et al). Using SPSS version 23, the statistical analysis revealed substantial differences between male and female students in Kolkata in terms of anxiety, hope, and academic stress based on T-test values and correlations of the various variables. Thus, it can be said that there are notable differences between male and female students pursuing higher education in terms of anxiety, academic stress, and adult hope.

**Keywords:** Anxiety, academic stress, hope.

### Introduction

Anxiety is a very well known in everyone's daily life. The effect is seen across the various stages of life span and there is no particular stage. Moreover, its effect in the various developmental stages, also given the stress perceived by student and their effects (physical, psychological, social) on them. From the point of view of the American Psychological Association (APA) anxiety is feelings of tension, worried, thoughts and many physical changes like increased blood pressure. Austrian neurologists Sigmund Freud's opinion about anxiety is the symptomatic expression of the inner emotional conflict Anxiety is a normal part of daily life. Many people worry about small things such as health, money, or family issues. But anxiety disorders mean more than temporary worry or fear or conflicts. When someone's goals are not met, it can have an impact on their feelings. The idea is to identify the best course of action and work toward achieving objectives that would raise their sense of

hope, lessen negative feelings, and improve their mental health (Uzun K., Tagay Ö., Karataş Z. (2021), Luet *et al.*, (2018).

According to a study by Omoaponle, A. H. Reddy *et al.* & Busari, A. O. (2018) it has been found that there are differences in stress levels among students based on their stream. Stress management is crucial on a social, institutional, and personal level. Effective stress-reduction techniques include mindfulness, yoga, life skills training, feedback, meditation, and psychotherapy. It's also possible to pinpoint the primary cause of stress and the best ways to address it. Hope's mediating function Lee & Hwang, 2020; Hope is characterized as goal-oriented thinking, mental energy, and a variety of approaches and substitutes to provide consistent effort toward a suitable objective.

**Objectives:** The present study aims to understand the relation among three variables namely Anxiety, Academic Stress and Adult Hope.

### Methodology

The present study examined the significant relationship among three variables namely Anxiety, Academic Stress and Adult Hope and their effects.

**Site & Population:** The present study has been conducted on 120 students who are pursuing higher education in Kolkata. The age ranged between 18 to 26years.

**Sample design:** The data was collected by Google Form by using mixed sampling which were

- Purposive Sampling
- Snowball Sampling technique.

Statistical techniques used are

- T test
- Correlation

**Tools & Scales** - Data was collected using three scales –

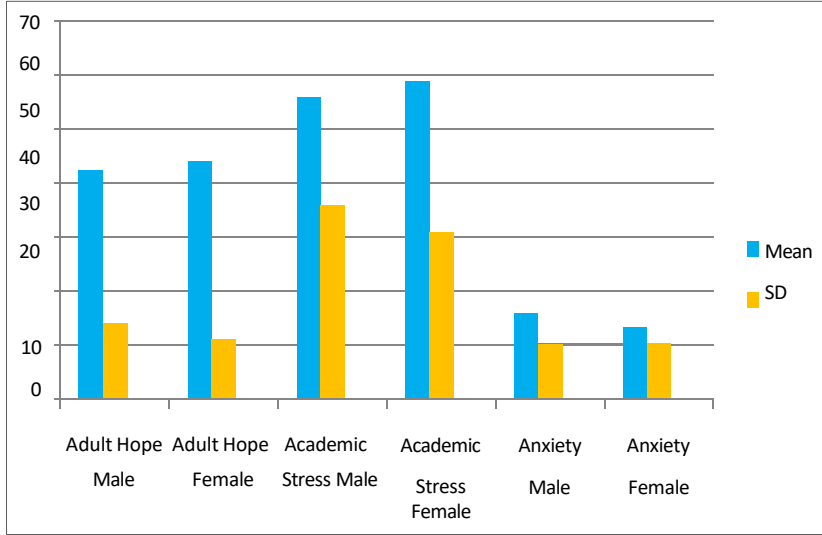
- The Hamilton Anxiety Rating Scale (1959, Max Hamilton)
- Academic Stress Scale (1970, Kim)
- Adult Hope Scale (1991, Snyder *et al*)

**Ethical issue:** The present study was conducted on 60 male and 60 female students of Kolkata. A greater sample would have been better to generalize the present study. Due to time constrain the present study was restricted to Kolkata

only. More precise demographic variables could have made the study more vivid.

**Result**

The present study has been conducted on 60 male & 60 female pursuing higher education students of Kolkata whose age ranged between 18 – 26 years. Purposive sampling and snowball sampling techniques were used. The subjects were selected based on the age, gender, marital status, educational qualification, physical and mental condition. Purpose of this study to find out is there any significant relationship and significant difference between anxiety, academic stress and hope among pursuing higher education students of Kolkata. The Hamilton anxiety Rating Scale, Academic Stress Scale by Kim and Adult Hope Scale by Snyder has been used for the data collection. The T-test values and Correlations of the different variables shows that there exists a significant difference between Anxiety, Hope and Academic Stress on female and male students of Kolkata.



**Graphical representation of mean & SD of different variable**

**Discussion**

As per Table – 1 shows the result of the correlation between hope and anxiety. The null hypothesis ( $H_0$ ) is accepted in this cases. So, it can be said the study found that among students in Kolkata, there isn't a notable connection between hope and anxiety levels. The goal of the current investigation was to learn more about the connection between hope and

anxiety. It was proposed that there is a strong, albeit inverse, link between hope and anxiety. The first hypothesis was tested using a simple linear correlation analysis, and the findings indicate that there is no meaningful association between hope and worry. The findings contradict previous study by many scholars that found a negative correlation between hope and anxiety. Agolla E. Arnau, Rosen, Finch, *et al.* (2007) examined the Longitudinal Impact of Hope on Anxiety and Depression.

Table – 2 shows the result of the correlation between hope and academic stress. There is an acceptance of null hypothesis ( $H_02$ ) in this cases. So, it can observe the study found that among students in Kolkata, there isn't a notable connection between hope and academic stress levels. These studies clarify the connection between hope and academic stress. Academic stress and hope were found to have a substantial positive association, according to the hypothesis. The second hypothesis was administered using a simple linear correlation analysis, and the findings showed that there is no meaningful association between academic stress and hope. Numerous subjective well-being indices (SWB) have a positive correlation with hope. For instance, hope plays a significant direct and indirect effect in determining an individual's life satisfaction levels. The study is supported by a study by Snyder, C. R. (Ed.) (2000). According to Yaghoobzadeh *et al.*, life pleasure is positively correlated with an individual's capacity for hope.

Table – 3 shows the result of the correlation between anxiety and academic stress. In this instance, the alternative hypothesis is accepted and the null hypothesis ( $H_03$ ) is rejected. Therefore, there is most likely a substantial association between academic stress and anxiety among both types of Kolkata students. The purpose of the current study was to illustrate the connection between academic stress and anxiety. The hypothesis posited that there is a noteworthy positive association between academic stress and anxiety. According to Zhang *et al.*'s (2013) study, he suggests that psychological pressure plays a role in the job selection process. College students experience a tense, uneasy, strong, and lasting emotional experience when making a career decision, and the causes of this are similar to physiological and behavioural reactions.

Table – 4 shows the result of the differences of Hope between male and female students of Kolkata. The null hypothesis ( $H_04$ ) is accepted in this cases. So, it can see that gender doesn't play a significant role in differences regarding hope among students of Kolkata. The present study was designed to discuss about the gender difference of hope among students.

Male individuals have a substantially higher level of hope than female people, according to some research. This suggests that the next generation is turning into a more proactive generation that looks for solutions, is less prone to stress, and has a positive outlook on life. These days, families, the community (media, schools, social clubs), and other institutions are giving more training to women about how to better themselves so they may adjust and accomplish their goals. They are being counselled to view stressors as more difficult, have faith in their convictions, and acknowledge that achieving goals will always involve some degree of uncertainty. However, several investigations have also found that there is no difference in hope between genders (Rehmae *et al.*, 2014; Hasnain, Wazid, & Hasan, 2014). Gul and Nizami (2015) also observed similar findings. This present research is supported by this study. The results of the gender disparities in academic stress among Kolkata students are displayed in Table 5. In this instance, the null hypothesis (H05) is accepted. Thus, it may be concluded that variations in academic stress experienced by Kolkata students do not appear to be significantly influenced by gender. The purpose of the study was to elucidate the gender disparity in students' experiences of academic stress. Halder, P.D., Hasib, W., and Phillips, C.S. (2020) asserted that there is no significant difference between the perceptions of enrollment and admission, classmates, and stressors between male and female students, but rather that there is a significant difference between the two groups in terms of subject views, lectures, academic performance, academic programs, and classroom attitudes.

Table – 6 shows the result of the differences of Anxiety between both gender students of Kolkata. The null hypothesis (H06) is accepted in this case. Thus, it may be concluded that variations in anxiety levels among students do not appear to be significantly influenced by gender. The purpose of these studies was to investigate the gender differences in anxiety experienced by pupils. As a result, some research indicate that women are more test-anxious than men; nevertheless, it's possible that men are more reluctant to discuss their anxiety because they see it as a sign of their masculinity (Flender *et al.*, 2004; Hall Brown *et al.*, 2005; Guress *et al.*, 2011).

<b>Tenability</b>	<b>Null hypothesis</b>
There is no significant relationship between hope on anxiety of students of Kolkata.	Accepted
There is no significant relationship between hope on academic stress of student of Kolkata.	Accepted
There is no significant relationship between anxiety on academic stress of students of Kolkata.	Rejected

There is no significant difference of hope between male and female students of Kolkata.	Accepted
There is significant difference of anxiety between male and female students of Kolkata.	Accepted
There is no significant difference of academic stress between male and female students of Kolkata.	Accepted

## Appendixes

**Table 1:** Correlation between the variables Anxiety and Hope of students of Kolkata

Variables		Anxiety Scale (HAM A)	Adult Hope Scale
Anxiety Scale	Pearson Correlation	1	-.137
	Sig (2-tailed)		.136
	N	120	120
Adult Hope Scale	Pearson Correlation	-.137	1
	Sig (2-tailed)	.136	
	N	120	120

**Table 2:** Correlation between the variables Hope and Academic stress of students of Kolkata

Variables		Adult Hope Scale	Academic stress scale
Adult hope scale	Pearson Correlation	1	.039
	Sig (2-tailed)		.673
	N	120	120
Academic stress Scale	Pearson Correlation	.039	1
	Sig (2-tailed)	.673	
	N	120	120

**Table 3:** Correlation between the variables Academic stress and Anxiety of students of Kolkata

Variables		Academic stress scale	Anxiety scale (HAM A)
Academic stress Scale	Pearson correlation	1	.512**
	Sig (2-tailed)		.000
	N	120	120
Anxiety scale	Pearson correlation	.512**	1
	Sig (2-tailed)		
	N		

	Sig (2-tailed)	.000	
	N	120	120

**Table 4:** Mean, Standard Deviation, t value and level of significance of Hope obtained by male and female student of Kolkata

**Table 4.1:** One sample statistics

	N	Mean	SD	Std. error mean
Adult hope scale male	60	42.45	13.91186	1.79601
Adult hope scale female	60	44.0000	11.12639	1.43641

**Table 4.2:** One sample test

	Test Value = 0					
	t	df	Sig. (2 - tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Adult hope scale male	23.636	59	.000	42.45000	38.8562	46.0438
Adult hope scale female	30.632	59	.000	44.00000	41.1257	46.8743

**Table 5:** Mean, standard deviation, t value and level of significance of academic stress obtained by male and female student of Kolkata

**Table 5.1:** One sample statistics

	N	Mean	SD	Std. Error Mean
Academic stress scale male	60	55.95000	35.81422	4.6236
Academic stress scale female	60	58.8167	30.86795	3.98503



**Table 5.2:** One sample test

	Test Value = 0					
	t	df	Sig. (2 - tailed)	Mean difference	95% confidence interval of the difference	
					Lower	Upper
Academic stress scale male	12.101	59	.000	55.95000	46.6982	65.3018
Academic stress scale female	14.759	59	.000	58.81667	50.8426	66.7907

**Table 6:** Mean, standard deviation, t value and level of significance of anxiety obtained by male and female student of Kolkata**Table 6.1:** One sample statistics

	N	Mean	SD	Std. Error Mean
Anxiety scale male	60	15.8500	10.10760	1.30489
Anxiety scale female	60	13.3667	10.32188	1.33255

**Table 6.2:** One sample test

	Test Value = 0					
	t	df	Sig. (2 - tailed)	Mean difference	95% confidence interval of the difference	
					Lower	Upper
Anxiety scale male	12.147	59	.000	15.85000	13.2389	18.4611
Anxiety scale female	10.031	59	.000	13.36667	10.7002	16.0331

## Conclusion

According to the study, there is no significant relationship between hope and academic stress or anxiety levels among students in Kolkata. Nonetheless, there is a strong link between academic stress and anxiety. Furthermore, there doesn't appear to be much of a gender difference in Kolkata students' perceptions of hope, anxiety, or academic stress.

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## **Chapter - 5**

### **A Quantitative Comparative Study to analyze the Stress Reduction Effect in Pet Owners (Dog) and to The Degree It Differs from Non-Pet Owners in Urban Settings at Kolkata**

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# Chapter - 5

## **A Quantitative Comparative Study to analyze the Stress Reduction Effect in Pet Owners (Dog) and to The Degree It Differs from Non-Pet Owners in Urban Settings at Kolkata**

Shreya Chatterjee and Lina Sarkar

### **Abstract**

This study explores the stress reduction effects of pet ownership, specifically focusing on dog owners, and compares these effects with non-pet owners in urban settings in Kolkata. The research intends to measure and determine how much stress is greatly reduced for dog owners compared to those without pets through comparative research. A quantitative study design will be used in the collection of data from Kolkata-based pet owners and non-pet owners using questionnaires and stress scales. The influence of daily stressors, social support and anxiety levels will also be studied so as to have comprehensive understanding of the subject. Such knowledge would explain how having a pet like a dog may help reduce urban stress among people living in the cities besides highlighting the difference between individuals with pets and those without them.

**Keywords:** Dog keepers, people without pets, stress reduction, social support, mental well-being.

### **Introduction**

Urban environments like Kolkata, India, are rife with stressors such as high population density and noise pollution. To address these challenges, researchers are exploring the stress-relieving potential of pet ownership, especially with dogs. This study focuses on the correlation between pet ownership and stress reduction in Kolkata, aiming to understand how canine companions impact residents' well-being. By analyzing stress levels, coping mechanisms, and the human-animal bond, researchers seek to uncover the mechanisms through which pets offer emotional support in urban settings. This investigation in Kolkata, known for its vibrant culture and fast-paced lifestyle, contributes to the broader understanding of pet ownership's role in promoting mental health in urban environments. Insights from this study can

inform strategies to leverage pets' benefits for enhancing urban residents' well-being and resilience in the face of urban stressors.

Previous studies have explored the connection between pet ownership and stress levels, highlighting a positive correlation between the two factors. Major metropolitan areas, according to Bhatnagar and Singh have presented a significant decline in stress levels among domestic animal owners compared to those without pets. These results were supported by Verma and Patel's study where they used standardized tools for evaluating the level of stress. Similarly, Sharma and Chatterjee (2014) performed a study in Mumbai that indicated pet owners had lower levels of stress which indicated that owning a pet was helpful in dealing with stressful situations in urban settings. Gandhi & Shah's quantitative research that was conducted in urban Indian contexts further confirmed the positive correlation between having pets and reduced stress. The researchers' findings revealed that domestic animals keepers experienced significantly less perceived stress than non-keepers, thus underpinning the potential of pets in mitigating tension among people residing within city boundaries. Similarly, Choudhary and Agarwal's research conducted in separate townships within the city also unearthed a decrease in the perceived stress levels of pet owners. In urban settings like Kolkata, this is an important study theme as different variables such as pollution, population density and work related pressures can cause stress levels to increase. Therefore, exploring the specific impacts of owning pets especially dogs on bringing down the load of stress in these urban environments could provide useful suggestions for improving mental well-being among dwellers in cities. There is no better place than Kolkata which has historical perspective, cultural diversity and urban problems to investigate effects of pet ownership on stress reduction. The purpose of this study is to compare stress levels between dog owners and non-dog owners residing in Kolkata so as to contribute to literature on pet companionship's potential benefits in an urban set up. The study will employ strong quantitative research methodologies like random sampling, standardized stress assessments and comparing pet owners with non-pet owners to give measurable proof that having pets helps reduce anxiety in urban areas of Kolkata. The results of this work could also contribute to public health programs, planning and individual well-being attempts tailored for the specifics of the city's life. To sum up, the present proposal seeks to have a comparative quantitative approach that would deepen the understanding as regards how pet ownership specifically dog ownership reduces stress among populations in urban setting like Kolkata. Previous studies provide clear evidence about the positive influence of owning pets on mental health; hence,

this research project aims at identifying ways in which positive mental health can be improved by keeping dogs as domestic animals.

## **Methodology**

**Aim:** To determine the level of stress reduction among people who has dog as compared to non-pet owners in urban settings within Kolkata.

**Objective:** To quantitatively analyze the effect of stress reduction in urban Kolkata dog owners and compare it to non-owners of pets.

**Research Design:** The study was conducting in Kolkata city, the study targeted 60 participants who were aged from 18 to 30.

## **Hypothesis**

1. Null Hypothesis (H0): There is no difference in stress levels between dog owning and non-dog owning people living in urban settings of Kolkata.
2. Alternative-Hypothesis (H1): There is a marked variation in the stress levels of urban dwellers with dogs as pets and those who do not own any pet at all in Kolkata.

## **Quantitative research**

### **Sampling technique**

Purposive sampling will be used to recruit participants aged between 18 and 30 years. This method allows for the selection of participants based on specific criteria, such as age and pet ownership status, to ensure relevance to the research objectives.

### **Procedure**

A sample of 60 participants were taken from different places of Kolkata, who were aged 18-30 years. Participants were assessed on three different scales for deriving quantitative data. Duration of one month taken for collecting data.

### **Data analysis**

After analyzing the data, it was found that there is a strong connection between pet owner stress levels and attachment dimensions, as shown by Pearson's product moment correlation coefficient and descriptive statistics.

### **Variables**

Independent Variables- Pet Ownership (Dog owners vs. non-pet owners).



## **Dependent variables- stress levels**

### **Tools required**

Perceived Stress Scale (PSS)- The perceived-stress-scale, or PSS, is a Likert type scale, contains 10 items and ranging from never to very often. It was developed in the 1980s by Sheldon Cohen and colleagues and is a valid way to gauge people's stress levels. PSS was created by Sheldon Cohen in the early 1980s. This is another technique that allows us to examine more closely how stressful a particular occurrence was thought to be in the context of a person's life as a whole. Enough people are given the opportunity these days to recognise the extent of their stress. Additionally, scientists study the best stress-reduction techniques.

Pet Attachment Questionnaire - The Pet Attachment Scale developed by "Zilcha-Mano *et al.*, & Shaver" is the measuring tools for pet attachments; it is a Likert type scale contains with 26 items in total and ranging from strongly disagree to strongly agree. Taken combined with these two scales, so they can examine how we relate to the stress levels and depicts the highest level of relationship with dogs.

### **Selection of Sample**

#### a) Inclusion criteria:

1. Participants aged between 18 and 30 year.
2. Residents of urban settings in Kolkata.
3. Dog owners with a minimum of 6 months of ownership.

#### b) Exclusion criteria:

1. Participants outside the age range of 18-30 years.
2. Residents of rural or non-urban settings.
3. Dog owners with less than 6 months of ownership.

