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# A Study of the Alienation among Urban and Rural

## Adolescence

Seema Rambhau Perkar\*

### ABSTRACT

The concept of 'alienation' has been defined by various authors differently. The diverse meanings have been attached to the term 'alienation' by philosophers, political scientists and psychologists who have made it equivocal. This Study purposes that To Study of Alienation among Urban and Rural Adolescence. **Objectives:-** To Study the Alienation on Urban and Rural Adolescence. **Hypotheses:-** There is no significant difference between Urban and Rural Adolescence on Alienation. **Methodology- Sample:** The sample of present study was 100 Adolescence. 50 subjects were Urban and Rural Adolescence and 50 subjects was Urban and Rural Adolescence was selected by non-Probability purposive of Accident dental Sample Design was selected in Jalna Dist. of Maharashtra State. The subject selected in this sample was used in the age group of 18 years to 21 years and Ratio 1:1. **Research Design:** the present study Simple Research design was used. **Variables-** The independent variables are Living of Area (Urban and Rural Students) and Dependent variables are Alienation. **Research Tools-** Students Alienation Scale by Dr. R.R. Sharma (1988). **Statistical Treatment:** Mean SD and ANOVA. **Conclusions:** No significant difference between Urban and Rural Adolescence on Alienation.

**Key words:** - Alienation, Adolescence, Urban, Rural.

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## INTRODUCTION

The term adolescence comes from the Latin word *adolescere* meaning “to grow” or to grow to maturity. Adolescence is a period of dramatic challenges where adjustment is required with oneself, family and peer group. In contemporary society, adolescents experience institutional changes as well. Among young adolescents, there is a change in school setting, typically involving a transition from elementary school to either junior school or middle school and late adolescents. Adolescence is a period of life, which starts from onset of puberty to full adulthood, falling between the age ranges of 12 to 21 years or so. The human young one passing through this age group is called an adolescent. Psychologists regard adolescence as period of social pressure specifically related to the society, not as a unique biological period. It is a period of life during which a boy becomes a man and a girl, a woman. Roughly speaking, it embraces the teenage years. It is from 16 to 19 years. The body approximates the young adult and development of secondary sex characteristics is completed. In late Adolescence, career decisions are finally traced. The child gradually returns to the family, on a new footing. Physical growth and development during Adolescence have a great impact on the emotional world of a youth. An Adolescent boy or a girl gets a newer body having newer ideas and attitudes. The main aspect of their thought is that they pose themselves to be the fittest in the adult world. However, they can also get a serious inferiority complex.

The concept of alienation and anomie has been dovetailing with each other and it is in this way that alienation has been mentioned rather frequently in the writings of Hegel, Marx etc. While Hegel focused on this concept in the perspective of philosophical thought, Marx and Durkheim initiated the concept in the field of social sciences to highlight the fact that the social condition of anomie gives rise to the personal feeling of alienation which

gradually becomes a part of the individual's personality and guides his feeling, thought and action.

The concept of Alienation has been defined by various scholars but still it has considerable confusion over its meanings, usage and measurement. The complexity of the concept of alienation and the variety of meanings attached to the term makes it difficult to abstract from them one basic meaning of alienation. One of the earliest definitions of alienation refers to it as an estrangement from self.

## **REVIEW OF LITERATURE**

Anju Rani, (2015) this study found that 1. There exists a significant difference between the alienation of rural and urban adolescents. The alienation score of rural adolescents are higher than the urban adolescents'. So, rural adolescents are more alienated than urban adolescents. 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. Monika, (2017) this study found that Male students from urban area colleges of the university scored higher than male students from rural area colleges i.e., male students belonging to urban area feel more alienated than the male students from rural colleges.

## **STATEMENT OF THE PROBLEM**

“A Study of the Alienation among Urban and Rural Adolescence”

## **OBJECTIVES**

- To Study the Alienation on Urban and Rural Adolescence.

## **HYPOTHESES**

- There is no significant difference between Urban and Rural Adolescence on Aalienation.

## **METHODOLOGY**

### **SAMPLE**

The sample of present study was 100 Adolescence. 50 subjects were Urban and Rural Adolescence and 50 subjects was Urban and Rural Adolescence was selected by non-Probability purposive of Accident dental Sample Design was selected in Jalna Dist. of Maharashtra State. The subject selected in this sample was used in the age group of 18 years to 21 years and Ratio 1:1.

### **RESEARCH DESIGN:-**

Simple Research Design used in the present study

### **VARIABLES USED FOR STUDY**

**Independent variables** - Living of Area - 1) Urban Students 2) Rural Students

**Dependent variables** - Alienation

### **RESEARCH TOOLS:-**



**Table No.01 Students Alienation Scale (1988)**

Aspect	Name of the Test	Author	
Alienation	Students Alienation Scale (1988)	Dr.R.R.Sharma	Item- 56
			Scoring-
			Yes response - 1 mark
			No response - 0 mark
			Reliability - 0.75
Validity 0.70.			

**PROCEDURES OF DATA COLLECTION:-**

For the present study 100 sample was used and two instruments were administered individuals as well as a small group will be adopted. The subjects were called in a small group of 21-25 subjects and there seating arrangements, was made in a classroom. Following the instructions and procedure suggested by the author of the test. Tests were administered and a field copy of each test was collected. Following the same procedure, the whole data was collected.

