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## A Study of Social Adjustment of the College Student

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### ABSTRACT

*The chief aim of present Research was to do the Social Adjustment of the Arts and Science College Students. Adjustment is a Process by which a living organism maintains between the needs and the circumstances. The variables included fir the study a part from Adjustment are type of College and gender. The study was conducted on a sample of 160 students (80 Boys and 80 Girls) randomly selected from the various Arts and Science College. A standardized questionnaire developed by A.K.Singh and A.Sengupta was adopted for this study. The data was analyzed to examine the influence of individual factors on Adjustment variables. 't' Test was used for calculation. the results show that there is no significant mean difference in relation to Arts and Science College Students and there is no significant mean difference in relation to Boys and Girls Students.*

### Introduction

Adolescence is a time of dramatic physical, cognitive, emotional and social change (Cole and Cole 1993). Children develop on many levels, entering new endeavors and worlds daily. They begin to learn how to establish healthy relationships. Find socially acceptable ways to engage in activities that interest them, and make their way through College. However, a number of children experience more trials than their peer (Ford and Coleman 1999). Some are unable to find solid emotional and social ground as they progress through their developmental stages. An inability to 'Fit it' can have behavioral manifestations thus cause significant difficulty for both children themselves and those around them. When a child's behaviors the accepted norms at home, at Colleges or in the community, negative repercussions can results, such as suspensions or expulsions from College.

May children with disabilities encounter additional hurdles that complicate this difficult time of adolescence. As they approach adolescence, when being like their peer is a high priority, many disabilities set children apart in the ways they look, learn,



or interest with other, presenting additional challenges to positive social adjustment. Some kinds of disabilities particularly emotional disturbances, attention deficit or attention deficit/ hyperactivity disorder (ADD/ADHD) and autism-are especially associated with social adjustment difficulties. The increased challenges of disabilities and their implications results in children with disabilities facing a greater risk than their peers without disabilities for poor out comes.

### Objective

The present study has been conducted with the following objectives.  
To Study of Social Adjustment of Students in relation to Arts and Science Colleges.  
To Study of Social Adjustment of Students in relation to Boys and Girls.

### Method

#### Variables

The following variables have been investigated in the present study.

#### Independent Variables

- (1) Type of College (Arts - Science)
- (2) Gender (Boys - Girls)

#### Dependent Variables

Marks Taken from Social Adjustment of Students Boys and Girls, Studying in Arts and Science College in relation to certain variables.

#### Hypothesis

Keeping in view the above objectives, the following hypothesis, null was formulated.

Ho1 There is no significant mean difference between the score of social Adjustment of Students in relation to Arts and Science College.

Ho2 There is no significant mean difference between the score of social Adjustment of Students in relation to Boys and Girls.

#### Area and sample

In the Present study, sample was selected randomly. We taken 80 boys who were studying in Arts and Science Colleges and also 80 girls who were studying in Arts and Science Colleges, total 160 sample was selected in this study.

**Table no - 1**

**Table showing the number of students included in samples.**

	Arts	Science	Total
Boys	40	40	80
Girls	40	40	80
Total	80	80	160





## Tools

The chief objective of present research is to measure. A Study of Social Adjustment of the College Students. Following tools will be used to get information from on answered.

### Personal Data – Sheet

Personal data-sheet was made to get necessary information about Students. In this data, Students Arts information like; Name, Type of College (Arts and Science), Gender (Boys - Girls) are included.

### Adjustment Inventory

We used a adjustment inventory (HSAI) was prepared by A.K.Singh and A.Sengupta. there are 150 items. The retest reliability is at the rate of 0.76 and the divided reliability is at the rate of 0.83. the validity of the scale of social Adjustment is at the rate of 0.68 with compared bell adjustment inventory.

### Research Design

In light of independent variables under study the following (2x2) experimental design has been used to collect the data to study the problem.

### 2X2 Experimental design

	A1	A2
B1		
B2		

A = Type of College

B = Gender

A1 = Arts

B1= Boys

A2 = Science

B2= Girls

### Procedure

By visiting College in Arts and Science Colleges, were mead to fill adjustment inventory for present research. First 200 students were made to fill this questioner. From which 160 samples were used for this research.

In this, Information was taken from total 160 students. 40 Students from Arts College, 40 Students from Science College, 40 Boys Students and 40 Girls Students were in it.

### Statistical analysis

In Present research, information will be evaluated by scoring 'key' to get result. Following method will be used to explain the information.

### 't' Test

To explain information numerical ' T ' test will be used. ' T ' test means a test used to decide whether the difference between 2 samples is also exist in or not. It is



called numerical method of 'T' test. Here, 'T' test will be used to examine the validity or invalidity of difference in average of 2 or more groups.

### Result - table

Table showing mean, Standard Deviation and 'T Score' of social Adjustment of the Arts and Science College Students.

**Table -1**

No	Detail	N	M	SD	t	Sign.
1	Arts	80	18.35	3.12	0.83	NS
2	Science	80	17.95	2.97		

Table showing mean, Standard Deviation and 'T Score' of social Adjustment of the Boys and Girls College Students.

**Table -2**

No	Detail	N	M	SD	t	Sign.
1	Boys	80	18.13	3.22	0.10	NS
2	Girls	80	18.18	2.88		

### Discussion of result

Objective of present research was to measure social Adjustment of the Arts and Science College Students. Result of the research in as follow. 'T' test was used. To examine our determined various.

By using information given in table-1, 'T' value is 0.83. the mean of score of Arts College students is 18.35. as against the mean of score of Science College students is 17.95. it should be remembered that, according to scoring pattern, higher score indicates good adjustment. Thus from the result it could be said that the Arts College students is doing little more adjustment than Science students. The hypotheses that 'there no significant mean difference between the score of social Adjustment of Students in relation to Arts and Science College' is accepted.

By using information given in table-2, 'T' value is 0.10. the mean of score of Boys students is 18.13. as against the mean of score of girl's students is 18.18. it should be remembered that, according to scoring pattern, higher score indicates good adjustment. Thus from the result it could be said that the girl's students is doing little more adjustment than boys students. The hypotheses that 'there no significant mean difference between the score of social Adjustment of Students in relation to boys and girls College students' is accepted.



### **Conclusions**

- (1) There is no significant mean difference between the score of social Adjustment of Students in relation to Arts and Science College.
- (2) There is no significant mean difference between the score of social Adjustment of Students in relation to Boys and Girls.

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## **A study of Adjustment in the family members of Psychiatric Patients.**

By

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### **Abstract**

*The present investigation is in the field of the 'Adjustment of High Educated and Low Educated family members of psychiatric patients'. The sample consisted of 120 family members out of which 60 were High Educated family members and 60 were Low Educated family members. For the purpose of this investigation "Adjustment Inventory" developed by Dr. R. K Ojha was used. The obtained data was analyzed through "t" test to know the mean difference between High Educated and Low educated family members of psychiatric patients. The result shows that there is a significant difference in the Adjustment of High Educated and Low Educated family members of psychiatric patients at 0.05 level. It means that Low Educated family members have better Adjustment than High Educated family members. There is a significant difference in the Adjustment of High Educated and Low Educated family members at 0.05 level.*

### **Introduction**

Adjustment generally refers to modification to compensate for to meet special conditions. In the dictionary the term adjustment means to fit, make suitable, adapt, arrange, modify and harmonize or make correspondence. Whenever we make an adjustment between two things adapt or modify one of both to correspond to each other. For example, wearing of cloths according to the requirement of the seasons is an example of the adjustment. Before understanding the adjustment as a process it is necessary to examine some of the definitions of adjustment given by the various researches; adjustment may be defined, "A process of bringing about a balance between motives, restrictions on their satisfaction, opportunities offered by the environment for the same and personal limitations."

### **The meaning and definition of adjustment**

General meaning of adjustment is proper adaptation or maintains balance in the environment. In English language, the word adjustment is used for the process of



adaptation. To adjust depends upon the verb. It means to arrange lightly. Thus adjustment is a process of arranging our behavior properly.

Different writers have given different definitions of adjustment. Some of the importance definitions of adjustment area as under.

“Adjustment is the continuous process in which a person varies his behavior to produce a more harmonious relationship between himself and his environment.”

#### **Adjustment as an Achievement**

Adjustment as an achievement means how effectively an individual could perform his duties in different circumstances. Business, military education and other social activities need efficient and well-adjusted men for the progress and wellbeing of the nation. If we interpret adjustment as achievement, then we will have to set the criteria to judge the quality of adjustment.

#### **Adjustment as Process**

Adjustment as a process is of major importance for psychologists, teachers and parents. To analyze the process we should study the development of an individual longitudinally from his birth onwards. The child, at the time of his birth is absolutely dependent on others for the satisfaction of his needs, but gradually with age he learns to control his needs. His adjustment largely depends on his interaction with the external environment in which he lives. When the child is born, the world for him is a big buzzing, blooming confusion. He cannot differentiate among the various objects of his environment but as he matures he comes to learn to articulate the details of his environment through the process of sensation, perception, and conception.

#### **Types of Adjustment**

##### **Normal Adjustment**

When a relationship between an individual and his environment is according to established norms then that relationship is considered as normal adjustment. A child who obey his parents, who is not unduly stubborn; who studies regularly and has neat habit is considered adjusted.

##### **Abnormal Adjustment**

Abnormal Adjustment means problem behavior or popular speaking maladjustment. Maladjustment takes place when the relationship between an individual and his environment is not according to established standards or norms. A delinquent child adjusts with his environment but he is a maladjusted child because he is violating certain moral codes.



### **Adjustment Mechanism**

An adjustment mechanism may be defined as "any habitual method of overcoming blocks, reaching goals, satisfying motives, relieving frustrations and maintains equilibrium".

Adjustment mechanism is a device by which an individual reduces his tensions or anxiety in order to adjust himself properly with the environment. It helps him to regain his mental health. To solve his problems or to meet conflicting situations a child's uses certain self-adjecive, self-defensive approaches which may protect him from his fricative situations. These are called defense mechanism. For e.g. A child is trained to sleep throughout the night without asking for milk. A child who plays his role successfully gets love and emotional security from his mother and he adjusts well to his home environment. On the other hand, if the child does not sleep properly and carries on his infantile role, he may get scolding and spanking from his mother. He may not be looked after properly and his mother's attitude may become indifferent and formal about him. Naturally the child may feel frustration. For e.g. Once the child learns that while he is sleeping, his mother does not remain with him, his first reaction may be of frustration, then he may accommodate and later on, he may assimilate in the situation so completely that he may accept it ads life and he may not mind his mothers going out of his room while he is awake. The conscious and the rational method are known as direct method and unconscious method is known as indirect method.

Providing help and support to a person with cancer often becomes a caregiver's main focus for a long time.

In some ways, being a caregiver can be even more challenging than being a patient.

Once the patient starts to recover, it takes time for the caregiver to adjust to -normal life|| after Caregiving ends.

### **Adjustment is self-perception**

Adjustment is not a passive process of adapting with the factors affecting ourselves. It is individual development of his ways of interpreting. It is an attempt to get consistency and organization by maintain goal, reason and individual's peculiarities. It is a creative adjustment. Individuals emotional maturity develops through it the behaves properly according to his abilities and interest.

### **Adjustment is a development process**

In the span of life development, the individual passes through various stages. With the change of age, the situation also changes. There are different problems of different stages of life. As the individual's adjustment world changes, the importance of challenges against adjustment and priorities of adjustment also a change in the childhood, the child has to make adjustment with presents, elders and siblings. In the





later childhood, he goes to despite and has to adjust with teachers and other factors of school world. After the competition of education, he joins some profession and has to establish proper relations with professional persons. When the married life begins, the need arises to adjust with life partner and other factors. In all these circumstances, the integrated personality of individual. It is a sheer imagination that the individual would achieve. Perfect adjustment in all circumstances and all factors.

### **Significance of the present Study**

Mental health, like physical health, may be viewed as existing on a continuum from healthy living to mental health illness. Mental health and adjustment are the successful performance of mental function, resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity.

A person with positive mental health and good adjustment uses interpersonal assets and skills to function successfully in his or her daily life. Mental health problems emerge when these assets and skills begin to deteriorate, resulting in a struggle to cope with life's challenges and responsibilities. The continued deterioration of these skills signals the onset of mental illness as significant distortions to thinking, coping and responding dominate personal functioning and impair a person's ability to perform the activities of daily life. All people fall somewhere on this continuum on any given day.

Caregivers of psychiatric patients has been studied exclusively in different cultures around the world, there is a lack of researches on caregivers in India. There are several cross sectional studies in the literature that have investigated family burden and quality of life in caregivers with mental illness but studies are woefully inadequate in the Indian context. Considering all these in mind the present research was planned and various factors that seem to play an important role in caregivers particularly in Indian context shall be studied.

### **Previous Researches**

**Atherton (1978)** studied the relationship between autonomy and rationality in education. The relationship between knowledge and effective and autonomous thoughts and actions were explored with special regard to implications for educational curriculums and teaching. An educational program that concentrates on rationality without reference to creative autonomy, it was stressed, will impoverish the thinking process.

**Sarker (1979)** studied the relationship between Adjustment and some family characteristics of middle class school going adolescents. The sample consisted of randomly selected 400 school going children (212 boys and 188 girls) of age grup13 to 17 years. Families today had mostly either autonomic (which means parents to be



mostly independent) or mother dominant (mother to be the decision maker mostly) family structure. The mentally unhealthy group of children had higher family tension than the health group. The children from families with syncretic division of functions had better Adjustment. The family structure (excepting syncretic division of functions) was not related to the mental health of the children.

### **Aim Of the Research**

To Study the main effect of category in Educated and Non-Educated Family Members in Adjustment of Psychiatric Patients.

### **Objective**

To Study the main effect of category in High Educated and Low Educated family members on Adjustment of Psychiatric Patients.

### **Hypothesis**

Ho1 There is no significant difference between the mean score of Adjustment in the High Educated and Low Educated family members of Psychiatric Patients'.

### **Dependent Variable**

Adjustment Inventory (Dr. R. K. Ojha - 1934)

### **Independent Variable**

- Educated Family Members.
- Non-Educated Family Members.

### **Research Design**

The following study used a non-repeated measures design of sample and two-tailed "t" test was used to measure the variance between the group. That is a subject was exposed to group in the study.

### **Method**

Keeping in mind the aim of the study, the samples were selected from a variety of regions in the city of Ahmedabad like Psychiatric Hospital. The samples selected were divided into groups of High Educated Family members and Low Educated Family members of Psychiatric Patients. There was a total of 120 samples selected from the overall population and were selected at random.

### **Tools**

**Adjustment Inventory.**





Adjustment Scale for Prepared in Hindi by R.K. Ojha (1934) will be use. It is Consists of 140 questions with Yes-No answer. It is a standard and easily administrable scale which will be suitable for measuring the Home, health, Emotional and Social adjustment different factors in Adjustment in The Family Members of Psychiatric Patients.

- Four different part in this test.

Home, Health, Emotional, Social

### Scoring

Scoring of inventory is most easy. You have to count the number of responses where the individual has 'yes' only. For each 'yes' response 1 score is to be given. The total number of 'yes' scores thus make total score of the individual in the part.

### Analysis of Data

There is significant difference between the mean score of Adjustment in the High Educated and Low Educated family members of Psychiatric Patients.

**Table**

Categories	N	M	SD	't' Value	S
High Educated Family members	60	39.53	11.4	2.127	<b>0.05</b>
Low Educated Family members	60	35.03			

S = significant & N.S = Non significant

### Result and Discussion

In the given tables, we can see that the "t" value obtained for the Adjustment for High Educated and Low Educated Family members in the group is 2.12 ( $p = 0.05$ ). The mean obtained for High Educated and Low Educated family members of psychiatric patients was found to be In the High Educated Family members is 39.53 (SD = 11.4) and Low Educated Family members is 35.03 (SD = 12.3). It means that Low Educated family members have better Adjustment than High Educated family members because High Educated people are highly concerned with their own health. As the person with mental illness is also staying with them, it increases their own stressors like dealing with the social stigma of having a family member with mental illness, how it would affect their own social image and reputation. Another major issue is that their own denial or lack of acceptance of the mental illness in their family member. This in turn may also lead to poor interpersonal relationships and day to day conflicts with other



family members affecting their own Adjustment in a negative way. On the other hand, these concerns are not very significant for those who may not be as High Educated. Their main concern is the wellbeing of the patient and they make more efforts to keep the patient better. They also have fewer concerns about social stigma or reactions of other people. They are also more likely to make active efforts towards creating awareness about mental health issues which may help others struggling in a similar situation. So, Low Educated people are better able to understand and deal with the situation.

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## A study of emotional maturity in reference of marital status, age and number of family members in women

By

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### ABSTRACT

*This present a study aim was to find out the effect of age, marital status, number of family member on dimensions of emotional maturity in women. For this total number of sample was 60 which 27 (up to 21-year age) and 33 (21 years up age), 26(up to 4 family members), and 34(4 up family members), 25(married) and 35(unmarried). Were simple random methods selected from various Gujarat state as per research design. For the data collection of emotional maturity scale developed by DR. YASHVIR SINGH & DR. MAHESH BHARGAVA was used. For data analysis and concluded result “t – test” was used. The result shows that above 21 years, up to 4 family member & married women have higher scores showing better emotional maturity while there is no significant difference between up to 21 year, above 4 family member & unmarried groups.*

### Keywords

Emotional maturity in women, age, marital status, number of family members.

### Introduction

Emotional maturity is a process through which the personality continually strives for a greater understanding of emotional health, internally. The main index of emotional maturity is the ability to tolerate stress. This approach talks about self-restraint and not self-satisfaction. Emotional maturity means balanced personality. It means the ability to overcome all pressures and be tolerant.

An emotionally mature one is not one who has naturally resolved all situations that create anxiety and hostility. But it is constantly involved in the struggle to achieve a healthy integration of feeling, thought and action.

According to Charles E. Skinner (1949). An emotionally mature person is one who is able to keep a lid on his Feeling. He can suffer in silence; he can bid his time in spite of present discomfort. He is not subject to swings in mood, he is not volatile. When he doses express emotion, he does so with moderation, decency and in good order.



The American psychological association defines emotional maturity as “a high and appropriate level of emotional control and expression.” Emotional immaturity, on the other hand, is “a tendency to express emotions without restraint or disproportionately to the situation.”

Based on murray’s (2003) theory, Kapri & Rani (2014) defines emotional maturity as the ability to control emotions before the emotions control someone. emotional maturity can be seen from how someone responds to situations, control his or her own emotions and uses adult ways in dealing with others.

According to psychologist Meninge (1999), emotional maturity includes the ability to deal creatively with reality. an emotionally mature person has the ability to withstand delays in needs gratification. emotionally maturity emotional maturity can be developed through experiences of practicing testing how well it is applied in our daily lives and.

An emotionally mature person can only manage, not control emotions. Since emotion plays a central role in a person’s life, high emotional maturity is expected to lead an effective life. it is also true that our behavior is constantly influenced by the level of emotional maturity that we process.

### **Review of literature**

According to Prof. (Dr.) Jayendra A. Jarsaniya (2015), Emotional Maturity in Women. This study aim was to find out the effect of working and nonworking women on dimension of emotional maturity of both types of women living and working in Rajkot city. for this total number of sample was 80 in which 40 working women and 40 nonworking women from the age group of 24 to 48 years. Were selected randomly sampling method from various society and working office of Rajkot city in Gujarat state as per research design. For the data collection of emotional maturity scale developed by Roma pal (1988) was used to measured emotional maturity of women. Questionnaires were administered to measure the dimensions of emotional maturity of both the groups. For data analysis and concluded result, t” –test was used. The result reveal that, s the working women significantly affect and difference on emotional maturity score as compared to nonworking women. For the dimensions indicate that in positive sense there was significant difference between working and nonworking women.

### **Problem of study**

The problem of the present study is as under

A study of emotional maturity and its damnation of among Marital status, Age & Number of family members.



### **Objectives of the study**

The main objective of present study is as under.

In investigate the difference of emotional maturity in women among Marital status, Age & Number of family members.

### **Hypothesis**

The main hypotheses of present study are as under

- Ho1 There will be no significant difference between age in emotional maturity in women.
- Ho2 There will be no signification difference between marital status in emotional maturity in women.
- Ho3 There will be no significant difference between number of family member in emotional maturity in women.

### **Variables**

The variables of present study are having given in as under.

#### **Independent variable**

##### **1. Age**

- a. Up to 21 Year
- b. 21 Year UP

##### **2. Number of family members**

- a. Up to 4 Member
- b. 4 Up Member

##### **3. Marital status**

- a. Married
- b. Unmarried

#### **Dependent Variable**

- Emotional Maturity

### **Methodology**

#### **Sample**

According to the aim of present study in participants consisted total sample were 60 in which 27 (up to 21-year age) and 33 (21 years up age) ,26 (up to 4 family member) and 34 (4 up family member), 25(married) and 35 (unmarried). were simple random method selected from various Gujarat state as per research design.

#### **Tool**

The impulsive maturity measurement test was developed by Dr. Yashvir Singh & Dr. Mahesh Bhargava. Each detail of this test is answered on a 5 points scale. There are 10 details in the first four sections and 8 details in the last section all are declarative sentences. for each statement one can answer one of the following “Too Much”,



“More”, “uncertain”, “sometime”, “never”, “Too Much”, “More”, “uncertain”, “sometime”, “never” are given 5,4,3,2,1 marks respectively. The total score is obtained by summing the scores of each statement. The total maximum score in this test is 240 and a minimum score of 48. The first four section have a maximum score of 50 and a minimum score of 40 and a minimum score of 8.

### Procedure

After establishing report Emotional Maturity inventory were administered individuals to every subject. All the instruction was strictly following which are been given the manual of inventory. The responses of inventory have scored as per scoring keys. This has given in the manual of inventory. The data was categories and arranged in respective table according to the stoical technique appraised.

### Statically analysis

The main aim of the present research is study in emotional maturity between Marital status, Age & Number of family members in women. scoring was done as per scoring key of the inventory to examine significantly difference between Marital status, Age & Number of family members in women qw. For data analysis ‘t’ test was used.

### Results and discussion

In order to test hypotheses framed with reference to objective of the study data analyzed using t – test. when the statistical analysis regarding the impact of Marital status, Age & Number of family members . these results are sown in table no. 1 to 3.

**Table 1**  
**Mean, SD and t-value of Emotional Maturity of Up to 21 Year and 21 Year UP age**

Groups	N	Mean	SD	t-value	P value
Up to 21 Year age	27	94.14	28.18	0.83	NS
21 Year UP age	33	99.81	24.74		

Not Significant at 0.05 levels

The objective of this research is to study its Emotional Maturity in reference of the age group. The results are presented and tested by Table no1, which was indicates that the Mean scores of Up to 21 Year age group was 94.14 and 21 Year UP age group was 99.81. The mean difference based on age variable was 5.67, with reference to Emotional Maturity in women. t- Value was found 0.83 which is not significant at 0.05 level. The score was found not significantly different. since, therefor the above, no1 full hypothesis was accepted and it was held that the Up to 21 Year and 21 Year UP





age of women show no difference in Emotional Maturity. It can be found that both age groups of women have the same levels of Emotional Maturity.

**Table 2**

**Mean, SD and t-value of Emotional Maturity of Up to 4 members and 4 UP family members**

Groups	N	Mean	SD	t-value	P value
Up to 4 family members	26	98.57	27.22	0.35	NS
4 UP family members	34	96.26	25.89		

Not Significant at 0.05 levels

The objective of this research is to study its emotional maturity in reference of the number of the family members group. The results are present and tested by table no.2, which was indicated that the mean score of up to 4 family members group was 98.57 and 4 up family members group was 96.26 the mean difference based on number of family member's variable was 2.31 with reference to emotional maturity in women. "t"-value was found 0.35 which is not significantly different. since, there for the above no 2 full hypothesis was accepted and it was held that the up to 4 family member and 4 up family member of women show no difference in emotional maturity. It can be found that both numbers of family member groups of women have the same level of emotional maturity.

**Table 3**

**Mean, SD and t-value of Emotional Maturity of Married and Unmarried status**

Groups	N	Mean	SD	t-value	P value
Married	25	98.36	26.19	0.27	NS
Unmarried	35	96.48	26.68		

Not Significant at 0.05 levels

The objective of this research is to study its emotional maturity in reference of the number of the marital status group. The results are present and tested by table no.3, which was indicated that the mean score of married group was 98.36 and unmarried group was 96.48 the mean difference to emotional maturity in women. "t"-value was found 0.27 which is not significantly different. since, there for the above no 3 full hypothesis was accepted and it was held that the married and unmarried status of women show no difference in emotional maturity. It can be found that both marital status groups of women have the same level of emotional maturity.



### **Conclusion**

- (1) There is no significant mean difference between Up to 21 Year and 21 Year UP age in reference of Emotional Maturity in women.
- (2) There is no significant mean difference between Up to 4 members and 4 UP family members in reference of Emotional Maturity in women.
- (3) There is no significant mean difference between Married and unmarried in reference of Emotional Maturity in women.

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## A Study of Mental Health in Yoga Teachers

By

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### ABSTRACT

*This study was conducted to investigate mental health in Yoga Teachers of Secondary and Higher secondary school. Total 120 samples of teachers were taken from Amreli district (Gujarat). Among them 60 samples of Secondary school Yoga teachers (30 Male & 30 Female) and 60 sample of Higher secondary school Yoga teachers (30 Male & 30 Female). Personal Data Sheet and 'Mental health inventory' This inventory was constructed by A.K. Shrivastava and Dr. Jagdish (1982), the original Hindi scale was translated and standardized in Gujarati by Dr. Bhavana Thummar (2009). The collected data statistically analyse with the help of 'F' test and graph. The result shows that there is no significant difference on mental health between Secondary and Higher secondary Yoga Teachers ( $F = 2.83$ ). There is significant difference on mental health between Male and Female Yoga Teachers ( $F = 4.35$ ). There is no significant difference in mental health between Teachers for Level of School and gender ( $F = 3.25$ ).*

**Key words** Mental Health, Level of School & Gender

### Introduction

Health is and has been always one of the most important areas where we need to focus. The Concept of mental health extends beyond the proper functioning of the body; it includes controlled emotions, a sound and efficient mind. This means that mind and body both are working efficiently and harmoniously. function, resulting in productive activities, fulfilling relationships productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity”

Mental health in broadest sense involves an individual's ability to adjust to one self and the external world, being resilient to strains of life, peaceful, harmonious and balanced integration of all aspects personality viz social, emotional, psychological, physical and moral etc. It is an integral part of overall health of a person. It permits overall status of a person like physical, social and emotional etc. It includes the ability of a person to accept failure and success equally.



So far as the present paper is concerned it is about teachers' mental health. Teacher plays an instrumental role in the development of children, influencing their cognitive and emotional development. Teachers are the carriers of culture of a society. The reputation of a school and its influence on the life of the community invariably depend up on the kind of teachers working in it. If teacher don't enjoy sound mental health, they cannot concentrate in teaching and retain the knowledge given to the students.

The present social environment has created stressful situations to humans which tend to produce adverse effects on their health. Each and every section of human society have been affected by the problems of mental health. Research studies has shown that teacher stress is consistently related with a number of factors such as lack of government support, lack of information about changes, constant change and demand of new curriculum, family and social environment, as among their greatest source of stress. The issue of teacher mental health has long been a topic of interest and concern to researcher in the field of education and psychology. The mental health of school teachers in India has been examined by several researchers and produced inconsistent results.

### **What is Mental Health ?**

In India it is difficult to convince the people the concept of mental health, where the problem of physical health has not yet been solved to sufficient level. The problem of physical health has been solved to some extent in India among the people of the literate society but the picture of mental health is not yet satisfactory. We can say that awareness to some extent has come among the literate group towards the mental problems but utter neglect is seen towards the solutions of such problems. One fact is worth drawing attention to many problems of the Indian culture can be solved by itself if sufficient attention is given to it. We should not forget the mental health plays an important role on the individual's creativity, productivity, socialization and efficiency.

Since a last few years the concept of mental health has been accepted at the international level. The definition of 'Health' as given in the constitution of world health organization in 1946 is as follows

“Health is not the absence of diseases, weakness only, but it is a situation created from The whole and complete physical, mental and social adequacy”

– W.H.O.

Mental health is a burning problem of the society. If the man wants to be happy and Successful he must learn they are of remaining health person can know himself or understand himself. Mental health is as important as physical health; however, most of



the persons are not conscious, aware and worried about their mental health. The main reason is that we cannot easily identify mental health and mental illness.

Findings from a 320 obesity and Non-obesity women in Sama A.A. (2018) shown that there is a difference between the mental health of obesity and Non-obesity women. The findings of a study of 240 laughing club members and Non-members of Gohil M.P. (2015) shown that there is a difference in the mental health of men and women between the ages of 40 to 50 and between the ages of 51 to 60. The findings of a study conducted by Tara sabpathi (2014) on the mental health of 180 students showed that std. 9 students had a positive correlation with their mental health in relation to their emotional maturity while children with higher and more emotional maturity had a more positive mental health than children with low emotional maturity and private the mental health of school children was found to be higher than that of government school children.

There is a saying that “The first happiness is self-exaltation” only when there is health can a person enjoy all the pleasures of life. The gift of health is more or less found in every person more or less but if it is maintained it lasts a long time. The present study seeks to obtain information through a small survey type of research to find out how the level of study affects a student’s mental health.

### **Objective**

- 1 To find out the effect of Level of School on mental health.
- 2 To find out the effect of Gender on mental health.

### **Hypotheses**

- Ho1 There will be no significant effect of Level of School mental health.  
Ho2 There will be no significant effect of gender on mental health.  
Ho3 There will be no significant internal effect of Level of School and gender on mental health.

### **Method**

#### **Participants**

120 Participants were selected for this study. There were 60 secondary and 60 higher secondary school Yoga teachers. In each group there were 30 Male and 30 Female. These Participants were selected from Amreli district (Gujarat). Participants with the help of stratified random sampling.

#### **Research Design**

The experimental design for this study was 2 x 2 factorial design. There were two independent variables and one dependent variables. The first independent variable was Level of School that was varied at two levels i, e. secondary and Higher secondary



school. The second independent variable was gender that was also varied two levels i. e. male and female. The dependent variable was mental health.

Level of School (A)/Gender (B)	Secondary (A1)	Higher secondary (A2)
Male (B1)	Yoga Teachers Male n = 30	Yoga Teachers Male n = 30
Female (B2)	Yoga Teachers Female n = 30	Yoga Teachers Female n = 30

### Measuring Instruments

The following list of the measuring instruments was used.

### Information Schedule

The information schedule was prepared by the investigators to collect information about the respondents such as Level of School, gender, age and standard.

### Mental Health Inventory

“Mental Health Inventory” Constructed by A. K. Shree Vastav and Dr. Jagdish (1982). The original hindi inventory was translated and standardized in Gujarati by Dr. Bhavna Thummar (2009) has been used. The inventory comprises 56 items, to be rated on four point inventory. The reliability of the “Mental Health Inventory” was determined by Split-Half method ( $r = 0.74$ ). The validity of the “Mental Health Inventory” was determined by concurrent method ( $r = 0.68$ ).

### Procedure

A very cooperative and healthy environment was created for collecting the data, the investigator approached individually to all participants. ‘Mental Health’ inventory was given to the participants when participants fill up the scale and inventory, these were collected. The scoring was done according to the menial.

### Results

In order to study the effect of level of school and gender on mental health ANOVA, were calculated.

**Table 1 summary of analysis of variance for mental health.**

Source of Variation	SS	df	MSS	‘F’ Ratio	Level of Significance
A (Level Of School )	986.13	1	986.13	2.83	N.S
B (Gender)	80.03	1	80.03	4.35	0.05
A x B	396.03	1	396.03	3.25	N.S
Wss	40425	116	348.49	1.14	
Total	41887.20	119			



\*N.S. = Not Significant

**Table 2**

**Showing the mean and ‘ F’ value of School type variables for mental health**

No	Level Of School (A)	N	Mean	‘ F’ Value	Level of Significance
1	Secondray (A1)	60	147.67	2.83	N.S
2	Higher secondary (A2)	60	141.93		

\*N.S. = Not Significant

**Table 3**

**Showing the mean and ‘ F’ value of gender variables for mental health**

No	Gender (B)	N	Mean	‘ F’ Value	Level of Significance
1	Male (B1)	60	145.62	4.35	0.05
2	Female (B2)	60	143.98		

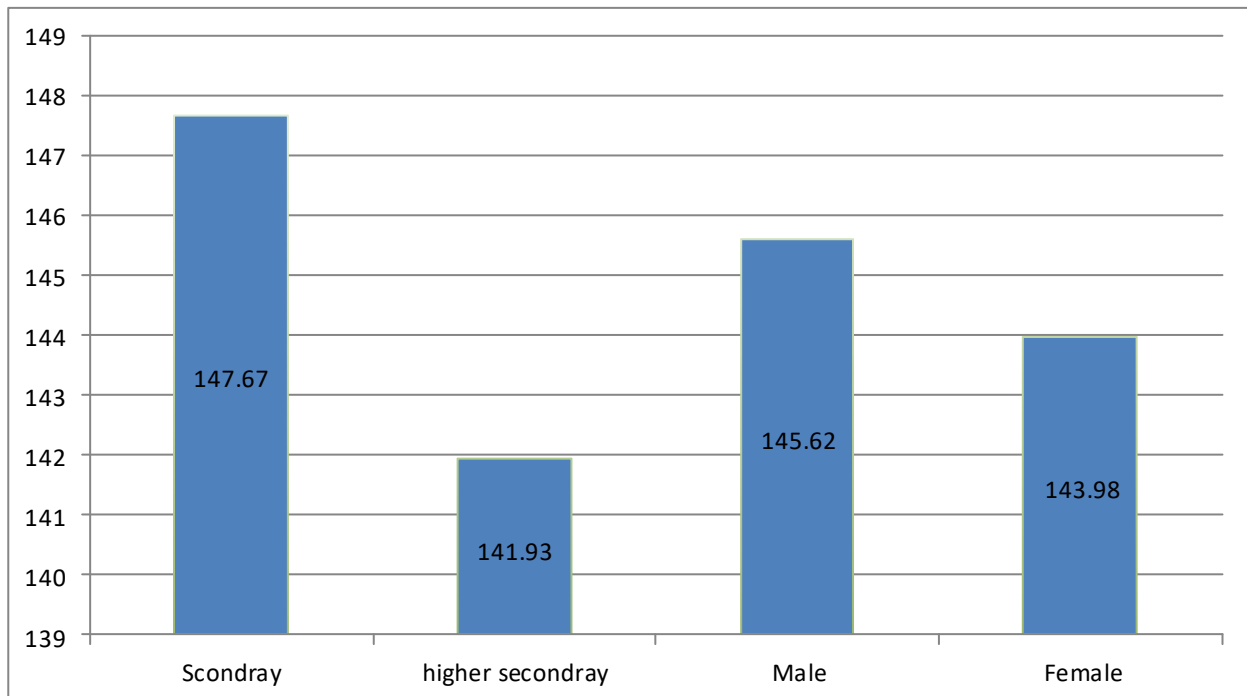
**Table 4**

**Showing the mean and ‘ F’ value of type of school and gender variables for mental health**

No	Variable	N	Mean		‘ F’ Ratio	Level of Significance
			A1	A2		
1	B1	30	146.67	144.57	3.25	N.S
2	B2	30	148.67	139.30		

\*N.S. = Not Significant

**Figure 1 showing the mean scores of mental health**



## Discussion

The difference between the mean scores in terms of the mental health of secondray and Higher secondary in terms of type of School is not significant, so the hypothesis is accepted. That is, the level of school teachers have affects their mental health. For physical well-being a person eats well, exercises, if there is any problem in the body, it is treated by a doctor. Since both body minds affect each other, the level of school may have an effect on mental health.

The difference between the mean scores of mental health of male and female in terms of gender is significant, so the hypothesis is rejected. That is the gender has an effect on mental health. At the present time, both male and female are worried about economic, health, family social issues so that mental stress in both of them produces stress and anxiety equally. The effect of these factors may be that there is difference in mental health in terms of gender.

The difference between the mean scores of the mental health of level of school and gender internal effect is not significant, so the hypothesis is accepted. That is the of level of school and gender has an effect on mental health. There is a reciprocal relationship between the mind and the body. The well-being of the mind and the well-being of the body depend on each other. To keep the body healthy, a teachers should follow the rules, The effect of all these factors may be on the of level of school and gender the effect on mental health.





### **Research findings**

#### **Level of School**

There will be not significant difference between secondary and higher secondary Yoga Teachers.in relation to Mental health is accepted. This suggests that the level of school does play any significant role in the Mental health of a teachers.

#### **Gender**

There will be significant difference between male and female in relation to mental health is rejected. This suggests that the gender does not play any significant role in the mental health of a teachers.

### **Limitations**

In the present research only Amreli district(Gujarat) has been included. Any other city has not been selected. Any other secondary and higher secondary yoga teachers have not been taken. Therefore, the results of this research cannot be made applicable to any other teachers or teachers of any other city. There may be limitations prevailing because of statistical analysis in research. It cannot be clarified that participants give only true or good responses or not. The research paper is given final touch through computer, therefore, linguistic or other mistakes arising because of its technical defect are found.

### **Implication for further research**

The present research was carried out to study the mental health amongst secondary and higher secondary yoga teachers level of School and to find out which elements affect their mental health and in view of these effecting elements, the changes can be brought through advice. The research carried out may not be a standard of evaluation. There are many aspects of it viz. social, economical, political, religious, educational, family etc. The research can be carried out by selecting any one aspect from different aspects. The essence for research in the present study is people of teachers and the subject of their mental health is centre point. This type of research can be carried out on people of any city, state or district. The study effects found on people by taking different subjects other than mental health can be carried out. The subject of mental health can be widened. The research can be taken up regarding finding out quantum of mental health by selecting different variables viz. different professional groups, gender, caste, level of education, age etc.



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## **Effect of Depression On College Students with Gender Discrimination.**

By

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### **Abstract**

An attempt was made of study effect of Depression on gender discrimination of College students. The sample comprised of 200 students of Jamnagar district of Gujarat state by random sampling method. The psychological effect of Depression of students was measured by Dr. Ashwin Jansari from Ahemdabad the Reliability of the scale was 0.54 Validated was 0.62 respectively. The Collected Data was statistically analysed with the help of 'T' test. The study revealed that there was significant difference was found between boys and girls.

**KEYWORDS Depression, reliability, validity, norms.**

### **Introduction**

Depression is a state of mental illness. It is characterized by deep, long- Casting feelings of Sadness or despair depression can change an individual's thinking / feelings and also affects his/ her social behavior and sense of physical well-being. It can affect people of any age group, including young children and teens. It can run in families and usually starts between the and 30 years. Fortunately, it is also treatable. Depression causes feelings of Sadness / and or a loss of interest in activities you once enjoyed. It can lead to variety of emotional and physical problems and can decrease your ability to function at work and at Home.

There are also few definitions given by WHO (World Health Organization), that, the Common Mental Disorder that presents with depressed mood, loss of interest or pleasure, feelings of guilt or love self- worth, disturbed sleep or appetite, low energy, and poor concentration.

Major Depressive disorder is a mental disorder characterized by a pervasive low mood, low self-esteem, low of interest in known normally enjoyable activities. Now there are total main 6 types of Depression Unipolar (Depression without mania), Bipolar (Between depression and Mania), Seasonal (in cold seasons), Postpartum (one year after childbirth), Postnatal (Days/weeks after childbirth) and Dysthymia (permanent Depressed Mood).

### **Objective**

To find out the effect of Depression on College Students with gender discrimination.



### Hypothesis

H<sub>01</sub> There is no significant difference between Boys and girls on effect of Depression.

### Sample

The sample Consisted of 200 students" of H. J. Doshi and M.P. shah college, Jamnagar by Random Sampling method.

### Tools

The Depression scale was measured by Dr. Ashwin Jansari, from Ahmedabad. The final form of scale was thus prepared comprising of 40 statements with a view to measure several aspects of Depression. the responses to each item was decided on four point alternative response, viz, very much, much, less and very less proportion and for scoring the responses, the scoring system was as following table.

**Table 1 Scoring system.**

Very much	Much	Less	Very less
4	3	2	1

but for the item no. 5, 10, 18, 23, 26 and 37 it is scored 1 for very much, 2 for much, 3 for less and 4 for very less.

### Reliability

The reliability of the scale was determined by 0.54, respectively.

### Validity

The scale was validated against the external criteria and Coefficient obtained was 0.62 respectively.

### Norms

Norms for the scale are available for all the age groups. The norms should be regarded as reference point for interpreting Depression index scores.

### Procedure

The obtained data from subjects were analysed with the help of 'T' test.

### Result and discussion

The result discussed is in relation to the hypothesis formulated in the study.

**TABLE (1)**

**'T' ratio of Depression on girls and boy's students.**

NO.	N	MEAN	SD	't' RATIO	LEVEL OF SIGHNESS
1	100	72	12.52	3.31	0.01
2	100	80	20.65		



Table -(1) showed no significant difference between girls and boys students. From table (1) it could be observed that mean score for girls and boys and students were 72 and 80 respectively. The 'T' ratio 3.31 has been found significant difference at 0.01 level.

### **Finding**

Psychology effect of depression on college students has been found significant. Now, we can say that girls are more depressed than boys. Here, are some psychological reasons were girls are more depressed than boys - Now a day's depression is seen quite common in girls than boys. Lack of psychological, social & cultural support, Genetic features, sleeping too much (insomnia), Due to Disparities in reporting. Females were more likely than males, to report a seek treatment for depression symptoms, premenstrual dysphoric Disorder (PMDD), avoiding family and social situations, Working without a break. Heavy difficulty and keep up with work and family responsibilities, a person maybe dealing with other lifestyle, culture and experiences for the first time. struggling with their changes and they may develop depression and anxiety.

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## A Study of Cyber Crime Awareness and Emotional Maturity of B.Ed College Students Using Social Media.

By

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### Abstract

*The present study in to find out the Emotional maturity and Cybercrime awareness of B.Ed college students in relation to their area urban & rural and gender male and female. The sample consisted of 160 B.Ed college students out of which 80 were male and 80 were female. For this purposes of study “Emotional Maturity Scale” by Dr. Yashvir Singh & Dr. Mahesh Bharagava was used and “Cyber Crime Awareness Scale” by Dr. S. Rajasekar was used. The obtained data were analyzed through ‘t’ test to know the mean difference between B.Ed college students in relation to their gender and area. The result shows that there is no significant difference in emotional maturity of urban & rural area B.Ed college students and there is no significant difference in emotional maturity of male & female B.Ed college students. The result shows that there is no significant difference in cybercrime awareness of urban & rural area and there is no significant difference in cybercrime awareness of male & female B.Ed college students.*

**Keywords:** Emotion, Emotional Maturity, Cyber Crime, Cyber Crime Awareness

### Introduction

In modern times, the use of internet is increasing day by day. Internet is widely used in education, sports, entertainment, business, industry etc. to complete the process quickly. Using the internet also saves time, energy and money. But as much as there are benefits of internet, there are also disadvantages. Computers and Internet are used for illegal activities like e-mail espionage, credit card fraud, spam, software privacy hacking, virus spreading etc. Which harms privacy and sensibilities of a person. ICT has been widely used in the field of education. So the victims of such cybercrimes are also the persons involved in the education sector. Generally, a person who is emotionally mature may also be more aware of such cybercrime. And a person who is less emotionally mature may be less aware of such cybercrime. Hence, A study has



been conducted on emotional maturity and cybercrime awareness of B.Ed college students.

### **Emotion**

According to The American Psychological Association (APA), Emotion is defined as “a complex reaction pattern, involving experiential, behavioral and psychological elements. “

### **Emotional maturity**

**According to Rafeedali (2017)** Emotional maturity represents capacity of an individual to manage and to check emotions, to evaluate others’ emotional state and to persuade their judgment and actions. It implies controlling emotions rather than letting emotions get the better of.

### **Cybercrime**

According to The Encyclopedia Britannica, cybercrime, also called computer crime, the use of a computer as an instrument to further illegal ends, such as committing fraud, trafficking in child pornography and intellectual property, stealing identities, or violating privacy.

### **Cybercrime awareness**

Cybercrime may be defined as “Any unlawful act where computer or communication device or computer network is used to commit or facilitate the commission of a crime”

**Mehta and Singh (2013)** The author conducted a survey to study the awareness about cyber laws in the Indian society. He found that there is a significant difference between the awareness level of male and female users of internet services. Male netizens are more aware of cyber laws as compared to female users.

**Aggarwal (2015)** In his paper, the author discussed the types of cybercrime and the cyber laws designed to deal with it. Her objective was to analyze whether internet users are aware of cyber-crimes. She also stressed that it is the duty of all internet users to be aware of cybercrimes and cyber laws.

**Nayak Raj (2018)** "A Study on Cybercrime Awareness of B.Ed. Pupil Teachers in relation to personality emotional maturity and mental fatigue." The study was conducted with an objective to find out the cybercrime awareness of B.Ed. pupil teachers with extreme emotionally mature and extreme emotionally immature, the cybercrime awareness of B.Ed. pupil teachers high mental fatigue and low mental fatigue, the cybercrime awareness of B.Ed. pupil teachers with extrovert and introvert



personality, the cybercrime awareness of extremely mature and extremely. In this study 500 B.Ed. instructor students were selected as sample. The results of this study show that with regard to Regarding mean, it tends to be seen that mean cybercrime alertness of incredibly enthusiastic development of B.Ed. Understudy educators 90.72 has been discovered more than and that of amazingly passionate juvenile B.Ed. Student educator i.e.80.72. The incredibly passionate juvenile individual's instructors progressively mindful about cybercrime. the invalid speculation for example there exists no noteworthy distinction in cybercrime alertness of B.Ed Understudy educators with outgoing person and self-observer character, is dismissed. the invalid theory for example there exists no noteworthy distinction in the cybercrime attentiveness of amazingly enthusiastic development and incredibly passionate youthfulness female B.Ed Understudy instructors, is dismissed.

### Objectives

The purpose of the present study is the difference related to the Emotional maturity and cybercrime awareness of B.Ed college students in relation to their gender and area.

- (1) To find out whether there is any significant relationship between emotional maturity of B.Ed College students in relation to urban and rural.
- (2) To find out whether there is any significant relationship between emotional maturity of B.Ed college students male and female.
- (3) To find out whether there is any significant relationship between cybercrime awareness of B.Ed College students in relation to urban and rural.
- (4) To find out whether there is any significant relationship between cybercrime awareness of B.Ed college students male and female.

### Hypotheses

- (1) There is no significant difference between Emotional Maturity of B.Ed college students in relation to their urban and rural area.
- (2) There is no significant difference between Emotional Maturity of B.Ed college students in relation to their gender male and female .
- (3) There is no significant difference between cybercrime awareness of B.Ed college students in relation to their urban and rural area.
- (4) There is no significant difference between cybercrime awareness of B.Ed college students in relation to their gender male and female .





## Method

### Limitations

- (1) The study was limited to B.Ed college students in North Gujarat zone of Gujarat.
- (2) The study was limited to B.Ed college students age 20 to 24 years.
- (3) The survey method was employed and the questionnaires were used to collect the data.

The study is delimited in respect of the variables also the study is limited to two dependent variable that is Emotional Maturity and cybercrime awareness & two independent variable i.e. area and gender.

The investigators used only the variable Emotional maturity in the dimensions of Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration, Independence of emotional maturity.

### Methodology

In the study measure the Emotional maturity and Cybercrime awareness. The Emotional maturity “Emotional Maturity Scale “**Dr. Yashvir Singh and Dr. Mahesh Bharagava** was used. The Emotional maturity scale consists 48 items with very much, much, undecided, probably and never response pattern. The reliability is Test-Retest 0.75 and validity for the scale has been 0.64. The Cybercrime awareness “Cyber Crime Awareness Scale “**Dr. S. Rajasekar** was used. The Cybercrime awareness scale consists 36 items with Strongly agree, Agree, Undecided, Disagree, strongly disagree response pattern. The reliability is Split Half 0.76 and validity for the scale has been 0.87.

### Procedure

The male and female, who were studying in B.Ed college of different areas in Gujarat state North Gujarat Zone, were randomly selected “ Emotional Maturity Scale “ **Dr. Yashvir Singh and Dr. Mahesh Bharagava** & “ Cyber Crime Awareness Scale “ **Dr. S. Rajasekar**.

### Result & Discussion

The main objectives of present study was to do study of Emotional Maturity and Cyber Crime Awareness of the B.Ed college students among urban and rural area, male



and female. In it statistical method was used. Results discussions of present study are as under.

**Table No. 1**  
**Showing the mean, SD and ‘t’ value of Emotional Maturity of B.Ed college students among urban and rural.**

Mean Variables	No.	Mean	SD	Diff	SED	‘t’	Sig
Urban	80	92.262	21.366	1.513	3.661	0.41	NS
Rural	80	93.775	24.823				

NS\* No Significant

The above result table No.1 Show that ‘t’ test was used to know the level of Emotional maturity B.Ed college students among urban and rural area. Where urban area mean was 92.252 & SD was 21.366 and rural area mean was 93.775 & SD was 24.823 and difference between their ‘t’ values was 0.41 it was no significance at 0.05 level. The result shows that there is no significant mean difference emotional maturity of B.Ed college student in urban area and rural area students. Thus the null hypothesis,1 which states “there is no significant difference in the emotional maturity level of B.Ed college students” was accepted. Result shows that there is no difference between urban and rural area B.Ed college students.

**Table No. 2**  
**Showing the mean, SD and ‘t’ value of Emotional Maturity of B.Ed college students among male and female.**

Variables	No.	Mean	SD	Diff	SED	‘t’	Sig
Male	80	94.762	25.485	3.487	3.653	0.95	NS
Female	80	91.275	20.451				

NS\* No Significant

The above result table No.2 Show that ‘t’ test was used to know the level of Emotional maturity B.Ed college students among male and female. Where male mean was 94.762 & SD was 25.485 and female mean was 91.275 & SD was 20.451 and difference between their ‘t’ values was 0.95 it was no significance at 0.05 level. The result shows that there is no significant mean difference emotional maturity of B.Ed college student in male and female students. Thus the null hypothesis,2 which states “there is no significant difference in the emotional maturity level of B.Ed college students” was accepted. Result shows that there is no difference between male and female B.Ed college students.





**Table No. 3**

**Showing the mean, SD and ‘t’ value of Cyber Crime Awareness of B.Ed college students among urban and rural.**

Variables	No.	Mean	SD	Diff	SED	‘t’	Sig
Urban	80	124.30	13.611	0.4625	1.890	0.24	NS
Rural	80	123.83	10.801				

NS\* No Significant

The above result table No.3 Show that ‘t’ test was used to know the level of Cybercrime awareness B.Ed college students among urban and rural area. Where urban area mean was 124.30 & SD was 13.611 and rural area mean was 123.83 & SD was 10.801 and difference between their ‘t’ values was 0.24 it was no significance at 0.05 level. The result shows that there is no significant mean difference cybercrime awareness of B.Ed college student in urban area and rural area students. Thus the null hypothesis,<sup>3</sup> which states “there is no significant difference in the cybercrime awareness level of B.Ed college students” was accepted. Result shows that there is no difference between urban and rural area B.Ed college students.

**Table No. 4**

**Showing the mean, SD and ‘t’ value of Cyber Crime Awareness of B.Ed college students among male and female.**

Variables	No.	Mean	SD	Diff	SED	‘t’	Sig
Male	80	129.375	15.514	3.3375	2.207	1.51	NS
Female	80	126.037	12.212				

NS\* No Significant

The above result table No.4 Show that ‘t’ test was used to know the level of Cybercrime awareness B.Ed college students among male and female. Where male mean was 129.375 & SD was 15.514 and female mean was 126.037 & SD was 12.212 and difference between their ‘t’ values was 1.51 it was no significance at 0.05 level. The result shows that there is no significant mean difference cybercrime awareness of B.Ed college student in male and female students. Thus the null hypothesis,<sup>4</sup> which states “there is no significant difference in the cybercrime awareness level of B.Ed college students” was accepted. Result shows that there is no difference between male and female B.Ed college students.



## Conclusion

We can conclude by data analysis as follows

- (1) There is no significant mean difference in emotional maturity of B.Ed college students in relation to their urban and rural area.
- (2) There is no significant mean difference in emotional maturity of B.Ed college students in relation to their male and female.
- (3) There is no significant mean difference in cybercrime awareness of B.Ed college students in relation to their urban and rural area.
- (4) There is no significant mean difference in cybercrime awareness of B.Ed (5) college students in relation to their male and female.

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## A Psychological Study of Health Adjustment in Child Labourers

By

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### Abstract

*The present study is based on Health adjustment. The aim of the study is to find out the difference between type of working children and gender, regarding Health adjustment for the purpose of the study, 90 child labourers were chosen from Surat city in Gujarat, India for data collection in all 90, children, 60 being boys (30, staying with family and 30, staying alone) and 30, being girls staying with family.*

*Child labour would mean children prematurely leading adults live, working for long hours, low wages under damaging conditions which affects and hampers their growth physically and mentally, (Report of Director General of ILO, 1983). Adjustment may be defined as the process of interaction between the individual and his environment for the sake of bringing harmony between them. According to Schneider (1955), "Adjustment is a process by which the internal demands of motivation are brought into harmonious relation with the external demands of reality."*

*I have used revised version of Health adjustment inventory by Dr. D.A. Dadhaniya & Dr.A.K. Aparnathi (2004). The obtained data analyzed through Mann-Whitney 'U' test. The result shows that there was significant difference between the Health adjustment staying with family boy and staying alone boy child labourers, were found to poorer Health adjustment than staying with family boy. That there was Significant difference between the Health adjustment of boys & girl's child labourers.*

**Keywords:** Health adjustment, staying with family, staying alone, gender, child labourers

### Introduction

Child labourers would mean children prematurely leading adults lives, working for long hours, low wages under damaging conditions which affects and hampers their growth, physically and mentally (Report of Director General of ILO. 1983). Job carried out by children are highly exploited and it is right to be concerned about those circumstances in which their vulnerability is manipulated to their lasting disadvantage. Adjustment may be defined as the process of interaction between the individual and his environment for the sake of bringing harmony between them. According to Schnider



(1955), “Adjustment is a process by which the internal demands of motivation are brought into harmonious relation with the external demands of locality.” In brief “Adjustment” deals with that aspect of life which concerns itself to bring about harmony between the demands of the inner self on the one hand and social milieu to which the person is exposed on the outer hand promoting interpersonal, interpersonal relationships and emotional health, and there by which may in turn, promote effective adjustment. Lazarus (1976) defined adjustment as “consisting of the psychological processes by means of which the individual manages or copes with various demands and pressures.”

### **Objectives**

The objectives of this study are as follows

- (1) To find out and compare the Health adjustment of staying with family and staying alone child labourers.
- (2) To find out and compare the Health adjustment of boys & girl’s child labourers.
- (3) To find out and effect of Gender and type of working children on Health adjustment

### **Relevance of the study**

The finding of the present study is consistent with several studies done on child labourers.

### **Hypothesis**

As per the consideration of the objective for the presented study, we have done following hypothesis for testing

HO 1 There is no significant difference between staying with family and staying alone child labourers in relation to Health adjustment.

H0 2 There is no significant difference between boys & girl’s child labourers in relation to Health adjustment.

### **Methodology**

#### **Population**

In the present study, we considered staying with family and staying alone child labourers and girls staying with family child labourers, groups at the Surat city in Gujarat state.

#### **Sample**

“Sample means the random selection of groups from population to get information about population”

The total sample size taken were 90 child labourers ( 60 boys and 30 girls ) 30 staying with family boy ,30 staying alone boy, 30 staying with family girls. The age



group 12 to 14 years of age. The mean age of the sample was 13.28 years. The sample was taken from the slum areas (lower socio-economic) of Surat city in Gujarat state.

### Variables

Independent Variables (I) Type child labourers (II) Gender

Dependent Variables (I) Health adjustment

### Tools

In the present study measure the Health adjustment. The revised version of Health adjustment inventory for child labourers by Dr. Dadhaniya and Dr. Aparnathi was used which is very reliable tool in this inventory.

### Statistical technique

Mann-Whitney 'U' test was applied to know the significant difference between Health adjustment level of type child labourers and Gender of child labourers.

### Result & Discussion

**TABLE-1**

**Health adjustment of staying with family and staying alone child labourers**

Group	N	Rank	'U'	Z	Level of significant
Staying with family	30	957	408	7.34	0.01
Staying alone	30	1229	136	-	

**TABLE-2**

**Health adjustment of boys and girls child labourers**

Group	N	Rank	'U'	Z	Level of significant
Staying with family boys	30	1187	178	6.36	0.01
Staying with family girls	30	843	522	-	

**Table -1,** Shows Health adjustment of staying with family and staying alone child labourers. For staying with family boys obtained rank number is 957 and staying alone boys obtained rank number is 1229. "U" for staying with family boys 408 and for staying alone boys 136 for both groups "Z" value is 7.34 and its level of significant is 0.01



**Table -2,** Shows Health adjustment of staying with family boys and staying with family girl's child labourers. For staying with family boys obtained rank number is 1187 and staying with family girls obtained rank number is 843. "U" for staying with family boys 178 and for staying with family girls 522 for both groups "Z" value is 6.36 and its level of significant is 0.01

### Discussion

**Table no. 1,** With reference to the hypothesis No.1 the result indicates. The Health adjustment between staying with family and staying alone child labourers. The result show that there is a significant difference in the Health adjustment level of staying with family and staying alone child labourers for the staying alone child labour rank is more value and "Z" value is significant at 0.01 level. There is poorer Health adjustment is staying alone child labourers than staying with family child labourers. We have concluded that reason behind, staying with family children are not involve hazard work than camper staying alone child labourers. Staying with family children get home cooked food while staying alone, children get any cheap food from the market. Staying with family boys are well rested and their parents are also taking care of their health. Children living at home also get health education from school etc. Which helps in the health adjustment of staying with family. May be effect to staying alone child labourers health adjustments. So we rejected hypothesis No.1.

**Table no.2,** With reference to the hypothesis No.2 The result indicates. The Health adjustment between boys and girl's child labourers. The result show that there is a significant difference in the Health adjustment level of staying with family boys and staying with family girl's child labourers. For the staying with family boy's child labourers rank is more value and 'Z' value is significant at 0.01 level. There is poorer Health adjustment is staying with family boy's child labourers than staying with family girl's child labourers. We have concluded that reason behind, girls are long time spend in home as well as not involve hazard work than camper boys. So we rejected hypothesis No.2

### Conclusion

There was a significant difference between staying with family and staying alone child labourers regarding Health adjustment. It means the level of Health adjustment is poorer in staying alone boy's child labourers than staying with family boy's child labourers.

There was a significant difference between boys and girls regarding Health adjustment.





### **Implications of the research**

The implication of the present study can be said that that children stay with family, get education and get rid of hazardous labour.

### **Limitation and future research directions**

The limitation of the present study can be stated that here the research work has been done on a very small sample. The present study will serve as a bridge to other studies.

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## A study of psychological well-being among postgraduate students in Rajkot city

By

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### Abstract

*The purpose of the current study is to investigate the gender differences on psychological well-being among male and female postgraduate students. The random sampling method was used in this study. The total sample consisted of 80 postgraduate students. 40 male and 40 female studying in M.A. (Master of Arts). Psychological well-being Scale developed by Sudha Bhogle was used to measure the psychological well-being. Here 't' test was applied to check the significant of psychological well-being in postgraduate students male and female. The result showed that there is no significant gender difference on psychological well-being among male and female postgraduate students.*

**Keywords:** Psychological well-being, Gender, Location

### Introduction

According to the World Health Organization (WHO) concept of legislative health and well-being "Health is a state of complete physical, mental, social and spiritual well-being and not merely disease or infirmity – the absence of disease." According to this concept, legislative attitudes, personality traits, intellectual and moral standards, freedom from inner conflict and anxiety and insistence on truth. Which is essential for maintaining legislative health. According to Ayurveda only a healthy, happy and well-adjusted person can attain a state of well-being.

The problem of psychological well-being is a complex and burning problem of modern times. Maintaining psychological well-being remains essential. A person's physical, psychological and social health is largely responsible for the quality of life. A person's quality of life is determined by the group. This is a very important aspect of quality of life.

Sinha (1990) states that psycho-well-being is difficult to define. For psycho-well-being it can generally be said that psycho-well-being refers to physical and mental health. It further states that, "it has been taken to consist of freedom from any subjective feelings of discomfort or desirability and from any disturbance of mental functions." Overall happiness, satisfaction or contentment is subjectively experienced. It is known as psycho- well-being.



## Literature Review

**Jasraj kaur (2015)** indicated that there was no significant difference between psychological well-being of male and female high school's students. **Kotar (2013)** found that there is no significant mean difference between the psychological wellbeing among the male and female college students. **Gill (2007)** found that there was no significant difference between male and female college students on psychological wellbeing.

## Research Objectives

To examine the psychological well-being among male and female postgraduate students.

## Hypotheses

There is no significant difference between male and female postgraduate students dimension on psychological well-being.

## Variables

**Independent variables:** Gender (Male and Female)

**Dependent variable:** Psychological well-being

## Method

### Participants

The respondents of the present study were 80 postgraduate students randomly selected out of 120 from various areas in Rajkot city. In present research the total sample consisted of 80 postgraduate students which 40 male and 40 female.

### Instruments

For this purpose of research, "Psychological well-being Scale" was development by Sudha Bhogle (1995) research used Gujarati version and revised by Pankaj Suvera(2007). 28 sentences are in this scale, the sentence no. 4, 5, 6, 10, 12, 14, 15, 16, 21 and 24 are negative. In which '0' marks will be given Yes is above and '1' marks will be given if No is above. The sentence no. 1, 2, 3, 7, 8, 9, 11, 13, 17, 18, 19, 20, 22, 23, 25, 26, 27, 28 are positive. In which '1' marks will be given if Yes is above and '0' marks will be given if No is above. It is measured psychological well-being. This scale has test-retest reliability coefficient of 0.72 and internal consistency reliability coefficient are 0.70. This scale two-point scale. In gujarati translation test retest reliability coefficient was 0.91 validity of this scale is 0.85. The minimum and maximum score obtained in the scale are 0 and 28 respectively.

### Procedure

Keeping in mind the aim of the study, the samples were selected from various areas of Rajkot city. After the establishment of report with postgraduate students the



Psychological Well-being Scale was administrated and the data was collected. The obtained data of 80 postgraduate students were analyzed with the help of mean, SD and 't' test.

### Research Design

Postgraduate students = 80

Male = 40

Female = 40

### Result and Discussion

Results and discussion of the present study are as under

Showing the mean, SD and 't' value of psychological well-being among male and female postgraduate students

Sr. No.	Variable	N	Mean	SD	't' value	Sig.
1	Male	40	52.09	57.94	0.08	NS
2	Female	40	53.13	67.51		

The above table shows the mean difference between two groups in terms of psychological well-being. The Mean for the male is 52.09 and SD 57.94, as well as the Mean of female is 53.13 and SD 67.51. The obtained 't' is 0.08, that is not significant difference level. Hence it is concluding that there is no significance difference between male and female postgraduate students in terms of their psychological well-being. This result accepted the hypothesis that "There is no significant difference between male and female postgraduate students dimension on psychological well-being."

### Limitations

The sample was restricted to Rajkot city in Gujarat.

The study was restricted to postgraduate students only.

The finding of the study is based on only 80 samples.

### Suggestions

Endeavour can be executed to analyze more than 80 data of sample with efficacy to attain better results.

For the accumulation of information, variegated methods except questionnaires can be adopted.

### Conclusion

There is no significance difference between psychological well-being among male and female postgraduate students.



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## To assess depression in men and women using the beck depression inventory (BDI)

By

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### Abstract

*The purpose of this research was to find out the level of depression in men and women. In which 31 men and 31 women were surveyed. The level of depression in women was 14.96 and in men 11.45. In which beck depression inventory was used. Also here independent variable as well as dependent variable have been taken. The independent variable includes gender and the dependent variable includes depression of students. In which a higher rate of depression was found in women and in another survey it was found that the rate of depression was higher in persons aged 30 years or younger. Also its "t" value was known and it was known whether it is significant or not and the result was known that the rate of depression is higher in women than in men and the rate of depression is more in younger persons which is significant.*

**Keywords:** Depression, Age, Gender

### Introduction

Depression was defined in the 19<sup>th</sup> century. Originally as "Mental Depression" to describe lowering of spirits and came to replace melancholia as a diagnosis. Depression affects the mental health it creates a distortion in the thoughts of a person, it always remains in some thoughts and that effects is also seen on his physical health. He has been in constant anxiety and loneliness for 2 weeks. He is constantly feeling lonely and has suicidal thoughts. It may feature sadness, difficulty in thinking and concentration and a significant increases or decrease in appetite and time spent sleeping depression is including. Affects your ability to think about your thoughts, feelings and changes in your body and increases the rate of distortion. Depression can occur in any person to same extent depending on the direction in which the person takes his thoughts.

Depression is more common in lonely people than in negative thoughts. Researchers estimate that nearly 7% of adults in the united states have depression every year. Depression is a mental disorder that affects a person's mood and thoughts, it also disturbs a person's sleep in which it sometimes causes more or less sleep. Its symptoms are also seen which include sadness of mood, loss of interest, physical weakness, poor concentration, abnormalities and suicidal thoughts.



Depression is also called a mood disorder which affects how you think and feel and how you behave as well as physical problems. Researchers believe that depression is more common in women than men. Because there is a changes in hormones. Especially progesterone, estrogen and during delivery and also after the change in hormones the rate of depression is more.

Symptoms of depression in women are as follow loss of interest or pleasure in activities including sex, restlessness, excessive crying, feeling of guilt, worthlessness, helplessness, sleeping too much or too little, thoughts of death or suicide.

Symptoms of depression in male are as follow anger, aggressiveness, feeling anxious, restless, loss of interest in work, family or once-pleasurable activities, feeling tired, not being able to sleep or sleeping too much, physical pains, headache or digestive problems.

Depression is a leading cause of disability around the worlds and contributes greatly to the global burden of diseases. The effects of depression can be long lasting or recurrent and can dramatically affect a person's ability to function and live a rewarding life.

Depression is a mood disorder that causes a persistent feeling of sadness and loss of interest. Also called major depressive disorder or clinical depression. It affects how you feel, think and behave and can lead to a variety of emotional and physical problem.

Signs and symptoms of typical depression sadness feeling of worthlessness, loss of interest, inability to feel, pleasure, lack of sleep, lack of appetite, weight loss, suicidal thoughts. And also signs and symptoms of atypical depression increased sleep, weight gain, overthinking, obesity, mood reactivity, feeling of heaviness in limbs.

### **Types of depression**

The APA "Diagnostic Statistical Manual of Mental Disorders classifies depressive disorders.

- Clinical depression (major depressive disorder)
- Persistent depressive disorder (PDD)
- Disruptive mood dysregulation disorder (DMDD)
- Premenstrual dysphoric disorder (PMDD)

### **Review of literature**

According to the fall 2007 American College Health Association - National College Health Assessment (1), a national survey of approximately 20,500 college students on 39 campuses,43.2% of the students reported "feeling so depressed it was





difficult to function”. at least once in the past 12 months. More than 3,200 university students reported being diagnosed as having depression with 39.2% of those students diagnosed in the past 12 months. 24.2% currently in therapy for depression and 35.8% taking antidepressant medication. Among the students surveyed 10.3% admitted “seriously considering attempting suicide”. Within the past 12 months and 1.9% actually attempted suicide during that period.

In 1993 Pace and Dixon conducted a four to seven week randomized controlled trial to assess the treatment effectiveness of individual cognitive therapy for college students with depressive symptoms. Participating undergraduate students earned course credit for their research involvement. Seventy-four students (100 caucasian, 81% female) who met strict criteria for study inclusion were randomly assigned to either a group that receive individual cognitive therapy or a control condition where participants did not receive treatment and were put on a waiting list for cognitive therapy. Pace and Dixon found that 74% of participants in the cognitive therapy group (versus 33% in control group) were classified as no depressed with BDI scores of less than 10 after four to seven weeks of treatment. At the one month follow up, 81% of participants in the cognitive therapy group were classified as no depressed. Outcomes at both time points were statistically significant in favor of cognitive therapy. The authors concluded that brief individual mild to moderate depressive symptoms as well as depressive self-schemata among college students.

### **Objective**

To know the significant difference in gender and the amount of depression.

### **Hypothesis**

Ho1 There is no significant difference in the rate of depression in men and women.

Ho2 There is no significant difference in age of depression in men and women.

### **Variables**

#### **Independent variable**

Gender (male and female)

#### **Dependent variable**

Depression of male and female

### **Method**





### sample

A simple method was used here. Similarly, the average of men and women was studied out of them 31 men and 31 women were studied. There were a total of 70 lists here but the orderly list was selected and the extent of depression was known.

### Tools

#### Beck Depression Inventory

The beck depression inventory created by Dr. Aaron T. Beck is a 21 question multiple choice self-report inventory one of the most widely used instrument for measuring the severity of depression. Internal consistency for the BDI range from .73 to .92 with a mean of .86. BDI demonstrates high internal consistency, with alpha coefficients of .86 and .81 for psychiatric and non-psychiatric populations respectively.

### Procedure

Here the present research was done to know the level of depression in the individual. Here the method of Beck Depression Inventory was used to measure depression which include 31 men and 31 women Here option A is given 0 marks, option B is given 2 marks, option C is given 3 marks and option D is given 4 marks. After getting those marks, total them and calculate the result. Also, 't' value and 'r' method have been used for reliability.

