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## **A study of anxiety, depression and stress among Male and Female college students**

Ramesh D. Waghmare\*

### **ABSTRACT**

The purpose of the present study was to investigate the impact of gender of the college students on anxiety, depression and stress. The sample for the study comprised of 120 college students from Ambad City from Jalna district in Maharashtra. In each 60 Male(30 Urban and 30 Rural) students and 60 Female(30 Urban and 30 Rural) students. The scale was used for data collection Anxiety, Depression and Stress Scale (adss) by Bhatnagar, Singh and Pandey (2011) was used to assess anxiety, depression and stress. Where gender is considered as independent variables and anxiety, depression and stress as dependent variables. Factorial design was used and data were analysis by Mean, SD and 'f' values. This study found that there is no significant difference between Male and Female College Students on Anxiety, Depression and Stress.

**Keywords:** *Anxiety, Depression, Stress*

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## INTRODUCTION

Anxiety is a psychological and physical response to treat a self-concept characterized by subjective, consciously perceived feelings of tension (Spielberger, 1983). Anxious students have experience of cognitive deficits like misapprehension of information or blocking of memory and recall. Depression is a medical condition that can affect a student's ability to work, study, interact with peers, or take care of themselves. Symptoms of depression may include: difficulty sleeping or sleeping too much, appetite changes, withdrawing from participating in activities once enjoyed, feelings of sadness, hopelessness, unhappiness, and difficulty concentrating on school work. Symptoms of depression can also lead to thoughts of suicide.

Stress is an integral part of our life. Stress could be positive as well as negative. When we are doing our work properly and systematically then it is because of positive stress or eustress but when we lose our rhythm for same work, it is negative stress or distress. So, stress is good in one way and bad in other way.

### **Review of literature**

In a study, Zamirullah Khan Abul Barkat Lanin Naseem Ahmad, (2015) this study concluded that schools going male students are more stressful in comparison to female students. Vijayalakshmi and Lavanya (2006) this study found that male students had more stress when compared to female students. Mokashi, Yadav and Khadi, (2012) this study found that Boys were significantly having higher anxiety level than girls. Vandana Sharma, (2014) this study found that Boys and girls showed significant difference on the variable of depression with preponderance of girls over boys. Upmanyu, V.V., Lal, R., Kaur, J.,

Dwivedi, A. K., & Sharma, S. (2010), Jaggi, G. (2008) this study indicated that boy and girl adolescents did not differ on depression. Kaur, R., Singh, A. K., & Javed, A. (2003) this study found that boys scoring higher than girls on depression. Mathew (2006) examined that girls experienced significantly more academic stress than the boys. Pастey and Aminbhavi (2006), this study found that the adolescent the boys tend to have significantly higher stress than the girls and the girls tend to have significantly higher self-confidence.

### **Statement of the problem**

A study of anxiety, depression and stress among Male and Female college Going students

### **Objectives**

- To examine the Anxiety, Depression and Stress of Male and Female college Going students

### **Hypotheses**

- There is no significant difference between Male and Female college Going students with dimension on anxiety, Depression and stress.

## **METHOD**

### **Participants**

The present study sample go was selected from Art's college students of Ambad City from Jalna district in Maharashtra. To select the sample Graduate in which students' study of Art's College Students were considered as per independent variable taken in this research stratified random sampling method was employed to select the unit of sample. Total sample of present study 120 each 60 Male (30 Urban and 30 Rural) students and 60 Female (30

Urban and 30 Rural) students. The subject selected in this sample will be used in the age group of 18 years to 21 years and Ratio 1:1.

### Sample Design

	Urban	Rural	Total
<b>Male</b>	30	30	60
<b>Female</b>	30	30	60
<b>Total</b>	60	60	120

### Research Design

Research design to be implemented in the present research is as follow:

2x2 factorial designs use for the present study.

		A	
B	A1	A2	
	B1	A1, B1	A2, B1
	B2	A1, B2	A2, B2

A- Gender, A1- Male A2-Female

B- Location B1-Urban B2-Rural

### Variables of the Study

Variable	Type of variable	of Sub. Variable	Name of variable
<b>Gender</b>	Independent	02	1) Male Students 2) Female Students.
<b>Anxiety</b>	Dependent	03	Anxiety
<b>Depression</b>			Depression
<b>Stress</b>			Stress

### Instruments

Aspect	Name of the Test	Author
--------	------------------	--------

<b>Anxiety, Depression Stress</b>	Anxiety, Depression and Stress scale(ADSS-BSPSA)	1) Pallavi Bhatnagar	<b>Anx iety,</b>
		2) Megha Singh	
		3) Manoj Pandey	
		4) Sandhya	
		5) Amitabh	

### **Depression and Stress scale (ADSS-BSPSA)**

Anxiety, Depression and Stress scale (ADSS-BSPSA) developed by Pallavi Bhatnagar, Megha Singh, Manoj Pandey, Sandhya and Amitabh Department of Psychology Lucknow University was used for data collection. The scale comprises of 48 items divided into 3 subscales which are Anxiety subscale consists of 19 items, Depression subscale consists of 15 items and Stress subscale consists of 14 items. Each item is scored 1 for “Yes” and 0 for “No” response. The reliability of the total scale is measured by Cronbach’s Alpha and Spearman-Brown coefficient found 0.81 and 0.89 respectively. The obtained reliability for Anxiety, Depression and Stress subscales as measured by Cronbach’s Alpha is 0.76, 0.75 and 0.61 and by Spearman Brown coefficient is 0.86, 0.86 and 0.76 respectively.

### **Procedures of data collection**

The following research methodology was used in the present study. The primary information was gathered by giving personal information from to each to each student. The students were called in a small group of 10 to 15 students. To fill the inventories subjects were given general instructions belongs to each scale. The students provided the Anxiety, Depression and Stress scale.

### **Data analysis**

The Mean and SD with graphical representation for Gender (Male and Female College going Students) on Anxiety, Depression and Stress was analysed. A simple design

was selected to adequate of statistical analysis of ANOVA in order to examine the roll of main as well as subsequently on students Anxiety, Depression and Stress.

## RESULTS AND DISCUSSION

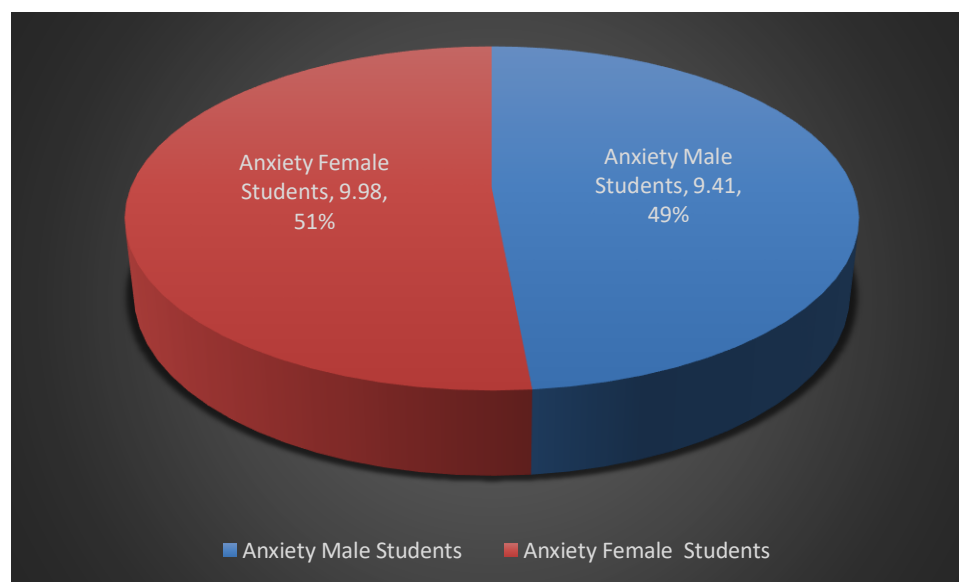
The analysis of data interpretation and discussion of the results are presented below

**Table 1**

*Show the mean, SD and F value of Gender and Anxiety*

Factor	Gender	Mean	SD	N	DF	F value	Sign.
Anxiety	Male Students	9.41	3.01	60	118	1.01	NS
	Female Students	9.98	3.15	60			

(Critical value of “F” with df 2,118 at 0.01 = 6.90 and at 0.05 = 3.94)



*Figure 1: Show the mean, SD and F value of Gender and Anxiety*

Observation of the table 1 and Figure 1 indicated that the mean value of two classified group seems to differ from each other on Anxiety. The mean and SD value obtained by the

Male College Going Students 9.41, SD 3.01 and Female college Going was 9.98, SD 3.15, Both group 'F' ratio was 1.01 at a glance those Female College Students shows high score than Male College Students.

