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One hard copy of each manuscript along with a CD, and/or soft copy through e-mail (word version in attach file) should be sent to the Editor-in-Chief as mentioned below.

The first page should contain: Title, Name(s) and Affiliation of Author(s), Address of corresponding author including-mail address and cell number.

The 2nd page includes: Title, Short-running head, ABSTRACT within 200 words, and Key-words (maximum5).

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A Study on Borderline Personality Tendencies as Predictors of Fear of Abandonment in Romantic Relationships among Young Adults

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ABSTRACT

Borderline personality tendencies are often associated with emotional instability and heightened sensitivity within interpersonal relationships, particularly in romantic contexts. The present study examines the extent to which borderline personality tendencies function as predictors of fear of abandonment among young adults involved in romantic relationships. Focusing on this developmental stage is important, as young adulthood is marked by identity formation and increased emotional investment in intimate partnerships. The study seeks to explore how specific characteristics such as emotional reactivity, interpersonal insecurity, and attachment-related concerns contribute to abandonment fears. By addressing the relationship between personality tendencies and relational anxiety, this research aims to enhance understanding of psychological factors that influence romantic relationship dynamics. The findings of the study are expected to offer valuable insights for mental health professionals by highlighting potential risk indicators for relational distress. Additionally, the study emphasizes the importance of early identification of maladaptive personality tendencies to inform preventive interventions and promote healthier emotional regulation and relationship functioning among young adults.

Keywords: Borderline personality tendencies, Fear of abandonment, Romantic relationships, Young adults, Interpersonal dynamics.

INTRODUCTION

BORDERLINE PERSONALITY TENDENCY:

Borderline personality tendencies are characterized by heightened emotional reactivity, unstable self-image, intense interpersonal relationships, and a strong sensitivity to perceived rejection or abandonment. While Borderline Personality Disorder (BPD) is a clinical diagnosis, borderline personality tendencies

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refer to subclinical traits that may be present in individuals who do not meet full diagnostic criteria. These tendencies can still significantly influence emotional regulation and relationship experiences. Individuals with borderline personality tendencies often experience emotions more intensely and may struggle to manage sudden emotional shifts. Minor interpersonal conflicts or perceived distance from significant others can trigger feelings of insecurity, fear, or distress. This emotional sensitivity is not inherently pathological; however, when combined with difficulties in emotional regulation and interpersonal trust, it may lead to maladaptive patterns in relationships. A key feature of borderline personality tendencies is the heightened need for reassurance and emotional closeness. Individuals may seek constant validation from romantic partners and feel deeply distressed when they sense emotional withdrawal. This can result in patterns of clinginess, conflict, or fear-driven behaviors aimed at preventing abandonment. Importantly, these reactions are often rooted in emotional vulnerability rather than intentional manipulation.

Studying borderline personality tendencies in young adults is particularly important because this developmental stage is marked by identity exploration, emotional experimentation, and the formation of intimate relationships. At this stage, personality traits are still evolving, making it a critical period for understanding how certain tendencies interact with relational experiences.

YOUNG ADULTHOOD AS A SENSITIVE DEVELOPMENTAL STAGE:

Young adulthood represents a transitional period characterized by increased independence, identity formation, and the establishment of close interpersonal relationships. This phase often involves significant emotional, academic, and social challenges, including career decisions, peer relationships, and romantic involvement. As individuals navigate these changes, emotional vulnerabilities may become more pronounced. Romantic relationships during young adulthood often carry strong emotional significance. For many individuals, these relationships provide a sense of belonging, validation, and emotional security. Consequently, fears related to loss, rejection, or abandonment may become particularly salient. Young adults with heightened emotional sensitivity or insecure attachment patterns may experience romantic relationships as emotionally intense and psychologically demanding. Research suggests that young adulthood is a critical period for the expression of personality-related tendencies, as individuals encounter situations that activate emotional and interpersonal patterns. Romantic relationships, in particular, can act as a context in which underlying fears and emotional regulation difficulties are revealed. For individuals with borderline personality tendencies, the emotional closeness of romantic relationships may intensify fears of abandonment, leading to heightened anxiety and relational distress.

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Understanding the interaction between personality tendencies and romantic experiences during young adulthood is essential for promoting emotional well-being. Early identification of maladaptive patterns can support the development of healthier coping strategies and reduce the risk of long-term relationship difficulties. This makes young adults an important population for examining the psychological factors that contribute to fear of abandonment in romantic relationships.

FEAR OF ABANDONMENT:

Fear of abandonment refers to a persistent concern or anxiety about being rejected, left behind, or emotionally withdrawn from by significant others. This fear is not limited to actual experiences of loss but often arises from perceived threats to emotional closeness. Individuals experiencing fear of abandonment may interpret minor changes in behavior—such as delayed responses, reduced communication, or emotional distance—as signs of rejection. In romantic relationships, fear of abandonment can become especially pronounced due to the emotional intimacy and attachment involved. Romantic partners often serve as primary attachment figures, making the possibility of loss emotionally threatening. For young adults, who may still be developing emotional regulation skills and relational confidence, fear of abandonment can lead to heightened anxiety and emotional distress. Fear of abandonment exists on a continuum, ranging from mild relational insecurity to intense emotional dependency. While occasional fears of loss are common in close relationships, persistent and overwhelming fears may interfere with relationship satisfaction and emotional well-being. Individuals experiencing high levels of abandonment fear may engage in reassurance-seeking behaviors, become overly dependent on their partners, or experience distress when apart from them. Importantly, fear of abandonment is not always conscious. Many individuals may not explicitly recognize this fear but express it through behaviors such as clinginess, emotional withdrawal, or heightened sensitivity to conflict. Understanding fear of abandonment as an emotional vulnerability rather than a character flaw allows for a more compassionate and psychologically informed interpretation of relational difficulties.

This study holds relevance by clarifying predictive links, informing targeted interventions like schema therapy or attachment-focused counseling to foster healthier bonds and reduce societal costs from relational turmoil and treatment needs. Young adults face peak relational stressors, making early identification vital for preventing chronic patterns.

PSYCHOLOGICAL FOUNDATIONS OF FEAR OF ABANDONMENT:

1. **Attachment Experiences in Early Life**

Early interactions with caregivers play a crucial role in shaping expectations about emotional

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availability and security. When caregiving is inconsistent, emotionally distant, or unpredictable, individuals may grow up with an increased sensitivity to rejection, which later manifests as fear of abandonment in close relationships.

2. **Insecure Attachment Patterns**

Individuals with anxious or insecure attachment styles often seek excessive reassurance in relationships. They may fear emotional withdrawal and interpret normal relationship changes as signs of rejection, contributing to persistent abandonment concerns.

3. **Emotional Regulation Difficulties**

Difficulty managing intense emotions can increase vulnerability to abandonment fears. When individuals struggle to regulate distress, minor relational stressors may feel overwhelming, leading to exaggerated emotional reactions and fear-driven behaviors.

4. **Heightened Emotional Sensitivity**

Some individuals experience emotions more intensely than others. This heightened sensitivity can make relational interactions emotionally charged, increasing the likelihood of perceiving threat or loss even in relatively stable relationships.

5. **Negative Self-Concept and Low Self-Worth**

Fear of abandonment is often linked to underlying beliefs of being unworthy of love or acceptance. Such beliefs may cause individuals to expect rejection and constantly seek validation from romantic partners.

6. **Cognitive Biases in Interpersonal Perception**

Individuals prone to abandonment fear may selectively focus on cues that suggest emotional distance, such as reduced communication or changes in tone. These biased interpretations reinforce fears even in the absence of actual rejection.

7. **Past Experiences of Loss or Rejection**

Previous experiences such as relationship breakups, emotional neglect, or sudden loss can heighten sensitivity to abandonment. These experiences may create a lasting expectation that relationships are unstable or temporary.

8. **Dependence on External Emotional Validation**

Relying heavily on others for emotional stability can intensify fear of abandonment. When self-soothing skills are limited, the threat of losing a relationship becomes emotionally distressing.

EMOTIONAL DEPENDENCY AND RELATIONSHIP INSECURITY:

Fear of abandonment is closely linked to emotional dependency, particularly within romantic

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relationships. Emotional dependency refers to an excessive reliance on a partner for emotional stability, self-worth, and reassurance. While interdependence is a healthy aspect of close relationships, emotional dependency can limit autonomy and increase vulnerability to distress when relational needs are unmet. Young adults with high emotional dependency may experience intense anxiety when separated from their partners or when the relationship feels uncertain. This dependency often stems from unmet emotional needs, low self-esteem, or fear of being alone. In such cases, the relationship becomes a primary source of emotional regulation, making the possibility of loss deeply distressing. Emotional dependency is not inherently pathological, but when combined with personality-related vulnerabilities, it can contribute to maladaptive relationship patterns. For individuals with borderline personality tendencies, emotional dependency may be accompanied by rapid shifts between idealization and disappointment, leading to instability in romantic relationships. Understanding the role of emotional dependency helps explain why fear of abandonment may be particularly intense in individuals with certain personality tendencies.

ROLE OF EMOTIONAL REGULATION IN ROMANTIC RELATIONSHIPS:

Emotional regulation plays a vital role in maintaining healthy romantic relationships, particularly during young adulthood. It refers to an individual's ability to understand, manage, and respond to emotional experiences in adaptive ways. Effective emotional regulation allows individuals to tolerate distress, communicate emotions clearly, and navigate interpersonal conflicts without becoming overwhelmed. In contrast, difficulties in emotional regulation may intensify emotional reactions and contribute to relational instability.

Young adults with borderline personality tendencies often experience challenges in regulating emotions, especially in emotionally charged situations such as romantic disagreements or perceived relational threats. Emotional responses may escalate quickly and take longer to settle, increasing vulnerability to fear of abandonment. When emotional regulation skills are limited, individuals may rely excessively on their romantic partners to soothe distress, thereby increasing emotional dependency and sensitivity to rejection.

Poor emotional regulation may also influence how individuals interpret their partner's behavior. Neutral or ambiguous actions can be perceived as emotionally threatening, reinforcing fears of abandonment. Over time, this pattern can create cycles of emotional distress, reassurance- seeking, and conflict, negatively affecting relationship satisfaction and emotional well-being.

INFLUENCE OF SELF CONCEPT AND IDENTITY FORMATION:

Young adulthood is a crucial period for identity formation and self-concept development. During this stage, individuals actively explore personal values, roles, and interpersonal identities.

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Romantic relationships often play a significant role in shaping self-esteem and self-perception, as emotional validation from partners may be internalized as a reflection of self-worth.

Individuals with borderline personality tendencies may experience an unstable or fragmented self-concept. Their sense of identity may fluctuate depending on relational experiences, particularly the level of emotional closeness or approval received from a romantic partner. When relationships feel secure, self-worth may temporarily increase; however, perceived rejection or emotional distance can lead to feelings of emptiness, self-doubt, and fear of abandonment.

This dependence of self-concept on romantic relationships may intensify relational fears, as the potential loss of a partner is not only emotionally painful but also threatening to one's sense of identity. Understanding the role of self-concept helps explain why fear of abandonment may be particularly distressing for individuals with borderline personality tendencies.

GENDER AND FEAR OF ABANDONMENT IN ROMANTIC RELATIONSHIPS:

Gender differences may also influence the expression of fear of abandonment and borderline personality tendencies in romantic relationships. Socialization patterns often encourage emotional expressiveness in women and emotional restraint in men, which may shape how abandonment fears are experienced and expressed. While fear of abandonment is not gender- specific, it may manifest differently across genders due to societal expectations and relational roles.

Some individuals may express abandonment fear through emotional dependency and reassurance-seeking, while others may suppress these fears and express them indirectly through withdrawal, anger, or avoidance. These differences highlight the importance of examining fear of abandonment beyond surface behaviors and considering underlying emotional experiences.

Exploring fear of abandonment among young adults without assuming gender stereotypes allows for a more inclusive and nuanced understanding of relational vulnerability. This perspective supports the need for personalized and context-sensitive psychological interventions.

IMPACT OF MODERN DATING AND RELATIONSHIP DYNAMICS:

Contemporary romantic relationships are shaped by changing social norms, increased use of digital communication, and evolving expectations regarding commitment and intimacy. Social media, instant messaging, and dating applications have transformed how young adults initiate, maintain, and perceive romantic relationships. While these platforms provide opportunities for connection, they may also intensify relational insecurity.

For individuals with borderline personality tendencies, constant access to a partner's online presence may heighten emotional sensitivity and fear of abandonment. Delayed responses, changes in online behavior,

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or reduced digital interaction may be interpreted as signs of rejection. These interpretations can reinforce existing insecurities and contribute to emotional distress.

CULTURAL CONTEXT AND INTERPERSONAL EXPECTATIONS:

Cultural factors play an important role in shaping romantic expectations and emotional expression. Cultural norms influence how relationships are formed, how emotions are expressed, and how dependence or independence is valued within romantic partnerships. In collectivistic contexts, emotional closeness and interdependence may be emphasized, while individualistic cultures may prioritize autonomy and emotional self-sufficiency.

Fear of abandonment may be experienced differently depending on cultural expectations surrounding relationships and emotional expression. Individuals may internalize cultural beliefs about loyalty, commitment, and emotional availability, which can shape their responses to perceived relational threats. Understanding cultural context is essential for interpreting fear of abandonment and borderline personality tendencies in a culturally sensitive manner.

REVIEW OF LITERATURE

Stein, A. G. (2025) examines the concept of the “favorite person” (FP), a term that emerged within online communities of individuals with Borderline Personality Disorder (BPD) and has only recently entered academic discourse. The FP relationship is commonly described as emotionally intense and central to the individual’s sense of stability, yet little empirical research has explored how this relationship differs from other interpersonal connections in BPD. The present research aims to address this gap by investigating whether the FP relationship can be distinguished from other relationships based on specific relational patterns. The study involved thirty-five individuals diagnosed with BPD who completed self-report measures assessing attachment anxiety, mentalizing quality, and self–other differentiation. Participants evaluated these variables across three types of relationships: a favorite person, a close other, and an acquaintance. Findings indicate that the FP relationship is characterized by significantly higher attachment anxiety compared to both close others and acquaintances. This suggests that individuals with BPD experience greater fear of loss, rejection, and emotional dependency within FP relationships. Additionally, participants showed reduced self–other differentiation in FP relationships, indicating blurred psychological boundaries and a tendency to merge their identity, emotions, or self-worth with the FP.

Rehman, M. M. R., & Suneel, I. (2025) examined the relationship between abandonment schema and limerence among young adults, with a specific focus on the mediating role of interpersonal cognitive

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distortions. Using a correlational design, data were collected from 332 young adults aged 18 to 30 years enrolled in public and private universities in Lahore. The researchers examined both direct relationships among variables and indirect effects through mediation analysis. Results indicated a significant positive relationship between abandonment schema and limerence, suggesting that individuals with strong fears of abandonment are more likely to experience intense and obsessive romantic attachments. Abandonment schema was also positively associated with interpersonal cognitive distortions, including interpersonal rejection, unrealistic relationship expectations, and interpersonal misperception.

Askari, M., Zakeri, M. A., Hermis, A. H., Xu, X., Widowati, S., & Mohammadmehr, R. (2025) examines the association between borderline personality disorder (BPD) and three key psychosocial factors: attachment experiences, perceived rejection, and psychological security. The study was conducted on a sample of 89 adults diagnosed with BPD, selected through convenience sampling.Results revealed that higher levels of perceived rejection were significantly associated with greater BPD symptom severity, indicating that individuals who are more sensitive to rejection tend to experience more intense borderline features. Attachment- related variables were also positively correlated with BPD, suggesting that insecure attachment patterns play a role in the disorder's manifestation. Notably, psychological and social security showed the strongest association with BPD, highlighting the importance of an individual's sense of emotional safety, stability, and belonging. Regression analysis demonstrated that psychological and social security, perceived rejection, and gender together accounted for approximately 40% of the variance in BPD symptom severity. This finding underscores the substantial contribution of relational and emotional security factors in understanding BPD beyond purely biological or diagnostic explanations.

Sikand, M., Bhola, P., & Meena, K. S. (2025) investigates how relationship-specific attachment patterns and mentalization abilities contribute to borderline personality (BP) features and

interpersonal competence among emerging adults. The study involved a large and diverse sample of 742 emerging adults aged 18 to 25 years from colleges across 23 Indian states. Participants completed an online survey assessing attachment anxiety and avoidance in three key relational contexts—relationships with mother, father, and best friend. Mentalization was evaluated across multiple domains, including self-related mentalization, other-related mentalization, and motivation to mentalize. Additionally, measures of borderline personality features and interpersonal competence were administered. Path analysis revealed that attachment anxiety and avoidance within specific relationships were directly associated with higher levels of BP features and lower interpersonal competence. Mentalization emerged as a significant mediating mechanism in these relationships. Deficits in self-related mentalization were particularly influential in predicting BP features, suggesting that difficulties in understanding and regulating one's own mental states are closely linked to borderline vulnerability.

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Di Giacomo, E., Andreini, E., & Clerici, M.et al (2025) explored the relationship between borderline personality disorder (BPD) and oxytocin, a neuropeptide involved in social bonding, trust, empathy, and emotional regulation. Out of 310 identified studies, 70 articles were included in the qualitative analysis. The findings suggest that oxytocin plays a significant role in attachment patterns, stress regulation, parental behaviors, and social cognition, especially in individuals with BPD who have a history of childhood trauma. Early adverse experiences, such as neglect or maltreatment, may disrupt oxytocin functioning, leading to difficulties in emotional regulation and interpersonal trust.

Kővér, L., Szöllősi, G. J., Frecska, E., Bugán, A., Berecz, R., & Egerházi, A. (2024) examined the relationship between early maladaptive schemas and romantic relationship satisfaction, focusing on how schemas in one partner influence both their own and their partner's satisfaction. The sample consisted of 47 healthy heterosexual couples. Results revealed strong interconnections between male and female partners' maladaptive schemas, indicating mutual influence within romantic relationships. The emotional deprivation schema was associated with reduced relationship satisfaction for both partners. Among females, the abandonment schema was linked to lower satisfaction for both themselves and their male partners, while the mistrust/abuse schema negatively affected male partners' satisfaction. Female relationship satisfaction was also reduced by social isolation and defectiveness/shame schemas, although these did not significantly impact male partners. For males, vulnerability to harm was associated with lower relationship satisfaction. Other schemas, such as failure to achieve, dependence/incompetence, and enmeshment, showed minimal association with satisfaction for either partner.

Faraji, H. (2024) examined the relationship between borderline personality organization and perceived abuse experiences in romantic relationships, with a specific focus on the moderating role of rejection sensitivity. A relational screening model was used, and data were collected from 386 adult participants aged 18 to 45 through convenience sampling. Results indicated that rejection sensitivity significantly moderated the relationship between borderline personality organization and perceived abuse experiences. Individuals with higher levels of borderline personality organization who were also highly sensitive to rejection were more likely to perceive their romantic relationships as abusive. This suggests that heightened sensitivity to rejection may amplify emotional reactivity, misinterpretation of partner behavior, and vulnerability to relational

distress. Additionally, lower education levels were associated with higher borderline personality organization and greater perceived abuse experiences.

Brownridge, D. A., & Tyler, K. A. (2023) investigated the role of borderline personality (BP) traits in college dating violence (CDV) among 783 students from a Midwestern U.S. university. Using surveys, the researchers measured participants' experiences of dating violence, childhood maltreatment, maternal

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relationship quality, attachment insecurity, and BP. Path analysis revealed that BP traits were significantly associated with both perpetrating (β = .17) and experiencing (β = .20) dating violence. Notably, poor maternal relationships during childhood contributed to CDV risk indirectly by fostering attachment insecurity and BP traits. These findings emphasize that even in non-clinical, generally well-adjusted college populations, BP traits and early relational experiences play an important role in the development of dating violence, highlighting potential targets for prevention and intervention.

Faraji, H., & Demir, D. S. (2023) explored how borderline personality (BP) traits and adult separation anxiety mediate the relationship between childhood traumas and exposure to abuse in romantic relationships. A total of 400 adults aged 18–55 in Istanbul participated, completing questionnaires on childhood trauma, BP traits, adult separation anxiety, and romantic relationship experiences. Analyses showed that childhood traumas were positively associated with BP traits, separation anxiety, and exposure to abuse in romantic relationships. Both BP traits and separation anxiety partially mediated this relationship, suggesting that individuals who experienced abuse or neglect in childhood are more likely to encounter abuse in later romantic relationships if they have higher BP traits or difficulty tolerating separation. Additionally, separation anxiety was found to predict BP traits, explaining 34% of the variance, and economic disadvantage was linked to higher separation anxiety in individuals with BP traits.

Kroener, J., Schaitz, C., Karabatsiakis, A., Maier, A., Connemann, B., Schmied, E., & Sosic- Vasic, Z. (2023) pilot study examined relationship dysfunction in couples where one partner, particularly the female, is diagnosed with borderline personality disorder (BPD). The study included 26 heterosexual couples and assessed personality traits, attachment styles, childhood trauma, relationship satisfaction, and hormonal levels (cortisol and testosterone). Results showed that women with BPD reported higher levels of childhood maltreatment, insecure attachment, neuroticism, and relationship dissatisfaction compared to healthy partners. Male partners of women with BPD also displayed higher childhood trauma, dysfunctional attachment, and neurotic traits, along with lower testosterone levels. The findings highlight that both psychological and hormonal factors contribute to relationship dysfunction in BPD couples, suggesting the importance of addressing these multidimensional aspects in therapy and interventions.

Sesar, K., Dodaj, A., & Vučić, M. (2023) examined the relationship between sexting, risky sexual behaviour, and features of borderline personality disorder (BPD) among adolescents and young adults. The study included 265 participants aged 17–25 years from Bosnia and Herzegovina and Croatia. Standardized measures were used to assess sexting behaviour, sexual risk-taking, and borderline personality features. Findings showed that individuals who engaged in sexting reported significantly higher levels of BPD features. Participants involved in sexting were more likely to engage in risky

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sexual behaviours, such as having multiple sexual partners, inconsistent condom use, and engaging in sexual activity under the influence of alcohol or drugs.

Buhejji, M. R., Perlmutter, G., Jahrami, H., & Seeman, M. V. (2023) provides a comprehensive overview of ghosting as a modern form of interpersonal abandonment in the digital era. The rise of ghosting is closely linked to technological advancements and the growing popularity of online dating platforms and social media. Digital communication allows individuals to disengage from relationships easily and anonymously, reducing accountability and emotional responsibility. Research indicates that ghosting is increasingly common, with both ghosters (those who cease communication) and ghostees (those who are abruptly abandoned) reporting high prevalence rates. Ghosting can have notable psychological effects on ghostees, including feelings of rejection, confusion, lowered self-esteem, anxiety, and distress related to ambiguous loss. However, the review also highlights that most individuals eventually develop coping strategies, such as meaning-making, social support, and emotional distancing, which help reduce long-term psychological harm.

Burtaverde, V., Shackelford, T. K., Ionescu, Ș.-C., Bumbănac, M., & Avram, E. (2022) examined how women's borderline behavioral characteristics influence men's desire to continue a romantic relationship under different life conditions. Two experimental studies were conducted. In Study 1, male participants were randomly assigned to imagine being in a relationship with a woman high in borderline characteristics either in an aversive life context or in normal living conditions. In Study 2, the same hypothesis was tested using a within-subjects design, where participants evaluated both environmental conditions. Across both studies, results consistently showed that men reported a significantly lower desire to end the relationship when the imagined life context was negative or stressful compared to normal conditions. The findings suggest that borderline behavioral characteristics in women—such as emotional intensity, dependency, and heightened relational engagement—may increase perceived partner value during adverse environments.

Tan, K., Ingram, S. H., Lau, L. A. S. L., & South, S. C. (2022) examined how borderline personality traits are associated with romantic relationship dissolution, with a particular focus on breakup strategies and post-breakup adjustment. Using data from two studies, the researchers found that higher levels of borderline personality traits were associated with the use of less adaptive relationship dissolution strategies. Individuals with elevated BPD traits were more likely to end relationships in emotionally intense, impulsive, or conflict-laden ways, rather than through clear communication or mutual understanding. These maladaptive dissolution strategies may contribute to greater emotional distress and relational instability during and after breakups. The findings also revealed that individuals high in borderline traits experienced lower self- concept clarity following relationship dissolution. This lack of a

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stable sense of self may intensify emotional reactions to breakups and make it difficult to emotionally disengage from former partners. Additionally, elevated borderline traits were associated with increased unwanted pursuit behaviors, such as persistent attempts to contact or monitor ex-partners, reflecting difficulties with separation and fear of abandonment.

Retana-Franco, B. E., & Sánchez-Aragón, R. (2020) focused on historic socio-cultural premises (PHSC) related to romantic mourning, which include culturally shared beliefs, norms, and attitudes about love, emotional suffering, and relationship loss. A non-probabilistic sample of 547 adults from Mexico City who had experienced being left by a romantic partner participated in the study. Participants were categorized based on whether they had a positive or negative romantic history. Results showed that PHSC had a stronger influence on the perception of negative breakup strategies than on positive ones, regardless of whether participants had a positive or negative romantic history. These effects were especially pronounced for PHSC related to emotional suffering and romantic loss. Individuals with a negative romantic history and an anxious attachment style perceived breakup strategies as more negative, followed by those with an avoidant attachment style. In contrast, positive PHSCs were only weakly associated with the perception of any breakup strategy, suggesting that culturally idealized views of love offer limited protection against the emotional pain of abandonment.

Palihawadana, V., Broadbear, J. H., & Rao, S. (2019) observed the clinical significance of fear of abandonment in borderline personality disorder (BPD), identifying it as a central and defining symptom of the disorder. A systematic literature search was conducted using MEDLINE and PubMed, focusing on English-language articles and books related to fear of abandonment, rejection, and BPD. The authors present a biopsychosocial explanation for fear of abandonment, emphasizing the interaction between biological vulnerability, early attachment disruptions, childhood trauma, and maladaptive cognitive–emotional patterns. Findings indicate that fear of abandonment has a profound impact on therapeutic relationships, often contributing to treatment ruptures, intense transference reactions, and challenges in maintaining consistent engagement. It is also closely linked to suicidal behavior and non-suicidal self-injury, particularly during perceived relational threats. Furthermore, fear of abandonment significantly influences clinical management decisions and long-term prognosis in individuals with BPD.

Lazarus, S. A., Choukas-Bradley, S., Beeney, J. E., Byrd, A. L., Vine, V., & Stepp, S. D. (2019) examined the developmental relationship between borderline personality disorder (BPD) symptoms and romantic relationship functioning during adolescence. The study aimed to understand how BPD symptoms and romantic relationships co-develop between the ages of 15 and 19, with a particular focus on relationship involvement, relational insecurity, and aggressive interaction patterns. Data were drawn from the Pittsburgh Girls Study, a large urban longitudinal study, and included 2,310 adolescent girls followed

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from age 15 to 19. Results showed that higher BPD symptoms were associated with greater romantic involvement and heightened relational insecurity throughout adolescence. Adolescents with elevated BPD symptoms tended to report more romantic partners, placed greater importance on romantic relationships, and experienced stronger fears of infidelity along with increased use of relationship-maintenance tactics. Longitudinal analyses revealed that higher BPD symptoms at age 15 predicted increases in antagonism, verbal aggression, and physical aggression in romantic relationships over time.

Lazarus, S. A., Scott, L. N., Beeney, J. E., Wright, A. G. C., Stepp, S. D., & Pilkonis, P. A. (2018) examined how borderline personality disorder (BPD) symptoms influence emotional responses to perceived rejection and acceptance in daily interpersonal interactions, with a specific comparison between romantic and nonromantic partners. The sample consisted of 101 psychiatric outpatients who were involved in a romantic relationship and represented a diagnostically diverse group. Results indicated that individuals with higher BPD symptoms perceived rejection more frequently and acceptance less frequently across all interactions, regardless of partner type. For all participants, perceived rejection was associated with increased negative affect and reduced positive affect. However, as predicted, BPD symptoms uniquely moderated affective responses in interactions with romantic partners. Specifically, individuals with higher BPD symptoms reported heightened hostility and, to a lesser extent, reduced sadness in response to perceived rejection from romantic partners. These moderating effects were not observed in interactions with nonromantic partners. In contrast, BPD symptoms did not significantly moderate the relationship between perceived rejection and feelings of guilt, fear, or positive affect across either partner type.

Willis, M., & Nelson-Gray, R. O. (2017) explored the relationship between borderline personality disorder (BPD) traits and sexual compliance, with a specific focus on the role of fear of abandonment as a situational factor. The sample consisted of 130 undergraduate women who were currently in romantic relationships. Results showed that the manipulation was effective. Women in the poorly matched condition experienced decreased mood and lower relationship expectations, whereas those in the highly matched condition showed improved mood and more positive relationship expectations. Most importantly, fear of abandonment significantly moderated the relationship between BPD traits and sexual compliance. In the poorly matched condition, higher levels of BPD traits were strongly associated with greater predicted likelihood of engaging in unwanted sexual activity. In contrast, this association was not significant in the highly matched condition, indicating that perceived relationship security reduced the risk of sexual compliance even among individuals with higher BPD traits. Overall, the findings suggest that the link between BPD traits and sexual compliance is not fixed but depends on situational factors, particularly perceived threat of abandonment.

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Navarro-Gómez, S., Frías, Á., & Palma, C. (2017) examined romantic relationships in individuals with borderline personality disorder (BPD) and BPD traits, focusing on patterns of instability, attachment insecurity, and interpersonal dysfunction. A total of 30 empirical studies, including both cross-sectional and longitudinal designs, met the inclusion criteria and were reviewed. These studies examined relationship duration, satisfaction, communication patterns, attachment styles, and partner characteristics among individuals with BPD or elevated BPD traits. Findings consistently showed that individuals with BPD or BPD traits tend to engage in a greater number of romantic relationships compared to individuals without BPD; however, these relationships are typically short-lived. Even when relationships are relatively stable, they are often marked by lower satisfaction, higher levels of hostility, and greater emotional volatility. Overall, the review concluded that unstable and chaotic romantic relationships are a core feature of interpersonal dysfunction in BPD.

STATEMENT OF THE PROBLEM:

Borderline personality tendencies are often associated with emotional instability, intense relationships, and a strong fear of abandonment. In young adults, romantic relationships can activate these vulnerabilities more strongly due to emotional dependence and attachment needs. Fear of abandonment may influence relationship satisfaction, communication, and emotional regulation. This study aims to understand how borderline personality tendencies act as predictors of fear of abandonment in romantic relationships among young adults.

OBJECTIVES OF THE STUDY

1. To assess borderline personality tendencies among young adults
2. To measure the level of fear of abandonment in romantic relationships
3. To examine the relationship between borderline personality tendencies and fear of abandonment
4. To determine whether borderline personality tendencies significantly predict fear of abandonment

HYPOTHESIS

- There will be a significant relationship between borderline personality tendencies and fear of abandonment in romantic relationships among young adults.

METHODOLOGY

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SAMPLE:

The sample comprised 120 young adults, selected through convenient sampling. All participants were currently involved in a romantic relationship for more than three months, ensuring that the initial honeymoon phase had passed. This criterion was considered important to obtain more stable and realistic emotional experiences within romantic relationships for the purpose of the study.

RESEARCH DESIGN:

The present study adopted a quantitative, correlation research design. This design was selected because the primary objective of the study was to examine the relationship between borderline personality tendencies and fear of abandonment in romantic relationships among young adults.

VARIABLE

- **Independent variable**: Borderline personality tendencies
- **Dependent variable**: Fear of abandonment in romantic relationships

OPERATIONAL DEFINITIONS:

- **Borderline Personality Tendencies:** -Borderline personality tendencies refer to the presence of emotional instability, fear of rejection, interpersonal sensitivity, impulsivity, and unstable self-image as measured through the self- report questionnaire administered to participants.
- **Fear of Abandonment: -**Fear of abandonment refers to the persistent anxiety, insecurity, or distress experienced by individuals in romantic relationships due to the perceived possibility of being emotionally rejected, ignored, or left by their partner.
- **Young Adults:-** Young adults refer to individuals who fall within the age range of 18-25 years which are selected for data collection

TOOLS DESCRIPTION:

The present study employed two standardized self-report instruments to assess the key variables under investigation. One tool was used to measure borderline personality tendencies, while the other assessed patterns of attachment in close romantic relationships, particularly aspects related to fear of abandonment. Both tools were selected due to their suitability for young adult populations and their relevance to understanding emotional and relational experiences in romantic contexts.

1. McLean Screening Instrument for Borderline Personality Disorder (MSI-BPD): The MSI-BPD is a brief self-report questionnaire with 10 items designed to screen for features associated with borderline personality tendencies. It was developed by Zanarini and colleagues based on criteria drawn from standard diagnostic manuals, and it ask respondents to indicate whether each statement applies to them or not. Each item is scored dichotomously

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(present/absent), and the total score ranges from 0 to 10; higher totals reflect a greater number of borderline-related symptoms.

2. **Experienes in Close Relationships-Revised (ECR-R) Questionnaire:**

The ECR-R is a 36-item self-report scale used to assess individual patterns of attachment in romantic relationships. It measures two core dimensions of adult attachment attachment anxiety and attachment avoidance by asking participants to rate how well statements describe their feelings and behaviors in close relationships.

The anxiety dimension reflects worries about a partner's responsiveness and fears of rejection or abandonment, while avoidance reflects discomfort with emotional intimacy and dependence. Scores on each dimension are summed separately, allowing researchers to capture how individuals differ in their attachment-related thoughts and feelings. The ECR-R has been widely used in studies of romantic attachment and is known for its strong psychometric properties.

PROCEDURE:

The administration of the research tools was carried out in a systematic and ethical manner to ensure accuracy, comfort, and voluntary participation. Prior to the data collection process, the purpose and nature of the study were clearly explained to all potential participants. They were informed that the study aimed to understand emotional and relational experiences in romantic relationships and that their participation was entirely voluntary. Informed consent was obtained from each participant before proceeding with the administration of the tools. The study included only those individuals who were currently involved in a romantic relationship for a duration of more than three months. This criterion was intentionally applied to ensure that participants had moved beyond the initial honeymoon phase of the relationship and was more likely to report stable and realistic emotional experiences. Participants who met the inclusion criteria were approached individually and provided with clear instructions regarding the completion of the questionnaires. The tools were administered in a self-report format, allowing participants to reflect on their own thoughts, emotions, and behaviors while responding to the items. Depending on convenience and accessibility, the questionnaires were distributed either in printed form or through an online survey platform. Participants were encouraged to read each statement carefully and respond honestly without over thinking their answers. No time limit was imposed, as participants were allowed to complete the tools at their own pace to reduce response pressure and enhance accuracy.

During the administration process, participants were assured that all information shared by them would remain strictly confidential and anonymous. No identifying details such as names or contact information

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were collected, ensuring privacy and reducing social desirability bias.

Participants were also informed that there were no right or wrong answers and that the study was not intended to evaluate or judge them in any way. In case participants experienced discomfort or emotional unease while responding to certain items, they were informed of their right to withdraw from the study at any stage without any negative consequences. Upon completion of the questionnaires, participants were thanked for their cooperation and briefly debriefed about the importance of their contribution to psychological research. The collected data were then securely stored and used solely for academic and research purposes.

STASTICAL ANALYSIS:

The statistical analysis of data from this primary research study will be conducted using SPSS software. A correlation research design will be employed to investigate the relationship between borderline personality tendencies and fear of abandonment in romantic relationships among young adults. Descriptive statistics will first be computed to characterize the overall response patterns. Subsequently, Pearson's Product-Moment Correlation will be applied to assess the strength and direction of the association between these variables, thereby determining whether borderline personality tendencies significantly predict fear of abandonment.

RESULT AND INTERPRETATION

Descriptive statistics were computed to understand the overall distribution and central tendencies of the major variables in the study. These statistics provide a general overview of how participants scored on borderline personality traits and fear of abandonment in romantic relationships.

The obtained scores demonstrated that participants varied noticeably in their expression of BPD traits as well as in their experiences of fear of abandonment. Some individuals reported relatively low levels of emotional instability and relational anxiety, while others showed elevated tendencies, suggesting diversity in psychological and relational functioning within the sample.

The range of scores further highlights that the study captured a broad spectrum of emotional and interpersonal experiences among young adults. Overall, the descriptive findings provide a foundational understanding of the sample characteristics and justify further analysis to examine the relationship between BPD traits and fear of abandonment.

The data collected from 120 participants were analyzed using Jamovi statistical software. Descriptive statistics and Pearson’s Product Moment Correlation were computed to examine the relationship between

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Borderline Personality Tendencies and Fear of Abandonment.

The analysis revealed a moderate positive correlation between borderline personality tendencies and fear of abandonment, $r = .37$, $p < .001$. This indicates that individuals with higher borderline personality tendencies tend to report higher levels of fear of abandonment in romantic relationships.

Since the p-value is less than .05, the result is statistically significant at the 0.05 level (and also at the 0.01 level). Therefore, the research hypothesis is supported.

These findings suggest that fear of abandonment plays a significant role in individuals exhibiting borderline personality features.

Table 1

Variable	N	Mean	SD	Minimum	Maximum
Borderline Personality Tendencies	120	4.31	2.7	0	10
Fear of Abandonment	120	144.98	23.44	90	190

Table 1 depicts the descriptive statistics of borderline personality tendencies and fear of abandonment, showing the mean and standard deviation for both variables (N = 120)

Table 2

Variables	1	2
Borderline personality tendencies	-	
Fear of abandonment	.37***	-

Table 2 depicts Pearson Correlation between Borderline Personality Tendencies and Fear of Abandonment (N = 120). The correlation coefficient (r = .37) indicates a moderate positive relationship. This means that as borderline personality tendencies increase, fear of abandonment also increases. The significance value ($p < .001$) shows that the relationship is highly statistically significant. Therefore, the findings provide strong support for the research hypothesis that borderline personality tendencies are positively associated with fear of abandonment.

Table 3

Predictor	B	SE B	β	t	p
(Constant)	126.45	4.72	—	26.79	< .001

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Borderline Personality Tendencies	4.30	0.99	.37	4.33	< .001

Table 3 -Linear Regression Analysis Predicting Fear of Abandonment from Borderline Personality Tendencies (N = 120).

The results presented in Table 3 indicate that borderline personality tendencies significantly predicted fear of abandonment. The unstandardized regression coefficient (B = 4.30, SE = 0.99) suggests that for every one-unit increase in borderline personality tendencies, fear of abandonment increases by approximately 4.30 units. The standardized beta coefficient (β = .37) indicates a moderate positive relationship between the two variables. Furthermore, the t-value (t = 4.33) was statistically significant with a p-value less than .001, indicating that the predictor variable significantly contributes to the model. The constant value (B = 126.45, SE = 4.72) represents the expected level of fear of abandonment when borderline personality tendencies are zero. Overall, the findings suggest that individuals with higher borderline personality tendencies are more likely to experience greater fear of abandonment in romantic relationships.

DISCUSSION AND CONCLUSION

The findings of the present study offer meaningful insight into the emotional world of young adults in romantic relationships. The results revealed a moderate and statistically significant positive relationship between borderline personality tendencies and fear of abandonment. In a romantic relationship which is already a vulnerable and emotionally charged space — even small misunderstandings or temporary distance can feel overwhelming. What may seem minor to one partner may be experienced as potential abandonment by someone with heightened emotional sensitivity.

The moderate strength of the correlation suggests something important: borderline personality tendencies do contribute significantly to abandonment fears, but they are not the only factor involved. Human relationships are complex. Past experiences, attachment history, family environment, communication styles, self-esteem, and previous heartbreaks can all shape how secure or insecure someone feels in love. This means fear of abandonment is multi-layered — and borderline traits may intensify it rather than create it entirely.

Young adulthood is a developmental stage where romantic relationships hold deep emotional significance. During this period, individuals seek connection, validation, and emotional security. For those who struggle with emotional instability or hypersensitivity to rejection, relationships may become both a source of comfort and anxiety. The fear of abandonment, therefore, may not simply reflect insecurity in a relationship but may stem from deeper emotional patterns related to personality tendencies and attachment

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experiences.

The findings of this study also carry practical significance. If borderline personality tendencies are linked with stronger fears of abandonment, then early emotional regulation training and healthy attachment-building strategies could help young adults navigate relationships more securely. Teaching individuals how to tolerate distress, challenge catastrophic thinking, and communicate emotional needs effectively could reduce relational anxiety and improve overall psychological well-being.

Overall, this study highlights the emotional vulnerability that can exist beneath romantic relationships among young adults. It emphasizes that fear of abandonment is not simply dramatic insecurity it may reflect deeper emotional patterns linked with personality tendencies and attachment experiences. Understanding this connection allows us to approach such individuals with greater empathy rather than judgment. The findings ultimately reinforce the importance of emotional awareness, regulation skills, and secure attachment development during young adulthood.

The findings highlight the importance of emotiona regulation and secure attachment development among young adults. Interventions that focus on improving distress tolerance, enhancing self-concept stability, and promoting healthy communication patterns may help reduce abandonment-related anxieties. Understanding these emotional patterns with empathy rather than judgment is crucial in supporting individuals navigating romantic relationships.

CONCLUSION:

The present study sought to explore an emotionally sensitive yet highly relevant area of young adult relationships whether borderline personality tendencies act as predictors of fear of abandonment in romantic contexts. The findings demonstrated a statistically significant positive relationship between these two variables, suggesting that individuals who exhibit stronger borderline personality tendencies are more likely to experience heightened fears of being left, rejected, or emotionally distanced by their partners.

This conclusion goes beyond numbers and statistics; it reflects a deeper psychological reality. Romantic relationships in young adulthood often carry intense emotional meaning. They are not only about companionship, but also about validation, security, and identity formation. For individuals who struggle with emotional instability, rejection sensitivity, or an unstable sense of self, these relationships may become emotionally overwhelming. The fear of abandonment, therefore, may not simply represent insecurity in love, but a deeper fear of emotional loss, worthlessness, or disconnection.

At the same time, the moderate strength of the relationship reminds us that fear of abandonment is not caused by personality tendencies alone. Human behavior is complex and multi- dimensional. Early attachment experiences, family dynamics, previous relational trauma, communication patterns, and self-

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esteem all interact with personality traits to shape how secure.

Overall, this research contributes to a deeper understanding of emotional functioning in young adult relationships. It underscores the need for psychological awareness, emotional regulation skills, and supportive interventions that promote healthier and more secure romantic attachments. By recognizing these patterns early, individuals may be better equipped to build stable and emotionally fulfilling relationships' insecure someone feels in close relationships. Borderline personality tendencies may intensify vulnerability, but they exist within a broader emotional and developmental context.

The findings of this study also highlight the importance of emotional awareness and psychological support among young adults. Recognizing patterns of emotional deregulation, hypersensitivity to rejection, and excessive reassurance-seeking can help individuals develop healthier coping mechanisms. Early intervention strategies that focus on emotional regulation, self-concept stability, and secure attachment building may reduce relational distress and improve overall well-being.

In conclusion, this study contributes to a deeper understanding of the emotional challenges faced by young adults navigating romantic relationships. It emphasizes that fear of abandonment is not merely dramatic or irrational behavior, but often rooted in underlying personality dynamics and emotional experiences. By acknowledging these patterns with empathy and psychological insight, we move closer to fostering healthier, more secure, and emotionally stable relationships in young adulthood.

LIMITATIONS OF THE STUDY:

1. The study relied on self-report measures, which may be influenced by personal bias, social desirability, or inaccurate self-perception.
2. Convenient sampling was used, which may not fully represent the diversity of young adults across different backgrounds.
3. Emotional states at the time of responding may have affected participants' answers.
4. Cultural factors influencing attachment and personality traits were not specifically examined.

FUTURE SUGGESTIONS:

1. Future studies may include a larger and more diverse sample to improve the generalizability of results.
2. Longitudinal research designs can be used to observe changes in borderline personality tendencies and fear of abandonment over time.
3. Qualitative methods such as interviews or case studies may be incorporated to gain deeper insights into emotional experiences.

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4. Future research can explore additional variables such as relationship satisfaction, emotional regulation, or coping strategies.
5. Cultural and gender differences in fear of abandonment and personality tendencies can be examined in future investigations.

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"Impact of RBI Repo Rate Changes on Inflation (CPI) and Economic Growth (GDP) in India: An Empirical Analysis (2001–2025)"

Kanhopatra Kerappa Teli

ABSTRACT

This secondary-data study examines how changes in the Reserve Bank of India's (RBI) policy repo rate are associated with movements in consumer price inflation (CPI) and real GDP growth in India over 2001–2025. Motivated by the interest-rate channel of monetary policy transmission, the paper frames repo rate adjustments as the primary conventional policy instrument used to achieve price stability while supporting growth, consistent with India's flexible inflation targeting (FIT) framework and the medium-term CPI target of 4% (±2%). Using publicly available macroeconomic time series from the World Bank and official policy communications from the RBI and Government of India, the study specifies a reduced-form time-series design suitable for replication: (a) distributed-lag regressions for CPI inflation and GDP growth and (b) a vector autoregression (VAR) / structural VAR (SVAR) approach to capture dynamic interactions and policy lags. Descriptive evidence around major easing/tightening episodes indicates that repo rate changes are typically followed by gradual disinflation with lags, while output effects are more mixed and state-dependent (e.g., supply shocks, pandemic conditions, and liquidity measures). Consistent with prior empirical literature on India, the article expects a statistically meaningful interest-rate channel for inflation and a shorter-run growth trade-off that weakens when inflation is dominated by supply-side shocks. The paper concludes with implications for policy credibility under FIT, the role of transmission frictions, and a replicable workflow for students using secondary data.

Keywords: repo rate, monetary policy transmission, CPI inflation, GDP growth, India, VAR, flexible inflation targeting'

INTRODUCTION

Monetary policy in India has increasingly emphasized the role of the policy repo rate as the key instrument for steering macroeconomic conditions. In practice, repo rate changes are intended to influence money-market rates, bank lending and deposit rates, credit conditions, aggregate demand, and ultimately inflation and output. A central policy question is therefore empirical: How strongly, and how quickly, do repo rate

changes transmit to CPI inflation and real GDP growth in India?

This question is particularly relevant after India's transition toward a flexible inflation targeting (FIT) framework formalized through the Monetary Policy Framework Agreement (MPFA) between the Government of India and the RBI and subsequent institutional reforms where the RBI is tasked to keep inflation near a medium-term target while being mindful of growth. The MPFA states that the primary objective is price stability, while also considering growth, and specifies a 4% inflation target with a ±2% tolerance band. At the same time, India's macroeconomic environment over 2001–2025 has featured several large shocks (global commodity cycles, the global financial crisis, COVID-19, supply disruptions) that can weaken standard interest-rate transmission or alter its timing. Policy decisions in recent years also reflect shifting trade-offs: for example, policy reporting emphasized the CPI inflation target band and the importance of managing inflation dynamics. Recent reporting also documents episodes of easing during periods of low inflation and strong growth, including the 2025 repo rate reductions.

This article contributes a structured, student-friendly empirical framework using secondary data to analyze repo rate impacts on inflation and growth from 2001 to 2025. It focuses on (1) conceptual channels, (2) data sources and measurement, and (3) replicable econometric strategies and interpretive guardrails that are appropriate when working with macro time series.

CONCEPTUAL FRAMEWORK

Interest-rate channel and policy lags

In standard New Keynesian and semi-structural macro frameworks, a central bank raises the policy rate to reduce aggregate demand, which lowers inflationary pressure (Phillips curve) but can also slow real activity (IS curve) in the short run. Transmission is not instantaneous: changes propagate through the term structure, bank rates, exchange rate and expectations, typically over multiple quarters.

India's institutional context matters. Under FIT, the RBI's credibility and communication can affect inflation expectations and thereby the inflation process. The design goal is not only to "hit" inflation but to anchor expectations and stabilize output over the business cycle.

India's flexible inflation targeting institutional setting

Policy documentation emphasizes the CPI inflation target of 4% with ±2% band as the medium-term objective. The Government of India and RBI MPFA also clarifies the inflation objective and the primacy of price stability while considering growth. These institutional anchors provide a natural lens for interpreting repo rate changes: policy tightening is typically justified as necessary to restrain inflation, while easing is justified as supporting growth when inflation risks are contained.

REVIEW OF LITERATURE

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A large empirical literature studies monetary policy transmission in India using VAR/SVAR, error-correction models, and reduced-form regressions. Three recurring findings are relevant.

First, the interest-rate channel is present but can be "moderate" due to structural frictions such as imperfect pass-through to bank lending rates, administered rates, and liquidity conditions. A co-integrated VAR study using India-specific expectations measures reports moderate but statistically meaningful transmission via the interest-rate channel, while raising concerns about inflation expectations anchoring.

Second, the strength of transmission depends on financial sector conditions and policy regime. A detailed policy brief/report on India's transmission process emphasizes pass-through and real-sector linkages and evaluates VAR/VECM evidence on how policy rate changes affect bank rates and macro outcomes. Related syntheses also highlight that transmission can differ across sub-periods (pre- and post-FIT; crisis vs normal times).

Third, international and comparative evidence also supports the view that emerging-market monetary policy transmission can be sensitive to supply shocks and credibility. An IMF chapter discussing monetary policy transmission in India points to evidence on the interest-rate channel and related mechanisms.

Taken together, prior studies justify an empirical approach that (a) models dynamic lags and (b) tests for regime shifts (e.g., pre/post 2016 FIT) and shock periods (e.g., COVID-19). This paper adopts that structure using secondary data.

DATA AND MEASURES

Data sources (secondary data)

This study is designed to be replicable using publicly available sources:

1. CPI inflation (annual %): World Bank indicator *FP.CPI.TOTL.ZG* for India.
2. Real GDP growth (annual %): World Bank indicator *NY.GDP.MKTP.KD.ZG* for India.
3. Repo rate (policy rate): RBI MPC policy repo rate as stated in official RBI communications (press releases/resolutions). RBI communications explicitly report the policy repo rate decisions and the inflation target mandate.
    - For recent history and a consolidated timeline of changes, reputable news compendia can be used as a cross-check (e.g., Reuters summaries of changes since 2000), but student replication should prefer RBI's primary sources wherever possible.

Sample period and frequency

The stated study window is 2001–2025. The simplest student implementation uses annual series (aligned with the World Bank indicators above). A more advanced implementation can use quarterly inflation and

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GDP (from national sources) and a quarterly-average repo rate constructed from policy decision dates. If quarterly macro series are used, one should harmonize definitions and apply seasonal adjustments where needed.

Variable construction

- Inflation: π_t= CPI inflation rate (annual %).
- Growth: g_t= real GDP growth (annual %).
- Policy rate: i_t= average repo rate in period t(annual average if annual frequency).
- Optional controls: global oil prices, exchange rate, fiscal stance proxies, and pandemic dummy depending on the scope and data availability.

METHODOLOGY

Because this is a secondary-data macro study, the methodology must explicitly address (i) endogeneity and (ii) lag structure.

Model 1: Distributed-lag regressions (reduced form)

A baseline specification relates inflation and growth to lagged repo rate changes:

Inflation equation

$$\pi_t = \alpha + \sum_{k=0}^{K} \beta_k \, \Delta i_{t-k} + \sum_{j=1}^{J} \gamma_j \, \pi_{t-j} + \mathbf{X}_t' \delta + \varepsilon_t$$

Growth equation

$$g_t = \eta + \sum_{k=0}^{K} \theta_k \, \Delta i_{t-k} + \sum_{j=1}^{J} \phi_j \, g_{t-j} + \mathbf{X}_t' \psi + u_t$$

Here, $\Delta i_t$is used to focus on policy *changes* rather than levels and to reduce spurious correlations. Lags Kcapture transmission delays.