### Result and discussion

**Table No 1**

**Mean, SD and 't' value of Depression among the male and female**

Groups	N	Mean	SD	T-Value	P- Value
Male	31	11.45	11.81	1.24	NS
Female	31	14.96	10.52		

See table no.1 here. The value of 't' is 1.24 which is not significant at 0.05 level. Here the mean score in male group is 11.45 while the mean score in female is 14.96. here there is not much difference between men and women. Which proves that depression is more common in women and men. Here is the hypothesis that "there is no significant difference in the proportion of depression in men and women" the hypothesis is proved here.

**Table no 2**

**Mean, SD and 't' value of depression among up to 30 and 30 up age**

Groups	N	Mean	SD	T-Value	P-Value
Age up to 30	54	14.46	11.37	2.37	0.05
Age 30 up	8	04.75	5.28		



See table no.2 here. Here 't' value is 2.37 which is 0.05 score which is significant. Here the mean score in people coming under 30 years is 14.46. while in people coming above 30 years mean score is 04.75. which proves that depression is more common in people aged 30 years or below. "There is no significant difference in the age of men and women has been proven wrong here." The hypothesis is rejected here.

### Conclusion

1. There is no significant difference in the proportion of depression in men and women.
2. There is a significant increase in depression in people under 30 years of age.

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## A Study of Mental Health in Yoga Teachers

By

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### Abstract

*This study was conducted to investigate mental health in Yoga Teachers of Secondary and Higher secondary school. Total 120 samples of teachers were taken from Amreli district (Gujarat). Among them 60 samples of Secondary School Yoga teachers (30 Male & 30 Female) and 60 sample of Higher secondary school Yoga teachers (30 Male & 30 Female). Personal Data Sheet and 'Mental health inventory' This inventory was constructed by A.K. Shrivastava and Dr. Jagdish (1982), the original Hindi scale was translated and standardized in Gujarati by Dr. Bhavana Thummar (2009). The collected data statistically analyses with the help of 'F' test and graph. The result shows that there is no significant difference on mental health between Secondary and Higher secondary Yoga Teachers ( $F = 2.83$ ). There is significant difference on mental health between Male and Female Yoga Teachers ( $F = 4.35$ ). There is no significant difference in mental health between Teachers for Level of School and gender ( $F = 3.25$ ).*

**Key words** Mental Health, Level of School & Gender

### Introduction

Health is and has been always one of the most important areas where we need to focus. The Concept of mental health extends beyond the proper functioning of the body; it includes controlled emotions, a sound and efficient mind. This means that mind and body both are working efficiently and harmoniously. function, resulting in productive activities, fulfilling relationships productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity”

Mental health in broadest sense involves an individual's ability to adjust to one self and the external world, being resilient to strains of life, peaceful, harmonious and balanced integration of all aspects personalities social, emotional, psychological, physical and moral etc. It is an integral part of overall health of a person. It permits



overall status of a person like physical, social and emotional etc. It includes the ability of a person to accept failure and success equally.

So far as the present paper is concerned it is about teachers' mental health. Teacher plays an instrumental role in the development of children, influencing their cognitive and emotional development. Teachers are the carriers of culture of a society. The reputation of a school and its influence on the life of the community invariably depend up on the kind of teachers working in it. If teacher don't enjoy sound mental health, they cannot concentrate in teaching and retain the knowledge given to the students.

The present social environment has created stressful situations to humans which tend to produce adverse effects on their health. Each and every section of human society have been affected by the problems of mental health. Research studies has shown that teacher stress is consistently related with a number of factors such as lack of government support, lack of information about changes, constant change and demand of new curriculum, family and social environment, as among their greatest source of stress. The issue of teacher mental health has long been a topic of interest and concern to researcher in the field of education and psychology. The mental health of school teachers in India has been examined by several researchers and produced inconsistent results.

### **What is Mental Health?**

In India it is difficult to convince the people the concept of mental health, where the problem of physical health has not yet been solved to sufficient level. The problem of physical health has been solved to some extent in India among the people of the literate society but the picture of mental health is not yet satisfactory. We can say that awareness to some extent has come among the literate group towards the mental problems but utter neglect is seen towards the solutions of such problems. One fact is worth drawing attention to many problems of the Indian culture can be solved by itself if sufficient attention is given to it. We should not forget the mental health plays an important role on the individual's creativity, productivity, socialization and efficiency.

Since a last few years the concept of mental health has been accepted at the international level. The definition of 'Health' as given in the constitution of world health organization in 1946 is as follows

"Health is not the absence of diseases, weakness only, but it is a situation created from The whole and complete physical, mental and social adequacy" – W.H.O.

Mental health is a burning problem of the society. If the man wants to be happy and Successful, he must learn they are of remaining health person can know himself or



understand himself. Mental health is as important as physical health; however, most of the persons are not conscious, aware and worried about their mental health. The main reason is that we cannot easily identify mental health and mental illness.

Findings from a 320 obesity and Non-obesity women in Sama A.A. (2018) shown that there is a difference between the mental health of obesity and Non-obesity women. The findings of a study of 240 laughing club members and Non-members of Gohil M.P. (2015) shown that there is a difference in the mental health of men and women between the ages of 40 to 50 and between the ages of 51 to 60. The findings of a study conducted by Tara sabpathi (2014) on the mental health of 180 students showed that std. 9 students had a positive correlation with their mental health in relation to their emotional maturity while children with higher and more emotional maturity had a more positive mental health than children with low emotional maturity and private the mental health of school children was found to be higher than that of government school children.

There is a saying that “The first happiness is self-exaltation” only when there is health can a person enjoy all the pleasures of life. The gift of health is more or less found in every person more or less but if it is maintained it lasts a long time. The present study seeks to obtain information through a small survey type of research to find out how the level of study affects a student’s mental health.

### **Objective**

- 1 To find out the effect of Level of School on mental health.
- 2 To find out the effect of Gender on mental health.

### **Hypotheses**

- 1 There will be no significant effect of Level of School mental health.
- 2 There will be no significant effect of gender on mental health.
- 3 There will be no significant internal effect of Level of School and gender on mental health.

### **Method**

#### **Participants**

120 Participants were selected for this study. There were 60 secondary and 60 higher secondary school Yoga teachers. In each group there were 30 Male and 30 Female. These Participants were selected from Amreli district (Gujarat). Participants with the help of stratified random sampling.

#### **Design**

The experimental design for this study was 2 x 2 factorial design. There were two independent variables and one dependent variables. The first independent variable





was Level of School that was varied at two levels i, e. secondary and Higher secondary school. The second independent variable was gender that was also varied two levels i, e. male and female. The dependent variable was mental health.

Level of School (A) /Gender (B)	Secondary (A1)	Higher secondary (A2)
Male (B1)	Yoga Teachers Male N = 30	Yoga Teachers Male N = 30
Female (B2)	Yoga Teachers Female N = 30	Yoga Teachers Female N = 30

### Measuring Instruments

The following list of the measuring instruments was used.

### Information Schedule

The information schedule was prepared by the investigators to collect information about the respondents such as Level of School, gender, age and standard.

### Mental Health Inventory

“Mental Health Inventory” Constructed by A. K. Shree Vastav and Dr. Jagdish (1982). The original hindi inventory was translated and standardized in Gujarati by Dr. Bhavna Thummar (2009) has been used. The inventory comprises 56 items, to be rated on four-point inventory. The reliability of the “Mental Health Inventory” was determined by Split-Half method ( $r = 0.74$ ). The validity of the “Mental Health Inventory” was determined by concurrent method ( $r = 0.68$ ).

### Procedure

A very cooperative and healthy environment was created for collecting the data, the investigator approached individually to all participants. ‘Mental Health’ inventory was given to the participants when participants fill up the scale and inventory, these were collected. The scoring was done according to the menial.

### Results

In order to study the effect of level of school and gender on mental health ANOVA, were calculated.

**Table 1 summary of analysis of variance for mental health.**

Source of Variation	Sam of Square	df	Mean Sum of Square	‘ F’ Ratio	Sign.
A (Level Of School )	986.13	1	986.13	2.83	N.S
B (Gender)	80.03	1	80.03	4.35	0.05





A x B	396.03	1	396.03	3.25	N.S
Wss	40425	116	348.49	1.14	
Total	41887.20	119			

\*N.S. = Not Significant

**Table 2 showing the mean and 'F' value of School type variables for mental health**

No	Level Of School (A)	N	Mean	' F' Value	Sign.
1	Secondary (A1)	60	147.67	2.83	N.S
2	Higher secondary (A2)	60	141.93		

\*N.S. = Not Significant

**Table 3  
Showing the mean and 'F' value of gender variables for mental health**

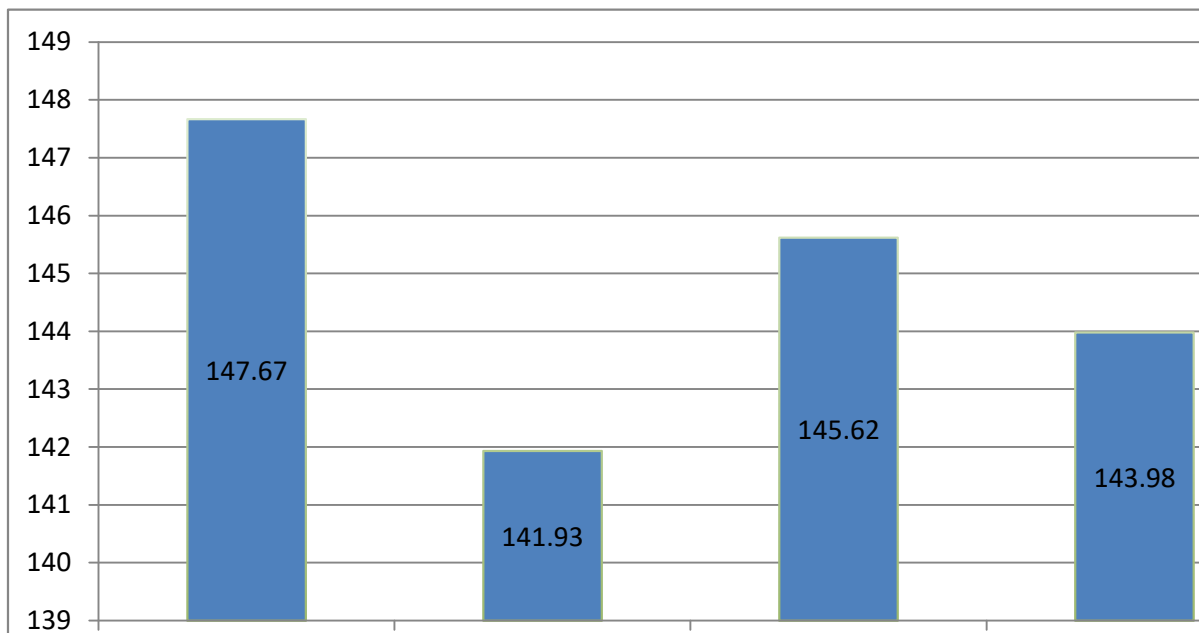
No	Gender (B)	N	Mean	' F' Value	Sign.
1	Male (B1)	60	145.62	4.35	0.05
2	Female (B2)	60	143.98		

**Table 4  
Showing the mean and 'F' value of type of school and gender variables for mental health**

No	Variable	N	Mean		' F' Ratio	Sign.
			A1	A2		
1	B1	30	146.67	144.57	3.25	N.S
2	B2	30	148.67	139.30		

\*N.S. = Not Significant

**Figure 1 showing the mean scores of mental health**



### Discussion

The difference between the mean scores in terms of the mental health of secondary and Higher secondary in terms of type of School is not significant, so the hypothesis is accepted. That is, the level of school teachers has affects their mental health. For physical well-being a person eats well, exercises, if there is any problem in the body, it is treated by a doctor. Since both body minds affect each other, the level of school may have an effect on mental health.

The difference between the mean scores of mental health of male and female in terms of gender is significant, so the hypothesis is rejected. That is the gender has an effect on mental health. At the present time, both male and female are worried about economic, health, family social issues so that mental stress in both of them produces stress and anxiety equally. The effect of these factors may be that there is difference in mental health in terms of gender.

The difference between the mean scores of the mental health of level of school and gender internal effect is not significant, so the hypothesis is accepted. That is the of level of school and gender has an effect on mental health. There is a reciprocal relationship between the mind and the body. The well-being of the mind and the well-being of the body depend on each other. To keep the body healthy, a teacher should follow the rules, the effect of all these factors may be on the of level of school and gender the effect on mental health.



### **Research findings**

#### **Level of School**

There will be not significant difference between secondary and higher secondary Yoga Teachers.in relation to Mental health is accepted. This suggests that the level of school does play any significant role in the Mental health of a teachers.

#### **Gender**

There will be significant difference between male and female in relation to mental health is rejected. This suggests that the gender does not play any significant role in the mental health of a teachers.

### **Limitations**

In the present research only Amreli district(Gujarat) has been included. Any other city has not been selected. Any other secondary and higher secondary yoga teachers have not been taken. Therefore, the results of this research cannot be made applicable to any other teachers or teachers of any other city. There may be limitations prevailing because of statistical analysis in research. It cannot be clarified that participants give only true or good responses or not. The research paper is given final touch through computer, therefore, linguistic or other mistakes arising because of its technical defect are found.

### **Implication for further research**

The present research was carried out to study the mental health amongst secondary and higher secondary yoga teachers level of School and to find out which elements affect their mental health and in view of these effecting elements, the changes can be brought through advice. The research carried out may not be a standard of evaluation. There are many aspects of it viz. social, economic, political, religious, educational, family etc. The research can be carried out by selecting any one aspect from different aspects. The essence for research in the present study is people of teachers and the subject of their mental health is center point. This type of research can be carried out on people of any city, state or district. The study effects found on people by taking different subjects other than mental health can be carried out. The subject of mental health can be widened. The research can be taken up regarding finding out quantum of mental health by selecting different variables viz. different professional groups, gender, caste, level of education, age etc.

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## **Socio-Scientific Innovation Being Innovative is a Way of Imagining, Perceiving, Expressing, Inventing and Inspiring.**

**By**

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### **Abstract**

*In light of the increasing importance of social innovation, this paper explores the question of what (new) roles social sciences can play in analyzing and shaping social innovation. The paper starts with an overview of the current situation and the perspectives of socio-scientific innovation research that have greatly contributed to the development and spread of an enlightened socio-scientific understanding of innovation. Against the backdrop of clear paradoxes and confusion in prevailing politics of innovation, the contours of a new innovation paradigm are becoming visible and causing social innovation to grow in importance. Consistently, the social sciences will be challenged to redefine their functions with regard to innovation. In the past, innovation research in the context of social sciences has contributed heavily to explain the social dimensions, the complexity and paradox of innovation processes. Henceforth, much will depend on realigning the range of competencies of social science and social scientists by contributing actively to the development and integration of innovations as well as by developing social innovation.*

### **Keywords:**

Social Science, Innovation System, Innovation Process, Social Practice

### **Introduction**

Innovation can sometimes feel like a winding journey that includes steps forward, backward and sideways. There are even landmines along the way that can stall or derail the process. These landmines are often communication points that, if not properly structured, will cause dysfunction, disengagement, lack of ownership, and lack of creativity within a team or an organization. When this happens, what could be a groundbreaking idea is as good as dead. You need successful communication during each of the Six Stages of Innovation, or your team will fail to complete the innovation journey. Avoid communication sabotage by being aware of these four landmines. Innovators present creatively disruptive traits, disrupt old ways, and inspire better ways to do things. They are passionate to connect, to learn, and to explore by understanding commonalities and appreciating uniqueness. Being innovative is a growth mindset and



a proactive attitude. You cannot wait for something to happen keep curious, always think profoundly, learn fresh knowledge, and acquire new capabilities. It's important to connect the wider dots, and to apply an interdisciplinary approach to shape great ideas and spur innovation continually.

### **The Purpose Innovation**

To avoid stalling your innovation efforts, the purpose of your innovation must be clear. As a leader you must be able to communicate the “why” behind what your company is doing or what your innovation will achieve to employees, executive teams, stakeholders, and customers. Consider the communication style that appeal most to each person as you explain why the innovation is important and why they should be personally engaged in the process. You cannot make people innovate. You can, however, invite them to innovate by convincing them that the opportunity is necessary and by sharing the important role they will play in overall success. When trying to inspire others to contribute, avoid authoritarian statements like, “Do this because the boss says so. Do that because the competition did it. Do it or you will lose your job.” This type of language isn't stimulating or inviting.

### **The Inclusivity Innovation**

One of the most frustrating workplace occurrences is being excluded from a conversation you should be a part of and, unfortunately, this happens far too often in the corporate world. To avoid this landmine, give strategic thought to which stakeholders should be part of the different conversations around your initiatives. Ensure you include them in the right conversations and at the right stages of execution. Everyone on your team innovates in different ways and is best included in the work at different stages of innovation. For example, not all stakeholders need to be involved in the first stage (Identify), but those who are critical contributors of ideas in the organization cannot be left out. The same goes for the Define Stage, the Develop Stage, and so on. Use tools such as the Innovation Fitness Report to better understand your employees and how they contribute to the different stages of innovation. Look closely at what you are trying to achieve and who has the skills, behaviors, and motivators needed to help accomplish the tasks at hand. If you fail to include these stakeholders in the right conversations at the right time, you are entering the dangerous territory of disengagement and dysfunction.

### **The Expectation Innovation**

Be wary of overblown promises. Sometimes executives or board members will take an idea and make bold claims “This idea will work! This idea must work!” Innovations do not always deliver on their promised outcomes. More often than not, they are a learning process. This landmine is all about avoiding the expectation of





specific promised outcomes so that your project is not derailed when those outcomes are delayed, underachieved, or not met at all. This doesn't mean you need to downplay enthusiasm or passion for the project. Instead, set expectations that are informed through learning and experimentation. Spend ample time identifying the true problem to be solved, create a clear picture of the context in which the problem will be solved including timing and impact, and recognize that successful innovation is iterative through each of the stages. Once you have ideas and define them, you learn as you refine those ideas and plans. As you develop the ideas and experiment, you continue to gather information and improve—and adjust your expectations. Communication is key for sharing what you've learned and helping all stakeholders adjust their expectations throughout the process.

### **The Leadership Innovation**

Have you ever been in an ideation meeting that ended in excitement, yet nothing came from those ideas? When leaders ask employees for ideas, yet don't take the time to follow up afterward—even if it's just to say, "We're adding that idea to the idea bank and we won't take any action on it now," they lose trust and enthusiasm. Innovation leadership is multifaceted, which makes communication, team support and team building critical. It also requires placing the right leaders in the right stages of innovation. Given that each stage requires different outcomes and different tools, it is absurd to think that one person can excel at every stage. The same goes with leaders—one leader cannot effectively lead all the teams through each of the six stages. Sometimes a team member who is strong in that stage will be the right person to lead the activities in that stage. Not all communication is equal. Think about all four landmines during your innovation journey. You may communicate your purpose well enough, include all stakeholders, and understand the needed leadership styles, but if you can't communicate expectations, everything stalls. You need to communicate effectively to avoid all four landmines—and take your idea all the way from brainstorm to successful innovation.

### **Innovativeness and Psychology**

Psychologically speaking, all humans are bestowed with three basic instincts, which are humility, curiosity, and creativity, and they are intertwined. Curiosity drives us to ask good questions and learn new things. Humility allows us to understand ourselves better by self-reflection and brings egoless awareness of knowledge limitation or the level of competency. Creativity urges us to change and figure out new ways to solve problems. There are many ways to differentiate, there are many ways to pursue innovation, and there is a full emotional cycle behind innovation when you think that every rational thought is linked to emotions and creates a feeling.



Psychologically, innovativeness is a state of mind that combines restless dissatisfaction with the current state coupled with curiosity or excitement to find innovative solutions that will produce great results. Innovativeness is a state of mind which is infused with an inner cohesion, or an emotional wholeness, and comes from a vision of uniqueness. Creativity involves multiple thought processes and complex emotional stimulation. Even though we might all have similar guideposts for our inner wholeness, people have different perceptions and personalities, they might need different emotions to trigger creative processes. The kind of emotions within a person that invokes a creative process can be numerous and most likely will be a combination of emotions! This is an ongoing process just like the feeling to improve and to create.

### **Innovativeness and Anthropology**

Anthropology presents every aspect of human life and elucidates the cultural traits, complexes, and motives of human behavioral aspects. The workforce today is multigenerational, multicultural, and multi devising. Anthropological perspectives open one's eyes to a spectrum of things with so many different shades and colors of the same world; so people become more informative and innovative. It helps people connect the wider dots to spark creativity, while creativity will add enriched content and unconventional wisdom to anthropology; as different knowledge domains, they mutually reinforce each other.

Innovation is the only way to drive societal evolution; anthropology helps to open one's eyes and discover the amazing and fascinating things that human beings have done. It can give people a positive outlook on the world and the idea that human beings are really amazing creatures who can also generate numerous great ideas and roll their imagination into reality. Anthropology expands people's vision of society, cultural diversity, and human potential, to achieve the art of possibility. By applying anthropological disciplines, people can learn how to work together with harmony and connect the wider dots to spark creativity.

### **Innovation and Biology**

Innovativeness starts with the biological basis of creativity; then the development of those characteristics during maturation, then the biological and social support of those traits. Brain is hardware, and the mind is software. The brain is an apparatus—a tool that is wired for collective sensation and awareness. A mind is something more personal, with cognitive abilities to generate thoughts continually, functioning smoothly by doing correlations, categorizing, classifying and sorting—multidimensional multimedia correlations to spark innovative thoughts once a while. A mind is the subjective and qualitative aspects of a self-organizing biological system of



energy in which it builds models of itself and its environment in order to discover patterns of experience, and wire up to nurture creative thoughts and fresh ideas.

Everything is energy and the human condition is the conditional form of energy signature; it moves from one conditional state to another, and such transcendent energy stimulates imagination and catalyzes creativity. To keep the mind growing, knowledge is the “spiritual food” that the human mind needs to absorb, in order to ponder the creation of the new insight which feeds into the consciousness. By deepening biological understanding of mind and thoughts, we can understand the interaction between what is within us and how we project to the exterior world as the bridge to achieving wholeness and what triggers creativity.

### **Innovation and Technology**

Today’s technology enables companies to leverage their various environments or ecosystems to fuel innovation and accelerate performance. Innovation is about figuring out the better ways to do things. Highly innovative organizations depend more heavily on their technological knowledge and market capabilities to develop and commercialize innovation. Not only should information and technology play an active role in designing, developing, and producing innovative products or services, but also it can help to foster a creative environment in which people can grow and innovate all the time.

Organizations today rely more and more on technology, technology needs will only expand to fuel innovation and create business opportunities. In fact, information and technology become the most time-intensive piece for solving innovation puzzles. By leveraging powerful digital platforms and technologies, organizations become more effective in executing innovative ideas, relying less on silo functions, more on cross-functional communication and collaboration.

### **Innovation and Culturology**

Culture is about how people think and do things in the organization; keep in mind, culture and innovation are not always getting along so easily. In fact, there’s inertias, frictions, conflicts happening when taking innovation initiatives in many companies. In order to sow innovation seeds in organizations, cultivating the culture of innovation is more important than training. Putting the right innovation elements to nurture a creative environment is about rejuvenating a “culture of innovation” which incorporates multiple and diverse components such as value, trust, communication, collaboration, simplicity, adaptability, and continuous improvement, etc. Analogously, culture of innovation is like a blender, mixing three important ingredients in a high performance team focus, passion, and teamwork seamlessly.



Technically, the culture of an organization is composed of many intricate and interconnected parts, including corporate strategy and related strategic goals, roles and positions, core values, business policies and principles, communications practices, corporate attitudes, business processes and structures, etc. Thus, changing the organizational culture is not so easy because traditions are closely held as norms, values, and beliefs. In addition, the nature of organizational structure or the overly rigid hierarchy can slow the process of culture review and adaptation. To build a highly innovative organization, it's critical to foster a culture of creativity across functional disciplines and embed innovation management mechanisms into the corporate culture smoothly.

### **Innovation and Philosophy**

Philosophy is the mother of all sciences; science is the methodical process of identifying scientific reasons, methods, processes, and concrete, provable outcomes. Philosophy is the compass behind breakthrough innovation; innovation is a process that can be managed by leveraging scientific disciplines and processes. Observation, inquisitiveness, experimenting, prototyping, risk managing, etc., are all important stages of innovation. Philosophical guidelines can improve the overall innovation success rate by questioning, reasoning, identifying faulty reasoning, and thinking outside the box for both generating great ideas and implementing them effectively.

Innovation philosophy comprises logic, aesthetics, ethics, metaphysics, ontology, and epistemology, etc. Philosophy is abstract, but it could provoke the chain of thoughts to stimulate fresh ideas. Many times, innovation is about simplifying and optimizing. Philosophers want to see complexity explained away in terms of a few simple principles an issue cannot be attained. Highly innovative companies develop innovation philosophy and make it the part of the DNA of the business for inspiring creativity, catalyzing innovation and managing a healthy innovation portfolio with the right combination of incremental and breakthrough innovation.

### **Innovativeness and Education**

Creativity can be developed, but cannot be taught completely. We have to admit that some people are just more creative than others. A person must find ways to stimulate creativity, break down conventional thinking boxes, be original and be themselves. Creativity is an innate thought process to generate novel ideas. Education can instill certain knowledge or thinking techniques, but creativity cannot be taught completely. In the traditional education setting, creativity is neither encouraged nor evaluated cohesively. The focus to tap the creative power is on how creativity is viewed, citing two views One being innate and the other of teaching some mechanics.



Sometimes, the outdated education methodologies stifle creative thinking and add a static little box to limit imagination and block the fountain of creativity.

Creativity is both natural and nurtured. It is not something you can learn as a topic, it is something you acquire and use, not only for learning, but also for life itself. To be creative, you have to enjoy the freedom of thinking, imagining, metaphorically communicating, trying, learning, doing, failing, and improving, etc. One of the things essential for education in creativity to really thrive is that people understand that creativity is a way of being, being innovative is the state of mind; it requires internal motivation and self-awareness; it's very personal, and it also takes continuous practices. Creativity is like a muscle; you must exercise it daily or it atrophies.

Being innovative is a way of imagining, of perceiving, of expressing, of inventing, of inspiring, etc. Creativity is a lonely trip and innovation is a thorny journey, with many bumps and curves, pitfalls and roadblocks on the way. Be dissatisfied with conventional ways to do things, but be grateful for great ideas shared or precious feedback offered. Creativity today asks for a new mindset, a connected world image, global consciousness, and cognitive intelligence, etc. By connecting interdisciplinary dots, the mind becomes an enriched environment in which innovative plants can grow without limit; an innovator can shape great vision and generate great ideas, unique insight all the time. Collectively, innovation makes the world a better place full of creative energy.

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## Emotional Intelligence and Subjective Well-being an Intervention

By

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### Abstract

*The present study is an on-going on enhancing emotional intelligence (EI) in primary school children and follows up its impact on their subjective well-being (SWB). The sample comprised of 200 primary school children of Khedbrahma Taluka Sabarkantha district in the age range of 8-10 years and was divided into High and Low EI on the basis of the Assessment of Children's Emotion Skills (ACES). 25 students with low EI were selected to receive the EI intervention program and 25 comprised of the control group who received no EI intervention. Multidimensional Student's Life Satisfaction Scale was administered to the students to get the baseline scores on subjective well-being, which were recorded before the intervention and after 8 weeks. The training intervention is based on the ability model of EI and constructs measured by ACES. A 2 X 2 Mixed Design was applied to see the effect of EI intervention program on the subjective well-being of the subjects. The trend of the results follows the previous researches where enhancement in EI has increased enhancement in SWB. Findings of this study imply that it is never too early to give children the tools of Emotional Intelligence how to recognize their feelings, understand where they come from and learn how to deal with them.*

**Keywords** Emotional Intelligence, Subjective well-being, Intervention.

Yale University Centre for Emotional Intelligence has stated that emotions drive learning, decision making, creativity, relationships, and health. (Yale Centre for Emotional Intelligence 2013). According to Salovey & Mayer (1990), "Emotions impact our attention, memory, and learning; our ability to build relationships with others; and our physical and mental health" (pg.185). The authors further state that Emotional intelligence is a set of skills which is based in childhood and is related to observing emotions in oneself and in others and to use that knowledge in choosing one's behaviour in a situation. It is being viewed as a crucial aspect of achieving success in all aspects of life. (Six Seconds, Emotional Intelligence Network 2007, 4).

Thus, Bottom of Form emotional intelligence is related to many important outcomes for children and adults. It has been found that children with higher emotional



intelligence are more attentive, exhibit more involvement and have better social connections in school (Raver, Garner, & Smith-Donald 2007; Eggum et al. 2011). They do better academically and also display more control in regulating their behaviour (Rivers et al. 2012). Brackett, Rivers, & Salovey (2011), found that higher emotional intelligence is linked to better relationships, more positive feelings about work, lower job-related stress and burnout in adults.

Many researchers have found a relationship between high EI and SWB. The subjective assessment of quality of life or, in other words, the way people evaluate their lives is referred to as "Subjective well-being". These evaluations can be both cognitive and affective and refer to life as a whole and/or to specific domains of it, such as work and social life (Diener, Suh, Lucas, & Smith, 1999). Subjective well-being involves several distinct components, such as satisfaction with life as a whole or with significant life domains (e.g., satisfaction with social or work life), positive affect and smaller levels of negative affect (Diener, 2000).

Several factors have been hypothesized to account for the relationship between Emotional intelligence (EI) and subjective well-being (SWB). First, under the assumption that high EI individuals are more aware of their emotions and are better able to regulate them, they should experience lower levels of distress and stress related emotions, and thus experience higher levels of well-being (Salovey, Bedell, Detweiler, & Mayer, 1999). Second, high EI individuals display an enhanced sense of SWB due to the assumption that they have an advantage in terms of higher social competence, enriched social networks, and more effective coping strategies (Salovey, Bedell, Detweiler, & Mayer, 2000; Salovey et al., 1999). Third, because emotions are a rich source of information about one's relationship to the environment and others around us, interpreting and responding to that information can direct action and thought in ways that enhance or maintain well-being (Lazarus, 1991; Parrott, 2002). Finally, EI has been found to be associated with a lower propensity to experience negative emotions and a higher propensity to experience positive emotions, thus contributing to a richer sense of SWB (Nelis, Quoidbach, Mikolajczak, & Hansenne, 2009). Hence, EI has been commonly hypothesized to predict one's subjective sense of well-being and mental health. Need of the study arises, at a more specific level where majority of the studies on EI are related to managerial level. There is a dearth of research concerning enhancing emotional intelligence in primary school children. Keeping in view various consequences of Low Emotional Intelligence the present study was planned.

### **Hypothesis**

It has been hypothesized that there will be a significant enhancement of emotional intelligence and subjective well-being from pre to post intervention stage in



primary school children with low emotional Intelligence, as compared to control group who would receive no intervention.

## Method

### Research Design

A 2 X 2 Mixed Design was applied (2 levels of Groups and 2 levels of Time). The aim was to assess the efficacy of the EI intervention program for primary school children to enhance their subjective well-being.

### Sample

The participants consisted 200 primary school children of Khedbrahma of Sabarkantha district in the age group of 8-10 years belonging to nuclear and intact families and randomly selected from two schools in (North Gujarat}. They were matched based on age and their socio-economic status. The sample was divided into high and low EI based on the ACES (Shultz and Izard 1998). Out of these, 25 students were selected for EI intervention program and 25 were included in the control group who received no EI intervention. All these 50 students were with low EI. Baseline scores on subjective well-being were recorded before the intervention and the second recording took place after 8 weeks.

### Measures

Assessment of Children's Emotion Skills (ACES; Schultz & Izard, 1998) was used to measure children's abilities to assess emotions in pictures of faces, understand the emotions generated by social situations and appreciate the emotions stemming from social behaviour. ACES contain three subscales facial expressions, social situations, social behaviours. Psychometric properties are adequate with the ACES manual reporting correlations ranging from .48 to .60 with other emotion tasks and a moderate Cronbach's alpha of .57, likely reflecting the heterogeneity of emotion concepts across the labelling and recognition tasks (Schultz and Izard, 2001).

Multidimensional Student's Life Satisfaction Scale (Huebner, 2001) provides a profile of children's satisfaction with important, specific domains in their lives and assesses their general overall life satisfaction. It is a self-report instrument used for students in grades 3-12 and comprises 40 items. It measures children's subjective perception of life satisfaction in five conceptually relevant domains family, friends, and school, self and living environment. Each item is

**Table 1. Summary of 2 X 2 Mixed design on EI**

Source of Variation	SS	df	MS	F (1,48)	p
AGroups	172.56	1	172.56	17.77	<.001
Error(a)	459.48	48	9.57		
B Groups	384.16	1	384.16	117.83	<.001



AX B Groups X Trials	625	1	625	191.26	<.001
Error (b)	156.84	48	3.26		
Total	1805.04	99			

scored on a 6-point scale ranges from strongly disagree to strongly agree. The readability of the scale is at 1.5 grade level; hence students require little assistance in responding to the questions. Its internal consistency (alpha) coefficients range from .70s to .90s. Test-retest coefficients for two-and-four-week time periods have also been reported falling mostly in the .70 - .90 range, providing further support for the reliability of the scale.

### Procedure

The participants were administered the above listed questionnaires in their schools. Informed consents of the school authorities and subjects were obtained. 200 questionnaires were properly filled and used for data analysis.

### Intervention Description

The training intervention consists of 32 lessons spread over 8 weeks and is based on the ability model of EI (Mayer & Salovey, 1997; Salovey & Mayer, 1990) and the ability constructs measured in ACES. It is anchored in research on emotional development (Denham, 1998) and emotional competence (Saarni, 1999).

The training intervention covers the following dimensions

- Emotionality
- Recognizing Emotions
- Understanding Emotions (self and others) Labelling Emotions
- Expressing Emotions
- Regulating Emotions
- Sociability
- Peer relations Conflict resolution
- Subjective Well-Being
- Self-esteem
- Self-motivation

Each session was conducted within the school premises for 60 minutes, four times a week over a period of 8 weeks. Role playing games, small group interventions, games, stories, puppets, group discussions, picture cue cards were used during the sessions.



## Results

Application of a 2 X 2(Groups [Experimental, Control] x Trials [Pre, Post]) mixed design to see the effect of EI intervention program on SWB revealed the following results.

For the main effect of Groups (A) the F value (F= 17. 77) with 1 and 48 df was found significant at .001 level indicating that the overall EI mean scores for the Experimental and control groups differ significantly.

**Table 2 Mean Scores for EI**

Groups	Pre Trials (B1)	Post Trials (B2)	Total
Experimental (A1)	15.24	24.16	39.4
Control (A2)	17.56	16.48	34.04
Total	32.8	40.64	73.44

For the main effect of Trials (B)the F value (F=117.83) with 1 and 48 df was found to be significant at .001 level. This indicates the Pre and the Post trials that were averaged over the two groups differ significantly. The F value for the main effect of interaction between Groups and Trials (AX B) was also significant (F=191.26) at .001 level.

**Table 3 Summary of 2 X 2 Mixed design for SWB**

Source of Variation	Sum of Squares	df	Mean Squares	F(4,48)	p
A Groups	529.00	1	529.00	2.815	.10
Error(a)	9019.760	48	187.912		
B Groups	.640	1	.640	.007	.933
A X B Group X Trials	4542.760	1	4542.760	50.178	<.001
Error (b)	4345.6	48	90.533		
Total	18437.76	99			

From the table 3 it is evident that the main effect for Groups (A) and Trials (B)were found to be insignificant. However, the interaction between Groups and Trials (AX B) was found to be highly significant (F=50.178) at .001 level.

**Table 4 Mean Scores for SWB**

Group	Pre Trials (B1)	Post Trials (B2)	Total
Experimental (A1)	116.36	129.68	246.04
Control (A2)	134.44	120.80	255.24
Total	250.8	250.48	501.28





## Discussion

The present findings highlight that for EI significant differences exist between the Experimental and Control groups which indicates the impact of training in the Experimental group. This implies that the emotional intelligence training has worked for the subjects in the experimental group. For SVB there were no significant differences between Groups (A) and Trials(B) but the interaction between them was found to be highly significant. Overall these results suggest that with the help of EI training there was substantial increase in the scores of SWB in the Experimental group and it support the hypothesis that there will be a significant enhancement of EI and SWB from pre to post intervention stage. In the control group a reverse trend was observed i.e. the scores decreased even when no training was given. Possibly the subjects in the control group felt left out. They had expressed their displeasure of not being administered the EI training and of being deprived of the activities which they had heard about from their peers who were part of the Experimental Group. This in some way could have influenced their scores.

To explain the results, it may be mentioned that with the help of EI training, children can learn to accurately recognize emotional cues, both their own and those expressed by others, and should be able to modify their own behaviour and respond in ways that are socially appropriate and helpful (Ekman, 2003). A child who is able to recognize many facial and emotional cues will approach various situations differently. For example, he would interact differently with a friend who is smiling and another who has closed fists and furrowed eyebrows. The skill of differentiating between various emotions and how they influence one's learning and behaviour encourages empathy amongst students and they can view the situation from a different view- point (Denham, 1998). Children with a mature "feelings vocabulary" can differentiate among related emotions like annoyed, angry and furious. Labelling emotions accurately helps students communicate effectively, reducing misunderstanding in social interactions. Children who are skilled at labelling emotions experience more positive social interactions and perform better in school, conversely behavioural and learning problems are evident in others who are not proficient in labelling emotions (Rivers, Brackett, Reyes, Mayer, et al., 2012).

According to John Gottman's (1997) research on emotional intelligence. Children who learn the ability to self-regulate emotions are better able to calm themselves, exhibit stronger immunity, have more focussed attention, find it easier to relate to people and form stronger friendship bonds. Similarly, in their study of very happy adults, Ed Diener and Martin Seligman (2002) found that the happiest people had stronger social relationships than less happy people.





In support of the above results. Various researchers have found that higher emotional intelligence leads to better school performance (Gil-Olarte Marquez, Palomera Martin, & Brackett, 2006; Rivers, Brackett, & Salovey, 2008), socially enriched relationships (Brackett, Warner, & Bosco, 2005; Lopes et al., 2004), improved conflict resolution (Brackett, Rivers, Shiffman, Lerner, & Salovey, 2006), effective problem solving (Reis et al., 2007), and less inclined to unhealthy behaviours (Brackett, Mayer, & Warner, 2004; Trinidad & Johnson, 2002).

### Conclusion

All in all, it can be stated that children will be more effective in early childhood and later in their adulthood when they are able to recognize, acknowledge, understand the need behind the emotion, and practice ways to regulate emotions in everyday life. Teaching emotional intelligence skills to children from an early age wherein they become aware of their own emotions as well as those of others, gain the ability to respond to others' emotions with empathy and know how to balance their own needs with others' needs in complex social situations is the greatest gift we can give to them.

Hence it is never too early to give children the tools of emotional intelligence that lay the foundation of a successful life. In the words of Judith Colbert (2007), "When you give children skills and strategies for recognizing, labelling and regulating their emotions, solving problems and relating to others in positive ways, you give them tools that will serve them well in their adult life".

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## Study Habit and Academic Achievement Motivation among Adolescents

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### Abstract

*Study habit and academic achievement motivation is important factor for student life. The main purpose of this research was to find out the mean difference between study habit and academic achievement motivation among adolescents. The total sample consisted 100 as a variation belonging to 50 males and 50 female adolescents. The research tool for the study habits, the study habit and attitudes inventory, which was made by I.D. Thakor (2014), and research tools academic achievement motivation, academic achievement motivation scale developed by Dr. T. R. Sharma (1984). Here Gujarati adaptation was used, made by Y. A. Jogsan. Statistically technique such as mean, standard deviation, t-test was applied to analysis of data. To check the relation correlation method was used. The result revealed that significant difference between male and female in study habit. Significant differences between male and female according to academic achievement motivation. While correlation between study habit and academic achievement motivation 0.67 normal positive correlation. Reason being proper study habit it can motive students to learn efficiency. The link between study habit and academic achievement has strong and this variable is one of the most important topic in education world.*

**Key Words** Study Habit and Academic Achievement Motivation, Adolescents

Adolescence is the transitional stage of development between childhood and adulthood. It represents the period during which a person experiences a variety of biological and emotional changes therefore this is a middle stage of childhood and adulthood. It is a period of physical growth, maturing of mind and behaviour as well. Adolescents is a time of confusion and curiosity, adolescents always remain confused choose the what is good for them. Adolescents time is very important turning point in the academic life of the Individual. At this stage the study habit of the adolescents



plays a crucial role in academic achievements and it's help deciding about next higher stage of education and probably career too.

Study habits are learning tendencies. Study habits have been defined as the sum total of all habit of determined purpose and enforced practices that the individual uses in order to learn. It is necessary for the students to develop special study habit and skills a well formed habit furnished its own source of motivation as such the word 'Study Habits' comprised of two words; 'Study' and 'Habits' according to English and English, habit is an acquired act, usually relatively simple one that is regularly or customarily manifested and study is relatively protracted application to a topic or problem for the purpose of learning about the topic. Solving the problem or memorizing part or all to the presented material.

Study habit is a well-planned and deliberate pattern of study, which has attained a form of consistency on the part of the students towards understanding academic subjects and passing examination. Therefore, study can be interpreted as a planned program of subject matter master. According to crow and crow, the chief purpose of the study is to acquire knowledge and habits which will be useful in meeting new situations, interpreting ideas, making judgement, creating new ideas and to perfect skills. Therefore, successful achievement in any form of academic activity is based upon study, interpretation and application. Everyone has different study habits. All often students perform poorly in school simply because they lack good study habits. In many cases, students do not know where to begin. Those students in high school who succeed especially well usually study alone and follow a study technique that has been worked out by them and that incorporates desirable procedures. Good health, sufficient sleep, appropriate exercise and nutrition diet etc, are essential to achievement of good study result. Study conditions that are unfavorable include inadequate lighting, extremes of temperature, humidity, poor posture, subnormal physical condition and emotional disturbance. Although habits differ from person to person, some general can be derived about studying efficiency. Here are some good study habits that lead to better academic achievement.

- Attending classes regularly.
- Taking down notes during teaching
- Concentrating on study.
- Studying with aim of getting meaning not cramming.
- Preparing a time table
- Following time table
- Keeping daily survey of work done



- Facing the problem reading home, environment and planning
- Facing the challenges posed by school environment
- Having a proper rest period

Students with poor study habits have a chance to fail, compare students who have good habits. Good study habits are a strong indicator for students to excel in life, if students do not possess good study habits they cannot excel in life.

Academic achievement motivation is relatively a new concept in the global work of motivation. Academic achievement motivation plays a significant role in students' academic life. Academic achievement motivation is a basic need for success or the attainment of excellence. Academic achievement motivation forms to be the basis for a good life. All students were influenced by a need to achieve. It causes them to want to be successful at what they attempt. But each student is affected to a different degree.

Academic achievement is generally referring to the degree or level of success or proficiency attained in some academic work. It encourages students to work hard and learn more. Academic achievement motivation is the status of students learning and refers to knowledge attained and skill development during their academic career which are assessed during their academic career which are assessed by school authorities with the help of teacher made or standardized tests.

Academic achievement motivation is basically the motivation to achieve. It is an internal process that makes a person move towards a goal. Motivation may be extrinsic or intrinsic or both. Academic achievement motivation is the attitude towards school and learning enthusiasm for academic achievements.

Academic achievement motivation plays a crucial role to achieve education goals of the students. Academic achievement motivation can be defined as the need for success or the attainment of excellence. Motivation is the basic drive for all of our actions. Academic achievement is one of the most important goals of education. The success or failure of a student is measured in terms of academic achievement motivation. It means development of skills in school subjects.

Academic achievement motivation is the criterion for selection, promotion or recognition in various walks of life. Academic achievement motivation is based on the assumption that there are differences within an individual from time to time as behavioural oscillations. The academic achievement of the same individual differs from time to time, one class to another and from one educational level to another.

Academic achievement motivation is one part of the wider term of educational growth. It is a sort of hidden desire or internal force which energizes the individual to move towards a specific goal. Academic achievement motivation is one of the crucial psychological factors determining future academic and occupational success. Study



habit is seeming to be an essential determinant of achievement, that good academic achievement was balanced with good study habits, while poor academic achievement also influenced by poor study habits.

### **Review Literature**

**Mrs. Reeta Arora (2016)** Academic Achievement of Adolescents in Relation to Study Habits. The study result revealed that there was significant difference between male and female adolescents in the study habit. In study habit female score higher than male. So it is found that study habits of female are better than the study habits of male. There was significant difference between male and female adolescents according to academic achievement motivation. the mean score of academic achievement motivation of female is higher than the male mean score of academic achievement male. So it is found that academic achievement motivation of female are better than the academic achievement motivation of male. While the correlation between study habit and Academic Achievement reveals 0.74 positive and highly significant correlation.

**Dr. Indrajitsinh. D. Thakor (2015)** Investigation of Relationship between Study Habits and Achievement Motivation of College Student. The study result revealed that there no significant difference between male and female college student. it is concluded that gender is not a factor for affecting study habits and attitudes of college student. There was no significant difference between mean score of achievement motivation between male and female of college student. It is concluded that gender is not factor for affecting male and female of college student while the correlation between study habit and achievement motivation reveals 0.25 positive correlations.

### **Objectives**

The main objectives of this study were as under

- (1) To measure the mean difference of study habits in male and female adolescents.
- (2) To measure the mean difference of academic achievement motivation in male and female adolescents.
- (3) To check correlation between study habits and academic achievement motivation.

### **Null Hypothesis**

To related objectives of this study, null hypothesis was as under

Ho1 There will be no significant difference in study habits between male and female adolescents.

Ho2 There will be no significant difference in academic achievement motivation in male and female adolescents.





Ho3 There will be no significant correlation between study habit and academic achievement motivation.

### **Method**

#### **Participants**

According to the purpose of present study total 100 samples been selected. There were 50 males and 50 female adolescents were taken as a sample from Rajkot city.

#### **Variable of the study**

Independent Variable: Male adolescents, Female adolescents

Dependent Variable: Study habits, Academic achievement motivation

Controlled Variable: Age, Area, Residential Back Ground, Socio Economic Status etc.

### **Research Design**

The present research aim to measure of Study Habits and Academic Achievement Motivation among Male and Female Adolescents. For these total 100 adolescents were taken as a participant to check different test method was used.

### **Instruments**

For this purpose the following test tools were considered with their reliability, validity and objectivity mentioned in their respective manual, present study in two scale is used.

#### **Study Habits Inventories**

Study habits and Attitudes Inventories developed by Dr. I. D. Thakor (2014), Total 29 statement are in this scale, which includes 16 positive and 13 Negative statements. Inventory reliability indicates 0.73 and validity sufficed.

#### **Academic Achievement Motivation Scale**

Academic Achievement Motivation Scale developed by T. R. Sharma (1984). This scale translated into Gujarati by Y. A. Jogsan. The scale contains 38 statements. Two type responses give the all details as A or B. Belong two options can choose any one option. And award 1 mark if box A [ ] has been ticked in case of items no. 1, 3, 4, 6, 8, 10, 12, 13, 15, 16, 17, 18, 21, 25, 27, 31, 35, 36, 37 and if box B [ ] has been ticked in case of items at Sr. no. 2, 5, 7, 9, 11, 14, 19, 20, 22, 23, 24, 26, 28, 29, 30, 32, 33, 34. Scale reliability indicate 0.53 and validity is sufficed scale interpretation was that high score indicate high academic achievement motivation and low score indicate low academic achievement motivation.

### **Procedure**

According to purpose of present study for data collection the investigator explained the purpose the study to the subjects for these total 50 males and 50 female



adolescents were taken as a sample from different field of Rajkot city. A tool was done personally with adolescents. The whole procedure of fill the inventory was explained to them fully and clearly. The instructions given on questionnaire were explained to them. It was also made clear to them that these scores would be kept secret. It was checked that none of the participants left any questions unanswered or that no participants encircled both the answer given against questions.

### Result and Discussion

The main objective of present study was to measure the study habit and academic achievement motivation among male and female adolescents. It is statistical techniques T-test was used. To check the relation correlation method was used.

**Table-1**  
**Showing means score of study habit among adolescents.**

Variable	N	Mean	SD	t	Sig.
Male	50	22.1	2.18	3.6	0.01
Female	50	23.42	2.20		

Significant level 0.05=1.98, 0.01=2.63

NS= Non significant

Table-1 the indicate that the mean score of study habit and attitudes between male and female adolescents are 22.1 and 23.42 respectively. Standard deviations for male and female are 2.18 and 2.20 respectively. The t-value was 3.6 which are significant 0.01 levels. So we can say that first hypothesis was rejected. This is conformity with the finding of Arora. R.(2016).

**Table-2**  
**Showing means score of academic achievement motivation among adolescents.**

Variable	N	Mean	SD	t	Sig.
Male	50	27.48	4.17	3.37	0.01
Female	50	30.14	3.74		

Significant level 0.05=1.98, 0.01=2.63, NS= Non significant

Table-2 indicates that the mean score of academic achievement motivation between male and female adolescents are 27.48 and 30.14 respectively. The standard deviations of male and female are 4.17 and 3.74 respectively. The t- value was 3.37 which were significant 0.01 level. So we can say that second hypothesis was rejected. This is conformity with the finding of Arora R (2016).



**Table-3**  
**Showing correlation of study habit and academic achievement motivation among adolescents.**

Variable	N	Mean	r	Sig.
Study Habits	100	22.91	0.67	S
Academic Achievement Motivation	100	28.81		

Normal positive correlation:  $0.05=0.014$ .  $0.01=0.19$

The table-3 indicates positive correlation between study habit and academic achievement motivation. It was 0.67 positive correlations between study habits and academic achievement motivation. It means when study habit decrease, that time academic achievement motivation also decrease with that and when study habits increase, that time academic achievement motivation also increase.

### Conclusion

We can conclude by data analysis as follows

There were no significant differences between the mean score of two groups in study habits. There was significant difference show between the mean score of two groups in academic achievement motivation. The correlation between study habits and academic achievement motivation is 0.67 which is positive correlation. It means good study habit increase academic achievement motivation and lack of good study habits decrease academic achievement motivation.

### Limitation and Future Research

This study has several limitations that can be addressed by future research. First, the participants consist only adolescents of the Rajkot city. So it is not representative of all students. Hence, more representative participant might yield different result for example a participant from different areas of Gujarat might show significant interaction effect of areas.

### Suggestions

Present study has taken only 100 sample data; research can be more data. Here data selected only from the Rajkot city. But it can also take from huge masses from many city or state. The study has been measured only by using t-test and correlation were as other method can be also used. Study habit and academic achievement motivation can be also measured with other variable like area, stream, age etc.



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## Organizational Structure of RMC and Satisfaction of Employees

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### Abstract

*This research paper is based on the responses given by the employees of RMC (Rajkot Municipal Corporation). Out of 450 permanent employees, 100 employees were taken as sample from the organization which is located at Rajkot city. This study mainly attempts to Analyzing the existence of 'ORGANISATION STRUCTURE AND SATISFACTION OF EMPLOYEES' at RMC. RMC is such a government body where large numbers of employees are working. All the employees are coming from different backgrounds, having different levels of education and working with this organization since a longer period of time. They are very much familiar with the structure and culture which RMC is following, so for doing any kind of structural analysis RMC is the best center to work for. In other word this research paper mainly illumines the elements of the best center to work for. In other word this research paper mainly illumines the elements of the ORGANISATION STRUCTURE, similar to private sectors corporates.*

**Key words:** Organization structure, satisfaction of employees

Human resource development deals with structural building which enhances competence building, culture building and commitment building. Competence and commitment can be built on continuous basis in certain type of structure. If the milieu is good, a number of things can happen. Hence, creating a structure which provides good culture becomes important in any organization. The structure should create such a culture which has the following characteristics

It should be a learning culture.

It should facilitate the identification of new competencies of people on a continuous basis.

It should help in developing new competencies.

It should enable people to take initiative and experiment.

It should enable people to take initiative and experiment.

It should bring joy and satisfaction to work.

It should enhance creativity and the problem solving capabilities of people.





It should create team spirit and morale.

It should enhance the action orientation of individuals and teams.

It should help to establishing the proper authenticate channel of communication within the organization.

Such culture has been termed as OCTAPACE (O-Openness, C-Collaboration, T-Trust, Authenticity, P-Pro-action, A-Autonomy, C-Confrontation, E-Experimentation) So, the structure should be built in such a way which creates a culture of OCTAPACE. Prof. T.V.RAO from IIM Ahmedabad is the person who introduced HR as an inevitable part of the organization and he is the person who invented concept of OCTAPACE. To check the effectiveness of this concept Krishna and Rao had worked jointly. They did research on this concept for the very time in the year 1997 at the BHEL (Bharat Heavy Electrical Tools Ltd.) but very important aspect to note is that that research was QUALITATIVE TERMS. HRD PHILOSOPHY AND FACULTY DEVELOPMENT STUDY is a case study published by Shakeel Ahmad Sufi and Majeed Bhat in Kashmir in which they had tested effect of OCTAPACE in eight colleges in QUANTITAVE TERMS from the reference of the study.

### **Research objective for present study**

To know the existence of OCTAPACE in RMC and if it already exists than at which leave it is affecting to the organization structure and culture of RMC.

To know the level of job satisfaction of employees.

### **Research methodology**

An attempt to measure the organization structure and culture was based on certain dimensions. The choice of certain dimensions was based on previous studies conducted, descriptions of various studies of various studies of OCTAPACE by various scholars. In all 8 variables were identified. For each variable 3 statements were framed. For which response were obtained on a five-point likert type scale. For the purpose of the study, 22%employees (33 class-3 employees, 33 clerks and 34 engineers)

### **Test of hypothesis**

H0- OCTAPACE exist in RMC

H1- OCTAPACE does not exist in RMC

### **Results and findings**

At first step, normality test was conducted and from results it is proved that data was normally distributed.



In the next phase, T-test was applied to find out whether OCTAPACE is existing in RMC.

### FINDINGS FROM T-TEST

From the application of t-test it can be seen that all the  $t_{cal} < t_{tab}$

From above findings it can be concluded that  $H_0$  is accepted.

$H_0$  The OCTAPACE is existing in RMC.

### CONCLUSION

The main and very important findings regarding” organization structural analysis of RMC” are....

The positive results of the tests which we have applied to decide the existence of OCTAPACE in RMC shows that OCTAPACE is working in RMC and the results shows that the effectiveness of that is very high...So it can be said that.

All above elements of OCTAPACE are working in RMC. We can't give the exact digits but assurance of presence can be given and hence job satisfaction is seen.

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## Effect of Impulsiveness in Young Generation With Gender Discrimination

By

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### Abstract

*The main purpose of this research was to find out the effect of impulsiveness in young generation with gender discrimination. The sample consisted 102 girls and 102 boys were selected random sampling methods from the same area of the Amreli city (Gujarat). Data was collected with the help of impulsiveness scale by Dr. S. N. Ray and Dr. Alka Sharma in Hindi language. Gujarati translated by Dr. Y. A. Jogsan and Dr. D. R. Doshi. The obtain data was analyzed t-test to know the mean difference between girls and boys. The result relevant that are no significant difference in impulsiveness in young generation.*

**Keywords:** Impulsiveness, young generation, gender discrimination.

### Introduction

In psychology impulsiveness is a tendency to act on a whim, displaying behavior characterized by little or no forethought, reflection, or consideration of the consequences. Impulsive action are typically “poorly conceived, prematurely expressed, unduly risky, or inappropriate to the situation that often result in undesirable consequences, which imperil long term goals and strategies for success. Due to the fact that professionals in the mental health field have been unable to identify a specific cause as to why impulse control disorders develop, the agreed consensus is that a combination of multiple factors come into play when leading up to the onset of an impulse control disorder. Included in the following are examples of such contributing factors genetic, physical, environmental. The signs and symptoms that will present themselves in children and adolescents who are struggling with an impulse control disorder will vary depending on the specific type of impulse control disorder they have, how old they are, the environment in which they are surrounded, and whether they are female or male. The following is a list of different behavioral, physical, cognitive, and psychosocial symptoms that may indicate the presence of an impulse control disorder

#### **Behavioral symptoms**

Stealing.

Compulsive lying.



Starting fires.

Participating in risky sexual behaviors.

Acting out aggressively or violently against people, animals, objects, and/or property.

### **Physical symptoms**

Presence of injuries or scars from engaging in physical fights or episodes of aggressively acting out.

Burn marks on those who engage in fire-starting behaviors.

Presence of sexually-transmitted diseases as a result from participating in risky sexual behaviors.

### **Cognitive symptoms**

Obsessive thought patterns.

Compulsive thought patterns.

Inability to control impulses.

Inability to remain patient.

### **Psychosocial symptoms**

Irritability

Agitation

Depression

Anxiety

Isolating oneself from friends and family

Lowered feelings of self-worth

Random episodes of emotional detachment

Attention-deficit/hyperactivity disorder (ADHD) is a Childhood - onset disorder, which presents as its main symptoms inattention, hyperactivity and impulsivity. ADHD is the most common childhood psychiatric disorder (8% to 12% of children worldwide), and is also among the most frequent diagnoses deriving from both clinical and neurobiological criteria (Biederman & Faraone, 2005a). According to Barkley (1997), the ability to inhibit responses is a core deficit in ADHD, which then lead to executive dysfunction. Several studies support this notion of inhibitory control deficit in adults with ADHD, using behavioral paradigms of motor response inhibition, such as the Continuous Performance Task (CPT). Indeed, adults with ADHD tend to commit more commission errors on the CPT than controls (Hervey et al., 2004).

### **Object of the study**

The major objectives of the study is to test effect of impulsiveness in young generation with gender discrimination.

### **Hypotheses**

H<sub>01</sub> There will be no significant difference between means of girls and boys.



### **Variables of the study**

**Independent variable** Gender (girls and boys).

**Dependent variable** Score receive on impulsiveness scale.

**Controlled variable** Age (17 year to 25 year)

### **Instrumental of research**

In present study the investigator constructed impulsiveness scale developed by Dr. S. N. Ray and Dr. Alka Sharma in Hindi language and translated into Gujarati by Dr. Y. A. Jogsan and Dr. D. R. Doshi. This scale has 30 sentences which measured impulsiveness. This is 2 options scale.

### **Reliability of present scale**

The reliability of this scale is found by Kuder-Richardson methods. Which was obtained as 0.72 which is highly reliable.

### **Validity of present scale**

The validity of this scale is obtained as 0.58.

### **Participants of research**

According to the purpose of present study total 204 samples has been selected. There were 102 girls and 102 boys were taken as a sample from different area in Amreli city (Gujarat).

### **Procedure of data collection**

In this study random sampling method was used. Initial meeting with the participants was made at different area in Amreli city (Gujarat). Total 204 participants (102 girls and 102 boys) were taken as a sample. They were informed about the purpose of the study. Upon initial meeting, each participant was also explained the nature of the study. Participant were informed about the confidentially regarding information collected from them. A time for data collection was set up that was conducive for the participants. A good report was built with the participants for getting correct response. Some necessary instruction and guidelines were provided to fill up the scale as per the instruction given the scale. After completion of the scale participants returned the scale and they were thanked for their participants and co-operation.

### **Result and discussions**

The main objective of present study was to measure the impulsiveness in young generation with gender discrimination. In it statistics t-test method is used. Result discussion of present study is under



**Table showing impulsivity in youth**

Sr. no	VARIABLES	N	MEAN	S.D.	T	Sign.
1	Girls	102	13.16	3.39	1.02	NS
2	Boys	102	13.15	3.63		

Significant level: 0.05=1.97, 0.01=2.60, NS =not significant

### Conclusion

The result shown in no significant difference between means of impulsiveness in young generation with gender discrimination. Thus, the result support hypothesis.

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## Psychosocial Impact of the Web series and streaming content in youth of Rajkot city

By

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### Abstract

*Web series is trying its way to become a new “normal” thing for entertainment. Youths are starting to develop the “web series obsession disorder” as they live on the internet. Web series consisting of different varieties of genre and the Minor children, the web series are being used as clout for the content of the shows and because of their pre-adolescence they Are very impressionable Hence, they are not very two edged about the content. A large number of people specifically the Youths are becoming habituated to watch their interest in shows which leaves a heavy explanation in terms of their attitude, Perception, and behaviour which is a very important factor. As web series targets are mainly youth-based so, they make Them watch eternally with their different range of storylines and plot twists based on the current time situation and Protagonist’s point of view. The impacts of such web series on their persona make a great solicitude.*

### Keywords

*Web Series; Online Streaming; Psychosocial, Youth; Impact; Addiction; Episode; Netflix; Amazon Prime; Digital Media Consumption*

### Introduction

In the era of internet where you can see, read, review anything and everything it is no different fact that internet brought the Entertainment industry to the next level. The primary factor for the viewership of web series is the smart phone. The growth of Youth consuming their convenient time watching web series are increasing. The contents for taboo breaking videos are also Increasing. Thus, the changes brought an irk to the entertainment, especially for the millennials. There is a significant impact of Web series on the youth and society as a whole.

The internet connection comes at a very reasonable prices, therefore, the subscription fee seems like a minor factor. Technology Paved the way for various contents in multiple languages with subtitles, permitting one to arrange settings in



terms of time, which Device to use and locations. The acceptance of OTT platform service with the production of innovative and creative web series have Contributed to the development of an obsession. The combination of technology and OTT platform blends well in the society. It Helps in captivating views to a great extent. Plus, this combination provides independent film producers with limited resources a Great platform to make their debuts. Every OTT platform depends on these factors – ‘like’, ‘share’, ‘comment’, ‘subscribe’, ‘view’, ‘review’, because the online platforms are synergistic with the audience.

As the web series are boosting the entertainment industry in India, it seems like web series is custom-made for the young generation Also called Gen-Z, who is known to be living on the internet. The OTT platforms in today’s generation has a big and strong fan base and web series has a separate fan base. There are many OTT platforms available on the internet where youth can freely engage such as Netflix, Amazon Prime Video, Voot, MX Player, HBO NOW and so on. There were days where we used to watch the dramatic Saas- bahu contrast, now, the time has changed and we love dark humors, fantasy-based action, conspiracy, mystery related, real Life-based events, LGBTQ+ related and many more kind of web series.

Web series are long movies broken into episodes with seasons, also called ‘webisodes’ in short. It helps us to travel the world, know The different cultures and traditions, ideas about different communities. Television series goes on years and years while web series Are small concepts full of thrill, creativity, suspense, detailed-oriented and unpredictable plot twists which are related to present Time situations. The viewers can relate to Gen Z’s protagonist’s point of view without batting an eye. Web series has no time bound. As these are mostly youth-based and very much addictive, people especially the youngster are willing to compromise everything for the sake of watching their favorite web series.

As time is flying, web series are upgrading day-by-day by providing various kinds of contents. But as youth perceives things very Differently from another age group, watching violence, abusive behavior sending them message that these behaviors are treated as Normal and are accepted by society and hence, everybody does it. Nevertheless, the intention was not bad. It is one’s way of Expressing through their point of view. Watching an abusive-based web series can change youth’s behavior and their way of Speaking which is an important factor. Youth as well as adults feel insecure and wanting to live in their virtual world, away from Real life. But inspite of the fact that web series can have negative impacts, most of the web series end up giving morale values to The viewers.



### Review of literature

The culture of binge watching in India

**Joshi, Anushree (2019)** has found out in her research that internet has popularized the OTT applications like Netflix, Prime, etc. And viewers are very much keen to watch the web series seamlessly over 4G connectivity.

**Dhanuka, Aditya, Bohra, Abhilash (2019)** have inferred in their exploration that youth become more and more addictive towards Watching these web series. They have an adverse effect on the emotional, physical, and psychological health.

**Aadeetya, S. (2018)** has opined that the on-the-go content of the video streaming platforms have a rising demand among the college Going youth.

**Qiu, Fan & Cui, Yi. (2010)** concluded in their research that viewer's behaviour is very important while designing the streaming of Videos because there is high volatility and dynamism in the behaviour of consumers.

**Kakkar, Alpana & Nayak, Kalyani (2019)** have inferred that product positioning and placement has an important role in Developing web series in OTT platforms. Because people have started liking the OTTs because of the clever positioning of products And their contents.

### Statement of Problem

India is rich in diversity, tradition, culture, religious sentiments, and values around the world. People have always taken the example of India when it comes to how culture and traditions are being passed to the next generation. Films and the television industry have always been significant sources of infotainment and entertainment for the people in India. Also, they have been one of the essential sources to influence thoughts, attitudes, behavior, and belief.

It Is generally seen that the youth, especially kids and teens, tend to learn the instances, dialogues, songs from movies, and later it stays in their mind for an extended period. And as a result, parents always preferred streaming those channels or movies, which have positivity, and don't contain any unfavorable content.

The new era of online video streaming content and web series based on an economic model to earn revenue and young audience overlook the need for value-added content. Also, the thirst to adopt western culture has highly influenced the content and its type being shared on the various video streaming platforms.

Today, the video streaming platforms focus only on the 'binge watching' model, generating more viewers and viewing hours. It won't be wrong to call this model an 'addiction' to spend long hours streaming online videos. It is a very well-



known fact that the more the number of viewers and playing hours, the more the scope of revenue.

As a result, we can see hundreds of web series, episodes, and videos available on these platforms, and several being uploaded every minute. Since they are available on the internet, it is easily accessible to the youth via smartphones or laptops. The content served here is primarily unregulated with many factors that boost the number of young, school and college-going audiences.

This content contains too much abusive language, hatred, vulgarity, a sense of rebellion against parents, country, law or religion, and other taboos of the society. It deals in originality and creativity, but at the same time, it has a solid potential to attract the youth's attention. In the end, it introduces a lot of topics, subjects, and ideas, which the Indian youth might be unaware of, or can be influenced.

A general day in a youth's life should be filled with activities like playing outdoor games, meeting with friends, exercise, and other activities like doing homework and being physically active. However, all of these are today replaced with online video streaming and web shows. Being addicted to the internet and online content, they have less time for human interaction, harming their physical and mental development.

It is already understood that youths are more likely to imitate and adapt one's behavior to their own because they can easily relate to what is shown on online web shows and other video content. As a result, it develops a lot of behavioural changes in youth today. It not only makes them aggressive in both their behavior and in their thoughts, but it is also likely to influence them with what they have seen regularly like smoking, drinking, drugs, nudity, and vulgarity, which are shown frequently in these online web shows. This further develops several unhealthy habits at an early age.

Here are some significant points, which we should think properly

An Indian youth spends approximately an average of eight hours 29 minutes watching online video content, which is far more than the global trend of six hours and 45 minutes.

Watching violent web series increase aggression and violent behavior in the youth.

Nudity and Obscenity encourage irresponsible sexual behavior, and the web rarely mentions anything about sexually transmitted infections and unwanted pregnancy.



Increase in the number of depression, obesity, and eyes disorder cases amongst the youth.

Smoking, Tobacco, Alcohol, Drugs, and Weed are advertised directly on online web series, rarely mentioning their adverse effects.

### Objectives of the study

- (1) To analysis the psychosocial impact of the web series and streaming content on the Indian youth.
- (2) To find out the causes of behavioral changes among youth because of the addiction to web series.
- (3) To find out the impact of web series and streaming content on the academic performance of the youth.
- (4) To explore the perception of youth regarding the nature of online video content and web series in India.

### Scope of the study

The study covers a framework of the Psychosocial impact of web series and streaming content on youth.

### Research Methodology

The study includes the information from graduate and post graduate students. This research is based on an online survey.

Scheduled questionnaire used for data collection. Google online survey was designed to measure impact of web series on Youth of Rajkot city. 60 respondents from different colleges and universities of Rajkot were selected as sample. Data was Analyzed using chi-square analysis, cross tabulation and various charts.

### Data Analysis & Interpretation

#### Age (figure -1)

Study is based on the response received by the youth, where it can be clearly seen that majority of the respondents, which is 30% are 22 year of age. Whereas 16.7% respondent are 21 years ,15% respondent are 25 years, 10% are 23 years, 8.3% are 20 and 24 years, 5% are 19 years, 1.7, % are 17, 18,26 and 28-year age.

#### Gender (figure -2)

When categorizing the respondents on the gender basis, it can be seen that 48.3% of the respondents were male, while 51.7% of respondents are female. This clearly shows that females and male are equally interested.

#### Education (figure -3)

<i>Gender</i>	<i>Percentage</i>	<i>Quantity</i>
<i>Male</i>	<i>48.3%</i>	<i>29</i>
<i>Female</i>	<i>51.7%</i>	<i>31</i>
<i>Total</i>	<i>100%</i>	<i>60</i>





Education	Percentage	Quantity
Graduation	60%	36
Post graduation	40%	24
Total	100%	60

When categorizing the respondents on the educational basis, it can be seen that 60% of the respondents were, Graduation while 40% of respondents are post-graduation. This clearly shows that graduation level students are much interested than post-graduation level students.

### Questions asked to the respondents

#### Q.1. which is the most popular online platform for streaming video content?

Which is the most popular online platform for streaming video content?	Total
Netflix	22
YouTube	27
Hotstar	9
Other	2
Grand total	60

The respondents were asked about their popular online platform for streaming video content, Where 45% prefer YouTube as their favorite online platform. 36.7% of respondents chose Netflix, while 15% choose hotstar and rest of them chose other online platform as their favorite online platform. This clearly states that majority is interested in Netflix and YouTube which shows that they were interested in Netflix and free video streaming on YouTube, rather than paying subscription free for OTT platform.