**STATISTICAL ANALYSIS**

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

**RESULTS AND DISCUSSION**

**Hypotheses**

- There is no significant difference between Urban and Rural Adolescence on Alienation.

**Table No.02 Show the mean, SD and F value of Living of Area on Alienation.**

Factor	Living of Area	Mean	SD	N	DF	F	Sign
Alienation	Urban Adolescence	59.27	2.52	50	98	1.78	NS
	Rural Adolescence	58.86	1.14	50			

(Critical value of “f” with df 118 at 0.05 = 6.90 and at 0.01 = 3.94, NS= Not Significance)

**Figure No.01 mean of Living of Area on Alienation.**



Observation of the table No.02 and Figure No.01 indicated that the mean value of two classified group seems to differ from each other on Alienation. The mean and SD value obtained by the Urban Adolescence 59.27, SD 2.52 and Rural Adolescence was 58.86, SD 1.14, Both group ‘F’ ratio was 1.78 at a glance those Urban Adolescence shows Miner high score than Rural Adolescence.

In the present study was hypothesis related Living of Area on Alienation. It was “There is no significant difference between Urban and Rural Adolescence on Alienation. Living of Area effect represent the Alienation was not significant (F- 1.78, 1 and 99, 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 Urban and Rural Adolescence not differ from Alienation. The findings of the supported the hypothesis, they are hypothesis Accepted the present study. Its means that there is no significant difference between Urban and Rural Adolescence on Alienation.

### **CONCLUSIONS:**

No significant difference between Urban and Rural Adolescence on Alienation.

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# **Impact of Media Violence on Aggression and Mental Health in Adolescent**

Dr Pooja More (M. A. D.C.C., Ph D) \*

## **INTRODUCTION**

Now a day's situation is that children are exposed to television during infancy. In this phase they have no ability to recognize content as fiction. Childhood is the most innocent phase in the Life. They believe as truth which they seen on Television or media. A Normal child is experiencing more than 8000 murders and 100000 violence acts on media before the age of 18. (Anderson C.A (2002) Childhood exposure to media violence predicted young adult aggressive behavior in both genders. Children make models of aggressive television characters. They perceive the media as reality. This belief turns to young aggressive behavior. (Huesmann L R et all 1992)

Violence plays a very hazardous role in our life today. This is the most serious matters our society facing today. It is a deadly danger that threatens the safety of our society. It is like poison that spreads quickly. This may be the destroyer of its users. Violence has increasingly become a common problem worldwide. This affects not only children and youth but also all the communities which surround them. Television has become a major impact in establishing value systems and modelling behavior among children. Inappropriately, today's television programmes are violent. Violence disturbs behavior destructively in children and teenagers (American Academy of Child & Adolescent Psychiatry, 2011).

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The major effects of watching violence on television is increasing aggressive behavior in children and in people of all ages. It can lead to imitation to televised violence can be harmful to mental health. This makes children more fearful of the world around them.

### **Media Violence:**

Media violence is representing as the acts of physical aggression by human or human like character against another. Fictional or animated violence are the example. Anderson ". The playing violent video games can increase a person's aggressive thoughts, feelings and behavior both in laboratory settings and in daily life. Media violence increases aggressive behavior in children and individuals of all ages. Today's children are exposed to too much violence on television. For example, video games like Call of Duty have large amount of violence. Children who watch and play these games can be belligerently impacted by them. Video games usually uphold immoral values. This provokes a wrong reaction. According to the American Psychological Association, media violence enhances aggression in the short path. Children who saw violent programmes and dangerous games for more than four hours a day leads children to deal with each other violently. The punches, kicks, and many other intense acts saturated up daily are the main reason for this behavior. We can say that watching people striking and hitting each other on television upsurges aggression and violence among children (Huesmann & Miller, 1994). These words refer to the countless violence effects that can impact the whole society and everyone all over the world.

The Surgeon General's Scientific Advisory Committee on Television and Social Behavior was formed (1969) to evaluate the impact of violence on the attitudes, values and behavior of audiences. The resulting report by the National Institute of Mental Health (1982)

recognized these major effects of sighted violence on television.

1. Children may become less sensitive to the pain and suffering of others.
2. Children may be more fearful of the world around them.
3. Children may be more likely to behave in aggressive or harmful ways toward others.

Television violence turns into imitation. The fact is that imitation is a human element among the youths. Children's behavior changes intensely after watching violent programmes on television. If they compared to children who watched nonviolent episodes, they become more rebellious toward their peers.

### **Violent messages in the media**

Media contains violence in music videos, television shows, video games and movies. Entertainment media has a secured amount of violence. Good drama revolves around conflict, and violence is one of the most common consequences of conflict.

Armstrong (2001) has analyzed 490 gangsta rap songs released between 1987 and 1993. The results show that 22 percent are comprised of violent lyrics. Eminem's top-selling album (2000) named Marshall Mathers LP was reported to have contained violent lyrics in eleven out of the fourteen songs in the album. Furthermore, research on music videos was more focused on the images rather than the lyrics.

The fact is that playing violent games increased the adolescent's violent behavior. Pinching, kicking, hitting is considered as bodily violence between boys who had just played either a nonviolent or violent video game.



The rate of violence per minute is much higher in video games than in most violent TV programs or movies. Ex, Funk and Buchman (1996) found no difference in gender in overall preference for violent video games because girls and boys preferred violence. Girls also selects the fantasy violence, while the boys chose the human violence. There was also a report of Cantor (1998) that males were more joined to justice reestablishing violent programming like Batman than females, but both was equally attracted to comedic violence.

