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## Psychological Literacy: Review and The Path Ahead (In Indian Context)

Dr. Reema Bansal Mehta\*

### ABSTRACT

Aim of the study was to find out the extent to which present day teaching of psychology (basically at graduation level) fulfills its objective of creating real psychological literacy and also, finding ways that can truly enhance the skill-set of students that opt for psychology. While most Indian teachers genuinely put in efforts to equip their students with practical aspects of everything they teach, it was found that there are mechanisms by which the whole experience of studying psychology can be taken to next and/or higher level(s). It's suggested that these methods be adopted and incorporated into curricula, though with certain cautions.

**Keywords:** *Psychological literacy, skill-set*

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## INTRODUCTION

The journey of psychology as an independent academic discipline in India began with the establishment of the Department of Experimental Psychology, in 1916, in Calcutta University. Prof. Narendra Nath Sengupta who had his education at the Harvard University with Hugo Munsterberg, a student of Wilhelm Wundt, was appointed the first chairman of the Department. Both undergraduate and post graduate courses were initiated in the university department. (caluniv.ac.in) (Seminar brochure, University of Calcutta, 2015)

Today numerous universities and colleges are offering the subject after 10<sup>th</sup>, at graduation level; post-graduation, PG Diplomas, M.Phil and doctoral. Even within these courses, there are many options for specialization. Though the most widely known application of psychology, even today, is counselor-counselee session; there is plethora of new and newer areas emerging – all within the realm of psychology. The core value of this subject lies in the fact that it has diverse applications across multiple fields since it deals with a very basic entity i.e. a human being. However, when we look at graduates of this discipline, it's not always, that we find them equipped with basic skills and repertoire of values as expected.

The term “psychological literacy”, to encapsulate these skills and values, was first coined by Alan Boneau in 1990. The current conceptualization of psychological literacy was operationalized as the graduate attributes (knowledge, skills, attitudes) or learning outcomes of the undergraduate psychology degree program. Further, Cranney and Dunn (2011) simply defined psychological literacy as the capacity to intentionally apply psychological science to achieve personal, professional and societal goals. (psychliteracy.com)

In a country like India, with high rates of unemployment, psychological literacy gains even more and altogether different importance – that of enhancing employability. Psychology

graduates need psychological literacy, for their own as well as societal betterment, and for finding and sustaining employment; as, it won't be an understatement to say that psychological literacy forms the basics of working in the field of psychology.

### **Advantages of psychological literacy**

Generally, society expects a psychology graduate to be a higher level advisor than any other discipline graduate. To actually equip the graduates with such desired skills, even if at a beginners' level, psychological literacy plays a crucial role.

McGovern et al (2010) provided a definition of psychological literacy, including the following elements:

- Understanding the basic concepts and principles of psychology
- Thinking critically
- Having problem-solving skills
- Understanding scientific research practices
- Communicating well in different contexts
- Applying psychological principles to personal, social, or organizational problems
- Acting ethically
- Having cultural competence and respecting diversity
- Having self and other awareness and understanding. (Douglas 2016)

A simple look itself, at these nine broad categories, is sufficient to bring fore the advantages of psychological literacy. To have a basic knowledge and vocabulary for psychology concepts, to be able to analyze the ins and outs of different situations effectively, correct moral and ethical practices, productive interactions are only a few significant of the many benefits of psychological literacy.

### **Psychological Literacy – Present status**

One of the strengths of teaching of psychology presently is that every teacher associated with this subject attempts to replete his/her teaching with examples, and, connecting subject matter to real life. That is good, but definitely not enough or complete in purpose. For inculcating psychological literacy, additional techniques and methods are advisable. These techniques, along with helping students imbibe psychological literacy, should take them to higher –order objectives of learning [which, as per Bloom’s Taxonomy (1956) are analysis, synthesis and evaluation or even creation].

These ends, to some extent, are met when a teacher adopts different techniques for imparting education like asking questions before going into subject matter, discussions, organizing declamations & debates, quizzes, poster-essay-slogan-painting competition, educational trips, field visits, flipped learning etc. These modes stimulate the students’ thought process. However, more innovative and involving procedures are being called for. The more reflective these procedures are made, the better it is. Evidence for the contribution of reflective practice to the development and application of psychological literacy is offered by Coulson et al (2016). So it is advisable that extra readings and assignments concerned with developing one’s thought processes are embedded in the curriculum. Instead of relying totally on understanding and recall of psychology concepts presented in psychology text-books, ideas and suggestions evolving from general readings-books-podcasts etc (after familiarity with the psychology concepts) should be encouraged.

These reflections and insights can then be applied to one’s life also. Indeed, more complex levels of reflection, such as that required for psychological literacy, may involve consciously thinking about or challenging past and present action, beliefs or knowledge with the intention to learn or to inform future practice (Dewey 1933; Richert 1990). (Coulson et al, 2016)

### **Further suggestions for enhancing psychological literacy**

Following are the steps already being undertaken to enhance psychological literacy as per Taylor & Hulme (2015). These can be implemented in Indian institutions as well.

- Students can be guided to select an organization, do an in-depth research cum analysis about it, and propose solutions and recommendations to the organizational representatives. This will contribute to the psychological literacy of students, acting as a pathway to enhanced employability.
- Students can work in groups and analyze case studies, both about individuals with and without mental conditions. Famous personalities or volunteers can also be picked up by students for the purpose. This will enhance their theoretical knowledge, team-ability, co-operation and communication skills.
- Students should be encouraged to write ‘Psychology in every day’ kind of articles and submit to blogs, magazines and other publications.
- For experiential learning, peer-mentoring can be introduced as mandatory whereby senior students coach fresh students.
- Volunteering in schools, hospitals and old-age homes should be explored more than is being presently done.
- Clubs can be initiated by psychology students to work with 7-14 year olds who display early signs of mental ill-health.
- Students can choose any one social problem, existing or future-possible, and make a presentation about it with potential solutions.
- Students should be supported through lectures and discussions to apply theoretical models of psychology to improve peoples’ well-being.

- In addition to all this, as is required in every field, students must become competent in using and evaluating information and technology.
- They should always be on the look-out for internships, additional workshops, seminars and conferences.
- Students have to be made aware of international scenarios to enable a global citizenship with cross-cultural competence.

It must be highlighted that this is not an exhaustive, nor representative of all psychological activities worth suggesting or being already undertaken. The dimension of ‘empathy’ and ‘supporting and caring’ is also necessary as psychology is viewed as a helping profession; and novel ways are required to develop and nurture this quality among youngsters.

Hulme (2014) notes that embedding psychological literacy in the curriculum may enhance students’ intrinsic motivation to learn, by bringing psychology to life – but also by bringing life to psychology. (Taylor & Hulme, 2015)

### **Challenges**

We know that psychology has a wide-ranging impact on society. The potential benefits of a psychologically literate citizenry in improved parenting, better business practices, enlightened legislation, and many other areas make this a desirable goal. However, certain challenges can also crop up as one tries to introduce psychological literacy into curriculum. It would be difficult to separate psychological literacy from generic student-learning outcomes. Secondly, lines between teaching and therapy might become blurred. For example, will a course in child development become a course in parenting? Thirdly, if we are in fact encouraging students to apply their psychological literacy in their everyday lives and communities, does the university then become liable for any misapplication of psychological knowledge by their students and alumni? Also, there could be practices bordering on indoctrination, where educators might

unknowingly or knowingly pass their convictions to the student population. Further challenges include over analysis of one's personal and occupational life, and over application of psychological concepts are also dangers of an overly zealous push for psychologically literate student citizens. (Douglas, 2016)

As a final year student of BA Psychology (Honours), I myself experienced such over-analysis where some responses relating to black magic on Thematic Apperception Test were given by a subject, and the teacher had analyzed with conviction that the subject was practising black magic!

Another important challenge, perhaps even the most important, is teachers' own job satisfaction levels. A teacher who is not satisfied with his/her job might not feel motivated enough to inspire and guide the path towards psychological literacy.

Lastly, the focus should not shift from content of the subject and preparation for higher education/degree. For this, the psychological literacy has to be an option, not compulsion.

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## **A Study of Adjustment among Under Graduate and Post Graduate Students**

**Akshay Mahesh Shriwas\***

### **ABSTRACT**

This Study Purpose finds out Study of Adjustment among Under Graduate and Post Graduate Students. The present study sample go was selected from Aurangabad district in Maharashtra. Total sample of present study 60 College Going Students, in which 30 were Under Graduate Students (215 Male and 15 Female Students) and 30 Post Graduate Students (25 Male and 25 Female). ). The subject selected in this sample will be used in the age group of 18 years to 25 years and Ratio 1:1. The independent variables are Graduate (1) Under Graduate Students 2) Post Graduate Students), and Dependent variables are Adjustment (Home Adjustment, Social Adjustment, Emotional Adjustment, Health Adjustment) and The scale was used for data collection Bell's Adjustment Inventory by Lalit Sharma was used data collection. 2x2 factorial designs was used and data were analysis by Mean, SD and 'F' values. Results show that Post Graduate Students Better Home Adjustment, Social Adjustment, Health Adjustment and Total Adjustment than Under Graduate Students and there is no significant difference between Under Graduate and Post Graduate Students on Emotional Adjustment.

**Keywords:** *Home Adjustment, Social Adjustment, Emotional Adjustment, Health Adjustment, Adjustment, Under Graduate Students, Post Graduate Students.*

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## INTRODUCTION

Adjustment is an interaction between our own self and our surrounding environment. A person constantly tries to unite their self with the environment or keeps trying to be convenient towards the environment, and this is why a person changes the environment actively or passively. A person is able to adjust satisfactorily according to the easiness of their ability to change the environment. Like other animals, a person also needs to adjust with the environment to fulfil such requirements like physical, psychological and material. The adjustment becomes easy and satisfactory on the basis of this effectiveness of the interaction.

Adjustment is much needed for modern man who is surrounded by number of needs in the modern world. He lives under such complex environment which never existed in the past. His personality and individuality are covered through tension, terror, fear, conflict, dissatisfaction, mental stress etc. He should develop timely adjustment concept regarding happiness and contentedness through satisfactory adjustment with his needs and means.