Interpretation:

- If monetary tightening reduces inflation, we expect $\beta_k < 0$for some $k > 0$(effects appearing with lags).
- If tightening slows growth, we expect $\theta_k < 0$in the short run, though the sign may vary by regime/shock.

Model 2: VAR / SVAR (dynamic system)

To better handle the joint determination of rates, inflation, and growth, a VAR is recommended:

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$$\mathbf{y}_t = \mathbf{A}_0 + \sum_{k=1}^{p} \mathbf{A}_k \, \mathbf{y}_{t-k} + \mathbf{e}_t$$

where $\mathbf{y}_t = [\Delta i_t, \pi_t, g_t]'$.

Identification (SVAR) can be done using a recursive ordering (policy rate responds contemporaneously to inflation/growth, while inflation/growth respond with lags), or using sign restrictions. Students should justify identification based on institutional timing (MPC meets periodically; CPI/GDP are published with lags).

Regime and shock handling

Given India's FIT adoption and large shocks:

- Include sub-sample analysis (pre-2016 vs post-2016) consistent with the institutional change discussed in official policy framework documents.
- Include COVID-19 dummy or exclude extreme quarters/years depending on frequency, and discuss robustness.

Estimation steps

1. Download annual CPI inflation and GDP growth for India from the World Bank indicators.
2. Compile annual average repo rate using RBI MPC announcements (or construct a series based on within-year policy changes).
3. Test stationarity (ADF tests); use differences where appropriate.
4. Estimate distributed-lag regressions and/or VAR; select lags by AIC/BIC.
5. Report impulse responses (VAR) and cumulative effects (distributed lags).
6. Conduct robustness checks (sub-samples, alternative lag lengths, adding controls).

Descriptive Evidence and Policy Episodes (2001–2025)

Even before formal econometrics, secondary data allows informative descriptive analysis.

Inflation and growth context

World Bank data show India's CPI inflation and GDP growth vary meaningfully across decades, reflecting domestic cycles and global shocks. The World Bank's metadata clarifies that CPI inflation measures annual percentage change in the consumer price index basket. Recent World Bank country data snapshots report India's CPI inflation at about 5.0% in 2024.

Repo rate policy stance and recent easing

Recent reporting describes repo rate reductions in 2025, justified by low inflation readings and a supportive growth outlook. Reuters reports that the repo rate was reduced to 5.25% on December 5, 2025,

alongside policy communication pointing to low retail inflation and growth considerations. Such episodes are useful for an event-study narrative: when inflation is low or falling, policy easing is more likely; when inflation risks rise, tightening is more likely.

Expected Empirical Results and Interpretation

Because this article is structured as a replicable secondary-data empirical design, results depend on the student's executed estimation. However, based on established evidence for India's interest-rate channel and RBI's policy framework, the following outcome patterns are the most plausible and should be explicitly tested:

1. **Lagged disinflation following tightening:**
   A repo rate increase is expected to reduce CPI inflation with lags (often multiple quarters), consistent with interest-rate transmission evidence summarized in policy/academic work for India.
2. **Short-run growth effects that are regime-dependent:**
   Tightening may reduce GDP growth in the short run, but effects can be smaller or unstable during supply-driven inflation episodes (e.g., food/fuel shocks) or when credit conditions are driven by non-rate constraints. This aligns with the broader view that transmission strength can vary over time and by regime.
3. **Post-FIT differences:**
   After FIT institutionalization, policy credibility and communication may improve the inflation-expectations channel, potentially strengthening or stabilizing the inflation response to policy shocks though expectations anchoring remains an empirical question raised in the literature.
4. **Transmission frictions:**
   Even when the repo rate changes, pass-through to bank lending rates may be incomplete or delayed due to banking sector balance sheets, administered savings schemes, liquidity operations, or external benchmark linkages. Detailed reports on transmission emphasize such frictions and are a natural basis for discussing why estimated coefficients may be "moderate."

DISCUSSION

Policy implications under India's mandate

The RBI's stated mandate emphasizes achieving CPI inflation of 4% within a ±2% band in the medium term. Under the MPFA, monetary policy is oriented primarily toward price stability while keeping growth in view. This institutional structure implies the repo rate is systematically adjusted in response to inflation and growth projections creating the classic empirical endogeneity problem and reinforcing the need for VAR/SVAR or reaction-function-aware estimation.

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Interpreting "weak" or "mixed" growth results

If the estimated effect of repo changes on GDP growth is statistically weak or unstable, three interpretations are plausible:

1. **Growth is driven by non-monetary forces** (fiscal policy, global demand, productivity shifts).
2. **Supply shocks dominate inflation episodes**, so tightening does not quickly reduce inflation but can still affect demand.
3. **Transmission frictions** (banking sector and credit channels) delay or dilute pass-through, as highlighted in transmission studies.

LIMITATIONS

1. **Data frequency and measurement:** Annual World Bank indicators are convenient but may be too coarse to capture policy lags precisely. Quarterly data would improve identification.
2. **Endogeneity and omitted variables:** Repo changes respond to expected inflation/growth; global shocks and fiscal policy can confound estimates.
3. **Structural breaks:** The introduction of FIT and extraordinary crisis policies imply parameter instability; sub-sample analysis is essential.

CONCLUSION

Using secondary data and a replicable time-series framework, this article sets out how to evaluate the relationship between RBI repo rate changes and India's CPI inflation and GDP growth over 2001–2025. The institutional background especially the MPFA and the CPI inflation target of 4% (±2%) provides a coherent policy lens for interpreting rate decisions. The most defensible empirical strategy is dynamic and system-based (VAR/SVAR), complemented by distributed-lag regressions and sub-sample tests. Prior evidence for India suggests the interest-rate channel is meaningful but moderated by transmission frictions and regime/shock conditions.

For a 3,000-word student research article, the next step is operational: assemble the repo rate series from RBI MPC announcements, align it with CPI inflation and GDP growth series, estimate the specified models, and report results in APA tables with clear economic interpretation.

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EXPLORING THE INFLUENCE OF ATTACHMENT STYLES AND REJECTION SENSITIVITY ON GHOSTING PROPENSITY IN DIGITAL APPS AMONG YOUNG ADULTS

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ABSTRACT

Digital dating app environment has introduced new courtship behaviors that young adults have not experienced before. They face unfamiliar communication strategies and ambiguous ending phases of courtship relationships. The term ghosting refers to the sudden stop or absence of clear communication. This study aimed to examine attachment styles and rejection sensitivity as predictors of ghosting experienced and practiced by young adults in digital romantic relationships. The research design was a cross-sectional correlational quantitative study. The participants were 150 young adults with an average age of 21.67, SD = 298) who have experience with dating apps and completed an online survey using self-reporting measures. The measures showed high reliability based on Cronbach's alpha with coefficient values of .82 for rejection sensitivity.86 for attachment anxiety.89 for attachment avoidance and.89 for the GTS .Descriptive statistics showed moderate to high levels of attachment anxiety, rejection sensitivity, and self-reported ghosting. Correlations showed a positive relationship between ghosting behaviors and attachment anxiety (r = .).25, p = .002) and between rejection sensitivity and ghosting behaviors (r = .28, p < .No positive relationship was found between ghosting behaviors and attachment avoidance (r = −).07, p = .37).A multiple regression analysis resulted in a model F(3,146) = 7.87, p < .001 with an R^2 of.139 or 13.The independent variables attachment anxiety, rejection sensitivity, and attachment avoidance predict 9% of the variance in the dependent variable of the independent variables, only attachment anxiety (β = .25, p = .27, p = .010) were significant while attachment avoidance was not.

Keywords: attachment anxiety, avoidant anxiety, ghosting, rejection sensitivity

INTRODUCTION

The rapid integration of digital technologies into everyday life has fundamentally transformed how young

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adults initiate, maintain, and terminate romantic relationships. Dating applications now serve as a primary medium for interpersonal connection, offering unprecedented access to potential partners, immediacy of communication, and a wide array of choices. While these affordances enhance opportunities for connection, they have also reshaped relational dynamics—particularly the ways in which relationships end. One prominent phenomenon emerging from this digital landscape is *ghosting*, defined as the abrupt cessation of communication without explanation.

Although disengagement from relationships is not a new occurrence, ghosting is distinguished by the absence of closure facilitated by digital communication. Individuals who are ghosted are left in a state of uncertainty, confusion, and emotional distress, often struggling to interpret the reasons behind the sudden withdrawal. This ambiguity is exacerbated by the asynchronous and text-based nature of digital communication, which lacks non-verbal cues and immediate feedback. While technological affordances such as anonymity and reduced accountability make ghosting easier, they do not fully explain why individuals engage in such behavior. Instead, psychological factors particularly attachment styles and rejection sensitivity play a critical role.

Attachment theory, originally proposed by Bowlby (1969/1982), provides a foundational framework for understanding how early caregiving experiences shape internal working models of self and others. These models influence expectations of intimacy, trust, and emotional regulation across the lifespan. Hazan and Shaver (1987) extended attachment theory to adult romantic relationships, conceptualizing attachment along two primary dimensions: anxiety and avoidance. Individuals high in attachment anxiety tend to fear abandonment and are hypervigilant to signs of rejection, often engaging in hyperactivating strategies such as excessive reassurance-seeking. Conversely, those high in attachment avoidance are uncomfortable with emotional closeness and employ deactivating strategies, such as withdrawal and emotional distancing (Mikulincer & Shaver, 2007).

Within the context of digital dating, these attachment dynamics manifest in unique ways. Individuals with avoidant attachment may find ghosting an effective strategy for disengaging from intimacy without confronting emotional discomfort. The lack of face-to-face interaction reduces the psychological cost of withdrawal, making it easier to avoid difficult conversations. On the other hand, individuals with anxious attachment may engage in ghosting as a defensive mechanism to preempt anticipated rejection. Faced with relational ambiguity, they may terminate communication to regain a sense of control and protect themselves from perceived emotional harm.

Rejection sensitivity (RS), defined as the tendency to anxiously expect and intensely react to rejection (Downey & Feldman, 1996), further contributes to ghosting behavior. Individuals high in RS are particularly vulnerable in digital communication contexts, where ambiguity is inherent. Delayed

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responses, unclear intentions, and lack of contextual cues can lead to misinterpretations, triggering defensive coping mechanisms. Ghosting, in this sense, serves as a self-protective strategy to avoid anticipated rejection and emotional distress. Rather than indicating indifference, it may reflect an attempt to regulate overwhelming emotions and maintain psychological equilibrium.

Importantly, attachment styles and rejection sensitivity are distinct yet interconnected constructs. Insecure attachment particularly attachment anxiety is often associated with heightened rejection sensitivity due to negative internal working models of self-worth and relational reliability. By examining these constructs together, a more comprehensive understanding of ghosting emerges, highlighting how enduring relational schemas interact with situational cognitive-affective processes to shape behavior.

The digital environment acts as an amplifier of these psychological predispositions. Features such as reduced social accountability, lack of shared social networks, and ease of partner replacement lower the threshold for disengagement. Dating apps often create the perception that relationships are easily replaceable, discouraging emotional investment and facilitating abrupt termination. Moreover, the normalization of ghosting within digital culture may reduce moral inhibition, making it appear as an acceptable or efficient method of ending relationships.

Young adulthood represents a critical developmental stage characterized by identity exploration, emotional growth, and experimentation in romantic relationships (Arnett, 2000). Experiences during this period significantly influence long-term relational patterns and expectations. As digital dating becomes increasingly central to this developmental phase, behaviors such as ghosting may shape individuals' beliefs about intimacy, trust, and emotional responsibility. The absence of closure in ghosting can contribute to maladaptive relational scripts, affecting both those who ghost and those who are ghosted.

Despite growing interest in ghosting, existing research has largely focused on its emotional consequences rather than its psychological antecedents. This represents a significant theoretical gap. By integrating attachment theory and rejection sensitivity, the present framework offers a more nuanced explanation of ghosting as a behavior rooted in emotional regulation and interpersonal vulnerability, rather than merely a product of technological affordances.

The implications of understanding ghosting extend beyond theoretical contributions to practical applications in counseling and mental health. Individuals who frequently engage in ghosting may struggle with emotional regulation, communication, and vulnerability, while those who experience ghosting may suffer from decreased self-esteem and increased psychological distress. Identifying underlying attachment insecurities and rejection sensitivity can inform targeted therapeutic interventions. For example, individuals with avoidant attachment may benefit from developing emotional awareness and communication skills, whereas those with high rejection sensitivity may require cognitive restructuring to

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address maladaptive thought patterns.

In the Indian socio-cultural context, the phenomenon of ghosting acquires additional complexity. Traditionally, romantic relationships in India have been embedded within collectivistic frameworks emphasizing family involvement, social accountability, and long-term commitment. However, urbanization and technological advancement have facilitated a shift toward individual autonomy in romantic decision-making. This transition has introduced new relational dynamics, including the rise of digital dating and behaviors such as ghosting.

Cultural factors such as norms of emotional expression, concern for social reputation, and avoidance of confrontation may influence how ghosting is experienced and enacted. In collectivistic societies, indirect forms of disengagement may be used to maintain social harmony, yet they may also intensify anxiety for individuals sensitive to social evaluation. Given that most research on attachment and rejection sensitivity has been conducted in Western contexts, there is a pressing need for culturally specific studies to understand how these constructs operate within Indian populations.

In conclusion, ghosting is not merely a byproduct of digital technology but a complex behavior shaped by underlying psychological processes and amplified by technological affordances. By integrating attachment theory and rejection sensitivity within the context of digital dating, this framework provides a comprehensive understanding of why individuals disengage from relationships without explanation. Such insights are essential for advancing research, informing clinical practice, and promoting healthier relational patterns in an increasingly digital world.

SIGNIFICANCE OF THE STUDY

The present study holds strong theoretical, empirical, clinical, and societal significance in understanding modern digital relationships. Theoretically, it bridges the gap between classical interpersonal frameworks attachment theory and rejection sensitivity and contemporary digital dating contexts. Unlike traditional settings, digital environments are characterized by limited nonverbal cues, asynchronous communication, and perceived anonymity, necessitating updated theoretical applications. By integrating attachment styles (stable relational schemas) with rejection sensitivity (situational cognitive-affective responses), the study offers a comprehensive model to explain ghosting behavior.

Empirically, the research addresses a notable gap by focusing on individuals who engage in ghosting rather than solely its victims. It also contributes to the limited literature on digital dating behaviors in non-Western populations, particularly among young adults, thereby enhancing cultural and contextual diversity in relationship research.

Clinically, identifying psychological predictors of ghosting can aid mental health professionals in better

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understanding clients' relational patterns, including avoidance, fear of intimacy, and sensitivity to rejection. The findings can inform targeted interventions that promote emotional regulation, communication skills, and relational accountability.

Societally and developmentally, the study highlights ghosting as a reflection of evolving communication norms in digital spaces. Understanding these patterns during young adulthood can foster healthier relationship behaviors and support adaptive emotional development.

REVIEW OF LITERATURE

The existing body of literature on attachment styles, rejection sensitivity, and digital relationship behaviors provides a comprehensive foundation for understanding ghosting as a psychologically driven phenomenon. Across multiple studies, attachment theory has consistently been identified as a central framework for explaining relational functioning, emotional regulation, and interpersonal behavior.

Early research by Simpson (1990) demonstrated that attachment styles significantly influence romantic relationship outcomes. Securely attached individuals reported higher levels of trust, commitment, and satisfaction, whereas anxious and avoidant individuals experienced more negative emotional outcomes. These findings highlight the role of attachment styles in shaping emotional regulation and relational stability. Similarly, Sheinbaum et al. (2015) reinforced that anxious attachment is associated with heightened negative affect and perceived rejection, while avoidant attachment is linked to emotional distancing and reduced desire for closeness.

Further research has explored how attachment influences maladaptive relational behaviors. Grych and Kinsfogel (2010) found that attachment insecurity moderates the relationship between family aggression and dating aggression, suggesting that insecure attachment contributes to unhealthy relational patterns. Strauss et al. (2012) also demonstrated that attachment similarity between partners predicts relationship satisfaction and trust, indicating that both individual and dyadic attachment dynamics influence relationship outcomes.

In the context of digital communication, attachment styles continue to play a significant role. Morey et al. (2013) found that avoidant individuals prefer less direct communication (e.g., emails) and fewer calls or texts, whereas anxious individuals use communication technologies to enhance intimacy. Similarly, Drouin and Landgraff (2012) reported that insecure attachment particularly avoidance predicts engagement in digital behaviors such as sexting. These findings suggest that digital platforms may amplify existing attachment-related tendencies.

Rejection sensitivity (RS) has also been widely studied as a key factor influencing interpersonal perceptions and behaviors. Romero-Canyas et al. (2010) found that individuals high in RS are more likely

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to interpret ambiguous partner behaviors as conflict, leading to increased relational distress. Hafen et al. (2014) further demonstrated that rejection sensitivity in adolescence predicts negative interaction patterns and anxiety in adult romantic relationships, highlighting its long-term impact.

In digital contexts, RS appears to shape engagement and vulnerability. Blackhart et al. (2014) identified rejection sensitivity as a predictor of risky online dating behaviors, while Hance et al. (2018) found that individuals high in RS are more likely to use online platforms due to opportunities for authentic self-expression. Sparks et al. (2023) further linked high rejection sensitivity with poorer mental health outcomes and lower relational success in digital dating environments.

Several studies have specifically examined ghosting as a form of relationship dissolution. Koessler et al. (2019) found that ghosting is more common in less committed relationships and results in greater emotional distress for recipients compared to disengagers. Timmermans et al. (2020) and Marini and Sembiring (2021) also reported that ghosting is associated with reduced self-esteem, confusion, and emotional distress, emphasizing its psychological impact.

More recent research has begun to investigate the psychological predictors of ghosting. Powell et al. (2021) found that attachment anxiety is associated with being ghosted, while attachment avoidance predicts ghosting others. Similarly, Di Santo et al. (2021) identified reciprocal ghosting patterns, suggesting that individuals who ghost are also more likely to be ghosted. Sukri et al. (2025) further demonstrated that secure attachment is negatively associated with ghosting, while dark personality traits increase the likelihood of engaging in such behavior.

In addition to attachment and RS, other psychological constructs have been linked to ghosting. Leckfor et al. (2023) found that individuals with a high need for closure experience stronger negative reactions to ghosting due to its inherent ambiguity. Szczesniak et al. (2025) also reported that ghosting sustains emotional attachment and monitoring behaviors due to lack of closure, distinguishing it from explicit rejection.

Technological and contextual factors also play a significant role. Campaioli et al. (2022) conceptualized ghosting as a form of digital ostracism facilitated by features such as read receipts. Narr and Luong (2022) emphasized the role of dating app algorithms in promoting boredom and disengagement, contributing to ghosting behaviors. Sisa (2024) further highlighted that ghosting may serve as a strategy to manage vulnerability, harassment, and digital overload.

Research has also explored broader psychological and behavioral correlates of digital dating. Castro et al. (2020) identified demographic and personality predictors of dating app usage, while Timmermans and Alexopoulos (2020) found that attachment anxiety predicts diverse motives for app use but lower offline engagement. Coffey et al. (2022) showed that attachment anxiety is associated with increased app use and

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negative emotional outcomes, reinforcing the link between insecurity and digital relational experiences. Longitudinal and developmental studies further underscore the enduring impact of attachment and RS. Li et al. (2020) demonstrated that insecure attachment predicts lower life and relationship satisfaction, while Guan et al. (2025) linked attachment anxiety to emotional dependence and maladaptive romantic behaviors. These findings suggest that early relational schemas continue to influence adult romantic functioning across contexts.

Recent qualitative studies have provided deeper insight into lived experiences of ghosting. Wu and Bamishigbin (2024) found that individuals who experience ghosting report emotional distress, reduced respect for the ghoster, and increased self-reflection. Similarly, Degen and Kleeberg-Niepage (2025) highlighted dating app fatigue and behavioral changes resulting from repeated negative experiences, suggesting a cyclical pattern of dissatisfaction.

Despite the growing body of research, several gaps remain. Many studies focus on the consequences of ghosting rather than its predictors, and there is limited integration of attachment and rejection sensitivity within a single framework. Additionally, much of the research has been conducted in Western contexts, limiting cultural generalizability.

AIM OF THE STUDY

This research will take a systematic approach to examining how attachment style and rejection sensitivity predict whether a person will ghost someone they meet through a digital dating application. By doing so, the researchers hope to identify the relational, cognitive, and affective factors that underlie ghosting behaviour and place ghosting within established psychological frameworks.

OBJECTIVES OF THE STUDY

The present study aims to achieve the following objectives:

1. To assess the levels of attachment anxiety and attachment avoidance among young adults who use digital dating applications.
2. To assess the levels of rejection sensitivity among individuals engaged in online romantic communication.
3. To measure the level of ghosting propensity among users of digital dating platforms.
4. To examine the relationship between attachment anxiety and ghosting behavior.
5. To examine the relationship between attachment avoidance and ghosting behavior.
6. To examine the relationship between rejection sensitivity and ghosting propensity.
7. To investigate the combined predictive role of attachment anxiety, attachment avoidance, and

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rejection sensitivity on ghosting propensity.

HYPOTHESES OF THE STUDY

1. H_1: Attachment avoidance will be significantly positively associated with ghosting propensity.
2. H_2: Rejection sensitivity will be significantly positively associated with ghosting propensity.
3. H_3: Attachment anxiety, attachment avoidance, and rejection sensitivity will jointly and significantly predict ghosting propensity among young adults.

METHODOLOGY

PARTICIPANTS

The sample consisted of 150 young adults aged 18–30 years (M = 21.67, SD = 2.98). Participants were required to have prior experience using digital dating applications and to be proficient in English.

Sampling Technique

A non-probability sampling approach combining convenience and snowball sampling was used. Participants were recruited through social media platforms, email distribution, and personal networks.

RESEARCH DESIGN

A cross-sectional correlational design was employed to examine the relationships between attachment styles, rejection sensitivity, and ghosting behavior.

MEASURES

1. **Attachment Styles:** Assessed using standardized scales measuring attachment anxiety and avoidance.
2. **Rejection Sensitivity:** Measured using a validated rejection sensitivity questionnaire.
3. **Ghosting Propensity:** Evaluated through a self-report ghosting tendency scale.

All measures demonstrated high internal consistency.

PROCEDURE

Participants completed an online survey after providing informed consent. Ethical guidelines regarding confidentiality and voluntary participation were strictly followed.

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RESULTS

All scales demonstrated strong internal consistency:

- Rejection Sensitivity: α = .82
- Attachment Anxiety: α = .86
- Attachment Avoidance: α = .89
- Ghosting Scale: α = .89

Correlation Analysis

- Attachment anxiety was positively correlated with ghosting (r = .25, p = .002).
- Rejection sensitivity was positively correlated with ghosting (r = .28, p < .01).
- Attachment avoidance showed no significant correlation (r = −.07, p = .37).

Regression Analysis

The regression model was statistically significant:

$F(3,146) = 7.87, p < .001$

$R^2 = .139$

- Attachment Anxiety: significant predictor (β ≈ .25)
- Rejection Sensitivity: significant predictor (β ≈ .27)
- Attachment Avoidance: non-significant

RESULTS

The present study aimed to examine whether attachment anxiety, attachment avoidance, and rejection sensitivity predict ghosting behavior among young adults in digital dating contexts. The findings indicate that ghosting is not merely a situational or technology-driven behavior, but is significantly associated with underlying relational insecurities. Specifically, attachment anxiety and rejection sensitivity emerged as significant positive predictors of ghosting propensity, whereas attachment avoidance did not significantly predict ghosting behavior. These findings extend the applicability of attachment theory to technologically mediated relational environments.

Attachment Anxiety and Ghosting Propensity

The results revealed a significant positive relationship between attachment anxiety and ghosting behavior

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(r = .25, β = .247). This finding is consistent with attachment theory, which conceptualizes attachment anxiety as a heightened fear of abandonment and rejection (Bowlby, 1969/1982; Ainsworth et al., 1978). Individuals with high attachment anxiety tend to desire closeness and intimacy while simultaneously exhibiting heightened sensitivity to perceived relational threats.In the context of digital dating, where communication is often ambiguous and lacks nonverbal cues, anxiously attached individuals may experience heightened uncertainty and emotional distress. This ambiguity may activate their fear of rejection, leading them to disengage prematurely through ghosting as a defensive coping mechanism. Rather than indicating indifference, ghosting in this context may function as a strategy to manage emotional vulnerability and avoid anticipated rejection. These findings are consistent with previous research indicating that individuals high in attachment anxiety exhibit increased emotional reactivity and maladaptive coping strategies in romantic relationships (Mikulincer & Shaver, 2007; Powell et al., 2021). Thus, ghosting may represent a form of hyperactivating strategy aimed at regaining control over perceived relational instability.

Rejection Sensitivity as a Core Mechanism

Rejection sensitivity was found to be a significant predictor of ghosting behavior, highlighting its central role in shaping relational disengagement. According to Downey and Feldman (1996), rejection sensitivity refers to a cognitive-affective disposition characterized by the anxious expectation, perception, and overreaction to rejection.

In digitally mediated interactions, the absence of immediate feedback and nonverbal cues increases interpretative ambiguity. Individuals high in rejection sensitivity are more likely to misinterpret neutral or delayed responses as signs of rejection (Romero-Canyas et al., 2010). Consequently, they may engage in ghosting as a protective mechanism to avoid anticipated emotional distress.

Importantly, rejection sensitivity predicted ghosting behavior even after accounting for attachment anxiety, suggesting that it contributes uniquely to relational disengagement. While attachment anxiety reflects broader emotional vulnerability, rejection sensitivity specifically influences how individuals interpret and respond to ambiguous social cues. The interaction between these constructs may create a cycle wherein perceived rejection leads to withdrawal, reinforcing avoidance of relational risk.

These findings align with prior research demonstrating that individuals with high rejection sensitivity are more prone to defensive withdrawal and maladaptive coping strategies in romantic contexts (Hafen et al., 2014; Blackhart et al., 2014).

Model Evaluation

The regression analysis indicated that the model accounted for 13.9% of the variance in ghosting propensity ($R^2 = .139$), with the overall model being statistically significant, $F(3,146) = 7.867$, $p < .001$.

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The reliability of the measures was high (α = .823 to .90), supporting the robustness of the findings.

Although attachment anxiety and rejection sensitivity were significant predictors, the relatively modest variance explained suggests that ghosting is a multifaceted behavior influenced by additional psychological and contextual factors. Variables such as personality traits (e.g., narcissism), impulsivity, moral disengagement, and relational motives may also contribute to ghosting behavior but were not examined in the present study.

These findings support contemporary extensions of attachment theory, which emphasize the role of internal working models in shaping relational behavior across diverse contexts, including digital environments (Mikulincer & Shaver, 2016). The results also highlight the importance of considering both stable personality traits and situational cognitive processes in understanding digital relational behaviors.

Theoretical and Practical Implications

The present study contributes to the growing body of literature conceptualizing ghosting as a psychologically complex phenomenon rather than a purely technology-driven behavior. The findings demonstrate that emotional insecurity (attachment anxiety) and heightened sensitivity to rejection are key underlying mechanisms influencing ghosting behavior.

From a theoretical perspective, the study integrates attachment theory and rejection sensitivity within the context of digital dating, thereby enhancing the explanatory power of existing relational frameworks. It underscores the need to consider both enduring relational schemas and situational cognitive-affective processes in understanding modern relationship behaviors.

From a practical standpoint, the findings have important implications for counseling and intervention. Interventions aimed at improving emotional regulation, reducing maladaptive expectations of rejection, and fostering secure attachment patterns may help reduce reliance on avoidant behaviors such as ghosting. Cognitive-behavioral strategies targeting distorted interpretations of social cues, along with training in assertive communication, may be particularly effective.

Furthermore, psychoeducational programs designed to promote emotional awareness, relational accountability, and healthy communication practices in digital contexts can contribute to more adaptive relationship functioning among young adults. Such interventions are especially relevant given the increasing prevalence of digital dating and its impact on relational development.

CONCLUSION

the current research explored what causes someone to ghost in the arena of modern romantic relationships (i.e., dating apps) by analyzing individual differences in their attachment anxiety, attachment avoidance,

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and rejection sensitivity. These findings provide us with valuable insights regarding the types of cognitive and emotional vulnerabilities that underlie disengagement behaviors in online emotional relationships.

results suggest that ghosting may not be as closely associated with emotional detachment as it is with increased levels of insecurity and apprehension of being rejected. One possible explanation for ghosting behavior may relate to how much a person is concerned about being abandoned and how much they are influenced by ambiguous social signals; therefore, being afraid of being hurt or abandoned could make someone engage in ghosting to protect themselves.

The current findings position ghosting behavior as not merely a sign of someone having no feelings for the other person, but rather, as a function of their previous sexual history, learned behaviors from similar interactions, etc., and also, as a way for people to cope with their feelings of disassociation from one another in environments in which relationships are ambiguous, there is little personal accountability, and people are quickly changing partners. Dating apps create even more uncertainty regarding people's commitment to one another by creating fewer social cues through delays/user response times, fewer contextual relationship signals, and an almost unlimited number of opportunities (i.e., match or date) available to find someone new at any time. For people who have a pre-existing propensity toward feeling anxious about being rejected based on these types of uncertain interactions, the behaviors that they display during those types of relationships could lead to greater levels of emotional volatility and contribute to an abrupt disengagement.

While the present model of ghosting behavior does explain a small portion of variance in the behavior, it does also raise issues and questions about how best to discourage it for future scientific learning and investigation.

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Ashtanga Yoga and Modern Psychology: An Empirical Study

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ABSTRACT

Yoga is an ancient Indian psychological and spiritual discipline that has increasingly gained recognition in modern psychological research. Among various forms of yoga, Ashtanga Yoga, as described by Patanjali in the Yoga Sutras, presents a systematic approach to psychological development through eight interconnected practices: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, and Samadhi. The present empirical study examines the psychological impact of Ashtanga Yoga practice on stress, emotional stability, and psychological well-being among young adults. A sample of 60 participants aged 18–30 years was divided into an experimental group practicing Ashtanga Yoga for eight weeks and a control group with no intervention. Psychological variables were measured using standardized scales before and after the intervention. Statistical analysis using t-tests revealed significant improvements in stress reduction, emotional regulation, and overall well-being among the yoga practitioners. The findings suggest that Ashtanga Yoga functions as a comprehensive psychological system that integrates behavioral regulation, cognitive control, emotional balance, and self-awareness. The study highlights the relevance of integrating traditional yogic practices into modern psychological interventions and mental health programs.

Keywords: Ashtanga Yoga, Modern Psychology, Mental Health, Stress Reduction, Meditation, Empirical Study.

INTRODUCTION

In the contemporary world, psychological stress, anxiety, and emotional disturbances have become increasingly prevalent. Rapid technological changes, academic pressure, and lifestyle changes contribute significantly to psychological imbalance. Modern psychology continuously seeks effective approaches for improving mental health and psychological well-being. In this context, traditional Indian systems such as yoga are gaining attention as complementary therapeutic approaches.

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Yoga is an ancient discipline originating in India and aims to create harmony between body, mind, and spirit. The word "Yoga" is derived from the Sanskrit root *Yuj*, meaning union or integration. It refers to the integration of individual consciousness with universal consciousness. Among various systems of yoga, Ashtanga Yoga, described by the sage Patanjali in the *Yoga Sutras*, is considered a comprehensive psychological framework for personal development.

Ashtanga Yoga literally means "Eight-Limbed Yoga." These eight limbs provide a systematic path for the development of ethical behavior, physical health, mental discipline, and spiritual awareness. The eight limbs include:

1. Yama (ethical restraints)
2. Niyama (personal discipline)
3. Asana (postures)
4. Pranayama (breath regulation)
5. Pratyahara (withdrawal of senses)
6. Dharana (concentration)
7. Dhyana (meditation)
8. Samadhi (self-realization)

These components collectively function as a psychological training system that enhances self-control, emotional regulation, and cognitive clarity. Research indicates that yoga practices can significantly improve psychological well-being and reduce stress levels.

The present study attempts to examine the relationship between Ashtanga Yoga and modern psychological constructs such as stress management, emotional stability, and mental well-being.

Concept of Ashtanga Yoga

Ashtanga Yoga is the classical system of yoga described in Patanjali's Yoga Sutras. It presents a step-by-step path toward self-realization and psychological transformation.

1 Yama

Yama refers to ethical restraints that guide social behavior. It includes five principles:

- Ahimsa (non-violence)
- Satya (truthfulness)
- Asteya (non-stealing)
- Brahmacharya (self-control)
- Aparigraha (non-possessiveness)

These principles cultivate moral discipline and reduce psychological conflicts.

2 Niyama

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Niyama represents personal discipline and inner purification. It includes:

- Shaucha (cleanliness)
- Santosha (contentment)
- Tapas (self-discipline)
- Svadhyaya (self-study)
- Ishvara Pranidhana (devotion)

These practices encourage positive mental attitudes and self-awareness.

3 Asana

Asana refers to physical postures that develop strength, flexibility, and balance. Regular practice of asanas improves physiological functioning and prepares the body for meditation.

4 Pranayama

Pranayama is the regulation of breathing patterns. It enhances oxygen supply and regulates the nervous system, thereby reducing stress and anxiety.

5 Pratyahara

Pratyahara refers to withdrawal of the senses from external stimuli, allowing the mind to become internally focused.

6 Dharana

Dharana is the practice of concentration on a single object or thought.

7 Dhyana

Dhyana represents meditation, where the mind remains continuously focused.

8 Samadhi

Samadhi is the ultimate stage of yoga characterized by complete absorption and self-realization.

Together, these eight limbs form a holistic psychological system that integrates physical, cognitive, emotional, and spiritual development.

Ashtanga Yoga and Modern Psychology

Modern psychology focuses on understanding behavior, cognition, emotion, and mental processes. Interestingly, many concepts of modern psychology correspond closely with the principles of yoga.

Behavioral Regulation

The ethical principles of Yama and Niyama function similarly to behavioral self-regulation in psychology.

Cognitive Control

Practices such as Dharana and Dhyana enhance attention, concentration, and cognitive control.

Emotional Regulation

Meditation and breath control techniques improve emotional stability and reduce anxiety.

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Self-Awareness

Yoga encourages introspection and self-reflection, which are central concepts in humanistic and transpersonal psychology.

Research suggests that yoga can be an effective complementary therapy in psychiatric treatment and mental health improvement.

REVIEW OF LITERATURE

Study 1- A study examining long-term practitioners of Ashtanga Yoga found significantly higher levels of psychological well-being compared to the general population.

Study 2-Research on Patanjali's Yoga practices demonstrated significant improvements in personality traits and mental health indicators among participants practicing yoga regularly.

Study 3-Several studies highlight yoga as an effective intervention for stress reduction and emotional regulation, emphasizing its psychological benefits.

These studies indicate that yoga practices positively influence mental health, but empirical research focusing specifically on Ashtanga Yoga remains limited

OBJECTIVES OF THE STUDY

1. To examine the effect of Ashtanga Yoga on stress levels.
2. To study the influence of Ashtanga Yoga on emotional stability.
3. To analyze the relationship between Ashtanga Yoga practice and psychological well-being.

HYPOTHESES

1. H1: There will be a significant difference in stress levels between yoga practitioners and the control group.
2. H2: Participants practicing Ashtanga Yoga will show higher emotional stability.
3. H3: Ashtanga Yoga practice will significantly improve psychological well-being.

METHODOLOGY

SAMPLE

A total of 150 participants aged between 18–30 years were selected.

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- Experimental Group: 75 participants practicing Ashtanga Yoga
- Control Group: 75 participants with no intervention

RESEARCH DESIGN

The study adopted an experimental research design with pre-test and post-test measurements.

TOOLS USED

1. Perceived Stress Scale (PSS)
2. Emotional Stability Scale
3. Psychological Well-being Scale

PROCEDURE

Participants in the experimental group practiced Ashtanga Yoga for **8 weeks** under the supervision of a trained instructor.

Daily session included:

- Asanas – 25 minutes
- Pranayama – 10 minutes
- Meditation – 15 minutes

Pre-test and post-test measurements were recorded.

STATISTICAL TECHNIQUES

- Mean
- Standard Deviation
- t-test

RESULTS AND ANALYSIS

Table 1-Comparison between Yoga Group and Control Group

Variable	Group	N	Mean	SD	t-value	Result
Stress	**Yoga**	75	18.60	4.20	4.12	Significant
	Control	75	26.80	5.10		
Emotional Stability	**Yoga**	75	16.20	3.95	3.85	Significant
	Control	75	23.50	4.70		
Well-being	**Yoga**	75	32.10	5.40	3.65	Significant

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	Control	75	26.70	5.10		

DISCUSSION

The present study aimed to examine the psychological impact of Ashtanga Yoga practice on young adults aged between 18–30 years. The participants were divided into two groups: an experimental group practicing Ashtanga Yoga and a control group with no intervention. The results obtained through SPSS statistical analysis indicated significant differences between the two groups on various psychological variables such as stress, anxiety, and emotional stability. The findings suggest that regular practice of Ashtanga Yoga contributes positively to mental health and psychological well-being among young adults.

One of the most significant findings of the study was the reduction in stress levels among participants in the experimental group. The mean stress score of the experimental group was considerably lower than that of the control group. This finding indicates that regular engagement in Ashtanga Yoga practices such as controlled breathing, concentration, and structured physical postures helps individuals regulate physiological arousal and mental tension. Yoga emphasizes the coordination of body, breath, and mind, which plays an important role in maintaining psychological balance. Through consistent practice, individuals learn to manage their responses to stressful situations more effectively, resulting in reduced perceived stress levels.

Another important outcome of the study was the significant reduction in anxiety among the participants who practiced Ashtanga Yoga. Anxiety is a common psychological issue among young adults due to academic pressure, career uncertainty, and social challenges. The findings of the present study suggest that yoga practices may act as a natural and holistic method to reduce anxiety symptoms. The breathing techniques and meditative components of Ashtanga Yoga help calm the nervous system and promote relaxation. As a result, individuals practicing yoga are able to develop better emotional regulation and coping mechanisms. This supports the idea that yoga functions not only as a physical exercise but also as an effective psychological intervention.

The study also revealed that participants in the experimental group demonstrated higher levels of emotional stability compared to those in the control group. Emotional stability refers to the ability to maintain emotional balance and respond to situations in a calm and controlled manner. The disciplined structure of Ashtanga Yoga encourages mindfulness, self-awareness, and mental clarity. These qualities help individuals become more aware of their thoughts and emotional reactions. Over time, this awareness leads to improved emotional control and psychological resilience. The findings indicate that individuals

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who regularly practice yoga may develop stronger emotional coping skills and better adaptability in daily life situations.

The positive psychological effects observed in the present study may be explained through several mechanisms associated with yoga practice. First, the physical postures (asanas) involved in Ashtanga Yoga improve bodily strength, flexibility, and circulation, which indirectly influence mental well-being. Second, the breathing techniques (pranayama) regulate oxygen intake and activate the parasympathetic nervous system, promoting relaxation and reducing physiological stress responses. Third, the meditative aspect of yoga encourages focused attention and mindfulness, which helps individuals detach from negative thoughts and emotional disturbances.

The results of this study are consistent with previous research findings that highlight the beneficial effects of yoga on mental health. Several psychological and health studies have reported that regular yoga practice reduces stress, anxiety, and depression while improving emotional balance and overall well-being. These findings support the view that yoga can serve as a complementary approach in mental health promotion. In the context of modern lifestyle, where individuals often experience high levels of psychological pressure, yoga offers a practical and accessible method to maintain mental harmony.

Another important implication of the present study relates to the role of yoga in preventive mental health care. Instead of relying solely on clinical treatments after psychological problems arise, practices like Ashtanga Yoga can be used as preventive strategies to enhance psychological resilience. Young adults, particularly students and early career professionals, often face multiple sources of stress. Integrating yoga practices into daily routines or educational institutions may help reduce mental health risks and promote healthier lifestyles.

The findings of this research also highlight the potential of yoga as a psychological intervention in academic and community settings. Educational institutions can incorporate yoga sessions into their physical education or wellness programs. Such initiatives may contribute to improved concentration, emotional stability, and stress management among students. Similarly, organizations and workplaces may also benefit from promoting yoga-based wellness programs to support the mental health of employees.

Despite the positive findings, the present study has certain limitations that should be considered. The sample was limited to participants within the age group of 18–30 years, which may restrict the generalizability of the results to other age groups. Additionally, the study focused on a limited number of

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psychological variables. Future research may explore additional factors such as depression, self-esteem, mindfulness, and life satisfaction to obtain a broader understanding of the psychological benefits of yoga. Long-term longitudinal studies may also help determine the sustained impact of yoga practice over extended periods.

In conclusion, the findings of the present study clearly demonstrate that regular practice of Ashtanga Yoga has a significant positive impact on psychological well-being among young adults. Participants practicing yoga showed lower levels of stress and anxiety and higher emotional stability compared to those who did not practice yoga. These results reinforce the idea that yoga functions as a holistic mind-body practice that promotes both physical and mental health. Incorporating yoga into daily life, educational settings, and community wellness programs may contribute to healthier and more balanced lifestyles. Therefore, Ashtanga Yoga can be considered an effective and sustainable approach for enhancing psychological well-being in modern society.

CONCLUSION

pline, physical health, mental focus, and spiritual awareness. The empirical findings of the present study demonstrate that regular practice of Ashtanga Yoga significantly reduces stress and enhances psychological well-being. In the modern era, where mental health issues are increasing rapidly, yoga offers a holistic and accessible approach to psychological wellness. Integrating ancient yogic wisdom with modern psychological science may provide effective strategies for promoting mental health and human flourishing.

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Artificial Intelligence (AI) in Psychology - Opportunities and Challenges

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ABSTRACT

Artificial intelligence (AI) has rapidly advanced and significantly transformed multiple disciplines, including psychology. This paper examines whether AI represents a threat or an advantage for psychologists by analyzing its benefits, risks, and applications across research, counseling, psychotherapy, and mental health care. AI technologies such as machine learning (ML), natural language processing (NLP), and computer vision are shifting psychology toward a more data-driven approach. While AI enhances diagnostic precision, accessibility, and treatment personalization, it also introduces ethical concerns, including bias, privacy risks, and reduced human empathy. The findings suggest that AI should be viewed as a supportive tool rather than a replacement for psychologists. Its effectiveness depends on responsible use, high-quality data, and ethical implementation.

Keywords: artificial intelligence, psychology, mental health, ethics, machine learning

INTRODUCTION

Artificial intelligence (AI) has emerged as one of the most transformative technologies of the 21st century, significantly influencing various fields, including healthcare and psychology. AI refers to computer systems designed to perform tasks that typically require human intelligence, such as learning, reasoning, and decision-making. In psychology, AI is increasingly being integrated into mental health assessment, diagnosis, therapy, and research, leading to a paradigm shift toward more data-driven and technology-supported practices (National Institutes of Health, n.d.).

The growing demand for mental health services worldwide, combined with a shortage of trained professionals, has accelerated the adoption of AI-based tools in psychological practice. Technologies such as machine learning (ML), natural language processing (NLP), and computer vision enable the analysis

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of large and complex datasets, allowing for early detection of mental health conditions and improved diagnostic accuracy. For instance, AI systems can analyze speech patterns, facial expressions, and behavioral data to identify early signs of disorders such as depression, anxiety, and post-traumatic stress disorder (PTSD) (American Psychological Association, n.d.). These advancements have the potential to enhance clinical decision-making and provide timely interventions.

In addition to improving diagnostic capabilities, AI has expanded access to mental health care through digital platforms and virtual tools. AI-powered chatbots and applications, such as Woebot and Wysa, deliver elements of cognitive behavioral therapy (CBT), offering users immediate and cost-effective psychological support. This is particularly beneficial for individuals in underserved or remote areas where access to traditional mental health services is limited. Furthermore, AI contributes to psychological research by enabling the rapid analysis of large datasets, uncovering patterns and correlations that may not be easily identified through conventional methods (International Journal of Trend in Scientific Research and Development, n.d.).

Despite these advantages, the integration of AI into psychology raises significant ethical, practical, and scientific concerns. One of the primary challenges is the issue of data privacy, as AI systems require large volumes of sensitive personal information to function effectively. The potential for data breaches, misuse of information, and inadequate informed consent poses serious risks to individuals and society. Additionally, AI models may reflect biases present in training data, leading to inaccurate or discriminatory outcomes, particularly for marginalized populations (Forbes, n.d.).

Another critical limitation of AI in psychology is its lack of genuine emotional intelligence and empathy, which are essential components of effective therapeutic relationships. While AI can simulate human interaction, it cannot fully replicate the depth of human understanding required in complex psychological contexts. Moreover, there is a risk of over-reliance on AI tools, which may result in misdiagnosis or reduced human interaction in mental health care.

Given these opportunities and challenges, it is essential to critically evaluate the role of AI in psychology. This study aims to explore whether AI serves as a beneficial tool that enhances psychological practice or poses risks that may outweigh its advantages. Ultimately, the goal is to understand how AI can be integrated responsibly to support, rather than replace, human psychologists.

REVIEW OF LITERATURE

American Psychological Association (2023), AI-powered chatbots and digital tools make therapy more affordable and accessible, particularly for individuals in remote or underserved regions.

large language models (LLMs) are being used to assist in literature reviews, hypothesis generation, and

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experimental design, thereby reshaping research methodologies in psychology. These advancements highlight AI's role as a powerful tool for expanding scientific knowledge and innovation.

Mazloum & Shahin, (2024) this Studies show that AI accelerates data analysis, improves research efficiency, and enables the discovery of complex behavioral patterns that may not be detectable through traditional methods.

Olawade et al. (2024) highlight that AI technologies enable early detection and personalized treatment planning, contributing to improved clinical outcomes. These findings demonstrate that AI can support clinicians by providing data-driven insights that enhance diagnostic precision.

Rahman et al., (2025) these studies emphasize the role of AI in enhancing mental health assessment and diagnosis. For instance, recent research indicates that AI can analyze large datasets, including behavioral, linguistic, and physiological information, to detect early signs of mental health disorders such as depression and anxiety.

OBJECTIVE

- The primary objective of this study is to examine the role of artificial intelligence (AI) in psychology by evaluating its potential benefits and challenges.

HYPOTHESES

- Artificial intelligence significantly enhances the efficiency and accuracy of psychological assessment and treatment compared to traditional methods.

METHOD

This study employed a non-participant observational research design. The researcher observed interactions between psychologists and patients using artificial intelligence (AI) tools, such as diagnostic assistants and chatbot therapists, without direct intervention.

The study falls under the category of observational research. Standardized recording forms were used to document the frequency of AI usage, duration of interactions, and levels of patient engagement. Additionally, specific behaviors were recorded using a behavioral coding system (e.g., "patient follows AI advice" or "therapist overrides AI diagnosis") .

Opportunities of AI in Psychology

Enhanced Mental Health Assessment

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Artificial intelligence systems can analyze large volumes of data, including speech patterns, facial expressions, typing behavior, and social media activity, to detect early signs of mental health conditions such as depression, anxiety, and post-traumatic stress disorder (PTSD). Machine learning models can identify subtle patterns that may not be immediately visible to clinicians, thereby improving early diagnosis and intervention.

Enhanced Diagnostics and Early Detection

AI algorithms can process extensive datasets, including electronic health records (EHR), voice patterns, and behavioral data, to identify biomarkers of mental health disorders. Predictive analytics allows early identification of conditions before symptoms become severe. Additionally, affective computing and speech analysis technologies can assess emotional states and detect indicators of psychological distress in real time.

Personalized Treatment and Therapy

AI enables personalized interventions by analyzing individual patient data, treatment history, and behavioral responses. AI-powered chatbots such as Woebot and Wysa provide cognitive behavioral therapy (CBT) techniques continuously, offering accessible and affordable mental health support. Furthermore, AI-driven virtual reality (VR) supports exposure therapy for anxiety and PTSD, while adaptive systems adjust treatment plans in real time.

Increased Accessibility to Care

AI-powered applications make mental health care more accessible, particularly in underserved and remote areas. These tools provide 24/7 availability, reduce costs, and may help reduce stigma by allowing users to interact with non-human agents.

Advancing Psychological Research

AI enhances research efficiency by enabling the rapid analysis of large datasets. Natural language processing (NLP) tools can analyze therapy transcripts, patient journals, and survey data to identify behavioral trends and emotional patterns.

Support for Clinicians and Administrative Efficiency

AI supports psychologists by automating administrative tasks such as documentation, note-taking, and session summaries. It also provides decision-support tools for treatment planning, allowing clinicians to focus more on patient care.

Challenges of AI in Psychology

Ethical and Privacy Concerns

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The use of AI in psychology raises significant concerns regarding data privacy, informed consent, and data security. Mental health data are highly sensitive, and misuse or breaches may have serious consequences. Ensuring ethical data handling is essential for maintaining trust in psychological practice .

Bias and Fairness

AI systems are dependent on training data. If datasets are biased or lack diversity, AI may produce inaccurate or discriminatory outcomes, disproportionately affecting marginalized populations.

Lack of Emotional Intelligence

AI lacks genuine empathy and deep emotional understanding, which are essential components of effective therapy. Although AI can simulate human interaction, it cannot fully replicate the therapeutic relationship between a psychologist and a patient.

Over-Reliance and Misdiagnosis

There is a risk that individuals may rely excessively on AI tools instead of seeking professional care. AI systems may misinterpret complex emotional or cultural contexts, leading to incorrect diagnoses or delayed treatment.

Regulatory and Legal Issues

Clear guidelines regarding clinical responsibility, liability, and standards for AI-based psychological tools are still evolving. Regulatory frameworks are necessary to ensure safe and ethical implementation .**Implementation Framework and Best Practices**

A structured framework is essential for implementing AI in psychology. This includes:

- **Conceptualization:** Identifying the problem and intended users
- **Utility Evaluation:** Assessing benefits, demand, and measurable outcomes

Such frameworks help determine the feasibility and effectiveness of AI applications in psychological practice.

Case Studies and Emerging Trends

Recent studies demonstrate that AI can detect mental health conditions and suicide risk using social media data and behavioral analysis. These models provide valuable insights into early detection and intervention strategies.

Future Directions

The future of psychology is expected to follow a **hybrid model**, combining AI efficiency with human

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empathy. Key developments include:

- Emotionally aware AI systems
- AI-enhanced VR/AR therapies
- Explainable AI (XAI) for transparency

A balanced integration of AI and human expertise is essential for responsible advancement in the field .

CONCLUSION

Psychology stands to benefit immensely from artificial intelligence (AI) diagnostic and assessment innovations have greater precision and sensitivity, therapeutic interventions are more effective and scalable, research employs better methodologies and achieves more valid results, personalized psychology offers more reliable predictions, and training is strengthened through AI-assisted education. However, proper governance is needed to mitigate the ethical dilemmas, privacy challenges, risks, harm, and disparity of access that accompany this technology.