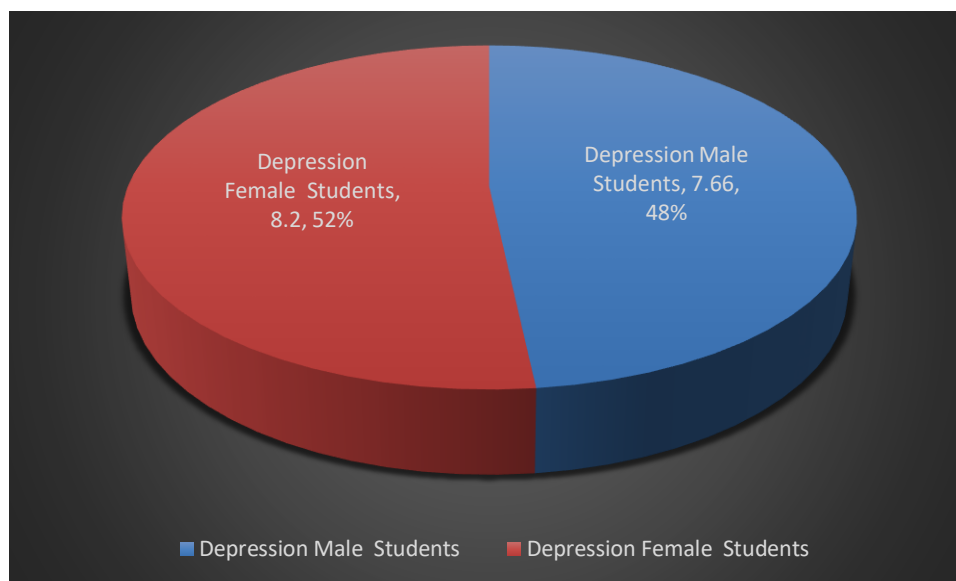
In the present study was first hypothesis related Anxiety and Gender. It was "There is no significant difference between Male and Female College Going Students with dimension on anxiety." Gender effect represent the Anxiety was not significant (F- 1.01, 1 and 118, P- NS). This is not significant 0.01 and 0.05 levels because they obtained 'F' value are Low than table values at 0.01 and 0.05. In the present study was found that Male and Female College Students no differ from Anxiety. The findings of the supported the first hypothesis, they are first hypothesis Accepted the present study. Its means that there is no significant difference between Male and Female College Going Students with dimension on anxiety.

## Table 2

*Show the mean, SD and F value of Gender and Depression*

Factor	Gender	Mean	SD	N	DF	F value	Sign.
Depression	Male Students	7.66	2.34	60	118	1.38	NS
	Female Students	8.20	2.61	60			

(Critical value of "f" with df 2,118 at 0.01 = 6.90 and at 0.05 = 3.94)



**Figure 2: Show the mean, SD and F value of Gender and Depression**

Observation of the table 2 and Figure 2 indicated that the mean value of two classified group seems to differ from each other on Depression. The mean and SD value obtained by the Male College Going Students 7.66, SD 2.34 and Female College Going was 8.20, SD 2.61, Both group 'F' ratio was 1.38 at a glance those Female College Students shows high score than Male College Students.

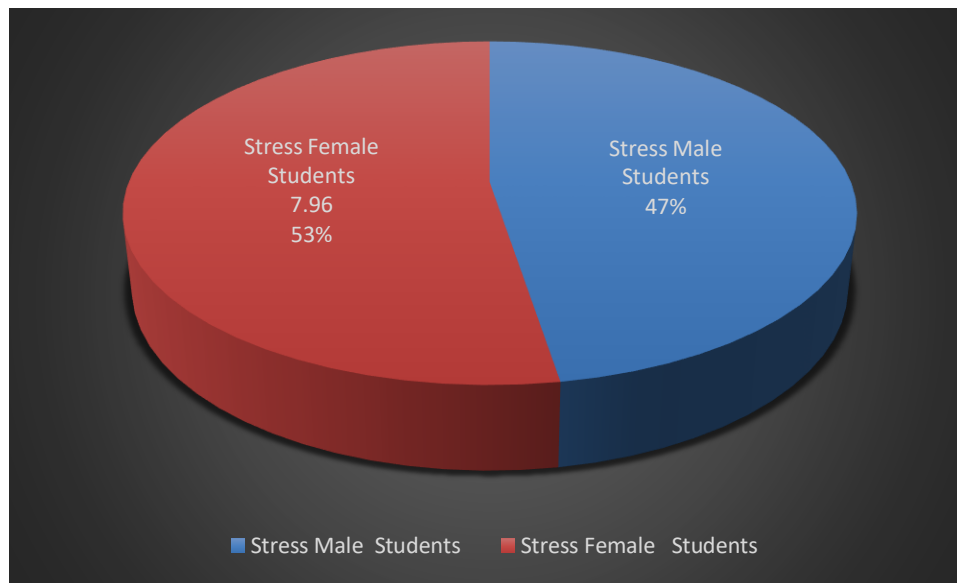
In the present study was second hypothesis related Depression and Gender. It was "There is no significant difference between Male and Female College Students with dimension on Depression." Gender effect represent the Depression was not significant (F- 1.38, 2 and 118, P- NS). This is no significant 0.01 and 0.05 levels because they obtained 'F' value are Low than table values at 0.01 and 0.05. In the present study was found that Male and Female College Students no differ from Depression. The findings of the supported the second hypothesis, they are second hypothesis Accepted the present study. It's means that there is no significant difference Male and Female College Students on Depression.

### **Table 3**

*Show the mean, SD and F value of Gender and Stress*

Factor	Gender	Mean	SD	N	DF	F value	Sign.
Stress	Male Students	7.18	2.32	30	58	3.08	NS
	Female Students	7.96	2.55	30			

(Critical value of “f” with df 2,118 at 0.01 = 4.79 and at 0.05 = 3.07)



**Figure 3: Show the mean, SD and F value of Gender and Stress**

Observation of the table 3 and Figure 3 indicated that the mean value of two classified group seems to differ from each other on Stress. The mean and SD value obtained by the Male College Going Students 7.18, SD 2.32 and Female College Going was 7.96, SD 2.55, Both group ‘F’ ratio was 3.08 at a glance those Male College Students shows high score than Female College Students.

In the present study was third hypothesis related Stress and Gender. It was “There is no significant difference between Male and Female College Students with dimension on Stress.” Gender effect represent the Stress was not significant (F- 3.08, 2and 118, P- NS). This is significant 0.01 and 0.05 levels because they obtained ‘F’ value are Low than table values at 0.01 and 0.05. In the present study was found that Male and Female College Students not differ from Stress. The findings of the supported third hypothesis, they are third

hypothesis Accepted the present study. It's means that there is no significant difference between Male and Female College Students with dimension on Stress.

## CONCLUSION

- 1) There is no significant difference between Male and Female College Students on Anxiety.
- 2) There is no significant difference between Male and Female College Students on Depression.
- 3) There is no significant difference between Male and Female College Students on Stress.

### Delimitations of the study

- 1) The finding of the study is based on very sample.
- 2) The sample was restricted to Ambad city from Jalna Dist. in Maharashtra.
- 3) The study was restricted to only B.A. college students only.
- 4) The study was restricted students are only 18-21 years only.

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## Academic Self-Regulation and Soft Skills of Secondary Teacher Education Students

A. Nicholas Jegan\* and Dr. M. Antony Raj \*\*

### ABSTRACT

This study is intended to find out the difference among and relationship if any in the academic self-regulation and soft skills of secondary teacher education students in Tirunelveli, Tuticorin and Kanyakumari districts. The investigator used survey method. The sample consisted of 881 secondary teacher education students in Tirunelveli, Tuticorin and Kanyakumari districts in Tamilnadu. The investigator developed and validated tools for measuring academic self-regulation and soft skills of secondary teacher education students. The study revealed that a significant difference between secondary teacher education students those who studying in aided and self-finance college in their academic self-regulation and its dimensions goal setting, pro-activeness and self-evaluation. Secondary education students from self-finance colleges are better in their goal setting, pro-activeness, self-evaluation and academic self-regulation. No significant difference is found among secondary teacher education students having English, Physical science, Mathematics, Biological science, Physical science, History, Computer science, Commerce and others as optional subjects in their academic self-regulation and its dimensions goal setting, pro-activeness and self-evaluation.

**Keywords:** *Academic Self-regulation, Soft Skills, Secondary Teacher Education Students*

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## INTRODUCTION

Teachers occupy a very important place in the society. Because they bring about the transfer of the intellectual tradition from one generation to the next. They maintain the light of civilization burning bright. They are expected to help in the silent social revolution that is taking place in the country. Their duty does not end in the classroom with their students. They owe a duty to the society and the nation.

Teacher education is the process of providing teachers with the skills and knowledge necessary to teach effectively in a classroom environment. A changing world requires a changing style of education.

Self-regulation is a person's self-control of behavior, emotions and thoughts. It is necessary for a person to have self-control and the ability to inhibit actions. It is an important feature in cognitive and somatic behaviours. Self-regulation also refers to student's ability to understand and control their learning (Schunk and Zimmerman, 1994; Winne, 1995; Zimmerman, 1994). It is a deep, internal mechanism that enables children as well as adults to engage in mindful, intentional and thoughtful behaviours.

Self-regulatory processes have primarily been linked to the study of academic achievement. Some competence, which involves skills in social goal setting, problem-solving capabilities, feelings of social support and trust and ability to exercise self-control in the face of social pressure, is found to require the execution of self-regulatory skills, thereby influencing academic outcomes. Since both academic and social learning share common self-regulatory features, it would appear that promoting the development of either aspect of behavior should have impact on the other domain.