Violence is more influential in video games (68 percent) than on television (60 percent).It is commonly found in movies (90 percent) and seldom seen in music videos (15 percent). However, certain types in each medium are more aggressive in nature. These are children's cartoons, animated movies, rap or hip-hop music, and Teen and Mature-rated video games. Many of these genres are targeted to the youth.

## **II. Factors that contribute to the effects of media violence**

Gerbner has noted that exposes of violence on TV are just mere violent messages. It is more probable that attractive character's behavior imitated by children. When violence seems to be ignored, when it is realistic, when it is rewarded and when it results in giving small consequences to the victim. Both males and females are inspired by media violence. But males have more strong effects (Paik & Comstock, 1994). Children who more understood TV/media violence can be adults who commit more serious crimes. But it's not applied for all children who watched large amounts of violence on TV.

Rowell Huesmann proposed that Aggressive habits learned in their early life. Once the habits established, it becomes tough to change. This can foretell the serious adult antisocial behavior. If a child's remark of media violence indorses the learning of aggressive habits.

This can have damaging permanent consequences. Initial television habits are linked with adult misconduct. (Sparks, "Effects of media violence" 89)

Children saw violent content to stimulus their behavior. Angry people and media violence is a changeable combination. If angry people always watch violence on TV, then they are more likely to act aggressively. Children and teenagers with aggressive personality may search for violent content because it helps them to justify their behaviors. People live in a world in which there is more violence than there might be without mass media. People are less trusting of their neighbors and more accepting of violence in their core.

### **Media violence and aggression**

- 1) Baron R. A (1994) defines Aggression as Behavior that is intended to harm another individual who does not wish to be harmed.

Aggression in Childhood is like loss of social network, unhealthy parent child relationship, self-mutilating behavior, poor concentration ability, improper thinking pattern, Language problems, reckless behavior, emotional trauma and depression. Research by psychologists L. Rowell Huesmann, Leonard Eron and others starting in the 1980s found that children who watched many hours of violence on television when they were in elementary school tended to show higher levels of aggressive behavior when they became teenagers. By observing these participants into adulthood, Huesmann and Eron found that the ones who'd watched a lot of TV violence when they were 8 years old were more likely to be arrested and prosecuted for criminal acts as adults

The effects of Media violence can cause physical aggression to the people, especially the youth. Media violence is described as the portrayal of physical action that hurts or kills. It

might draw thoughts that lead one to believe that aggressive behavior might be attained in certain situations and might bring certain benefits. Violent entertainment is not only gained through television shows, but also in music lyrics and videos, commercials, video games, and movies. Most people are into violent movies, especially the adults. There are three reasons why people are attracted to violent entertainment. First, violent entertainment may hold an interest for some individuals. Second, people may experience post viewing enjoyment from viewing events, characters, and themes that appear in violent contexts. Lastly, violent media may contain themes that the audience may enjoy.

Teenagers who become violent adults are those who are aggressive and involved in some forms of antisocial behavior. There were two different reasons on the effects of media violence on aggressive behavior. First, the harmful effects of media violence are probably learned by the individual through multiple exposures. Second, short-term effects are highly linked to the imitation of violent visual images.

People witness, read, or hear of an event through the mass media. There are many effects of media violence that people are unaware of. These effects can damage a human being's thinking, especially a child's. Bjorkqvist (1985) let a 5-year-old and a 6-year-old Finnish child to watch either a violent or nonviolent film. Conversely with the children who had watched the nonviolent films, those who had viewed the violent film were assessed much higher on physical assault (hitting other children, wrestling, etc), as well as other types of violence. The exposure to media violence can cause to increase physical assaults who watched violent movies.

### **Effect of Media Violence on Mental Health:**

Mental health can affect daily living, relationships, and physical health. However, this link

also works in the other direction. Factors in people's lives, interpersonal connections, and physical factors can all contribute to mental health disruptions.

Looking after mental health can reserve a person's ability to enjoy life. Mental health refers to cognitive, behavioral, and emotional well-being. It is all about how people think, feel, and behave. Sometimes people assume the term "mental health" to mean the absence of a mental

Exposure to violence could harm the emotional and mental development of young children and adolescents. Children aren't able to successfully process what they are seeing and hearing. This may be due in part to the fact that chronic exposure to violence can affect parts of their brain.

For adolescents, the front part of their brains is the last to develop and mature. This part of the brain is called the prefrontal cortex, and it is responsible for processing information, impulse control and reasoning. Adolescents exposed to violent video games experience a decrease in activity in their prefrontal cortex, leaving them more vulnerable to having difficulty with problem-solving and controlling their emotions.

Televised violence can be harmful to mental health and make children more fearful of the world around them. Watching TV violence can be harmful to the mental health of people, especially children. Children often cannot differentiate clearly between fiction and real-life. What they see on television can cause them to become desensitized to violence and can cause them to hurt others. Moreover, they can become exposed to violence at home or school from other peers who have seen this programming. There is little doubt that violence damages the quality of life and the mental and public health of any society considered.

Children assumes that violence is acceptable behavior. Most children balance what they perceive as reality and what they see on the display. Ex, in violent games the objective is to virtually kill a lot of people and destroy property. Even though children know it is only a game, they still become insensitive by such activity (Hatch 1994). The excessive exposure to violence also makes more fearful of the world around them. Watching violence on TV disturbs children and affects their behavior (AACAP 2011).

