
HUMAN BEHAVIOUR JOURNAL OF APPLIED PSYCHOLOGY



(A Peer-Reviewed & Refereed Journal)

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Department of Psychology

University of Kashmir

Srinagar, J&K India, 190006

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Role of Financial Literacy, Emotions and Attitudes on the Intention to Control Personal
Expenses/Budget among Kashmiri College Students

Asma Nabi*

Abstract

The current study, carried out in first half of 2019, analyzes the factors affecting intent to control personal expenses among Kashmiri college students. The interpretation of results show that the intention to expense management among the college students is influenced by the past dependence on parents` money, level of negative emotions experienced by participants when their pocket money was significantly finished, financial literacy level and family income. In addition, the results indicate that positive attitudes toward financial management moderate the negative impact of frequency of past dependence on debt/parents` money on the intention to control personal expenses without significant debt/over dependence on parents` money.

Keywords: financial knowledge, negative emotions, expenses/budget control, attitude

*Assistant Professor, Department of psychology

Introduction

The growing wave of concepts like financial literacy and expense control seem more important now than ever. The various financial crisis which individuals have encountered in the recent past highlighted weaknesses and lack of financial knowledge on the part of individuals, which led them to over depend on parents` money. Expenses control or expense management/ budget management can be viewed as a strategy for managing personal finances in order to avoid the negative outcomes of any kind of dependence or debt accumulation (Lunt & Livingstone, 1991). The current study, carried out in 2019, analyzes the factors affecting intent to control personal expenses among Kashmiri college students. Examining expense/budget management intentions among students is important since strong evidence indicates that college students do not possess a high degree of financial knowledge (Chen & Volpe, 1998; Avard et al., 2005; Jones, 2005; Shahrabani, 2012) Understanding the factors that influence individuals to maintain expenses may be useful in formulating interventions designed to reduce dependence on parents` money due to the lack of money management. Several studies examining expense intention and attitudes toward dependence on debt/other sources among college students were based upon the theory of planned behavior (TPB - Ajzen, 1988, 1991). TPB has a proven record within the field of psychology for predicting the ways in which individuals choose to act (e.g., Andrykowsky, et al. 2005). Within the TPB framework, intention is determined by cognitive evaluations of behavior (i.e., attitudes or opinions), as well as by other factors, such as perceptions of behavioral control. For example, Chudry, et al. (2011) investigated a TPB application that included involvement and decision-making style in predicting students' borrowing attitudes. Their results suggest that students regard themselves as good money managers, but lack control over dependence on others/borrowing and debt. In addition, the authors found that the combination of involvement

and decision-making style as a style/involvement variable had a powerful mediating effect in predicting borrowing intention. The model developed by Kidwell and Turrisi (2004) also examined intention to control expenses by incorporating independent variables affecting this intention from two theories: TPB and theory of social behavior (Triandis, 1977, 1994). The alternative model of social behavior (Triandis, 1977, 1994) incorporates affect, past behavior, social pressure and perceived control in predicting behavior. Their results show that negative affect, attitude, subjective norm, past behavior and moderating influences of perceived control were significant determinants of intention to maintain a financial expenses.

The current study adds to the existing literature by casting a culture sensitive descriptive variable called over dependence on parents` money, as the collective cultural aspect of Kashmir harbors the college students who are still dependent on their parents (economic purposes). To gain self-reliance in terms of economic aspects, the students usually need to go for further education or engage themselves in some skill based job. Since the financial independence among the Kashmiri college students is not much known, they usually rely on the pocket money provided to them by their parents. They usually get involved in debt practices in the event of significantly spending their pocket money. Using a version of the Kidwell and Turrisi (2004) model that incorporates variables such as attitudes toward money management and past behavior (frequency of depending on parents` money). In addition, the current model includes the following variables: (a) objective financial literacy level of individuals as reflected by a financial knowledge questionnaire, (b) participants' level of negative emotions as experienced when their pocket money was significantly finished, and (c) interaction between frequency of depending on parents` money and attitudes toward personal finances, since attitude toward expense management can moderate past performance on money management.

Hilgert et al in 2003 found that those with high FL have a strong tendency to engage in strong financial management behavior.

Regarding the frequency of over depending on parents` money and being involved in continuous debt, the theory of planned behavior may be helpful. The theory states that present behavior is much dependent upon the past aspects of the same behavior. The findings from the study of Kidwell and Turrisi (2004) suggest that past behavioral practices pertaining to maintaining personal expenses is a strong predictor which later effects the expense/budget management intention.

Furthermore talking about attitudes, Ajzen 1988 suggests that the determination of intentions happens via cognitive behavioral evaluations. In the present work, by attitude we mean attitude towards five things. 1. maintenance of financial/expense records. 2. Spending less than one`s pocket money 3. Maintenance of savings. and finally 4. Avoiding being over dependent on parents` money or getting involved into debt while managing personal expenses.

The negative emotion index constitutes of six negative emotions which the students experienced while their pocket money was significantly finished (worry, anger, concern, fear, fright and nervousness). According to the feelings-as-information model, feelings or affective states can be perceived as reflections of the environment that signal the individual to respond to situational demands. “Feeling bad” indicates something is wrong in the environment; hence, the individual is alerted to do something about the situation. Cognitive resources will be allocated to seek strategies to deal with the problem, and the person will engage in detail-oriented thinking, i.e., systematic processing (Schwarz, 2000, 2001).

Hypotheses

The hypotheses concerning the factors affecting intention to control one's expenses/budget without getting involved in debt or over depending on parents' money are:

H1: the college students who possess high financial literacy (FL) will show high intention to control their expenses without over depending on their parents' money or taking debt.

H2: Students who are usually not in debt or over dependent on parents' money will exhibit greater intentions to control their expenses/budget.

H3: Having a positive attitude towards expense/personal finance management will positively influence intention to control expenses/budget.

H4: Scoring high on negative emotion index will positively affect intention to control budget/expenses.

Methodology

Procedure

The study, was conducted in 2019 in two government colleges in Kashmir. The questionnaire was distributed among students from various academic fields. Students were told that the questionnaire was anonymous and would not in any way affect their grades. Students could choose not to fill in the questionnaire, but very few chose not to.

Sample

The study's sample comprised 250 students. Of the students in the sample, 65% were female and 35 % male. In addition, 56% of the students in the sample were from district Srinagar and rest were from other districts studying in Srinagar colleges and the mean age was 24.6. The family monthly income of 75.5% of the participants was below Rs. 20,000. The students were chosen

from two academic sides. One group comprised of the students from economics department and the other group comprised students from the other academic disciplines.

Research Questionnaire

The study included parts that were based on questionnaires from previous studies. The consistency of the questionnaire was assessed using Cronbach's alpha. The questionnaire included the following parts: a. Personal finance attitudes: This measure is based on a portion of the Chen and Volpe (1998) questionnaire. Participants were asked to rank their attitude regarding five items, ranging from 1 (very unimportant) to 5 (very important). For example: "How important is it to avoid incurring debt/over depending on parents' money while running personal expenses?" The personal finance attitudes index was measured as an average level of the responses to the items on the attitude questionnaire. b. Financial literacy: The questionnaire included a test of knowledge by means of multiple-choice questions based on Chen and Volpe, 1998, questions 12, 30, and on Van Rooij et al., 2011, box1, questions 1-5, and box 2, question 15) (questions 1 and 6 in the questionnaire in Part B of the Appendix). The responses from each participant were used to calculate the mean percentage of correct scores for each question. Consistent with the existing literature (Chen and Volpe, 1998), the mean percentages of correct scores were grouped into: (1) over 75 %, representing a relatively high level of knowledge; (2) 56% to 75%, representing a medium level of knowledge; and (3) below 55%, representing a low level of knowledge. The questions refer to "simple calculations," "compound interest," "inflation," "time value of money", and "money illusion", "saving and borrowing", and "advanced literacy. These questions helped evaluate respondents' knowledge of fundamental economic concepts for making decisions about saving, basic financial transactions, financial planning and knowledge about investment vehicles and knowledge of risk diversification. c.

Negative emotions: Respondents were asked to estimate their level on six negative emotions (worried, angry, concerned, fearful, frightened, and nervous) they experienced when their pocket money was significantly finished (or how they would feel if they were in such a situation). This part of the questionnaire is based on the emotions questionnaire of Lerner, et al. (2003). The scale of the items ranged from 1 (I did not feel the slightest bit of emotion) to 7 (I felt very strong emotion). The negative emotions index was calculated as the average of each of the six emotion levels combined together (worried, angry, concerned, fearful, frightened, and nervous). d. Personal details: including demographic and socio-economic details. In addition, participants were asked if they intended to run personal expenses without incurring debt or over depending on parents` money (response options ranged from 1 "very much" to 5 "not at all") and how often their pocket money finishes significantly (response options ranged from 1 "all the time" to 4 "never").

Results & Interpretation

The results of the study are presented below, along with the interpretations.

Table 1: Showing percentage distribution

			Number of participants (N)	Percentage distribution	
Financial factors	Pocket money finished significantly	Always or most of the time	80	32%	
		Never or rarely	170	68%	
	Intention to control personal budget	Very much	132	53%	
		To a large extent	90	36%	
		Moderately	15	6%	
		Slightly or not at all	12	5%	
Negative emotions index			178		3.85 (1.67)
Attitudes index			211		4.31 (0.58)

Table 1 summarizes the percentage of participants who experience quick spending of pocket money finishing a significant portion of it, and the percentage of participants who intend to control their personal expenses without debt/over dependence on parents` money; in addition, the table shows the mean values and standard deviations (in brackets) on the negative emotions index and the personal finance attitude index. Each of the indexes was measured as an average of responses to all the relevant items on the questionnaire. The Cronbach's alpha values for the negative emotions index and the personal finance attitude index were 0.75 and 0.70, respectively.

Table 1 shows that 68% of the sample do not report over spending their pocket money most of

the time (69%), while 32 % declared their pocket money finishes significantly most of the time or always. 53 % of the sample reported a high intention to control expenses/budget, while 36 % reported intention to control expenses/budget to a high extent, 6% reported intention to control expenses/budget at a moderate level and finally 5 % reported a slight or no intention to control expenses/budget.

Table 1 also reveals that the participants have an intermediate level of negative emotions toward having significantly finished pocket money (3.85 out of 7, where 1= felt the emotions very much and 7= did not feel the emotion at all). In addition, the high level on the personal finance attitudes index (4.31) indicates that most of the participants in the sample think it is important to be debt free and being less dependent on parents` money.

The results of the financial knowledge survey, show that the mean percentage of correct answers was 47.5%, which represents a low level of knowledge on 5 out of 8 questions, including the following: "saving and borrowing", "inflation" and "investment possibilities". For the other two questions ("simple math calculations", and "money expenditure knowledge"), the mean percentage of correct answers was about 59% representing an intermediate level of knowledge.

Table 2: Results of the regression analysis

Dependent variable		Intention to control budget	
Explanatory variables			
	Entire sample	Economics students	
Other department students	(N=250)	(N=145)	
(N= 105)			
	Coefficient (Std. Err.)	Coefficient (Std.	
Err.)	Coefficient (Std. Err.)		
Department (base= non-economics department)	-0.03 (0.12)		
Gender (base= female)	-0.15 (0.11)	0.17 (0.17)	-0.25 (0.26)
Age	0.02 (0.02)	-0.03 (0.04)	0.03 (0.02)
Family Income	-0.39** (0.07)	-0.10 (0.10)	-0.27** (0.10)
Frequent debt/ over dependence on parents` money (base= frequently in debt/ over dependent on parents` money)	-2.34** (0.79)	-2.89** (2.03)	-1.05 (3.15)
Negative emotion index ²	0.09** (0.04)	-0.02 (0.07)	0.19*** (0.07)
Financial knowledge (base= low level)	-0.28** (0.17)	-0.11 (0.13)	-0.34 (0.22)
Personal financial attitude ³	-0.74*** (0.18)	-0.83*** (0.19)	-0.67*** (0.11)
Financial attitude X(frequent debt/ over dependence on parents` money)	0.54** (0.27)	0.77** (0.34)	0.36 0.25
Pseudo R ²	0.08	0.07	0.07

Over all Chi-Square (p value)	71.27 (0.00)	23.19 (0.00)	24.38 (0.00)
** Significant at 0.05 level , *** Significant at 0.01 level			

As revealed from above table we made use of ordinal probit regression analysis. The technique describes the factors affecting the intention to maintain/control one's personal expenses (i.e., maintain expenses without debt or over dependence on parents' money). The DV is the degree of intention to be debt free or less dependent on parents' money (scale ranged from 1- certainly intend to 5- certainly do not intend). The IVs included being in debt a) frequently/over dependence on parents' money, b) negative emotion index, c) financial knowledge. On the basis of the sample median scores, the participants were classified into two groups when they were being administered the knowledge part of survey. The financial knowledge was used in regression as an independent variable d) attitudes towards personal expenses e) Interaction of frequency of being in debt/ over dependence on parents' money and attitudes towards personal expenses/finances; f) demographic variables, age and gender g) Department. The economics students were also considered and were subjected to the same regression model. It was assumed that since economics students are more literate about financial management practices as compared to non-economics students.

As per table 2, the results of the regression analysis for the economics students in column three show that intention to control debt/ over dependence on parents' money is positively and significantly influenced by the low level of being in debt/over dependent on parents' money and a high level of positive attitude towards personal finance. Apart from this Interaction of frequency of being in debt/ over dependence on parents' money and attitudes towards personal expenses/finances was significant which means that the attitude towards the management of the personal finances can moderate the past performance of being in frequent debt// over dependence

on parents` money with respect to individual`s intention to manage the self-expenses /budget. Taking as an example the students incurring frequent debt or over depending on parents` money, having a positive attitude towards financial management practices intent to control their own expenses/budget. The interpretation of results of the regression for non-economics students in column 4 show that the intention to control personal debt/ over dependence on parents` money is positively influenced by the sound family income level, high scores on negative emotion index and a positive attitude towards financial management practices. The hypotheses H1 to H4 are supported by the finding that the regression model`s hypothesized variables contributed significantly to the prediction pertaining to the intention to control personal expenses. The demographic variables age and gender could not significantly contribute to such prediction. Furthermore the results reveal that the significant factors which affect the intention to control personal expenses without incurring debt or being over dependence on parents` money include low frequency of incurring debt/being over dependent on on parents` money, high level of attitude towards personal finance management, high level of scores on negative emotion index towards the possibility of being in large debt/ over dependence on parents` money, high financial knowledge and sound family income patterns.