#### Q.2. How much time spends on watching web series or other online video content every day?

How much time spends on watching web series or other online video content every day?	Total
1-3 Hours	46
3-6 hours	14
Grand total	60





When asked the respondents about the average time spent on watching web series or other video content online on a daily basis, 76.7% agreed to spend 1 to 3 hours every day, while 23.3% agreed to spend 4 to 6 hours every day on online video streaming.

**Q.3. Do you agree that web series and online content has psychological effects on you?**

Do you agree that web series and online content has psychological effects on you?	Total
Yes	26
No	13
May be	21
Grand total	60

When asked to the respondents whether the web series and online content have psychological effects on the youth, 43.3%, of respondents said yes, it has an impact on them. While, 21.7% said no, that it never had a psychological impact on them. It is also important to know that 35% of all respondents aren't sure that whether web series and online content have psychological effect on them or not.

**Q.4. Do you think web series have create anger and aggression in you?**

Do you think web series have create anger and aggression in you?	Total
Yes	13
No	31
Maybe	16
Grand total	60

The question aimed to understand whether these web series have cause a rise in anger and aggression in respondents, where 51.7% refused while 21.7% have answered the question in yes, and 26.7% aren't sure that whether web series and online content have created anger and aggression on them or not.

**Q.5. Do you think watching web series and online video content is causing anxiety and depression?**

Do you think watching web series and online streaming content is causing anxiety and depression?	Total
Yes	10
No	27



Maybe	23
Grand total	60

The next question was to analyse whether watching web series causing anxiety and depression amongst the youth. The majority 45% of the respondents agreed with answering a No. While 16.7% of the respondents agreed and 38.3% aren't sure that whether web series and

online content have created an anxiety and depression on them or not.

**Q.6. Has watching web series affected your performance in exams or other important works?**

Has watching web series affected your performance in exams or other important works?	Total
Yes	31
No	29
Grand total	30

The next question was to assess whether OTT content have affected the academic performance of the youth. Here, 51.7% of the respondents have agreed watching online video streaming and web series have affected their performance in exams or other important works. However, 48.3% disagreed to the impact of online video streaming in their academic performances.

**Q.7. what affect you most to watch the web series?**

What affect you most to watch the web series?	Total
Cast, Story, Theme	38
Dialogue	14
Abusive language	5
Sexual Scenes	3
Grand total	60

When asked about the most affect you most in the web series, 63.3% of the respondents agreed to like the cast, story and theme of the web series, while 23.3% agreed to like dialogues . 8.3% agreed with abusive language and double meaning jokes and 5% of respondents agreed with sexual scene.



**Q.8. Do you avoid physical Exercises due to watching web series?**

<b>Do you avoid physical Exercises due to watching web series?</b>	<b>Total</b>
Yes	25
No	35
Grand total	60

Here 41.7% of respondents agreed that they avoid physical exercises, however, 58.3% of the respondents claimed to give preference to physical exercises.

**Q.9. Do you think that web series shows enhance criminal activity in society?**

<b>Do you think that web series shows enhance criminal activity in society?</b>	<b>Total</b>
Yes	25
No	8
Maybe	27
Grand total	60

Majority of the respondents 41.% feel like web series enhance criminal activity in society and 13.3 % are disagreeing, and 45% of respondents aren't know that web series shows enhance criminal activity in society.

**Q.10. Do you think that web series are changing the language and behavior of the youth?**

<b>Do you think that web series are changing the language and behaviour of the youth?</b>	<b>Total</b>
Yes	38
No	5
Maybe	17
Grand total	60



Majority of the respondent 63.3% are agreeing and 8.3% respondents disagreed, and 28.3% percent aren't sure that web series are changing the language and behavior of the youth.

### Findings

The study found that YouTube is the most popular online video streaming platform amongst the respondents, followed by Netflix, hot star, Sony Liv, Amazon Prime, Eros, and others.

The respondents agreed that web series and online video content have a direct or indirect psychological impact on them.

The respondents Not agreed that watching web series has given rise to anger, aggression, anxiety, and depression.

The respondents watched web series or online content because of the story, theme, dialogue, sex scenes, or abusive language used in the content.

When it comes to physical exercises, the respondents agree they do exercises. 63.3% of respondents agree that web series are changing the language and behavior of the youth.

### Conclusion

The result clearly stated that web series and online streaming content significantly impact the Indian youth. The web series content showcased on the online platforms grabs youth's attention. The content available on OTT platforms is filled with violence, sexual, and abuse and has caused psychosocial effects on Indian youth. They have agreed that they had low symptoms of anger, aggression, anxiety, and depression in their lives. If it is uncontrollable, it will create major psychosocial issues among the youth.

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## A Study of Psychological Well-Being Among Marital Couple

By

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### Abstract

*Ever since the arrangement of the family has started in human life and in today's modern life, the role of the wife has been very important and important in the happiness of couples, so the main intention in the presented study was to examine Psychological Well-Being in working and non-working womens couples. This study was conducted on a sample of a total of 120 participants. Ruff's The Psychological Well-Being scale were administered on one hundred and twenty working and non-working Couples participants. The results showed that there were no significant differences in terms of Psychological Well-Being among working and non-working women and its spouse.*

**Key words** Psychological Well-Being, Working and Non-Working, Couples.

### Introduction

The stability and continuity of marriage is important not only to the members of the marital couple but also to their family and society as a whole. Marriage has been discussed in terms of interdependence between husband and wife and whatever one person does affects the other person. Good interdependence in a relationship affects his work. The husband makes changes in the health and well-being of the partner between the wives. The close relationship between husband and wife is part of the foundation of interpersonal behavior. Basically, in marriage, two persons adjust to each other's sensory, motor, emotional and intellectual capacities.

Psychological wellbeing is related to each other. Psychological wellbeing is particularly viewed as a positive functioning of an individual and is described as the quality of life of a person. It includes what laypeople call "Happiness", "peace", "fulfillment" and "life satisfaction". Ryff (1991) states that convergence of similar features of positive psychological functioning constitutes the core dimensions of psychological wellbeing and these dimensions are autonomy, environmental mastery, personal growth, positive relations with others purpose in life and self- acceptance. Ryff (1989) extensively explored the meaning of psychological wellbeing and thought that wellbeing could be made sense by breaking it down into six dimensions each of





which contributing to people's experience of wellbeing. Each dimension of psychological well-being articulates different challenges as they strive to function positively.

Psychological wellbeing particularly in labor market and more specifically in the context of women employees has received much attention. The occupation is one of the most important factors which bring a lot of changes in the life of women. The occupation brings along with it many expectations, pressures, time demands and commitments which may affect the mental health of women. The relationships between occupation and mental health of women have been studied by several researchers. Thakur and Misra (1999) studied the well-being experiences of 196 employed and 54 unemployed women. It was found that the unemployed women received significantly more social support, in spite of that, the well-being measures indicating mental health was better in employed women.

One of the Indian survey demonstrated a statistics' which indicates that 80% of working women psychological state is not well in working women in Karnataka experiencing frustration and stress (14.22% in 1971, and 25.68% in 2001). Further, another study conducted by Ramesh (2009) on working and non-working women demonstrated that non-working women are more adjusted than working women-emotionally, socially and health wise. Non-working women have more life satisfaction than working women.

### **Objective**

1. To study of the Psychological Well-Being among working and non- working women.
2. To study of the Psychological Well-Being among working and non- working spouse of women

### **Hypothesis**

1. There will be no significant difference between the Psychological Well-Being of working and non-working women.
2. There will be no significant difference between the Psychological Well-Being of working and non-working women spouse.

### **Method**

#### **Sample**

Keeping in mind the objectives of the present study, this study sampled 120 couples with a marital life of 6 to 13 years living and not working in Jamnagar city of Gujarat. In the presented study, 60 couples were working in business and 60 Women who were not working in business participated with their spouse. All the couples were



selected from the middle socio-economic class. Couples who had generally studied school and lived in urban areas were included.

### Tools

This is a brief description of the tool used in the study. Self-report inventories were used in the current research.

#### A. Psychological well-being

Psychological wellbeing was measured by using Ryff's (1989) medium form that consists of a series of 54 statements reflecting the six areas of psychological wellbeing autonomy, environmental mastery, personal growth, positive relations with others, and purpose in life and self-acceptance. Respondents rate statements on a scale of 1 to 6, with 1 indicating strong disagreement and 6 indicating strong agreement. The reliability for each dimension varied between 0.86 and 0.91. Correlation coefficients with 20-item parent scale for each varies between 0.83 and 0.99 indicate higher level of validity for the scale. For each category, a high score indicates that a respondent has a mastery of that area in her life. Conversely a low score shows that the respondent struggles to feel comfortable with that particular concept.

### Procedure

Objectives of the research presented, the above-mentioned criteria were used to assess the marital adjustment of working and non-working women and their spouses. Participants were selected carefully. The scale was given to each participant individually and administered according to the instructions given in each scale. In addition, each participant was requested that the feedback they gave would be completely private. Thus, the secrecy of their answers was assured to them.

### Results

According to the purpose of the presented study, the independent sample was calculated by t-test and the findings obtained by it are presented in the table. Results 1 Mean, SD, and t-values indicate differences between the Psychological Well-Being of working and non-working women.

**Table No1**  
**Mean, SD and t-value of Psychological Well-Being of working and non-working women**

Group	N	Mean	SD	t-value	Sig.
Working women	60	48.16	14.28	1.27	NS
Non-working women	60	51.67	15.87		



Not Significant at 0.05 levels

The Table 1 reveals that mean of working and non- working female is 48.16 and 51.67 respectively which indicates that non-working female scored higher on Psychological Well-Being and is adjusted than working female. The t-value was calculated for the significance of mean differences and non-significant differences have been observed ( $t = 1.27$ ,  $df = 118$ ,) indicating that working female does not difference from non-working female on the measure of Psychological Well-Being. These findings suggest that both working and non-working female are Psychological well in their married life.

Results 2 Mean, SD, and t-values indicate differences between the Psychological Well-Being of working and non-working spouse of women.

**Table No2**  
**Mean, SD and t-value of Psychological Well-Being of working and non-working spouse of women**

Group	N	Mean	SD	t-value	Sig.
Working women	60	57.65	11.43	0.94	NS
Non-working women	60	55.71	12.90		

Not Significant at 0.05 levels

The Table 1 reveals that mean of Psychological Well-Being in spouses of working female and spouses of non-working female is 57.65 and 55.71 respectively. The t-value was calculated for the significance of mean differences and non-significant differences have been observed ( $t = 0.94$ ,  $df=118$ ) indicating that both spouses of working and non-working female does no difference from each other on measure of Psychological Well-Being. This pattern of finding suggests that both spouses of working and non-working females are psychological equally well in their married life.

### Discussion

so, in married life couples psychological well-being Too many Factors on Support Keep is, Like or, Cooperation between each other, mutual Understanding, Loyalty, Love (Clark, Fitness End Brissette, 2000), Sexual contentment but that's an important factor. Apart from this, if the wife is doing business or work then it also affects her marital life. Kumar (1986) In the study Happy Married life for Responsible The Most Important of the factors Identity. He In marriage in happiness Contributions



Giving To factors to identify for Happy Married of couples Interview Taken were, and Husband-Wife Both of them in responses High Level Consent Look at Found was. Sexual contentment, appropriate Understanding, appropriate Marital Trend, Loyalty and Each other Importance To give All this is important in marital life.

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## Psychological study of psychological well - being and life satisfaction related to spirituality

By

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### ABSTRACT

*The study was conducted as Psychological Well - Being and Life Satisfaction in the variable associated as a Spirituality (High, Moderate and Low). Total sample of 231 adult people selected randomly of Rajkot district of Gujarat state according to research design. The Psychological Well-Being scale was constructed and standardised by Sudha Bhogle (1995) and translated by Suvera(2000). The Life Satisfaction scale was constructed and standardised by Ed Diener. Data was analysed using Mean's, SD's, t-values and correlation. The finding showed that there is no significant difference between Psychological Well-Being and different levels of spirituality except among low and high spirituality. Also, there is no significant difference between Life Satisfaction and Spirituality as per t-value. There is a positive correlation between Psychological Well-Being and Life Satisfaction related to spirituality as per correlation.*

**Keywords** Psychological Well - Being, Life Satisfaction, Spirituality

### Introduction

We all know the importance of psychological well-being, especially after COVID-19. Now people are aware of their physical and mental health also. There are some factors which are playing a very important role in psychological well-being. Like, spirituality, life satisfaction, marital status, financial condition, social status etc. one of the most important factors are spirituality and life satisfaction. If a person is spiritual, then he knows what is calmness, how to forgive others etc. and those things lead us to be psychologically fit. A person who is satisfied with his life, he has no expectations from others. He found himself very happy with what he has now.

Spirituality means a concern for or sensitivity to things of the spirit or soul, especially as opposed to materialistic concerns. A spiritual search for the sacred involves identifying the means or pathways that lead one to a sacred end as well as identifying what that end is. There may be multiple and diverse roads leading to the endpoint or goal, but are they equivalent in terms of outcomes? Are there certain





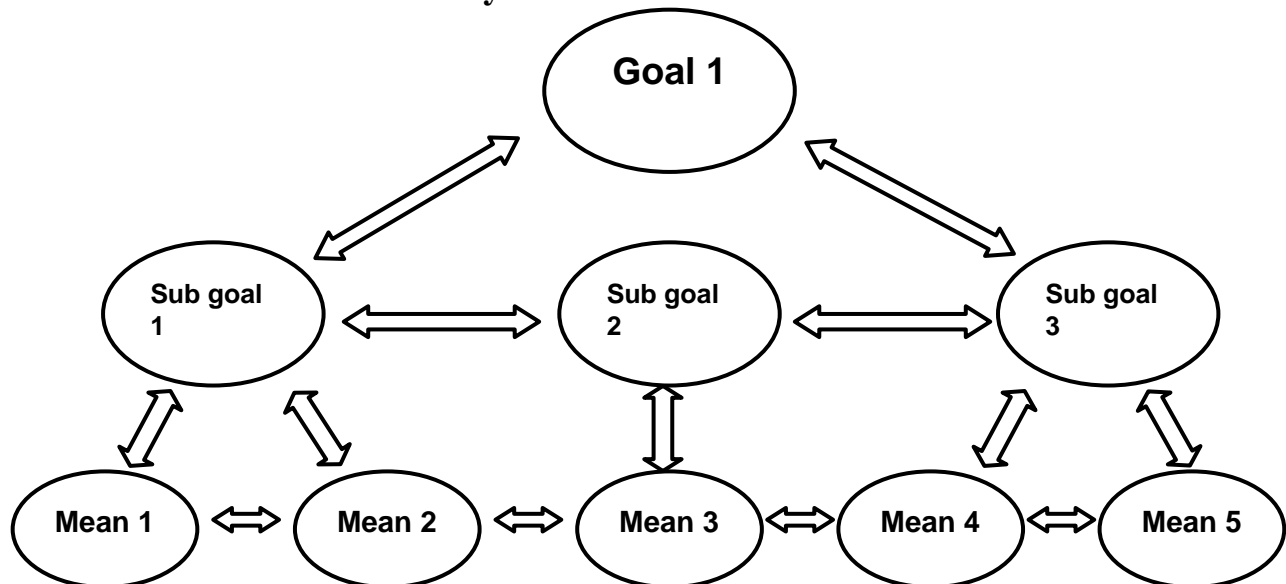
patterns of spiritual means and ends that have salutary effects on psychological health and well-being while other configurations of means and ends do not? Does the content of the ends matter? These are some of the questions that the current research attempts to examine.

### Religious and Spiritual Goal Systems

One theory of happiness suggests that people's values and goals are important contributors to their overall happiness (Myers and Diener 1995). Personal goals reflect the choices that individuals make as they regulate their daily lives and move toward some outcomes and away from others. Thus if we want to understand religion-mental health links, it makes sense to examine religious and spiritual life within the motivational framework of personal goals.

From the perspective of goal system theory (Kruglanski et al. 2002), goal systems consist of mentally represented networks in which goals are associated with their corresponding means, some means may be associated with other means, and some goals may be associated with alternative goals. Figure 1 graphically represents the presumed goal means network of goal systems theory. A superordinate goal is cognitively connected to its various subgoals, which serve as elements in the path to that goal and in turn are connected to their own means of attainment and to each other.

Figure 1  
A System of Means and Goals



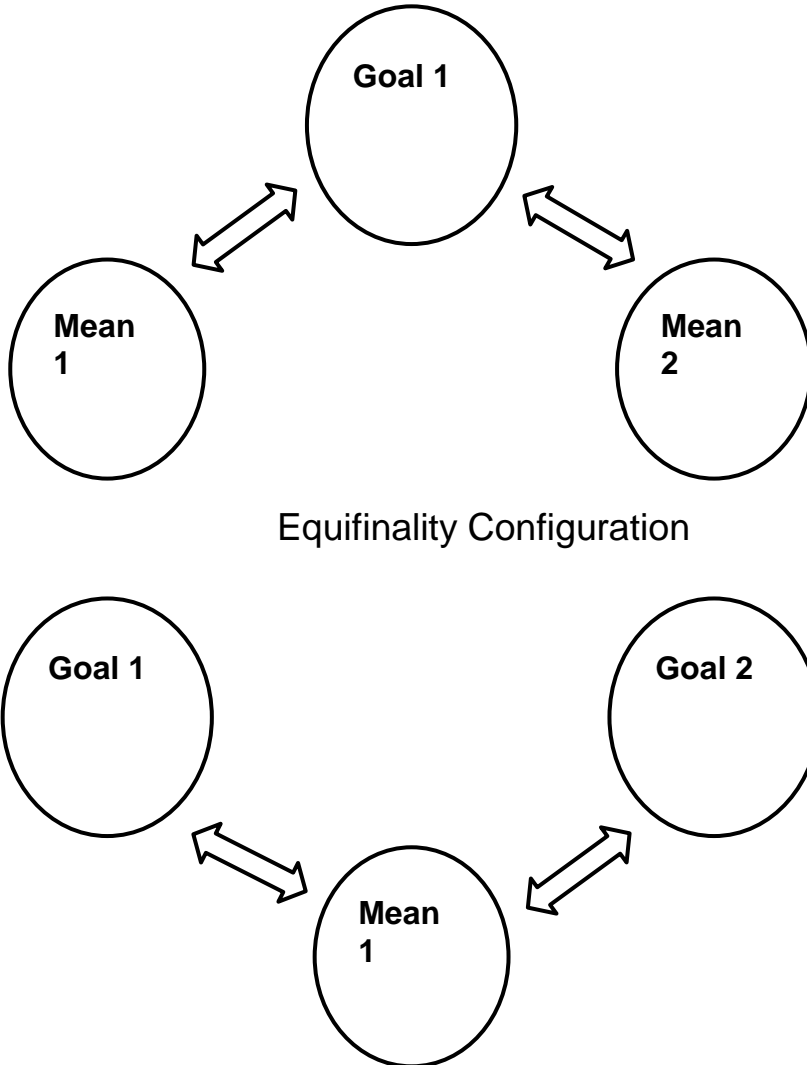




## Spirituality and Psychological Well-Being

Figure 2

Theoretical Arrangements of Interconnected Goal-Means Networks.



(b) Multifinality Configuration

Interconnected goal systems exhibit different “architectures” or have different configurations. A specific goal may have several different means connected to it, each with its own strength of association, as Figure 2 illustrates. The number of means linked to a given goal define the equifinality set (Figure 2a) For example, if a person has a goal of striving to align his or her will with that of God's, the person may choose



to either go to group prayer meetings or to engage in personal meditation. Depending on the size of the equifinality set and the available choice between the means, one means may be substitutable for another if pursuit of the latter was blocked or resulted in failure (Tesser, Martin, and Cornell 1996). The issue of substitutability of means refers to how the activities are the same, so that one mean could replace the other with little loss of effectiveness. Indeed, the multidimensional disengagement perspective of Mindel and Vaughan (1978) hypothesizes that elderly religious persons who generally decrease their organizational religious involvement due to increased disability, at the same time may increase their non-organizational and subjective religiosity in compensation.

One structural aspect of goal systems is the strength of the interconnected goals and means. Goal systems theory proposes and empirical research (Kruglanski et al. 2002) has confirmed that the lower the number of means connected to a given goal, (ie., the smaller the equifinality set), or the lower the number of goals connected to a given means, (ie., the smaller the multi finality set), the stronger the cognitive associative strength between a given means and the goal. Thus, merely thinking about going to church may call to mind the goal of becoming closer to God and the accompanying feelings and thoughts linked with its attainment.

### **Relationship Between Religious/ Spiritual Goals and Well-Being**

Psychological well-being is a core feature of mental health, and may be defined as including hedonic (enjoyment, pleasure) and eudemonic (meaning, fulfilment) happiness, as well as resilience (coping, emotion regulation, healthy problem solving). The scientific community is increasingly accepting the notion that there is a link between religiousness/spirituality and physical and mental health (Ellison 1991; Ellison and Levin 1998, Levin et al. 1996; Levin, Chatters, and Taylor 1995 Thoresen, Harris, and Oman 2001; Seybold and Hill 2001). One aspect of religious involvement that has received attention is the goal directed nature of a religious belief system (Emmons 1999, James 1902/1985; Pargament and Park 1995; Trout 1931). Individuals use their religion for different purposes and attempt to achieve these purposes with different means. The present study examined different religious/spiritual means as possible mediator-moderator variables in the relationship between religious/spiritual goals and psychological well-being.

Emmons, Cheung, and Tehrani (1998) examined the relationship between spiritual strivings, emotional well-being and overall life satisfaction. With respect to subjective well-being, spiritual strivings were related to higher levels of well-being, and particularly to greater purpose in life and to both marital and overall life



satisfaction. In addition, the correlations between spiritual strivings and well-being measures were stronger than any other type of personal striving that has been studied, exceeding those for intimacy, power, or generativity.

### **Life Satisfaction**

Life satisfaction has been defined as “a person's cognitive and affective evaluations of his or her life” (Diener et al., 2002). Regarding the relationship between these variables, the scientific literature reports studies where religiosity has been shown to have a significant influence on psychological functioning (Przepiorka and Sobol-Kwapinska, 2018). Thus, a study published in 2017 evaluated the moderating effect of religious beliefs in the relationship between economic income and life satisfaction, finding a positive effect at the individual level, yet a negative effect at the country level (Plouffe and Tremblay, 2017). Another study published in 2019 that included a Canadian immigrant population 15 years of age or older, found a negative effect of religious discrimination on life satisfaction, on the other hand, higher religiosity was associated with higher levels of satisfaction (Vang et al., 2019).

### **Objectives**

In the present research, the role of psychological well-being and life satisfaction related to spirituality has been examined in the following context.

- (1) To examine the difference between psychological well-being and spirituality.
- (2) To examine the difference between life satisfaction and spirituality.
- (3) To examine the relationship between psychological well-being and life satisfaction.

### **Hypotheses**

Ho1 There will be no significant mean difference between psychological well-being and low and moderate spirituality.

Ho2 There will be no significant mean difference between psychological well-being and low and high spirituality.

H03 There will be no significant mean difference between psychological well-being and moderate and high spirituality.

Ho4 There will be no significant mean difference between life satisfaction and low and moderate spirituality.

Ho5 There will be no significant mean difference between life satisfaction and low and high spirituality.



H06 There will be no significant mean difference between life satisfaction and moderate and high spirituality.

Ho7 There will be no significant correlation between psychological well-being and life satisfaction.

### Methodology

#### Sample

In this present study there are random sampling methods for this purpose that were selected in Rajkot District. In the present study the data was collected from a total sample of 231 randomly selected adult people of Rajkot district of Gujarat state. The total sample of the study consisted of 231 adults, 126 females and 105 males. So in this study there are samples selected by simple random sampling method.

#### Tools

For the collection of the data, various research tools have been used in the related studies. Researchers have collected the information regarding psychological well-being and life satisfaction.

##### Personal data sheet

For information (Dependent variables and an Independent variable) Psychological Well-Being and Life Satisfaction regarding spirituality was collected from a data sample by personal data sheet.

##### Psychological Well-Being Scale

**Sudha Bhogle (1995)** has composed this scale and **Suvera (2000)** translated in Gujarati to measure the psychological well-being of diamond industry workers.

There are a total 28 statements in this scale. Each statement has "yes" or "no" alternative responses. On this scale 1, 2, 3, 7, 8, 9, 11, 13, 17, 18, 19, 20, 22, 23, 25, 26, 27, 28 numbers of statements are positive. Whereas the statements of order 4, 5, 6, 10, 12, 14, 15, 16, 21 and 24 are of negative form. If the statements of positive form have a sign of (✓) above "yes" then 1 coefficient and "no" above (✓) will be given a coefficient of 0. Thus, zero "0" coefficient will be given if the inhibitory and inhibitory statements give opposite responses.

A maximum of 28 marks can be obtained in this balance and a minimum of 0 marks can be obtained. The reliability score of the psychological well-being scale is found to be 0.85 and the validity has also shown to be satisfactory. **Patel (1993)** finds the contemporaneous realism of the Gujarati conversion to be high.

In this way the scores are summed by giving the coefficients of each statement. This is called the psychological well-being score of the respondent. The higher the score, the higher the psychological well-being.



### Life Satisfaction Scale

Life satisfaction scale designed by William Pavot & Ed. Diener will be used to find out the level of life satisfaction of the respondents. Present scale is of seven-point scale type. There are five statements in total. whose scoring is done as follows.

30 to 35	Extremely high life satisfaction
25 to 29	High life satisfaction
20 to 24	Average life satisfaction
15 to 19	Low life satisfaction
10 to 14	Dissatisfaction
5 to 9	Very dissatisfied

### Reliability

The manufacturer of this scale has given a reliability of 0.83 to 0.92 and a test-retest reliability of 0.65.

### Validity

The present research is compared using two other scales to determine the validity of life satisfaction theory. In which Older Adult Health and Mood Questionnaire and Patient Health Questionnaire-9 have been used. By selecting 200 samples the accuracy is found to be 0.53 to 0.63 by Spearman-Brown's formula. Which shows high realism.

### Variable of the Study

#### Dependent Variables

- I. Total scores of respondents on Psychological well-being
- II. Total scores of respondents on Life Satisfaction.

#### Independent Variable Spirituality (low, moderate and high)

### Results and Discussion

**Table No. 1**

**Mean, SD and t-value of psychological well-being among low and moderate spirituality**

Spirituality	N	Mean	SD	t-value	P value
Low	33	19.4242	5.79	0.56	NS
Moderate	168	21.3393	4.95		



Not significant at 0.05 levels

H<sub>01</sub> There will be no significant mean difference between psychological well-being and low and moderate spirituality.

The objective of this research is to examine the relationship between Psychological Well-Being and spirituality in adult people of Rajkot. The result is presented and tested by Table no.1, which indicates that the Mean score of Low spirituality was 19.4242 and Moderate spirituality was 21.3393. The Mean difference based on the spirituality variable was 1.9151, with reference to Psychological Well-Being. t-value was found 0.56 which is not significant at 0.05 level. The score was not found significantly different. Hence, therefore, the above, H<sub>1</sub> null hypothesis was accepted and it was held that the low spirituality and moderate spirituality of adults did not show a difference in psychological well-being.

The focus of the above dependent and independent variables through formulated hypothesis and examination after finding that the significant mean difference between Psychological Well-Being is not a good relationship in the variables. As per the scoring pattern the higher value of Psychological Well-Being indicates higher Psychological Well-Being and lower level score indicates lower Psychological Well-Being. The moderate spiritual person shows higher Psychological Well-Being. But there is no significant difference between a low spiritual person and a moderate spiritual person. That shows that a spiritual person has Psychological Well-Being.

**Table No. 2**

**Mean, SD and t-value of psychological well-being among low and High spirituality**

Spirituality	N	Mean	SD	t-value	P value
Low	33	19.4242	5.79	2.00	0.05
High	30	22.1667	4.95		

significant at 0.05 levels

H<sub>2</sub> There will be no significant mean difference between psychological well-being and low and high spirituality.

The objective of this research is to examine the relationship between Psychological Well-Being and spirituality in adult people of Rajkot. The result is presented and tested by Table no.2, which indicates that the Mean score of Low spirituality was 19.4242 and High spirituality was 22.1667. The Mean difference based on the Spirituality variable was 2.7425, with reference to Psychological Well-Being. t-





value was found 2.00 which is significant at 0.05 level. The score was found significantly different. Hence, therefore, the above, H2 null hypothesis was rejected and it was held that the low spirituality and high spirituality of adults did show a difference in Psychological Well-Being.

The focus of the above dependent and independent variables through formulated hypothesis and examination after finding that the significant mean difference between Psychological well-Being is a good relationship in the variables. As per the scoring pattern the higher value of Psychological Well-Being indicates higher Psychological Well-Being and lower level score indicates lower Psychological Well-Being. The high spiritual person shows higher Psychological Well-Being. The probable reason may be that the people who have higher spirituality are more satisfied and more focused towards their goal. And also they have the ability to forgive everything. This may lead to higher Psychological Well-Being.

**Table No.3**  
**Mean, SD and t-value of psychological well-being among moderate and High spirituality**

Spirituality	N	Mean	SD	t-value	P value
Moderate	168	21.3393	4.95	0.84	NS
High	30	22.1667	4.95		

Not significant at 0.05 levels

H3 There will be no significant mean difference between psychological well-being and moderate and high spirituality.

The objective of this research is to examine the relationship between Psychological Well-Being and spirituality in adult people of Rajkot. The result is presented and tested by Table no.3, which indicates that the Mean score of Moderate spirituality was 21.3393 and High spirituality was 22.1667. The Mean difference based on the Spirituality variable was 0.8274, with reference to psychological well-being. t-value was found 0.84 which is not significant at 0.05 level. The score was not found significantly different. Hence, therefore, the above, H3 null hypothesis was accepted and it was held that the low spirituality and moderate spirituality of adults did not show a difference in psychological well-being.

The focus of the above dependent and independent variables through formulated hypothesis and examination after finding that the significant mean difference between Psychological Well-Being is not a good relationship in the variables. As per the scoring pattern the higher value of Psychological Well-Being indicates higher



Psychological Well-Being and lower level score indicates lower Psychological Well-Being. The high spiritual person shows higher Psychological Well-Being. But there is no significant difference between a moderate spiritual person and a high spiritual person. That shows that a spiritual person has Psychological Well-Being.

**Table NO. 4**

**Mean, SD and t-value of Life satisfaction among low and moderate spirituality**

Spirituality	N	Mean	SD	t-value	P value
Low	33	24.7576	5.69	0.56	NS
Moderate	168	25.3393	5.40		

Not significant at 0.05 levels

H4 There will be no significant mean difference between life satisfaction and low and moderate spirituality.

The objective of this research is to examine the relationship between Life Satisfaction and spirituality in adult people of Rajkot. The result is presented and tested by Table no.4, which indicates that the Mean score of Low spirituality was 24.7576 and Moderate spirituality was 25.3393. The Mean difference based on the Spirituality variable was 0.5817, with reference to Life Satisfaction. t-value was found 0.56 which is not significant at 0.05 level. The score was not found significantly different. Hence, therefore, the above, H4 null hypothesis was accepted and it was held that the low spirituality and moderate spirituality of adults did not show a difference in Life Satisfaction.

The focus of the above dependent and independent variables through formulated hypothesis and examination after finding that the significant mean difference between Life Satisfaction is not a good relationship in the variables. As per the scoring pattern the higher value of Life Satisfaction indicates higher Life Satisfaction and lower level score indicates lower Life Satisfaction. The moderate spiritual person shows higher Life Satisfaction. But there is no significant difference between a low spiritual person and a moderate spiritual person. That shows that a spiritual person has Life Satisfaction.



**Table No.5**

**Mean, SD and t-value of Life satisfaction among low and High spirituality**

Spirituality	N	Mean	SD	t-value	P value
Low	33	24.7576	5.69	1.35	NS
High	30	26.9000	6.85		

Not significant at 0.05 levels

H5 There will be no significant mean difference between life satisfaction and low and high spirituality.

The objective of this research is to examine the relationship between Life Satisfaction and spirituality in adult people of Rajkot. The result is presented and tested by Table no.5, which indicates that the Mean score of Low spirituality was 24.7576 and High spirituality was 26.9000. The Mean difference based on the spirituality variable was 2.1424, with reference to Life Satisfaction. t-value was found 1.35 which is not significant at 0.05 level. The score was not found significantly different. Hence, therefore, the above, H5 null hypothesis was accepted and it was held that the low spirituality and moderate spirituality of adults did not show a difference in Life Satisfaction.

The focus of the above dependent and independent variables through formulated hypothesis and examination after finding that the significant mean difference between Life Satisfaction is not a good relationship in the variables. As per the scoring pattern the higher value of Life Satisfaction indicates higher Life Satisfaction and lower level score indicates lower Life Satisfaction. The high spiritual person shows higher Life Satisfaction. But there is no significant difference between a low spiritual person and a moderate spiritual person. That shows that a spiritual person has Life Satisfaction.

**Table No.6**

**Mean, SD and t-value of Life satisfaction among moderate and High spirituality**

Spirituality	N	Mean	SD	t-value	P value
Moderate	168	25.3393	5.40	1.39	NS
High	30	26.9000	6.85		

Not significant at 0.05 levels



H6 There will be no significant mean difference between life satisfaction and moderate and high spirituality.

The objective of this research is to examine the relationship between Life Satisfaction and spirituality in adult people of Rajkot. The result is presented and tested by Table no.6, which indicates that the Mean score of moderate spirituality was 25.3393 and High spirituality was 26.9000. The Mean difference based on the spirituality variable was 1.5607, with reference to Life Satisfaction. t-value was found 1.39 which is not significant at 0.05 level. The score was not found significantly different. Hence, therefore, the above, H6 null hypothesis was accepted and it was held that the low spirituality and moderate spirituality of adults did not show a difference in Life Satisfaction.

The focus of the above dependent and independent variables through formulated hypothesis and examination after finding that the significant mean difference between Life Satisfaction is not a good relationship in the variables. As per the scoring pattern the higher value of Life Satisfaction indicates higher Life Satisfaction and lower level score indicates lower Life Satisfaction. The high spiritual person shows higher Life Satisfaction. But there is no significant difference between a low spiritual person and a moderate spiritual person. That shows that a spiritual person has Life Satisfaction.

**Table No7**  
**Correlation of the Life satisfaction and psychological well-being**

Spirituality	N	Mean	t-value	P value
Psychological Well-Being	231	21.17	0.477	0.01
Life Satisfaction	231	25.45		

significant at 0.01 levels

H7 There will be no significant mean difference between psychological well-being and life satisfaction.

The objective of this research is to examine the relationship between Psychological Well-Being and Life Satisfaction related to spirituality. The result is presented and tested by table no. 7, which indicates that the Mean score of Psychological well-being was 21.17 and Life Satisfaction was 25.45. t-value was found 0.477 which is significant at 0.01 level. The score was found significantly different. Hence, therefore, the above, H7 null hypothesis was rejected and it was held that the Psychological Well-being and Life Satisfaction of adults did show a difference



in spirituality. It means in the present study it is seen that there is a significant difference between Psychological Well-Being and Life Satisfaction related to spirituality. It means Psychological Well-Being and Life Satisfaction has correlation related spirituality.

### Conclusions

- (1) Low and moderate spiritual people have equal Psychological Well-Being level.
- (2) High spiritual people have better Psychological Well-Being levels than low spiritual people.
- (3) Moderate and high spiritual people have equal Psychological Well-Being level.
- (4) Low and moderate spiritual people have equal Life Satisfaction level.
- (5) Moderate and high spiritual people have equal Life Satisfaction level.
- (6) High and moderate spiritual people have equal Life Satisfaction level.
- (7) There is low correlation between Psychological Well-Being and Life Satisfaction.
- (8) There is no significant difference between Psychological Well-Being and (9) Life Satisfaction related to levels of spirituality. Also, there is a positive correlation between Psychological Wellbeing and Life Satisfaction.

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## A study of psychological well-being And nomophobia among college students

By

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### Abstract

*The present study investigates to Psychological well-being and Nomophobia among college students. For this purpose, a sample of 80 college students, 40 girls and 40 boys, residing in the Jamnagar district of the state of Gujarat was taken. The Psychological Well-Being scale (PWBS) and Nomophobia Questionnaire (Caglar Yildirim, NMP-Q, 2014) were among the research instruments used. In order to find out the difference between means of girls and boys on different variables, t-test and Correlation was applied. The result shows that (1). There was a no significant gender difference on Psychological well-being among college students. (2). There was a no significant gender difference on Nomophobia among college students. (3). There was a significant Negative correlation between Psychological well-being and Nomophobia.*

**Keywords** Psychological Well-Being, Nomophobia, Gender Difference.

### Introduction

Wellbeing is just not a feeling but far more than that. Wellbeing is often measured in terms of happiness or satisfaction with life. In fact, wellbeing is about having meaning in life. Thus well-being requires a person to build strong relationships, adapt to change and deal with life's challenges. When such wellbeing is absent or low or inadequate, there is a possibility that the individual especially the adolescent (who is in the process of growing to be an adult) may develop different types of mental health problem. Psychological well-being is important with respect to how we function and adapt and with respect to whether our lives are satisfying and productive. Psychological well-being refers to how people evaluate their lives. According to Huppert, "Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively." An individual with high psychological well-being is happy, capable, well-supported, satisfied with professional and personal life.





## **Nomophobia**

Nomophobia, a portmanteau for “no mobile phone phobia”, refers to the discomfort or anxiety caused to a person by the non-availability of a phone. Nomophobia arises from a feeling of not being able to make and receive phone calls, send or receive text messages, losing internet connectivity and access to social networking sites and being able to access information online (Yildirim and Correia, 2015). This phobia has emerged as computers and cellular phones become more technologically developed and versatile in applications and communications. Nomophobia which is a combination of the phrases mobile phones and addiction. Is a consequence of anxiety, stress and fear due to lack of access to mobile phones and related issues. (Darvishi et al., 2019) Nomophobia, a state of socio-psychological illness, refers to lack of access to mobile phones, which is thought to be a modern age disorder that causes negative health risks and harmful psychological effects. (Daei, Ashrafi-Rizi and Soleymani, 2019)

## **Methodology**

### **Objective**

1. To Compare Psychological Well-Being among Girls and Boys in college students.
2. To Compare Nomophobia among Girls and Boys in college students.
3. To correlation between Psychological well-being and Nomophobia.

### **Hypothesis**

1. There will be a no significant gender difference on Psychological well-being among college students.
2. There will be a no significant gender difference on Nomophobia among college students.
3. There will be no significant correlation between Psychological well-being and Nomophobia.

### **Variable**

**Independent variable** - Gender Difference Boys and Girls

**Depended variable** - To get score on psychological well-being Scale and Nomophobia questionnaire among college students.

### **Participants**

The sample consisted of 80 students was selected randomly residing in the Jamnagar district of the state of Gujarat was taken. The sample was divided to have equal number of girls (n = 40) and boys (n = 40).



### Instruments

Psychological Well-being Scale developed by Dr. Devender Singh Sisodia and Pooja Choudhary was used. The scale consisted of 50 items and covered five dimensions, namely – satisfaction, efficiency, sociability, mental health and interpersonal relations. The test retest reliability was found to be 0.87 and the overall consistency value of the scale was 0.90. PWBS has also a sufficient degree of content validity beside the external criteria and coefficient obtained was 0.94.

Nomophobia questionnaire (NMP-Q) developed by caglar yildirim was used. he scale is composed of a total of 20 Likert type items that range from 1 to 7. This scale contains four sub scales not being able to communicate, losing connectedness, not being able to access information and giving up convenience.

### Procedure

The investigator obtained permission from the college of the faculties of arts and commerce. The investigator established rapport with the respondents and assured them their responses would be kept strictly confidential and would be utilized for the research purposes only. The investigator also explained the purpose of the data collection to the subjects.

### Result and discussion

The data were analyzed by means of t test to examine differences between the mean scores of boys and girls students obtained on psychological well-being scale. The Results obtained are presented in the following table.

TABLE Difference between mean Psychological Well-Being scores of Boys and Girls.

Variables	Groups	N	Mean	SD	SEM	T	t Sig. (2-tailed)
PsyWB	Boys	40	193.30	23.22	3.67	0.005	NS*
	Girls	40	193.33	20.78	3.29		

The above table shows that Mean of Psychological Well-Being scores of boys and girls were 193.30 and 193.33 and their SD's were 23.22 and 20.78 respectively. The t-ratio between the means of the two groups was found to be 0.005 which was no significant at 0.01 level of significance.

The data were analyzed by means of t test to examine differences between the mean scores of boys and girls students obtained on Nomophobia scale. The Results obtained are presented in the following table.

TABLE Difference between mean Nomophobia scores of Boys and Girls.



Variables	Groups	N	Mean	SD	SEM	T	t Sig. (2-tailed)
NMP-Q	Boys	40	63.73	19.41	3.07	1.145	NS*
	Girls	40	68.63	18.86	2.98		

The above table shows that Mean of Nomophobia scores of boys and girls were 63.73 and 68.63 and their SD's were 19.41 and 18.86 respectively. The t-ratio between the means of the two groups was found to be 1.145 which was no significant at 0.01 level of significance.

The data were analyzed to examine correlation between Psychological well-being and Nomophobia. The Results obtained are presented in the following table.

TABLE Correlation between Psychological well-being and Nomophobia.

Variables - 1	Variables - 2	r	P
PWB	NMP	-0.2901	0.009

There is a negative correlation between Psychological well-being and Nomophobia i.e., -0.2901 which is significant at .01 level. It means with the increase in Psychological well-being there is a decrease in nomophobia.

### Implications of the research

College students can use this knowledge to improve their own well-being and personal growth.

The present research will be useful to researcher of psychology.

### Future research direction

In future, a similar survey can be conducted with large or more diverse samples. Previous researches have used students as samples; we encourage future researchers to include a sample from the other population. Other studies in the future need to use additional variables and other research methods.

### Conclusion

- (1) There was a no significant gender difference on Psychological well-being among college students.
- (2) There was a no significant gender difference on Nomophobia among college students.
- (3) There was significant Negative correlation between Psychological well-being and Nomophobia.



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## Decision making of investment in equity shares-a study of ONGC company's share

By

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### Abstract

*Many investors mistakenly assume that they can purchase one or two stocks and they will do well. In the absence of good luck, this can be a dangerous strategy since there is always a risk of a stock declining in value or the business facing company specific problems. The more diversified the portfolio, lower is the risk of one poorly performing stock affecting overall performance of the portfolio. However, a good way of diversifying the portfolio is to invest through mutual funds where the professional fund manager and the rigorous investment process is likely to limit risk while maximizing profit, depending on the risk profile of the fund invested in.*

*As it could be seen from the above factors that investors are having low saving potential, growth of capital acts as a primary objective behind investments, investors taking financial decisions independently, high level of satisfaction from existing financial advisors, which depicts that there is a need of financial planners to approach these investors in a proper manner so as to provide value additions to the saving potential and portfolio.*

*The hypothesis holds true that there exists a potential growth in the wealth management industry which represents huge prospects of financial advisors in the growing economy like India.*

*This analysis and its subsequent monitoring suggest evidence in favour of the method. Conservative and defensive investors can use this method to identify fairly valued and undervalued shares as and when they are available in the market and include them in their buy and hold portfolios.*

*But investors have to remember another Graham's statement that market risk exists along with promise of return in equity share investment.*

*There is no foolproof analytical method that will assure you only price increase in the stock market subsequent to your buying the share. You have to be prepared to tolerate a 50 per cent reduction in market quotation even after you buy at fair value or at a still lower price.*

*Also, every value share included in the portfolio may not turn out to be winner. Share investors have to be prepared for losses in some commitments and can expect profits only at the portfolio level.*



## Introduction

Stock Market Investment refers to the investment in the market; where exchange of company stocks or collective shares of the companies and other kinds of securities and derivatives takes place. Stocks are traded in Stock Market by the help of Stock Exchange.

The Stock Exchange brings the sellers and buyers of stocks and securities under same roof. The available stocks are listed and traded in the Stock Exchange among the buyers and the sellers. Proper investment in Stock Market essentially requires detailed knowledge of Stock Market, its' participants, knowledge about the functioning, behavior and contribution of the stock market.

### Main Participants of the Stock market

The main participants of Stock Market are the individual investors, banks, insurance companies, mutual funds and pension funds. Since, markets of today have turned more "institutionalized", the largest share of the market participation comes from the large institutions rather than individual rich investors.

### Functioning of the Stock Market

The stock market functions through the Stock Exchanges. Stock Exchanges can be a physical entity and sometimes a virtual entity. In physical stock investing in stocks is a better option than investing in property or real estate as the stocks contain more liquidity than any other property. This means, stocks can be sold more easily and quickly than any other property and so, the investors can get their money back by selling the stocks anytime they need.

The prices of stocks or shares in the Stock Market have strong effects on the economy in various ways. Prices of stock influence business investment, individual household consumption and wealth of individual households. For this deepening effect, Central banks of each country keep a track of the Stock Market activities. A proper functioning of Stock Market in a country can result in low costs, increased production of goods and services and increased level of employment. In this way, an efficient Stock Market can contribute to economic growth of the country.

## Objectives of the study

In the present study, we revised and expanded the basic model proposed in my study to better deal with equity issues in highway investment planning.

The issues cover horizontal (intraregional) and vertical (interregional) equity of the accessibility or travel cost for cities as well as the equity of budget allocation among the cities.





In this study, more constraints and decision variables were added to the model to handle the exclusive and complementary properties among alternatives.

In addition, adjustments for travel cost measures and objective functions are proposed to justify the horizontal and vertical equity. The revised multi objective model is estimated by fuzzy programming for the highway system in Taiwan.

Our results indicate that the model is practical and effective for acquiring reasonable solutions for the goal of efficiency and equity in highway investment planning.

### **Hypothesis of the study**

Ho1 Equity-dependent firms display a higher sensitivity of investment to than do non-equity-dependent firms.

Ho2 Equity-dependent firms display a more negative sensitivity of investment to future stock returns than do non-equity-dependent firms.

Ho3 Equity-dependent firms have equity issuance that is positively related to and negatively related to future stock returns.

### **Research Methodology**

The study is based on primary and secondary data. Secondary data extracted from various books, magazines, newspaper, journals, websites and company sources. Instructed personnel interviews would be conducted in order to check the reliability of secondary data. There are various tools and a technique has been used for the examination of the financial position used by the mutual funds industry, such as tabulation, graphs, charts, models etc. The present study of the decision making of investment in equity shares is based on secondary data. The raw data for the present analysis have been obtained from the Fact Sheet of SEBI and company final reports. This information is supplemented by various other journals.

### **Process of Financial Evaluation**

Financial appraisal is generally directed towards evaluating the liquidity, stability and profitability of a concern. The financial appraisal of a concern involves the following steps

#### **Collection of financial data**

Classification and tabulation of financial data

Application of appropriate techniques



### 1) **Collection of Financial Data**

Collection of financial data is the first step in evaluating the performance of an enterprise. According to R. I. Levin, "A collection of data is called a data set, and a single observation a data point." Generally, the sources used to collect the information are broadly classified into two parts (a) Primary data and (b) Secondary data.

#### (a) **Primary Data**

"The term primary data refers to the statistical material which the investigator originates for the purpose of the inquiry in hand".

In the words of John C. G. 'Boot and Edwin in B. Cox "When the data used in an analysis are specifically created for that analysis, they are referred to as primary data."

#### (b) **Secondary Data**

The term secondary data refers to the statistical material which is not originated by the investigator himself, but which he obtained from someone else's records."

Similarly, the words of Boot and Cox, "Secondary data are which were not gathered specifically to meet the needs of the problem at hand." Secondary data can be obtained from

- Government
- Semi-government bodies
- Trade associations
- Trade journals
- Periodicals
- Magazines & Newspapers and
- Websites

The present study of the decision making of investment in equity shares is based on secondary data. The data so obtained by secondary sources have been recast and reduced to the relevant information.

### **Classification and Tabulation of Data**

The next step in the process of financial appraisal is to classify and tabulated the financial data. Hersic and Pluck observe "The statistician's first task is to reduce and simplify the detail into such a form that the salient features may be brought out, while still facilitating the interpretation of the assembled data. This procedure is known as classification and tabulation the data." Financial data, which have been obtained from



secondary data sources, are classified and tabulated in such a manner that the results may be easily interpreted.

An attempt has been made to evaluate the performance of selected mutual fund schemes.

During the process of research, the researcher has used various tools for the measurement of financial performance like Return, Risk, Growth Rate, Ratio, Index, and also used Statistical tools like Chi-square, Trend Analysis, Standard Deviation, Beta, Sharpe Index, Treynor's Performance Index, Jensen's Measure and Benchmark Index.

## Analysis of ONGC companies

### Technical analysis

"Technical analysis is the study of market action, primarily through the use of charts, for the purpose of forecasting future price trends." In its purest form, technical analysis considers only the actual price behavior of the market or instrument, based on the premise that price reflects all relevant factors before an investor becomes aware of them through other channels.

Technical analysis is widely used among traders and financial professionals, and some studies say its use is more widespread than is "fundamental" analysis in the foreign exchange market. Academics such as Eugene Fama say the evidence for technical analysis is sparse and is refuted by the efficient market hypothesis, yet some Federal Reserve and academic studies include evidence that supports technical analysis. MIT finance professor Andrew Lo argues that "several academic studies suggest that...technical analysis may well be an effective means for extracting useful information from market prices." Burton Malkiel argues, "Technical analysis is anathema to the academic world." He further argues that under the weak form of the efficient market hypothesis, "...you cannot predict future stock prices from past stock prices."

Oil & Natural Gas Corporation Ltd. (Rs. Cr)

YEAR-END	2020	2019	2018	2017	2016
Equity	1426	1426	1426	1426	1426
Networth	46845	40543	35739	29722	30311
Enterprise value	126323	122508	45426	36943	21326
Capital employed	56762	51951	36539	33233	34791
Gross block	42984	41008	39034	37365	35770
Sales	46711	32524	34739	23234	23640
Other income	1743	1532	2031	1679	1549



PBIDT	20245	14259	16995	10878	10612
PBDT	20207	14213	16882	10641	10216
PBIT	19701	13654	16236	10092	9552
PBT	19664	13607	16122	9854	9156
Reported PAT (RPAT)	12983	8664	10529	6198	5229
Adjusted PAT (APAT)	12988	8657	10531	6202	5229
CP	13527	9270	11289	6984	6289
Rev. Earnings in FE	1210	374	159	107	152
Rev. expenses in FE	4310	3756	2515	2800	3055
Book value (Rs.)	328.53	284.33	250.64	208.44	212.57
EPS (Rs.)	85.61	57.69	72.18	43.47	35.55
Dividend (%)	400.00	240.00	300.00	140.00	110.00
Payout (%)	46.73	41.60	41.57	32.21	30.94

**Table RATIO ANALYSIS**

RATIO	2020	2019	2018	2017	2016
Debt-equity	0.24	0.16	0.07	0.13	0.20
Current ratio	1.46	1.34	1.24	1.37	1.61
Inventory turnover	18.78	16.36	22.98	15.54	15.24
Debtors turnover	15.45	10.40	11.23	11.66	13.67
Interest cover	525.37	296.43	143.42	42.44	24.09
PBIDTM (%)	43.34	43.84	48.92	46.82	44.89
PBDTM (%)	43.26	43.70	48.60	45.80	43.21
APATM (%)	27.79	26.64	30.31	26.68	22.12
ROCE (%)	36.61	31.09	46.77	29.84	27.91
RONW (%)	29.71	22.72	32.17	20.65	18.31
EV/PBIDT	6.24	8.59	2.67	3.40	2.01

**Table RATE OF GROWTH (%)**

PARTICULAR	2020	2019	2018	2017	2016
Sales	43.62	-6.37	49.52	-1.72	17.65
RPAT	49.84	-17.71	69.89	18.53	44.06
Market cap	5.03	136.21	30.16	106.22	-2.29



**Table SHAREHOLDING PATTERN**

AS ON 30-09-2020	SHARES	(%)
Foreign	126309343	8.86
Institutions	30081842	2.11
Govt. holding	171334226	12.02
NP corp. holding	4037859	0.28
Promoters	1057160451	74.14
Public & others	37010271	2.60
Total	1425933992	100.00

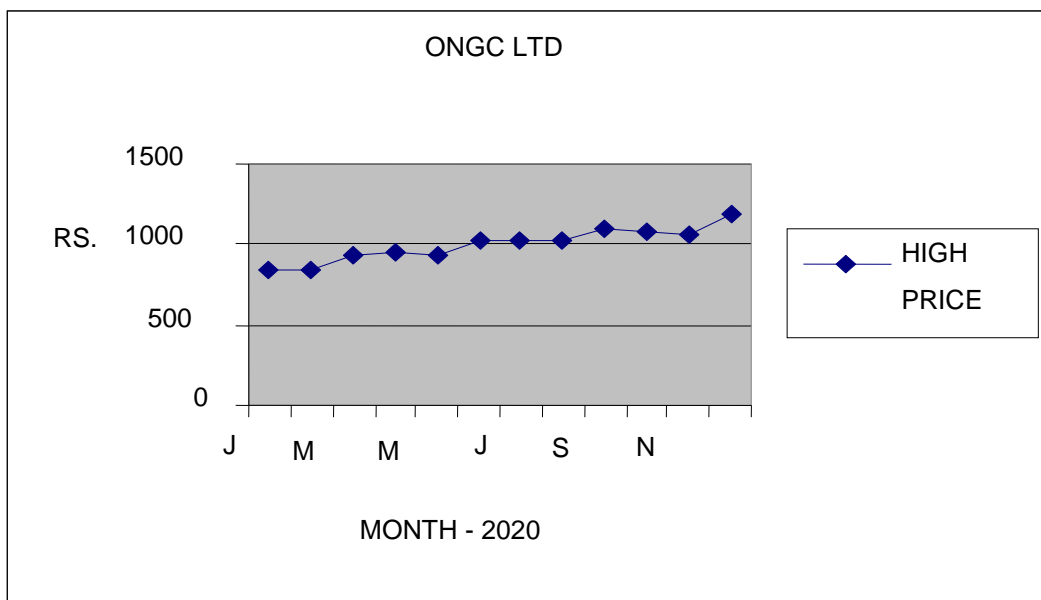


Chart High price of ONGC LTD.

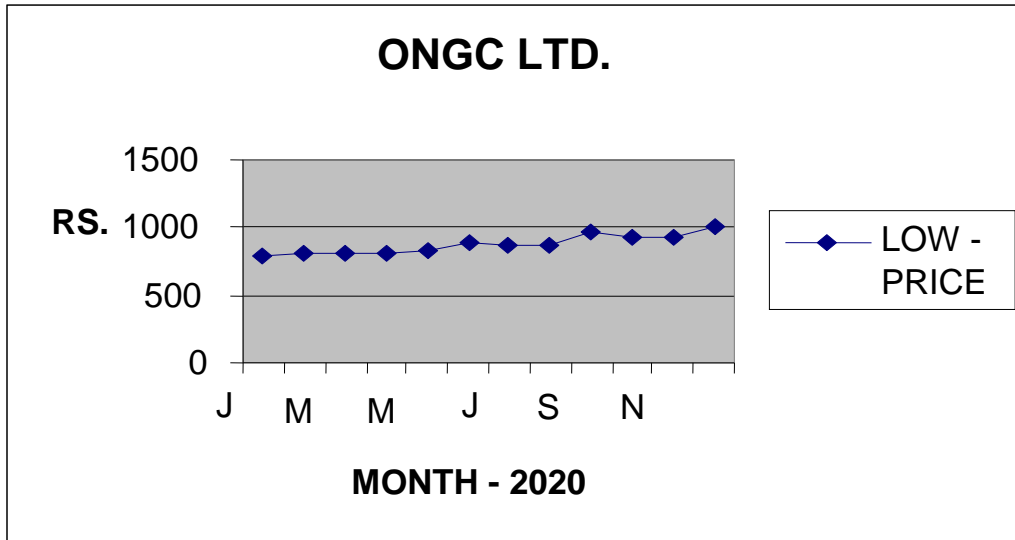


Chart Low price of ONGC LTD.

### Conclusion

On the basis of above charts and table I find that the no. of shares in ONGC industries pattern is very increasing level comparing to other industries. So it is benefited to investor to invest in the equity shares of this company. And another finding is that this company is already pay highest rate of dividend comparing to other company. And also the net profit is increasing at a very high level comparing to previous years.

So, at last I conclude that and suggest that to all investor to invest his money in this industries. After that he is liable to get sufficient reward.

ONGC industries the quantity of shares is very high and also the rate of interest is also high. And at the end of 2020 every company's shares price is very increasing level comparing to 2016.

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## A Study of Mental Health Among College Students

By

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### Abstract

*The main aim of the present research was to study and compare various components of mental health of male and female college student. Present research was conducted on random sample of 120 (30 male college students and 30 female college students, 30 male college student, 30 female college students) college students of Panchmahal District. Mental health Battery by Arunkumar and Alpna Sen Gupta was used for data collection. To analyzed the obtained data two-way analysis of variance was area. Result revealed that male student significantly different as compared to non-tribal students on Emotional stability, over all adjustment, autonomy, and security insecurity male students. Male students significantly differ as compared to Female students on Emotional stability, over all adjustment, autonomy, security insecurity and self-concept. Significant interaction effect was found between category and gender of students on Emotional stability, over all adjustment, security insecurity and self-concept.*

**Key Words** Mental health, Emotional stability, over all adjustment, security insecurity and self-concept.

### Introduction

We can't measure mental health as speedily as physical health. if man wants to be happy and successful he will have to learn the art of being fit and healthy. mentally fit and healthy person can recognize him or herself, comprehends well can. Judge well what is good and wrong that mental he or she means discrete very well. he can make conclusion regarding the outcomes of future. Many people consider themselves weak and consider themselves responsible for every failure. mentally unfit person laces self-esteem, self-confidence. We neglect under worries [apprehension] and inferiority by coinciding them as anomalies of human nature.



American Psychiatrist Council defines that "mental health is a such science that tries to prevent mental disease and studies about the remedial measures. and it represents the clue of / mental health evolution for mankind."

World health organization states that "each and every man wants to live a happy and peaceful life. The science which full fill this purpose and develops personality is called mental health science."

Activities of world health association regarding mental health We have to improve physical and mental health of the people of various developing, developed and under developing countries of the world W.H.O. striving for this purpose since last 50 years. 7<sup>th</sup> April 2001 was celebrated by the 155 countries of this union as 'mental health day.' health ministers from 135 countries took oath for improving mental health fitness of the people of their countries. The main point of the world health report of 2001 was mental health a new pursuance and new hope. At global level 45 crore [450 million] people suffer from mental illness. 121 million people suffer from depression. 50 million people suffer from hysteria. 25 million people suffer from the distortion of schizophrenia. Every year near 8,73,000 people commit suicide. And 10 to 20 million people try to commit suicide.

Pilot project in India 120 units from Agra mental hospital Uttarpradesh, 60 units from Gwalior mental hospital Madhypradesh and 100 units from Kake Mental Hospital from Bihar were selected. The Objective was to rehabilitate them till 2004.

In spite many problems in human being's life if he/she is able to cope up with that without disturbing mental of physical health then the person is called to be mentally fit. If human being is behaving compromising/adjusting on many arising problems in life, then the coordination is control over their emotions in stress and in happiness. one succeeds in maintaining the balance. Mental health is a state of wellbeing in which the individual realizes his or her the own abilities, can cope with the normal stresses of life. (Tate and Forcheimer-2002). It depends on the development and retention of goals that are neither too high nor too low to permit realistic successful maintenance of belief in one's self as a worthy, effective human-being (Lakshminarayanan & Prabhakaran,1993). So a mentally healthy person is his intention and is least disturbed by strains and stresses on day-to-day life. A mentally healthy person shows a homogeneous organization of desirable attitudes, healthy values and righteous self-concept and a scientific perception of the world as a whole. Several psychologists like Erickson (1936), Rogers (1969), Hurlock (1972), have expressed their view in a similar tone. A mentally sound or healthy person should also be understood as a dynamic and conscientious person who is found to be reasonably rational in the choice of means for the realization of his or her pious



ends (Anand, 1988). So mental health is an attitudinal concept toward ourselves and others (Lehner & Kubs, 1962). Dholakiya (2005) states that incidence of insomnia and depression was much more among girls than boys. Jarraniya (1996) depicts there that was significant variation seen between boys and girls in the matter of mental health. Vyas (2007) sees no significant difference between boys and girls with respect of mental health. According to the study of Bhagi (1992) mental health control impulsiveness world it frees a person from abnormal signs of mental disorders and it reduces depression and capacitates a person to establish positive relation with other.

### Objectives

- (1) To study and compare different components of mental health such as emotional stability, overall adjustment, autonomy, security-insecurity, self-concept between male and female college student.
- (2) To study and compare different components of mental health such as emotional stability, overall adjustment, autonomy, security-insecurity, self-concept between male and female college students.
- (3) To study interaction effect between category and gender of students with regards to different components of mental health such as emotional stability, overall adjustment, autonomy, security-insecurity, self-concept.

### Hypotheses

- Ho1 There will be no significant deference between male and female college student with regards to different components of mental health such as emotional stability, overall adjustment, autonomy, security-insecurity, self-concept.
- Ho2 There will be no significant deference between male and female college students with regards to different components of mental health such as emotional stability, overall adjustment, autonomy, security-insecurity, self-concept.
- Ho3 There will be no significant interaction effect between category and gender of students with regards to different components of mental health such as emotional stability, overall adjustment, autonomy, security-insecurity, self-concept.

### Sample

Present research was conducted on random sample of 120 (30 male college students and female college student, 30 female students, 30 male college student, 30 female college students) college students of Panchmahal District.



### Variable

In present research category of student and gender of students are considered independent variable. Scores of mental health such as emotional stability, over all adjustment, autonomy, security-insecurity and self-concept as is considering as dependent variables.

### Tools

In present research Mental health Battery-by Arunkumar sing and Alpana Sen Gupta was use for data collection.

### Description of test

This test in consists of 99 items designed to measures five component of Mental health. Emotional stability, overall adjustment, autonomy, security-insecurity, self-concept. both temporal stability reliability and internal consistency reliability of MHB were computed. The mean was 15.6 yrs. N= 102. The details are given in TABLE-1

**TABLE-1**  
**Reliability coefficient of MHB**

part	area	test-retest reliability	odd-even (whole lenght) reliability
1	Emotional stability	$r_{tt} = .876$	$r_{tt} = .725$
2	overall adjustment	$r_{tt} = .821$	$r_{tt} = .871$
3	autonomy	$r_{tt} = .767$	$r_{tt} = .812$
4	security-insecurity	$r_{tt} = .826$	$r_{tt} = .829$
5	self-concept	$r_{tt} = .786$	$r_{tt} = .861$

Note All correlation values were significant ( $P < .01$ ).

### Validity

MHB was validated against the different tests developed earlier. Part 1 of MHB was validated against Emotional stability test developed earlier by Sen Gupta & Singh (1985). Part 2 was validated against High School Adjustment inventory (HSAI) developed earlier by Sen Gupta & Singh (1987). and Hindi adaptation of Bell's Adjustment inventory by Mohsin, Shamshad and jehan (1967). for part 3 and part 5 Construct Validity was computed. part 4 was validated against Neuroticism Scale of MPI as adapted by Jyoti & Kapoor (1975). Only relevant parts of MHB with suitable criteria were given to the random sample of 102. The standard instructions of the test and the criteria were followed. The details are given in TABLE-2



**TABLE-2**  
**Validity coefficient of MHB**

Part of MHB	Concurrent Validity
part 1 Emotional stability	.673*
part 2 overall adjustment	.704*
part 3 autonomy	.681*
part 4 security-insecurity	.821*
part 5 self-concept.	.601*

Procedure test were administered individually, under normal conditions, without having any external disturbances in the following sequence to the students Mental health questionnaire. The students will be assured about the confidentiality of the information sought by the researcher. They will be appraised that information only used for the research purpose.

### Statistical analysis

To analyze the obtain data two way analysis of variance was used.

### Result & Discussion

Summary results of ANOVA on difference factors of mental health of various group,

Source of Variation	df	F ratio				
		Emotional Stability	Over all adjustment	Autonomy	Security-insecurity	Self-concept
Ass	1	55.76**	35.82**	11.63**	6.11*	0.24
Bss	1	45.07**	33.76**	5.50*	16.41**	8.81**
AxBss	1	43.59**	30.79**	0.73	2.66	6.44*
Error	116					

\*\*significant at .01

\*significant at .05

Above table shows the summery results of ANOVA of various factors of mental health. F ratio for type of category of students (Ass) is 55.76 which is significant at .01 level. It means significant difference is existed between male and female college students on mental health factor A – Emotional stability. By the same point of view mean scores of tribal students on mental health factor A – Emotional stability is 15.09 and mean scores of non-tribal students on mental health factor A – Emotional stability





is 10.63. It is clearly said that significant difference is existed between male and female college students on mental health factor A – Emotional stability.

F ratio for gender (Bss) is 45.07 which is significant at .01 level. It means significant difference is existed between male and female on mental health factor A – Emotional stability. By the same point of view mean scores of male students on mental health factor A – Emotional stability is 14.87 and mean scores of female students on mental health factor A – Emotional stability is 10.86. It is clearly said that significant difference is existed between male and female students on mental health factor A – Emotional stability

F ratio for type of category of students and gender (AxBss) is 43.59 which is significant at .01 level. It means significant interaction effect is existed between type of category of college students and gender on mental health factor A – Emotional stability. By the same point of view mean scores of college male students on mental health factor A – Emotional stability is 19.07, mean scores of college female students on mental health factor A – Emotional stability is 11.12, mean scores of male college and female college students on mental health factor A – Emotional stability is 10.67, mean scores of college female students on mental health factor A – Emotional stability is 10.60. It is clearly said that significant interaction effect is existed between type of category of students and gender on mental health factor A – Emotional stability

F ratio for type of category of students (Ass) is 35.82 which is significant at .01 level. It means significant difference is existed between male college students and female college students on mental health factor B - overall adjustment. By the same point of view mean scores of male college students on mental health factor B - overall adjustment is 24.65 and mean scores of male college students on mental health factor B - overall adjustment is 29.22. It is clearly said that significant difference is existed between male and female college students on mental health factor B - overall adjustment.

F ratio for gender (Bss) is 33.76 which is significant at .01 level. It means significant difference is existed between male college students and female college students on mental health factor B - overall adjustment. By the same point of view mean scores of male college students on mental health factor B - overall adjustment is 24.72 and mean scores of female college students on mental health factor B - overall adjustment is 29.50. It is clearly said that significant difference is existed between male college students and female college students on mental health factor B - overall adjustment.

F ratio for type of category of students and gender (AxBss) is 30.79 which is significant at .01 level. It means significant interaction effect is existed between type of



category of college students and gender on mental health factor B - overall adjustment. By the same point of view mean scores of tribal male students on mental health factor B - overall adjustment is 20.32, mean scores of female college students on mental health factor B - overall adjustment is 28.98, mean scores of male college students on mental health factor B - overall adjustment is 29.12, mean scores of female college students on mental health factor B - overall adjustment is 29.32. It is clearly said that significant interaction effect is existed between type of category of college students and gender on mental health factor B - overall adjustment F ratio for type of category of students (Ass) is 11.63 which is significant at .01 level. It means significant difference is existed between male and female college students on mental health factor C - autonomy. By the same point of view mean scores of college students on mental health factor C - autonomy is 11.18 and mean scores of male students on mental health factor C - autonomy is 10.65. It is clearly said that significant difference is existed between male and female college students on mental health factor C - autonomy.

F ratio for gender (Bss) is 5.50 which is significant at .05 level. It means significant difference is existed between male college students and female college students on mental health factor C - autonomy. By the same point of view mean scores of male students on mental health factor C - autonomy is 11.10 and mean scores of female college students on mental health factor C - autonomy is 10.73. It is clearly said that significant difference is existed between male college and female college students on mental health factor C - autonomy.

F ratio for type of category of students and gender (AxBss) is 0.73 which is not significant. It means significant interaction effect is not existed between type of category of students and gender on mental health factor C - autonomy. By the same point of view mean scores of male college students on mental health factor C - autonomy is 11.43, mean scores of female college students on mental health factor C - autonomy is 10.93, mean scores of male college students on mental health factor C - autonomy is 10.77, mean scores of female college students on mental health factor C - autonomy is 10.53. It is clearly said that significant interaction effect is not existed between type of category of students and gender on mental health factor C - autonomy.

F ratio for type of category of students (Ass) is 6.11 which is significant at .05 level. It means significant difference is existed between male and female college students on mental health factor D - security-insecurity. By the same point of view mean scores of college students on mental health factor D - security-insecurity is 10.75 and mean scores of male college students on mental health factor D - security-insecurity is 10.36. It is clearly said that significant difference is existed between male and female college students on mental health factor D - security-insecurity.



F ratio for gender (Bss) is 16.41 which is significant at .01 level. It means significant difference is existed between male college students and female college students on mental health factor D - security-insecurity. By the same point of view mean scores of male students on mental health factor D - security-insecurity is 10.88 and mean scores of female college students on mental health factor D - security-insecurity is 10.23. It is clearly said that significant difference is existed between male and female college students on mental health factor D - security-insecurity.