#### c) Ethical consideration

1. Consent was taken from each participants.
2. Confidentiality of information was maintained strictly.
3. Maintaining ethical guidelines.

## **Results**

The study aimed to investigate the connection between stress levels and attachment to pets by comparing two groups of people - one group owning pet dogs and the other group not owning any pets, each comprising 30

participants. Different tools were used to measure attachment and analyse stress levels, including the Pet Attachment Questionnaire (PAQ), which was subdivided into Avoidant and Anxiety dimensions, as well as a total attachment score and the Perceived Stress Scale (PSS). Descriptive statistics were calculated for both groups across these measures. For dog owners, the mean stress level (as measured by the PSS) found to be- 19.40, with standard deviation of- 6.322, which indicates moderate levels of stress. Within the PAQ dimensions, the Avoidant” mean score” was-14.83 with a standard deviation- of 5.246, the Anxiety dimension mean score-11.83 also with a “standard deviation” of 5.246, and Total attachment mean score- 26.67, with a standard deviation of 10.492. In comparison, individuals without pet dogs were only assessed using the PSS scale, resulting in a mean stress level of 23.57 and a standard deviation of 6.458, which indicating higher stress levels on average among non-pet owners.

Inferential statistics revealed a significant correlation between stress levels and attachment dimensions among pet owners. Specifically, the correlation between stress levels and the Avoidant dimension of the PAQ was .961 ( $p < .001$ ), stress levels and the Anxiety dimension of the PAQ was also .961 ( $p < .001$ ), and stress levels and the Total attachment score of the PAQ was likewise .961 ( $p < .001$ ). These results suggest a strong, significant relationship between lower stress levels and secure attachment (characterized by lower scores in the Avoidant and Anxiety dimensions) to pet dogs.

## **Discussion and conclusion**

The research results showed that individuals with pet dogs experience lower stress levels compared to those without pets, shedding light on the intricate connection between stress and pet ownership. “The Perceived Stress Scale (PSS)” demonstrated a significant decrease in stress levels among dog owners, while the “Pet Attachment Questionnaire (PAQ)” highlighted a strong relationship between attachment styles and dog ownership. These findings demonstrate the possible psychological advantages of owning pets, particularly dogs, and the impact that a person's stress levels can have from pet attachment.

The significant correlations (.961) found in the group of dog owners between stress levels and the Avoidant and Anxiety attachment dimensions imply that the degree to which pets can influence an individual's stress levels is largely dependent on the type of attachment that person has with their dog. These results highlight the significance of secure attachment with an inverse association between stress levels and lower scores in Avoidant and Anxiety

attachment types. A healthy attachment to pets that is free from excessive avoidance or worry is known as a secure attachment, and it may be crucial to maximising the stress-relieving advantages of pet ownership.

Additionally, the much higher stress levels seen in those without dogs, as pets provide important context for the discussion of pets as stress relievers. This distinction emphasises the various relational and psychological mechanisms that pet ownership and particularly the attachment that is created with pets may use to reduce stress. It suggests that having a pet dog may not be enough to reduce stress; rather, the degree of attachment that exists between the creature and its owner is also a crucial factor.

The findings of this study unequivocally demonstrate that owning a companion dog is associated with reduced levels of reported stress. This relationship hinges significantly on the degree of connection owners have with their pets, specifically noting that less avoidance and anxiety in the bond correlates with lower stress. This supports earlier work by Antonacopoulos and Pychyl (2010), who examined the role of pet ownership, human social support, and pet attachment in psychological health, particularly for individuals living alone. Their research emphasized that pets, especially dogs, can be substantial sources of emotional support. Complementing these findings, Siegel (1990) highlighted the moderating role of pet ownership in stressful life events among the elderly, suggesting fewer physician visits among pet owners, which indirectly indicates reduced stress and better psychological health. This aligns with our results, strengthening the argument that pet ownership contributes significantly to mental well-being.

Furthermore, Khalid and Dildar (2019) demonstrated that pet interaction considerably reduces stress and enhances mood among both pet owners and non-owners. However, their work underscored that the strongest benefits were seen in individuals who had pets, mirroring our emphasis on the quality of the bonding between dogs and their owners as a critical factor in stress reduction.

McConnell *et al.* (2011) also found positive consequences of pet ownership, indicating improved psychological outcomes such as increased self-esteem and decreased loneliness. These benefits were shown to be more pronounced when the owner had a strong attachment to their pet, supporting our assertion that the nature of the relationship is pivotal.

Additionally, Chakma *et al.* (2021) performed a comparative cross-sectional study on depression among pet owners and non-owners in Dhaka, Bangladesh. Their evidence suggested that pet owners generally experienced lower levels of depression, further corroborating the extensive psychological advantages of pet ownership that our study identifies.

In conclusion, this study, consistent with previous literature, affirms the psychological benefits of owning a companion dog. The stress-reducing effects appear to be significantly influenced by the strength and quality of the bond between the owner and the pet. Moving forward, it is imperative for future research to explore the mechanisms underlying this relationship and consider interventions that might enhance pet-owner bonding to maximize mental health benefits.

**Limitation**

The study has several limitations, including a cross-sectional design that cannot establish causality, a sample size and diversity that may be limited, reliance on self-reported measures for stress and attachment, exclusion of non-dog pet owners, and a lack of a control group to evaluate the reciprocal effects of stress and attachment in the general population. The study also fails to consider the potential advantages or dynamics of attachment with other pet types, and the lack of a matched control group of non-pet owners to provide more generalizable results.

**Further scope of the study**

The study suggests expanding the participant profiles to include demographic variables like age, gender, socioeconomic status, and cultural backgrounds to understand the impact of these on stress levels and pet attachment. It also suggests including other pet types like cats, birds, or reptiles to determine if stress reduction benefits are consistent across all pet types. A longitudinal design allows tracking changes in stress levels and pet attachment over time, providing insights into the long-term benefits of pet ownership. Study also suggests investigating the physiological or psychological mechanisms, such as altered cortisol levels, physical exercise, or improved social support, that contribute to stress-reduction effects of pet attachment, and conducting intervention studies to directly assess changes in stress and attachment.

**Appendixes**

**Table 1:** Descriptive statistics

Descriptive Statistics					
Variables	N	Minimum	Maximum	Mean	Std. Deviation
Stress-pet owners	30	9	32	19.40	6.322
Avoidant dimension (PAQ)	30	4	22	11.83	5.246
Anxiety dimension (PAQ)	30	7	25	14.83	5.246

Total	30	11	47	26.67	10.492
Stress-non pet owners	30	13	35	23.57	6.458
Valid N (listwise)	30				

**Table 2:** Correlation

Correlation			
Variables		Stress	Avoidant
Stress	Pearson Correlation	1	.961**
	Sig. (2-tailed)		<.001
	N	30	30
Avoidant	Pearson Correlation	.961**	1
	Sig. (2-tailed)	<.001	
	N	30	30

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

**Table 3:** Correlation

Correlation			
Variables		Stress	Anxiety
Stress	Pearson Correlation	1	.961**
	Sig. (2-tailed)		<.001
	N	30	30
Anxiety	Pearson Correlation	.961**	1
	Sig. (2-tailed)	<.001	
	N	30	30

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

**Table 4:** Correlation

Correlations			
		Stress	Total
Stress	Pearson Correlation	1	.961**
	Sig. (2-tailed)		<.001
	N	30	30
Total	Pearson Correlation	.961**	1
	Sig. (2-tailed)	<.001	
	N	30	30

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

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## **Chapter - 6**

### **Effect of Emotional Intelligence on Aggression and Job Satisfaction at Workplace**

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# Chapter - 6

## Effect of Emotional Intelligence on Aggression and Job Satisfaction at Workplace

Sneha Sarkar and Lina Sarkar

### Abstract

This study investigated how well people manage their emotions (emotional intelligence) affects workplace anger (aggression) and happiness with their jobs (job satisfaction). They recruited 60 employees aged 22-32 and used surveys to measure emotional intelligence, aggression levels, and job satisfaction. Interestingly, the research found that emotional intelligence acts as a buffer between anger and job satisfaction. In other words, employees with higher emotional intelligence were less likely for their anger to affect their happiness at work.

**Keywords:** Emotional intelligence, aggression, job satisfaction, employees, workplace.

### Introduction

Human bodies not only the five senses to absorb outside stimuli but also respond internally through affective states like emotions and feelings. According to Mayer and Ciarrochi (2006) <sup>[15]</sup>, emotional intelligence is the idea that intelligence can comprehend emotions and that emotions can help intelligence. Akinboye (2002) asserts that emotions underlie all human behaviour, regardless of its outcome. An important factor that has a significant impact on human character and is essential to success in many areas of life is emotional intelligence. Happiness, curiosity, surprise, fear, wrath, sorrow, and disgust are the basic emotions. Each of these emotions functions through a control system that acts as a watchdog over one of the primary facets of human existence, according to Leventhal (1982). But emotional self-control is not something that comes naturally. When someone is in tune with their inner as well, it can be accomplished.

The study of emotional intelligence's impact on aggression and job satisfaction has gained prominence in recent years. The ability to identify, control, and successfully respond to one's own emotions as well as those of

others is referred to as emotional intelligence. It includes abilities like emotional control, self-awareness, and empathy. Emotional intelligence is a crucial component that influences how people connect with each other at work and determines success in life. People's relationships with their workplaces seem to be shaped in large part by their emotional intelligence, which is a crucial factor in determining our success in life and psychological health. According to Zeidner *et al.* (2004), it has a wide-ranging effect on work behaviors like cooperation, talent development, creativity, service quality, and customer loyalty. Important outcomes associated to the workplace, such job satisfaction, can also be predicted by it (Prati *et al.*, 2003). Aggression in the workplace is a complicated issue that can have adverse effects on both individuals and organizations. It is commonly linked with inadequate communication, conflict, and an antagonistic work environment (Gardner, 2003) <sup>[10]</sup>. Research has demonstrated that individuals who score high on Emotional Intelligence (EI) tend to manage their negative emotional responses in ways that result in positive outcomes. Essentially, they argue that individuals high on EI are better equipped to handle stressful events (e.g., frustration) and are therefore less likely to react extremely (e.g., less aggression) to such events (Jordan *et al.*, 2002). According to Carmeli's research, individuals with high emotional intelligence (EI) tend to experience an ongoing sense of positivity and satisfaction in their lives, as they are better equipped to manage their emotions and respond to challenges. Such individuals are more likely to have a positive outlook on life, feel more content, and have a greater sense of well-being than those with lower EI who experience negative emotions such as disappointment, depression, and anger more frequently (Carmeli, 2006). Carmeli's research indicates that our emotional experiences and general quality of life are significantly shaped by our emotional intelligence (Carmeli, 2003). Higher emotional intelligence among employees is associated with greater job satisfaction (Thomas Sy et.al.,2006).

Positive relationships with their coworkers, efficient communication, and stress management are among the traits of emotionally intelligent people. Increase job satisfaction and general well-being are influenced by these variables. People with low emotional intelligence, on the other hand, could find it difficult to control their emotions, which may lead to disagreements with their coworkers and a decline in their level of job satisfaction. It is imperative for employers to foster emotional intelligence in the workplace by offering suitable tools and training to enable their staff to cultivate this competency. All employees may experience a happier workplace, greater

productivity, and greater job satisfaction as a result of this. There hasn't been much research done on the connection between aggression, job satisfaction, and emotional intelligence. The research on emotional intelligence (EI) and job satisfaction is a bit complex. Some studies, like Sy *et al.* (2006), show a clear link between high EI and greater happiness at work. However, Abraham (2000) found that employees with strong EI were more likely to be committed to their organization as a whole, rather than just satisfied with their specific job.

There's a difference between these two concepts:

- Job satisfaction focuses on how someone feels about their specific tasks and work environment.
- Organizational commitment reflects a broader attachment to the entire organization and its goals (Udo *et al.*, 1997; Lum *et al.*, 1998).

Both are important, especially in healthcare. Satisfied nurses who feel committed to their hospital are more likely to be productive and stay with their jobs, ultimately benefiting patients (Al-Aameri, 2000; Savery, 1989). Studies like Jung and Yoon (2012) delve deeper into specific aspects of EI. They found that a nurse's ability to understand and manage their own emotions, as well as recognize emotions in others, played a role in both positive (helping behaviours) and negative (avoiding work) actions. Overall, research suggests a positive connection between EI and job satisfaction, but the relationship might be more nuanced than initially thought (Brunetto *et. al.*, 2012, Abi Ealias and Jijo George, 2012).

However, the influence of emotional intelligence on satisfaction in the workplace may vary based on factors such as work challenges, promotions, and support from colleagues and superiors (Alsughayir, 2021). Furthermore, emotional intelligence has been observed to impact organizational dedication, subsequently shaping job satisfaction. Individuals with strong emotional intelligence are more adept at navigating workplace tensions and pressures. Fostering emotional intelligence within the workplace enables employers to support employees in honing abilities to manage emotions, engage in effective communication, and demonstrate empathy towards others. Workers who perceive support and empathy within their workplace are prone to heightened job satisfaction, correlating with enhanced productivity and morale. Consequently, allocating resources to emotional intelligence training for employees can profoundly influence a company's success and expansion. In essence, there exists a robust correlation among emotional intelligence, aggression, and job satisfaction. Enhancing emotional intelligence skills

through training and development programs can have significant benefits for individuals and organizations by reducing aggression and increasing job satisfaction.

## **Objective**

Our research study aims to accomplish the following objectives:

1. Assess the emotional intelligence of employees.
2. Determine the extent of aggression within the workplace.
3. Measure employee job satisfaction.
4. Analyze the correlation between emotional intelligence and aggression.
5. Investigate the association between emotional intelligence and job satisfaction.

## **Methodology**

The analysis in this study is quantitative, involving the collection of numerical data for analysis and inference. Surveys were administered to employees across diverse organizations to gather information on aspects like job satisfaction, work-life balance, employee engagement, and organizational culture. The survey instrument was designed for comprehensive data capture. Statistical techniques will be applied to analyse the collected data, aiming to uncover patterns, trends, and relationships. The anticipated findings are expected to offer valuable insights into employee experiences and perceptions, aiding organizations in refining policies and practices to boost employee satisfaction and productivity.

## **Population**

This study examines employees who have worked for over a year in different organizations, aiming to gain insights into their experiences.

## **Sample design**

The sample consisted of 60 employees from various organizations. The sample for the present study was drawn using a purposive sampling strategy combined with a snowball sampling technique. Participants selected ranged in age from 22 to 32 years old. The inclusion criteria for participants were employees who voluntarily agreed to take part in the study.

## **Tools and scale**

Three psychological tools were utilized in the study: Wong and Law Emotional Intelligence Scale to assess Emotional Intelligence, Buss-Perry

Aggression Questionnaire to measure Aggression, and Job Satisfaction Index to evaluate Job Satisfaction.

The study used three surveys to measure different aspects of the research:

- **Emotional Intelligence (EI):** The Wong Law scale (WELIS) asks participants to rate their agreement with 16 statements about managing emotions (theirs and others). Scores range from 1 (strongly disagree) to 7 (strongly agree).
- **Aggression:** The Buss-Perry (Buss & Perry,1992) scale uses 29 statements to assess different types of aggression (physical, verbal, anger, hostility). Scores range from 29 to 145 with higher scores indicating more aggression.
- **Job satisfaction:** The Job Satisfaction Index (JSI) has 18 statements about how someone feels about their job. Some statements are positive and some are negative, but scoring is adjusted so a higher score indicates greater satisfaction. The scale goes from 18 to 90.

Ethical issue

All necessary ethical approvals were obtained. Participants were briefed on the study's objectives and provided consent before the commencement of data collection. All requisite ethical approvals were obtained for the study. Before collecting data, respondents were thoroughly informed of the study's purpose, and their consent was obtained. We took great care to ensure that all ethical standards were met and that the respondents' rights and welfare were respected throughout the study.

Result

Table 1: Shows the correlation between emotional intelligence and aggression

	N	df	r
Pearson correlation (2-tailed)	60	(N-2) = 60-2 = 58	-0.075672403

From Table 1, it can be shown that the computed Pearson’s coefficient of correlation (r) is found to be -0.075672403, which is lesser than the critical table values of 0.250 and 0.325 against the 0.05 and 0.01 level of significance respectively corresponding to df= 58. This suggests that there isn't a significant relationship between the two variables. Therefore, the probability of the null hypothesis being true is greater than 0.01. Consequently, the null hypothesis was accepted, while the alternative hypothesis was rejected.

**Table 2:** Shows the correlation between emotional intelligence and job satisfaction

	N	df	r
Pearson Correlation (2-tailed)	60	$(N-2) = 60-2 = 58$	0.132024699

From Table 2, it can be shown that the computed Pearson's coefficient of correlation ( $r$ ) is found to be 0.132024699, which is lesser than the critical table values of 0.250 and 0.325 against the 0.05 and 0.01 level of significance respectively corresponding to  $df = 58$ . This suggests that there isn't a significant relationship between the two variables. Therefore, the probability of the null hypothesis being true is greater than 0.01. Consequently, the null hypothesis was accepted, while the alternative hypothesis was rejected.

### Summary of the results

The study's results were surprising. Despite using reliable and well-regarded measures, they didn't find a clear connection between emotional intelligence (EI) and either aggression or job satisfaction. In other words, people with high EI weren't necessarily less aggressive or happier at work in this study. This means that having a high level of emotional intelligence does not necessarily translate to lower levels of aggression or higher levels of job satisfaction among employees. It's important to note that these findings are specific to this particular study, and further research is needed to fully understand the relationship between emotional intelligence and these outcomes.

### Discussion & conclusion

The study set out to explore how emotional intelligence influences employee aggression and job satisfaction, with the hypothesis that emotional intelligence would have an impact on both variables. However, the findings revealed no significant effect of emotional intelligence on either aggression or job satisfaction.

The study suggests that emotional intelligence may not be a significant factor in determining levels of aggression or job satisfaction among individuals. Pearson correlation analysis confirmed that there was no noteworthy relationship between emotional intelligence and either aggression or job satisfaction among the participants in the study. Further research may be needed to better understand the relationship between emotional intelligence and these variables, as different populations or methods may yield different results. It is also possible that other factors not measured in this study, such as organizational culture or individual traits, may have a greater influence on employee aggression and job satisfaction.

Overall, these findings suggest that emotional intelligence alone may not be a strong predictor of these outcomes in the workplace. Specifically, the findings suggest that emotional intelligence may not directly reduce employee aggression or increase job satisfaction on its own. It is possible that other factors, such as effective communication, conflict resolution skills, or a supportive organizational environment, may play a more significant role in shaping employee behaviour and satisfaction. Additionally, individual differences in personality or temperament may moderate the relationship between emotional intelligence and these outcomes.

Therefore, future research should investigate these factors in order to gain a more comprehensive understanding of the relationship between emotional intelligence, employee aggression, and job satisfaction.