Conclusion

The current study, carried out in 2019 examined the objective and subjective factors affecting intentions to control one's personal expenses without debt/ over dependence on parents` money among Kashmiri college students. The findings of the study are in line with the findings from the study of Kidwell and Turrissi (2004) who also found that negative affect, attitude, and past behavior were significant determinants of intention to maintain a financial expenses. The results from the study of Shahrabani (2012) are in exact tune with the currently found results. However

the changes in terms of the significance are vocal enough and this might be accounted for due to the cultural variations.

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Moral Judgement in relation to Intellectual Ability in Children

**Maheed Riyaz*, Shiekh Bazila Nazir*, Rumaysa Nazir*, Mansha Imtiyaz*, Ruksana*,
Ishfaq Bhat*, Faizan Ahmad Dar*, Bilal Ahmad Ganaie*& Yasir Hamid Bhat****

Abstract

The present study was carried out to study the relationship between moral judgment and intellectual ability of children in Kashmir valley. Moreover, the study also attempted to study if gender and age have any relation on the moral judgment of children as shown by literature. The present study was done on a sample of 119 children of 10 and 11 years of age and both male and female. The sample of respondents were selected via stratified random sampling from various schools of district Srinagar, Kulgam and Ganderbal. The tools used for data collection included Moral Judgment Test (MJT) by Sinha & Verma and Colored Progressive Matrices (CPM) by J. C. Raven, J. Raven & J. H. Court. The obtained data was analyzed using SPSS version 26.0. The results of the study reveal that there is a significant positive correlation between Moral Judgment and Intellectual Ability. However, no difference was found on the bases of Gender and on the bases of Age.

Keywords: *Morality, Moral Judgment, Intellectual Ability, Mental development*

* Student, Department of Psychology, University of Kashmir

** Assistant Professor, Department of Psychology, University of Kashmir

Introduction

Morality is a complex, interdisciplinary and multi-layered concept, the investigation of which has been principally approached through psychology (cognitive, cultural, developmental, and social), education, philosophy, sociology (macro and micro), theology and anthropology (social and linguistic). Morality can be viewed under a two-way lens; one is relativistic and the other is normative. Relativistic theorists believe that there exists no particular course of action for behaviours and these change from culture to culture while as normative/ naturalist theorists try to explore the courses of action in terms of some of acceptable frameworks. The historical background of the morality theories follows the first or second of these approaches. Needless to mention, one of the most influential theory viz., the social contract theory acts as a driving force on the views of various philosophers such as Socrates, John Locke and Thomas Hobbes etc.

The topic of morality; which has deep philosophical roots is subject to religious interpretations as well .Religious views can have a significant impact on how a person views any aspect of life including morality. Intellectual ability on the other hand is the skill required to think critically and for efficient problem solving. It includes dimensions like reasoning, aptitude, memory, comprehension, speed and spatial visualization. Morality is a complex phenomenon and is based on various things but our focus is intellectual ability as it encompasses a lot of things. It is the most valuable attribute. It is related to critical thinking and it deals with mental capabilities of humans. Kohlberg (1969, 1975) as well as researchers from the Neo-Kohlbergian approach (e.g., Rest et al., 1999) have theoretically elaborated and empirically examined the idea that cognitive and moral development go hand in hand and are interrelated. Moral development demands a range of skills linked to cognitive processes and their efficiency. Moral judgments or decisions seem plausible to require abilities in reasoning and problem solving. And according to Silverman

(1994, p. 112) “*high intelligence is synonymous with abstract reasoning ability and complexity of thought,*” thus intelligence can be assumed to affect moral development. Intelligent people should be better able to integrate and coordinate information efficiently and make more sophisticated moral judgments and justifications. We all know that thriving within a group of people require certain basic rules to be followed; also, people need to be mindful of the consequences their actions may have on themselves as well as on others. People far and wide have tried to maintain their relations with others taking into account principles of Morality. Though there is no universally recognized definition of Morality but the question is, what do people really take into consideration when they talk of Morality? Do they consider religious perspectives while dealing with issues related to Morality? Do they consider respecting authorities or what?

Though the world has and had conflicts such as the transition from a big family to nuclear family system, excessive competition, parental expectations, cyber bullying, globalization but the fact that enormous population of the world still manages to carry forward working mutually together talks volumes about power of morality; as such Morality seems to be an indispensable virtue of a human being. It is known yet imperative to mention that the basis of every facet in a person’s life begins from childhood, as the result of which a person can hook onto lawlessness/antisocial tendencies or a person can even achieve feats in being wise and ethical as such the environment they live in and also their personal capabilities can be a big contributor to how they deal with moral issues.

Dr. Martin Luther King, Jr., once said that, “*Intelligence plus character – that is the goal of true education.*” We have known that the conventional teachings of Ethical Issues well inculcate values like harmony, trust, honesty, justice. So, we see children can provide us with a gateway to

look well into the working of human minds related to morality; this brings us to our present research questions viz. Do patterns of adherence to convictions related to morality change throughout age? Do people follow a series of stages while attaining Moral Sense? On what factors does Morality depend (Personal or Environmental)? Does being in a Western or Orientalist Society change children's conception of Morality? Or does it affect the rate by which one imbibes these principles? How educational practices change children's judgment of moral issues?

A person's intrinsic capabilities can play a significant role in how he chooses to deal with ethical issues. Also, Decision-Making has always been closely related to the intelligence of a person so, does Intelligence have a relationship with Morality? Why or why not? How do people with varying intellectual ability differ in their ways of dealing with moral issues?

Objectives

In the present the attempt has been made to find answers to various questions affecting moral judgment in children because children are the makers and maintainers of a sustainable world. We took into consideration the fact that not many studies have been conducted related to this field of moral judgment here in our orientalist society- more particularly in Kashmir. Some of our research objectives were:

- To establish the level of moral judgment among children ranged 10-11 in age.
- To explore the relationship between the level of intellectual ability and moral judgment.
- To explore whether gender of the participant influences their level of moral judgment.
- To explore whether age of the participant influences their level of moral judgment.

Hypotheses

Taking into consideration the research questions and the research objectives of our study, the following hypotheses were formulated:

- H₀₁: There is no relationship between age and moral judgment.
- H₀₂: There is no relationship between gender and moral judgment.
- H₀₃: There is no relationship between intellectual ability and moral judgment.

Research Methodology

Sample

The present study was done on a sample of 119 children of 10 and 11 years of age and both male and female. The sample of respondents was selected randomly (stratified random sampling) from various schools of district Srinagar, Kulgam and Ganderbal. The schools that we selected for data collection were Dubai Grand international school, Salfia Educational Institute, Islamic Educational institute, Kashmir public school, Crescent public school.

Tools used

The questionnaire we used is titled as Moral Judgment Test (MJT), (English Version) prepared by Dr. Meera Verma (Allahabad) and Late Prof. Durganand Sinha. The test contains a number of items on which the child has to take moral decisions, group moral contexts in a statement, work out relationship between words with moral connotation, evaluate a given piece of action, use logical reasoning in moral problems, and select appropriate definitions of moral values. The test items were especially designed for the fourteen cardinal values prevalent in the Indian culture. The fourteen values were: *ashimsa*, duty, respect, betrayal of faith, purity, forgiveness, greed, anger, *punnaya* (virtue), lie, revenge, stealing, truth and sin.

Another tool that we used was Colored Progressive Matrices by J. Raven, J. C. Raven and J. H. Court 1998 edition. The CPM consists of 36 items in three sets of 12 subsets that is A, A_b and B. The items of the colored progressive matrices are arranged to assess mental development. Children are first able to distinguish identical figures from different figures, and later similar from dissimilar figures.

Results & Interpretation

The data obtained from our study was processed through various statistical techniques using the SPSS Software Version 26. The analysis was done, considering techniques like Mean, Standard Deviation, Correlation, Beta Coefficient, t-values, etc.

TABLE: 1					
DESCRIPTIVE STATISTICS					
	n	Min	Max	Mean	Std. Deviation
Gender	119	1	2	1.50	.50
Age	119	1	2	1.82	.38
Raven's Colored Progressive Matrices	119	15	36	26.85	5.77
Moral Judgment Test	119	12	45	33.98	6.29

The table 1 shows the descriptive statistics of the tests we used including the mean value and also the standard deviation of scores. The mean value of scores obtained in Raven's Colored Progressive Matrices was 26.85 while as the Standard Deviation of the scores was 5.77. Also, the mean value of scores obtained in Moral Judgment Test was 33.98 while as the Standard Deviation was 6.29.

TABLE: 2

**t-TEST FOR ANALYSING EFFECTS OF GENDER OF THE PARTICIPANT ON INTELLECTUAL
ABILITY AND MORAL JUDGMENT**

Gender		N	Mean	Std. Dev	df	t	Sig.
Raven's Colored Progressive Matrices	Female	59	26.12	6.09	117	1.37	0.17
	Male	60	27.57	5.38			
Moral Judgment Test	Female	59	34.07	6.63	117	0.15	0.89
	Male	60	33.90	5.99			

The above table presents the t-test statistics of the two tests used, taking Gender as a factor. The results show that there is no significant difference between intellectual ability and moral Judgment with respect to gender of the participant indicating that gender of the respondent doesn't affect the level of intellectual ability or the level of moral judgment.

TABLE: 3

**t -TEST FOR ANALYSING EFFECTS OF AGE OF THE PARTICIPANT ON INTELLECTUAL ABILITY AND
MORAL JUDGMENT**

Age		n	Mean	Std. Dev	df	t	Sig
Raven's Colored Progressive Matrices	10 year	21	26.57	6.39	117	0.22	0.85
	11	98	26.91	5.66			
Moral Judgment Test	10	21	33.90	8.70	117	0.06	0.95
	11	98	34.00	5.70			

The earlier table presents the t-test statistics of the two tests used taking Age as a factor. The results show that there is no significant difference between the level of intellectual ability and the level of moral judgment with respect to age (of the two age groups), indicating that age doesn't affect the level of intellectual ability or the level of moral judgment.

TABLE: 4**TABLE DEPICTING BETA COEFFICIENT**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	20.42	2.45		8.32	.000
Raven's Colored Progressive Matrices	.505	.089	.463	5.65	.000
$R^2=21\%$; $F=31.96$					

The above table depicts the Beta coefficient value. A Beta Coefficient value estimate how many standard deviations a dependent variable (here Moral Judgment) will change as per standard Deviation increase in predictor variable (here level of Intellectual Ability). In our study we obtained a Beta coefficient value of 0.463 indicating that the level of intellectual ability plays a significant role in determining the level of Moral Judgment.

TABLE: 5**TABLE DEPICTING PEARSON'S CORRELATION COEFFICIENT**

	Moral Judgment Test
Raven's Colored Progressive Matrices	.463**
**. Correlation is significant at the 0.01 level (2-tailed).	

The above table represents the Pearson's Correlation Coefficient of 0.463 between Moral Judgment and the level of Intellectual Ability. The value indicates that there is a decent correlation between the Moral Judgment the level of Intellectual Ability at 0.01 level indicating that there is indeed a relationship between how intellectual an individual is and how well that individual can morally judge situations as per the tests used.

Discussion

Morality is the psycho-philosophical faculty of the human mind that allows a person to make correct moral choices and thus exhibit moral behaviour. Moral behavior is the act that is valued by an observer as right or good (Wayne, Langley, 2011). Different - philosophers and psychologists have considered the notion of morality and moral behavior, resulting in countless opinions and theories on the nature of morality. One of the most essential psychological occurrences in an individual's social development cycle is the growth of morality or capacity to make moral judgments or choices. As a consequence of moral development, a person becomes able to distinguish between right and wrong and exercise moral judgment. Thus, using one's own understanding, the person makes the correct decision to take a step in the correct direction, in the midst of a collection of hard ones. Such a step also makes that individual acquire the courage and independence to take further action in line with the choice made, despite any

inconvenience that could arise in the due course. For example, during a child's development, his/her experiences with family, peers, and other adults influences his/her moral development substantially. In addition, their physical, cognitive, emotional and social skills that mature over time, work together in influencing moral development.

The fundamental assumption of social science is that certain human behaviors happen with sufficient regularity across time and geographical and cultural spaces that we can talk with confidence and a sense of predictability about the structures and functioning of human society and the interpersonal relationships of people as members of that culture. The social scientist's objective is to determine what these behaviors are, the circumstances under which they exist, and then to create social life theories that integrate these behaviors about our daily lives into human behavior theories and models.

Moral judgment needs a range of skills related to cognitive processes and hence intellectual ability becomes one of the indispensable qualities required for moral judgment. Intellectual capacity relates to the abilities needed for critical thinking and for seeing links between disciplines and solving problems in new or changing circumstances. If a person with a high degree of intellectual capacity has a challenging and new scenario, he is more able to comprehend the issue and has appropriate alternatives. A significant element of mental development is the growth in thinking and resolving problems which is achieved through the creation of ideas with the assistance of language. Empirical proof from a broad variety of areas supports the claim that individuals have an inherent ethical structure, just as we have an inherent language predisposition. Mother Nature may encode ethical content on our ethical framework, predisposing us toward certain moral choices. Empirically grounded theories provide scientific evidence about how it is humans are prompted to be moral, not why they should be moral. These

are large and important questions, and ethicists should be addressing them using all the evidence of science at their disposal. By drawing attention to the possible sources of moral intuitions and innate drives to act morally and thinking about the theoretical implications of works related to morality, the intellectual payoff is clearly evident.

Also, since moral judgment is a developmental process, age is a direct precursor of it. As far as our present study is concerned, since we wanted to explore the nature of moral judgment in children, it was important to take into account the environment that spend a considerable amount of time learning and socializing. School is one of the most important areas in which children come to understand themselves in relation to others and how to treat and see others and oneself (Mead,1962). This is where morality – what is valued, appropriate or inappropriate to do in a particular situation – comes to life as part of everyday interactions between members of the school community. Upbringing and education are directed toward cultural ideals, and socializing children into culturally expected and accepted ways of being a morally responsible person has been a significant part of teachers' responsibilities. Moral education is not a subject of its own, but moral issues and ethics are addressed as part of everyday life in school.

In the present study we tried to explore the kind of relationship between moral judgment and the level of intellectual ability. We also tried to establish relationship between moral judgment, intellectual ability, age and gender of the participants. To access the moral judgment, Moral Judgment Test (MJT) by Dr. Meera Verma and Late Prof. Durganad Sinha was used for data collection. Similarly, to access intellectual ability of respondents, Raven's Colored Progressive Matrices by J.C. Raven, J. Raven, J.H. Court was opted and administered on school going children. Following the data collection, various statistical techniques were utilized such as descriptive statistics, t-test. The sample was taken almost equally among the boys and girls to

study the effects of gender but the same has not been done in case of age has not be done because the age difference was one year. The broad findings of the present study were based on 3 parameters that are:age, gender and intellectual ability. The findings obtained from data illustrated that:

- Significant level of correlation equal to 0.46 at 0.01level was found which means that intellectual ability significantly predicts moral judgment.
- The scores obtained on Moral Judgment Test were fairly comparable with respect to genders meaning that males and females do not vary significantly in their moral judgment on all the five levels of Moral Judgment Test scale.
- Apart from gender of respondents of the present study, the ability to moral judge was also tested vis-a-vis the age of the respondents. The findings of the study showed that the respondents of 11 years did not score significantly higher in moral judgment as compared to their 10 years old counterparts as per the t- test. However, it is important to mention here that the results related to age group furnished here should also not be considered absolute because the ratio between 10 year olds and 11 year old children was not equal. Our findings in this case were not in line with the existing literature as many studies support the fact that as age increases , the ability to morally judge also increases.