## **Significance of the Study**

The investigator has observed, during his teaching years many colleges in Tamilnadu and other states in India were not given training to the secondary teacher education students on soft skills and self-regulation techniques. Self-regulation and soft skills are necessary to handle classed and control students in the classroom. So, the researcher decided to find out the curiosity of using soft skill, self-confidence, goal setting, self-evaluation and pro-activeness of secondary teacher education students using in their training period in the classroom.

This study would be very significant in revealing some hidden truths about the relationship between soft skills and academic self-regulation of secondary teacher education students.

## **Objectives**

1. To find out the significant difference between if any secondary teacher education students from aided and self-finance colleges in their academic self-regulation and soft skills.
2. To find out the significant difference if any among secondary teacher education students having English, Physical science, Mathematics, Biological science, Physical science, History, Computer science, Commerce as optional subjects in their academic self-regulation and its dimensions.
3. To find out the significant relationship if any between academic self-regulation and soft skills of secondary teacher education students.

## **Hypotheses**

1. There is no significant difference between secondary teacher education students from aided and self-finance colleges in their academic self-regulation and its dimensions.
2. There is no significant difference between secondary teacher education students from aided and self-finance colleges in their soft skills and its dimensions.
3. There is no significant difference among secondary teacher education students having English, Physical science, Mathematics, Biological science, Physical science, History, Computer science, Commerce as optional subjects in their academic self-regulation and its dimensions.
4. There is no significant relationship between academic self-regulation and soft skills of secondary teacher education students.

## METHOD

The investigator used survey method for data collection.

### Tools Used for the Study

The investigator used the following tools.

1. Academic self-regulation scale prepared and validated by the investigator and guide (2017).
2. Soft skills scale prepared and validated by the investigator and guide (2017).

### Population

The population for the present study consisted of the secondary teacher education students studying in teacher education colleges in Tirunelveli, Tuticorin and Kanyakumari districts of Tamilnadu.

## **Sample**

The sample of this study is consisted of 881 secondary teacher education students from various teacher education colleges Tirunelveli, Tuticorin and Kanyakumari districts of Tamilnadu.

## **Sampling Techniques**

The investigator has adopted simple random sampling techniques.

## **Statistical Techniques Used**

The researcher used the following statistical techniques for data analysis:

1. 't' test
2. 'F' test
3. Pearson's product moment correlation

# **RESULTS AND DISCUSSION**

## **Hypothesis 1**

There is no significant difference between secondary teacher education students from aided and self-finance college in their academic self-regulation and its dimensions.

**Table 1**

*Difference between secondary teacher education students from aided and self-finance college in their academic self-regulation*

Dimensions	Type of college	N	Mean	S.D.	Calculated 't' Value	'P' value	Remarks
<b>Goal setting</b>	Aided	269	101.90	14.526	3.199	0.001	<b>S</b>
	Self-finance	612	105.19	13.033			
<b>Pro-activeness</b>	Aided	269	38.58	6.511	4.587	0.000	<b>S</b>
	Self-finance	612	40.69	6.185			
<b>Self-evaluation</b>	Aided	269	43.72	7.919	3.603	0.001	<b>S</b>
	Self-finance	612	45.59	6.733			
<b>Academic self-regulation</b>	Aided	269	184.20	26.389	4.059	0.000	<b>S</b>
	Self-finance	612	191.48	23.655			

It is inferred from the above table that there is significant difference between secondary teacher education students from aided and self-finance colleges in their goal setting, pro-activeness, self-evaluation and academic self-regulation.

While comparing the mean scores of secondary teacher education students from aided (101.90, 38.58, 43.72 & 184.20) colleges and self-finance colleges (105.19, 40.69, 45.59 & 191.48), secondary teacher education students from self-finance college are better than their counter part in their goal setting, pro-activeness, self-evaluation and academic self-regulation.

## **Hypothesis 2**

There is no significant difference between secondary teacher education students from aided and self-finance colleges in their soft skill and its dimensions.

**Table 2**

*Difference between secondary teacher education students from aided and self-finance colleges in their soft skill*

Dimensions	Type of college	N	Mean	S.D.	Calculated 't' Value	'P' value	Remarks
<b>Planning</b>	Aided	269	39.62	6.558	3.032	0.003	<b>S</b>
	Self-finance	612	41.00	6.121			
<b>Presentation</b>	Aided	269	35.76	6.103	1.303	0.185	<b>NS</b>
	Self-finance	612	36.33	5.812			
<b>Technology</b>	Aided	269	21.99	4.761	3.968	0.000	<b>S</b>
	Self-finance	612	23.40	5.104			
<b>Time management</b>	Aided	269	18.56	3.571	4.413	0.000	<b>S</b>
	Self-finance	612	19.62	3.457			
<b>Relationship</b>	Aided	269	24.02	4.495	2.398	0.022	<b>S</b>
	Self-finance	612	24.76	4.042			
<b>Emotional</b>	Aided	269	26.95	5.678	3.129	0.003	<b>S</b>
	Self-finance	612	28.13	4.925			
<b>Monitoring</b>	Aided	269	33.03	4.863	1.183	0.243	<b>NS</b>
	Self-finance	612	33.45	4.727			
<b>Self-evaluation</b>	Aided	269	27.46	5.266	3.515	0.001	<b>S</b>
	Self-finance	612	28.71	4.640			
<b>Soft skills</b>	Aided	269	227.39	34.813	3.303	0.001	<b>S</b>
	Self-finance	612	235.40	32.369			

It is inferred from the above table that there is no significant difference between secondary teacher education students from aided and self-finance colleges in their presentation skill and monitoring skill. But there is significant difference between secondary teacher education students from aided and self-finance colleges in their planning skill, technology skill, time management skill, relationship skill, emotional skill, self-evaluation skill and soft skill.

While comparing the mean scores of secondary teacher education students from aided (39.62, 21.99, 18.56, 24.02, 26.95, 27.46 & 227.39) college and self-finance college (41.00, 23.40, 19.62, 24.76, 28.13, 28.71 & 235.40), secondary teacher education students from self-

finance college are better than their counter part in planning skill, technology skill, time management skill, relationship skill, emotional skill, self-evaluation skill and soft skill.

### Hypothesis 3

There is no significant difference among those secondary teacher education students having English, Physical science, Mathematics, Biological science, Physical science, History, Computer science, Commerce as optional subjects in their academic self-regulation and its dimensions.

**Table 3**

*Difference among those secondary teacher education students having English, Physical science, Mathematics, Biological science, Physical science, History, Computer science, Commerce as optional subjects in their academic self-regulation and its dimensions*

Dimensions	Sources of variation	df = 2, 878		Calculated F Value	'P' Value	Remarks
		Sum of squares	Mean square			
Goal setting	Between	1811.332	226.416	1.230	0.278	NS
	Within	160554.139	184.122			
Pro-activeness	Between	651.578	81.447	1.934	0.054	NS
	Within	34913.324	40.038			
Self-evaluation	Between	732.002	91.500	1.796	0.074	NS
	Within	44429.630	50.951			
Academic self-regulation	Between	8612.433	1076.554	1.772	0.079	NS
	Within	529803.104	607.572			

It is inferred from the above table that there is no significant difference among those secondary teacher education students having English, Physical science, Mathematics, Biological science, Physical science, History, Computer science, Commerce as optional subjects in their goal setting, pro-activeness, self-evaluation and academic self-regulation.

### Hypothesis 4

There is no significant relationship between academic self-regulation and soft skills of secondary teacher education students

**Table 4**

*Relationship between academic self-regulation and soft skills of secondary teacher education students*

Academic self-regulation	df	Calculated ' $\gamma$ ' value	'P' Value	Remarks
Vs Soft skills	879	0.834	0.000	S

It is inferred from the above table there is significant relationship between academic self-regulation and soft skills of secondary teacher education students.

## FINDINGS AND DISCUSSION

1. A significant difference exists between secondary teacher education students from aided and self-finance college in their goal setting, pro-activeness, self-evaluation and academic self-regulation. Secondary teacher education students from self-finance college are better than their counter part in their goal setting, pro-activeness, self-evaluation and academic self-regulation. This may be due to the reason that the self-financed college students are planned individually for all the academic activities in their development.
2. No significant difference was found between secondary teacher education students from aided and self-finance colleges in their presentation skill and monitoring skill. A significant difference between secondary teacher education students from aided and

self-finance colleges in their planning skill, technology skill, time management skill, relationship skill, emotional skill, self-evaluation skill and soft skill.

Secondary teacher education students from self-finance college are better than their counter part in their planning skill, technology skill, time management skill, relationship skill, emotional skill, self-evaluation skill and soft skill. This may be due to the reason that most of the self-financed college students have a wider knowledge to seek to innovations, technology, problem solving and no control than the aided colleges.

3. No significant difference among those secondary teacher education students having English, Physical science, Mathematics, Biological science, Physical science, History, Computer science, Commerce as optional subjects in their goal setting, pro-activeness, self-evaluation and academic self-regulation.
4. A significant relationship between academic self-regulation and soft skills of secondary teacher education students was found. This may be due to the reason that for any academic activities' students should have some self-control, self-esteem, self-judgment. This will lead them to use their soft skills used in classroom.