F ratio for type of category of students and gender (AxBss) is 2.66 which is not significant. It means significant interaction effect is not existed between type of category of students and gender on mental health factor D - security-insecurity. By the same point of view mean scores of College male students on mental health factor D - security-insecurity is 11.20, mean scores of college female students on mental health factor D - security-insecurity is 10.30, mean scores of non tribal male students on mental health factor D - security-insecurity is 10.55, mean scores of college female students on mental health factor D - security-insecurity is 10.17. It is clearly said that significant interaction effect is not existed between type of category of students and gender on mental health factor D - security-insecurity.

F ratio for type of category of students (Ass) is 0.24 which is not significant. It means significant difference is not existed between male and female college students on mental health factor E - self-concept. By the same point of view mean scores of college students on mental health factor E - self-concept is 10.58 and mean scores of female college students on mental health factor E - self-concept is 10.50. It is clearly said that significant difference is existed between male and female students on mental health factor E - self-concept.

F ratio for gender (Bss) is 8.81 which is significant at .01 level. It means significant difference is existed between male and female college on mental health factor E - self-concept. By the same point of view mean scores of male college students on mental health factor E - self-concept is 10.77 and mean scores of female college students on mental health factor E - self-concept is 10.30. It is clearly said that significant difference is existed between male and female college students on mental health factor E - self-concept.

F ratio for type of category of students and gender (AxBss) is 6.44 which is significant at .05 level. It means significant interaction effect is existed between type of category of college students and gender on mental health factor E - self-concept. By the same point of view mean scores of 1 male college students on mental health factor E - self-concept is 10.00, mean scores of female college students male students on mental health factor E - self-concept is 10.53, mean scores of female college students



on mental health factor E - self-concept is 10.47. It is clearly said that significant interaction effect is existed between type of category of students and gender on mental health factor E - self-concept.

### Conclusions

- (1) Significant difference is existed between male and female college students on mental health factor A – Emotional stability, over all adjustment, autonomy, security-insecurity.
- (2) Significant difference is existed between male and female college students on mental health factor A – Emotional stability, over all adjustment, autonomy, security-insecurity and self-concept.
- (3) Significant difference is existed between male and female college students on mental health factor A – Emotional stability, over all adjustment and self-concept.

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## A study of Mental Health in the family members of the Mentally challenged children

By

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### Abstract

*The present investigation is in the field of the 'Mental Health of High Educated and Low Educated family members of psychiatric patients'. The sample consisted of 120 family members out of which 60 were educated family members and 60 were Low Educated family members. For the purpose of this investigation "Mental Health Inventory" developed by Dr. Dwarka Prasad, Dr. N.N. Wing and Dr. S.K. Verma was used. The obtained data was analyzed through "t" test to know the mean difference between High Educated and Low Educated family members of Mentally Challenged children. The result shows that there is a significant difference in the mental health of High Educated and Low Educated family members of Mentally Challenged children at 0.05 level. It means that Low Educated family members have better mental health than High Educated family members. There is a significant difference in the mental health of High Educated and Low Educated family members at 0.05 level.*

#### Criteria

Low Educated Family Members - Below 12<sup>th</sup> std.

High Educated Family Members - 12<sup>th</sup> std and above.

### Introduction

#### What Is Mental Health?

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Over the course of your life, if you experience mental health problems, your thinking, mood, and behavior could be affected. Many factors contribute to mental health problems, including

Biological factors, such as genes or brain chemistry

Life experiences, such as trauma or abuse





Family history of mental health problems

What is Mentally Retardation in Children?

It is defined as an intellectual functioning level (as measured by standard tests for intelligence quotient) well below average and significant limitations in daily living skills (adaptive functioning).

Categories of Mentally Retardation.

Mild Mental Retardation.

Approximately 85 percent of the mentally retarded population is in the mildly retarded category. Their IQ score ranges from 50 to 75 and they can often acquire academic skills up to the sixth grade level. They can become fairly self-sufficient and in some cases live independently, with community and social support.

**Moderate Mental Retardation.**

About 10 percent of the mentally retarded population is considered moderately retarded. Moderately retarded individuals have IQ scores ranging from 35 to 55. They can carry out work and self-care tasks with moderate supervision. They typically acquire communication skills in childhood and are able to live and function successfully within the community in a supervised environment such as a group home.

**Severe Mental Retardation.**

About 3 to 4 percent of the mentally retarded population is severely retarded. Severely retarded individuals have IQ scores of 20 to 40. They may master very basic self-care skills and some communication skills. Many severely retarded individuals are able to live in a group home.

Profound Mental Retardation.

Only 1 to 2 percent of the mentally retarded population is classified as profoundly retarded. Profoundly retarded individuals have IQ scores under 20 to 25. They may be able to develop basic self-care and communication skills with appropriate support and training. Their retardation is often caused by an accompanying neurological disorder. The profoundly retarded need a high level of structure and supervision.

**Causes of Mental Retardation.**

**Parental Causes (Causes before birth).**

Chromosomal Disorders Down's syndrome, fragile X syndrome, prader wili syndrome, klinefelter's syndrome

Single Gene Disorders Inborn errors of metabolism like galactosemia, phenyl ketonuria, hypothyroidism, muco polysaccharidoses, tay sachs disease

Neuro Cutaneous Syndromes Tuberous sclerosis, neurofibromatosis





Dysmorphic Syndromes Laurence Moon Biedl syndrome  
Brain Malformations Microcephaly, hydrocephalus, myelo meningocele  
Abnormal maternal environmental Influences.  
Deficiencies Iodine deficiency and folic acid deficiency, severe malnutrition  
Substance use Alcohol, nicotine, cocaine  
Exposure to harmful chemicals Pollutants, heavy metals, harmful drugs like thalidomide, phenytoin, warfarin sodium etc.  
Maternal infections Rubella, toxoplasmosis, cytomegalovirus infection, syphilis, HIV  
Exposure to Radiation and Rh incompatibility  
Complications of Pregnancy Pregnancy induced hypertension, ante partum hemorrhage, placental dysfunction  
Maternal Disease Diabetes, heart and kidney disease  
During Delivery.  
Difficult and /or complicated delivery, severe prematurity, very low birth weight, birth asphyxia, birth trauma  
Neonatal period Septicemia, jaundice, hypoglycemia, neonatal convulsions  
Infancy and childhood Brain infections like tuberculosis, Japanese encephalitis, bacterial meningitis, Head trauma, chronic lead exposure, severe and prolonged malnutrition, gross under stimulation.

### **What is mental illness?**

A mental illness is a health problem that significantly affects how a person thinks, behaves and interacts with other people. It is diagnosed according to standardized criteria.

A mental health problem also affects how a person thinks, feels, and behaves, but to a lesser extent than a mental illness.

Mental illnesses of different types and degrees of severity. Some of the major types are

- Anxiety
- Schizophrenia
- Bipolar mood disorder
- Personality disorders
- Depression

These illnesses may also be referred to as a mental disorder, mental impairment or psychiatric disability.

### **Previous Researches**



**Atherton (1978)** studied the relationship between autonomy and rationality in education. The relationship between knowledge and effective and autonomous thoughts and actions were explored with special regard to implications for educational curriculums and teaching. An educational program that concentrates on rationality without reference to creative autonomy, it was stressed, will impoverish the thinking process.

**Sarker (1979)** studied the relationship between mental health and some family characteristics of middle class school going adolescents. The sample consisted of randomly selected 400 school going children (212 boys and 188 girls) of age group 13 to 17 years. Families today had mostly either autonomic (which means parents to be mostly independent) or mother dominant (mother to be the decision maker mostly) family structure. The mentally unhealthy group of children had higher family tension than the health group. The children from families with syncretic division of functions had better mental health. The family structure (excepting syncretic division of functions) was not related to the mental health of the children.

### **Aim of the Research**

To Study the main effect of category in High Educated and Low Educated Family Members of Mentally Challenged children in Mental health.

### **Objective**

To Study the main effect of category in High Educated and Low Educated family members of Mentally Challenged children on mental health.

### **Hypothesis**

H<sub>01</sub> There is no significant difference between the mean score of Mental Health in the High Educated and Low Educated family members of Mentally Challenged children.

### **Dependent Variable**

Mental Health Inventory (Dr. Dwarka Parshad, Dr. N.N. Wing & Dr. Santosh K. Verma.)

### **Independent Variable**

High Educated Family Members.

Low Educated Family Members.

### **Design**

The following study used a non-repeated measures design of sample and two-tailed “t” test was used to measure the variance between the group. That is a subject was exposed to group in the study.



### **Method**

Keeping in mind the aim of the study, the samples were selected from a variety of regions in the city of Ahmedabad like Psychiatric Hospital. The samples selected were divided into groups of High Educated Family members and Low Educated Family members of Psychiatric Patients. There was a total of 120 samples selected from the overall population and were selected at random.

### **Tools**

Mental Health Inventory. PGI (Dr. Dwarka Parshad, Dr. N.N. Wing and Dr. Santosh K. Verma) consisting of 38 items divided into two parts. A(Physical Distress) and B(Psychological Distress). Researcher will use only part B for the present research.

The test ideally takes about 10 - 15 minutes to finish.

The split half reliability has been calculated by odd-even method. The correlation coefficient was 0.91 which indicated the PGI is highly reliable. The test – re test reliability was found to be 0.93.

The validity of the scale has been calculated for the criterion validity. The scale was administered to two groups Normal (N = 38) And Abnormal ( N = 38). The abnormal groups comprised of patients with Psychological or Mental Health Issues diagnosed by psychiatrists. The abnormal group indicated high scores of Mental Health than normal group on the scale.

### **Analysis of Data**

There is significant difference between the mean score of Mental Health in the High Educated and Low Educated family members of Mentally Challenged children.

**Table 1**

<b>Categories</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>‘t’ Value</b>	<b>S 0.05</b>
High Educated Family members	60	33.09	08.10	2.66	S
Low Educated Family members	60	31.30	12.20		

S = significant & N.S = Non significant



## Result and Discussion

In the given tables, we can see that the “t” value obtained for the Mental Health for High Educated and Low Educated Family members in the group is 2.66 ( $p = 0.05$ ). The mean obtained for High Educated and Low Educated family members of Mentally Challenged children was found to be in the High Educated Family members is 33.09 (SD = 08.10) and Low Educated Family members is 31.30 (SD = 12.20). It means that Low Educated family members have better mental health than High Educated family members because High Educated people are highly concerned with their own health. As the person with Mentally Challenged child is also staying with them, it increases their own stressors like dealing with the social stigma of having a family member with Mental Retardation, how it would affect their own social image and reputation. Another major issue is that their own denial or lack of acceptance of the Mentally Retardation Child in their family member. This in turn may also lead to poor interpersonal relationships and day to day conflicts with other family members affecting their own mental health in a negative way. On the other hand, these concerns are not very significant for those who may not be as High Educated. Their main concern is the wellbeing of the patient and they make more efforts to keep the patient better. They also have fewer concerns about social stigma or reactions of other people. They are also more likely to make active efforts towards creating awareness about Mentally Retardation which may help others struggling in a similar situation. So, Low Educated people are better able to understand and deal with the situation, leading to their improved mental health.

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## A Study of Anxiety among Adolescents girls and boys of school students

By

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### Abstract

*The purpose of the present study was to find out the level of Anxiety among Girls and boys adolescents of school students. The study was confined of Rajkot city of Gujarat. The total sample consisted of 120 subjects divided into two groups, 60 girls and 60 boys school students. Test anxiety scale by Dr. V. P Sharma (1971) was used to collect data. Mean, S.D and t-test was calculated to analyze the data. Result showed that was held that the Girls students and Boys students of school show difference in anxiety. It can be found that anxiety is more common among girls' students than boys students of higher secondary school.*

### Introduction

Adolescence in the human organism is a developmental stage that takes a person from childhood to adulthood, marked by major physiological changes in adolescence and important cognitive and social development, it is generally thought to start around the age of twelve and end around the age of twenty. Adolescence in adolescents represents a second birth, in which the tendency to evolution was replaced by more cultured social and cultural influences, driven by parents and other adults, who helped transform the impulsive child into altruistic, self-sacrificing, and moral human beings. Hall-'s theory is primarily of historical interest; There is no support.

These formative years present new and unique challenges for children. They must come to terms with their bodylines as they suddenly rise up and mature sexually. They must establish more equal relationships with their parents and eventually come to grips with the need to leave home and become independent individuals. How stressful these challenges prove depends on various circumstances?

Adolescence makes these years difficult or easy, especially for some teenagers. For others, their newly created ability to reason abstractly can make life suddenly confusing at the same time it reveals exciting new possibilities for the future. Dating for most young people, or even just talking to the opposite sex, proves to be both interesting and frustrating as they gradually overcome childhood habits from having a relationship only with members of their own gender. Overall, adolescent changes can



be difficult, but on average they are no more or less challenging than other periods of children's lives.

Today's youth are getting stressed for many reasons. The primary sources of stress and distress for the youth and their friends were as follows relationships with friends and family; The pressure of expectation from oneself and others, pressure in school from teachers, coaches, grades and homework, financial pressure, and the tragedies and events that come in the lives of family and friends. The child becomes an adult from adolescence. It is a time of childhood change, identity formation, social development and the acquisition of experiences and credentials, promoting the entry into the role of adults. Adolescence and early childhood are also crucial periods for the development of mental traits, such as political attitudes and work approaches that continue into adulthood. However, it is a recognized stage in most parts of the world. Adolescence involves different experiences for young people depending on where they live. In Western countries, young people are relatively free from the responsibilities of adulthood lack of long-term commitments; aimed at fun, sports, popular music and peers; accepting change and are willing to experiment with alternative identities.

Anxiety is characterized by feeling of tension, frustration, worry, sadness, and withdrawal that commonly last from a few hours to few days whereas depression is both more severe and longer lasting.

According to the DSM-IV-TR, anxiety disorders can be broken down into the following type panic disorder agoraphobia, specific phobia, social phobia, obsessive compulsive disorder, posttraumatic stress disorder, acute distress disorder, generalized anxiety disorder, anxiety disorder due to a general medical condition, substance-induced anxiety, and anxiety disorder not otherwise specified (American Psychological Association, 2000, p.429). In man Mental Stress and depression as a disease caused by a demonic effect concern was identified, but Previous In time It was seen as a tool. Treatments at this time include some of the more humane treatments such as exorcism, bloodletting, and ointment or bath (Barlow & Durand, 2005).

**Given Beverly (2010)**, stress is the body's adaptive response to any demands or pressure of needs. These demands or pressures are said to be stressful. Young people are not free from anxiety. However, they are sometimes unable to cope with the stress that they face which leads to various manifestations of that stress in their daily lives.

**According to Katrina (2009)**, "Many people believe that the anxiety that upper secondary school girls experience is related only to school. However, the picture is much broader. Girls feel responsible for a variety of relationships, such as with friends and siblings, or have taken on themselves the leisure-time commitments in various organizations and organizations.





According to Kenneth Kander (2007), many teenagers are severely affected by the experience of stress and depression. Symptoms of stress Anxiety, depression, anxiety and feelings of retreat and anxiety can last from a few hours to a few days.

Catherine and others suggested that adolescents face increased rates of stressful life experiences and that there is some evidence that adds to the stressful account, at least partly for the increased rate of mental problems associated with this developmental period.

### Objective

To compare the level of anxiety among male and female adolescents.

### Hypothesis

H<sub>01</sub> There is no significant difference between anxiety of male and female adolescents.

### Methodology

#### Sample

A total sample of 60 students studying in secondary schools were included in the sample for the research presented. One of the groups consisted of 30 girls and 30 boys, studying in different schools in Rajkot city. All these students were aged between 15 to 17 years. Students studying in self-reliant and grant-in-aid schools in Rajkot city were included in the current study.

#### Tool

Dr. V. P. The Anxiety Scale, developed by Sharma (2011), was used to measure students' anxiety testing. This test measures the anxiety of adolescents. This test includes 48 items. This test is standardized and has a reliability of 0.75 and validity of 0.64

#### Procedure

The test was given to students and students in adolescence individually. They were given detailed instructions on how to take the test as they understood. The questionnaires answered were collected according to the manual. The scores received were statistically analyzed. The "T" was calculated by the test to see the significant difference between students' and students' anxiety.

### Results and discussion

Table 1 Mean S.D and t-value of anxiety among girls' and boys' students.



Groups	N	Mean	S. D.	t value	Significance
Girls	60	62.16	1.95	12.11	0.01*
Boys	60	57.24	2.47		

\*Significant at 0.01 level

The objective of this research is to study its anxiety in reference of the gender of students studying in school. The results is presented and tested by Table no1, which was indicates that the Mean scores of Girls students was 62.16 and Boys students was 57.24. The mean difference based on Gender variable was 4.92, with reference to anxiety. t- Value was found 12.11 which is significant at 0.01 level. The score was found significantly different. Hence, therefor the above, Ho1 null hypothesis was rejected and it was held that the Girls students and Boys students of school show difference in anxiety. It can be found that anxiety is more common among girl's students than boy's students of higher secondary school.

The results showed that adolescents have higher levels of anxiety in girls than boys. The reason why adolescents have a higher level of anxiety in boys is because their personality is emotional. Their efficiency makes them anxious. A greater sense of competition in every task and confusion in making decisions, time and overwork to achieve goals, less endurance, lack of ability to work, etc. make girls more anxious.

### Conclusion

1. It can be found that anxiety is more among girls students than boys students of school.

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## **A study of parental behavior and child well-being in tribal families**

By

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### **1. Introduction**

Child care is important to a child's physical, emotional, and cognitive development. Provides a safe and nurturing environment for children to explore, learn, and build relationships. Through quality child care, children can develop self-confidence, self-esteem, and self-control. They are capable of learning important skills such as communication, problem solving, and creative thinking. Child care also offers children a variety of experiences and activities that help them grow into healthy, well-rounded adults.

Things parents need to keep in mind for proper child care in today's children's lives. 1. Create a safe and secure environment for your child. Make sure the space is clean and free of hazards. 2. Be sure to provide your child with age appropriate toys, books, and activities. 3. Keep consistent rules and routines for your child. 4. Spend quality time with your child and participate in activities together. 5. Encourage your child to explore and be creative. 6. Monitor your child's activities and be aware of who is interacting. 7. Make sure your child gets proper nutrition and gets enough sleep. 8. Monitor your child's physical and emotional development and seek help from a health professional if necessary. 9. Encourage good communication with your child and talk to him regularly about his day. 10. Provide your child with a positive role model and support his individual interests.

This is how psychological well-being can be enhanced in a child's life today 1. Establish a healthy routine A routine gives children security and structure and helps them develop a sense of organization and independence. 2. Foster positive relationships Positive relationships with family members, friends, teachers, and other adults can help boost a child's self-confidence and give them a sense of belonging. 3. Encourage physical activity Exercise releases endorphins in the brain which can reduce stress and anxiety. 4. Nurture creativity Encourage a child to explore and express their creativity through drawing, painting, writing, or music. 5. Provide opportunities for learning new skills and gaining knowledge can help boost a child's self-esteem and give them a sense of accomplishment. 6. Practice mindfulness activities can help children be more aware of their emotions and better manage stress. 7. Get enough sleep is essential for physical and mental health. 8. Talk about emotions Help children learn to identify and express their emotions in a healthy way.



Parenting plays a vital role in the psychological well-being of a child. Parents provide a stable and supportive environment that helps children develop a strong sense of self-esteem, resilience, and self-confidence. Parents also provide guidance and structure, helping children develop important social and emotional skills. Through positive parenting, children learn to trust, form healthy relationships, and cope with life's challenges. Additionally, children raised in a supportive environment are more likely to feel secure and have a positive outlook on life. Conversely, children raised in an unsupportive environment may have difficulty forming and maintaining healthy relationships and may have difficulty controlling their emotions and behavior.

Taking into account the above background, in the present investigation, the researcher decided to study children's perception of parenting and well-being among boys and girls from tribal families.

### **1.1 What is Children's Perception of Parenting?**

Children's perception of parenting is largely influenced by their own experiences and the values they grew up with. In general, children view parenthood in a positive light, seeing their parents as supportive, caring, and loving people. Parents strive to provide their children with the best possible opportunities and, in most cases; the child's perception of his parents reflects this. However, there are times when children may perceive their parents as overly restrictive or critical, which can lead to a negative perception of parenting.

### **1.2 What is Well-Being?**

Psychological well-being is a state of positive mental health, involving a sense of wholeness, satisfaction, and positive affect, as well as the ability to lead a meaningful and fulfilling life. This state is often characterized by an optimistic outlook, purpose, and an ability to deal with life's challenges. Psychological wellbeing is an important component of general health and is related to better physical health, better functioning in relationships, and greater satisfaction with life.

## **2. Utility of Research**

Research on early childhood education and psychological well-being is invaluable in helping parents, teachers, and other health professionals understand how to best support children's development and overall mental health. It can provide information on effective parenting strategies and interventions that can be used to create a safe and nurturing environment for children. The research can also help identify potential risk factors that may increase the likelihood of psychological distress in children. This knowledge can be used to provide preventive interventions and support. In addition, research on children's education and psychological wellbeing can



inform public policy and help shape how our society values and supports children's mental health. 3. Statement of the problem

A study of parental behavior and child well-being in tribal families

#### 4. Objectives of the study

The main objectives of the study are as bellow.

To study of the Children's Perception of Parenting among tribal families.

To study of the General Well-Being among Children of tribal families'.

#### 5. Hypotheses

The following null hypothesis include in this research.

Ho1 There is no significant difference between Perception of Parenting of male and female of tribal families' Children.

Ho2 There is no significant difference between General Well-Being of male and female of tribal families' Children.

#### 6. Variables

In present research following variables was studied and the nature of variables under study is given in the following table.

**Table 1.1**  
**Nature and Level of Variable**

NO.	Name of variable	Nature of Variable	Number of Level	Name of Level
1.	Gender	Independent Variable	2	(1) Male (2) Female
2.	Children's Perception of Parenting	Dependent Variable	6	(1) Democratic (2) Autocratic (3) Accepting (4) Rejecting Over projecting Over Demanding
3.	General Well-Being Scale	Dependent Variable	4	(1) Physical (2) Emotional (3) Social (4) School

#### 7. Sample

The purpose of the present research was to study children's perception of parenting and general well-being among children from tribal families. Therefore, boys and girls from tribal families studying in STD-11 in Valsad city school were selected by purposive sampling method. A total of 120 (45 boys and 45 girls) were selected.

#### 8. Tools of data collection





Following tool was used in present research.

### Personal Information Sheet

Children's Perception of Parenting Scale - Anand Pyari and Raj Kumari Kalra. This scale consists 44 items of six areas–I. Democratic, II. Autocratic, III. Accepting, IV. Rejecting, V. Over projecting, VI. Over Demanding. The test was validated on 200 (100 boys and 100 girls) aged 14 to 16 years.

**General Well-Being Scale** - Ashok K. Kalia and Anita Deswal. This scale consists 55 items in four dimensions I. Physical, II. Emotional, III. Social, IV. School. The scale was administered on 400 Adolescents–Male and Female.

### 9. Data collection

The purpose of the present research was to make a comparative study of Children's Perception of Parenting and General Well-Being children in tribal families so data was collected from students of class-11 of higher secondary school located in Valsad city. Written permission was obtained from the principal of the school before collecting the data. As per the pre-fixed time, students from tribal families studying in class 11 of that school were placed in a separate classroom and given appropriate instructions regarding the research, after which a test was given to the student for data collection. After each student completed the test task, the test was taken back and each student was thanked. A teacher of the school was kept present as an assistant throughout this process.

### 10. Statistical analysis

T-test was used to perform statistical analysis in the present research.

### 11. Results and discussion

The results of the present research are shown in the table below

**Table 1.2**

**Significance of difference in mean scores of Perceptions of Parenting of male and female of tribal families' Children**

S. No.	Dimensions	Male (45)			Female (45)			t-ratio
		Mean	S.D.	SEM	Mean	S.D.	SEM	
1.	Democratic	32.91	6.76	1.00	32.45	7.52	1.21	0.31
2.	Autocratic	26.32	7.12	1.06	26.48	7.35	1.09	0.10
3.	Accepting	35.25	7.24	1.08	32.10	6.65	0.93	2.21*
4.	Rejecting	19.15	7.04	1.05	24.10	5.99	0.89	3.59**
5.	Over projecting	21.15	6.98	1.04	22.09	6.48	0.97	0.66



6.	Over Demanding	22.40	6.04	0.90	23.04	6.54	0.97	0.48
Significant 0.05=1.96*, 0.01=2.57**								

Review of Table No 1.2 shows that no significant difference was found between each of the parameters of children's perception of parenting as tested by null hypothesis t-test. That is, there is no difference in perception of parameters of children's parenting (Democratic, Autocratic, Over projecting and Over demanding) of among tribal family children (boys and girls) and there is significant difference in perception of parameters of children's parenting (Accepting and Rejecting) of among tribal family children (boys and girls). Boys and girls generally differ in how they respond to different types of parenting due to the different ways in which they are socialized. Boys and girls are typically expected to have different roles, responsibilities, and behaviors, which can lead to different reactions to different types of parenting. Boys may be more likely to respond to authoritarian parenting styles and may be more resistant to nurturing and supportive parenting. Girls, on the other hand, may be more open to nurturing and supportive parenting styles, but may be more resistant to authoritarian parenting. Additionally, girls may be more likely to conform to expectations of gender roles and behaviors, while boys may be more likely to challenge them. As such, different parenting styles may be more likely to be accepted or rejected based on a child's gender.

**Table 1.3**  
**Significance of difference in mean scores of General Well-Being of male and female of tribal families' Children**

S. No.	Dimensions	Male (45)			Female (45)			ratio
		Mean	S.D.	SEM	Mean	S.D.	SEM	
1.	Physical	44.52	5.87	0.88	43.25	5.60	0.83	1.05
2.	Emotional	52.14	6.74	1.00	53.10	6.94	1.03	0.67
3.	Social	64.14	6.25	0.93	65.42	6.87	1.02	0.92
4.	School	53.14	6.48	0.97	52.02	6.24	0.93	0.84
5.	Complete wellbeing	212.65	19.24	2.87	210.00	19.94	2.97	0.64

Review of Table No 1.3 shows that no significant difference was found between each of the dimensions of General Well-Being as tested by null hypothesis ttest. That



is, there is no difference in perception of dimensions of General Well-Being among tribal family children (boys and girls). The psychological reason why there are no significant differences in General Well-Being between tribal family children (boys and girls) could be due to the strong family and community bond tribal families have. These bonds provide a strong support system for children, helping them to feel secure and accepted regardless of gender. Additionally, the values of tribal families often emphasize collective well-being over individual needs, which may contribute to a sense of overall well-being for all children, regardless of gender.

## 12. Finding

The main findings of the study are

- (1) There is no difference in perception of parameters of children's parenting (Democratic, Autocratic, over projecting and Over demanding) of among tribal family children (boys and girls) and there is significant difference in perception of parameters of children's parenting (Accepting and Rejecting) of among tribal family children (boys and girls).
- (2) There is no significant difference between General Well-Being of male and female of tribal families' Children.

## 13. Conclusion

Parameters of children's perception of parenting (democratic, autocratic, over-projected, and over-demanding) are not significantly influenced by gender (male and female) of children from tribal families. Parameters of children's perception of parenting (acceptance and rejection) are significantly influenced by gender (male and female) of children from tribal families. General well-being is not significantly influenced by the gender (male and female) of children in tribal families.

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## A Psychological study of Self-care leads to happiness of Male and Female

By

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### Abstract

*The main purpose of this research was to find out the mean difference between male and female in reference of self-care leads to happiness. The total sample consisted of 60 male and female were taken in the research tool for self-care leads to happiness. Self-care leads to happiness scale constructed and standardize by Mark setton was Used to measured self - care. Data was analyzed using Mean's, SD 's and t – values. The finding showed that there is no significant difference in between male and female in reference of self-care leads to happiness.*

**Keywords** Self – care, happiness, gender (male and female)

### Introduction

We live in a busy and demanding world, where it seems like everyday responsibilities and stress are always increasing. Stressors such as working, raising children, caring for elder parents, going to school — not to mention life-changing events such as moving, marrying and divorcing — can definitely take a toll on us.

To help balance life demands and maintain health, we need to practice self-care. Self-care is defined as “a necessary human function which is purposeful, learned, and continuous.” Therefore, it is important to be in charge of your own self-care and essential that it is part of your routine. If you have ever said, “I don’t have any time for myself,” then you are also in need of self-care. It is important to spend time alone. It gives your brain a chance to recharge, and resting mind and body is essential for dealing with stress.

The list below include 10 easy self-care activities that everyone should practice to immediately increase happiness and further their self-development.

Practicing good sleep hygiene

Sleep is number one for a reason—it’s related to your physical, mental, and emotional wellbeing. This vital aspect of our lives has the capability to make or break your ability to make the most out of each day.



Start valuing yourself by prioritizing a consistent sleep schedule. Doing so will increase your emotional stability, mental clarity, and physical endurance.

## **2. Consistent exercise**

Most jobs don't prioritize movement, which is something our bodies were designed to do. Try going on walks, lifting weights, swimming, running, or doing yoga. The more energy you use on a daily basis, the more energy your body will create!

## **3. Writing or journaling**

Not only is writing an invaluable communication skill, it's also a great self-care activity. Externalizing your thoughts helps you work through ideas and feelings and create more room for presence.

### **Meditating**

Research shows that meditating is beneficial for many reasons. Not only does it improve your ability to relax, it also refines your capacity to concentrate. With so many applications and YouTube videos waiting to guide you through a mediation, there's no excuse for not giving it a try!

### **Self-reflection**

Pausing to reflect on your life's journey is an integral part of continued growth. Take some time on a daily or weekly basis to reflect on your goals. Try to determine where you've progressed, what obstacles entered the equation, and gain a sense of direction for the future.

## **6. Massage or other body work**

Massage, acupuncture, or energy work like Reiki can all be relaxing, cleansing, and a nice treat for your body-mind. Try reducing spending in other areas of your life and committing to investing in yourself—you deserve some quality relaxation.

### **Reading a book**

All great minds read. And they don't just read popular blogs and articles—they read primary sources. Stop setting for easy reads and reconnect to challenging topics that add depth to your mental and emotional life.

### **Breathing exercises**

Learning how to manipulate your breath is a vital part of attention and relaxation. The more that you practice using breathing exercises during low-stress moments, the easier they are to implement when you're experiencing heightened levels of stress and anxiety.

### **Having down time without screens**



The one addiction we all share is our love of screens. While they are engaging and stimulating, like sugar, too much can be problematic. If you want to reconnect to your emotional self and ignite your creativity, allow yourself to have genuine down-time without a staring at your phone, tablet, or television.

### **Spending time in nature**

Nature is restorative. It will help you relax and feel connected to something greater than yourself, which is important in our era of technological immediacy and emotional isolation. Disconnect, unplug, and re-discover the sacred healing energy of nature. Your mind, body, and emotional health will thank you.

### **Objective**

To study of self – care leads to happiness among male and female.

### **Hypotheses**

Ho1 There is no significant mean different between male and female in reference of self – care leads to happiness.

### **Methodology**

#### **Sample**

In the present study there are random sampling method for this purpose. In the present study the data was collected from total sample of 60 selected from Rajkot district. The total sample of the study consisted of 60 people, 30 males and 30 females with equal distributed in Rajkot district.

#### **Tools**

In the present study the data was collected from the happiness Quiz How happy are you? Mark setton , pursuit of happiness.

For the present investigation in the tool used male (30) and female (30). The scale consisted 13 items on a 5-point scale ranging from never to always. Each question has 5 options. In the scale 1 point for never, 2 point for rarely, 3 point for some time, 4 point for often, 5 point for always.

#### **Variable of the study**

Independent variables: Gender (Male and female)

Dependent variables: Scores of respondents on self – care leads to happiness.

#### **Statistical analysis**

In the present study the information obtained in the research is evaluated based on the scoring key and the scores are obtained. Here for research purpose 2 independent variables affect females and males. So, t – test is used for the difference between male and female.

### **Table – 1**

**Mean, SD, and t- value of self- care leads to happiness of male and female.**





Groups	N	Mean	SD	T - value
Male	30	63.36	7.03	0.98
Female	30	61.63	6.55	

Not significant at 0.05 levels.

### Results and discussion

In the present study, 30 male and 30 female people selected. The purpose of the study is self-care leads to happiness. From the result table is presented and tested by table which was indicates that scores of males were 63.36 and female was 61.63. There is very little different between male and female. T- value is found 0.98 which is not significant at 0.05 levels. Therefore, the above hypotheses were held that the male and female have different on self-care leads to happiness. Different is not found significant. So, the hypotheses are accepted. It means that present study is no significant differences between male and female reference to self-care leads to happiness.

### Conclusion

The objective of present research is to study Self-care leads to happiness between male and female. Following conclusions have been drawn from the present study it is shown that there is no significant differences between male and female reference to Self-care leads to happiness.

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## Psychological Study of Marital Adjustment of Working and Non-Working Females Couple

By

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### Abstract

*The wife's role is very important in family happiness in married life, so the main intention in the presented study was to examine marital adjustment in working and non-working women. This study was conducted on a sample of a total of 140 participants. The Marital Adjustment Inventory and Ruff's Medium Form prepared by Har Mohan Singh, were administered on one hundred and forty working and non-working Couples participants. The results showed that there were no significant differences in terms of marital adjustment among working and non-working women and its spouse.*

**Key words** Marital Adjustment, Working and Non-Working

### Introduction

Traditionally in Indian culture, marriage is the most important personal relationship for every couple and family and has been described as the most intimate, delicate and long-necked relationship between a woman and a man. The stability and continuity of marriage is important not only to the members of the marital couple but also to their family and society as a whole. Marriage has been discussed in terms of interdependence between husband and wife and whatever one person does affects the other person. Good interdependence in a relationship affects his work. The husband makes changes in the health and well-being of the partner between the wives. The close relationship between husband and wife is part of the foundation of interpersonal behavior. Basically, in marriage, two persons adjust to each other's sensory, motor, emotional and intellectual capacities. On the personality level they must adjust together to their total environment, including such matters as a new household, children, provision and preparation of food, relatives, friends, relations and work (Fonseca, 1966). The success of marital life much depends upon the success in marital adjustment by the husband and wife. Marital maladjustment results in conflicts and tensions and many a time divorce.

**Kausar (2003)** studied the effect of personality traits and socio-economic status on marital adjustment in working women and found no difference between marital adjustment of working women of low, middle and high socio-economic background



and attributed that personality trait could be the factor liable for the marital adjustment in working and non-working female rather being the socio-economic factor. Similar non-significant marital differences in working and non-working women of Port Harcourt metropolis was reported by Nigeria- Tauonia **Jamabo and Ordu (2012)**. Marital adjustment and psychological wellbeing is related to each other. Psychological wellbeing is particularly viewed as a positive functioning of an individual and is described as the quality of life of a person. It includes what laypeople call “Happiness”, “peace”, “fulfillment” and “life satisfaction”. **Ryff (1991)** states that convergence of similar features of positive psychological functioning constitutes the core dimensions of psychological wellbeing and these dimensions are autonomy, environmental mastery, personal growth, positive relations with others purpose in life and self- acceptance. **Ryff (1989)** extensively explored the meaning of psychological wellbeing and thought that wellbeing could be made sense by breaking it down into six dimensions each of which contributing to people’s experience of wellbeing. Each dimension of psychological well-being articulates different challenges as they strive to function positively. The present study focuses on wellbeing from the perspective of eudemonic approach which emphasize meaning and self-actualization and defines wellbeing in terms of the degree to psychological wellbeing particularly in labor market and more specifically in the context of women employees has received much attention. The occupation is one of the most important factors which bring a lot of changes in the life of women. The occupation brings along with it many expectations, pressures, time demands and commitments which may affect the mental health of women.

### **Objective**

1. To study of the Marital Adjustment among working and non-working women.
2. To study of the Marital Adjustment among working and non-working spouse of women

### **Hypothesis**

1. There will be no significant difference between the Marital Adjustment of working and non-working women.
2. There will be no significant difference between the Marital Adjustment of working and non-working women spouse.

### **Method**

#### **Sample**



The current study took a sample of 140 couples with a conjugal life of 5 to 12 years in Rajkot city of Gujarat. In the presented study 70 women working in business and 70 women who were not working in business participated with their spouses. All the couples were selected from the socio-economic class of the middle and upper classes. The minimum qualification includes graduates and urban areas. The couples came from both joint and divided families. Newly married couples were excluded from the study. The average age of a working and non-working woman was 27.32.

### Tools

Below is a brief description of the instrument with the psychometric properties used in the current study. The current research used self-report inventories and in addition to the individual data sheets of participants who reported name, age, gender, education, socio-economic Demographic information such as status, nature of the job, job class, job-timing, family nature, area-urban or rural, etc. were collected.

#### A. Marital Adjustment Inventory

Marital adjustment was measured by Marital adjustment inventory developed by Har Mohan Singh was used to measure the quality of a relationship between two persons who are married. It is a self-report scale consisted of 20 items consisting 10-point rating scores. The reliability and validity of this inventory was found satisfactory.

### Procedure

In order to achieve the objectives of the research presented, the above-mentioned criteria were used to assess the marital adjustment of working and non-working women and their spouses. Participants were selected carefully. The scale was given to each participant individually and administered according to the instructions given in each scale. In addition, each participant was requested that the feedback they gave would be completely private. Thus, the secrecy of their answers was assured to them.

### Results

According to the purpose of the presented study, the independent sample was calculated by t-test and the findings obtained by it are presented in the table. Results 1 Mean, SD, and t-values indicate differences between the marital adjustment of working and non-working women.

Table No1

Mean, SD and t-value of marital adjustment of working and non-working women

Group	N	Mean	SD	t-value	P value
Working women	70	48.16	14.28	1.38	NS
Non-working women	70	51.67	15.87		



Not Significant at 0.05 levels

The Table 1 reveals that mean of working and non-working female is 48.16 and 51.67 respectively which indicates that non-working female scored higher on marital adjustment and is adjusted than working female. The t-value was calculated for the significance of mean differences and non-significant differences have been observed ( $t = 1.38$ ,  $df = 68$ ,) indicating that working female does not difference from non-working female on the measure of marital adjustment. These findings suggest that both working and non-working female are adjusted well in their married life.

Results 2 Mean, SD, and t-values indicate differences between the marital adjustment of working and non-working spouse of women.

**Table No2**  
**Mean, SD and t-value of marital adjustment of working and non-working spouse of women**

Group	N	Mean	SD	t-value	P value
Working women	70	46.78	12.56	1.51	NS
Non-working women	70	50.25	14.66		

Not Significant at 0.05 levels

The Table 1 reveals that mean of marital adjustment in spouses of working female and spouses of non-working female is 46.78 and 50.25 respectively. The t-value was calculated for the significance of mean differences and non-significant differences have been observed ( $t = 1.51$ ,  $df = 68$ ) indicating that both spouses of working and non-working female does no difference from each other on measure of marital adjustment. This pattern of finding suggests that both spouses of working and non-working females are adjusted equally well in their married life.

### Discussion

Presented The purpose of the study was to explore marital adaptation in working and non-working women as well as in their spouses. These findings suggest that both working and non-working women have the same marital adjustment. However, compared to a woman who does not work, a working woman with other people Good Relationships and Due to Personal Development Due to Marital adaptation can make good. Some researchers, too. Presented Consistent with the findings in women who work or do not work No differences in marital adjustment have been noted to be shown (Pish-Ghadam, Bakhshiper, & Ibrahim, 2013)





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## Psychology study of emotional intelligence related to self-assessment and gender and youngster students

By

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### *Abstract*

*The study was conducted as emotional intelligence in the variables associated as a types of gender (male, female) residence areas. Total sample 40 selected Rajkot district of Gujarat state according to research design. The emotional intelligence scale constructed and standardize Gerald miller was to used measured emotional intelligence. Data was analyses using means EQ –s self-assessment. The finding showed that there is significant difference in emotional intelligence with respect to gender, resident area and self-assessment.*

**Keywords;** Emotional intelligence, gender, self-assessment

### **Introduction**

We all have different personalities, different wants, different achievement, desire, needs, and different ways of showing our emotions. The leader EQ-self provide the opportunity for you to construct a summary of your own perception of your EQ-s by indicating the extent to which you agree that each statement accurately describe the way you think, feel or act in the capacity of a leader, most of the time and in most situations.

There are no "right" or "wrong" answers and no "good" or "bad" choices; the rating that best describes you is the correct answer! Answer openly and honestly by indicating how you actually are, not how you would like to be or how you would like others to think of you.

Emotional intelligence is the ability to identify and manage your own emotions and. The leader EQ-self provide the opportunity for you to construct a summary of your own perception of your EQ-s by indicating the extent to which you agree that each statement accurately describe the way you think, feel or act in the capacity of a leader, most of the time and in most situations. the hypothesis possible explanation for this in terms nature and source of the bias by male vs female, the common attitudes color all aspects of classroom behavior creating a social behavior pattern or climate that appear to be stable once established." The present research has used one



independent variables namely (A) Types of gender (male and female) to examine the effect on emotional intelligence.

A number of different assessment have emerged to measure levels of emotional intelligence. such tests generally fall into one of two types self-report tests and ability tests.

Self-report tests are the most common because they are the easiest to administer and score. on such tests, respondents respond to questions or statements by rating their own behaviors. I understand how others are feeling, disagree somewhat disagree, agree or strongly agree.

This core self-evaluation is another variable the relation of which is examined with life satisfaction self is concept including how to the person sees or define him/herself. the evaluations about him/her own values. Skills, capacities .and how he/she perceives and evaluate the events (judge lock and durnam1997).

### **Components of emotional intelligence**

Some following steps describe (the components) of emotional intelligence.

1. Self-confidence and self-acceptance.
2. The ability to let go of mistakes.
3. An ability to accept and embrace change.
4. A strong sense of curiosity, particular about other people.
5. Felling of empathy and concern for others.
6. Showing sensitivity to the feelings of other people.
7. Accepting responsibility for mistakes.
8. The ability to manage emotions in difficult situations.

### **Objectives**

In the present research, the role of Emotional intelligence among college student under the study been examined in the following context.

1. To study the difference of emotional intelligence among male and female college and school students.
2. To study difference of emotional intelligence among college and school students of self-assessment.

### **Hypotheses.**

Ho1. There will be no significant mean difference between male and female college and school students in emotional intelligence.

Ho2. There will be significant mean self-assessment in emotional intelligence.



## Methodology

In this present study there are random sampling method for this purpose was selected Rajkot district. In the present study the data was collected college and school students of Rajkot district. The total sample of the study college and school students 20 male and 20 females with equal distributed as per number of resident area and college students and school students in Rajkot district.

## Tools

### Personal data sheet

For information emotional intelligence (gender) resident area self-assessment stream so on were collected data samples.

### Emotional intelligence scale

For the present investigation in the tool used was emotional intelligence scale having reliability of this tool EQ-self assessment test.

### Variables of the study

**Independent variable:** Gender (Female - Male)

**Dependent Variable:** Emotional Intelligence

## Emotional Intelligence

H01. There is no significant mean difference between Female and Male students in reference of Emotional Intelligence.

**Table No1**

**Mean, SD and t-value of self-care leads to happiness of Male and Female**

Group	N	Mean	SD	t-value	P-value
Male	20	30.00	4.56	1.51	NS
Female	20	27.75	4.88		

Not Significant at 0.05 level

The objective of this research is to examine the relationship between emotional intelligence and gender as male and female college students. The results are presented and tested by table no1 which indicates that mean scores of male was 30.00 and female was 27.75. t value was found 1.51 which is significant at 0.05 level. The score was found significantly different.

Therefore, the above H1 null hypothesis was rejected and it was held that the male and female students of college show difference in emotional intelligence.

The focus of the above dependent and independent variables through formulated hypothesis and examination after found that the significant mean difference between emotional intelligence is good relationship in the variables. As per the scoring pattern



the higher value of score indicates higher emotional intelligence and lower level score indicates lower level emotional intelligence. The female students show higher emotional intelligence. The Probable reason may be that the girls get mature earlier than boys.

### **Conclusion**

1. The college students of female have shown more emotional intelligence compared to students of male college students.
2. The area self-assessment and gender variables seen that there is significant interaction among emotional intelligence.

### **Reference**

1. W.W.W. Google.co.in



## Psychological Study of Relationship Between Spirituality Gratitude and Life Satisfaction

By

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### Abstract

*The study was conducted as a Gratitude level and Life Satisfaction level in the variables associated as a Spirituality. Total sample of 120 selected from Rajkot district of Gujarat state according to research design. The Gratitude scale was constructed and standardized by Michael McCullough, Robert Emmons and Jo-Ann Tsang were used to measure Gratitude. The Life Satisfaction was constructed and standardized by Ed Diener were used to measure Life Satisfaction. Data was analyzed using mean's, SD, t-value and correlation. The finding showed that there have positive correlation between Gratitude level and Life Satisfaction level with respect to Spirituality.*

**Keywords** Spirituality, Gratitude and Life Satisfaction.

### Introduction

The purpose of the present research is to know the relationship between Spirituality, gratitude and life satisfaction. All spirituality, gratitude and life satisfaction have an important place in our life. Spirituality is the broad concept of a belief in something beyond the self. It strives to answer questions about the meaning of life, how people are connected to each other, truths about the universe, and other mysteries of human existence.

According to Cicero, gratitude is more than "the greatest virtue," it is also the "mother of all other virtues." Gratitude also acts as the social glue that nurtures the formation of new friendships, enriches our existing relationships, and underpins the foundations of human society. Gives. Gratitude inspires our religious, cultural, and scholarly traditions, which generally maintain that gratitude is essential to being a good and moral citizen of the world. Religious traditions including Judaism, Christianity, Islam, Buddhism, and Hinduism encourage the cultivation of gratitude as an important moral virtue.





Life satisfaction is an important quality for human beings. Satisfied is a Latin word meaning to make or do enough. Satisfaction with one's life refers to contentment or acceptance with one's life circumstances, or the fulfilment of one's needs and wants throughout one's life. In essence, life satisfaction is a subjective evaluation of a person's quality of life. Because it is inherently an appraisal, judgments of life satisfaction have a large cognitive component.

### **What is spirituality?**

Spirituality is the broad concept of a belief in something beyond the self. It strives to answer questions about the meaning of life, how people are connected to each other, truths about the universe, and other mysteries of human existence.

It may involve religious traditions centering on the belief in a higher power. It can also involve a holistic belief in an individual connection to others and the world as a whole.

Spirituality has been a source of comfort and relief from stress for multitudes of people. While people use many different paths to find God or a higher power, research has shown that those who are more religious or spiritual and use their spirituality to cope with challenges in life experience many benefits to their health and well-being.<sup>1</sup>

### **Types of spirituality**

There are many different types of spirituality. Some examples of how people get in touch with their own spirituality include

- Breath work
- Meditation or quiet time
- New age spirituality
- Prayer
- Service to their community
- Spending time in nature
- Spiritual retreats
- Yoga

Other people express their spirituality through religious traditions such as

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism
- Sikhism



### **What is gratitude?**

The quality of being thankful readiness to show appreciation for and to return kindness.

Most people have an instinctive understanding of what gratitude is, but it can be surprisingly difficult to define. Is it a feeling? A virtue? A behavior? Indeed, gratitude can mean different things to different people in different contexts.

"As defined by the American Psychological Association, gratitude is a feeling of gratitude or happiness in response to a tangible benefit (such as a gift or favour) or something intangible or an event (such as a nice day)."

### **What is Life Satisfaction?**

The history of the study of life satisfaction is believed to be very old. Because the concept of life satisfaction is derived from the same distinction as in psychology, according to Nyaya Vaisheshika, happiness and sadness are independent and opposite emotions. It arises from the knowledge of desirable and undesirable objects. Happiness is a feeling of well-being and this feeling of well-being determines satisfaction. According to the great physiologist Charak, satisfaction is determined by the balance and imbalance of body chemicals. According to them, the feeling of happiness and unhappiness arises from the imbalance of chemical substances in the body. From both mind and body arise physical and mental happiness and unhappiness respectively. Charko's theory of happiness and unhappiness presents the psychological basis of life satisfaction.

### **Definition of Life Satisfaction**

"Life satisfaction is any combination of psychological, physical, and environmental conditions or circumstances that lead a person to actually say that he is satisfied with his life."

According to Freud, "The ultimate goal of life is the attainment of happiness and satisfaction. Every human being ultimately strives to attain happiness."

### **Objectives**

- (1) To study the relationship between Gratitude and Life Satisfaction.
- (2) To study the difference between high and moderate spirituality in reference to Gratitude.
- (3) To study the difference between moderate and low spirituality in reference to Gratitude.
- (4) To study the difference between high and low spirituality in reference to Life Satisfaction.
- (5) To study the difference between high and moderate spirituality in reference to Life Satisfaction.



- (6) To study the difference between moderate and low spirituality in reference to Life Satisfaction.
- (7) To study the difference between high and low spirituality in reference to Life Satisfaction.

### **Hypothesis**

- Ho1 There is no significant correlation between gratitude and life satisfaction.
- Ho2 There is no significant difference between gratitude and high and moderate spirituality.
- H03 There is no significant difference between gratitude and moderate and low spirituality.
- Ho4 There is no significant difference between gratitude and high and low spirituality.
- H05 There is no significant difference between life satisfaction and high and moderate spirituality.
- Ho6 There is no significant difference between life satisfaction and moderate and low spirituality.
- H07 There is no significant difference between life satisfaction and high and low spirituality.

### **Methodology**

#### **Sample**

In this present study there are used random sampling methods data collection. In this present study the data was collected from Rajkot district of Gujarat. The total sample of study consisted of 120 educated people, 65 females and 55 males. So, in this study there are sample selected by simple random sampling method.

#### **Tools**

For the collection of data, various research tools have been used in the related studies. Researchers have collected the information regarding Gratitude and Life Satisfaction level.

#### **Personal data sheet**

For information (Dependent variables and Independent variables) Gratitude level and Life Satisfaction level regarding spirituality, were collected data samples by Personal data sheet.

#### **Life Satisfaction Scale**



For the present investigation the tool used was Life Satisfaction scale. The scale of Life Satisfaction has 5 items on a 7-point scale ranging from strongly disagree to strongly agree. Reliability constructed and standardized by Ed Diener, Ph.D.

### Gratitude Scale

For the present investigation the tool used was Gratitude scale. The Gratitude Questionnaire has six items (GQ-6) on a 7-point scale ranging from strongly disagree to strongly agree. Reliability constructed and standardized by Michael E. McCullough, Robert A. Emmons, Jo-Ann Tsang.

### Variables of the study

**Independent Variable** 1.Spirituality

**Dependent variable** 1.Gratitude 2.Life Satisfaction

### Observations

**Table No1**  
**Correlation of the Gratitude Level and Satisfaction**

Spirituality	N	Mean	r- value	P value
Gratitude	120	31.15	0.32	0.01
Life satisfaction	120	61.67		

\*significant at 0.01 levels

**Ho1 There is no significant correlation between gratitude and life satisfaction.**

The objective of this research is to examine the Correlation Gratitude level and Life Satisfaction level. The result is presented and tested by Table no1, which indicates that the mean score of Gratitude level is 31.15 and Life Satisfaction level is 61.67. The mean difference based on Gratitude and Life Satisfaction was 30.52, with reference to male and female. Correlation was found 0.32, which is significant at 0.01 level. The score found significant difference. It shows low correlation between Gratitude and Life satisfaction level. Therefore, the above Ho1 null hypothesis was rejected and it was held that the Gratitude level and Life Satisfaction level show correlation.

**Table No2**  
**Mean, SD and t-value of gratitude Level of high and moderate spirituality**

Groups	N	Mean	SD	t-value	P VALUE
High spirituality	49	32.14	4.75	1.40	NS
Moderate spirituality	63	30.90	4.54		



\*Not Significant at 0.05 levels

**Ho2 There is no significant mean difference between high and moderate spirituality in reference to gratitude.**

The objective of this research is to examine the difference between high and moderate spirituality in reference to Gratitude. The result is presented and tested by Table no2, which indicates that the Mean score of high spirituality was 32.1 and moderate spirituality was 30.90. The Mean difference based on high and moderate spirituality was 1.2, with reference to Gratitude. t-value was found 1.40 which is not significant at 0.05 level. The score was not found significantly different. Hence, therefore the above, Ho2 null hypothesis was accepted and it was held that the high and moderate spirituality did not show difference in Gratitude.

**Table No3**

**Mean, SD and t-value of gratitude Level of Moderate and low spirituality**

Groups	N	Mean	SD	t-value	P value
Moderate spirituality	63	30.90	4.54	2.14	0.05
Low spirituality	7	27.00	4.72		

\* Significant at 0.05 levels

**HO3. There is no significant mean difference between moderate and low spirituality in reference to gratitude.**

The objective of this research is to examine the difference between moderate and low spirituality and Gratitude. The result is presented and tested by Table no3, which indicates that the mean score of moderate spirituality is 30.9 and low spirituality is 27.00. The mean difference based on moderate and low spirituality was 3.9, with reference to gratitude.t-value was found 2.14, which is significant at 0.05 level. The score found significant difference. It shows the difference between moderate and low spirituality and Gratitude. Therefore, the above Ho3 null hypothesis was rejected and it was held that it shows a difference between moderate and low spirituality in reference to Gratitude.

**Table No 4**

**Mean, SD and t-value of gratitude Level of high and low spirituality**

Group	N	Mean	SD	t-value	P value
High spirituality	49	32.14	4.75	2.67	0.01



Low spirituality	7	27.00	4.72		
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\* Significant at 0.01 levels

**Ho4. There is no significant mean difference between high and low spirituality in reference to Gratitude.**

The objective of this research is to examine the difference between high and low spirituality and Gratitude. The result is presented and tested by Table no4, which indicates that the mean score of high spirituality is 32.14 and low spirituality is 27.00. The mean difference based on high and low spirituality was 5.14, with reference to gratitude.t-value was found 2.67, which is significant at 0.01 level. The score found significant difference. It shows the difference between high and low spirituality and Gratitude. Therefore, the above Ho4 null hypothesis was rejected and it was held that it shows a difference between high and low spirituality in reference to Gratitude.

**Table No5**

**Mean, SD and t-value of life satisfaction Level of high and moderate life satisfaction**

Groups	N	Mean	SD	t-value	P value
High spirituality	49	63.91	14.27	1.00	NS
Moderate spirituality	63	61.28	13.46		

\*Not Significant at 0.05 levels

**Ho5. There is no significant mean difference between high and moderate spirituality in reference to Life Satisfaction.**

The objective of this research is to examine the difference between high and moderate spirituality in reference to Life Satisfaction. The result is presented and tested by Table no5, which indicates that the Mean score of high spirituality was 63.91 and moderate spirituality was 61.28. The Mean difference based on high and moderate spirituality was 2.63, with reference to Life Satisfaction. t-value was found 1.00 which is not significant at 0.05 level. The score was not found significantly different. Hence, therefore the above, Ho5 null hypothesis was accepted and it was held that the high and moderate spirituality did not show difference in Life Satisfaction.

**Table No6**

**Mean, SD and t-value of life satisfaction Level of moderate and low spirituality**

Group	N	Mean	SD	t-value	P value
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Moderate spirituality	63	61.28	13.46	2.09	0.05
Low spirituality	7	50.42	6.99		

\* Significant at 0.05 levels

**Ho6. There is no significant mean difference between moderate and low spirituality in reference to Life Satisfaction.**

The objective of this research is to examine the difference between moderate and low spirituality and Life Satisfaction. The result is presented and tested by Table no6, which indicates that the mean score of moderate spirituality is 61.28 and low spirituality is 50.42. The mean difference based on moderate and low spirituality was 10.86, with reference to Life Satisfaction. t-value was found 2.09, which is significant at 0.05 level. The score found significant difference. It shows the difference between moderate and low spirituality and Life Satisfaction. Therefore the above Ho6 null hypothesis was rejected and it was held that it shows a difference between moderate and low spirituality in reference to Life Satisfaction.

**Table No7**

**Mean, SD and t-value of life satisfaction Level of high and low spirituality**

Groups	N	Mean	SD	t-value	P value
High spirituality	49	63.91	14.27	2.44	0.05
Low spirituality	7	50.42	6.99		

\* Significant at 0.05 levels

**HO7. There is no significant mean difference between high and low spirituality in reference to gratitude.**

The objective of this research is to examine the difference between high and low spirituality and Life Satisfaction. The result is presented and tested by Table no7, which indicates that the mean score of high spirituality is 63.91 and low spirituality is 50.42. The mean difference based on high and low spirituality was 13.49, with reference to Life Satisfaction. t-value was found 2.44, which is significant at 0.05 level. The score found significant difference. It shows the difference between high and low spirituality and Life Satisfaction. Therefore, the above Ho7 null hypothesis was rejected and it was held that it shows a difference between high and low spirituality in reference to Life Satisfaction.



### **Conclusion**

Following conclusions have been drawn from the present study.

1. The moderate and low spirituality and low and high spirituality have better Gratitude level than high and moderate Gratitude level.
2. The moderate and low spirituality and low and high spirituality have better Life Satisfaction level than high and moderate Life Satisfaction level.
3. There is a low correlation between Gratitude level and Life Satisfaction level.
4. The conclusion here is to have a positive relationship between Gratitude and Life satisfaction level in reference to spirituality.

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## Mental health and faith

By

Dr. J. A. Sojitra

Dr. V. R. Umaretiya

### Abstract

*Everyone strives to act in accordance with standards in order to be considered normal. One of them is the religious norm, which we use to carry out our socioreligious duties. Faith serves as a form of protection. It keeps our minds from wandering. We worship God or Gods in India because of the religious faith and belief that Indians have internalized. From birth to death, they adhere to religious norms and principles to keep their mental and physical health. They feel better as a result and successfully adapt to society.*

**Key Words** Faith, mental health, defense mechanism, deviation.

### Introduction

The World Health Organization (WHO, 1948) defines health as a condition of total physical, emotional, and social well-being rather than just the lack of illness and infirmity. Emphasizing the healthy, balanced development of intelligence, creativity, reasoning, emotionality, mindfulness, initiative, and the ability to maintain one another's day-to-day problems and multiple challenges without losing patience, offer solutions and relaxation with self-confidence, assertiveness, and enthusiasm, and be aware of the struggles and sufferings of others. There are many factors that influence mental health, including one's own resources, societal support, an integrated personality structure, the quality of one's emotional life, a supportive family environment, appropriate community comprehension, harmony between cultures, etc. Experiences with spirituality or Faith frequently produce emotions such as love, kindness, and sensitivity as well as feelings of calmness, relatedness, communion with a force, strength, and harmony. A spiritually aware path can only lead to a healthier life and one can easily handle or solve the daily health strategy, we mean the proper and to day problems of life which come in one's life. The spiritual experience may be obtained by worshipping the Almighty through prayer, meditation yoga, reciting Bhajans, and charitable deeds. You can learn to be tolerant, peaceful, and loving towards everyone. Aurobindo (1995) asserts that the idea of satisfying social connections and the capacity for health are fundamentally connected to human existence, where life is a goal-oriented programme and multifaceted evolutionary process with an emphasis on growth and change. Physical, emotional, and spiritual aspects make up all of human existence. Physical, emotional, and spiritual aspects



make up all of human existence. It is dynamic and functional, so variables that influence it are connected to the socio-cultural framework through everyday actions. Faith is also understood in a variety of ways. Faith is viewed as a manual that contains a set of moral standards. People who adhere to religious moral standards are considered normal, while those who handle others unfairly are described as abnormal. There are numerous definitions of Faith. The interior existence is the subject of this philosophy and art. It is a conviction in an omnipotent force that is invisible. It is the acceptance of a Deity or Gods. It also involves sticking to a doctrine's foundation. Faith was a type of anxiety to Freud and an opiate of living, according to Karl Marx. It is used as a defense strategy in psychology so that the ego can adapt to society appropriately. Faith, in Freud's view, is the superego. It is a manual that instructs people on how to interact positively with other organisms under specific conditions. Similar to a constitution, it determines the penalties and benefits for each act or action. Faith serves as both a cultural carrier and a cultural receptacle. The taboos and ritualistic practices of a faith imprint the social structure and pass down values, attitudes, and beliefs from one generation to the next. Faith and language together are another significant cultural carrier. The quickly growing alternative and complementary medicine views, also known as unconventional practices, include spiritual and philosophical considerations (Eisenberg, 1993). We are allowed to mention specific sacred texts under the religious law, such as the Geeta, Ramayan, Quran, Vedas, Bible, Guru Granth, etc. Christianity has a set of core beliefs. These sacred religious texts have been used therapeutically and in psychiatry.

Relationship between Mental Health and Faith According to the World Health Organization, "health is not simply the absence of illness or infirmity but pertains to bodily, psychological, social, and spiritual well-being". The two people's connection is a subject on which they hold divergent views. People who identify as religious are frequently interested in proving that Faith brings happiness, while people who identify as nonreligious are frequently interested in proving that Faith brings misery and illness. For instance, various sources cited King David as saying, "Happy is the individual who believes in the Lord. Allport Prejudice is unmade by Faith. In the book on the psychology of Faith, Spike, Hood and Gorsuch (1985) suggest four general types of effects

1. Faith allows and fosters mental illness e.g. by encouraging guilt.
2. Faith controls or suppresses mental illness e.g. by encouraging happiness.
3. Faith may protect from stress or its effects e.g. by raising self-esteem.
4. Faith may be therapeutically useful e.g. by providing sympathetic counselors.



There are some parallels among all the main Faiths, despite the fact that there are numerous denominations in each of the major faiths, many of which have a wide range of beliefs and practices. A common belief is that mental disease may be caused by the divine or even be under the control of evil. Beliefs about mental illness and its care may be closely related to beliefs about sin and pain. This was the prevailing idea during the Christian period, also known as the dark age, when beliefs were widespread. Inhuman conduct was used as a therapeutic therapy for mental health sufferers. Thus, it is estimated that between 1300 and 1600 AD, 3,000,000 women were executed in just Europe and North America. The psychologically sick were forced to "confession" that they possessed while being submerged in scalding water, having their legs crushed in "boots," and having wedges pushed under their toenails. The "water test" is a reliable indicator of possession. The patient was plunged into the sea while having his hands and feet bound together. He was labelled "possessed" and burned alive if he floated. He was found blameless even though he perished.

There is employment that is both regular and sacred. a way of thinking. However, research on the psychological impact of religious experience is scant, despite assertions to the contrary. These encounters include spiritual and reflective moments, ecstatic moments, near-death experiences, out-of-body encounters, spirit abduction, and a strong sense of religious mission or purpose.

Relationship between Faith and psychiatry As seen in emotional disorders marked by "Devil syndrome" or "possession syndrome," Faith directly contributes to the cause of mental disorders. Individual signs, like illusions and hallucinations, are present in schizophrenia, as well as in some neuroses like worry and obsessive-compulsive neuroses. As is the case throughout the globe, Faith and mental disease are closely related in India. Sethi and Trivedi (1979) detailed the techniques employed by the neighborhood indigenous faith healers known as "Shamans," who employed a number of ceremonies including witchcraft, sorcery, exorcism, praying, beating, and several other cruel practices. An occult technique called "Gadaba" is practiced by traditional healers in eastern India to cure patients like Tabiz, Chirag, Phook, Jap, and others. Many western groups, such as "The American Foundation for Faith and Psychiatry" and "The Academy of Faith and Mental Health," are working to strengthen the connection between faith and psychiatry.

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## Emotional Intelligence and Social Intelligence among College Students from Rajkot City

By

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### Abstract

*In the busy schedule of attending classes, coaching classes, assignments and exams most of the students not only fail to understand others emotions and weak social connectedness but forget to take care of their own mental health, emotions, social relationship, wellbeing etc. Emotional intelligence and Social intelligence play a very important role in present time especially for students. Student age is defined as the transition period that includes a lot of physical, emotional and behavioral changes. The purpose of present study was to investigation of Emotional Intelligence and Social Intelligence among College Students from Rajkot City. The total sample consisted 90 college students as a variation belonging to 45 college students of joint family and 45 college students of nuclear family from Rajkot city (Gujarat). Their samples were also taken the data was collected by Emotional Intelligence Scale Gujarati adaption made by Yogesh A. Jogsan and Social Intelligence Scale Gujarati adaption made by Yogesh A. Jogsan (2013). The collected data was statistically analyzed by the t-test and r-correlation technique. The result of the study shown that there will be 0.05 level significant difference between college students of joint family and college students of nuclear family in their emotional intelligence. There will be 0.01 level significant difference between college students of joint family and college students of nuclear family in their social intelligence. There will be 0.05 level significant correlation between emotional intelligence and social intelligence of college students. This study demonstrates that college Students of joint family's emotional intelligence and social intelligence higher as compared to the college students of nuclear family. Emotional intelligence and social intelligence has positive correlation.*

**Key Words** Emotional Intelligence, Social Intelligence, College Students

In the busy schedule of attending classes, coaching classes, assignments and exams most of the students not only fail to understand others emotions and weak social connectedness but forget to take care of their own mental health, emotions, social



relationship, wellbeing etc. Emotional intelligence and Social intelligence play a very important role in present time especially for students. Student age is defined as the transition period that includes a lot of physical, emotional and behavioral changes. The purpose of this study is to understand that is there college student's emotional intelligence and social intelligence was effected by their type of family and emotional intelligence in relation with social intelligence among college students from Rajkot city. Shagun Bhardwaj and Usha Sharma (2021) according Student period tend to be aggressive, irritable, naughty and disobedient that impacts their relations with others. These behavioral aspects not only impact student's relations with peers but could lead to bullying. The behavior can be caused by various issues like unsuitable environment, emotional instability, social relationships, hormonal issues etc. Today it's important to train students to acquire emotional intelligence skills and social intelligence skills. Emotional stability and social relations are related with each other in one or another way and equilibrium in all these three variables help an individual to perform better in areas like workspaces, school setting, social gatherings, community areas etc.

Emotional intelligence was introduced by **Peter Salovey and John D. Mayer (1990)** and further developed and brought to the lay public by **Daniel Goleman (1995)**. **Salovey and Mayer (1990)** defined emotional intelligence as "the ability to perceive emotions, integrate emotions to facilitate thought, understand emotions and to regulate emotions to promote personal growth." **Goleman (1995)** defined Emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships." **Bradberry & Greaves (2009)** defined Emotional intelligence as "your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships." Emotional intelligence role for students is according **Gift Rupande (2015)** Emotional intelligence is very critical to student learning. Emotional intelligence allows the individual to communicate, lead and negotiate with others. A person with emotional intelligence is able to understand his or her own emotions and also the emotions of others. Emotional intelligence actually enables a person to gain more in an educational setting since the individual is able to integrate well both socially and academically. A person with emotional intelligence is a team player, and gains a lot from positive interaction with lecturers and other students.

**Thorndike (1920)** defined social intelligence "the turn referred the person's ability to understand and manage other people." **Nicholas Flumphrey (1976)** classifies social intelligence or the richness of our qualitative life, rather than our quantitative intelligence that truly makes humans what they are. **Campbell & McCord**



(1996) defined “Social Intelligence is just general intelligence applied to social situation.” **Ross Honey will (2014)** explain social intelligence as an aggregated measure of self and social awareness, evolved social beliefs and attitudes and a capacity and appetite to manage complex. Social change. **Grieve Mahar and Doug (2013)** according to Sean Foleno social intelligence may be a person’s competence to ideally get it one’s environment and respond fittingly for a socially effective conduct. It is vital to note the different definition recorded over as there’s however to be agreement on the operational definition of social intelligence. **M. Babu (2015)** view Social Intelligence is the ability to deal efficiently and thoughtfully, keeping one’s own identity, employing apposite social inputs with a wider understanding of social environment, considering empathetic cooperation as base of social acquaintance. Social Intelligence plays very important role in student's educational development. Social intelligence effected student’s achievement, personality, learning behavior, academic achievement etc.

**Sona Roy, Sneha Thomas and Molly Joy (2021)** Emotional Intelligence and Academic Stress among Undergraduate Students. The study result revealed that, there was a significant difference in emotional intelligence among undergraduate students with respect to their gender, male students have higher emotional intelligence compared to female students and there was a significant relationship between emotional intelligence and academic stress.

**V. Flora Pauline Mary, S. Little Flower and K. Rani (2021).** Relationship between Social Intelligence and Achievement in Tamil among College Students at Theni District. The study result revealed that, there was a significant mean score difference towards social intelligence between location of the college students and there was positive correlation between academic achievement and social Intelligence.

### **Research Problem**

The problem of present study is to find out that emotional intelligence and social intelligence among college students from Rajkot city.

### **Objectives**

The main objectives of study were as under

- (1) To investigate the mean difference of emotional intelligence and social intelligence among college students from Rajkot city.
- (2) To investigate the correlation of Emotional Intelligence and Social Intelligence among college students from Rajkot city.

### **Null-Hypothesis**

To related objectives of this study, hypothesis were as under



- Ho1 There is no significant difference in emotional intelligence among college students of joint family and college students of nuclear family from Rajkot city.
- Ho2 There is no significant difference in social intelligence among college students of joint family and college students of nuclear family from Rajkot city.
- Ho3 There is no significant correlation in emotional intelligence and social intelligence among college students from Rajkot city.

## Method

### Participants

According to the purpose of present study total 90 participants has been selected. There were 45 college students of joint family and 45 college students of nuclear family were taken as a sample from particular area of Rajkot city (Gujarat).

### Research Design

The aim of present study was to emotional intelligence and social intelligence among college students from Rajkot city. To check significant difference between group t-test and r-correlation statistical method was used.

### Instruments

For this purpose the following scale tools were considered with their reliability, validity and objectivity mentioned in their respective manuals. In present study two questionnaires used in research.