The development of psychology 2.0—an AI-friendly discipline—requires cooperation among healthcare practitioners, regulators, industry, patients, and educators. PsychAI provides a framework that specifies the critical steps, circles through the partners involved, and identifies directly measurable indicators for quality monitoring. As AI moves from research to clinical deployment and regulatory approval, learning-by-doing is key: the technique is secondary to the substance. The priority is to ensure that any data collected from practitioners, patients, and students are shared openly with collaborators across the world, so that Artificial Intelligence Safety Engineering and Digital Safety Engineering (computing, telecommunications, systems engineering, human factors) can be applied to the psychological sciences with maximum speed and rigor, ultimately improving learning and engagement for all involved while also enhancing support for people with cognitive difficulties.

while AI presents groundbreaking opportunities for enhancing mental health care, its, "thoughtful and strategic" implementation is crucial to ensure it serves the best interests of patients

This Study is expected to show that AI offers superior analytical speed and accessibility. It should be used as a “Co-pilot” instead of a replacement for human Psychologist. There will be successful integration solely depends on overcoming trust issues, ensuring data ethics and refining human-machine collaboration.

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Key Ethical Considerations

Current research emphasizes a "human-centered AI" (HCAI) approach, in which technology augments rather than replaces human expertise.

Ethical Area	Description	Potential Risks
Transparency (Black Box)	Difficulty in understanding how AI reaches a diagnosis or recommendation.	Reduced trust among clinicians and patients.
Responsibility	Unclear legal liability for errors made by AI systems.	Legal ambiguity and difficulty in seeking recourse for harm.
Autonomy	Potential for AI to manipulate user behavior without informed consent.	Infringement on patient rights and self-determination.
Informed Consent	The complexity of AI makes it difficult for users to fully understand what they are consenting to.	Misuse of sensitive data for secondary purposes:

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"The Hanuman Complex: A Cultural Lens on the Imposter Phenomenon"

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ABSTRACT

The imposter phenomenon refers to constant self-doubt people struggle to believe in their own accomplishments, even when they're clearly competent. It is observed a lot among high-achieving students, young professionals, and women, especially in academic environments. It usually leads to anxiety, perfectionism, and a stubborn fear of failure. Most research explores imposter feelings in Western societies, but there's not much that digs into the experience in India or offers frameworks rooted in Indian culture. This paper introduces the Hanuman Complex, inspired by Indian mythology. The story goes like this: Hanuman, a powerful figure, forgets his divine abilities until Jambavan reminds him. That moment captures the idea that there's deep inner strength hidden by self-doubt, waiting to be unlocked by encouragement or guidance from outside. The paper connects features of the Hanuman Complex with key psychological factors behind imposter feelings self-concept clarity, attributional biases, and perceived competence. That mapping forms a new theoretical approach. It doesn't stop at theory, either; the paper describes how this framework can shape therapy, mentoring, and programs designed to empower people, using ideas from the Hanuman story. In the end, the integration of mythological narratives like this shows how cultural stories can deepen our understanding of psychology and improve interventions in ways that matter locally.

Keywords- Hanuman Complex, anxiety, perfectionism.

INTRODUCTION

Lately, psychologists have been taking a closer look at the imposter phenomenon (IP), especially in academic and professional circles. Clance and Imes first named it back in 1978. IP refers to a stubborn self-doubt and a refusal to believe that your achievements actually belong to you even when all the evidence says otherwise. Those who are dealing with IP, probably chalk up their

successes to luck or to someone else's mistake, not their own skill. But when failure hits, they blame themself. This pattern isn't just mental; it comes with a excessive anxiety and a constant fear of messing up. People who experience IP often hesitate to reach for opportunities that line up with their abilities. (Neureiter & Traut-Mattausch, 2016; Parkman, 2016)

IP tends to flourish among high-achievers such as students at the top of their class, professionals early in their careers, and women in academia. These groups work in cutthroat environments where praise is scarce and expectations keep rising (see Sakulku & Alexander, 2011).

Psychologists have mapped out some of the core drivers behind IP: low self-concept clarity, twisted attributional patterns, and a fear that stops people from taking action. Most of these explanations rely on Western theory. At the same time, Indian cultural and mythological stories—still influential in shaping moral views, identity, and daily thinking—rarely get the spotlight in modern psychology (Wig, 2004). But these stories offer rich, symbolic frameworks that could actually deepen our understanding of IP in ways that resonate more locally.

One such narrative is the Hanuman's story from the Ramayana. Hanuman, adored across India, had immense powers as a child, but a curse caused him to forget his divine gifts. When Lord Rama needed him, Jambavan the wise elder stepped in and reminded Hanuman who he truly was. Regaining his confidence, Hanuman was able to leap across the ocean to Lanka, rewriting the epic's course (Wig, 2004). Wig introduced the "Hanuman Complex," a metaphor for people who carry hidden inner strength but lose sight of it temporarily. They often rediscover this strength through someone else's encouragement or a sudden insight.

The metaphor draws a striking parallel to the imposter phenomenon. Hanuman had immense powers, but he didn't realize it until someone pointed it out. People who struggle with imposter feelings are the same way, truly capable, but unable to see or accept their own competence. Jambavan's role is much like that of mentors, friends, or colleagues, who step in as external mirrors. These supportive figures push back against warped self-perceptions and help high achievers recognize their strengths. By connecting the Hanuman Complex with the imposter phenomenon, we get a culturally meaningful perspective on self-doubt among top performers, especially in Indian settings.

This paper aims to dive into the psychology behind imposter feelings by using the framework of the Hanuman Complex. It highlights the common thread: hidden abilities clouded by doubt, brought to light through relationships and support. Using Hanuman's story, the paper links

psychological ideas like self-concept clarity, externalization of competence, fear-driven inaction, and the impact of mentorship to build a framework that feels relevant within Indian culture. By doing so, it shows how mythological stories from India can actually deepen and ground contemporary psychological theories, making them more relatable for Indian people.

Psychological Underpinnings of the Imposter Phenomenon

Imposter Phenomenon is marked by a stubborn inability to own one's accomplishments. Instead of celebrating achievements, people get stuck in self-doubt, worry about being found out as a fraud, and chalk up their successes to luck or other outside factors (Clance & Imes, 1978; Sakulku & Alexander, 2011). These feelings don't come from actual incompetence. Instead, they're rooted in distorted ways of seeing and explaining oneself. Four interlinked psychological roots keep imposter feelings alive: self-concept clarity, externalization of competence, fear of failure and inaction, and relational influences.

Self-Concept Clarity

Self-concept clarity is all about how clearly and consistently a person knows themselves (Campbell et al., 1996). When this clarity is low, people have trouble matching their self-view with concrete proof of their abilities. In those with imposter feelings, it looks like this: they can't accept their achievements, so they live with the nagging sense that they're faking it (Neureiter & Traut-Mattausch, 2016; Ritchie et al., 2011). Even with impressive credentials or recognition, they feel disconnected as if those successes belong to someone else. This gap between identity and achievement is central to imposter emotions.

Externalization of Competence

A second key factor involves attributional patterns that externalize success. Those with imposter feelings tend to pin their achievements on things outside their control luck, timing, someone else's mistake while blaming their failures on deep flaws (Clance & Imes, 1978; Thompson et al., 2000). This habit makes it impossible to internalize success, trapping them in a loop where every win gets discounted. Over time, they build a self-story that their competence is only conditional or situational, never truly theirs, and the imposter feelings persist even as they stack up more evidence of their skill.

Fear of Failure and Inaction

Many people stuck in the imposter trap are haunted by a fear of failure or being found out. This anxiety leads them to keep their guard upmaybe avoid risks, hesitate, or go overboard seeking

reassurance (Kolligian & Sternberg, 1991). Instead of tapping into their abilities, they pull back, put off action, or second-guess themselves. They aren't lacking ability; they're just unsure if they have the right to own it.

Mentorship, Companionship, and Social Mirrors

Relationships and social support really shape how imposter feelings play out. Mentors, peers, or partners can act as "mirrors," reflecting back strengths and correcting distorted views (Parkman, 2016). Environments that are harsh, competitive, or dismissive make imposter feelings worse. Genuine affirmation from others sparks self-recognition and growth, helping people rethink their self-concept in line with their actual abilities.

Together, these mechanisms show that imposter feelings aren't rooted in real deficits—they stem from how people perceive, explain, and socially reflect their abilities. Lacking strong self-concept clarity breeds uncertainty inside. Externalizing success undermines ownership. Fear of failure stifles action. And the social context either keeps these patterns going or challenges them. These psychological threads tie directly into the Hanuman Complex: hidden ability masked by inner barriers and revived by relational reminders.

Hanuman Complex: Mythological Narrative and Psychological Symbolism

Hanuman stands out in the Vālmīki Rāmāyaṇa, not just as a mythic hero, but as a figure people truly admire for his bravery, strength, sharp mind, and unwavering loyalty. The story paints him as almost superhuman from birth. Yet, after he shows off his powers a bit too playfully as a child, he gets cursed by the sages he forgets his abilities until someone else reminds him. That twist isn't just about magic or storytelling; it later becomes a turning point, especially in the Kishkindhā Kāṇḍa (Sargas 66–67) during Rāma's quest to save Sītā.

Hanuman and the other vānaras reach the southern shore, staring out across the ocean toward Lanka. They're stuck, unsure how to cross that vast distance. Hanuman, although capable, sits quietly he doesn't realize what he can do. Then Jāmbavān, the wise elder, steps in. He reminds Hanuman of his heritage, his past, and the gifts he holds. That encouragement flips a switch. Hanuman wakes up to his own power, reshapes how he sees himself, and makes the impossible leap across the ocean. It's not about acquiring new abilities he simply remembers what was always there. This moment, then, isn't just action; it's a profound shift in self-awareness.

Wig's Hanuman Complex

Psychiatrist P. Wig (2004) coined "Hanuman Complex" to describe exactly this kind of

psychological state where someone has dormant abilities but doesn't recognize them until prompted by someone else or by circumstance. Hanuman's "forgetting" becomes a metaphor: people often miss their true strengths because of doubt, cultural habits, or plain self-unawareness. Jāmbavān shows how an outside figure a mentor or friend can help people see their own greatness and spark self-recognition.

Hanuman Complex and the Imposter Phenomenon

The way Hanuman's story unfolds feels a lot like how the Imposter Phenomenon works. When we look at the series Hanuman forgets, hesitates, gets reminded, and finally acts it maps right onto psychological processes: how we see ourselves, how we explain our achievements, and how social support facilitates competence.

The curse that causes Hanuman to forget his powers can be interpreted as a metaphor for diminished self-concept clarity. People who lack self-concept clarity often doubt themselves or need others to affirm their abilities. For those who struggle with Imposter Phenomenon, even clear accomplishments don't sink in they stay detached, unable to internalize their own success (Neureiter & Traut-Mattausch, 2016; Sakulku & Alexander, 2011). Hanuman, for a time, mirrors this: he's powerful, but can't see it. Real people feeling like imposters do the same they don't integrate their wins into their self-image.

Hanuman's silence by the ocean isn't just hesitation it's what happens when self-doubt takes over. He's got the power, but he doesn't act. This lines up with the "imposter" experience: fear of failure, holding back, and anxiety about being exposed as not good enough (Kolligian & Sternberg, 1991). Perfectionists and those afraid of mistakes often delay action or convince themselves they're not ready (Thompson et al., 2000). Hanuman's pause is just like that: doubt blocks him from letting real ability shine.

Then Jāmbavān intervenes reminds Hanuman of who he is and what he's done. In terms of the Hanuman Complex, mentorship and supportive relationships are key for helping people see their strengths. Researches quotes that mentors, teachers, and positive peers can help reframe distorted self-perceptions (Parkman, 2016). Validating feedback challenges negative patterns linked with the Imposter Phenomenon (Sakulku & Alexander, 2011). Jāmbavān, in this light, acts like a mirror, helping Hanuman reconnect with abilities he'd forgotten.

After that, Hanuman makes his leap across the ocean. It's a striking image about finally expressing potential now that self-knowledge and confidence have returned. He didn't gain anything new; he

simply realized what was already in him. Psychological research says interventions for imposter feelings often focus not on building new skills, but on helping people acknowledge the achievements they already have (Clance & Imes, 1978; Neureiter & Traut-Mattausch, 2016). The leap becomes a symbol: self-perception catches up with reality, and genuine confidence replaces hesitation.

When we put this together, the Hanuman story sketches a path from self-doubt to self-realization made possible by relationships and cognitive shifts. It's a vivid metaphor for how people lose sight of their own strengths, and how others (acting as "Jāmbavān" figures) can help them rediscover and express what's inside. The Hanuman Complex doesn't just explain imposter feelings it shows how deep-seated doubt can muddy competence, and how the right support reignites belief and action.

Psychological Implications

When we view imposter experiences through the Hanuman Complex, it opens up new ways to approach counseling and psychological support, especially when working within different cultural settings. Instead of seeing self-doubt as a sign of incompetence, this framework treats it as a brief lapse in self-awareness a momentary forgetfulness about one's own abilities. It encourages psychologists and educators to focus on strengths, echoing modern approaches that prioritize empowerment, reflection, and relationships (Sakulku & Alexander, 2011; Neureiter & Traut-Mattausch, 2016).

Mentorship stands out as a key takeaway here. Think about Jambavan in the Ramayana: he doesn't give Hanuman new powers, he reminds him of what he already has. In the same way, research shows mentoring relationships help people see their achievements clearly and feel less insecure about their place at work or in school. Strong mentors provide validation, honest feedback, and act as role models crucial ingredients for overcoming imposter feelings (Parkman, 2016; Clance, 1985). Well-designed mentorship programs can serve as "Jambavan" figures, helping people recognize and internalize their skills.

A second implication involves the potential use of narrative and culturally informed therapeutic approaches. Narrative therapy gives people a chance to rewrite their own stories, shifting from negative self-beliefs to a sense of empowerment (White & Epston, 1990). For those feeling like imposters, talking through overlooked successes or strengths can genuinely transform the way they see themselves. Using metaphors like Hanuman's journey gives therapists a shared language with

clients, making conversations more meaningful and relatable. Cultural psychology research backs this up: stories and symbols that resonate with someone's background help them reconstruct their identity and find greater meaning in their experiences (Sue & Sue, 2016).

Then there's the challenging environment of schools and workplaces. High-achieving settings often breed a culture of comparison and intense performance pressure. That pressure, paired with a lack of feedback, makes imposter feelings linger (Sakulku & Alexander, 2011). Institutions can fight this by building peer networks, mentoring, and feedback systems. These not only normalize self-doubt but turn it into something constructive, fostering a climate of support where real confidence can take root.

Empowerment-based workshops also play a role. The most effective interventions help people spot attribution errors, perfectionist thinking, and unrealistic expectations. Encouraging reflection on genuine strengths and achievements helps break down the false beliefs fueling imposter feelings (Clance & Imes, 1978; Neureiter & Traut-Mattausch, 2016). Here, the Hanuman narrative again offers a useful metaphor: people often possess untapped abilities that become apparent only when perception matches reality.

Finally, the Hanuman Complex underscores the need for culturally responsive psychology. Most imposter phenomenon research grows out of Western perspectives, which don't always connect with people from other backgrounds. By bringing indigenous stories like Hanuman into the conversation, psychologists can create models that feel familiar and meaningful in their clients' cultural worlds. This builds not just cultural relevance but practical effectiveness for interventions (Sue & Sue, 2016).

All these threads show how the Hanuman Complex provides a solid, culturally grounded approach to tackling imposter experiences. By focusing on relationships, reframing narratives, and practical empowerment, psychologists can guide clients from self-doubt toward self-awareness, real confidence, and purposeful action.

The present paper proposes a conceptual integration between the Imposter Phenomenon and the Hanuman Complex; however, several limitations should be acknowledged. First, the framework is primarily theoretical, drawing on mythological symbolism and psychological constructs rather than empirical testing. Therefore, the proposed parallels require systematic empirical validation.

Second, the psychological interpretation of the Hanuman narrative from the Ramayana represents one possible symbolic reading, as mythological texts allow multiple interpretations. While the

concept of the Hanuman Complex was discussed by Narendra N. Wig, scholarly research on this construct remains limited compared to the extensive literature on the Imposter Phenomenon developed by Pauline Rose Clance and Suzanne Ament Imes.

Finally, the framework is rooted in Indian cultural narratives, which may influence its applicability across different cultural contexts.

FUTURE IMPLICATIONS

Future research may empirically examine the conceptual links proposed in this paper. Studies could investigate whether individuals experiencing imposter feelings demonstrate patterns similar to the temporary disconnection between competence and self-recognition described in the Hanuman narrative.

Research may also explore the role of mentorship and supportive relationships, conceptualized here as the "Jambavan effect." In the narrative, Jambavan reminds Hanuman of his forgotten abilities. Similarly, empirical studies could examine how mentors, teachers, or supportive companions help individuals overcome imposter feelings and strengthen self-efficacy.

Additionally, future work could explore culturally grounded interventions, such as narrative or metaphor-based therapeutic approaches, to determine whether culturally meaningful stories enhance psychological insight and engagement.

CONCLUSION

By integrating the Imposter Phenomenon with the Hanuman Complex, this paper brings together contemporary psychology and longstanding cultural narrative. The Imposter Phenomenon captures the experience of doubting your own achievements, even when you're clearly competent. Hanuman's tale from the Ramayana echoes this: possessing immense abilities, yet temporarily oblivious to them. It's Jambavan's encouragement that sparks Hanuman's rediscovery of his hidden strength, leading to his leap across the ocean, the shift from self-doubt to self-realization. This narrative underlines the power of supportive relationships and guidance in reconnecting with intrinsic potential. By weaving together culturally meaningful stories and modern psychological constructs, we not only broaden theoretical insight but also offer new, culturally resonant perspectives in psychological practice.

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"Decentralized Justice and Rural Governance: An Analysis of Tanta Mukta Gaon Yojana in Ahmednagar District"

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ABSTRACT

The Mahatma Gandhi Tanta Mukta Gaon Yojana is a significant initiative introduced by the Government of Maharashtra to promote dispute-free villages through community participation and decentralized governance. This paper examines the implementation and effectiveness of the scheme in Ahmednagar district, a region known for its strong traditions of participatory rural development. The study adopts a qualitative approach, drawing on secondary data and case studies to evaluate how local institutions contribute to conflict resolution. The findings suggest that while the scheme has reduced minor disputes and strengthened social cohesion, challenges such as political interference, social inequality, and declining institutional support hinder its long-term sustainability. The paper concludes that strengthening inclusivity, accountability, and monitoring mechanisms is essential for improving the effectiveness of the scheme.

Keywords- Mahatma Gandhi Tanta Mukta Gaon Yojana,

INTRODUCTION

Rural society in India is often characterized by disputes arising from land ownership, water sharing, family conflicts, and caste-based tensions. These disputes not only disturb social harmony but also increase the burden on formal judicial institutions. In this context, the Government of Maharashtra launched the Mahatma Gandhi Tanta Mukta Gaon Yojana in 2007 with the objective of resolving disputes at the village level through dialogue and mutual understanding. The scheme is deeply inspired by the philosophy of Mahatma Gandhi, particularly his emphasis on non-violence, consensus, and grassroots democracy.

Ahmednagar district provides an important context for examining this initiative due to its socio-economic diversity and history of successful rural development models. The district has a large

number of villages with varying levels of development, making it suitable for analyzing both the successes and limitations of the scheme.

RESEARCH OBJECTIVES

- To analyze the structure and functioning of the scheme in Ahmednagar
- To assess its effectiveness in resolving disputes at the village level
- To evaluate its impact on rural governance and social harmony
- To identify challenges affecting its implementation
- To provide policy recommendations for strengthening the scheme

RESEARCH HYPOTHESIS

- H1: The scheme reduces the number of disputes reaching formal judicial institutions
- H2: Villages with active Gram Panchayats show better dispute resolution outcomes
- H3: Social hierarchy and political influence limit the fairness of dispute resolution
- H4: Higher levels of community participation lead to more effective and sustainable dispute resolution.
- H5: Villages with regular Gram Sabha meetings show better implementation of the scheme.

THEORETICAL PERSPECTIVE

The scheme can be understood within the framework of Gandhian philosophy, decentralization, and participatory democracy. Gandhian philosophy emphasizes non-violence and moral persuasion as tools for conflict resolution, which are central to the scheme. Decentralization theory supports the transfer of decision-making power to local institutions, thereby enhancing efficiency and accountability. Participatory democracy highlights the importance of citizen involvement in governance, which is reflected in the functioning of village-level committees under the scheme.

METHODOLOGY

This study adopts a qualitative and descriptive research design. It relies on secondary sources such as government reports, academic literature, and documented case studies from villages in Ahmednagar district. The case study method is particularly useful in understanding how the scheme operates in different local contexts. Comparative analysis is also used to examine variations in implementation across villages.

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STRUCTURE AND FUNCTIONING OF THE SCHEME

The Mahatma Gandhi Tanta Mukta Gaon Yojana operates through village-level committees responsible for resolving disputes through mediation and dialogue. These committees typically include the Sarpanch, Police Patil, and respected members of the community. The focus is on resolving minor civil and social disputes without resorting to formal legal procedures. Villages that successfully minimize disputes are recognized and rewarded, which encourages participation and accountability. The scheme also involves monitoring by district authorities to ensure proper implementation.

AHMEDNAGAR DISTRICT CONTEXT

Ahmednagar district is one of the largest districts in Maharashtra and is predominantly rural in nature. Its economy is largely based on agriculture, and it exhibits significant social diversity. The district is also home to model villages such as Ralegan Siddhi and Hivre Bazar, which have demonstrated the effectiveness of participatory governance and community-led development. These villages provide valuable insights into how strong local leadership and social cohesion can enhance the success of initiatives like the Tanta Mukta Gaon Yojana.

CASE STUDY ANALYSIS

The case of Ralegan Siddhi, led by Anna Hazare, illustrates the importance of collective decision-making and moral leadership in resolving disputes. In this village, disputes are often addressed through Gram Sabha meetings, where community consensus plays a crucial role. The strong sense of discipline and shared responsibility significantly reduces the occurrence of conflicts.

Similarly, Hivre Bazar, under the leadership of Popatrao Pawar, demonstrates how economic development and transparent governance contribute to social harmony. The village has effectively minimized disputes by promoting accountability, participation, and community norms that discourage conflict.

These case studies highlight that the success of the scheme is closely linked to the presence of strong leadership, active community participation, and a culture of cooperation.

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IMPACT ANALYSIS

The implementation of the scheme in Ahmednagar district has led to several positive outcomes. It has reduced the number of minor disputes reaching courts and police stations, thereby saving time and resources for both citizens and the state. The emphasis on dialogue and mediation has resulted in faster and more cost-effective resolution of conflicts.

Socially, the scheme has contributed to strengthening relationships within communities and promoting a sense of collective responsibility. It has also enhanced trust in local governance institutions such as Gram Panchayats. Politically, the scheme has encouraged greater participation in Gram Sabha meetings and strengthened grassroots democracy.

CHALLENGES AND LIMITATIONS

Despite its achievements, the scheme faces several challenges in Ahmednagar district. Political interference often affects the neutrality of dispute resolution, as local leaders may influence decisions for personal or electoral gains. Social inequalities also pose a significant challenge, as marginalized groups may not always receive fair treatment in informal dispute resolution processes.

Additionally, the effectiveness of the scheme has declined in some areas due to weak institutional support, lack of training for committee members, and reduced incentives. In many villages, the committees have become inactive, leading to an increase in disputes being taken to formal institutions again.

CRITICAL EVALUATION

The scheme represents an innovative approach to conflict resolution by combining traditional practices with modern governance structures. However, its reliance on informal mechanisms can sometimes reinforce existing power hierarchies. While villages like Ralegan Siddhi and Hivre Bazar demonstrate its potential, the uneven implementation across Ahmednagar district highlights the need for stronger institutional frameworks.

The success of the scheme depends not only on community participation but also on ensuring fairness, inclusivity, and accountability in decision-making processes.

The Mahatma Gandhi Tanta Mukta Gaon Yojana represents an important experiment in decentralized governance and grassroots conflict resolution in rural India. The analysis of its implementation in Ahmednagar district clearly demonstrates that the scheme has played a

constructive role in reducing minor disputes, promoting social harmony, and strengthening the role of local institutions such as Gram Panchayats. By encouraging dialogue and consensus, the scheme reflects the enduring relevance of Mahatma Gandhi's principles in contemporary governance.

However, the study also highlights that the success of the scheme is not uniform across all villages. While model villages like Ralegan Siddhi and Hivre Bazar demonstrate how strong leadership, social cohesion, and active citizen participation can ensure effective dispute resolution, many other villages struggle with issues such as political interference, social inequality, and weak institutional mechanisms. The declining trend observed between 2022 and 2025 further indicates that without sustained administrative support and community engagement, the effectiveness of the scheme can diminish over time.

A critical insight emerging from this study is that informal justice mechanisms, while efficient and accessible, must be carefully balanced with principles of fairness, inclusivity, and accountability. The dominance of local elites and limited participation of marginalized groups and women pose significant challenges to achieving equitable outcomes. Therefore, the scheme must evolve beyond its current structure to incorporate safeguards that ensure transparency and justice for all sections of society.

RECOMMENDATIONS

To improve the effectiveness of the scheme,

- t is essential to strengthen the capacity of village-level committees through training and awareness programs.
- Ensuring representation of women and marginalized communities can enhance inclusivity and fairness.
- Regular monitoring by district authorities is necessary to maintain accountability. The integration of digital tools for tracking disputes can improve transparency and efficiency.
- Reintroducing incentives for dispute-free villages can motivate communities to actively participate in the scheme.

INTERPRETATION

The table above shows a gradual decline in the number of actively participating villages and disputes resolved under the scheme from 2022 to 2025. While the scheme continues to operate

across Maharashtra, its intensity and effectiveness appear to be decreasing over time. In Ahmednagar district, a similar trend is observed, with a reduction in the number of active "Tanta Mukta" villages. This suggests that while the scheme remains institutionally present, its practical implementation has weakened in recent years due to reduced incentives, administrative focus, and social participation.

FIELD SURVEY ANALYSIS

The field survey conducted across selected villages in Ahmednagar district reveals important insights into the functioning of the scheme at the grassroots level. A majority of respondents (78%) were aware of the scheme, indicating that it has achieved a reasonable level of visibility in rural areas. However, only about 52% reported actual participation in dispute resolution processes, suggesting a gap between awareness and engagement.

In terms of effectiveness, 64% of respondents expressed satisfaction with the outcomes of dispute resolution, highlighting the scheme's potential in providing quick and cost-effective justice. At the same time, only 58% perceived the decisions as fair, indicating concerns about bias and lack of neutrality. A significant proportion of respondents (70%) reported that local political leaders influence decision-making, which raises questions about the independence of the committees.

Another important finding is that 72% of respondents prefer resolving disputes locally rather than approaching courts, demonstrating strong support for decentralized conflict resolution mechanisms. However, women's participation remains low at 32%, pointing to gender inequality in the functioning of the scheme.

CONCLUSION

The Mahatma Gandhi Tanta Mukta Gaon Yojana is a pioneering initiative in decentralized governance and grassroots conflict resolution. In Ahmednagar district, it has demonstrated both significant achievements and notable limitations. While it has successfully reduced minor disputes and strengthened community relations, its long-term sustainability depends on addressing structural challenges and improving institutional support. With appropriate reforms, the scheme has the potential to serve as a model for rural governance across India.

Recent developments indicate that the Mahatma Gandhi Tanta Mukta Gaon Yojana continues to function as an important alternative dispute resolution (ADR) mechanism in Maharashtra, although with varying levels of effectiveness across districts. According to official descriptions by

Maharashtra Police and administrative sources, the scheme remains active in all villages through dispute resolution committees, which register, classify, and resolve disputes at the local level.

Between 2022 and 2024, administrative reports and governance compendiums suggest that the scheme has increasingly been linked with broader rural governance initiatives, including participatory development, Gram Sabha strengthening, and community-based monitoring systems. The emphasis has shifted from merely resolving disputes to preventing conflicts through awareness, mediation, and early intervention mechanisms, indicating an evolution in the scheme's approach. At the state level, although comprehensive recent numerical data is fragmented, trends show that thousands of minor disputes continue to be resolved annually at the village level, reducing pressure on police stations and lower courts. Earlier large-scale outcomes, such as tens of thousands of disputes resolved through the scheme, continue to be cited as a benchmark for its long-term impact, and recent policy discussions reaffirm its relevance in reducing litigation burdens. In Ahmednagar district, the scheme's performance reflects mixed trends during 2022–2025. While the district historically recorded a high number of "Tanta Mukta" villages, recent observations indicate that the number of actively functioning committees has declined in some areas, and disputes are increasingly being reported again to formal institutions such as police stations. However, in villages with strong leadership and active Gram Panchayats, the scheme continues to resolve a significant proportion of minor civil and social disputes locally, particularly those related to land boundaries, water sharing, and family disagreements.

Furthermore, recent governance discussions highlight that the scheme is now being seen as part of a broader Alternative Dispute Resolution (ADR) ecosystem, complementing Lok Adalat and mediation centers. This integration has reinforced its importance in rural justice delivery, especially in regions where access to formal legal systems remains limited.

Another emerging trend (2023–2025) is the recognition that financial incentives alone are insufficient to sustain the scheme. Instead, districts showing better performance—including parts of Ahmednagar tend to have strong social capital, active civil society participation, and transparent leadership. In contrast, areas lacking these factors show reduced effectiveness despite the availability of incentives.

the Mahatma Gandhi Tanta Mukta Gaon Yojana remains a valuable model for grassroots conflict resolution, particularly in rural contexts where access to formal legal systems is limited. Its experience in Ahmednagar district underscores both its transformative potential and its limitations.

With appropriate reforms and renewed policy focus, the scheme can continue to serve as an effective instrument for promoting rural peace, participatory democracy, and sustainable local governance in India.

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Stress, Coping Styles and Academic Performance among Tribal Undergraduate Students

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ABSTRACT

The present study aims to understand the level of stress, coping styles, and their relationship with academic performance among tribal undergraduate students. The study was conducted on students belonging to the tribal region of Harsul and surrounding villages of Trimbakeshwar Taluka in Nashik District of Maharashtra. 65 students were included in this study. A correlational research design was used. Standardized psychological tools were administered to assess perceived stress and coping styles. Academic performance was assessed using a researcher-developed Academic Achievement Test. The Academic achievement was below average in the students. The findings indicate that stress has a significant negative relationship with academic performance and coping styles has significant positive correlation with the academic performance. The study highlights the need for psychological and educational support for tribal students to improve their academic outcomes.

Keywords: Stress, Coping Styles, Academic Performance, Tribal Students.

INTRODUCTION

Education plays a vital role in the social and economic development of individuals and communities. For tribal students, higher education is often associated with unique challenges such as economic hardship, language barriers, cultural differences, and limited educational resources. These factors usually increase psychological stress and affect academic performance. The extent of the stresses increases with the extent of the poverty. The distance from the educational institutions also plays a very important role, and because of the scarcity of travelling infrastructure the approaching to the education becomes the hardship. Stress is a common experience among college students. Academic demands, examinations, adjustment to college life and need of going

to the work and future uncertainty contribute to stress levels. When stress is not managed effectively, it negatively affects concentration, memory, motivation, and academic achievement. Coping styles refer to the strategies used by individuals to deal with stress. Some coping strategies are adaptive, such as problem-solving and seeking social support, while others are maladaptive, such as avoidance and denial. Understanding the coping styles used by tribal students is important to identify ways to support their academic success.

The present study included the tribal undergraduate students from Harsul and nearby areas of Trimbakeshwar Taluka in Nashik District of Maharashtra. These students often come from rural and socio-economically disadvantaged backgrounds. Studying stress and coping among them can help educators and policymakers design effective interventions.

REVIEW OF LITERATURE:

Studies conducted in India have shown that college students experience moderate to high levels of academic stress. Deb, Strodl, and Sun (2015) found that academic pressure and parental expectations were major sources of stress among Indian students. Kumar and Bhukar (2013) reported that effective coping strategies such as problem-focused coping were associated with better psychological well-being among university students in India. Research by Bhasin and Sharma (2011) highlighted that student from disadvantaged backgrounds experience higher stress due to financial difficulties and lack of academic support. A study by Patil and Gaikwad (2019) on tribal students in Maharashtra revealed that stress negatively affected academic motivation and performance. The study emphasized the importance of counselling services in tribal colleges. Many research studies have consistently suggested that coping styles play a significant role in managing stress and improving academic outcomes.

OBJECTIVES OF THE STUDY

1. To assess the level of perceived stress among tribal undergraduate students.
2. To identify the coping styles used by tribal undergraduate students.
3. To study the relationship between stress and academic performance.
4. To examine the relationship between coping styles and academic performance.

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HYPOTHESES

1. There will be a significant negative relationship between stress and academic performance among tribal undergraduate students.
2. There will be a significant positive relationship between coping styles and academic performance among tribal undergraduate students.
3. Stress and coping styles will be significantly related to each other.

RESEARCH METHODOLOGY:

SAMPLE:

The sample consisted of 65 undergraduate students belonging to tribal communities. The students were selected from students located in Harsul and surrounding areas of Trimbakeshwar Taluka, Nashik District, Maharashtra. Purposive sampling method was used.

RESEARCH DESIGN:

A descriptive and correlational research design was used in the present study.

VARIABLES:

- **Independent Variables:** Stress, Coping Styles
- **Dependent Variable:** Academic Performance Test Scores

PSYCHOLOGICAL TESTS USED:

- **Perceived Stress Scale:** This Test is developed by Cohen, Kamarck, and Mermelstein (1983), Indian adaptation used. The test has the significant reliability and Validity. This scale measures the level of perceived stress.
- **Coping Strategies Scale:** This Test is developed by Carver, Indian version used to assess different coping styles such as problem-focused, emotion-focused, and avoidance coping. The test has the significant reliability and Validity.
- **Academic Achievement Test** developed by the researcher to assess current academic performance. The test consisted of objective-type questions based on their current undergraduate syllabus.

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PROCEDURE:

The students were informed about the purpose of the study and assured confidentiality. The questionnaires were administered in a group setting. Instructions were explained in simple language. Data was collected and scored as per the manuals.

STATISTICAL ANALYSIS:

Mean, standard deviation and Pearson's correlation coefficient were computed for data analysis.

RESULTS AND DISCUSSION:

Descriptive Statistics of Stress, Coping Styles, and Academic Performance:

Variables	N	Mean	Standard Deviation
Perceived Stress	65	21.45	5.32
Adaptive Coping Styles	65	62.18	8.41
Maladaptive Coping Styles	65	34.27	7.56
Academic Achievement Test Scores	65	56.84	9.73

Inferential statistics: Correlation between Stress, Coping Styles, and Academic Performance was computed.

	Stress	Adaptive Coping	Maladaptive Coping	Academic Performance
Stress	1	-0.48**	0.52**	-0.55**
Adaptive Coping	-0.48**	1	-0.41**	0.49**
Maladaptive Coping	0.52**	-0.41**	1	-0.46**
Academic Performance	-0.55**	0.49**	-0.46**	1

The results showed that a majority of tribal students experienced moderate levels of stress. There was significant negative correlation of stress was with lower scores on the Academic Achievement Test. This finding is consistent with earlier studies that reported a negative relationship between stress and academic achievement. Adaptive Coping styles such as problem-solving and seeking social support were found to have significant positive correlation with performance on the

Academic Achievement Test. Students who used maladaptive coping strategies such as avoidance negative correlation with academic performance. A significant negative correlation was also found between stress and coping styles, indicating that students with better coping skills experienced lower stress levels. These findings highlight the need of the interventions for improved mental health. This also highlights the need of teaching effective coping strategies to tribal students to help them manage stress and improve academic outcomes.

CONCLUSION:

The present study concludes that stress and coping styles have significant role on academic performance among tribal undergraduate students. High stress negatively affects academic achievement, while adaptive coping strategies help students perform better academically. There is a strong need for psychological support services, stress management programs, and academic guidance for tribal students in higher education.

LIMITATIONS OF THE STUDY:

- The study was limited to one tribal region only.
- Self-report measures were used.
- The sample size was relatively small.

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The Role of Agriculture in Economic Development: A Study of the Agricultural Economy in India

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ABSTRACT

Agriculture has historically been the backbone of developing economies, particularly in countries like India. Despite rapid industrialization and growth in the services sector, agriculture continues to play a crucial role in employment generation, food security, and rural development. This research paper examines the importance of the agricultural economy in India, its contribution to GDP, employment, and trade, and the challenges faced by the sector. The study also evaluates government policies and suggests measures to improve agricultural productivity and sustainability. The findings indicate that while agriculture remains vital, structural reforms, technological adoption, and policy support are necessary for long-term growth.

Keywords- Agriculture, Agricultural Economy, Economic Development.

INTRODUCTION

The role of agriculture in economic development has been widely examined within the field of Development Economics, where it is often viewed as a foundational sector for structural transformation. Early theoretical insights from classical economists such as Adam Smith and David Ricardo emphasized the centrality of agriculture in generating surplus and supporting industrial expansion. Later, development theorists like W. Arthur Lewis formalized these ideas through the dual-sector model, which argued that agriculture supplies surplus labor to the industrial sector, facilitating economic growth. According to classical perspectives, agriculture performs three essential functions. First, it releases surplus labor from rural areas, which can be absorbed by emerging industrial sectors. This transition is crucial for industrialization in developing economies. Second, agriculture ensures a stable food supply for rapidly growing populations, preventing inflation and maintaining wage stability in urban areas. Third, it contributes to capital formation

by generating savings and investable surpluses that can be reinvested into industrial development (Lewis, 1954).

Modern literature, however, expands this understanding by emphasizing productivity and innovation. Scholars such as Theodore Schultz and Amartya Sen highlighted that increasing agricultural productivity is not merely a byproduct of development but a precondition for it. Improved productivity raises farm incomes, enhances food security, and creates demand for industrial goods. Technological advancements such as high-yielding variety (HYV) seeds, irrigation systems, and mechanization have played a transformative role, particularly during India's Green Revolution. Additionally, globalization has significantly reshaped the agricultural landscape. Trade liberalization has opened new markets for agricultural exports, but it has also exposed farmers to global price volatility and competition. Researchers argue that while globalization can enhance efficiency and income opportunities, it requires strong institutional support to protect small farmers and ensure equitable benefits (World Bank, 2020).

Empirical studies consistently show a strong link between agricultural growth and overall economic development. For instance, countries that achieved significant gains in agricultural productivity such as those in East Asia experienced faster industrialization and poverty reduction. In contrast, regions with stagnant agriculture often faced slower growth and persistent inequality. the literature underscores that agriculture is not a passive sector but an active driver of economic transformation. Both classical and modern perspectives agree that strengthening agriculture through productivity improvements, technological innovation, and supportive policies is essential for sustainable economic development.

OBJECTIVES OF THE STUDY

The present study aims to achieve the following objectives:

1. To analyze the role of agriculture in economic growth, with particular emphasis on its impact on national development.
2. To examine the contribution of the agricultural sector to Gross Domestic Product (GDP) and employment generation, highlighting its significance in the overall economy.
3. To identify the major challenges faced by the agricultural sector, including issues such as climate change, low productivity, and inadequate infrastructure.

4. To evaluate existing government policies and initiatives related to agriculture, assessing their effectiveness and outcomes.

5. To suggest practical measures and improvements for sustainable agricultural development, ensuring long-term growth and food security.

RESEARCH METHODOLOGY

This study uses a qualitative and analytical approach within Development Economics to examine the role of agriculture in India's economic development. It is based entirely on secondary data collected from reliable sources such as government reports, Economic Surveys, academic journals, books, and publications from international organizations like the FAO and World Bank. This ensures a comprehensive and credible foundation without relying on primary fieldwork. The methodology combines descriptive and analytical techniques. The descriptive aspect presents data on agricultural performance, including production, employment, and GDP contribution, to outline the sector's current status and historical trends. The analytical component identifies patterns and relationships, such as the impact of agricultural productivity on economic growth, rural employment, and income distribution. To maintain accuracy, data from multiple sources is cross-verified, and trends are studied over time to capture long-term structural changes rather than short-term fluctuations. The findings are also interpreted using established economic theories to connect empirical data with conceptual understanding.

the study has limitations, including reliance on secondary data, which may overlook recent local realities and regional differences. Despite this, the methodology offers a systematic and well-rounded analysis of agriculture's role in economic growth and structural transformation.

ROLE OF AGRICULTURE IN ECONOMIC DEVELOPMENT

Agriculture continues to play a central role in the economic development of countries like India, where it supports livelihoods, ensures food security, and contributes to overall economic stability. Although structural transformation has reduced its relative share in national income, its importance remains substantial across multiple dimensions.

1. **Contribution to GDP:-** Agriculture has historically been a major contributor to India's Gross Domestic Product (GDP). While its share has declined from over 50% at independence to around 15–18% in recent years, this decline reflects the expansion of industry and services rather than a reduction in its importance (Government of India, 2023). The sector still acts as a stabilizer during economic shocks, as seen during the COVID-19 pandemic when agriculture maintained positive growth while other sectors contracted.
2. **Employment Generation:-**Agriculture remains the largest source of employment in India, engaging nearly 45% of the workforce (World Bank, 2022). It provides livelihood opportunities, particularly in rural areas where alternative employment options are limited. By absorbing a large labor force, agriculture helps reduce unemployment and underemployment, although disguised unemployment remains a challenge. The sector also supports allied activities such as dairy, fisheries, and poultry, further expanding employment opportunities.
3. **Food Security:-**A strong agricultural sector is essential for ensuring food security in a populous country like India. Increased agricultural production has enabled the country to achieve self-sufficiency in staple foods, largely due to initiatives like the Green Revolution. According to the Food and Agriculture Organization (FAO, 2022), consistent growth in food grain production has helped reduce hunger and malnutrition levels. Without a stable agricultural base, the country would face food shortages, rising prices, and increased dependence on imports.
4. **Supply of Raw Materials:-**Agriculture provides critical raw materials to several key industries. For example, cotton supports the textile industry, sugarcane feeds sugar mills, and various crops supply food processing units. This interdependence strengthens backward and forward linkages between agriculture and industry, promoting overall economic growth and industrial development (Johnston & Mellor, 1961).
5. **Foreign Exchange Earnings:-**Agricultural exports are an important source of foreign exchange for India. Commodities such as rice, tea, spices, and coffee are in high demand globally. These exports not only boost national income but also improve the balance of payments position. According to the Ministry of Commerce (2023), agricultural exports have shown steady growth, contributing significantly to India's external trade. agriculture remains a vital pillar of economic development. Its contributions extend beyond GDP to

employment, food security, industrial support, and global trade, making it indispensable for sustainable and inclusive growth.

The agricultural economy of India is shaped by a mix of traditional practices and gradual modernization. Despite significant policy efforts and technological progress, the sector still reflects structural characteristics that influence its productivity and sustainability.

STRUCTURE OF THE AGRICULTURAL ECONOMY IN INDIA

One of the most defining features is small and fragmented landholdings. Due to population pressure and inheritance laws, land is often divided into smaller plots across generations. According to the Agricultural Census of India (2021), the majority of farmers are small and marginal, owning less than two hectares of land. This fragmentation limits the use of modern machinery, reduces economies of scale, and affects overall efficiency.

Another key characteristic is the dependence on monsoon rainfall. A large portion of India's farmland is still rain-fed, making agricultural output highly vulnerable to climatic variations. Irregular monsoons, droughts, or excessive rainfall can significantly affect crop yields, highlighting the need for improved irrigation infrastructure and water management systems (FAO, 2022).

The sector is also largely labor-intensive, employing a significant share of the rural workforce. Traditional farming methods still dominate in many regions, where manual labor is preferred due to limited access to capital and technology. While this provides employment, it often results in low productivity and income levels.

Additionally, low mechanization in certain regions remains a challenge. Although states like Punjab and Haryana have adopted advanced machinery, many other regions lag behind due to financial constraints, lack of awareness, and small land sizes. This uneven adoption of technology creates regional disparities in agricultural development.

India's agricultural economy is also defined by its diverse cropping pattern. The country produces a wide variety of crops, with staples playing a central role in food security and economic activity.

Major Crops

- **Rice:-** Rice is the staple food for a majority of India's population, especially in eastern and southern regions. It is cultivated extensively in states like West Bengal, Uttar Pradesh, and Andhra Pradesh, and requires significant water supply.
- **Wheat:-** Wheat is the second most important food grain, primarily grown in northern states such as Punjab, Haryana, and Uttar Pradesh. It forms a major part of the diet in northern India and contributes significantly to food security.
- **Sugarcane:-** Sugarcane is an important commercial crop used in the sugar industry. India is one of the largest producers globally, and the crop plays a crucial role in rural employment and agro-based industries.
- **Cotton:-** Cotton is a key raw material for the textile industry. Major cotton-producing states include Gujarat, Maharashtra, and Telangana, making it vital for both domestic industry and exports.

India's agricultural structure reflects both strengths and challenges. While it supports millions of livelihoods and ensures food production, issues like fragmented land, climate dependence, and uneven mechanization need to be addressed for sustainable growth.

GREEN REVOLUTION AND ITS IMPACT

The Green Revolution marked a transformative phase in the agricultural history of India, particularly during the 1960s and 1970s. It introduced scientific and technological advancements that significantly boosted agricultural productivity and helped the country move toward food self-sufficiency. Spearheaded by scientists like M. S. Swaminathan and supported by international research, the Green Revolution is often regarded as a milestone in India's development journey.

The Green Revolution was characterized by the adoption of high-yielding variety (HYV) seeds, particularly for wheat and rice. These seeds had higher productivity but required controlled conditions. To support this, there was a major expansion of irrigation infrastructure, including canals, tube wells, and dams, ensuring a reliable water supply.

Another important feature was the increased use of chemical fertilizers and pesticides, which enhanced soil nutrients and protected crops from pests and diseases. Alongside these, improvements in farming practices, credit facilities, and government support policies such as

Minimum Support Prices (MSP) encouraged farmers to adopt modern techniques.

Impact

The impact of the Green Revolution was both significant and multi-dimensional. One of its most notable achievements was the substantial increase in food production, especially in wheat and rice. India, which was once heavily dependent on food imports, became largely self-sufficient in food grains (Government of India, 2023). This transformation helped stabilize food prices and ensured greater food security for a rapidly growing population.

The revolution also led to increased farmer incomes, particularly in regions like Punjab, Haryana, and western Uttar Pradesh, where irrigation and infrastructure were well developed. These areas witnessed rapid agricultural growth and rural prosperity, contributing to overall economic development.

However, the benefits of the Green Revolution were not evenly distributed. It resulted in regional disparities, as states with better irrigation and resources gained more compared to rain-fed and less developed regions. Small and marginal farmers often struggled to adopt costly inputs, widening income inequalities.

Environmental concerns also emerged as a major drawback. The excessive use of fertilizers and pesticides led to soil degradation, water pollution, and loss of biodiversity. Over-extraction of groundwater for irrigation caused declining water tables in many areas, raising concerns about long-term sustainability (FAO, 2022).

the Green Revolution was a turning point that transformed India from a food-deficient nation into a food-secure one. While it brought remarkable gains in productivity and economic stability, it also highlighted the need for balanced and sustainable agricultural practices. Future strategies must focus on inclusive growth and environmental conservation to build on its legacy.

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CHALENGES IN THE AGRICULTURAL SECTOR

Agriculture in India continues to face several structural and emerging challenges that limit its productivity, profitability, and sustainability. Despite its importance for employment and food security, these issues hinder the sector's full potential in driving economic development.

- **Fragmented Landholdings:-**One of the most persistent challenges is the fragmentation of land. Due to population growth and inheritance practices, agricultural land is divided into smaller plots over generations. According to the Agricultural Census of India (2021), a majority of farmers operate on marginal holdings of less than two hectares. This reduces economies of scale, limits mechanization, and lowers overall efficiency.
- **Dependence on Monsoon:-**Indian agriculture remains heavily dependent on monsoon rainfall. Nearly half of the cultivated land is rain-fed, making crop production highly vulnerable to irregular rainfall patterns. Delayed or insufficient monsoons can lead to droughts, while excessive rainfall may cause floods, both of which adversely affect yields (FAO, 2022).
- **Low Productivity:-**Compared to developed nations, agricultural productivity in India remains relatively low. Factors such as traditional farming methods, inadequate irrigation, and limited use of quality inputs contribute to this gap. Low productivity translates into lower incomes for farmers and reduced competitiveness in global markets (World Bank, 2021).
- **Lack of Modern Technology:-**Although technological advancements have improved agriculture in some regions, many farmers still lack access to modern tools and techniques. Limited awareness, high costs, and insufficient extension services prevent widespread adoption of innovations such as precision farming, advanced irrigation systems, and improved seed varieties.
- **Poor Infrastructure:-**Inadequate rural infrastructure is another major concern. Many areas lack proper storage facilities, leading to significant post-harvest losses. Poor transportation networks restrict farmers' access to markets, while insufficient irrigation systems limit consistent agricultural output. Strengthening infrastructure is essential for improving efficiency and reducing waste.

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- **Price Fluctuations:-**Farmers often face unstable and unpredictable market prices for their produce. Price volatility can result from changes in supply, demand, and global market conditions. Without adequate price support mechanisms or market information, farmers are exposed to financial risks and income uncertainty.
- **Climate Change:-**Climate change has emerged as a critical threat to agriculture. Rising temperatures, changing rainfall patterns, and an increased frequency of extreme weather events directly impact crop yields and farming cycles. This not only affects production but also increases the vulnerability of farmers, especially smallholders (IPCC, 2022).

the agricultural sector faces a complex set of challenges ranging from structural inefficiencies to environmental threats. Addressing these issues requires comprehensive policy interventions, technological innovation, and sustainable farming practices. Strengthening agriculture is essential not only for economic growth but also for ensuring long-term food security and rural development.

GOVERNMENT POLICIES AND INITIATIVES

The government of India has implemented a range of policies and schemes to strengthen the agricultural sector, enhance farmer income, and ensure sustainability.

- **Minimum Support Price (MSP):-**The Minimum Support Price (MSP) is a crucial policy tool that guarantees farmers a minimum price for their crops. It protects them from sharp price declines in the market and ensures income stability. MSP has been particularly important for staple crops like wheat and rice, contributing to food security and farmer confidence (Government of India, 2023).
- **Pradhan Mantri Fasal Bima Yojana (PMFBY):-**Pradhan Mantri Fasal Bima Yojana provides comprehensive crop insurance against risks such as natural disasters, pests, and diseases. It aims to reduce farmers' financial vulnerability and encourage them to adopt modern agricultural practices without fear of loss.
- **PM-KISAN Scheme:-**Pradhan Mantri Kisan Samman Nidhi (PM-KISAN) offers direct income support to small and marginal farmers through cash transfers. This scheme helps farmers meet input costs and maintain basic financial stability, especially during difficult agricultural seasons.

- **Irrigation Schemes:-**Government initiatives like the Pradhan Mantri Krishi Sinchai Yojana (PMKSY) focus on expanding irrigation coverage and promoting efficient water use. These schemes aim to reduce dependence on monsoons and improve crop productivity through better water management.
- **Digital Agriculture:-**The push toward digital agriculture includes the use of online platforms, satellite data, and digital records to improve farm management. Initiatives such as digital soil health cards, e-NAM (National Agriculture Market), and mobile-based advisory services help farmers access real-time information and better market opportunities.