## **Conclusion**

The intention of the researcher is to find out the relationship between academic self-regulation and soft skills of secondary teacher education students. This study reveals a significant relationship between academic self-regulation and soft skills of secondary teacher education students. This implies that the secondary teacher education students should acquire and master over the soft skills which creative create positive and learning environment.

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## Sign Language: A Communication Mode of Deaf Culture

Dhaval P. Vyas\*

### ABSTRACT

Deaf culture is the set of social beliefs, behaviours, art, literary traditions, history, values, and shared institutions of communities that are influenced by deafness and which use sign languages as the main means of communication. When used as a cultural label especially within the culture, the word *deaf* is often written with a capital *D* and referred to as "big D Deaf" in speech and sign. When used as a label for the audiological condition, it is written with a lower case *d*. Human communication is classified into two categories i.e., verbal communication and non-verbal communication. Hearing person mainly uses verbal communication. But person with hearing impairment primarily uses sign language as manual or non-verbal communication. Hence, sign language is one of the characteristics of Deaf culture. A sign language is a language which chiefly uses manual communication to convey meaning, as opposed to spoken language. This can involve simultaneously combining hand shapes, orientation and movement of the hands, arms or body, and facial expressions to express a speaker's thoughts. There are over 200 distinct sign languages in the world. These include 114 sign languages listed in the Ethnologue database and 157 more sign languages, systems, and dialects. Sign language is just one part of deaf culture. Deaf culture is recognized under Article 30, Paragraph 4 of the United Nations Convention on the Rights of Persons with Disabilities, which states that "Persons with disabilities shall be entitled, on an equal basis with others, to recognition and support of their specific cultural and linguistic identity, including sign languages and deaf culture." The Deaf communities of India are still struggling for ISL to gain the status of sign language as a minority language. Though sign

language is used by many deaf people in India, it is not used officially in schools for teaching purposes. In 2005, India the National Curricular Framework (NCF) gave some degree of legitimacy to sign language education, by hinting that sign languages may qualify as an optional third language choice for hearing students. NCERT in March 2006 launched a class III text includes a chapter on sign language, emphasizing the fact that it is a language like any other and is "yet another mode of communication." Therefore, the aims of the paper are to create healthy attitudes towards the differently abled and to aware the general public towards sign language.

**Keywords:** *Deaf culture, Sign language, Communication.*

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## INTRODUCTION

Culture may be defined as patterns, traits, products, attitudes, and intellectual / artistic activity associated with a population. Based on this definition, the Deaf Community has its own unique Deaf Culture. Deaf people produce plays, books, artwork, magazines, and movies targeted at Deaf and Hard of Hearing audiences. In addition, the Deaf Community engages in social and political activities exclusive to the Deaf Community.

Deaf culture is the set of social beliefs, behaviours, art, literary traditions, history, values, and shared institutions of communities that are influenced by deafness and which use languages as the main means of communication. When used as a cultural label especially within the culture, the word *deaf* is often written with a capital *D* and referred to as "big D

Deaf" in speech and sign. When used as a label for the audiological condition, it is written with a lowercase *d*.

Members of the Deaf community tend to view deafness as a difference in human experience rather than a disability or disease. Many members take pride in their Deaf identity. Deaf people, in the sense of a community or culture, can then be seen as a minority group, and therefore some who are a part of this community may feel misunderstood by those who don't know sign language. Another struggle that the Deaf community often faces is that educational institutions usually consist primarily of hearing people. Additionally, hearing family members may need to learn sign language in order for the deaf person to feel included and supported. Unlike other cultures, a deaf person may join the community later in life, rather than being born into it.

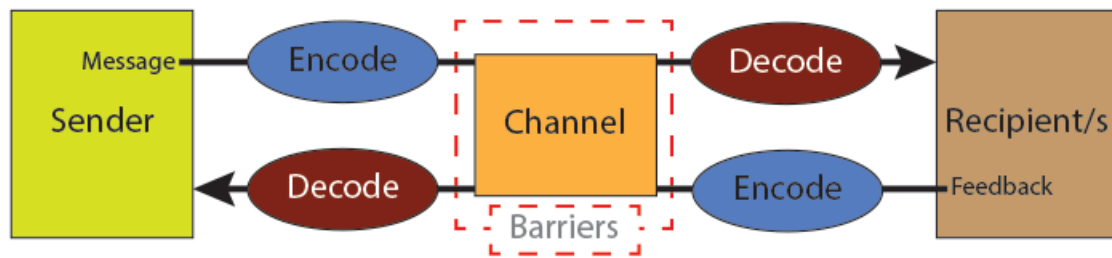
Historically, Deaf culture has often been acquired within schools for Deaf students and within Deaf social clubs, both of which unite deaf people into communities with which they can identify. Becoming Deaf culturally can occur at different times for different people, depending on the circumstances of one's life. A small proportion of deaf individuals acquire sign language and Deaf culture in infancy from Deaf parents, others acquire it through attendance at schools, and yet others may not be exposed to sign language and Deaf culture until college or a time after that. Although up to fifty percent of deafness has genetic causes, fewer than five percent of deaf people have a deaf parent, so Deaf communities are unusual among cultural groups in that most members do not acquire their cultural identities from parents.

Deaf culture is recognized under Article 30, Paragraph 4 of the United Nations Convention on the Rights of Persons with Disabilities, which states that "Persons

with disabilities shall be entitled, on an equal basis with others, to recognition and support of their specific cultural and linguistic identity, including sign languages and deaf culture."

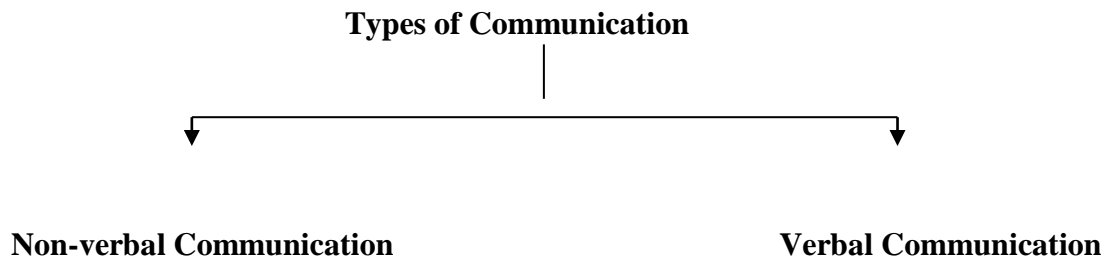
## Communication

Communication is sending and receiving information between two or more people. The person sending the message is referred to as the sender, while the person receiving the information is called the receiver. The information conveyed can include facts, ideas, concepts, opinions, beliefs, attitudes, instructions and even emotions.



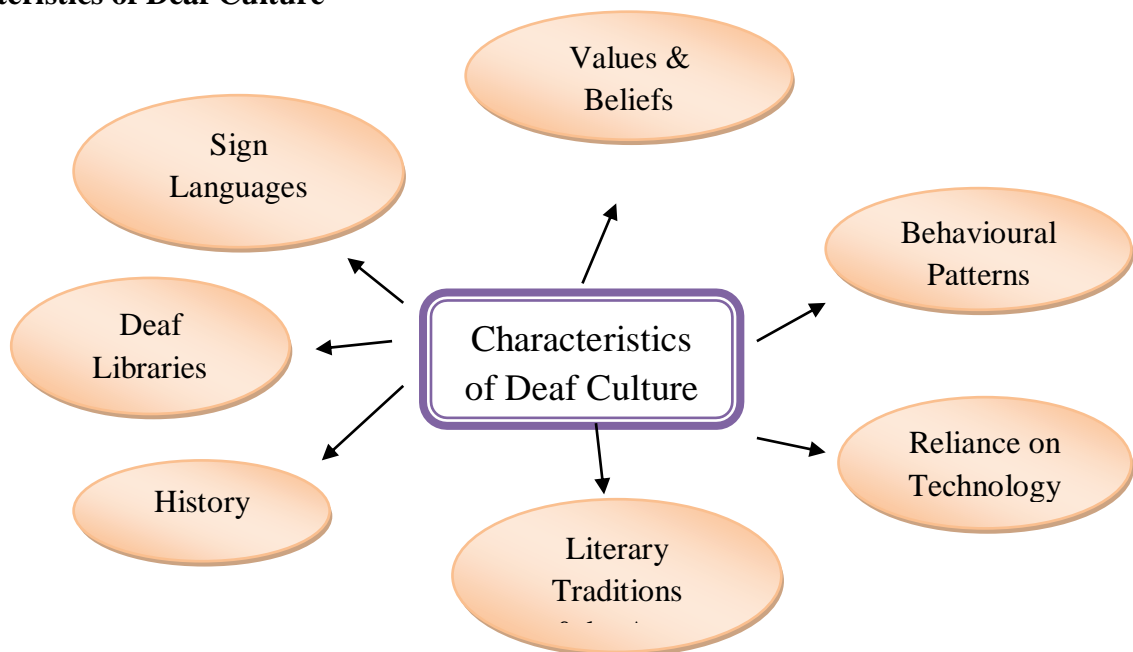
*Figure 1: Process of Communication*

A message or communication is sent by the sender through a communication channel to a receiver or to multiple receivers. The sender must encode the message into a form that is appropriate to the communication channel and the receivers (s) then decodes the message to understand its meaning and significance. Effective communicators understand their audience, choose an appropriate communication channel, hone their message to this channel and encode the message to reduce misunderstanding by the receiver(s). They will seek out feedback from the receiver(s) as to how the message is understood and attempt to correct any misunderstanding or confusion as soon as possible. Receivers can use techniques such as clarification and reflection as effective ways to ensure that the message sent has been understood correctly (Figure – 1).