### **Types of Adjustment**

#### **Home and family adjustment**

One should feel the comfort and satisfaction in one's home in the spirit of 'Sweet Home'. He must have proper cordial relationships and behavioural adjustment with the members of his family. One who is fed up with his family environment and likes to spend most of the time outside the home so as to avoid the company of the family members is surely a person who is seriously lacking in terms of his home and family adjustment. Contrary to this, when the home and family environment are quite cooperative and congenial, the members of the family get proper opportunity for the satisfaction of their mutual personal needs and social obligations. In

96 such encouraging, mutually sharing, loving and peaceful environment each member works for the progress and welfare of the others besides the development of his own. Such family environment provides a reasonable insurance for the total adjustment and well-being of all the members of the family.

### **Social adjustment**

This sphere of adjustment is concerned with one's adjustment to his social surroundings. Such adjustment is as much essential as one's adjustment with his self. In all circumstances, one should feel reasonably satisfied with what he gets in term of his social environment. By doing so, he may get along well with others and keep himself in the category of a socially adjusted person, but if it does not happen he become a socially maladjusted person. In such circumstances, either he may cut himself off from the society or may turn into an anti-social and criminal personality. In this sense, one's adjustment with his social set up, started from his parents, home and family and extended to the neighbourhood, state, county and encircling whole world, is quite essential for the welfare of his own and the society. Let us try to know in detail about the components of one's social adjustment.

### **Emotional adjustment**

Emotions play a leading role in controlling and directing one's behaviour and providing a definite shape to his personality make-up. An individual who is capable of expressing his emotions in a proper way at a proper time may be termed as emotionally adjusted. The acquisition of such emotional adjustment may automatically help an individual to act and behave in a desired way, face the life situations properly and feel adjusted in his personal and social skills.

## Health Adjustment

“Health mind lives in a healthy body”. A Healthy body means healthy and positive adjustment in life. A healthy person is not tired of working. Unhealthy children fall sick frequently, they get tired very soon and they lag behind in studies as well as other aspects of their lives. Physically challenged students find adjustment difficult. Students should be educated and encouraged to stay healthy, fit, and also do some exercise in school. This creates confidence in them. He would learn self-control and would adjust himself in changing situations of life. It creates willingness in a student to accept responsibility and find solutions to problems he faces. Through sports, he not only stays fit, but also learns spirit of sportsmanship and learns to see humour in various situations of Life. These qualities are required for healthy adjustment.

### REVIEW OF THE LITERATURE

Lokanath S Puthanikar (2016) this study found that the science post-graduate students have significantly higher level of adjustment than social-science post-graduate students. Dheivamani,A., (2020) this study found that 1) there is no significant difference found between male and female post graduate students with respect to their adjustment. 2) There is significant difference found between arts and science post graduate students with respect to their adjustment. 3) There is no significant difference found between rural and urban post graduate students with respect to their adjustment. 4) There is no significant difference found between first and second year post graduate students with respect to their adjustment. Nabanita Chakrabarty, (2019) this study found that there is no significant difference between UG and PG student in terms of adjustment. Moumita Kundu, (2015) this study found that there is no difference between male and female as well as science and humanities under graduate students with regards to their Adjustment Ability. Singh et.al (2014), Nagra (2014), Yellaiah (2012),

and Gehlawat (2011), Pramanik et. al (2014) this study result indicates that both male and female under graduate students have equal capacities for social adjustment.

### **Statement of the problem**

“A Study of Adjustment among Under Graduate and Post Graduate Students.”

### **Objectives for present study**

- To examine the Under Graduate Students and Post Graduate Students on Home Adjustment, Social Adjustment, Emotional Adjustment, Health Adjustment and Adjustment.

### **Hypothesis of the study**

- There is no significant difference between Under Graduate Students and Post Graduate Students with Adjustment dimension on Home Adjustment, Social Adjustment, Emotional Adjustment and Health Adjustment.

## **METHODOLOGY**

### **Sample**

The present study sample go was selected from Aurangabad district in Maharashtra. Total sample of present study 60 College Going Students, in which 30 were Under Graduate Students (215 Male and 15 Female Students) and 30 Post Graduate Students (25 Male and 25 Female). The subject selected in this sample was used in the age group of 18 years to 25 years and Ratio 1:1.

### **Research Design**

2x2 factorial designs use for the present study.

### Variables of The Study

Independent variables- Graduate- Under and Post Graduate Students.

Dependent Variables- Adjustment- Home, Social, Emotional and Health.

### Research tools for present study

**Table N0.01- Bell's Adjustment Inventory**

Aspect	Name of the Test	Author		
Adjustment	Bell's Adjustment Inventory	Lalit Sharma	Home Social Emotional Health	Item- 80 Reliability - 0.897 Validity – 0.834

### STATISTICAL TECHNIQUES

Mean, S.D and ANOVA were College Students to analyses the data.

### RESULTS AND DISCUSSION

**Table No.02 Show the Mean, SD and F Value of Graduate on Adjustment**

Table No.	Factor	Graduate	Mean	SD	N	DF	F Value	Sign
Table No. 02 (A)	Home	Under Graduate Students	12.50	2.11	30	58	8.295	0.01
	Adjustment	Post Graduate Students	10.70	2.69	30			
Table No. 02 (B)	Social	Under Graduate Students	12.23	2.11	30	58	4.495	0.01
	Adjustment	Post Graduate Students	10.90	2.72	30			
Table No. 02 (C)	Emotional	Under Graduate Students	11.80	1.66	30	58	1.066	NS
	Adjustment	Post Graduate Students	11.23	2.50	30			
Table No.02(D)	Health	Under Graduate Students	13.00	2.79	30	58	37.94	0.01
	Adjustment	Post Graduate Students	8.96	2.25	30			
Table No. 02 (E)	Adjustment	Under Graduate Students	49.53	5.97	30	58	18.027	0.01
		Post Graduate Students	41.80	7.98	30			

## GRADUATE ON HOME ADJUSTMENT

### Hypothesis-01

- There is no significant difference between Under Graduate and Post Graduate Students with Adjustment dimension on Home Adjustment.

Observation of the table No.02 (A) indicated that the mean value of two classified group seems to differ from each other on Home Adjustment. The mean and SD value obtained by the Under Graduate Students was 12.50, SD 2.11 and Post Graduate Students was 10.70, SD 2.69. Both group 'F' ratio was 8.295 at a glance those Under Graduate Students shows high score than Post Graduate Students. The F value between Under Graduate and Post Graduate Students on Home Adjustment is observed 8.295 at 58 degree of freedom. The table value of F value is 0.05 = 3.94 and at 0.01 = 6.90 levels of significance, this is null hypothesis is Rejected and

Alternative hypothesis (There is significant difference between Under Graduate and Post Graduate Students with Adjustment dimension on Home Adjustment) is Accepted because table value Low than calculated value. It means that Post Graduate Students Under Graduate Students high Home Adjustment than Under Graduate Students.

## **GRADUATE ON SOCIAL ADJUSTMENT**

### **Hypothesis-021**

- There is no significant difference between Under Graduate and Post Graduate Students with Adjustment dimension on Social Adjustment.

Observation of the table No.02 (B) indicated that the mean value of two classified group seems to differ from each other on Social Adjustment. The mean and SD value obtained by the Under Graduate Students was 12.23, SD 2.11 and Post Graduate Students was 10.90, SD 2.72. Both group 'F' ratio was 4.495 at a glance those Under Graduate Students shows high score than Post Graduate Students. The F value between Under Graduate and Post Graduate Students on Social Adjustment is observed 4.495 at 58 degree of freedom. The table value of F value is 0.05 = 3.94 levels of significance, this is null hypothesis is Rejected and Alternative hypothesis (There is significant difference between Under Graduate and Post Graduate Students with Adjustment dimension on Social Adjustment) is Accepted because table value Low than calculated value. It means that Post Graduate Students Under Graduate Students high Social Adjustment than Under Graduate Students.

## **GRADUATE ON EMOTIONAL ADJUSTMENT**

### **Hypothesis-03**

- There is no significant difference between Under Graduate and Post Graduate Students with Adjustment dimension on Emotional Adjustment.

Observation of the table No.02(C) indicated that the mean value of two classified group seems to differ from each other on Emotional Adjustment. The mean and SD value obtained by the Under Graduate Students was 11.80, SD 1.66 and Post Graduate Students was 11.23, SD 2.50. Both group 'F' ratio was 1.066 at a glance those Under Graduate Students shows high score than Post Graduate Students. The F value between Under Graduate and Post Graduate Students on Emotional Adjustment is observed 1.066 at 58 degree of freedom. The table value of F value is 0.05 = 3.94 and at 0.01 = 6.90 levels of not significance, this is null hypothesis is Accepted Rejected and Alternative hypothesis is Rejected because table value High than calculated value. It means that there is no significant difference between Under Graduate and Post Graduate Students on Emotional Adjustment.

## **GRADUATE ON HEALTH ADJUSTMENT**

### **Hypothesis-04**

- There is no significant difference between Under Graduate and Post Graduate Students with Adjustment dimension on Health Adjustment.

Observation of the table No.02 (D) indicated that the mean value of two classified group seems to differ from each other on Health Adjustment. The mean and SD value obtained by the Under Graduate Students was 13.00, SD 2.79 and Post Graduate Students was 8.96, SD 2.25. Both group 'F' ratio was 37.94 at a glance those Under Graduate Students shows high score than Post Graduate Students. The F value between Under Graduate and Post Graduate Students on Health Adjustment is observed 37.94 at 58 degree of freedom. The table value of F value is 0.05 = 3.94 and at 0.01 = 6.90 levels of significance, this is null hypothesis is Rejected and

Alternative hypothesis (There is significant difference between Under Graduate and Post Graduate Students with Adjustment dimension on Health Adjustment) is Accepted because table value Low than calculated value. It means that Post Graduate Students Under Graduate Students high Health Adjustment than Under Graduate Students.

## **GRADUATE ON ADJUSTMENT**

### **Hypothesis-05**

- There is no significant difference between Under Graduate and Post Graduate Students on Adjustment.