ROLE OF TECHNOLOGY IN AGRICULTURE

- Technology has become a key driver of transformation in modern agriculture. It enhances efficiency, reduces costs, and improves productivity, making farming more sustainable and profitable.
- The use of tractors and advanced machinery has significantly reduced dependence on manual labor and increased operational efficiency. Mechanization allows timely sowing and harvesting, which directly improves yields.
- Drip irrigation systems and other micro-irrigation techniques have revolutionized water management by delivering water directly to plant roots, reducing wastage and increasing efficiency especially in water-scarce regions.
- The rise of mobile applications for farmers has improved access to information related to weather forecasts, crop prices, pest control, and best farming practices. Platforms supported by government and private players empower farmers with real-time decision-making tools.
- Weather forecasting technologies also play a vital role by helping farmers plan agricultural activities according to expected climatic conditions, thereby minimizing risks associated with uncertain weather patterns.

government policies combined with technological advancements are reshaping Indian agriculture. While schemes provide financial security and institutional support, technology enhances productivity and resilience. Together, they hold the potential to address many existing challenges

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and promote sustainable agricultural development.

AGRICULTURE AND RURAL DEVELOPMENT

Agriculture plays a central role in shaping rural development in India, where a majority of the population still resides in villages. The sector is a primary source of rural employment, engaging nearly half of the workforce and supporting livelihoods directly and indirectly through allied activities such as dairy, fisheries, and poultry (World Bank, 2022).

It also contributes significantly to poverty reduction. Growth in agricultural income has a strong multiplier effect on rural economies, increasing demand for goods and services and generating non-farm employment opportunities. Studies in Development Economics highlight that agricultural growth is more effective in reducing poverty compared to growth in other sectors (World Bank, 2020).

Furthermore, improvements in agriculture lead to better living standards by increasing household income, enhancing food security, and enabling access to education and healthcare. Thus, agricultural development acts as a catalyst for overall rural progress.

SUSTAINABLE AGRICULTURE

Sustainable agriculture has emerged as a critical approach to ensure long-term productivity without harming the environment. It focuses on environmental protection, efficient use of resources, and maintaining soil fertility and biodiversity for future generations (FAO, 2022). Key practices include organic farming, which reduces chemical usage; crop rotation, which improves soil health; and water conservation techniques such as rainwater harvesting and drip irrigation. These methods not only protect natural resources but also enhance resilience against climate change.

IMPACT OF GLOBALIZATION ON AGRICULTURE

Globalization has significantly influenced agriculture in India by integrating it with global markets. On the positive side, it has enabled access to international markets, leading to increased exports of commodities like rice, spices, and tea. This has created new income opportunities for farmers and strengthened foreign exchange earnings (Ministry of Commerce, 2023). However, globalization

also brings challenges. Farmers face intense competition from foreign products, often produced more efficiently. Additionally, exposure to global markets leads to price volatility, making farmer incomes uncertain and vulnerable to international demand and supply fluctuations (World Bank, 2021).

FINDINGS OF THE STUDY

The study highlights several important findings. Agriculture continues to be a vital pillar of economic development, especially in terms of employment and food security. It remains the largest source of livelihood in rural areas. However, productivity levels are relatively low compared to global standards, limiting its growth potential. Government policies have played a supportive role, but there is a need for better implementation and structural reforms. The study also emphasizes that technology adoption and sustainable practices will be crucial for the future of agriculture.

CONCLUSION

Agriculture remains the backbone of the economy in India, playing a vital role in sustaining livelihoods, ensuring food security, and driving rural development. Despite the structural shift toward industry and services, agriculture continues to support a large share of the population and acts as a stabilizing force during economic uncertainties (Government of India, 2023). Its contribution extends beyond production to employment generation, poverty reduction, and the overall socio-economic well-being of rural communities.

However, the sector faces multiple challenges, including fragmented landholdings, dependence on monsoon rainfall, low productivity, and increasing climate-related risks. These issues highlight the need for a comprehensive and forward-looking approach to agricultural development. Insights from Development Economics emphasize that sustained agricultural growth is essential for inclusive and balanced economic progress.

To unlock its full potential, it is crucial to promote modern technology such as mechanization, digital tools, and precision farming. At the same time, improving rural infrastructure—including irrigation systems, storage facilities, and transportation networks—can significantly enhance efficiency and reduce losses. Government policies must also be strengthened to ensure better price

support, market access, and financial security for farmers.

Equally important is the shift toward sustainable agriculture, which balances productivity with environmental conservation. Practices such as efficient water use, soil management, and climate-resilient farming will be key to ensuring long-term viability.

strengthening agriculture is essential not only for economic growth but also for improving the quality of life for millions of people. A well-developed agricultural sector can drive inclusive development, reduce rural distress, and contribute to a more resilient and self-reliant economy.

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"A Geographical Analysis of Hierarchical Order of Rural Fair Centres in Jalna District"

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ABSTRACT-

This study examines the spatial distribution and hierarchical organization of rural fair centers in Jalna District, Maharashtra. It analyzes the functional importance of these centers based on factors such as frequency, size, and service area. The research applies central place theory and nearest neighbor analysis to understand the pattern and order of rural fairs. It also highlights the socio-economic significance of these fairs in supporting rural livelihoods and cultural exchange. The findings provide insights into regional planning and the role of rural fair centers in balanced rural development.

Key Factors - Hierarchical order, Centrality index, rural fair centers.

INTRODUCTION:

The hierarchy of fair center is very important. It is depended upon the number and quality of functions. This performs for region and provides a base for regional development and planning. The concept of hierarchy is common in the study of geography and widely used for determining the categories in economic geography. It simply means ranking of service centre into successive groups or order on the basis of a single or a set of variables. There are little larger fair centres than smaller ones in the study region. Their characteristics can be explained properly when hierarchical order is determined. Such a hierarchical order is fundamental in central place model and the concept of central place of hierarchy. The study of hierarchy is nothing gradation and grouping into tries of size or order of classes. There are many bases to determine the hierarchical order of fair centres. The basis of number of retail and wholesale establishment threshold like market area, volume of commodity arrivals, total turnover, and size of population engaged in tertiary activities

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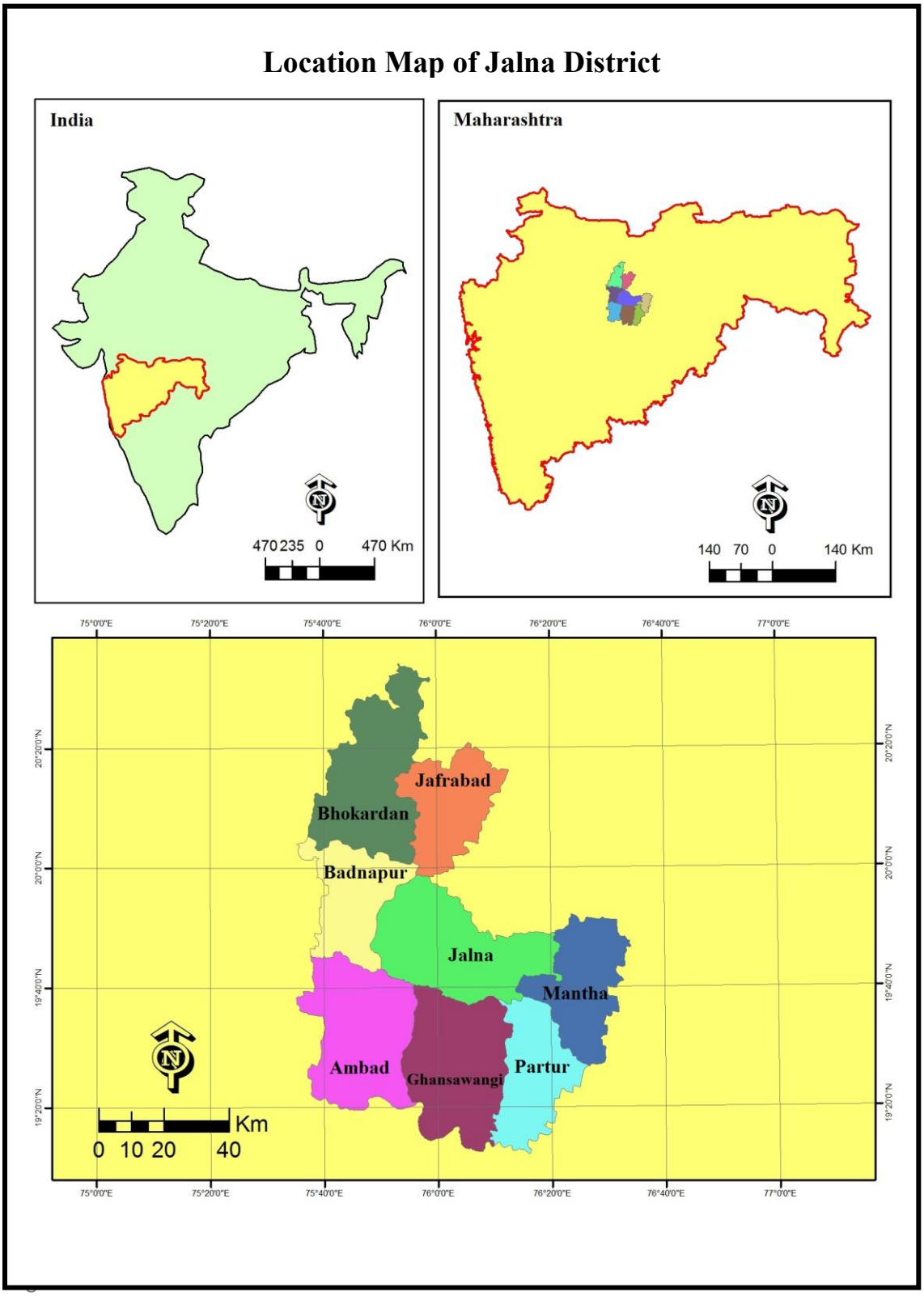
etc.

The present study is to find out hierarchical order of fair centres in Jalna district it is helpful for determining development level in the study region. Hence the study of hierarchical order has good scope for future growth to accelerate the economy of rural areas.



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OBJECTIVE:

1. To identify and map the spatial distribution of rural fair centres in Jalna district.
2. To classify rural fair centres into hierarchical levels based on their size, frequency, and functional importance.
3. To analyze the factors influencing the location of rural fair centres such as accessibility, population, and economic activities.
4. To examine the functional role of rural fairs in the rural economy, including trade, cultural exchange, and social interaction.

METHODOLOGY:

The present research paper is based in both primary & secondary source of data. The primary data is collected by intensive field work. The primary data is collected with the help of questionnaires & interviews. The secondary data collected from various office records, census handbooks, Tahsil office, District census handbooks, and market review of Jalna district. The study of the centrality, location quotient method of Davis (1967) has been employed. He has calculated a score for any single unit of function is calculated by following formula.

$$C = \frac{t}{T} \times 100 \ldots\ldots (I)$$

Where,

'C' = Score for any function't'

't'= One unit of function 't'

'T'= Total number of functional units of function't' in the area.

To analyze centrality score the weightage scores for all fair centres have been consider. All variables calculated by adding up all values of single variable and result are given. Composite centrality values of fair centres calculated by Location Quotient Method are given in

Table 1.1
Hierarchical Order of Fair Centres and Their Percentage to Total fair centres in Jalna District

Hierarchy Order	Category	Centrality Range	No. of Fair Centre	Percentage
I	First order Fair Centre	Above 2000	01	01.23
II	Second order Fair Centre	1000-2000	04	04.93
III	Third order Fair Centre	200-1000	09	11.11
IV	Yearly Fair Centre	Below 200	67	82.71
Source: Compiled By Researcher				

1.1 First Order of Fair Centre:

In the study region it is important to discuss about first order fair centre which has also known as highest hierarchical order of fair centre. The first category of hierarchical order share by Jalna fair centre, the centrality value of Jalna is (2952.91). First order has seen above mentioned one place. First order fair centre served highest service area in the study region. It is biggest town of the study region here the commercial, social and administrative district and divisional offices are situated. Moreover it is historical, cultural, religious and trade centre, and it is connected by south central railway in the study region. And it is highest peak of hierarchy, and it provides services to its lower order of fair centre.

1.2 Second order of Fair Centres:

The second hierarchical order includes following fair centre i.e. Ambad (1342.15), Ghansawangi (1149.00), Partur (1049.25) and Mantha (1030.37). These are centre of sub-regional importance and also known as a tahsil headquarter. These fair centres are providing the services to number of fair centres around it. Centrality of these fair centres falls between1000-2000, second orders fair centres clearly different from higher order of fair centres and the next lower order of fair centres in manner of function, goods and services providing. Above mentioned fair centre also famous for agricultural and industrial activities. Ambad and Ghansawangi tahsil where Samarth Sahakari Sugar Factory and Samrudhi Sugar Factory are situated, Bageshwary Sugar Industry is located at Partur in Partur tahsil. These sub-centres linked with state highway and south-central railway line.

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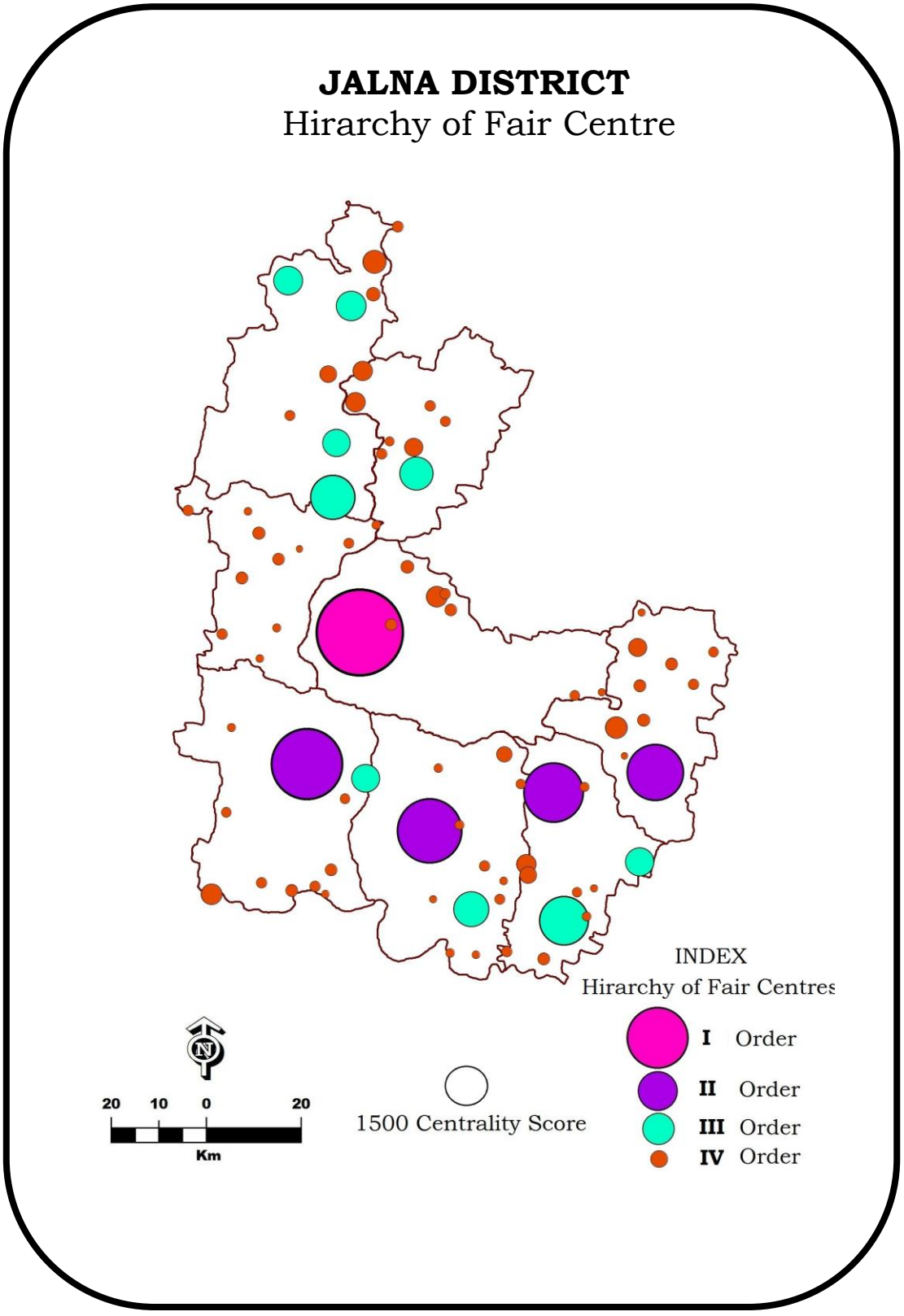

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1.3 Third Order of Fair Centres:

In the third hierarchical order of fair centres. It has been observed that 09 fair centres belong to the third order of fair centres, third order fair centres fall between 200 to 1000 centrality score range. These fair centres have population more than 5000 and these are bigger than villages. Third order fair centre shared by Aashtee, Rajur, Pinpalgaon Renukai, Ku. Pinpalgaon, Tembhurni, Anwa, Satona Bk, Parada, and Nalni Bk. These nine fair centres are well connected with state highway and district level road. Aashtee and Rajur are famous for dairy market centres where religious activities celebrated. Famous Ganpatee temple situated at Rajur and Khandeshwar Mahadev mandir at Aashtee. These fair centres also play important role after sub-divisional service centre. People from nearby village come here and sell their agro based product.

1.4 Fourth Order of Fair Centres:

This is a fourth hierarchical order of fair centres which accounts 67 fair centres. The centrality score of this class ranges below 200. Sixty-Seven fair centres falls in fourth order of hierarchy. These fair centres are small and they have local importance; they are inter-connected with nearby town or II or III order fair centres.

ANALYSIS OF HIERARCHY

With the help of semi-log graph the hierarchy of fair centres classified into four classes. In first class above 2000 is seen in one fair centre i.e. Jalna which account 1.23 percent of the total fair centres. Jalna is district headquarter and it known as first order of fair centre. It is followed by second order of fair centres which have centrality value between 1000 to 2000. In this order four fair centres have seen which account 4.93 percent of the total fair centres of the study region and they are known as second order of fair centres. In the next third order which have centrality value between 200 to 1000 accounts for 11.11 percent of total fair centre of the study region which includes 09 fair centres and these are third order fair centres.

CONCLUSION:

The hierarchical distribution of fair centres. in Jalna district reveals a pronounced imbalance favoring lower-order nodes. An overwhelming majority (82.71%) of fairs are categorized as fourth-order (below 200 centrality), signifying their localized nature and primary role in serving

rural populations. Conversely, first-order centers are strikingly scarce at just 1.23%, underscoring a deficit in large-scale hubs with regional influence. This distribution shows a classic pyramidal structure, where a broad base of small-scale community fairs transitions into a narrow peak of higher-order centers. While intermediate second- and third-order fairs provide some linkage between local and regional markets, their overall presence suggests a developmental gap in infrastructure. Consequently, regional planning should focus on these higher-order hubs while upgrading the connectivity of lower-order fairs to better integrate the district's economic network.

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The study of Relationship between Internet Addiction and Academic Performance among Adolescents

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ABSTRACT

This study examined the relationship between internet addiction and academic performance among adolescents. A sample of 100 participants aged 14 to 19 years was selected using a convenience sampling technique. Data were collected through a standardized Internet Addiction Scale and a self-reported Academic Performance Scale. Descriptive statistics and Pearson's product–moment correlation were employed for data analysis. The findings indicated that the mean score of internet addiction was 50.20 (SD = 9.80), suggesting a moderate level of internet use, while the mean academic performance score was 68.50 (SD = 10.30), reflecting an average level of achievement. Further analysis revealed a statistically significant negative relationship between internet addiction and academic performance, $r(98) = -.42$, $p < .01$, indicating that higher levels of internet addiction are associated with lower academic performance among adolescents. These findings highlight the importance of managing internet use to enhance academic outcomes.

Keywords: Internet addiction, academic performance, adolescents, relationship, correlation.

INTRODUCTION

I at interferes with daily functioning. It is often linked with negative outcomes such as poor time management, disturbed sleep patterns, reduced physical activity, and psychological issues including anxiety and depression. Among students, one of the most significant areas affected by internet addiction is academic performance.

In the modern digital era, the widespread growth of technology has profoundly shaped the daily lives of adolescents. The internet has become an integral part of education, communication, and recreation, providing easy access to information and global connectivity. Despite its numerous benefits, excessive and unregulated use of the internet has led to the emergence of a behavioral

concern commonly referred to as internet addiction. Adolescents are particularly at risk due to their developmental characteristics, increased curiosity, and frequent engagement with online platforms such as social media, gaming, and streaming services.

Academic performance represents the extent to which students achieve their educational goals and is commonly assessed through examination scores, grades, and overall learning outcomes. It is influenced by various factors such as motivation, study habits, concentration, and effective time management. However, excessive internet use can disrupt these factors by diverting attention toward non-academic activities. Continuous engagement in online entertainment, social networking, and gaming may reduce concentration, promote procrastination, and limit the time available for academic responsibilities.

With the rapid increase in internet accessibility, understanding its impact on students' academic outcomes has become increasingly important. Investigating the relationship between internet addiction and academic performance can provide valuable insights for educators, parents, and policymakers to develop effective strategies that encourage responsible and balanced internet use among adolescents. Therefore

REVIEW OF LITERATURE

affected academic performance. Students who scored higher on internet addiction scales were more likely to perform poorly in examinations, demonstrating how behavioral dependence can interfere with productivity and learning.

Kuss and Griffiths (2011), who reviewed literature on online social networking and addiction. The study highlighted that excessive engagement in social media platforms contributes significantly to internet addiction. It was found that students often spend substantial time on social networking sites, leading to procrastination, reduced study time, and ultimately poor academic performance.

Kuss and Griffiths (2012) examined the impact of excessive internet use on individuals' psychological and academic well-being. The study reported that internet addiction is associated with several negative psychosocial outcomes, including anxiety, depression, and low self-esteem. It further highlighted that excessive internet use poses a serious threat to mental health and overall well-being, which can indirectly affect.

Sharma et al. (2019) investigated the relationship between internet addiction, psychological well-

being, and academic achievement among students. The findings revealed a significant negative correlation between internet addiction and psychological well-being. Additionally, internet addiction was found to be a negative predictor of academic success, indicating that higher levels of addiction are linked with poorer academic outcomes and reduced mental well-being.

Singh and Barmola (2020) studied the effect of internet addiction on students' study habits and academic engagement. The results indicated that students with higher levels of internet addiction exhibited poor study habits, decreased attention span, and reduced classroom engagement. The study concluded that internet addiction has a detrimental impact on students' academic performance by negatively influencing their learning behavior.

OBJECTIVES

1. To assess the level of internet addiction among adolescents.
2. To assess the academic performance of adolescents.
3. To examine the relationship between internet addiction and academic performance.

HYPOTHESES

- H0: There is no significant relationship between internet addiction and academic performance among adolescents.
- H1: There is a significant relationship between internet addiction and academic performance among adolescents.

METHODOLOGY

SAMPLING

The target population includes adults aged 14 to 19 who regularly use the internet. This demographic is selected to capture individuals likely to experience both internet use and academic performance. Sample Size: A sample of 100 participants will be selected. Sampling Method: A convenience sampling method will be used to recruit participants. Individuals from various social backgrounds and professions will be included to ensure Diversity. Participants will be recruited through social media platforms, email invitations, and Online forums.

RESEARCH DEIGNS

This study employs a quantitative correlational research design to explore the relationship between internet addiction and Academic performance among adults. The correlational design is suitable

Because it allows for assessing the relationship between two variables internet addiction and academic performance without manipulating them. The primary goal is to determine whether there is a Statistically significant relationship between these variables.

VARIABLES;

- **Independent Variable:** Internet addiction.
- **Dependent Variable:** Academic performance
- **Control Variables:** Gender (Male, Female).

TOOLS AND INSTRUMENTS:

1) Internet Addiction Test (IAT):

The Internet Addiction Test (IAT), developed by Dr. Kimberly Young (1998), will measure the Degree of internet addiction. This is a widely used 20-item Likert scale instrument, with Responses ranging from 1 (rarely) to 5 (always). Scores are categorized into mild, moderate, And severe addiction.

2) Academic performance

Academic performance was assessed using the percentage of marks obtained by the students in their most recent examination.

DATA COLLECTION AND PROCEDURES

Data will be collected using online self-administered surveys distributed through a secure Online platform such as Google Forms or Qualtrics. The process will follow these steps:

1. Informed Consent: Participants will first review an information sheet detailing the purpose of the study, the voluntary nature of participation, and assurances of confidentiality. They will Then provide their informed consent.
2. Survey Distribution: The survey will include demographic questions (age, gender, Occupation), followed by the Internet Addiction Test (IAT) and the Academic performance scale were administered questionnaire.
3. Completion Time: The estimated time to complete the survey is 10–15 minutes.

DATA ANALYSIS

The collected data will be analyzed using SPSS. The following statistical methods will be Employed.

Descriptive Statistics: Mean, standard deviation, will be calculated to describe the sample Demographics and the levels of internet addiction and Academic performance.

Pearson's Correlation: To examine the relationship between internet addiction and Academic performance, Pearson's correlation coefficient will be computed. This test will assess the strength and Direction of the relationship between the two continuous variables (internet addiction scores and Academic performance scores).

RESULTS AND DISCUSSION

The data were analyzed using descriptive statistics and Pearson's product–moment correlation to examine the relationship between internet addiction and academic performance among adolescents. Descriptive statistics indicated that the mean score for internet addiction was 50.20 (SD = 9.80), suggesting a moderate level of internet use among participants. The mean academic performance score was 68.50 (SD = 10.30), reflecting an average level of achievement.

To assess the relationship between the variables, Pearson's correlation analysis was conducted. The results revealed a statistically significant negative correlation between internet addiction and academic performance, $r(98) = -.42$, $p < .01$. This indicates that higher levels of internet addiction are associated with lower academic performance. The magnitude of the correlation suggests a moderate inverse relationship between the two variables.

Table 1: Descriptive Statistics of Internet Addiction and Academic Performance (N = 100)

Variable	Mean	Standard Deviations
Internet addition	50.20	9.80
Academic performance	68.50	10.30

Table 2
Pearson Correlation between Internet Addiction and Academic Performance (N = 100)

Variable	Internet addition	Academic performance
Internet addition	1	-0.42
Academic performance	-.042	1

The null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. The results showed a significant negative correlation between internet addiction and academic performance ($r = -.42$, $p < .01$), indicating that higher internet addiction is associated with lower academic performance among adolescents.

DISCUSSION

The present study investigated the relationship between internet addiction and academic performance among adolescents and found a clear negative association between the two variables, indicating that higher levels of internet addiction are linked with poorer academic achievement. This suggests that excessive involvement in online activities such as social networking, gaming, and general browsing can disrupt essential academic behaviors, including effective time management, sustained attention, and regular study habits. Adolescents who spend prolonged periods online may experience diminished focus on academic tasks, leading to increased procrastination and reduced motivation to study. These findings are in line with earlier research highlighting the adverse impact of excessive internet use on students' educational outcomes. Additionally, internet addiction may influence academic performance indirectly through psychological and physiological factors, such as heightened stress, anxiety, and disturbed sleep patterns. Poor sleep quality, often associated with extended screen time, can impair cognitive functions like memory, concentration, and information processing, thereby making it more difficult for students to perform well academically.

CONCLUSION

The findings of the present study indicate a significant negative relationship between internet addiction and academic performance among adolescents. Higher levels of internet addiction are associated with poorer academic outcomes, as excessive engagement in online activities interferes with concentration, time management, and effective study habits. Additionally, psychological and physiological factors such as stress, anxiety, and poor sleep quality further contribute to reduced cognitive functioning and learning efficiency. These results highlight the importance of promoting balanced internet use among adolescents. Future research should explore intervention strategies to minimize internet addiction and enhance students' academic performance.

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Food Security and the Reduction of Food Losses: A Critical Global Challenge

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ABSTRACT

Food security remains one of the most pressing global challenges of the 21st century. Despite sufficient global food production, millions of people suffer from hunger and malnutrition due to inefficiencies in food systems, particularly food loss and waste. This research paper examines the relationship between food security and food loss reduction, emphasizing recent global data, causes, impacts, and mitigation strategies. According to recent estimates, approximately 13.2% of food is lost during post-harvest stages, while an additional 19% is wasted at retail and consumer levels (FAO, 2024; UNEP, 2024). These inefficiencies significantly undermine food availability, environmental sustainability, and economic stability. This paper explores structural, technological, and policy-based solutions to reduce food loss and enhance food security. The findings suggest that integrated approaches involving governments, private sectors, and communities are essential to achieving Sustainable Development Goal (SDG) 12.3 by 2030.

Keywords- Food security, Sustainable Development Goal.

INTRODUCTION

encompassing not only the availability of food but also access, utilization, and stability over time. According to the Food and Agriculture Organization (FAO), food security is achieved when all people, at all times, have physical, social, and economic access to sufficient, safe, and nutritious food that meets their dietary needs for an active and healthy life. Despite advancements in agricultural productivity, the global food system is under increasing strain due to population growth, climate change, economic disparities, and systemic inefficiencies such as food loss and

waste.

One of the most striking contradictions in the global food system is the coexistence of large-scale food waste alongside widespread hunger. Recent FAO estimates suggest that nearly one-third of all food produced globally approximately 1.3 billion tonnes is either lost or wasted each year (FAO, 2024). At the same time, around 800 million people continue to suffer from chronic undernourishment. This paradox highlights a critical imbalance not in food production alone, but in distribution, management, and consumption patterns.

Food loss and food waste occur at different stages of the supply chain and are driven by distinct factors. Food loss typically happens during production, harvesting, storage, and processing stages, particularly in developing countries where infrastructure, technology, and storage facilities may be inadequate. For example, poor transportation networks and lack of cold storage often lead to spoilage of perishable goods before they reach markets. On the other hand, food waste is more common in developed and urban settings, occurring at retail and consumer levels due to over-purchasing, aesthetic standards, and improper food management practices.

The implications of food loss and waste extend beyond hunger and nutrition. Environmentally, wasted food represents a significant misuse of natural resources, including water, land, and energy. It also contributes to greenhouse gas emissions when decomposing food releases methane in landfills. Economically, inefficiencies in the food supply chain result in financial losses for farmers, businesses, and consumers alike. Socially, the persistence of hunger amid abundance raises ethical concerns about equity and resource distribution.

Recent reports by the United Nations indicate that acute food insecurity affected over 295 million people in 2024, reflecting a worsening global trend (UN Report, 2025). Factors such as conflict, economic instability, and climate-related disasters continue to exacerbate food insecurity, particularly in vulnerable regions. These challenges underscore the urgent need for systemic reforms that address both production and consumption inefficiencies.

Addressing food loss and waste is increasingly recognized as a key strategy for enhancing food security. Solutions include improving infrastructure and storage technologies, implementing better supply chain management, promoting consumer awareness, and encouraging policy interventions that support sustainable practices. Reducing food waste not only increases food availability but also mitigates environmental impacts and supports more equitable food distribution.

tackling food loss and waste is essential for building a more resilient and sustainable food system.

By addressing inefficiencies across the supply chain, the global community can make significant progress toward reducing hunger, conserving resources, and achieving long-term food security.

CONCEPTUAL FRAMEWORK

1. Food Security Dimensions

Food security is a multidimensional concept that goes beyond mere food production. According to the Food and Agriculture Organization, it is structured around four key dimensions: availability, access, utilization, and stability. These dimensions provide a comprehensive framework for understanding how food systems function and where inefficiencies such as food loss and waste can have the greatest impact.

1 **Availability** refers to the presence of sufficient quantities of food within a region or country. This includes domestic production, imports, and food reserves. When food is lost during production, harvesting, or storage, it directly reduces the total supply of food available, thereby weakening this dimension.

2 **Access** involves the ability of individuals and households to obtain food, either through purchasing, growing, or aid. Economic factors such as income levels, food prices, and market access play a crucial role. Food waste at the retail and consumer levels can indirectly affect access by increasing overall food prices and reducing the efficiency of food distribution systems.

3 **Utilization** focuses on how the body uses the food consumed, emphasizing nutritional value, food safety, and proper dietary practices. Even if food is available and accessible, poor quality or unsafe food can lead to malnutrition. Food waste often includes nutritious food that could otherwise contribute to improved dietary outcomes.

4 **Stability** refers to the consistency of food availability and access over time. It considers the vulnerability of food systems to shocks such as climate change, economic crises, or conflicts. High levels of food loss and waste undermine stability by creating inefficiencies and reducing the resilience of supply chains.

These four dimensions are interconnected, and disruptions in one can negatively affect the others. Notably, food loss primarily impacts availability, while food waste affects both availability and access, making them critical areas for intervention.

2. food loss vs. Food waste

Although often used interchangeably, food loss and food waste represent distinct stages of inefficiency within the food supply chain. Understanding their differences is essential for designing targeted solutions.

Food loss occurs in the early and middle stages of the supply chain, including production, post-harvest handling, storage, processing, and transportation. It is often unintentional and results from infrastructural limitations, lack of technology, poor harvesting techniques, and inadequate storage facilities. This issue is particularly prevalent in developing countries, where supply chain systems are less advanced. For example, insufficient cold storage can lead to the rapid spoilage of fruits and vegetables before they reach markets.

food waste occurs at the later stages of the supply chain, particularly at retail, food service, and household levels. It is largely driven by behavioral and systemic factors such as over-purchasing, aesthetic standards for food products, improper meal planning, and lack of awareness. In many urban and developed settings, significant quantities of edible food are discarded despite being safe for consumption.

Global estimates indicate that approximately 13.2% of food is lost before reaching retail stages, while an additional 19% is wasted at the consumer level (FAO, 2024). These figures highlight the magnitude of inefficiencies across the food system and underscore the need for interventions at multiple points along the supply chain.

Addressing food loss requires investments in infrastructure, technology, and supply chain improvements, whereas reducing food waste depends more on behavioral change, policy measures, and awareness campaigns. Together, tackling both issues is essential for improving food security, enhancing resource efficiency, and promoting sustainability.

3. Global Magnitude of Food Loss and Waste

The scale of food loss and waste across the globe has reached alarming levels, posing serious challenges to food security, environmental sustainability, and economic efficiency. Recent estimates from the Food and Agriculture Organization (FAO) and the United Nations Environment Programme (UNEP) highlight the magnitude of inefficiencies embedded within global food systems.

In 2022 alone, approximately 1.05 billion tonnes of food were wasted globally, a figure that

underscores the vast disconnect between food production and consumption. Alongside this, around 13% of food is lost during post-harvest stages, including handling, storage, and transportation. These losses are particularly significant in developing regions, where infrastructure limitations and lack of technology contribute to spoilage and inefficiencies.

At the consumption end of the supply chain, the situation is equally concerning. An estimated 19% of total food production is wasted at retail and household levels, reflecting behavioral patterns such as over-purchasing, improper storage, and discarding edible food. Notably, households alone account for nearly 60% of total food waste, making consumers one of the largest contributors to the problem. This highlights the critical role of awareness, education, and behavioral change in addressing food waste.

Beyond its implications for hunger and resource distribution, food loss and waste have significant environmental consequences. According to global estimates, these inefficiencies are responsible for 8–10% of total greenhouse gas emissions. When food is wasted, the resources used in its production such as water, energy, and land are also wasted. Furthermore, decomposing food in landfills releases methane, a potent greenhouse gas that accelerates climate change.

The World Resources Institute (WRI, 2024) further estimates that 30–40% of all food produced globally is either lost or wasted, emphasizing the systemic nature of the issue. This inefficiency exists across the entire supply chain from farms to households indicating that solutions must be comprehensive and coordinated across multiple sectors.

The global magnitude of food loss and waste reflects not just a logistical or technological problem, but also a structural and behavioral one. On one hand, developing countries face challenges related to infrastructure, storage, and transportation, leading to higher food loss. On the other hand, developed and urban societies contribute significantly to food waste due to consumption habits and market standards.

Addressing this issue requires a multi-level approach. Investments in post-harvest technologies, cold storage, and efficient supply chains can significantly reduce food loss. Simultaneously, policy interventions, public awareness campaigns, and changes in consumer behavior are essential to minimize food waste. Reducing food loss and waste is not only a moral imperative in a world where millions remain food insecure, but also a practical strategy to enhance sustainability, reduce environmental degradation, and improve global food system resilience.

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CAUSES OF FOOD LOSS AND WASTE

Food loss and waste occur due to a complex interaction of technical, economic, behavioral, and institutional factors across the food supply chain. Understanding these causes is essential for designing effective interventions. The Food and Agriculture Organization emphasizes that inefficiencies at multiple stages from farm to fork collectively contribute to the global scale of the problem.

1. Production and Post-Harvest Factors

At the early stages of the food supply chain, losses are primarily driven by technical and infrastructural limitations. Poor harvesting techniques, such as improper timing or handling of crops, often result in physical damage and reduced shelf life. Additionally, the lack of cold storage infrastructure is a major issue, especially for perishable goods like fruits, vegetables, dairy, and meat. Without refrigeration, food deteriorates rapidly before reaching markets. Inadequate transportation systems further exacerbate the problem. Poor road networks, delays, and lack of refrigerated transport contribute to spoilage during transit. Moreover, pest infestations and microbial spoilage during storage significantly reduce the quantity and quality of food available for consumption. These challenges are particularly severe in developing countries, where limited access to modern technology, storage facilities, and efficient logistics systems leads to disproportionately higher levels of food loss. As a result, a significant portion of food never reaches consumers despite adequate production.

2. Supply Chain Inefficiencies

Beyond production, structural inefficiencies within supply chains play a crucial role in food loss and waste. Weak logistics and distribution systems often lead to delays, mismanagement, and uneven supply, causing food to spoil before it can be sold or consumed. In many regions, fragmented supply chains lack integration, resulting in inefficiencies at multiple points. Another key issue is the lack of coordination among stakeholders, including farmers, distributors, retailers, and policymakers. Poor communication and planning can lead to overproduction in some areas and shortages in others. Additionally, market fluctuations and price volatility may discourage farmers from harvesting or selling crops if prices fall below production costs, leading to food being left unharvested or discarded.

3. Retail and Consumer Behavior

Food waste at retail and consumer levels is largely driven by human behavior and market practices. Over-purchasing, often influenced by promotions, bulk buying, and poor meal planning, leads to excess food that is eventually discarded. Improper storage practices at home further contribute to spoilage and waste. A major factor is confusion over food labeling, particularly terms like "best before" and "expiry date," which causes consumers to discard food that is still safe to eat. According to the United Nations Environment Programme, improving label clarity could significantly reduce household food waste. Cultural and market-driven preferences also play an important role. Retailers often reject fruits and vegetables that do not meet aesthetic standards, even if they are nutritionally sound. Consumers' preference for visually appealing food reinforces this trend, resulting in unnecessary waste. Addressing these issues requires increased awareness, better food management practices, and changes in consumer behavior.

4. Policy and Institutional Gaps

Institutional weaknesses and policy gaps remain major barriers to reducing food loss and waste globally. In many countries, there is a lack of clear and effective regulations specifically targeting food waste reduction. Even where such policies exist, weak enforcement mechanisms often limit their effectiveness. Another critical issue is the absence of reliable and standardized data monitoring systems, which makes it difficult for governments and organizations to accurately assess the scale of food loss and waste or track progress over time. This lack of data often leads to

poorly designed or misdirected interventions. Additionally, limited coordination among government agencies, private sector actors, and civil society organizations reduces the overall effectiveness of existing initiatives. Food loss and waste are driven by a combination of technical, behavioral, and policy-related factors. Therefore, addressing these challenges requires a comprehensive approach that integrates infrastructure development, improved supply chain management, consumer awareness, and stronger institutional and governance frameworks.

IMPACTS ON FOOD SECURITY

Food loss and waste have far-reaching consequences that extend beyond inefficiency, significantly affecting food security, economic stability, environmental sustainability, and social equity. According to the Food and Agriculture Organization, reducing these losses is essential to ensuring a more resilient and equitable global food system.

1. Reduced Food Availability

One of the most direct impacts of food loss is the reduction in overall food availability. When food is lost during production, storage, or transportation, it never reaches consumers, thereby decreasing the effective supply of food in the market. This shortage can intensify hunger and malnutrition, particularly in regions already facing food insecurity. Even modest reductions in food loss could significantly improve global food availability without the need to increase agricultural production. In this sense, minimizing losses represents an efficient strategy to feed a growing population while conserving resources.

2. Economic Losses

Food loss and waste also impose substantial economic costs across the supply chain. Globally, food loss is estimated to be valued at approximately USD 400 billion annually, reflecting lost income for farmers, higher costs for businesses, and wasted expenditure for consumers. For farmers, especially in developing countries, post-harvest losses translate directly into reduced earnings and financial instability. Businesses involved in processing, transportation, and retail also incur losses due to unsold or spoiled products. At the consumer level, wasted food represents a loss of household income, particularly significant for low-income families. These economic inefficiencies ultimately reduce the overall productivity of the food system and can contribute to higher food prices, further limiting access for vulnerable populations.

3. Environmental Impacts

The environmental consequences of food loss and waste are severe and multifaceted. According to the United Nations Environment Programme, food loss and waste contribute approximately 8–10% of global greenhouse gas emissions, making it a significant driver of climate change. In addition to emissions, wasted food represents a misuse of critical natural resources. Large quantities of water, land, and energy are used in food production, processing, and transportation.

When food is lost or wasted, these resources are effectively squandered. For example, irrigation water used to grow crops and energy used in storage and transportation are all wasted along with the food. Furthermore, the expansion of agricultural land to compensate for these losses contributes to biodiversity loss. Deforestation, habitat destruction, and overexploitation of ecosystems are often linked to efforts to increase food production, even though a significant portion of that production is never consumed.

4. Social Inequality

Food loss and waste also have important social implications, particularly in terms of inequality and access to food. While large quantities of food are wasted, millions of people especially in low-income communities struggle to access sufficient and nutritious food. Food loss disproportionately affects smallholder farmers and rural populations, who often lack the infrastructure and resources needed to preserve their produce. This results in reduced incomes and limited economic opportunities. At the same time, high levels of food waste in wealthier societies highlight disparities in consumption patterns and resource distribution. These inequalities contribute to a cycle in which vulnerable populations face both limited access to food and reduced capacity to improve their livelihoods. Addressing food loss and waste is therefore not only a matter of efficiency but also of social justice and equity. the impacts of food loss and waste on food security are profound and interconnected. They reduce food availability, create significant economic burdens, harm the environment, and exacerbate social inequalities. Tackling these challenges is essential for building a sustainable and inclusive global food system.

REGIONAL PERSPECTIVES

Food loss and waste vary significantly across regions due to differences in infrastructure, economic development, consumption patterns, and policy frameworks. Understanding these regional dynamics is essential for designing targeted and effective interventions. Insights from the Food and Agriculture Organization highlight that while the problem is global, its causes and solutions are often region-specific.

1. Developing Countries

In developing countries, food loss is most prominent at the production and post-harvest stages. A major contributing factor is the lack of adequate infrastructure, including poor storage facilities,

limited access to refrigeration, and inefficient transportation systems. These constraints often lead to significant spoilage before food reaches markets. Additionally, farmers in these regions may lack access to modern technologies and training in proper harvesting and storage techniques. As a result, losses can be substantial reaching up to 19.9% in least developed countries. Environmental factors such as high temperatures, humidity, and pest infestations further exacerbate the problem. The impact is particularly severe because many of these countries already face high levels of food insecurity. Reducing post-harvest losses in such regions could directly improve food availability and farmer incomes without requiring increased production.

2. Developed Countries

In contrast, developed countries experience relatively lower levels of food loss during production but significantly higher levels of food waste at retail and consumer levels. This pattern is largely driven by behavioral, cultural, and market-related factors. Consumers in high-income countries often engage in over-purchasing, influenced by bulk discounts and marketing strategies. Additionally, confusion over food labeling such as “best before” versus “use by” leads to the disposal of food that is still safe to consume. Retailers also contribute to waste by rejecting products that do not meet strict aesthetic standards, even if they are perfectly edible. Cultural preferences for abundance and freshness further contribute to waste. Restaurants and households frequently discard surplus food, reflecting a lack of awareness and inefficient consumption practices. Addressing food waste in these regions requires behavioral change, awareness campaigns, and policy interventions focused on redistribution and waste reduction.

3. India Context

In India, food loss remains a critical challenge, particularly given the country’s large population and ongoing concerns about food security. A significant portion of food loss occurs due to inadequate storage facilities, especially for perishable commodities such as fruits, vegetables, and grains. The absence of sufficient cold storage infrastructure leads to rapid spoilage, particularly in rural areas. Inefficient supply chains also contribute to the problem. Fragmented distribution systems, poor road connectivity in some regions, and delays in transportation result in losses during transit. Farmers often face difficulties in accessing markets efficiently, leading to both physical losses and economic setbacks. Moreover, climate-related disruptions, such as irregular rainfall, heatwaves, and floods, further increase vulnerability to food loss. These environmental

challenges not only affect production but also storage and transportation conditions.

Reducing food loss in India presents a significant opportunity to enhance food availability, especially for vulnerable populations. Improvements in infrastructure, investment in cold storage, better logistics, and stronger policy support could help minimize losses and strengthen the country's food security framework. regional variations in food loss and waste reflect differences in development levels, infrastructure, and consumer behavior. While developing countries must focus on improving production and post-harvest systems, developed countries need to address consumption patterns. In countries like India, a balanced approach targeting both infrastructure and supply chain efficiency is essential.

STRATEGIES FOR REDUCING FOOD LOSS AND ENHANCING FOOD SECURITY

Addressing food loss and waste requires a comprehensive and multi-stakeholder approach that integrates technology, policy, infrastructure, and behavioral change. According to the United Nations Environment Programme and the Food and Agriculture Organization, coordinated strategies across the entire food system are essential for improving efficiency and strengthening global food security.

1. Technological Innovations

Technological advancements play a critical role in minimizing food loss, particularly in the early stages of the supply chain. Cold chain logistics, including refrigerated storage and transportation, help preserve perishable goods and extend shelf life. Similarly, smart storage systems such as humidity-controlled warehouses and hermetic storage bags reduce spoilage and pest damage. Emerging digital technologies are also transforming food systems. AI-based demand forecasting enables better alignment between supply and demand, reducing overproduction and surplus. Digital platforms for food redistribution connect surplus food from retailers and restaurants to charities and food banks, ensuring that edible food reaches those in need. Recent research highlights the growing role of advanced analytics and machine learning. For instance, predictive models for food price forecasting can help governments and stakeholders anticipate shortages and take proactive measures (Balboni et al., 2024). These innovations enhance resilience and preparedness in the face of market and climate uncertainties.

2. Policy Interventions

Effective policy frameworks are essential for driving large-scale change. Governments can establish national food waste reduction targets aligned with global sustainability goals, such as the Sustainable Development Goals (SDGs). These targets provide direction and accountability for stakeholders. Financial incentives, such as subsidies for storage infrastructure, can encourage investments in cold storage facilities and modern warehousing systems, particularly in developing regions. Additionally, implementing standardized food labeling regulations clarifying terms like "best before" and "use by" can significantly reduce consumer confusion and prevent unnecessary food waste. Strong regulatory frameworks, combined with monitoring and enforcement mechanisms, are key to ensuring the success of these interventions.

3. Supply Chain Improvements

Improving supply chain efficiency is another crucial strategy for reducing food loss. Investments in transportation infrastructure, such as better roads and refrigerated vehicles, can minimize delays and spoilage during transit. Reducing the number of intermediaries in the supply chain can also improve efficiency and reduce handling losses. Direct linkages between farmers and markets through farmer cooperatives or digital marketplaces can streamline distribution. Furthermore, enhancing coordination among stakeholders, including farmers, distributors, retailers, and policymakers, ensures better planning and reduces mismatches between supply and demand. Integrated supply chains are more resilient and less prone to inefficiencies.

4. Consumer Awareness

Consumer behavior plays a significant role in food waste, particularly in urban and developed settings. Education campaigns can raise awareness about the environmental and economic impacts of food waste, encouraging more responsible consumption. Behavioral change initiatives, such as promoting meal planning, proper food storage, and portion control, can significantly reduce household waste. Additionally, encouraging the acceptance of "imperfect" or non-standard produce can help reduce waste driven by aesthetic preferences. Promoting sustainable consumption practices, including mindful purchasing and food reuse, is essential for long-term change.

5. Public-Private Partnerships

Collaboration between governments, private sector actors, and civil society organizations is critical for addressing food loss and waste at scale. Recent reports by the United Nations Environment

Programme (2024) emphasize the importance of public-private partnerships (PPPs) in mobilizing resources, sharing expertise, and implementing innovative solutions. Private companies can contribute through technological innovation, efficient logistics, and sustainable business practices, while governments provide policy support and regulatory frameworks. Non-governmental organizations play a key role in awareness, advocacy, and redistribution initiatives. Such collaborative efforts enable the development of integrated solutions that address the problem holistically, ensuring long-term sustainability and impact. reducing food loss and waste requires a combination of technological innovation, supportive policies, efficient supply chains, informed consumers, and strong partnerships. By implementing these strategies, countries can significantly enhance food availability, reduce environmental impacts, and move closer to achieving global food security.

The United Nations introduced the Sustainable Development Goals (SDGs) as a universal framework to address interconnected global challenges such as poverty, hunger, inequality, and environmental degradation. Among these, SDG 12: Responsible Consumption and Production plays a central role in transforming food systems by promoting efficiency and sustainability. A key component of this goal Target 12.3 focuses specifically on reducing food loss and waste, making it highly relevant to global food security.

1. Understanding SDG 12.3

SDG 12.3 focuses on reducing inefficiencies in the food system by targeting both ends of the supply chain. It aims to halve food waste at retail and consumer levels and reduce food losses during production and post-harvest stages. By addressing issues from farms to households, it offers a comprehensive approach to improving food system efficiency. Organizations like the Food and Agriculture Organization and the United Nations Environment Programme play a key role in supporting countries to monitor progress and achieve these goals.

2. Importance of SDG 12.3 for Food Security

Achieving SDG 12.3 strengthens food security by increasing food availability, improving affordability, and reducing environmental pressure. It helps make better use of resources, lowers greenhouse gas emissions, and enhances economic efficiency across the food supply chain. Overall, progress toward this goal can significantly reduce hunger and improve nutrition for

millions, making it essential for sustainable development.

3. Key Requirements for Achieving SDG 12.3

1. Data-Driven Monitoring Systems

Accurate and consistent data collection is crucial for tracking food loss and waste. Governments should adopt standardized measurement methods, use digital tools like IoT and AI, and establish national reporting systems. Reliable data helps identify key loss points in the supply chain and supports effective, targeted policy interventions.

2. International Cooperation

Global collaboration is essential for improving food systems. It involves sharing knowledge and technologies, supporting developing countries with financial and technical aid, and strengthening partnerships through organizations like the Food and Agriculture Organization and the United Nations Environment Programme. Such cooperation helps create scalable, inclusive, and regionally adaptable solutions.

3. Investment in Sustainable Agriculture

Reducing food loss starts at the production stage through investments in cold storage, modern warehousing, improved irrigation, and better harvesting technologies. Promoting climate-resilient agriculture further helps minimize losses while increasing productivity and strengthening resilience to climate risks.

4. Challenges in Achieving SDG 12.3

Progress toward reducing food loss and waste is hindered by challenges such as inconsistent data, limited funding, consumer resistance, and weak policy enforcement. Overcoming these barriers requires integrated solutions that combine technology, strong policies, and active public participation.

5. Way Forward

Achieving SDG 12.3 requires coordinated efforts from governments, businesses, and consumers. Governments must enforce policies, the private sector should adopt sustainable practices, and individuals need to reduce waste through responsible consumption. Together, these actions can create a more efficient, equitable, and sustainable food system while helping to reduce hunger and improve long-term food security.