**Non-verbal communication** between people is communication through sending and receiving wordless clues. It includes the use of visual cues such as body language (kinesics), distance (proxemics) and physical environments/appearance, of voice (paralanguage) and of touch (haptics).<sup>[1]</sup> It can also include chronemics (the use of time) and oculesics (eye contact and the actions of looking while talking and listening, frequency of glances, patterns of fixation, pupil dilation, and blink rate). **Verbal communication** is the spoken or written conveyance of a message. Human language can be defined as a system of symbols (sometimes known as lexemes) and the grammars (rules) by which the symbols are manipulated.

**Characteristics of Deaf Culture**



*Figure2: Characteristics of Deaf Culture*

As shown in Figure – 2, sign language is one of the characteristics of deaf culture. Members of Deaf cultures communicate via sign languages. There are over 200 distinct sign languages in the world. These include 114 sign languages listed in the Ethnologue database and 157 more sign languages, systems, and dialects.

Sign language is a language which chiefly uses communication to convey meaning, as opposed to spoken language. This can involve simultaneously combining hand shapes, orientation and movement of the hands, arms or body, and facial expressions to express a speaker's thoughts. Sign languages share many similarities with spoken languages (sometimes called "oral languages"), which depend primarily on sound, and linguists consider both to be types of natural language. Although there are some significant differences between signed and spoken languages, such as how they use space grammatically, sign languages show the same linguistic properties and use the same language faculty as do spoken languages. They should not be confused with body language, which is a kind of non-linguistic communication.

Wherever communities of deaf people exist, sign languages have developed, and are at the cores of local deaf cultures. Although signing is used primarily by the deaf, it is also used by others, such as people who can hear but cannot physically speak, or have trouble with spoken language due to some other disability.

### VARIETIES OF SIGN LANGUAGE

There are many varieties of sign language in the region, including many pockets of home sign and local sign languages, such as Ghandruk Sign Language, Jhankot Sign Language, and Jumla Sign Language in Nepal, and Alipur Sign Language in India, which appear to be language isolates. There are also various Sri Lankan sign languages which may not even be related to each other. However, the urban varieties of India, Pakistan, Nepal

(Nepalese Sign Language), and Bangladesh are clearly related (although, for Nepalese Sign Language at least, it is not clear whether the relation is genetic, or perhaps rather one of borrowing compounded by extensive incorporation of a shared South Asian gestural base). There is disagreement whether these related varieties should be considered separate languages.

- Woodward (1993) found cognacy rates of 62–71%; he concluded that the various varieties are separate languages belonging to the same language family.
- Zeshan (2000) proposes that Indian and Pakistani SL are varieties of a single language.
- The ISO 639-3 standard categorises these varieties as three separate sign languages in India and Bangladesh, Pakistan, and Nepal. *Ethnologue* (2016), which follows the ISO standard, acknowledges the relatedness of these varieties as well as the controversy over whether they are one language or many. They identify the following dialects within India: Bangalore-Chennai-Hyderabad Sign Language, Mumbai-Delhi Sign Language and Kolkata Sign Language.
- Johnson and Johnson (2016) argue that the varieties used in Kolkata and Bangladesh are distinct from that used in Delhi, and probably also from each other.

### **Status of Sign Language in India:**

Deaf schools in the region are overwhelmingly oralists in their approach. Unlike American Sign Language (ASL) and sign languages of European countries, Indian Sign Language (ISL) is in rudimentary stage of its development. The Deaf communities of India are still struggling for ISL to gain the status of sign language as a minority language. Though sign language is used by many deaf people in India, it is not used officially in schools for teaching purposes. In 2005, India the National Curricular Framework (NCF) gave some degree of legitimacy to sign language education, by hinting that sign languages may qualify

as an optional third language choice for hearing students. NCERT in March 2006 launched a class III text includes a chapter on sign language, emphasising the fact that it is a language like any other and is "yet another mode of communication." The aim was to create healthy attitudes towards the differently abled.

Many efforts have been made by the Deaf communities, NGO's, researchers and other organisations working for deaf people, including All India Federation of Deaf (AIFD), National association of the Deaf (NAD) in the direction of encouraging ISL. Until 2001, no formal classes for teaching ISL were conducted in India. During this period, Ali Yavar Jung National Institute of Hearing Handicapped (AYJNIHH), Mumbai, established ISL cell. It started a course "Diploma in Sign Language Interpreter Course". The curriculum designed for the course aims to develop professional communicative competence in Sign language and ability to interpret professionally. It also focused on the basic understanding of Deaf community and Deaf culture. Later, the course was offered in the regional centres in Hyderabad, Bhuvaneshwar, Kolkata and Delhi. Besides AYJNIHH, organisations like Mook Badhir Sangathan in Indore and several other organisations are offering ISL classes. Many NGO's all over the India use ISL to teach English and various academic and vocational courses. These include ISHARA, Mumbai; Deaf Way Foundation, Delhi; Noida Deaf Society; Leadership Education Empowerment of Deaf (LEED), Pune; Speaking Hands Institute for the Deaf, Punjab, etc. (Randhawa, 2014) . The associations like Association of Sign Language Interpreters (ASLI) and Indian Sign Language Interpreters Association (ISLIA) were established in 2006 and 2008 respectively for the professional development of Interpreters in India. The two schools have been established in India which is following bilingual approach to teach deaf students. One is Bajaj Institute of Learning (BIL) in Dehradun and the other is Mook Badhir Sangathan in Indore. Apart from the establishment of

organisations working for Deaf people there has been a spurt in research on sign language in India. Recent additions are the research studies by research scholars of Jawaharlal Nehru University (JNU) and University of Delhi including Wallang, 2007; Sinha,2003,2008/2013 ; Hidam,2010 ; Kulsheshta, 2013 . There is also work on problems and awareness of ISL and typology of ISL verbs (Morgan 2009, 2010) . Apart from these there have been continued works by scholars on linguistic aspects of ISL as well as on varieties of ISL (Bhattacharya and Hidam 2010, Aboh, Pfau, and Zeshan 2005, Zeshan and Panda 2011, Panda 2011, Panda 2012). The earnest step taken by the Government of India to promote sign language was establishment of the ISLRTC. However, currently the autonomy of the Research centre is a contentious issue, yet to be resolved.

### Conclusion

The paper indicated that sign language is a language which chiefly uses manual communication to convey meaning, as opposed to spoken language. Sign language is just one part of deaf culture. The Deaf communities of India are still struggling for ISL to gain the status of sign language as a minority language. Though sign language is used by many deaf people in India, it is not used officially in schools for teaching purposes.

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## Understanding the Relationship between Sexuality and Morality among Adolescents

Prakhar Bajpai\* and Krishna Kumar Mishra\*\*

### ABSTRACT

Adolescence is a Latin word, which means “a process of growing up.” Many psychologists and sociologists consider it as a very important phase of life, as all the major sexual orientations take place during this time of an individual. In addition, perception building and morality are put in the form of bricks to the new base of adulthood that ultimately gives a direction to the physical, social and psychological consequences faced in one’s life. This paper tries to throw some light how sexuality and morality are interwoven together to put an adolescent into his/her specific role which is either socially accepted or rejected. Other related factors will also be discussed as they are somehow directly or indirectly shaping the perception regarding one’s own sexuality.

**Keywords:** *Adolescents, sexuality, morality, physical, psychological health*

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## INTRODUCTION

Jersield defines adolescence as “span of years during which boys and girls move from childhood to adulthood mentally, emotionally, socially and physically”. It is certainly a crucial and significant period of life where physiological and psychological changes occur. Approximately adolescence starts from 12 years up to the age of 19 years globally. It can be segregated into two major phases: Early adolescence and late adolescence.

It is a transitional stage where an individual tries to gather a whole lot of information regarding various social, sexual and moral topics from every approachable source. Hence it also contributes a lot towards the development of one’s own self. Also, during adolescence, the insight starts improving which certainly leads to a better understanding of consequences related to specific events. Many studies in this field also discuss what are the major factors linked to positive and negative behaviours during this transitional phase. Donovan and Jessor (1985) identified a single cause of negative behavior among adolescents. The main finding of this study highlighted that there is a strong relationship between risky behavior and negative behavior displayed by adolescents.

Also in this developing period morality comes into use. It contributes largely to the overall development of personality. Infact family and peers are the key ingredients for the shaping up the morality among early adolescents. A broken family and bad peer relations can push the individual to the wrong tracks of emotional maladjustment. Another astonishing feature of this age is the development of hetero sexuality which means attraction towards the opposite sex. The primarily release of hormones like testosterone and estrogen gradually lead the adolescent towards sexual maturation. So, at this very phase the role of sex education

becomes very necessary as it will give proper and correct knowledge not only about sex but also biological foundations behind it.

If the sources behind the knowledge about sex are correct and trustworthy then it will also affect the morality of the young adolescent. Sexuality and morality are interrelated concepts. They tell us what actually an individual is able to return back to the society in a socially desirable way.