Observation of the table No.02 (E) indicated that the mean value of two classified group seems to differ from each other on Adjustment. The mean and SD value obtained by the Under Graduate Students was 49.53, SD 5.97 and Post Graduate Students was 41.80, SD 7.98. Both group 'F' ratio was 18.027 at a glance those Under Graduate Students shows high score than Post Graduate Students. The F value between Under Graduate and Post Graduate Students on Adjustment is observed 18.027 at 58 degree of freedom. The table value of F value is 0.05 = 3.94 and at 0.01 = 6.90 levels of significance, this is null hypothesis is Rejected and Alternative hypothesis (There is significant difference between Under Graduate and Post Graduate Students on Home Adjustment) is Accepted because table value Low than calculated value. It means that Post Graduate Students Under Graduate Students high Adjustment than Under Graduate Students.

## **CONCLUSIONS**

- 1) Post Graduate Students Better Home Adjustment than Under Graduate Students.
- 2) Post Graduate Students Better Social Adjustment than Under Graduate Students.

- 3) There is no significant difference between Under Graduate and Post Graduate Students on Emotional Adjustment.
- 4) Post Graduate Students Better Health Adjustment than Under Graduate Students.
- 5) Post Graduate Students Better Adjustment than Under Graduate Students.

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## A Study Alienation Among Boys and Girls Adolescents

Seema Rambhau Perkar\*

### ABSTRACT

The purpose research attempted to Study of Alienation among Boys and Girls Adolescents.

**Objectives:** - To examine the Alienation of Boys and Girls Adolescents. **Hypotheses-** There

is no significant difference between Alienation on Boys and Girls Adolescents. **Method:** -

**Sample:-**The sample of the study consisted 50 College Going Students, in which 25 were Boys

Adolescents and 30 Girls Adolescents. **Research Design:-** Simple Research designs was used.

**Variables:-**Where Area of Residence was considered as independent variables and Alienation

as dependent variables. **Research Tools:-** Students Alienation Scale (1988) by Dr. R. R.

Sharma. **Statistical Analysis:** Mean SD and ANOVA. **Conclusions:** - Girls Adolescents High

Alienation than Boys Adolescents.

**Keywords:** *Alienation, Boys, Girls Adolescents.*

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## INTRODUCTION

The word “adolescence” means ‘to grow up’. A period between the ages of approximately thirteen and twenty for boys and one to two years earlier for girls during the period when the secondary sex characteristics and other adult traits appear. The physical changes are accompanied by important psychological changes relating particularly to the self-concept. Adolescence is attributed as a time of physical, psychological and social change which young individuals experience as these attributes can lead to clumsiness and over self –consciousness. Adolescence is the most significant period of human life. In this stage there are many problems that every human being has to face. So, a study of these problems and findings of some solutions to these problems are almost expedient for educators. As every grown up individual has one passed through this stage, he must try to think about problems and suggest some solutions. It is their duty to think over these problems and try to solve them. In this study the investigator intended to assess the adjustment problems of adolescence girls of secondary school. However, the investigator is also interested to assess the role of medium of instructions in the adjustment of adolescence girls studying in the English medium and Assamese medium school. It is known that the home, the family, the economic condition of the family, the society, the status of the family in the society, the neighbour, the school are some factors which influence in the harmonious development of personality of a child.

The concept of alienation has become one of the most commonly and widely used psychological and sociological term of the present. It has been largely studied from different points of view in relation to a number of variables and situations, highlighting its various aspects and achieving different objectives. Alienation’ is an age old concept and has been in use in theology, sociology, philosophy and psychology for long but it has become more subtle

and pronounced in the modern age. In modern literature alienation has taken the shape of such a “meaning nucleus” that its other variants such as isolation, loneliness, disintegration, segregation, exile, estrangement, disillusionment, pessimism and rebellion tend to converge into it like supporting wires of an umbrella. The phenomena of alienation are slow and systematic at the affective level. Psychologists observe that alienation grows as soon as the feeling of significant others in comparison to one’s own feelings of insignificance emerge.

### **REVIEW OF LITERATURE**

Anju Rani, (2015) this study found that 2. There exists a significant difference between the alienation scores of urban boys and rural girls. Rural girls have higher alienation scores than urban boys. So, the rural girls are more alienated than urban boys. 3. There exists a significant difference between the alienation scores of urban girls and rural girls. The rural girls have higher scores than the urban girls’. So, the rural girls are more alienated. 4. There exists no significant difference between the alienation scores of urban girls and rural boys. 5. There exists no significant difference between the alienation scores of urban and rural boys. Jasbir Kaur, (2015) this study found that there is a significant difference between the level of alienation among rural and urban adolescents. Rural adolescents are more alienated as compared to urban adolescents. Beneke (1970) this study found that that boys had significantly higher alienation scores than did girls. Franklyne (1974) this study conducted that boys were more alienated than girls. Sheikh (1994) this study found that adolescent male and female do not seem to differ significantly from each other with reference to total alienation.

### **STATEMENT OF THE PROBLEM**

“A Study of Alienation among Boys and Girls Adolescents”

## **OBJECTIVE OF THE STUDY**

- To examine the Alienation on Boys and Girls Adolescents.

## **HYPOTHESES OF THE STUDY**

- There is no significant difference between Boys and Girls Adolescents with Dimensions on Alienation.

## **METHODOLOGY**

### **Sample**

The sample of the study 50 College Going Students, in which 25 were Boys Adolescents and 30 Girls Adolescents. from Aurangabad city from Aurangabad Dist. in Maharashtra. The subject selected in this sample will be used in the age group of 17 years to 18 years and Ratio 1:1.

### **Research Design:-**

In the present study Simple Research design was used.

### **Variables of the Study**

Independent Variables – Gender- 1) Boys Adolescents 2) Girls Adolescents

Dependent variables- Alienation

### **Research tools:-**

### **Table No- 01**

Aspect	Name of the Test	Author	
Alienation	Student Alienation Scale (1988)	Dr.R.R. Sharma	Item- 54
			Scoring- 1 for Yes response. 0 for No response.
			Reliability - 0.61-0.84.
			Validity - 0.70

## OPERATIONAL DEFINITIONS

### Alienation

Alienation is a mental state of freely separated or estranged from an individual group or society, commonly evidenced in the behaviour of adolescents during secondary school and colleges years as they adjust to the approaching adult status.

### Boys

A person bearing an X and Y chromosome pair in the cell nuclei and normally having a penis, scrotum, and testicles, and developing hair on the face at adolescence; a boy or man.

### Girls

A person bearing two X chromosomes in the cell nuclei and normally having a vagina, a uterus and ovaries, and developing at puberty a relatively rounded body and enlarged breasts, and retaining a beardless face; a girl or woman.

### Adolescents

Adolescence is a span of years during which boys and girls move from childhood to adulthood mentally, emotionally, socially and physically.

## STATISTICAL TECHNIQUES

Mean, S.D and ANOVA were used to analyse the data.

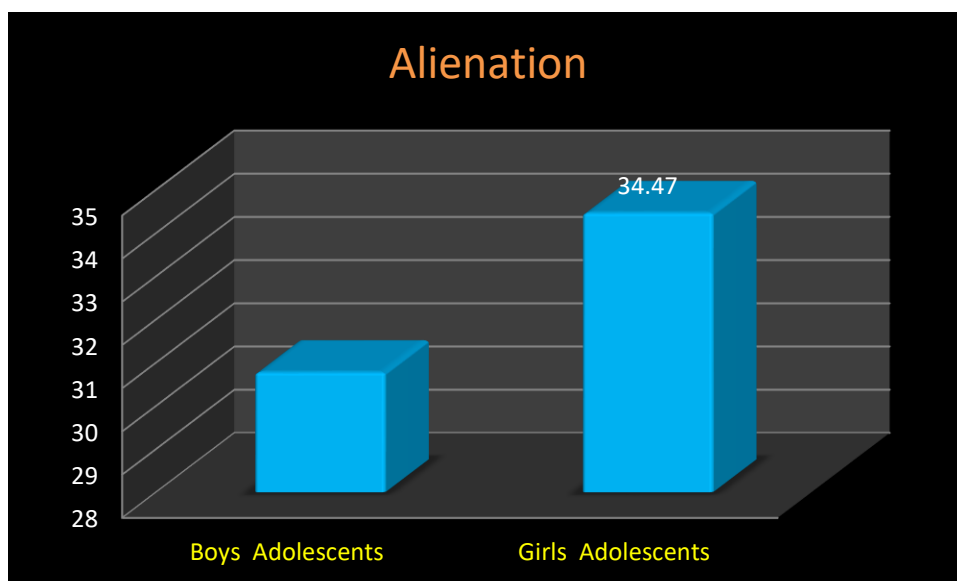
## RESULTS AND DISCUSSION

**Table No.02 Show the Mean, SD and F Value of Gender on Alienation**

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Alienation	Boys Adolescents	30.78	7.28	25	48	19.63	0.01
	Girls Adolescents	34.47	6.49	25			

(Critical value of "F" with df 58 at 0.01 = 3.94 and at 0.05 = 6.90 and NS- Not significant)

**Graph No-01 Gender on Alienation**



Observation of the Table No.02 and Graph No-01 indicated that the mean value of both classified group seems to differ from each other on Alienation. The mean and SD value obtained by the Boys Adolescents was 30.78, SD 7.28, and Girls Adolescents was 34.47, SD 6.49, both group 'F' ratio was 19.63 at a glance those Girls Adolescents shows high score than Boys Adolescents.

In the present study was this hypothesis related Gender on Alienation. It was "There is no significant difference between Boys and Girls Adolescents on Alienation." Gender effect represent the Alienation was significant (F- 19.63, 1 and 48, P- at 0.01 = 3.94 and at 0.05 = 6.90). This is significant 0.01 and 0.05 levels because they obtained 'F' value are high than table values at 0.01 and 0.05. In the present study was found that Boys and Girls Adolescents differ from Alienation. The findings of the supported the hypothesis, they are null hypothesis Rejected the present study and Alternative hypothesis is Accepted. (There is no significant difference between Boys and Girls Adolescents on Alienation). It means that Girls Adolescents High Alienation than Boys Adolescents. Similar results found that Anju Rani, (2015) this study found that Rural girls have higher alienation scores than urban boys. Opposite result found that Beneke (1970) this study found that that boys had significantly higher alienation scores than did girls.