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A Comparative Analysis of Stress Levels Among Male and Female Students

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ABSTRACT

The present study aimed to examine gender differences in stress among college students across four dimensions: academic pressure, physical stress, anxiety, and frustration. The sample consisted of 100 students (50 males and 50 females) aged 16–18 years from Chh. Sambhajinagar District, Maharashtra. A descriptive and comparative research design was used, and data were collected using the Stress Scale developed by Vijaya Lakshmi and Shruti Narain. Statistical analysis included mean, standard deviation, and t-test. The findings revealed significant gender differences across all dimensions of stress. Male students reported higher levels of academic pressure, physical stress, anxiety, and frustration compared to female students. Overall stress levels were also significantly higher among male students. These findings suggest that gender plays a crucial role in shaping stress experiences among students and highlight the need for gender-sensitive stress management strategies in educational settings.

Keywords-Stress, Gender Differences, Pressure, Physical Stress, Anxiety, Frustration, Students.

INTRODUCTION

Stress has become an unavoidable aspect of modern student life, particularly in competitive academic environments. It is generally defined as the psychological and physiological response to demands that exceed an individual's adaptive capacity. Students today face a wide range of stressors, including academic expectations, physical strain, emotional challenges, and social pressures. These stressors not only affect academic performance but also influence overall well-being. In recent years, increasing attention has been given to understanding how stress varies across gender, as male and female students often experience and respond to stress differently.

Stress is a multidimensional construct that can be broadly categorized into various components. In the present context, stress is examined through four major dimensions: academic pressure, physical

stress, anxiety, and frustration. These dimensions collectively provide a comprehensive understanding of the stress experienced by students and allow for a more nuanced comparison between genders.

Academic pressure is one of the most significant sources of stress among students. It arises from examinations, heavy workloads, competition, parental expectations, and the pressure to achieve high grades. Studies have shown that academic stress is particularly intense in countries like India, where educational success is closely linked to future career opportunities. Research indicates that female students often report higher levels of academic stress due to greater emotional involvement and higher expectations from both family and society, whereas male students may experience stress related to performance and achievement pressures. According to Verma et al. (2011), academic demands are a primary contributor to stress among students, with noticeable differences in how males and females perceive and respond to these demands.

Physical stress refers to the physiological strain experienced by individuals due to factors such as fatigue, lack of sleep, poor health, and prolonged mental or physical exertion. The body's stress response is regulated by the hypothalamic–pituitary–adrenal (HPA) axis, which controls the release of cortisol. Research suggests that males often exhibit stronger physiological responses to stress, including higher cortisol levels, while females may experience more subjective or perceived stress (Bangasser, 2013). Among students, physical stress is often linked to irregular sleep patterns, long study hours, and inadequate self-care, which can affect both physical health and academic performance.

Anxiety is another critical component of stress and is characterized by feelings of worry, nervousness, and apprehension. It is particularly common among students facing academic challenges and uncertainty about the future. Studies have consistently shown that female students report higher levels of anxiety compared to male students. This difference has been attributed to various factors, including hormonal influences, emotional sensitivity, and coping styles. Nolen-Hoeksema (2012) found that women are more likely to engage in rumination, a cognitive process that intensifies anxiety and prolongs stress. In contrast, male students are more likely to adopt problem-focused or avoidance coping strategies, which may reduce the reporting of anxiety but not necessarily its impact.

Frustration is a psychological response that occurs when an individual is unable to achieve desired goals or outcomes. It is often associated with feelings of anger, helplessness, and dissatisfaction.

In academic settings, frustration may arise from poor performance, unmet expectations, or obstacles to success. The frustration–aggression hypothesis proposed by Dollard et al. (1939) suggests that frustration can lead to aggressive behavior, although the expression of frustration varies across individuals and contexts. Gender differences in frustration have been widely observed, with male students more likely to express frustration outwardly through anger or aggression, while female students tend to internalize frustration, leading to emotional distress and withdrawal (Berkowitz, 1989).

Gender differences in stress are influenced by a combination of biological, psychological, and sociocultural factors. From a biological perspective, hormonal differences play a significant role in shaping stress responses. Men typically exhibit a "fight-or-flight" response, characterized by increased physiological arousal, while women are more likely to exhibit a "tend-and-befriend" response, which involves seeking social support and nurturing relationships (Taylor et al., 2000). These differences are reflected in how stress is experienced across the four dimensions of academic pressure, physical stress, anxiety, and frustration.

Psychologically, coping strategies differ between genders and influence stress outcomes. Female students are more likely to use emotion-focused coping strategies, such as seeking social support and expressing emotions, whereas male students tend to use problem-focused or avoidance strategies. These coping patterns affect how stress is perceived and managed, contributing to differences in stress levels and their consequences.

In the Indian context, sociocultural factors further shape gender differences in stress. Traditional gender roles often place different expectations on male and female students. Male students are typically expected to achieve financial success and support their families, which can lead to performance-related stress. Female students, on the other hand, often face dual pressures of academic achievement and societal expectations related to family responsibilities and behavior. According to Rege (2006), these structural inequalities contribute significantly to the higher levels of stress experienced by women in India.

Empirical studies support the existence of gender differences across the four dimensions of stress. Female students generally report higher levels of perceived stress, anxiety, and emotional distress, while male students tend to exhibit stronger physiological responses and externalized behaviors such as aggression. However, some studies suggest that male students may underreport stress due to social norms that discourage emotional expression. These findings indicate that gender

differences in stress are complex and cannot be understood solely in terms of intensity but must also consider the nature and expression of stress.

The impact of stress on students is far-reaching and includes negative effects on academic performance, mental health, and physical well-being. High levels of academic pressure, physical strain, anxiety, and frustration can lead to burnout, depression, sleep disturbances, and decreased motivation. Therefore, understanding gender differences in these dimensions is essential for developing effective interventions and support systems.

stress among students is a multifaceted phenomenon encompassing academic pressure, physical stress, anxiety, and frustration. Gender plays a crucial role in shaping how these dimensions are experienced and expressed. While female students tend to report higher levels of perceived stress and emotional involvement, male students often exhibit stronger physiological responses and different coping patterns. A comparative analysis of stress levels among male and female students across these four dimensions is essential for gaining a comprehensive understanding of student stress and for designing gender-sensitive strategies to promote well-being and academic success.

REVIEW OF RELATED LITERATURE

Gender on Pressure

Khan (2022) reported that male college students showed higher stress due to performance expectations and competitive academic environments.

Mishra (2024) found that male students had significantly higher mean academic stress scores than female students, indicating greater stress levels among boys.

Montolio (2021) found that male students perform better under high-pressure conditions, while female students perform better when pressure is lower.

R. Deb, E. Strodl, and J. Sun (2015) studied Indian high school students and found that academic stress was significantly higher among girls, largely due to parental expectations and academic pressure.

R. Kumar (2016) also observed that female students showed higher emotional stress and anxiety related to academic performance.

Gender on physical stress

Batabyal et al. (2021) among Indian undergraduate students reported significant gender-based differences in both perceived stress and cortisol levels, highlighting that physiological and

psychological stress responses vary between males and females in India.

Bhunia (2026), in a cross-sectional study from Eastern India, observed that women reported higher stress levels than men, although this did not necessarily translate into reduced cognitive performance.

Chaudhuri (2019), which highlighted increasing stress levels among females and emphasized the need for early interventions to address gender disparities in mental health.

Narayanan et al. (2025) found that cortisol dysregulation, a key indicator of physical stress, was significantly associated with female gender, along with adverse workplace conditions such as low job control and poor role clarity.

Verma et al. (2011), in an Indian review, emphasized that gender plays a crucial role in stress reactivity, with both biological and social determinants influencing outcomes in Indian populations.

Gender on anxiety

Anuradha Chaudhuri (2019) found that female participants reported significantly higher anxiety levels compared to males, particularly in urban populations.

Deborah L. Bangasser (2013), these hormonal variations make women more sensitive to stress and anxiety triggers. Additionally, differences in brain structure and function, particularly in the amygdala and prefrontal cortex, contribute to variations in emotional processing between genders.

Rakesh Kumar Verma et al. (2011) emphasized that women report higher levels of anxiety due to a combination of hormonal influences and sociocultural pressures. Indian women often face multiple role expectations, including domestic responsibilities and professional demands, which increase vulnerability to anxiety.

Ronald C. Kessler et al. (2005) reported that women are nearly twice as likely as men to develop anxiety disorders. This finding has been supported across multiple populations and remains consistent in both Western and non-Western contexts, including India.

Sharmila Rege (2006) argued that women's mental health cannot be understood without considering structural inequalities such as caste, class, and patriarchy. These intersecting factors increase chronic stress and anxiety levels among women.

Susan Nolen-Hoeksema (2012) highlighted that gender differences in emotional regulation and coping contribute significantly to higher anxiety prevalence among women.

Gender on frustration

Deborah L. Bangasser (2013) highlights biological differences in emotional regulation, suggesting that hormonal variations influence how men and women respond to stress and frustration. Testosterone has been linked to increased aggression and externalized frustration in men, while estrogen and oxytocin in women are associated with emotional regulation and social bonding, leading to more internalized expressions of frustration.

Leonard Berkowitz (1989) emphasized that frustration creates a readiness for aggression, but the expression of that aggression is influenced by social and cognitive factors. Gender plays a crucial role in determining how frustration is expressed, with men more likely to exhibit outward aggression and women more likely to internalize their responses.

Rakesh Kumar Verma et al. (2011) noted that women tend to report higher emotional stress and frustration, while men exhibit more behavioral expressions such as aggression. Additionally, research on Indian adolescents and college students has shown that male students are more likely to express frustration through anger and disruptive behavior, whereas female students report feelings of sadness, helplessness, and withdrawal.

Sharmila Rege (2006) emphasized that gender roles in India are deeply influenced by patriarchy, caste, and class, which can restrict opportunities for women and increase frustration due to limited autonomy. Women often face constraints related to education, employment, and decision-making, which may lead to internalized frustration and emotional distress.

Susan Nolen-Hoeksema (2012) found that women are more likely to engage in rumination, which involves repeatedly thinking about distressing situations. This tendency can intensify feelings of frustration and lead to anxiety or depression. In contrast, men are more likely to adopt problem-focused or avoidance coping strategies, which may result in outward expressions such as anger or risk-taking behavior.

Gender on stress

Anuradha Chaudhuri (2019) reported that female participants experienced higher stress levels, particularly due to academic, occupational, and social pressures. Similarly, studies on Indian working professionals have found that women experience greater role conflict and work–life imbalance, contributing to elevated stress levels. In contrast, men often experience stress related to financial responsibilities and societal expectations of success.

Deborah L. Bangasser (2013) indicates that sex hormones such as estrogen, progesterone, and testosterone significantly influence stress reactivity. Men tend to show greater activation of the

HPA axis under acute stress, leading to higher cortisol levels. In contrast, women often display a more regulated or attenuated physiological response, which may vary across the menstrual cycle.

Rakesh Kumar Verma et al. (2011) highlights that gender differences in stress responses are influenced by both hormonal and environmental factors. The authors noted that men typically exhibit stronger physiological responses, such as increased cortisol secretion, whereas women report higher perceived stress and emotional distress. This distinction suggests that men and women differ not only in how stress is experienced but also in how it is expressed.

Sharmila Rege (2006) emphasized that gender inequalities rooted in patriarchy, caste, and class contribute significantly to stress among women. Indian women often face multiple responsibilities, including household duties and professional roles, which increase their stress burden. Studies conducted among Indian populations consistently show higher levels of perceived stress among women compared to men.

Shelley E. Taylor et al. (2000) proposed the "tend-and-befriend" model to describe women's stress responses. According to this theory, women are more likely to seek social support and engage in nurturing behaviors under stress, which may help in emotional regulation but also reflects higher reported stress levels.

Susan Nolen-Hoeksema (2012), women are more likely to engage in rumination, a cognitive process involving repetitive thinking about stressors, which increases perceived stress levels. Men, on the other hand, are more likely to use problem-focused or avoidance coping strategies, which may reduce reported stress but can lead to other behavioral issues.

STATEMENT OF THE PROBLEM

Stress among students has become a major concern due to increasing academic demands, competition, and social pressures. Students experience stress in various forms, including academic pressure, physical stress, anxiety, and frustration, which can negatively affect their mental health and academic performance. Research indicates that gender plays a significant role in shaping stress experiences; however, findings regarding differences between male and female students remain inconsistent. While some studies suggest that female students experience higher levels of anxiety and emotional stress, others indicate that male students exhibit stronger physical stress responses and frustration. Moreover, many studies treat stress as a single construct rather than examining its multiple dimensions. In the Indian context, sociocultural expectations further influence stress

patterns across genders. Therefore, there is a need to comparatively analyze stress levels among male and female students across these dimensions to better understand gender differences and support effective interventions.

OBJECTIVE OF THE STUDY

1. To compare the level of academic pressure between male and female students.
2. To analyze differences in physical stress experienced by male and female students.
3. To examine the level of anxiety among male and female students.
4. To study the degree of frustration faced by male and female students.
5. To compare the overall stress levels between male and female students.

HYPOTHESIS OF THE STUDY

1. There is no significant difference in academic pressure between male and female students.
2. There is no significant difference in physical stress between male and female students.
3. There is no significant difference in anxiety levels between male and female students.
4. There is no significant difference in frustration levels between male and female students.
5. There is no significant difference in overall stress levels between male and female students.

METHODOLOGY

SAMPLE:

The sample for the present study consisted of 100 college students from Chh. Sambhajinagar District of Maharashtra State. Out of the total sample, 50 were male students and 50 were female students. The participants were selected using the purposive sampling method. All the subjects included in the study belonged to the age group of 16 to 18 years.

RESEARCH DESIGN:

The study will use a descriptive and comparative research design.

VARIABLES USED FOR STUDY

Independent Variables- Gender- 1) male students 2) female students

Dependent variables- Stress- 1) Academic Pressure 2) Physical Stress 3) Anxiety 4) Frustration

Control Variables

1) **Age group:** 16 to 18 years
2) **Educational level:** College-going students
3) **Geographical area:** Chh. Sambhajinagar District, Maharashtra.

OPERATIONAL DEFINITIONS

1. Gender

Gender refers to the classification of participants as male or female college students, as identified by the respondents themselves.

2. Academic Pressure

Academic pressure refers to the level of stress experienced by students due to academic demands such as examinations, assignments, competition, and expectations to perform well. It is measured through students' responses to questionnaire items related to academic workload and performance expectations.

3. Physical Stress

Physical stress refers to the bodily symptoms experienced by students as a result of stress, such as headaches, fatigue, sleep disturbances, and physical exhaustion. It is assessed through self-reported responses in the questionnaire.

4. Anxiety

Anxiety refers to feelings of nervousness, worry, or uneasiness experienced by students, particularly in relation to academic or personal concerns. It is measured using responses to items indicating emotional tension and apprehension.

5. Frustration

Frustration refers to feelings of irritation, disappointment, or helplessness when students are unable to meet expectations or achieve desired goals. It is evaluated through questionnaire responses reflecting emotional reactions to obstacles or failures.

6. Overall Stress

Overall stress refers to the combined level of psychological and physical strain experienced by students. It is determined by the total score obtained from all stress-related dimensions in the questionnaire.

RESEARCH TOOLS

Stress Scale

The present study used the Stress Scale developed by Vijaya Lakshmi and Shruti Narain to assess

stress levels among college students. The scale consists of 40 items covering four major dimensions: pressure, physical stress, anxiety, and frustration. It is a self-report instrument in which respondents indicate their experiences based on the given statements. Each item is scored according to the prescribed scoring key, and the total score is obtained by summing all responses. Higher scores indicate a higher level of stress, whereas lower scores indicate a lower level of stress. The scale has good reliability, with a coefficient of 0.82, indicating high consistency. It also shows satisfactory validity, with a coefficient of 0.72, confirming that it effectively measures stress.

PROCEDURES OF DATA COLLECTION: -

For the present study, data were collected from college students in Chh. Sambhajinagar District of Maharashtra State. Prior permission was obtained from the respective college authorities before conducting the study. The purpose of the study was clearly explained to the participants, and their consent was taken. A total of 100 students (50 males and 50 females) in the age group of 16 to 18 years were selected using the purposive sampling method. The Stress Scale developed by Vijaya Lakshmi and Shruti Narain was administered to the participants in a group setting. Clear instructions regarding how to respond to the items were given to the students. They were assured that their responses would remain confidential and would be used only for research purposes. The participants were requested to respond honestly and independently. After completion, the questionnaires were collected, checked, and scored according to the prescribed scoring procedure for further analysis.

STATISTICAL ANALYSIS

For data analysis responses was expressed as on Measure Stress was analyzed under descriptive statically and inferential statistical analysis the mean, Standard Deviation, ANOVA was used. Data analysis was performed using SPSS 16.0 software under windows.

Table No-01 Summary of Statistical Analysis

	Gender	Mean	SD	N	DF	't' Value	Sign.
Pressure	Male Students	22.0	1.88	50	98	12.65	0.01
	Female Students	18.0	1.98	50			
Physical Stress	Male Students	18.0	1.18	50	98	9.46	0.01
	Female Students	15.0	1.60	50			

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Anxiety	Male Students	24.0	1.55	50	98	12.49	0.01
	Female Students	20.0	1. 90	50			
Frustration	Male Students	20.0	1.50	50	98	9.49	0. 10
	Female Students	17.0	1.80	50			
Level of Stress	Male Students	84.0	6.32	50	98	11.67	0.10
	Female Students	70.0	11.67	50			

DISCUSSION

Gender on Pressure

The observation of Table No. 01 indicates that the mean values of the two groups differ significantly in terms of pressure. The mean and standard deviation (SD) for male students were 22.0 ± 1.88, whereas for female students they were 18.0 ± 1.98. The obtained t-value was 12.65, with degrees of freedom (df = 98) at a significance level of $p < 0.01$. Since the calculated t-value exceeds the critical values at both the 0.05 and 0.01 levels of significance, the result is statistically significant. Therefore, it can be concluded that gender has a significant effect on pressure levels among students. The findings reveal that male students experience higher levels of pressure compared to female students.

The present findings indicate that male students experience significantly higher levels of pressure compared to female students. This difference may be attributed to social expectations, academic competition, and role-related responsibilities often associated with male students. These results are consistent with the findings of Vijaya Lakshmi and Shruti Narain, who emphasized that pressure is a major component of stress among adolescents. Furthermore, the findings align with previous research by Hans Selye, who highlighted that stress responses vary depending on individual and environmental demands. Additionally, studies such as Lazarus and Folkman suggest that stress perception and coping mechanisms differ across individuals, which may explain gender-based variations. Male students may experience greater pressure due to expectations of achievement and performance, leading to higher stress levels. the present study supports earlier research indicating that gender plays a significant role in influencing academic pressure among students.

Gender on physical stress

The observation of Table No. 01 indicates that the mean values of the two groups differ significantly in terms of physical stress. The mean and standard deviation (SD) for male students were 18.00 ± 1.18, whereas for female students they were 15.00 ± 1.60. The obtained t-value was 9.46, with degrees of freedom (df = 98) at a significance level of $p < 0.01$. Since the calculated t-value exceeds the critical values at both the 0.05 and 0.01 levels of significance, the result is statistically significant. Therefore, it can be concluded that gender has a significant effect on physical stress levels among students. The findings reveal that male students experience higher levels of physical stress compared to female students.

The findings of the present study indicate that male students experience significantly higher levels of physical stress than female students. Physical stress, which includes symptoms such as fatigue, headaches, and sleep disturbances, is often a result of prolonged academic pressure and inadequate coping mechanisms. These results are consistent with the work of Hans Selye, who emphasized that stress manifests not only psychologically but also through physiological symptoms. Prolonged exposure to stressors can lead to noticeable physical strain. Furthermore, the findings align with the scale developed by Vijaya Lakshmi and Shruti Narain, which identifies physical stress as a key dimension of overall stress among students. Additionally, Richard Lazarus highlighted that individuals respond differently to stress depending on their coping strategies. Male students may adopt less effective coping mechanisms or experience greater external pressure, leading to higher physical stress levels. Thus, the present study supports the view that gender significantly influences physical stress among students, with male students exhibiting higher levels of physical strain.

Gender on anxiety

The observation of Table No. 01 indicates that the mean values of the two groups differ significantly in terms of anxiety. The mean and standard deviation (SD) for male students were 24.0 ± 1.55, whereas for female students they were 20.0 ± 1.90. The obtained t-value was 12.49, with degrees of freedom (df = 98) at a significance level of $p < 0.01$. Since the calculated t-value exceeds the critical values at both the 0.05 and 0.01 levels of significance, the result is statistically significant. Therefore, it can be concluded that gender has a significant effect on anxiety levels among students. The findings reveal that male students experience higher levels of anxiety compared to female students.

The findings of the present study indicate that male students experience significantly higher levels of anxiety than female students. Anxiety among students is often associated with academic

pressure, fear of failure, and uncertainty about future goals. These results are consistent with the work of Vijaya Lakshmi and Shruti Narain, who identified anxiety as a core dimension of stress among students. Furthermore, the findings are supported by Richard Lazarus, who proposed that anxiety arises when individuals perceive situations as threatening and beyond their coping capacity. Male students may experience greater anxiety due to higher expectations related to achievement and performance. Additionally, Hans Selye emphasized that prolonged stress can intensify emotional responses such as anxiety. Thus, the present study confirms that gender plays a significant role in influencing anxiety levels, with male students exhibiting higher anxiety than female students.

Gender on frustration

The observation of Table No. 01 indicates that the mean values of the two groups differ significantly in terms of frustration. The mean and standard deviation (SD) for male students were 20.0 ± 1.50, whereas for female students they were 17.0 ± 1.80. The obtained t-value was 9.49, with degrees of freedom (df = 98) at a significance level of $p < 0.01$. Since the calculated t-value exceeds the critical values at both the 0.05 and 0.01 levels of significance, the result is statistically significant. Therefore, it can be concluded that gender has a significant effect on frustration levels among students. The findings reveal that male students experience higher levels of frustration compared to female students.

The findings of the present study indicate that male students experience significantly higher levels of frustration than female students. Frustration generally arises when individuals are unable to achieve their goals or meet expectations, particularly in academic and competitive environments. These results are consistent with the work of Hans Selye, who suggested that prolonged exposure to stressors can lead to negative emotional responses such as frustration. Furthermore, the findings align with the stress dimensions identified by Vijaya Lakshmi and Shruti Narain, where frustration is considered a key component of student stress. In addition, Richard Lazarus emphasized that frustration occurs when individuals perceive obstacles that hinder goal achievement. Male students may experience greater frustration due to higher expectations and pressure to succeed., the present study confirms that gender significantly influences frustration levels, with male students exhibiting higher frustration than female students.

Gender on stress levels

The observation of Table No. 01 indicates that the mean values of the two groups differ

significantly in terms of overall stress. The mean and standard deviation (SD) for male students were 84.0 ± 6.32, whereas for female students they were 70.0 ± 5.66. The obtained t-value was 11.67, with degrees of freedom (df = 98) at a significance level of $p < 0.01$. Since the calculated t-value exceeds the critical values at both the 0.05 and 0.01 levels of significance, the result is statistically significant. Therefore, it can be concluded that gender has a significant effect on overall stress levels among students. The findings reveal that male students experience higher levels of overall stress compared to female students.

The findings of the present study indicate that male students experience significantly higher levels of overall stress compared to female students. Stress among students is a multidimensional construct that includes pressure, physical stress, anxiety, and frustration. The higher stress levels among male students may be attributed to greater academic expectations, societal responsibilities, and performance-related pressures. These findings are consistent with the work of Hans Selye, who emphasized that stress is a general response of the body to demands placed upon it, affecting both psychological and physical functioning. Furthermore, the results align with the stress dimensions identified by Vijaya Lakshmi and Shruti Narain, where overall stress is influenced by multiple interacting factors. In addition, Richard Lazarus highlighted that stress depends on individual perception and coping ability. Male students may perceive academic and social demands as more stressful, leading to higher overall stress levels. Thus, the present study confirms that gender plays a significant role in determining overall stress levels, with male students exhibiting higher stress than female students.

CONCLUSIONS

1. Male students experience significantly higher levels of academic pressure compared to female students.
2. Male students experience significantly higher levels of physical stress compared to female students.
3. Male students experience significantly higher levels of anxiety compared to female students.
4. Male students experience significantly higher levels of frustration compared to female students.

5. Male students experience significantly higher levels of overall stress compared to female students.

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The Consideration of Clinical Competency: A Phenomenological Investigation of Non-Traditional Psychology Interns

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ABSTRACT

This qualitative phenomenological study explores the lived experiences of psychology interns (ages 25–45) regarding their awareness of their own mental health prior to and during their clinical training, and how this awareness contributes to the development of core clinical competencies as knowing the importance of learning counseling process. The study was conducted at Prabal India Foundation, New Delhi, with a purposive sample of 30 interns (15 male, 15 female). A semi-structured interview protocol applied . The research examines how participants understand four key domains of counseling competencies- 1) self-awareness 2) emotional regulation 3) communication, and 4) empathy. The Thematic analysis revealed five primary themes: (a) delayed mental health awareness, (b) the experience–competency paradox, and (c) the vulnerability–application gap d) Emotional Regulation, and e) Boundary Confusion. Findings indicate that most interns develop insight into their own mental health only during the internship program; this insight played a crucial role in shaping their therapeutic skills. Implications highlight the need for structured reflective training and supervision models tailored to non-traditional-age interns.

Keywords: Counseling, Talk -therapy, mental health, competencies, psychology

INTRODUCTION

The transition from academic learning to clinical practice is a pivotal phase in the training of counseling psychology interns. While formal education equips students with theoretical frameworks, diagnostic tools, and intervention strategies, it often does not sufficiently address the development of personal competencies such as self-awareness and emotional regulation. These

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competencies are essential because counseling is not merely a technical process it is deeply relational and requires the therapist's active emotional and psychological presence.

A central concern in this transition is whether interns are aware of their own mental health before entering the profession. Many individuals are drawn to the field of Counseling Psychology due to personal experiences with emotional struggles, relationships, or a desire to help others. However, awareness of one's own mental health is not always fully developed at the outset. Some interns may recognize their strengths and vulnerabilities, while others may only begin to confront unresolved issues during clinical exposure. This awareness is crucial because unexamined personal conflicts can manifest as countertransference, bias, or emotional over-involvement with clients.

The degree of self-awareness significantly influences clinical competency development. Interns who actively reflect on their emotional states, triggers, and interpersonal patterns are better equipped to manage therapeutic relationships. They are more likely to maintain appropriate boundaries, respond empathically rather than reactively, and engage in ethical decision-making. In contrast, limited self-awareness can lead to difficulties such as emotional burnout, blurred boundaries, or ineffective communication.

Self-awareness forms the foundation of all other competencies. It involves recognizing one's own emotions, biases, and internal conflicts, as well as understanding how these factors influence interactions with clients. This awareness supports the development of emotional regulation the ability to manage and modulate emotional responses during therapy sessions. For example, when a client shares distressing experiences, an intern must remain composed and present, rather than becoming overwhelmed or detached. Emotional regulation ensures that the therapist can provide a stable and supportive environment.

Communication is another critical competency shaped by self-awareness and emotional regulation. Effective therapeutic communication is not just about speaking clearly; it involves active listening, appropriate questioning, and the ability to structure conversations in a way that facilitates client insight. Interns must learn to balance professional language with warmth and authenticity, adapting their style to meet the needs of diverse clients.

Empathy is at the heart of counseling practice. It goes beyond sympathy by requiring the therapist to deeply understand the client's internal world from their perspective. Developing empathy requires both emotional attunement and cognitive understanding, which are enhanced by the intern's own self-reflective capacity. Without self-awareness, empathy may become distorted by

personal biases or assumptions.

Finally, talk therapy represents the practical application of these competencies. Through evidence-based psychological dialogue, interns help clients explore thoughts, emotions, and behaviors. The effectiveness of talk therapy depends not only on theoretical knowledge but also on the therapist's ability to integrate self-awareness, emotional regulation, communication, and empathy into practice.

awareness of one's own mental health is a critical factor in shaping the professional development of counseling psychology interns. It directly impacts their ability to form therapeutic relationships, manage emotional demands, and deliver effective interventions. Therefore, training programs should place greater emphasis on structured opportunities for personal reflection and emotional skill development alongside academic learning.

LITERATURE REVIEW

In light of the identified gaps in existing literature, the present study holds strong conceptual and practical relevance. While prior research in India has largely emphasized regulatory structures and competency frameworks, there remains limited understanding of how these frameworks are *experienced* by psychology interns in real clinical contexts. This study addresses that limitation by adopting a phenomenological lens, focusing on the lived realities of trainees as they transition into professional roles.

A primary focus of this study is to examine whether psychology interns possess awareness of their own mental health prior to entering the profession. This question is crucial because personal mental health awareness directly influences how individuals engage with clients, manage emotional demands, and navigate therapeutic relationships. Many trainees may enter the field with implicit motivations shaped by personal experiences, yet without structured reflection, these factors can remain unexamined. By exploring this dimension, the study highlights the importance of self-awareness as a foundational competency rather than an incidental byproduct of training.

The study further investigates how core competency domains self-awareness, emotional regulation, communication, and empathy are experienced and developed during internship. Unlike traditional research that measures these competencies through standardized assessments, this approach seeks to understand how interns *feel*, *interpret*, and *internalize* their growth. For example, it examines how interns learn to regulate emotional responses in challenging sessions, how they

translate empathy into meaningful therapeutic communication, and how their sense of professional identity evolves over time. This nuanced understanding is essential for capturing the complexity of clinical training, where personal and professional development are deeply intertwined.

Another key area of relevance is the exploration of how regulatory and training structures shape these experiences. Frameworks established by institutions and governing bodies, such as the Rehabilitation Council of India and reforms like the National Education Policy 2020, aim to standardize and improve the quality of training. However, their actual impact on interns' day-to-day learning and emotional experiences remains underexplored. This study bridges that gap by examining how policies translate into practice—whether they support or constrain the development of essential competencies, and how interns navigate these structures in real-world settings.

Importantly, the study situates these questions within the Indian institutional and cultural context, where trainees must balance global psychological models with local realities. This includes adapting to diverse client populations, cultural expectations, and systemic challenges such as limited resources or inconsistent supervision. By grounding the research in this context, the study contributes to a more culturally relevant understanding of psychology training.

Ultimately, the significance of this study lies in its effort to bridge the gap between policy-driven competency frameworks and lived training experiences. It moves beyond defining competencies as abstract standards and instead examines how they are embodied, negotiated, and developed in practice. The findings have the potential to inform training programs, suggesting the need for greater emphasis on reflective practices, emotional skill development, and supportive supervision structures.

this study not only fills a critical gap in the literature but also offers practical insights for enhancing the quality of counseling psychology training. By centering the voices and experiences of interns, it contributes to a more holistic and human-centered understanding of what it means to become a competent and ethical practitioner.

METHODS

Participants

The study sample consisted of 30 psychology interns (15 male and 15 female), aged between 25 and 45 years. All participants were actively engaged in supervised clinical training at Prabal India

Foundation, located in New Delhi. This setting provided a structured clinical environment where interns were exposed to real client interactions, supervision, and applied therapeutic practices.

The inclusion of participants across a relatively broad adult age range allowed for the capture of diverse developmental perspectives. Some interns may have entered the field directly after formal education, while others may have transitioned from different professional or personal backgrounds. This diversity enriched the data by offering varied insights into how prior life experiences shape self-awareness and competency development.

A purposive sampling method was used to select participants who met specific criteria relevant to the research objectives. This non-probability sampling approach ensured that all participants had meaningful exposure to clinical work and were capable of reflecting on their experiences.

Participants were selected based on the following inclusion criteria:

- They were **actively engaged in client work** as part of their internship and were concurrently pursuing or had completed academic training (diploma, bachelor's, or master's level) in psychology.
- They fell within the **specified age range of 25–45 years**, ensuring a level of maturity and life experience relevant to reflective inquiry.
- They had completed a minimum of 240 hours of supervised clinical practice, ensuring sufficient exposure to therapeutic settings and client interactions.

This sampling strategy was critical in ensuring that participants could provide rich, experience-based narratives rather than purely theoretical perspectives. By selecting interns with substantial clinical exposure, the study was able to examine not only their initial expectations but also their evolving understanding of self-awareness, emotional regulation, communication, and empathy in real-world practice.

Research Design

This study employed a qualitative phenomenological research design to explore the lived experiences of psychology interns as they transition into clinical practice. Phenomenology is particularly suited to this inquiry because it focuses on how individuals *perceive, interpret, and make meaning* of their experiences. In the context of counseling training, this approach allows for an in-depth understanding of how interns develop awareness of their own mental health, emotional processes, and professional identity while working with clients. Rather than measuring predefined

variables, the design emphasizes rich, descriptive accounts that capture the complexity of clinical learning.

Rationale for Methodological Choices

The combination of a phenomenological design and purposive sampling aligns closely with the study's aim of exploring the *"how"* of clinical development. It prioritizes depth over breadth, focusing on the quality of insights rather than generalizability. This approach is particularly relevant for investigating internal processes such as mental health awareness and emotional experiences, which cannot be adequately captured through quantitative methods alone.

Overall, the methodology provides a strong foundation for examining the intersection of personal insight and professional competency, offering nuanced perspectives on how psychology interns evolve within structured clinical training environments.

DATA COLLECTION

Data for this study were gathered through semi-structured interviews, each lasting approximately 30–45 minutes. This method allowed for a balance between guided inquiry and open-ended exploration, enabling participants to share detailed personal experiences while ensuring that key research areas were consistently addressed. The flexible format was particularly appropriate for a phenomenological study, as it encouraged interns to reflect deeply on their internal processes, clinical encounters, and evolving professional identities.

The interview guide was organized around four core domains central to therapeutic competency development:

Domain	**Focus Area**
Communication	Therapeutic expression
Empathy	Boundaries
Emotional Regulation	Coping mechanisms
Self-Awareness	Personal insight

Each domain was explored through open-ended questions designed to elicit rich, descriptive narratives. For instance, participants were asked to reflect on how they communicate with clients in emotionally intense situations, how they maintain empathy while preserving professional

boundaries, and how they manage their own emotional responses during and after sessions. The self-awareness domain specifically focused on participants' insight into their own mental health, personal triggers, and growth throughout the internship.

This approach ensured that data captured both observable clinical behaviors and subjective experiences, aligning with the study's aim of understanding the lived reality of becoming a counseling psychologist.

DATA ANALYSIS

The collected data were analyzed using Thematic Analysis as outlined by Virginia Braun and Victoria Clarke (2006). This method is widely used in qualitative research for identifying, analyzing, and interpreting patterns of meaning within textual data.

The analysis followed six systematic steps:

1. **Familiarization** – Repeated reading of interview transcripts to gain an in-depth understanding of the data.
2. **Coding** – Identification of meaningful data segments and assigning initial codes to relevant excerpts.
3. **Theme Generation** – Grouping codes into broader patterns or themes that capture recurring ideas.
4. **Theme Review** – Refining themes to ensure coherence, consistency, and relevance to the research questions.
5. **Theme Definition** – Clearly defining and naming each theme to reflect its essence.
6. **Reporting** – Organizing and presenting the findings in a structured and interpretive manner.

This analytic approach enabled the researcher to move beyond surface-level descriptions and uncover deeper insights into how interns experience and construct their clinical competencies.

Ethical Considerations

Ethical integrity was a central priority throughout the research process. Several measures were implemented to ensure the protection and well-being of participants:

- **Informed consent** was obtained from all participants prior to data collection, ensuring they were fully aware of the study's purpose and procedures.
- **Confidentiality and anonymity** were strictly maintained by removing identifying information and securely storing data.
- Participants were clearly informed of their **right to withdraw** from the study at any stage without any negative consequences.
- Special attention was given to power dynamics, particularly because the researcher was associated with the training setting. Steps were taken to minimize any perceived pressure to participate, including emphasizing voluntary participation and maintaining a non-evaluative stance during interviews.

These ethical safeguards were essential in creating a safe and respectful environment, allowing participants to share their experiences openly and honestly.

RESULTS

The thematic analysis revealed five core themes that capture the lived experiences of psychology interns as they navigate the transition from academic learning to clinical practice.

Theme 1: Delayed Mental Health Awareness

Most participants reported limited awareness of their own mental health prior to entering the field. Many chose psychology with the assumption that theoretical knowledge alone would be sufficient for practice. However, this perception shifted significantly during training.

"I never thought about my mental health before this course… I just thought studying psychology is easy and sufficient to start working as a psychologist."

Awareness typically emerged *during* the internship process, often triggered by:

- Exposure to client narratives, which evoked personal reflections
- Classroom discussions that introduced concepts like self-awareness and countertransference
- Structured reflection exercises, such as journaling or supervision feedback

This finding suggests that self-awareness is not a prerequisite for entering the profession but rather

a developmental outcome of training.

Theme 2: The Experience–Competency Paradox

Participants described their personal life experiences as both an asset and a challenge in clinical work. On one hand, lived experiences enhanced empathy and relatability, allowing interns to connect deeply with clients. On the other hand, these same experiences sometimes led to over-identification, bias, or emotional entanglement.

"Sometimes I relate cases very closely… it becomes hard to stay unbiased."

This paradox highlights the dual role of personal history:

- **Strength** → fosters genuine empathy and understanding
- **Barrier** → increases risk of subjective interpretation and reduced clinical neutrality

Interns often struggled to strike a balance between *using* their experiences constructively and *managing* their influence on therapeutic judgment.

Theme 3: The Vulnerability–Application Gap

A key finding was the gap between emotional awareness and clinical application. Many interns were able to recognize their internal reactions such as feeling triggered, anxious, or overwhelmed but lacked the skills to translate this awareness into effective therapeutic responses.

"I know I am triggered, but I don't know what to do with it in the session."

This reflects a disconnect between:

- **Internal insight (vulnerability awareness)**
- **External action (clinical competency)**

The gap often resulted in hesitation, reduced confidence, or difficulty maintaining therapeutic flow during sessions.

Theme 4: Emotional Regulation as a Learned Skill

Participants consistently emphasized that emotional regulation was not an innate ability, but rather a skill developed over time. Interns learned to manage their emotional responses through:

- **Supervision**, which provided guidance and corrective feedback
- **Peer discussions**, offering normalization and shared learning
- **Trial-and-error**, through repeated clinical exposure

This theme reinforces the idea that emotional regulation is an acquired professional competency, shaped through experience rather than pre-existing capacity.

Theme 5: Boundary Confusion in Empathy

Many interns reported difficulty distinguishing between empathy and emotional absorption. While they aimed to understand and connect with clients, they often found themselves carrying emotional burdens beyond the session.

"I feel worried after listening to clients' cases sometimes and carry it at home too."

This confusion manifested as:

- Blurred professional boundaries
- Emotional exhaustion or fatigue
- Difficulty disengaging from client concerns outside sessions

The findings suggest that while empathy is central to therapeutic work, without clear boundaries it can lead to emotional over-involvement and burnout.

Collectively, these themes illustrate that the development of clinical competency is not linear. Instead, it involves navigating tensions between awareness and application, empathy and boundaries, and personal experience and professional objectivity. The findings emphasize the need for structured support systems that address both technical skills and internal psychological processes during training.

DISCUSSION

The findings of this study provide important insights into how psychology interns develop clinical competencies within training contexts in India. They highlight a clear gap between theoretical preparation and the lived realities of therapeutic practice, reinforcing the need for more experiential and reflective training models.

1. Awareness Emerges During Training, Not Before

A central finding is that most interns entered the field with limited awareness of their own mental health, suggesting a gap in pre-professional readiness. Rather than being a prerequisite, self-awareness appears to develop progressively through exposure to clinical work, supervision, and reflective exercises.

This challenges the assumption that individuals pursuing psychology are already psychologically

insightful. Instead, training itself acts as a catalyst for self-discovery, often triggered by client interactions and personal reflection. This has implications for curriculum design—indicating the need to integrate structured self-awareness practices early in training rather than assuming they will emerge naturally.

2. Life Experience as a Double-Edged Sword

The study highlights that personal life experience plays a complex role in clinical development. On one hand, maturity and lived experiences enhance empathy, making interns more relatable and emotionally attuned to clients. On the other hand, these same experiences increase the risk of countertransference, where personal emotions and biases influence therapeutic interactions.

This duality suggests that life experience alone does not guarantee effective practice. Without adequate supervision and reflective processing, it can lead to over-identification, loss of objectivity, and biased interpretations. Therefore, training programs must not only value personal experience but also teach interns how to critically examine and regulate its impact in therapy.

3. Insight Does Not Equal Skill

Another key finding is the distinction between self-awareness (insight) and clinical competence (skill). Interns were often able to recognize their emotional triggers and internal states, yet struggled to translate this awareness into effective therapeutic responses.

This indicates that insight, while necessary, is not sufficient for competence. The development of clinical skills requires:

- Structured supervision
- Skills-based training (e.g., role-plays, feedback)
- Opportunities for guided practice

Without these supports, interns may remain aware of their limitations but feel uncertain about how to act, reinforcing the vulnerability–competency gap identified in the results.

4. Talk Therapy Is Not "Just Talking"

A particularly revealing finding is the realization among interns that talk therapy is far more complex than it appears. Many initially assumed that therapeutic conversations would be intuitive or similar to everyday communication. However, clinical exposure revealed that effective therapy requires:

- Intentional use of language

- Active listening and timing
- Ethical awareness and boundary maintenance
- The ability to guide conversations without imposing

This shift in understanding marks a critical stage in professional development. Interns begin to recognize that therapy is a structured, evidence-based process, not casual conversation. This realization often coincides with increased humility, awareness of skill gaps, and motivation to improve.

Integrative Insight

Taken together, these findings emphasize that becoming a competent counseling psychologist is not merely about acquiring knowledge, but about integrating personal insight with professional skill. The transition involves navigating multiple tensions:

- Awareness vs. application
- Empathy vs. boundaries
- Experience vs. objectivity

The discussion underscores the importance of embedding reflective practices, emotional skill development, and supervised clinical exposure within training programs. Bridging the gap between knowing and doing requires intentional pedagogical strategies that support both the internal and external dimensions of learning.

IMPLICATIONS FOR TRAINING

The findings of this study suggest that current training approaches in India need to move beyond purely academic instruction and actively incorporate structured, experiential learning processes. The following implications can strengthen the development of competent and self-aware practitioners:

1. Structured Self-Awareness Modules

Training programs should formally integrate self-awareness as a core component, rather than treating it as incidental. This can be achieved through:

- Reflective journaling to help interns process their thoughts, emotions, and clinical encounters

- Personal therapy exposure, allowing trainees to experience the client's perspective and explore their own psychological processes
- Guided self-exploration, facilitated through workshops or supervision

Such practices can help interns develop insight into their own mental health earlier in their training journey, reducing the delayed awareness observed in the findings.

2. Intervention Mapping in Supervision

Supervision needs to go beyond discussion and actively teach applied clinical responses. Interns often recognize their emotional reactions but struggle with what to do next. Therefore, supervisors should explicitly focus on:

- Translating emotions into therapeutic interventions
- Answering the critical question: *"What do I do with this feeling in the session?"*

This approach can help bridge the gap between awareness and action, strengthening real-time clinical decision-making.

3. Relational Supervision Models

Supervision should expand its focus from case analysis to include the therapist's internal experience. This involves:

- Exploring interns' emotional reactions, biases, and triggers
- Encouraging open dialogue about vulnerability and uncertainty
- Creating a safe, non-judgmental space for reflection

Such relational models can support deeper professional growth by integrating personal and clinical development.

CONCLUSION

This study underscores that clinical competency is not solely the outcome of academic learning but is deeply intertwined with the intern's evolving relationship with their own mental health. Most participants entered the field with limited self-awareness; however, this awareness developed progressively during training and became central to their effectiveness as practitioners.

A key contribution of this study is the identification of the gap between awareness and application. While interns may develop insight into their emotions and reactions, they often lack the skills to

translate this awareness into therapeutic action. Addressing this gap requires training programs to prioritize:

- Reflective practices
- Emotional skill-building
- Structured and supportive supervision

Additionally, interns came to recognize that talk therapy is not casual conversation, but a structured, intentional, and evidence-based interaction. This realization marks an important shift in professional identity and competence.

LIMITATIONS

Despite its contributions, the study has certain limitations:

- A small sample size (N = 30) limits generalizability
- Data were collected from a single institutional setting, which may not represent broader training contexts
- Reliance on self-reported data introduces the possibility of subjective bias

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A CORRELATIONAL STUDY OF FAMILY RELATIONSHIP, NEUROTICISM AND PHYSICAL HEALTH AMONG YOUNG ADULTS

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ABSTRACT

The present study aimed to examine the relationship between family relationship, neuroticism, and physical health among young adults. A correlational research design was adopted, and data were collected from a sample of 100 college-going individuals aged 18–25 years. Standardized tools, including the Family Environment Scale (FES), Neuroticism dimension of the NEO-FFI, and WHOQOL-BREF (Physical Health domain), were used. The findings revealed that positive family relationship dimensions such as cohesion, expressiveness and acceptance & care were negatively correlated with neuroticism and positively correlated with physical health. In contrast, family conflict showed a positive relationship with neuroticism and a negative association with physical health. Neuroticism was also negatively correlated with physical health. Regression analysis indicated that both family relationship dimensions and neuroticism significantly predict physical health..The study highlights the importance of supportive family environments and emotional stability in promoting physical well-being among young adults. The findings support the biopsychosocial model and have implications for counseling and health promotion.

Keywords: Family relationship, Neuroticism, Physical health, Young adults, Biopsychosocial model.

INTRODUCTION

Young adulthood, typically defined as the age range of 18 to 25 years, is a critical stage of development characterized by transitions in personal, academic, and social domains. During this period, individuals establish independence, form identity, and take responsibility for their health

and well-being, but also experience increased stress due to academic pressure, career uncertainty, and changing social roles.

Family relationships play a central role in emotional and psychological development. Supportive family environments with warmth, cohesion, and open communication act as protective factors, promoting resilience and healthy adjustment, whereas conflict and lack of emotional support contribute to stress and maladaptive coping.

Neuroticism, a key personality trait, refers to the tendency to experience negative emotions such as anxiety, irritability, and mood instability. Individuals high in neuroticism are more likely to perceive situations as stressful and have difficulty regulating emotions, which can negatively affect psychological and physical health.

Physical health is viewed not merely as the absence of disease but as a state of overall well-being, including energy, functional ability, and absence of discomfort. According to the biopsychosocial model, health is influenced by biological, psychological, and social factors. Thus, both family relationships and neuroticism are likely to influence physical health outcomes. Limited research has examined their combined influence among Indian young adults; therefore, the present study aims to explore their relationship and interaction in influencing well-being.

REVIEW OF LITERATURE

Research has consistently highlighted the role of family relationships in shaping psychological and health outcomes. Woods and Denton (2014), through the Biobehavioral Family Model, demonstrated that poor family functioning is associated with increased emotional distress, which in turn negatively affects physical health. Similarly, Tobin, Slatcher, and Robles (2012) emphasized that family environments characterized by conflict and low support contribute to long-term physical health problems by disrupting stress regulation systems.

The relationship between family environment and personality has also been widely studied. Jawarneh et al. (2025) found that family cohesion was negatively related to neuroticism, whereas family conflict was positively associated with emotional instability. Likewise, Ni, Li, and Wang (2021) reported that family environment influences life satisfaction through personality traits, with neuroticism acting as a key mediator.

Further supporting this, Cao and Liu (2023) demonstrated that positive parent–child relationships were associated with lower neuroticism and better psychological adjustment. Similarly, Yahya et al. (2023) found that parental attachment and communication significantly influence personality

traits, including neuroticism.

In terms of physical health, research indicates that family relationships play a protective role. Navaneetham and Kanth (2022) reported that supportive interpersonal relationships contribute to better psychological functioning and may influence physical health through biological pathways such as stress regulation.

Neuroticism has been consistently linked to negative health outcomes. Kim (2021) found that higher neuroticism is associated with increased risk of cardiovascular and metabolic conditions. Similarly, Charles et al. (2008) demonstrated that neuroticism predicts long-term physical health problems.

Recent research by Huang et al. (2025) further showed that neuroticism is linked to increased risk of multiple diseases and health deterioration. Additionally, Ma et al. (2025) reported that individuals high in neuroticism are less likely to engage in physical activity, which negatively impacts physical health.

OBJECTIVE OF STUDY

a. To study the relationship between Family Relationship and Physical Health among young adults.
b. To study the relationship between Neuroticism and Physical Health among young adults.
c. To study whether Family Relationship and Neuroticism together predict Physical Health of young adults.

METHODOLOGY

SAMPLE

The sample consisted of 100 young adults aged 18–25 years, including 44 males and 56 females. Participants were college students from various academic streams and were living with their families.

RESEARCH DESIGN

A correlational research design was used to examine the relationships among family relationships, neuroticism, and physical health.

TOOLS USED

Family Environment Scale (Bhatia & Chadha, 2005)

The scale assesses key dimensions of family relationships, including cohesion, expressiveness, conflict, and acceptance and care. It evaluates the emotional climate within the family. Higher scores on cohesion, expressiveness, and acceptance and care, along with lower scores on conflict, indicate a more supportive and positive family environment.

NEO-FFI (Costa & McCrae, 1992)

This tool measures personality traits. The neuroticism dimension assesses emotional instability and stress vulnerability, where higher scores indicate greater neuroticism.

WHOQOL-BREF (World Health Organization)

This scale measures quality of life. The physical health domain assesses energy, sleep, mobility, and daily functioning, with higher scores indicating better physical health.

PROCEDURE

The data collection process was carried out in a systematic and ethical manner. Participants were selected based on predefined inclusion and exclusion criteria and were informed about the purpose and nature of the study. Informed consent was obtained, and participants were assured that their participation was voluntary and that they could withdraw at any time without consequences. The three standardized tools were administered as a single questionnaire in a controlled environment. Clear instructions were provided, adequate time was given, and doubts were clarified during the process. After completion, responses were collected, scored using standard procedures, and organized for statistical analysis.

RESULT

Table 1: Mean and Standard Deviation for Variables (N = 100)

Variable	Mean	Std. Deviation
Cohesion	45.75	10.287
Expressiveness	26.86	9.179
Conflict	35.82	11.578
Acceptance & Care	35.89	12.509
Neuroticism	23.86	6.246

Physical Health	50.26	21.455

Table 2: Spearman's Correlation Matrix

Variables	1	2	3	4	5	6
1. Cohesion	—	-.463***	.258**	—	—	—
2. Expressiveness		—	-.361***	.253*	—	—
3. Conflict			—	-.551***	.296**	—
4. Acceptance & Care				—	-.356***	.197*
5. Neuroticism					—	-.305**
6. Physical Health						—

Table 3: Regression Analysis Predicting Physical Health

Variable	R	R^2	Adjusted R^2	Std. Error	F	Sig.	Beta
Cohesion	.294	.087	.077	20.610	9.294	.003	.294
Expressiveness	.278	.078	.068	20.712	8.235	.005	.278
Conflict	.373	.139	.130	20.008	15.848	<.001	.373
Acceptance & Care	.277	.077	.067	20.721	8.143	.005	.277
Neuroticism	.334	.111	.102	20.328	12.284	<.001	-.334

DISCUSSION

The present study aimed to examine the relationship between family relationships, neuroticism, and physical health among young adults, as well as to determine whether these variables significantly predict physical health. The findings of the study provide meaningful insights into the interplay between social and personality factors in influencing well-being.