#### (A) Emotional Intelligence Scale

Emotional Intelligence Scale developed by Dr. S. K. Mangal and Mrs. Shubhra Mangal (1995). In this study Gujarati adaption was used made by Dr. Yogesh A. Jogsan. This scale has total 100 sentences with 2 alternative response varying from Yes or No, each to be rated on 2 point scale. The minimum and maximum score obtained in the scale are 0 and 100 respectively. Reliability of present scale has checked by different three methods which are test-retest method has 0.92, K-R Formula (20) method has 0.90 and Split Half Method has 0.89. Validity of this scale has established 0.66 and 0.61.

#### (B) Social Intelligence Scale

Social intelligence scale developed by Dr. S. Mathur (2007). In this study Gujarati adaption was used made by Dr. Yogesh A. Jogsan (2013). This scale has total 50 sentences which measured high social intelligence and low social intelligence. In which sentence no, 1, 4, 6, 8, 10, 13, 14, 15,16, 18, 20, 22, 24, 26, 28, 29, 33, 37, 39, 41, 42, 44, 45 and 47 and other are sentence number measure low social intelligence. This is three point scales. Here is yes, uncertain and No option were given scores 2, 1,



0 and low social intelligence yes, uncertain and no option were given scores 0, 1, 2. Reliability of present scale has checked by test-retest method that has 0.87. Validity of this scale has established 0.78.

### Procedure

According to purpose of present study random sampling method was used. Initial meeting with the participants was made at particular area of Rajkot city (Gujarat). Total 90 participants were taken as a sample. They were informed about the purpose of the study upon initial meeting, each participant was also explained the nature of the study. Participants were informed about the confidentiality regarding information collected from them. A time for data collection was set up that was conducive for the participants before administering the scale, the purpose of the study was again explained to the participants. A good rapport was built with the participants for getting correct response. Some necessary instruction and guidelines were provided to them and they were requested to fill up the both scale as per the instruction given in the scale. After completion of the scale participants returned the scale and they were thanked for their participation and cooperation.

### Result and Discussion

The main objective of present study was to measure the emotional intelligence among college students of joint family and nuclear family from Rajkot city. In this study t-test and r-correlation statistical method was used. Result discussions of present study are as under

Table-1 Showing the Mean, SD and t-value of emotional intelligence among college students of joint family and college students of nuclear family from Rajkot city.

Type Of Family	N	Mean	SD	t	Sig.
College Students of Joint Family	45	84.64	10.01	2.10*	0.05
College Students of Nuclear Family	45	79.60	12.62		

\*P < 0.05

We have seen the table-1 significant difference between of emotional intelligence among college students of joint family and college students of nuclear family from Rajkot city. For testing of hypothesis no.1, t-value can be seen 2.10 in above table. This value is which is significant at 0.05 level. Hence null hypothesis is rejected. Mean score can be seen of college students of joint family which is 84.64 and S.D. 10.01. This score compared with college students of nuclear family mean score 79.60 and S.D. 12.62. It means there is significant. Thus, college Students of joint





family's emotional intelligence higher as compared to the college students of nuclear family.

Table-2 Showing the Mean, SD and t-value of social intelligence among college students of joint family and college students of nuclear family from Rajkot city.

Type Of Family	N	Mean	SD	t	Sig.
College Students of Joint Family	45	81.91	11.29	3.89**	0.01
College Students of Nuclear Family	45	72.13	12.52		

\*\*P < 0.01

We have seen the table-2 significant difference between of social intelligence among college students of joint family and college students of nuclear family from Rajkot city. For testing of hypothesis no.2, t-value can be seen 3.89 in above table. This value is which is significant at 0.01 level. Hence null hypothesis is rejected. Mean score can be seen of college students of joint family which is 81.91 and S.D. 11.29. This score compared with college students of nuclear family mean score 72.13 and S.D. 12.52. It means there is significant. Thus, college Students of joint family's social intelligence higher as compared to the college students of nuclear family.

Table-3 Showing the Mean, SD and r-value of emotional intelligence and social intelligence among college students from Rajkot city.

Variables	N	Mean	SD	r	Sig.
Emotional Intelligence	90	82.12	11.61	0.24*	0.05
Social Intelligence	90	77.02	12.83		

\*P < 0.05

We have seen the table-3 significant correlation between of emotional intelligence and social intelligence among college students from Rajkot city. For testing of hypothesis no.3, r-value can be seen 0.24 in above table. This value is which is significant at 0.05 level. Hence null hypothesis is rejected. Mean score can be seen of college students of emotional intelligence which is 82.12 and S.D. 11.61 and social intelligence mean score 77.02 and S.D. 12.83. It means there is significant. Thus, emotional intelligence and social intelligence has positive correlation. It means emotional intelligence increase social intelligence increase and emotional intelligence decrease social intelligence decrease.

### Conclusion

We can conclude by data analysis as follows





For testing of hypothesis “There is no significant difference in emotional intelligence among college students of joint family and college students of nuclear family from Rajkot city.” We have used t- test and got the result is 2.10 and it is significant at 0.05 level. As well as we can see at above table no.1 that college students of joint family obtained Mean score is 84.64 and college students of nuclear family have 79.60 so, we clearly say that college Students of joint family’s emotional intelligence higher as compared to the college students of nuclear family. Thus, type of family was effected emotional intelligence of college students.

Second hypothesis “There is no significant difference in social intelligence among college students of joint family and college students of nuclear family from Rajkot city.” We have used t- test and got the result is 3.89 and it is significant at 0.01 level. As well as we can see at above table no.2 that college students of joint family obtained Mean score is 81.91 and college students of nuclear family have 72.13 so, we clearly say that college Students of joint family’s social intelligence higher as compared to the college students of nuclear family. Thus, type of family was effected social intelligence of college students.

Third hypothesis “There is no significant correlation in emotional intelligence and social intelligence among college students from Rajkot city.” We have used r- correlation and got the result is 0.24 and it is significant at 0.05 level. As well as we can see at above table no.3 that emotional intelligence obtained Mean score is 82.12 and social intelligence have 77.02 so, we clearly say that emotional intelligence and social intelligence has positive correlation. It means emotional intelligence increase social intelligence increase and emotional intelligence decrease social intelligence decrease. Thus, emotional intelligence and social intelligence was effected together.

### **Limitation of The Study**

This study has several limitations that can be addressed by future research. First, Sample was selected from in and Rajkot city and naturally broad generalizations of the findings should not be made. In the present study only college students were selected. Emotional intelligence and social intelligence can be also measured with other variable like type of gender, school or university students, Socio – economic status, educational stream, type of college and school etc.

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## A Study of Quality of Life and Happiness Among Old Age Home in Male and Female

By

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### Abstract

*The main purpose of this research was to find out the mean difference between old age home in male and female were taken the research tool for quality of life scale was measured by A. C. Maudgil, S. K. Varma and Kapil kaur. Tool for happiness scale were used which made by Argyle and Hills (1987). Happiness scale here Gujarati was used. This was developed by Y. A. Jogsan and M. S. Kharadi (2014). Here T-Test applied to check the not significant difference in quality of life and not significant difference in Happiness between old age home in male and female.*

**Keywords** quality of life and happiness.

### Introduction

India like many other developing countries in the world is witnessing the rapid aging of its population. Urbanization, modernization and globalization have led to change in the economic structure, the erosion of societal values, weakening of social values and social institutions such as the joint family. In this changing economic and social milieu, the younger generation is searching for new identities encompassing economic independence and redefined social roles within as well as outside the family. The changing economic structure has reduced the dependence of rural families on land which has provided strength to bonds between generations. The traditional sense of duty and obligation of the younger generation towards their older generation is being eroded. The older generation is caught between the decline in traditional values on one hand and the absence of adequate social security system on the other (Gormal 2003).

Illness increase with age. All else being equal, an older population has greater needs for health care. This logic has led to dire prediction of skyrocketing costs - "apocalyptic demography" (Smith et al. 2000). Life satisfaction continues to be an important construction in the psycho-social study of aging. It is one of the commonly accepted subjective conditions of quality of life and seems to be one of the facets of successful aging, both of which are key concepts in aging. Research reports that life satisfaction is strongly related to socio-demographic and psycho-social variables (Iyer 2003).



Old age means reduced physical ability, declining mental ability, the gradual giving up of role playing in socio-economic activities and shift in economic status moving from economic independence to economic dependence upon others for support. Old age is called “dark” not because the light fails to shine but because people refuse to see it (Gowri 2003). The expectancy of life in India is much less than 60 years. Psychologically too, most Indians appear to vonsi6 themselves old earlier than the chronological age of 60 years and the Indian women regard themselves to be old even much earlier (Montross et al. 2006)

According two Mayor (2006), “some people use their chronological age as a criterion for their own aging whereas others use such physical symptoms is failing eye-sight or hearing, tendency to increase fatigue, decline in sexual potency etc. Still others assess their aging in terms of their capacity for work, their output in relation to standard set in earlier years, their lack of interest in competing with others, lack of motivation to do things or a tendency to reminisce and turn their thoughts to the past rather than dwell on the present or the future”. The acceptance of the fact that they are old develops in the aged an “old age complex” (Antoneil et al. 2002) in India as elsewhere, life expectancy has improved the better medical care and improved nutrition (Kanwor 1999). As a result, people are living longer they constitute a vastly experienced to human resource with the tremendous potential to contribute to national development. Their well-being is the concern of both the society and the state. The traditional Indiana family structure provides adequate mechanism for meeting their needs.

Family is the main source of care giving to all its members. One’s need for and ability to give care is negotiated by one’s place in family life cycle. Aging of population is an obvious consequence of the process of demographic tension. In a globalizing, World. The meaning of old age is changing across cultures and within countries and families (Bergeron 2001). Nowadays, the role of families in case of older person had declined due to structural changes which have taken place in the Indian society and the containment disintegrating of the joint family system, which results in the rejection of neglect or the aged. Life in institution need not be bad but it commonly is. This hold true everywhere in the world. People go to institutions mainly because they have no relatives to care for them. Thus, the individuals whose the alternative accommodations due to isolation or loneliness, relocation of congregate - style accommodation may increase their social contact and have a positive impact on their well-being (Bergeron 2001). One of the major impacts of globalization is breaking up of traditional family system. In India, migrants from the villages and towns to cities predominate, resulting in breaking up of families into nuclear families. The aged who are left behind have to



find for them. This is leading to an increased danger of marginalization of the geriatric population due to migration, urbanization and globalization. Another impact of globalization is the increasing economic burden on the elderly, especially the women who have practically non-existent property right and other Social Security measures (Bhat 2001).

It is important that the state, civil society and community recognizes the right and the needs of the elderly woman and make suitable policies legislations and effective implementations of health and security scheme which already exist. Specific state intervention are required for the aged women, they being most vulnerable and for the aged who are below the poverty line. There is a need to protect the human rights of the already elderly and have gender just allows and policy to ensure adequate economic and social protection during disability and old age, especially where the aged lack adequate family supports (Bhat 2001).

The elderly citizens are in need of urgent attention. They do not need our pity, but the understanding love and care of their fellow human beings. It is our duty to see that they not spend with her twilight years of their life in isolation, pain and misery. Older person is, therefore, in need of vital support the will keep important aspect of their lifestyle intact while improving their over-all quality of life Ben (Dendekar 1993). Hence, the present study was conducted to compare the general feelings, social relationships and personal liking of the elderly residing with families and in old age homes.

### **Review of Literature**

Positive psychology has long and old age and may be old, but it has very short history. It started in 1992 after the luxury of Martins Selgman's inauguration as president of the American Psychological Association. It is a scientific discipline that aims to achieve a general goal of understanding and to define the factor that enables individuals, societies to thrive by employing the best in scientific methods in studying human problems and relieving them of mental suffering, No to focusing on these seek or seek images, the positive psychology advocates believe that the discovery of these reservoirs and virtues and their commitment to care and development, in turn, leads to an understanding of the human being and urged him to change his negative way of thinking in himself and in the world and in others, thus eliminating the most important factorurbance to the elite life, that is negative thinking.

Since the beginning of the second half of 20<sup>th</sup> century, the researchers have been interested in understanding the quality of life as a concept associated with positive psychology, is the number of research is this field has included the subjective





experience the positive habits and personalities traits and everything that leads to improving the quality of life, for the quality, life for men is what he know from it. There are found a number of factors socio economic status, External in internal locus (Tammy et al.) thinking styles, parental support,(Kumar 2016), living conditions (Sharma and Gulati 2014), academic stressors, social and occupational stress (Crossley and langridge 2005), emotional competency, environment, (Ckiszentmihalyi and Hunter 2003), physical health (Pernger et al 2004), social demographic factors (GudmondSdottir 2012), intrinsic motivation (Amir and Ghamari 2013), confidential relationship (Uusitalo-Malmivaara et al 2013), schoolwork life (Abdurrahman et al. 2015), resilience (Benada and Chowdhury 2017), thinking styles (Tingaz et al. 2018) which contributes significantly to happiness. Some studies showed a significant gender difference in happiness. (Khalek 2006), (Crossley and langridge 2005), (Tkach and lyubomirsky 2006). Some studies showed no significant gender difference in happiness (Malmivaara et al. 2013), (Jui 2011), (GudmondSdottir 2012), (Natvig et al. 2003).

### **Research Problem**

A study of quality of life and happiness among old age home in male and female.

### **Objective of the Study**

- (1) To major main difference of quality of life among old age homes between male and female.
- (2) To measure mean different of happiness among old age homes between male and female.

### **Null Hypothesis**

To related objective of this null hypothesis whereas under.

Ho1 There is no significant difference of quality of life among old age home between male and female.

Ho2 There is no significant difference of happiness among old age home between male and female.

### **Method**

#### **Sampling**

In this given study sample of 40 old male and 40 old females has been taken.

#### **Instrument.**

For this purpose, the following test tools were considered with their reliability validity and objectivity mentioned in their respective manuals. In present study two questionnaires is used in research.





### **Quality of Life Scale**

Quality of life scale by A. C. Maudgil, S.K.Varma and Kuldip Kaur. In this questionnaire, there are total 26 statements answers there are five options. In this questionnaire, the minimum score can be 26 and maximum score can be 130.

### **Reliability**

The inter-rater reliability figure of this questionnaire is seen 0.89, Inter score reliability figure is seen 0.99, r-test reliability figure is seen as 0.79 in which the researcher and kept one wean the time half division reliability figure sees as 0.72.

### **Validity**

The certified quality of life scale the researcher has studied 100 adults' persons. In that persons of 20 to 60 years' age education, Income (Rs 150 to 10500) etcetera variables were used. Each variable sees real at 0.01 levels. Therefore, reliability of this scale seems to be high.

### **Happiness scale**

To know the happiness of answer, Dr. Pitter Hills and Michael Argyle scale has been taken into consideration. This scale was originally prepared in an English language but Dr. Yogesh A. Jogshan and Kamlesh Kumar has translated in Gujarati language just for the better understanding for regional people and it contains 29 statements. This scale is of 6 dots type.

### **Reliability**

The reliability figure of OHI and OHO is seen 0.92, Inter score really reliability figure is from 0.03 to 0.58 and mean is 0.28, OHO reliability figure is seen from 0.04 to 0.65 and mean is 0.28. In multiple choice matter OHO could be transformed into OHI without any significant changes. There is any significant relation between the measure between 0.65 and 0.58

### **Validity**

In past research whatever the relation has been presented between OHI and logical factors were proved appropriate in psychological logical term. Argyle and Loo had got very positive approach in this regard in 1990 which got permission by Farm ham and Bruvin in 1990. Even they have made a scale on the basis both the positive approach between self - evolution and OHI.

### **Research Design**

The main objective of this research is there in its planning. If the planning of the research is good, then result will be good. If there is fault in organization, planning or



managing then result we get will also have fault. In these present research samples of 80 old male and female has been taken for factorial design.

### Result and Discussion

The main objective of the present study is to measure quality of life among old age home between male and female. In statistical 't' method was used. Result discussion of present study is as below

**Table – 1 showing the mean, SD and 't' value of quality of life of male and female in Old Age Home**

Sr. No.	Variable	No	Mean	S.D.	T	Sig
1	Old age home male	40	100.27	6.4	1	0.01
2	Old age home female	40	98.4	5.2	-	-

Sig Level 0.05 = 1.98 and 0.01 = 2.62

The above given table shows the quality of life reveals significant difference of old age home in male and female.

The old age home in male received higher mean 100.27 as compared to the old age home female mean score 98.40. There are modifications in the standard deviation score of old age home received male 6.4 and received female 5.20. The 't' value is 1. There has been significant difference between old age home in male and female. So we can say that hypothesis was not accepted.

**Table – 2 showing the mean, sp and 't' value of Happiness of male and female in Old Age Home**

Sr. No.	Variable	No	Mean	S.D.	T	Sig
1	Old age home male	40	123	7.33	1.46	0.01
2	Old age home female	40	123.5	6.87	-	-

Sig Level 0.05 = 1.98 and 0.01 = 2.62

The above given table shows the happiness reveals significant difference of old age home in male and female.

The old age home in female received higher mean 125.50 as compared to the old age home male mean score 123.00. There are modifications in the standard deviation score of old age home received male 7.33 and received female 6.87. The 't' value is 1.46. There has been significant difference between old age home in male and female. So we can say that hypothesis was not accepted.



### Conclusion

With the help of this present study we can say that old age male and female who live in old age home have more anxiety as has compare to old age male and female living with their family. Even week health is common among them. Old age male and female living in old age home feels very lonely. Secondly, quality of life and happiness is better of old age male and female living with family as compare to old age male and female living in old age home. In this way those old age male and female have less interest in their individual life. Thus quality of life and happiness is less among the male and female living in old age home.

### Limitation

In this present study sample of male and female of old age home is only taken, instead of it. Study could be carry on even on the basis of sample of male and female living with family. one more thing, in this present study sample of only 80 male and female has been take against it we can have a bigger scale and detailed study on that basis. Here, in place of two variables we can have the research on the basis of various variables or factors.

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## A Study of Emotional Intelligence and Emotional Maturity of Post-Graduation Students

By

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### Abstract

*The main purpose of this research was to study the Emotional Intelligence and Emotional Maturity of Post-graduation students. For this objective total 100 (50 females and 50 male) as a variation belonging to Post-graduation students. Emotional intelligence was measure by Schutte 1998 while Emotional maturity was measure by Dr Yashweer Singh and Dr. Mahesh Bhargav. Here t-test was applied to check the significant difference of emotional intelligence and emotional maturity female and female. To check the relation Karl-person correlation was used The result indicted that there was significant difference emotional intelligence of Post-graduation students and emotional maturity there was no significant difference of emotional maturity of Post-graduation students. While the correlation between emotional intelligence and emotional maturity reveals 0.33 positive correlations.*

**Key Words** Emotional Intelligence and Emotional Maturity

Emotional intelligence 21st century has brought a new work place and highly competitive environment for all, so we must have to adapt to the ongoing situation of society. The economy has gone global nowadays which is driven by innovations and technology. So to be successful in this society requires respect, participation, empowerment, self-management and team work. with this kind of challenges, a new kind of leader is required to guide business through turbulence. in this days such organization are held by managers. A manager is someone who coordinates and observe the work of other people so organizational goals can be achieved. It's not about one's own achievement but also about organizations growth. Managers might also have additional duties and have taken all staff together. All the above mentioned qualities are acquired through the education. Education plays an important role in human development in each and every aspect of life. Emotional intelligence quotient or EQ is a new term which is being used widely in human resources department these days. Emotional intelligence is the emerging concept nowadays. But the controversial



question arises whether the EU can be learned or taught and whether it is helpful to the people to succeed in life. EI is the concept which is practical in nature and it seems to be very essential for development of human life.

Emotional maturity is the most important way to be happy and fulfilled life without which human may face dependency and insecurity. In today's world human face many difficulties in life and such situations give rise to many problems such as psychosomatic disorders like anxiety, stress, frustration and poor mental health. Emotional maturity is a measure of person's capacity to create in a positive mental attitude towards situation. To understand emotional maturity, it is necessary to define the term emotion and maturity separately which makes it very easy to understand.

### Review Literature

**Altaf Hussain Ganie, Mohammad Yousuf Ganai (2021)** study on Emotional Maturity and Academic Achievement among adolescents of Kashmir. The result indicated that 10.25%, 55.25% and 34.50% of low, moderate and high emotional maturity were found among adolescents of Kashmir respectively. A significant difference was found between male and female adolescents of Kashmir on emotional maturity. A significant difference was found between government and private school students on academic achievement. A significant positive correlation was found between emotional maturity and academic achievement among Secondary school students of Kashmir.

**Zinzuvadiya S. G (2020)** Emotional intelligence and emotional maturity of college students. The results show that there was no significant difference in emotional intelligence and emotional maturity of college students. While the correlation between emotional intelligence and emotional maturity shows 0.08 positive correlation.

**Mahfooz Alam (2018)** study on A Study of Emotional Intelligence of Adolescent Students. The Results show that there was no significant difference in emotional intelligence.

**Dona Rai Yugal Kisore Khanal (2017)** Emotional Intelligence and Emotional Maturity and their relationship with Academic Achievement of College Students in Sikkim. The results indicated that there was a highly positive correlation between emotional intelligence, academic achievement and there was no significant correlation found between emotional maturity and academic achievement.

### Method

#### Participants





The problem of present study is to find out that emotional intelligence and emotional maturity of post-graduation students.

### **Objectives**

The main objectives of study were as under

To measure the emotional Intelligence of Post-graduation students.

To measure the emotional maturity of Post-graduation students.

To measure the correlation between emotional intelligence and emotional maturity of Post-graduation students.

### **Null-Hypothesis**

To related objectives of this study, hypothesis was as under

Ho1 There will be no significant mean different of emotional Intelligence of post-graduation students.

Ho2 There will be no significant mean different of emotional maturity of Post-graduation students.

H03 There will be no significant correlation between emotional intelligence and emotionalmaturity of Post-graduation students.

### **Research Design**

The aim of present study was Emotional intelligence and Emotional Maturity of Post-graduation students. To check significant difference between group t-test and r-correlation statistical method was used.

### **Instruments**

For this purpose the following scale tools were considered with their reliability, validity and objectivity mentioned in their respective manuals. In present study two questionnaires used in research.

#### **Emotional Intelligence**

To measure Emotional Intelligence Scale was used. This was made by Schutte in 1998 and Gujarati translation by Dr Ladani this test measures the level of emotional Intelligence of the subject. It consisted of 33 statements, each was to five rated on five Point scale. The Reliability of present scale as check by three methods on which 0.90 by logically similarly 0.78 by split-half method and test retest has 0.94.

Emotional maturity to measure Emotional Maturity, Scale was used. This was made by Yashweer Singh and Mahesh Bhargava in 1998. In this scale total 48 Statement, echo was to be rated on five Point scale. The Reliability of the scale was determined by 1. Test-Retest method and 2. Internal Consistency. This has been reported 0.75 by the author and Validity of this scale was also very high.



### Procedure

According to purpose of present study random sampling method was used. Initial meeting with the participants was made at particular area of Chotila (Gujarat). Total 100 participants were taken as a sample. They were informed about the purpose of the study upon initial meeting, each participant was also explained the nature of the study. Participants were informed about the confidentiality regarding information collected from them. A time for data collection was set up that was conducive for the participants before administering the scale, the purpose of the study was again explained to the participants. A good rapport was built with the participants for getting correct response. Some necessary instruction and guidelines were provided to them and they were requested to fill up the both scale as per the instruction given in the scale. After completion of the scale participants returned the scale and they were thanked for their participation and cooperation.

### Result and Discussion

The main objective of present study was to measure the Emotional intelligence and Emotional Maturity of Post-graduation students. In this study t-test and r-correlation statistical method was used. Result discussions of present study are as under

Table-1 Showing Mean score, SD and t-value of Emotional Intelligence post-graduation student.

Variable	N	Mean	SD	t	Sig.
Female	50	122.3	14.62	2.14	0.05
Male	50	116.78	16.62		

Significant Level 0.05 = 2.63, 0.01 = 1.98

According to the table -1 indicates that the mean score of emotional intelligence of female score are 122.3 and male score are 116.78. The standard deviation of emotional intelligence of female 14.62. and male 16.62. The t-test value was 2.14 which were significant difference. At 0.05 level So we can say that first hypothesis was rejected. It means significant difference of emotional intelligence Post graduation students

Table-2 Showing means score SD and t-value of Emotional maturity post-graduation student.

Variable	N	Mean	SD	t	Sig.
Female	50	93.94	19.22	0.47	NS
Male	50	95.62	20.78		

Significant Level 0.05 = 2.63, 0.01 = 1.98



According to the table -1 indicates that the mean score of emotional maturity of female score are 93.74 and male score are 95.62. The standard deviation of emotional maturity of female 19.22 and male 16.62. The t-test value was 0.47. which were no significant difference. So we can say that second hypothesis was accepted. It means no significant difference of emotional maturity of Post-graduation students

Table-3 Showing means score of Emotional Intelligence Emotional maturity and post-graduation student.

Variable	N	Mean	r	Sig.
Emotional Intelligence	100	120	0.33	0.01
Emotional Maturity	100	109		

Significant Level 0.05 = 2.63, 0.01 = 1.98

According to Table-3 result that obtained positive Co-relation between emotional intelligence and emotional maturity of post-Graduation students. The 0.33 positive Co-relation between emotional intelligence and emotional maturity.

### Conclusion

We can conclude by data analysis as follows

- (1) There was a significant difference at 0.05 level in emotional intelligence of post-graduation student and.
- (2) There was no significant difference in emotional maturity of post-graduation students.
- (3) There was a significant relationship between Emotional intelligence and Emotional maturity in post-graduation students.

### Limitation of The Study

Purposive sampling was used for the study and the data is collected only from Chotila of Gujarat, and therefore it is specific and cannot be generalized to other populations. In this study only post-graduation students were selected.

### Suggestions

Endeavor can be executed to analyze more than 80 data of sample with efficacy to attend better result. For the accumulation of information, variegated methods except questionnaire can be adopted. Selected of sample can be accomplished with the intake of different college from different area different state and district to ascertain in their Emotional Intelligence and emotional maturity Of Post-graduation students. To crown the research work other method of selecting can be appropriated



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## A Study of Suicidal Tendency reference to Gender and Age

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### Abstract

*The main aim of this present study was to find out suicidal tendencies among people of both different age groups and gender. For which total number of samples was 60 in which 36 are Males and 24 are Females. Which includes two age groups 20-25 and 25-30 years. Random sampling method was selected and through Google forms data has been collected by sending this form to population. Prof. Dr. D.J Bhatt and Dr. R.J Meghnathi developed the suicidal tendency scale to collect the data of suicide among population. Questionnaire method was administered to measure the dimensions of suicidal tendency of both the groups (age) and (gender). For data analysis and conclusion 't'-test was used for significant results. The result reveals that there is not significant difference between Male and Female(gender) of 20-30 (age) for attempting suicides. For this, dimension indicates that in positive sense there was not significant difference between Male and Female in suicidal tendency of age group 20-30.*

**Keywords** Suicidal Tendency, Age, gender.

### Introduction

Suicidal thoughts, or suicidal ideation is the process of individual's thought of having rumination or ideas including the possibility ending their own life.

### Definitions

According to ICD-11, suicidal indication is "thoughts, ideas, or ruminations about the possibility of ending one's life, ranging from thinking that one would be better off dead to formulation of elaborate plans".

According to DSM-5, "thoughts about self-harm, with deliberate consideration or planning of possible techniques of causing one's own death".

According to Wikipedia, Suicidal ideation is the tendency to have suicidal ideation or attempt to suicide

The word Suicide is derived from the Latin Word Suicide, that is "the act of taking one's own life" In Rajkot 238 people were died in 7 months. Failure, heartbreak,



depression, business down break, discomfort in married life, harassment from in-laws etc. all these are major causes of suicide.

The term 'suicidal tendencies' people use sometimes to describe someone who may be 'at risk of suicide'. Suicidal thoughts can be experienced by the one who is feeling alone, had faced something wrong.

Suicide is connected with violence and injury. For example, person who have experienced violence, bullying, child abuse, or sexual violence have more suicide risk. Being connected to the outer world, family, friends, and community support can decrease the thoughts of suicide in individual's mind and behaviour. Suicide affects each age group in the year 2020, suicide was in the top 9 leading causes of death for the people of age group 10-64. And it was the 2<sup>nd</sup> leading cause of death among people of age 10-14 and 25-34. There is not any universally accepted definition for suicidal ideation (SI).

On the risk scale of suicide, the wide range of suicidal thoughts differs from fleeting ideas to comprehensive planning. Passive suicidal ideation which means an individual is thinking of not wanting to live anymore or imagining themselves being dead. Whereas, Active suicidal ideation includes the preparation by an individual to commit suicide or creating a plan to do so. Most of the population who have suicidal ideation, generally they don't try suicide attempts rather they just think about it but though it is considered as a risk factor. So the present study is done to know the suicidal tendencies among people.

### **Review of Literature**

According to Dr. Rajiv Radhakrishnan and Chittranjan Andrade whose research on 'Suicide An Indian perspective' indicates us that, suicide is the third leading cause of death among young adults worldwide. There is a growing recognition that prevention strategies need to be tailored to the region-specific demographics of a country and to be implemented in a culturally sensitive manner. This review explores the historical, epidemiological and demographic factors of suicide in India and examines the strategies aimed at the prevention of suicide. There has been an increase in the rates of suicide in India over the years, although trends of both increases and decline in suicide rates have been present. Distinct from global demographic risk factors, in India, marital status is not necessarily protective and the female-male ratio in the rate of suicide is higher. The motives and modes of suicide are also distinct from western countries. Preventive strategies implemented at a community level and identifying vulnerable individuals may be effective than global strategies.





### **Problem of the study**

The problem of the present study is as under  
A Study of Suicidal Tendency reference to Gender and Age

### **Objectives**

The main objective of the present study are as under  
To investigate the difference and compare suicidal tendency between male and female.  
To investigate the suicidal tendencies among the different age group of people.

### **Hypothesis**

The main hypothesis of present study is as under  
Ho1 There will be no significant difference between male and female in suicidal tendency.  
Ho2 There will be no significant difference in suicidal tendency of different age groups.

### **Variables**

The variables of presence study are as under

**Independent variable:** Gender and Age

**Dependent variable:** Suicidal tendency

### **Methodology**

#### **Sample**

According to the aim of present study there are 60 participants for sample in which 26 are males and 34 females. The age group among these sample participants are 20 to 30 years. Google form method were selected to collect various data from society of Rajkot city in Gujarat state as per research design.

#### **Tool**

Suicidal tendency scale was developed by prof. Dr. D.J Bhatt and Dr. R.G Meghnathi. Which was used to measure suicidal tendency. The scale contains 40 questions with totally agree, agree, disagree, totally disagree. Marks were given 4,3,2, and 1 respectively to the answers of the questions given in the scale. Respondents are supposed to choose any one option from the given options of question. 4 marks for 'totally agree', 3 marks for 'agree', 2 marks for 'disagree', 1 for totally disagree'. The minimum possible score is 40 and maximum score is 160. The scoring pattern describes that more score indicates more suicidal tendency. And less score describes less suicidal tendency. The reliability score of suicidal tendency scale comes to 0.84, derived by the split half method, obtained from the sample of 60 people. The



researcher of the present research has found out the reliability score as 0.81 by using split-half technique on the sample of those people.

### Procedure

The suicidal tendency was given to each subject after the report had been established. The inventory (suicidal tendency) manuals instructions, which were supplied in full, were strictly adhered to. The inventory replies were assessed based on the scoring criteria. This information is contained in the inventory handbook. According to scoring technique evaluate, the data were divides into categories and placed in the appropriate tables.

### Statistical analysis

The main aim of the present research is to study and compare suicidal tendencies between male and female of different age groups. Scoring was done as per scoring key of the inventory (suicidal tendency) to examine significance difference between male and female of different age groups. For which t-test was used for data analysis.

### Results and Discussions

In order to test hypothesis which is framed with the reference of objective of the study, Data analysis was done using t-test. When the statistical analysis was done regarding the suicidal ideation among males and females of different age groups both groups were carried out with fair results. The results are shown in table no.1 and 2.

**Table1**

**Mean, SD and t-value of suicidal tendency Among Male and Female**

Suicidal tendency	N	Mean	SD	t-value	P value
Male	26	80.3077	29.92	0.81	NS
Female	34	74.3824	26.24		

Not Significant at 0.05 levels

The Table no.1 reveals that mean value of Male and Female is 80.3077 and 74.3824 respectively which indicates that male scored higher on suicidal tendency than female. The 't' value was calculated for the significance of mean differences and non-significant differences have been observed ( $t = 0.81$ ,  $df=58$ ), In which the overall suicidal tendency is 0.81 which is not significant at 0.05 level. Which indicates that male does not differ from female on the measure of suicidal tendency. This pattern of findings suggests that both Male and female are similar for suicidal tendency. It means there is no significant difference in suicidal ideation of Male and Female.



**Table2**  
**Mean, SD and t-value of suicidal tendency Among different age groups.**

Suicidal tendency	N	Mean	SD	t-value	P value
20-25	42	73.8571	24.92	1.32	NS
25-30	18	84.1667	33.28		

Not Significant at 0.05 levels

The table no.2 indicates the mean value of age groups (20-25 and 25-30) is 73.8571 and 84.1667. Through the 't'-test, suicidal tendency among different age groups (20-25 and 25-30) was measured. In which the overall suicidal tendency ratio ('t' value) is 1.32 which is not significant at 0.05 level. Which Means there is no significant difference between age group of 20-25 and 25-30 for suicidal tendency. So the table proves the same.

### Conclusion

- (1) There is no significant difference in proportion of suicidal tendency in Male and Female.
- (2) There is no significant difference in proportion of suicidal tendency among different age groups.

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## **A study of adjustment and empowerment among adolescent girls with regards to habitat**

By

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### **Abstract**

*The aim of the present study was to investigate the differences on adjustment and empowerment among adolescent girls with regards to habitat. The random sampling method was used in this study. The total sample consisted of 200 subjects out of which 100 were urban adolescent girls and 100 were rural adolescent girls. Adolescent girls were from the various colleges of Surendranagar and Anand district. Bells Adjustment Inventory (R.K. Oza) used to measure adjustment of adolescent girls and Adolescent Girls Empowerment Scale (Dr. Devendra Singh Sisodia and Dr. Alpana Singh) was used to measure empowerment of adolescent girls. The data were analyzed using t-test and carl pearson product moment correlation coefficient method. The result showed that there is significant difference on adjustment and empowerment among adolescent girls with regards to habitat. Rural adolescent girls have more adjustment and empowerment than urban adolescent girls. There is also significant positive correlation between adjustment and empowerment among adolescent girls.*

**Keywords** *Adjustment, Empowerment, Habitat, Adolescent Girls*

### **Introduction**

Adolescence is considered as the most important transitional period of life, as adolescents face an intense turmoil because of the cognitive, biological and social changes taking place in this period. This is also the period of psychological transition from a child who has to live in a family to an adult who has to live in a society. According to Jerslid (1961) adolescence is that period during which boys and girls move from childhood to adulthood physically, emotionally, mentally and socially.

Good (1959) state that adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment. Family cohesion and supportive relationships between family members are associated with



adolescent psychological adaptation and lower depression (Herman et al. 2007). Family interactions and relationship between family members play a pivotal role in the adjustment issues of adolescence (Werner-2003). Numerous studies have shown that youngsters growing up in families with a happy, harmonious parental marriage experience fewer problems and a higher well-being than those from divorced or martially distressed families (Spruijit and De Goede 1997).

The term empowerment includes self- strength, self- decision, freedom, self- power, self-control, self-reliance, fighting for their rights etc. Empowerment is generally described as a process by which individuals expand their aspirations and goals and gain greater autonomy allowing them to achieve their goals (Alsop et al., 2007).

The study Showkeen Bilal Ahmad Gul (2015) found that significant difference between rural and urban adolescent girls in their socio-emotional adjustment. Rakhi Ghatak (2018) found that significance difference was found in home adjustment between male and female adolescents and found a significance difference between urban and rural adolescents in their home adjustment. Neeraj Bargartra (2019) found that there are significant differences in the empowerment of adolescent girls in relation to their locality.

### **Objectives**

- (1) The objective of present research was to study the differences on adjustment and empowerment among adolescent girls with regards to habitat.
- (2) To study the correlation between adjustment and empowerment among adolescent girls with regards to habitat.

### **Null hypotheses**

- Ho1 There will be no significant difference in mean scores of the adjustment among adolescent girls with regards to habitat (Urban/Rural).
- Ho2 There will be no significant difference in mean scores of the empowerment among adolescent girls with regards to habitat (Urban/Rural).
- Ho3 There will be no significant correlation between adjustment and empowerment among adolescent girls with regards to habitat.

### **Method**

#### **Sample**

The sample consisted of 200 adolescent girls out of which 100 were urban adolescent girls and 100 were rural adolescent girls, selected from various colleges of Surendranagar and Anand district. All the subjects were randomly selected keeping in view the control variables of the study.

#### **Instruments**



### 1. Personal Data Sheet

A personal data sheet developed by the investigator was used to collect information about habitat (urban adolescent girls and rural adolescent girls) as well as to collect some other demographic information.

### 2. Bells Adjustment Inventory

Bell's adjustment inventory by R.K. Oza was used to measure adjustment of adolescent girls. The inventory consisted of 160 questions, 32 in each of the five areas. The subjects are asked to give their responses in terms of "yes" or "No", or "?". Scoring of the inventory is easiest to convert the number of responses where the individual has encircled "yes" only. For each encircled "yes" responses, one score, thus, make total score of the individual in the part. The inventory is totally negative inventory, when an individual answer in "yes", it indicates his difficulties. If the answer is "No", it indicates that the individual has no such difficulties. If one answers in "?", his answer is neither affirmative nor negative towards difficulties. The adjustment inventory possesses high reliability and validity.

### 3. Adolescent Girls Empowerment Scale

This test developed by Dr. Devendra Singh Sisodia and Dr. Alpana Singh (2009). This scale comprises of 49 statements. The scale is divided in seven section has seven statements. Five-point scale was used to judge the suitability of statements regarding Adolescent girl's empowerment, i.e. Strongly Agree -5, Agree-4, Neutral-3, Disagree-2 and Strongly Disagree-1. All statements are of positive manner. It can be administered only on Adolescent Girls of 13 to 18 years of age. The reliability coefficient was found to be 0.71. Content and construct validity of the scale were examined.

#### Procedure

The testing was done on a group of habitat (urban adolescent girls and rural adolescent girls). The whole procedure was explained to them clearly. Obtained data were analyzing using t-test for comparing urban adolescent girls and rural adolescent girls on adjustment and empowerment.

#### Result and discussion

The main objective of present research was to study the differences on adjustment and empowerment among adolescent girls with regards to habitat. The t-test was used to find out whether habitat (urban adolescent girls and rural adolescent girls) has an impact on adjustment and empowerment. Significant difference was found between urban adolescent girls and rural adolescent girls on adjustment ( $t=3.38$ ,  $p<0.01$ ) and empowerment ( $t=2.50$ ,  $p<0.05$ ).





**Table 1**  
**Showing the Mean, SD and t-value of Adjustment among Adolescent Girls**

Variables	N	Mean	SD	t
Urban Adolescent Girls	100	46.07	15.28	3.38**
Rural Adolescent Girls	100	53.69	16.59	

\*\*p<0.01

The result showed that there is significant difference in mean scores of the adjustment among adolescent girls with regards to habitat (Urban/Rural). The t-value was 3.38, which is significant at 0.01 level. So null hypotheses no. 1 was rejected. The mean score on adjustment of urban adolescent girls are 46.07 and rural adolescent girls are 53.69. The mean score of rural adolescent girls are higher than urban adolescent girls. This indicates that rural adolescent girls are little more adjustment than urban adolescent girls. The study Showkeen Bilal Ahmad Gul (2015) found that significant difference between rural and urban adolescent girls in their socio-emotional adjustment. Rakhi Ghatak (2018) found that significance difference was found in home adjustment between male and female adolescents and found a significance difference between urban and rural adolescents in their home adjustment.

**Table 2**  
**Showing the Mean, SD and t-value of Empowerment among Adolescent Girls**

Variables	N	Mean	SD	t
Urban Adolescent Girls	100	189.00	24.33	2.50*
Rural Adolescent Girls	100	198.81	28.31	

\*p<0.05

The result showed that there is significant difference in mean scores of the empowerment among adolescent girls with regards to habitat (Urban/Rural). The t-value was 2.50, which is significant at 0.05 level. So null hypotheses no. 2 was rejected. The mean score on empowerment of urban adolescent girls are 189.00 and rural adolescent girls are 198.81. The mean score of rural adolescent girls are higher than urban adolescent girls. This indicates that rural adolescent girls are little more empowerment than urban adolescent girls. Neeraj Bargoitra (2019) found that there are significant differences in the empowerment of adolescent girls in relation to their locality.

**Table 3**  
**Showing the Correlation between Adjustment and Empowerment**

Variables	N	r
Adjustment	200	0.86**



Empowerment		
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\*\*p<0.01

The objective of present study was to explore the relationship between adjustment and empowerment among adolescent girls with regards to habitat. The r-test was used to find out whether habitat (urban adolescent girls and rural adolescent girls) has a correlate on adjustment and empowerment. Significant positive correlation was found between urban adolescent girls and rural adolescent girls on adjustment and empowerment (p<0.01). The result showed that there is significant positive correlation between adjustment and empowerment. In the result table 3 we can see that correlation coefficient between adjustment and empowerment is 0.86. Here correlation is significant at 0.01 levels. Thus we can say that there are significant correlation between adjustment and empowerment among urban and rural adolescent girls.

### Conclusion

There is significant difference on adjustment and empowerment among adolescent girls with regards to habitat. Rural adolescent girls have more adjustment and empowerment than urban adolescent girls. There is also significant positive correlation between adjustment and empowerment among adolescent girls.

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## A psychological study of caste-related stress among police personnel of Anand district

By

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### Abstract

*The purpose of the present research was to study the stress of policeman. For the study 360 police employee were selected from Anand district. Stress Questionnaire which was developed by Vijaya Lakshmi was used to get information from him. The result of the present research shows that there is no difference between male and female police personnel regarding various components of depression.*

**Key Words:** Stress, Police

A human being living in the present system is seen working in various spheres of life. A human being has to go through family, social, economic, all the predicaments during life. As human being is a social animal, he has to act within the society. If there is anything that can save a person in such an awkward and crisis-filled situation of life, it is his "adjusting personality". Jesus Christ has rightly said in the Bible that "Man does not live by bread alone. He also sees the satisfaction of his work." Sorenson and Mame wrote in their book, Psychology for Living, that "one in ten people in America suffers from mental illness." Coleman also states that eight million Americans suffer from a mild mental disorder. Connell conducted a sample survey of sociologists and psychologists in Vidyapeeth in 1961. It also found that 18.5 percent of Americans could be called "mentally well."

Since the adjustment process is an active, interactive process, it is never complete. Through this process one can see the relationship between human action and cause. "Goes with the nature of man." running away In the Gita the experience of wonder is felt in a different context. "Ashcharyavat Pashyati Kashvi Denam" If we look at the past a little, we will realize that there has been a change in many things between the present nature of man and the nature of the past. Which really depends on the situation. Today, we all know that in the 21st century, when man is living in the era of information technology, the real mental peace and security of man is destroyed by



the temptation of material comforts and conveniences. In today's competitive era, the temptation to outdo each other has seriously damaged the mental balance of human beings.

**Problem Statement:**

"A Psychological Study of Gender-Related Attitudes Among Police Personnel of Anand District."

**Objectives:**

Scientific research begins with a problem as well as a hypothesis. A research problem is broken down into one or more hypotheses. It is then tested based on empirical studies, if proven good it is accepted and if proven wrong it is rejected. Keeping in view the objectives of the present research the following null hypotheses were formulated.

Ho1 There will be no significant difference in stress scores of male and female police officers.

Ho2 There will be no significant difference in the scores of male and female police officers on physical fitness.

Ho3 No significant difference will be found in the anxiety scores of male and female police officers.

Ho4 No significant difference will be found in the depression scores of male and female police officers.

Ho5 No significant difference will be found in the morale scores of male and female police officers.

**Variable:**

The changes based on the present research are as follows.

**Gender of Students:** Male and Female

**Research Tools:**

Since the purpose of the present study is to conduct a psychological study of the attitudes of police personnel and its components on the basis of caste, the following instruments were used to collect data from the police personnel.

**Personal Information Sheet:**

Here, a personal data sheet was prepared to measure the morale of the police officers, which included the name of the police officers, address, type of family of the police officers, place of residence, type of work, age, monthly income of the family.

1. Stress Questionnaire

Vidya Lakshmi Smriti mental stress test was used in this research. Four types of depression can be measured by this test. These include stress, anxiety, depression and physical stress. This test has been found to have high reliability and validity.



### **Sample:**

In the present research, 360 police officers of the entire Anand district were selected. In which 180 male and 180 female police personnel were included.

### **Information Collection:**

Since the present study is a psychological study of the morale of police officers, 360 police officers were selected keeping in mind the caste type of the police officers. Stress Tula was used along with personal information sheets by visiting the workplaces of the police personnel of the entire Anand district. At the same time, the police personnel were also informed that this information will be used only for research purposes and also assured that the information provided will remain private and will not be used. Out of the questionnaires that were filled, the questionnaires with incomplete details or defects were automatically eliminated. A total of 360 such systematic questionnaires were filled thus the research data was collected. Each questionnaire was then scored. The detailed information was prepared and a dataset was created. In the present study for the interpretation of the data, the statistical scheme, f test, (ANOVA), t test and correlation r were used to check the significance of the difference between the median and the L.S.D value was found. Based on which the hypothesis was verified and the findings were checked.

### **Statistical Techniques:**

The following statistical techniques have been used in the present research.

- Average
- F test (ANOVA)
- L. S. D.
- t test

### **Results and discussion:**

The objective of the present research is “Psychological Study of Attitude in terms of Caste Type among Police Personnel of Anand District.” had to do For this, the following information was obtained by analyzing the information received as mentioned in the data collection.

‘T’ value of Stress and its components with respect to caste type  
Police personnel were divided into the following two divisions based on caste and type of residence.

1) Male and female

The following hypothesis was formulated to test whether there is a difference between them in terms of attitude and its components.

H<sub>01</sub> There will be no significant difference in stress scores of male and female police officers.





- Ho2 There will be no significant difference in the scores of male and female police officers on physical fitness.
- Ho3 No significant difference will be found in the anxiety scores of male and female police officers.
- Ho4 No significant difference will be found in the depression scores of male and female police officers.
- Ho5 No significant difference will be found in the morale scores of male and female police officers.

**Table No: 1**

**'T' Value of Attitude with Respect to Caste Type of Police Officers**

Sr. No	Factor	Area	N	Mean	S.D	SEM	SED	t'	Sig.
1	Pressure	Rural	180	3.80	2.28	0.17	0.25	1.27	NS
		Urban	180	4.12	2.53	0.19			
2	Physical	Rural	180	0.77	1.11	0.83	0.13	1.88	NS
		Urban	180	1.01	1.30	0.97			
3	Anxiety	Rural	180	2.55	2.57	0.19	0.27	1.72	NS
		Urban	180	3.02	2.63	0.20			
4	Frustration	Rural	180	1.64	2.10	0.16	0.21	0.90	NS
		Urban	180	1.84	2.09	0.16			
5	Stress	Rural	180	8.77	6.39	0.48	0.70	1.76	NS
		Urban	180	10.00	6.88	0.51			

Hypothesis No: 1 to 5 are tested in the above Table No: 1 in which the 't' value of police officers in terms of their stress, physical stress, anxiety depression and stress is presented with respect to their family type. which are 1.27, 1.88, 1.72, 0.90 and 1.76 respectively. The significance value of 't' is 1.96 at 0.05 level and 2.58 at 0.01 level when df is 358, the 't' value obtained here is less than this value and therefore not statistically significant. Hence hypothesis no: 1 to 5 are accepted here and the following conclusions are drawn.

1. There is no significant difference in the scores of male and female police officers.
2. No significant difference is found in the scores of pressure as a component of morale of male and female police officers.
3. No significant difference is found in the scores of physical stress as a component of stress among male and female police officers.



4. No significant difference is found in the scores of anxiety as a component of morale of male and female police officers.
5. No significant difference is found in the scores of depression as a component of morale of male and female police officers.

**Conclusion:**

There is no difference in stress, physical stress, anxiety, depression and stress among male and female police officers.

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રમત – ગમતમાં સહભાગી થતી અને સહભાગી ના થતી સ્નાતક કક્ષાની  
છોકરીઓમાં મનોવૈજ્ઞાનિક સુખાકારીનો તુલનાત્મક અભ્યાસ  
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સારાંશ

પ્રસ્તુત અભ્યાસનો હેતુ રમત – ગમતમાં સહભાગી થતી અને સહભાગી ના થતી સ્નાતક કક્ષાની છોકરીઓમાં મનોવૈજ્ઞાનિક સુખાકારીનું માપન કરવાનો હતો. જેમાં નિદર્શ તરીકે કુલ 60 સ્નાતક કક્ષાની છોકરીઓને પસંદ કરવામાં આવી હતી. જેમાં 30 છોકરીઓ રમત – ગમતમાં સહભાગી થતી હોય અને 30 છોકરીઓ રમત – ગમતમાં સહભાગી ના થતી હોય એ મુજબ નિદર્શ પસંદ કરવામાં આવ્યા હતા. પ્રસ્તુત અભ્યાસ માટે ડૉ. દેવેન્દ્ર સિંહ સિસોદિયા અને ડૉ. પૂજા ચૌધરી દ્વારા રચિત પ્રશ્નાવલીનો ઉપયોગ કરવામાં આવ્યો હતો. આ કસોટીની વિશ્વસનીયતા કસોટી પુનઃકસોટીની પદ્ધતિ પ્રમાણે 0.87 અને સાતત્યતાની પદ્ધતિ પ્રમાણે 0.90 છે. આ કસોટીની મુલક સંદર્ભ યથાર્થતા 0.94 છે. પ્રાપ્ત માહિતીનું વિશ્લેષણ આંકડાશાસ્ત્રીય પદ્ધતિ 't' કસોટી દ્વારા કરવામાં આવ્યું હતું. જેમાં 't' મૂલ્ય = 3.86 છે અને  $df = 58$  છે. જ્યારે કોષ્ટકમાં 't' ની કિંમત 0.01 કક્ષાએ 2.66 અને 0.05 કક્ષાએ 2.00 છે. અહીં ગણેલો 't' મોટો છે. તેથી, 0.01 કક્ષાએ અને 0.05 કક્ષાએ સાર્થક તફાવત જોવા મળ્યો હતો અને ઉત્કલ્પનાનો અસ્વીકાર થાય છે. તેથી કહી શકાય કે, રમત – ગમતમાં સહભાગી થતી અને સહભાગી ના થતી સ્નાતક કક્ષાની છોકરીઓમાં મનોવૈજ્ઞાનિક સુખાકારીમાં સાર્થક તફાવત જોવા મળ્યો હતો.

પ્રસ્તાવના

જીવનમાં દરેક વ્યક્તિ પોતાને માનસિક, સામાજિક અને શારીરિક બધી રીતે સ્વસ્થ રાખવા માંગતી હોય છે. પરંતુ આજના સમયમાં બધી રીતે સ્વસ્થ રહી જ શકીએ એવું કહી શકાય નહિ. આધુનિક સમય સ્પર્ધાનો સમય છે જ્યાં દરેક ક્ષેત્રમાં આગળ વધવા કે પછી



પોતાને સૌથી ઉત્તમ દેખાડવાની દોડમાં કોઈને કોઈ રીતે વ્યક્તિ ચિંતા, હતાશા, મનોભાર, ઉદાસીનતા વગેરેનો ભોગ બની જતી હોય છે. દરેક ક્ષેત્ર મુજબ રમત – ગમતનાં ક્ષેત્રે જોઈએ તો ત્યાં પણ રમતમાં પહેલાં આવવાં તેમજ પોતાના શિક્ષકનું નામ, પોતાની શાળા – કોલેજનું નામ આગળ લાવવા માટે પણ રમતમાં ભાગ લેનાર વ્યક્તિને ઘણી વાર મનોભાર, હતાશા, ચિંતા જેવી સ્થિતિનો સામનો કરવો પડતો હોય છે. આ સ્થિતિ રમત સિવાયનાં ક્ષેત્રમાં પણ જોવા મળતી હોય છે. તેથી, વ્યક્તિ મનોવૈજ્ઞાનિક રીતે કેટલી સુખાકારી ધરાવે છે. તે મુજબ વ્યક્તિ પરિસ્થિતિ, ચિંતા, મનોભારનો સામનો કરી શકાતી હોય છે. તેથી, આજના સમયમાં માનસિક સ્વાસ્થ્ય જાળવવું મહત્વનું બની જાય છે.

મનોવૈજ્ઞાનિક સુખાકારી એટલે શું?

ખૂબ સરળ ભાષામાં કહીએ તો મનોવૈજ્ઞાનિક સુખાકારીને વિધાયક માનસિક સ્તર તરીકે પણ ઓળખવામાં આવે છે. જેમ કે, વ્યક્તિને પોતાના જીવનમાં આનંદ, સુખ અને સંતોષ હોય તો મનોવૈજ્ઞાનિક રીતે સુખી છે એમ કહેવાય. જ્યારે વ્યક્તિ હકારાત્મક લાગણી અનુભવે છે. જેમ કે, આનંદ, પ્રેમ, ત્યારે તેની મનોવૈજ્ઞાનિક સુખાકારી વધારે હશે. ઘણીવાર મનોવૈજ્ઞાનિક સુખાકારીને આત્મલક્ષી ક્ષેમકુશળતા સાથે સાંકળવામાં આવે છે (ડિનેર 2000). આત્મલક્ષી ક્ષેમકુશળતા એ મનોવૈજ્ઞાનિક સુખાકારીનો એક ભાગ છે. જેમ કે, તમને સારી હોટલમાં તમને ગમતાં ભોજન સાથે જમવાનું આપવામાં આવે તો તમને આનંદ થશે, પણ આ જ વસ્તુ તમને એક મહિના માટે આપવામાં આવે તો કદાચ છેલ્લા દિવસે અમુક જ વ્યક્તિઓ ખુશ હશે, કારણકે કોઈપણ વસ્તુ કરતાં પહેલાં આપણે તેનો અર્થ શોધીએ છીએ. અર્થ વગરની વસ્તુઓ આપણી સુખાકારી વધારતી નથી અને કોઈપણ બાબત કરતાં પહેલાં તેનો અર્થ શોધવામાં આવે તો આપણે વધારે વિધાયક આવેગો અનુભવી શકીએ છીએ.

વિશ્વ સ્વાસ્થ્ય સંગઠન (WHO) નાં વિધાયક સ્વાસ્થ્ય અને સુખાકારીનાં ખ્યાલ મુજબ “સ્વાસ્થ્ય એ સંપૂર્ણ શારીરિક, માનસિક, સામાજિક અને આધ્યાત્મિક સુખાકારીની અવસ્થા છે, નહીં કે માત્ર રોગ કે પંગુતા-બીમારીની ગેરહાજરી.” આ ખ્યાલ મુજબ વિધાયક સ્વાસ્થ્ય અને સુખાકારી જટિલ ખ્યાલ છે. આયુર્વેદ પણ વિધાયક મનોવલણ, વ્યક્તિત્વ લક્ષણો, બૌદ્ધિક અને નૈતિક ધોરણો, આંતરિક સંઘર્ષ અને ચિંતામાંથી મુક્તિ અને સત્યનો આગ્રહ રાખે છે. જે વિધાયક સ્વાસ્થ્યની જાણવાની માટે અનિવાર્ય છે. આયુર્વેદ અનુસાર એક સ્વસ્થ્ય, સુખી અને સુસમાયોજિત વ્યક્તિ જ સુખાકારીની અવસ્થા પામી શકે છે.



## સમસ્યા પસંદગી

સંશોધન સમસ્યાની પસંદગી કરવા માટે સંશોધકે પોતાના રસ અને વ્યાવસાયિક ધ્યેયને ધ્યાનમાં રાખીને યોગ્ય સંશોધન ક્ષેત્ર પસંદ કરવું જોઈએ. પસંદ કરેલ ક્ષેત્રમાં અગાઉ ક્યાં પ્રકારનાં સંશોધનો થયેલાં છે, ક્યાં પ્રકારની પેટા સમસ્યા પર સંશોધન થયું નથી, પસંદ કરેલ ક્ષેત્રમાં વર્તમાન સમયમાં ક્યાં પ્રકારની સમસ્યા જોવા મળે છે. તેવી બાબતો ધ્યાનમાં રાખીને સમસ્યા પસંદ કરવામાં આવે છે. સમસ્યાનું ક્ષેત્ર નક્કી થાય બાદ સમસ્યાકથનની રચના કરવામાં આવે છે. સમસ્યા કથનમાં બે કે તેથી વધુ પરિવર્ત્યો વચ્ચેનાં સંબંધની સ્પષ્ટતા દર્શાવતું હોય, પ્રશ્નનાં રૂપમાં રજૂ થઈ શકતું હોય, મેળવેલ માહિતીની તપાસ અને ચકાસણી થઈ શકે એ મુજબ સમસ્યા કથનની રચના કરવામાં આવે છે. પ્રસ્તુત અભ્યાસનું સમસ્યાકથન આ પ્રમાણે છે:

“રમત – ગમતમાં સહભાગી થતી અને સહભાગી ના થતી સ્નાતક કક્ષાની છોકરીઓમાં મનોવૈજ્ઞાનિક સુખાકારીનો તુલનાત્મક અભ્યાસ”

## હેતુ

સંશોધન હોય કે અન્ય કાર્ય વ્યક્તિ હેતુ વગર કોઈ કાર્ય કરતી નથી. એ રીતે કોઈ પણ સંશોધન કરતાં પહેલાં સંશોધકે પોતાના અભ્યાસનાં હેતુઓની સ્પષ્ટતા કરવી પડે છે. અભ્યાસનું શીર્ષક એ મુખ્ય સમસ્યાનો નિર્દેશ કરે છે જ્યારે હેતુઓ પેટા સમસ્યાઓનો નિર્દેશ કરે છે. હેતુઓને ધ્યાનમાં રાખીને સંશોધન કાર્ય કરવામાં આવે તો સંશોધન દરમ્યાન કરવાનાં કાર્યની સ્પષ્ટતા વધુ રહે છે. પ્રસ્તુત અભ્યાસનાં હેતુ આ પ્રમાણે છે:

રમત – ગમતમાં સહભાગી થતી અને સહભાગી ના થતી સ્નાતક કક્ષાની છોકરીઓમાં મનોવૈજ્ઞાનિક સુખાકારીમાં તફાવત જોવા મળે છે કે કેમ તેનો અભ્યાસ કરવો.

## પૂર્વધારણા/ઉત્કલ્પના

સંશોધક અભ્યાસનાં હેતુઓને અનુરૂપ સંશોધનના અંતે કેવાં પરિણામો પ્રાપ્ત થશે તે અંગેનાં તાર્કિક અનુમાનો કરવામાં આવે છે. ઉત્કલ્પનામાં બે કે તેથી વધુ પરિવર્ત્યોનો સમાવેશ કરવામાં આવે છે. ઉત્કલ્પનાથી સંશોધન કાર્ય સરળ બને, સંશોધન પદ્ધતિનો ખ્યાલ આવે, માહિતી એકત્રીકરણનાં સાધનો, માહિતી પૃથક્કરણની પ્રયુક્તિનો ખ્યાલ મેળવી શકાય છે. ઉત્કલ્પનાનું વર્ગીકરણમાં ત્રણ પ્રકાર બતાવ્યા છે. પહેલું દિશાસૂચક, બિનદિશાસૂચક અને પ્રશ્ન સ્વરૂપ ઉત્કલ્પનાઓ, બીજું સંશોધન અને શૂન્ય ઉત્કલ્પનાઓ, ત્રીજું શાસ્ત્રીય અને વ્યાવહારિક ઉત્કલ્પનાઓ. અહીં પ્રસ્તુત અભ્યાસમાં રચવામાં આવેલ ઉત્કલ્પના એ શૂન્ય ઉત્કલ્પના છે. જે આ પ્રમાણે છે:



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H01 રમત – ગમતમાં સહભાગી થતી અને સહભાગી ના થતી સ્નાતક કક્ષાની છોકરીઓમાં મનોવૈજ્ઞાનિક સુખાકારીમાં કોઈ સાર્થક તફાવત જોવા મળશે નહિ.

માહિતીનું પૃથક્કરણ અને અર્થઘટન

સંશોધનનાં હેતુઓ અને સંશોધન પદ્ધતિ દ્વારા માહિતી એકત્રિત કરવામાં આવે છે. એકત્રિત કરેલ માહિતીનું અર્થઘટન કરવા માટે યોગ્ય આંકડાશાસ્ત્રીય પ્રયુક્તિનો ઉપયોગ કરીને આંકડાશાસ્ત્રીય મૂલ્ય મેળવવામાં આવે છે. તે મૂલ્યની સાર્થકતા ચકાસવામાં આવે છે. જેના પરથી શૂન્ય ઉત્કલ્પનાનાં સ્વીકાર – અસ્વીકાર અંગેનાં અર્થઘટન કરવામાં આવે છે. આ અર્થઘટન પરથી તારણો અને સામાન્યીકરણો તૈયાર કરવામાં આવે છે. સંશોધનનાં તારણો પરથી ભલામણો (ફલિતાર્થો) તૈયાર કરવામાં આવે છે. પ્રસ્તુત અભ્યાસમાં આંકડાશાસ્ત્રીય પ્રયુક્તિ અને તારણ આ પ્રમાણે છે:

પ્રસ્તુત અભ્યાસમાં પ્રાપ્ત માહિતીનું આંકડાશાસ્ત્રીય વિશ્લેષણ કરવા માટે ‘t’ કસોટીનો ઉપયોગ કરવામાં આવ્યો હતો. જેમાં ગણેલ ‘t’ નું મૂલ્ય = 3.86 છે.

પ્રસ્તુત અભ્યાસનાં તારણોમાં કોષ્ટકમાં આપેલ ‘t’ 0.01 કક્ષાએ 2.66 અને 0.05 કક્ષાએ 2.00 છે. તેથી, ગણેલ ‘t’ મૂલ્ય મોટો છે અને સાર્થક તફાવત જોવા મળે છે. તેથી, અહીં ઉત્કલ્પનાનો સ્વીકાર થતો નથી.

સંશોધન પદ્ધતિ

સંશોધન પદ્ધતિ એ સંશોધન પ્રક્રિયાનો મહત્વનો ઘટક છે. સંશોધનની વિવિધ પદ્ધતિઓ છે. જેમાં ઐતિહાસિક સંશોધન પદ્ધતિ, વર્ણનાત્મક સંશોધન પદ્ધતિ અને પ્રાયોગિક સંશોધન પદ્ધતિ મુખ્ય ત્રણ છે. જેમાંથી અહીં વર્તમાન સમયમાં રમત – ગમતમાં સહભાગી થતી અને સહભાગી ના થતી સ્નાતક કક્ષાની છોકરીઓમાં મનોવૈજ્ઞાનિક સુખાકારીમાં કોઈ તફાવત જોવા મળશે કે કેમ. તે હેતુથી અભ્યાસ હાથ ધરવા વર્ણનાત્મક સંશોધન પદ્ધતિની પેટા પદ્ધતિ ગણાતી સર્વેક્ષણ પદ્ધતિનો ઉપયોગ કરવામાં આવ્યો હતો. સર્વેક્ષણ પદ્ધતિ દ્વારા વ્યાપવિશ્વમાંથી નમૂના પસંદ કરી, તેમની પાસેથી પ્રશ્નાવલી દ્વારા અભ્યાસનાં હેતુ અનુરૂપ માહિતી એકત્રિત કરવામાં આવી હતી.

અભ્યાસની આંકડાશાસ્ત્રીય પદ્ધતિ

પ્રસ્તુત અભ્યાસમાં મેળવેલ માહિતીનું વિશ્લેષણ અને અર્થઘટન કરવા તેમજ રમત – ગમતમાં સહભાગી થતી અને સહભાગી ના થતી સ્નાતક કક્ષાની છોકરીઓનાં બે સમૂહો વચ્ચે મનોવૈજ્ઞાનિક સુખાકારીમાં તફાવત જોવા માટે આંકડાશાસ્ત્રીય પદ્ધતિ ‘t’ કસોટીનો ઉપયોગ કરવામાં આવ્યો હતો.





પરિણામો અને શોધ

પ્રસ્તુત અભ્યાસનું પરિણામ આ પ્રમાણે છે. અહીં ગણેલ 't' મૂલ્ય = 3.86 અને df = 58 છે. જે 0.01 કક્ષાએ 't'નું મૂલ્ય = 2.66 અને 0.05 કક્ષાએ 't'નું મૂલ્ય 2.00 છે. અહીં ગણેલ 't'નું મૂલ્ય કોષ્ટકમાં આપેલ 't'નાં મૂલ્ય કરતાં મોટું છે. તેથી, બે સમૂહો વચ્ચે સાર્થક તફાવત જોવા મળે છે અને રચવામાં આવેલ ઉત્કલ્પનાનો અસ્વીકાર થાય છે.

પરિણામ ચર્ચા

પ્રસ્તુત અભ્યાસમાં પ્રાપ્ત માહિતી પરથી પરિણામોનું અર્થઘટન અને ચર્ચા આ પ્રમાણે છે.

પ્રસ્તુત અભ્યાસમાં પ્રાપ્ત માહિતી પરથી પરિણામોનું વિશ્લેષણ અને અર્થઘટન કરવા માટે મુખ્યત્વે આંકડાશાસ્ત્રીય પ્રયુક્તિ તરીકે 't' કસોટીનો ઉપયોગ કરવામાં આવ્યો હતો. જે બે સમૂહ વચ્ચે શું તફાવત છે એ જાણવા માટે કરવામાં આવ્યો હતો.

પ્રસ્તુત અભ્યાસમાં બે સમૂહ વચ્ચે મનોવૈજ્ઞાનિક સુખાકારીમાં તફાવત દર્શાવતી 't'ની ગણતરી આ પ્રમાણે છે.

ઉત્કલ્પના :

H<sub>0</sub>1 રમત - ગમતમાં સહભાગી થતી અને સહભાગી ના થતી સ્નાતક કક્ષાની છોકરીઓમાં મનોવૈજ્ઞાનિક સુખાકારીમાં કોઈ સાર્થક તફાવત જોવા મળશે નહિ.

કોષ્ટક. નં. 1

રમત - ગમતમાં સહભાગી થતી અને સહભાગી ના થતી સ્નાતક કક્ષાની છોકરીઓમાં મનોવૈજ્ઞાનિક સુખાકારી દર્શાવતું 't' કોષ્ટક

ક્રમ	સમૂહ	N	Mean	SD	SED	't'	સાર્થકતાની કક્ષા
1.	રમત - ગમતમાં સહભાગી થતી સ્નાતક કક્ષાની છોકરીઓ	30	201	13.80	4.39	3.86	0.01
2.	રમત - ગમતમાં સહભાગી ના થતી સ્નાતક કક્ષાની છોકરીઓ	30	184.07	19.67			

Level of Significant 0.01 = 2.66, 0.05 = 2.00

કોષ્ટક નં. 1 ઉપરથી કહી શકાય કે રમત - ગમતમાં સહભાગી થતી અને સહભાગી ના થતી સ્નાતક કક્ષાની છોકરીઓનાં બે સમૂહો વચ્ચે ગણેલ મનોવૈજ્ઞાનિક સુખાકારીનું 't' મૂલ્ય = 3.86 છે અને df = 58 છે. કોષ્ટકમાં 't'ની કિંમત 0.01 કક્ષાએ 2.66 અને 0.05 કક્ષાએ 2.00



છે. તેથી, ગણેલ '4' મોટો છે. અહીં 0.01 અને 0.05 કક્ષાએ સાર્થક તફાવત છે. તેથી, ઉત્કલ્પનાનો સ્વીકાર થતો નથી. તેથી કહી શકાય કે, રમત – ગમતમાં સહભાગી થતી અને સહભાગી ના થતી સ્નાતક કક્ષાની છોકરીઓમાં મનોવૈજ્ઞાનિક સુખાકારીમાં સાર્થક તફાવત જોવા મળે છે.

### નિષ્કર્ષ

પ્રસ્તુત અભ્યાસનું તારણ એવું જોવા મળે છે કે, રમત – ગમતમાં સહભાગી થતી અને સહભાગી ના થતી સ્નાતક કક્ષાની છોકરીઓમાં મનોવૈજ્ઞાનિક સુખાકારીમાં સાર્થક તફાવત જોવા મળે છે. અહીં 0.05 કક્ષાએ અને 0.01 કક્ષાએ સાર્થક તફાવત જોવા મળે છે અને ઉત્કલ્પનાનો સ્વીકાર થતો નથી. તેથી, રમત – ગમતમાં સહભાગી થતી સ્નાતક કક્ષાની છોકરીઓમાં રમત – ગમતમાં સહભાગી ના થતી સ્નાતક કક્ષાની છોકરીઓ કરતાં મનોવૈજ્ઞાનિક સુખાકારીનું પ્રમાણ ઊંચું જોવા મળ્યું હતું.