## CONCLUSIONS

Girls Adolescents High Alienation than Boys Adolescents.

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## A Study the Depression on Boys and Girls Adolescents

Sunanda Rameshwar Korde\*

### ABSTRACT

Depression is one of the many psychological problems that have plagued mankind ever since the dawn of human consciousness, from the time of the earliest Eastern and Western myths to the most recent verbal expressions of our contemporary civilization and culture. The purpose research attempted to Study of Depression Boys and Girls Adolescents. **Objectives-** To examine the Depression on Boys and Girls Adolescents. **Hypotheses:** There is no significant difference between Boys and Girls Adolescents on Depression. **Methodology. Sample:** For the present study 100 samples was selected from Aurangabad district (MS). Non-Probability Quota Sampling was used. The subject selected in this sample was age group of 16-18 year. **Research Design:** Simple research design used. **Variables-** The independent variables are Gender and Dependent variables are Depression. **Research Tools-** The depression scale (1986) developed by Dr. Shamim Karim and Dr. Rama Tiwari. **Statistical Treatment:** Mean, SD and 'F' values used. **Conclusions-** Girls Adolescents shows high than Boys Adolescents.

**Keywords:** - Depression, Boys, Girls, Adolescents

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## INTRODUCTION

The word "depression" is used in many ways: to describe a mood, a syndrome, (or a collection of signs and symptoms) as well as a specific group of illness. Although exact figures are not available, it is probable that about five out of every 100 adults become significantly depressed at some time in their lives. Many of those people never seek help and of those who do the majority can be treated without hospitalization.

Depression is an illness in which there are thought to be changes in the chemistry of brain. In particular, small molecules called neurotransmitters appear to be present in the wrong amounts or to function incorrectly, thus provoking a variety of distressing symptoms affecting mood, rational thinking and perception. However, depression is more than just a mood disorder. It is a real illness, may have marked physical symptoms (e.g. stomach pain, headache, rapid heartbeat) and is often a severe, enduring and recurring mental ' condition which needs active management.

Depression is a serious mental and emotional disease. Thankfully, it is fully curable, provided it is diagnosed before it develops into chronic depression. Even chronic depression is curable, but it takes much more time, effort and medication.

## REVIEW OF LITERATURE

Abdul Raffie Naik and Tejaswini Padikkal, (2016) this study found that there is no significant difference on depression among male and female college students. Kumar R, Singh K, Kumar R., (2017) this study found that depression was significantly more among the female students than the male students. Kumar R, Singh K, Kumar R.,( 2017) this study found that depression was significantly more among the female students than the male students. Mohammad Amin

Wani, et. All, (2016) this study found that girl students are high depression than boys Students. Sharma (2014) this study found that Girls showed higher score on depression as compared to boys. Tapas Karmakar and Santosh Kumar Behera, (2017) this study found that there is no significant difference exists between Male and Female College students with regard to depression. Tiwari and Ruhela (2012) this study indicated that boys and girls were significantly differing on depression. Girls were high on rate of depression as compared to boys. Upmanyu et al. (2010) this study revealed that male and female adolescents did not differ on depression. Vandana Sharma, (2016) this study found that significant gender differences were observed on depression and it was favoured by girls.

### **Statement of the study**

To Study the Depression on Boys and Girls Adolescents.

### **Research objectives**

- To Study the Depression on Boys and Girls Adolescents.

### **Research hypotheses**

- There is no significant difference between Boys and Girls Adolescents on Depression.

## **METHODOLOGY**

### **Sample**

Total sample of present study 60 12<sup>th</sup> Class Students, in which 30 were Boys Students and 30 Girls Students from Aurangabad Dist. in Maharashtra. The subject selected in this sample was used in the age group of 17 years to 18 years and Ratio 1:1.

**Research Design-** Simple research design used.

### **Variables of the Study**

Independent Variables Gender - 1) Male Students 2) Female Students

Dependent Variables - Depression

### **Research Tools**

Depression scale (1986)

**Table No- 04 - Depression scale**

<b>Aspect</b>	<b>Name of the Test</b>	<b>Author</b>	
Depression	Depression scale (1986)	Dr. Shamim Karim	Item- 96
			Reliability - 0.87
		Dr. Rama Tiwari	Validity - 0.94

### **PROCEDURES OF DATA COLLECTION:-**

The primary information was gathered by giving personal information from to each student. Data were obtained by using particular scoring particular scoring palter standardized for each scale.

### **STATISTICAL TECHNIQUES**

Mean, S.D and ANOVA were College Students to analyses the data.

## RESULTS AND DISCUSSION

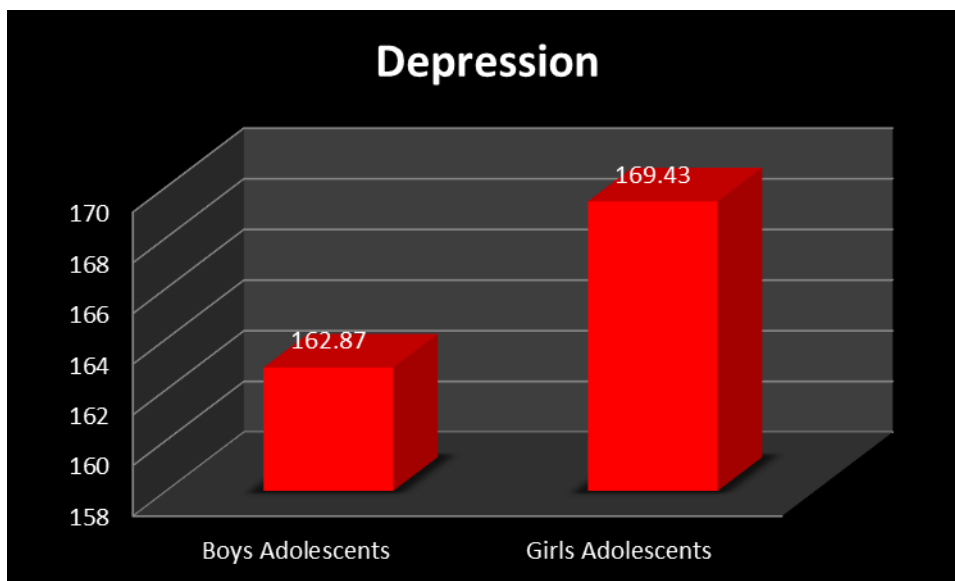
### Hypotheses-01

- There is no significant difference between Boys and Girls Adolescents on Depression.

**Table No.01 Show the mean, SD and F value of Gender on Depression.**

Factor	Gender	Mean	SD	N	DF	F	Sign
Depression	Boys Adolescents	162.87	4.18	30	58	7.32	0.01
	Girls Adolescents	169.43	5.48	30			

**Figure No.01 Mean of Gender on Depression**



Observation of the table No.01 and Figure No.01 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 Students 162.87, SD 4.18 and Girls Adolescents was 169.43, SD 5.48, Both group 'F' ratio was 7.32. At a glance those Girls Adolescents shows high score than Boys Adolescents.

In the present study was hypothesis related Depression and Gender. It was “There is no significant difference between Boys and Girls Adolescents on Depression.” Gender effect represent the Depression was not significant (F- 7.32, 1 and 99, P- 7.32). This is significant 0.01 and 0.05 levels because they obtained ‘F’ value are High than table values at 0.01 and 0.05. In the present study was found that Boys and Girls Adolescents differ from Depression. The findings of the supported the hypothesis, they are this hypothesis Accepted the present study. Its means that Girls Adolescents shows high than Boys Adolescents.

### CONCLUSIONS

Girls Adolescents shows high than Boys Adolescents.

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## A Study of Occupational stress between Male and Female Bank staff

Ashish Ramesh Shedge\*

### ABSTRACT

Occupational Stress is a common feature of this modern world where an individual fails to cope with the pressures in his/her job. It affects the personal health and working efficiency of the workers. The purpose research attempted to study the Male and Female Bank staff members between Occupational stresses. **Objectives:** - To Study Occupational Stress of Male and Female Bank staff members. **Hypotheses:** - There is no significant difference between Male and Female Bank staff members with dimension on Occupational Stress. **METHODOLOGY- Sample:-** Total sample of present study 60 Bank staff members, in which 50 were Male and Female Bank staff members and 25 Female Worker Aurangabad from Maharashtra. The subject selected in this sample was used in the age group of 20 years to 50 years and Ratio 1:1. Non- probability purposive Quota Sampling will be used. **Variables-** - The independent variables are Gender and Dependent variables are Occupational Stress **Research Design:** Sample Research Design used in the present study. **Research Tools-** Occupational Stress Index (OSI) developed & standardized by Prof. S. K. Srivastava and Prof. A. P. Singh was used for data collection. **Statistical Treatment:** Mean, SD and ANOVA. **Conclusions:** Female Bank staff High Occupational Stress than Male Bank staff.

**Keywords** – Occupational stress, Male and Female Bank staff.

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## INTRODUCTION

Occupational stress is a growing problem worldwide, which results in substantial loss both to employees and organizations. It has been viewed as a situation where occupation related factors interact with the employees in a manner that disrupts or enhances his/her physiological conditions forcing them to deviate from normal functioning.

Occupational stress is an increasingly important occupational health problem and a significant cause of economic loss. An employee spends roughly one third of its life working in an organizational goal setting, employee mental health is of particular importance. Occupational stress may produce both overt psychological and physiological disabilities. However, it may also cause subtle morbidity that can affect personal well-being and productivity. A job stressed individual is likely to have greater job dissatisfaction, increased absenteeism, and higher consumption of alcohol and smoking, increase in negative psychological symptoms reduced aspirations and self-esteem.