### **Limitations**

The current study is subject to certain limitations, including:

- The study's sample size was limited to 60 participants.
- A cross-sectional design that cannot be established.
- There might be the possibility of some faking in the self-report inventories, which could have been eliminated by using some supplementary tools that were not done in the present experiment.
- Due to the age range (22-32)

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## **Chapter - 7**

### **Exploring the Role of Spiritual Practices on Well-being and Happiness: A Comparative Study Among College Going Male Students**

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# Chapter - 7

## Exploring the Role of Spiritual Practices on Well-being and Happiness: A Comparative Study Among College Going Male Students

Dr. Papia Mukherjee, Malik Gyanranjan, Mickey J. Riba and Suranjana Goswami

### Abstract

Wellbeing and Happiness are significant components of human lives. Purpose of human life is to achieve happiness and wellbeing. Spirituality and Eudaimonic well-being are linked and it has been examined previously from Aristotle's era. Spirituality is a meaningful connection with positive emotions such as peace, contentment, gratitude and acceptance. Thus, present study is conducted to explore whether the practice of spirituality and forgiveness has any contribution on subjective wellbeing and happiness of college going male students, ages between 18-25 years (60 male young adults). They are mainly from semi urban areas with low to middle socio-economic status and they are regular students. Students (male) who are job holders and distance learner have been excluded from the study. Students with physical and psychiatric illness and with any kinds of disability have been also excluded. Total Samples (60 male young adults) are divided into two groups out of which 30 Students are in spiritual practices (Yoga, meditation, chanting) under proper guidance for last 1 year, have been selected and other 30 students who are non-Practitioner (without guidance) in any spiritual context, selected by using purposive sampling method for present study. For collection of data Oxford Happiness Questionnaire, Heartland Forgiveness Scale and Subjective Well Being Inventory have been administered on the sample. Statistical analysis such as descriptive statistics, t test has been done to find out whether there is any difference between two groups (Non spiritual Practitioner and Spiritual Practitioner) in case of practice of forgiveness, feeling happiness and wellbeing.

**Keywords:** Happiness, forgiveness, spiritual practices, well-being, young adult.

## Introduction

Spirituality is the acknowledgment of a sensation or belief that there exists something beyond oneself, rising above sensory encounters, and that this larger entity of which we are a part, is of divine essence. Spirituality is important as it gives people a sense of purpose and connection to a higher power, guiding them and offering comforts and strength. This Ultimately enhances their well-being and leads to a more satisfying life experience. It is a deeply personal and profound aspect of human existence. Jung considered spirituality as an integral part of human psychology. He believed that spirituality involved the quest for meaning and the development of the self through self-discovery and the integration of the unconscious. The study revealed that various aspects of spirituality hold differing levels of importance in individual's lives and their association with well-being varies. It also implies that encouraging individual's personal spiritual growth among the elderly could increase their overall well-being, (Lifshitz, R.et al, 2019). Another study proposed that spirituality develops through an ongoing, reciprocal process where an individual actively pursue their potentials, reflecting a sense of life's meaning, connection with living organization, and awareness of a transcendent existence. The findings understood spirituality's significant impact on the well-being of elderly people, (P. Udhayakuar et al, 2012). It was also found that both workplace spirituality and mindfulness were significant predictors of mental wellbeing ( K. Jnaneswar,2021). In some other study the results revealed that individual's well-being was positively influenced by linking of spirituality to association with both the transcendent and others. However, associating spirituality with connections to nature did not predict well-bring. These result underscore the distinct impact of each dimension of spirituality on well-being and emphasize the importance of adopting a multidimensional perspective (Thauvoye E, 2019). In a study, participants outlined four key ways in which spirituality influences their well-being and health: 1. Self-transformation 2. Finding meaning in life 3. Engaging in spirituality practices 5. Keeping faith and belief in the sacred (Rekha, 2018).

Spirituality also had an effect on happiness. A study showed that children who were more spiritual were happier than children who are not spiritual (Holder et al, 2010). In another study it was evident that forgiveness and gratitude were positively and significantly related to happiness and academic performance. It was also possible to see that spirituality moderates the relationship between forgiveness for self and student happiness (Rajekhar. D, 2022) encompasses that religiosity and spirituality play a significant role to

increase the happiness level among Thai people (Lylla Winzer, 2018). Spirituality also had an effect on forgiveness.

Forgiveness is a powerful and transformative practice that benefits individuals on both a personal and interpersonal level. It promotes emotional healing, strengthens relationships, and contributes to overall mental, emotional, and physical well-being. Embracing forgiveness can lead to a more fulfilling and harmonious life. Forgiveness plays a significant role in promoting overall well-being. By letting go of negative emotions and fostering positive relationships, forgiveness contributes to emotional, mental, and physical well-being. It is an important practice for achieving a balanced and fulfilling life. Robert D. Enright (1980) defines forgiveness as a pioneer in the field of forgiveness research, has made numerous contributions to our understanding of forgiveness. In his work, he emphasizes that forgiveness involves letting go of resentment and the desire for revenge toward someone who has wronged us. Enright suggests that forgiveness is a process that can lead to healing and emotional well-being for both the forgiver and the forgiven. Research into the historical context of spirituality and forgiveness reveals a rich tapestry of religious and philosophical traditions that emphasize the importance of forgiveness for spiritual growth. Ancient texts, such as religious scriptures and philosophical treatises, often highlight forgiveness as a central tenet of spiritual practice. On the other hand, cross-cultural perspectives on spirituality and forgiveness shed light on the diversity of approaches to forgiveness. Cultural norms, religious traditions, and societal values influence individuals' understanding of forgiveness and its relationship to spirituality. Studies by researchers like Bono, G. *et al.* (2008) have explored cultural variations in forgiveness and spiritual coping mechanisms.

From different researches, it has been found that Forgiveness and Happiness are intertwined in the sense that forgiveness can be a pathway to greater happiness. Letting go of resentment and finding a way to forgive can lead to emotional healing and a more positive outlook on life. Likewise, cultivating happiness through various life practices can also make it easier to extend forgiveness to oneself and others. Both are essential components of a fulfilling and meaningful life.

Happiness, on the other hand, is a specific emotional state characterized by positive feelings and contentment whereas well-being encompasses a broader range of factors that contribute to a person's overall state of being, including physical, mental, and social dimensions. Cross-cultural studies (Diener & Diener, 1995; Joshanloo, 2014) Dinner & Dinner (1995) and Johansson (2014) explored the relationship between spirituality and subjective



well-being. They found that individuals with a strong sense of spirituality often reported higher levels of subjective well-being, including greater life satisfaction and lower levels of stress.” The interplay between cultural context, religious practices, and happiness provides a nuanced understanding of the global impact of spirituality on well-being. Historically, various cultures have integrated spirituality into daily life as a means of fostering subjective well-being. Cross-cultural studies (Koenig *et al.*, 2012; Diener & Suh, 1997) Koenig *et al.* (2012) and Diener & Suh (1997) have both contributed significantly to the understanding of spirituality and well-being. Koenig *et al.* delved into the relationship between spirituality and mental health, emphasizing the positive impact spirituality can have on psychological well-being. On the other hand, Diener & Suh explored the broader concept of subjective well-being, including happiness and life satisfaction, and how spirituality can be a contributing factor to these dimensions of well-being. Both studies suggest that spirituality plays a crucial role in promoting overall well-being and quality of life.

## **Objectives**

To determine the difference between spiritual practitioners and non-spiritual practitioners in terms of their happiness, forgiveness and subjective wellbeing

## **Methodology**

The aim of the present study is to explore the difference between two groups (Non spiritual Practitioner and Spiritual Practitioner) in case of practice of forgiveness, feeling happiness and wellbeing.

## **Site and population**

In this study 60 male students took part. Where 30 were spiritual practitioners and 30 were non spiritual practitioners. The sample was selected through purposive sampling. The age group was 18-25 years. The study was conducted in Kolkata, west Bengal, India.

## **Tools and scales**

The tools used for this study are Oxford Happiness Questionnaire (Argyle and Hills, 2002), Heartland Forgiveness Scale (Thompson *et al.*, 2005), Subjective Well Being Inventory (Nagpal and Sell, 1985)

## **Results and discussion**

From table 1 which represents differences in happiness between spiritual and non-spiritual practitioners. It can be seen that the mean of non-spiritual

practitioners was 111.1667, SD was 18.877725, df was 58 and the difference was significant at 0.001 level, in case of spiritual practitioners the mean was 127.3667, SD was 14.30814, with df 58 and the difference was significant at 0.001 level which means that there are 99% chance of the null hypothesis being rejected. The above result might be supported by previous researches which indicated the impact of spirituality on happiness (Emmons and McCullough, 2003). They have explored also the role of gratitude, a common aspect of many spiritual traditions, in promoting happiness. Additionally, research has examined the psychological mechanisms through which spiritual practices contribute to overall well-being and happiness. In another study, it has been found that strengths and virtues (Seligman, 2002), has the potential of integrating spirituality into therapeutic practices to foster greater happiness and life satisfaction.

Table 2 represents differences in forgiveness between spiritual and non-spiritual practitioners, here it can be seen that mean in case of non-spiritual practitioners mean of was 79.3333 , SD was 10.33686 df was 58 and the difference was significant was at 0.002 level. In case of spiritual practitioners, the mean was 88.0667, SD was 10.37880, df was 58 and the difference was significant at 0.002 level. Several researchers (Exline & Rose, 2013; Toussaint & Webb, 2017) have investigated how forgiveness contributes to spiritual development. The process of forgiving is often viewed as transformative, leading individuals toward a deeper connection with their spiritual beliefs and a sense of inner peace. Numerous studies in psychology have investigated the impact of spirituality on forgiveness and vice versa. Researchers (Worthington, 2003; Toussaint & Webb, 2005) have explored how spiritual beliefs and practices contribute to forgiveness, emphasizing themes of empathy, compassion, and the transformative power of forgiveness on mental health. The table 3 represents Well-being. In case of non-spiritual practitioners the mean was 78.0333, SD was 9.45218, df was 58, and the p value was significant at 0.001 level on the other hand the in case of spiritual practitioners the mean was 64.2333, SD was 7.60528, df was 55.459, and the p value was significant at 0.001 level. A study by Maselko and Kubzansky (2006) that examined spirituality and subjective well-being, and found the relationship was only significant for women, not men.

Indexes

Table 1: (Happiness)

Group	N	mean	SD	t	df	Sig. (2 tailed)
Non spiritual practitioners	30	111.3667	18.87725	3.746	58	.000
Spiritual practitioners	30	127.3667	14.30814	3.746	54.052	.000

Table 2: (forgiveness)

Group	N	mean	SD	t	df	Sig. (2 tailed)
Non spiritual Practitioners	30	79.3333	10.33686	3.266	58	0.002
Spiritual practitioners	30	88.0667	10.37880	3.266	57.999	0.002

Table 3: (well-being)

Group	N	mean	SD	t	df	Sig (2 tailed)
Non-spiritual Practitioners	30	78.0333	9.45218	6.230	58	0.000
Spiritual practitioners	30	64.2333	7.60528	6.230	55.459	0.000

Conclusion

From the above study it has been found that there is a significant difference between non spiritual and spiritual practitioners in case of forgiveness, wellbeing and happiness.

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## **Chapter - 8**

### **Exploring the Relationship between Locus of Control and Social Support of Women and their Job Satisfaction**

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# Chapter - 8

## Exploring the Relationship between Locus of Control and Social Support of Women and their Job Satisfaction

Tanusree Shaw and Dr. Papia Mukherjee

### Abstract

In the contemporary landscape, the status of women exhibits variability, yet globally, they encounter obstacles in achieving parity. Consequently, job satisfaction holds pivotal significance for female employees, influencing productivity, retention rates, health outcomes, work-life equilibrium, and career progression. Conversely, locus of control, embodying the belief in personal agency over outcomes, exerts a profound impact on job satisfaction and overall well-being. Women harboring an internal locus of control may navigate their professional domains with enhanced empowerment, potentially yielding augmented satisfaction and holistic wellness. This inquiry endeavors to elucidate these dynamics by delving into the intricate interplay among locus of control, social support networks among women, and their corresponding job satisfaction levels. Employing a survey-based approach, data were gathered from a diverse array of women spanning various sectors. The study aims to discern correlations between women's perceived control over their lives and careers, the support they receive from their social milieu, and their ensuing levels of job satisfaction. Statistical analyses, inclusive of descriptive statistics and correlation assessments, were deployed to unravel the relationships between these variables. The findings underscore a significant association between locus of control and job satisfaction. Conversely, the data unveil a dearth of substantial correlation between perceived social support and job satisfaction. These insights offer valuable implications for organizational strategies and social support frameworks aimed at enhancing job satisfaction among women.

**Keywords:** Locus of control, Social Support, Job satisfaction.

### Introduction

In today's rapidly evolving workplace, understanding the determinants of job satisfaction among women is essential for promoting employee well-



being, organizational success, and societal progress. Job satisfaction, a critical aspect of employee engagement and performance, reflects individuals' subjective evaluation of their work environment and experiences. While numerous factors influence job satisfaction, this study focuses on exploring the relationship between locus of control, social support, and job satisfaction among women. By delving into these interconnected dynamics, this research seeks to uncover insights that can inform organizational policies and practices aimed at fostering a positive work environment for women.

The pursuit of job satisfaction among women is a topic of increasing significance, given the growing participation of women in the workforce and the complexities they encounter in balancing work and personal life responsibilities. Empirical evidence suggests that job satisfaction not only contributes to individual well-being but also influences organizational outcomes such as employee retention, productivity, and performance (Judge *et al.*, 2001). Consequently, understanding the factors that contribute to job satisfaction among women is essential for creating inclusive and supportive work environments that enable women to thrive professionally.

The notion of locus of control, as introduced by Rotter<sup>14</sup> in 1966, pertains to individuals' perceptions regarding their control over life events. Those with an internal locus of control believe in their capacity to influence outcomes through personal actions and decisions, contrasting with individuals with an external locus of control who attribute results to external forces or chance. Extensive research underscores a consistent link between locus of control and job satisfaction, with those leaning towards an internal locus of control expressing greater satisfaction due to their perceived ability to shape their professional circumstances and achievements, as noted by Spector in 1985.

Social support, defined as the assistance and resources provided by social networks, plays a crucial role in individuals' psychological well-being and adjustment. In the workplace, social support can come from various sources, including colleagues, supervisors, and friends. Studies have consistently shown a positive relationship between social support and job satisfaction, with supportive social networks serving as buffers against workplace stressors and enhancing overall morale (Frone, Russell, & Cooper, 1992). For women, in particular, social support networks can play a significant role in navigating career challenges, balancing work and family responsibilities, and promoting career advancement (Eagly & Carli, 2007).

Despite the growing body of exploration on job satisfaction and its determinants, there's a need for further nuanced examinations into the part of

locus of control and social support in shaping women's job satisfaction. This study aims to address this gap by exploring the connections between locus of control, social support, and job satisfaction among women in the pool. By examining these connected factors, the study seeks to give precious perceptivity that can inform organizational programs and interventions aimed at enhancing job satisfaction and well-being among women workers.

### **Objectives**

1. To examine the individual differences in Locus of control among women and how it correlates with their perceived level of family support.
2. To examine the perceived social support networks available to woman in their work environment.
3. To assess the level of job satisfaction among woman in various professional settings.
4. To explore the relationships between locus of control, perceived social support and job satisfaction among women.

### **Methodology**

In study, a multistage procedure employed to understand the noteworthy interplay among locus of control, social support, and job satisfaction among women. significant relationship between Locus of control, social support and job satisfaction in women.

### **Sampling design**

This study employed a purposive sampling method to recruit participants, specifically targeting women across diverse professional backgrounds for inclusion in the sample.

### **Tools and scale**

This study utilized three validated instruments to assess the constructs of locus of control, social support, and job satisfaction among women in the workforce. Each instrument has been widely used in previous research and has demonstrated reliability and validity in measuring its respective construct.

For evaluating participants' locus of control orientation, the study utilized Rotter's Locus of Control Scale, as devised by Rotter in 1966. This scale consists of a series of items designed to measure an individual's beliefs regarding the extent to which they perceive themselves as having control over events in their lives. Participants express their responses to each item utilizing a Likert-type scale, typically spanning from strong disagreement to

strong agreement. These responses are then quantified to determine an individual's orientation towards internal or external locus of control, where elevated scores signify a greater inclination towards internal control beliefs.

Rotter's Locus of Control Scale has been widely used in research across various disciplines and populations, demonstrating good reliability and validity (Rotter, 1966). The scale has been translated into multiple languages and has been found to have cross-cultural applicability (Levenson, 1973). Internal consistency coefficients for the scale typically range from acceptable to high levels (Lefcourt, 1982), indicating its reliability in measuring locus of control orientation.

In evaluating participants' perceived social support, this study employed the Multidimensional Scale of Perceived Social Support (MSPSS), formulated by Zimet, Dahlem, Zimet, and Farley in 1988. Tailored as a self-report questionnaire, the MSPSS serves to quantify perceived social support across three primary sources: family, friends, and significant others. Comprising 12 items, with four items dedicated to each source, the scale captures nuances of support perception. Participants express their agreement levels with each item using a Likert-type scale, varying from strong disagreement to strong agreement.

The MSPSS has demonstrated good reliability and validity across diverse populations and cultural contexts (Zimet *et al.*, 1988). Internal consistency coefficients for the scale have been consistently high, indicating its reliability in assessing perceived social support (Zimet *et al.*, 1988; Dahlem, Zimet, & Walker, 1991). The scale's multidimensional structure allows for a comprehensive assessment of social support from different sources, enhancing its utility in research examining social support networks.

In gauging participants' job satisfaction, this study employed the Minnesota Satisfaction Questionnaire (MSQ), crafted by Weiss, Dawis, England, and Lofquist in 1967. Renowned for its versatility, the MSQ serves as a prevalent tool for evaluating job satisfaction across diverse professional domains. Comprising 20 items, it delves into various dimensions of job contentment, encompassing both intrinsic and extrinsic facets. Respondents assess their satisfaction levels on a Likert-type scale, spanning from profound discontentment to utmost contentment.

The MSQ exhibits robust psychometric characteristics, such as excellent internal consistency and reliability upon repeated testing (Weiss *et al.*, 1967). The scale's comprehensive coverage of job satisfaction dimensions allows for a nuanced assessment of participants' satisfaction with various aspects of their

work. The MSQ has been widely used in research and has been validated across different occupational groups and cultural contexts, enhancing its applicability in diverse settings.

## **Results**

This analysis provides comprehensive summary statistics for three variables LOC, PSS, JS from a sample size of 30 compliances. The mean values offer perceptivity into the central tendency of the data which LOC averaging at 62.0000, PSS at 5.0056, JS at 62.0000. Standard deviations which measure the dissipation around the mean illustrate variability within the data with LOC displaying a divagation that conforms to the standard at 11.03287, PSS at 1.06335, and JS at 11.03287. This Study exploring the correlations between Locus of control, social support and job satisfaction in women. Other findings indicate a notable correlation between Locus of Control and Job Satisfaction. On the other hand, the data revealed an absence of noteworthy correlation between Perceived Social Support and Job Satisfaction.

## **Discussion and conclusion**

The summary statistics presented in this study Open up comprehensive overview of three key variables LOC, PSS, JS Based on a sample size of 30 observations. Through the analysis of mean values provide a measure of central tendency Indicating the average performance or measurement across the sample.

These findings lay the groundwork for further analysis such as hypothesis testing or correlation studies to explore potential relationship between variables or infer population characteristics based on the sample data.

From result, a significant correlation was found between Locus of control and Job Satisfaction at 0.01 level. It suggests that individual who feel more in control of their lives tend to experience higher job satisfaction. This finding underscores the importance of personal beliefs and attitude in influencing workplace satisfaction.

Contrarily, no substantial correlation emerged between Perceived Social Support and Job Satisfaction. Nonetheless, the absence of a noteworthy association underscores the intricate interplay of variables shaping job satisfaction.

On the other hand, no significant correlation was found between Perceived Social Support and Job Satisfaction. However, the lack of a significant relationship between perceived social support and job satisfaction highlights the complexity of factors influencing job satisfaction.