### **Sexuality Vs Morality**

The connection or link between sexuality and morality somehow or the other stems from our specific culture with which an individual relate himself/herself. Every adult in his/her early period of life is conditioned that his/her reputation is a reflection of his/her character. And subsequently the character displayed regulates the emotions which we perceive. But since the cultures are different and vary across the globe, so does the meaning of sexuality and morality. But on the other hand, it is true that sexuality and morality cannot be virtually separated with each other.

During infancy there is hardly any recognition of one's gender but as the child grows, the sense of gender identity starts developing. Researches in the western world suggest that androgens have a role to play in gender specific behaviors. Jean Wilson (1999). Mostly it is seen that sexual interest is at its peak during middle and late adolescence (17years). In talking with the respect to the Indian culture the moral values are somewhat dominating over the issues which are more necessary to be discussed. Here the morality says that talking about sex with the opposite gender and also with your own parents is still considered as a taboo in many places and different communities of our nation. This affects the perception of sexuality

and sometimes it can lead to other diverse ways of satisfying their curiosity which is not socially acceptable in any of the cultures.

Also the biological, psychological and social factors are key in determining the sexuality among adolescents. Sometimes the sexuality or sexual behavior is determined by genes and hormones, which in turn may change other primary and secondary sexual characteristics. The best example of this can be Gender Identity Disorder. In a way these factors are very much responsible for getting attracted or being attracted towards someone else. Teenagers make moral judgments in their day to day life which are building upon different perceptual processes. The environment in which he/she lives creates a big impact upon the thinking process of the person. Morality is also developed by the peer attachment and peer influence. If the peer group is not a desirable social group, then there are higher chances that the individual will also be like that group sharing same moral values which may not be ethically right and idealistic. Few researches also suggest that during the middle adolescence the rebellious is quite high but gradually at the time of entering into young adulthood, it comes down.

### **Factors Responsible for Morality in Adolescence**

Morality comes from the Latin word “moralis” meaning manner or proper behavior. Either in sociology or in psychology, not any single factor can be pinpointed and attributed to the development of morality among adolescents. Different psychologists label different factors for the development of morality. Piaget’s theory of moral development laid the emphasis on simple games that can shape a child’s moral behavior. For example; an adolescent in his childhood must have been told about some specific games and certain rules of playing that game. In that age, he/she simply follow those rules because he lacked that

cognitive ability why the rules are formed or framed. But by breaking those rules, his/her true moral development take place.

In adolescence the same child learns to know that rules are laid down for the benefit of all players. Kohlberg also in the same direction of Piaget, further explored the moral development among young and old adolescents. He said that morality changes with the gradual increase of age. Older adolescents give more weightage to the rewards than to the efforts. If it gives lucrative opportunities then the approach and mentality towards the specific task would be entirely different. While in young adolescents, the pattern which is seen is to avail the consequences. It clarifies that when the fear of facing the consequences, especially negative consequences, there is decadence on moral values.

Carl Gilligan, a female therapist talked about moral development in girls which lead to the conclusion that justice and care given to oneself result in strong moral virtues. They will develop the same traits like that of their care givers and the likelihood to turn away somebody in need was less. Other factors like parents and peers also influence the moral development in adolescents. Young children like to imitate what they see from their parents and guardians, so it is often said that “parents are our first teachers”. They try to inculcate the same moral values which they themselves follow. Also, researches gives evidences that higher level of reasoning is related to parenting which is supportive in nature, like that of authoritative parenting style Eisenberg et al (2009). Also, gender and sex of the individual is a factor that affects the role in moral development in the children as well as adolescents. In few researches the girls are shown to be more prone with shame or guilt if their behavior does not find concordance with the societal display of rules. On the other hands boys are more critical and evaluative as compared to girls.

## **Developing Morality and Sexuality simultaneously**

It must be noted that there cannot be a single line drawn between sexuality and morality and how they are inculcated in the life of an individual. Both the concepts develop simultaneously and leaving little scope for the researchers to ponder upon their varying sideline outcomes. But for sure, they are interwoven together. In some cases the sexuality of the individual dominates in his/her nature while in other it is the morality which is reflected more efficiently in his/her nature. But since both the concepts are shaped up by many factors, they both are present in every single human being. Morality and sexuality discriminate a man from the rest of the animal kingdom species.

The cognitions help a person to think and identify what needs to be done in order to wisely utilize these concepts. In some western nations the premarital sex is quite common. It is their moral thinking which signifies that there is no harm in having physical relations with the partners before marriage. On this basis we cannot judge and say that they are having wrong ethical values since our culture doesn't permit premarital sex. Here it is still considered as a sin. Hence this will affect the sexual thinking which is different in different cultures and subsequently our sexual wishes and desires are characterized.

Both the concepts are just like two sides of the coin. In a way it can be said morality and sexuality are indispensable from each other. Sexual orientation and moral values together shape up the true character of a man.

## **CONCLUSION**

There must not be any doubt in mind that morality and sexuality are two crucial developmental processes for a human being. It is a tendency of all adolescents to make

mistakes and then learn from those mistakes. It is by the learning process that he/she will gradually get to the mark of standards which are acceptable by our society. The duty of the care givers, parents and guardians is to talk to them during this phase of development and guide them to the right path by understanding them in every possible way. Moral development or sexual development is not a one-day process, rather it takes years and yet these processes overlap with each other and making them influence over the whole personality. During adolescence, an individual is full of enthusiasm due to biological functioning of the body and this develops somewhere a tendency to learn new tasks which are challenging in nature. So proper channelization should be maintained as it affects the mindset of an individual even during his youth.

Sex is the third basic need of humans according to Abraham Maslow, and every living organism does it for survival. The role of sexual ethics hence plays a vital role in adolescence as the primary and secondary sexual characteristics are developed in this age. Condemning the unethical sexual practices is a good way to tackle misleading information regarding sex. Also the destructive and impulsivity of emotions should be taken care of so that moral reasoning can get a chance to replace the misconceptions which are already developed.

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## What Causes Unrequited Love?

### A Qualitative Research on Young Adults

JyotikaKapur\* and Shivangi Mishra\*\*

#### ABSTRACT

The experience of unrequited love -- not just a minor crush, but an intense, passionate yearning is virtually universal at some point in life. Unrequited love or one-sided love is referred as the love that is not openly reciprocated or understood by the beloved. The present study attempts to discover the reasons for the occurrence of unrequited love emotion in young adults. As studying unrequited love is difficult to stimulate effectively within laboratory experiments, so the experiences of unrequited love were taken through autobiographical accounts, which were further analyzed using thematic network analysis. The study discussed the pre and post experiences of the unrequited love experienced in order to discover the reasons behind its occurrence. According to our study, there exist some factors that engage in the feelings of unrequited love. There are six main reasons why one may fall in love with someone who does not love them back in the same way. One of the reasons is that there is Perceived value of the relationship. Sometimes one may feel unrequited love because the potential partner seems so attractive and valuable to them. This is often what is considered as "crush," or admiring someone who is "out of our league" in terms of status. Another reason is that there is perceived probability of the relationship. At times, one may feel unrequited love because they think an actual relationship might be possible, although not assured. This can happen when there is a friendship with mixed signals, which engages them with the feelings of unrequited love. So the person can get into platonic relationship. The other reason could be their love for romantic movies. This is sometimes even referred to as the "Bollywood factor"

in that people have created the perfect person of their dreams and believe that they are saving all their love for this fantasy. Whereas constant reminders of first love or partners desirability can also serve as a reason for the occurrence of this phenomena as he most desirable partners elicit the most attraction and greatest enjoyment of initial dates. One may feel unrequited love simply because the pleasure they feel of being in the experience of love. This can happen when they are in love with the idea of love itself, or an idealized soul mate, rather than the real person. However, there may be several reasons of why unrequited love occurs, but every experience of unrequited love is unique and painful much beyond than it appears to be.

***Keywords:*** *Love, Unrequited*

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## INTRODUCTION

### **Relationships**

An interpersonal relationship is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal relationships are formed in the context of social, cultural and other influences. The context can and may and perhaps vary from family or kinship relations, friendship, and marriage, relations with associates, work, clubs, neighborhoods, and places of worship. They may be regulated by law, custom, or mutual agreement, and are the basis of social groups and society as a whole.

### **Romantic Relationships**

In romantic relationships, romance usually implies an expression of one's strong romantic love, or one's deep and strong emotional desires to connect with another person intimately or romantically. In other words, it is defined as any two people who are in a close, intimate relationship with sexual attraction. Psychologists have devoted a great deal of efforts in understanding how relationships begin (Berscheid & Walster, 1978; Byrne, 1971) are maintained (Tyler et al. 1977) and break apart (Duck, 1982; Simpson, 1987) Research indicates that for most of the people; romantic relationships are the most meaningful element of life, providing a source of deep fulfillment.

### **Unrequited Love**

Unrequited love or one-sided love refers to instances when one person (the would-be lover) feels romantic, passionate feelings for an individual who does not return the same feelings (the rejecter). Unrequited love or one-sided love is love that is not openly

reciprocated or understood as such by the beloved. The beloved may not be aware of the admirer's deep and strong romantic affection, or may consciously reject it. The Merriam Webster Online Dictionary defines unrequited as “not reciprocated or returned in kind”.