Also, by using Inferential Statistics, the following conclusions were drawn:

- No significant difference was found with respect to age in intellectual ability using the t-test.
- e. Also, no significant difference was found with respect to gender in intellectual ability using the t-test.

Conclusion

To conclude, we can say that the previous literature is in support with our finding that moral judgment has a positive correlation with intellectual ability. In our present study significant positive correlation was found between moral judgment and intellectual ability. We also found that gender and age did not affect the level of moral judgment as was evident from the t-test. Existing literature supports the findings related to gender but the same cannot be concluded with respect to age because the existing literature suggests that as the age increases, the ability to morally judge also increases.

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Mental health and Experiences of Girl Children: Some Inferences from Kashmir

Javaid Rashid* & Shugufta Rashid****Abstract**

The paper attempts to understand diverse pathways that connect young girls and their exposure to violence in situations of conflict. It also builds an understanding of the impact of violence on mental health of women especially in cases of direct and extreme natures of violence like rape or sexual assault. The paper also looks at diverse meanings and coping strategies that young girls attach to such violence and traumatic experiences. Through the representative cases of violence like that of Shopian rape and murder (2009), the paper tries to bring to fore the impact of direct violence on young girls and how it influences their daily life like change in their perceptions, daily routines, interpersonal relations and the concern of their parents after the incident.

Key Words : *Violence, Rape, Women, Coping.*

* Assistant Professor, Department of Social Work, University of Kashmir.

**Former Student, Department of Psychology, University of Kashmir

Introduction

Kashmir is bearing catastrophic-brunt of the prevailing strife, affecting the social structure and the social institutions, and adding diverse pathologies to all the levels of social life. While conflict inflicts suffering on everyone, women are particularly affected by its short- and long-term effects and interestingly experience conflict in a different way. Conflict increases the crimes of violence against women and girls. Sexual assault and exploitation are frequently employed. Victimization results in isolation, alienation and prolonged emotional trauma among women. Conflict often increases the number of households with female heads and as a result women assume a role of primary provider, which subsequently exposes women to further abuse in conflict settings. Conflict situation more-or-less shatters the comfort assured by daily routines and expectations from social institutions. Although conflict may, in some cases, improve gender relations as a result of shifts in gender roles - by and large its impact on women is devastatingly negative. Additionally, the forced displacements of populations are often used for strategic purposes in conflicts in order to destabilize the social structure of warring factions. These displacements impact women disproportionately given that they reduce access to resources aimed at coping with household responsibilities, and increase their vulnerability to physical and emotional violence.

Rape in a conflict zone is often related to the dynamics of power and aggression rather than to sexuality only. It is endemic during conflict situations and is arguably least scrutinized and documented aspect. Though often seen as the random excesses of poorly controlled soldiers, it is more accurately viewed as instrument of terrorization deployed on more or less systematic basis. It functions like other forms of torture and is used as a tactical weapon of war to humiliate and weaken the morale of oppressed population. A study conducted by an International

organization working in Kashmir, Medicines Sans Frontiers, revealed that the Kashmiri women are among the worst sufferers of sexual violence in the world. "Sexual violence has been routinely perpetrated on Kashmiri women, with 11.6% of respondents saying they were victims of sexual abuse," says the 2005 study. Moreover, the study contests that the figure is much higher than that of Sierra Leone, Sri Lanka and Chechnya. Shopian incident, which involved rape and murder of two young women in Shopian (one of a district in Kashmir Division) has been an addition. Allegedly, between the night of May 29 and 30, 2009, two women were first raped and then mercilessly murdered. The incident resulted in 61 days strike in the district, leading to the disruption of normal life. The onslaught of violence and war affects the security and human rights of men and women in society. In most instances, the basic social, economic, or political rights of men and women are violated, educational institutes close, healthcare services diminish, the economy weakens and the social welfare system gets overburdened, as the number of destitute families, widows and orphans increases. While as imprisonment and deaths are immediate dangers for men, the circumstances vary for women and are quite different in nature. Women and girls are often deliberately targeted for sexual abuse as a means of "dishonouring" their community or "demoralizing" their male populations in liberation or ideological struggles. The use of sexual violence in conflict zone is too widespread, too frequent and seemingly too calculated and effective. In conflict zones rape is frequently used as means of psychological warfare (repeat) in order to humiliate the 'enemy' and undermine their morale. In war zones when part of a widespread and systematic practice, 'rape' is now recognized under the Geneva Convention as crime against humanity. And also as an element of the crime of genocide, when committed with the intent to destroy, in whole or in part a targeted group. The International Criminal Court (ICC) explicitly identifies rape as prosecutable as a crime against humanity. Prior

to World War II rape in conflict situations was considered a ‘property crime’ committed against a man who owned the women. The ancient Greek considered war-rape of women “socially acceptable behaviour well within the rules of warfare”. However it was only the medieval Islamic military jurisprudence which laid down severe penalties for the perpetrators of rape, regardless of the political convictions and religion of perpetrator (Khaled et al 2002). Serious violations of the international human rights and humanitarian law have occurred in conflict zones, particularly sexual exploitation of women and girls. Rape cases took different forms: individual, gang rape and even systematic rape. Women and girls continue to be subject to sexual violence during attacks on their villages and communities. Sexual violence in conflict-zones is not new. Employing widespread acts of sexual violence to terrorize and demoralize the ‘enemy’ is a practice as old as war itself.

- During the 1992-1995 conflict in Bosnia-Herzegovina between 20 000 and 50 0000 Muslim women were raped (about 1.2 % of the total pre-war female population).
- A report by the U.N. (1996) Special Rapporteur on Rwanda estimated that at least 250000 women were raped during the genocide.
- In Liberia, towards the end of the five year civil war, 49% of women (15 to 70 years) who were surveyed reported experiencing at least one act of physical or sexual violence by a soldier or fighter (UNFPA 2002).

However, it is only over the past decade that public awareness of the scourge of sexual violence in conflict settings has steadily increased. It is recognized as an abuse that traumatizes and physically damages women and undermines their psychophysical health, breaks down communities and retards or reverses social development. For women, armed conflict means escalated military, sexual, and physical violence and lack of security. Wartime rape and sexual

violence continue horribly today in places such as Sudan, Congo, and Iraq. In the regions of low intensity conflicts like Kashmir, such incidents do happen, if not that frequently. Moreover, many cases of sexual violence and gender inequality and exploitation go unreported and unheard.

Rape in Conflict-zones

Women, throughout history have been bearing disproportionately, the consequences of armed conflicts. They suffer violations of human rights, including, torture, disappearance, rape, ethnic cleansing, family separation and displacement, and are made to endure lifelong social and psychological traumas. Moreover, war-rape aims to devalue the women, social positions and consequently their families. The systematic use of rape as a war strategy has been employed in former Yugoslavia (mainly in Bosnia and Kosovo), in civil wars in Rwanda, Liberia, Uganda, in the war for independence in Bangladesh, in anti-Chinese riots in Indonesia and on a massive scale by Japanese Soldiers in China and Korea during the Second World War (Watts and Zimmerman, 2002). Strategic-rape attacks not only the victim but also aims to impair the social structure of the attacked group, creating serious social pathologies. It heavily weighs on the collective honour and dignity of the community as a whole. It is usually characterized by any physical invasion of a sexual nature perpetrated without the consent of the victim, that is by force or coercion, such as that caused by fear of violence, pressure, detention or by taking advantage of a coercive environments. Rape as an event is a nightmare that sends shivers down a women's spine no matter, who she is, how old she is, whether she is illiterate or literate, urban or rural. Something no woman ever wants to go through in her life time. It leaves the scars of brutality so extreme that survival seems for some a worse fate than death. There is no consensus as to whether sexual violence is a question of sex with a violent manifestation, or it is opposite, i.e. violence with a sexual manifestation. The definition of rape and sexual crimes has changed over

time. The Psychoanalytical theory describes the perpetrator of rape as the one with deviant and abnormal behaviour. While as feminist scholarship has understood rape and sexual violence as criminal attempts of violence, dominance and control aimed at maintaining patriarchy and women's subordinate position within the social order. Etymologically speaking, rape is derived from the Latin 'rapere' which means to steal, seize or carry away (Macnamara, 2002). Biological factors and social roles of women and girls render them more vulnerable to gender based violence in conflict situations. They are susceptible to sexual abuse, rape, abduction, trafficking etc. Such experiences have long term devastating effects on their lives, as many of them become stigmatized and rejected from their communities. In addition, the impact of sexual violence or rape on the women in the community, particularly young and adolescent girls has horrible implication on their career and prospective life. These traumatic events and experiences have wide range of vile ramifications that disease their psychological identity, social position, cognitive disposition and behavioral inclinations. Fear of getting raped can lead to disruption of normal developmental trajectories, which can set into motion a cascade of effects on development. As per a study, in conflict zones, like in Kashmir security personnel have searched, initiated unsolicited physical contact, detained, leered, teased, passed lewd remarks, psychologically degraded, propositioned, extorted, physically harassed, molested, and assaulted girls/minors and women in the course of everyday life (Rattan 2001; Al- Safa; Greater Kashmir; JKCCS). The physical damage caused to the victim, her acquaintances and family by rape can be considerable. However the trauma of rape is worse than any kind of bodily harm. The rape victim often perceives herself as an abject, as a 'dirty', morally inferior person, so does her family members. The perpetration inflicts on her family and friends a mark, a stigma, which cannot be effaced. This abjection has a communal aspect as well, as the family is excluded by

neighbours and other community circles. Rape often leads to the destruction of the spirit, of the will to live and of life itself. Many-a-times women are blamed for inviting the act (Snow 1994:397). However, the opinions with respect to it vary from culture to culture and region to region. Consequently, the act of rape has wide and far reaching psychosocial ramifications, the entire community experiences a sizeable impact, as it traumatizes the community members, particularly the close associates of the victim. Moreover young children exposed to such violence are at greater risk of getting adversely affected.

International Community's Response to Gender Inequality and Sexual Violence

While Gender based violence can be said to have been present in society since earliest recorded history, it is only in the past 10 years that it has been defined as and declared an international human rights issue. As we know that gender-based violence goes largely unpunished in conflict zones. Conflict exacerbates the inequalities that exist in different forms and to varying degrees in all societies. Whenever there is armed conflict, there are stories of rape, of trauma, stories of unimaginable horror, of girls and women who have been gang raped and held indefinitely in security camps. Violence against women becomes an excepted norm in conflict situations, while as militarization results in high levels of brutality and even greater levels of impunity. A combination of social and political disorder, absence of rule of law, corruption, the lack of an impartial or functioning judiciary, and fear allow these crimes to be committed with almost total impunity. Perpetrators act in a no-risk environment, generally taking the cover of laws like Armed Forces Special Powers Act. In the light of all the above mentioned facts the response of international community and measures taken by them become all the more imperative. The increased media attention on issues of sexual violence and the establishment of a

defined humanitarian sector have also led to greater interest in the development of legal instruments and institutions that promote and reinforce international standards of human rights.

- United Nations Universal Declaration of Human Rights 1948 and the 1993 Vienna Declaration and Programme of Action, adopted by the United Nations World Conference on Human Rights, confirmed that “violations of the human rights of women in situations of armed conflict are violations of the fundamental principles of human rights and humanitarian law” and that they require a “particularly effective response”. The Programme of Action also stressed that “the equal status of women and the human rights of women” should be “integrated into the mainstream of United Nations system-wide activity” and “form an integral part of United Nations human rights activities”.
- General Assembly Declaration 3318 on the Protection of Women and Children in Emergency and Armed Conflict 1974 (paragraph 4 which calls for effective measures against persecution, torture, violence and degrading treatment of women).
- United Nations General Assembly Resolution 3519 on Women's Participation in the Strengthening of International Peace and Security 1975, and to the United Nations General Assembly Declaration 37/63 on the Participation of Women in Promoting International Peace and Cooperation (paragraph 12 on practical measures to increase women's representation in peace efforts).
- Geneva Conventions 1949 and the additional Protocols 1977, stating that women will be protected against rape, and any other form of sexual assault.
- United Nations Convention on the Elimination of all forms of Discrimination against Women (CEDAW) 1979.

- General Assembly Convention against Torture and Other Cruel, Inhumane or Degrading Treatment or Punishment 1984.
- United Nations Convention on the Rights of the Child of 20 November 1989. United Nations Declaration on the Elimination of Violence against Women 1993. The Declaration expressly recognizes that women in situations of armed conflict are especially vulnerable to violence.
- European Council resolution on Integrating Gender in Development 1995 (paragraph 19 stressing that a gender perspective must be paramount in emergency operations and crisis prevention).
- International Criminal Court resulting from the Rome Statute of 1998, in particular Articles 7 and 8 defining rape, sexual slavery, forced impregnation, forced sterilisation and any other form of sexual violence as crimes against humanity and war crimes, including as a form of torture and a grave war crime, whether they occur in a systematic or non-methodical manner, and whether these acts occur in international or internal conflicts.
- United Nations Security Council Resolution 1265 on the Protection of Civilians in Armed Conflict 1999 (paragraph 14, requesting that United Nations personnel involved in peacekeeping and peace-building activities have appropriate training in human rights law, including gender-related provisions).
- Declaration and Agenda for Action of the United Nations Millennium Forum on the Strengthening of the United Nations for the 21st Century (paragraph 11 of section B on gender training for all peacekeeping personnel).

- Another important development in the context of women and human rights during armed conflicts has been the appointment of Special Rapporteurs with mandates covering certain aspects of women's experience of armed conflict.

The Fourth UN World Conference on Women, held in Beijing in 1995, recognized the seriousness of armed conflict and its impact on the lives of women. The Beijing Declaration referred to the determination of the participating States to “ensure respect for international law, including humanitarian law, in order to protect women and girls in particular”. The Conference's Platform for Action identified women and armed conflict as one of the twelve critical areas of concern to be addressed by Member States, the international community and civil society. A remedial strategy identified in the Platform was to “increase the participation of women in conflict resolution at decision-making levels and protect women living in situations of armed and other conflicts or under foreign domination”.