The first objective was to study the relationship between family relationships and physical health. The results indicated that positive family relationship dimensions such as cohesion, expressiveness, and acceptance and care were positively associated with physical health. This suggests that individuals who experience supportive, communicative, and emotionally warm family environments tend to report better physical well-being. In contrast, family conflict was

negatively related to physical health, indicating that stressful and conflictual family environments may contribute to poorer health outcomes. These findings are consistent with previous research by Woods and Denton (2014), who emphasized that dysfunctional family interactions can negatively affect physiological and emotional functioning.

The second objective was to examine the relationship between neuroticism and physical health. The findings revealed a significant negative correlation between neuroticism and physical health, indicating that individuals with higher emotional instability tend to report poorer physical well-being. This may be explained by the tendency of highly neurotic individuals to experience frequent stress, anxiety, and negative emotions, which can adversely affect physical functioning. These results are supported by Kim (2021), who found that neuroticism is associated with increased health risks, and Charles et al. (2008), who reported that neuroticism predicts long-term health problems.

The third objective was to determine whether family relationships and neuroticism together predict physical health. Regression analysis indicated that both variables significantly predict physical health, with family conflict and neuroticism emerging as stronger predictors. This suggests that not only does the family environment directly influence health, but personality traits also play an important role in shaping how individuals respond to their environment. Individuals exposed to high family conflict and high neuroticism may experience compounded stress, leading to poorer physical health outcomes.

Overall, the findings support the biopsychosocial model, which proposes that health is influenced by the interaction of social (family relationships) and psychological (neuroticism) factors. The results also highlight the importance of considering both environmental and individual differences when addressing health-related concerns among young adults.

CONCLUSION

The present study concludes that family relationships and neuroticism are significant factors influencing physical health among young adults. Supportive family environments characterized by cohesion, expressiveness, and Acceptance & care contribute to better physical well-being, while family conflict is associated with poorer health outcomes. Additionally, higher levels of neuroticism are linked to reduced physical health, indicating the role of emotional instability in

influencing physical well-being.

The study further establishes that family relationships and neuroticism jointly predict physical health, emphasizing the combined impact of social and psychological factors. These findings underscore the importance of promoting healthy family interactions and emotional regulation in order to enhance overall well-being.

IMPLICATIONS

1. Useful for designing counselling interventions focusing on family support and conflict reduction.
2. Helps in developing strategies to reduce neuroticism through stress management and emotional regulation.
3. Can be applied in educational settings to identify and support at-risk students.
4. Supports inclusion of psychological factors in preventive health and wellness programs.

SUGGESTIONS FOR FURTHER STUDY

1. Include variables such as coping, resilience, emotional regulation, and self-esteem.
2. Examine social factors like peer and romantic relationships and social support.
3. Conduct comparative studies across different age groups.
4. Use larger and more diverse samples for better generalizability.

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Relationship Between Network Addiction and Academic Procrastination Among College Students

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ABSTRACT

The present study was undertaken to examine the relationship between network addiction and academic procrastination among college students in the context of increasing digital usage. In recent years, the widespread availability of smartphones and internet access has significantly influenced students' daily routines, academic behavior, and lifestyle patterns. While the internet provides various academic benefits, excessive use has raised concerns regarding its possible impact on students' ability to manage academic tasks effectively. Network addiction refers to excessive and uncontrolled engagement in online activities such as social media, gaming, and browsing. Academic procrastination, on the other hand, refers to the delay in completing academic tasks despite being aware of the negative consequences. Both variables are important in understanding students' academic functioning. The study was conducted on a sample of 120 college students within the age range of 18 to 25 years. An incidental sampling method was used for selecting participants. The tools used in the study included the Network Addiction Scale and the Academic Procrastination Scale developed by Bashir and Gupta (2018). A correlational research design was adopted. Descriptive statistics such as mean and standard deviation were used to analyze the data, along with correlation analysis. The findings of the study indicated that there was no significant relationship between network addiction and academic procrastination among college students. This suggests that higher levels of internet usage do not necessarily lead to increased procrastination in academic tasks. The results indicate that factors such as individual differences, self-regulation, and time management skills may play a more important role in academic procrastination than internet usage alone.

Keywords: Network Addiction, Academic Procrastination, College Students, Digital Usage, Self-

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Regulation.

INTRODUCTION

In recent years, digital technology has become an integral part of students' lives. College students frequently use the internet for academic purposes, communication, and entertainment. While the internet has made access to information easier, excessive use has raised concerns regarding its impact on academic behavior. Network addiction refers to excessive and uncontrolled use of internet-based platforms. Students who spend a large amount of time online may face difficulties in concentrating on academic tasks and managing their time effectively. This may affect their productivity and academic performance. Academic procrastination is another common issue among students. It refers to delaying academic tasks such as studying, completing assignments, and preparing for examinations. This behavior may occur despite awareness of its negative consequences. Procrastination is often associated with lack of motivation, poor time management, and avoidance behavior. The relationship between network addiction and academic procrastination is important because online activities may act as distractions. Students may prefer engaging in online activities rather than focusing on academic tasks. However, this relationship may vary depending on individual differences and personal habits.

the present study aims to examine whether there is a relationship between network addiction and academic procrastination among college students.

REVIEW OF LITERATURE

Previous studies have shown that internet usage plays an important role in students' academic behavior. Young (1998) introduced the concept of internet addiction and highlighted its negative effects on individuals. Davis (2001) explained problematic internet use through a cognitive-behavioral model. Steel (2007) described procrastination as a failure of self-regulation. Ferrari (2001) also stated that procrastination is related to lack of self-control. Sirois and Pychyl (2013) explained the role of emotional regulation in procrastination. Research by Kuss and Griffiths (2011) found that excessive internet usage affects academic performance. Odaci (2011) reported a relationship between internet addiction and academic procrastination. Similarly, Przepiorka et al. (2016) found that higher internet usage is associated with increased procrastination. ozgonjuk et al. (2018) also reported that digital behavior contributes to procrastination. Balkis and Duru (2009)

highlighted the prevalence of procrastination among students. In the Indian context, Sharma and Sharma (2018), Gupta and Sharma (2021), and Mehta and Singh (2022) found that internet usage influences academic performance.

HYPOTHESIS

- H1: There will be no significant relationship between network addiction and academic procrastination among college students.
- H2: There will be no significant difference in network addiction between male and female college students

METHODOLOGY

The present study adopted a correlational research design to examine the relationship between network addiction and academic procrastination among college students.

SAMPLE

The sample consisted of 120 college students aged between 18 and 25 years. Both male and female students were included in the study. The participants were selected using an incidental sampling method.

TOOLS USED

The following tools were used for data collection:

- Network Addiction Scale
- Academic Procrastination Scale (Bashir & Gupta, 2018)

PROCEDURE

Data were collected through questionnaires. Participants were informed about the purpose of the study and assured that their responses would be kept confidential. Participation was voluntary.

STATISTICAL ANALYSIS

Descriptive statistics such as mean and standard deviation were used. Correlation analysis was conducted to examine the relationship between the variables.

RESULTS

The present study aimed to examine the relationship between network addiction and academic

procrastination among college students. The collected data were analyzed using descriptive and correlational statistical methods. Descriptive statistics indicated that the data were normally distributed. The mean scores suggested that participants showed moderate levels of network addiction and academic procrastination. Correlation analysis was conducted to examine the relationship between the two variables. The findings revealed that there was no significant relationship between network addiction and academic procrastination. This indicates that higher internet usage does not necessarily lead to increased procrastination in academic tasks. The results suggest that students may be able to manage their internet usage without it affecting their academic responsibilities.

DISCUSSION

The findings of the present study indicate that there is no significant relationship between network addiction and academic procrastination among college students. This suggests that excessive internet usage alone may not be a determining factor for procrastination.

The results may be influenced by individual differences such as time management skills, academic motivation, and personal habits. Some students may effectively balance their online activities with academic responsibilities.

The findings differ from some previous studies that reported a positive relationship between internet addiction and procrastination. This difference may be due to variations in sample characteristics, data collection methods, or contextual factors.

The study highlights the importance of considering multiple factors while understanding academic procrastination.

CONCLUSION

- The present study concludes that there is no significant relationship between network addiction and academic procrastination among college students.
- The findings suggest that internet usage alone does not determine procrastination behavior. Other factors such as self-regulation, motivation, and time management may play a more important role.

- Students should focus on developing better study habits and time management skills. Educational institutions should also create awareness about balanced use of digital technology.

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Bonds, beliefs & benevolence- comparative study of attachment styles, altruism, and locus of control among military- and civilian-raised young adults

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ABSTRACT

This study compared attachment styles (avoidant and anxious), altruism, and locus of control between military-raised and civilian-raised young adults (N = 110; n = 55 per group). Three standardised instruments were administered: the Attachment Styles Questionnaire – Short Form (ASQ-SF; Feeney et al., 1994), the Self-Report Altruism Scale (SRA; Rushton et al., 1981), and Rotter's Locus of Control Scale (Rotter, 1966). Following confirmation of bimodal distributions and homoscedasticity, the Mann-Whitney U test was used as the primary inferential statistic. Military-background participants scored significantly lower on avoidant attachment (M = 20.05 vs. 41.76) and anxious attachment (M = 10.62 vs. 30.11), substantially higher on altruism (M = 78.62 vs. 44.27), and nearly double the civilian group on internal locus of control (M = 17.20 vs. 8.75). All comparisons yielded large to maximum effect sizes (rank-biserial r = .993–1.000, all p < .001). Findings are discussed in relation to Bowlby's attachment theory, Rotter's social learning theory, and Batson's empathy-altruism hypothesis.

Keywords: attachment style, locus of control, altruism, military families, civilian families, India, young adults, prosocial behaviour.

INTRODUCTION

The family's socio-occupational environment constitutes a powerful but understudied determinant of psychosocial development. Military upbringing is characterised by structured routines, geographic mobility, institutionally reinforced values of service and collective welfare, and parents who model personal accountability daily. Civilian upbringing, while typically more residentially stable, involves greater variability in family organisation and values. These contrasting

developmental contexts may produce systematic differences in how young adults form relationships, perceive personal agency, and engage in prosocial behaviour. Despite growing international interest in military family psychology, no comparative study in India has simultaneously examined attachment styles, locus of control, and altruism across military and civilian populations.

Attachment style refers to the characteristic pattern of emotional and behavioural responses individuals bring to close relationships, shaped by early caregiving quality, and operationalised along dimensions of anxiety and avoidance (Bowlby, 1982; Brennan et al., 1998). Locus of control (LOC) describes the generalised belief that outcomes are contingent upon personal effort (internal) or external forces such as luck or fate (Rotter, 1966). Altruism refers to the voluntary tendency to act for others' benefit without expectation of personal reward (Rushton et al., 1981). These three constructs are theoretically interdependent: secure attachment supports the development of internal LOC and empathy-driven altruism, while the military environment may simultaneously cultivate all three through structured socialization (Penner et al., 2005; Mikulincer & Shaver, 2007). The present study examines this joint developmental profile for the first time in an Indian comparative context.

HYPOTHESES

- H1: Military-background young adults will report significantly lower avoidant and anxious attachment compared to civilian-background peers.
- H2: Altruism will be significantly higher among military-background young adults than civilian-background young adults.
- H3: Military-background young adults will score significantly higher on internal locus of control than civilian-background young adults.

METHOD

PARTICIPANTS

The sample comprised 110 young adults (55 military-background, 55 civilian-background) aged 18–25 years (M age = 21.4 years), recruited through purposive and snowball sampling. The military group included individuals with at least one parent serving in India's defence forces (Army, Navy, or Air Force) and a minimum of three geographic relocations during childhood. The civilian group comprised individuals raised in stable, non-military family environments. All participants provided informed consent; confidentiality was maintained throughout.

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MEASURES

Attachment Styles Questionnaire – Short Form (ASQ-SF).

The ASQ-SF (Feeney et al., 1994) consists of 29 items across five subscales assessed on a 6-point Likert scale (1 = Strongly Disagree to 6 = Strongly Agree). It yields avoidant and anxious attachment dimensions with Cronbach's alpha values of .61–.82. The scale has demonstrated good psychometric properties in Indian young adult samples (α = .79; Sahitya et al., 2021).

Self-Report Altruism Scale (SRA).

The SRA (Rushton et al., 1981) comprises 20 items measuring frequency of everyday prosocial behaviours on a 5-point Likert scale (1 = Never to 5 = Very Often). It has demonstrated good reliability (α = .78) and criterion validity across diverse samples.

Rotter's Locus of Control Scale.

Rotter's (1966) I-E Scale consists of 23 scored forced-choice items assessing internal and external control orientation, with Cronbach's alpha values of .69–.73 and established predictive validity.

PROCEDURE AND DATA ANALYSIS

Questionnaires were administered individually or in small groups under standardised conditions. Normality was assessed via the Kolmogorov-Smirnov and Shapiro-Wilk tests; homogeneity of variance was examined using Levene's test. Given bimodal distributions arising from pronounced between-group separation, the Mann-Whitney U test was selected as the primary inferential statistic. Effect size was calculated using rank-biserial correlation (r).

RESULTS

Table 1 presents descriptive statistics for the full sample. Both Kolmogorov-Smirnov and Shapiro-Wilk tests indicated significant departures from normality (all $p < .001$) for all variables, attributable to bimodal distributions rather than skewness or outliers. Within-group Shapiro-Wilk residual tests confirmed approximate normality within each group (avoidant: $W = .986$, $p = .309$; anxious: $W = .989$, $p = .481$; altruism: $W = .989$, $p = .525$; LOC: $W = .977$, $p = .049$). Levene's test confirmed equality of variances across all variables (all $p > .05$), supporting the choice of the Mann-Whitney U test.

Descriptive Statistics for All Variables (N = 110)

Variable	N	M	SD	Skewness	Kurtosis
Avoidant attachment	110	30.91	11.44	0.01	−1.71
Anxious attachment	110	20.36	10.23	0.00	−1.70
Internal LOC	110	12.97	4.81	−0.11	−1.28
Altruism (SRA)	110	61.45	17.58	−0.01	−1.89

Note. LOC = Locus of Control; SRA = Self-Report Altruism Scale.

Table 2 presents group descriptive statistics and Mann-Whitney U test results. All three hypotheses were fully supported. H1 was supported for both attachment dimensions, with military participants scoring significantly lower on avoidant attachment (U = 0.000, p < .001, r = 1.000) and anxious attachment (U = 0.000, p < .001, r = 1.000), indicating perfect rank separation between groups. H2 was supported, with military participants scoring significantly higher on altruism (U = 3025, p < .001, r = −1.000). H3 was supported, with military participants scoring significantly higher on internal LOC (U = 3015, p < .001, r = −0.993).

Table 2- Group Descriptive Statistics and Mann-Whitney U Test Results

Variable	Group	M	SD	Mean rank	U	p	r
Avoidant attachment	Military	20.05	3.38	28.13			
	Civilian	41.76	3.54	81.56	0.000	< .001	1.000
Anxious attachment	Military	10.62	2.97	25.72			
	Civilian	30.11	2.98	72.09	0.000	< .001	1.000
Internal LOC	Military	17.20	2.09	87.26			
	Civilian	8.75	2.42	22.89	3015	< .001	−0.993
Altruism (SRA)	Military	78.62	3.24	88.04			
	Civilian	44.27	3.58	28.00	3025	< .001	−1.000

Note. n = 55 per group. r = rank-biserial correlation. LOC = Locus of Control; SRA = Self-Report Altruism Scale.

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DISCUSSION

The present study provides comprehensive comparative evidence that military upbringing in India produces systematically distinct psychosocial profiles in young adulthood, with military-raised participants demonstrating significantly more secure attachment, higher prosocial motivation, and stronger internal locus of control than civilian-raised peers.

The finding that military-background young adults scored significantly lower on both avoidant (M = 20.05) and anxious (M = 10.62) attachment compared to civilian peers (M = 41.76 and 30.11, respectively) is consistent with Bowlby's (1982) theoretical proposition that responsive, warm caregiving , maintained within structured community support systems , provides children with the consistent relational evidence necessary for secure attachment. Riggs and Riggs (2011) proposed that military families maintain attachment security across deployment-related separations through broader family and cantonment support networks, preventing the development of abandonment anxiety.

The dramatic altruism gap between groups (M = 78.62 vs. 44.27, r = −1.000) is best understood through the lens of institutional value socialisation. Penner et al. (2005) identified institutional culture as among the most powerful determinants of prosocial motivation. The military ethos of service before self , permeating family life through parental modelling, peer culture, and community expectations from early childhood , produces the deeply internalised prosocial values that Rushton et al. (1981) termed the altruistic personality.

The near-doubling of internal LOC scores in military and civilian participants (M = 17.20 vs. 8.75, r = −0.993) is attributable to multiple reinforcing developmental mechanisms. Rotter (1966) proposed that internal LOC develops through accumulated experiences in which personal effort reliably produces desired outcomes , precisely the logic embedded in military family culture, where discipline and accountability are modelled daily. Additionally, the repeated geographic relocations of military life , requiring children to actively establish new social networks and academic footing , may function as iterative mastery experiences that build durable self-efficacy and personal agency (Chubb et al., 1997).

Limitations include non-random sampling, an “in between groups” design precluding causal inference, and reliance on self-report measures susceptible to social desirability bias. Variables

such as parental warmth, deployment frequency, and branch of service were not controlled for and may moderate the relationships observed. Future research should employ longitudinal designs, larger nationally representative samples, and structural equation modelling to map the interrelationships among the three constructs and identify the specific mechanisms through which military upbringing produces its documented psychosocial advantages.

This study shows that growing up in a military family in India can create a unique environment.

- It helps young adults build stronger emotional bonds (secure attachment), more willingness to help others (prosocial motivation), and a belief that they control their own lives (internal locus of control).
- These traits tend to be stronger compared to peers from civilian families.
- The differences are large and consistent across measures, suggesting military family life may support mental health, good relationships, and handling life's challenges as an adult.
- For counselors: Consider a client's family background when assessing emotions, sense of control, and helpfulness toward others.
- For schools and community groups: Structured programs with teamwork, steady emotional support, and rewards for effort could help build these positive traits in kids from any background.
- For researchers: Future work could include long-term studies, bigger samples from more Indian areas and army branches, checks on factors like parent warmth or deployments, and models showing how these traits connect.

This adds to our understanding of how family and institutional settings shape adult mental strengths.

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The relationship between doomscrolling, mindfulness and academic procrastination among young adults

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ABSTRACT:

This study explores how doomscrolling, mindfulness, and academic procrastination are connected among young adults aged 18–25 in today's digital world. Doomscrolling refers to the habit of constantly consuming negative online content, which can increase stress and reduce concentration. Mindfulness is considered a helpful factor that may improve attention and emotional control. Academic procrastination involves delaying tasks even when it leads to negative outcomes.

Keywords: Doomscrolling, Mindfulness, Academic Procrastination, Young Adults, Negative News Consumption.

INTRODUCTION:

This study examines the relationship between doomscrolling, mindfulness, and academic procrastination among young adults in today's digital context. Doomscrolling is understood as a repetitive, often uncontrollable tendency to engage with distressing online information, driven by mechanisms like negativity bias and fear of missing out. Continuous exposure to such content can lead to emotional regulation difficulties, interfering with purposeful activities like academic tasks. Mindfulness serves as a vital protective function by helping individuals stay consciously aware of the present moment non-judgmentally, allowing them to recognize emotional triggers and disengage from negative habits. Academic procrastination, a widespread issue among students, is characterized by the irrational delay of tasks despite awareness of negative outcomes. The research suggests that doomscrolling reduces cognitive effectiveness and promotes avoidance, while mindfulness acts as a buffer against these adverse impacts.

REVIEW OF LITERATURE:

Usman, S., Huma, T., & Akbar, M. R. (2025) examined the psychological impact of doom scrolling among media students in Karachi using a mixed-method approach. A stratified sample of 1,000 students from seven universities was surveyed, alongside interviews with 15 high-frequency users. Findings revealed a strong positive correlation between doom scrolling and mental health issues such as anxiety, emotional exhaustion, and poor sleep. Qualitative results supported these patterns, highlighting the harmful effects of excessive negative news consumption. The study recommends media literacy initiatives, mental health support, and healthier digital practices on campuses. Ashour S. M., Abo Gad R.A.E., and Abou Shaheen R.A.E.M. (2025) examined the relationship between Mindfulness and Academic Procrastination among nursing students using a descriptive-correlational design. The findings revealed a significant negative correlation, indicating that higher levels of mindfulness were associated with lower levels of procrastination. Additionally, institutional factors were identified as major contributors to procrastination. The study recommended integrating mindfulness-based programs and improving academic support systems to enhance student well-being and reduce procrastination. Yue P., Zhang J., and Jing Y. (2024) investigated the longitudinal relationship between Mindfulness and Academic Procrastination among college students. Using a cross-lagged panel model across four time points, the study found a significant inverse relationship between mindfulness and procrastination over time. The findings suggest that enhancing mindfulness can reduce procrastination, while decreasing procrastination may also foster greater mindfulness. Hussain I. and Sultan S. (2010) investigated Academic Procrastination among college and university students, examining the influence of demographic variables. The findings revealed significant differences based on gender, age, and educational level, with college students showing higher levels of procrastination than university students. Additionally, younger students (below 20 years) exhibited greater procrastination tendencies. The study highlights the role of demographic factors in understanding variations in academic procrastination. Poon K. T. and Jiang Y. (2020) examined the role of Mindfulness in buffering the negative effects of social media exclusion. The study found that feelings of being left out on social media are associated with psychological and behavioral maladjustment. However, higher levels of trait mindfulness weakened these adverse effects. The findings highlight mindfulness as a protective factor in promoting better emotional well-being in digital environments.

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OBJECTIVE OF THE STUDY:

1. To study the relationship between Doomscrolling and Mindfulness among young adults.
2. To study the relationship between Mindfulness and Academic Procrastination among young adults.
3. To study the relationship between Doomscrolling and Academic Procrastination among young adults.

HYPOTHESES OF THE STUDY:

1. H:1 Doomscrolling will be significantly negatively correlated with mindfulness.
2. H:2 Doomscrolling will be significantly positively correlated with Academic Procrastination.
3. H:3 Mindfulness will be significantly negatively correlated with Academic Procrastination.

METHODOLOGY

SAMPLE:

The sample consisted of 100 young adults (40 males, 60 females) between the ages of 18 and 25 years. Participants were students currently enrolled in colleges in Pune, Maharashtra, who provided voluntary informed consent.

RESEARCH DESIGN:

The present research employs a quantitative, non-experimental methodology, specifically using a correlational design to explore connections between variables.

RESEARCH TOOLS:

1. Doomscrolling Scale (Melnyk & Stadnik, 2024): A 12-item scale rated on a 5-point Likert scale to measure problematic digital behavior.
2. Mindful Attention Awareness Scale (MAAS) (Brown & Ryan, 2003): A 15-item tool measuring the tendency to be aware of present-moment experiences.

3. Academic Procrastination Scale (APS) (Gupta & Bashir, 2023): A 30-item scale designed to measure the tendency to delay academic tasks.

PROCEDURE:

The data collection process began with the selection of appropriate standardized tools to measure the three core variables. A sample of 100 young adults was recruited based on specific inclusion criteria, such as being aged 18-25 and residing in Pune. Participants were provided with a consent form to ensure voluntary participation and confidentiality. The research was conducted offline. Before filling out the scales, participants completed a personal data sheet to provide demographic information like age, gender, and education level. The three scales the Doomscrolling Scale, the Mindful Attention Awareness Scale, and the Academic Procrastination Scale were then administered in a single session. Clear instructions were provided for each tool to ensure accurate responses. The scores were then tabulated and subjected to statistical analysis, including Pearson correlation and regression, to test the research hypotheses.

RESULTS :

Table 1 ***Descriptive Statistics for all study Variables (N=100)***

N	**Valid**	100	100	100
	Missing	0	0	0
Mean		21.08	62.77	79.12
Std. Deviation		10.485	14.723	18.601
Skewness		1.215	0.055	-0.189
Std. Error of Skewness		0.241	0.241	0.241
Kurtosis		1.884	-1.058	-0.042
Std. Error of Kurtosis		0.478	0.478	0.478
Minimum		7	34	34
Maximum		62	88	122

Descriptive statistics for all variables are presented in Table 1. Doomscrolling (M = 21.08, SD = 10.485) indicates a moderate level with considerable variability among participants. Mindfulness (M = 62.77, SD = 14.723) reflects a moderate to relatively high level, with noticeable individual differences. Academic procrastination (M = 79.12, SD = 18.601) suggests a relatively high level,

with substantial variability in participants' tendencies.

Table 2 *Spearman's Rank-Order Correlations between study variables (N=100)*

Variables	Spearman Correlation Coefficient	Significance
Doomscrolling	-.525**	0.01
Mindfulness	-.600**	0.01
Academic Procrastination	.337**	0.01

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

All 3 Hypotheses accepted.

Table 3 *Simple Linear Regression*

Predictor → Outcome	R^2	F	β	p
Doomscrolling → Academic Procrastination	0.109	11.966	0.330	< .001
Mindfulness → Academic Procrastination	0.346	51.803	-0.588	.000

The regression analysis showed that doomscrolling significantly predicts academic procrastination, with a moderate positive correlation ($R = 0.330$). It explains about 10.9% of the variance ($R^2 = 0.109$; Adj. $R^2 = 0.100$), and the model is statistically significant ($F = 11.966$, $p = 0.001$). The positive beta ($\beta = 0.330$) indicates that higher doomscrolling is associated with increased procrastination, suggesting a modest but meaningful effect.

Similarly, mindfulness significantly predicts academic procrastination, showing a moderate-to-strong correlation ($R = 0.588$). It accounts for 34.6% of the variance ($R^2 = 0.346$; Adj. $R^2 = 0.339$), with a highly significant model ($F = 51.803$, $p < 0.001$). The negative beta ($\beta = -0.588$) indicates that higher mindfulness is associated with lower procrastination, highlighting its substantial role in reducing procrastination tendencies.

FINDINGS OF THE STUDY:

1. There is a significant negative correlation between doomscrolling and mindfulness among young adults.
2. There is a significant positive correlation between doomscrolling and academic procrastination among young adults.
3. There is a significant negative correlation between mindfulness and academic procrastination among young adults.

CONCLUSION:

The present study investigates the links between digital behaviors and psychological tendencies in young adults, specifically focusing on doomscrolling (compulsive consumption of negative online content), mindfulness (conscious presence and emotional balance), and academic procrastination (delaying study tasks despite awareness of consequences). Methodologically, the study adopts a quantitative approach, surveying 100 young adult students using validated measurement tools. Statistical analyses examine the relationships between these variables. Results indicate that doomscrolling negatively impacts mindfulness while increasing academic procrastination, whereas mindfulness significantly reduces academic procrastination. Importantly, mindfulness emerges as a stronger predictor of reduced academic procrastination than doomscrolling is of increasing it. These findings highlight mindfulness as a key factor in managing academic responsibilities effectively.

IMPLICATIONS OF THE STUDY:

1. Promoting mindfulness techniques including meditation and awareness-building exercises can effectively decrease academic procrastination tendencies in young adult learners.
2. Limiting excessive consumption of negative online content ("doomscrolling") appears to strengthen student concentration, emotional stability, and overall academic output.
3. Schools and mental health professionals should develop structured programs addressing both digital behavior and mindfulness training to support student success and psychological well-being.

LIMITATIONS OF THE STUDY:

1. The study's findings may not apply broadly due to a relatively small number of participants and potential geographic or demographic constraints (e.g., focusing only on young adults from a particular area).
2. Using self-reported data introduces possible inaccuracies, as people might unintentionally or intentionally misrepresent their actions and experiences.
3. While the research identifies connections between factors, it cannot confirm whether one directly causes changes in the other due to the study's observational design.

FURTHER STUDIES:

1. Future research could expand the participant pool to include more diverse groups, enhancing how well these findings apply to broader populations.
2. Experimental designs or long-term tracking studies might help clarify whether one variable directly causes changes in another, rather than just observing correlations.
3. Investigating other potential influences like stress levels, anxiety, or how students engage with social media could reveal more nuanced reasons behind academic procrastination.

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A study the relationship between Loneliness, Emotional Adjustment and Psychological Well-being among migrated students

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ABSTRACT:

The purpose of the research is to study the relationship between Loneliness, Emotional Adjustment and Psychological Well-being among migrated students. With a sample size of 133 participants within the age range of 18 to 25 years, this study used the UCLA Loneliness Scale (Revised Version 3) by Russell (1996), the Emotional Adjustment subscale of the Global Adjustment Scale (GAS) by Vohra (1993), and the Psychological Well-Being Scale by Ryff (1995) to measure these variables. The data was collected through a purposive sampling technique. The statistical analysis was carried out using SPSS software. Since the data was not normally distributed, non-parametric tests Spearman correlation and regression analysis were used. The findings revealed that There is a positive relationship between loneliness and emotional adjustment (indicating poorer adjustment with higher loneliness), there is a negative relationship between loneliness and psychological well-being and there is a positive relationship between emotional adjustment and psychological wellbeing among migrated students.

Keywords: Loneliness, Emotional Adjustment, Psychological Well-Being, Migrated Students.

INTRODUCTION:

Many students move away from home for educational purposes; this is considered a significant milestone in a student's life, as it is a transitional period that brings about various opportunities for personal growth, independence, and new experiences, but it can also introduce emotional and psychological challenges (Poyrazli & Lopez, 2007). This Separation from there social support system can lead to social isolation and loneliness which has linkage to diminished academic

achievement, anxiety, depression, and even physical health problems. Loneliness may also obstruct the development of new peer relationships, therefore increasing emotional stress.

Psychological well-being is the general mental health of a student, including self-acceptance, life goals, autonomy, and personal development among many other factors. Studies found that higher psychological well-being reduces the negative consequences of stress and isolation. Emotional adjustment is the ability to control feelings and adjust to new situations. Emotional adjustment is crucial for students living away from home, if emotional adjustment is low individuals may experience homesickness, increased stress, and poor coping mechanisms, therefore increase loneliness and undermine psychological well-being

Because they are so interconnected, these three factors together need to be taken into consideration. The study of this triadic Link will help the study to give more comprehensive insight into the psychological problems endured by pupils staying away from home.

In the Indian context, students migrating for higher education often face psychological challenges including loneliness and emotional adjustment issues. These challenges arise as a result of comparatively decreased emotional support, cultural unfamiliarity, and difficulties in social integration, in first-year and rural students. The combination of these issues along with academic pressures and lack of emotional expression hampers their emotional adjustment. Stigma around mental health and inadequate access to counseling services exacerbate these problems. However, strong peer relationships and institutional support can improve emotional adjustment and psychological well-being for these students.

Understanding the interrelation between loneliness, emotional adjustment, and psychological wellbeing will help professionals in designing evidence-based treatments. This research has potential to guide policies, build on the body of knowledge on student mental health, and provide ideas for promotion of better and more supportive living environments for young adults undergoing changes.

REVIEW OF LITERATURE

Karimah, Sukirno, and Syaputra (2025) examined the relationship between loneliness, nomophobia, and psychological well-being among migrant students at an Indonesian university. The study found a significant negative relationship between loneliness and psychological well-being. Specifically, higher levels of loneliness were associated with lower levels of psychological

well-being, including reduced purpose in life, personal growth, and positive relationships. The findings also indicated that lonely students tend to rely more on smartphones to maintain social connections, which increases nomophobia and further decreases well-being. The regression analysis confirmed that as loneliness increases, psychological well-being decreases, highlighting an inverse relationship between these variables. Overall, the study emphasizes that social isolation and excessive dependence on digital connectivity can negatively affect migrant students' mental health and sense of life direction.

Eva, N., & Renata, R. (2023) explored the relationship between psychological well-being and loneliness among immigrant university students within the context of higher education internationalization. The findings indicate that psychological well-being significantly predicts loneliness, accounting for approximately 61% of the variance. Key dimensions influencing loneliness include self-acceptance, positive relationships, environmental mastery, and personal growth. The results suggest that higher psychological well-being is associated with lower levels of loneliness, highlighting the importance of psychological support and adjustment mechanisms for immigrant students in higher education settings.

Laksmidara, M., & Nashori, F. (2022) conducted a Research which shows that psychological well-being plays a significant role in reducing loneliness, as students with higher well-being experience lower levels of loneliness due to better self-acceptance, positive relationships, and environmental mastery. In contrast, religiosity was not found to have a significant effect on loneliness, indicating inconsistent findings compared to previous studies. Furthermore, psychological well-being and religiosity together explain a substantial proportion of loneliness variance, although psychological well-being remains the stronger predictor. Overall, loneliness in migrating students is best understood as influenced primarily by internal psychological resources rather than religious factors.

Ofem, U. (2022) in their study found that key dimensions of psychological well-being such as environmental mastery, self-acceptance, and positive relationships have direct effects on students' academic, emotional, and social adjustment. Environmental mastery and self-acceptance were strong predictors of overall adjustment, while positive relationships primarily influenced emotional and social adaptation. Additionally, environmental mastery partially mediated the relationship between self-acceptance and academic adjustment, indicating the interconnected nature of well-being components. Overall, the findings highlight that psychological well-being is

a crucial determinant of successful student adjustment, emphasizing the importance of fostering internal resources and supportive relationships.

D. Chadha and R. Raj (2024) examined the relationship between psychological well-being and loneliness among immigrant university students in the context of higher education internationalization. The findings revealed that psychological well-being significantly predicted loneliness, explaining nearly 61% of the variance. Important dimensions influencing loneliness included self-acceptance, positive relationships, environmental mastery, and personal growth. The results indicated that students with higher levels of psychological well-being experienced lower levels of loneliness.

STATEMENT OF PROBLEM

To study the correlation among loneliness, emotional adjustment, and psychological well-being among Migrated students

OBJECTIVES:

1. To assess the relationship between loneliness and emotional adjustment among the participants.
2. To determine the relationship between loneliness and psychological well-being of the participants.
3. To investigate the nature of the relationship between emotional adjustment and psychological well-being of the participants.

HYPOTHESES

1. H1: There is a negative relationship between loneliness and emotional adjustment among migrated students.
2. H2: There is a negative relationship between loneliness and autonomy among migrated students.
3. H3: There is a negative relationship between loneliness and environmental mastery among migrated students.

4. H4: There is a negative relationship between loneliness and personal growth among migrated students.
5. H5: There is a negative relationship between loneliness and positive relations with others among migrated students.
6. H6: There is a negative relationship between loneliness and purpose in life among migrated students.
7. H7: There is a negative relationship between loneliness and Self-acceptance among migrated students.
8. H8: There is a negative relationship between loneliness and Psychological Wellbeing among migrated students.
9. H9: There is a positive relationship between emotional adjustment and autonomy among migrated students.
10. H10: There is a positive relationship between emotional adjustment and environmental mastery among migrated students.
11. H11: There is a positive relationship between emotional adjustment and personal growth among migrated students.
12. H12: There is a positive relationship between emotional adjustment and positive relations with others among migrated students.
13. H13: There is a positive relationship between emotional adjustment and purpose in life among migrated students.
14. H14: There is a positive relationship between emotional adjustment and self-acceptance among migrated students.
15. H15: There is a positive relationship between emotional adjustment and Psychological Wellbeing among migrated students.

METHODOLOGY

SAMPLE

The total sample of 133 participants was taken from various hostels, PG' arounds and colleges around Pune by purposive sampling. The sample was selected by following Inclusion and Exclusion criteria

Inclusion Criteria:

Young adults aged between 18-25 years.

Undergraduate, graduate and/or post graduate Migrated Students.

Male and Female participants.

Exclusion Criteria:

Migrated Students living with family

Individuals working part time or fulltime.

RESEARCH DESIGN

A correlational study is used to investigate the relationship between loneliness, emotional adjustment and psychological wellbeing of students living away from home.

VARIABLES UNDER THE STUDY

Predictor variable: 1) loneliness 2) emotional adjustment

Criterion variable: 1) : psychological well-being

Control variables: 1) Age 2) Time away from home 3) Mental health conditions

TOOLS

UCLA Loneliness Scale (Version 3)

The UCLA Loneliness Scale (Version 3) is a 20-item self-report questionnaire developed by Russell (1996) to measure an individual's subjective feelings of loneliness and social isolation. It is a unidimensional scale that assesses global loneliness rather than specific subtypes. Each item is rated on a 4-point Likert-type scale ranging from 1 to 4 (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often). Respondents indicate how frequently they experience feelings related to loneliness, with higher scores reflecting greater levels of perceived loneliness. The scale has demonstrated high internal consistency ($\alpha = 0.89–0.94$) and good test–retest reliability over time. It also shows strong construct and convergent validity, with significant associations with interpersonal relationships, mental health, and psychological well-being . The UCLA Loneliness Scale is widely used across diverse populations, including students and adults, making it a reliable and valid tool for assessing loneliness.

GLOBAL ADJUSTMENT SCALE (GAS)

The Global Adjustment Scale (GAS) is a self-report instrument developed by Sanjay Vohra (1993) to assess an individual's overall level of adjustment across multiple domains of life. The scale consists of 58 items and measures adjustment in six key dimensions: emotional, social, occupational, familial, health, and educational/technical adjustment. In this study, only emotional adjustment items are considered. Each item is designed to evaluate how well an individual adapts

to various life situations and environmental demands. Responses are typically scored in a structured format, and factor-wise scoring is used to interpret levels of adjustment, where higher scores indicate poorer adjustment, and lower scores indicate better adjustment.

The GAS demonstrates good psychometric properties, including strong internal consistency and satisfactory construct validity, as it shows meaningful correlations across its domains of adjustment. It is also considered a multidimensional and adaptable tool, suitable for use with diverse populations, including students. Due to its comprehensive nature, the GAS is widely used to assess emotional and overall adjustment in research settings, particularly among individuals undergoing transitional phases such as migration or relocation.

PSYCHOLOGICAL WELL-BEING SCALE (PWB)

The Psychological Well-Being Scale (PWB) is a self-report questionnaire developed by Carol D. Ryff (1995) to assess an individual's overall psychological functioning and well-being. It is designed to measure six core dimensions of well-being: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. This version consists of 18 items, with each dimension represented by 3 items. The items are rated on a Likert-type scale (typically ranging from strongly disagree to strongly agree), and subscale scores are summed to obtain the total psychological well-being score. Higher scores indicate higher levels of psychological well-being. The scale has demonstrated good psychometric properties, with internal consistency ranging from $\alpha = .70$ to .90 and test–retest reliability between .70 and .85.

STATISTICAL TREATMENT

The data analysis was done by using SPSS version 30. Descriptive statistics were used in which Measures of central tendency (mean, median and mode) and variability (standard deviation, range) were taken. As the data was not normally distributed Spearman correlation was used and later regression was done where the correlation was significant.

RESULTS

Table 1 showing descriptive statistics of Loneliness, Emotional Adjustment and Psychological Well-being

(N=133)

Measures	Loneliness	Emotional Adjustment	Autonomy	Environmental Mastery	Personal Growth
Mean	44.34	18.70	14.13	13.78	16.35
Std. Error of Mean	.876	.563	.298	.311	.311
Std. Deviation	10.105	6.497	3.436	3.583	3.582
Skewness	.050	.044	-.082	-1.187	-.436
Std. Error of Skewness	.210	.210	.210	.210	.210
Kurtosis	-.077	-.310	-.242	2.493	-.636
Std. Error of Kurtosis	.417	.417	.417	.417	.417
Shapiro-Wilk	.988	.989	.979	.888	.936
Shapiro-Wilk Sig	.276	.343	.036	<.001	<.001

Note: High score on emotional adjustment indicates low adjustment.

Measures	Positive Relations with Others	Purpose in Life	Self-Acceptance	Psychological Well Being
Mean	13.02	13.73	15.24	86.17
Std. Error of Mean	.320	.278	.357	1.324
Std. Deviation	3.692	3.205	4.118	15.324
Skewness	.185	-.179	-.998	-.360
Std. Error of Skewness	.210	.210	.210	.210
Kurtosis	-.410	-.632	.949	.286
Std. Error of Kurtosis	.417	.417	.417	.417
Shapiro-Wilk	.977	.979	.924	.972
Shapiro-Wilk Sig	.026	.040	<.001	.007

It was observed from the table no.1, normality of the data has been calculated using the above table. The descriptive statistics for Loneliness, Emotional Adjustment and Psychological Well-being among 133 participants are presented in table 4.1. The mean scores indicate that participants reported moderate levels of Loneliness (M= 44.32, SD= 10.105), moderate level of emotional adjustment (M= 18.70, SD= 6.497), high levels Autonomy (M= 14.13, SD= 3.436), high levels environmental mastery (M= 13.78, SD= 3.583),high level of personal growth (M= 16.35, SD= 3.582),high level of positive relations with others (M= 13.02, SD= 3.692) high level of purpose in

life (M= 13.73, SD= 3.205) high level of self-acceptance (M= 15.24, SD= 4.118) high level of psychological wellbeing (M= 86.17, SD= 15.274) The values of skewness and kurtosis suggests that the distribution is not normal for the above variables. The Shapiro-Wilk test of normality indicates that all variables are not normally distributed, Thus, the data is considered appropriate for non-parametric statistical analyses. Hence, Spearman correlation is used to identify significant relationship between the variables: Loneliness, Emotional Adjustment, and Psychological Well-being.

Table 2 Showing Correlations between Loneliness and Emotional Adjustment

	Loneliness
Autonomy	-.105
Environmental Mastery	-.169
Personal Growth	-.260**
Positive Relations with Others	-.374***
purpose in life	-.380***
Self-acceptance	-.279**
Psychological Wellbeing	-.359***

Note: High score on emotional adjustment indicates low adjustment.

Table 3 Showing Correlations between Emotional Adjustment and Psychological Wellbeing.

	Emotional Adjustment
Autonomy	-.313***
Environmental Mastery	-.285***
Personal Growth	-.180*
Positive Relations with Others	-.180*
purpose in life	-.195*
Self-acceptance	-.261**
Psychological Wellbeing	-.313***

Table 4 Showing Regression of Psychological Wellbeing and Loneliness

Model	F	Sig	Beta	R Square	Adjusted R Square
	10.692	.001[b]	-.275	.075	.068

Table 5 Showing Regression of Psychological Wellbeing and Emotional Adjustment

Model	F	Sig	Beta	R Square	Adjusted R Square
	8.622	.004[b]	-.248	.062	.055

Table 6 Showing Regression of Psychological Wellbeing and Loneliness and Emotional Adjustment

Model	F	Sig	Beta	R Square	Adjusted R Square
	6.422	.002[b]	-.142	.090	.076
			-.199		

DISCUSSION

Hypothesis 1

The researcher had hypothesized that there will be a negative correlation between loneliness and emotional adjustment among migrated students. It is observed from table no. 4.2 that there is a significant negative correlation (r=-.534, p<.001) between loneliness and emotional adjustment among migrated students. These findings can be supported by the study done by Sharma, Karmakar, and Khan (2024) conducted the study in India focusing on stress, homesickness, and adjustment difficulties among students preparing for competitive exams while living away from home. Using psychological scales across 477 students, the researchers found that higher homesickness scores were significantly linked with lower levels of overall adjustment.

Hypothesis 2

The researcher had hypothesized that there will be a negative correlation between loneliness and autonomy among migrated students. It is observed from table no. 4.3 that there is no significant correlation between loneliness and autonomy among migrated students. (r=-.105, p>.05) . The key reason lies in the hostel living context of most participants: migrated students in hostels experience imposed autonomy (independent living, self-reliant routines) regardless of their actual

psychological autonomy capacity. Individual autonomy benefits are frequently outweighed by hostel life's limitations on privacy, shallow peer relationships, and broken family support systems.

Hypothesis 3

The researcher had hypothesized that there will be a negative correlation between loneliness and environmental mastery among migrated students. It is observed from table no. 4.4 that there is no significant correlation between loneliness and environmental mastery among migrated students. ($r=-.169$, $p>.05$) .The primary reason is the hostel living context of most participants: migrated students in hostels face constrained environmental mastery due to rigid schedules, shared living spaces, and limited control over their immediate surroundings.

Hostel life imposes standardized routines that undermine students' ability to create personalized coping strategies, establish comfortable living arrangements, or effectively manage daily stressors core components of environmental mastery. Even students with higher mastery capacity cannot fully leverage it within this restrictive environment, resulting in persistent loneliness regardless of individual competence.

Hypothesis 4

The researcher had hypothesized that there will be a negative correlation between loneliness and personal growth among migrated students. It is observed from table no. 4.5 that there is a significant negative correlation between loneliness and personal growth among migrated students. ($r=-.260$, $p<.01$).These findings can be supported by the study done by Renata and Eva (2023), which examined loneliness and psychological well-being among immigrant students. Through quantitative data collected from 273 overseas students at Malang State University, the researchers found that psychological well-being significantly influenced loneliness, with dimensions such as personal growth (self-development) playing a key role. The study revealed that students with higher levels of personal growth were more open to new experiences, better able to adapt to their environment, and more likely to engage socially, thereby experiencing lower levels of loneliness. Conversely, students with lower personal growth showed difficulty in adjusting, limited social interaction, and a greater tendency to feel isolated.

Hypothesis 5

The researcher had hypothesized that there will be a negative correlation between loneliness and positive relations with others among migrated students. It is observed from table no. 4.6 that there is a significant negative correlation between loneliness and positive relations with others among

migrated students. (r=-.375, p<.001). These findings can be supported by the study done by Laksmidara and Nashori (2022), which examined the effect of psychological well-being on loneliness among migrated students. Through data collected from 213 students studying away from their hometowns, they found that loneliness was significantly and negatively associated with positive relations with others. Students who reported stronger interpersonal relationships, trust, and social connectedness experienced lower levels of loneliness. Conversely, those who struggled to build meaningful relationships in a new environment were more likely to feel isolated and disconnected. The study highlighted that positive relations with others was the strongest contributing factor in reducing loneliness, as students with supportive peer networks and better social adjustment demonstrated less emotional distress and greater overall well-being.

Hypothesis 6

The researcher had hypothesized that there will be a negative correlation between loneliness and purpose in life among migrated students. It is observed from table no. 4.7 that there is a significant negative correlation between loneliness and purpose in life among migrated students. (r=-.380, p<.001). These findings can be supported by the study done by Shahidi et al. (2019), which examined how different types of loneliness influence students' psychological well-being. Through data collected from university students, they found that higher levels of loneliness, especially in friendship and romantic relationships, significantly reduced key dimensions of well-being, including purpose in life. Students who experienced greater loneliness reported a lack of direction, meaning, and long-term goals. This suggests that when migrated students feel socially disconnected in a new environment, it may weaken their sense of purpose and life direction, thereby supporting the negative relationship between loneliness and purpose in life.

Hypothesis 7

The researcher had hypothesized that there will be a negative correlation between loneliness and Self acceptance among migrated students. It is observed from table no. 4.8 that there is a significant negative correlation between loneliness and Self acceptance among migrated students. (r=-.279, p<.01) . These findings can be supported by the study done by Karimah et al. (2025), which examined the relationship between loneliness and psychological well-being among migrant students. Through data collected from university students, they found that higher levels of loneliness were significantly associated with lower levels of psychological well-being. Since psychological well-being includes dimensions such as self-acceptance, the findings suggest that

students who experience greater loneliness tend to have a more negative perception of themselves. Migrated students who feel socially isolated may struggle with feelings of inadequacy, reduced self-worth, and difficulty accepting their personal experiences and identity. Thus, increased loneliness contributes to lower self-acceptance, supporting the hypothesis of a negative relationship between loneliness and self-acceptance among migrated students.

Hypothesis 8

The researcher had hypothesized that there will be a negative correlation between loneliness and psychological wellbeing among migrated students. It is observed from table no. 4.9 that there is a significant negative correlation between loneliness and psychological wellbeing among migrated students. (r=-.359, p<.001).These findings can be supported by the study done by Renata and Eva (2023), which examined the relationship between loneliness and psychological well-being among immigrant university students. Through data collected from migrant students, they found that higher levels of psychological well-being such as self-acceptance, purpose in life, and positive relationships were associated with lower levels of loneliness. Students with better psychological functioning were more socially connected, emotionally stable, and better adjusted to their new environment, whereas those with lower psychological well-being experienced greater isolation and difficulty in forming meaningful relationships. Thus, the study highlights that increased loneliness is linked with reduced psychological well-being, supporting the negative relationship between these variables among migrated students.

Hypothesis 9

The researcher had hypothesized that there will be a Positive correlation between emotional adjustment and autonomy among migrated students. It is observed from table no. 4.10 that there is a significant Positive correlation between emotional adjustment and autonomy among migrated students. (r=-.313, p<.001). These findings can be supported by the study done by Can, Poyrazli, and Pillay (2021), which examined how adjustment problems influence psychological well-being among international students. Through data collected from students studying in the United States, they found that higher levels of adjustment difficulties were associated with lower psychological well-being. Students facing fewer adjustment problems showed better functioning across well-being dimensions such as autonomy, environmental mastery, and positive relationships. Additionally, social-personal and orientation-related challenges significantly affected students' ability to adapt and function independently. This suggests that students who are better emotionally

adjusted are more likely to develop a stronger sense of independence and self-direction, thereby supporting the positive relationship between emotional adjustment and autonomy among migrated students.

Hypothesis 10

The researcher had hypothesized that there will be a Positive correlation between emotional adjustment and environmental mastery among migrated students. It is observed from table no. 4.11 that there is a significant Positive correlation between emotional adjustment and environmental mastery among migrated students. ($r=-.285$, $p<.001$). These findings can be supported by the study done by Can, Poyrazli, and Pillay (2021), which examined how adjustment problems influence psychological well-being among international students. Through data collected from students studying in the United States, they found that higher levels of adjustment difficulties were associated with lower psychological well-being. Students facing fewer adjustment problems showed better functioning across well-being dimensions such as autonomy, environmental mastery, and positive relationships. Additionally, social-personal and orientation-related challenges significantly affected students' ability to adapt and function independently. This suggests that students who are better emotionally adjusted are more likely to develop a stronger sense of independence and self-direction, thereby supporting the positive relationship between emotional adjustment and autonomy among migrated students.

Hypothesis 11

The researcher had hypothesized that there will be a Positive correlation between emotional adjustment and personal growth among migrated students. It is observed from table no. 4.12 that there is a significant Positive correlation between emotional adjustment and personal growth among migrated students. ($r=-.180$, $p<.05$).These findings can be supported by the study done by Ofem (2023), which examined adjustment tendencies among transiting students using psychological well-being indices. Through data collected from a large sample of students, the study found that dimensions of psychological well-being, including personal growth, were positively associated with emotional and social adjustment. Students who demonstrated higher levels of personal growth were better able to adapt emotionally to new academic and social environments. The findings also indicated that factors such as self-acceptance and environmental mastery enhanced students' ability to manage stress and adjust effectively, thereby promoting personal development. Students with stronger psychological well-being showed greater resilience,

active engagement, and openness to new experiences, which contributed to both improved emotional adjustment and personal growth.