મર્યાદાઓ અને ભાવિ સંશોધન દિશા

### મર્યાદાઓ

- પ્રસ્તુત અભ્યાસમાં સ્નાતક કક્ષાની જ છોકરીઓને નિદર્શ તરીકે પસંદ કરવામાં આવી હતી.
- પ્રસ્તુત અભ્યાસમાં ફક્ત આર્ટ્સ ફેકલ્ટીની છોકરીઓને નિદર્શ તરીકે પસંદ કરવામાં આવી હતી.
- પ્રસ્તુત અભ્યાસમાં નિદર્શ તરીકે 60 છોકરીઓને જ પસંદ કરવામાં આવી હતી.
- પ્રસ્તુત અભ્યાસમાં રમત – ગમતમાં બધાં પ્રકારની રમતમાં ભાગ લેતી છોકરીઓને નિદર્શ તરીકે પસંદ કરવામાં આવી હતી.
- પ્રસ્તુત અભ્યાસ ભાવનગર શહેર પુરતું મર્યાદિત છે. બીજા ક્ષેત્રને લાગુ ન પાડી શકાય. પ્રસ્તુત અભ્યાસમાં મનોવૈજ્ઞાનિક સુખાકારી પ્રશ્નાવલી જ વાપરવામાં આવી હતી. તેથી, બીજી કોઈ પ્રશ્નાવલી સાથે સરખાવી શકાય નહિ.

### ભાવિ સંશોધન દિશા

પ્રસ્તુત અભ્યાસમાં સ્નાતક કક્ષાની છોકરીઓને નિદર્શ તરીકે પસંદ કરવામાં આવી હતી. આ સિવાય સ્નાતક કક્ષાનાં છોકરાઓ અને છોકરીઓ બંનેને નિદર્શ તરીકે પસંદ કરી શકાય. પ્રસ્તુત અભ્યાસમાં આર્ટ્સ ફેકલ્ટી પસંદ કરી હતી. આ સિવાય કોમર્સ, સાયન્સ પણ લઈ શકાય. પ્રસ્તુત અભ્યાસ ભાવનગર શહેર પૂરતો મર્યાદિત છે. તેથી, અન્ય શહેરની પસંદગી કરી સંશોધન હાથ ધરી શકાય.



પ્રસ્તુત અભ્યાસમાં નિદર્શ વધારીને હજુ ચોક્કસ પરિણામો મેળવવાનાં પ્રયત્નો કરી શકાય. પ્રસ્તુત અભ્યાસમાં માત્ર આંકડાશાસ્ત્રીય પદ્ધતિમાં 't' કસોટીનો ઉપયોગ કર્યો હતો. તેથી અન્ય આંકડાશાસ્ત્રીય પદ્ધતિનો ઉપયોગ કરી શકાય. પ્રસ્તુત અભ્યાસમાં માહિતી એકત્રિત કરવા માટે પ્રશ્નાવલી પદ્ધતિનો ઉપયોગ કરવામાં આવ્યો હતો. આ સિવાય પણ મુલાકાત પદ્ધતિ, નિરીક્ષણ પદ્ધતિ, અન્ય મનોવૈજ્ઞાનિક પદ્ધતિનો ઉપયોગ કરી શકાય. પ્રસ્તુત અભ્યાસમાં રમત – ગમતમાં બધા પ્રકારની રમતમાં ભાગ લેતી છોકરીઓને નિદર્શ તરીકે પસંદ કરવામાં આવી હતી. આ સિવાય ચોક્કસ એક પ્રકારની રમત પસંદ કરીને પણ આગળ અભ્યાસ કરી શકાય.

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Abstract

પ્રસ્તુત સંશોધન જાતિના સંદર્ભમાં જન્મક્રમની સામાજિક બુદ્ધિ પર શું અસર થાય છે તે તપાસવા અંગેનો હતો. પ્રસ્તુત સંશોધનમાં સાધન તરીકે ટ્રોમસોની પ્રશ્નાવલીનો ઉપયોગ કરવામાં આવ્યો હતો. અને વંચલી તાલુકાના સ્ત્રી અને પુરુષ પાસેથી માહિતી એકત્રિત કરવામાં આવી હતી. વંચલી તાલુકાના કુલ ૧૨૦ લોકો-(૬૦-સ્ત્રી અને પુરુષ-૬૦)ને નિદર્શ તરીકે લેવામાં આવ્યા હતા. જેની ‘૧’ પદ્ધતિથી ગણતરી કરવામાં આવી હતી. તેના પરિણામો બતાવે છે કે, જન્મક્રમની જાતિના સંદર્ભમાં સામાજિક બુદ્ધિ પર નહીવત અસર જોવા મળે છે. આમ, તફાવત જોવા મળે છે.

પ્રસ્તાવના

બાળકનો જન્મ કુટુંબમાં થાય છે. બાળક સૌ પ્રથમ પોતાની માતા સાથે સંપર્કમાં આવે છે. ધીરે ધીરે પિતા સાથે અને કુટુંબના અન્ય સભ્યો સાથે સંપર્કમાં આવે છે. આશરે બાળક ૫ થી ૬ વર્ષ કુટુંબ સાથે સતત સંપર્કમાં રહે છે. ત્યારબાદ બાળક તેની આડોશ-પાડોશના સમોવડિયા મિત્ર જૂથ સાથે સંપર્કમાં આવે છે અને સાથે સાથે બાળક શાળામાં પ્રવેશે છે. ત્યાં પણ શિક્ષક સાથે, સરખી ઉંમર ધરાવતા મિત્રો સાથે સંપર્કમાં આવે છે.

બાળક સમાજીકરણના આ ત્રણ તબક્કાઓ માંથી પસાર થઈ સામાજિક માનવી બનવા તરફ આગળ વધે છે. બાળકનું સમાજીકરણ સારું તો બાળકનું વ્યક્તિત્વ સારું. બાળકના ઉછેરમાં કૌટુંબિક વાતાવરણ ખુબ મહત્વતા ધરાવે છે. પરંતુ બાળકનું ‘જન્મક્રમ’ જે બાળકનું સ્થાન/ક્રમ કુટુંબમાં કેટલામો છે. તે દર્શાવે છે. હવે આ જન્મક્રમ બાળકના વ્યક્તિત્વ ઘડતર, સમાજીકરણ, સામાજિક બુદ્ધિ પર અસર જન્માવે છે કે શું? અને જો અસર કરે છે તો જાતિના સંદર્ભમાં શું અસર કરે છે તે તપાસવા હેતુ પ્રસ્તુત સંશોધન હાથ ધરવામાં આવ્યો હતો.

સંશોધનના ચાવીરૂપ શબ્દોની સમજૂતી:-

(૧) જાતિ:-



પ્રસ્તુત સંશોધનના ચાવીરૂપ શબ્દ જાતિનો અર્થ અહીં 'સ્ત્રી' અને 'પુરુષ' ના સંદર્ભમાં લેવામાં આવ્યો છે.

(૨) જન્મક્રમ:-

જન્મક્રમ એટલે બાળકનું કુટુંબમાં સ્થાન.બાળક જ્યારે કુટુંબમાં જન્મ લે છે ત્યારે તે કુટુંબમાં બાળકનો ક્રમ/બાળકનું સ્થાન દર્શાવતું પરિબલ એટલે જન્મક્રમ.

જન્મક્રમનીવ્યાખ્યા:

"જન્મક્રમ શબ્દને વ્યક્તિના ભાઈબહેન વચ્ચેની ઉંમરના આધારે તેમના પદ તરીકે વ્યાખ્યાયિત કરવામાં આવે છે." આઈઝેકસન

(૨) સામાજિક બુદ્ધિ:-

સામાજિક બુદ્ધિ એ અન્ય લોકો સાથે સારી રીતે રેહવાની અને તેમને તમારી સાથે સહકાર આપવાની ક્ષમતા છે.સામાજિક બુદ્ધિમતા પરિસ્થિતિની જાગૃતતા અને સામાજિક ગતિશીલતા દર્શાવે છે.

સામાજિક બુદ્ધિની વ્યાખ્યા:-

"સામાજિક બુદ્ધિ એ વ્યક્તિ દ્વારા પ્રદર્શિત કરવામાં આવતી સરળતા અને અસરકારકતાની ડીગ્રી છે." એમગોલ્ડસન રોબર્ટ

સમસ્યા શીર્ષક

“જાતિના સંદર્ભમાં જન્મક્રમની સામાજિક બુદ્ધિ પર થતી અસરનો અભ્યાસ”

સંશોધનનું મહત્વ

પ્રસ્તુત સંશોધનનો હેતુ વ્યક્તિના સમાયોજનને વિધાયક દિશા આપવાનો છે.માણસ એક સામાજિક પ્રાણી છે.જે વ્યક્તિનું સમાયોજન સારું હોય છે.તેનું માનસિક સ્વાસ્થ્ય પણ સારું હોય છે.તેવું અભ્યાસો દર્શાવે છે.વ્યક્તિના સમાજીકરણમાં વિવિધ પરિબલો ભાગ ભજવે છે.અહીં આ સંશોધન દ્વારા વ્યક્તિના સારા સમાયોજન માટે અતિ આવશ્યક એવી 'સામાજિક બુદ્ધિ' પર જન્મક્રમ ની શું અસર થાય છે તે તપાસી વ્યક્તિના સમાજીકરણ અને સામાજિક બુદ્ધિના વિકાસ માટે શું કરી શકાય તે તપાસવાનો છે.

સંશોધનના હેતુઓ

પ્રસ્તુત સંશોધનનો હેતુ જાતિના સંદર્ભમાં જન્મક્રમની સામાજિક બુદ્ધિ પર થતી અસર તપાસવા અંગેનો હતો.

1. પહેલાક્રમના સ્ત્રી અને પુરુષની સામાજિક બુદ્ધિ તપાસવી.
2. બીજાક્રમના સ્ત્રી અને પુરુષની સામાજિક બુદ્ધિ તપાસવી.



3. ત્રીજાક્રમના સ્ત્રી અને પુરુષની સામાજિક બુદ્ધિ તપાસવી.

સંશોધનની શૂન્યઉત્કલ્પનાઓ

HO1. પહેલાક્રમના અને બીજાક્રમના સ્ત્રી/પુરુષની સામાજિક બુદ્ધિ વચ્ચે કોઈ સાર્થક તફાવત જોવા મળતો નથી.

HO2. બીજાક્રમના અને ત્રીજા ક્રમના સ્ત્રી/પુરુષ ની સામાજિક બુદ્ધિ વચ્ચે કોઈ સાર્થક તફાવત જોવા મળતો નથી.

HO3. પહેલાક્રમના બાળક અને ત્રીજા ક્રમના સ્ત્રી/પુરુષ બાળકની સામાજિક બુદ્ધિ વચ્ચે કોઈ સાર્થક તફાવત જોવા મળતો નથી.

સંશોધનનું નિદર્શ

અભ્યાસ કે વ્યાપવિશ્વ નિર્ધારિત કર્યા બાદ વ્યાપવિશ્વથી સંપૂર્ણ માહિતગાર થવાના ઉદ્દેશ્યથી વંચલી ગામના ૧૨૦ લોકોને નિદર્શ તરીકે લેવામાં આવ્યા હતા. જેમાં 60 સ્ત્રીઓ અને 60 પુરુષોને લેવામાં આવ્યા હતા. જેમાં 60 સ્ત્રીઓની અંદર 20 સ્ત્રીઓ એવી કે જેમનો જન્મનો ક્રમ પ્રથમ હોય, 20 સ્ત્રીઓ એવી કે જેમનો જન્મનો ક્રમ બીજો હોય અને 20 સ્ત્રીઓ એવી કે જેમનો જન્મનો ક્રમ ત્રીજો હોય. અને 60 પુરુષોની અંદર 20 પુરુષો એવા કે જેમનો જન્મનો ક્રમ પ્રથમ હોય, 20 પુરુષો એવા કે જેમનો જન્મનો ક્રમ બીજો હોય અને 20 પુરુષો એવા કે જેમનો જન્મનો ક્રમ ત્રીજો હોય.

સંશોધન યોજના

સંશોધન હેતુને ધ્યાનમાં રાખીને પરીવર્ત્યોની અસર તપાસવા માટે ૨\*૩ ફેક્ટોરીયલ ડીઝાઇનનો ઉપયોગ કરવામાં આવ્યું હતું.

	A1 (સ્ત્રી)	A2 (પુરુષ)
B1 પ્રથમ ક્રમ	૨૦	૨૦
B2 બીજો ક્રમ	૨૦	૨૦
B3 ત્રીજો ક્રમ	૨૦	૨૦
કુલ	૬૦	૬૦

સંશોધનનું ઉપકરણ

પ્રસ્તુત સંશોધન જન્મક્રમની જાતિના સંદર્ભમાં સામાજિક બુદ્ધિ તપાસવા માટે સામાજિક બુદ્ધિ તુલાનો ઉપયોગ કરવામાં આવ્યો હતો





### સંશોધનનું ક્ષેત્ર

પ્રસ્તુત સંશોધનનું ક્ષેત્ર વંથલી તાલુકાના લોકોની સામાજિક બુદ્ધિ તપાસવાનું હતું.

### સંશોધનની પદ્ધતિ

પ્રસ્તુત સંશોધનમાં પ્રશ્નાવલી પદ્ધતિદ્વારા માહિતી એકત્રિત કરી '૧' ટેસ્ટથી ગણતરી કરવામાં આવી હતી.

### અભ્યાસની મર્યાદાઓ

- પ્રસ્તુત સંશોધન માત્ર જાતિના સંદર્ભમાં સામાજિક બુદ્ધિ તપાસવા પુરતો મર્યાદિત હતો.
- પ્રસ્તુત સંશોધન માત્ર જન્મક્રમ ની અસર તપાસવા પુરતો મર્યાદિત હતો.
- પ્રસ્તુત સંશોધન માત્ર વંથલી તાલુકાના લોકોની જન્મક્રમની અસર તપાસવા પુરતો મર્યાદિત હતો.

### માહિતીનું એકત્રીકરણ

નમૂનામાં સમાવિષ્ટ વંથલી તાલુકાના સ્ત્રી અને પુરુષની સામાજિક બુદ્ધિ પર જન્મક્રમની શું અસર થાય છે તે જાણવા વંથલી તાલુકાની સ્ત્રીઓ અને પુરુષોને સામાજિક બુદ્ધિ તુલા આપવામાં આવી હતી. અને માહિતીનું એકત્રિત કરવામાં આવ્યું હતું.

### માહિતીનું પૃથકરણ

પ્રસ્તુત સંશોધન જાતિના સંદર્ભમાં જન્મક્રમની સામાજિક બુદ્ધિ પર થતી અસર તપાસવા અંગે હતો. આ તફાવત ચકાસવા માટે આકંડાશાસ્ત્રની '૧' કસોટી પ્રયુક્તિનો ઉપયોગ કરવામાં આવ્યો હતો.

### સંશોધનના તારણો

જાતિના સંદર્ભમાં જન્મક્રમની સામાજિક બુદ્ધિ પર અસર જોવા મળી હતી.

### સંદર્ભ સૂચી

Social Intelligence – Daniel Goleman.

કિશોરાવસ્થાની સિદ્ધી અને સમાયોજન- ડૉ.શારદા વિરાણી

મનોવિજ્ઞાનિક માપન – ડૉ દેસાઈ

સામાજલક્ષી મનોવિજ્ઞાન – ડૉ હસમુખ પટેલ

પ્રગતસામાન્ય મનોવિજ્ઞાન – ડૉ. બી.એ.પરીખ



“ઉચ્ચતર માધ્યમિક શાળાના વિદ્યાર્થીઓમાં શૈક્ષણિક મનોભાર અને તેનો સામનો કરવાની વ્યુહરચનાનો મનોવૈજ્ઞાનિક અભ્યાસ”

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સારાંશ

પ્રસ્તુત સંશોધનનો હેતુ ઉચ્ચતર માધ્યમિક શાળાના વિદ્યાર્થીઓનો શૈક્ષણિક મનોભાર તેમજ સમનો કરવાની વ્યુહ રચના જાણવાનો અને શૈક્ષણિક મનોભારનો સામનો કરવા વિદ્યાર્થીઓ સમસ્યા કેન્દ્રિત કે આવેગ કેન્દ્રિત વ્યુહરચના અપનાવી શકે છે તે જાણવાનો હતો. આ સંશોધન ગીર સોમનાથ જિલ્લાની ઉચ્ચતર માધ્યમિક શાળાઓના આર્ટ્સ અને કોમર્સ ફેકલ્ટી ના 100 વિદ્યાર્થીઓ 50 આર્ટ્સ અને 50 કોમર્સ તેમાંથી 25 વિદ્યાર્થી અને 25 વિદ્યાર્થીનીઓ આર્ટ્સના અને 25 વિદ્યાર્થી અને 25 વિદ્યાર્થીનીઓ કોમર્સના તેવી રીતે નિદર્શ પસંદ કરવામાં આવેલ હતો. શૈક્ષણિક મનોભાર માપન માટે ડૉ.અલ્કાબેન એમ. માંકડ દ્વારા રચિત પ્રશ્નાવલી નો ઉપયોગ કરવામાં આવ્યો હતો. કોપિંગના માપન માટે xie રચિત સમસ્યા કેન્દ્રિત અને આવેગ કેન્દ્રિત કોપિંગ લેઝરસ અને ફોકમેનના મોડલ પર આધારિત સીમ્પલ કોપિંગ સ્ટાઈલ (SCSQ) પ્રશ્નાવલીનો ઉપયોગ કરવામાં આવ્યો હતો. પ્રશ્નાવલી દ્વારા મેળવેલ પ્રાપ્તાકોનું પૃથક્કરણ આકાશાસ્ત્રિય પ્રયુક્તિ ‘t’ પરિક્ષણ દ્વારા કરવામાં આવ્યું હતું અને શૂન્ય ઉત્કલ્પનાની ચકાસણી કરવામાં આવી હતી જેના પરિણામો આ મુજબ જોવા મળ્યા હતા. A) ઉચ્ચતર માધ્યમિક શાળાના વિદ્યાર્થીઓ અને વિદ્યાર્થીનીઓના શૈક્ષણિક મનોભારના પ્રાપ્તાકોનાં મધ્યક વચ્ચે સાર્થક તફાવત જોવા મળ્યો. વિદ્યાર્થી બહેનો કરતા વિદ્યાર્થી ભાઈઓનો શૈક્ષણિક મનોભાર વધુ જોવા મળ્યો હતો. B) કોમર્સ અને આર્ટ્સના વિદ્યાર્થીઓનો શૈક્ષણિક મનોભારના પ્રાપ્તાકોનાં મધ્યક વચ્ચે સાર્થક તફાવત જોવા મળ્યો. આર્ટ્સ ના વિદ્યાર્થીઓમાં કોમર્સના વિદ્યાર્થીઓ કરતા શૈક્ષણિક મનોભાર વધુ જોવા મળ્યો હતો. C) ઉચ્ચતર માધ્યમિક શાળાના વિદ્યાર્થી અને વિદ્યાર્થીનીઓ મા કોપિંગના પ્રાપ્તાકોમાં સાર્થક તફાવત જોવા મળ્યો ન હતો. D) ઉચ્ચતર માધ્યમિક શાળાના આર્ટ્સ અને કોમર્સના વિદ્યાર્થીઓના કોપિંગના પ્રાપ્તાકોમાં પણ કોઈ સાર્થક તફાવત જોવા મળ્યો ન હતો. E) શૈક્ષણિક મનોભાર અને કોપિંગના પ્રાપ્તાકો વચ્ચે -0.52 એમ ઋણાત્મક સહસંબંધ જોવા મળ્યો હતો.



**KEYWORDS:** મનોભાર, શૈક્ષણિક મનોભાર, કોપિંગ, સમસ્યા કેન્દ્રિત કોપિંગ, આવેગ કેન્દ્રિત કોપિંગ

પ્રસ્તાવના

આજની ૨૧ મી સદી કે જે જ્ઞાનનો કે સ્પર્ધાત્મક યુગ ગણાય છે. તેમાં ટકી રહેવાં દરેક વિદ્યાર્થી પોતાનું ધ્યેય નક્કી કરી પોતાના સપનાનું વાવેતર કરતો હોય છે. આ માટે જીવનમાં શૈક્ષણિકક્ષેત્રે એક નિર્ણાયક તબક્કો આવે છે શું કરવું ? ભવિષ્યમાં શું બનવું ? આવા અનેક પ્રશ્નોના જવાબમાં અંગત વિચારો, કૌશલ્યો, ક્ષમતાં, સમાજમાં સ્થાન, મોભો, પ્રતિષ્ઠા, આર્થિક સલામતી, માતા-પિતાની મહત્વાકાંક્ષા સપનાને સાકાર કરવાની પ્રબળ ઈચ્છા વારસાગત વ્યવસાય સંભાળવાની ઈચ્છા નોકરી કે વ્યવસાયની વધુ શક્યતા. ભવિષ્યમાં આવનાર કુટુંબની જવાબદારી પોતાના રસ-રુચી ક્ષેત્રમાં નિપુણતા લાવવાની પ્રબળ ઈચ્છા વગેરે જેવા વ્યક્તિગત ખ્યાલોથી શૈક્ષણિક પ્રવાહ પસંદ કરી આગળ વધવા પ્રયાસ કરે છે. આમ સમાજ સાથે તદામ્ય સાધવાનું ચુકી જાય છે. આવા સમયે વ્યક્તિ પોતાના માટે સ્પર્ધાત્મક યુગમાં ટકી રહેવાની કુટુંબની અપેક્ષાને પહોંચી વળવા યોગ્ય પરિસ્થિતિની પસંદગી વિદ્યાર્થીને માનસિક દબાણનો અનુભવ કરાવે છે. જેનાથી વિદ્યાર્થી મનોભાર ગ્રસિત બને છે. મનોભારને પહોંચી વળવાની વ્યૂહ રચના પણ દરેક વિદ્યાર્થીઓની અલગ અલગ હોય છે. ઘણા વિદ્યાર્થી વ્યસનનો ભોગ બને છે, ઘણા આત્મહત્યા સુધીના પગલા ભરી બેસે છે, ઘણા સમજ પુર્વક હિમત રાખીને સમસ્યા ઉકેલે છે. ટુંકમાં મનોભારને પહોંચી વળવા વિદ્યાર્થીઓ આવેગ કેન્દ્રિત અને સમસ્યા કેન્દ્રિત ઉપાયો કરતા હોય છે.

ઘોરણ 10 ની બોર્ડ ની પરીક્ષા પાસ કરી વિદ્યાર્થી પોતાની સિદ્ધિ કૌશલ્ય પ્રેરણા મુજબ સમાન્ય પ્રવાહ કે વિજ્ઞાન પ્રવાહ પસંદ કરે છે. ત્યાર બાદ ભણતી વખતે જે શૈક્ષણિક મનોભારમાથી પસાર થાય છે અને મનોભારને પહોંચી વળવાની કઈ વ્યૂહ રચના અપનાવી શકે છે તેના મનોવૈજ્ઞાનિક અભ્યાસ માટે સંશોધન હાથ ધરવામાં આવ્યું છે.

સંશોધનમાં સમાવિષ્ટ શબ્દોની વ્યવહારુ વ્યાખ્યાં

ઉચ્ચતર માધ્યામિક શાળાના વિદ્યાર્થી:

ઘોરણ 11 અને 12માં ભણતાં આતાસ અને કોમર્સ ફેકલ્ટીના વિદ્યાર્થીઓ

મનોભાર

મનોભાર એક નકારાત્મક લાગણીની સ્થિતિ છે કે જ્યારે ઉદ્ભવે કે ત્યારે મનુષ્ય મન પોતાની ક્ષમતા કરતા વધારે આપવા સક્ષમ હોતું નથી



## શૈક્ષણિક મનોભાર

શૈક્ષણિક મનોભાર એટલે સમાન્ય શિક્ષણ લેવામાં જે વિદ્યાર્થીઓ - તરુણોને અભ્યાસ માટે અરુચિ કે આણગમો પેદા થતો હોય અને અંતે તે માનસિક નકારાત્મક લક્ષણોનો ભોગ બને.

## સામનો કરવાની (કોપિંગ) ની વ્યુહરચના

‘મુકબલો’ કે ‘કોપિંગ’ શબ્દ મનોભારયુક્ત માંગણીઓને પહોંચી વળવા માટે વ્યક્તિ દ્વારા કરવામાં આવતા પ્રયાસો માટે વપરાય છે. પ્રસ્તુત સંશોધનમાં વિદ્યાર્થીની સમસ્યા કેન્દ્રિત અને આવેગ કેન્દ્રિત કોપિંગની વ્યુહરચનાનો અભ્યાસ કરવામાં આવશે.

## પ્રસ્તુત અભ્યાસની જરૂરિયાત

તરુણાવસ્થાનો ગાળો 14 થી 21 વર્ષની વય સુધીનો ઈલીઝાબેથ હરલોક ગણાવે છે. આ સમય ગાળો તરુણોના વિકાસ માટે ખૂબજ અગત્યનો છે. આ સમયે અનેક પરિવર્તનો થવાથી આ સમયગાળો તરુણો માટે સમસ્યારૂપ બને છે. તરુણોની આવી સમસ્યાઓની પ્રત્યક્ષ - પરોક્ષ અસરો વિશે વર્તમાનપત્રો, ટેલીવિઝન, જેવા દ્રશ્ય શ્રાવ્ય માધ્યમોના સમાચારોમાં જોવા મળે છે. આવી સમસ્યાઓનો મનોવૈજ્ઞાનિક રીતે અભ્યાસ થાય તો રાષ્ટ્રના ભાવિ નાગરીકોને સર્જનાત્મક માર્ગો વાળી શકાય. કૌટુંબિક અસંતોષ, સામાજિક અન્યાય, શૈક્ષણિક મુશ્કેલીઓ, જેવી અનેક સમસ્યાઓ તરુણો અનુભવતા હોય છે. મનોવિજ્ઞાનની વિવિધ શાખાઓ આ સમસ્યાઓ સંશોધન દ્વારા હલ કરે છે. પ્રસ્તુત મનોવૈજ્ઞાનિક અભ્યાસ તરુણોના શૈક્ષણિક મનોભારનો તેમજ સામનો કરવાની વ્યુહરચનાનો અભ્યાસ દ્વારા તરુણોનો શૈક્ષણિક અને મનોવૈજ્ઞાનિક વિકાસમાં મદદરૂપ બની શકે છે.

## સંશોધનના હેતુઓ

- 1) ઉચ્ચતર માધ્યમિક શાળાના વિદ્યાર્થીઓનો તેમની જાતી (સ્ત્રી, પુરુષ) ના સંદર્ભમાં શૈક્ષણિક મનોભાર નો અભ્યાસ કરવો.
- 2) ઉચ્ચતર માધ્યમિક શાળાનાં વિદ્યાર્થીઓના અભ્યાસનાં પ્રવાહના (આર્ટ્સ & કોમર્સ) સંદર્ભમાં શૈક્ષણિક મનોભારનો અભ્યાસ કરવો.
- 3) ઉચ્ચતર માધ્યમિક શાળાના વિદ્યાર્થીઓનો તેમની જાતી (સ્ત્રી, પુરુષ) ના સંદર્ભમાં કોપિંગ નો અભ્યાસ કરવો.
- 4) ઉચ્ચતર માધ્યમિક શાળાનાં વિદ્યાર્થીઓના અભ્યાસનાં પ્રવાહના (આર્ટ્સ & કોમર્સ) સંદર્ભમાં કોપિંગ અભ્યાસ કરવો.



### અભ્યાસની ઉત્કલ્પનાઓ

અભ્યાસનાં હેતુઓ તથા સંશોધનની પ્રક્રિયા દિશાસૂચક બને તે માટે અભ્યાસની કેટલીક શૂન્ય ઉત્કલ્પનાઓ રચવામાં આવી છે જે નીચે મુજબ છે.

H01 ઉચ્ચતર માધ્યામિક શાળાનાં વિદ્યાર્થીઓ અને વિદ્યાર્થીનીઓના શૈક્ષણિક મનોભારનાં પ્રાપ્તાંકોનાં મધ્યક વચ્ચે કોઈ સાર્થક તફાવત નહીં હોય.

H02 ઉચ્ચતર માધ્યામિક શાળાનાં આર્ટ્સ અને કોમર્સ પ્રવાહનાં વિદ્યાર્થીઓના શૈક્ષણિક મનોભારનાં પ્રાપ્તાંકોનાં મધ્યક વચ્ચે કોઈ સાર્થક તફાવત નહીં હોય.

H03 ઉચ્ચતર માધ્યામિક શાળાનાં વિદ્યાર્થીઓ અને વિદ્યાર્થીનીઓના કોપિંગના પ્રાપ્તાંકોનાં મધ્યક વચ્ચે કોઈ સાર્થક તફાવત નહીં હોય.

H04 ઉચ્ચતર માધ્યામિક શાળાનાં આર્ટ્સ અને કોમર્સ પ્રવાહનાં વિદ્યાર્થીઓના કોપિંગના પ્રાપ્તાંકોનાં મધ્યક વચ્ચે કોઈ સાર્થક તફાવત નહીં હોય.

### Methodology:

Research design

2×2 design was used.

A = gender

B = faculty

A<sub>1</sub> = male

B<sub>1</sub> = Arts

A<sub>2</sub> = female

B<sub>2</sub> = commerce

Faculty (B)	Gender (A)	
	Male (A <sub>1</sub> )	Female (A <sub>2</sub> )
Arts (B <sub>1</sub> )	A <sub>1</sub> B <sub>1</sub>	A <sub>2</sub> B <sub>1</sub>
Commerce (B <sub>2</sub> )	A <sub>1</sub> B <sub>2</sub>	A <sub>2</sub> B <sub>2</sub>

### વ્યાપવિશ્વ:

આ અભ્યાસના વ્યાપવિશ્વમાં ગીરસોમનાથ જિલ્લાના ગ્રામ્ય વિસ્તાર અને તેની આસપાસની ઉચ્ચતર માધ્યમિક શાળાના વિદ્યાર્થીઓનો સમાવેશ કરવામાં આવ્યો.

### નિદર્શ:

નમૂનાની પસંદગી સ્તરીકૃત રેન્ડમ પદ્ધતિ દ્વારા કરવામાં આવી. ગીર સોમનાથ જિલ્લાના ગ્રામ્ય વિસ્તારમાંથી ઉચ્ચતર માધ્યમિક વિદ્યાર્થીઓના કુલ 100 નમૂના લેવામાં આવ્યા હતા. જેમાં 50 વિદ્યાર્થીઓ આર્ટ્સ ફેકલ્ટીના અને 50 વિદ્યાર્થીઓ કોમર્સ ફેકલ્ટીના હતા. આર્ટ્સ ફેકલ્ટીમાંથી 25 છોકરીઓ અને 25 છોકરાઓ હતા અને તે જ રીતે કોમર્સ ફેકલ્ટીમાંથી 25 છોકરીઓ અને 25 છોકરાઓ હતા.



Faculty (B)	Gender (A)		Total
	Male (A1)	Female (A2)	
Arts (B1)	25	25	50
Commerce (B2)	25	25	50
Total	50	50	100

સાધનો:

A. વ્યક્તિગત માહિતી પત્રક

વ્યક્તિગત ચલ જેમ કે

1. પુરુષ અને સ્ત્રી

2. આર્ટ્સ અને કોમર્સ ફેકલ્ટી

B. શૈક્ષણિક તણાવ પ્રશ્નાવલિ:

સ્કેલ ડેવલપર: ડૉ. અલકાબેન માંકડ (2000) શ્રીમતી જે.બી. પટેલ કોલાજ મોરાબીમાં પ્રોફેસર.

વિશ્વસનીયતા: કસોટી - પુન: પરીક્ષણ = 0.86, સ્પીયરમેન બ્રાઉન ફોર્મ્યુલા = 0.79, માન્યતા: 0.54

સ્કોરિંગ: આ સ્કેલમાં હાલમાં 50 નિવેદનો છે. તે તપાસવાનું છે કે વિદ્યાર્થીઓ જવાબો 'હા', 'ક્યારેક' અથવા 'ના' આપે છે. જવાબ માટે ગુણ નીચે મુજબ છે.

હા = 3

ક્યારેક = 2

ના = 1

ન્યૂનતમ સ્કોર 0 અને મહત્તમ સ્કોર 150 હોઈ શકે છે

C. સીમ્પલ કોપિંગ સ્ટાઈલ પ્રશ્નાવલી (SCSQ)

સ્કેલ ડેવલપર : xie રચિત સમસ્યા કેન્દ્રિત અને આવેગ કેન્દ્રિત કોપિંગ લેઝરસ અને ફોકમેનના મોડલ પર આધારિત સીમ્પલ કોપિંગ સ્ટાઈલ (SCSQ) પ્રશ્નાવલી

વિશ્વસનીયતા: કસોટી - પુન: પરીક્ષણ = 0.89

સ્કોરિંગ : SCSQ મા 20 વિધાનો આપવામા આવ્યા છે. તેમા 1 થી 13 વિધાનો સમસ્યા કેન્દ્રિત કોપિંગ નો ઉલ્લેખ કરે છે. 14 થી 20 એમ 7 વિધાનો આવેગ કેન્દ્રિત કોપિંગ દર્શાવે છે. તેમા કુલ ચાર પ્રતિયારો આપવાના હોય છે. જેમા 'ક્યારેય નહીં', 'ક્યારેક - ક્યારેક', 'ઘણીવાર', અને 'હમેશા' એમ કુલ ચાર પ્રતિયારો આપવામા આવે છે.

ક્યારેય નહીં = 0

ક્યારેક - ક્યારેક = 1





ઘણીવાર = 2

હમેશા = 3

એવી રીતે ગુણાંકન આપવામા આવેલુ છે.

### Data analysis

ગીર સોમનાથ જિલ્લાની ગ્રામ્ય વિસ્તારની 5 જેટલી શાળાઓના 100 જેટલા વિદ્યાર્થીઓ પાસેથી વ્યક્તિગત માહિતી જેમકે જાતિ અને ફેકલ્ટિ વગેરે પ્રાથમિક માહિતી તેમજ શૈક્ષણિક મનોભાર પ્રશ્નાવલી તેમજ સીમ્પલ કોપિંગ સ્કેલ પ્રશ્નાવલી (SCSQ) દ્વારા માહિતી મેળવી તેનુ આકડા શાસ્ત્રિય પધ્ધતિ દ્વારા પૃથ્થકરણ કરવામા આવ્યું જેનુ વિશ્લેષણ નીચે મુજબ દર્શાવવામાં આવ્યું છે.

H<sub>01</sub>. ઉચ્ચતર માધ્યામિક શાળાનાં વિદ્યાર્થીઓ અને વિદ્યાર્થીનીઓના શૈક્ષણિક મનોભારનાં પ્રાપ્તાંકોનાં મધ્યક વચ્ચે કોઈ સાર્થક તફાવત નહીં હોય.

Table 1

Variable	No	Mean	S.D	t- test	Sig
Male	50	75.64	0.707	4.093	sig.
Female	50	72.34	5.66		

ઉપરોક્ત કોષ્ટક મુજબ 100 વિદ્યાર્થી માથી 50 ભાઈઓ અને 50 બહેનોની શૈક્ષણિક મનોભારના પ્રાપ્તાંકો નો મધ્યક અનુક્રમે 75.64 અને 72.34, પ્રમાણ વિચલન અનુક્રમે 0.707 અને 5.66 તેમજ 't' ગુણોતર 4.093 જે 0.01 કક્ષાએ સાર્થક તફાવત દર્શાવતો હતો તેથી ઉપરની શૂન્ય ઉત્કલ્પનાનો અસ્વિકાર થતો હોવાથી વિદ્યાર્થીઓ અને વિદ્યાર્થીનીઓની શૈક્ષણિક મનોભારના પ્રાપ્તાંકોનાં મધ્યક વચ્ચે સાર્થક તફાવત જોવા મળ્યો. વિદ્યાર્થી બહેનો કરતા વિદ્યાર્થી ભાઈઓનો શૈક્ષણિક મનોભાર વધુ જોવા મળે છે.

Table 2

H<sub>02</sub>. ઉચ્ચતર માધ્યામિક શાળાનાં આર્ટ્સ અને કોમર્સ પ્રવાહનાં વિદ્યાર્થીઓના શૈક્ષણિક મનોભારના પ્રાપ્તાંકોનાં મધ્યક વચ્ચે કોઈ સાર્થક તફાવત નહીં હોય.

Variable	No	Mean	S.D	t- test	Sig
commerce	50	70.68	11.97	2.96	sig.
Arts	50	77.3	10.31		

ઉપરોક્ત કોષ્ટક મુજબ 100 વિદ્યાર્થી માથી 50 કોમર્સ અને 50 આર્ટ્સના વિદ્યાર્થીઓનો શૈક્ષણિક મનોભારના પ્રાપ્તાંકો નો મધ્યક અનુક્રમે 70.68 અને 77.3, પ્રમાણ વિચલન અનુક્રમે



11.97 અને 10.31 તેમજ 't' ગુણોત્તર 2.96 જે 0.01 કક્ષાએ સાર્થક તફાવત દર્શાવતો હતો તેથી ઉપરની શૂન્ય ઉત્કલ્પનાનો અસ્વીકાર થતો હોવાથી કોમર્સ અને આર્ટ્સના વિદ્યાર્થીનીઓનો શૈક્ષણિક મનોભારના પ્રાપ્તાંકોનાં મધ્યક વચ્ચે સાર્થક તફાવત જોવા મળ્યો. આર્ટ્સ ના વિદ્યાર્થીઓમા કોમર્સના વિદ્યાર્થીઓ કરતા શૈક્ષણિક મનોભાર વધુ જોવા મળે છે.

Table 3

H03. ઉચ્ચતર માધ્યામિક શાળાનાં વિદ્યાર્થીઓ અને વિદ્યાર્થીનીઓના કોપિંગના પ્રાપ્તાંકોનાં મધ્યક વચ્ચે કોઈ સાર્થક તફાવત નહીં હોય.

Variable	No	Mean	S.D	t- test	Sig
Male	50	28.94	2.1213	0.072	non sig.
Female	50	30.46	2.1213		

ઉપરોક્ત કોષ્ટક મુજબ 100 વિદ્યાર્થી માથી 50 ભાઈઓ અને 50 બહેનોની કોપિંગના પ્રાપ્તાંકો નો મધ્યક અનુક્રમે 28.94 અને 30.46 પ્રમાણ વિચલન અનુક્રમે 2.1213 અને 2.1213 તેમજ 't' ગુણોત્તર 0.072 જોવા મળે છે તેથી ઉપરની શૂન્ય ઉત્કલ્પનાનો સ્વીકાર થતો હોવાથી વિદ્યાર્થીઓ અને વિદ્યાર્થીનીઓની કોપિંગના પ્રાપ્તાંકોનાં મધ્યક વચ્ચે સાર્થક તફાવત જોવા મળ્યો ન હતો

Table 4

H04. ઉચ્ચતર માધ્યામિક શાળાનાં આર્ટ્સ અને કોમર્સ પ્રવાહનાં વિદ્યાર્થીઓના કોપિંગના પ્રાપ્તાંકોનાં મધ્યક વચ્ચે કોઈ સાર્થક તફાવત નહીં હોય.

Variable	No	Mean	S.D	t- test	Sig
commerce	50	27.9	0.12	1.136	No sig
Arts	50	31.46	7.071		

ઉપરોક્ત કોષ્ટક મુજબ 100 વિદ્યાર્થી માથી 50 કોમર્સ અને 50 આર્ટ્સના વિદ્યાર્થીઓના કોપિંગના પ્રાપ્તાંકો નો મધ્યક અનુક્રમે 27.9 અને 31.46 પ્રમાણ વિચલન અનુક્રમે 0.12 અને 7.071 તેમજ 't' ગુણોત્તર 1.136 જે સાર્થક તફાવત દર્શાવતો જોવા મળતો નથી જેથી ઉપરની શૂન્ય ઉત્કલ્પનાનો સ્વીકાર થતો હોવાથી કોમર્સ અને આર્ટ્સના વિદ્યાર્થીનીઓના કોપિંગના પ્રાપ્તાંકોનાં મધ્યક વચ્ચે સાર્થક તફાવત જોવા મળ્યો ન હતો.

Table 5

શૈક્ષણિક મનોભાર અને કોપિંગ નો સહસબંધ

Variables	N	correlation	Level significance
Academic stress	100	-0.52	Negative correlation
coping strategies			



ઉપરોક્ત કોષ્ટક મુજબ વિદ્યાર્થીના શૈક્ષણિક મનોભાર અને સામનો કરવાની વ્યુહ રચના (કોપિંગ) વચ્ચે -0.52 એટલે કે ઋણાત્મક સહસબંધ જોવા મળે છે.

તારણો

ઉપરોક્ત માહિતીના પૃથ્થકરણ પરથી નીચે મુજબ ફલીતાર્થી તારવિ શકાય A) ઉચ્ચતર માધ્યમિક શાળાના વિદ્યાર્થીઓ અને વિદ્યાર્થીનીઓના શૈક્ષણિક મનોભારના પ્રાપ્તાંકોનાં મધ્યક વચ્ચે સાર્થક તફાવત જોવા મળ્યો. વિદ્યાર્થી બહેનો કરતા વિદ્યાર્થી ભાઈઓનો શૈક્ષણિક મનોભાર વધુ જોવા મળે છે . B) કોમર્સ અને આર્ટ્સના વિદ્યાર્થીનીઓનો શૈક્ષણિક મનોભારના પ્રાપ્તાંકોનાં મધ્યક વચ્ચે સાર્થક તફાવત જોવા મળ્યો. આર્ટ્સ ના વિદ્યાર્થીઓમા કોમર્સના વિદ્યાર્થીઓ કરતા શૈક્ષણિક મનોભાર વધુ જોવા મળ્યો. C) ઉચ્ચતર માધ્યમિક શાળાના વિદ્યાર્થી અને વિદ્યાર્થીનીઓ મા કોપિંગના પ્રાપ્તાંકોમા સાર્થક તફાવત જોવા મળ્યો ન હતો. D) ઉચ્ચતર માધ્યમિક શાળાના આર્ટ્સ અને કોમર્સના વિદ્યાર્થીઓના કોપિંગના પ્રાપ્તાંકોમા પણ કોઈ સાર્થક તફાવત જોવા મળ્યો ન હતો. E) શૈક્ષણિક મનોભાર અને કોપિંગના પ્રાપ્તાંકો વચ્ચે -0.52 એમ ઋણાત્મક સહસબંધ જોવા મળ્યો હતો. જે પરથી કહી શકાય કે મનોભારનો સામનો કરવાની વ્યુહ રચના અસરકારક હોય તો મનોભાર ઓછો કરી શકાય છે.

પ્રસ્તુત સંશોધનની મર્યાદા

પ્રસ્તુત સંશોધનમા માત્ર ગીર સોમનાથ જિલ્લાના ગ્રામ્ય વિસ્તારની ઉચ્ચતર માધ્યમિક શાળાના 100 જેટલા વિદ્યાર્થીઓનો જ સમાવેશ કરવામા આવ્યો હતો તેમજ આર્ટ્સ અને કોમર્સ અવી 2 ફેકલ્ટિનોજ સમાવેશ કરવામાં અવ્યો હતો.

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ભારત અને એશિયામાં માનવ શરીરવિજ્ઞાન પર થતી અસર કરતી આર્થિક સ્થિતિ

પરનો સમીક્ષા અભ્યાસ

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સારાંશ

આર્થિક પરિસ્થિતિઓ અને માનવ મનોવિજ્ઞાન વચ્ચેના સંબંધનો અર્થશાસ્ત્ર, મનોવિજ્ઞાન અને સમાજશાસ્ત્રના ક્ષેત્રમાં વ્યાપકપણે અભ્યાસ કરવામાં આવ્યો છે. આ સંશોધન સમીક્ષા આર્થિક પરિસ્થિતિઓ માનવ મનોવિજ્ઞાનને કેવી રીતે અસર કરે છે તેના પરના કેટલાક મુખ્ય તારણો પર પ્રકાશ પાડે છે. આર્થિક સ્થિતિ માનવ શારીરિક અસરો પર નોંધપાત્ર અસર કરે છે. આર્થિક સ્થિતિ આરોગ્ય સંભાળ, શિક્ષણ, પોષણ અને સામાજિક સહાય પ્રણાલીઓની ઍક્સેસને અસર કરી શકે છે. એશિયામાં વર્ષોથી આર્થિક સ્થિતિમાં સુધારો થઈ રહ્યો છે. જો કે, પ્રદેશ હજુ પણ આર્થિક પડકારોની શ્રેણીનો સામનો કરે છે જે તેની વસ્તીના શારીરિક સુખાકારીને અસર કરે છે. આ સંશોધન સમીક્ષામાં, અમે એશિયામાં માનવ શારીરિક અસરો પર આર્થિક સ્થિતિની અસરની તપાસ કરીશું.

**KEYWORD :** મનોવિજ્ઞાન, આર્થિક સ્થિતિ, શરીરવિજ્ઞાન

1. આર્થિક અસમાનતા:

આર્થિક અસમાનતા વિવિધ નકારાત્મક મનોવૈજ્ઞાનિક પરિણામો સાથે જોડાયેલી છે, જેમાં તણાવ, ચિંતા, હતાશા અને જીવનનો ઓછો સંતોષ સામેલ છે. Pickett and Wilkinson (2015) દ્વારા કરવામાં આવેલા એક અભ્યાસમાં જાણવા મળ્યું છે કે વધુ અસમાન સમાજમાં રહેતા વ્યક્તિઓએ ઉચ્ચ સ્તરની માનસિક તકલીફ અને સામાજિક વિશ્વાસના નીચા સ્તરની જાણ કરી હતી.

2. બેરોજગારી:

બેરોજગારીની નકારાત્મક મનોવૈજ્ઞાનિક અસરો જોવા મળી છે, જેમાં આત્મસન્માનમાં ઘટાડો, તણાવમાં વધારો અને જીવન સંતોષમાં ઘટાડો. Warr and Jackson (2016) દ્વારા કરવામાં



આવેલા અભ્યાસમાં જાણવા મળ્યું છે કે બેરોજગાર વ્યક્તિઓમાં નોકરી કરતા વ્યક્તિઓની તુલનામાં માનસિક સુખાકારીનું સ્તર ઓછું હોય છે.

### 3. આર્થિક વૃદ્ધિ:

આર્થિક વૃદ્ધિ સુધારેલ મનોવૈજ્ઞાનિક સુખાકારી સાથે જોડાયેલી છે. બ્લેન્યફલાવર અને ઓસ્વાલ્ડ (2019) દ્વારા કરવામાં આવેલા એક અભ્યાસમાં જાણવા મળ્યું છે કે જે દેશોમાં આર્થિક વૃદ્ધિનું ઊંચું સ્તર છે ત્યાં જીવન સંતોષનું ઉચ્ચ સ્તર છે.

### 4. આર્થિક મંદી:

આર્થિક મંદી નકારાત્મક મનોવૈજ્ઞાનિક પરિણામો સાથે જોડાયેલી છે, જેમાં તણાવ, ચિંતા, હતાશા અને આત્મહત્યાના દરમાં વધારો થાય છે. બ્રેનર એટ અલ દ્વારા અભ્યાસ. (2011) જાણવા મળ્યું કે યુનાઇટેડ સ્ટેટ્સમાં 2008-2009ની મંદી દરમિયાન, આત્મહત્યાની સંખ્યામાં નોંધપાત્ર વધારો થયો હતો.

### 5. આર્થિક અનિશ્ચિતતા:

આર્થિક અનિશ્ચિતતા, જેમ કે નોકરીની અસલામતી અને નાણાકીય અસ્થિરતા, તણાવ અને ચિંતાના વધતા સ્તરો સહિત નકારાત્મક મનોવૈજ્ઞાનિક અસરો હોવાનું જણાયું છે. ચેંગ અને ચાન (2019) દ્વારા કરવામાં આવેલા અભ્યાસમાં જાણવા મળ્યું છે કે નોકરીની અસુરક્ષા નોકરીના સંતોષના નીચા સ્તર અને હતાશા અને ચિંતાના વધતા સ્તર સાથે સંકળાયેલી છે.

ભારતમાં આવક અને માનવ શારીરિક અસરો વચ્ચેના સંબંધની શોધ કરતી સંશોધનની એક નોંધપાત્ર સંસ્થા છે. અહીં કેટલાક મુખ્ય તારણોની સમીક્ષા છે:

#### 1. સ્વાસ્થ્ય પરિણામો:

ભારતમાં આવક અને આરોગ્ય પરિણામો વચ્ચે ઘણા અભ્યાસોએ મજબૂત સંબંધ શોધી કાઢ્યો છે. 2018 માં હાથ ધરવામાં આવેલા એક અભ્યાસમાં જાણવા મળ્યું છે કે વધુ આવક ધરાવતા લોકો હાયપરટેન્શન, ડાયાબિટીસ અને અસ્થમા જેવા ક્રોનિક રોગોથી પીડાય તેવી શક્યતા ઓછી છે. 2015 માં હાથ ધરવામાં આવેલા અન્ય એક અભ્યાસમાં જાણવા મળ્યું છે કે વધુ આવક ધરાવતા પરિવારોના બાળકોમાં સારા પોષક પરિણામો હતા અને તેમનું વજન ઓછું હોવાની શક્યતા ઓછી હતી.

#### 2. માનસિક સ્વાસ્થ્ય:



ભારતમાં માનસિક સ્વાસ્થ્યના પરિણામો નક્કી કરવા માટે આવક એક મહત્વપૂર્ણ પરિબલ હોવાનું જણાયું છે. 2018 માં હાથ ધરવામાં આવેલા એક અભ્યાસમાં જાણવા મળ્યું છે કે ઓછી આવક ધરાવતી વ્યક્તિઓમાં ડિપ્રેશન અને ચિંતાનું પ્રમાણ વધુ હતું. 2015 માં હાથ ધરવામાં આવેલા અન્ય એક અભ્યાસમાં જાણવા મળ્યું છે કે ઓછી આવક ધરાવતા પરિવારોના બાળકોમાં ચિંતા અને હતાશાનું પ્રમાણ વધુ હતું.

### 3. ઊંઘની પેટર્ન:

આવક પણ ભારતમાં ઊંઘની પેટર્નને અસર કરતી જોવા મળી છે. 2019 માં હાથ ધરવામાં આવેલા એક અભ્યાસમાં જાણવા મળ્યું છે કે ઓછી આવક ધરાવતી વ્યક્તિઓ ઊંઘમાં ખલેલ અને અનિદ્રાથી પીડાય છે.

### 4. જ્ઞાનાત્મક વિકાસ:

ભારતમાં જ્ઞાનાત્મક વિકાસમાં આવક એક મહત્વપૂર્ણ પરિબલ હોવાનું જણાયું છે. 2015 માં હાથ ધરવામાં આવેલા એક અભ્યાસમાં જાણવા મળ્યું છે કે વધુ આવક ધરાવતા પરિવારોના બાળકોના જ્ઞાનાત્મક પરિણામો વધુ સારા હતા અને તેઓ શાળામાં સફળ થવાની શક્યતા વધારે છે. એશિયામાં માનવ શારીરિક અસરો પર આર્થિક સ્થિતિની અસર:

#### 1. કુપોષણ:

કુપોષણ એશિયામાં એક નોંધપાત્ર સમસ્યા છે. વિશ્વ બેંક અનુસાર, વિશ્વના 30% કુપોષિત બાળકો દક્ષિણ એશિયામાં રહે છે. આર્થિક સ્થિતિ ખોરાકની ઉપલબ્ધતાને અસર કરે છે, જે કુપોષણ તરફ દોરી શકે છે. ઓછી આવક ધરાવતા પરિવારોમાં, ખાદ્યપદાર્થોનો ખર્ચ બજેટનો નોંધપાત્ર હિસ્સો ધરાવે છે. જ્યારે આર્થિક સ્થિતિ બગડે છે, ત્યારે પરિવારોએ તેમના ખાદ્ય ખર્ચમાં ઘટાડો કરવો પડી શકે છે, જે કુપોષણ તરફ દોરી શકે છે.

#### 2. તણાવ:

આર્થિક સ્થિતિ તણાવ તરફ દોરી શકે છે, જે પ્રતિકૂળ શારીરિક અસરો કરી શકે છે. આર્થિક અનિશ્ચિતતા ચિંતા અને હતાશા તરફ દોરી શકે છે, જે માનસિક સ્વાસ્થ્યને અસર કરી શકે છે. તણાવમાં હાઈ બ્લડ પ્રેશર, હૃદય રોગ અને સ્થૂળતા જેવી શારીરિક અસરો પણ થઈ શકે છે. એશિયામાં, નોકરીની અસુરક્ષા, ઓછા વેતન અને સામાજિક સમર્થનના અભાવને કારણે આર્થિક અનિશ્ચિતતા ઊભી થઈ શકે છે.

#### 3. ચેપી રોગો:

આર્થિક સ્થિતિ ચેપી રોગોના ફેલાવાને અસર કરી શકે છે. નબળી આર્થિક સ્થિતિ નબળી સ્વચ્છતા અને સ્વચ્છતા તરફ દોરી શકે છે, જે ચેપી રોગોના ફેલાવાને વધારી શકે છે. વધુમાં,





જ્યારે આર્થિક સ્થિતિ બગડે છે, ત્યારે આરોગ્ય સંભાળ પ્રણાલીઓ ભરાઈ જાય છે, જે રોગોના ફેલાવા તરફ દોરી જાય છે. એશિયામાં, ચેપી રોગોનો ફેલાવો એ એક નોંધપાત્ર સમસ્યા છે, ખાસ કરીને ગીચ વસ્તીવાળા વિસ્તારોમાં.

#### 4. બિન-ચેપી રોગો:

એશિયામાં ડાયાબિટીસ, કેન્સર અને હૃદય રોગ જેવા બિન-સંચારી રોગો (NCDs) વધી રહ્યા છે. આર્થિક સ્થિતિ એનસીડીના વ્યાપને અસર કરી શકે છે. આર્થિક વૃદ્ધિ જીવનશૈલી અને આહારમાં ફેરફાર તરફ દોરી શકે છે, જે NCDs નું પ્રમાણ વધારી શકે છે. વધુમાં, આર્થિક સ્થિતિ આરોગ્ય સંભાળની એક્સેસને અસર કરી શકે છે, જે NCDsની શોધ અને સારવારને અસર કરી શકે છે.

#### 5. માનસિક સ્વાસ્થ્ય:

આર્થિક સ્થિતિ એશિયામાં માનસિક સ્વાસ્થ્યને અસર કરી શકે છે. ઓછી આવક ધરાવતા પરિવારોમાં, આર્થિક અનિશ્ચિતતા ચિંતા અને હતાશા તરફ દોરી શકે છે. આ ઉપરાંત, આર્થિક સ્થિતિ માનસિક સ્વાસ્થ્ય સંભાળની એક્સેસને અસર કરી શકે છે, જે માનસિક સ્વાસ્થ્ય સમસ્યાઓની શોધ અને સારવારને અસર કરી શકે છે.

#### 6. આરોગ્ય સંભાળની એક્સેસ:

એશિયામાં આરોગ્ય સંભાળની પહોંચ એ નોંધપાત્ર સમસ્યા છે. આર્થિક સ્થિતિ ખાસ કરીને ઓછી આવક ધરાવતા પરિવારોમાં આરોગ્ય સંભાળની એક્સેસને અસર કરી શકે છે. જ્યારે આર્થિક સ્થિતિ બગડે છે, ત્યારે પરિવારો પાસે આરોગ્ય સંભાળ મેળવવા માટે નાણાકીય સંસાધનો ન હોઈ શકે. વધુમાં, આર્થિક સ્થિતિ આરોગ્ય સંભાળ સેવાઓની ઉપલબ્ધતાને અસર કરી શકે છે, ખાસ કરીને ગ્રામીણ વિસ્તારોમાં.

#### નિષ્કર્ષ:

આર્થિક પરિસ્થિતિઓ એશિયામાં માનવ શારીરિક અસરો પર નોંધપાત્ર અસર કરે છે. માનવીય શારીરિક અસરો પર આર્થિક સ્થિતિની અસર કુપોષણ, તાણ, ચેપી રોગો, બિન-ચેપી રોગો, માનસિક સ્વાસ્થ્ય અને આરોગ્ય સંભાળની પહોંચમાં જોઈ શકાય છે. જ્યારે આ પ્રદેશે આર્થિક સ્થિતિમાં સુધારો કરવામાં નોંધપાત્ર પ્રગતિ કરી છે, ત્યારે વસ્તીની શારીરિક સુખાકારી સુધારવા માટે હજુ ઘણું કરવાનું બાકી છે. સરકારો અને આંતરરાષ્ટ્રીય સંસ્થાઓએ આરોગ્ય સંભાળ, શિક્ષણ, પોષણ અને સામાજિક સહાય પ્રણાલીઓની એક્સેસ સુધારવા માટે સાથે મળીને કામ કરવાની જરૂર છે.



એકંદરે, સંશોધન સૂચવે છે કે આવક એ ભારતમાં માનવ શારીરિક અસરોનું એક મહત્વપૂર્ણ નિર્ણાયક છે, અને ઓછી આવક ધરાવતી વ્યક્તિઓ નકારાત્મક સ્વાસ્થ્ય પરિણામોનો અનુભવ કરે છે. તારણો વસ્તીના સ્વાસ્થ્ય અને સુખાકારીને સુધારવા માટે ભારતમાં આવકની અસમાનતાને સંબોધતી નીતિઓ અને હસ્તક્ષેપોની જરૂરિયાતને પ્રકાશિત કરે છે. સંશોધન સૂચવે છે કે આર્થિક પરિસ્થિતિઓ માનવ મનોવિજ્ઞાન પર નોંધપાત્ર અસર કરી શકે છે. આર્થિક અસમાનતા, બેરોજગારી, આર્થિક મંદી અને આર્થિક અનિશ્ચિતતા નકારાત્મક મનોવૈજ્ઞાનિક પરિણામો સાથે સંકળાયેલી છે, જ્યારે આર્થિક વૃદ્ધિ સુધારેલ મનોવૈજ્ઞાનિક સુખાકારી સાથે જોડાયેલી છે.

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કોલેજના વિદ્યાર્થીઓમાં સાયબર ક્રાઇમ અવેરનેસ અંગેનો અભ્યાસ.

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સારાંશ

પ્રસ્તુત અભ્યાસનો હેતુ કોલેજમાં અભ્યાસ કરતાં વિદ્યાર્થીઓમાં સાયબર ક્રાઇમ અવેરનેસ અંગેનો છે. કોલેજના ૬૦ છોકરા અને ૬૦ છોકરીને એમ ૧૨૦ વિદ્યાર્થીઓને નમૂના તરીકે લેવામાં આવ્યા હતા . સાયબર ક્રાઇમ અવેરનેસ ના અભ્યાસ માટે ડો.એસ. રાજશેકર રચિત પ્રશ્નાવલી નો ઉપયોગ કરવામાં આવ્યો. માહિતીનો વિશ્લેષણ 'ટી' કસોટી દ્વારા કરવામાં આવ્યું પરિણામ દર્શાવે છે કે કોલેજના વિદ્યાર્થીઓમાં જાતિની દ્રષ્ટિએ છોકરાઓ અને છોકરીઓમાં સાયબર ક્રાઇમ અવેરનેસના પ્રપ્તાંકોમાં કોઈ સાર્થક તફાવત જોવા મળતો નથી અને આર્ટસ અને કોમર્સના વિદ્યાર્થીઓમાં વિદ્યાશાખાની દ્રષ્ટિએ સાયબર ક્રાઇમ અવેરનેસના પ્રાપ્તાંકોમાં કોઈ સાર્થક તફાવત જોવા મળતો નથી. પ્રસ્તુત સંશોધનના તારણોની ચર્ચા પ્રસ્તુત સંશોધન પત્રમાં કરેલ છે.

ચાવીરૂપ શબ્દો:- સાયબર ક્રાઇમ અવેરનેસ, અપરાધ , વિદ્યાર્થીઓ.

પ્રસ્તાવના

આજના સમયમાં કોમ્પ્યુટર અને ઇન્ટરનેટ સમાજને ઘણા મોટા ફાયદાઓ આપ્યા છે. સાથે સાથે દુનિયાની કુલ વસ્તીના એક તૃતીયાંશ ભાગ કરતા વધુ માનવીઓ ઇન્ટરનેટ નો ઉપયોગ કરતા હોય છે. ઇન્ટરનેટ આપણને માહિતીનું આદાન-પ્રદાન કરવામાં તેમજ રોજબરોજની ક્રિયાનું તથા લોકોના જીવનનો એક અભિન્ન અંગ સમાન છે. ઝડપથી પરિવર્તન પામતા યુગમાં શિક્ષણ , મનોરંજન, વ્યાપાર અને રમતગમત જેવા દરેક ક્ષેત્રમાં ઘણા માર્ગોને જન્મ આપ્યો છે. જોકે દરેક વરદાન સાથે એક શ્રાપ હોય છે. ઇન્ટરનેટ પર આચરવામાં આવતી ગેરકાયદેસર પ્રવૃત્તિ ઇન્ટરનેટ તેના ફાયદાઓ સાથે તેના સુરક્ષા માટેના જોખમ ખુલ્લા પડ્યા છે . સાયબર અપરાધમાં એસ.એમ.એસ ફોડ, ઈમેલ જાસૂસી , ક્રેડિટ કાર્ડ છેતરપિંડી , સોફ્ટવેર પ્રાઇવેસી , વાયરસ , વગેરે જેવી ગેરકાયદેસર પ્રવૃત્તિ માટે આજે કોમ્પ્યુટરનો દૂર ઉપયોગ થઈ



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રહ્યો છે જે આપણી ગોપનીયતાને અસર કરે છે. આપણી સંવેદનાઓને ઠેસ પહોંચાડે છે ઇન્ટરનેટ પર ગુનાહિત પ્રવૃત્તિ ઘણી વધી રહી છે .સાયબર અપરાધએ ગુનાહિત પ્રવૃત્તિઓનું વર્ણન કરવા માટે વ્યાપક પણે ઉપયોગમાં લેવાતો શબ્દ છે.જેમાં કોમ્પ્યુટર અને નેટવર્કને એક સાધન છે જેને ગુનાહિત પ્રવૃત્તિ નું લક્ષ્ય માનવામાં આવે છે . આજે બાળકોથી માંડીને વૃદ્ધ સુધીના તમામ લોકો ઇન્ટરનેટ નો ઉપયોગ કરે છે પરંતુ સાયબર અપરાધ થી બચવું પણ ખૂબ જ જરૂરી છે.

સાયબર અપરાધ તો કેટલાય પ્રકારના થાય છે .પરંતુ, આજના સમયમાં લોકોમાં જાગૃતા કેટલા પ્રમાણમાં છે? નાની નાની બાબતોમાં પોતાની સાવચેતી કેટલી છે ? એકાગ્રતા કેટલી છે? તે વ્યક્તિએ જાતે જાણવું ખૂબ જરૂરી છે . વ્યક્તિ જાતે સજાગ રહીને કાર્ય કરે તો વ્યક્તિ અપરાધમાંથી બચી શકે તેમ છે.

ધ એનસાયક્લોપીડિયા બ્રિટાનિકા વ્યાખ્યાયિત કરે છે કે .

"સાયબર ક્રાઇમ ખાસ પ્રકાર નું જ્ઞાન કોમ્પ્યુટર ટેકનોલોજીના નિષ્ણાતો દ્વારા ઉપયોગ કરવામાં આવે છે તેથી સાયબર ક્રાઇમ બરાબર શું છે? સાયબર ક્રાઇમમાં વ્યાજબી રીતે વિશાળ વિવિધતાનો સમાવેશ થઈ શકે છે."

આ સંશોધનમાં જાણવાનો મુખ્ય હેતુએ છે કે વિદ્યાર્થી ઇન્ટરનેટ નો ઉપયોગ કરે છે પરંતુ , વિદ્યાર્થી પોતાની જાત ને સુરક્ષિત કરે છે ?વિડિયો કોલ ,વિડિયો ચેટ પર દેખાવા નું ધ્યાન રાખે છે? નકલી સોશિયલ મીડિયા એકાઉન્ટ થી સાવચેત રહે છે ? મની ટ્રાન્સફરસાવધાની પૂર્વક કરે છે ખરા? આમ ,અનેક કાળજીમાં લેવા જેવી બાબતો છે. જેની જાણકારી રાખવી એ અનિવાર્ય બાબત છે જે માટે કોલેજના વિદ્યાર્થીઓમાં સંશોધન હાથ ધરવામાં આવ્યું હતું જે નીચે મુજબ છે.

સંશોધન પદ્ધતિ

સંશોધન સમસ્યા

કોલેજના વિદ્યાર્થીઓમાં સાયબર ક્રાઇમ અવેરનેસ અંગેનો અભ્યાસ.

સંશોધનના હેતુઓ

પ્રસ્તુત સંશોધનની સમસ્યાને અનુલક્ષીને નીચે મુજબ હેતુઓ નક્કી કરવામાં આવ્યા છે.

1. કોલેજના વિદ્યાર્થીઓ છોકરાઓ અને છોકરીઓનો સાયબર ક્રાઇમ અવેરનેસ તપાસવા.
2. કોલેજના આર્ટસ અને કોમર્સના વિદ્યાર્થીઓમાં સાયબર અપરાધ અવેરનેસ તપાસવા.



### સંશોધનની શૂન્ય ઉત્કલ્પનાઓ

પ્રસ્તુત સંશોધનના હેતુને અનુલક્ષીને નીચે મુજબની શૂન્ય ઉત્કલ્પનાઓ રચવામાં આવે છે.

Ho1 કોલેજના વિદ્યાર્થીઓમાં જાતિના સંદર્ભમાં સાયબર ક્રાઇમ અવેરનેસના પ્રાપ્તાંકોમાં કોઈ સાર્થક તફાવત નથી.

Ho2 કોલેજના વિદ્યાર્થીઓમાં વિદ્યાશાખાના સંદર્ભમાં સાયબર ક્રાઇમ અવેરનેસના પ્રાપ્તાંકોમાં કોઈ સાર્થક તફાવત નથી.

### સંશોધનના સાધનો

પ્રસ્તુત સંશોધનના હેતુને ધ્યાનમાં રાખીને નીચે મુજબના સાધનો પસંદ કરવામાં આવ્યા છે.

(1) વ્યક્તિગત માહિતી પત્રક

(2) સાયબર ક્રાઇમ અવેરનેસ - ડો. એસ. રાજશેકર

ડો.એસ.રાજશેકર સ્કેલમાં " હકારાત્મક "અને "નકારાત્મક" પ્રશ્નનો છે જેને ૫ પોઇન્ટ લિકર્ટ સ્કેલ પણ કહી શકાય અને તેમાં કુલ ૩૬ પ્રશ્નો આપ્યા છે .

### નિદર્શ

પ્રસ્તુત સંશોધનમાં કુલ 120 આર્ટસ અને કોમર્સ , છોકરા અને છોકરી સાદા યદચ્છ નિદર્શથી પસંદ કરવામાં આવ્યા હતા.જેમાં 60 આર્ટસના છોકરા - છોકરી 60 કોમર્સ છોકરા - છોકરીનો સમાવેશ થાય છે. સંશોધન માટે સુરત જિલ્લાની કોલેજોમાંથી નમૂનાની પસંદગી કરવામાં આવી હતી .

### પરિવર્ત્યો:

સ્વતંત્ર પરિવર્ત્યો :- જાતિ (છોકરા - છોકરી)

વિદ્યાશાખા (આર્ટસ - કોમર્સ )

આધારિત પરિવર્ત્યો:- સાયબર ક્રાઇમ અવેરનેસ

### સંશોધન યોજના:

પ્રસ્તુત સંશોધનના હેતુને ધ્યાને રાખીને માહિતી એકત્રીકરણ તથા બે સ્વતંત્ર પરિવર્ત્યોની મુખ્ય અને આંતરિક અસર તપાસવા માટે નીચે મુજબની ડિઝાઇનનો ઉપયોગ કરવામાં આવશે તેમજ માહિતીનું આંકડાશાસ્ત્રીય વિશ્લેષણ માટે ટી- કસોટીનો ઉપયોગ કરવામાં આવશે.

૨x૨ ફેક્ટોરિયલ ડિઝાઇન



પરિવર્ત્યો	છોકરા	છોકરી	કુલ
આર્ટ્સ	30	30	60
કોમર્સ	30	30	60
કુલ	60	60	120

પરિણામની ચર્ચા:

પ્રસ્તુત સંશોધનના હેતુને ધ્યાને રાખીને એકત્રિત કરેલ માહિતીનું આંકડાશાસ્ત્રીય વિશ્લેષણ અને પરિણામ ચર્ચા નીચે મુજબ છે.

સારણી 1- કોલેજના વિદ્યાર્થીઓમાં છોકરા અને છોકરીઓનું જાતિના સંદર્ભમાં સાયબર કાઇમ અવેરનેસ દર્શાવતું કોષ્ટક.

પરિવર્ત્યો	NO.	MEAN	SD	SED	' T'
છોકરા	60	131.5	7.28	2.37	1.41 (NS)
છોકરી	60	128.17	9.57		

ઉપરોક્ત સારણી - 1 મુજબ જાતિની દ્રષ્ટિએ છોકરાઓ અને છોકરીઓની કુલ સંખ્યા 120 છે. જેમાં છોકરાઓની કુલ સંખ્યા 60 અને છોકરીઓની કુલ સંખ્યા 60 છે. જેમાં છોકરાઓનો મધ્યક 131.5 અને છોકરીઓના મધ્યક 128.17 જોવા મળે છે. જ્યારે પ્રમાણ વિચલન અનુક્રમે 7.28 અને 9.57 જોવા મળે છે તેમજ પ્રમાણભૂલ 2.37 જોવા મળે છે બંને પરિવર્ત્યોના મધ્યકો વચ્ચેનો 't' ગુણોત્તર 1.41 જોવા મળે છે. જે 0.05 ની કક્ષાએ સાર્થક તફાવત નથી. એટલે કે જાતિની દ્રષ્ટિએ છોકરાઓ અને છોકરીઓના સાયબર કાઇમ અવેરનેસના સંદર્ભમાં કોઈ તફાવત જોવા મળતો નથી.