Psychological and Emotional Impact

Owing to the age-sensitivities, psychological fragilities and emotional specificities of adolescents and youngsters, there is increasing evidence that among these who are victims of trauma are prone to behavioral and emotional difficulties. Cicchetti and Toth (1995) identified a diverse array of effects including disruptive and aggressive behaviors, insecure and atypical attachment patterns, impaired peer relationships with either increased aggression or social withdrawal, and academic underachievement. Moreover, a high rate of other co-morbid psychiatric disorders including Major Depressive Disorder (MDD), conduct disorder (CD), attention deficit hyperactivity disorder (ADHD), oppositional defiant disorder (ODD), and post traumatic stress disorder (PTSD). Such disorganized behavior may manifest itself in the form of sleep disturbances, nightmares with vague content often not about the trauma itself, increased

autonomic arousal, and psychosomatic complaints (Green 1997). The stress, anxiety, and fear generated by exposure to violence interferes with significant normal developmental tasks, such as development of trust, sense of safety, emotional regulation, exploration of environment, and ability to form social relationships (Overstreet 2000). Many studies suggest that behavioral, emotional and social difficulties are more likely outcomes than clear PTSD (Pelcovitz et al., 1994). Kuther (1999), reviewing the effects of witnessing violence (so called co-victimization) on emotional, cognitive, and behavioral domains, concludes that when these effects and their interaction are viewed in terms of a developmental- contextual approach, exposure has serious implications for important super-ordinate developmental concepts such as understanding of social world, moral development, and health related beliefs. In this way, the victimization and the co-victimization has manifestations, direct or indirect, that have a gradient across the persons, varying with their personal inclination and sensitivities. The perceptions and the cognitive thinking patterns of an individual in relation to the traumatic incidents like rape greatly determine the levels and degrees of latter's impact.

Psychological Impact of Sexual Violence: A Case of Shopian Double 'Rape and Murder'

There are diverse pathologies engulfing our societies today. Innumerable interstate, intra-state, inter-community and intra- community conflicts can be sighted. Many states are ravaged by political conflicts. States of conflict encompass multiple, often chronic, traumatic events that affect the entire spectrum of contextual, interpersonal and intrapersonal realms. Patterns of processes within these domains involve complex reciprocal interactions among young lives and their multilayered environments (Bronfenbrenner, 1988). Continuing conflicts result in loss of human lives, destruction of property, disorganization, unending and ever increasing violence and suffering. People in conflict zones suffer from worst kind of atrocities and maltreatment. They

are made to live a subhuman life. Women, children and young girls indisputably become the worst sufferers. Experiencing or witnessing a traumatic event can play havoc at psychological level. Physical loss resulting from a violent incident can be reconstructed, but the psychological scars do not heal easily. Many a times people are made to shoulder the burden of post traumatic stress for rest of their lives.

For the last 20 years Kashmir has been embroiled in a fulminating manifestation of a conflict that has been simmering since 1947. The issue, which is protracted and violent has taken a massive toll on human lives. Conflict has not spared anyone. Women amidst the turmoil have been equally receiving the suffering. They have been the direct as well as indirect targets. Many have lost their lives in cross firings and blasts. While as many others are dying a 'slow death', waiting for their disappeared husbands, sons and brothers. The over-tense circumstances have wrecked havoc on their physical, social and psychological well-being. Conflict has exposed them to various threats and consequently made them more vulnerable. As mothers, wives, daughters and sisters they have been the worst sufferers of the turmoil period. There are innumerable incidents when young girls were often beaten up during night raids, crackdowns, protests and demonstrations. Many were even interrogated for helping and sheltering insurgents. Like women, in other conflict zones they have been raped and tortured, even though there are only few rape cases which have been able to make it to the news, others remain buried. State authorities and NGOs have disgustingly failed in keeping track of such cases. Socially conservative mindset too has disallowed such cases to come to surface. In a society where the chastity of women is highly 'valued and respected', rape is perceived as something which is highly unacceptable and not fit for social discourse. Not only the victim but her family is looked upon with shame and disgrace. It becomes difficult for the family to reclaim its position in

society. While disrupting the pre-existing equilibrium between the family of the victim and environment, it often results in taxing the victim and her resources to manage adjustive demands and restore equilibrium. The family members are often stigmatized, rejected and their integrity impugned. Fearing such reprisal from the society many victims could never reveal their fateful tales and preferred to remain silent. No commission ever investigated and no organization ever pleaded their case. Women in rural and border areas have suffered disproportionately owing to their proximity to security forces and much due to nature of their work in paddy fields, orchids, or collecting firewood in forests.

Notwithstanding testimonies, witnesses, and concerted campaigns on the part of human rights organizations, such as Amnesty International and Human Rights Watch, the armed forces have denied all the instances and allegations of rape leveled against them. Pertinently, the Shopian ‘rape and murder’ case is one of the fewest cases that caught the attention of civil society and the media. On May 29, 2009 two girls Asiya (17) and Neelofar (23) were allegedly gang raped by security force. On their way back to home, from the orchid the two were abducted and then raped, as is alleged. Next day bodies of the two victims were recovered from the nearby stream. The incident evoked heavy public uproar and protests in the entire valley. However, the strife of people ended when the CBI report declared it as a case of drowning, invalidating all earlier postmortem and autopsy reports. The case undisputedly reflected the reciprocal relation between the heightened militarization and gendered violence in Kashmir and the structural realities that further and perpetuate injustice. The outcry might have been subdued but it has left people deeply ingrained with pain and humiliation. At the same time it has re-sensitized women of the valley of the potential risks they are exposed to in presence of security forces. It has re-created a sense of helplessness and insecurity in them. The incident has particularly affected the young

girls of the area of the study, as it is feared that the heavy deployment of troops in the area can arguably result in an incident of same kind in future. As can be inferred from various sources, the military and paramilitary forces are hyper-present in and outside the town. At its outskirts are the police and paramilitary Central Reserve Police Force (CRPF) camps. The entire area is also densely occupied by Rashtriya Rifles which regularly patrols the area. Owing to concentration of troops and their alleged involvement in the rape and murder case, there is an intensified feeling of fear among people.

Psychological Impact on Young Girls:

The researches in various conflict zones world over have shown that there is a close relationship between political violence, mental health and psychosocial wellbeing. Traumatic incidents resulting from political violence have discernible long-term effects on political beliefs and attitudes, behavior and behavioral intentions, emotions, and other psychological variables. Political violence is linked to poor mental health outcomes at the individual and collective levels. People exposed to traumatic events and continuing violence show symptoms of stress, depression, anxiety and aggressive feelings. Women particularly are more vulnerable of getting psychologically affected. According to a study (Margoob et al 1993), women constitute more than 60% of the patients visiting Kashmir's lone psychiatry hospital in Srinagar for treatment, with most of them suffering from Post Traumatic Stress Disorder. Young children, especially girls living in conflict zones and exposed to traumatic events like rape are likely to confront a number of psychological issues, which can hinder their psycho-social development and their expectations regarding future life. The impact of violence can penetrate deep in their psyche and impair their abilities and patterns of living. Age and psychological immaturity on the other hand render them more vulnerable to the effects of overwhelming and inescapable stressors. They may

develop multiple and sometimes protracted forms of bio-psycho-social maladjustment and in some extreme situations mental illness. The process of adjustment may involve a complex process of re-learning at psychological and social levels. The development aspects can also get harshly affected.

Shopian Incident in a Gendered Perspective- An Analysis:

Every act of violence has an impact, which is specific and quite reflective of its nature. It can arouse a number of varying human responses- emotional, psychological and cognitive. Among the most traumatic manifestations of conflict, sexual exploitation and gender based violence have profound psychosocial consequences. No matter who becomes the victim, such acts have their adverse implications on co- victims as well. Impact penetrates deep and is experienced at every level of psycho-social functioning of the individuals who are even remotely related to the victim and to the incident. Many a times people start relating their own life situations with those of the victim. All this is very obvious on part of the people who live and survive in conflict zones, where uncertainties and death haunt the life and routine of people. Where the unthinkable and unexpected turns reality with every passing hour, where people are tortured and killed mercilessly, women raped strategically and children abused with intent. What happened in Shopian cannot be forgotten; two innocent girls were ‘raped’ and then mercilessly ‘murdered’. The incident will haunt the memories of the people. Even though many years have passed, but the victim’s relatives, neighbours and friends still harbour their memories, and equally the fate they met. The changes which the incident has brought in their lives are quite apparent but at the same time invisible and dissolved, as they continue with their life and living.

Conclusion

As the broad focus of the study was to assess the impact of the Shopian 'double rape and murder' on the young girls of the area, our empirical field evidences and observations quite significantly brought out the pertinent scenario. Generally speaking, the post-incident happenings and responses had diverse implications on every aspect of life in the town. Our interaction and personal communication with the general people, Mohalla heads, teachers and students of the area gave a broader picture of the post incident life and the implications, there-of. These discussions pointed out the grave impact of the incident on the psycho-social environment and socio-economic structure, adding diverse pathologies - psychological, emotional, economic and political, to the lives of people. All the social institutions, as if, collapsed and life came to a standstill. This is what was visible and much of the impact remained hidden and unexplored. Also, our primary focus being the incident's impact on the young-girls, the in depth and comprehensive study of the other facets of the impact wasn't possible, keeping in view the mandate of the present study. Nonetheless, our description and analysis of the implications of the incident on the young-girls is discussed in a context that somewhat throws light on the gravity and seriousness of the impact in totality. Yet, our emphasis on young-girls owes to their increased vulnerability and risks compared to other groups.

The Shopian 'double rape and murder' has been the most traumatic experience in the recent past for the young-girls of the area. Its impact has multidimensional and numerous vile-ramifications, affecting their psychological and emotional identity; perceptual and cognitive sensitivities; and social and educational stability. Both the direct and indirect manifestations of the impact have been overriding the course of life in them. Beyond the manifestations that are visible, much other, remain hidden, suppressed and unexplored. It is highly pertinent to mention

that our endeavors in the study have been to bring out the direct and indirect implications on the young-girls. At the same time, it must be acknowledged that to explore and assess the hidden or suppressed impact much is demanded out of a researcher and his/her research skills.

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Post-Traumatic Growth & Coping in Cancer Survivors

Mohsina Nabi* & Touseef Rizvi****Abstract**

The present research investigated the role of Coping in the experience of Post-Traumatic growth in cancer survivors. The sample included 100 cancer patients; 32 male and 68 female (Mean age= 51 years; Min.=18 years, Max.=77 years) selected purposively from the Department of Radiation Oncology, Government Medical College and Associated Hospitals, Karan Nagar, Srinagar. The sample was selected following the proper inclusion and exclusion criteria. Demographic variables questionnaire was constructed to obtain information regarding gender, age, marital status, income, educational qualification, type of cancer, time since diagnosis, and other information regarding the diagnosis. Post-traumatic Growth Inventory-Short Form (PTGI-SF) was used to assess Post-Traumatic growth; Brief COPE was used to assess Coping among cancer survivors. Correlation values indicated positive and significant correlation between all the dimensions as well as total Post-traumatic growth and Adaptive Coping, whereas Avoidant Coping showed insignificant correlation with Post-traumatic growth. Regression analysis showed that Approach coping can explain 21% variance in the model of Post-traumatic Growth. No significant difference in Coping and Post-traumatic growth was found with respect to residential status and therapy of the survivors. However, ANOVA showed significant difference in Coping and Post traumatic growth with respect to the marital status of survivors.

Key words: Cancer, Post-traumatic Growth, Coping.

*Research Scholar, Department of Psychology, University of Kashmir.

** Associate Professor, Department of Psychology, University of Kashmir.

Introduction

Individuals facing potentially life-threatening events, such as a cancer diagnosis, or other major life events may experience changes in their world-views and modify their thoughts and actions to include more activities and relationships that are personally fulfilling (Martin & Kleiber, 2005). Literature exploring the consequences of experiencing such traumatic events has increasingly focused on the phenomenon of positive changes or posttraumatic growth (PTG) following such challenges (Tedeschi & Calhoun, 1996). Posttraumatic growth may be important in people with prolonged illnesses for a number of reasons. It has been found to be related with quality of life after adjusting for disease severity, race, and socioeconomic status (Tomich & Helgeson, 2004). A general model of posttraumatic growth has been defined by Tedeschi and Calhoun (2004). They suggest that posttraumatic growth develops from the cognitive processing that occurs as a result of coming to terms with the impact of a traumatic event. They explain that the more a person's assumptive world (e.g., beliefs about predictability), safety, identity and future are challenged, the more likely the traumatic event has been experienced as a crisis and the individual will experience distress. According to Calhoun and Tedeschi (2006), this cognitive processing of trauma consists of rumination phases (i.e., repeated thinking). At first, rumination is mostly instinctive and disturbing. This initial rumination phase leads to both self-disclosure and a decrease of emotional distress, management of automatic rumination, and disengagement from goals. This step leads to a rumination phase that is more deliberate in nature and there is change in schema and development of narrative. Posttraumatic growth follows as a result of integrating these challenges into a new way of thinking.

Factors of posttraumatic growth

The development of a scale to quantify posttraumatic growth, the Posttraumatic Growth Inventory (Tedeschi & Calhoun, 1996), led to the identification of five factors that contribute to posttraumatic growth.

Personal strength

The first factor of posttraumatic growth involves a change in self-perception following the experience of a trauma. Having the capacity to live through a crisis that threatens well-being may result in newfound personal strength (Tedeschi & Calhoun, 1996).

New possibilities

New possibilities may also arise out of changes in self-perception following trauma (Tedeschi & Calhoun, 1996). Throughout the course of struggling with adversity, the survivor learns new options for his life, in several fields (Lindstrom et al., 2013).

Relating to others

Following the experience of trauma deeper and more meaningful relationships may develop (Tedeschi & Calhoun, 1996). Living through a crisis and drawing on social support during a time of need will strengthen some relationships and dissolve others.

Appreciation of life

After one is challenged by a traumatic event, a feeling of being fortunate to be alive and a new appreciation of life may result (Tedeschi & Calhoun, 2004). The person thus begins to pay attention to small things that were previously considered insignificant or inconsequential (Tedeschi et al, 2004), resulting in a change of life priorities and a more appreciation of life (Lindstrom, Cann, Calhoun, & Tedeschi, 2013).

Spiritual change

People who have experienced trauma may need to renegotiate their belief systems and search for answers to spiritual questions such as what purpose did the trauma serve. This process may strengthen spirituality and religious beliefs. Yet, nonreligious people may also experience some growth in the spiritual sphere, which is not exclusive to only those who already have a strong spiritual or religious connection (Tedeschi et al, 2004).