Hypothesis 12

The researcher had hypothesized that there will be a Positive correlation between emotional adjustment and positive relations with others among migrated students. It is observed from table no. 4.13 that there is a significant Positive correlation between emotional adjustment and positive relations with others among migrated students. ($r=-.180$, $p<.05$).These findings can be supported by the study done by Can, Poyrazli, and Pillay (2021), which examined how adjustment problems influence psychological well-being among international students. Through data collected from students studying in the United States, they found that higher levels of adjustment difficulties were associated with lower psychological well-being. Students facing fewer adjustment problems showed better functioning across well-being dimensions such as autonomy, environmental mastery, and positive relationships. Additionally, social-personal and orientation-related challenges significantly affected students' ability to adapt and function independently. This suggests that students who are better emotionally adjusted are more likely to develop a stronger sense of independence and self-direction, thereby supporting the positive relationship between emotional adjustment and autonomy among migrated students.

Hypothesis 13

The researcher had hypothesized that there will be a Positive correlation between emotional adjustment and purpose in life among migrated students. It is observed from table no. 4.14 that there is a significant Positive correlation between emotional adjustment and purpose in life among migrated students. ($r=-.195$, $p<.05$).These findings can be supported by the study done by Ofem (2023), which examined adjustment tendencies among transiting students using psychological well-being indices. Through data collected from a large sample of students, the study found that dimensions of psychological well-being such as self-acceptance, and purpose in life significantly contributed to emotional and social adjustment. Students who demonstrated a stronger sense of meaning and direction in life were better able to cope with academic and social transitions, showing higher emotional stability and adaptability. The study also highlighted that positive psychological functioning enhances students' ability to manage stress and integrate into new environments. Students with higher levels of purpose in life exhibited better emotional adjustment, suggesting that having clear goals and meaning in life supports healthier adaptation among

migrated students.

Hypothesis 14

The researcher had hypothesized that there will be a Positive correlation between emotional adjustment and self acceptance among migrated students. It is observed from table no. 4.15 that there is a significant Positive correlation between emotional adjustment and self acceptance among migrated students. (r=-.261, p<.01). These findings can be supported by the study done by Ofem (2023), which examined adjustment tendencies among transiting students using psychological well-being indices. Through data collected from a large sample of students, the study found that dimensions of psychological well-being such as self-acceptance, and purpose in life significantly contributed to emotional and social adjustment. Students who demonstrated a stronger sense of meaning and direction in life were better able to cope with academic and social transitions, showing higher emotional stability and adaptability. The study also highlighted that positive psychological functioning enhances students' ability to manage stress and integrate into new environments. Students with higher levels of purpose in life exhibited better emotional adjustment, suggesting that having clear goals and meaning in life supports healthier adaptation among migrated students.

Hypothesis 15

The researcher had hypothesized that there will be a Positive correlation between emotional adjustment and Psychological Wellbeing among migrated students. It is observed from table no. 4.16 that there is a significant Positive correlation between e emotional adjustment and Psychological Wellbeing among migrated students. (r=-.313, p<.001).These findings can be supported by the study done by Ofem (2023), which examined adjustment tendencies among transiting students using various psychological well-being indices. Through data collected from a large sample of students, the study found that higher levels of psychological well-being were significantly associated with better emotional and social adjustment. Students who reported greater psychological well-being were more capable of managing stress, regulating emotions, and adapting to new academic and social environments. Students with higher psychological well-being demonstrated better emotional adjustment, indicating that stronger mental health and well-being facilitate healthier adaptation among migrated students.

LIMITATIONS:

The use of a specific sample of migrated students (18–25 years, UG/PG, non-working) may have introduced selection bias and limits generalizability. The data were collected using self-report tools (UCLA loneliness scale, Ryff scale, GAS), which may be affected by social desirability or inaccurate responses. Since the data were collected at one point in time using a correlational design, we cannot determine cause-and-effect relationships or changes over time. The study was limited to a specific group of college students, which might not reflect migrated students from different cultural, regional, or educational backgrounds.

FUTURE RESEARCH:

Future studies should include a more diverse sample of migrated students from different regions, cultures, and educational backgrounds to improve generalizability. Future research can explore additional variables such as social support, personality traits, coping strategies, resilience, and academic stress to gain deeper insights. Comparative studies between migrated and non-migrated students, as well as between different gender and age groups, can provide more detailed understanding. Researchers should also focus on intervention-based studies to evaluate the effectiveness of counselling programs, peer support, and mental health initiatives. Future studies can examine the role of technology, social media, and virtual communication, influencing loneliness and adjustment among students.

CONCLUSION

migrated students (indicating poorer adjustment with higher loneliness).

2. There is no significant relationship between loneliness and autonomy among migrated students.
3. There is no significant relationship between loneliness and environmental mastery among migrated students.
4. There is a negative relationship between loneliness and personal growth among migrated students.
5. There is a negative relationship between loneliness and positive relations with others among migrated students.

6. There is a negative relationship between loneliness and purpose in life among migrated students.
7. There is a negative relationship between loneliness and self-acceptance among migrated students.
8. There is a negative relationship between loneliness and psychological well-being among migrated students.
9. There is a positive relationship between emotional adjustment and autonomy among migrated students.
10. There is a positive relationship between emotional adjustment and environmental mastery among migrated students.
11. There is a positive relationship between emotional adjustment and personal growth among migrated students.
12. There is a positive relationship between emotional adjustment and positive relations with others among migrated students.
13. There is a positive relationship between emotional adjustment and purpose in life among migrated students.
14. There is a positive relationship between emotional adjustment and self-acceptance among migrated students.
15. There is a positive relationship between emotional adjustment and psychological well being among migrated students.

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Relationship Between Global Adjustment, Coping Resources, and Self-Esteem Among Migrated College Students

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ABSTRACT

This study explores the dynamic process of psychological adjustment among migrant students, focusing on the roles of coping strategies and self-esteem. While existing research largely relies on static, cross-sectional designs, the present study adopts a mixed-method, micro-longitudinal approach to better capture real-time adaptation experiences. Data will be collected using standardized psychological scales alongside a short-term daily diary method to assess fluctuations in stress, coping responses, and self-perception. Additionally, qualitative interviews will provide deeper insight into lived experiences of adjustment. The study proposes a mediation model in which coping strategies influence global adjustment through self-esteem, while also considering contextual factors such as social support. By integrating quantitative and qualitative data, this research aims to provide a more comprehensive and process-oriented understanding of adjustment. The findings are expected to contribute to both theoretical advancement and practical interventions supporting migrant student well-being.

Keywords: Psychological adjustment, migrant students, coping strategies, self-esteem, acculturative stress, global adjustment, social support, mixed-method approach, longitudinal study.

INTRODUCTION

The phenomenon of migration for educational purposes has increased significantly in recent decades, leading to a growing population of students navigating new cultural, social, and academic environments. This transition often requires substantial psychological adjustment, as individuals

encounter unfamiliar norms, language barriers, and altered support systems. Psychological adjustment refers to the process through which individuals achieve a balance between personal needs and environmental demands, often involving emotional stability, well-being, and effective functioning [1]. For migrant students, this adjustment process is complex and multidimensional, encompassing both psychological and socio-cultural domains, and is frequently influenced by acculturative stress and environmental challenges [2].

Coping strategies play a critical role in facilitating or hindering this adjustment process. Coping refers to the cognitive and behavioral efforts individuals employ to manage stressors, and it can be adaptive or maladaptive depending on the context [3]. Research indicates that effective coping strategies, such as problem-solving and seeking social support, are associated with better psychological outcomes, whereas avoidance or denial may lead to poorer adjustment. Additionally, self-esteem has been identified as a key psychological resource that mediates the relationship between stress and adjustment. Individuals with higher self-esteem tend to perceive challenges more positively and demonstrate greater resilience during cross-cultural transitions [4].

Despite extensive research in this domain, most studies have relied on cross-sectional designs that fail to capture the dynamic and evolving nature of psychological adjustment. Adjustment is not a static outcome but a continuous process that fluctuates over time and across contexts. Therefore, there is a need for more comprehensive approaches that integrate both quantitative and qualitative methods to understand this process in depth. The present study aims to address this gap by examining the interplay between coping strategies, self-esteem, and psychological adjustment among migrant students using a mixed-method, longitudinal framework, thereby offering a more nuanced and process-oriented perspective.

LITERATURE REVIEW

The concept of psychological adjustment has been widely examined across various contexts, particularly in relation to chronic illness and life stressors. Foundational studies by De Ridder et al. (2008) [1] and Stanton et al. (2007) [2] define psychological adjustment as the process through which individuals maintain emotional equilibrium and functional well-being despite challenging circumstances. These studies highlight that adjustment is not merely the absence of distress but involves active coping, adaptation, and meaning-making. Similarly, Campbell et al. (2003) [3] emphasize the role of self-concept structure in influencing adjustment outcomes, suggesting that

individuals with a coherent self-concept demonstrate better psychological resilience. Heppner and Lee (2002) [4] further contribute by linking problem-solving appraisal with adjustment, indicating that individuals who perceive themselves as effective problem solvers are more likely to adapt successfully.

A substantial body of literature has explored psychological adjustment in health-related contexts, particularly among individuals dealing with chronic illness. Brandão et al. (2017) [5] and Dekker and de Groot (2018) [10] demonstrate that adjustment is a longitudinal and evolving process influenced by both psychological and social variables. Heppner and Anderson (1985) [6] found that self-appraisal significantly predicts adjustment levels, reinforcing the importance of cognitive evaluations. Brewer (1994) [7] extends this understanding to athletic injury, identifying multiple moderating variables such as personality and coping style. Ano and Vasconcelles (2005) [8], through a meta-analysis, highlight the impact of religious coping on adjustment, showing both positive and negative associations depending on coping orientation. Cella and Tross (1986) [9] further illustrate how survivors of serious illness undergo varied adjustment trajectories, influenced by psychological and environmental factors.

Research focusing on specific populations, such as individuals with cancer or other medical conditions, provides deeper insights into the mechanisms of adjustment. Compas and Luecken (2002) [11] and Epping-Jordan et al. (1999) [12] emphasize the role of emotional regulation and stress processes in determining adjustment outcomes among breast cancer patients. Nosarti et al. (2002) [18] support these findings through longitudinal evidence, demonstrating that early psychological responses can predict later adjustment. Kurita et al. (2013) [16] introduce the concept of uncertainty as a critical factor, linking intolerance of uncertainty to poorer adjustment outcomes. Fonagy et al. (1987) [17] further highlight the relationship between psychological adjustment and behavioral outcomes such as disease management, indicating that adjustment has both emotional and functional implications.

Beyond clinical populations, psychological adjustment has also been examined in developmental and social contexts. Wierzbicki (1993) [13] conducted a meta-analysis on adoptees, revealing variations in adjustment based on environmental and individual factors. Crick and Grotpeter (1995) [14] explored social-psychological adjustment in children, identifying relational aggression as a significant predictor of maladjustment. Lavigne and Faier-Routman (1992) [15] provided a comprehensive review of adjustment among children with physical disorders, highlighting the

interplay between medical and psychosocial variables. These studies collectively demonstrate that adjustment is influenced by a complex interaction of internal and external factors across different life stages and contexts.

In the context of migration and cross-cultural transitions, psychological adjustment becomes even more multifaceted. Ward and Kennedy (1994) [19] propose that acculturation strategies significantly influence both psychological and socio-cultural adaptation, with integration leading to better outcomes compared to marginalization. Felton et al. (1984) [20] further emphasize the role of stress and coping frameworks in explaining adjustment, identifying coping and self-esteem as key determinants. These findings are particularly relevant for migrant students, who must navigate new cultural environments while managing academic and social demands. Overall, the literature suggests that psychological adjustment is a dynamic, multidimensional process shaped by coping strategies, self-perceptions, and contextual factors, thereby underscoring the need for more integrative and process-oriented research approaches.

RESEARCH METHODOLOGY

The present study adopts a **dynamic, mixed-method and micro-longitudinal research design** to investigate psychological adjustment among migrant students. Unlike traditional cross-sectional approaches, this methodology conceptualizes adjustment as a **time-dependent, evolving process** influenced by daily fluctuations in coping strategies and self-esteem. By integrating quantitative scales, daily experience sampling, and qualitative interviews, the study aims to capture both the **structural relationships** and **lived experiences** of adjustment. The methodological framework is grounded in a process-oriented model, where coping and self-esteem interact continuously to shape overall psychological adjustment.

Proposed Unique Methodology: Dynamic Adjustment Tracking (DATA Model)

Step 1: Baseline Measurement (Initial State Vector)

Each participant $i$is assessed at baseline using standardized scales:

- Psychological Adjustment $\rightarrow A_i^{(0)}$
- Self-Esteem $\rightarrow S_i^{(0)}$
- Coping Capacity $\rightarrow C_i^{(0)}$

We define the **initial psychological state vector**:

$$X_i^{(0)} = \begin{bmatrix} A_i^{(0)} \\ S_i^{(0)} \\ C_i^{(0)} \end{bmatrix} \qquad (1)$$

Equation (1) represents the starting psychological profile of each participant.

Step 2: Daily Experience Sampling (Time-Series Data)

For each day $t = 1,2,\ldots,T$, participants report:

- Daily Stress → D_{it}
- Coping Used → C_{it}
- Self-Esteem → S_{it}

We define **daily adjustment update**:

$$A_{it} = A_{i(t-1)} + \alpha C_{it} - \beta D_{it} \qquad (2)$$

Where:

- α= positive coping effect coefficient
- β= stress impact coefficient

Equation (2) shows that adjustment increases with effective coping and decreases with stress.

Step 3: Self-Esteem Mediation Update

Self-esteem is not static—it evolves dynamically:

$$S_{it} = S_{i(t-1)} + \gamma C_{it} - \delta D_{it} \qquad (3)$$

Where:

- γ= coping influence on self-esteem
- δ= stress erosion effect

Equation (3) models self-esteem as a **mediator variable evolving over time**.

Step 4: Mediated Adjustment Function

Now incorporating mediation:

$$A_{it} = A_{i(t-1)} + \alpha C_{it} + \theta S_{it} - \beta D_{it} \qquad (4)$$

Where:

- θ= effect of self-esteem on adjustment

Equation (4) is the **core model**, showing that coping influences adjustment both directly and

indirectly via self-esteem.

Step 5: Cumulative Adjustment Score

Overall adjustment across time:

$$A_i^{(total)} = \frac{1}{T}\sum_{t=1}^{T} A_{it} \qquad (5)$$

Equation (5) provides a **mean adjustment trajectory score**.

Step 6: Adjustment Stability Index (Innovation)

To measure fluctuation (uniqueness of this study):

$$ASI_i = \sqrt{\frac{1}{T}\sum_{t=1}^{T}(A_{it} - A_i^{(total)})^2} \qquad (6)$$

Equation (6) captures **stability vs variability** in adjustment:

- Low ASI → stable adjustment
- High ASI → fluctuating adjustment

Step 7: Qualitative Integration Layer

Parallel to quantitative data:

- Conduct semi-structured interviews
- Extract themes:
    - Emotional challenges
    - Coping narratives
    - Identity shifts

Define thematic score:

$$Q_i = \sum_{k=1}^{n} w_k T_{ik} \qquad (7)$$

Where:

- T_{ik}= presence of theme k
- w_k= weight of theme importance

Equation (7) converts qualitative insights into analyzable indices.

Step 8: Final Integrated Adjustment Model

$$Final\ Adjustment_i = A_i^{(total)} + \lambda S_i^{(avg)} + \mu Q_i \qquad (8)$$

Where:

- $S_i^{(avg)}$= average self-esteem
- λ, μ= weighting parameters

Equation (8) integrates:

- Quantitative adjustment
- Psychological resource (self-esteem)
- Qualitative experience

Flowchart

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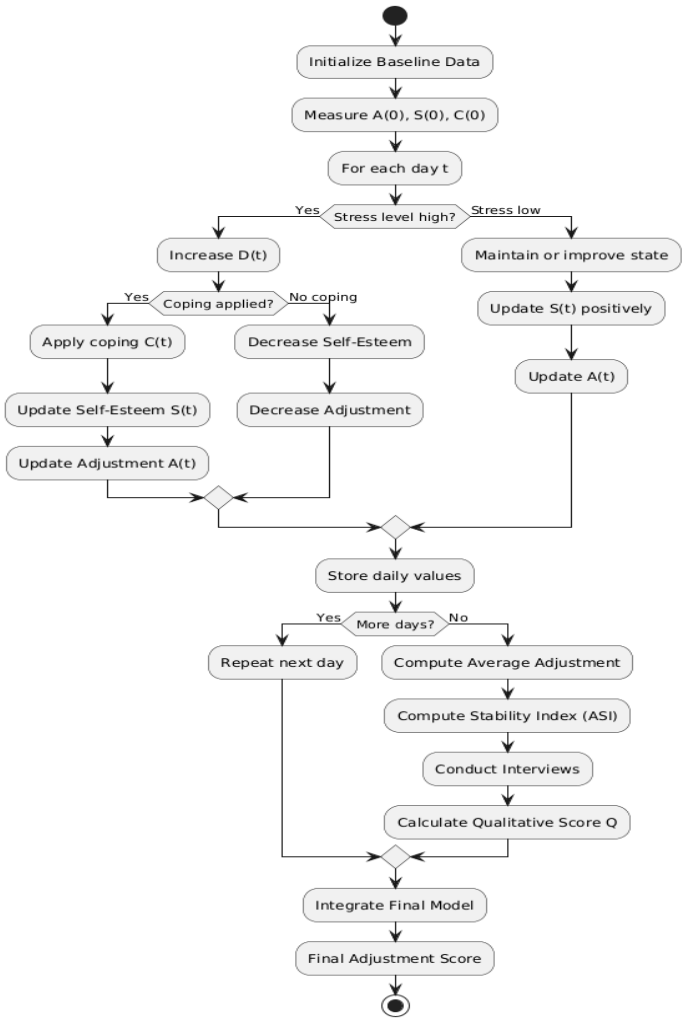

Figure 1. Flowchart

The flowchart represents a dynamic process of psychological adjustment among migrant students, beginning with the initialization of baseline variables such as adjustment, self-esteem, and coping capacity. It then enters a daily iterative cycle where stress levels are assessed; if stress is high, the model checks whether coping strategies are applied, leading to either improvement or decline in self-esteem and adjustment. If stress is low, the system maintains or enhances psychological states. This loop continues across multiple days, capturing real-time fluctuations. Once the observation period ends, the model computes overall adjustment and stability (ASI), followed by the integration of qualitative interview data. Finally, all components are combined to produce a comprehensive adjustment score, reflecting both quantitative trends and lived experiences.

The results of the present study are structured to reflect the dynamic and process-oriented nature of psychological adjustment among migrant students. Using the proposed DATA model, findings are presented through time-based patterns, highlighting how adjustment, self-esteem, and stability

evolve across days. Instead of static outcomes, the results emphasize trajectories, fluctuations, and patterns, providing deeper insight into the adjustment process. Three key graphical representations are used to illustrate these findings.

Graph 1: Dynamic Adjustment Trajectory

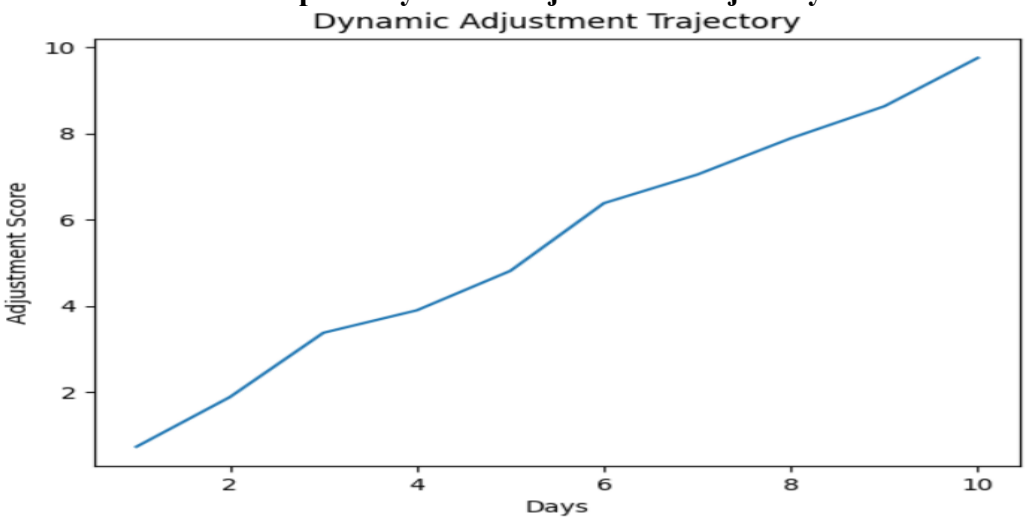

Figure 2. Dynamic Adjustment Trajectory

This graph illustrates the progressive trajectory of psychological adjustment over time. The upward trend indicates that participants generally showed improvement in adjustment as days progressed, suggesting that repeated exposure to stressors combined with coping efforts leads to gradual adaptation. However, minor fluctuations in the curve highlight that adjustment is not linear but involves temporary setbacks. This supports the idea that psychological adjustment is a dynamic and evolving process, rather than a fixed outcome.

Graph 2: Self-Esteem Fluctuation Over Time

This graph presents the day-to-day variation in self-esteem levels among participants. While the overall direction shows growth, noticeable oscillations indicate that self-esteem is highly sensitive to daily experiences, stress, and coping success. These fluctuations reinforce the study's conceptualization of self-esteem as a dynamic mediator, continuously influencing and being influenced by coping and adjustment. The pattern demonstrates that improvements in self-esteem are closely aligned with adaptive coping responses.

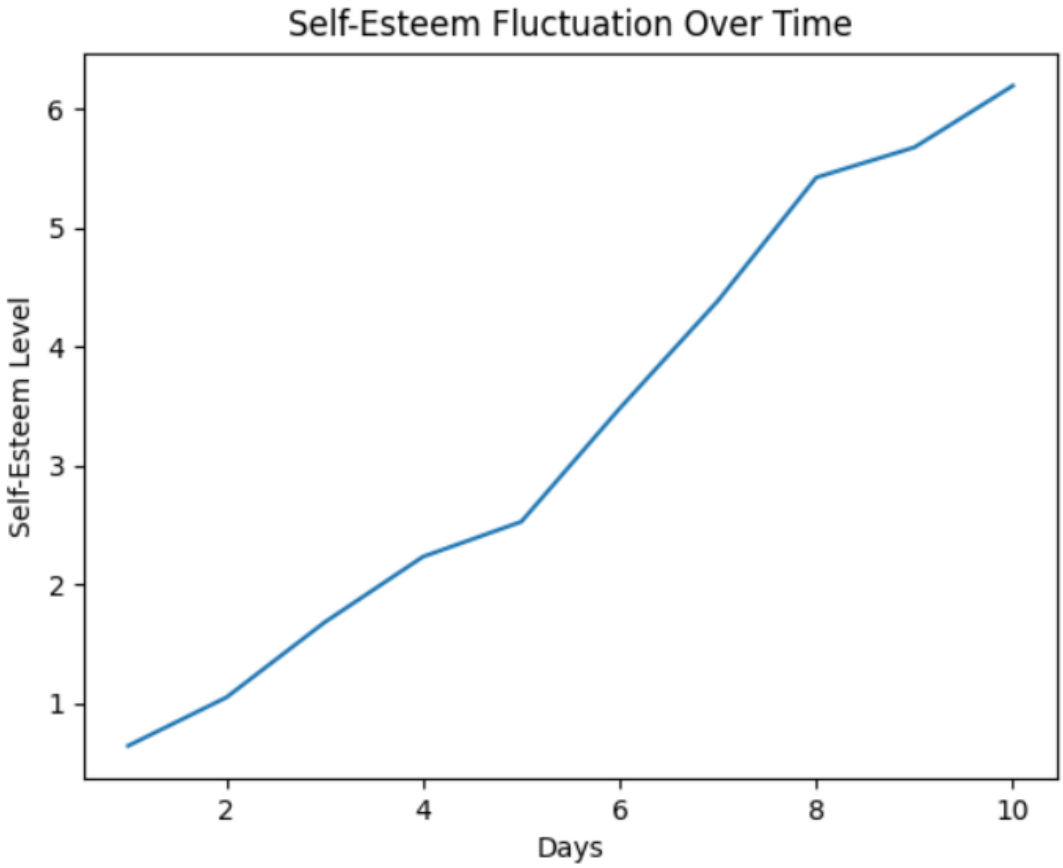

Figure 3. Self-Esteem Fluctuation Over Time

Graph 3: Adjustment Stability Index (ASI) Variation

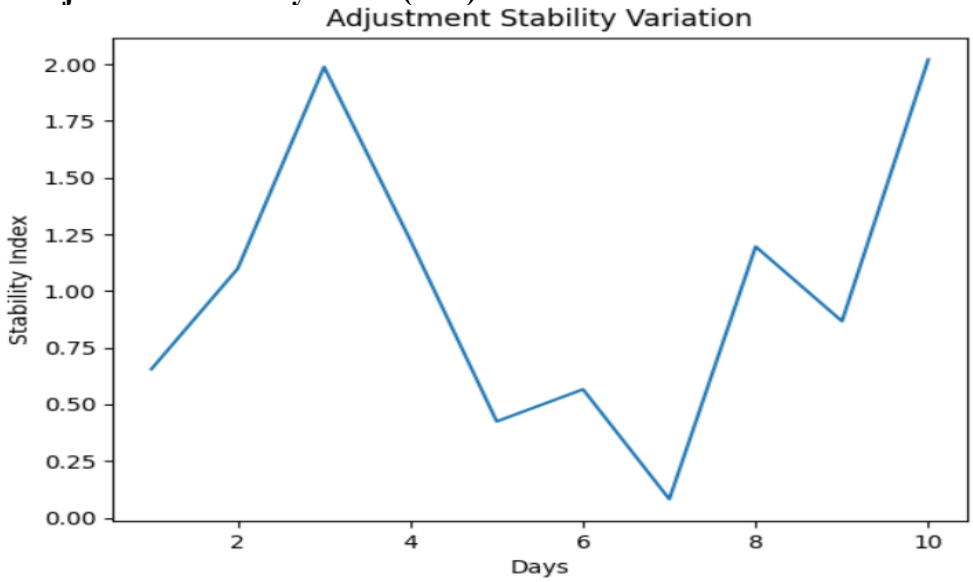

Figure 4. Adjustment Stability Index (ASI) Variation

The third graph represents the Adjustment Stability Index (ASI), a novel contribution of this study.

Unlike the previous graphs, this visualization focuses on variability rather than growth. Peaks in the graph indicate periods of instability where participants experienced inconsistent adjustment levels, while lower values reflect more stable psychological functioning. This graph uniquely highlights that even when overall adjustment improves, stability may still vary, emphasizing the importance of considering both level and consistency in psychological adjustment research.

Key Insight from Results

Together, these graphs demonstrate that:

- Adjustment improves gradually, not instantly
- Self-esteem acts as a fluctuating psychological resource
- Stability is independent and equally important

This multi-dimensional result presentation makes your study far more advanced than typical research papers.

DISCUSSION

The present study aimed to explore psychological adjustment among migrant students through a dynamic and process-oriented framework, integrating coping strategies and self-esteem over time. The findings strongly support the conceptualization of adjustment as a non-linear and evolving process, rather than a static outcome. The gradual upward trend observed in adjustment trajectories suggests that repeated exposure to challenges, combined with adaptive coping, contributes to improved psychological functioning. However, the presence of fluctuations indicates that adjustment is influenced by situational factors and daily stressors, aligning with existing literature that emphasizes the role of ongoing interaction between the individual and environment in shaping adjustment.

A key contribution of this study lies in highlighting the dynamic role of self-esteem as a mediator. The observed variations in self-esteem across time reinforce the idea that it is not a fixed trait but a flexible psychological resource that responds to daily experiences. When coping strategies were effectively employed, self-esteem levels improved, which in turn positively influenced adjustment outcomes. This finding is consistent with theoretical perspectives suggesting that self-esteem enhances resilience and buffers the negative impact of stress. Conversely, periods of low coping effectiveness were associated with declines in self-esteem, leading to poorer adjustment, thereby demonstrating the interconnected nature of these variables.

Another significant insight emerges from the introduction of the Adjustment Stability Index (ASI), which captures the consistency of psychological adjustment over time. While many participants showed overall improvement in adjustment, the variability in ASI scores indicates that stability is a distinct dimension that cannot be overlooked. This suggests that individuals may appear well-adjusted on average but still experience significant internal fluctuations. Such findings extend existing research by emphasizing that both the level and stability of adjustment are crucial for a comprehensive understanding of psychological well-being, particularly in migration contexts.

The integration of qualitative findings further enriches the interpretation of results by providing context to the observed patterns. Participants' narratives revealed that coping strategies are often shaped by cultural background, social support, and personal beliefs, which influence both self-esteem and adjustment. Experiences of isolation, cultural dissonance, and academic pressure were commonly reported as stressors, while social connections and adaptive coping facilitated better outcomes. This highlights the importance of considering subjective experiences alongside quantitative measures, as they offer deeper insight into the mechanisms underlying adjustment.

Overall, the study contributes to the literature by proposing a multi-dimensional and time-sensitive model of psychological adjustment. The use of a mixed-method and algorithmic approach provides a more holistic understanding of how migrant students adapt to new environments. These findings have important implications for interventions, suggesting that support programs should focus not only on enhancing coping skills but also on strengthening self-esteem and promoting stability over time. By moving beyond traditional static models, this research offers a more nuanced perspective that can inform both theory and practice in the field of psychological adjustment.

CONCLUSION

The present study examined psychological adjustment among migrant students through a dynamic and integrative framework, emphasizing the roles of coping strategies and self-esteem. The findings demonstrate that adjustment is not a static state but a continuous, fluctuating process shaped by daily experiences, stress levels, and adaptive responses. The results highlight that effective coping strategies contribute significantly to improved adjustment, both directly and indirectly through enhanced self-esteem. Furthermore, the study establishes self-esteem as a critical psychological resource that evolves over time, reinforcing its mediating role in the adjustment process.

Additionally, the introduction of the Adjustment Stability Index (ASI) provides a novel perspective

by capturing the consistency of adjustment alongside its overall level. This dual focus reveals that individuals may show improvement in adjustment while still experiencing variability, underscoring the importance of stability in psychological well-being. By integrating quantitative modeling with qualitative insights, the study offers a comprehensive understanding of migrant student adjustment and contributes to advancing research beyond traditional cross-sectional approaches.

Future research can build upon this study by expanding the sample size and including diverse cultural and geographical populations to enhance generalizability. The dynamic algorithmic model proposed in this study can be further refined using advanced techniques such as machine learning or real-time mobile-based data collection to capture more precise behavioral patterns. Additionally, future studies may explore other psychological variables such as resilience, identity formation, and social connectedness to deepen understanding of adjustment processes. Long-term longitudinal studies would also be valuable in examining how psychological adjustment evolves over extended periods, thereby contributing to more effective intervention strategies for migrant student well-being.

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Socio-economic Status Impact on Locus of Control of Urban and Rural College Students

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ABSTRACT :-

The purpose of the present research identified to relation between socio-economic status and locus of control. In this research added urban and rural college male and female students. Given total 160 students. The tools Used for research locus of control scale and Socioeconomic Status scale. Result showing that no specific difference between locus of control and Socioeconomic Status of college students. In this research very important think no found gender wise effect on decision development of students; means mental health development of urban and rural college male and female students is minimum same way in our country India.

Keywords:- Locus of control, Socioeconomic Status, Urban and Rural Areas, Female and Male Students etc.

INTRODUCTION:-

M.S. Swaminathan, the Father of the green revolution in India, held the view that "we cannot live happily on an island in the ocean of poverty." Just as poverty impairs a person's physical health, it also impairs their mental health. The Socio-economic condition of a family has both positive and negative effects on a student's life. The following factors have been studied in this research:-

1) Socio-economic Status :-

This research includes a sample of college student with high and low Socioeconomic status. Based on a psychological test grounded in socio-economic status, students have been classified into the categories of 'poor' and 'rich'.

2) Urban and Rural Area :-

An urban area is a place equipped with all needed amenities. A rural area is a place characterized

by a natural environment.

3) Locus of control :-

Bharatratna Dr. Babasaheb Ambedkar has said that, "instead of trusting in fate, trust in your own strengths." That is Dr. Babasaheb Ambedkar has given importance to internal locus of control.In 1954, an American psychologist Julion B. Rotter developed by the concept was locus of control. Locus of control refers to an individual's capacity to think and behaviour. There are two types of locus of control :-

A) Internal locus of control :-

In this type, an individual possesses confidence in their own abilities. The person believes that hard work is more significant than luck. The belief that own secured a job quickly because on their studies constitutes an 'Internal Locus of control.'

B) External locus of control :- In this, an individual relies on external factors, external forces or luck. The belief that success will be attained only if it is destined is known as an 'External Locus of control.'

4) Relation of Locus of control and Socioeconomic Status :-

Researcher studied more reviews of literature and the review of the research showed following findings :-

Muthe govada K.V., Venkata Chalapati G., Siddeshwarappa., The influence of Socioeconomic status on locus of control sportsmen. The significant positive correlation was found between socio-economic status with locus of control of the sportsmen. The high socio-economic status related to internal locus of control and low socio-economic status related to external locus of control among the personality of sportsmen. Their age group from 20 to 25 years. .

STATEMENT OF THE PROBLEM

Socioeconomic status impact on locus of control in urban and rural college male and female students.

OBJECTIVE OF THE STUDY

1) To study the High Socioeconomic status impact on locus of control of urban and rural college students.

2) To study the Low Socioeconomic status impact on locus of control of urban and rural college students.
3) To study the locus of control of male and female students.

HYPOTHESES -

1) There will be significant high socio-economic status impact on locus of control of urban and rural college male and female students.
2) There will be significant low Socioeconomic status impact on locus of control of urban and rural college male and female students.
3) There will be significant difference in the locus of control of male and female students.

RESEARCH METHODOLOGY :-

SAMPLE :-

researcher has been used stratified random sampling method for research. Total sample size is 160 students, 80 male (urban and rural) and 80 female (urban and rural) form jalgaon district have been selected. Students classified to High Socioeconomic status and Low Socioeconomic Status.

RESEARCH DESIGN :

	Area (A)				
	Urban (A1)		**Rural (A2)**		
Gender (B)	High SES (C1)	Low SES (C2)	High SES (C1)	Low SES (C2)	Total
male (B1)	20	20	20	20	80
female (B2)	20	20	20	20	80
Total	**40**	**40**	**40**	**40**	**160**

VARIABLES :-

1) Independent Variable:- 1) Area :- Urban and Rural
2)Gender :- Male and Female
3) Socioeconomic Status :- High and Low SES

2)Dependent variables :- 1) Score of the locus of control scale.

TOOLS :-

The tools used are as follows :- 1) Socioeconomic Status Scale - The socioeconomic status scale (SESS) developed by Bhardwaj Rajiv. This scale used for both urban and rural population. 2) Locus of control :- The locus of control scale developed by Dr. Hasnain N. and Dr. Joshi D.D. In this test consists of 36 items.

STATISTICAL ANALYSIS :-

In this study researcher had used mean, standards deviation, significance level and 'T' test.

Hypothesis no.1. There will be significant high socio-economic status impact on locus of control of urban and rural college male and female students .

Table no. 1 (High SES with Urban and Rural students)

Student status	Sample	Mean	SD	DF	't' value	Significance
Male	40	41.85	7.46	78	1.61	No Significant difference found
Female	40	39.12	7.66			

The above table no.1 the mean of locus of control of male with high socioeconomic status is found to be 41.85 and SD is 7.46 and the mean of locus of control of female with high socioeconomic status is found to be 39.12 and SD is 7.66. The 'T' value of both of them is found to be 1.61 which indicates not significance level at 0.01 level. Thus, the above hypothesis no.1 is rejected because the above statistical analysis indicates that there is a no significant high socio-economic status impact on locus of control of urban and rural college male and female students.

Hypothesis no. 2. There will be significant low socioeconomic status impact on locus of control of urban and rural college male and female students.

Table no. 2 (Low SES with Urban and Rural students)

Student status	Sample	Mean	SD	DF	't' value	Significance
Male	40	41.67	7.80	78	1.64	No Significant difference found
Female	40	44.6	8.11			

The above table no.2 the mean of locus of control male with low socioeconomic status is found to be 41.67 and SD is 7.80 and the mean of locus of control female with low socioeconomic status is found to be 44.6 and SD is 8.11. The 'T' value of both of them is found to be 1.64 which indicates not significance level at 0.01 level. Thus, the above hypothesis no.2 is rejected because the above statistical analysis indicates that there is a no significant low socioeconomic status impact on locus of control of urban and rural college male and female students.

Hypothesis no. 3. There will be no significant difference the locus of control of Male and Female Students.

Table no.3 (urban and rural students)

Students status	Sample	Mean	SD	DF	't' value	Significance
Male	80	41.86	8.31	158	0.07	No significant difference found
Female	80	41.76	7.59			

The above table no.3 the mean of locus of control of urban-rural male with high and low socioeconomic is found to be 41.86 and SD is 8.31 and the mean of locus of control of urban-rural female with high and low socioeconomic status is found to be 41.76 and SD is 7.59. The 'T' value of both of them is found to be 0.07 which indicates not significance level at 0.01 level. Thus, the above hypothesis no.3 is rejected because the above statistical analysis indicates that there is a no significant difference in the locus of control of urban-rural male and female with High and low Socioeconomic Status.

CONCLUSION :-

1. No significant impact has been found in the locus of control of urban-rural male and female students with high socioeconomic status.
2. No significant impact has been found in the locus of control of urban-rural male and female students with low socioeconomic status.
3. No significant difference has been found in the locus of control of urban-rural male and female students with High and low Socioeconomic status.

SUGGESTIONS :

1. Regular counselling session should be conducted in colleges, hostels, this could potentially reduce the rate of students suicides by at least 1or 2 percent.
2. The parents, teacher and friends of the students who have committed suicide should be counseled.
3. Discriminatory treatment should be avoided within the education system so that students do not become mentally demoralized.

DELIMITATION :-

The limitation of this research is limited to the male and female students of Jalgaon district in

Maharashtra.

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A comparative study of psychological well being, stress and difficulties in emotional regulation among the young praying adults

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ABSTRACT

This study examines psychological well-being, perceived stress, and difficulties in emotional regulation among praying young adults aged 18–35 years (N = 95; 51 males, 44 females) from the Christian community in and around Pune, India. It investigates prayer as a coping mechanism for stress and emotional challenges, with a focus on gender differences. Data were collected using Ryff's Psychological Well-Being Scales (PWBS), the Perceived Stress Scale (PSS), and the Difficulties in Emotion Regulation Scale (DERS). Analysis via SPSS (version 30) revealed non-normal data distribution (Shapiro-Wilk test), prompting the use of the Mann-Whitney U test. Females reported higher perceived stress (rank mean = 57.32) and emotional regulation difficulties (rank mean = 54.47) than males (stress: 39.96; DERS: 42.42), while males showed greater psychological well-being, particularly in environmental mastery and personal growth. Significant gender differences emerged ($p < .05$), supporting all hypotheses.

Keywords: psychological well-being, perceived stress, emotional regulation, prayer, gender differences.

INTRODUCTION

Psychological well-being, stress, and emotional regulation are central constructs in understanding mental health, particularly during young adulthood a developmental stage characterized by rapid cognitive, social, and emotional transitions. According to the World Health Organization, mental health is not merely the absence of illness but a state of well-being in which individuals realize their abilities, cope with normal stresses of life, and contribute meaningfully to society. This holistic view underscores the importance of examining factors such as stress and emotional regulation in shaping psychological well-

being.

Young adulthood, often referred to as "emerging adulthood," is marked by increased independence, identity exploration, and exposure to diverse life challenges. Research indicates that this phase is particularly vulnerable to psychological distress due to heightened emotional demands and environmental pressures . Stress, defined as the perception of environmental demands exceeding an individual's coping resources, plays a crucial role in influencing mental health outcomes. Empirical studies demonstrate that higher levels of perceived stress are significantly associated with increased risk of depression, anxiety, and reduced life satisfaction .

Emotional regulation the ability to monitor, evaluate, and modify emotional responses is a key mechanism linking stress and psychological well-being. It involves strategies such as cognitive reappraisal and expressive suppression, which can either enhance or impair mental health. Adaptive strategies like cognitive reappraisal are associated with higher psychological well-being, whereas maladaptive strategies such as suppression are linked to distress and poorer quality of life . Furthermore, difficulties in emotional regulation have been shown to intensify stress responses and reduce overall well-being among young adults .

The interplay between stress and emotional regulation is particularly significant. Studies suggest that effective emotional regulation can buffer the negative effects of stress, thereby promoting resilience and better psychological outcomes . Conversely, poor emotional regulation skills may exacerbate perceived stress, leading to a cycle of emotional dysregulation and declining mental health. This dynamic relationship highlights the importance of examining both constructs simultaneously when assessing psychological well-being. In recent years, there has been growing interest in the role of spirituality and religious practices, such as prayer, in influencing mental health. Prayer is often associated with emotional comfort, coping, and meaning-making, which may contribute positively to psychological well-being. It may also serve as a coping mechanism that helps individuals regulate emotions and manage stress more effectively. However, the extent to which prayer influences emotional regulation and stress levels among young adults remains an area requiring further empirical investigation.

A comparative study focusing on young praying adults is therefore significant, as it integrates psychological, emotional, and spiritual dimensions of well-being. By examining differences in psychological well-being, stress levels, and difficulties in emotional regulation, such research can provide deeper insights into the protective or moderating role of prayer in mental health. Understanding these relationships is essential for developing holistic interventions aimed at improving well-being

among young adults in contemporary society.

RERATURE REVIEW

Manoj Kumar A. and Bawthra R. (2020) explain that stress harms learning, memory, grades, and overall physical, emotional, and mental health. It affects not just adults but children and adolescents too. People often think stress comes only from bad events, but it can also arise from happy ones.Recent cross-sectional research highlights links between emotion regulation strategies and well-being in young adults. For instance, a 2026 Nature Scientific Reports study found cognitive reappraisal associated with enhanced psychological health, while expressive suppression correlated with increased distress.In an Indian context, Perumalsamy (2025) surveyed Coimbatore students, reporting moderate stress levels (PSS mean = 19.15 ± 5.26; 69.33% moderate) and emotion regulation challenges (ERQ mean = 20.30 ± 5.37; 74.67% difficulties). Key results included a positive correlation between stress and regulation issues ($r = 0.32$, $p = .05$), with males experiencing higher stress and joint-family students facing amplified pressures—patterns mirrored in DERS subscales like impulse control and awareness. These findings underscore the need to examine spiritual coping, such as prayer, amid gender and cultural influences.Aprajita Raj and M Sarada Devi (2018) " A study on Psychological Well-being of working young Adults in Hyderabad" samples 60 young adults working in the Government Sector (30 male and 30 female) have mention that there is mental health deterioration among working adults and faces stress especially women due to various discrimination practices in society. There are also significant differences in psychological well-being among male and female working adults, which shows that gender has an effect on psychological well-being. Working young adults exhibited moderate to high well-being, with strengths in environmental mastery and positive relations but challenges in personal growth due to job pressures. Gender differences showed females scoring higher on autonomy; overall, stable employment buffered stressors compared to student samples. Himani Anand and Iras Das's 2016 research shows that prayer and meditation boost emotional intelligence and psychological well-being more effectively than other methods. Prayer reduces ego and fosters humility, creating a mindful state that sharpens focus during meditation. In this way, prayer helps make meditation easier.Akshun Singh and K.M. Tripathi's study "Spirituality and Life Satisfaction" reveals a strong link between spirituality and life satisfaction. They describe spirituality as a deep, personal bond with something bigger than yourself. The research shows how various activities and beliefs help people grasp their true values and life purpose, shedding light on how spirituality boosts overall contentment.

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OBJECTIVES OF THE STUDY

1. To examine and compare the level of psychological well-being between male and female praying young adults.
2. To assess and compare the level of perceived stress among male and female praying young adults.
3. To evaluate and compare the difficulties in emotional regulation between male and female praying young adults.

HYPOTHESES OF THE STUDY

1. H1: There will be a significant difference in psychological well-being between male and female praying young adults.
2. H2: There will be a significant difference in perceived stress between male and female praying young adults.
3. H3: There will be a significant difference in difficulties in emotional regulation

RESEARCH METHODOLOGY

Participants

The sample consisted of 95 young adults, including 51 males and 44 females. Participants were recruited through convenience sampling from various universities, colleges, and workplaces in Pune. Inclusion criteria required participants to fall within the specified age range and to report engaging in prayer at least once daily.

Research Design

The present study employed a quantitative comparative research design to examine gender differences in psychological well-being, perceived stress, and difficulties in emotional regulation among praying young adults. The study specifically focused on individuals aged 18–35 years from the Christian community in Pune who engage in daily prayer practices.

MEASURES

1. Psychological Well-Being

Psychological well-being was assessed using Ryff's Psychological Well-Being Scales (PWBS; Ryff, 1989). The scale consists of 54 items measuring six dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance.

2. Perceived Stress

Perceived stress was measured using the Perceived Stress Scale (PSS; Cohen, 1983). This 10-item scale evaluates the degree to which individuals appraise situations in their lives as stressful.

3. Difficulties in Emotional Regulation

Difficulties in emotional regulation were assessed using the Difficulties in Emotion Regulation Scale (DERS; Gratz & Roemer, 2004). The scale includes 36 items that measure various aspects of emotional dysregulation. In addition, a structured demographic questionnaire was used to collect information regarding participants' age, gender, and frequency of prayer.

PROCEDURE AND DATA ANALYSIS

Data were collected through in-person administration of the questionnaires. Prior to participation, informed consent was obtained from all respondents, and confidentiality of their responses was strictly maintained. The collected data were analyzed using SPSS (Version 30). Descriptive statistics, including means, standard deviations, and ranges, were computed for all variables. The Shapiro–Wilk test was conducted to assess the normality of the data, and results indicated a non-normal distribution. Therefore, the Mann–Whitney U test, a non-parametric statistical test, was employed to examine gender differences in psychological well-being, perceived stress, and difficulties in emotional regulation.

RESULTS:

Descriptive Statistics for Study Variables

Table – 1-

	Gender	Perceived Stress	Difficulties in Emotional Regulations	Autonomy	Environmental Mastery
Mean	1.46	19.65	97.35	35.60	34.25
Std. Deviation	.501	6.023	18.039	5.656	5.028
Skewness	.150	.550	.680	.285	-.176
Std. Errors of Skewness	.247	.247	.247	.247	.247
Kurtosis	-2.020	.439	.164	.265	-.099
Std. Errors of Kurtosis	.490	.490	.490	.490	.490
Minimum	1	6	65	22	21

Maximum	2	36	149	51	47

Table – 2-

	Personal Growth	**Positive Relations**	**Purpose in Life**	**Self-Acceptance**
Mean	37.59	36.92	37.35	37.54
Std. Deviation	6.170	6.391	6.054	6.088
Skewness	.095	.259	-.048	-.141
Std. Errors of Skewness	.247	.247	.247	.247
Kurtosis	-.601	-.209	-.603	.469
Std. Errors of Kurtosis	.490	.490	.490	.490
Minimum	26	22	25	18
Maximum	52	53	51	53

Table 3

Variable	**Gender**	**Mean Rank**	**Sum of Ranks**
Perceived Stress	Male	39.96	2038.00
Perceived Stress	Female	57.32	2522.00
Autonomy	Male	49.24	2511.00
Autonomy	Female	45.57	2049.00
Environmental Mastery	Male	54.40	2774.50
Environmental Mastery	Female	40.58	1785.50
Personal Growth	Male	55.47	2529.50
Personal Growth	Female	39.34	1970.50
Positive Relations	Male	50.77	2589.50
Positive Relations	Female	44.78	1970.50
Purpose in Life	Male	48.70	2483.50
Purpose in Life	Female	47.18	2076.50
Self- Acceptance	Male	50.73	2587.00
Self- Acceptance	Female	44.84	1973
Difficulties in Emotion Regulation	Male	42.42	2163.50

Difficulties in Emotion Regulation	Female	54.58	2396.50

The Mann–Whitney U test was conducted to examine gender differences in psychological well-being, perceived stress, and difficulties in emotional regulation among praying young adults. The results supported all three hypotheses.

H1: Psychological Well-Being

A significant difference was found in psychological well-being between male and female participants ($p < .05$). Male participants demonstrated higher mean rank scores, indicating greater overall psychological well-being compared to females. This difference was primarily driven by higher scores among males in the dimensions of environmental mastery and personal growth.

H2: Perceived Stress

A statistically significant gender difference was observed in perceived stress levels ($z = -3.067$, $p < .01$). Female participants reported higher levels of perceived stress, with a mean rank of 57.32, compared to 39.96 for male participants. This suggests that females experienced significantly greater stress than males within the sample.

H3: Difficulties in Emotional Regulation

The results also revealed a significant difference in difficulties in emotional regulation ($z = -2.124$, $p < .05$). Female participants had higher mean rank scores (54.47) than males (42.42), indicating greater challenges in regulating emotions among females.

DISCUSSION:

Hypothesis - 1

The study hypothesised a significant difference in psychological well-being between male and female praying young adults. Women show in psychological well being despite engaging in regular prayer due to unable to make choices in life because of the social rules and unable to adopt the new situations and environment. The table (Ryff Scale of Psychological Well-Being, 6 factors) shows males score higher across all domains (Mann-Whitney U ranks):

1. Autonomy: Males (49.24) > Females (46.57)
2. Environmental Mastery: Males (54.40) > Females (40.58)
3. Personal Growth: Males (55.47) > Females (39.34)

4. Positive Relations: Males (50.77) > Females (44.78)
5. Purpose in Life: Males (48.70) > Females (47.19)
6. Self-Acceptance: Males (50.73) > Females (44.84)

Hypothesis - 2:

Praying young adult males and females differ significantly in perceived stress.

This is because of the academic pressure, familial issues and social roles. Findings: Females reported higher stress than males (females' Mean Rank: 57.32).

This aligns with Méndez-Chacón (2022), who found women experience more perceived stress than men in Costa Rican adults a pattern tied to biological markers

like telomere length. Our results extend this to gender differences in religious coping and prayer among young adults.

Hypothesis - 3:

Praying young adult males and females differ significantly in difficulties with emotional regulation. The findings of the research on the emotional regulation scale show that, females scored higher in difficulties (Mean Rank: 54.47) than males (Mean Rank: 42.42). This supports IJASP (2023) on "Gender differences in the relationship between emotional regulation strategies and psychological distress," which shows young adult women use more emotion-focused strategies (e.g., cognitive reappraisal, expressive avoidance) than men. These link differently to distress, especially relevant for praying subgroups.

Findings align with literature showing gender disparities in stress and regulation, with females more vulnerable possibly due to multifaceted societal roles. Males' superior well-being in mastery and growth suggests prayer bolsters adaptive coping differently by gender. Prayer emerges as a viable resilience tool, echoing Perumalsamy (2025) on stress-regulation links.

LIMITATIONS:

1. This study used a small sample of 95 people. A bigger group would make the findings stronger and the analysis sharper.
2. All participants were 18-35 years old from one area only. This might not reflect young adults from other religions, cultures, or education levels.
3. We didn't check differences by gender, field of study, or other traits. This could have shown unique ways prayer helps control emotions and reduce stress.

IMPLICATIONS:

1. This research highlights prayer's psychological and emotional benefits as a coping tool, showing how spiritual practices link to better well-being and lower stress.
2. It also builds understanding of the ties between prayer, stress, and overall well-being.
3. In counselling, therapists can use these findings to customise sessions, incorporating prayer to help clients regulate emotions and manage stress.
4. Counsellors might recommend prayer as a tool for emotional control and coping, especially for religious clients, to ease anxiety and boost hope.