This finding suggests that intervention aimed at enhancing the job satisfaction should focus onempowering individuals to develop a sense of control over their lives while also recognizing the diverse influences on workplace satisfaction.

Former exploration has considerably explored the relationship between locus of control and jobsatisfaction, furnishing precious perceptivity into the impact of individual cerebral factors on plant stations. For case, Judge and Bono (2001) conducted a comprehensive meta- analysis examining core tone-evaluations traits, including locus of control, and their association with job satisfaction and performance. Their findings indicated a significant positive correlation between locus of control and job satisfaction, suggesting that individualities with an internal locus of control tend to witness advanced situations of job satisfaction. also, Spector (1988) developed the Work Locus of Control Scale to measure individualities' comprehensions of control over their work surroundings. Through empirical confirmation, Spector demonstrated that locus of control plays a pivotal part in shaping job stations, with workers flaunting an internal locus of control expressing lesser satisfaction with their jobs. This supports the notionthat workers who believe they've control over their work issues are more likely to witness advanced situations of job satisfaction. likewise, Stumpf and Dunbar (1972) delved the effect of locus of control on job satisfaction, furnishing early empirical substantiation of this relationship. Their study revealed that individualities with an internal locus of control reportedlesser job satisfaction compared to those with an external locus of control. This underscores thesignificance of considering individual differences in locus of control when examining job satisfaction within organizational settings. Overall, these studies inclusively contribute to theunderstanding of the association between locus of control and job satisfaction, pressing the significance of individual cerebral factors in shaping plant stations and actions.

**Appendixes**

**Table 1:** Descriptive statistics

Variables	N	Mean	Std deviation
LOC	30	62.0000	11.03287
PSS	30	5.0056	1.06335
JS	30	62.0000	11.03287

**Table 2:** Correlation

Variables	LOC	PSS	JS
LOC	1	0.266	1.000**
PSS	0.266	1	0.266
JS	1.000**	0.266	1

Limitations of the study may include the use of self-report measures, potential social desirability bias, and the generalizability of findings limited to the selected sample size and demographic characteristics.

The outcomes of this investigation offer significant implications for employers, policymakers, and professionals seeking to enhance women's job satisfaction. Future research could involve exploring additional factors influencing job satisfaction. I'm conducting longitudinal studies to assess changes over time.

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## **Chapter - 9**

### **A Comparative Study of Trait Emotional Intelligence, Emotional Adjustment, Temperament and Character Between Female Dancer and Non-Dancer Adolescents**

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# Chapter - 9

## **A Comparative Study of Trait Emotional Intelligence, Emotional Adjustment, Temperament and Character Between Female Dancer and Non-Dancer Adolescents**

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### **Abstract**

The aim of the present study was to investigate whether there is any significant difference between dancer female adolescents and non-dancer female adolescents with respect to Trait emotional intelligence, Emotional adjustment, Temperament and character. A group of 20 dancer adolescents having at least 12-5 years of learning experience from any professional dance institute and also having been continuing their study and a group of 23 non-dancer adolescents who are not involved any co-curricular activities apart from study were selected as a sample for this investigation. A general information schedule, Trait Emotional Intelligence Questionnaire (SF), Adolescent's Emotional Adjustment Inventory and Junior Temperament and Character Inventory were used as tools. For testing the hypothesis t-test and Pearson's product moment correlation were done. The finding revealed that there is no significant difference between these two groups in terms of the subscales of Trait emotional intelligence, Emotional adjustment and the subscales of Temperament and character. In dancer group, Harm-avoidance is negatively correlated with sociability and positively correlated with Emotional adjustment, Novelty-seeking is negatively correlated with Emotional adjustment, Reward-dependency is positively correlated with Global trait and negatively correlated with Self-control and Persistence is positively correlated with sociability. In non-dancer group, Harm-avoidance is negatively correlated with Emotionality, global trait and sociability, Novelty-seeking is negatively correlated with self-control. There exist positive correlations between Reward-dependency and Emotionality, between Persistence and Global trait, between Self-directedness and Emotionality. There are also correlations between Self-directedness and Emotional adjustment and between Self-transcendence and Emotionality in negative way.

**Keywords:** Trait emotional intelligence, emotional adjustment, novelty seeking, self-directedness.

## Introduction

Dance is the rhythmic movement of the body, often accompanied by music, expressing ideas, emotions, and releasing energy. It encompasses two concepts: as a powerful impulse and a skilfully choreographed art practiced by professionals. Aristotle highlighted its role in representing characters and actions in classical Greek theatre, while John Weaver described it as elegant, harmonious movements. In the 19th century, Gaston Vuillier emphasized grace, harmony, and beauty in distinguishing 'true' dance from spontaneous early movements. Emotional intelligence is the ability to understand emotions, access and create emotions to support cognitive function, to recognize emotions and emotional knowledge, and to reflectively regulate emotions to foster intellectual and emotional growth. According to Pita and Kokkinaki, (2007), trait emotional intelligence, or trait EI, is a constellation of subjective self-perceptions that encompass the affective components of personality. Emotional adjustment is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation.

The present study aims to compare the trait emotional intelligence, emotional adjustment, temperament and character between female dancer and non-dancer adolescents. A study was conducted by on the Trait Emotional Intelligence on Ballet dancers. It was concluded that Emotional Intelligence is higher among Ballet dancers than non-dancers. (Petrides *et al.*, 2006). A study conducted with 100 individuals (50 dancers and 50 non dancers) concluded that the mean Emotional Intelligence of dancer was found to be 137.46 and mean Emotional Intelligence of no dancer was found to be 129.4 (Kapur and Rawat, 2016). Those individuals who practice dance in some way present higher levels of Emotional Development than those who do not practice this type of artistic-expressive physical activity (Ferrer and Hipola, 2019). Dance education significantly improved levels of Emotional Intelligence to at-risk population (Pietraroia, 2011).

A study revealed that dance increases individual's self-esteem which in turn increases individual's emotional maturity and life satisfaction which are interrelated to each other (Behara and Rangaiah, 2014). A research explored the relation between dance achievement and Alexithymia (Toronto Alexithyma Scale, TAS-20) whereby it was found that there is no linear correlation between Difficulty Identifying Feelings and Difficulty Describing Feelings and dance achievement (Horwitz *et al.*, 2015). A study by Bakker (1991) on leisure activity, interests and personality dimensions of young dancers, it was revealed that dancers were significantly more introverted than

non-dancers (Bakker, 1991). In a research article ‘And the Dance Goes On: psychological impact of injury’ it was found that dancers are more likely to ignore chronic or overuse injuries. They tend to continue to dance with injury, pain and discomfort, they can embrace injury, pain and tolerance (Mainwaring, Krasnow). In a study by Mitra and Banerjee, (2017) which dealt with the personality profile of dancers and non-dancers, it was found that the former are more imaginative, independent, open to experience, warm hearted, restless whereby the latter are inhibited, aggressive, self-oriented and assaultive in nature.

## **Methodology**

### **Aim of the present study**

Aim of the present study is to compare between dancer group and non-dancer group female students (age ranges of 13-17) with respect to:

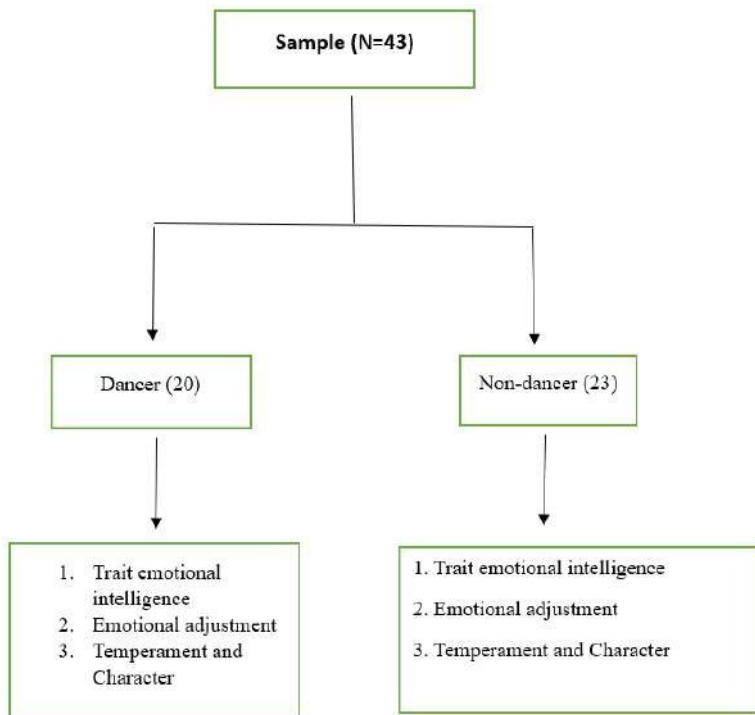
- 1) Trait Emotional Intelligence (Emotionality, Global trait, Self-control, Well-being, Sociability)
- 2) Emotional Adjustment
- 3) Temperament and Character (Harm-avoidance, Novelty-seeking, Reward-dependency, Cooperativeness, Persistence, Self-directedness and Self-transcendence)

### **Objectives**

The objective of the present study is to determine whether there is a significant difference between dancer group and non-dancer group with respect to:

- Emotional intelligence (Emotionality, Global trait, Self-control, Well-being, Sociability)
- Emotional adjustment
- Temperament and character (Harm-avoidance, Novelty-seeking, Reward-dependency, Cooperativeness, Persistence, Self-directedness and Self-transcendence).

### **Design of the study**



**Sample description:** In the present study the total sample size is 43. All subjects were taken from normal population without any major psychological illness. All subjects were taken from class 6 to class 12 with age range of 13yrs-17yrs. There are 20 students in group A (dancer) and 23 subjects in group B (non-dancer). In dancer group, the samples who have been learning and performing any Indian Dancer (20) Non-dancer (23) 17 traditional dance form in group as well as solo for at least 3yrs from a professional institution were selected and in non-dancer group, the students who are not even involved any creative activities were selected.

#### Tools used

1. Information schedule
2. Trait Emotional Intelligence Questionnaire
3. Adolescent's Emotional Adjustment Inventory
4. Junior Temperament and Character Inventory

#### Results

The mean Global trait is higher in dancer group than non-dancer group. A study showed that the mean Emotional Intelligence of dancer was found to

be 137.46 and mean Emotional Intelligence of no dancer was found to be 129. In the case of Self-control, the mean of dancer group is slightly higher than the mean-of non-dancer group. A research from University of Kansas gives support to the current research. This research suggested that dancers who involve daily classes, rehearsals and cross-training, are likely to have a lot of self-control and make smarter life decisions (Schrock, 2017).

The mean well-being in dancer group is higher than the mean in non-dancer group. This current finding suits a research finding by Muro, where the result suggested that dance may have a positive effect of well-being and enhance mental health among young women while comparing well-being in terms of mindfulness and Life satisfaction (LS) between 81 young women who practice dance regularly and 120 non-practitioners studying at university of Barcelona (Muro et. al., 2017).

Sociability is a quality of being sociable. Here, dance influence the trait of sociability in dancer group positively. Social dance improves social life, leads to improve social skills, helps 45 mind reduce stress, provides new cultural experience, improves outlook and builds strength. (From [blog.dancehub.com](http://blog.dancehub.com) 9th may, 2015).

The mean of the score in Emotional Adjustment scale is higher in non-dancer group than in dancer group which indicates less emotional adjustment was observed in non-dancer group. A research outcome which revealed that dance increases individual's self-esteem which in turn improves individual's emotional maturity and life satisfaction which are interrelated to each other (Behara and Rangaiah, 2014) proved the present finding.

Another finding which indicated that dance promoted enhancement on functioning and social activities regarding psychological adjustment in cerebral palsy young subjects (Teixeira Machado, Azevedo-Santos and Santana, 2017) proved the present finding to some extent.

The mean of Harm-avoidance is lower in dancer group than the that of non-dancer group. A Finding of a research 'And the Dance Goes On: psychological impact of injury' showed that dancers are more likely to ignore chronic or overuse injuries. They tend to continue to dance with injury, pain and discomfort, they can embrace injury, pain and tolerance. That result suits this current finding.

Dance also influence positively the Novelty-Seeking tendency, as the mean of this subscale in dancer group is higher than that of non-dancer group. A study revealed that dancers are extrovert, independent, restless, daydreamer, imaginative, open to experience, warm hearted whereas, non-dancers are self-



oriented, ambitious, aggressive, inhibited and assaultive (Mitra and Banerjee, 2017).

The mean Reward Dependency of dancer group is higher than the mean of non-dancer group. This finding suits a research finding which was conducted with 85 current performing dancers, 91 competitive athletes and a group of non-dancer/non-athletes. This study 'AVPR1a (Promoter microsatellites RS1 and RS3) and SLC6A4 Gene Polymorphisms are associated with Creative Dance Performance' showed that dancers scored higher on the Tallegen Absorption Scale, a questionnaire that correlates positively with spirituality and altered state of consciousness, as well as the Reward Dependence factor in Cloninger's Tridimensional Personality Questionnaire, a measure of need for social contact and 46 openness to communication than non-dancers/non-athletes group (Bachner-Melman *et al.*, 2005).

In Cooperativeness, the mean of dancer group is higher than the mean of non-dancer group. A study argued that Dance routine has a positive effect on development of psychological regulatory system that could powerfully enforce cooperation (Fischer *et al.*, 2013). This finding supports the present finding.

In the subscale Persistence, the mean in dancer group is slightly lower than the mean persistence of non-dancer group. This finding is contradictory to the statement from the book 'Characteristics of Dancer' by Windermere- 'Dancers must have a characteristic of persistence or perseverance to keep rehearsing their moves and routines until they are perfect with the ability to learn quickly and retain information'.

In the subscale Self-directedness, the mean of dancer group is higher than the mean of non-dancer group. As dance is a creative activity and a dance performer also drives for a specific goal to be appreciated, and to explain some specific emotion to audience through facial expression and physical activity. Dancers have to adapt or regulate behaviour to the demand of a situation. Because of this dancers' mean is higher than non-dancers.

In the subscale Self-transcendence, the mean of dancer group is lower than the mean of non-dancer group. This finding doesn't suit with the outcome of a research 'The varieties of self-transcendence experience' revealed that some practices like meditation, prayer, yoga, music, 47 dancing, ingesting psychoactive induce experiences of self-transcendence.

## **Conclusion**

Comparison between the two group, dancer and non-dancer in terms of Trait Emotional Intelligence, Emotional Adjustment and Temperament and

Character suggests there is no significant difference in Trait Emotional Intelligence between two groups with respect to Emotionality, Global Trait, Self-control, Well-being and Sociability. Hypothesis 1 is rejected. There is no significant difference between two groups with respect to Emotional Adjustment. Hypothesis 2 is rejected. There is no significant difference in Temperament and Character with respect to Harmavoidance, Novelty-seeking, Reward-dependency, Cooperativeness, Persistence, Self-directedness and Self-transcendence, hence the hypothesis 3 is rejected.

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## **Chapter - 10**

### **Unravelling the Complex Relationship Between Social Media Use and Adolescent Self-Esteem**

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# Chapter - 10

## Unravelling the Complex Relationship Between Social Media Use and Adolescent Self-Esteem

Kaajal Mondal and Lina Sarkar

### Abstract

In this study, we undertake a comprehensive investigation into the dynamic relationship between social media engagement and self-esteem among emerging adults aged 18 to 25. Through the utilization of quantitative research methods, our objective is to elucidate the nuanced interplay between the independent variable (IV) of social media use and the dependent variable (DV) of self-esteem, measured via the esteemed Rosenberg Self-Esteem Scale. Augmenting our analysis, we incorporate the Social Media Disorder Scale to gain deeper insights into the multifaceted dimensions of social media interaction and its potential ramifications on self-esteem. By employing rigorous quantitative data analysis techniques, our research endeavours to disentangle the complexities surrounding the influence of social media activity on self-esteem levels within the young adult demographic. The findings of this study hold promise for shedding light on and potentially mitigating issues concerning self-esteem amidst the burgeoning landscape of social media utilization among adolescents.

**Keywords:** Social media, adolescent, self-esteem, digital media.

### Introduction

The relationship between social media use and adolescent self-esteem is complex and multifaceted. While some studies suggest a negative impact, with exposure to curated online lives and social comparisons leading to lower self-esteem, others show potential benefits like social connection and self-expression boosting it. The truth likely lies somewhere in between, with individual factors like personality, content consumed, and quality of interactions playing a crucial role. This highlights the need for a nuanced understanding and a move beyond simplistic pronouncements about social media's influence on teens' self-worth.



Teenagers are on a journey of self-discovery, and social media is a big part of their world. These platforms offer connection, self-expression, and information, but how they affect self-esteem is complex.

This article explores both the downsides (constant comparison and needing likes/comments) and the upsides (belonging, self-exploration, and support groups) of social media for teens. We also recognize that the impact isn't the same for everyone - personality, existing self-esteem, and the type of social media use (time spent, focus on images) all play a role.

By understanding these complexities, we can better understand how social media shapes teens' self-image and well-being. This research will focus on how different social media use patterns, the curated nature of online content, and individual mental health factors influence self-esteem in adolescents.

Ultimately, this research aims to find ways to leverage the positive aspects of social media while minimizing its negative effects on teenagers' sense of self-worth.

Teenagers are figuring themselves out during a time when social media is everywhere. These platforms can connect them with others, help them express themselves, and give them access to information. But the question of how social media affects their self-esteem is complicated.

This paper will explore both the good and bad sides. On the negative side, comparing themselves to others online and constantly needing approval through likes and comments can hurt their self-worth. On the positive side, social media can help them feel like they belong by connecting them with friends, give them ways to show who they are, and even create communities for teens facing similar challenges.

Importantly, not all teens are affected the same way by social media. Their personality, how they already feel about themselves, and the way they use social media (like how much time they spend on it or if they focus on pictures) all play a part.

By understanding these different factors, we can get a better picture of how social media shapes how teens see themselves and how they're doing overall. This research will focus on how things like how they use social media, the fact that most things online are idealized, and their own mental health can influence their self-esteem.

Social media's impact on teenagers' self-esteem is a mixed bag.

On the downside, constantly comparing themselves to unrealistic online portrayals can make teens feel inadequate and lower their self-esteem. Additionally, relying on likes and comments for validation can create a fragile sense of self-worth. Cyberbullying also poses a significant threat to self-esteem and mental well-being.

However, social media isn't all bad. It can foster a sense of belonging and connection with peers, which can boost self-esteem. Platforms can also provide avenues for self-exploration and positive self-presentation, potentially leading to increased confidence. Social media can even connect adolescents with communities facing similar challenges, creating a sense of shared experience and support.

The key takeaway is that it depends. Research suggests individual factors like personality, how they use social media (text vs. images), and their existing self-esteem levels all influence the impact.

To gain a deeper understanding, your research paper could explore these complexities further. You could analyze how different social media platforms affect self-esteem, the role of curated vs. authentic content, and how personality traits like social anxiety might influence the social media-self-esteem connection.

Ultimately, this research aims to find ways to leverage the positive aspects of social media while minimizing its negative effects on teenagers' sense of self-worth.

## **Literature review**

Alyssa N. Saiphoo *et al.* (2020) conducted a study on how social networking site use affect self-esteem. This research has unveiled a small yet statistically significant negative relationship between the frequency of social networking site (SNS) use and self-esteem. This implies that, on the whole, individuals who engage more with social media tend to exhibit slightly lower self-esteem compared to those who use these platforms less frequently. However, the findings present a departure from previous studies, which generated mixed results, showcasing conflicting perspectives on the association between SNS use and self-esteem—some indicating a negative correlation and others a positive one. To consolidate these divergent findings, a comprehensive meta-analysis was conducted, encompassing 121 independent samples. The resulting overall effect size, represented by  $r = -0.079$ , reflects the consolidated impact across multiple studies. Although the negative effect size is deemed small, indicating a subtle distinction in self-esteem between high and low SNS users, the research delved deeper through

moderator analysis. This examination revealed that the negative relationship was more pronounced in studies focusing on problematic SNS use, indicating that the observed effect might not be universally applicable to all forms of social media engagement.