Coping

Psychological coping refers to the behavioural and cognitive efforts made by individuals in attempting to deal with stressful situations. The concept of coping given by Folkman and Lazarus (1980) is being widely followed in coping research. Coping according to them is the cognitive and behavioral efforts made to master, tolerate, or reduce external and internal demands and conflicts among them. This definition contains the following implications. (a) Coping actions are not classified according to their effects as reality distorting, but according to certain characteristics of the coping process. (b) This process incorporates behavioral as well as cognitive reactions in the individual. (c) In majority of cases, coping consists of different single acts and is organized sequentially, forming a coping episode. In this regard, coping is often characterized by the concurrent occurrence of different action sequences and, hence, an interconnection of coping episodes. (d) Coping actions can be distinguished by their focus on different elements of a stressful encounter (Lazarus & Folkman, 1984). They can try to change the person environment realities behind negative emotions or stress problem focused coping.

Types of coping strategies

Originally, hundreds of coping strategies have been identified (Carver & Connor-Smith, 2010). But there is no agreement on classification of these strategies into a broader design.

Weiten has identified three types of coping strategies (Weiten & Lloyd, 2006):

Appraisal-Focused

Appraisal-focused coping strategies follow when the person modifies the manner in which they think, for example, employing denial, or distancing oneself from the problem. People may change the way they think about a problem by changing their goals and values, such as by finding the humour in a situation.

Problem-Focused

Problem-Focused coping strategies follow when people try to deal with the cause of their problem. This can usually be done by finding out information on the problem and learning new skills to manage the problem. Problem focused coping is aimed at changing or eliminating the sources of the stress.

Emotion-Focused

This coping strategy involve releasing pent up emotions distracting one self, managing hostile feeling, meditating or using systematic relaxation procedures. Emotion focused coping is oriented toward managing the emotions that accompany the perception of stress (Brannon & Feist, 2009).

Usually people tend to use a mixture of all three types of coping strategies, and coping skills will usually change over time, all these methods can prove useful, but some assert that people who use problem focused coping strategies will adjust better to life (Taylor, 2006).

A further distinction that is often made in the coping literature is between *active* and *avoidant* coping strategies. Active coping strategies include any of the behavioural or psychological

responses aimed to change the nature of the stressor itself or how one thinks about it, whereas avoidant coping strategies can draw people towards activities such as alcohol use or mental states (such as withdrawal) that keep them from directly addressing stressful events. By and large active coping strategies, whether behavioural or emotional, are thought to be improved ways to deal with stressful events, and avoidant coping strategies seem to be a psychological risk factor for adverse responses to stressful life events (Holahan & Moos, 1987).

Purpose of the study

Literature on cancer survivorship has focused on the physical and the psychological aspects of living with cancer. Majority of research in this field has focused on the negative psychological impact of a cancer diagnosis including distress, symptoms of depression, anxiety, and posttraumatic stress. The challenge for helping professionals is to facilitate individual's efforts to lessen the long term negative impact of loss and trauma, and simultaneously enhance the long term positive impact of such events and experiences. To do so, helping professionals need to better understand the nature of post-traumatic growth and its determinants. The present research will study the role of Coping in the experience of Post-Traumatic growth in cancer survivors.

Objectives of the Study

Keeping the need and purpose in mind the following research objectives have been formulated.

1. To assess Post-Traumatic Growth and Coping among cancer survivors.
2. To study the relationship of Post-Traumatic growth with Coping among cancer survivors.
3. To study the difference in Coping and Post-Traumatic growth in cancer patients with respect to their gender, marital status, domicile and type of therapy.

Participants

The presents study is based on a sample of 100 cancer patients selected purposively from Department of Radiation Oncology, Government Medical College and Associated Hospitals, Karan Nagar, Srinagar. The inclusion and exclusion criteria for sample group were as under:

Inclusion Criteria

- A) Patients having definite diagnosis of cancer.
- B) At least six months' time duration since the diagnosis of the disease.
- C) Patients providing informed consent.

Exclusion Criteria

- A) Patients with other physical or psychological problems.
- B) Critically ill patients.
- C) Patients who had no knowledge of their diagnosis.
- D) Lack of patient's consent to participate in the study.

Sample Description

The sample size was 100 and the detailed sample description is given in the table that follows.

Table 1: showing sample description

Demographics	N	Demographics	N
Gender		Surgery	17
Male	32	No surgery	83
Female	68		
Residential Status		Metastasis	97
Rural	69	Non metastasis	3

Urban	31		
Marital Status		Time since diagnosis	
Married	82	6 months	6
Unmarried	3	1-7 years	89
Widowed	15	8-13 years	5
Education		Therapy	
Illiterate	76	Chemotherapy	52
5 th -9 th	9	Radiotherapy	3
10 th -12 th	12	Both	38
Graduation	1	None	7
Post-graduation	2		
Family Type			
Joint	46		
Nuclear	54		

Tools used

Following research instruments were used for the study.

1. **Demographic Variables Questionnaire** was constructed to obtain information regarding gender, age, marital status, income, educational qualification, type of cancer, time since diagnosis, and other information regarding the diagnosis.
2. **Post-traumatic Growth Inventory-Short Form, PTGI-SF (Cann, Calhoun, Tedeschi, Taku, Vishnevsky, Triplett, &Danhauer, 2010)**

This scale consists 10 items assessing five dimensions of positive growth. The dimensions are: Relating to others (items, 5 & 10), New possibilities (items, 3 & 6), Personal strength (items, 7 & 9), Spiritual changes (items, 4 & 8), and Appreciation of life (items, 1 & 2). It is a

6-point Likert scale with response categories ranging from 0 to 5. The higher scores represent greater perceived posttraumatic growth. The reliability of PTGI-SFurdu version in the present sample is as: Relating to others (.82), New possibilities (.59), Personal strength (.93), Spiritual changes (.79), and Appreciation of life (.52) and overall scale (.75)

3. Brief COPE (Carver, 1997)

This scale consists of 28 items rated on a 4-point Likert scale from 1 (I haven't been doing this at all) to 4 (have been doing this a lot). These items are divided into fourteen sub-scales Self-distraction (Items 1 & 19), Active Coping (Items 2 & 7), Denial (Items 3 & 8), Substance Use (Items 4 & 11), Use of Emotional Support (Items 5 & 15), Use of Instrumental Support (Items 10 & 23), Behavioural Disengagement (Items 6 & 16), Venting (Items 9 & 21), Positive Reframing (Items 12 & 17), Planning (Items 14 & 25), Humour (Items 18 & 28), Acceptance (Items 20 & 24), Religion (Items 22 & 27), and Self-blame (Items 13 & 26). Higher scores on each subscale indicate increased utilization of that specific coping strategy. The reliability of Brief Cope urdu version for present sample is as: Self-distraction (.52), Active Coping (.65), Denial (.91), Substance Use (.91), Use of Emotional Support (.56), Use of Instrumental Support (.85), Behavioural Disengagement (.69), Venting (.59), Positive Reframing (.77), Planning (.66), Humour (.08), Acceptance (.37), Religion (.68), and Self-blame (.89) and overall scale (.68). Approach coping was computed by adding the subscales of active coping, positive reframing, planning, acceptance, seeking emotional support and seeking instrumental support. Avoidant coping was computed by adding the subscales of denial, substance use, venting, behavioural disengagement, self-distraction and self-blame. (Eisenberg, Shen & Schwarz, 2012).

Procedure

The researcher approached the head of the Department of Radiation Oncology, Government Medical College and Associated Hospitals, Karan Nagar, Srinagar, in order to obtain

permission for the collection of data. After obtaining the approval, patients who met the inclusion criteria were informed about the purpose of the study and verbal consent for participation in the study was taken from them. The questionnaires were administered individually and all necessary help was provided in filling up of responses. Data was collected from both the OPD and IPD. The researcher also assured of the confidentiality of their responses provided in the questionnaire. Data was collected individually.

Results

The results are reflected in the tables that follow.

Table 3: Frequency distribution of patients on Coping and PTG.

Variables	Levels					
	Low		Average		High	
	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%
Coping						
Approach coping	16	16	70	70	14	14
Avoidance coping	20	20	63	63	17	17
PTG	19	19	67	67	14	14

Table 4: Summary of Pearson Correlations between PTG and Coping

Coping	Relating to others	New possibilities	Personal strength	Spiritual changes	Appreciation of life	Total PTG
Approach coping	.53*	.22*	.21*	.22*	.20**	.45**
Avoidant coping	.003	.11	.18	-.06	.05	.09

* $P \leq 0.05$; ** $P \leq 0.01$

Correlation values indicate positive and significant correlation between all the dimensions as well as total PTG and adaptive coping ($r = .45, p = .001$), whereas avoidant coping showed insignificant correlation with PTG ($r = .09, p = .33$).

Table 5 : Multiple regression analysis (ANOVA Summary)

	Sum of squares	Df	Mean square	F
Regression	3805.713	1	3805.713	26.138
Residual	14269.037	98	145.602	
Total	18074.750	99		

Predictor: (constant); approach coping; Dependent variable: PTG; **R square = .21**

Table 6: Regression analysis (Summary of Predictor variables)

Model	Unstandardized coefficients		Standardized coefficients	t
	B	Std. Error	Beta	
(Constant)	12.940	9.041	-	1.43 (p=.15)
Approach coping	1.312	.257	.459	5.11 (p=.001)

Dependent variable: PTG

As reflected from the tables, 21% of variance in PTG is explained by approach coping.

Table 7: Differences in Coping and PTG with respect to gender of patients

Variables	Demographics	N	M	SD	Df	t-value
Coping	Male	32	127.37	13.25	98	1.30 ^{NS}
	Female	68	131.47	15.20		
PTG	Male	32	58.53	12.71	98	.11 ^{NS}
	Female	68	58.85	13.96		

NS= Not Significant

Table 8: Differences in Coping and PTG with respect to domicile of patients

Variables	Demographics	N	M	SD	Df	t-value
Coping	Rural	69	129.56	13.58	98	.60 ^{NS}
	Urban	31	131.48	16.99		
PTG	Rural	69	57.37	13.73	98	1.52 ^{NS}
	Urban	31	61.80	12.67		

NS= Not Significant

Table shows that rural and urban people do not differ significantly in coping and PTG.

Table 9: One way ANOVA showing the difference in Coping and PTG with respect to the marital status of patients (married, unmarried and widowed).

Variables		Sum of squares	df	Mean square	F	Sig
Coping	Between groups	1.88	2	841.87	4.16	.018
	Within groups	216.26	97	202.14		
	Total	218.15	99			
PTG	Between groups	22235.46	2	1117.73	6.84	.002
	Within groups	15839.29	97	163.29		
	Total	18074.75	99			

NS= Not Significant

Table 10: Showing Post Hoc summary of Coping and PTG

Variables	(i)marital status	(j)marital status	(i-j)	Sig
Coping	Married	Unmarried	2.97	.93
		Widowed	11.50*	.01
	Unmarried	Widowed	8.53	.61
PTG	Married	Unmarried	13.29	.18
		Widowed	12.09*	.003
	Unmarried	Widowed	1.2	.98

* $P \leq 0.05$

Table 11: One way ANOVA showing the difference in Coping and PTG with respect to therapy (chemotherapy, radiotherapy, both and none).

Variables		Sum of squares	Df	Mean square	F	Sig
Coping	Between groups	514.76	3	171.58	.79	.50
	Within groups	20776.67	96	216.42		
	Total	21291.44	99			
PTG	Between groups	1133.47	3	377.82	2.14	.10
	Within groups	16941.27	96	176.47		
	Total	18074.75	99			

NS= Not Significant

From the earlier tables it can be inferred that coping & PTG don't differ significantly with respect to gender and domicile, however after carrying out ANOVA, Post Hoc analysis has revealed that in case of coping, married and widowed differ; and also for PTG married and

widowed differ. It is also evident from the table 11 that cancer patients do not differ significantly in Coping and PTG with respect to the therapy.

Discussion

This study examined posttraumatic growth and its prediction by coping. Use of active–adaptive coping strategies was associated with total PTGI score and every PTGI domain. However, avoidant coping showed insignificant correlation with PTG. The results of the current study confirmed many previous findings for cancer survivors (e.g., Sears, Sharon, Stanton, and Danoff-Burg, 2003; Urcuyo et al., 2005). Holland and Holahan (2003) found that approach coping strategies were related to better adjustment. Since adaptive coping strategies have long been associated with better psychological outcomes (e.g., Kershaw, Northouse, Kritpracha, Schafenacker & Mood, 2004), it is not surprising that these strategies are also related to posttraumatic growth. The high level use of active coping in the current study sample may be related to the number of years passed since cancer diagnosis. The average number of years since diagnosis was 3.6 years. Results from regression analysis showed that PTG could only be significantly predicted by approach coping style. In line with this, Bakhshayesh and Dehghani (2014) concluded that, coping with physical problems and psychological disorders are negatively and positively related with problem- and emotion-focused strategies, respectively. In their view, problem-focused strategies are logical and can diminish or eliminate stressors, whereas emotion-focused strategies are of temporary benefit without having a lasting impact. Posttraumatic patients adopting emotion-focused strategies initially appear to achieve positive outcomes in reducing their stress; however, such strategies are not effective in the long run in that the problem cannot be overcome by adopting such strategies as self-control and distancing oneself from it. The implementation of such maladaptive coping strategies causes disappointment and depression, fosters negative

attitudes, deprives individuals of the opportunity to grow, and diminishes posttraumatic spiritual growth (Banihashemian, Naami, Zargar, Arshadi&Davoodi, 2015).

Practical Implications

The current study is important in capturing intra-individual factors such as coping in posttraumatic growth research. The findings of this study have a number of imperative clinical implications. The findings provide evidence that PTG exists following cancer and clinicians should therefore consider PTG when supporting individuals with cancer. The findings also provide evidence for the role of coping strategies in facilitating PTG and should therefore be considered when supporting individuals following a cancer diagnosis. Clinicians should also be aware of the different forms of coping and they should educate individuals about the difference between approach and avoidance coping. Moreover, given that approach coping appears to be the most important aspect in facilitating PTG, clinicians should aim to facilitate individuals to shift from avoidance to approach coping to facilitate PTG. Clinicians working with individuals with cancer should therefore aim to reduce distress, and promote adaptive coping strategies.

Limitations

1. Since it is a cross-sectional study, we cannot infer a causal relationship between coping and posttraumatic growth. Longitudinal and/or experimental studies would offer better explanatory value to the relationships among those variables.
2. The sample size of the present study is small, therefore generalization of the findings to whole population should be made cautiously.
3. Quantitative methods have been widely replicated but, in spite of their objectivity, it would be important to implement qualitative or mixed methods to evaluate the individuals' subjective reports on the perception of growth after trauma.