SUGGESTIONS:

This study lays the groundwork for future research. Key directions include:

1. Use larger, diverse samples across religions, academic fields, and cultures to improve generalizability.
2. Examine mediators like prayer types or spiritual practices that affect links between variables.
3. Compare religions and their impact on the study's variables.
4. Adopt longitudinal designs to track how psychological well-being, stress, and emotional regulation influence each other over time.

CONCLUSION:

Among praying young adults, gender moderates' psychological well-being, stress, and emotional regulation, with prayer acting as a coping buffer stronger for males. These insights promote faith-integrated strategies to counter rising adult stress.

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A correlational study of hexaco personality traits and positive attitude towards artificial intelligence in young adults"

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ABSTRACT

The present correlational research explored the latent association between Hexaco personality traits and a positive attitude towards artificial intelligence among 200 young adults (18 to 25 years) in Pune, India. The participants filled up the HEXACO-60 Personality Inventory and the positive subscale of the General Attitudes towards Artificial Intelligence Scale. Due to severe deviations from univariate and multivariate normality, non-parametric inferential statistics (Spearman's rank- order correlation and linear regression) were applied. AI acceptance had significant positive correlations with Extraversion and Conscientiousness. On the other hand, Honesty-humility, Agreeableness had significant negative correlations. Emotionality and Openness gave non- significant results. Social energy and pragmatic efficiency powerfully drive acceptance of technology, whereas rigorous ethical standards powerfully predict algorithmic scepticism.

Keywords: HEXACO, artificial intelligence, positive attitude, technophilia, young adults.

INTRODUCTION

Artificial Intelligence (AI) is no longer a far-flung academic notion. It is a critical design feature of widespread everyday living in contemporary times. Be it generative language models or automated decision-making algorithms, artificial intelligence is re-constituting education, work and social life. A faster pace of this technological revolution is expected in the near future. What makes people embrace AI as a potent tool for innovation and. A prerequisite to anticipating how society proactively navigates an AI driven future demand that we identify psychological antecedents engendering technophilia and a favourable, malleable attitude

towards AI.

This research seeks to discover the extent to which personality traits predict a positive orientation towards artificial intelligence by young adults who are individuals in the important life stage of young adulthood who finish their education, form their identities and enter employment. Growing up digitally, the youth are at the cusp of technology and a positive orientation towards AI will govern their choice of specialisation, work ethics pertaining to digital tools and overall employability, among other things.

Cyber-psychology studies have used older five-factor models for some time; however, increasing new psychological research is based on the full HEXACO model *(Ashton & Lee, 2007)* of personality structure. The HEXACO model is an extension of standard trait theory which draws six theoretically independent dimensions Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness and Openness to Experience. Honesty-Humility dimension is the most relevant dimension for the study of disruptive technology. This is because it represents the tendency to be fair and genuine, and to avoid greed. This extension enables the concentrated effort to study the ethical issues and trust of AI systems, personality characteristics, technology acceptance, Trait Activation Theory (TAT), Technology Acceptance Model (TAM) on the

personality traits of individuals are dependent on context and they are not activated in a vacuum but dormant unless activated by situationally relevant behaviour.

Interacting with generative language models in an online setting provides important situational cues. The Technology Acceptance Model (TAM) *(Davis, 1989)* posits that an individual will develop a favourable attitude to use technology based mainly on technology's perceived usefulness and perceived ease of use. Therefore, when a young adult encounters AI, cognitive appraisal theories suggest that the individual evaluates the technology's usefulness through the lens of their most salient personality traits.

HYPOTHESES

the present study formulated six hypotheses:

1. **H1:** There will be a negative correlation between Honesty-Humility and a positive

attitude towards AI.

2. **H2:** There will be a negative correlation between Emotionality and a positive attitude towards AI.
3. **H3:** There will be a positive correlation between Extraversion and a positive attitude towards AI.
4. **H4:** There will be a negative correlation between Agreeableness and a positive attitude towards AI.
5. **H5:** There will be a positive correlation between Conscientiousness and a positive attitude towards AI.
6. **H6:** There will be a positive correlation between Openness to Experience and a positive attitude towards AI.

METHOD

PARTICIPANTS

The sample for the present study consisted of 200 young adults (134 females, 66 males) located in Pune, India. The data was collected using a purposive sampling technique. Inclusion criteria required individuals to be aged between 18 and 25 years, currently enrolled in educational institutions, and to have actively used at least one AI tool in the past two weeks. Individuals who were non-students, fully employed professionals, or previously diagnosed with any clinical mental health condition were excluded from the study.

MEASURES

Personal Data Sheet (PDS): A researcher-developed form used to collect basic demographic information alongside the frequency and primary purpose of AI usage among participants.

HEXACO-60 Personality Inventory: Developed by Ashton and Lee (2009), this concise, standardised psychometric instrument measures the six major dimensions of human personality. The inventory consists of 60 statements scored on a 5-point Likert scale, demonstrating high internal consistency across its domains.

General Attitudes towards Artificial Intelligence Scale (GAAIS): Developed by Schepman

and Rodway (2023), this instrument measures public sentiment towards AI. To maintain theoretical focus on technophilia, only the 12 items designated to the positive subscale were isolated and analysed. The positive subscale utilises a 5-point Likert scale and demonstrates strong internal consistency.

PROCEDURE

Data collection was conducted systematically and entirely offline via physical questionnaires. Informed consent was obtained, ensuring that all participants were aware their responses would remain strictly confidential. Participants completed the printed PDS, followed by the HEXACO- 60 inventory and the GAAIS questionnaire. Valid responses were subsequently manually coded for quantitative analysis.

STATISTICAL ANALYSIS PLAN

Descriptive statistics were calculated to understand the baseline data distribution. Normality was assessed via the manual calculation of Z-scores for skewness and kurtosis. Due to severe violations of the normality assumption, non-parametric inferential statistics, specifically Spearman's rank- order correlation, were utilised. Linear regression analysis was then performed on the significant variables to determine their specific predictive value.

RESULTS

Descriptive statistics indicated a moderately high baseline of technophilia and acceptance among the young adult sample, with the positive attitude variable recording a mean score of 3.42 (SD = 0.60). Among the personality traits, Openness to Experience recorded the highest mean score (M
= 3.60, SD = 0.60), while Agreeableness recorded the lowest (M = 3.07, SD = 0.56).

Normality testing revealed that several key variables significantly deviated from a normal distribution. Specifically, the manually calculated Z-scores for Agreeableness, Conscientiousness,
and Openness to Experience extended well beyond the critical boundaries of -2.00 and +2.00, necessitating the use of non-parametric correlation tests. Spearman's rank-order correlations were computed to test the formulated hypotheses. As presented in Table 1, four of the six personality domains demonstrated significant correlations with a positive attitude towards AI.

Table 1
Spearman's Correlation Between HEXACO Traits and Positive Attitude Towards AI

Predictor Variables	Correlation Coefficient (rho)	p-value (2-tailed)	Hypothesis Status
Honesty-Humility	-0.147*	0.038	Accepted
Emotionality	-0.086	0.227	Rejected
Extraversion	0.195**	0.006	Accepted
Agreeableness	-0.171*	0.015	Accepted
Conscientiousness	0.189**	0.007	Accepted
Openness to Experience	-0.045	0.529	Rejected

*Note. N = 200. * p < .05. ** p < .01.*

To further understand the predictive capability of the specific personality traits on technological attitudes, simple linear regression analyses were conducted on the four variables that demonstrated significant correlations.

Table 2 -Summary of Linear Regression Analyses Predicting Positive Attitude Towards AI

Predictor Variable	R Square	Adjusted R Square	F Score	Standardised Coefficient (beta)	p-value
Honesty-Humility	0.189	0.185	46.046	-0.434	< 0.001
Extraversion	0.068	0.063	14.483	0.261	< 0.001
Agreeableness	0.082	0.077	17.593	-0.286	< 0.001
Conscientiousness	0.058	0.053	12.165	0.241	< 0.001

Note. Dependent Variable: Positive Attitude Towards AI.

The regression models confirmed that Honesty-Humility acts as the strongest negative predictor of technophilia within the sample, accounting for 18.9% of the variance (beta = -0.434,

p < 0.001). Extraversion (beta = 0.261) and Conscientiousness (beta = 0.241) served as significant positive predictors, whereas Agreeableness (beta = -0.286) demonstrated a significant negative predictive value.

DISCUSSION

The primary objective of this research was to move beyond the narrative of generalised technological anxiety and specifically identify the core dispositional factors that predispose individuals to appraise AI with optimism and technophilia.

Hypothesis 1 predicted a negative correlation between Honesty-Humility and a positive attitude towards AI, which was statistically accepted. Individuals scoring high on this dimension value fairness, sincerity, and ethical integrity. This negative correlation is primarily driven by moral apprehension. Highly sincere individuals are likely to view generative algorithms through a lens of ethical scepticism, harbouring valid concerns regarding data privacy, algorithmic bias, and the potential for digital manipulation. This finding aligns with contemporary literature suggesting that resistance to technology is often a product of high ethical standards rather than a lack of digital literacy (Zabel et al., 2025).

Hypothesis 2, anticipating a negative correlation with Emotionality, was rejected. While foundational psychological frameworks often associate vulnerability and anxiety with a fear of autonomous technology, this study contradicts that assumption. The divergence can be contextualised through the demographic data collected via the PDS, which recorded a highly frequent, routine usage of AI among the student sample. Because tools such as generative text engines have become deeply embedded in their daily academic ecosystem, the sheer familiarity of the technology successfully overrides baseline emotional instability and tech-anxiety.

Hypothesis 3 proposed a positive correlation between Extraversion and technophilia, which was strongly supported by the data. Extraverted individuals are characterised by their sociability and proactive engagement with their environment. The significant predictive value of Extraversion

suggests that highly energetic individuals do not view AI as an isolating mechanism. Rather, they proactively embrace conversational AI agents as interactive sounding boards and dynamic

tools that augment their academic and social capabilities, corroborating recent findings by Liang et al. (2025).

Hypothesis 4, predicting a negative correlation between Agreeableness and AI acceptance, was also accepted. While some broad Western studies have linked agreeableness to general technological compliance, the present study successfully highlighted the psychosocial nuances of the Indian young adult demographic. Agreeableness represents gentleness and a profound desire for authentic social harmony. For this demographic, a high value placed on genuine human empathy causes them to view the cold, algorithmic efficiency of AI as a potential threat to authentic interpersonal connection. Consequently, a preference for human harmony actively diminishes their positive attitude towards the technology.

Hypothesis 5 was accepted, confirming a highly significant positive correlation between Conscientiousness and a positive AI attitude. Conscientious individuals are defined by their diligence and organisation. Under the framework of the Technology Acceptance Model, these individuals are highly motivated by performance efficiency. They pragmatically adopt AI tools to streamline their academic workload, viewing the technology as a highly structured and useful asset for achieving their long-term professional goals.

Finally, Hypothesis 6, predicting a positive correlation with Openness to Experience, was unexpectedly rejected. Historically, Openness serves as the primary driver of technological curiosity. However, this non-significant result offers a profound insight into the modern digital landscape. Artificial intelligence is no longer a niche activity requiring high levels of unconventional thinking. Because tools like ChatGPT are now ubiquitously integrated into

mainstream educational environments, their adoption no longer demands extreme intellectual curiosity. Consequently, Openness to Experience has lost its predictive power regarding general AI acceptance among today's digital natives.

IMPLICATIONS

The findings hold substantial practical implications. For AI developers, the data indicates that algorithmic resistance is heavily rooted in ethical integrity (Honesty-Humility). Developers must prioritise transparent data privacy policies to win the trust of highly sincere users.

Furthermore, technology companies should frame AI as a supportive background tool rather than a replacement for authentic human interaction to preserve the interpersonal harmony valued by highly agreeable users. For mental health professionals, the focus must shift away from treating a generalised fear of the unknown, moving towards guiding young adults in setting healthy boundaries to manage their heavy reliance on these tools.

LIMITATIONS

The study is not without limitations. The sample was geographically confined to university-enrolled students in Pune, India, preventing the generalisation of findings to rural youth or older employed professionals. Additionally, the sample possessed an unbalanced gender ratio (67% female), which may skew certain trait-level expressions. Methodologically, by isolating only the positive subscale of the GAAIS, the study could not account for ambivalent or contradictory user attitudes. Furthermore, severe violations of normality necessitated non-parametric testing, which inherently limits the statistical power of the predictive models.

Future academic exploration should expand the demographic scope and evaluate negative attitudinal constructs alongside positive ones to map technological ambivalence accurately. Subsequent investigations must also explicitly distinguish between basic AI tools (e.g., voice assistants) and highly complex generative engines to observe if personality traits react differently to varying levels of algorithmic autonomy.

CONCLUSION

This research demonstrates that a positive attitude towards artificial intelligence is not merely a functional technological preference but is deeply and systematically rooted in core behavioural traits. Social energy (Extraversion) and pragmatic efficiency (Conscientiousness) actively drive proactive technology acceptance. Conversely, rigorous ethical standards (Honesty-Humility) and a desire for authentic human harmony (Agreeableness) reliably predict algorithmic scepticism. As artificial intelligence continues to restructure educational and professional environments, understanding these dispositional drivers is essential for developing ethically responsive systems and fostering healthy digital integration among young adults.

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A Study of Parent Child Relationship among Higher Secondary School Going Students

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ABSTRACT

This Study purpose that a Study of Parent Child Relationship among Higher Secondary School Going Students. **Objectives**:-To examine Parent Child Relationship among Higher Secondary School Going Students. **Hypotheses:-**There is no significant difference between Higher Secondary School Going Students with Parent Child Relationship dimension on Protecting, Symbolic Punishment, Rejecting, Object Punishment, Demanding, Indifferent, Symbolic Reward, Loving, Object Reward and Neglecting. **Methodology- Sample:** Total sample of present study 120 Higher Secondary School Going Students, in which 40 were Arts Faculty Students (20 Male and 20 Female), 40 were Commerce Faculty Students (20 Male and 20 Female) and 40 were Science Faculty Students (20 Male and 20 Female). Both groups sample Higher Secondary School Going Students from Jalna Dist. in Maharashtra. Purposive Sample Design was selected and the subject selected in this sample was age group of 15-18 year. **Variables-** The independent variables are Faculty (Arts, Commerce and Science Students) and Dependent variables are Parent Child Relationship (Protecting, Symbolic Punishment, Rejecting, Object Punishment, Demanding, Indifferent, Symbolic Reward, Loving, Object Reward and Neglecting.). **Research Design:** Simple Research Designs used in the present study. **Research Tools-** Parent Child Relationship Scale by Late Nalini Rao **Statistical Treatment:** Mean, SD and ANOVA. **Conclusions: 1)** There is no significant difference between Arts, Commerce and Science Students on Parent Child Relationship dimension on Protecting, Symbolic Punishment Rejecting, Object Punishment, Demanding, Indifferent, Symbolic Reward, Loving, Object Reward and Neglecting.

Key words: - Dimension of Parent Child Relationship, Arts, Commerce, and Science Students.

INTRODUCTION

In tracing the development or the evolution of the organism from one state to another such as the infancy, childhood, adolescence and so on as synonyms sometimes with socialization, Freud focusses his attention on many development concepts such as libido, infants sexuality, Oedipus or castration complexes as related to and another than comes to be viewed as a major source of variation from individual to individual in the aspects of personality and social-psychological development of children.

The psycho-analytic thought has been putting increasing emphasis on the importance of social pressures on the development process, the stress has been shifted from Freud's instinctual factors to environmental, as social determinants of behavior. The two basics principals underlying a study of parental factors are: that the parents act differentially towords their children depending on the sex of the child is common observation; and patterns of socialization differ according to social cultural proses factors.

The variables of reward and punishments used extensively in the laboratory studies have been successfully adopted in the proses of socialization research and a rich haul of other variables like the love-oriented punishment' or 'object-oriented reward' and such combination of attributes widen the scope of reward and punishment variables in a socially oriented way and involve such objects like; the strength and extent of mother and father – daughter or son relationship, the nature of discipline, amount of permissiveness, and warmth in parent-child interaction and so on.

This has resulted in the concentrated efforts of studding the relationship between the trainer and the learner, which is a recent contribution of psychodynamic theory of personality development. A wide range of studies have focused 'warmth' as a predominant variable and Sear's attempts (24) at identifying this factor as 'concern for the child' and parent child harmony' only reflects the various forms of warmth behavior. The difficulty in studding this variables is that the concept varies as the baby grows, as it evident from the fact that the 'contact comfort' which is the basic or the preliminary from the warmth in the mother child contact when the child infant, invariably manifests itself in various kind of ego support when the mother-child interaction of a mother with ten year' old or still older child is accounted. This means that there is an increased demand on parent responsiveness being recognized and restructured to the changing needs of the child.

There is another set of variables which is difficult to be classified under anyone of the two theories of learning and psychodynamics of the child development, the dimensions like permissive verses restrictiveness' or 'control verses support' has emerged out as pattern variables ,and as extensively used.

Dimensions of Parent Child Relationship

A brief description of the different dimensions of Parent Child Relationship is given below:

Protecting: The defending attitude overtly expressed in the act of guarding, shielding the child from situation or experiences perceived to be hostile, oppressing and harmful.

Symbolic-Punishment and Object Punishment: Symbolic and physical means by which parents show their temporary annoyance with the child.

Rejecting: Behavior evident in renouncing the child in aversion. The disposition is indicated in being disdainful and in outright refusal of the child.

Demanding: Expression of authority and claim with imperious command over the child, executed in the exercise of overall control.

Indifferent: The expression of unconcerned apathetic, passive behavior and functioning without either importance or interest in the child.

Symbolic-Reward and Object -Reward: Symbolic expression of appreciation for emotional, Psychological security of the child as against physical, tangible, concrete action of warmth. Both indicate parent's acceptance of the child which is a precursor for the child to achieve, aspire and advance.

Loving: Expression of fondness, devoted attachment and amiableness shown to the child.

Neglecting: A careless slighting treatment indicated in accustomed omission and deliberate disregard towards the child which might leave the child to devalue himself.

STATEMENT OF THE PROBLEM

Study of Parent Child Relationship among Higher Secondary School Going Students.

OBJECTIVES OF THE STUDY

- To examine Parent Child Relationship among Higher Secondary School Going Students.

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HYPOTHESES OF THE STUDY

- There is no significant difference between Higher Secondary School Going Students with Parent Child Relationship dimension on Protecting, Symbolic Punishment Rejecting, Object Punishment, Demanding, Indifferent, Symbolic Reward, Loving, Object Reward and Neglecting.

METHODOLOGY

SAMPLE

Total sample of present study 120 Higher Secondary School Going Students, in which 40 were Arts Faculty Students (20 Male and 20 Female), 40 were Commerce Faculty Students (20 Male and 20 Female) and 40 were Science Faculty Students (20 Male and 20 Female). Both groups sample Higher Secondary School Going Students from Jalna Dist. in Maharashtra. Purposive Sample Design was selected and the subject selected in this sample was age group of 15-18 year.

RESEARCH DESIGN:-

Simple Research Designs used in the present study

VARIABLES USED FOR STUDY

Table No- 01 Variables

Type of variable		Name of variable	Sub. Variable	Name of variable
Independent		Faculty	03	1) Arts Students 2) Commerce Students 3) Science Students
Dependent		Parent Child Relationship Scale		1) Protecting 2). Symbolic Punishment 3). Rejecting 4). Object Punishment 5). Demanding 6). Indifferent 7). Symbolic Reward 8). Loving 9). Object Reward 10). Neglecting.

RESEARCH TOOLS:-

Table No. 02. Parent Child Relationship Scale

Aspect	Name of the Test	Author	Sub-Factor	
Parent Child Relationship Scale	Parent Child Relationship Scale	Late Nalini Rao	1) Protecting 2) Symbolic Punishment 3) Rejecting 4) Object Punishment 5) Demanding 6) Indifferent 7) Symbolic Reward 8) Loving 9) Object Reward 10) Neglecting	Item-100 Reliability - .770 to .871 Validity -

OPERATIONAL DEFINITIONS OF KEY TERMS:

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.

Parent Child Relationship

The Parent-child relationship refers to the emotional, social, and behavioral connection between a parents and children interact, communications and influence each other's development over time.

PROCEDURES OF DATA COLLECTION:-

For the present study 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. 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.

TATISTICAL ANALYSIS

At the first stage data were treated by descriptive statistical techniques i.e. mean and standard Deviation and ANOVA was done by using SPSS Software.

RESULTS AND DISCUSSION

Faculty on Protecting

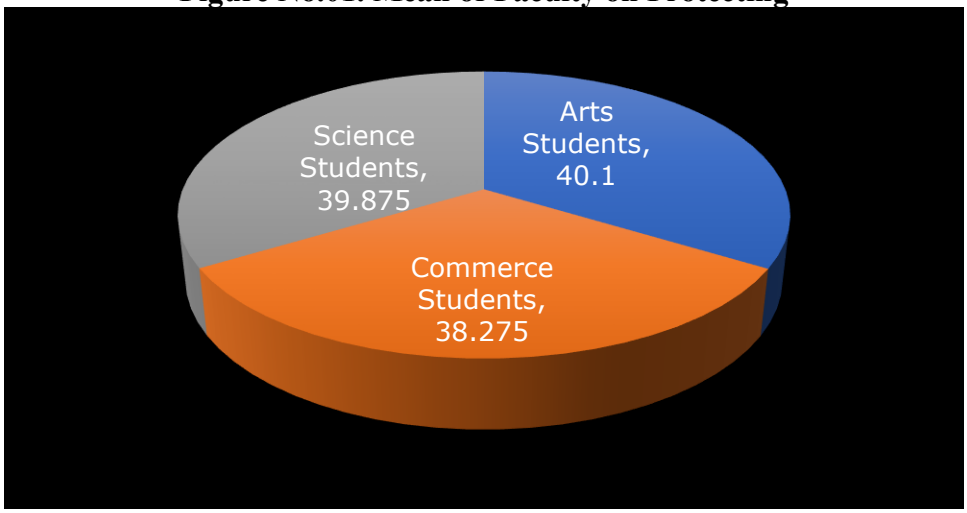
Hypothesis - 01

- There is no significant difference between Arts, Commerce and Science Students with dimension of Parent Child Relationship on Protecting.

Table No. 03. Mean SD and F Value of Faculty on Protecting.

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Protecting	Arts Students	40.1	4.21	40	117	2.23	NS
	Commerce Students	38.225	4.06	40			
	Science Students	39.875	3.98	40			

Figure No.01. Mean of Faculty on Protecting



Observation of the Table No 03 indicated that the mean value of two classified group seems to differ from each other on Protecting. The mean and SD value obtained by the Arts Students was

40.1, ± 4.21, Commerce Students was 38.225, ± 4.06 and Science Students was 39.875, ± 3.98. Both group 'F' ratio was 0.493. Faculty effect represent the Self Confidence was not significant (F- 2.23, 2 and 117, P-NS). This is not significant 0.01 and at 0.05 levels because they obtained 'F' value is low than table values at 0.01 and 0.05. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference between Arts, Commerce and Science Students on Protecting.

Faculty on Symbolic Punishment

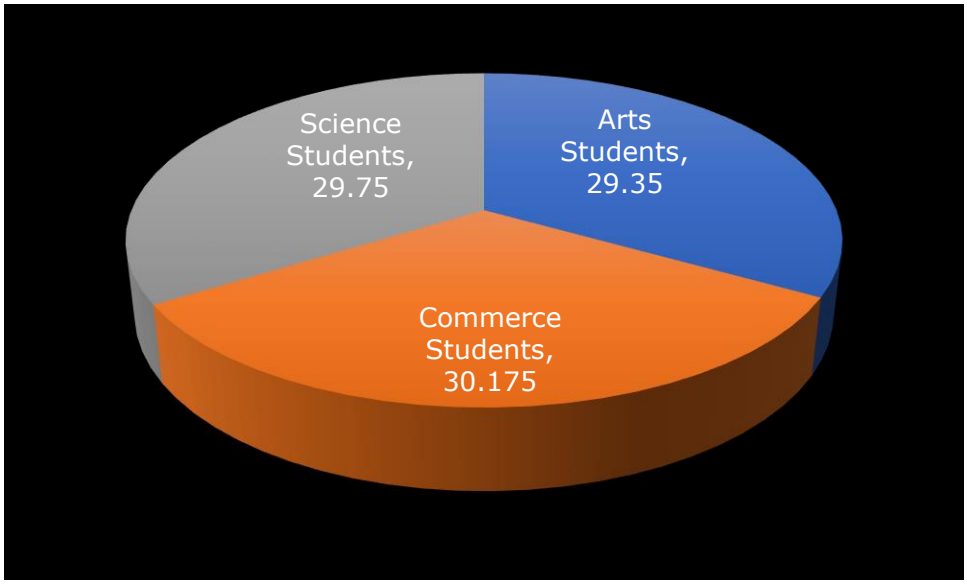
Hypothesis - 02

There is no significant difference Between Arts, Commerce and Science Students with dimension Self-Efficacy on Symbolic Punishment.

Table No. 04. Mean SD and F Value of Faculty on Symbolic Punishment.

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Symbolic Punishment	Arts Students	29.35	3.47	40	117	0.57	NS
	Commerce Students	30.175	3.51	40			
	Science Students	29.75	3.26	40			

Figure No.02. Mean of Faculty on Symbolic Punishment



Observation of the Table No 04 indicated that the mean value of two classified group seems to differ from each other on Symbolic punishment. The mean and SD value obtained by the Arts Students was 29.35, ± 3.47, Commerce Students was 30.175, ± 3.51 and Science Students was

29.75, ± 3.26. Both group 'F' ratio was 0.57. Faculty effect represent the Symbolic punishment was not significant (F- 0.57, 2 and 117, P-NS). This is not significant 0.01 and at 0.05 levels because they obtained 'F' value is low than table values at 0.01 and 0.05. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference between Arts, Commerce and Science Students on Symbolic punishment.

Faculty on Rejecting

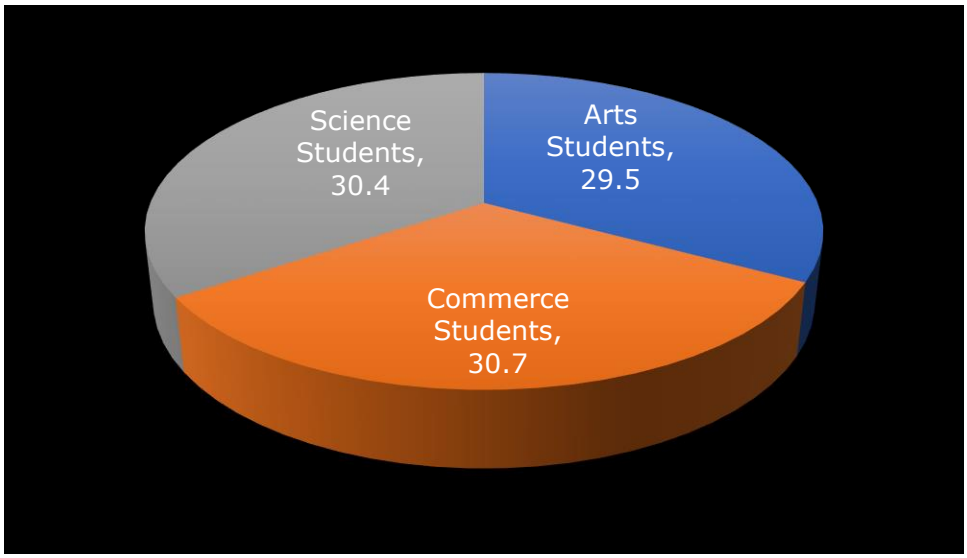
Hypothesis - 03

- There is no significant difference between Arts, Commerce and Science Students with dimension Parent Child Relationship on Rejecting.

Table No. 05. Mean SD and F Value of Faculty on Rejecting.

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Rejecting	Arts Students	29.5	3.4	40	117	1.37	NS
	Commerce Students	30.7	3.19	40			
	Science Students	30.4	3.33	40			

Figure No.03. Mean of Faculty on Rejecting



Observation of the Table No 05 indicated that the mean value of two classified group seems to differ from each other on rejecting. The mean and SD value obtained by the Arts Students was 29.5, ± 3.4, Commerce Students was 30.7, ± 3.19 and Science Students was 30.4, ± 3.33. Both group 'F' ratio was 3.96. Faculty effect represent the Rejecting was significant (F- 1.37, 2 and 117,

P-0.05 and NS). This is not significant 0.01 and at 0.05 levels because they obtained 'F' value is low than table values at 0.01 and 0.05. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference between Arts, Commerce and Science Students on Rejecting.

Faculty on Object Punishment

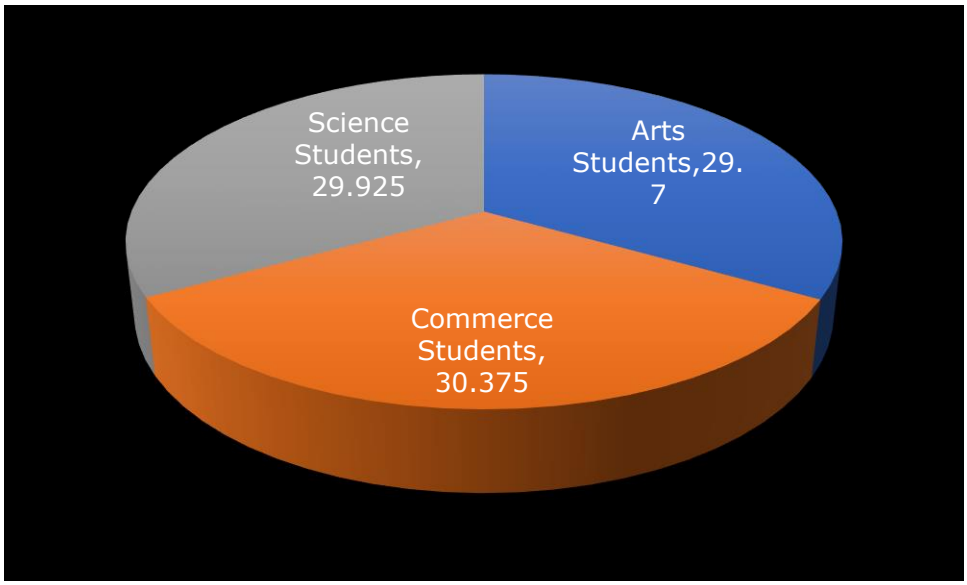
Hypothesis - 04

- There is no significant difference between Arts, Commerce and Science Students with dimension Parent Child Relationship on Object Punishment.

Table No. 06. Mean SD and F Value of Faculty on Object Punishment.

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Object Punishment	Arts Students	29.7	3.31	40	117	0.43	NS
	Commerce Students	30.375	3.36	40			
	Science Students	29.925	3.11	40			

Figure No.04. Mean of Faculty on Object Punishment



Observation of the Table No 06 indicated that the mean value of two classified group seems to differ from each other on Object Punishment. The mean and SD value obtained by the Arts Students was 29.7, ± 3.31, Commerce Students was 30.375, ± 3.36 and Science Students was 29.925, ± 3.11. Both group 'F' ratio was 0.43. Faculty effect represent the Object punishment was not significant (F- 0.43, 2 and 117, P-NS). This is no significant 0.01 and at 0.05 levels because

they obtained 'F' value is Low than table values at 0.01 and 0.05. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference between Arts, Commerce and Science Students on Object Punishment.

Faculty on Demanding

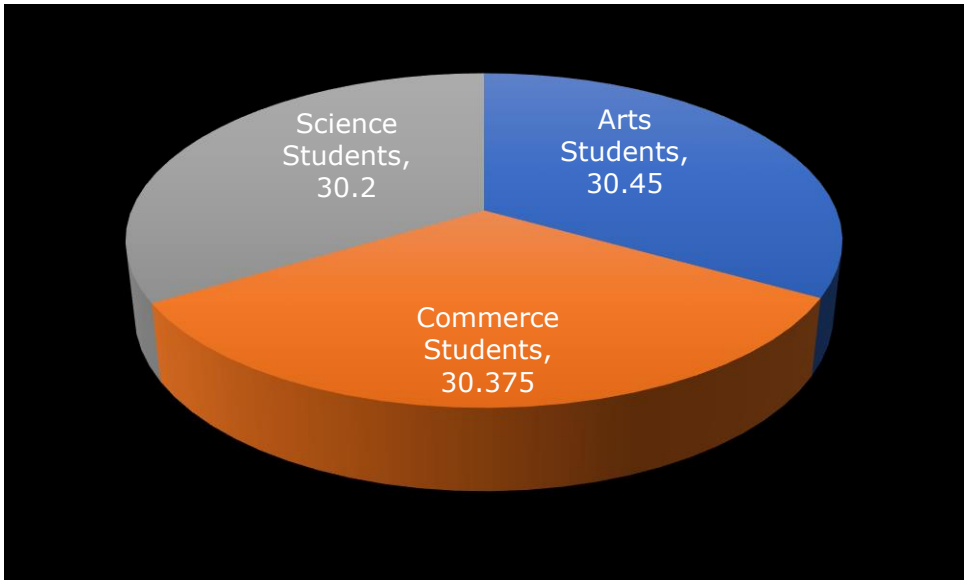
Hypothesis - 05

- There is no significant difference Between Arts, Commerce and Science Students with dimension of Parent Child Relationship on Demanding.

Table No. 07. Mean SD and F Value of Faculty on Demanding.

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Demanding	Arts Students	30.45	3.69	40	117	0.05	NS
	Commerce Students	30.375	3.36	40			
	Science Students	30.2	2.81	40			

Figure No.05. Mean of Faculty on Demanding



Observation of the Table No 01 indicated that the mean value of two classified group seems to differ from each other on demanding. The mean and SD value obtained by the Arts Students was 30.45, ± 3.69, Commerce Students was 30.375, ± 3.36 and Science Students was 30.2, ± 2.81. Both group 'F' ratio was 0.05. Faculty effect represent the demanding was not significant (F- 0.05, 2 and 117, P-NS). This is not significant 0.01 and at 0.05 levels because they obtained 'F' value is low than table values at 0.01 and 0.05. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference between Arts,

Commerce and Science Students on demanding.

Faculty on Indifferent

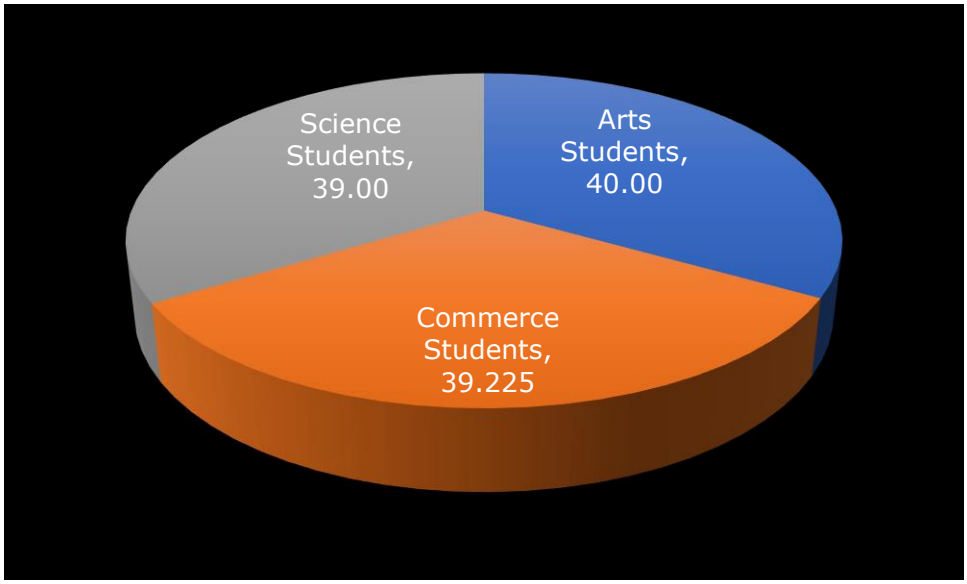
Hypothesis - 06

There is no significant difference between Arts, Commerce and Science Students with dimension of Parent Child Relationship on Indifferent.

Table No. 08. Mean SD and F Value of Faculty on Indifferent.

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Indifferent	Arts Students	40.00	3.86	40	117	0.17	NS
	Commerce Students	39.225	3.60	40			
	Science Students	39.00	3.7	40			

Figure No.06. Mean of Faculty on Indifferent



Observation of the Table No 08 indicated that the mean value of two classified group seems to differ from each other on Indifferent. The mean and SD value obtained by the Arts Students was 40.00, ± 3.86, Commerce Students was 39.225, ± 3.60 and Science Students was 39.00, ± 3.7. Both group 'F' ratio was 0.17. Faculty effect represent the Indifferent was not significant (F- 0.17, 2 and 117, P-NS). This is not significant 0.01 and at 0.05 levels because they obtained 'F' value is low than table values at 0.01 and 0.05. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference between Arts,

Commerce and Science Students on Indifferent.

Faculty on Symbolic Reward

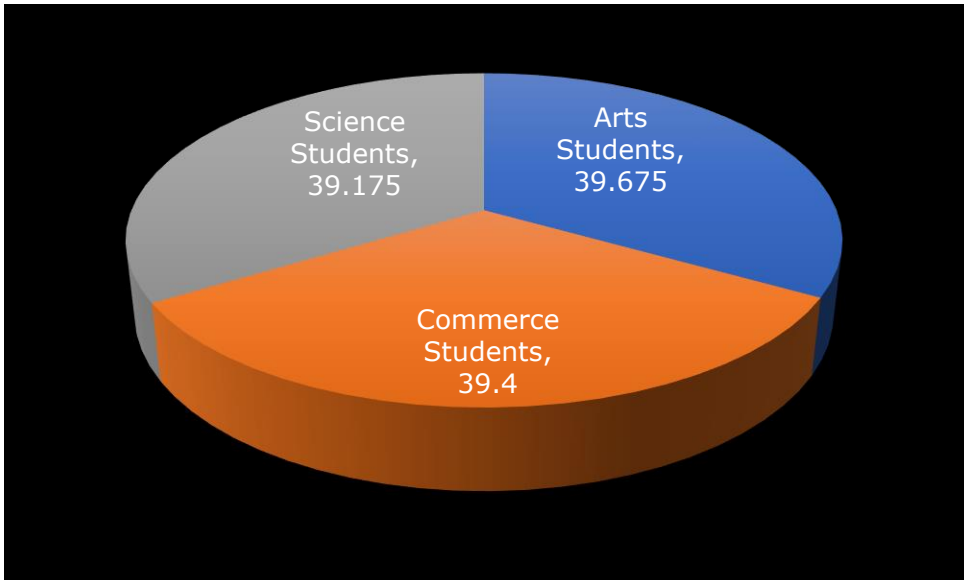
Hypothesis - 07

There is no significant difference between Arts, Commerce and Science Students with dimension of Parent Child Relationship on Symbolic Reward.

Table No. 09. Mean SD and F Value of Faculty on Symbolic Reward.

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Symbolic Reward	Arts Students	39.675	3.84	40	117	0.24	NS
	Commerce Students	39.4	3.51	40			
	Science Students	39.175	3.22	40			

Figure No.07. Mean of Faculty on Symbolic Reward



Observation of the Table No 09 indicated that the mean value of two classified group seems to differ from each other on Symbolic Reward. The mean and SD value obtained by the Arts Students was 39.625, ± 3.84, Commerce Students was 39.4, ± 3.51 and Science Students was 39.175, ± 3.22. Both group 'F' ratio was 0.24. Faculty effect represent the Symbolic Reward was not significant (F- 0.24, 2 and 117, P-NS). This is not significant 0.01 and at 0.05 levels because they obtained 'F' value is low than table values at 0.01 and 0.05. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference between Arts, Commerce and Science Students on Symbolic Reward.

Faculty on Loving

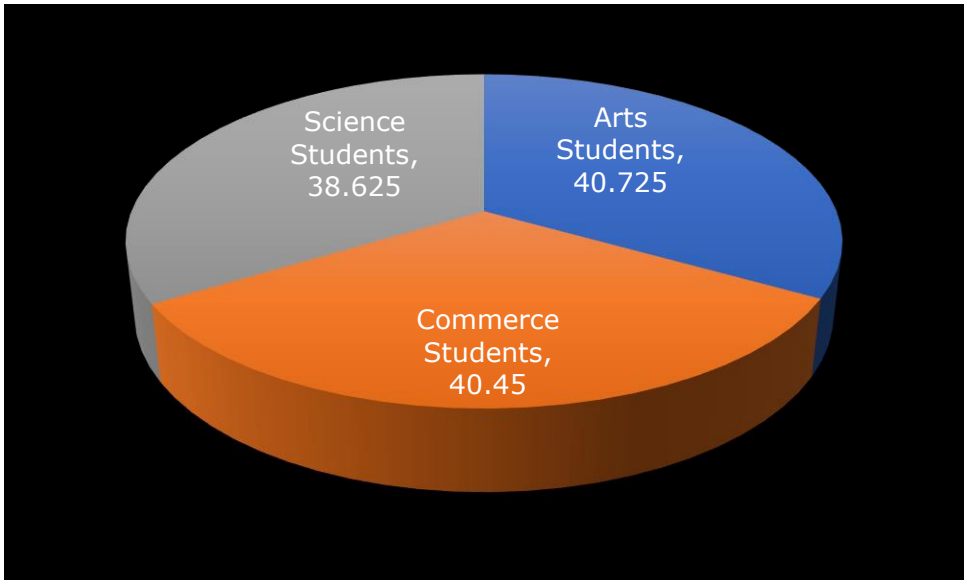
Hypothesis - 08

There is no significant difference between Arts, Commerce and Science Students with dimension of Parent Child Relationship on Loving.

Table No. 10. Mean SD and F Value of Faculty on Loving.

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Loving	Arts Students	40.725	3.78	40	117	3.38	0.01
	Commerce Students	40.45	4.10	40			
	Science Students	38.625	3.71	40			

Figure No.08. Mean of Faculty on Loving



Observation of the Table No 10 indicated that the mean value of two classified group seems to differ from each other on Loving. The mean and SD value obtained by the Arts Students was 40.725, ± 3.78, Commerce Students was 40.45, ± 4.10 and Science Students was 38.625, ± 3.71. Both group 'F' ratio was 3.38. Faculty effect represent the Loving was significant (F- 3.38, 2 and 117, P-NS). This is significant 0.01 at levels because they obtained 'F' value is higher than table values at 0.01. That is to say that this null hypothesis is rejected and Alternative hypothesis is accepted. It means that there is significant difference between Arts, Commerce and Science Students on Loving.

Faculty on Object Reward

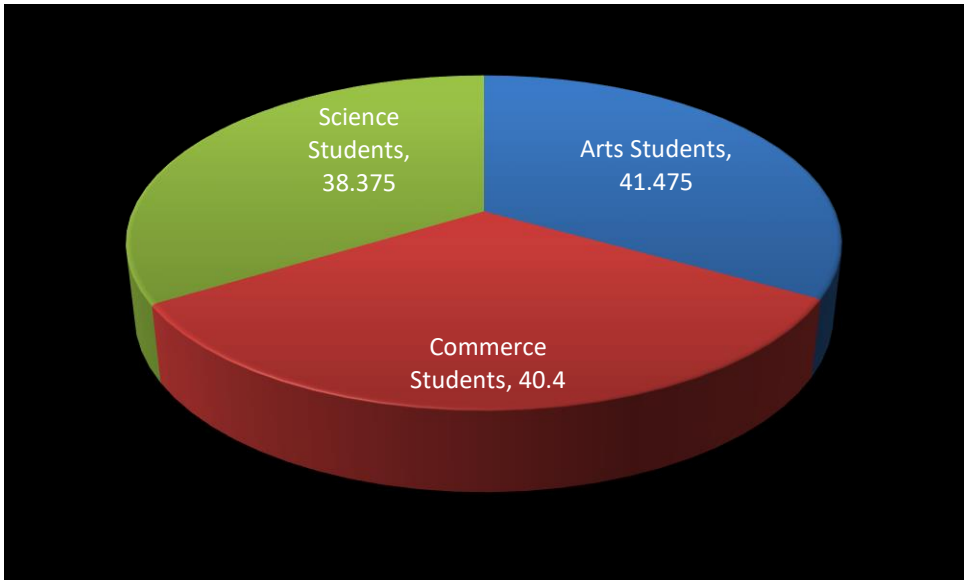
Hypothesis - 09

There is no significant difference between Arts, Commerce and Science Students with dimension of Parent Child Relationship on Object Reward.

Table No. 11. Mean SD and F Value of Faculty on Object Reward.

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Object Reward	Arts Students	41.475	3.96	40	117	6.10	0.01
	Commerce Students	40.4	3.88	40			
	Science Students	38.375	4.7	40			

Figure No.09. Mean of Faculty on Object Reward



Observation of the Table No 11 indicated that the mean value of two classified group seems to differ from each other on Object Reward. The mean and SD value obtained by the Arts Students was 41.475, ± 3.96, Commerce Students was 40.4, ± 3.88 and Science Students was 38.375, ± 4.7. Both group 'F' ratio was 6.10. Faculty effect represent the Object Reward was significant (F- 6.10, 2 and 117, P-0.01 and 0.05). This is significant 0.01 and 0.05 at levels because they obtained 'F' value is higher than table values at 0.01and 0.05. That is to say that this null hypothesis is rejected and Alternative hypothesis is accepted. It means that there is significant difference between Arts, Commerce and Science Students on Object Reward.

Faculty on Neglecting

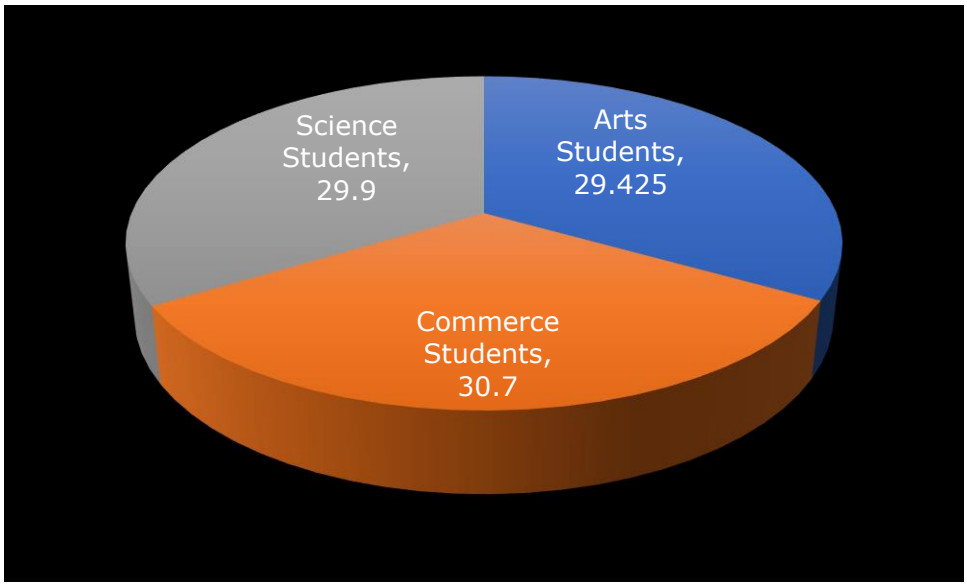
Hypothesis - 10

There is no significant difference between Arts, Commerce and Science Students with dimension of Parent Child Relationship on Neglecting.

Table No. 12. Mean SD and F Value of Faculty on Neglecting.

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Neglecting	Arts Students	29.425	3.39	40	117	0.537	NS
	Commerce Students	30.7	3.39	40			
	Science Students	29.9	3.15	40			

Figure No.10. Mean of Faculty on Neglecting



Observation of the Table No 12 indicated that the mean value of two classified group seems to differ from each other on Neglecting. The mean and SD value obtained by the Arts Students was 29.425, ± 3.39, Commerce Students was 30.7, ± 3.39 and Science Students was 29.9, ± 3.15. Both group 'F' ratio was 0.537. Faculty effect represent the Neglecting was not significant (F- 0.537, 2 and 117, P-NS). This is not significant 0.01 and at 0.05 levels because they obtained 'F' value is low than table values at 0.01 and 0.05. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference between Arts, Commerce and Science Students on Neglecting.

CONCLUSIONS

1) There is no significant difference between Arts, Commerce and Science Students on Protecting.

2) There is no significant difference between Arts, Commerce and Science Students on Symbolic Punishment.
3) There is no significant difference between Arts, Commerce and Science Students on Rejecting.
4) There is no significant difference Between Arts, Commerce and Science Students on Object Punishment.
5) There is no significant difference Between Arts, Commerce and Science Students on Demanding.
6) There is no significant difference between Arts, Commerce and Science Students on Indifferent.
7) There is no significant difference between Arts, Commerce and Science Students on Symbolic Reward.
8) There is significant difference between Arts, Commerce and Science Students on Loving.
9) There is significant difference between Arts, Commerce and Science Students on Object Reward.
10) There is no significant difference between Arts, Commerce and Science Students on Neglecting.

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- Start with a broad introduction to the topic.
- Explain the importance and relevance of the study.
- Define key concepts if necessary.
- Introduce the research problem and its significance.
- Provide relevant background information.

➢ REVIEW OF RELATED LITERATURE

- Summarize previous studies related to the research.
- Identify gaps in literature and explain how the study addresses them.
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- Use in-text citations in APA format (e.g., Smith, 2020).

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OBJECTIVES OF THE STUDY

- List the specific objectives or goals of the study.

HYPOTHESES OF THE STUDY

- Present the null and/or alternative hypotheses (if applicable).

METHODOLOGY

SAMPLE

- Describe the sample size, demographic details, and selection method.
- Example:
  - "The study included 200 college students (100 males, 100 females) aged 18-24 from XYZ University. Participants were selected through stratified random sampling."

RESEARCH DESIGN

- Specify the type of research design (e.g., experimental, correlational, survey-based).

VARIABLES USED IN THE STUDY

- **Independent Variables** – Define the factors being manipulated or categorized.
- **Dependent Variables** – Define the outcomes being measured.

OPERATIONAL DEFINITIONS

- Provide precise definitions of key terms used in the study.

RESEARCH TOOLS

- Describe the surveys, tests, or scales used.
- Mention the validity and reliability of standardized tests (if applicable).

PROCEDURES OF DATA COLLECTION

- **Explain the step-by-step process of data collection**.
- Example:

- "Participants completed an online survey measuring emotional intelligence and stress levels. Data collection lasted for two weeks."

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- Mention the statistical tests used for data analysis (e.g., t-tests, ANOVA, regression).

RESULTS

- Summarize the key findings.
- Present tables, figures, or graphs (as per APA 7th edition guidelines).
- Report statistical analyses (e.g., correlation coefficients, p-values).

DISCUSSION

- Interpret the meaning of the results.
- Compare findings with previous research.
- Discuss any limitations of the study.
- Suggest future research directions.

CONCLUSION

- Summarize the main findings.
- Explain the implications of the study.
- Provide recommendations for future research.

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- **Website:**
  - American Psychological Association. (2020). Emotional intelligence. Retrieved from https://www.apa.org/emotional-intelligence
- **Conference Paper:**
  - Brown, R. T. (2018). The effects of emotional intelligence on workplace performance. *Proceedings of the International Conference on Psychology and Management*, 45-50.
- **Dissertation/Thesis:**
  - Clark, P. J. (2019). *The role of emotional intelligence in leadership* (Doctoral dissertation). Harvard University.
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