Alessandro Musetti (2021) conducted a study focused on adolescents aged 13-19, with a participant pool predominantly comprising 680 females. The diverse origins of the participants included 1197 Italians, 39 from Eastern Europe, 33 from North Africa, 13 Asians, 4 South Americans, and 22 cases where origin was not reported. In terms of family status, a majority of 1,075 adolescents were living with married parents. The research utilized the IAT-SNS, a 20-item scale assessing problematic involvement in social networking sites (SNS). This scale encompassed six subscales—salience, excessive use, neglect of work, anticipation, lack of control, and neglect of social life. The internal consistency of the IAT-SNS, measured by Cronbach's alpha, demonstrated a robust value of 0.86. A noteworthy finding emerged as all participants scored 51 on the IAT-SNS, signaling that every adolescent in the study was at risk of problematic SNS use, given the threshold of 50 or higher on the total scale indicating such a risk.

Cecilia M. S. Ma (2022) did an investigation that revealed no significant direct relationships between various online activities and self-esteem among the 193 students involved, indicating a lack of clear connections in this context. Notably, gender emerged as a potential moderator, suggesting that the online activities girls engage in might have distinct impacts on their self-esteem compared to boys. Interestingly, gender differences surfaced, with girls reporting higher levels of engagement in social interaction activities and concurrently displaying elevated self-esteem compared to their male counterparts. However, it's crucial to acknowledge the study's limitation in terms of sample size, consisting of 193 students, which may impede the generalizability of the findings to a broader population. The modest sample size prompts cautious interpretation and calls for further research to validate and extend these observations.

## **Objective**

To examine the potential negative effects of social media on self-esteem.

## **Methodology**

To investigate the effects of social media and peers on body image, a mixed-methods research design was employed. A simple Random sampling strategy was used to recruit participants who are active social media users and belong to the target age range.

Participants has meet the following criteria:

Age between 14 and 19 years.

Regular social media usage.

No Mental disorder

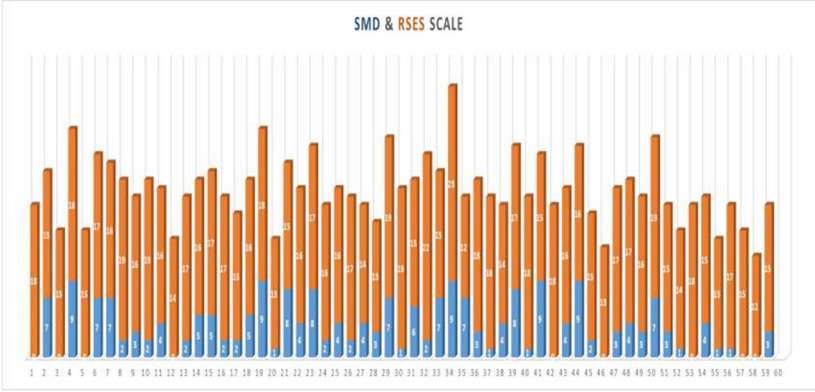
Data Collection Methods:

Quantitative Data - Rosenberg Self-esteem scale\_and Social Media Disorder Scale, Sample size: 60

**Result**

Mean = 16.2 and 3.67

S.D. = 2.14 and 2.89



**Discussion and conclusion**

The results of this study show no significant relationship between social media use and youth self-esteem as measured by the Rosenberg Self-Esteem Scale and the Social Media Disorder Scale. This result contradicts some previous research that suggests a negative effect of social media on self-esteem and highlights the complexity of this relationship. One explanation for the lack of relationship may be the evolving nature of social media and its use. Young people's social media interactions are multifaceted and influenced by many factors, such as the type of content, time spent, and the nature of online interactions. While these platforms are constantly evolving, so are the ways in which they are used that can mitigate or enhance their impact on self-esteem. For example, the growth of supportive online communities can provide positive affirmation, while exposure to idealized images can have the opposite effect. In addition, the results may reflect individual differences in susceptibility to the effects of social media. Factors such as personality traits, social support systems and offline social interactions play a crucial role in the

impact of social media on an individual. Youth with strong offline support networks may be more resilient to the potential negative effects of social media, while those who rely heavily on online validation may experience greater fluctuations in self-esteem. It is also important to consider the temporal aspect of this relationship. The cross-sectional nature of the study provides a snapshot of a single moment in time that may not capture dynamic fluctuations in social media use and self-esteem. Longitudinal studies are needed to examine how these variables interact over time and at different stages of youth development. Technological changes and social norms make this relationship more difficult. As new platforms emerge and existing ones evolve, the ways young people engage with social media is changing. These changes can affect the nature of content consumed and shared, as well as social dynamics online, and thus affect self-confidence in ways that a single data collection point cannot fully capture.

It can be stated that this study did not find a significant relationship between the use of social media and the self-esteem of young people. This finding highlights the need for a nuanced understanding of how social media interacts with different aspects of young people's lives. Due to the rapid development of technology and changing social landscapes, it is important to conduct continuous research to monitor these trends. Future research should adopt longitudinal designs to describe the temporal dynamics of social media and its impact on self-esteem, as well as the role of individual differences and contextual factors. In this way, we can better understand the complex interplay between social media and youth development and inform interventions aimed at promoting healthy social media habits and positive self-esteem.

### **Limitation**

1. The study may have focused on a specific demographic or group of adolescents, limiting the generalizability of the findings to other populations.
2. It may be difficult to determine whether social media use influences self-esteem or vice versa, as the study might not account for the temporal order of events.

### **Scope and implication**

It explores the direct and indirect effects of social media on adolescent self-esteem, considering factors like comparison, validation, and social interaction. The research paper sheds light on the psychological consequences of heavy social media use, such as feelings of inadequacy, anxiety, and depression among adolescents

By uncovering the nuances of this relationship, the paper can inform strategies and interventions aimed at promoting healthy social media habits and enhancing adolescent self-esteem.

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# **Chapter - 11**

## **Examine the Effects of Parenting Styles on Child Attachment Patterns**

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# Chapter - 11

## Examine the Effects of Parenting Styles on Child Attachment Patterns

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### Abstract

This research explores the impact of different parenting styles on the development of child attachment patterns. Using a literature review approach, this essay examines the correlations between parenting styles (authoritative, authoritarian, permissive, and neglectful) and the resulting attachment patterns in children. This research explores how parenting styles can influence a child's development in the long run, affecting their social skills, emotions, and even thinking. It aims to uncover the close link between how parents raise their children and how kids form attachments. Ultimately, the study wants to highlight the importance of positive and caring parenting in helping children develop secure attachments. The keywords for this research are parenting styles, child development, attachment patterns, authoritative parenting, and secure attachment. This research has implications for parents, educators, and mental health professionals in understanding the crucial role of parenting in shaping children's attachment patterns and overall well-being.

**Keywords:** Parenting styles, child development, attachment patterns.

### Introduction

According to John Bowlby's book "Attachment and Loss" (first volume), a key factor in forming secure attachments is how caregivers respond to a baby's cues. When a parent consistently reacts positively to their baby's signals, it fosters happy interactions and builds a strong bond. This, in turn, can lead to the establishment of a secure attachment relationship (John Bowlby, 1969). The relationship between parenting style and child attachment patterns has been a subject of great interest and scholarly debate. A group of researchers, led by Ainsworth, conducted the first study on the connection between how parents behave at home and the level of attachment felt by their children (Ainsworth, Blehar, Waters, & Wall, 1978; & Ainsworth *et al.* 2015). The study followed 26 mother-infant pairs from Baltimore's middle-class

community for the first year of the infant's life. Each home was observed for over 70 hours. When the infant turned one-year-old, they and their mother visited the laboratory to take part in the Strange Situation assessment. Ainsworth developed this standardized technique for evaluating the attachment relationship between infants and their parents (Ainsworth & Wittig, 1969), and it has been used globally in the last few decades (Thompson, van IJzendoorn & Kroonenberg, 1988). While some doubted Bowlby's initial ideas (1969) about mothers being the sole factor, many researchers still see a mother's responsiveness as key to secure attachment (Isabella, 1993). Studies show a consistent link between a mother's sensitivity and a child's secure attachment (Frodi, Grolnick, & Bridges, 1985). Criticisms of this link often come from studies with weaknesses, like limited home observations or focusing on single aspects like positive feelings in interviews (Benn, 1986) or just physical touch (Kerns & Barth, 1995) instead of a broader picture of a mother's responsiveness. Attachment theory posits that the quality of early parental relationships shapes a child's emotional and cognitive development, influencing their ability to form secure and healthy relationships later in life. Researchers have identified several distinct parenting styles - authoritarian, authoritative, permissive, and neglectful - each with its unique impact on child attachment patterns. Understanding the effects of these parenting styles on child development is crucial for informing interventions and support systems. This research dives into how parents' child-rearing styles connect to how their children form attachments. It explores how different parenting approaches impact a child's emotional health and social skills. By uncovering these connections, the study aims to explain how parenting practices influence the way children develop attachments.

- Theoretical framework: Parenting styles and attachment theory

The theoretical framework for understanding the relationship between parenting styles and child attachment patterns primarily draws upon two key concepts: parenting styles and attachment theory. Parenting styles, as classified by Baumrind, consist of authoritative, authoritarian, permissive, and neglectful styles, each influencing the emotional and behavioural development of children differently. Attachment theory, created by Bowlby, highlights that a strong bond (secure attachment) between a child and their main caregiver is crucial for healthy emotional and social development. Studies consistently show that strict parenting styles (authoritarian) tend to lead to children forming insecure attachments, while nurturing and balanced styles (authoritative) promote secure ones. This connection emphasizes the significant role parents play in shaping how their children form attachments.

These attachment styles, in turn, impact various aspects of a child's development, including how they handle emotions, think, and build social relationships. By examining how these two ideas (attachment theory and parenting styles) work together, we can gain a deeper understanding of how parents' child-rearing practices influence the way their children form attachments (Čerešník, 2023).

Attachment theory tells us that babies build mental models (internal working models) of themselves, their caregivers, and their relationships (Bretherton & Munholland, 2008). These models are based on how their caregivers treat them. These models can be positive or negative, and they act like blueprints for future relationships, affecting how a person interacts with others, including their own children. If a caregiver is responsive and loving, the baby will likely see themselves as worthy of love and see the caregiver as reliable. In other words, they internalize both sides of the relationship (Main, Kaplan, & Cassidy, 1985), (Sroufe & Fleeson, 1986). Researchers believe these models even influence how someone parents their own children. There's evidence to support this idea that babies take in both sides of the parent-child relationship (Johnson *et al.*, 2010).

- Impact of authoritative parenting on child attachment pattern

Authoritative parenting has consistently shown positive effects on child attachment patterns. Parents who exhibit authoritative parenting styles are characterized by warmth, responsiveness, and clear guidance, fostering secure attachment in their children. These parents provide a balance between setting appropriate boundaries and being emotionally available, allowing children to develop trust and a sense of security within the parent-child relationship (J. Peguero, 2020). Research has shown that children raised by authoritative parents tend to have higher levels of social competence, emotional regulation, and independence, all of which are essential for forming healthy attachment patterns. By actively engaging with their children, authoritative parents are more likely to meet their emotional needs, building a foundation for secure attachment and promoting positive child development. Overall, the impact of authoritative parenting on child attachment patterns emphasizes the importance of a nurturing and supportive parenting approach in fostering secure and healthy relationships with children.

- Influence of authoritarian parenting on child attachment pattern

Strict parenting styles can mess with how kids form attachments. These styles, characterized by harsh rules, little affection, and tight control, often lead to insecure attachments in children, like being clingy-anxious or pushing

people away. The constant control stifles a strong bond from forming between parent and child. Studies show these kids might struggle to trust others, express their feelings, and build healthy relationships as they grow up. In short, a lack of secure attachment can hurt a child's social and emotional well-being in the long run. For healthy development, parents need to find a balance between discipline and warmth to create a secure bond with their children (Peguero, 2020).

- Role of permissive parenting in child attachment pattern

Overly lenient parenting can also cause attachment problems. This parenting style, high on affection but low on rules, is linked to a specific attachment pattern in kids called ambivalent attachment. Kids with this type of attachment might be both clingy and resistant to comfort from their parents. It's thought to be caused by parents who aren't consistent with boundaries or rules, which confuses kids and makes them rely too much on their parents. Studies show this parenting style can lead to insecure attachments, making it harder for kids to build healthy relationships later in life. Letting kids get away with too much might also hurt their ability to manage their emotions and become independent, which strengthens the ambivalent attachment pattern. By understanding how permissive parenting affects attachment, we can learn more about what shapes how kids form relationships early on and how it impacts their emotional well-being in the long run (Peguero, 2020).

- There's a strong link between parenting styles and how children form attachments (Lo *et al.*, 2017).
- Many factors influence parent-child relationships, including how responsive parents are, if there's hostility, or child abuse (Lo *et al.*, 2017).
- Even a parent's own attachment style can affect their relationship with their child (Walsh & Zadurian, 2022).
- Research explores the complex interplay between parenting styles, attachment styles, parental addictions, and even child abuse (Bahmani *et al.*, 2022).
- Studies show how parent-child attachment can influence everything from self-harm (Yun *et al.*, 2020) to problematic internet use (Nannatt *et al.*, 2022) by affecting emotions and coping mechanisms.
- Parenting styles can even shape a child's beliefs, like their concept of God (Ebrahimi & Firoozi, 2016).
- Interestingly, adult attachment styles can also impact parents

themselves. For example, parents with avoidant attachment styles might experience more stress and find parenting less rewarding (Rholes *et al.*, 2006).

The research paints a clear picture: parenting styles and how children form attachments are deeply intertwined (Lo *et al.*, 2017). Many factors play a role in this connection, including how responsive parents are, any hostility or abuse in the home, and even the parents' own attachment styles (Lo *et al.*, 2017; Walsh & Zadurian, 2022). It's a complex web; parenting styles, attachment styles, parental addictions, and even child abuse can all influence each other (Bahmani *et al.*, 2022). Studies show how parent-child attachment can impact a child's entire well-being, from emotional regulation and self-harm (Yun *et al.*, 2020) to how they use the internet (Nannatt *et al.*, 2022). Parenting styles can even shape a child's belief system (Ebrahimi & Firoozi, 2016). Interestingly, the circle of influence goes both ways - adult attachment styles can affect parents too, with some styles leading to more stress and less parenting satisfaction (Rholes *et al.*, 2006). There was even a separate study that looked at emotion regulation difficulties in college students in relation to their attachment styles (Ozeren, 2022). Other research highlights the importance of considering adult attachment styles when creating programs to help parents with challenges (Kang *et al.*, 2019).

## **Discussion & conclusion**

In closing, this research sheds valuable light on how parenting styles impact how children form attachments. It emphasizes the critical role of the parent-child relationship in shaping a child's emotional well-being. The findings support the idea that strict parenting (authoritarian) leads to insecure attachments, while nurturing and balanced parenting (authoritative) fosters secure ones. This highlights the importance of parents striking a balance between warmth, responsiveness, and clear boundaries to build strong bonds with their children. The study also underscores the importance of parents being aware of their parenting style and its potential long-term effects on their children's attachments.

Future research could delve deeper into how cultural backgrounds and individual parenting styles influence attachment. Understanding how these factors interact can provide even richer insights. The bigger picture is creating a supportive and nurturing family environment, which is crucial for fostering secure attachments and positive outcomes for children. The research also acknowledges that attachment styles may be passed down from parents to children.

However, the connection seems stronger when children are older (young adults) compared to infancy. More research is needed to understand this link better, particularly how parents' attachment styles affect babies in the Strange Situation experiment and what factors mediate this connection. It's also important to consider that some children might be less susceptible to environmental influences due to their genes. Therefore, for some children, parenting style may not have as strong an impact on attachment development.

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## **Chapter - 12**

### **Effect of Leadership on Organizational Behaviour and Workplace Stress**

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# Chapter - 12

## Effect of Leadership on Organizational Behaviour and Workplace Stress

Madhurima Hazra, Arpita Biswas, Shreya Chatterjee and Dr. Nilanjana Mitra

### Abstract

The study aims to find the leadership effect on workplace stress of the private sector employees of Kolkata. A brief discussion about the variables has been done in the introduction section of this study. The independent variable has been drawn as the leadership effect and the dependents variable of this study has been rectified as the workplace stress.

Several supportive studies of this same area have been given in the literature review part to compare the results of this study with the previous supportive studies. Important objectives and hypotheses have been taken into consideration to conduct the study. The primary data collection method with quantitative analysis has been considered in this study. Purposive sampling and snowball sampling have been chosen for conducting this study. Two instruments or tools have been administered on the samples to collect their information such as Multifactor Leadership Questionnaire and Workplace Stress Scale. Descriptive statistics like Mean and SD has been used to describe the raw scores. Additionally, inferential statistics like Karl Pearson's Product Moment Correlation Co-efficient has also been used for inferring identifying the significant correlation between the leadership and workplace stress.

The result has shown that the two variables, leadership and workplace stress are correlated with each other. That means there is a significant effect of leadership on workplace stress.

**Keywords:** Leadership, transactional leadership, transformational leadership, stress, workplace stress.

### Introduction

An organization may be continuously renewed, its members can coordinate their orientation, and strategic plans can be executed with the support of a set of behaviours known as leadership. The goal of leadership is

to influence and guide others to achieve goals that would be impossible for them to achieve on their own. Individuals do not naturally possess the ability to lead. It is a teachable ability. Empathy, vulnerability, thankfulness, self-awareness, and self-care are traits of leaders. They show gratitude and support, fostering a psychologically safe environment where workers feel free to cooperate, be creative, and bring up concerns when necessary. However, they are well-known for their morals and work ethics.

A leader must have a strong sense of passion for their profession, which they then instil in their colleagues, helping them to reach their objectives.

**Transformational leadership:** In his descriptive study on political leaders, James McGregor Burns (1978) first presented the idea of transforming leadership. The process by which leaders and followers help each other to advance to a higher level of morale and motivation is known as transformational leadership, according to Burns. People's lives and companies are significantly changed by the transformational leadership strategy. Employee expectations and goals are altered, and perceptions and values are redesigned. Through a number of methods, transformational leadership raises followers' motivation, spirits, and output. It's a proactive strategy. They outline an ambitious yet doable and practical goal for the company.

**Transactional leadership:** This style of leadership emphasizes performance, organization, and supervision (Iqbal *et al.*, 2015). This kind of management often uses strategies, efficiency targets, economies of scale, and quality of differentiation as techniques. It helps managers handle new, chaotic organizations, build and standardize routines, processes, and behaviours, and increases the effectiveness of traditional methods (Hanifah *et al.*, 2014; Dewi & Wibow, 2020). Often referred to as managerial leadership, transactional leadership relies on rewards and penalties to get the most work out of subordinates. The following are some essential traits of transactional leadership:

**Stress at work:** Stress is a tension-filled, emotional or physical state. It is your body's response to an adversity or request. Any idea or experience that causes you to feel anxious, irate, or frustrated might cause stress. The body releases cortisol, catecholamines, thyroid, and corticotrophin-releasing hormone in response to stress. These chemicals tighten your muscles, quicken your heartbeat, and sharpen your brain. Workplace stress is the detrimental physical and psychological reaction that can occur when an employee's control, capabilities, resources, or needs over achieving job demands conflict with each other.