According to *Dr. Roy Baumeister*, what makes a man or woman desirable, of course, is a complex and highly personal mix of many qualities and traits. But falling for someone who is much more desirable than oneself, whether because of physical beauty or attributes like charm, intelligence, wit or status, Baumeister calls this kind of mismatch “prone to find their love unrequited” and that such relationships are falling upward. According to some psychologists, opposites do attract, but it is not possible to attract those whose moral values are different.

Unrequited love victims: The inability of the unrequited lover to express and fulfill emotional needs may lead to feelings such as depression, low self-esteem, anxiety and rapid mood swings between depression and euphoria.

*Rejecters*: ‘There are two bad sides to unrequited love, but only one is made familiar by our culture’ that of the lover, not the rejecter. In fact, research suggests that the object of unrequited affection experiences a variety of negative emotions on a par with those of the suitor, including

anxiety, frustration and guilt. As Freud long since pointed out, ‘when a woman sues for love, to reject and refuse is a distressing part for a man to play’.

The capacity for love gives depth to human relationships, brings people closer to each other physically and emotionally, and makes people think expansively about themselves and the world. Stages of romantic interpersonal relationships can also be characterized more generally by the following: attraction; initiation; development; sustaining vs. terminating.

Most people have experienced unrequited love at some point in their lives, those strong feelings that you feel for someone; you want them, you need them, you cannot live without them but unfortunately, they do not feel the same way. Whether it is a high school crush, admiration for a co-worker, or new feelings for a close friend, unrequited love often dies because most of us realize that we will likely not get the results we want, so we move on. Only, sometimes we don't. Or, we have a hard time moving on. There are times when unrequited love can really affect your perception of the world and yourself and thus your self-esteem and your entire life experience. Unreturned love can be consuming, crippling, and actually hinder your ability to live your life. Realizing that your feelings are not reciprocated can be hurtful, frustrating, or may even make you angry.

Social exchange theory and Rusbult's investment model shows that relationship satisfaction is based on three factors: rewards, costs, and comparison levels (Miller, 2012). Rewards refer to any aspects of the partner or relationship that are positive. Conversely, costs are the negative or unpleasant aspects of the partner or their relationship. Comparison level includes what each partner expects of the relationship. The comparison level is influenced by past relationships, and general relationship expectations they are taught by family and friends.

## **Review of Literature**

Love is often thought of as an intense and positive emotion that can be experienced for a variety of close others, including a romantic partner or spouse, close friends, children, parents, and other relatives. For more than three decades, social psychologists and other social scientists have been studying love. The research article: "Love: What Is It, Why Does It Matter, and How Does It Operate?" written by Harry T. Reis, Arthur Aron reviewed that love is a perennial topic of fascination for scholars and laypersons alike. Whereas

psychological science was slow to develop active interest in love, the past few decades have seen considerable growth in research on the subject, to the point where a uniquely psychological perspective on love can be identified. The article described some of the more central and well-established findings from psychologically informed research on love and its influence in adult human relationships. Research brought into light that the concept of how love is defined, the significance of love for human activity and well-being, and evidence about the mechanisms by which love is believed to operate.

Another research article discussed about “the prevalence and nature of unrequited love” written by Robert G. Bringle, Terri Winnick, and Robert J. Rydell highlighted on the nature of unrequited love. Unrequited love (UL) is unreciprocated love that causes yearning for more complete love. Five types of unrequited love are delineated and conceptualized on a continuum from lower to greater levels of interdependence: crush on someone unavailable, crush on someone nearby, pursuing a love object, longing for a past lover, and an unequal love relationship. Two studies were taken up during this research study. Study 1(a) found all types of unrequited love relationships to be less emotionally intense than equal love and 4 times more frequent than equal love during a 2-year period. Study 1(b) found little evidence for limerent qualities of unrequited love.

Study 2 found all types of unrequited love to be less intense than equal love on passion, sacrifice, dependency, commitment, and practical love, but more intense than equal love on turmoil. The results suggested that unrequited love is not a good simulation of true romantic love, but an inferior approximation of that ideal. Unrequited love occurs when differences in the aspirations or the experiences of love result in a yearning for more complete love by one of the individuals in the relationship. The experience of unrequited love may be an ephemeral mood state, a developmental stage in a relationship, idiosyncratic to the

combination of two individuals, or the result of a stable attribute (e.g., anxious/ ambivalent attachment; Aron, Aron, & Allen, 1998). Unrequited love has been found to be more prevalent among individuals who reported an anxious/ambivalent attachment style (Aron et al., 1998) and who were low on defensiveness (K. K. Dion & Dion, 1975).

Baumeister, Wotman, and Stillwell (1993) described several ways in which unrequited love can develop (e.g., growing out of friendship, loving from afar) and Aron and Aron (1991) described three types of unrequited love (secret, jilted, hanger on). However, unrequited love as occurring in different kinds of relationships that are assumed to be located on a continuum of interdependence (e.g., Kelley et al., 1983; Kelley et al., 2003; Baumeister et al., 1993). Interdependence encompasses influence, behavioral control, and the frequency, diversity, and length of interaction (Berscheid, Snyder, & Omoto, 2004). Berscheid and Ammazalorso (2001) posited that increasing interdependency creates stronger, more numerous, and more consequential expectations that, when violated, produce stronger emotional reactions. An extreme example of a relationship with low interdependence is an imaginary lover. A love relationship that is equal in exchanges encompasses high levels of interdependence (e.g., Kelley et al., 1983; Kelley et al., 2003).

The research article “Falling in love: Prospective studies of self-concept change” written by Aron, Arthur, Paris, Meg, Aron conducted studies to examine the consequences of falling in love. The two perspectives, longitudinal studies examined the consequences of falling in love, focusing on predictions developed in the context of A. Aron and E. N. Aron’s (1986, in press) self-expansion model of motivation and cognition in close relationships. In each study a sample with a high expected incidence of falling in love (first- and second-year undergraduates in the fall term) was tested 5 times over 10 weeks. At each testing participants indicated whether they had fallen in love and either made open-ended lists of self-descriptive

terms (Study 1;N = 329) or completed standard self-efficacy and self-esteem measures (Study 2;N = 529). As predicted, after falling in love there was greater change and increased diversity of self-concept domains (Study 1) and increased self-efficacy and self-esteem (Study 2).

Psychologists have devoted a great deal of efforts in understanding how relationships begin (Berscheid& Walster,1978; Byrne,1971) are maintained (Tyler et al. 1977) and break apart (Duck,1982; Simpson,1987). Moreover, despite substantial research on how people manage to gain the affection and respect of others (Jones and Wortman, 1973), there is much less information available about how to divest oneself of another's attraction- but that is precisely the dilemma faced by the target of unrequited love. The research article “Unrequited Love: On Heartbreak, Anger, Guilt, Script lessness and Humiliation” written by Roy. F. Baumeister, Sara R. Wotman and Arlene M. Stillwell did investigation that was designed to shed some light on unrequited love as a relationship that fails to form or thrive and particularly to illuminate the experience and response of the person who finds himself /herself the reluctant object of another's unwelcome affections.

Thus, many researches focus on how people manage to gain the affection and respect of others (Jones and Wortman, 1973), but there is much less information available about how to divest oneself of another's attraction- but that is precisely the dilemma faced by the target of unrequited love. There are several ways in which unrequited love may develop (like close friendships, attraction, etc) contributing to several reasons for the occurrence of unrequited love experiences. The present study attempts to discover the reasons for the occurrence of unrequited love emotion in young adults. Since unrequited love is difficult to stimulate effectively within laboratory experiments, so the experiences of unrequited love were taken through autobiographical accounts.

## METHOD

### Participants

Three young adults (two males and one female) belonging to the age group of 18-25 years, who have experienced unrequited love in their recent past. Willingly shared their experience as part of the study. These three young adults are university students pursuing their higher education in New Delhi. University students have resisted some cultural norms and prescriptions, so their experiences should not be generalized to groups that are heavily bounded by tradition.

### Procedure

The data for the paper was collected using semi- interview structured of three young adults (two males and one female) who have experienced unrequited love in their recent past; they willingly shared their experience for this present study. The method of semi structured interview was considered to be an appropriate one for this study as it gives an understanding of underlying reasons, opinions, and beliefs of the participants based on the underlying theme for the study. Participant's experiences were taken into account in order to understand the possible reasons for the occurrence of unrequited love. The rapport was formed and was ensured that the participants were comfortable and willing to share their unrequited love experiences as part of this study. In the interview study, participants were asked questions about their pre and post unrequited love experiences in order to discover the possible reasons of falling in as a one-sided lover. When the interview came to an end, the participants were thanked for being part of the study. Later, in order to set the discussion in the context of discovering unrequited love emotion's reasons of occurrence, Thematic- network analysis was performed as it emphasizes on pinpointing, examining, and recording patterns (or "themes") within data. Themes are patterns across data sets that are important for the

discovery of the possible reasons for the occurrence of the unrequited love experience and represents how this concept is socially represented by young adults.