Occupational stress is psychological stress related to workplace. Occupational stress indicates the chronic condition of person. Occupational stress can be managed by knowing the nature of stressful working conditions. When employee not felt supportive environment in workplace he starts bearing stress on his performance. Employees may feel little control on their condition. They not feel comfortable with their job. This directly effects on employees psychological well-being, physical health. So their potentiality got affected and performance goes down. They may feel depressed and overwhelmed due to conditions

### **Factors related to Occupational Stress:-**

- **Role conflicts:** - this involves employees can be face issues related to their role at workplace. They may have incompatible demands. This results in terrific stress response to meeting that demands.
- **Role ambiguity:** - This also a source if stress in workers. This means lack of information towards duties of employees which their role requires.
- **Coping:** - Coping refers to individual's effort making for preventing the stress.
- **Organizational Climate:** This consists many dimensions of work environment like safe climate, communication, management patterns.

**The causes of occupational stress:** are often placed into a broad category of what the most occupational stressor is and a more specific category of what causes occupational stress. The broad category of occupational stressors include a number of the following: bad management practices, the work content and its demands, a scarcity of support or autonomy and far more. The more specific causes of occupational stress includes a number of the following: working long hours, having insufficient skills for the work, discrimination and harassment and far more.

**General working conditions** that induce occupational stress can also be aspects of the physical environment of one's job. For example, the background level, lighting, and temperature are all components of one's working environment. If these factors aren't adequate for a successful working environment. One can experience changes in mood and arousal

**Workload:** -

According to the U.S. Bureau of Labor Statistics in 2018, approximately 13,060,000 Americans or 8.7% of the labor pool worked 41–48 hours per week. Approximately 14,734,000 Americans or 9.8% of the labor pool worked 49–59 hours per week. And approximately 9,877,000 Americans or 6.7% of the labor pool worked 60 or more hours per week. A meta-analysis

involving quite 600,000 individuals and 25 studies indicated that, controlling for confounding factors, working long hours is said to a little but significantly higher risk of disorder and slightly higher risk of stroke.

**Status:-**

A person's status within the workplace is said to occupational stress because jobs related to lower socioeconomic status (SES) typically provide workers less control and greater insecurity than higher-SES jobs. Lower levels of program and greater job insecurity are associated with reduced mental and physical health.

**Salary**

The types of jobs that pay workers higher salaries tend to supply them with greater job-related autonomy. As indicated above, job-related autonomy is related to better health. a drag in research on occupational stress is the way to "unconfound" the connection between stressful working conditions, like low levels of autonomy, and salary. Because higher levels of income buy resources (e.g., better insurance, higher quality food) that help to enhance or maintain health, researchers got to better specify the extent to which differences in working conditions and differences in pay affect health.

**Workplace bullying**

Workplace bullying involves the chronic mistreatment of a worker by one or more other workers or managers. Bullying involves an influence imbalance during which the target has less power within the unit or the organization than the bully or bullies. Bullying isn't a one-off episode. Bullying includes verbal abuse, psychological abuse and physical abuse. The adverse effects of workplace bullying include depression for the worker and lost productivity for the organization.

## REVIEW OF LITERATURE

Nain Sing and Anupama Katoch, ( 2017) this study found that Male secondary school teachers of district Mandi were found under occupational stress as compared to their counterparts of female secondary school teachers. Rajendra Kaur (2002) this study found that male and female elementary teachers were compared on Role conflict as a dimension of occupational stress it was observed that female elementary teachers were found to possess higher level of occupational stress in terms of Role conflict. Paul E Gabriel and Susanne Schmitz investigated gender differences in Occupational attainment of prime age U.S workers. Study revealed that there is significant difference between male and female workers. Women have more occupational stress than man workers. They concluded this may be results of voluntary choices and long term changes in the labor market. Martin Loosemore & Tom wator done research for whether there are differences in sources and level of stress between male and female professionals in the construction industry. The results showed that men experience slightly higher level of stress than women. There are common sources of stress for both men and women. They also said that men suffer more stress in account of risk taking factor, disciplinary matters, implication of mistakes and career progress. On the contrary women felt more stress in rates for pay, opportunities for personal development, keeping up with new ideas, business travel and accumulative effect of minor tasks.

### **Statement of the problem**

A Study Occupational Stress of Male and Female Bank staff members

### **Objectives of the Study: -**

- To Study Occupational Stress of Male and Female Bank staff members.

**Hypotheses of the Study: -**

- There is no significant difference between Male and Female Bank staff members with dimension on Occupational Stress.

**METHODOLOGY****Sample:-**

Total sample of present study 50 Bank staff members, in which 25 were Male and Female Bank staff members and 25 Female Worker Aurangabad from Maharashtra. The subject selected in this sample was used in the age group of 20 years to 50 years and Ratio 1:1. Non- probability purposive Quota Sampling was used.

**Research Design:** Sample Research Design used in the present study.

**Variables of the Study**

Independent Variables – Gender- 1) Male Bank staff members 2) Female Bank staff members

Dependent variables- Occupational Stress

**RESEARCH TOOLS:-****Table No 01- The Occupational Stress Index (OSI)**

Aspect	Name of the Test	Author	
Occupational Stress	Occupational Stress Index (OSI)	Prof. S. K. Srivastava	Item- 46
			Scoring- true keyed and false keyed items
		Prof. A. P. Singh.	Reliability - 0.935 and 0 .90.

			Validity - 0.74 to 0.82
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### **Procedures of Data Collection:-**

The primary information was collected by giving personal information from each Bank staff members. The subjects were called in a small group of 20 members. The general instructions were given to subject and scales was given and data were collected.

### **Statistical techniques:**

Statistical techniques used by researcher was Mean, Standard Deviation and ANOVA.

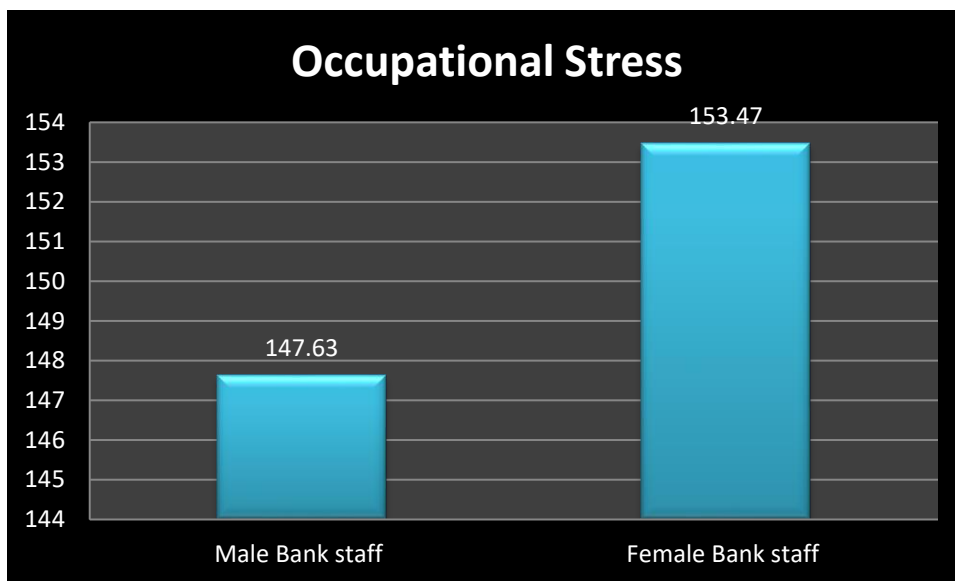
### **Analysis and Interpretation of Data:**

The objectives of the study to compare occupational stress of Bank staff members in relation to demographic variables i.e. gender. To achieve the objectives of the study the data were administered t test. The mean scores for the occupational stress of Bank staff members with respect to their gender.

**Table No.02- Show the mean, SD and F value of Gender and Occupational Stress**

<b>Factor</b>	<b>Gender</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>DF</b>	<b>F Value</b>	<b>Sign</b>
Occupational Stress	Male Bank staff	147.63	5.32	25	48	9.87	0.01
	Female Bank staff	153.47	6.58	25			

**Graph No 01- Gender and Occupational Stress**



Observation of the Table No.02 and Graph No-01 indicated that the mean value of both classified group seems to differ from each other on Occupational Stress. The mean and SD value obtained by the Male Bank staff was 147.63, SD 5.32, and Female Bank staff was 153.47, SD 6.58, both group 'F' ratio was 9.87 at a glance those Female Bank staff shows high score than Male Bank staff

In the present study was this hypothesis related Gender on Occupational Stress. It was "There is no significant difference between Male and Female Bank staff on Occupational Stress." Gender effect represent the Occupational Stress was significant (F- 9.87, 1 and 48, P- at 0.01 = 3.94 and at 0.05 = 6.90). This is significant 0.01 and 0.05 levels because they obtained 'F' value are high than table values at 0.01 and 0.05. In the present study was found that Male and Female Bank staff differs from Occupational Stress. The findings of the supported the hypothesis, they are null hypothesis Rejected the present study and Alternative hypothesis is Accepted. (There is no significant difference between Male and Female Bank staff on Occupational Stress). It means that Female Bank staff High Occupational Stress than Male Bank staff.

## CONCLUSIONS

Female Bank staff High Occupational Stress than Male Bank staff.

## PREVENTIONS FOR OCCUPATIONAL STRESS

- Workload should be according to workers' capabilities and resources.
- Jobs should be designed to motivate and giving opportunities for workers to use their skills.
- There should be clear talks about workers' roles and responsibilities.
- Managers should monitor the workload given out to the employees to reduce workplace stress.
- Workers should give opportunities to participate in decisions and actions which affects their jobs.
- Provide opportunities for social interaction among workers.
- Work schedules should be compatible with demands and responsibilities outside the job.
- Fight workplace discrimination (based on race, gender, national origin, religion or language).

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## **A Comparative Study of Occupational Stress among Urban and rural School Primary Teacher.**

**Dr. Ramesh D. Waghmare\***

### **ABSTRACT**

The purpose research attempted to study the between Occupational stresses among Urban and rural School Primary Teacher. Total sample of present study 100 Primary School Teacher, in which 30 were Urban Primary School Teacher(15 Male and 15 Female Primary School Teacher) and 30 were Rural Primary School Teacher (15 Male and 15 Female Primary School Teacher). The subject selected in this sample was used in the age group of 24 years to 58 years and Ratio 1:1. The scale was used for data collection Occupational Stress Index (OSI) developed & standardized by Prof. S. K. Srivastava and Prof. A. P. Singh. 2X2 Factorial design was used and data were analysis by Mean, SD and 'F' values. Results show that 1) There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Role overload, Role ambiguity, Responsibility for person, Under participation, Powerlessness, Intrinsic impoverishment, working conditions, Unprofitability and Occupational Stress. 2) Urban Primary Teacher and Rural Primary Teacher high Role conflict, Group and political pressures than Urban Primary Teacher. 3) Rural Primary Teacher high Poor peer relations and Low status than Urban Primary Teacher.