Stress at work might result from a job's high demands combined with little control over the circumstances. The study done by Sulantara *et al.*, (2020)

involved 2273 Norwegian workers and aimed to ascertain the detrimental effects of a laissez-faire leadership style on workers. The present investigation was carried out using a survey method. The findings showed a positive correlation between a laissez-faire attitude and role ambiguity, role conflict, and conflicts among coworkers, all of which increase stress at work. A study by Abbas *et al.*, (2009) examined the effect of leadership on Pakistani employees' performance. They looked at five important leadership components. such include mentoring, assigning, engaging, training and growth, and empowering.

The study came to the conclusion that improving employee performance is significantly impacted by these five leadership elements. Belonio (2012) examined the impact of transactional, transformational, and laissez-faire leadership styles on worker satisfaction and performance. Four hundred bank sector employees in Bangkok participated in the poll. The study came to the conclusion that employee work satisfaction is impacted by all three of these leadership philosophies in different proportions. A study was conducted by Bono *et al.*, (2006) to investigate the impact of positive emotions on charismatic leaders. One hundred thirty people from Pennsylvania, Texas, California, and British Columbia answered surveys as part of the study. The findings indicate a positive relationship between followers' passion for the work of charismatic leaders and the mood contagion of these leaders.

### **Objectives of the study:**

The objectives of the study are:

- To discuss the different styles of leadership.
- To discuss the workplace stress.
- To identify the effect of transformational leadership on workplace stress.
- To identify the effect of transactional leadership on workplace stress.
- To identify the effect of laissez-faire leadership on workplace stress.
- To give a proper recommendation to follow a particular leadership style to not to produce workplace stress.

### **Methodology**

**Variables:** The aim of this study is to determine the effects of leadership styles on workplace stress. Three types of leadership are taken into consideration for conducting this study. They are transformational, transactional and laissez-faire leadership styles. The independent variable is

the leadership style and the dependent variable is the workplace stress that is taken to conduct the study. The extraneous variables are considered to be the mood of the participant, natural intelligence, physical capabilities, level of understanding the study, etc.

### **Hypotheses of the study**

The hypotheses those are drawn for conducting this study in an ethical way are considered to be:

- There is a significant effect of leadership on workplace stress.
- There is no significant effect of leadership on workplace stress.

### **Population and sample**

The population was taken from the private sector of Kolkata. The sample size was taken in 1:4 ratios, which indicates the sample size of 20 leaders and 80 employees working under them. Purposive sampling method was used for collecting the data of leaders and the snowball sampling method was used for collection of the data of the employees. Purposive sampling is a sampling method that completely relies on the own judgement of the researcher. It is a type of non-probability sampling method.

The inclusion criteria of this study has been determined as:

- Age
- Gender
- Employees with leadership and without leadership
- Ex-employees.

The exclusion criteria of this study has been determined as:

- Study is not conducted on any animals except humans.
- Any psychological disabilities.
- Physical deficiencies
- Unemployed participants.

### **Instruments or tools**

The primary method of data collection and the quantitative method of data analysis are taken into consideration for conducting this study in a proper ethical way. The data has been collected through the questionnaires. Two questionnaires have been used in this study to analyse the leadership style and the workplace stress. Such as the Multi Factor Leadership Questionnaire and the Workplace Stress Scale.

**Statistical treatments**

The descriptive statistics like Mean and SD have been taken into consideration to calculate the raw scores in this study. Inferential statistics like Karl Pearson’s product moment correlation co-efficient has also been applied in this study regarding to find the correlation between two variables (leadership and workplace stress).

**Comparative Chart**

Tools	N	Mean	SD	r	Result
MLQ	20	56.55	15.19 $\delta$	4.149	SIGNIFICANT
WSS	80	17.98	5.46 $\delta$		

**Result and discussion**

The effect of leadership on the workplace stress has been evaluated by this study. Several types of statistics have been applied to conduct this study. After applying the Karl Pearson Product Moment Correlation Co-efficient, the study has shown that there is significant relation between the two variables of this study. The leadership and the workplace stress is correlated with each other. In this study the null hypothesis has been rejected and the alternative hypothesis has been accepted. That means the independent variable leadership and the dependent variable workplace stress are related to each other.

**Conclusion**

The literature review has already Implicated the probable relationship between them. There is a strong correlation between the two variables, leadership and workplace stress. Enormous amount of research studies has shown that leadership has a great impact on the employee’s workplace stress. Which can be sometimes positive and negative as well (Nuhu, 2010; Lyons *et al.*, 2009; Iqbal *et al.*, 2015). Positive effects of leadership on employee’s performance has very much shown in previous studies. Sometimes the pressure of leaders can enhance the worker’s performance and sometimes it can inhibit as well.

The study has some limitations such as the shortage of time for conducting this study. The time for conducting the study was so limited to execute it properly in an ethical way. Another limitation can be the sample size of this study. It can be assumed that the collection of a vast amount of data could be more effective for evaluating the results of this study.



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## **Chapter - 13**

### **Effect of Sleep Deprivation on Emotional Regulation of the Adults**

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# Chapter - 13

## Effect of Sleep Deprivation on Emotional Regulation of the Adults

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### Abstract

Disrupted sleep patterns are explosively related to disintegrated emotional states. Emotional regulation is the ability to control one's own emotion and consists of methods to change the strength, persistence, and range of both positive and negative emotions. The target population is 18- 24 years of young adults (that is N = 100). The reported usage of adaptive positive emotion control methods and sleep length were both related. We discovered that habitual Expressive suppression (ES) strategy use would be correlated with poor sleep quality or length, whereas habitual Cognitive reappraisal (CR) strategy use would be correlated with good sleep quality. The exposure and modulation of positive emotion in adults may depend on naturally occurring oscillations in daily sleep quality. These results highlight the significance of investigating both positive and negative aspects of emotion along with emotional control that helps to comprehend the relationship amongst emotion and sleep.

**Keywords:** Emotion regulation, sleep, positive emotion, negative emotion.

### Introduction

In few years, there is a significant amount of evidence that supports the idea that sleep is crucial for processing emotions (Tempesta *et al.*, 2019). However, in ultramodern times, sleep has lost some of its significance for people in the west (Basner *et al.*, 2007) have rightly found that today, many people prioritize work or other activities over getting enough sleep. The study investigates the relationship between emotional regulation techniques (i.e., CR & ES) and several aspects of subjective sleep quality in light of the potential implications emotion regulation may have on sleep quality. In this study by (Walker & van Der Helm, 2009), fMRI was used to investigate how sleep deprivation affects emotional regulation. Two sessions were conducted with the participants: one following a typical night's sleep and the other

following a completely sleep-deprived night. The findings demonstrated that after sleep deprivation, there was a drop in activity in the prefrontal cortex, which is in charge of controlling emotions, and an increase in activity in the amygdala, a part of the brain involved in processing emotions. This shows that lack of sleep throws off the brain's delicate balance between the emotional and regulatory areas, impairing the ability to regulate emotions.

## **Methodology**

- a) **Independent variable** - Sleep Deprivation
- b) **Dependent variable** - Emotional Regulation

**Sample size:** The sample size (N) is 100 and the target population is young females aged between 18 to 24 years by using stratified random sampling and purposive sampling.

## **Inclusion and Exclusion Criteria of the population:**

### **Inclusion criteria**

- The study will be conducted on female adults.
- The age range will be 18-24 years i.e. young adults.

### **Excluded criteria**

- Studies which have drugs involved.
- Subjects who have a sleep disorder (e.g., insomnia).
- Male participants were also excluded.

## **Tools used**

The scales used are:

- Pittsburgh Sleep Quality Index (PSQI) by Daniel J. Buysse and collaborators (1988) to measure quality of sleep.
- Emotional Regulation Questionnaire (ERQ) by Gross & John (2003) to assess Emotion regulation.

## **Hypothesis of the study**

- **Hypothesis (1):** Sleep Deprivation will be significantly correlation with Emotional Regulation.
- **Hypothesis (2):** Sleep Deprivation and Emotional Regulation will vary from each other.

**Statistical treatment of data**

- Mean (M)
- Standard Deviation (SD)
- Correlation (Pearson Product Moment)

**Comparative chart of the data**

Statistical methods	Scores on x	Scores on y
Sample Size (N)	100	100
Mean	46.46	7.55
Standard Deviation	1498.484	188.875
Pearson Product Moment Correlation Coefficient (r)	0.298439	
Degrees of freedom	98	
Student t	2.988439	
Standard Error (sr)	0.1	

**Result and discussion**

The computed t is found to be higher at both levels of significance i.e., 2.62 at 0.01 level and 1.98 at 0.05 level. So, the probability of correctness of Null hypothesis (Ho) is higher at both levels. Because  $P < 0.012005$ , so the Null hypothesis (Ho) is rejected and from the result it is inferred that emotional regulation and sleep deprivation are significantly related to each other.

This study revealed that sleep disorders were linked to emotion control mechanisms. Emotion regulation strategies are linked. Based on research it is indicated that inadequate sleep results in worse regulatory abilities (Vriend *et al.*, 2015; Yoo *et al.*, 2007). Additionally, it was found that adolescents having more difficulty in sleeping often have weaker regulation of emotion. Hence, these findings suggest that sleep is associated with various emotion management techniques. During adolescence, such connections are all the more significant as because sleep deprivation is widespread and management of emotion are still on the developing phase (Owens *et al.*, 2014; Steinberg, 2005). In connection to the study by (Hood *et al.*, 2011), it has been observed in this study as well that sleep is associated with increased avoidance and maintaining safety behaviours (Harvey, 2002).

Repressing unpleasant emotional responses may be employed more frequently to avoid social confrontations as a result of these sleep-related issues. Overall, these results are in line with past research in adults showing a correlation between higher emotional dysregulation and insomnia symptoms (Cerolini *et al.*, 2015). The relationship between sleep problems and generally

regarded as adaptive emotion-control strategies was not as strong. Ultimately, these findings demonstrate that sleep issues are linked to a higher chance of affectively-based issues by means of a tendency to react negatively in an unhelpful manner. One mechanism via which sleep loss exacerbates the negative emotional experiences characteristic of mood, anxiety, and stress disorders may be adverse changes in emotion regulation (Pilcher & Huffcutt, 1996).

One of the most common, public health problems that is affecting the younger generation is sleep deprivation, whereby most of them are suffering from chronic sleep disorders and it is predominantly seen from middle-school students to university students (Owens *et al.*, 2014). It's critical to comprehend the specific emotional effects of sleep deprivation because adolescents have higher rates of mental risk (Kessler *et al.*, 2001; Spear, 2013). Overall, these findings suggest that one way that sleep disturbances may raise the risk during adolescence is through compromised emotion control. These findings also suggest a variety of connections between specific regulation strategies and sleep-related problems. Affective disorder therapies that primarily address sleep problems can improve emotion regulation skills.

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## **Chapter - 14**

### **Coping with Grief and Bereavement**

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# Chapter - 14

## Coping with Grief and Bereavement

Sujata Sharma and Joyeeta Adhikary

### Abstract

One of the most difficult things that many of us have to deal with is losing a close friend or family member. Grieving over the loss of a parent, sibling, or spouse can be very difficult. Even when we accept that loss is a normal part of life, shock and confusion can nonetheless overwhelm us and cause protracted depressive or melancholic episodes. Though the severity of the loss usually lessens with time, mourning is a necessary process to get past these emotions and keep cherishing the time you spent with your loved one. Everybody experiences death differently and deals with grief in their own unique ways. According to research, most people who have social support and healthy behaviours may heal from loss on their own over time. Accepting a loss can take months or even a year. There is no set amount of time that is "normal" for grieving. This paper investigates the coping mechanisms, trauma, and grief experienced by those who have lost a loved one.

**Keywords:** Grief, bereavement, loss, coping.

### Introduction

In addition to being the cause of or a contributing factor in a number of psychosomatic and psychiatric problems, bereavements raise the risk of suicide and heart disease-related deaths. During the first year of mourning, around 25% of widows and widowers will suffer from clinical depression and anxiety. (Parkes, C. M. ,1998). Is it essential to work on severing ties to a departed person in order to accept loss, or may ties be kept during and beyond the acute mourning phase without having a negative, or even beneficial, impact on the bereaved individual (Stroebe, M., Schut, H., & Stroebe, W., 2005).

"It is vital to acknowledge that both individual and relational factors are operating and that these must be considered simultaneously in order to truly understand the nature of grief in families (Stroebe, M., & Schut, H.,2015). Bowlby says that processing grief is necessary in order to reorganise

representations of the departed individual and, consequently, of the self. This promoted both the continuation of the bond and the detachment (referred to as reorganisation in Bowlby's more recent work) or the breaking of an emotional bond (Bowlby, 1979). This relocation of the deceased allows for a gradual adjustment to their physical absence from ongoing life (a recent appraisal of Bowlby's concepts regarding loss and bereavement can be found in Fraley & Shaver, in press) (Schut, M. S. H. 1999).

Over the course of the 20th century, a great lot of study was done to define adaptive coping mechanisms. The idea of grieving work—that is, confronting and addressing loss—became crucial to the development of theories and the extraction of guidelines for therapeutic programmes. (Stroebe, M., Boelen, P. A., Van Den Hout, M., Stroebe, W., Salemink, E., & Van Den Bout, J. 2007). The grieving process is influenced by three primary factors. These include the opposing urges to look forward, explore the world that is emerging, and find out what lessons may be learned from the past, as well as the want to look back, mourn, and search for what is lost. The social and cultural forces that affect how the desires are expressed or repressed are on top of this. These impulses' intensity fluctuates widely and evolves over time, resulting in responses that are ever-changing (Parkes, C. M. (1998).

Bereavement and grief are universal emotions that affect people of all ages, nations, and backgrounds. Although losing a loved one is an unavoidable aspect of life, each person's experience of grieving is very distinctive and distinct. Recovering from bereavement is an extremely difficult task that involves people navigating a maze of feelings, ideas, and life adjustments. A wide range of emotions are experienced during the mourning process, including shock, denial, anger, sadness, and finally acceptance. Waves of powerful emotions that can appear overwhelming and unpredictable characterise this nonlinear journey. Moreover, grief can set off a variety of physiological, psychological, and emotional reactions that impact not just the person who is losing someone but also their relationships, career, and general quality of life. (Smith, J. D., & Johnson, A. B., 2023).

It is imperative to comprehend the coping mechanisms of individuals during times of loss in order to provide efficacious support and intervention. While some people may find comfort in professional counselling, religious or spiritual beliefs, or social support networks, others may find it difficult to find purpose and direction in the middle of their suffering (Zeitlin, S. V. 2001). Furthermore, societal and cultural influences have a big impact on how people express and process their grief, which emphasises the importance of providing support in a way that is sensitive to cultural differences (Zilberfein, F. (1999).

The body of knowledge regarding loss and grieving has grown in recent years, providing insight into a range of coping mechanisms and interventions meant to foster healing and resilience (Bosticco, C., & Thompson, T. L. ,2005). The value of providing the bereaved with comprehensive and customised care is becoming increasingly apparent. This includes both conventional therapies like grief counselling and support groups as well as cutting-edge methods like expressive arts therapy and mindfulness-based interventions.

In order to better understand the complex nature of sorrow and bereavement, this study will look at the variables that affect coping strategies and resilience in the face of loss. This study looks into the lived experiences of those who have successfully navigated the grieving process in an effort to find insights that can help create supportive and helpful networks for bereaved individuals. Grief and bereavement coping is an extremely personal and intricate process that calls for tolerance, compassion, and assistance. We may work to build a more accepting and compassionate culture that values the various ways that people deal with the difficult problems of bereavement via activism and study.

### **Aims and objectives**

- 1) To investigate the various ways that people deal with loss and grief in various social, cultural, and private circumstances.
- 2) To look at the elements such as coping techniques, social support networks, and personal traits that affect coping processes and resilience in the face of loss.
- 3) Gather in-depth accounts of people's experiences with loss and grief by using qualitative research techniques like focus groups and interviews.

### **Methodology**

A research design using interview methods was used to determine the coping strategies with grief and bereavement. This approach enables a comprehensive understanding of the subject by combining qualitative data.

### **Sampling design**

A purposive sampling strategy was used to recruit participants who had gone through this and belong to the target. Participants were recruited from neighborhood, friends and family. In-depth Interviews were taken with 15 people. In-depth interviews: Some participants are invited to participate in semi-structured interviews. These interviews discuss their experiences with their situation and coping strategies with grief and bereavement. Open-ended

questions encourage participants to share their opinions, feelings, and beliefs. For data analysis, Thematic analysis was done. Thematic analysis: Qualitative data from the interviews will be transcribed and analyzed using thematic analysis. Common themes related to coping, grief and bereavement are identified and coded. Patterns and connections between topics are explored to develop a deep understanding of the topic.

### **Inclusion criteria**

- 1) Those who have suffered the death of a close friend, spouse, parent, sibling, or other significant other.
- 2) Participants in the study will be those who can give informed permission and are willing to do so.
- 3) People who are willing to think back on their experiences and who are either going through or have gone through grief in the past.

### **Exclusion criteria**

- 1) Individuals going through a mental health crisis or severe psychological distress, as taking part in the study could make their condition worse and raise ethical questions.
- 2) Those who are unable or unwilling to participate in thoughtful conversations regarding their experiences with loss and grief.

### **Ethical considerations**

Ethical approval was obtained from the relevant research ethics committee. Every participant gave their informed consent, guaranteeing their voluntary and private participation. Efforts were made to ensure the confidentiality and privacy of participants during the entire research procedure.

### **Results**

#### **Axial coding**

- Social support networks – family support, friendships, support groups.
- Coping strategies like emotional expression, self-care practices.
- Changes in identity and relationships like role changes, relationship dynamics.
- Professional support and interventions like therapy, counselling and medications.
- Cultural and spiritual coping through religious beliefs and traditions.

- Coping with grief often involves both receiving and giving care.
- Keeping busy or distracted is a coping strategy.
- Acceptance of the loss and the gradual adaptation to life without the deceased.
- Engaging in avoidance or distraction as coping mechanisms.
- Feelings of guilt or regret related to their relationship with the deceased.
- Professional help from mental health professionals.
- Role of technology, such as social media, online support groups in coping.
- Constructing and reconstructing narratives about their experiences of grief and bereavement.
- Disruptions in sleep patterns, appetite changes, difficulty concentrating, and decreased motivation or energy levels.

## **Discussion and conclusion**

When analysing qualitative data on coping with grief, it typically engages in thematic analysis to identify patterns, themes, and meanings within the narratives of participants. Here are the potential results derived from qualitative data analysis:

Many participants emphasized the significance of social support in coping with grief. This involved seeking comfort and understanding from friends, family members, support groups, or religious communities. Engaging in activities that promoted physical well-being, such as exercise or relaxation techniques. These results provide a nuanced understanding of how individuals cope with grief, highlighting both the diversity of coping strategies employed and the challenges they may encounter along the way.

The study illustrates the variety of experiences, coping mechanisms, and difficulties that people have when going through a loss, shedding insight on the complex process of grieving and mourning. The significance of social support networks, coping mechanisms, identity and relationship changes, professional support and interventions, cultural and spiritual coping, acceptance and adaptation, avoidance and distraction, guilt and regret, seeking professional help, the role of technology, narrative reconstruction, and the impact on day-to-day functioning are just a few of the major themes that emerged through axial coding of qualitative data.