It can also have a negative influence on their interaction with each other socially. Besides, they can feel anxious and scared of thunder, snakes and all the fearful scenes they have seen on TV. Violent video games and horrible scenes make children more fearful. Violence in the movies gives children an un true hint that violence is found everywhere. There is no good in this world. It has been discovered that scary themes, horrible films and violent images can have a lasting effect on people, especially children (Hatch, 1994).

## REVIEW OF LITERATURE

**Craig A. Anderson (2010)** make review that the evidence strongly suggests that exposure to violent video games is a causal risk factor for increased aggressive behavior. Aggressive cognition and aggressive affect and for decreased empathy and pro-social behavior.” **Eron & Husemann, (1986)** stated that there is a link between television violence and viewer aggression. Results shown that violence on television affects not only children but also all ages’ persons. Eron and Huesmann testified that television violence had an effect that went beyond age and socioeconomic factors (Stewart, 2007). **Anderson, Carnagey, and Eubanks (2003)** about the effects of music lyrics on mass media violence. In their studies, there were seven aggressive songs by seven artists, and eight nonviolent songs by seven artists, utilized to be certain that the results were not because of one or two specific songs,

artists, or genres. **Smith and Boyson (2002)** examined 1,962 videos that were drawn randomly from three channels namely BET, MTV, and VH-1. The results showed that only 15 percent of the videos included physical aggression. However, rap (29 percent) and heavy metal (27 percent) were more likely than other genres (rock, 12 percent; rhythm and blues, 9 percent; adult contemporary, 7 percent) to contain violence. It is revealed that rap or hip-hop is usually more violent than other music genres. **Buckner, Beardslee, & Bassuk (2004)** make research on children and youth are exposed to community violence affected their mental health. It was hypothesized that exposure to community violence would negatively relate to mental health outcomes. The sample contained of 281 African American undergraduate college students from Midwest University. Their ages are from 18 to 24 years. Data Collected from the Exposure to Community Violence survey (Richters and Saltzman, 1990); the Racial Socialization Questionnaire-Teen (Lesane-Brown, Scottham, Nguyen, and Sellers, 2005); the Center for Epidemiological Studies Depression Scale for Children-Depressive symptomatology (Weissman, Orvaschel, & Padian, 1980) and the Aggression Questionnaire (Buss and Perry, 1992). Results proved that community violence has connection with aggressive behaviors and depressive features. **Ludban (2015)** investigated the psychological well-being of college students and the factors that impact it.

**Banerjee et al. (2015)** recommended that providing racial socialization messages and practices at home and at school offer better psychological outcomes in ethnic minority young adults. **Cooley-Quille, Boyd, Frantz, & Walsh (2001)** who stated that victims that experienced direct violence have more psychological consequences than those who experience indirect violence.

## CONCLUSION

it is clear from the many sources we have explored here that violence on television or other media affects peoples' lives negatively. It has dangerous influences on society at large as we raise the coming generation. Children, by nature, are programmed to imitate what they are exposed to in terms of media. Violence can be harmful to the mental health of people in all ages. Children may be more fearful of the world around them. People feels less sensitive to the pain and suffering of others.

**The harmful** effects of media violence bring psychological impact to the minds of the youth especially in today's generation. They do not know that these things can greatly affect their attitude and behavior as a person which might be a result of violence. They try to imitate what they see and what they hear from televisions, music lyrics or videos, movies, and video games, because of their curiosity.

Parents can be a strong force in reducing such media violence. They should let their children share their thoughts and fears about killings or death. Parents should also know the main risk factors of media violence to the youth and familiarize the programs and video games their children watched and played. They should avoid exposing their children to too much video games and television so that it would it would reduce violent behavior of their children.

It is significant that content does not equal to the effect. Media violence is certainly not the sole cause or even the most important supplier to youth aggression. Parents can actually reduce the risks related with media violence by reducing exposure to television and videogames.

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## A Study of Self-Confidence among Male and Female College Going Students

Dipak D. Nikam\*

### ABSTRACT

The study was undertaken to study of Self-Confidence on Male and Female College Going Students. **Objectives:** To Study the self-confidence on Male and Female College Going Students. **Hypotheses:** - There is no significant difference between male and female College Going Students on self-confidence. **METHODOLOGY Sample:** - Total sample of present study 60 College Going Students, in which 30 were Male College Going Students and 30 Female College Going Students Aurangabad Dist. from Maharashtra. The subject selected in this sample was used in the age group of 18 years to 21 years and Ratio 1:1. non-probability purposive Quota Sampling will be used. **Research Design-** Simple research design used in the present study. **Variables-**The independent variables are Gender and Dependent variables are Self-Confidence. **Statistical Treatment:** Mean, SD and ANOVA. **Research Tools-**Agnihotri Self Confidence Inventory (ASCI) by Dr.Rekha Gupta was used data collection. **Conclusions:** - Male Students high self-confidence than Female Students.

**Keywords-** *Self Confidence, Male, Female.*

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## **INTRODUCTION**

Self-confidence is an individual feature, the core of which is the positive assessment of the individual's own skills and abilities, as sufficient for him to achieve significant goals and meet its needs. Self-confidence is considered one of the most influential motivators and regulators of behavior in people's everyday lives. Self-confidence is something that anyone can learn, and often much easier than one thinks. It is not something people born with, but instead something that people develop through their upbringing. It is usually influenced by the people around. The level of self-confidence is affected by the way one interpret events around them. This has a direct bearing on the level of self-esteem. Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect.