***Key words*** – *Urban Primary Teacher, Rural Primary Teacher, Occupational Stress*

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## INTRODUCTION

Stress is a common human emotion. We all experience it at various times. The term stress has been used in various disciplines. Stress in engineering is known as “the ratio of the internal force brought into play when a substance is distorted to the area over which the force act.” In medicine, stress is equated with the general sense of hardship.

Occupational stress depends largely upon the nature and complexity of job differs from one occupational position to another. These are job characteristics inherent in occupation which generates lot of stress in the employees. A job stressed individual is likely to have greater job dissatisfaction, increased absenteeism, increase in negative psychological symptoms and reduced aspirations and self-esteem. Workplace environment, time pressures, interpersonal conflicts with coworkers and supervisors, high workload, poor work conditions, salary etc. are some of the factors responsible for stress in workers. In brief, occupational stress is a state of discrepancy between job demands and person ‘s ability to cope with these demands. Further, many theorists have explained the states that lead a person to stress.

Occupational Stress is stress related to work. Stress is defined in terms of its “physical and physiological effects on an individual, and can be a mental, physical or emotional strain. It can also be a tension or a situation or factor that can cause stress.”<sup>1</sup> Occupational stress occurs when “there is a discrepancy between the demands of the environment/ workplace and an individual's capability to carry out and complete these demands.”

### **Statement of the problem**

A Comparative Study of Occupational Stress among Urban and rural School Primary Teacher.

### **Objectives**

- To Study Occupational Stress of Urban and rural School Primary Teacher.

## Hypotheses

- There is no significant difference between Urban and rural School Primary Teacher With Occupational Stress dimension on Role overload, Role ambiguity, Role conflict, Group and political pressures, Responsibility for person, Under participation, Powerlessness, Poor peer relations, Intrinsic impoverishment, Low status, Strenuous working conditions, Unprofitability.

## METHODOLOGY

### Sample

Total sample of present study 100 Primary School Teacher, in which 30 were Urban Primary School Teacher(15 Male and 15 Female Primary School Teacher) and 30 were Rural Primary School Teacher (15 Male and 15 Female Primary School Teacher). The subject selected in this sample was used in the age group of 24 years to 58 years and Ratio 1:1.

### Research Design

2 X 2 Factor Design used in the present study.

### Variables of the Study

**Independent variables-** Area of School Teacher - 1- Urban Teacher 2- Rural Teacher

**Dependent Variables-** Occupational Stress - 1) Role overload 2) Role ambiguity 3) Role conflict 4) Group and political pressures 5) Responsibility for person 6) Under

participation 7) Powerlessness 8) Poor peer relations 9) Intrinsic impoverishment 10) Low status 11) Strenuous working conditions 12) Unprofitability

### Research Tools:-

**Table No- 01 - Occupational Stress Index**

Aspect	Name of the Test	Author	Sub-Factor	
Occupational Stress	Occupational Stress Index	Prof. S. K. Srivastava Prof. A. P. Singh.	1) Role overload 2) Role ambiguity 3) Role conflict 4) Group and political pressures 5) Responsibility for person 6) Under participation 7) Powerlessness 8) Poor peer relations 9) Intrinsic impoverishment 10) Low status 11) Strenuous working conditions 12) Unprofitability	Item- 46
				Reliability – 0.935 to 0.90
				Validity - 0.44 to 0.59

### 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.

### STATISTICAL TREATMENT:

Mean, SD and ANOVA.

## RESULTS AND DISCUSSION

**Table No.02 Show the Mean, SD and F Value of Area of School Teacher on Occupational Stress**

Sr. No	Factor	Area of School Teacher	Mean	SD	N	DF	F Value	Sign.
Table No.02(A)	Role overload	Urban Primary Teacher	13.63	4.25	30	58	0.980	
		Rural Primary Teacher	12.63	3.53	30			
Table No.02(B)	Role ambiguity	Urban Primary Teacher	10.96	4.90	30	58	0.627	
		Rural Primary Teacher	10.10	3.44	30			
Table No.02(C)	Role conflict	Urban Primary Teacher	12.20	3.79	30	58	4.376	
		Rural Primary Teacher	14.16	3.48	30			
Table No.02(D)	Group and political pressures	Urban Primary Teacher	13.56	2.59	30	58	7.360	
		Rural Primary Teacher	11.50	3.26	30			
Table No.02(E)	Responsibility for person	Urban Primary Teacher	9.40	2.47	30	58	0.943	
		Rural Primary Teacher	8.80	2.31	30			
Table No.02(F)	Under participation	Urban Primary Teacher	13.20	2.13	30	58	3.237	
		Rural Primary Teacher	12.03	2.83	30			
Table No.02(G)	Powerlessness	Urban Primary Teacher	10.33	2.39	30	58	0.141	
		Rural Primary Teacher	10.53	1.65	30			
Table No.02(H)	Poor peer relations	Urban Primary Teacher	9.43	2.25	30	58	22.48	0.01
		Rural Primary Teacher	11.96	1.86	30			
Table No.02(I)	Intrinsic impoverishment	Urban Primary Teacher	8.63	2.53	30	58	1.55	
		Rural Primary Teacher	9.36	1.99	30			

Table No.02(J)	Low status	Urban Primary Teacher	13.43	2.78	30	58	4.35	0.01
		Rural Primary Teacher	14.86	2.52	30			
Table No.02(K)	Strenuous working conditions	Urban Primary Teacher	14.83	2.52	30	58	1.486	
		Rural Primary Teacher	14.06	2.34	30			
Table No.02(L)	Unprofitability	Urban Primary Teacher	5.80	1.42	30	58	0.256	
		Rural Primary Teacher	6.50	7.44	30			
Table No.02(M)	Occupational Stress	Urban Primary Teacher	135.43	11.79	30	58	0.140	
		Rural Primary Teacher	136.53	10.92	30			

Observation of the Table No. 02 (A) indicated that Mean and SD of Urban Primary Teacher was  $13.63 \pm 4.25$  and Rural Primary Teacher was  $12.63 \pm 3.53$  on Role overload and F value is 0.980 which found no significant at 0.01 level and 0.05 level at were null hypothesis was Accepted and Alternative hypothesis is Rejected it mean that There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Role overload.

Observation of the Table No. 02 (B) indicated that Mean and SD of Urban Primary Teacher was  $10.96 \pm 4.90$  and Rural Primary Teacher was  $10.10 \pm 3.44$  on Role ambiguity and F value is 0.627 which found no significant at 0.01 level and 0.05 level at were null hypothesis was Accepted and Alternative hypothesis is Rejected it mean that There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Role ambiguity.

Observation of the Table No. 02 (C) indicated that Mean and SD of Urban Primary Teacher was  $12.20 \pm 3.79$  and Rural Primary Teacher was  $14.16 \pm 3.48$  on Role conflict and F value is 4.376 which found o significant at 0.01 level and 0.05 level at were null hypothesis was Rejected and Alternative hypothesis is Accepted it mean that Rural Primary Teacher high Role conflict than Urban Primary Teacher.

Observation of the Table No. 02 (D) indicated that Mean and SD of Urban Primary Teacher was  $13.56 \pm 2.59$  and Rural Primary Teacher was  $11.50 \pm 3.26$  on Group and political pressures and F value is 7.360 which found o significant at 0.01 level and 0.05 level at were null hypothesis was Rejected and Alternative hypothesis is Accepted it mean that Urban Primary Teacher high Group and political pressures than Rural Primary Teacher.

Observation of the Table No. 02 (E) indicated that Mean and SD of Urban Primary Teacher was  $9.40 \pm 2.47$  and Rural Primary Teacher was  $8.80 \pm 2.31$  on Responsibility for person and F value is 0.943 which found no significant at 0.01 level and 0.05 level at were null hypothesis was Accepted and Alternative hypothesis is Rejected it mean that There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Responsibility for person.

Observation of the Table No. 02 (F) indicated that Mean and SD of Urban Primary Teacher was  $13.20 \pm 2.13$  and Rural Primary Teacher was  $12.03 \pm 2.83$  on Under participation and F value is 3.237 which found no significant at 0.01 level and 0.05 level at were null hypothesis was Accepted and Alternative hypothesis is Rejected it mean that There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Under participation .

Observation of the Table No. 02 (G) indicated that Mean and SD of Urban Primary Teacher was  $10.33 \pm 2.39$  and Rural Primary Teacher was  $10.53 \pm 1.65$  on Powerlessness and F value is 0.141 which found no significant at 0.01 level and 0.05 level at were null hypothesis was Accepted and Alternative hypothesis is Rejected it mean that There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Powerlessness.

Observation of the Table No. 02 (H) indicated that Mean and SD of Urban Primary Teacher was  $9.43 \pm 2.25$  and Rural Primary Teacher was  $11.96 \pm 1.86$  on Poor peer relations and F value is 22.48 which found significant at 0.01 level and 0.05 level at were null hypothesis was Rejected

and Alternative hypothesis is Accepted it mean that Rural Primary Teacher high Poor peer relations than Urban Primary Teacher.

Observation of the Table No. 02 (I) indicated that Mean and SD of Urban Primary Teacher was  $8.63 \pm 2.53$  and Rural Primary Teacher was  $9.36 \pm 1.99$  on Intrinsic impoverishment and F value is 1.55 which found no significant at 0.01 level and 0.05 level at were null hypothesis was Accepted and Alternative hypothesis is Rejected it mean that There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Intrinsic impoverishment.

Observation of the Table No. 02 (J) indicated that Mean and SD of Urban Primary Teacher was  $13.43 \pm 2.78$  and Rural Primary Teacher was  $14.86 \pm 2.52$  on Low status and F value is 4.351 which found significant at 0.01 level and 0.05 level at were null hypothesis was Rejected and Alternative hypothesis is Accepted it mean that Rural Primary Teacher high Low status than Urban Primary Teacher.