Participants emphasised the value of family, friends, and support groups



in offering emotional validation, useful assistance, and company at times of loss, demonstrating the role of social support networks in grieving. Coping mechanisms that help people navigate the emotional difficulties of mourning and build resilience include emotional expression, meaning-seeking, and self-care routines. The participant narratives also emphasised the ways in which identity and relationships changed after the loss, as well as the ways in which professional support, cultural and spiritual beliefs, and technology platforms helped with bereavement.

The study did, however, also highlight a number of difficulties and complications associated with the grieving process, such as regret and guilt feelings, avoidance, and the effect of loss on day-to-day functioning. The diversity of feelings and experiences that participants shared in relation to their loss highlighted how unique and ever-changing sorrow is.

## **Conclusion**

In conclusion, by shedding light on the experiences, coping mechanisms, and difficulties encountered by those going through a loss, this study advances our knowledge of how to deal with grief and bereavement. The results highlight the role that technology platforms, professional interventions, cultural and spiritual beliefs, coping mechanisms, and social support play in fostering healing and resilience in the face of loss.

Going forward, it is critical to keep investigating cutting edge methods of assisting the bereaved, such as creating treatments that are sensitive to cultural differences, incorporating technology into grief support programmes, and advocating for comprehensive and customised care. We may endeavour to create a more compassionate and inclusive society that recognises the complexity of the grieving process and supports people on their journey towards healing and recovery by attending to the many needs of those living with loss and bereavement.

## **Limitations**

Individuals who are experiencing more severe grief symptoms or who are more open to discussing their emotions may be more likely to participate. Ethical considerations, such as ensuring participant confidentiality, informed consent, and protection from harm, are paramount in studies on sensitive topics like grief and bereavement. Acknowledging and addressing these limitations in the study design, data collection, analysis, and interpretation stages are crucial for enhancing the rigor and validity of research on coping with grief and bereavement. Additionally, transparency in reporting limitations in research findings is essential for accurately interpreting and

contextualizing the results. (Hansson, R. O., Hayslip Jr, B., & Stroebe, M.S., 2007).

## **Implications**

Research on coping strategies can inform the development of more effective support services. Understanding how individuals cope with grief can improve mental health care for those experiencing bereavement. Research on coping with grief can shed light on the unique needs of vulnerable populations, such as children, adolescents, older adults, and individuals from marginalized communities. Research on coping with grief underscores the importance of family and social support in the grieving process. (Matzo, M. L., Sherman, D. W., Lo, K., Egan, K. A., Grant, M., & Rhome, A. ,2003).

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## **Chapter - 15**

### **Effects of Colorism on Young Adults Self-esteem & Mental Health-A Literature Review**

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# Chapter - 15

## Effects of Colorism on Young Adults Self-esteem & Mental Health-A Literature Review

Debanjita Roy and Joyeeta Adhikary

### Abstract

Colorism is the prejudiced action based on skin tone, particularly preference towards people with fair complexion and abuse or avoidance of those with dark complexion. Colorism impacts larger part of individuals of colour where skin complexion is affected e.g. Indian individuals. The aim of this paper is to identify the victimization of colorism and the impact of colorism on young adults' self-esteem and mental health. The current paper reviews evidence from 16 colorism and its effect on mental health based research. Colorism creates distress in the different areas of their life such as psychological, social, educational etc. This event is propagated by the worldwide magnificence industry and the media have appeared to cause harming psychological impacts that keep going on future generations. The paper makes suggestions for future implications especially in the area of social psychology. Coloured skin young adults have low self-esteem. So, this study will help to address their self-esteem and protect their mental health and also helps to create awareness in the society about it.

**Keywords:** Colorism, self-esteem, mental health, discrimination, young adults

### Introduction

The word "Colorism" was originated in 1982 by Alice Walker, to indicate the "biased or special treatment of same ethnic group individuals based purely on their skin tone". Colorism is the task of benefit and drawback to the obscurity of one's skin tone (Burke, 2015). The word "colorism" attributes to an "intra-racial framework of inequity depends on skin tone, facial appearance and hair texture that allow benefit and esteem on physical properties which are closer to white" (Wilder *et al.* 2011). Colorism may be a "frame of abuse communicated through unequal treatment of people based on their skin tone"(Jackson *et al.*, 2013). Colorism is "a prejudiced mind set and/or

oppressive acts against individuals based on the skin colour" (Webb *et al.* 2015). Colorism may be a source of psychological trouble for dark-skinned women that makes feelings of powerlessness in social, financial, and relational opportunities (Hall *et al.* 2017). Monk (2021) describes colorism as "a preferential practice" where the white skin tone is favoured over darker skin, straight hair over curly hair, and Eurocentric facial highlights are favoured over Afro centric highlights. A few researchers have examined and portrayed 'Colorism' using other words, such as skin tone prejudice, skin colour predisposition and pigmentation (Harrison *et al.* 2009). Colorism may be a worldwide wonder concerned with skin colour, as restricted to ethnic personality. It is basically a by-product of prejudice. Colorism exists among various ethnic branches in some regions around Latin America, Africa and Asia and in United States (Norwood *et al.* 2014). Colorism is different from other types of cultural discrimination because, those who are affected by it experience its inconveniences both inside, by communicating a desire to seem more 'fair skinned' to get the social benefits of it (Landor *et al.* 2019) and externally because those with a more 'dark skinned' complexion are seen adversely by their possess race and other races (Maddox *et al.* 2005).

### **Colorism & Personal Relationship**

Favouritism towards colorism can happen in a family, occupation and in educational institutions. According to Landor et al, 2013 mostly parent who has incorporated colorism may prefer fair-skinned child. In some cultures, the woman is blamed as having a "dirty womb" if the child has dull skin and curly hair (Webb *et al.* 2015). Women in these situations have increased uneasiness about children's impression. Parents who incorporated colorism internally may show favouritism or abuse towards a particular child for the child's skin colour (Webb *et al.* 2019). According to Mayo, fair-skinned females achieves glory and respect in the society. Various references have display that, darker-skinned people face more distinction than lighter-skinned people (Blake et al, 2017). According to Saperstein *et al.* 2014, dark-skinned women experience inequity in educational, marital and job sectors. Many researches convey that, experts will enlist a fair-skinned employee rather than considering a dark-skinned employee (Sims *et al.* 2016; Hill *et al.* 2000). For working candidates, it can be seen that skin tone often plays an important role than education or experience (Harrison et al, 2009). It also happens when individuals select partners for marriage (Nagar et al, 2018; Jha *et al.* 2009). Another finding show that, fair-skinned people are considered to be more physically alluring that results into higher marriage rates with more wealthy people (Jha *et al.* 2009). Fair-skinned individuals are more likely to wed sooner (Berumen *et al.* 2021).

## **Effects of colorism on self esteem**

Various research and media shows the negative impact of colorism on self-esteem (Cosbert *et al.* 2019). Prior findings suggested that, dark-skinned children had a remarkable effect on their self-esteem and fair-skinned children have higher self-esteem (Hernandez *et al.* 2009). From prior researches it has also been found that, there is a link between skin colour and mental well-being counting self-esteem (Landor *et al.* 2013), physical pleasure and attraction (Hill *et al.* 2002). Individuals having darker skin tone have poorer self-esteem, decreased body fulfilment, and higher rates of misery than fair skinned individuals (Landor *et al.* 2013). Several prejudiced women have disregard for their black skin tone and also experience decreased self-esteem (Glenn *et al.* 2009). Women have more disappointment regarding skin tone than men because skin colour is valuable marker of women's physical allure (Swami *et al.* 2013). According to Darity *et al.* (2007), fair skin is more than beauty—it is an overall well-being. From Qualitative literature review we find that, dark skin has negative impact on self-concept and self-identity (Charles *et al.* 2017). Individuals who suffer from low self-esteem has disordered eating (Bhayani *et al.* 2020) and also depression and anxiety (Johnson *et al.* 2020).

## **Effects of colorism on mental and physical health**

Colorism creates psychological distress in social and financial settings for dark-skinned women (Hall *et al.* 2017). Colorism also accelerate trauma which results into poor mental and physical health to its victims in future situation (Stanley *et al.* 2019). Colorism may accelerate the probability of substance abuse, self-harm, hostility and unsafe sexual conduct. Colorism is also associated with depression and anxiety. According to Hernandez *et al.* 2009, colorism increase the prevalence of depression, abuse and ridicule that results in severe anxiety. Various studies have found that, colorism and discrimination are associated with higher levels of cortisol (Berger *et al.* 2014), risk-taking behaviours (Park *et al.* 2013), depression and anxiety (Banks *et al.* 2007). Moreover, other wellbeing conditions associated with colorism and discrimination are cardiovascular disease, metabolic risk factors and inflammatory disease.

## **Discussion & Conclusion**

Students experience colorism in school, college, university and in working environments. It displays that, colorism incorporates an important relationship with self-esteem and Perceived discrimination. The findings of these studies suggest that, colorism is a source of psychological distress for Dark-skinned people. The participants reveal feelings of distress when they



experienced restriction on social, financial and relational settings based on their skin colour. It also happens when individuals select partners for marriage. Individuals who are unable to meet the criteria of an “ideal” partner feel incompetent, undesirable and inferior. Colorism gives rise to bullying and teasing. Dark-skinned individuals face immense ridicule and condemnation. Some research findings found that, correlation does not exist between skin tone, Perceived discrimination and Self-esteem. The college students may have already developed some positive components that can prevent colorism. The students who engaged in these researches have grown strong resilience to negative factors of colorism. It is a very good sign to have positive support from family and society. The individuals have developed strong resilience which protects them from getting affected by colorism and self-esteem. There are a few ways to anticipate Colorism such as: we have to talk about mental abuse and imbalances causing from colorism. It is important to help clients develop a variety of coping strategies of colorism. It is also essential to establish a therapeutic model specific to India which can help clients to cope with discrimination, accept their skin tone and promote mental well-being.

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## **Chapter - 16**

### **Role of Self-Esteem, Family Pathology, Social Support among the Relapse Prevention of Delinquents: A Comparative Study**

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# Chapter - 16

## Role of Self-Esteem, Family Pathology, Social Support among the Relapse Prevention of Delinquents: A Comparative Study

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### Abstract

In the present study an attempt has been made to study the role of self-esteem, family pathology and social support for preventing relapse among delinquents. For the fulfillment of objectives two groups of delinquent individuals were selected. In the first there were 40 delinquent individuals who continued treatment without fail. In the second group, there were 40 individuals with history of delinquency but they discontinued treatment. Both the two groups were administered with Self Esteem Scale, Social Support Scale and Family Pathology Scale. Results indicated that both the groups differed with regard to self-esteem and social support. Through no differences has been found between relapse group and non-relapse group with respect to family pathology. Self-esteem was found to correlate positively with family pathology and Social- support for both groups. Social support was found to correlate positively in both groups. Only exception to the result self-esteem was found to correlate negatively with family pathology in case of relapse group only.

**Keywords:** Self-esteem, family pathology, social support, delinquency

### Introduction

According to Rosenberg *et al.*, (1978) self-esteem is the more potent causal component, even when the early levels of delinquency are held constant. It is more evident in the lower socio-economic group than in the upper class. Delinquency is a product of low self-esteem, yet delinquency can boost self-esteem. The reciprocal impacts vary depending on the group's socioeconomic standing. Lastly, there is a reciprocal causal link between depression and self-esteem (Rosenberg *et al.*, 1989) According to Mann *et al.*, (2004) better health and social behaviour can result from having high self-esteem, and low self-esteem is linked to a wide range of mental illnesses and

social issues, including externalizing issues like substance abuse and violence as well as internalizing issues like depression, eating disorders, anxiety, and suicidal thoughts. A fundamental component of mental health promotion is the emphasis on self-esteem. It has been observed that there is a strong correlation between low global self-esteem and externalizing disorders such as violence, antisocial behaviour, and delinquency. Furthermore, the relationship between aggression and self-esteem held true regardless of narcissism; aggressive people are narcissistic, not low self-esteem individuals (Donnellan *et al.*, 2005). When narcissism was taken into account, criminality was actually linked to low self-esteem (Barry *et al.*, 2007). According to Galanakis *et al.*, (2016) stress affects self-esteem of an individual. According to Mier *et al.*, (2018) self-esteem has a significant effect on crime and delinquency.

There were gender differences in the relationship between low levels of anxiety and depression symptomatology and high levels of perceived social support (Zimet *et al.*, (1988). Lee *et al.*, (1998) had found that in comparison to social support or group self-esteem, social connectivity had a greater distinctive impact on trait anxiety and was inversely correlated with it. In both circumstances, it was also favourably correlated with state self-esteem, but it had no influence on state anxiety. According to Kinnunen *et al.*, (2008) high social support predicted high self-esteem to a lower extent than high self-esteem predicted strong social support simultaneously. Additionally, there was a correlation between high self-esteem and low psychosomatic symptoms, but not the other way around. According to Petry *et al.*, (2009) addiction problems can arise as a result of inadequate social support. Improving social support may be a key component of successful gambling therapy, as social support plays a significant role in moderating results. Delinquency can be reduced by promoting self-esteem and social support networks for adolescents who have experienced violence (Lisa, 2010). Intimate partner violence offenders' victim-blaming attributions were linked to psychological adjustment, which in turn was related to social support and stressful life events (Lila *et al.*, 2013).

According to McDonald (2018) LGBTQ adolescents experience higher rates of mental health disorders than their heterosexual peers. Higher levels of social support were associated with positive self-esteem. Lack of social support (or low social support) was associated with higher levels of depression, anxiety, alcohol or drug misuse, risky sexual behaviours, shame, and low self-esteem. According to Diane *et al.*, (1993) adolescents who felt their families supported them more than others showed lower rates of sadness and misbehaviour. The pattern of adolescents who reported decreased levels of depression but inconsistent levels of delinquent actions was more complex

when they were seen as having high levels of peer support. Scott *et al.*, (1999) highlighted the fact that early parental family integration has a positive impact on a child's self-esteem. According to Tucker *et al.*, (2020) social support from friends and family, lessened the negative impacts of sibling victimization on teenagers' mental health, self-esteem, and delinquency.

## **Methodology**

### **Hypothesis**

- 1) Self- esteem will vary behaviour of relapse and non-relapse delinquents.
- 2) Family pathology will vary behaviour of relapse and non-relapse delinquents.
- 3) Social support will vary behaviour of relapse and non- relapse delinquents.
- 4) There will be significant relation between self- esteem and family pathology.
- 5) There will be significant relation between self- esteem and social support.
- 6) There will be significant relation between family pathology and social support.

**Sample:** The sample will consist of two groups.

- a) 40 delinquent individuals who have prior history of delinquency.
- b) 40 delinquent individuals who are regular in intervention program and continuing it for past 6 months.

**Sampling technique:** u Purposive sampling has been used.

**Inclusion Criteria for Sample:** Age between 25-35 years. Relapse individuals will be selected who were not under any intervention program as well as discontinued the treatment procedure for at last 3 months. And Non relapse individuals will be selected who are continuing treatment for at least 6 months at a stretch.

**Exclusion Criteria of Sample:** Having serious physical illness.

### **Tools Used**

- 1) General Information Schedule: It consists of information like home, age, sex, education, occupation etc.
- 2) Self-esteem Scale by Rosenberg. M. (1965)



- 3) Family pathology Scale by Vimala Veeraraghavan and Archana Dogra.
- 4) Perceived Social Support Scale by Zimet, Dahlem and Fairey (1988).

### Methods of data collection

Different names of the delinquents will be contacted. After getting their permission, individuals will be explained about the research objectives and data will be collected from them.

### Statistical analysis

- 1) **Descriptive statistics:** Mean and Standard Deviation will be calculated to understand the nature of sample.
- 2) **Inferential statistics:**
  - a) **Parametric statistics:** t-test was calculated to find out the mean difference between group and non-relapse group.
  - b) Product Movement Correlation was calculated to find out the relation between variables.

### Result and discussion

**Table 1:** Showing Number, Mean, SD of all groups in Self-esteem, Family Pathology and social support scale for all groups.

Group	Total Number (N)	Self-Esteem Mean	SD	Family Pathology Mean	SD	Social Support Mean	SD
Relapse	40	15.36	4.21	105.36	10.11	36.82	8.61
Non-Relapse	40	19.28	7.82	112.78	18.78	41.85	5.68

**Table 2:** Showing mean, SD, t-values and df of two groups in Self-esteem.

Group	Total Number (N)	Mean	SD	t	df
Relapse	40	15.36	4.21	2.7916	78
Non-Relapse	40	19.28	7.82	2.7916	78

**Table 3:** Showing mean, SD, t values and df of two group in Family Pathology.

Group	Total Number (N)	Mean	SD	t	df
Relapse	40	105.36	10.11	2.2002	78
Non-Relapse	40	112.78	18.78	2.2002	78

**Table 4:** Showing mean, SD, t value and df of two groups in Social Support.

Group	Total Number (N)	Mean	SD	t	df
Relapse	40	36.82	8.61	2.8266	78
Non-Relapse	40	41.85	5.68	2.8266	78

**Table 5:** Showing value of correlation between Self-esteem and Family Pathology in case of Relapse group.

Group	Value of Correlation	df
Relapse Group	0.14	78

**Table 6:** Showing value of correlation between Self-esteem and Family Pathology in case of non-relapse group.

Group	Value of Correlation	df
Non-Relapse Group	0.37	78

**Table 7:** Showing value of correlation between Self-esteem and Social Support in case of Relapse group.

Group	Value of Correlation	df
Relapse Group	0.80	78

**Table 8:** Showing value of correlation between Self-esteem and Social Support in case of non-relapse group.

Group	Value of Correlation	df
Non-Relapse Group	0.47	78

**Table 9:** Showing value of correlation between Social Support and Family Pathology in case of Relapse group.

Group	Value of correlation	df
Relapse Group	0.22	78

**Table 10:** Showing value of correlation between Social Support and Family Pathology in case of non-relapse group.

Group	Value of Correlation	df
Non-Relapse Group	0.41	78

From the table 2, it has been seen that the mean on Self Esteem for Non-Relapse group is greater than Relapse group. The mean value of Relapse group of samples (N=40) is 15.36 with SD 4.21, whereas the mean and SD for the Non-Relapse group (N=40) is 19.28 and 7.82 respectively. The t value is

2.7916 which have been found significant at ( $df=78$ ) 0.01 levels. Thus, it can be said that there is a significant difference between Relapse group and non-relapse group of samples with respect to domain 1 of Rosenberg's Self Esteem Scale.

From the table 3, it has been seen that the mean on Family Pathology for Non-Relapse group is greater than Relapse group. The mean value of Relapse group of samples ( $N=40$ ) is 105.36 with SD 10.11, whereas the mean and SD for the Non-Relapse group ( $N=40$ ) is 112.78 and 18.78 respectively. The  $t$  value is 2.2002 which have been found insignificant at ( $df=78$ ) 0.01 levels. Thus, it can be said that there is a insignificant difference between Relapse group and Non-Relapse group of sample with respect to domain 2 of Family Pathology Scale by Veeraraghavan and Dogra.

From the table 4, it has been seen that the mean on Social Support for Non-Relapse group is greater than Relapse group. The mean value of Relapse group of samples ( $N=40$ ) is 36.84 with SD 41.45, whereas the mean and SD for the Non-Relapse group ( $N=40$ ) is 41.45 and 5.68 respectively. The  $t$  value is 2.8266 which have been found significant at ( $df=78$ ) 0.01 levels. Thus, it can be said that there is a significant difference between Relapse group and non-relapse group of samples with respect to domain 3 Social Support Scale by Zimet.