## **LITERATURE REVIEW**

Barot Parikshit, (2014) and Renu Tomer and Alpna Agrawal, (2014), Ziegleet. al, (2000), Alice, Lorelei and Eve (2002), Lundberg, Box and Puncohar (1994), Hall (1990), Malanie (1996) , Brown and Renz (2003) and Bhuvanewara Lakshmi, (December- 2011) this study indicated that male have high self-confidence than female. Geeta, Pастey and Vijayalaxmi, Aminbhavi (2006), Hall, Evelyn (1990), Jassar, A. K., (2014) this study found that Adolescent girls/ Female tend to have significantly high self-confidence than boys/Male. Sharanamma (2010) studied There was a significant difference between self-confidence levels of boys and girls.

## **STATEMENT OF THE PROBLEM**

“A Study of the self-confidence among Male and Female College Going Students”

## **OBJECTIVE**

- To Study the self-confidence on Male and Female College Going Students.

## **HYPOTHESIS**

- There is no significant difference between Male and Female College Going Students on self-confidence.

## **METHOD**

### **Participants**

Total sample of present study 60 College Going Students, in which 30 were Male College Going Students and 30 Female College Going Students Aurangabad Dist. from Maharashtra. The subject selected in this sample was used in the age group of 18 years to 21 years and Ratio 1:1. non-probability purposive Quota Sampling will be used.

### **Research Design**

Simple research design used in the present study.

### **Variables of the Study**

Independent variables – Gender- 1) Male Students 2) Female Students

Independent variables- self confidence

### **Research Tools**

#### **Agnihotri's Self-confidence Inventory (ASCI):**

This test is developed and standardized by Rekha Agnihotri (1987) the 56 items. The subjects were required to respond to each item “YES” and “NO”. The reliability coefficient obtained by test retest and split half method. The Split- Half reliability of the inventory is 0.91 and the level of validity is 0.82.

**PROCEDURES OF DATA COLLECTION: -**

The primary information was gathered by giving personal information from to each student. The students were called in a small group of 20 to 25 students. The students provided the Life Satisfaction scale. Data were obtained by using particular scoring particular scoring palter standardized for each scale.

**STATISTICAL ANALYSIS**

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

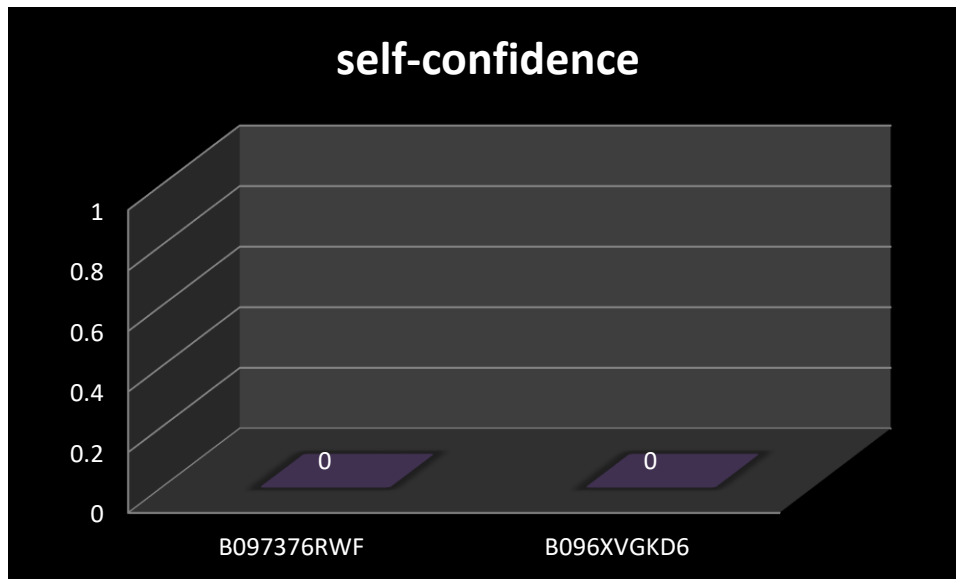
**RESULTS AND DISCUSSION****HYPOTHESES**

- There is no significant difference between male and female Students on self-confidence.

**Table No.05 Show the mean, SD and F value of Self Confidence**

Variable	Gender	Mean	SD	N	DF	F Value	Sign.
self-confidence	Male Students	31.19	1.78	30	58	8.57	0.01
	Female Students	29.12	2.55	30			

**Graph No.01 show the mean of Gender and Self Confidence**



Observation of the Table 01 and Graph No.01 indicated that mean values of self-confidence the Male Students were 31.19 SD 1.78 and Female Students were 29.12 SD 2.55. It is observed that the calculated F value 8.57 is High than the table value (0.01 = 3.94 and at 0.05 = 6.90 levels). That is to say that this hypothesis is rejected. It means that Female Adolescence high self-confidence than Male Adolescence. A similar finding was found that Barot Parikshit, (2014) and Renu Tomer and Alpna Agrawal, (2014) indicated that male have high self-confidence than female. An Opposite finding was found Aminbhavi (2006) found that Adolescent girls tend to have significantly high self-confidence than boys and Sharanamma (2010) studied There was a significant difference between self confidence levels of boys and girls.