Observation of the Table No. 02(K) indicated that Mean and SD of Urban Primary Teacher was  $14.83 \pm 2.52$  and Rural Primary Teacher was  $14.06 \pm 2.34$  on Strenuous working conditions and F value is 1.486 which found no significant at 0.01 level and 0.05 level at were null hypothesis was Accepted and Alternative hypothesis is Rejected it mean that There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Strenuous working conditions.

Observation of the Table No. 02 (L) indicated that Mean and SD of Urban Primary Teacher was  $5.80 \pm 1.42$  and Rural Primary Teacher was  $6.50 \pm 7.44$  on Unprofitability and F value is 0.256 which found no significant at 0.01 level and 0.05 level at were null hypothesis was Accepted and Alternative hypothesis is Rejected it mean that There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Unprofitability.

Observation of the Table No. 02 (M) indicated that Mean and SD of Urban Primary Teacher was  $135.43 \pm 11.79$  and Rural Primary Teacher was  $136.53 \pm 10.92$  on Occupational Stress and F value is 0.140 which found no significant at 0.01 level and 0.05 level at were null hypothesis was Accepted and Alternative hypothesis is Rejected it mean that There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Occupational Stress.

## CONCLUSIONS

- 1) There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Role overload.
- 2) There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Role ambiguity.
- 3) Urban Primary Teacher and Rural Primary Teacher high Role conflict than Urban Primary Teacher.
- 4) Urban Primary Teacher high Group and political pressures than Rural Primary Teacher.
- 5) There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Responsibility for person.
- 6) There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Under participation
- 7) There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Powerlessness.
- 8) Rural Primary Teacher high Poor peer relations than Urban Primary Teacher.

- 9) There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Intrinsic impoverishment.
- 10) Rural Primary Teacher high Low status than Urban Primary Teacher.
- 11) There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Strenuous working conditions.
- 12) There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Unprofitability.
- 13) There is no significant difference between Urban Primary Teacher and Rural Primary Teacher on Occupational Stress.

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## **A Study of Mental Health and Emotional Intelligence among Athlete and Non-Athlete**

**Santosh Ganpatrao Adhe\***

### **ABSTRACT**

Objective of the Study: 1. to find out the mental health among athlete and non-athlete 2. To find out the emotional intelligence among athlete and non-athlete. Hypothesis: 1. there will be no significant between athlete and non-athlete on dimension mental health. 2. There will be no significant between athlete and non-athlete on dimension emotional intelligence. Sample: For the present study 100 Sample were selected from Jalna city, Maharashtra State. The effective sample consisted of 100 subjects, 50 subjects were athlete and 50 subjects were non-athlete. The age range of subjects was 18 to 25 years (Mean 21.02, SD = 3.10). Tools 1. Mental Health Inventory (MHI): Mental health inventory constructed by Dr. Jagdish and Dr. A K Srivastav. 2. Emotional Intelligence test: Pedhe and Hyde were used for measuring Emotional intelligence. Variable Independent variable- Players a) Athlete b) Non- athlete Dependent Variable 1. Mental Health 2. Emotional Intelligence Conclusion: 1. Athletes have significantly high mental health than the non-athlete Students. 2. Athletes have significantly high emotional intelligence than the non-athlete Students.

***Keywords-*** Mental health, Emotional intelligence, Athlete and Non-athlete.

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## INTRODUCTION

### **Mental health**

Mental health is a concept that refers to a human individual's emotional and psychological well-being. Merriam-Webster defines mental health as "A state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life."

Mental health is the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness. Not just efficiency, or just contentment or the grace of obeying the rules of the game cheerfully.

Mental health is the individual's ability to enjoy life and create a balance between life activities and efforts to achieve psychological resilience. Mental health describes our social, emotional, and psychological states, all wrapped up into one. Someone who experiences “good” mental health, therefore, has found a balance in his or her social, emotional and psychological areas of life.

### **Emotional intelligence**

Emotional intelligence construct as a forum of social effectiveness, a set of skills enabling one to read and understand others, and utilize such knowledge to influence others in the pursuit of individual and/or organizational goal. Emotional intelligence is the capability of an individual to distinguish the sense of emotions and their relationship to the need of situations, as well as to reason and solve the problem on the basis of them. Emotional intelligence is ability to perceive emotions of others, integrate emotions, comprehend the complex information of those emotions, and effectively manage them. • Emotional intelligence contains the abilities to

perceive, appraise, and express emotion; to access and/or generate feelings when they facilitate thought; to understand emotion and emotional knowledge; and to regulate emotions to promote emotional and intellectual growth. Importance of sport is evident and definite for people and societies, and its social, political and psychological aspects have been studied and a special attention has been paid to its connection with the psychological health.

Many studies exist about the useful effects to sport and its relation to psychological happiness (Biddel, 1993; Thorlindsson, 1990) self-respect and self- controlling (Gil, 1986; Gilroy, 1989) and reduction to the negative and harmful behaviors such as smoking and drinking Alcohols (Marcus, 1993; Hastad, 1984) and increasing the age (Paffenbarger, 1986). Beside its valuable role in the physical health, sport also has a close relationship with the mental health specifically in preventing the mental disorders. People, who are not active, may face increasing risk of heart disease, mental problems, scruple and other health matters. (Vainio, 2002).

Success in the various levels and aspects to life either personal or professional is a concern to whole people, who are physically and mentally normal. There are some definitions for the intelligence quotient (EQ) but the most comprehensive is that definition which has been suggested by (Ciarrochi, 2001) They consider the intelligence quotient as the ability to feel emotions to achieve practical emotions which can help in evaluating thought, There is a developing pastime in emotional Genius in activity (Meyer and Zizzi, 2007). Recent lookup observed emotional talent associated to feelings skilled earlier than profitable and unsuccessful overall performance (Lane et al., 2009b). Lane et al. (2009b) discovered that feelings correlating with profitable overall performance vigor, happiness, and calmness, whereas feelings associating with negative overall performance encompass confusion, despair and fatigue. Emotional Genius correlated positively with first-rate feelings and negatively with disagreeable emotions. Further, Lane et al. (2009c) determined emotional Genius rankings

correlated with established use of psychological skills. Athletes reporting established use of psychological capabilities (Thomas et al., 1999) additionally show up to record excessive rankings on the self-report emotional talent scale (Schutte et al., 1998).

Importance of activity is evident and exact for humans and societies, and its social, political and psychological components have been studied and a one-of-a-kind interest has been paid to its connection with the psychological health. Many research exist about the beneficial consequences to recreation and its relation to psychological happiness (Biddel, 1993; Thorlindsson, 1990) self-respect and self- controlling (Gil, 1986; Gilroy, 1989) and discount to the terrible and hazardous behaviors such as smoking and consuming Alcohols (Marcus, 1993; Hastad, 1984) and growing the age (Paffenbarger, 1986). Beside its treasured function in the bodily health, activity additionally has a shut relationship with the intellectual fitness particularly in stopping the intellectual disorders. People, who are no longer active, might also face growing danger of heart disease, intellectual problems, scruple and different fitness matters. (Vainio, 2002).

Success in the quite a number ranges and components to existence both non-public or expert is a difficulty to complete people, who are bodily and mentally normal. There are some definitions for the brain quotient (EQ) however the most complete is that definition which has been recommended by using (Ciarrochi, 2001) They think about the brain quotient as the potential to experience feelings to obtain realistic feelings which can assist in evaluating thought,

Importance of game is evident and precise for human beings and societies, and its social, political and psychological factors have been studied and a specific interest has been paid to its connection with the psychological health. Many research exist about the beneficial

consequences to game and its relation to psychological happiness (Biddel, 1993; Thorlindsson, 1990) self-respect and self- controlling (Gil, 1986; Gilroy, 1989) and discount to the bad and hazardous behaviors such as smoking and consuming Alcohols (Marcus, 1993; Hastad, 1984) and growing the age (Paffenbarger, 1986). Beside its treasured function in the bodily health, activity additionally has a shut relationship with the mental fitness particularly in stopping the intellectual disorders. People, who are now not active, can also face growing threat of coronary heart disease, intellectual problems, scruple and different fitness matters. (Vainio, 2002).

Success in the a number stages and components to lifestyles both private or expert is a problem to complete people, who are bodily and mentally normal. There are some definitions for the brain quotient (EQ) however the most complete is that definition which has been recommended with the aid of (Ciarrochi, 2001) They think about the Genius quotient as the capability to sense feelings to obtain sensible thoughts which can assist in evaluating thought, appreciation the feelings and emotional knowledge. By the usage of this ability, emotions and the Genius can be grown. Notice that, as Cote and Miners pointed out, the emotional talent is one-of-a-kind from talent quotient, because, the recognition. Expresses the regularly occurring function of the intelligence, which is, in turn, a understand of the journey and acquisition, while, the emotional Genius covers the emotional things and the emotions such as household association (cotes, miners, & moon 2006).

Researches exhibit that the success in the expert lifestyles relies upon up on brain quotient to 20% and 80% the emotional intelligence. Individuals of excessive emotional brain can apprehend their emotions and thoughts and they higher manage and manipulate them (Thomas, and et al 2006). Goleman's theory, has been divided the brain quotient to two capabilities: man or woman functionality (ability to discover ones feelings and to use the consciousness to

manage reactions) and the social functionality (ability to identify ones feelings each successfully and precisely when they happened) self- administration (ability to be conscious of thoughts and to been distinctive thoughts and to manage reactions) and the social functionality additionally encompass two competencies of awaring socially (the potential to precise predict of the other’s thoughts and to understand their feelings) and administration of the relation (The capacity to identify one self’s feelings and the others, to control the social behaviors). There for, some of the considered publishes of Goleman, exhibit the character features, however the crucial distinction between the talent quotient and the emotional talent in character is that the emotional talent is received and human beings can improve it via exercise and use it in reaching success. (Bradberry, 2005).

#### **OBJECTIVE OF THE STUDY:**

- To find out the mental health among athlete and non-athlete
- To find out the emotional intelligence among athlete and non-athlete.