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Personality and Creativity: A comparative Study on the Personality traits of Creative Writers

Manzoor Ahmad Rather* & Prof. Mahmood Ahmad Khan**

Abstract

The study was undertaken to study the personality traits of Creative writers (Sahitya Academy Awardees & Non-Awardees) of Jammu & Kashmir. The sample of the study comprised of 40 creative writers as Awardees and 40 creative Writers as Non-Awardees. NEO (FFI) Five Factor Inventory by McCrae & Costa (1992) was used for the collection of Data and 't' test was employed for the analysis of data. The investigator found a significant difference between the two groups on factor 'Openness to experience' of personality. However, no significant difference was found on Neuroticism, Agreeableness, Extraversion, and Conscientiousness factors of personality.

Key Words: *Creative Writers; Personality traits; Openness to experience; Neuroticism; Extraversion; Conscientiousness; Agreeableness.*

* Assistant Professor, Department of Education, University of Kashmir.

** Professor, Department of Education, University of Kashmir.

Introduction

The cultural, scientific and social progress of any country depends on the extent of the development of creativity among its citizens. Social and technical innovations rely heavily on creative people and processes (Runco, 2004). In the opening lines of Handbook of creativity, Sternberg and Lubart (2004) said ‘if one wanted to select the best novelist, artist, entrepreneur or even chief executive officer, one would most likely select someone on the basis of the trait of creativity.’ Toynbee (1964) has rightly remarked that, “a few creative minds can make enormous differences to civilization”. Undoubtedly, highly creative people are a national resource and such people should be identified early at the school stages and permitted to pursue the field of activity in which they are talented. It is essential that the nation should become concerned about all its potential human resources, especially aware of the waste and loss of such resources in each person (Taylor 1978). Creative people do exhibit their creative potential in a number of ways. Creative artists’ scientists, musicians, painters, and writers etc., do express their inner voice in their own unique stylistic modes. There has always been a scope for conducting studies to understand their personality peculiarities which work as a driving or a magnetic force for their creative expressions.

Taking into consideration the review of the literature, it becomes clear that researchers have toiled a lot to identify the factors that either go along with the construct creativity or do not correlate with it. Intelligence, self-concept, achievement motivation, adjustment, anxiety, locus of control, need achievement, and many other factors were investigated quite often. But researchers are on their way of identifying more factors so that creativity as one of the finer attribute of mankind is understood in its totality. Since the modes of expressing ones creative talent are manifold, researchers cannot expect the personalities of people who create different

domains to be the same or to differ in the same ways from comparison subjects. Since creativity takes place in diverse contexts, creative people do differ in the exhibition of their personality make up. So there is much scope for identifying the different traits that correlate with them. Quite often researchers do administer tests of creativity to identify high and low creative which is sometimes misleading. Research on actual creative, who exhibit creativity in different domains by displaying the products, is not satisfactory. There are some studies on personality factors of highly creative persons in the fields of science, art, painting, and music etc. ; but a very little has been investigated about the personality traits of the creative writers and in Jammu and Kashmir , no such study is on record till date, and hence merits investigation. With this backdrop and background, the present investigator makes an endeavor to assess the personality traits of creative writers who have been either awarded the prestigious Sahitya Akademy Award, or have been nominated for the same. Hence the proposed problem for the present investigation reads as;

A comparative Study on the Personality traits of Creative Writers (Sahitya Akademi Awardees and Non- Awardees)

Objectives of the study

1. To identify the Sahitya Akademy Awardees and Non-Awardees
2. To study and compare the personality Traits of Awardees and Non-Awardees

Null Hypothesis

Sahitya Akademy Awardees and Non-awardees do not differ significantly on the factors of personality.

Operational definitions of the variables

Personality Traits

Personality Traits refer to the scores gained by the sample subjects on NEO-FFI Five Factor

Inventory by Macrae & Costa (1992).

Sahitya Academy Awardees

Sahitya Akademy Awardees refer to the creative writers who were conferred the main Sahitya Akademy Award for writing an original book.

Sahitya Academy Non-awardees

Sahitya Academy Non-awardees refer to the writers who were nominated for the award but were not selected for the same.

Methodology and procedure

Sampling

‘Quasi Randomization Technique’ has been used by the investigator which has helped this piece of research to adopt some measures to compare the quantitative data based upon the administration of some psychological test.

Procedure

- 1) Sahitya Akademy confers awards to creative writers in 22 established languages of India since 1955. Coverage of such a big population was a difficult task, so the study was delimited to the state of Jammu and Kashmir.
- 2) Since this research provides for the inclusion of new units while the study is in progress , the total Awardees list of 86 in 2015 rose up to 94(47 kashmiri, 46 Dogri, 1 Urdu) with 46 live subjects (22 kashmiri, 24 Dogri) at the end of 2018.
- 3) The available list of 89 Non-Awardees (41 Kashmiri, 48 Dogri), short listed for the final stage , provided by Sahitya Akademy was considered for the study.
- 4) Forty Awardees (20 Kashmiri, 20 Dogri) Along with 40 Non Awardees (20 Kashmiri, 20 Dogri) completed the psychological tests till the study reached to the saturation point (i.e

until no new data are produced through inclusion and analysis of new units), i.e the end of 2018.

- 5) So 80 Creative writers 40 Awardees and 40 Non Awardees form the final sample for the study.

Tools Used

For making an assessment of the personality Traits of Sahitya Akademi Awardees and Non-awardees, NEO-FFI-3 (Five Factor Inventory) Scale by McCrae and Costa (1992) was administered.

Data Analysis

In order to analyze the data, 't' test as a statistical measure was used to find the mean difference between the groups.

Results

The results of the study are presented in the form of tables that follow.

Table 1: Significance of Mean difference between SAAS and SANAS on factor Neuroticism of NEO Five Factor Inventory

Factor	Group	N	Mean	S.D	't'	Level of Significance
Neuroticism	SAAS	40	21.4	5.15	1.79	Not Significant
	SANAS	40	20.4	5.67		

Table 2: Significance of Mean difference between SAAS and SANAS on factor Extraversion of NEO Five Factor Inventory

Factor	Group	N	Mean	S.D	‘t’	Level of Significance
Extraversion	SAAS	40	25.38	5.36	1.36	Not significant
	SANAS	40	26.83	4.12		

Table 3: Significance of Mean difference between SAAS and SANAS on factor Openness to experience of NEO Five Factor Inventory

Factor	Group	N	Mean	S.D	‘t’	Level of Significance
Openness to Experience	SAAS	40	35.5	5.10	2.93	0.01
	SANAS	40	32.8	2.77		

Table 4: Significance of Mean difference between SAAS and SANAS on factor Agreeableness of NEO Five Factor Inventory

Factor	Group	N	Mean	S.D	‘t’	Level of Significance
Agreeableness	SAAS	40	29.5	4.73	0.64	Not Significant
	SANAS	40	30.13	4.01		

Table 5: Significance of Mean difference between SAAS and SANAS on factor Conscientiousness of NEO Five Factor Inventory

Factor	Group	N	Mean	S.D	‘t’	Level of Significance
Conscientiousness	SAAS	40	32.95	5.93	1.32	Not.Significant
	SANAS	40	34.4	3.68		

Interpretation & Discussion

The perusal of the Table 1 reveals that the difference in Mean Scores of SAAS (21.4) and SANAS (20.4) is not significant enough to infer and deduce results. The calculated 't' value 1.79 does not exceed the table value 1.99 at 0.05 level. Since no statistical difference is found between SAAS and SANAS on factor Neuroticism, no conclusions can be drawn and no decisions can be made. It justifies that both the groups are on the identical platform so far as their Neuroticism is concerned.

It is evident from table 2 that the Mean score obtained by SANAS (26.83) is greater than the Mean score obtained by SAAS (25.38), but the difference in Means is not statistically significant. The obtained 't' value (1.36) does not exceed the 't' value 1.99 at 0.05 level of significance. Consequently, no decisions can be drawn in respect of SAAS and SANAS so far as their position on factor Extraversion is concerned.

The perusal of table 3 clarifies that the mean score obtained by SAAS (35.5) is higher than SANAS (32.8). The difference in mean scores is statistically significant. The obtained 'value' 2.93 exceeds the table value 2.64 at 0.01 level of significance. The mean score in case of SAAS indicates that they are more open to new and novel experiences. They possess active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference of variety, intellectual curiosity and independence of judgment. They are willing to entertain novel ideas and unconditional values and experience keenly both positive and negative emotions. This factor in their personality gives boost to the creative expression of SAAS and hence produce more in terms of creative writings as compared to SANAS.

It is evident from the table 4 that the mean score obtained by SANAS (30.13) is bigger than SAAS (29.5) but the difference is not significant enough to deduce the results. The obtained'

value 0.64 does not exceed the table value 1.99 at 0.05 level of significance. This justifies that both the groups are on the same platform so far as the factor Agreeableness is concerned.

The perusal of table 5 clarifies that the mean score obtained by SANAS (34.4) is higher than the obtained mean score of SAAS (32.95), but the difference is not sound enough to be called as statistically significant. The obtained 't' value i.e. 1.32 does not exceed table value 1.99 at 0.05 level of significance. The only thing that can be justified is that both the groups SAAS and SANAS are found on the same level so far as the factor Conscientiousness is concerned.

These results described earlier are in line with Pavrita et al. (2007); Saparanaviciute, A. (2010); Bali (1980) and Parveen (2013). Taking into consideration the results of the study, it can be accepted with confidence that SAAS and SANAS differ significantly on the basis of their personality factor (Openness to Experience) only and the hypotheses no. 1, which reads: Sahitya Academy Awardees and Non-awardees do not differ significantly on the factors of personality, is partially accepted. The results reflect that Awardees are found higher on openness which indicates that they are more open to new and novel experiences apart from possessing active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference of variety, intellectual curiosity and independence of judgment.

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Academic stress and Burnout among University students

Syed Najmah Jameel* & Shawkat Ahmad Shah**

Abstract

The present study is carried out to examine the relationship between academic stress and burnout among University students. The objectives of the study are to assess academic stress and burnout among university students, to examine the relationship of academic stress and burnout among university students, to study academic stress as the determinant of burnout among university students. Besides, this study is also aimed to compare university students with respect to domicile, gender and parental employment status. The sample of the present study comprises of 100 students selected purposively from different departments of Kashmir University. The tools used to collect data were Sun et.al educational stress scale and Maslach burnout inventory. The collected data was analyzed by various statistical techniques like descriptive analysis, correlational analysis, regression analysis and comparative analysis. The result of correlational analysis revealed that academic stress has significant positive correlation with burnout among University students. The result of regression analysis revealed that 9% of variance in burnout can be attributed to academic stress. The result of comparative analysis revealed that there is no significant mean difference in academic stress and burnout with respect to gender, domicile and parents employment status.

Key words: *Academic stress; burnout; Domicile; Gender; University students.*

*Research Scholar, Department of Psychology, University of Kashmir.

** Professor, Department of Psychology, University of Kashmir.

Introduction

Educational life is an important aspect of every individual's life that greatly impacts other aspects of his/her life. Research studies have highlighted that University students represent a specific population with concerns, burdens, and worries that differ from other age and occupation groups (Tosevski, Milovancevic, & Gajic, 2010). Experiences of students, may although be often exciting, stimulating, and empowering but at the same time may be stressful and anxiety producing also (Tosevski et al., 2010). Furthermore, it is widely accepted that student life is becoming more stressful with the increase in the number of exams and heightened aspirations, together with added financial pressures (Ansari & Stock, 2010; Tosevski et al., 2010). Academic life is one of the events in an individual's life that may have different stressors. Academic stress is main source of stress for many students. Archer and Lamnin (1985) defined *academic stress as a stress arising from important factors like writing term papers, text anxiety, poor study skills, excessive academic load and classroom environment, which in the turn forms a major part of general stress in adolescent students*. According to Gupta and Khan (1987), *academic stress essentially relates to mental distress associated with some anticipated frustration on account of academic failure or even a realization of the possibility of such a failure*. Fireman (1992) defined *academic stress is anything that imposes an extra demand on a person's ability to cope, often with something that a new and different in academic*. Academic stress and burnout has gained tremendous attention from the researchers from past many years. The concept of burnout was first used by Freudenberger to define healthcare professionals' experience of intense tiredness and frustration that caused them to quit the profession (Kacmaz, 2005). Later, Maslach and Jackson (1981) conceptualized burnout as emotional exhaustion, depersonalization, and poor personal accomplishment in a three-dimensional structure, initially considered only a work-related concept. The burnout syndrome is acknowledged as one of the few syndromes, which,

despite its relationship with mental disorders, has minimal stigma attached to it (Misiólek, Gil-Monte and Misiólek, 2017). Maslach's definition (1982) "*Burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity*" (Maslach, Jackson, & Leiter, 1996). The syndrome consists of three stages called "emotional fatigue" (EF), "depersonalization" (DP), and "lack of personal accomplishment". When adapting them to the academic context, they are specified as "emotional exhaustion", "cynicism", and "academic efficacy" (Maslach, Schaufeli, & Leiter, 2001). Emotional exhaustion (EE) is characterized by feeling exhausted by the activity demands. Depersonalization (DP)/cynicism it is the attitude of coldness and distancing in interpersonal relationships. Personal accomplishment (PA)/academic efficacy is defined as feelings of lack of self-efficacy and personal fulfilment at work.

Objectives

1. To assess academic stress and burnout among University students.
2. To study relationship of academic stress with burnout among University students.
3. To study academic stress as determinant of burnout among University students.
4. To study academic stress and burnout with respect to domicile, gender and parental employment status.

Methodology

Research Instruments

The following research instruments were used for the data collection.

Sun et.al educational stress scale

The educational stress scale was developed by Sun et al. (2011). It has two dimensions Expectation of self and expectations of teachers/parents. It consists of 16 items wherein each item is scored using a five point Likert scale.

Maslach's burnout inventory

The MBI-SS consists of 15 items that constitute three subscales viz exhaustion, cynicism and academic efficacy. It consists of 15 items scored by using a seven-point Likert scale.

Sample

The sample for the study was 100 students purposively selected from various departments of Kashmir University with following inclusion criteria

1. Studying in University of Kashmir.
2. Free from deformity or disorder.
3. Age range of 23-26 years.

Data analysis

The data collected was analysed using descriptive and inferential statistics like frequencies, percentages, mean, standard deviation, correlational analysis, regression analysis and comparative analysis to meet the objective of the study. First descriptive statistics like means, standard deviations, frequencies, range and percentage were calculated for variables of the study. Pearson's coefficient of correlation was calculated to examine the nature of relationship between variables. Then regression analysis was applied to identify the significant predictors. Finally comparative analysis was done to examine the mean difference between the groups under study.

Results and Interpretation

The results and their interpretation is presented in the tables that follow.

Table-1: Scale characteristics and reliability analysis of academic stress and burnout.

Variables	Items	Response range	N	Mean	SD	Cronbach's alpha (α)
Academic stress	16	1-5	100	3.07	.56	.82
Burnout	15	1-7	100	2.55	.58	.82

Table-2: Descriptive Statistics of academic stress and burnout among University students (N=100).