### **Coding**

The semi-structured interviews were typed down in the exact verbatim, to prevent any effects of handwriting on the coding and to provide a further shield for the anonymity of participants. A list of coding dimensions (broad and sub themes) were generated from the participant's shared experiences using thematic- network analysis. The themes presenting the critical reasons for the occurrence of unrequited love experiences are presented in the analysis table, attached in the appendix section.

## **RESULTS AND DISCUSSION**

Unrequited love or one- sided love refers to instances when one person (the would-be lover) feels romantic, passionate feelings for an individual who does not return the same feelings (the rejecter). Unrequited love or one-sided love is love that is not openly reciprocated or understood as such by the beloved. The beloved may not be aware of the admirer's deep and strong romantic affection, or may consciously reject it. The Merriam Webster Online Dictionary defines unrequited as "not reciprocated or returned in kind". The aim of the study is to discover the reasons for the occurrence of unrequited love emotion in young adults.

To set the discussion in the context of discovering unrequited love emotion's reasons of occurrence, we first summarize the results of a thematic analysis of the key factors that was carried out by searching for, sorting, comparing, contrasting and classifying coded text across all the interviews. Various themes have been traced out after careful analysis, which are described below.

One of the major reasons contributing to the occurrence of unrequited love experiences are “Platonic Friendship”. It is often looked upon as having close friendships irrespective of the gender, however such people may not be girlfriend or boyfriend, but still have a close friendship with each other. As stated by one of the respondents, that “Friendship is of mutual trust, friendly, love and sentiments”; “Sharing daily emotions, experiences, and ideas with the best friend”; “finding them as only secret-keeper and forever friends”. The other stated that “Hum kabhi ek dusre ko “I love you” nahi bolenge as fir sab emotional and senti ho jate hai and masti ka end ho jata hai”. Participants reported about Falling for more attractive one in the friendship. As stated in the responses, “She was more good looking than me”; “He was out of my league”. While other participants reported about “increasing intimacy by strengthening the relationship through daily interactions and supporting each other in good and bad times”. Thus, this could be seen as one of the major reasons for occurrence of unrequited love, as people in close friendships tend to fall in love with their friend, sharing a sense of dependency and wish to take their friendship on the next level of commitment. However, when the other person with whom the bond is shared, does not hold similar feelings and emotions or may hesitate for being committed in the relationship, it often leads to the feelings of unrequited love, where the emotions and the feelings of lover are not acknowledged or understood by the beloved.

Participants of the study mentioned that “Love for romantic movies” leads to increased expectations in terms of relationship and a perfect mate for life. One of the respondents stated that “The partner should bring roses whenever he meets”; “The partner should be tall, smart, fair, handsome with dimples and good jaw line”. The other stated that “I wish to live same romantic experiences like movies and have background music in the daily happenings of our lives”. Participants even had intense idealization for the romantic heroes in

the movies that they reported “I am a big fan of Shahrukh khan and would prefer men to be as romantic as him”; “I love her the way Shah rukh loved Kajol in DDLJ”; “My chemistry with her is just like Ritesh and Genelia”. Thereby this could be one of the reasons for the occurrence of unrequited love experience as people have created the perfect person of their dreams and believe that they are saving all their love for this fantasy. However, since this ‘perfect person’ does not exist, they start projecting their ideal onto the object of their affection and see them as who they want them to be. In this way, an unrequited relationship is safer and easier because getting to know someone for who they really are may shatter their world of fantasies and destroy their dreams.

Participants shared about their experiences and looking constant “reminders for first love” as one of the reasons leading to the occurrence of unrequited love. Participants expressed that it is the first love that sets the foundation for future relationships. It could be seen from responses like “Not only have me, but almost everyone still love their first love”; “It’s one thing that never goes out of your mind”; “No one forgets it. Everybody just hides it within themselves”. Participants expressed that there are constant reminders of first love, even after you move ahead in your life and one of the respondent expressed that he could visualize this through his parental problems as well. As expressed through the responses “My mother never loved my dad but still continued the marriage”; “Parents never took care of me in loving and caring manner”. Participants also shared their experience of happiness when they are teased by friends using their crush’s name and memory of it feels beautiful. This could be seen from their responses like “Friends used to call her “bhabhi” and I used to feel happy inside”; “Friends wrote her name along with mine on class black board”; “I cherish those memories and be happy about it”. Thereby, this could be one of the reasons leading to

the occurrence of unrequited love, as people still believe that first love sets the foundation of future relationships and cherish the happiness of being in love.

Another reason for the occurrence of the unrequited love may involve “Partner’s desirability”. Participants of the study can be seen as romantically driven by the physical appearance of the crush and other attributes like charm, witness, care, etc. It could be seen from their responses like “He was out of my league”; “His good sense of humor and knowledgeable talks with a versatile attitude made me fall for him”; “Her act of social service attracted me towards her”. This shows that the most desirable partners elicit the most attraction and greatest enjoyment of initial dates. But eventually people settle in relationship with partners who are about equal to their attractiveness. Thus, everyone tends to prefer a maximally attractive partner but tends to end up with a partner roughly equal to one’s own attractiveness which is evident from the current life status of the participants.

Participants of the study mentioned that “Past traumatic experiences” may be looked upon as the failure of love relationship. Some of the participants disclosed about parental discord which could be seen from their responses “My mother never loved my dad but still continued the marriage”; “Parents never took care of me in a loving and caring manner”. However, it was also observed that such past traumatic experiences often lead to psychological effects like low self- esteem, trust issues, fear for intimacy and commitment. This could be seen from the responses of the participants like “I have trust issues”; “I believe that no one can really be trusted, that intimacy is dangerous”; “Real loving attachment is impossible dream”; “Felt guilty for expressing myself”; “Experienced anxiety provoking incidents”; “Faced panic attacks and flashbacks”; “Experienced depression and suicidal thoughts”; “Faced persistent self- doubts”. This shows that past traumatic experiences yield to psychological effects and is looked upon as one of the major reasons leading to the

occurrence of unrequited love emotion. However, since such people are often aware of unsuccessful love stories of their parents or closed ones, they start projecting the same with themselves. In this way, they tend to develop thoughts based on such past traumatic experiences which further affects their emotional and psychological well-being.

According to the responses of the participants of study it can be seen that “Selfish desire fulfilment” can also be one of the reasons for the occurrence of the unrequited love. Some of the participants mentioned that such kind of love experiences are good in terms of meeting the unmet needs of the person like the sexual desires, popularity, incentives, etc. Some people are caught up in the thrill of the chase. For such people, one sided relationship is a source of gaining incentive, and once they achieve their goal, they no longer want what they were pursuing. In such cases, they will consistently be attracted to the prospect of unrequited love and lose interest when, or if, this love is ever returned. This is also a defense mechanism and may be an indication that they have a fear of commitment or intimacy. As can be seen from the responses of the participants that “I was getting sex from her and so I did not wish to have more emotions involved as I was sleeping with the most beautiful girl of our college”; “We had more sex so I did fall for her initially but later I felt what is the need for emotions and long- term with her when my needs are being met without any commitment”; “Whenever I used to walk with her people used to look at us and I gained attention from a lot of people who did not know me earlier.”; “ I loved him for the emotions he brought in me.”

However, there may be several other reasons of why unrequited love occurs, as every experience of unrequited love is unique and painful much beyond than it appears to be. Thus, the autobiographical accounts of young adults discussed the major reasons for the occurrence

of unrequited love. These reasons served as a base in understanding the factors, thoughts, and feelings experienced being in unrequited love.

## **Conclusion**

There exists strong tendencies for people to like those who like them. As long as attraction elicits reciprocal attraction, unrequited love is found to be rare. Unrequited love or one-sided love is referred to as the love that is not openly reciprocated or understood by the beloved. The present study attempts to discover the reasons for the occurrence of unrequited love emotion in young adults. As studying unrequited love is difficult to stimulate effectively within laboratory experiments, so the experiences of unrequited love were taken through autobiographical accounts. The study discussed the pre and post experiences of the unrequited love experienced in order to discover the reasons behind its occurrence. According to our study, there exist some factors that engage in the feelings of unrequited love. There are six main reasons why one may fall in love with someone who does not love them back in the same way. One of the reasons is that there is Perceived value of the relationship. Sometimes one may feel unrequited love because the potential partner seems so attractive and valuable to them. This is often what is considered as "crush," or admiring someone who is "out of our league" in terms of status. Another reason is that there is perceived probability of the relationship. At times, one may feel unrequited love because they think an actual relationship might be possible, although not assured. This can happen when there is a friendship with mixed signals, which engages them with the feelings of unrequited love. So the person can get into platonic relationship. The other reason could be their love for romantic movies. This is sometimes even referred to as the "Bollywood factor" in that people have created the perfect person of their dreams and believe that they are saving all their love

for this fantasy. Whereas constant reminders of first love or partners desirability can also serve as a reason for the occurrence of this phenomena as he most desirable partners elicit the most attraction and greatest enjoyment of initial dates. Other than these reasons there is also a benefit to the self of loving the other person. One may feel unrequited love simply because the pleasure they feel of being in the experience of love. This can happen when they are in love with the idea of love itself, or an idealized soul mate, rather than the real person. However, there may be several reasons of why unrequited love occurs, but every experience of unrequited love is unique and painful much beyond than it appears to be. These reasons served as a base in understanding the factors, thoughts, and feelings experienced being in unrequited love.

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