### CONCLUSION

Male Students high self-confidence than Female Students.

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## **A Study of Self-Confidence among Art's, Commence and Science Students**

Sunanda Rameshwar Korde\*

### **ABSTRACT**

The study was undertaken to study of Self-Confidence among Art's, Commence and Science Students of district Jalna (M.S.). Total sample of present study 90 College Going Students, in which 30 were Arts Faculty Students, 30 Commerce Faculty Students and 30 Science Faculty Students in Jalna Dist. from Maharashtra. The subject selected in this sample was used in the age group of 18 years to 21 years and Ratio 1:1. Non- probability purposive Quota Sampling was used. Agnihotri's Self Confidence Inventory (ASCI) by Dr.Rekha Gupta was used data collection. The data collected was statistically treated by using mean, SD and ANOVA. The findings of the study revealed that Science college student's high Self Confidence than Art's and Commence college students.

**Keywords-** Self-Confidence, Art's, Faculty, Commence Faculty and Science Faculty.

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## INTRODUCTION

Self-confidence is one such personality trait. Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities and knowledge. Self-confidence is not necessarily a general characteristic which pervades all aspects of a person's life. Self-confidence is one of the personality traits which is a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies, his/her view of what he/she is, what he/she has been, what he/she might become, and his/her attitudes pertaining to his/her worth. Self-confidence is not necessarily a general characteristic which pervades all aspects of a person's life. Typically, individuals will have some areas of their lives where they feel quite confident, for example; academics, athletics etc.; while at the same time, they do not feel at all confident in other areas, for example; personal appearance, social relationships etc. self-confidence is a major determinant of behavior only when people have sufficient incentives to act on their self-perception of confidence and when they possess the requisite skills. He predicts that self-confidence beliefs will exceed actual performance, when there is little incentive to perform the activity or when physical or social constraints are imposed on performance. An individual may have the necessary skill and high self-confidence beliefs, but no incentive to perform. Discrepancies will also occur when tasks or circumstances are ambiguous or one has little information on which to base confidence judgments. People who overweigh their failures are believed to have lower expectations than those with the same performance levels who do not overweigh their failures. self-confidence within an individual depends upon his/her performance experiences, perceived difficulty of the task, the effort expended, the amount of guidance received, the temporal patterns of success and failure and one's conception of a particular 'ability' as a skill that can be acquired versus an inherent aptitude.

He has argued that performance accomplishments on difficult tasks, tasks attempted independently and tasks accomplished early in learning with only occasional failures carry greater confidence value than easy tasks, tasks accomplished with external aids, or tasks in which repeated failures are experienced early in the learning process without any sign of progress.

## **STATEMENT OF THE PROBLEM**

“A Study of Self-Confidence among Art’s, Commence and Science Students”

## **OBJECTIVE**

- To Study the Art’s, Commence and Science Students on self-confidence.

## **HYPOTHESIS**

- There is no significant difference between Art’s, Commence and Science Students on self-confidence.

## **METHOD**

### **Participants**

Total sample of present study 90 College Going Students, in which 30 were Arts Faculty Students, 30 Commerce Faculty Students and 30 Science Faculty Students in Jalna Dist. from Maharashtra. The subject selected in this sample was used in the age group of 18 years to 21 years and Ratio 1:1. Non- probability purposive Quota Sampling was used.

### **Research Design**

Simple research design used in the present study.

### **Variables of the Study**

Independent variables – Faculty- 1) Arts Students 2) Commerce Students 3) Science Students

Independent variables- self-confidence.

### OPERATIONAL DEFINITIONS OF KEY TERMS:

- **Self-confidence:** - Self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome and to get things go all right.
- **Arts Faculty:** -BA stands for Bachelor of Arts. It is a bachelor degree program that refers to an undergraduate course of study.
- **Commerce Faculty:** - B. Com stands for Bachelor of Commerce. It is an undergraduate degree in commerce stream. It is a three-year bachelor degree which is offered by various colleges.
- **Science Faculty:-** B.Sc. stands for Bachelor of Science. It is an undergraduate academic degree awarded for completing a three-year course in the field of science and technology.

### Research Tools

**Table No.01- Agnihotri Self-confidence Inventory (ASCI):**

Aspect	Name of the Test	Author	
Self-confidence	Agnihotri's Self-confidence Inventory (ASCI):(1987)	Rekha Agnihotri	Item- 56
			Scoring-
			Yes response - 1 mark
			No response - 0 mark
			Reliability - 0.91
			Validity 0.82.

### PROCEDURES OF DATA COLLECTION: -

The primary information was gathered by giving personal information from to each student.

The students were called in a small group of 20 to 25 students. The students provided the Life Satisfaction scale. Data were obtained by using particular scoring particular scoring palter standardized for each scale.

### STATISTICAL ANALYSIS

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

### RESULTS AND DISCUSSION

**Table No.02 Show the mean, SD and F value of Self Confidence**

Variable	Faculty	Mean	SD	N	DF	F Value	Sign.
self-confidence	Art's Students	30.20	2.10	30	87	7.35	0.01
	Commence Students	31.22	1.87	30			
	Science Students	33.15	2.29	30			

**Graph No.01 show the mean of Faculty and Self Confidence**



Observation of the Table 02 and Graph No.01 indicated that the mean value of both classified group seems to differ from each other on self-confidence. The mean and SD value obtained by the Art's Students was 30.20, SD 2.10, Commence Students was 31.22, SD 1.87 and Science Students was 33.15, SD 2.29, both group 'F' ratio was 7.35 at a glance those Science

Students shows high score than Art's Students and Commence Students .