સારણી 2 - કોલેજના વિદ્યાર્થીઓમાં આર્ટ્સ અને કોમર્સ વિદ્યાશાખાના સંદર્ભમાં સાયબર કાઇમ અવેરનેસ દર્શાવતું કોષ્ટક.

પરિવર્ત્યો	NO.	MEAN	SD	SED	' T'
આર્ટ્સ	60	128	6.34	2.39	1.54(NS)
કોમર્સ	60	131.67	10.16		

ઉપરોક્ત સારણી -2 મુજબ વિદ્યાશાખાની દ્રષ્ટિએ આર્ટ્સ અને કોમર્સના વિદ્યાર્થીઓની કુલ સંખ્યા 120 છે. જેમાં આર્ટ્સના કુલ 60 વિદ્યાર્થીઓ અને કોમર્સના કુલ 60 વિદ્યાર્થીઓ નો





સમાવેશ થાય છે. જેમાં આર્ટસના વિદ્યાર્થીઓનો મધ્યક 128 જોવા મળે છે અને કોમર્સના વિદ્યાર્થીઓના મધ્યક 131.67 જોવા મળે છે. જ્યારે પ્રમાણ વિચલન અનુક્રમે 6.34 અને 10.16 જોવા મળે છે .જ્યારે પ્રમાણભૂલ 2.39 જોવા મળે છે .બંને પરિવર્ત્યોના મધ્યકો વચ્ચેનો 't' ગુણોત્તર 1.54 જોવા મળે છે .જે 0.05 કક્ષાએ સાર્થક નથી , એટલે કે આર્ટસ અને કોમર્સના વિદ્યાર્થીઓના સાયબર કાઇમ અવેરનેસ સંદર્ભે કોઈ સાર્થક તફાવત જોવા મળતો નથી.

તારણો:

1. કોલેજના વિદ્યાર્થીઓમાં જાતિની દ્રષ્ટિએ છોકરાઓ અને છોકરીઓમાં સાયબર કાઇમ અવેરનેસના પ્રાપ્તાંકોમાં કોઈ સાર્થક તફાવત જોવા મળતો નથી.
2. કોલેજના આર્ટસ અને કોમર્સના વિદ્યાર્થીઓમાં વિદ્યાશાખાની દ્રષ્ટિએ સાયબર કાઇમ અવેરનેસના પ્રાપ્તાંકોમાં કોઈ સાર્થક તફાવત જોવા મળતો નથી .

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## બેંકમાં નોકરી કરતા કર્મચારીઓના માનસિક સ્વાસ્થ્ય અંગેનો અભ્યાસ

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### સારાંશ

પ્રસ્તુત અભ્યાસનો હેતુ જુનાગઢ અને તેની આજુ બાજુના વિસ્તારના બેંકમાં કામ કરતા કર્મચારીઓનાં માનસિક સ્વાસ્થ્ય અંગેના અભ્યાસ કરવાનો હતો. અભ્યાસના ઉદ્દેશ્યને ધ્યાનમાં રાખીને 180 બેંક કર્મચારીઓ જુનાગઢ અને તેની આજુ બાજુના વિસ્તારની જુદી જુદી બેંકોમાંથી નિદર્શના રૂપમાં પસંદ કરાયા. જેમાં 90 સ્ત્રીઓ અને 90 પુરુષ કર્મચારીઓની પસંદગી યદયચ રીતે કરવામાં આવી હતી. જેમાં માનસિક સ્વાસ્થ્ય, સંશોધનિકા (ડી.જે.ભદ્ર રચિત) નો ઉપયોગ કરવામાં આવ્યો હતો. તેની વિશ્વસનીયતા 0.87 છે. જેના દ્વારા માહિતી એકત્રીકરણ કરવામાં આવી હતી. પ્રાપ્ત થયેલ માહિતીનું આંકડાશાસ્ત્રીય વિશ્લેષણ ટી-મૂલ્ય દ્વારા કરાયેલું. આવેલ પુરુષોના પ્રાપ્તાંકોના પરિણામમાં 10 વર્ષથી વધુ અનુભવ ધરાવનાર પુરુષ કર્મચારીઓ અને 15 વર્ષથી વધુ અનુભવ ધરાવનાર પુરુષ કર્મચારીઓના પ્રાપ્તાંકો નુ ટી-મૂલ્ય 2.86 આવેલ છે. જે 0.05 કક્ષાએ સાર્થક જોવા મળે છે. જેથી એમ કહી શકાય કે બન્ને વચ્ચે તફાવત જોવા મળે છે. 10 વર્ષથી વધુ અનુભવ ધરાવનાર પુરુષ કર્મચારીઓની તુલનાએ 15 વર્ષથી વધુ અનુભવ ધરાવનાર પુરુષ કર્મચારીઓનું માનસિક સ્વાસ્થ્ય સારું જોવા મળેલ છે. તેમજ આવેલ સ્ત્રીઓના પ્રાપ્તાંકોના પરિણામમાં 10 વર્ષથી વધુ અનુભવ ધરાવનાર સ્ત્રી કર્મચારીઓ અને 15 વર્ષથી વધુ અનુભવ ધરાવનાર સ્ત્રી કર્મચારીઓના પ્રાપ્તાંકો નુ ટી-મૂલ્ય 2.88 આવેલ છે. જે 0.05 કક્ષાએ સાર્થક જોવા મળે છે. જેથી એમ કહી શકાય કે બન્ને વચ્ચે તફાવત જોવા મળે છે. 10 વર્ષથી વધુ અનુભવ ધરાવનાર સ્ત્રી કર્મચારીઓની તુલનાએ 15 વર્ષથી વધુ અનુભવ ધરાવનાર સ્ત્રી કર્મચારીઓનું માનસિક સ્વાસ્થ્ય સારું જોવા મળેલ છે. પુરુષ અને સ્ત્રીઓના માનસિક સ્વાસ્થ્યના પ્રાપ્તાંકો વચ્ચેનું ટી-મૂલ્ય 0.23 છે જે સાર્થક નથી. જેથી સ્ત્રી પુરુષ ના માનસિક સ્વાસ્થ્ય ની બાબતમાં કોઈ તફાવત પ્રાપ્ત થયેલ નથી.



### પ્રસ્તાવના

જે. સી. કોલમેને આ યુગને ચિંતાનો યુગ ગણાવ્યો છે. વ્યક્તિની સામે રોજબરોજ સમસ્યાઓ વધતી જાય છે. માનસિક સ્વાસ્થ્ય સામાન્યથી લઈને જટીલ બાબતો જેવી કે, દહેજ, બેકારી, આર્થિક, સામાજિક, રાજકીય, ધંધાકીય, હડતાલ, બળાત્કાર, નશીલી દવાઓ, વ્યસન વગેરે બહુચર્ચિત પ્રશ્નો બન્યા છે. જેના ઉકેલ માટે સઘન પ્રયાસો કરવા જરૂરી છે. કારણ કે દેશના અશિક્ષિતની સાથે શિક્ષિત લોકો પણ વ્હેમો અને અંધશ્રદ્ધાથી મુક્ત રહી શકતા નથી. જે અંધશ્રદ્ધાના કારણે દોરાધાગા, તાવીજ, માંદડીયાઓ દેનારાઓનો વ્યવસાય સારો એવો ચાલે છે. છાપાઓમાં પણ ધંધાદારીઓ આ પ્રકારની જાહેરખબરો રોજ છાપતા હોય છે. પરંતુ ૭મી એપ્રિલ ૨૦૦૧ના દિવસે વિશ્વની તમામ સરકારોએ અને લોકોએ વિશ્વ આરોગ્ય દિન તરીકે ઉજવીને આ વર્ષને માનસિક આરોગ્ય તરીકે સમર્પિત કર્યું છે. માનસિક રોગો અને મગજની શક્તિથી પીડીત લોકો અને તેના કુટુંબીજનોની તકલીફો વગેરે લોકોના ધ્યાનને આકર્ષવા માનસિક સ્વાસ્થ્ય પર સમગ્ર વિશ્વનું ધ્યાન કેન્દ્રીત કરવાનો વિશ્વ આરોગ્ય સંસ્થાનો ઉદ્દેશ્ય છે. તદ ઉપરાંત આ ક્ષેત્રમાં તબીબો અને સંશોધકો દ્વારા થયેલી પ્રગતી અને લોકોને ધ્યાન આકર્ષવાના હેતુથી લોકોને આ બાબતથી માહિતગાર કરવામાં આવે છે.

### સૈધાંતિક ભૂમિકા

માનસિક સ્વાસ્થ્ય ની વ્યાખ્યાઓ :-

- (1) "માનસિક સ્વાસ્થ્ય એટલે તંદુરસ્ત વ્યક્તિત્વ વિકાસ અને માનસિક રોગના હુમલા થી બચવાનો માટેનો મનોવૈજ્ઞાનિક પ્રયત્ન."- કોલમેન ,જે.સી. (1962)
- (2) "માનસિક સ્વાસ્થ્ય એટલે લોકોમાં વ્યક્તિગત તેમજ સામાજિક દ્રષ્ટિએ એ પ્રકારમાં વર્તનનો વિકાસ કે જે કોઈપણ પ્રકારની માનસિક બીમારીને નિવારવા માટેની ઉચ્ચતમ શક્તિ ધરાવતી હોય."-હેડલી ,જે. એમ. (1958)
- (3) "માનસિક સ્વાસ્થ્ય એટલે આત્મનિરીક્ષણથી આવેગો અને ઈચ્છાશક્તિને સમજવાની શક્તિ."- બર્નહાર્ટ.

“માનસિક સ્વાસ્થ્ય એટલે માનવીઓનું જગત સાથે તેમજ એકબીજા સાથે સંકળાયેલ અસરકારક અને સુખપ્રદ સમાયોજન ” માનસિક સ્વાસ્થ્ય એ શારીરિક સ્વાસ્થ્ય જેટલી જ મહત્વની બાબત છે. આમ છતાં આપણામાના મોટા ભાગના લોકો માનસિક સ્વાસ્થ્ય અંગે જોઈએ તેટલા પ્રમાણમાં સજાગ, સભાન કે ચિંતિત નથી. આનું મુખ્ય કારણ એ છે. કે શારીરિક સ્વાસ્થ્ય કે શારીરિક અસ્વસ્થતાને આપણે



સહેલાઈથી પારખી શકીએ છીએ. શારીરિક ખોડખામી કે અન્ય શારીરિક મુશ્કેલીઓ ને આપણે સહેલાઈથી જોઈ શકીએ છીએ.

વૈજ્ઞાનિક વિકાસને લીધે જીવનમાં સગવડો અને સુખ-સમૃદ્ધિ વધ્યા છે, બીજી બાજુ ઉદ્યોગીકરણ, યંત્રીકરણ, વિશિષ્ટિકરણ, શહેરીકરણ વગેરેને લીધે જીવનની જટિલતા અને મુંઝવણો પણ વધી છે. પરીણામે સમાયોજન ની સમસ્યાઓ ગંભિર બની છે. આથી વર્તમાન સમયમાં માનસિક સ્વાસ્થ્યની બાબત ખુબ અગત્યની બની ગઈ છે. માનસિક સ્વાસ્થ્યના ક્ષેત્રે કામ કરતા નિષ્ણાતોની કામગીરી વધુ પડકાર રૂપ છે, શારીરિક સ્વાસ્થ્ય ની જાળવણી માટેના કે અમુક રોગોથી બચવા માટેના સુચન ઉપાયો સરળતાથી બતાવી શકાય છે. પરંતુ આટલી સહેલાઈથી સમાયોજિત વર્તન માટેની તાલીમ આપી શકાતી નથી. તેથી સૌમ્ય કે તીવ્ર મનોવિકૃતીનો ભોગ બને છે.

માનસિક સ્વાસ્થ્ય કઈ રીતે પ્રાપ્ત થાય છે. તેનાં સંદર્ભ માં હેડફિલ્ટ નોંધે છે કે, વ્યક્તિમાં રહેલી શક્તિ ઓને વિકસાવાથી તેને યોગ્ય દિશામાં વાળવાથી અને સમાયોજન પ્રાપ્ત કરવાથી માનસિક સ્વાસ્થ્ય પ્રાપ્ત થાય છે. આમ આ સર્વ વ્યાખ્યાઓમાં થોડાઘણા શાબ્દિક તફાવતો છે. સર્વ નો સામાન્ય સુર એ છે. ક, સ્વસ્થ સમોજન દ્વારા સંતોષકારક પરિસ્થિતિ પ્રાપ્ત કરવા માટેના સુદૃઢ-સઘન, વૈજ્ઞાનિક પ્રયત્ન એટલે માનસિક સ્વાસ્થ્ય માનસિક સ્વાસ્થ્યએ વ્યક્તિના મનની કોઈ સ્થિતિ નથી. પરંતુ વ્યક્તિએ પ્રાપ્ત કરવાનું ધ્યેય છે. અને આ ધ્યેય સહેલાઈથી સરળતાથી સરળતા પુર્વક પ્રાપ્ત થઈ જતું નથી.

આમ માનસિક સ્વાસ્થ્યએ માત્ર મનોવિજ્ઞાન સાથે સંકળાયેલ બાબત નથી. મનોવિજ્ઞાન ઉપરાંત સમાજશાસ્ત્ર, નીતિશાસ્ત્ર, ધર્મશાસ્ત્ર, સૌદર્યશાસ્ત્ર, તત્ત્વજ્ઞાન, રાજકારણ વગેરે આ સર્વની અસરો માનસિક સ્વાસ્થ્ય પર થવાની શક્યતાઓ રહેલી છે. આથી જ જનસમુદાયના માનસિક સ્વાસ્થ્ય અંગેની વિચારણા, યોજના, કાર્યક્રમ માટે, આ સર્વને સમાજને સમગ્ર રીતે સાંકળી લેવો પડે છે. આમ જે વ્યક્તિ સતત ચિંતા કરતું હોય તે અનેક મનોવિકૃતિ નો ભોગ બને છે. અને તેના પરથી તેનું માનસીક સ્વાસ્થ્ય હણાય છે.

માનસિક સ્વાસ્થ્ય એ આજના યુગ નો સળગતો પ્રશ્ન છે. માનસિક સ્વાસ્થ્ય નાં અભ્યાસની શરૂઆત સૌ પ્રથમ લીફ્ટેડ ડબલ્યુબિયર્સે કરી હતી. રોકફેલર ફાઉન્ડેશનની આર્થિક સહાયથી 1909 માં માનસિક સ્વાસ્થ્ય રાષ્ટ્રિય સમિતિ ની સ્થાપના કરી. ભારતમાં પણ હવે માનસિક સ્વાસ્થ્યનું મહત્વ સ્વીકારવા લાગ્યું છે. માનસિક સ્વાસ્થ્ય મહત્વ વિશે વિશ્વનાં ઘણા બધા દેશોએ સ્વીકાર કર્યો છે. તે



સંદર્ભે પ્રસ્તુત સંશોધન અભ્યાસનો ઉદ્દેશ્ય પણ બેકમાં કામ કરતા કર્મચારીઓની માનસિક સ્વાસ્થ્ય અંગેની જાણકારી પ્રાપ્ત કરવાનો છે.

સંશોધનના હેતુઓ

પ્રસ્તુત અભ્યાસનો હેતુ બેક કર્મચારીઓના માનસિક સ્વાસ્થ્યના અભ્યાસ કરવાનો છે. જેના હેતુ નીચે મુજબ છે.

- (1) પુરુષ અને સ્ત્રીઓના માનસિક સ્વાસ્થ્યની બાબતમાં કોઈ તફાવત જોવા મળે છે કે નહીં. તે ચકાસવું.
- (2) અનુભવ ની માનસિક સ્વાસ્થ્ય પર કોઈ અસર જોવા મળે છે કે કેમ તે ચકાસવું
- (3) બેકના કર્મચારીઓના માનસિક સ્વાસ્થ્ય સુધારવાના સુચનો કરવા.

ઉત્કલ્પના

પ્રસ્તુત અભ્યાસના ઉદ્દેશ્યોને ધ્યાનમાં રાખી બે ઉત્કલ્પનાઓની રચના કરવામાં આવી હતી.

Ho1 10 વર્ષથી વધુ અનુભવ ધરાવનાર પુરુષ કર્મચારીઓ અને 15 વર્ષથી વધુ અનુભવ ધરાવનાર પુરુષ કર્મચારીઓના માનસિક સ્વાસ્થ્યના પ્રાપ્તાંકો વચ્ચે સાર્થક તફાવત નથી.

Ho2 10 વર્ષથી વધુ અનુભવ ધરાવનાર સ્ત્રી કર્મચારીઓ અને 15 વર્ષથી વધુ અનુભવ ધરાવનાર સ્ત્રી કર્મચારીઓના માનસિક સ્વાસ્થ્યના પ્રાપ્તાંકો વચ્ચે સાર્થક તફાવત નથી.

Ho3 પુરુષ અને સ્ત્રીઓના માનસિક સ્વાસ્થ્યના પ્રાપ્તાંકો વચ્ચે તફાવત નથી.

સંશોધન પદ્ધતિ

પરિવર્ત્યો:

સ્વતંત્ર પરિવર્ત્યો: બેકના કર્મચારીઓમાં સ્ત્રીઓ અને પુરુષો, બેકના કર્મચારીઓનો અનુભવ અવલંબિત પરિવર્ત્યો: માનસિક સ્વાસ્થ્ય તુલાના પ્રાપ્તાંકો

નિયંત્રિત પરિવર્ત્યો:

માત્ર જુનાગઢ અને તેની આજુબાજુના વિસ્તારોને જ પસંદ કરવામાં આવ્યા છે.

માત્ર 10 વર્ષ થી વધુ ઊંમરના જ કર્મચારીઓને પસંદ કરવામાં આવેલ છે.

ગુજરાતી ભાષા વ્યવસ્થિત રીતે જાણતા હોય તેવા કર્મચારીઓને પસંદ કરવામાં આવેલ છે.

પ્રસ્તુત સંશોધનની સમષ્ટિમાં માત્ર જુનાગઢ અને તેથી આસપાસની બેકના 10 વર્ષથી વધુ અનુભવ ધરાવનાર કર્મચારીઓની નિદર્શના પાત્ર તરીકે પસંદગી કરવામાં આવેલ છે.



નિદર્શ:

પ્રસ્તુત અભ્યાસ માટે જુનાગઢ અને તેની આજુ બાજુના વિસ્તારની અલગ અલગ બેંકોમાંથી કુલ ૧૮૦ કર્મચારીઓ પસંદ કરાયેલા હતા. જેમાં ૯૦ સ્ત્રીઓ અને ૯૦ પુરુષો પાસેથી યદચ્છ-નિદર્શ પદ્ધતી દ્વારા માહિતી એકત્રીકરણ કરાયેલ છે.

કુલ = 180			
A1 પુરુષો = 90		A2 સ્ત્રીઓ = 90	
B1(45) (10 વર્ષ થી વધુ અનુભવ)	B2(45) (15 વર્ષ થી વધુ અનુભવ)	B1(45) (10 વર્ષ થી વધુ અનુભવ)	B2(45) (15 વર્ષ થી વધુ અનુભવ)

સાધનો:

પ્રસ્તુત અભ્યાસ માટે બે સાધનો ઉપયોગમાં લેવાયા હતા.

(1) વ્યક્તિગત માહિતીપત્રક:

કર્મચારીઓ વિશેની સામાન્ય માહિતી જાણવાનાં ઉદ્દેશ્યથી વ્યક્તિગત માહિતીપત્રક તૈયાર કરવામાં આવ્યું હતું. જેમાં કર્મચારીની ઉંમર, જાતિ, હોદો, માસિક આવક અને અનુભવ જેવા ઘટકોનો સમાવેશ કરવામાં આવ્યો હતો.

(2) માનસિક સ્વાસ્થ્ય તુલા:

કર્મચારીઓના માનસિક સ્વાસ્થ્ય અંગેની માહિતી પ્રાપ્ત કરવા ડો. ડી. જે. ભટ્ટ દ્વારા રચિત માનસિક સ્વાસ્થ્ય ળાનો ઉપયોગ કરાયો હતો. તુલાની વિશ્વસનિયતા ૦.૮૭ જેટલી છે. અને યથાર્થતા પણ ઉંચી જોવા મળેલ હતી.

માહિતી એકત્રીકરણ :-

અભ્યાસનાં ઉદ્દેશ્યને આધારે પસંદ કરવામાં આવેલ નિદર્શમાંનાં પ્રત્યેક સભ્યને વ્યક્તિગત માહિતીપત્રક તેમજ માનસિક સ્વાસ્થ્ય તુલા દરેક સભ્યનો રૂબરૂ સંપર્ક કરી તેમાંની વિગતો ભરાવવામાં આવી હતી.

આંકડાશાસ્ત્રીય પ્રયુક્તિ :-

પ્રાપ્ત થયેલ માહિતીનું વિશ્લેષણ કરવા માટે 'ટી' મૂલ્યનો ઉપયોગ કરવામાં આવ્યો હતો.





પરિણામ અને ચર્ચા:

પ્રસ્તુત અભ્યાસનો ઉદ્દેશ્ય બેંક કર્મચારીઓના માનસિક સ્વાસ્થ્યનો અભ્યાસ કરવાનો હતો. જેમાં 10 વર્ષથી વધુ અનુભવ ધરાવતા કર્મચારીઓ અને 15 વર્ષથી વધુ અનુભવ ધરાવતા કર્મચારીઓના માનસિક સ્વાસ્થ્ય વચ્ચે કોઈ તફાવત જોવા મળશે નહીં તે બાબત પર અભ્યાસ કરવાનો હતો. જેમા પ્રાપ્ત થયેલ નિમ્નલિખિત કોષ્ટકમાં દર્શાવેલ છે.

કોષ્ટક નં. 1

10 વર્ષથી વધુ અને 15 વર્ષથી વધુ અનુભવ ધરાવનાર પુરુષ કર્મચારીઓના માનસિક સ્વાસ્થ્ય અંગેના પ્રાપ્તાંકોનું ટી-મૂલ્ય

વિગત	સંખ્યા	મધ્યક	પ્રમાણ વિચલન	'ટી' મૂલ્ય	સાર્થકતાની કક્ષા
10 વર્ષથી વધુ	45	43.12	0.17	2.86	0.05
15 વર્ષથી વધુ	45	46.87	0.17		

10 વર્ષથી વધુ અનુભવ ધરાવનાર પુરુષ કર્મચારી અને 15 વર્ષથી વધુ અનુભવ ધરાવનાર પુરુષ કર્મચારીઓના માનસિક સ્વાસ્થ્યના પ્રાપ્તાંકો વચ્ચે સાર્થક તફાવત નથી.

કોષ્ટક-1માં દર્શાવ્યા પ્રમાણે ઉત્કલ્પના 1 ની ચકાસણી ટી-કસોટી દ્વારા કરવામાં આવેલી પરીણામ અર્થઘટન પરથી કહી શકાય કે 10 વર્ષથી વધુ અને 15 વર્ષથી વધુ અનુભવ ધરાવનાર કર્મચારીઓના માનસિક સ્વાસ્થ્યના પ્રાપ્તાંકોના મધ્યકો વચ્ચે સાર્થક તફાવત છે. અહીંયા માનસિક સ્વાસ્થ્ય સારું એ જોવા માટે તેના મધ્યકો પરથી ખ્યાલ આવી શકે છે. જેમાં 15 વર્ષથી વધુ અનુભવ ધરાવનાર કર્મચારીઓનો મધ્યક ઉચ્ચો પ્રાપ્ત થાય છે જેથી તેમનું માનસિક સ્વાસ્થ્ય પણ વધુ સારું છે તેમ કહી શકાય.

કોષ્ટક નં. 2

10 વર્ષથી વધુ અને 15 વર્ષથી વધુ અનુભવ ધરાવનાર સ્ત્રી કર્મચારીઓના માનસિક સ્વાસ્થ્ય અંગેના પ્રાપ્તાંકોનું ટી-મૂલ્ય

વિગત	સંખ્યા	મધ્યક	પ્રમાણ વિચલન	'ટી' મૂલ્ય	સાર્થકતાની કક્ષા
10 વર્ષથી વધુ	45	43.76	0.16	2.88	0.05
15 વર્ષથી વધુ	45	46.97	0.16		



10 વર્ષથી વધુ અનુભવ ધરાવનાર સ્ત્રી કર્મચારી અને 15 વર્ષથી વધુ અનુભવ ધરાવનાર સ્ત્રી કર્મચારીઓના માનસિક સ્વાસ્થ્યના પ્રાપ્તાંકો વચ્ચે સાર્થક તફાવત નથી.

કોષ્ટક-2માં દર્શાવ્યા પ્રમાણે ઉત્કલ્પના 2 ની ચકાસણી ટી-કસોટી દ્વારા કરવામાં આવેલી પરીણામ અર્થઘટન પરથી કહી શકાય કે 10 વર્ષથી વધુ અને 15 વર્ષથી વધુ અનુભવ ધરાવનાર કર્મચારીઓના માનસિક સ્વાસ્થ્યના પ્રાપ્તાંકોના મધ્યકો વચ્ચે સાર્થક તફાવત છે. અહીંયા માનસિક સ્વાસ્થ્ય સારું એ જોવા માટે તેના મધ્યકો પરથી ખ્યાલ આવી શકે છે. જેમાં 15 વર્ષથી વધુ અનુભવ ધરાવનાર કર્મચારીઓનો મધ્યક ઉચ્ચો પ્રાપ્ત થાય છે જેથી તેમનું માનસિક સ્વાસ્થ્ય પણ વધુ સારું છે તેમ કહી શકાય.

### કોષ્ટક નં.3

#### પુરુષ અને સ્ત્રીઓના માનસિક સ્વાસ્થ્યના પ્રાપ્તાંકોનું ટી-મૂલ્ય

વિગત	સંખ્યા	મધ્યક	પ્રમાણ વિચલન	'ટી' મૂલ્ય	સાર્થકતાની કક્ષા
પુરુષ	90	41.32	4.2	0.23	N.S.
સ્ત્રીઓ	90	42.26	5.15		

પુરુષ અને સ્ત્રીઓના માનસિક સ્વાસ્થ્યના પ્રાપ્તાંકો વચ્ચે તફાવત નથી.

કોષ્ટક-3માં દર્શાવેલ માહિતી પરથી ઉત્કલ્પના 3 ની ચકાસણી ટી- કસોટી દ્વારા કરવામાં આવેલી પરીણામ અર્થઘટન પરથી કહી શકાય કે પુરુષ અને સ્ત્રીઓના માનસિક સ્વાસ્થ્ય વચ્ચે કોઈ સાર્થક તફાવત પ્રાપ્ત થતો નથી.

સંશોધન ની મર્યાદા:

કોઈપણ સંશોધન સંપૂર્ણ હોઈ શકે નહીં તેથી તેમાં કોઈને કોઈ મર્યાદાઓ રહેતી હોય છે પ્રસ્તુત સંશોધનની મર્યાદા નીચે મુજબ છે.

- (1) પ્રસ્તુત સંશોધનમાં પસંદ કરેલ નિદર્શ માત્ર જુનાગઢ અને તેની આસપાસના વિસ્તારમાં આવેલી બેંકના કર્મચારીઓ પૂરતો સીમિત છે તેથી પ્રાપ્ત પરિણામોનું વ્યાપક રીતે સામાન્યીકરણ કરવા માટે વિસ્તૃત અભ્યાસ ની જરૂર છે.
- (2) પ્રસ્તુત સંશોધનમાં નિદર્શ તરીકે માત્ર 180 બેંક કર્મચારીઓને લેવામાં આવેલ છે તેથી સંશોધન અભ્યાસ માટે મોટા નિદર્શનો અભ્યાસ કરવો જરૂરી છે.



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- (3) પ્રસ્તુત સંશોધનના તારણો ગુજરાતી ભાષા જાણનાર પૂરતા સીમિત રહેશે.
- (4) પ્રસ્તુત સંશોધનમાં માત્ર રાખવામાં આવેલી હતી.
- (5) વ્યક્તિનું જીવન ગત્યાત્મક અને સતત પરિવર્તનશીલ હોય છે તેથી સમયાંતરે તેનું સામાજિક આર્થિક સ્તર બદલાય તો માનસિક સ્વાસ્થ્યમાં પરિવર્તન આવી શકે છે જેથી પરિણામો અલગ હોઈ શકે છે.

તારણ:

- (1) 10 વર્ષથી વધુ અનુભવ ધરાવનાર કર્મચારીઓની તુલનાએ 15 વર્ષથી વધુ અનુભવ ધરાવનાર કર્મચારીઓનું માનસિક સ્વાસ્થ્ય વધુ સારુ જોવા મળે છે.
- (2) પુરૂષ અને સ્ત્રીઓના માનસિક સ્વાસ્થ્ય વચ્ચે કોઈ સાર્થક તફાવત પ્રાપ્ત થતો નથી.

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જૂડો અને ટેકવોન્ડો રમતના ખેલાડી ભાઈઓના આત્મવિશ્વાસનો તુલનાત્મક અભ્યાસ  
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#### Abstract

આ સંશોધન અભ્યાસનો હેતુ જૂડો અને ટેકવોન્ડો રમતના ખેલાડી ભાઈઓના આત્મવિશ્વાસનો તુલનાત્મક અભ્યાસ કર્યો હતો. આ સંશોધન અભ્યાસમાં જૂડો અને ટેકવોન્ડો રમતના ખેલાડી ભાઈઓ પૂરતો મર્યાદિત હતો. આ સંશોધન અભ્યાસમાં 18 થી 28 વર્ષની વયજૂથ ધરાવતા ખેલાડી ભાઈઓને યાદચ્છિક પદ્ધતિથી પસંદ કરવામાં આવ્યા હતા. આ સંશોધન અભ્યાસમાં 12 જૂડો રમતના ખેલાડી ભાઈઓ અને 12 ટેકવોન્ડો રમતના ખેલાડી ભાઈઓ એમ કુલ 24 ખેલાડી ભાઈઓને વિષયપાત્રો તરીકે પસંદ કરવામાં આવ્યા હતા. માપનના ધોરણમાં આત્મવિશ્વાસના અભ્યાસ માટે રોબિન એસ. વીલેની આત્મવિશ્વાસની પ્રશ્નાવલિને માપન તરીકે પસંદ કરવામાં આવી હતી. જૂડો અને ટેકવોન્ડો ખેલાડી ભાઈઓના આત્મવિશ્વાસની તુલના કરવા માટે 't' રેશિયો લાગુ 0.05 કક્ષાએ સાર્થકતા ચકાસવામાં આવી હતી. જૂડો અને ટેકવોન્ડો રમતના ખેલાડી ભાઈઓના આત્મવિશ્વાસમાં કોઈપણ પ્રકારનો સાર્થક તફાવત જોવા મળ્યો ન હતો.

#### પ્રસ્તાવના:

વૈજ્ઞાનિક શોધો એ વાતની સાક્ષી છે, કે જે બાળક શારીરિક શિક્ષણ અને રમતગમતની પ્રવૃત્તિમાં ભાગ લે છે તેવા બાળકો વધારે તેજ, સ્થિર અને આત્મવિશ્વાસુ હોય છે. કારણ કે શારીરિક શિક્ષણ અને રમતગમતની પ્રવૃત્તિઓમાં ભાગ લેવાથી બાળકો સહજ પ્રવૃત્તિઓ સંતુષ્ટ થાય છે. શારીરિક પ્રવૃત્તિઓ સ્વાસ્થ્ય અને આરોગ્ય માટેનો વાસ્તવિક અનિવાર્ય માર્ગ છે, પરંતુ આજે બાળક ઘર તથા વિદ્યાલયોના કઠોળ અનુશાસન અને પુસ્તકોનાં બોજથી દબાયેલો રહેવાના કારણે તેમની સહજ પ્રવૃત્તિઓથી સંતુષ્ટ થઈ શકતી નથી. જેના ફળ સ્વરૂપે તેમના સ્વાસ્થ્ય અને આરોગ્ય તથા વિચાર અને વ્યવહાર ઉચિતરૂપથી સારા નથી હોતા અને આ કારણથી તે કમજોર દેખાય છે. તેમના વ્યક્તિત્વનો વિકાસ સંપૂર્ણ રીતે થઈ શકતો નથી આવા બાળકોનું વ્યક્તિત્વ વ્યવસ્થિત રીતે સમાજ સાથે બંધબેસતું થઈ શકતું નથી.



જેટલો માનવ ઇતિહાસ પ્રાચીન છે તેટલો જ પ્રાચીન છે શારીરિક શિક્ષણનો ઇતિહાસ. કારણ કે માનવીનું જીવન અસ્તિત્વની સાથે જ આધારિત છે. માનવીના જીવનની સાથે જ સીધી કે આડકતરી રીતે પુરાણકાળથી શારીરિક પ્રવૃત્તિઓ કોઈના કોઈ સ્વરૂપે માનવ જીવનનો એક ભાગ રહ્યો છે. જીવનની અમુક પરિસ્થિતિમાં માનવીને પોતાના જીવન નિર્વાહ માટે તથા અન્ય પ્રાણીઓ સામે રક્ષણ મેળવવા માટે શારીરિક શક્તિની આવશ્યકતા પડતી હતી. આને કારણે જ માનવીને વધુ શક્તિશાળી બનવાની પ્રેરણા મળી હતી. આમ આપણે શારીરિક બળ પ્રવૃત્તિને વ્યાયામના એક સાધન તરીકે અપનાવી લીધું હતું. ખરેખર તો શારીરિક બળ પ્રવૃત્તિઓનો વિકાસ આદિમાનવની સાથે જ થયેલો જોવા મળે છે.

રમત-ગમત એક મૂળભૂત અને સાહજિક પ્રવૃત્તિ છે. બાળક જન્મથી કોઈના કોઈ વસ્તુથી રમતુ થાય છે. જેનાથી તેને મનોરંજન અને આનંદ મળે છે. અને તેના શરીરના વિવિધ અંગોનો વિકાસ થાય છે. જેના કારણે તેનું મન રમત-ગમત પ્રત્યે પરોવાયેલું રહે છે.

પ્રાચીન સમયમાં પૂર્વજોની શારીરિક પ્રવૃત્તિઓ માટેની જરૂરિયાત મોટાભાગે તેમના રોજિંદા મહેનતકસ જીવનમાંથી સંતોષાતી, હવે આજના વિજ્ઞાનમાં તથા સામાજિક શક્તિ ખર્ચ્યા વિના પોતાનું રોજિંદુ કાર્ય કરે છે અને કમાય છે. આમ છતાં યોગ્ય વૃદ્ધિ માટે તતા સ્વાસ્થ્ય જાળવણી માટે દરેક જણને શારીરિક અને માનસિક કસરત આપે છે તથા કૌશલ્યોનો અસરકારક ઉપયોગ કરે છે. તેમ તેમ તેનો વિકાસ થાય છે.

રમત-ગમત વ્યક્તિના રૂઢિરમાં છે તથા આનંદ પ્રમોદની સાથે સાથે સ્પર્ધાત્મક પણ છે. રમત-ગમત એ વ્યક્તિગત રીતે સાહજિક પ્રક્રિયા છે જેનાથી શરીરને વિશ્રાન્ત અને પુનર્જિવિત કરવામાં આવે છે. આપણા નવરાશના સમયનો સદ્ઉપયોગ પણ કરવામાં આવે છે.

રમતો એ માનવ સમાજ જેટલી જૂનામાં જૂની પ્રવૃત્તિ છે અને આધુનિક સમયમાં તે સાર્વત્રિક ફેલાઈ છે. સમાજની વિવિધ પ્રવૃત્તિઓમાં રમત-ગમતની પ્રવૃત્તિઓ બહુ જ નામના ધરાવે છે. તેમજ શિક્ષણનો અંતર્ગત ભાગ છે. ઘણી વ્યક્તિઓ રમતની વિવિધ પ્રવૃત્તિઓ ફક્ત આરોગ્ય, આનંદ, સ્વાસ્થ્ય, શારીરિક-યોગ્યતા, મજબુતાઈ અને બળ પ્રાપ્તિ માટે જોડતાં હોય છે. જ્યારે ઉચ્ચ કૌશલ્યો ધરાવતા રમતવીરો માટે રમત એ નાણાંકિય લાભ તથા લોકપ્રિયતા આપતો વ્યવસાય બની ગયો છે.

જેમને પોતાનામાં આત્મવિશ્વાસ હોય છે. તેમના માટે સફળતાના સર્વ દ્વારો ખુલ્લાં થઈ જાય છે. તેમના માટે કોઈ કાર્ય મુશ્કેલ કે અશક્ય રહેતું નથી. આ સંદર્ભના સ્વામી વિવેકાનંદ કહે છે કે, “ઉચ્ચ અને હીનમનુષ્ય વચ્ચેનો તફાવત એ આત્મવિશ્વાસ હોવો અને ન હોવો તેને લઈને જ છે.” એમ આપણે જોઈ શકીએ છીએ પોતાનામાં વિશ્વાસ હોય તો બધું જ થાય.



સર્વ સફળતાઓનો પાયો છે. આત્મવિશ્વાસ જો આત્મવિશ્વાસ હશે તો જ કાર્ય કરવાનો ઉત્સાહ અને અંતર્નિહિત શક્તિઓ પણ તો જ પ્રગટ થશે. આત્મવિશ્વાસને જ સ્વામી વિવેકાનંદ મહાનતાનું રહસ્ય ગણાવે છે. તેઓ કહે છે; શ્રદ્ધા પોતાની જાતમાં, શ્રદ્ધા ઈશ્વરમાં શ્રદ્ધા. આ છે મહાનતાનું રહસ્ય. તમારી તેત્રીસ કરોડ પૌરાણિક દેવતાઓમાં તમે શ્રદ્ધા ધરાવો છો અને પરદેશીઓએ તમારી સમક્ષ આણેલા તમામ દેવતાઓમાં તમે શ્રદ્ધા રાખો અને એમ છતાં તમારી જાતમાં કશીશ્રદ્ધા ન ધરાવો તો તમને મુક્તિની પ્રાપ્તિ થઈ શકે નહીં. આત્મ શ્રદ્ધા કેળવવો. એ શ્રદ્ધાના પાયા ઉપર રહો અને બળવાન બનો.

આત્મવિશ્વાસ ધરાવનાર કદી પણ નિરાશ કે હતાશ થતો નથી. કેમ કે તેમનામાં રહેલો આત્મવિશ્વાસ અંતર્નિહિત શક્તિઓને જાગૃત કરી દે છે. શારીરિક, માનસિક, બૌદ્ધિક અને આધ્યાત્મિક એમ ચારેય પ્રકારની શક્તિઓ જાગૃત થતાં મનુષ્ય ખૂબ ઝડપથી લક્ષ્ય સ્થાને પહોંચી શકે છે. અલબત્ત માર્ગમાં કેટલાય અવરોધો અને વિઘ્નોનો તેણે સામનો તો કરવો જ પડે છે. પરંતુ આત્મવિશ્વાસથી તે સઘળાં વિઘ્નોને પાર કરી શકે છે. વળી આત્મવિશ્વાસ નિર્ભયતા બક્ષે છે. ગમે તે પરિસ્થિતિ સર્જાય પણ હું આ કાર્ય પાર પાડીને જ જંપીશ. એવું દૃઢ મનોવલણ દરેક પરિસ્થિતિનો સામનો કરવાની આંતરિક તાકાત બક્ષે છે. સઘળાં પ્રકારનાં ભયો અને જોખમોની સામે અડીખમ ઊભા રહેવાની શક્તિ પણ આત્મવિશ્વાસમાંથી જ જન્મે છે.

**અભ્યાસનો હેતુ**

આ સંશોધન અભ્યાસનો હેતુ જૂડો અને ટેકવોન્ડો રમતના ખેલાડી ભાઈઓના આત્મવિશ્વાસનો તુલનાત્મક અભ્યાસ કર્યો હતો.

**વિષયપાત્રોની પસંદગી**

આ સંશોધન અભ્યાસમાં જૂડો અને ટેકવોન્ડો રમતના ખેલાડી ભાઈઓ પૂરતો મર્યાદિત હતો. આ સંશોધન અભ્યાસમાં 18 થી 28 વર્ષની વયજૂથ ધરાવતા ખેલાડી ભાઈઓને યાદચ્છિક પદ્ધતિથી પસંદ કરવામાં આવ્યા હતા. આ સંશોધન અભ્યાસમાં 12 જૂડો રમતના ખેલાડી ભાઈઓ અને 12 ટેકવોન્ડો રમતના ખેલાડી ભાઈઓ એમ કુલ 24 ખેલાડી ભાઈઓને વિષયપાત્રો તરીકે પસંદ કરવામાં આવ્યા હતા.

**માપનના ધોરણો**

આત્મવિશ્વાસના અભ્યાસ માટે રોબિન એસ. વીલેની આત્મવિશ્વાસની પ્રશ્નાવલિને માપન તરીકે પસંદ કરવામાં આવી હતી.

**આંકડાકીય પ્રક્રિયા**





જૂડો અને ટેકવોન્ડો ખેલાડી ભાઈઓના આત્મવિશ્વાસની તુલના કરવા માટે 't' રેશિયો લાગુ 0.05 કક્ષાએ સાર્થકતા ચકાસવામાં આવી હતી.

અભ્યાસના પરિણામો

#### સારણી-1

જૂડો અને ટેકવોન્ડો રમતના ખેલાડી ભાઈઓના આત્મવિશ્વાસનો મધ્યક, મધ્યક તફાવત અને 't' રેશિયો દર્શાવતી સારણી

જૂથ	મધ્યક	મધ્યક તફાવત	't' રેશિયો
જૂડો	87.77	2.29	0.37
ટેકવોન્ડો	90.06		

સાર્થકતાનું ધોરણ 0.05 કક્ષાએ 't' (22) = 2.07

ઉપરોક્ત સારણી-1 પરથી માલુમ પડે છે કે, જૂડો રમતના ખેલાડી ભાઈઓના આત્મવિશ્વાસનો મધ્યક 87.77 અને ટેકવોન્ડો રમતના ખેલાડી ભાઈઓના આત્મવિશ્વાસનો મધ્યક 90.06 હતો. તેમજ બંને રમત જૂથો વચ્ચેનો મધ્યક તફાવત 2.29 જોવા મળેલ હતો. જ્યારે 't' રેશિયો 0.37 જોવા મળેલ હતો. જે 0.05 કક્ષાએ (22) = 2.07 એ ચકાસતા સાર્થક તફાવત જોવા મળ્યો ન હતો.

તારણો

જૂડો અને ટેકવોન્ડો રમતના ખેલાડી ભાઈઓના આત્મવિશ્વાસમાં કોઈપણ પ્રકારનો સાર્થક તફાવત જોવા મળ્યો ન હતો.

#### સંદર્ભસૂચિ

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## પ્રાચીન ભારતીય મનોવિજ્ઞાન

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### સારાંશ

દરેક દેશની પોતાની સંસ્કૃતિ પર આધારિત એક મનોવિજ્ઞાનિક વિચારધારા હોય છે. એટલા માટે જ એક બીજા દેશોનું મનોવિજ્ઞાન કંઈક રીતે વિશિષ્ટ અને અનોખું હોય છે. ભારતના મનોવિજ્ઞાનની પણ આગવી ઓળખ રહેલી છે. (૧) વેદોમાં મનોવિજ્ઞાન - આ વેદમાં જ્ઞાનપ્રાપ્તિની ચાર દિશાઓનો ઉલ્લેખ કરવામાં આવ્યો છે. સંવેદનાત્મક પ્રત્યક્ષજ્ઞાન, સાબિતીપણું, તર્ક અને અર્તેન્દ્રિયા આ ચાર દિશાઓ ઉપરાંત અહીં પાંચ ઇન્દ્રિયો અને છ અનુભૂતિઓનો વિશેષ ઉલ્લેખ પ્રાપ્ત છે. (૨) ઉપનિષદોમાં મનોવિજ્ઞાન - ઉપનિષદોમાં 'સ્વ' ચેતનાને વિશેષ મહત્ત્વ પ્રાપ્ત છે. 'છાંદોગ્ય ઉપનિષદ'માં 'સ્વ' ની ચાર અવસ્થાઓનો ઉલ્લેખ છે. શરીર 'સ્વ,' અનુભવ 'સ્વ,' આધિભૌતિક 'સ્વ,' અને નિર્પેક્ષ 'સ્વ,' મનનાં વિશેષ જ્ઞાન, ભાવાત્મકતા અને સંકલ્પ શક્તિઓ હોય છે. (૩) ભગવતગીતામાં મનોવિજ્ઞાન - સ્થિર વ્યક્તિ ન તો વિપત્તિથી વિચલિત થાય કે ન તો આનંદ માટે એ ચિંતિત રહેતો નથી. સ્થિર કે સ્થિતપ્રજ્ઞ વ્યક્તિ જ પોતાની ઈચ્છાઓ-અપેક્ષાઓ કે ચિંતાઓ પર નિયંત્રણ લાવી શકે છે. તથા તેનું સમાયોજન પણ ચોક્કસપણે કરી શકે છે. (૪) જૈનગ્રંથોમાં મનોવિજ્ઞાન - મન બાહ્ય જગતને ગ્રહણ કરનાર એક માધ્યમ પણ મનાયું છે. જેનાં દ્વારા ચીજ-પદાર્થોની પ્રતીતિ થાય છે. મન ચાર પ્રકારની ક્રિયાઓ કરે છે. જેમ કે સત્ય, અસત્ય, સત્ય-અસત્ય, ન સત્ય અને ન અસત્ય. (૫) બૌદ્ધગ્રંથોમાં મનોવિજ્ઞાન - જ્ઞાનેન્દ્રિયોનાં આંખ, કાન, નાક, જીભ, ત્વચા અને હૃદય આ છ પ્રકારો હોય છે. જેના કાર્યક્ષેત્રો ક્રમશઃ સ્વરૂપ, ધ્વનિ, ગંધ, સ્વાદ, સ્પર્શ અને વિચાર ગણી શકાય. કેટલાંક બૌદ્ધગ્રંથોમાં હૃદયની વ્યાખ્યા આપવામાં આવી છે. (૬) ષટ્દર્શનમાં મનોવિજ્ઞાન - અભિમાન અને અન્ય પાંચ તન્માત્રા ( રૂપ, શબ્દ, સ્પર્શ, રસ અને ગંધ ) સર્વશ્રેષ્ઠતા કે મહત્ત્વ સાથે પાંચ જ્ઞાનેન્દ્રિયો, પાંચ કર્મેન્દ્રિયો અને પાંચ મહાભૂત તત્ત્વો ચૈતન્ય સાથે વર્ગીકૃત કરવામાં આવ્યાં છે. (૭) સ્ફોટકવાદ - સ્ફોટનો અર્થ અદ્વૈત સાથે જોડાયેલ છે. સમયાંતરે તેનું એક સ્વરૂપ ગેસ્ટાલ્ટ કે પૂર્ણવાદે ધારણ કર્યું હતું. જેનો પ્રારંભ પાણિની દ્વારા થયો હતો. તેઓ એક વ્યાકરણશાસ્ત્રી હતાં. (૮) ભૌતિકવાદ અને પ્રકૃતિવાદ - ભૌતિકવાદીઓ સ્થૂળ નિરીક્ષણવિધિમાં જ રુચિ રાખતા હતાં. તે ઉપરાંત અનુમાન અને સમાન- અનુમાનોની વિધિઓ કે પ્રયોગ પ્રત્યે તેઓની અભિરુચિ સવિશેષ હતી. (૯) રામાયણમાં મનોવિજ્ઞાન - પારિવારિક જીવન, આંતરિક સંબંધો, ઔચિત્યતા વગેરે સંદર્ભે રામાયણમાં વિસ્તારપૂર્ણ વિચાર કરવામાં આવ્યો છે. ઇન્દ્રિયો વિશે પણ ઘણી જગ્યાએ અહીં વિવેચન પ્રાપ્ત થાય છે. રામાયણમાં કામ-વાસના વૃત્તિને અધમ માનવામાં આવી છે.

### (1) પ્રસ્તાવના :-

દરેક દેશની પોતાની સંસ્કૃતિ પર આધારિત એક મનોવિજ્ઞાનિક વિચારધારા હોય છે. એટલા માટે જ એક બીજા દેશોનું મનોવિજ્ઞાન કંઈક રીતે વિશિષ્ટ અને અનોખું હોય છે. ભારતના મનોવિજ્ઞાનની પણ આગવી ઓળખ રહેલી છે. ભારતીય મનોવિજ્ઞાનનાં મુખ્ય બે પાસાઓ છે. પહેલું કે જે આદિકાળથી વેદ, વેદાન્ત, ધર્મશાસ્ત્રો વગેરેમાં



માનવીય સ્વભાવનું વર્ણન કરે છે તે ' ભારતીય મનોવિજ્ઞાન.' બીજું કે જે પશ્ચિમી વિચારધારા પર આધારિત મનોવિજ્ઞાન. પહેલા ચેતના પ્રક્રિયાનું વર્ણન કરે છે. જ્યારે આધુનિક મનોવિજ્ઞાન માત્ર વ્યવહારવાદી જ છે.

મનુષ્યનું પ્રકૃતિની પરમ શક્તિ સાથેનું અનુસંધાન અને ઉચ્ચ ચેતનાનાં જ્ઞાનની સમજ આપવી એ ભારતીય મનોવિજ્ઞાનનો ઉદ્દેશ્ય છે. જેથી કહી શકાય કે તેની પોતાની આગવી શૈલી છે. અંગ્રેજો દ્વારા ભારતમાં લાવવામાં આવેલ આધુનિક મનોવિજ્ઞાન તો માત્ર વીસમી સદીની જ ઉપજ છે. જેથી કહી શકાય કે તે માત્ર ને માત્ર વ્યવહારવાદી જ અભિગમ ધરાવતું મનોવિજ્ઞાન છે. જેનો આજે ભારતની તમામ યુનિવર્સિટીઓમાં સ્વીકાર થયેલો છે. જ્યારે ભારતીય મનોવિજ્ઞાન તત્ત્વચિંતકોની થાપણ માત્ર બની રહ્યું છે. હવે આ બંને મનોવિજ્ઞાનની સંક્ષિપ્ત રૂપરેખા પ્રસ્તુત કરવાનો પ્રયાસ છે.

ભારતીય મનોવિજ્ઞાન આદિકાળથી સ્થિત છે. તેના મૂળ સ્ત્રોત વેદો, શાસ્ત્રો, ઉપનિષદો તેમજ ગીતા કે રામાયણ જેવા ગ્રંથોમાં પડેલા છે. જે મોટાભાગે સંસ્કૃત ભાષામાં લખાયેલા હોય સામાન્ય જનને સમજવા મૂશ્કેલ બની રહે છે. જેમાં સામાજિક વિગતોની સાથે ભિન્ન ભિન્ન મન:સ્થિતિઓ કે માનવીય ગુણોનું વર્ણન પ્રાપ્ત છે. જો કે પ્રારંભે મનોવિજ્ઞાન જેવો સ્વતંત્ર વિષય ન હતો, પરંતુ ભારતનાં ઋષિ-મુનિઓનાં ચિન્તન અને અનુભવોનાં આધારે વ્યક્તિ વિશેષની વિશેષતાઓની ચર્ચાઓ થતી રહેતી હતી. જેનો અભ્યાસ સમાજનો સિમિત વર્ગ જ કરી શકતો હતો. છતાં આવાં ગ્રંથોમાં જન સાધારણ માટે ઘણું જ રહેલું છે. ભારતીય મનોવિજ્ઞાનનું વિષયવસ્તુ શાસ્ત્રોમાં સંગ્રહિત વિચારો પર આધારિત રહેલું છે. મન, બુદ્ધિ, ચિત્ત, જ્ઞાનેન્દ્રીય, ચૈતન્ય, પ્રત્યક્ષ જેવાં શબ્દો એ ગ્રંથોમાં નજરે ચઢે છે. જે શબ્દો મનોવિજ્ઞાનનાં અભિપ્રેરકો છે. ભારતીય મનોવિજ્ઞાન મુખ્યત્વે હિંદુ, જૈન અને બૌદ્ધ ધર્મગ્રંથોમાં દર્શાવેલ માનવીય ગુણોનાં વિવેચનો પર આધારિત છે.

## (2) વેદોમાં મનોવિજ્ઞાન :-

ઋગ્વેદ, સામવેદ, યજુર્વેદ અને અથર્વવેદ આ ચાર વેદોને ભારતનાં સૌથી જૂના સાહિત્યિક ગ્રંથો માનવામાં આવે છે. આ વેદોમાં દેવી-દેવતા, પૂજા, પૂજારી, ભૂત-પિશાચ, પ્રાકૃતિક વસ્તુઓ અને તેના ઉપયોગોનું વર્ણન જીવન-દર્શન સ્વરૂપે કરવામાં આવ્યું છે.

મનોવિજ્ઞાનની દ્રષ્ટિએ ઋગ્વેદ નોંધપાત્ર છે. આ વેદમાં જ્ઞાનપ્રાપ્તિની ચાર દિશાઓનો ઉલ્લેખ કરવામાં આવ્યો છે. સંવેદનાત્મક પ્રત્યક્ષજ્ઞાન, સાબિતીપણું, તર્ક અને અંતર્દ્રષ્ટિ આ ચાર દિશાઓ ઉપરાંત અહીં પાંચ ઇન્દ્રિયો અને છ અનુભૂતિઓનો વિશેષ ઉલ્લેખ પ્રાપ્ત છે. મન સાથેનો તેનો સંબંધ અને મન દ્વારા શારીરિક નિયમનની ચર્ચા તેમાં કરવામાં આવી છે. મનનાં સ્વરૂપને પ્રાણ કહેવામાં આવે છે, કે જે રૂપ કે આકૃતિવિહીન અને અદ્વૈત સ્વરૂપ ધારણ કરેલ છે. આ ઉપરાંત મન, દિમાગ અને શારીરિક ક્રિયાઓનાં માનસ, માનસિક પ્રક્રિયા અને નાભિનાં સ્વરૂપમાં વર્ણન કરવામાં આવ્યું છે. સ્પષ્ટ થાય છે કે વેદ મનુષ્યનાં સાકાર અને નિરાકાર રૂપનાં વર્ણન માટે સક્ષમ છે.



વેદોમાં મનુષ્યને પરમ પુરુષ તરીકે ઓળખાવવામાં આવ્યો છે. જેને સંસારનો નિર્માતા અને આત્માના સ્વામી તરીકે માનવામાં આવે છે. તે જ પ્રાકૃતિક શક્તિઓનું સંચાલન કરે છે. છતાં પણ મન અને શરીરનું ભિન્ન ભિન્ન મહત્વ દર્શાવવામાં આવ્યું છે. મનુષ્ય પોતાનું અસ્તિત્વ તે પરમતત્વ (ઈશ્વર) દ્વારા પરિચાલિત માને છે. જે પરમતત્વ દ્વારા વિશ્વ માત્રનું અગોચર જ્ઞાન પ્રાપ્ત થાય છે. તે શક્તિ દ્વારા જ મનુષ્ય પોતાના પર્યાવરણીય અસ્તિત્વને સ્વીકૃત કરે છે અને તેની સાથે અનુકૂળન સાધી જીવન વ્યતીત કરે છે. અહીં જ ઐક્ય કે અદ્વૈત સ્થિતિની સમજ પ્રાપ્ત થઈ મનોમંથનની પૂર્ણતા સાથે મનુષ્ય તમામ જીવો સાથે સમાનતાનો ભાવ અનુભવે છે. વેદોમાં આત્માનું વર્ણન છે. તે જીવન શક્તિ છે, કે જેના દ્વારા વ્યક્તિત્વનું નિર્માણ થાય છે કે જેમાં ઇન્દ્રિયો, મન, શરીર, વાણી વિગેરેનો સમાવેશ થાય છે. આત્મા, ચેતના, સ્વપ્ન અને નિષ્ક્રિયતા ઉત્પન્ન કરે છે.

ઋગ્વેદમાં 'સ્વ'નું વર્ણન છે. અથર્વવેદમાં સારા આત્માની કામના, વિહીનતા, વીરતા, સુધામયતા અને સ્વયં પરિચાલન જેવા ગુણો દર્શાવવામાં આવ્યાં છે. શરીર અનેક તત્ત્વોનું બનેલું છે. જેમકે મન, યમ, વર્ગ, ભૂમિ, પૃથ્વી, સમુદ્ર, સૂર્ય, પર્વત, ઉષ્મા વિગેરે. વેદોમાં 'હું' અથવા 'સ્વ'નું વર્ણન છે. જેને આત્માસ્વરૂપ માનવામાં આવે છે. તે જ સર્વશક્તિમાન ગણાયું છે. વેદોમાં તેનાં વિવિધ ગુણોના વર્ણન પ્રાપ્ત છે.

### (3) ઉપનિષદોમાં મનોવિજ્ઞાન :-

ઉપનિષદોને ત્રણ હજાર વર્ષ જૂના માનવામાં આવ્યાં છે. શરૂઆતમાં આ લગભગ દસ ગ્રંથો સ્વરૂપે વિદ્વાનો દ્વારા રચાયા હતાં હવે તેની સંખ્યા વધીને એક સો માનવામાં આવે છે. સમયાંતરે વિવિધ વિચારોમુક્ત લોકો દ્વારા તેની રચનાઓ થઈ છે. તેથી જ તેમાં એકરૂપતા જોવા મળતી નથી. ઉપનિષદોનું મહત્વ ખૂબ જ માનવામાં આવ્યું છે. વેદોમાં સામાજિકતા ઉપર વધુ ભાર મુકવામાં આવેલ છે. જ્યારે ઉપનિષદોમાં વ્યક્તિગત વિચારોનું પ્રાધાન્ય છે.

ઉપનિષદોમાં 'સ્વ' ચેતનાને વિશેષ મહત્વ પ્રાપ્ત છે. 'છાંદોગ્ય ઉપનિષદ'માં 'સ્વ' ની ચાર અવસ્થાઓનો ઉલ્લેખ છે. શરીર 'સ્વ,' અનુભવ 'સ્વ,' આધિભોતિક 'સ્વ,' અને નિર્પેક્ષ 'સ્વ,' મનનાં વિશેષ જ્ઞાન, ભાવાત્મકતા અને સંકલ્પ શક્તિઓ હોય છે. મન જ્ઞાનેન્દ્રિયોનું કાર્ય કરે છે. 'ઐતરેય ઉપનિષદ'માં સમજ, સહજજ્ઞાન, માન્યતા, સંકલ્પ, વિચાર, સ્મૃતિ, ઈચ્છા વિગેરેને મનની જ ક્રિયાઓ માનવામાં આવી છે.

ઉપનિષદોમાં આત્મા અને શરીરનાં વિવિધ કાર્યોની ચર્ચા કરવામાં આવી છે. વિશેષરૂપે 'બૃહદારણ્યક ઉપનિષદ'માં શરીર અને આત્માના સ્વરૂપે અને સ્થાનને ભિન્ન માનવામાં આવ્યાં છે. ઉપનિષદોમાં આત્માનાં આનંદયુક્ત, અન્નયુક્ત, પ્રાણયુક્ત અને વિજ્ઞાનયુક્ત કોષોનું વર્ણન જોવા મળ્યું છે. 'કઠોપનિષદ'માં આત્મા અને શરીરની વિસ્તારપૂર્ણ સમજ આપવામાં આવી છે. શરીરને રથ અને આત્માને આરોહીની સંજ્ઞા આપવામાં આવી છે. બુદ્ધિને સારથિ માનવામાં આવે છે. દરેકનું નિયમન મન દ્વારા સંભવ છે. શરીરની ઉત્પત્તિ અને કાર્યો પૂર્વે આત્મા, મન અને બુદ્ધિનું હોવું અનિવાર્ય છે. ઇન્દ્રિયો દ્વારા શારીરિક ક્રિયાઓ પરિપૂર્ણ થતી રહે છે. 'કઠોપનિષદ'માં ઇન્દ્રિયો, મન, આત્મા અને શરીરનાં સંબંધોની ચર્ચા કરવામાં આવી છે. ઇન્દ્રિયો સ્થૂળ જગત સાથે સંબંધિત છે. તેના દ્વારા



ગંધ, સ્પર્શ, સ્વરૂપ, રસ, શબ્દ વિગેરેની સમજ પ્રાપ્ત થાય છે. તે પણ સ્થૂળ જ છે. મન સૂક્ષ્મ છે. બુદ્ધિને તો મનથી પણ સૂક્ષ્મ માનવામાં આવી છે. આત્માને અતિ સૂક્ષ્મ ગણવામાં આવે છે. શરીર અને આત્માના સંબંધો સ્થૂળ થી સૂક્ષ્મ તરફનાં સંબંધો છે. જે વ્યક્તિ ઇન્દ્રિય પ્રિય હોય છે તે વધુ સ્થૂળ હોવાથી આત્માના સ્વરૂપને સમજી શકતો નથી. કારણ કે તે કામ, ક્રોધ, લોભ, મોહ જેવા વિકારોથી ગ્રસ્ત હોય છે. આત્મા અનુભૂતિઓ અને પ્રત્યક્ષ જ્ઞાન સાથે સંલગ્ન હોય છે.

વૈશ્વાનર, તેજસ, પ્રાજ્ઞ અને નાન્ત:પ્રજ્ઞમ આ ચાર પ્રકારનાં આત્માની ચર્ચા 'માંડુક્ય ઉપનિષદ'માં કરવામાં આવી છે. વૈશ્વાનર જાગ્રત અવસ્થા છે. ધુલોકસિર, સૂચનેત્ર, વાયુપ્રાણ, આકાશદેર, અન્ન, મૂત્રસ્થાન અને પૃથ્વીચરણ આ સાત અંગો વૈશ્વાનર સંદર્ભે માનવામાં આવ્યાં છે. શરીરનાં વીશ મુખ માનવામાં આવે છે. પાંચ જ્ઞાનેન્દ્રિયો, પાંચ કર્મેન્દ્રિયો, પાંચ પ્રાણ, વાયુ, મન, બુદ્ધિ, ચિત્ત અને અહંકાર, આંખ, કાન, નાક, જીભ અને ત્વચા પાંચ જ્ઞાનેન્દ્રિયો છે. હાથ, પગ, જીભ, ગુદા અને જનન્દ્રિયો કર્મેન્દ્રિયો છે. પાંચ પ્રાણતત્ત્વોમાં વાયુ પ્રાણ, ગુદા વાયુ, ત્વચામાંથી નિકળતો વાયુ, વ્યાન અને સમાનનો સમાવેશ થાય છે. આ બધા જ અંગો વાતાવરણ અને બાહ્ય જગતમાં કાર્યાન્વિત રહેતા હોય છે. તેજસ સ્વપ્ન-પ્રધાન અવસ્થા છે. ઉપર્યુક્ત દરેક અંગો દ્વારા આત્મા સ્વપ્નમાં પ્રક્રિયા કરતો હોય છે. મન સૂક્ષ્મ ક્રિયાઓ કરતું હોય છે. અને તે જ તેજસ ચરણ છે. પ્રાજ્ઞ ચરણ સુષુપ્ત અવસ્થા છે. જે નિદ્રા સમાન છે. આમાં કોઈ વ્યક્તિ કોઈ કાર્ય કરી શકતો નથી. આ અવસ્થાને જ્ઞાનની અવસ્થા પણ માનવામાં આવે છે. મનની શાંતિમય સ્થિતિ આ અવસ્થાની ઓળખ છે. નાન્ત:પ્રજ્ઞ અવસ્થા ઉચ્ચકોટિની અવસ્થા છે. જેમાં આત્માલીનતાની સ્થિતિ જન્મે છે. યોગ કે ધ્યાન અવસ્થા પણ કહી શકાય.

'માંડુક્ય ઉપનિષદ'માં સ્વપ્ન સંદર્ભે પણ ઘણું વર્ણન પ્રાપ્ત થયું છે. સ્વપ્નને જાગ્રત અને અજાગ્રત અવસ્થા વચ્ચેની સ્થિતિ માનવામાં આવે છે. જાગ્રત અવસ્થામાં જ્ઞાનેન્દ્રિયો કાર્યરત હોય છે. પરંતુ સુષુપ્ત અવસ્થામાં તે નિષ્ક્રિય બની જાય છે. જ્ઞાનેન્દ્રિયોની ચેતન-અચેતન સ્થિતિઓ જોવા મળે છે. સ્વપ્ન અવસ્થામાં વ્યક્તિ બાહ્ય પદાર્થોનું પોતાનામાં આરોપણ કરે છે. ઉપનિષદ એમ પણ માને છે, કે સ્વપ્ન એ ઈચ્છાઓનું પરિણામ છે. 'બૃહદારણ્યક ઉપનિષદ'માં દર્શાવવામાં આવ્યું છે કે, સ્વપ્ન અવસ્થા એ આત્માની ભોગ અવસ્થા છે. વ્યક્તિનું અંતરમન માનસિક ક્રોધો સાથે સંલગ્ન હોય છે. જેથી પ્રાણતત્ત્વ દ્વારા અનેક ક્રિયાઓ થતી રહે છે. જેમકે હૃદય ધબકવું, શ્વાસોશ્વાસની પ્રક્રિયા વિગેરે. 'પ્રશ્નોપનિષદ'માં પણ સ્વપ્નને પરિભાષિત કરવામાં આવેલ છે. સ્વપ્નમાં જીવનો અનુભવ ઉદ્દેશ્યયુક્ત હોય છે અને તે પૂર્વાનુભવે કાર્ય કરે છે. અનુભવ કાલ્પનિક પણ હોઈ શકે છે. જોકે તે વ્યક્તિની વિચારધારા સંબંધિત હોય છે.

#### (4) ભગવતગીતામાં મનોવિજ્ઞાન :-

માનવામાં આવે છે કે શ્રીમદ્ ભગવતગીતા લગભગ છ હજાર વર્ષ પહેલા રચાયેલ હતી. જેમાં અઢાર અધ્યાય અને સાતસો શ્લોક રહેલા છે. શ્રીકૃષ્ણ દ્વારા અર્જુનને મન સ્વરૂપ, કર્મ, ધર્મ વિગેરેનો આપવામાં આવેલ ઉપદેશ છે. પોતાની અન્તર્દ્રંઢયુક્ત મનોદશાને કારણે યુદ્ધભૂમિમાં અર્જુન સાવ સ્તબ્ધ જણાતો હતો. અર્જુનનાં





મનમાં રહેલી દ્રવ્યન્યાત્મક સ્થિતિ કે એક તરફ યુક્તિ કર્તવ્ય અને બીજી તરફ સ્વજનો સાથે જ યુક્તિ વિવશતાને દૂર કરવા શ્રીકૃષ્ણએ અર્જુનને કર્તવ્યજ્ઞાનની સમજ આપી હતી. તેનાં વિચારે આત્મા અમર, અજન્મા, અવિનાશી, શાશ્વત, સાર્વત્રિક અને અમાપ્ય સ્વરૂપ ધરાવનારો છે. શરીર નશ્વર છે. જેથી શરીરનો મોહ નિરર્થક છે. ક્ષત્રિય ધર્મ જ યુક્તિ કર્મ હોય યુક્તિ પીછેહઠ નહીં કરવી જોઈએ.

બુદ્ધિ ચંચળ હોય છે. જેથી તેને સ્થિર રાખવી આવશ્યક છે. બુદ્ધિની સંવેગાત્મક અસ્થિરતાથી બચવું જરૂરી ઓછી અપેક્ષાઓ દ્વારા જ સ્થિરતા સંભવ છે. સ્થિર વ્યક્તિ ન તો વિપત્તિથી વિચલિત થાય કે ન તો આનંદ માટે એ ચિંતિત રહેતો નથી. સ્થિર કે સ્થિતપ્રજ્ઞ વ્યક્તિ જ પોતાની ઈચ્છાઓ-અપેક્ષાઓ કે ચિંતાઓ પર નિયંત્રણ લાવી શકે છે. તથા તેનું સમાયોજન પણ ચોક્કસપણે કરી શકે છે.

ભગવાન શ્રીકૃષ્ણએ સમજશક્તિ, ક્રિયા, કાર્યશીલતા, વ્યવહાર-વર્તન વિગેરે જેવી કેટલીય મનોવૈજ્ઞાનિક અવધારણાઓ સમજાવેલ છે. નિષ્કામભાવે ફળની ઈચ્છા વગર કર્મ કરવું શ્રેષ્ઠ માનવામાં આવ્યું છે. આવો જ વ્યક્તિ સાચો કર્મશીલ યોગી વ્યક્તિ છે. જે બુદ્ધિમાન છે. અટલ-અડગ છે તે શ્રેષ્ઠ છે. મનુષ્યમાં રજ, તમ અને સત્ ગુણો પ્રાપ્ત થતાં હોય છે. જે વ્યક્તિઓમાં કોઈ એષણાઓ નથી હોતી તે ક્યારેય નિરાશ થતો નથી. ઈચ્છાપૂર્તિ ન થવી નિરાશાનું કારણ છે, પણ સ્થિતિપ્રજ્ઞ વ્યક્તિ કોઈ પણ સ્થિતિમાં નિયંત્રણ પ્રાપ્ત કરી શકે છે.