Variables	Mean	5% TM	Δ Mean	SD	SE	Skewness	Kurtosis
Academic stress	3.071	3.072	0.001	.56	.05	.07	-.62
Burnout	2.554	2.553	0.001	.58	.05	-.05	-.13

SD (Standard deviation); SE (Standard error); TM (Trimmed Mean)

Based on the criteria of Garson the sample distribution of the present study is normal as no skewness and kurtosis value falls beyond the Garson's range of -2.00 to +2.00. Besides, the Δ Mean (difference between mean and 5% trimmed mean) is not beyond the criteria of >0.20 suggested by Pallant. The values of standard deviation and standard error are also very small as compared to mean, thereby further improving the scope of data for subsequent analysis.

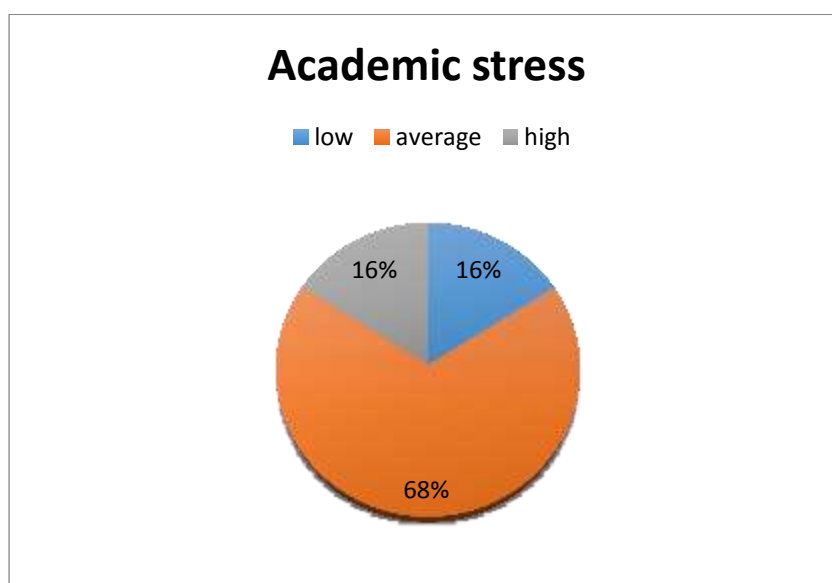
Table-3: Range of scores within different levels of academic stress and burnout.

Variables	Mean	SD	LL-UL	Low	Average	High
Academic stress	3.07	.56	2.51-3.63	≤ 2.51	2.51-3.63	> 3.63
Burnout	2.55	.58	1.97-3.13	≤ 1.97	1.97-3.13	> 3.13

LL= lower limit; UL= upper limit; SD= standard deviation

Table-4: Frequency distribution of academic stress and burnout.

Variables	Levels					
	Low		Average		High	
	F	%	f	%	F	%
Academic stress	16	16	68	68	16	16
Burnout	15	15	68	68	17	17

Figure 1: Showing frequency distribution of academic stress and burnout.

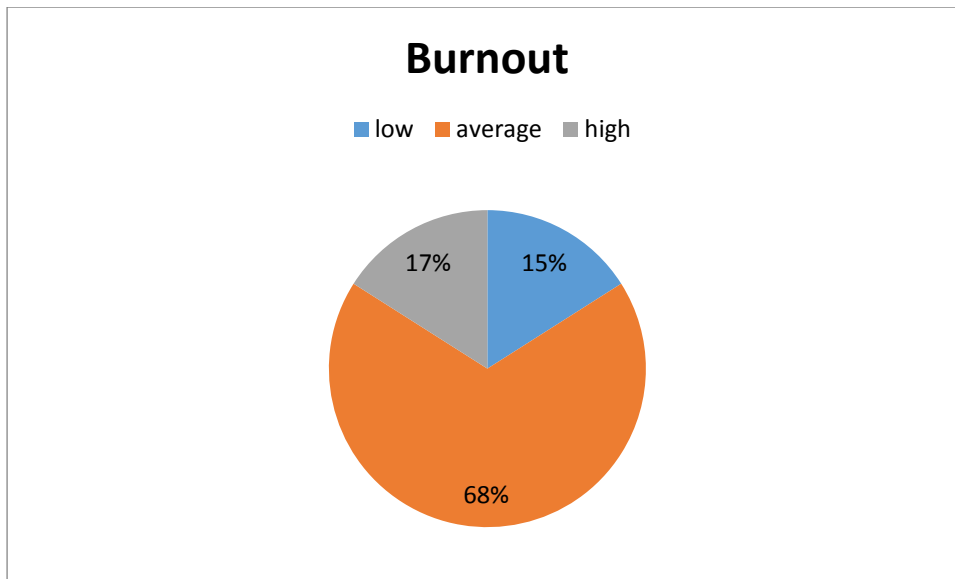


Table-5: Summary of Pearson Correlations of academic stress and burnout among University students.

Variables	Burnout	Sig
Academic stress	.301**	.002

The main finding reflected from above results is that academic stress has significant positive correlation with burnout among University students which indicates that increase in academic stress will lead to increase in burnout.

Table-6: Regression analysis of academic stress with Burnout among University students.

Multiple regression analysis (ANOVA summary)

	Sum of Squares	Df	Mean square	F	Sig
Regression	3.055	1	3.055	9.760	.002
Residual	30.677	98	.313		
Total	33.732	99			

Table-6a: Multiple regression analysis (summary of predictor variables)

Outcome	Predictor	B	SE B	Beta	t	sig
	Constant	1.60	.309		5.19	.001
	Academic stress	.309	.099	.301	3.12	.002

$R^2 = .09$

Table 6 and 6a presents the regression analysis of academic stress and burnout. The ANOVA table shows F-value (9.76**) which is significant. This indicates that the academic stress significantly predict burnout. The Model Summary table shows that ($R^2 = .09$), which indicates that 9% of the variance in burnout can be predicted from academic stress. Further analysis (Table 6-a) shows the significance of predictor burnout. As is evident from the table that the t-values of academic stress ($t = 3.12^{**}$) is significant which means that academic stress has emerged as the significant predictor of burnout.

Table-7: Mean difference in academic stress and burnout among University students with respect to their domicile.

Variable	Domicile	N	M	SD	df	t-value
Academic stress	Rural	44	3.05	.54	98	.22 ^{NS}
	Urban	56	3.08	.59		
Burnout	Rural	44	2.46	.46	98	1.3 ^{NS}
	Urban	56	2.62	.65		

NS= Not Significant

The results of the analyses as presented in Table 7 indicate that there is no significant mean difference between rural and urban university students in academic stress and burnout.

Table-8: Mean difference in academic stress and burnout among University students with respect to their gender

Variable	Gender	N	M	SD	df	t-value
Academic stress	Male	48	3.12	.55	98	.84 ^{NS}
	Female	52	3.02	.58		
Burnout	Male	48	2.58	.62	98	.42 ^{NS}
	Female	52	2.53	.54		

NS= Not Significant

The results of the analyses as presented in Table 8 indicate that there is no significant mean difference between male and female university students in academic stress and burnout.

Table-9: Mean difference in academic stress and burnout among University students with respect to their domicile

Variable	Parental employment status	N	M	SD	df	t-value
Academic stress	Single parent employed	68	3.10	.58	98	.88 ^{NS}
	Both parents employed	32	2.99	.52		
Burnout	Single parent employed	68	2.47	.59	98	1.93 ^{NS}
	Both parents employed	32	2.71	.54		

NS= Not Significant

The results of the analyses as presented above indicate that there is no significant mean difference between university student whose both parents are employed and whose single parent is employed in academic stress and burnout.

Discussion

The current research paper examined the relationship between academic stress and burnout among university students.

The results of correlational analysis revealed that academic stress has significant positive correlation with burnout among University students. The result of regression analysis revealed that 9% of variance in burnout can be attributed to academic stress. The results are in line with Beusaert, Froehlich, Devos, and Riley, (2016); Betoret, (2009); Fisher, (2011); Mandava, SankarSingaraju, Ganugapanta, and Yelchuri, (2018); Swami, Mathur and Pushp (2013); Wickramasinghe, Dissanayake and Abeywardena (2018).

The results of comparative analysis revealed that there is no significant mean difference in academic stress and burnout with respect to gender, domicile and parents employment status.

The results are in line with Bedewy and Gabriel (2015); Goswami, (2013); Gupta and Rani (2017); Prabu, (2015); Reddy, Menon and Thattil, (2018); Sagar and Singh (2017); Swami, Mathur and Pushp (2013); Yikealo, Yemane, and Karvinen, (2018).

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Imposter Phenomenon and Perceived Stress among High Achievers

Saima Khursheed Beigh* & Dr. Humera Shafi**

Abstract

The present study was aimed to analyze the relationship of Imposter Phenomena with Perceived Stress. The sample comprised of 100 scholars and students studying in different reputed universities of the world. The tools used were Clance Imposter Phenomenon Scale (1985) and Perceived Stress Scale byCohen, Kamarck and Mermelstein (1994). The collected data was analyzed by statistical techniques like descriptive statistics and correlational analysis. The results of correlational analysis revealed that there is a significant positive correlation between Imposter Phenomenon and Perceived Stress. Regression Analysis revealed that Imposter Phenomenon predicts 25% of the variance in perceived stress among high achievers.

Keywords: *Imposter Phenomenon, Perceived Stress, Imposter Syndrome, High Achievers.*

*Research Scholar, Department of Psychology, University of Kashmir.

**Sr. Assistant Professor, Department of Psychology, University of Kashmir.

Introduction

The Imposter Phenomenon is a psychological term referring to a pattern of behavior where people doubt their accomplishments and have a persistent, often internalized fear of being exposed as a fraud. The term was coined by clinical psychologists Pauline Clance and Suzanne Imes (1978), when they found that despite having adequate external evidence of accomplishments, people with imposter phenomenon remained convinced that they don't deserve the success they have. They call their success luck, good timing, and dismissed as other's believing they were better, more intelligent and more competent than they are. Perceived Stress is defined as the extent to which persons perceive (appraise) that their demands exceed their ability to cope (Cohen, 1983). Those with high score on perceived stress are at higher risk for diseases, depression, infectious diseases and premature aging (Carpenter *et al.*, 2004; Epelet *et al.*, 2004; Burns, Drayson, Ring, & Carroll, 2002). People suffering from Imposter phenomenon see themselves as unworthy of the level of praise they are receiving because they do not believe they have earned such recognition based on their capabilities, causing heightened levels of anxiety and stress (Clance & Imes, 1978; Harvey & Katz, 1985; Cowman & Ferrari, 2002; Kets de Vries, 2005; Hutchins, 2015).

Objectives

1. To assess imposter phenomenon and perceived stress among high achievers.
2. To study the relationship between imposter phenomenon and perceived stress among high achievers.
3. To study imposter phenomenon as significant predictor of perceived stress among high achievers.

Research Instruments

Imposter Phenomenon

For the assessment of imposter phenomenon, Clance imposter phenomenon scale developed by Clance (1985) was used. It is a 20-item scale measured on a 5- point Likert scale.

Perceived Stress

For assessment of perceived stress, perceived stress scale developed by Cohen, Kamarck and Mermelstein (1994) was used. The 10-item PSS measures global perceived stress experienced across the past 30 days on a 5-point scale.

Sample

The sample comprised of 100 scholars and students studying at different institutions including the University of Kashmir, Hazratbal; National Institute of Pharmaceutical Education and Research, Mohali; Centre for DNA Fingerprinting and Diagnostics, Hyderabad; Jawaharlal Nehru University, New Delhi.

Results & Interpretation

The results & their interpretation is presented below.

Table 1: showing range of scores of Imposter Phenomenon and Perceived Stress.

Construct	Mean	S. D	Lower Limit – Upper Limit	Low	Average	High
Imposter Phenomenon	2.702	.507	2.19 – 3.20	≤ 2.19	2.20– 3.20	≥ 3.21
Perceived Stress	1.952	.690	1.26 – 2.64	≤ 1.26	1.27 – 2.64	≥ 2.65

Table 2: showing frequency distribution on different levels of Imposter Phenomenon and Perceived Stress.

Construct	Low		Average		High	
	<i>f</i>	%age	<i>f</i>	%age	<i>f</i>	%age
Imposter Phenomenon	14	14%	67	67%	19	19%
Perceived Stress	16	16%	65	65%	19	19%

The above table indicates that 14% of high achievers have low level, 67% have average level and 19% of high achievers have high level of imposter phenomenon. The above table also indicates that 16% have low level and 65% have average and 19% have high level perceived stress.

Table 3: showing Pearson's correlation between Imposter Phenomenon and Perceived Stress

Construct	Perceived Stress
Imposter Phenomenon	.501**

**Correlation is significant at 0.01 level

The above table indicates that there is a significant positive correlation between Imposter Phenomenon and Perceived Stress.

Table 4 : showing regression analysis of Imposter Phenomenon and Perceived Stress.

ANOVA Summary						
Model	Sum of Squares	df	Mean Square	F	Sig.	
Regression	11.841	1	11.841	32.79	.001	
Residual	35.388	98	.361			
Total	47.320	99				
Summary of Predictor Variables						
Outcome	Predictors	B	SE	B	T	Sig
Imposter Phenomenon	Constant	.109	.327		.333	.740
	Perceived Stress	.682	.119	.501	5.726	.001

$R^2 = .25$, ($P = .001$)

The above table displays that Imposter Phenomenon predicts 25% of the variance ($R^2 = .25$; $F = 32.79$) in the Perceived Stress among high achievers.

Conclusion

Findings revealed that 14% of high achievers have low level, 67% have average level and 19% of high achievers have high level of imposter phenomenon. The above table also indicates that 16% have low level and 65% have average and 19% have high level perceived stress. Correlational analysis revealed that there is a significant positive correlation between Imposter Phenomenon and Perceived Stress. Regression analysis revealed that Imposter Phenomenon predicts 25% of the variance in perceived stress among high achievers. The results are in line with Cowman and Ferrari (2002), Kets de Vries (2005) and Hutchins (2015).

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Role of Muslim Women in Transmitting Knowledge: A Study of ‘Aisha (RA)

Juneefa Bilal* & Javad Ahmad Mir*

Abstract

Since the inception of the Islamic Civilization Muslim Women have played a significant role in the preservation and transmission of the fundamental sources of Islamic knowledge, i.e., the Qur'an and the Hadith. Islamic community produced many prominent and leading women figures who are Inspiration and Model for Modern Muslim women folk. The most influential of any of the early Muslim women were Prophet Muhammad's (SAAS) Wives. 'Aisha (RA), the third of the twelve Wives was the most influential for her role as wife, as public political figure after Prophet's death and most importantly for her role as a scholar. This paper will be an endeavour to highlight her Contribution as an inspiration to encourage the Current Muslim Women for the same. Besides to explore Hadrat 'Aisha's (RA) legacy and strategy for laying claim to religious authority and her attempt to clear misinterpretations of issues regarding women, will also be discussed.