In the present study was this hypothesis related Depression and Graduate Students. It was “There is no significant difference between Art's, Commence and Science Students on self-confidence.” Faculty Students effect represent the self-confidence was significant (F- 7.35, 2 and 87, P- 0.05 and 0.01). 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 Art's, Commence and Science Students differ from self-confidence. The findings of the supported the hypothesis, they are null hypothesis Rejected the present study and Alternative hypothesis is Accepted (There is significant difference between Art's, Commence and Science Students on self-confidence). It means that Science Students high self-confidence than Art's Students and Commence Students.

## CONCLUSION

Science Students high self-confidence than Art's Students and Commence Students.

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# A Correlation Study Among Locus of Control, Self-Esteem and Loneliness in Youth

Ms. Deepa Poddar\* and Ms. Juhi Saliya\*\*

## ABSTRACT

This research was conducted to study the correlation among locus of control, self-esteem and loneliness in youth in Mumbai. For this purpose it was hypothesized there will be a significant correlation between all the three variables. 120 youth between the age group of 15 to 25 years were administered the Rotter's Locus of control scale developed by Julien Rotter (year), Rosenberg's Self-esteem scale and UCLA loneliness revised scale. Pearson's Product Moment correlation coefficient was used to analyse whether any significant correlation exists among the variables. The results indicated that there was a significant negative correlation between locus of control and self-esteem,  $r=-0.52$ ,  $p<0.01$  respectively. There was a significant positive correlation between locus of control and loneliness where  $r=0.68$ ,  $p>0.01$ . There was a significant negative correlation between self-esteem and loneliness where  $r=-0.56$ ,  $p <0.01$ . Thus, it was concluded that there is a significant correlation between LOC and SE and between LOC and L. However, correlation between SE and L was found to be negative.

**Keywords:** *locus of control, self-esteem, loneliness, youth.*

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## INTRODUCTION

Locus of control is the degree to which people believe that they have control over the outcome of events in their lives, as opposed to external forces beyond their control (Rotter, 1954), and it has become an aspect of personality studies. A person's "loci" are conceptualized as internal (a belief that one's life can be controlled) or external (a belief that life is controlled by outside factors which they cannot influence, or that chance or fate controls their lives). Individuals with a strong internal locus of control believe events in their life derive primarily from their own actions: for example, when receiving exam results, people with an internal locus of control tend to praise or blame themselves and their abilities. People with a strong external locus of control tend to praise or blame external factors such as the teacher or the exam. Increased level of internal locus of control will lead people to think they hold the control of their own lives while placing a value on their abilities and skills. Internal locus of control predicts positive self-esteem.

Self-esteem, loneliness, stress, grief, etc are causes of depression. 5 crore people in India suffer from depression, according to a report by the World Health Organisation, (2017) India has one of the countries with the highest rate of depression. A phenomenon like suicide does not exist in isolation and is often accompanied and triggered by mental disorders of this kind. Around 50% of people struggling from depression all over the world, cases of depression illness has increased which leads to suicide. India has one of highest suicide rate for youth aged 15 to 29 years.

### OBJECTIVES:

- To assess the correlation between self-esteem and loneliness.
- To assess the correlation between locus of control and self-esteem.

- To assess the correlation between locus of control and loneliness.

### **HYPOTHESES:**

- There is a significant correlation between self-esteem and loneliness
- There is a significant correlation between locus of control and self-esteem
- There is a significant correlation between locus of control and loneliness

## **METHODOLOGY**

### **PARTICIPANTS:**

The sample consisted of 120 male and female youth of Mumbai within the age range of 15 to 25 years of all the economic strata mainly through the centers and few through google forms

### **RESEARCH DESIGN**

Simple research design used in the present study.

### **VARIABLES OF THE STUDY**

Independent variables – Gender- 1) Male youth 2) Female youth

Independent variables- locus of control, self-esteem, loneliness.

### **INSTRUMENTATION:**

Following instruments were used in the research. Consent form and demographic details form were attached before the instrument (refer to appendix a and b)

#### **1. Rotter's Locus of Control scale**

Rotter's Locus of Control scale was developed by Julian Rotter in 1966. Scale comprise of 29 items which measures two type of locus of control i.e. is internal and external locus of control. Each item has two statements where respondent will mark on one of them. The high

score will indicate external locus of control and low score will indicate internal locus of control. There are forced choice questions with 2 options, participants will mark a cross on their response. The score is from 0-23. Reliability and validity Locus of control demonstrated satisfactory coefficient alpha and test-retest reliability of 0.70. Its discriminant validity is indicated by the low levels of relationships with such variables as adjustment, social desirability, or need for approval, political liberalness, and intelligence. Its construct validity comes from predicted differences in behavior for individuals and involves attempts to control the environment, achievement motivation, and resistance to subtle suggestion. Locus of Control Scale shows excellent psychometric properties supporting its reliability and validity

## **2. Rosenberg's Self-esteem scale**

The Rosenberg Self-Esteem Scale (1965) consists of 10 items and it uses 4 point Likert scale format ranging from strongly agree to strongly disagree. The scale measures global self-worth by measuring both positive and negative feelings about self and is believed to be Unidimensional in nature. Rosenberg's definition for self-esteem is a favourable or unfavourable attitude toward oneself (Rosenberg, 1965). The score obtained on the test range from 10-40. Items 2, 5, 6, 8, 9 are reversed score. Although originally developed to use with adolescents, SES is also widely used with adults. The higher the score obtained on the test, higher the self-esteem. The psychometric properties include internal consistency which ranges from 0.77 to 0.88 and test-retest reliability which ranges from 0.82 to 0.85. The Criterion validity is 0.55 and Construct validity in correlation with anxiety is (-0.64), depression (-0.54) and anomie (-0.43). The scale is in public domain and may be used without acquiring permission from the author.