#### **HYPOTHESIS OF THE STUDY:**

- There will be no significant between athlete and non-athlete on dimension mental health.
- There will be no significant between athlete and non-athlete on dimension emotional intelligence.

### **METHODOLOGY**

#### **SAMPLE:**

For the present study 100 Sample were selected from Jalna city, Maharashtra State. The effective sample consisted of 100 subjects, 50 subjects were athlete and 50 subjects were non-athlete. The age range of subjects was 18 to 25 years (Mean 21.02, SD = 3.10).

## RESEARCH DESIGN

This present Study Simple Designs was used.

### VARIABLE

**Independent variable-**      Players - a) Athlete                      b) Non-athlete

**Dependent Variable**              1. Mental Health 2. Emotional Intelligence

### RESEARCH TOOLS

#### **Mental Health Inventory (MHI):**

Mental health inventory constructed by Dr. Jagdish and Dr. A K Srivastav. 56 items are in the questionnaire and each of the items has four responses – 1. Almost always true, 2. Some time true, 3. Rarely true and 4. Almost never true. The reliability of the inventory was determined by split-half method using odd-even procedure. Overall mental health reliability coefficients is .73 and Construct validity of the inventory is determined by finding coefficient of correlation between scores on mental health inventory and general health questionnaire (Gold beig, 1978) it was found to be .54

#### **Emotional Intelligence test:**

Pedhe and Hyde were used for measuring Emotional intelligence. This test is developed and standardized by Pedhe and Hyde the 34 items are rated on a five point scale. The subjects were required to respond to each item in terms of “Strongly disagree” , “Disagree”, “Neutral”, “Agree”, “strongly agree”. This is well known test having high reliability and validity coefficients.

## PROCEDURES OF DATA COLLECTION

The subjects were called in a small group of 20 to 25 subjects and there seating arrangements was made in a classroom. Prior to administration of test, through informal talk appropriate rapport form. Following the instructions and procedure suggested by the author of the test. The test was administered and a field copy of test was collected. Following the same procedure, the whole data were collected.

## RESULT ANALYSIS AND DISCUSSION

**Table N0- 01**

**Mental Health and Emotional Intelligence among athlete and non-athlete students Mean S.D. and “t” Value.**

Dimensions	Athlete		Non-athlete		DF	t
	Mean	SD	Mean	SD		
<b>Mental Health</b>	167.89	7.11	147.56	6.09	78	15.35**
<b>Emotional Intelligence</b>	80.47	6.58	66.58	4.56	78	12.26

The results related to the hypothesis have been recorded. Mean of mental health score of the athlete Mean is 167.89, SD = 7.11 and that of the non-athlete Mean is 147.56, SD = 6.09 The difference between the two mean is highly significant ( $t' = 15.35$ ,  $df = 98$ ,  $P < 0.01$ ) It is clear that athlete and non-athlete Differ Significantly From each other from the mean scores and graph it was found that the athlete have Significantly high mental health than the non-athlete.

The results related to the hypothesis have been recorded. Mean of Emotional Intelligence score of the athlete Mean is 80.47, SD = 6.58 and that of the non-athlete Mean is 66.58, SD = 4.56.

The difference between the two mean is highly significant ( $t = 12.26$ ,  $df = 98$ ,  $P < 0.01$ ) It is clear that athlete and non-athlete Differ Significantly From each other from the mean scores and graph it was found that the athlete have Significantly high Emotional Intelligence than the non-athlete.

In present century when daily life is full of stresses, ability in control of undesirable emotions is of special importance in emotional health (Goleman, 1995). Role of emotional ability is very important in psychological health. In addition, ability to recognize the emotion in oneself and others is essential for emotional health. Without this ability, comprehension of other people's feelings and sentiments is impossible and people may have no experience of intimacy and mutual understanding. Hence, given the effect of emotional intelligence in educational, occupational and social success of training programs for enhancing emotional intelligence in all people especially athletes is necessary. According to Goleman (1996), emotional intelligence can be learned and enhanced and it is a flexible skill.

## CONCLUSION

- Athletes have significantly high mental health than the non-athlete Students.
- Athletes have significantly high emotional intelligence than the non-athlete Students.

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## A Study of Self-Concept among 10<sup>th</sup> and 12<sup>th</sup> Class Students

Nivedita Prakash Nikam\*

### ABSTRACT

This Study purpose that a Study of Self-Concept among 10<sup>th</sup> and 12<sup>th</sup> Class Students.

**Objectives:-** To examine the Self- Concept of 10<sup>th</sup> and 12<sup>th</sup> Class Students. **Hypotheses:-** There is no significant difference between 10<sup>th</sup> and 12<sup>th</sup> Class Students on Self Concept

**Methodology- Sample:** The present study samples go was selected from college students of Aurangabad City district Aurangabad in Maharashtra. The sample has 60 college students in each 30 Male Students and 30 Students. The subject selected in this sample was age group of 16-18 year. **Variables-** The independent variables are Gender (1) Male Students2) Female Students) and Dependent variables are Self-Concept. **Research Design:** the present study Simple Research design was used. **Research Tools-** Self-concept questionnaire (1984) by Dr. Raj Kumar Saraswat. **Statistical Treatment:** Mean SD and ANOVA. **Conclusions:** 7) Male Students Self Concept than Female Students.

**Key words: -** Self- Concept, Male, Female.

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## INTRODUCTION

The self-concept is the subjective nucleus of the personality. In an effort to understand personality, it is essential to discover its underlying driving force. “The two major components of the personality pattern are the ‘core’, or concept of self and the spoke of the wheel-the traits, which are held together and influenced by the ‘core’. The self is the core of personality, the unifying factor, which gives meaning and coherence to personality. Self is not directly observable. Its structure and content must be inferred from behavioural indices and from the person’s verbalization of his attitudes and feelings as the private world of experience is known to the individual himself. It represents an individual’s inner world as contrasted with the outer world which comprises other people and physical objects. It is the nucleus on which, and in which and around which experiences are integrated into the uniqueness of the individual.

Self-concept is a multidimensional and context dependent learned behavioral pattern that reflects an individual’s evaluation of past behaviors and experiences, influences an individual’s current behaviors, and predicts an individual’s future behaviors. Self-concepts develop independently according to experiences, capabilities, treatment from others, relationships with significant others, and individualized pattern-detecting mechanisms by way of long-term memory. There is not a general self-concept influencing all behavior of individuals and not a hierarchical self-concept which subsumes several role descriptive selves.

Self-concept is the image one has of the self, including their physical appearance and personality characteristics. Many factors can influence one’s self-concept, including one’s childhood experiences, how other people respond to us, and how one can relate to other people. Psychologists have suggested that there are a number of different components of self-concept,

including persons social behavior, physical condition, emotional awareness, family relationships, and life changing events.

## **STATEMENT OF THE PROBLEM**

“A Study of Self-Concept among 10<sup>th</sup> and 12<sup>th</sup> Class Students.”

## **OBJECTIVES OF THE STUDY**

- To examine the Self- Concept of 10<sup>th</sup> and 12<sup>th</sup> Class Students.

## **HYPOTHESES OF THE STUDY**

- There is no significant difference between 10<sup>th</sup> and 12<sup>th</sup> Class Students on Self Concept.

## **METHODOLOGY**

### **SAMPLE**

The present study sample go was selected from college students of Aurangabad City district Aurangabad in Maharashtra. The sample has 60 Students in each 30 10<sup>th</sup> (15 Boys and 15 Girls) Class Students and 30 10<sup>th</sup> and 12<sup>th</sup> (15 Boys and 15 Girls) Class Students. The subject selected in this sample was age group of 16-18 year.

### **RESEARCH DESIGN**

Simple research design used.

## VARIABLES OF THE STUDY

**Table No- 01 Variables**

Variable	Type of variable	Sub. Variable	Name of variable
Class	Independent Variables	02	1) 10 <sup>th</sup> Class Students 2) 12 <sup>th</sup> Class Students
Self-Concept	Dependent variables	06	Self-Concept

## RESEARCH TOOLS:-

**Table No- 02 - Self-concept questionnaire**

Aspect	Name of the Test	Author	
Self-concept	Self-concept questionnaire (1984)	A.K.P. Sinha	Item- 48
		L.N.K. Sinha.	Reliability - 0.91
			Validity - high

## STATISTICAL TECHNIQUES

Mean, S.D and ANOVA were College Students to analyses the data.

## RESULTS AND DISCUSSION

## Hypotheses

- There is no significant difference between 10<sup>th</sup> and 12<sup>th</sup> Class Students on Self Concept.

**Table No.03 Show the Mean, SD and F Value of Gender on Self Concept**

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Self Concept	10 <sup>th</sup> Class Students	140.22	8.47	30	58	2.87	NS
	12 <sup>th</sup> Class Students	142.18	5.36	30			

(Critical value of “f” with df 58 at 0.01 = 3.94 and at 0.05 = 6.90 and NS- Not significant)

Observation of the table No.03 indicated that the mean value of two classified group seems to differ from each other on Self Concept. The mean and SD value obtained by the 10<sup>th</sup> Class Students 140.22, SD 8.47 and 12<sup>th</sup> Class Students was 142.36, SD 5.36, Both group ‘F’ ratio was 7.32. At a glance those 12<sup>th</sup> Class Students shows high score than 10<sup>th</sup> Class Students.

In the present study was hypothesis related Class on Self Concept. It was “There is no significant difference between 10<sup>th</sup> and 12<sup>th</sup> Class Students on Self Concept.” Gender effect represent the Self Concept was not significant (F- 7.32, 1 and 99, P- 7.32). This is significant 0.01 and 0.05 levels because they obtained ‘F’ value are High than table values at 0.01 and 0.05. In the present study was found that 10<sup>th</sup> and 12<sup>th</sup> Class Students differ from Self Concept. The findings of the supported the hypothesis, they are this hypothesis Accepted the present study. Its means that 10<sup>th</sup> and 12<sup>th</sup> Class Students shows high than 10<sup>th</sup> and 12<sup>th</sup> Class Students.

## CONCLUSIONS

- 1) Male Students Self Concept than Female Students.

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