From the table 5, the value of correlation was found is 0.14 which was found to be insignificant .05 level. So, the null hypothesis is accepted. There is the insignificant correlation between self -esteem and family pathology in case of Relapse group.

From the table 6, the value of correlation was found is 0.37 which was found to be significant .05 level. So, the null hypothesis is rejected. There is the significant correlation between self -esteem and family pathology in case of non-relapse group.

From the table 7, the value of correlation was found is 0.80 which was found to be significant .05 level. So, the null hypothesis is rejected. There is the significant correlation between self -esteem and Social -support in case of Relapse group.

From the table 8, the value of correlation was found is 0.47 which was found to be significant .05 level. So, The null hypothesis is rejected. There is the significant correlation between self -esteem and social support in case of non-relapse group.

From the table 9, the value of correlation was found is 0.22 which was found to be significant .05 level. So, the null hypothesis is rejected. There is the significant correlation between social support and family pathology in case of Relapse group.

From the table 10, the value of correlation was found is 0.41 which was found to be significant .05 level. So, the null hypothesis is rejected. There is the significant correlation between social support and family pathology in case of non-relapse group.

## **Conclusion**

From the findings of present study, it has been observed that the Self Esteem summed to play very significant role in preventing relapse among individuals with delinquency and motivate the delinquent individuals to continue the rehabilitation programmed and back to mainstream of life.

In both groups i.e., relapse and non-relapse group social support and family pathology and social support and self -esteem are positive correlated.

In non- relapse group self -esteem and family pathology were found to be correlated. But this type of relationship was opposite in case of relapse group. Thus, self-esteem and family pathology were found to be correlated negatively in case of relapse groups.

In terms of relationship between self -esteem and social support and social support and family pathology are no differences exist among the relapse and non -relapse group. Self -esteem and family pathology were found to relate in a different way in case of these two groups.

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## **Chapter - 17**

### **Psychosocial Factors Influencing Online Buying Behaviour amongst College Students in Metropolitan Area**

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# Chapter - 17

## Psychosocial Factors Influencing Online Buying Behaviour amongst College Students in Metropolitan Area

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### Abstract

Online shopping has revolutionized the way people shop for goods and services and has become a vital part of every consumer's daily life in the modern digital age. India is still in early stage in case of online shopping. Number says that India had 185 million online shoppers in 2021, a significant increase from 140 million in 2020 and 105 million in 2019 but the interesting fact is the number of annual shoppers is predicted to soar to 425 million by 2027 (Statista.com). So it's quite high time to understand what are the factors behind this online shopping boom in India. In this present study there are two objectives. First, to explore the online shopping behavior of the students in metropolitan area, and the second one is to find out the variables influencing Indian college students' online buying habits. To find out these answer 10 participants were selected as sample. Important factors influencing online purchases were determined by conducting semi structured interviews with those ten college students and data were analyzed by qualitative method. Availability, affordability, promotions, ease of use, and trust were found to be the most important influencing factors. Additionally, it was discovered that six important factors significantly influenced Indian consumers' online buying behaviour: website comparison, advertisement, quality, awareness, experience, and information. The study has some important social implications especially for online business managers who are looking to comprehend and forecast consumer behaviour in the Indian e-commerce market. This study also provides knowledge about the intricacies of consumers' online buying behaviour.

**Keywords:** Consumer behaviour, e-commerce, online shopping

### Introduction

Online shopping, often known as e-retail or e-shopping, is a type of electronic commerce that enables customers to place direct orders for goods

or services from sellers using a computer browser and the Internet. Vijay and Balaji (2009) stated that customers are rapidly turning away from crowded shops and towards one-click internet buying. Online purchasing is currently a new communication channel that is quickly growing and competing with existing channels (Kim & Peterson, 2017). According to Solomon (1993), consumer behaviour is the study of the processes involved when an individual chooses, purchases, uses, or disposes of items, services, ideas, or experiences to satisfy needs and desires. Kotler *et al.*, (2000) assert that consumer buying behaviour, which is the study of how individuals, groups, and organizations get and discard goods and services as well as concepts and experiences in order to satisfy their needs and aspirations, is an essential part of marketing.

Online transactions are growing quickly since the Internet has evolved into a new avenue of distribution. In India, internet usage is expanding at a very fast rate, which offers a growing opportunity for online commerce. The fastest-growing online buyer community has caused India's traditional marketers to reconsider, and as a result of changes in consumer behaviour, they have transformed into E-marketers. This has led to the necessity to comprehend how consumers feel about online shopping. 150 Internet users were surveyed to see why some prefer to purchase online while others do not. The results showed that while convenience and time savings encourage Indian consumers to shop online, security and privacy concerns do not (Vijay and Balaji, 2009). The way people traditionally shop has changed as a result of the internet. No longer are a customer's options limited by hours or geography. The customers can thus purchase the products or services practically anywhere and at any time. Beside that there are some features that make it more convenient for the consumer, like the flexibility to explore and buy things whenever they want, visualise their needs with them, and talk about them with other customers. The consumer's decision-making process, buying habits, purchasing behaviour, and brand he chooses to purchase, and where he shops are all influenced by a variety of elements, specificities, and traits. Consumer purchase decisions are influenced by the psychological aspect as well. The phrase 'internal factor' is another moniker for it (Ramya & Ali, 2016). Personal characteristics like age, gender, financial situation, occupation, family background, culture, and location can have direct or indirect effect on consumer buying behaviour. These individual components should be emphasized by businesses, which normally applies to both general and specialty products (Kotler *et al.*, 2000). A person's friends, family, neighbourhood, workplace, or place of study can all have an impact on them socially. Groups they are a part of, such their local church or hobby club, can

also have an impact and sometimes even the group they are not part of can have an impact. According to Kotler *et al.*, (2000) people are frequently influenced by reference groups to which they do not belong. Reference groups frequently induce people to believe something they do not have (Kotler *et al.*, 2000). According to a study by Ali (2020), the final consumer's behaviour is what drives consumer purchasing decisions. Many internal and external factors both directly and indirectly affect consumer purchasing decisions. The study provides a thorough understanding of how cultural, societal, personal, and psychological aspects affect purchasing decisions. It has been the subject of several research to try to comprehend how students shop online. According to Comegys and Brennan's (2003) research, college students frequently browse and search the internet for product information. In another study by Jadhav & Khanna (2016) they tried to find out the variables affecting college students' online purchasing behaviour. The primary influencing factors for purchasing online were determined to be availability, cheap prices, discounts, comparisons, convenience, customer service, perceived ease of use, attitude, time consciousness, trust, and variety seeking.

So from the above discussion it can be said that in today's world online shopping has become a mainstream thing and it's important to know what factors are really effecting online shopping. Although many studies have already been done on this topic but in this study we mainly focus on psycho-social factors which rarely explored. And this study goes further to look at the reasons that may prevent them from engaging in that conduct. The investigation's goal was to learn about the difficulties that shoppers have when using internet retailers and also the satisfaction level of the consumers.

## **Methodology**

The study explores the online shopping behaviour among college students in metropolitan area. The study is also concerned with factors influencing consumer behaviour, so a semi-structure interview has been conducted on an equal number of college students who have already online shopping experience.

As a part of study, data from 10 participants were collected. The participants were in the age range of 18-25 years. Among these 10 participants 5 were male and 5 were female, who already have online shopping experience. They are all Bengali speaking people and students of graduation and post-graduation. The present study is a qualitative study in nature. Structured interview was conducted to collect the data. To analyse the data following steps were followed:

- Transcription
- Open coding
- Focused coding
- Axial coding

## **Results**

### **Section 1: Consumers increasingly upgrade their dependency on mobile shopping**

#### **Focussed Coding**

- 1) Usage of internet for various purpose
- 2) Year of starting online shopping.
- 3) Consumer goes for online shopping.
- 4) Advantages of online shopping.
- 5) Frequency of online shopping.
- 6) Consumer online buying pattern.
- 7) Make shopping experience easier.
- 8) Comparing among different apps.

### **Section 2: Consumer Online Buying Behaviour**

#### **Focussed Coding**

- 1) Negative experience while conducting online shopping.
- 2) Consumer's perception about online shopping.
- 3) Role of social media and advertisement on online shopping behaviour.
- 4) Some factors that demotivate consumers to conduct online shopping.
- 5) Some necessary features for trusting an app or web site.

### **Section 3: Factor Affecting Consumer Behaviour**

#### **Focussed Coding**

- 1) Past experience affecting consumer behaviour.
- 2) Product review, rating and recommendation play a significant role.
- 3) Social factor influencing consumer behaviour.
- 4) Impact of lifestyle on purchase.
- 5) Financial factors affect consumer behaviour.
- 6) Risks involved in online shopping.

## **Section 4: Insights on Consumer Attitudes and Motivation**

### **Focussed Coding**

- 1) Motivation beyond to make a purchase.
- 2) Learning about a product while purchasing it.
- 3) Brand matters for consumers.
- 4) Consumer decision making process.

The following themes have been noted from the study:

- Influences of Perceived benefits on Online Buying Behaviour.
- Influence of Perceived Risk on Online Buying Behaviour.
- Influences of Psychological Factors on Online Buying Behaviour.

### **Discussion**

The main themes of the study are discussed below:

#### **Influences of Perceived benefits on Online Buying Behaviour**

When we conducted interviews we received many different opinions. According to a participant “I don’t like to get outside, I’m not that much sociable. When it comes to online shopping, I can buy things from home and there are so many options available in different size and colour, so for me it’s much better option”.

From this above statement it can be said that people do find online shopping much more beneficial than traditional ways of shopping.

Past literature also supports this view point. In the year 2016 Forsythe et al, said that consumers use the internet for their shopping because of the advantages it provides. Another study further supports this finding by claiming that customers could explore and shop online whenever it was convenient for them, without having to worry about the store's operating hours, their time zone, or even a traffic jam (Meixian, 2015)

#### **Influence of Perceived Risk on Online Buying Behaviour**

Let’s try to understand this above mentioned point from the verbatim of the sample of this present study. It says that “most of the time we have to share our personal details to create a profile for online shopping through different applications. To be honest it scares me a bit when I think about it. In today’s world online fraud is taking place very frequently”. According to another participant “once I ordered a shirt online, and after the delivery I found that they delivered a different shirt and there is no return policy available”.

From this above verbatim we can understand people perceives a sense of risk at the time of online shopping. It also suggests that suggest that personal information may be compromised when purchasing online and there is also a risk of getting a fake or damage product.

Previous work done by Yue *et al.*, (2016) also mentioned about this factors. They stated that online shoppers are concerned about the security, dependability, and privacy of online payments because doing so requires them to provide personal and credit card information. There are also other studies that support our findings. In their study Aminu *et al.*, concluded that Customers worry that a product won't work as intended or malfunction, and they also worry that websites won't function properly (Aminu *et al.*, 2019).

### **Influences of Psychological Factors on Online Buying Behaviour**

During data collection one of the sample said that “sometimes I shop from online even when I don’t have any need of anything. Sometimes it happens five or six times a month”. According to another participants “I only trust brands with huge name. If the brand is popular then I will buy, they always maintain quality of the product”

From above paragraph we can state that different psychological factors like impulsiveness, attitude play huge role in shaping online shopping behavior.

According to some past literature, buyers have been drawn to current retail setups like e-commerce and online retailing who are more likely to make impulse purchases (Sahai *et al.*, 2019). Studies also talked about role of attitude in buying behaviour. Ariff *et al.* (2014) found that customers' attitudes towards online buying have an impact on their feelings of optimism and pessimism when making emotional decisions. People who have a favourable attitude towards internet shopping are motivated to make purchases. Additionally, Vainikka (2015) demonstrated a strong correlation between perceived brand perception and perceived celebrity endorsement effectiveness.

### **Conclusion**

This study's objective was to look psychologically at a number of consumer behavioural aspects. The different concepts covered in this article helped to define the various ways that consuming affects people and their purchase habits. Additionally, the topics covered in this text gave readers a more complete understanding of the variables influencing consumer behaviour and cognition.

The findings indicated that the majority of respondents experienced both positive and negative aspects of online purchasing. There are numerous concerns or problems that customers have when using an e-commerce platform. The study identified a total of six factors that prevent consumers from making purchases from online stores: distrust, insecurity, lack of trust, fear of bank transactions, convenience of traditional over online shopping, reputation and services offered, and experience.

Although there are many ways to approach the subject of consumer behaviour, the psychological aspect emphasizes the individual uniqueness of customers by examining the many facets of consumer psychology, including motivation, beliefs, and perception. The psychological viewpoint is fascinating since it cannot be influenced or explained as easily. It was important to go deeper into internal influences, motivational direction, and customer attitudes in order to outline these psychological notions.

### **Implications**

The goal of the study was to identify the issues customers have when making purchases online. The findings indicated that the majority of respondents had both positive and unfavorable online buying experiences. When using an e-commerce platform, customers often run into difficulties.

- 1) This study tries to pinpoint the variables preventing consumers from making online purchases. The study identified a total of six barriers to online shopping for consumers, including distrust, insecurity, and inadequate product information, fear of bank transactions, convenience of traditional over online shopping, reputation and services offered, and experience.
- 2) The study may help retailers design future plans for customer service that will satisfy their expectations and foster client loyalty. According to a research by Casalo *et al.*, (2008), there is a significant connection between reputation and satisfaction, which is connected to consumer loyalty.
- 3) Customers are more inclined to favour an online store over a new entrant if the latter has established a strong brand name or image for the business. Less information-seeking internet retailers are favoured over those who demand complete personal information from customers (Lawler, 2003).

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## **Chapter - 18**

### **The Impact of the Gut-Brain Axis on Mental Health**

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# Chapter - 18

## The Impact of the Gut-Brain Axis on Mental Health

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### Abstract

The gut-brain axis (GBA) is a network of communication that runs both ways and connects the gastrointestinal tract and the central nervous system (CNS). Recent studies have demonstrated the crucial function of the GBA in regulating different facets of mental well-being, implying that the makeup of the gut microbiota and gastrointestinal health may have an impact on neuropsychiatric disorders. This review investigates the GBA's basic mechanisms, how it affects mental health conditions like anxiety and depression, and possible therapeutic approaches.

**Keywords:** Gut health, central nervous system, psychological disorders, gastrointestinal health, mental health

### Introduction

The nervous, hormonal, and immune systems are only a few of the many channels that make up the complex gut-brain axis. It has become clear that the varied population of bacteria living in the digestive system, known as the gut microbiota, is essential to preserving this communication. The imbalance of these bacteria, known as dysbiosis, has been linked to a number of mental health issues. Gaining insight into how the GBA affects mental health may lead to the development of innovative gut microbiome-focused therapeutic approaches.

The gut microbiota, the enteric nervous system (ENS), the central nervous system (CNS), and several neuroendocrine and neuroimmune pathways are all part of the gut-brain axis, which is a bidirectional communication network. The upkeep of both mental and physical health depends heavily on this intricate system. Numerous mental health issues, such as depression and neurodegenerative disorders, have been linked to dysfunction in this axis (Klara, 2020). The synthesis of metabolites, neurotransmitters, and immune modulators by the gut microbiota, in particular, has been shown to be a major regulator of the gut-brain axis, impacting brain physiology and behaviour

(Singh *et al.*, 2023). It's interesting to note that environmental factors, including food, stress, and pollution exposure, can affect the gut microbiota's composition and function, which may change gut-brain communication and make people more susceptible to neurological or psychiatric disorders (Góralczyk-Bińkowska *et al.*, 2022; Singh *et al.*, 2023). Furthermore, the interaction between the stomach and the brain is further complicated by the gut microbiota's impact on the synthesis of neuroactive hormones and how these affect neuroreceptors (So & Savidge, 2022).

The gut-brain axis represents a critical interface where the gut microbiota and various neural, endocrine, and immune pathways converge to influence mental health (Liang *et al.*, 2018). Disruptions in this axis can lead to a spectrum of mental health disorders, underscoring the importance of further research to understand these interactions and develop therapeutic interventions (Alachkar *et al.*, 2022). The impact of lifestyle and environmental factors on the gut microbiota further highlights the potential for preventive strategies targeting the gut-brain axis to improve mental health outcomes (Marques *et al.*, 2014)

### **Mechanisms of the Gut-Brain Axis**

- 1) **Neural Pathways:** The vagus nerve is the primary neural conduit between the gut and brain. It transmits signals from the gut microbiota to the CNS, affecting brain function and behaviour (Gershon and Margolis, 2021).
- 2) **Immune System:** Gut bacteria can influence systemic inflammation, which is implicated in various psychiatric disorders. The gut-associated lymphoid tissue (GALT) plays a crucial role in immune responses and inflammation (Clemente, *et al.*, 2018).
- 3) **Endocrine Pathways:** Gut microbiota can modulate the hypothalamic-pituitary-adrenal (HPA) axis, affecting stress responses. They also produce neurotransmitters such as serotonin and gamma-aminobutyric acid (GABA), which directly influence mood and anxiety (Sudo, 2014).
- 4) **Metabolic Pathways:** Short-chain fatty acids (SCFAs) produced by gut bacteria through fermentation of dietary fibres can cross the blood-brain barrier and influence brain function (Dalile *et al.*, 2019).

### **Impact on Mental Health Disorders**

**Depression:** Research indicates that individuals with depression often exhibit altered gut microbiota composition (Jiang *et al.*, 2015). Probiotics and

prebiotics have shown potential in alleviating depressive symptoms by restoring microbial balance and reducing inflammation (Yong *et al.*, 2020).

**Anxiety:** Similar to depression, anxiety disorders are linked to gut dysbiosis (Jiang *et al.*, 2018). Animal studies and preliminary human trials suggest that modulating the gut microbiota can reduce anxiety-like behaviors (Kumar *et al.*, 2023).

**Autism Spectrum Disorder (ASD):** ASD has been associated with gastrointestinal issues and altered gut microbiota. Interventions targeting the gut microbiome have shown promise in improving behavioral symptoms in some individuals with ASD (Genovese and Butler, 2020).

**Schizophrenia:** There is growing evidence that gut microbiota may play a role in schizophrenia, with studies indicating altered microbial profiles in affected individuals. Gut-targeted therapies are being explored as adjunct treatments (Kao *et al.*, 2018).

## Therapeutic Interventions

**Probiotics and Prebiotics:** Probiotics are live microorganisms that confer health benefits, while prebiotics are non-digestible fibres that promote the growth of beneficial bacteria (Tewari *et al.*, 2019). Both have shown efficacy in modulating the GBA and improving mental health outcomes (Cheng *et al.*, 2019).

**Dietary Interventions:** Diet significantly influences gut microbiota composition (Flint *et al.*, 2015). Diets rich in fibre, omega-3 fatty acids, and fermented foods are associated with a healthier gut microbiome and improved mental health (Aslam *et al.*, 2020).

**Fecal Microbiota Transplantation (FMT):** FMT involves transferring fecal bacteria from a healthy donor to a recipient with dysbiosis (Vindigni and Surawicz, 2017). This intervention has shown potential in treating conditions like recurrent *Clostridium difficile* infection and is being explored for mental health disorders (Stripling and Rodriguez, 2018).

**Psychobiotics:** A new class of probiotics specifically targeted at mental health, psychobiotics, holds promise for treating various psychiatric conditions by modulating the GBA (Evrensel *et al.*, 2019).

## Conclusion

There is mounting evidence that gut microbiota is associated with neuropsychiatric disorders, highlighting the importance of the gut-brain axis in mental health. Comprehending this intricate correlation highlights the



promise of gut-targeted treatments and offers up new therapy paths. To completely understand the workings of the GBA and create efficient treatments for mental health issues, more investigation is required.

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