## **3. The Revised UCLA Loneliness Scale**

The Revised UCLA Loneliness Scale is 20 items scale designed to measure loneliness. It is a self-report on which respondents have often express their feelings and dissatisfaction with social relationship. There are 20 items in the scale and it consist of 10 statements dealing with satisfaction of one's social relationship and 10 statements dealing with dissatisfaction. Participants indicated how frequently they experience each item on a scale from 1 to 4, 21

### **PROCEDURE:**

The study was proposed by the researcher with the help of research guide. After the approval from ethic committee the study was conducted in the city of Mumbai on youth between the age group of 15 to 21 years. The participants were given forms consisting of demographic details, consent forms and scales of LOC scale, self-esteem and loneliness through in person and through e-mail. Instructions were read out to the participants for each scale or the instruction were mentioned in the google form. Due to the shorter sample online data was collected. Codes were assigned to each participant so as to maintain confidentiality.

## **RESULTS AND DISCUSSION**

The study was carried out to assess whether there is a correlation between locus of control, self-esteem and loneliness among youth. The data was based on 120 youth age group of 15 to 25 years.

The variables under study were locus of control, self-esteem and loneliness. The analysis of data was carried out using Statistical Package for Social Sciences 22 (SPSS 22), a statistical computation program.

*Table 4.1 showing Descriptive statistics of variable in tabular form*

<b>Variables</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>
Locus of control	11.19	3.22	120
Self-esteem	17.02	4.58	120
Loneliness	40.45	7.26	120

The descriptive statistics of the variable Locus of control; revealed the mean value and standard deviation was 11.9 and 3.22. The descriptive statistics of Self-esteem scores showed a mean of 17.02 and standard deviation 4.58. The descriptive statistics of Loneliness scores reveal mean value 40.45 and standard deviation 7.26.

### **Correlation**

Pearson's Product Moment Correlation was computed to assess the correlation between locus of control, self-esteem and loneliness among youth.

*Table 4.2 Showing the Correlation Analysis between locus of control, self-esteem and loneliness among youth.*

VARIABLES	CORRELATION	LOCUS OF CONTROL	SELF-ESTEEM	LONELINESS
LOCUS OF CONTROL	Pearson Correlation	1	-.521**	.680**
	Sig. (2-tailed)	-	0.01	0.01
	N	120	120	120
SELF-ESTEEM	Pearson Correlation	-.521**	1	-.559**
	Sig. (2-tailed)	0.01	-	0.01
	N	120	120	120
LONELINESS	Pearson Correlation	.680**	-.559**	1
	Sig. (2-tailed)	0.01	0.01	-
	N	120	120	120

The first hypothesis stated that there will be a significant correlation between Locus of control and Self-esteem. As given in the table 4.1, it showed that the obtained correlation value between Locus of control and Self-esteem was -0.52 which was significant at 0.01 level ( $r=-0.52$   $p<0.01$ ). This indicated that there is a significant negative correlation between Locus of control and Self-esteem. Thus, the results were in line with the first hypothesis. The second hypothesis stated that there is a significant correlation between Locus of control and Loneliness. The correlation value between Locus of control and Loneliness depicted in *table 4.2* is 0.68 that is significant at 0.01 level ( $r=0.68$   $p>0.01$ ). This indicates that there is a significant positive correlation between Locus of control and Loneliness. Hence, the results were in line with the second hypothesis. The third hypothesis stated that there will be a correlation between Self-esteem and Loneliness. As given in the table 4.1, it shows the correlation value between Self-esteem and Loneliness is -0.56 that is significant at 0.01 level

( $r=-0.56$   $p<0.01$ ). This indicates that there is a significant negative correlation between Self-esteem and Loneliness. Thus, the results were in line with the third hypothesis.

Self-esteem and loneliness are influenced by a person's locus which can be either internal or external or vice versa. This study was assisted to understand the correlation between locus of control, self-esteem and loneliness among youth. The first hypothesis stated that there will be a significant correlation between locus of control and self-esteem. The obtained result was in line with hypothesis and showed a significant negative correlation between locus of control and self-esteem which indicated that the increase in locus of control decreases the level of self-esteem or decrease in locus of control increases the level of self-esteem and vice versa.

## CONCLUSION

The relationship among locus of control, self-esteem and loneliness was explored in the current research. The results of this research have been found to be in line with the hypotheses as well as past researches. Thus, significant negative correlation was found between locus of control and self-esteem, significant positive correlation was found between locus of control and loneliness and significant negative correlation was found between self-esteem and loneliness. Self-esteem and loneliness is associated with individual's perception or belief pattern i.e. locus of control. The present study showed a significant correlation between locus of control, self-esteem and loneliness. So, intervention can be developed for youth on focusing on correlation among these three variables. The results can be used in spreading the awareness and while providing the psycho education.

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