પરા અને અપરા વ્યવહારિક જીવનનાં આ બે સ્વરૂપોની ચર્ચા ગીતામાં કરવામાં આવી છે. ‘પરા’ પ્રકૃતિ ચૈતન્ય સ્વરૂપ છે અને ‘અપરા’ વસ્તુ સ્વરૂપે જેમાં પૃથ્વી, જળ, વાયુ, અગ્નિ, આકાશ, મન, બુદ્ધિ અને અહંકાર વિગેરેનો સમાવેશ થાય છે. ઇન્દ્રિયો મન અને બુદ્ધિ દ્વારા મનુષ્ય જીવનની જરૂરિયાતો પૂર્ણ કરે છે. અભિમાન એક ‘સ્વ’ પણાનો ભાવ છે જે વ્યક્તિ સાથે સંબંધ ધરાવે છે. ‘પરા’ અર્થાત અલૌકિક ક્ષમતા વ્યક્તિની ઉચ્ચકોટિની માનસિક ક્ષમતા દર્શાવે છે. ‘અપરા’ અર્થાત લૌકિક ક્ષમતા નિમ્નકોટિની હોય છે. છેવટે તો વ્યક્તિ પરાશક્તિ દ્વારા જ આત્મરક્ષા કરે છે. બીજા જીવો પ્રત્યે દયાભાવ દર્શાવી તે અનેક વિવાદો અને મતભેદોથી બચી પોતાને માનસિક રીતે સુરક્ષિત રાખે છે.

ગીતામાં વ્યક્તિના રજ, તમ અને સત્વ આ ત્રણ ગુણો દર્શાવ્યા છે. આ ગુણોને આધારે વ્યક્તિનું વ્યક્તિત્વ વિકસિત થતું હોય છે. સત્વ ગુણયુક્ત વ્યક્તિ પરોપકાર અને સ્વાર્થહીનતાનો વિકાસ કરે છે. રજસ ગુણયુક્ત વ્યક્તિનો વ્યવહાર સ્વાર્થપૂર્ણ, ઈર્ષાપૂર્ણ અને વિષયજન્ય હોય છે. તમો ગુણયુક્ત વ્યક્તિ આળસુ અને અકર્મઠ હોય છે. સ્થિતપ્રજ્ઞ વ્યક્તિને ગીતામાં શ્રેષ્ઠ ગણવામાં આવ્યો છે, જે સુખ-દુઃખ, રાગ-દ્વેષ, ક્રોધ, ભય, ધમંડ વિગેરેથી પર હોય છે. ગીતાનાં પ્રત્યેક શબ્દો લોકોનાં ભિન્ન-ભિન્ન કાર્યોનો સંકેત કરે છે. જેમાં મનુષ્યનાં સામાજિક રૂપને સ્પષ્ટ બતાવવામાં આવેલ છે.

##### (5) જૈનગ્રંથોમાં મનોવિજ્ઞાન :-

જૈન અને બૌદ્ધ ધર્મો વૈદિક હિંદુ ધર્મની પ્રતિક્રિયા સ્વરૂપ વિકસિત થયાં છે. જૈન ધર્મ માનનારા પોતાના ધર્મને સૌથી પ્રાચીન માને છે. ઈ. સ. પૂર્વ 648 વર્ષ પહેલાં વર્ધમાન મહાવીરને જૈન ધર્મનાં ચોવીસમાં તીર્થંકર





માનવામાં આવ્યાં છે. ઋષભદેવ પ્રથમ તીર્થંકર ગણાયા છે. જો કે તેવું પણ મનાય છે કે ઘણાં તીર્થંકરોનાં વિચારોમાં મતભેદ અને અસમાનતાઓ રહેલી છે. પરંતુ અહીં આપણે તેનાં મનોવૈજ્ઞાનિક વિચારો સાથે જ અનુબંધ હોય તે જ ચર્ચા જરૂરી છે જે સર્વમાન્ય છે.

જૈન ધર્મમાં વિશ્વનાં સમસ્ત જીવોને 406 શ્રેણીમાં વિભાજીત કરવામાં આવ્યા છે. જેનાં પ્રમુખ બે પ્રકારો છે. સ્થિર અને ગતિશીલ સ્થિર જીવ અચલ છે. જેમકે પૃથ્વી, જળ, વનસ્પતિ વગેરે. ગતિશીલ જીવ ચલાયમાન છે.

જેમકે અગ્નિ, વાયુ, પશુ, મનુષ્ય વિગેરે. મનુષ્યોમાં મનની અભિવ્યક્તિ અને તર્કક્ષમતા હોય છે. કેટલાંક ઉચ્ચકક્ષાનાં પશુઓમાં પણ આ શક્તિઓ રહેલી હોય છે. સજીવ ચેતન હોય છે અને નિર્જીવ અચેતન.

સંપૂર્ણ શરીરમાં નિરાકાર જીવન હોય છે. જે કોઈ એક ચોક્કસ અંગ-ઉપાંગ પર આધારિત નથી હોતું. ચેતન જીવને ગતિમાન બનાવે છે. જૈન ધર્મમાં ક્રિયાશીલતાને 'લક્ષણ' કહેવામાં આવે છે. સ્પષ્ટ છે કે જીવન અને ચેતના એક જ છે. મન એ આંતરિક ચેતના છે જે આત્મ-પ્રેરિત હોય છે. મન બાહ્ય જગતને ગ્રહણ કરનાર એક માધ્યમ પણ મનાયું છે. જેનાં દ્વારા ચીજ-પદાર્થોની પ્રતીતિ થાય છે. મન ચાર પ્રકારની ક્રિયાઓ કરે છે. જેમ કે સત્ય, અસત્ય, સત્ય-અસત્ય, ન સત્ય અને ન અસત્ય જે ક્રિયાઓ તાદૃશ્ય હોય છે તે સત્ય છે જે તાદૃશ્ય નથી તે અસત્ય છે. પરિસ્થિતિ બોધક બંને પ્રકારની પ્રતીતિ કરાવનાર ક્રિયાઓ સત્ય અને અસત્ય તરીકે ઓળખાય છે. જે ભ્રમ રૂપ છે, જે ક્રિયાઓ કોઈ પરિસ્થિતિ કે વસ્તુસ્થિતિ સંબંધિત નથી તે ન અસત્ય છે કે, ન સત્ય છે.

મોટાભાગનાં જૈન તીર્થંકરોએ માનસિક અને શારીરિક એમ બે પ્રકારની ક્રિયાઓનો ઉલ્લેખ કર્યો છે. માનસિક ક્રિયાઓ પ્રત્યક્ષ જ્ઞાન આધારિત હોય છે. પરંતુ શારીરિક નથી હોતી. ક્રિયાઓ અનુભૂતિ, પ્રત્યક્ષજ્ઞાન અને સમજશક્તિ યુક્ત હોય છે.

અનુભૂતિઓ શારીરિક અને માનસિક હોય છે. શારીરિક અનુભૂતિઓ જ્ઞાનેન્દ્રિયો દ્વારા અને માનસિક અનુભૂતિઓ ચેતનાવસ્થા દ્વારા અનુભવાય છે. પ્રત્યક્ષજ્ઞાન અને સમજ વિના અનુભૂતિઓ નિષ્ક્રિય બની જતી હોય છે. તીર્થંકરો ઉમાસ્વામિ સમજને બદલે 'ઉપયોગ' શબ્દનો પ્રયોગ કરે છે. 'ઉપયોગ' અર્થ જાણી લેવું બતાવવામાં આવ્યો છે. સમજ અતઃકરણ દ્વારા પ્રાપ્ત જ્ઞાન અને જાણકારીમૂલક જ્ઞાન આધારિત હોઈ શકે છે. અતઃકરણ દ્વારા પ્રાપ્ત જ્ઞાન આધારિત સમજ નિરાકાર, પુરાતન, તાત્વિક કે અનિશ્ચિત હોઈ શકે છે. જાણકારીમૂલક જ્ઞાન આધારિત સમજ વ્યાપક અને ચોક્કસ હોઈ શકે છે. જેમાં રૂપ, સંજ્ઞા વિગેરે હોય છે. અતઃકરણ દ્વારા પ્રાપ્ત જ્ઞાન આધારિત સમજશક્તિનાં દૃશ્યમાન, અદૃશ્યમાન, અતીન્દ્રિયાત્મક દૃશ્યમાન સર્વસાર્વત્રિક દૃશ્યમાન એવાં ચાર પ્રકારો જોવા મળે છે. સમજમૂલક આંતરિક પ્રજ્ઞાનાં આઠ પ્રકાર છે. જેમકે પ્રત્યક્ષ, શાબ્દિક, અતીન્દ્રિય દૃશ્યમાન, ઇન્દ્રિયેત્તર જ્ઞાન, સાર્વત્રિક દૃશ્યમાન, અશુદ્ધ પ્રત્યક્ષણ, અશુદ્ધ સૈદ્ધાંતિકતા, અયોગ્ય સંસારિકતા તીર્થંકર ઉમાસ્વામિન દ્વારા સમજને અનુભૂતિજન્ય અને માનસિક બંને દ્રષ્ટિએ મૂલવી છે.



પ્રત્યક્ષ જ્ઞાનમાં અનુભૂતિ અને અનુભવ બંને રહેલા હોય છે. મન એ આંતરિક અનુભૂતિઓ સભર હોય છે. જેથી પ્રત્યક્ષ જ્ઞાન સંદર્ભે તે વિશેષ ભૂમિકા ભજવે છે. અનુભૂતિ ચાર ચરણોમાં પ્રત્યક્ષીકૃત થતી હોય છે. જેમાં ગ્રાહ્ય રાખવું, ધ્યાન આપવું, સમાન પ્રતીતિ અને અનુમાન મહત્વપૂર્ણ છે.

મહાવીર સ્વામીનાં મતે આત્મા આવેગોને અનુરૂપ કાર્ય કરનાર છે. જેથી આત્મા પદાર્થાત્મક કે ભાવાત્મક થઈ શકે છે. તેઓ એ આત્માનાં છ પ્રકારો દર્શાવ્યાં છે. કાળુ જેમકે નિર્દયી, વાદળી એટલે ક્રોધી, લિંગ (જાતિ પ્રધાન) ભુરુ એટલે ખુશામદખોર, ગુલાબી એટલે ઉદાર, શિસ્તબદ્ધ, ચમકતો લાલ એટલે ગંભીર દાની અને સફેદ એટલે ઉદાસ આત્માને ભૌતિક ગુણોથી પરિપૂર્ણ માનવામાં આવ્યો છે. જેમાં સંકોચન અને ઇન્દ્રિયોની શક્તિ રૂપ છે. આ કારણે જ મનુષ્યમાં અસ્થાયી અને સ્થાયી પ્રત્યક્ષ જ્ઞાન અનુભવાય છે. વ્યવહારિક દ્રષ્ટિએ વ્યક્તિમાં પાંચ ભાવો વિદ્યમાન હોય છે. જેમાં શાંતિદાયકભાવ, ક્ષાયિક, ક્ષાયોક્ષમિક, ઔદયિક અને પરિણામલક્ષી છે. જ્યારે ભાવો પ્રવાહમાન સ્વરૂપે પ્રવર્તિત થાય ત્યારે વ્યક્તિ સંસારી બને છે. સારા મનુષ્યોમાં અહિંસા, સત્ય, ચોરી ન કરવાની ભાવના, દાન, ત્યાગ જેવી વૃત્તિઓ વિકસિત થાય છે.

ઇન્દ્રિયો પરનાં નિયંત્રણને પણ જૈન ધર્મમાં મહત્વ પ્રાપ્ત થયેલ છે. જૈનનો અર્થ જ છે. ‘ જય ’ અર્થાત ઇન્દ્રિયો પર વિજય પ્રાપ્ત કરનાર જે પ્રાણી કે જીવ અને પર્યાવરણની સમજ ધરાવે છે તે ઇન્દ્રિયોને જીતી શકે છે. જ્ઞાનનાં પાંચ પ્રકાર દર્શાવવામાં આવ્યાં છે. મતિજ્ઞાન – મન અને ઇન્દ્રિયો દ્વારા પ્રાપ્ત જ્ઞાન શ્રુતિજ્ઞાન – સંકેતો કે શબ્દો દ્વારા પ્રાપ્ત જ્ઞાન, અવધિજ્ઞાન – દિવ્ય દ્રષ્ટિ કે અતઃમન દ્વારા પ્રાપ્ત જ્ઞાન, મન પરિચાય – અન્યનાં મનને જાણવું તથા પરમજ્ઞાન – કે જે સિદ્ધ પુરુષોને પ્રાપ્ત થયેલ છે. ઇન્દ્રિયો દ્વારા અનુભૂતિઓ થાય છે. તેના દ્વારા જ સુખ-દુઃખની પ્રતીતિ થાય છે.

#### (6) બૌદ્ધગ્રંથોમાં મનોવિજ્ઞાન :-

‘પિટક’ નામના ગ્રંથમાં ભગવાન બુદ્ધનાં ઉપદેશો પ્રાપ્ત થાય છે. જેમાં સારિપુત દ્વારા સંકલિત અભિધમ્મ ગ્રંથ દ્વારા બૌદ્ધ ધર્મનાં મનોવિજ્ઞાન વિષે જાણકારી પ્રાપ્ત થાય છે. બુદ્ધનાં મુખ્ય ‘પિટક’ વિનય અને સૂત છે. તે આત્મા અને ઈશ્વરને નથી માનતા વ્યક્તિ અને શરીરનાં પાંચ ભાગ હોય છે. વસ્તુનો અનુભવ, સાક્ષાત સ્થિતિ, ક્રિયાત્મક સંગઠન, ચેતન અને શરીર આ પાંચે તત્ત્વોની અંતઃક્રિયા એટલે જ મનુષ્ય ચેતનતાની કાર્યપદ્ધતિ શરીર સાથે અવલંબિત છે. કંપન-ધ્રુજારી કે પદાર્થો દ્વારા તેનું નિર્માણ થાય છે. પૃથ્વી, જળ, વાયુ અને ગતિ આ ચાર પદાર્થો માનવામાં આવ્યાં છે. તેના પ્રત્યેક ભિન્ન અનુભવો ભિન્ન ભિન્ન વસ્તુઓનું નિર્માણ કરતાં હોય છે. આ તત્ત્વોમાં મૌલિક વ્યવસ્થા છે. જ્યારે જ્ઞાનેન્દ્રિયો એ ઉત્પાદ્ય વ્યવસ્થા છે.

જ્ઞાનેન્દ્રિયોનાં આંખ, કાન, નાક, જીભ, ત્વચા અને હૃદય આ છ પ્રકારો હોય છે. જેના કાર્યક્ષેત્રો ક્રમશઃ સ્વરૂપ, ધ્વનિ, ગંધ, સ્વાદ, સ્પર્શ અને વિચાર ગણી શકાય. કેટલાંક બૌદ્ધગ્રંથોમાં હૃદયની વ્યાખ્યા આપવામાં આવી છે. અનુભૂતિગત સમજ, ઉદ્દીપક પ્રાપ્તિ, જીવ રક્ષા અને જીવ સૌન્દર્ય વૃદ્ધિ આ ચાર તમામ જ્ઞાનેન્દ્રિયોનાં કાર્યો હોય છે. અનુભૂતિમાં શારીરિક અને માનસિક એમ બન્ને તત્ત્વો સંગઠન છે. પ્રત્યક્ષીકરણ કે પ્રત્યક્ષ નિહાળનાર મનને



વિજ્ઞાનની સંજ્ઞા પણ આપવામાં આવી છે. છતાં આ ત્રણેય શબ્દોમાં ભિન્નતા જોવા મળી છે. મન એ વિશિષ્ટ જ્ઞાન પ્રાપ્ત કરાવનારું છે. બુદ્ધિ કે અંતઃમન એ ચૈતન્યયુક્ત પ્રવાહ છે અને વિજ્ઞાન એ વસ્તુ વિશેષનો પરિચય આપનારું શાસ્ત્ર છે. મનોવિજ્ઞાનનો અર્થ મન અને વિચારોને સમજ આપનાર શાસ્ત્ર છે. વિચારો હંમેશા વર્તનમાં પ્રવર્તમાન રહેતા હોય છે. પ્રત્યક્ષણની જુદી જુદી અવસ્થાઓ હોય છે જેમકે ઉદ્દીપન, એકાગ્રતામાં રૂકાવટ, વિધ્ન, ઉદ્દીપક પ્રત્યે ધ્યાન, અનુભૂતિ સમજ પ્રાપ્ત કરવી, નક્કી કરવું અને નિર્ણય લેવો, સાક્ષાત્કાર અને જ્ઞાન.

બૌદ્ધ ધર્મમાં દુઃખને મહત્ત્વ આપવામાં આવ્યું છે. અવિદ્યાને કારણે દુઃખની ઉત્પત્તિ માનવામાં આવી છે. જન્મ અને મૃત્યુ પણ તેનું એક કારણ છે. નિર્વાણ જ એક એવી સ્થિતિ છે જે આ ચક્રવ્યુહમાંથી ઉગારી શકે છે. જીવન એ સતત ચાલતી પ્રક્રિયા છે. દરેક કાર્ય કે ઘટનાનું કારણ વ્યક્તિનો પૂર્વજન્મ હોય છે. આ પ્રક્રિયા કે શ્રેણીની બાર સ્થિતિઓ હોય છે. અવિદ્યાનાં સંસ્કારોથી ઉત્પન્ન થવું, પૂર્વજન્મોનાં કાર્યો દ્વારા સંસ્કારોનાં વિજ્ઞાનથી, પૂર્વજન્મોના કાર્યોની ચેતના, વિજ્ઞાનના વિવિધ સ્વરૂપમય પદાર્થોની ઉત્પત્તિ, વિવિધ સ્વરૂપે ષણાયતન મન અને ઇન્દ્રિયોની ઉત્પત્તિ, ષણાયતન દ્વારા સ્પર્શ, જ્ઞાનેન્દ્રિયો દ્વારા વિષયો સાથે સંસર્ગ, સ્પર્શ દ્વારા વેદના, વેદના દ્વારા તૃષ્ણા, કામેચ્છા, તૃષ્ણા દ્વારા સંતુષ્ટિ, જીવન તરફ મોહ, ( કામવાસનામાં આસક્તિ ભ્રમિત થવું, અસત્ય અપનાવવું, વ્યર્થ ક્રિયાકર્મ કરવું, આત્મામાં આસ્થાવાન હોવું) વિષય-વિકારોથી ભવ-કર્મોની ઉત્પત્તિ, ભવ (જન્મ) દ્વારા જાતિ, સ્વરૂપ, નામ, સંસ્કાર, દુઃખ, જ્ઞાન-વિજ્ઞાનનું આગમન થવું. જાતિથી જન્મ-વૃદ્ધત્વ, મૃત્યુ તથા વ્યાધિ કે મૃત્યુથી ઉત્પન્ન થવું દુઃખ.

બૌદ્ધ ધર્મમાં મોહ, અરુચિ, વિશ્વાસ, તર્કપૂર્ણ ચિંતન, કલ્પના જેવા મનુષ્યનાં ચારિત્રિક ગુણોનું પણ વર્ણન છે. જેના આધારે લાગણીશીલ, પ્રેમાળ અને રાગ-દ્વેષ વિહીન જેવા લોકોની ઓળખ પ્રાપ્ત થાય છે. જેઓના વર્તન જુદાં જુદાં પ્રકારનાં હોય છે. બૌદ્ધ ધર્મમાં એ વર્તનોનું પણ વર્ણન જોવા મળે છે. વ્યક્તિનાં વ્યક્તિત્વ નિર્માણમાં પાંચ ભાગ ( સ્વરૂપ, વેદના, નામ, સ્વભાવ અને વિજ્ઞાન ) બાર સ્થાન (આયતન) અને અઢારતત્વો સક્રિય હોય છે. જેનાં ગુણો (પ્રકૃતિ) ભિન્ન ભિન્ન હોય છે. આયતન જ્ઞાનનો આધાર છે અને તત્વો જ્ઞાનનાં અવયવો છે.

#### (7) ષટ્દર્શનમાં મનોવિજ્ઞાન :-

જૈન અને બૌદ્ધ ધર્મના પ્રચાર-પ્રસારનાં કારણે સંકટમાં પડેલા વૈદિકધર્મને તારવા હિંદુ અધ્યાત્મવાદીઓ એ છ દર્શનશાસ્ત્રોનું નિર્માણ કર્યું. ન્યાય, સાંખ્ય, મીમાંસા, વૈશેષિક, યોગ અને વેદાન્તદર્શન આ છ દર્શનશાસ્ત્રો ઈ. સ. પૂર્વ 600 વર્ષ જૂના માનવામાં આવે છે. જેમાં મુખ્યત્વે આત્મા, શરીર, ઇન્દ્રિયો, જ્ઞાન, મન, બુદ્ધિ, સુખ-દુઃખ, પુરુષ-પરમેશ્વર, પ્રકૃતિ, પંચમહાભૂતતત્વ, ચિત, સમાધિ વિગેરેનું વિવેચન પ્રાપ્ત થાય છે.

સંસારમાં રહેલા પચ્ચીશ તત્વોને પુરુષ, પ્રકૃતિ, સર્વશ્રેષ્ઠ અને ચૈતન્ય આ ચાર વર્ગોમાં વિભાજીત કરવામાં આવ્યાં છે. અભિમાન અને અન્ય પાંચ તન્માત્રા ( રૂપ, શબ્દ, સ્પર્શ, રસ અને ગંધ ) સર્વશ્રેષ્ઠતા કે મહત્ત્વ સાથે પાંચ જ્ઞાનેન્દ્રિયો, પાંચ કર્મેન્દ્રિયો અને પાંચ મહાભૂત તત્વો ચૈતન્ય સાથે વર્ગીકૃત કરવામાં આવ્યાં છે. આ તમામ તત્વો દ્વારા જ સૃષ્ટિનું નિર્માણ થયું છે. પુરુષ સર્વ નિયમન કર્તા તત્વ છે. પ્રકૃતિનો વિકાસ પણ તેના જ સંસર્ગથી



થાય છે. પ્રકૃતિ દ્વારા શ્રેષ્ઠત્વ કે અભિમાન ઉત્પન્ન થાય છે. માનસિકતા દ્વારા બાહ્ય વસ્તુઓ જ્ઞાત થાય છે. જે ઈન્દ્રિયો દ્વારા પ્રતીત થતું હોય છે. પાંચ તન્માત્રાઓ શબ્દ, સ્પર્શ, રૂપ, રસ અને ગંધની પ્રાપ્તિ પણ ઈન્દ્રિયો દ્વારા થાય છે. આ તન્માત્રાઓ દ્વારા પંચમહાભૂત તત્ત્વો આકાશ, વાયુ, તેજ, (અગ્નિ) પૃથ્વી, જળનો વિકાસ થતો હોય છે.

પુરુષ અને પ્રકૃતિ આ બન્નેનું અસ્તિત્વ ભિન્ન છે. પરંતુ પુરુષ પ્રકૃતિ પર આધારિત છે. પુરુષનો સંબંધ ચૈતન્યનાં અપરિવર્તનશીલ સ્ત્રોત સાથે રહેલો છે. જ્યારે પ્રકૃતિનો સંબંધ જીવનાં આધિપત્ય સાથે પ્રકૃતિનાં ત્રણ કાર્યો હોય છે. જેમકે, પ્રકાશમાન, શક્તિ અને સ્થૂળતા આ ત્રણનાં પ્રભાવથી પ્રકૃતિનો વિકાસ થાય છે. પ્રકૃતિનાં વિકાસમાં જાગૃત અહંકાર અને મનનું વિશેષ મહત્વ છે. મનુષ્યમાં રહેલી પાંચ જ્ઞાનેન્દ્રિયો શ્રવણ, ઘ્રાણ, અનુભૂતિ, સ્વાદ અને દ્રષ્ટિ છે. તથા કર્મેન્દ્રિયો વાણી, ગ્રહણશક્તિ, ગતિ, નિષ્કાસન અને સૃષ્ટિ છે. સાંખ્ય દર્શનમાં આ બધી બાબતોનું વર્ણન પ્રાપ્ત છે. જો કે સાંખ્ય દર્શનનો અર્થ પણ બાહ્ય જગતનું વિકાસાત્મક વિષ્લેષણ એવો થઈ શકે છે.

સાંખ્યદર્શનમાં પ્રત્યક્ષજ્ઞાન પ્રક્રિયાનું પણ નિરૂપણ થયું છે. જ્યારે જગતની વસ્તુ-પદાર્થોથી જ્ઞાનેન્દ્રિયો પ્રભાવિત થાય છે. ત્યારે સ્નાયુઓ પ્રવાહમાન અર્થાત્ પ્રવૃત્તિમય બને છે. જે દ્વારા મન અનુભૂતિઓને જાગૃત સ્થિતિ સુધી લઈ જાય છે. પ્રત્યક્ષીકરણની સંદિગ્ધ અને અસંદિગ્ધ એમ બે અવસ્થાઓ હોય છે. સંદિગ્ધ અનુભૂતિઓ અસંચરિત અને મૌલિક હોય છે. તથા અસંદિગ્ધ સંવેદનાઓ સંચરિત અને પ્રત્યક્ષજ્ઞાન આધારિત હોય છે. પ્રત્યક્ષ જ્ઞાનમાં નિર્ણય, અભિમાનયુક્ત સ્થિતિમાં, આત્મનિષ્ઠા જેવી વૃત્તિઓ કાર્યરત હોય છે. પ્રત્યક્ષીકરણની સ્થિતિમાં ચેતનાતત્ત્વ પણ પરિવર્તનશીલ બનવા લાગે છે. ચેતનતત્ત્વ અને પ્રત્યક્ષપણાં વચ્ચે નજીકનો સંબંધ હોય છે. માત્ર મનુષ્ય જ આ અનુભવ કરી શકે છે. અન્ય જીવો આ માટે અસમર્થ છે.

યોગદર્શનમાં પણ મન અને બુદ્ધિ વિષયક પ્રવૃત્તિઓનું વર્ણન કરવામાં આવ્યું છે. વિચારો પર નિયંત્રણ આવશ્યક છે. ચિતને જ 'બુદ્ધિ' માનવામાં આવે છે. જે પાંચ પ્રકારે ઓળખાય છે. જેમકે, કલ્યાણપરક, મૂઢ, અસ્તવ્યસ્ત કે પરેશાન, એકાગ્ર અને બંધનમય રજોગુણયુક્ત વ્યક્તિ વૈરાગી અને ધાર્મિક મનોવૃત્તિવાળો હોય છે. તમોગુણયુક્ત વ્યક્તિ વિવેકહીન હોઈ શકે છે. સત્વગુણયુક્ત વ્યક્તિ ઈશ્વર પ્રેમી હોય છે.

તત્ત્વજ્ઞાનમાં વિદ્યાનું પણ મહત્વ બતાવવામાં આવ્યું છે. અવિદ્યા દ્વારા બુદ્ધિમાં પાંચ વૃત્તિઓ ઉત્પન્ન થાય છે. જેમાં સચ્ચાઈ કે સાબિતી, પ્રતિફૂળતા, વિકલ્પ, નિદ્રા અને સ્મૃતિ ગણાવી શકાય. જેનો નિષેધ પણ સમાધિ તરીકે ઓળખવામાં આવ્યો છે. સમાધિને સારી રીતે જાણી શકનાર અને સારી રીતે ન જાણી શકનાર જેવા બે સ્વરૂપોમાં વહેંચી શકાય છે. સમ્પ્રજ્ઞાત સમાધિમાં પૂરી રીતે રૂકાવટ નથી હોતી તેમજ જ્ઞાન, જ્ઞાની અને માહિતીનું અંતર સમજી શકાય છે. આ સમ્પ્રજ્ઞાત સમાધિમાં આ ભેદ રહેતો નથી. તે નિર્જીવ અને આલંબનવિહીન થઈ જાય છે. સમાધિ માટે વૈરાગ્ય અને અભ્યાસની આવશ્યકતા હોય છે. જેમાં નીચે પ્રમાણેની મુશ્કેલીઓ આવી શકે છે. આળસ, પ્રમાદ, રોગ, આસક્તિ, શંકા વિગેરે જે મુશ્કેલીઓને કારણે કેટલાય પ્રકારનાં કંકાસો ઉત્પન્ન થતાં હોય છે. જેમકે અજ્ઞાન, મિથ્યાજ્ઞાન, રાગ, દ્વેષ, મૃત્યુનો ભય વિગેરે આ કંકાસો દૂર કરવા માટે અષ્ટાંગ યોગ કરવા જરૂરી છે. યમ



એ મન, કર્મ, વાણી પર નિયમન કેળવે છે. નિયમ, શૈય, સંતોષ, તપસ્યા, સ્વધ્યાય સાથે સંલગ્ન છે. આસન સાથે બેઠક, પ્રાણાયામ સાથે શ્વાસોશ્વાસ ક્રિયા પ્રત્યાહાર સાથે ઇન્દ્રિયોનું અંતર્મુખીપણું, ધારણ સાથે સ્થિરતા અને ધ્યાન તથા સમાધિ આ અષ્ટાંગ યોગ અત્યંત જરૂરી મનાય છે.

‘ મીમાંસા દર્શન ’ વિચારધારામાં કુમારિલે ‘સ્વ’ને ભૌતિક માન્યો છે. તે બાહ્યજગત સાથે જ્ઞાન પ્રાપ્ત કરે છે. તે સમજ અને આત્મ સ્થાપનાને વિશેષ મહત્વપૂર્ણ માને છે. ‘સ્વ’ની પ્રતીતિ અન્તદર્શન દ્વારા થાય છે. તેઓ માને છે કે સ્વપ્ન સ્મરણ અને વાસ્તવિક જગતનાં અનુભવોને આધારિત હોય છે. ભ્રમની ઉત્પત્તિ ક્ષતિયુક્ત પ્રતીતિ સાથે જોડાયેલ છે. તેમના શિષ્ય પ્રભાકર ‘સ્વ’ને નિષ્ક્રિય માને છે. ચેતના જ્ઞાન રૂપ હોય છે. જાણી શકાય તેવો પદાર્થ, સહજજ્ઞાની અને વિશેષજ્ઞાન એ જ્ઞાનનાં ત્રણ પાસાઓ છે. નિર્ણીત અને અનિર્ણીત એ બે તેની અવસ્થાઓ છે. તેઓ એ વિભ્રાંતિનું પણ વર્ણન કર્યું છે.

#### (8) સ્ફોટકવાદ :-

સ્ફોટનો અર્થ અદ્વૈત સાથે જોડાયેલ છે. સમયાંતરે તેનું એક સ્વરૂપ ગેસ્ટાલ્ટ કે પૂર્ણવાદે ધારણ કર્યું હતું. જેનો પ્રારંભ પાણિની ( કે જેનો જન્મ લાહોરમાં થયો હતો ) દ્વારા થયો હતો. તેઓ એક વ્યાકરણશાસ્ત્રી હતાં. તેને કારણે તેણે ભાષાને મહત્વપૂર્ણ સ્થાન આપ્યું છે. તેઓએ પ્રત્યક્ષ શ્રવણ ક્રિયામાં સમ્પૂર્ણવાદનો વિચાર કરેલ છે. કોઈ પણ ઉચ્ચારાયેલ શબ્દથી માત્ર તેના અર્થ કે પદાર્થનો જ બોધ નથી થતો પરંતુ તેના પ્રકારની પણ સમજ પ્રાપ્ત થાય છે.

ઈ. સ. પૂર્વ બે શતાબ્દિના સમયગાળામાં મદ્રાસનાં ચિદમ્બરમમાં જન્મેલ પાતંજલિએ પણ શબ્દનું મનોવૈજ્ઞાનિક વિવેચન કર્યું છે. મન ધ્વનિયોનાં સંકેતોના માધ્યમથી શબ્દની સમજ પ્રાપ્ત કરતું હોય છે. ચેતના એક ગુપ્ત વાણી છે. શબ્દ તેનું વ્યક્ત સ્વરૂપ છે. ઈસુનાં પાંચસો વર્ષ પછી ( કાશ્મીરમાં જન્મેલ ) ભર્તૃહરિએ વાક્ય રચનામાં સ્ફોટકવાદનો વિચાર કર્યો હતો. આઠમી સદીનાં વિદ્વાનો જેવાં કે મંડનમિશ્ર, નાગેશ ભટ્ટ, ભારત મિશ્ર, મૌનિ કૃષ્ણ ભટ્ટ, શેખ કૃષ્ણ વિગેરે એ સ્ફોટકવાદની વિશદ ચર્ચા કરી છે. સ્ફોટ વ્યક્તિનાં અન્તર્મનનું પાસું છે જે ચેતના સાથે સંબંધિત છે. બાહ્ય પરિસ્થિતિ ઉત્પન્ન થતાં તેનો વિકાસ થાય છે. શબ્દએ બાહ્ય જગતની એક સ્થિતિ છે.

#### (9) ભૌતિકવાદ અને પ્રકૃતિવાદ :-

છઠ્ઠી શતાબ્દિમાં ભારતમાં ભૌતિકવાદની પરંપરાનો પ્રારંભ થયો. સૌ પ્રથમ બૃહસ્પતિએ તેની પ્રસંશા કરી. તેઓ આંતરિક અનુભૂતિઓનાં વર્ણનને બદલે ભૌતિક વસ્તુઓને વધુ મહત્વપૂર્ણ માનતા હતાં. ત્યારબાદ આ વિચારધારા ભાગ્યુરી જાદવ, જાબાલિ, હરિભદ્ર, દિધિનામ, ગોસલ અજિત, નન્દીય વિગેરે દ્વારા વિકસિત થઈ. તેઓ બધા પુરાણપંથી સિદ્ધાંતોનાં વિરાધીઓ હતાં, તેમજ ધાર્મિક કર્મકાંડમાં માનતા ન હતાં. નાસ્તિક વિચારો સાથે તેઓ માત્ર પદાર્થોને જ મહત્વપૂર્ણ માનતા હતાં તેઓની માન્યતા હતી કે જળ, પૃથ્વી, વાયુ, અગ્નિ આ બધા જ ભૌતિક તત્ત્વો છે. માનવ શરીર અને તેમાં રહેલી ચેતના પણ ભૌતિકતાનો જ એક ભાગ છે.





ભૌતિકવાદીઓ સ્થૂળ નિરીક્ષણવિધિમાં જ રુચિ રાખતા હતાં. તે ઉપરાંત અનુમાન અને સમાન- અનુમાનોની વિધિઓ કે પ્રયોગ પ્રત્યે તેઓની અભિરુચિ સવિશેષ હતી. તેઓ ચેતનતત્વને શાશ્વત ન માની ને એવું માનતા હતાં કે તે ભૌતિક તત્વોથી સ્વતંત્ર નથી. ભૌતિકતાની સ્થિતિનો જ એક ભાગ ચેતનતત્વ છે. જીવન પણ તેવી જ આંતરક્રિયાઓ દ્વારા ઉત્પન્ન થયેલું છે.

#### (10) રામાયણમાં મનોવિજ્ઞાન :-

‘વાલ્મીકિ રામાયણ’ જે પ્રાચીન ભારતીય ગ્રંથ છે. તેની રચના સંસ્કૃતમાં થઈ હતી. સત્તરમી સદીમાં તુલસીદાસ ચરિત રામાયણ ( રામ ચરિત માનસ ) હિન્દી ભાષામાં લખાયેલ જનભોગ્ય ગ્રંથ છે. જેમાં ભગવાનશ્રી રામની ભિન્ન ભિન્ન ક્રિયાઓ-કાર્યોનું વર્ણન કરવામાં આવ્યું છે. આ ઉપરાંત આ ગ્રંથ સામાન્ય વ્યક્તિમાં સદગુણોનાં વિકાસ અને તેની સામાજિક સ્થિતિની પણ ચર્ચા કરે છે. શ્રી રામનાં જીવનનું વર્ણન સાત અધ્યાયોમાં દોહા અને ચોપાઈઓ દ્વારા કરવામાં આવ્યું છે. જેમાં વેદ-પુરાણોમાં નિરૂપિત મનોવિજ્ઞાનનો સાર ઉપલબ્ધ છે.

ચરિત્રતો માત્ર સંત-પુરુષોનાં હોય છે. સંતસંગત કે તેના ધ્યાન માત્રથી ધર્મ, અર્થ, કામ અને મોક્ષનું ફળ પ્રાપ્ત થાય છે. જેનાં વિના મનુષ્યમાં વિવેકશક્તિનો અભાવ રહે છે. વિનય અને વિવેકનાં ગુણોને ગ્રહણ કરવા માટે રામાયણમાં ઘણું મહત્વપૂર્ણ દર્શાવવામાં આવ્યું છે. રામાયણમાં પ્રેમ, ક્રોધ જેવા ભાવોનાં લક્ષણો તેના પરિણામો વિગેરેનું પણ વિસ્તૃત વર્ણન પ્રાપ્ત થાય છે. રામાયણ દુઃખ નિવારણ માટે પણ અમોઘ ઉપાય સૂચવી જાય છે. જપ, તપ, યોગ, વૈરાગ્ય જેવી વિધિ તેના ઉપાયો છે. જેમાં ભક્તિ એ શ્રેષ્ઠ ઉપાય માનવામાં આવે છે.

પારિવારિક જીવન, આંતરિક સંબંધો, ઔચિત્યતા વગેરે સંદર્ભે રામાયણમાં વિસ્તારપૂર્ણ વિચાર કરવામાં આવ્યો છે. ઇન્દ્રિયો વિશે પણ ઘણી જગ્યાએ અહીં વિવેચન પ્રાપ્ત થાય છે. રામાયણમાં કામ-વાસના વૃત્તિને અધમ માનવામાં આવી છે. પરંતુ વિજાતીયતા કે સ્ત્રી-પુરુષનાં સંબંધો માટે નિંદા કરવામાં આવી નથી. ધર્મઽ ભક્તિમાર્ગ માટે બાધક બતાવવામાં આવ્યો છે. તદ્દુપરાંત પણ હર્ષ, દુઃખ, અજ્ઞાન, અભિમાન કે અભિમાની જીવનાં ધર્મોની ચર્ચા કરવામાં આવી છે. રામાયણમાં મનુષ્યનાં હજારો ગુણ-દોષોનું વર્ણન પ્રાપ્ત છે.

શરીરનું નિર્માણ ભૌતિક પદાર્થો દ્વારા થયું છે. મન કર્મો પ્રમાણે ઘડાતું હોય છે. જીવનની નિરંતરતા જોવા મળે છે. એ નિશ્ચિત છે કે, અવતારી પુરુષ પોતાની ઈચ્છાનુસાર તેના માયાને સત્, રજ અને તમસ્ એ ત્રણ ગુણોની બનેલી બતાવવામાં આવી છે. રામાયણમાં આદર્શો વિષે પણ વિચાર કરવામાં આવ્યો છે. મન અને હાથને અભિન્ન માનવામાં આવે છે. જાગૃત, સ્વપ્ન, પ્રગાઢાવસ્થા, બ્રહ્મલીનતાએ હૃદયની ચાર અવસ્થાઓ માનવામાં આવી છે. વિશ્વ, તેજ, બુદ્ધિમાન અને બ્રહ્મચ્ચે સ્વામીત્વનાં ચાર પ્રકારો દર્શાવવામાં આવ્યાં છે. યજ્ઞ, શ્રદ્ધા, યોગ અને જ્ઞાનચે કર્મની ચાર ક્રિયાઓ દર્શાવવામાં આવી છે.





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## भारतीय मनोविज्ञान

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### शोध सार

भारतीय मनोविज्ञान का उद्दगम वैश्विक परिप्रेक्ष्य में काफी प्राचीन हैं। जब समग्र विश्व के फलक में ज्ञान विज्ञान का विकास प्रारंभ भी नहीं हुआ था, उस वक्त भारत भूमि में भारतीय दार्शनिकों एवम् योगियों मानव मन और मनोविज्ञान के विभिन्न पहलुओं और समस्याओं पर गहनता से विचार कर रहे थे। भारतीय मनोविज्ञान के क्षेत्र में शोधपूर्ण लेख की प्रस्तुति एवम् लोकजागृति की आवश्यकता हैं। भारतीय संस्कृति की पृष्ठभूमि में जो मनोविज्ञान का जन्म हुआ वह इस क्षेत्र में भारत का सर्वोच्च और विशिष्ट योगदान माना जा सकता है। भारतीय मनोविज्ञान भारतीय लोकाचार, भारतीय सभ्यता की चारित्रिक भावनाओं पर आधारित मनोविज्ञान का एक विशिष्ट दृष्टिकोण हैं।

भारतीय मनोविज्ञान की अनेक विशेषतायें हैं। जिसमें दर्शन की शाखा, मन का विज्ञान, आत्मा का विज्ञान, व्यावहारिक विज्ञान, अतिसामान्य तत्वों का विवेचन, पंचकोष, सूक्ष्म और कारण शरीर, मानव व्यक्तित्व की संरचना आदि महत्वपूर्ण हैं। भारतीय मनोविज्ञान की विशेषताओं भारतीय मनोविज्ञान की व्यापकता का हमें परिचय करवाती है। भारतीय मनोविज्ञान मानव जीवन के बहुत सारे क्षेत्रों में अपना योगदान दे रहा है। जिसके कारण आज लोगों में भारतीय मनोविज्ञान के बारे में उत्सुकता बढ़ी है।

भारतीय मनोविज्ञान और पाश्चात्य मनोविज्ञान में कई पहलुओं को लेकर अंतर है। ये दोनों मनोविज्ञान में अपने क्षेत्र, लक्ष्य, मन की प्रकृति, व्यक्तित्व, व्यवहार, अध्ययन प्रणाली आदि को लेकर स्पष्ट भेद दिखाई देता है। भारतीय मनोविज्ञान वैश्विक मनोविज्ञान की बुनियाद हैं। आज के आधुनिक युग में मनोविज्ञान प्रगति कर रहा है तब एक भारतीय होने के नाते हमें भारतीय मनोविज्ञान को जानने और समझने की जरूरत है। हालांकि वैश्विक मनोविज्ञान में भी भारतीय मनोविज्ञान की महत्ता स्थापित हो रही है। किन्तु इस सन्दर्भ में भारतीय साधारण जनसमुदाय में भी जागृति आये ये आवश्यक है।

**Key Words:** भारतीय मनोविज्ञान, पाश्चात्य मनोविज्ञान, भारतीय विश्वदृष्टि, योग, व्यक्तित्व, आत्म, पंचकोष



### पूर्वभूमिका:

ऐसा कहा जाता है कि जब समग्र विश्व के फलक में ज्ञान विज्ञान का विकास प्रारंभ भी नहीं हुआ था, उस वक्त भारत भूमि में भारतीय दार्शनिकों एवम् योगियों मानव मन और मनोविज्ञान के विभिन्न पहलुओं और समस्याओं पर गहनता से विचार कर रहे थे। इस लिए हम कह सकते हैं कि भारतीय मनोविज्ञान का उद्दगम वैश्विक परिप्रेक्ष्य में काफी प्राचीन है। हालांकि हमारी विडंबना यह है कि हमारे भारत में मनोविज्ञान के क्षेत्र में अध्ययन और अध्यापन करने वाले छात्रो एवम् अध्यापको भारतीय मनोविज्ञान के अस्तित्व को स्वीकार करने को तैयार ही नहीं हैं। दरअसल हमारे देश के उत्तम ज्ञान ने समग्र विश्व को भलीभांति से प्रभावित किया है। दूसरी ओर अमरीकन प्राध्यापक वुडवर्थ ने मनोविज्ञान के सम्प्रदायों पर लिखी अपनी किताब में रुसी मनोविज्ञान (Russian Psychology) नामक एक अध्याय प्रस्तुत किया है। वुडवर्थ द्वारा लिखा गया रुसी मनोविज्ञान के अध्याय का आज भारत के सभी विश्व विद्यालयों में अध्ययन करवाया जाता है। जबकि हमारे घरेलू (स्थानीय) विद्वानों भारतीय मनोविज्ञान की बात करने से भी इतराते हैं।

हमारे यहाँ मनोविज्ञान के क्षेत्र में सालों से जर्मन, ब्रिटिश, फ्रेंच, अमरीकी मनोविज्ञान का अध्ययन और प्रचलन चल रहा है। पाश्चात्य ज्ञान विज्ञान की छत्रछाया में पले बड़े तथा उसके प्रकाश से चकाचौंध होने के कारण भारतीय मनोविज्ञान के महत्व को नजर अंदाज किया जाता है। आज हमारा देश प्रगति के पथ पर अग्रसर है। ऐसे समय में हमारे देश के प्रत्येक नागरिक में राष्ट्रीयता की चेतना और भारतीय संस्कृति के विषय में स्वाभिमान प्रगट करना आवश्यक है। इसी हालत में हमारे विश्व विद्यालयों में भारतीय मनोविज्ञान का अध्ययन और अध्यापन न होना चुभनेवाली बात है।

हालांकि पिछले कुछ सालों में भारतीय विज्ञान कांग्रेस के मनोविज्ञान विभाग में अध्यक्षीय भाषणों में इस बात को स्पर्श करने का प्रयत्न किया गया है। कुछ साल पहले आगरा में भारतीय विज्ञान कांग्रेस द्वारा भारतीय मनोविज्ञान पर एक संगोष्ठी का सफल आयोजन किया गया था। जिसमें भारतीय मनोविज्ञान के विकास एवम् प्रचार-प्रसार पर बृहद चर्चा की गयी। भारतीय मनोविज्ञान के क्षेत्र में शोधपूर्ण लेख की प्रस्तुति एवम् लोकजागृति की आवश्यकता है। प्रस्तुत शोधलेख का भी यही उद्देश्य है कि भारतीय जनसमुदाय भारतीय मनोविज्ञान से भलीभांति परिचित हो और भारतीय मनोविज्ञान के महत्व को समझे तथा जाने। इसलिए भारतीय समाज भारतीय मनोविज्ञान का अध्ययन करे तथा हमारे विश्व विद्यालयों में भारतीय मनोविज्ञान को पाठ्यक्रम में शामिल किया जाए ये अतिआवश्यक है।



प्रस्तुत शोधलेख में हम भारतीय मनोविज्ञान क्या हैं?, भारतीय मनोविज्ञान की विशेषताएँ, भारतीय मनोविज्ञान का महत्त्व, भारतीय एवम् पाश्चात्य मनोविज्ञान की तुलना आदि की चर्चा करेंगे।  
**भारतीय मनोविज्ञान क्या हैं?**

भारतीय मनोविज्ञान अतिप्राचीन काल से मनोवैज्ञानिक अध्ययनों और अनुसंधानों का एक समग्र रूप रहा है। जैसा कि हम जानते हैं कि फ्रेंच मनोविज्ञान में फ्रेंच संस्कृति, अमरीकन मनोविज्ञान में अमरीकन संस्कृति, ब्रिटिश मनोविज्ञान में ब्रिटिश संस्कृति या जर्मन मनोविज्ञान में जर्मन संस्कृति की झलक मिलती हैं। वैसे ही भारतीय मनोविज्ञान में भारतीय संस्कृति की छाप दिखाई पड़ती है और इसी कारण भारतीय मनोविज्ञान अन्य देशों के मनोविज्ञान से अलग किया जा सकता है। हम अच्छी तरह से विद्वित हैं कि किसी भी देश में ज्ञान विज्ञान के क्षेत्र में स्थानीय संस्कृति का प्रभाव पड़ता है और इसी प्रभाव के कारण ही उस ज्ञान विज्ञान को स्थानीय जनसमुदाय सरलता से आत्मसात कर सकता है।

भारतीय संस्कृति में आध्यात्मिकता का मूल्य सर्वोच्च है। इसी कारण भारत में आध्यात्म के क्षेत्र में सबसे ज्यादा मनोवैज्ञानिक अनुसन्धान हुए हैं। भारतीय संस्कृति की पृष्ठभूमि में जो मनोविज्ञान का जन्म हुआ वह इस क्षेत्र में भारत का सर्वोच्च और विशिष्ट योगदान माना जा सकता है। भारतीय विज्ञान कांग्रेस के सन् १९३८ के अधिवेशन में डॉ. जी. बोस द्वारा भारत में पिछले कई वर्षों में विज्ञान की प्रगति का सर्वेक्षण करते हुए कहा गया कि “भारत के प्राचीन विद्वानों में अंतर्दर्शन के द्वारा मनन की विशेष प्रतिभा थी और भारतीय मनोवैज्ञानिक इस विरासत को लिये हुये हैं।

भारतीय मनोविज्ञान भारतीय लोकाचार, भारतीय सभ्यता की चारित्रिक भावनाओं पर आधारित मनोविज्ञान का एक विशिष्ट दृष्टिकोण है। कई विद्वान भारतीय मनोविज्ञान के बारे में कहते हैं कि यह चेतना आधारित भारतीय विश्वदृष्टि, योग और एक जीवन पुष्टि आध्यात्मिकता में निहित है।

**कोर्नलिसन, मिश्रा और वर्मा (२०१४)** के अनुसार “भारतीय मनोविज्ञान मनोविज्ञान के दृष्टिकोण के रूप में है जो विचारों और प्रथाओं पर आधारित है तथा भारतीय उपमहाद्वीप के भीतर हजारों वर्षों में विकसित हुआ है।

**के. आर. राव (२०१४)** अनुसार “भारतीय मनोविज्ञान शास्त्रीय भारतीय विचारों से प्राप्त मनोविज्ञान की एक प्रणाली (स्कूल / संप्रदाय) को संदर्भित करता है और सदियों से भारतीय उपमहाद्वीप में प्रचलित योग जैसी मनोवैज्ञानिक रूप से प्रासंगिक प्रथाओं में निहित है।



कुल मिलकर कहा जा सकता है कि भारतीय मनोविज्ञान भारतीय उपमहाद्वीप या तो भारतीय मूल में रहने वाले लोगों के लिए ही नहीं है। किन्तु भारतीय परंपरा सभी मनुष्यों की मनोवैज्ञानिक समझ में महत्वपूर्ण योगदान दे सकती है, भले ही उनका वंश या सांस्कृतिक पृष्ठभूमि कुछ भी हो। वैसे तो भारतीय मनोविज्ञान का प्रारंभ महाभारत के युद्ध दौरान श्रीकृष्ण के द्वारा अर्जुन किये गये संवाद से हुआ और भगवद गीता को आज वैश्विक मनोविज्ञान में महत्वपूर्ण मनोवैज्ञानिक सिद्धांतों का ग्रन्थ माना जाता है।

### भारतीय मनोविज्ञान की सामान्य विशेषतायें

भारतीय मनोविज्ञान की धारणा को अच्छी तरह से स्पष्ट करने के लिये उसकी सामान्य विशेषताओं का अध्ययन करना आवश्यक है। संक्षेप में भारतीय मनोविज्ञान की सामान्य विशेषतायें निम्नलिखित हैं।

दर्शन की शाखा

मन का विज्ञान

आत्मा का विज्ञान

व्यावहारिक विज्ञान

अतिसामान्य तत्वों का विवेचन

मनोशारीरिक

चेतना के स्तर

पंचकोष

अणु में विभु

सूक्ष्म और कारण शरीर

धार्मिक मनोविज्ञान

मानव व्यक्तित्व की संरचना

भारतीय मनोविज्ञान की उपरोक्त विशेषताओं भारतीय मनोविज्ञान की व्यापकता का हमें परिचय करवाती है। भारतीय मनोविज्ञान को सीमित दायरे में बांधना बेवकूफी मानी जाएगी।

### भारतीय मनोविज्ञान का महत्व:

भारतीय मनोविज्ञान का गहनता से अध्ययन करने से हमें उसका महत्व पता चलता है। भारतीय मनोविज्ञान मानव कल्याण एवम् आत्म खोज पर विशेष बल देता है। संक्षेप में हम इस संबंध में निम्नलिखित कुछ पहलुओं की चर्चा करेंगे।



### हिन्दू मनोविज्ञान:

भारतीय मनोविज्ञान मूलतः हिन्दू मनोविज्ञान है। विश्व का इतिहास देखा जाये तो पता चलता है कि प्रत्येक राष्ट्र ने अपनी विशिष्ट एवम् अद्वितीय संस्कृति के द्वारा विश्व संस्कृति की समृद्धि में अपना योगदान दिया है। मानव धर्म में भारतीय हिन्दू धर्म का एक विशेष योगदान रहा है। ठीक वैसे ही मनोविज्ञान में हिन्दू मनोविज्ञान का एक विशेष योगदान रहा है। हिन्दू मनोविज्ञान का विकास हिन्दू संस्कृति की परम्पराओं में पले हुए विचारकों ने किया था। जिसमें हिन्दू सामाजिक संरचना, सामाजिक मूल्य तथा नीतिदर्शन का स्पष्ट प्रभाव दिखायी पड़ता है। इसीलिए कई विद्वानों ने भारतीय मनोविज्ञान को हिन्दू मनोविज्ञान कहा है।

### मनोचिकित्सा के क्षेत्र में महत्त्व:

मनोचिकित्सा में विभिन्न प्रकार के मानसिक रोगों को केंद्र में रखते हुए अध्ययन किया जाता है। जिसमें मानसिक रोगों के लक्षण, निदान, कारणों तथा मानसिक स्वास्थ्य बनाये रखने के उपायों की चर्चा की जाती है। इस सन्दर्भ में भारतीय मनोवैज्ञानिकों में कई सारे सिद्धांतों का भी निर्माण किया गया है। जिसमें यह कहा गया है कि मनुष्य में मनोवैज्ञानिक प्रवृत्तियों का भेद काफी तीव्र होता है तथा इसी कारण मनुष्य अपनी प्रवृत्तियों के अनुसार व्यवहार करने को बाध्य होता है।

### आनंद प्रधान मनोविज्ञान

भारतीय मनोविज्ञान का प्रमुख उद्देश्य परम आनंद की प्राप्ति है। इसीलिए भारतीय मनोविज्ञान मनुष्य में आनंद की स्वाभाविक प्रकृति मानता है। मूलतः मानव चेतना भी आनंदमय है, इतना ही नहीं घृणा, आत्महत्या, युद्ध आदि जैसी प्रवृत्तियाँ भी आनंद का ही विकृत रूप होता है। इस दृष्टि से भारतीय मनोविज्ञान मनुष्य में किसी भी मौलिक विनाशात्मक प्रवृत्ति को मानता नहीं है। भारतीय मनोविज्ञान में मनुष्य की आनंदमय प्रकृति की मान्यता मनुष्य जाति के उत्कृष्ट भविष्य का आधार बन सकती है।

### समग्र दृष्टिकोण:

भारतीय मनोविज्ञान का मनुष्य को समजने का दृष्टिकोण हमेशा समग्र रहा है। भारतीय मनोविज्ञान आंतरिक तथा बाह्य दोनों प्रकार की विधियों का प्रयोग करता है। इतना ही नहीं, भारतीय मनोविज्ञान मनुष्य के व्यक्तिगत तथा सामाजिक दोनों पक्षों को ध्यान में रखता है। भारतीय मनोविज्ञान में मन को एक समग्र इकाई मानते हुये उसके नियंत्रण के लिए भी समग्र दृष्टिकोण अपनाया है।

### व्यावहारिक महत्त्व:





भारतीय मनोविज्ञान केवल सैद्धांतिक विज्ञान न होकर व्यावहारिक विज्ञान भी है। विशेष तौर से धर्म के क्षेत्र में साधक के जीवन में आनेवाली विभिन्न बाधाओं को दूर करता है। इतना ही नहीं साथ ही वो साधक को समाधि के लक्ष्य की ओर भी ले जाता है। मन का नियंत्रण, चरित्र निर्माण, स्वास्थ्य आदि जैसे क्षेत्रों में भारतीय मनोविज्ञान का काफी महत्व रहा है।

#### **आत्मज्ञान में सहायक:**

भारतीय मनोविज्ञान का सबसे ज्यादा महत्व आत्मज्ञान तथा आत्मसुधार में सहायक बनने में रहा है। जो व्यक्ति खुद को समझ नहीं सकता वो दूसरों को कभी समाज नहीं पाता। विशेष तौर से व्यक्ति में रही बुरी आदतों को दूर करना या छोड़ना तथापि अच्छी आदतों का निर्माण करने का कार्य बहुत कठिन होता है। ऐसे कठिन कार्यों में व्यक्ति की सहायता करने में भारतीय मनोविज्ञान काफी हद तक सफल सिद्ध हुआ है। भारतीय मनोविज्ञान की सहायता से मनुष्य नई आदतों का निर्माण करके स्वस्थ, सुखी, सादगीपूर्ण तथा समन्वित जीवन व्यतीत कर सकते हैं।

#### **दूसरों को समझने में सहायता:**

भारतीय मनोविज्ञान व्यक्ति को स्वार्थी नहीं बनाता। भारतीय मनोविज्ञान व्यक्ति को दूसरों को समझने में सहायता करता है। जिससे व्यक्ति अपने मन की प्रक्रिया को समझकर दूसरों के मन की प्रक्रियाओं का अच्छी तरह से अनुमान लगाता है। इतना ही नहीं, दूसरों की मनःस्थिति समझकर अच्छा व्यवहार भी करता है। साथ ही भारतीय मनोविज्ञान वैयक्तिक भेद को भी उजागर करता है। ताकि विभिन्न व्यक्ति में भेद होने के कारण सबसे एक सामान्य व्यवहार नहीं करना चाहिए।

#### **मानव जाति के विकास में योगदान:**

आज समग्र विश्व के सामने खतरा मंडरा रहा है। आतंकवाद जैसे कई दूषणों ने समग्र विश्व की शांति को नष्ट कर डाली है। ऐसे में समग्र विश्व चिंतित है। साथ ही आज केवल शांति की ही नहीं, इसके साथ विकास की भी आवश्यकता है। क्योंकि शांति तो विकास की एक मात्र परिस्थिति है। भारतीय मनोविज्ञान का यही लक्ष्य है कि सिर्फ शांति नहीं, विकास के साथ शांति। इसी दृष्टि से भारतीय मनोविज्ञान मनुष्य जाति के भावि विकास का ठोस आधार बन सकता है। जब तक मनुष्य सुख-दुःख, उचित-अनुचित जैसे ख्यालो में फंसा रहेगा तब तक अपना विकास कभी नहीं कर पायेगा। भारतीय मनोविज्ञान इसीलिए ही चिन्तित हैं कि मनुष्य के विकास को कैसे आगे ले जाया सके। इसी कारण



भारतीय मनोविज्ञान समग्र मानव जाति को एक इकाई के रूप में संगठित करने में ध्यान केन्द्रित करता है।

इस प्रकार भारतीय मनोविज्ञान मानव जीवन के बहुत सारे क्षेत्रों में अपना योगदान दे रहा है। जिसके कारण आज लोगों में भारतीय मनोविज्ञान के बारे में उत्सुकता बढ़ी है।

#### **भारतीय मनोविज्ञान और पाश्चात्य मनोविज्ञान में अंतर / भेद:**

भारतीय मनोविज्ञान और पाश्चात्य मनोविज्ञान में कई पहलुओं को लेकर अंतर है। ये दोनों मनोविज्ञान में अपने क्षेत्र, लक्ष्य, मन की प्रकृति, व्यक्तित्व, व्यवहार, अध्ययन प्रणाली आदि को लेकर स्पष्ट भेद दिखाई देता है, जो निम्नानुसार है।

#### **क्षेत्र का अंतर:**

पाश्चात्य मनोविज्ञान मानव व्यवहार का विज्ञान है। इसी कारण पाश्चात्य मनोविज्ञान मानव जीवन के विभिन्न व्यावहारिक पक्षों का वैज्ञानिक अध्ययन करता है। जबकि भारतीय मनोविज्ञान मूलतः मानस विज्ञान के साथ साथ एक आत्मविज्ञान भी है। भारतीय मनोविज्ञान में मानव जीवन के कुछ अज्ञात पक्षों का भी अध्ययन किया जाता है। इसीलिए इसे आत्मविज्ञान कहा जाता है। इसी सन्दर्भ में डॉ. एम. हिरियन्ना अपने “भारतीय दर्शन की रूपरेखा” नामक पुस्तक में कहते हैं कि “भारतीय मनोविज्ञान वास्तव में आत्मविज्ञान है।” विशेष तौर से भारतीय मनोविज्ञान इन्द्रिय नियंत्रण पर ध्यान केन्द्रित करता है। दूसरी ओर पाश्चात्य मनोविज्ञान में सिर्फ व्यक्ति की मानसिक क्रियाओं तथा मस्तिष्क संगठन पर ही ध्यान केन्द्रित किया जाता है।

भारतीय मनोविज्ञान के अंतर्गत इन्द्रिय निरोध से मनोनिरोध तथा मनोनिरोध से आत्म आविष्कार को केंद्र में रखते हुए विभिन्न अध्ययन किये जाते हैं। वैसे तो भारतीय मनोविज्ञान मानसिक प्रक्रियाओं का तो अध्ययन करता ही है, साथ में मानव जीवन के अज्ञात रहस्यों को उजागर करता है। इस तरह भारतीय मनोविज्ञान का व्याप पाश्चात्य मनोविज्ञान के मानव व्यवहार के अध्ययन से काफी व्यापक है। भारतीय मनोविज्ञान मनुष्य के आंतरिक एवम् बाह्य सभी प्रकार के व्यवहार को महत्वपूर्ण मानता है।

#### **लक्ष्य का अंतर:**

भारतीय मनोविज्ञान सम्पूर्ण आस्तिक है। पाश्चात्य मनोविज्ञान के अध्ययनों तथा अनुसंधानों में आध्यात्मिक तत्वों के बारे में ज्यादा चर्चा नहीं होती। जबकि भारतीय मनोविज्ञान विभिन्न मानसिक



प्रक्रियाओं का विश्लेषण करने के बाद भी अपना अन्वेषण कार्य शुरु रखता है। भारतीय मनोविज्ञान शाश्वत शांति, परमानन्द, आत्मानन्द, अनंत, आत्मप्रकाश, अबाध आदि में अपना अन्वेषण आगे बढ़ाता है। क्योंकि भारतीय मनोविज्ञान का प्रमुख उद्देश्य परम आनंद की प्राप्ति का है।

#### मन की प्रकृति के सन्दर्भ में अंतर:

विशेष तौर से भारतीय मनोविज्ञान में 'मन' को क्रियाशील माना गया है। मन की क्रियाशीलता के आधार पर ही मन का ज्ञानेन्द्रिय एवं आत्मा से मिलन होता है। इस मिलन के पूर्व स्वतंत्र मन में सर्व मानसिक गुणों और भावों का हंमेशा अभाव रहता है। पाश्चात्य मनोविज्ञान अनुसार मन की क्रियाशीलता शरीर की क्रिया पर निर्भर है। पाश्चात्य मनोविज्ञान मन का स्वतन्त्र सत्ता के रूप में स्वीकार नहीं करता। जबकि भारतीय मनोविज्ञान में प्रारंभ से ही 'मन' केन्द्रीय तत्त्व रहा है।

#### व्यवहार के संदर्भ में अंतर:

भारतीय मनोविज्ञान अनुसार मनुष्य की सभी इच्छाएं समाप्त हो जाने पर उसका मन शुद्ध, सात्विक, निर्विकार तथा निर्मल हो जाता है। जिसे मन का सत्वस्वरूप या आत्मतत्त्व कहा जाता है। जबकि पाश्चात्य मनोविज्ञान अनुसार मन साधारण मानसिक प्रक्रियाओं के ज्ञान का साधन है। दूसरी ओर भारतीय मनोविज्ञान 'मन' को आत्मज्ञान का साधन मानता है।

हम अच्छी तरह से जानते हैं कि भारतीय मनोविज्ञान और पाश्चात्य मनोविज्ञान की अध्ययन प्रणाली में काफी अंतर है। फिर भी अध्ययन की विषयवस्तु तथा उद्देश्यों में काफी समानता देखी जाती है। इसी बात को उजागर करते हुये डॉ. लक्ष्मी शुक्ला अपने पुस्तक "भारतीय मनोविज्ञान" में कहते हैं कि "दोनों का विषय है व्यक्ति का मन एवम् व्यवहार और उद्देश्य है व्यक्ति का स्वयं का जानना, अपने वास्तविक स्वरूप से परिचित होना, अज्ञान के अंधकार से मुक्त होना, प्रकाश की ओर बढ़ाना।"

हम यह भी जानते हैं कि मूलतः पाश्चात्य मनोविज्ञान का उद्गम भी दर्शनशास्त्र से ही हुआ है। इसीलिए एल.एन. मन नामक मनोवैज्ञानिक कहते हैं कि कोई भी विज्ञान दर्शन से तटस्थ रूप में नितांत भिन्न और स्वतन्त्र नहीं है।

#### अध्ययन प्रणाली के सन्दर्भ में अंतर:

हम आगे भी कह चुके हैं कि भारतीय मनोविज्ञान और पाश्चात्य मनोविज्ञान की अध्ययन प्रणाली में काफी अंतर है। भारतीय मनोविज्ञान में 'मन' एक यंत्र स्वरूप माना गया है। भारतीय मनोविज्ञान में मन को नियंत्रित करने तथा मानसिक दुष्प्रवृत्तियों से मुक्त होने के कई सारे उपायों बताये गये हैं। जैसे कि योग,



ध्यान, अभ्यास, वैराग्य, भक्ति, साधन चतुष्टय इत्यादि। हालांकि पाश्चात्य मनोविज्ञान में मन को यांत्रिक या कम्प्यूटरवत् यंत्र माना गया है। पाश्चात्य मनोविज्ञान में वस्तु प्रत्यक्ष के आधार पर तथा वैज्ञानिक उपकरणों द्वारा किये गए प्रयोग के परिणाम के आधार पर प्राप्त ज्ञान को वास्तविक ज्ञान माना जाता है। पाश्चात्य मनोविज्ञान में निरीक्षण और प्रयोग जैसी वैज्ञानिक विधियों को शामिल की गई हैं। जबकि भारतीय मनोविज्ञान में ऐसी कोई वैज्ञानिक विधि नहीं है। क्योंकि भारतीय मनोविज्ञान में आत्मदर्शन की विधि को प्रमुख मानी गई है।

#### परिभाषा संबंधी अंतर:

जब हम मनोविज्ञान की परिभाषा की बात करते हैं तो पाश्चात्य मनोविज्ञान में मनोविज्ञान की परिभाषा अत्यन्त विकसित एवम् आधुनिक रूप में प्रस्तुत की गई है। दूसरी ओर भारतीय मनोविज्ञान में ऐसी कोई भी सार्वत्रिक परिभाषा विकसित नहीं हुई है कि उसी के आधार पर भारतीय मनोविज्ञान की स्पष्ट परिभाषा दी जा सके।

भारतीय और पाश्चात्य मनोविज्ञान में तथ्यात्मक अंतर करते हुए एच. वी. दिवेटिया ने अपने पुस्तक “The Art of Life in the Bhagwad Gita” में कहा है कि “भारतीय मनोविज्ञान सभी जागतिक प्रपंच, शरीर और मन से सम्बंधित है। जबकि पाश्चात्य मनोविज्ञान में मन को मस्तिष्क की क्रिया माना जाता है।

#### व्यक्तित्व के सन्दर्भ में अंतर:

भारतीय मनोविज्ञान अनुसार व्यक्ति के व्यक्तित्व का निर्माण व्यक्ति के अन्तःकरण में निहित श्रद्धा से होता है। व्यक्ति की प्रकृति उसके भावों के ही अनुरूप होती है। जैसी व्यक्ति की श्रद्धा वैसा व्यक्ति का व्यक्तित्व। यदि किसी व्यक्ति की श्रद्धा विषयासक्त है तो उसका व्यक्तित्व भी विषय वासनाओं से ग्रस्त होगा जो व्यक्ति के व्यक्तित्व निर्माण में बाधा बनेगा। विषयासक्त व्यक्ति के व्यक्तित्व में रजस और तमस गुणों का बाहुल्य होगा। दूसरी ओर अगर व्यक्ति की श्रद्धा सात्विक होगी तो व्यक्ति का व्यक्तित्व भी सत्व गुणों से युक्त होगा। इसलिए हम कह सकते हैं कि व्यक्ति का व्यक्तित्व श्रद्धामय है।

पाश्चात्य मनोविज्ञान में मनुष्य के मानसिक तनावों से मुक्ति का कोई समुचित साधन परिलक्षित नहीं होता, जिससे उसके व्यक्तित्व में निहित निषेधात्मक परिवेशों का स्थायी निदान हो सके। इसी सन्दर्भ में भारतीय मनोविज्ञान योग, साधना, अभ्यास, भक्ति, ज्ञान, कर्म आदि उपाय प्रस्तुत करता



हैं। यदि सम्यक् एवम् नियमित अभ्यास किया जाए तो व्यक्ति का व्यक्तित्व संगठित एवम् समायोजित बन सकता है। व्यक्ति का व्यक्तित्व ही व्यक्ति की सच्ची पहचान होती है।

#### उपसंहार :

कुल मिलकर कहा जा सकता है कि भारतीय मनोविज्ञान वैश्विक मनोविज्ञान की बुनियाद है। जब समस्त विश्व में मनोविज्ञान शब्द की उत्पत्ति भी नहीं हुई थी, तब से भारतीय मनोविज्ञान अस्तित्व में रहा है। आज के आधुनिक युग में मनोविज्ञान प्रगति कर रहा है तब एक भारतीय होने के नाते हमें भारतीय मनोविज्ञान को जानने और समझने की जरूरत है। हालांकि वैश्विक मनोविज्ञान में भी भारतीय मनोविज्ञान की महत्ता स्थापित हो रही है। किन्तु इस सन्दर्भ में भारतीय साधारण जनसमुदाय में भी जागृति आये ये आवश्यक है। वैसे तो भारतीय मनोविज्ञान कई मुद्दों को लेकर पाश्चात्य मनोविज्ञान से भिन्न है, किन्तु समस्त विश्व की प्रगति के लिए दोनों का मिलन भी आवश्यक है।

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