Keywords: 'Aisha (RA), Misogyny, Ahadith, Knowledge, Patriarchy

Abbreviated Words: **RA:** Stands for Radeyāllah ‘Anhu; **SAAS:** Stands for Salla Allahu ‘Alaihi Wa Sallam; **H:** Stands for Hadrat.

*Research Scholar, CCAS, University of Kashmir

Introduction

Women have played a prominent role in the preservation and transmission of Islamic knowledge since the beginning of Islamic Era. Particularly, Prophet Muhammad's (SAAS) wives are regarded as guardians of Islamic knowledge. Among Prophet Muhammad's (SAAS) wives, 'Aisha (RA) has circumscribed her prominence in the history.¹ Having a unique intelligence and assertiveness, 'Aisha (RA) has been regarded as Islam's ideal woman scholar. She was one of the earliest reporters of the Prophet's sayings. 'Aisha (RA) was with the Prophet in places and occasions that is impossible for others to be present. She was the exclusive source for information about the family life of the Prophet and his personal life. She was able to ask the most intimate questions to the Prophet himself. Consequently, she serves as a connecting link between the Prophetic times and the contemporary times. She was not a passive student in the understanding and learning the religion of Islam from the Prophet. Her main characteristic was her critical, reasoning, inquisitive and questioning mind. She never quit asking until she fully comprehends. She serves as a role model for the excellence that Muslim women scholars of present times can aspire to and attain. For Modern day Women H.'Aisha (RA) remains a personality worthy of imitation in every respect. Her place and prominence is imprinted in Islamic history as a figure of piety, outspokenness, eloquence, curiosity, and intelligence. In the words of Fida Hussain," 'Aisha (r.a) alone by force of character and keenness of wit won for herself a place in the political and religious history of Islam."²

'Aisha (RA), as a scholar, was widely acknowledged and respected by both men and women. Many companions of the Prophet including *al-Khulafa al-Rashidun* (the Rightly-Guided Caliphs) frequently visited 'Aisha (RA) to learn Islamic knowledge. Those who were not able to visit 'Aisha in person sent either envoys or letters, explaining their questions and queries.

¹ Sources used in this paper have various spellings for 'Aisha's name. This paper will solely spell her name as 'Aisha (r.a).

² Fida Hussain Malik (1994), *Wives of the Holy Prophet*, Adam Publishers, New Delhi, p.124.

Regarding the exceptional knowledge of 'Aisha (RA), Muhammad ibn Shihab al Zuhri said, "If Ilm of all people is gathered and then the Ilm of Umhat-ul- Moominoun is also added to it, still the Ilm of Hazrat 'Aisha will be more."

During her entire life, 'Aisha (RA) was a strong advocate for the education of Muslim men and women in all the Islamic Sciences. Her genius did not only benefit those who lived during her lifetime, but continued to shed light on those who came after her. Her sound scholarship in Islamic disciplines includes Hadith, Tafsir, fiqh and Kalam. Besides religious sciences, she has expertise in Arab medicine, Arab poetry, Arab history and Arab genealogy. The present paper begins with a concise overview of the contribution of 'Aisha (RA) to the realm of Islamic disciplines like Hadith, Tafsir and Fiqh. The purpose of this paper is also to review the position and contribution of 'Aisha (RA) in the Islamic history, and hence, contribute a value oriented work plan for contemporary women scholars. 'Aisha's (RA) approach of revising sayings of companions serve as an example of how contemporary women scholars can and should bring their critical perspectives to the constitution of religious knowledge.

'Aisha's (RA) contribution towards Hadith

'Aisha (RA) is listed in top-ranking among those who have narrated a great number of Prophetic Ahadith. Due to her unrivalled intelligence, memory and reliability, 'Aisha (RA) was known to be a famous source of Hadith.³ She had a photographic memory as well. She never forgot what she had heard, and could always recall it in the right place at the right time. She conveyed ideas especially expressing *Sunnah*, the way Prophet lived his life. As she was the Prophet's wife and a close companion, soon after his death *Sahaba* began consulting 'Aisha (RA) on the Prophet's sayings and deeds. Her verification of the Prophet's ways of worship and his human interaction allowed for development of knowledge of his *Sunnah* of

³ Hoda Elsadda (2001), "Discourses on Women's Biographies and Cultural Identity: Twentieth-Century Representations of the Life of 'Aisha, *Feminist Studies*, vol.27, no.1,p.40.

praying, worshiping and ethical matters.⁴ She is one of the pioneers in the world history of Hadith tradition, not only as one of the earliest transmitters of the largest number of hadith reports, but also as one of the most cautious interpreters of them. Traditions attributed to 'Aisha (RA) are well represented in the two genres of hadith compilation which emerged during the formative period: the *musnad* and the *musannaf*. The *Musnad's* of *al-Tayalisi*(d.818), *al-Humaydi*(d.834), *Ibn Rahawayh*(d.852), *Ibn Hanbal* (d.855), as well as *Abu Ya'la*(d.919) all contain narrations of 'Aisha(RA). The *musannaf* of 'Abd al-Razzaq al-San'ani(d.826) contains a number of hadith attributed to 'Aisha(RA). The total number of ahadith narrated by her are 2210 among which 174 are *mutafaqun 'alehi*(agreed upon). Besides this, 54 are in *Sahih Bukhari* and 69 are present in *Sahih Muslim*.⁵ She has narrated not only on the matters related to the Prophet's private life but also on topics such as inheritance, medicine and literature. In the well-known biography of Prophet Muhammad (SAAS), *Sirah Ibn Hisham*, she is the source of some twenty details of Prophet's life-story.⁶ 'Aisha(RA) used to comment on the reports of many companions who misunderstood the narrative due to tardiness or premature departure. She revised twenty-five sayings which were attributed to Prophet by his companions. These twenty-five revisions by 'Aisha (RA) were compiled by the later scholars and commentaries were written on them which will be mentioned and discussed later.

'Aisha's (RA) contribution towards exegesis (*Tafsir*)

One of the important contributions of 'Aisha (RA) was her interpretations of the Qur'an. Her exceptionality in interpreting the Qur'an was also due to her closeness to the Prophet. She used to answer the questions and queries of people regarding the verses of Qur'an especially

⁴ Leila Ahmad (1992), *Women and Gender in Islam: Historical Roots of a Modern Debate*, Yale University Press, p.51.

⁵ Aisha Geissinger (2011), 'Aisha bint Abi Bakr and her Contributions to the Formation of the Islamic Tradition, *Religion Compass*, vol.5,no,1, p.39.

⁶ Ibid, p.41.

to the verses pertaining to women.⁷ One of her close student and nephew Urwah bin Zubayr says, "I remained in the company of 'Aisha(r.a), I have not seen anybody knowing more than her about the shan-i-nazul of ayat."⁸ By the 8th century, various interpretations which were ascribed to 'Aisha(RA) apparently came to be cited in the exegetical works. Tafsir chapters in *Al-Bukhari*, *al-Muslim* and *al-Tirmidhi* contain significant percentages of traditions ascribed to 'Aisha. She is also presented as a prolific female source of traditions in the Tafsir chapter in al-Hakim Naysaburi's *Mustadrak*. Traditions attributed to 'Aisha (RA) appear in many famous classical tafsir works, such as those by *al-Tabari*, *al-Maturidi* and *al-Tha'labi*.⁹ 'Aisha (r.a) is also credited with playing a role in the transmission and preservation of the written Qur'anic text. Also, a number of variant readings of the Qur'an are attributed to her.¹⁰

'Aisha's (r.a) contribution towards Jurisprudence (fiqh):

'Aisha (RA) was possessing a comprehensive mastery over *fiqh*. She was one of the few Muslim scholars who could make original rulings based on the previous knowledge of the Qur'an and the Sunnah. When a matter was brought before 'Aisha (RA), she first resorted to the Qur'an and the Sunnah and searched for a similar judgement. On matters where she could not find any support, she used to interpret that by applying logical reasoning (*qiyas*).¹¹ Many scholars appreciated her for knowledge in *fiqh*. Scholars like Abu Salama ibn Abdurrahman, one of the seven famous jurists of the city of Madina, expressed that they never saw someone more knowledgeable than 'Aisha(RA). According to Abu Umar ibn Abdul barr," 'Aisha (RA) was a unique product of her era". Qasim bin Mohammad said that 'Aisha had become like a self-governing *fatwa* office during the caliphs. During the caliphate period of Rightly Guided Caliphs people used to come from Basra, Kufa, Damascus and Egypt to Madina to ask

⁷ Sayyed Mohamed Muhsin, Women, Education and Empowerment: An Inclusive Model from the Life of 'Aisha (r.a), International Islamic University Malaysia.

⁸ Aisha Geissinger (2011), 'Aisha bint Abi Bakr and her Contributions to the Formation of the Islamic Tradition, *Religion Compass*, vol.5,no,1, p.40.

⁹ Ibid.p.44.

¹⁰ Ibid., pp.42,43.

¹¹ Fatih Harpci (2015), 'Aisha, Mother of the Faithful, The Prototype of Muslim Women Ulama, *Al-Jami'ah*, vol.53, no.1, p.172.

'Aisha(RA) questions.¹² Some used to send their questions and queries through letters. Exemplary jurists like Alqa'ma and Sa'eed bin Musaib has benefited from 'Aisha (RA).¹³ Ibn Sa'd recounts in his famous book *Tabaqat* that 'Aisha (RA) gave rulings during the reigns of Umar (RA) and Uthman (RA).¹⁴ The late medieval writer, Ibn Hajar al-'Asqalani famously states that one-fourth of the laws of the Shari'ah are based on traditions from 'Aisha.¹⁵

Besides religious sciences, 'Aisha (RA) was expert in Arab medicine, Arab history, Arab poetry and Arab genealogy. She learnt these sciences from her father, Abu Bakr (RA). She had attained a unique place in the area of poetry and literature. Her sense of eloquence, rhetoric and poetry was outstanding. Musa ibn Taulha said; " I saw no one better than 'Aisha (r.a) in eloquence or clarity of speech."¹⁶

'Aisha's (RA) Revision of Narrations:

'Aisha (RA) revised some twenty-five sayings of the companions of the Prophet which they have attributed to Prophet. She critiqued the narrations and opinions of many companions. These twenty-five sayings of the 'Aisha (RA) was compiled by Abu Mansur 'Abd al-Muhsin bin Muhammad bin 'Ali al-Baghdadi (d.489). Subsequently, Muhammad ibn 'Abd Allah Badr al-Din al- Zarkashi composed a commentary on al-Baghdadi's examples entitled: "*al-Ijaba fi-ma istadrakat 'Aisha 'ala al-Sahaba*" ("*The Answer to What 'Aisha Revised from the Companions*"). Finally, Jalal al-Din al-Suyuti composed another commentary on this material entitled: '*Ayn al-Isabah fi istidrakat 'Aisha 'ala al-Sahaba* ('Aisha's Revisions).¹⁷ These works highlight the approach and strategy of 'Aisha (r.a). 'Aisha (r.a) used the Qur'anic teachings and the Sunnah of the Prophet as a solid basis for refuting and correcting the sayings of the companions. Now, I will try to highlight those objections and revisions of 'Aisha (r.a) which

¹² Ibid.

¹³ Syed Jalaluddin Umari (2002), *Aurat Islami Muasharah Mein*, New Delhi, , p.137.

¹⁴ Aisha Geissinger (2011), 'Aisha bint Abi Bakr and her Contributions to the Formation of the Islamic Tradition, *Religion Compass* , vol.5, no.1, p.39.

¹⁵ Ibid.

¹⁶ Fatih Harpci (2015), 'Aisha, Mother of the Faithful, The Prototype of Muslim Women Ulama, *Al-Jami'ah*, vol.53, no.1, pp.174,175.

¹⁷ Mohammad Akram Nadvi (2007), *al-Muhaddithat: The Women Scholars in Islam*, Interface Publications, London, p.220.

she raised against those hadith reports which were related to women. 'Aisha (r.a) raised objections at a time when feminism, modernism and westernization were not yet forces to be reckoned with. Her objections are true precursors to the concerns raised by Muslim women today. Some examples of 'Aisha's (r.a) revisions are given below:

Ahmad bin Hanbal (d.855) narrated the following in his *Musnad*; Two men entered 'Aisha's (r.a) house and said: "We heard Abu Hurayra (r.a) saying that the Prophet said, 'Affliction resides in women, donkeys and homes.'" 'Aisha (r.a) was markedly disturbed by that and said: "I swear by HE who revealed the Qur'an upon Abu al-Qasim (Prophet Muhammad) that he did not speak like this. Rather the Prophet of Allah (SAAS) said, "The people used to say during the Jahiliyya women, animals used for transportation and home bring bad-omen."¹⁸

To this, 'Aisha recited the verse of the Qurán: No calamity falls on earth or in yourselves but it is inscribed in the Book of Decrees before we bring it into existence. Verily, that is easy for Allah. In order that you may not grieve at the things that you fail to get nor rejoice over that which has been given to you. And Allah likes not prideful boaster.(57:22-23)

It is clear from the above example that 'Aisha (r.a) knows that the Qur'an denounces superstitions and thus, an authentic (*sahih*) hadith could not contradict the Qur'anic view.

In another example, 'Aisha (r.a) refuted a misogynistic hadith by evoking the Sunnah of the Prophet. In this hadith, narrated by Abu Hurayra (r.a), the Prophet is said to have reportedly cautioned against three mishaps, the occurrence of which could invalidate a person's prayer. These included the passing by of a woman, a beast of burden, or a black dog. To this, 'Aisha (r.a) exclaimed:

Would you equate us with beasts and hounds! By Allah, the Messenger of Allah (SAAS) used to go about his prayer (salah) as I was stretched on the bed between him and the qibla. I felt I

¹⁸ Ahmad Ibn Hanbal, Musnad.

*needed to go to the restroom and did not want to stay there and cause distraction to the Messenger of Allah, so I quickly sneaked between his feet.*¹⁹

In forcefully refuting the implicit misogyny of such hadith, 'Aisha (r.a) was defending the integrity of the teachings of the Prophet.

Another example is a tradition which relates that when 'Aisha (r.a) was informed that the companion Abu Sa'id al-Khudri was saying that the Prophet had forbidden any woman to travel unless accompanied by a *mahram*, she objected rhetorically asking, 'Does every woman have a *mahram*?²⁰

'Aisha's (r.a) analysis and criticism of the various hadith narrations, and in her debates with a number of the Prophet's companions, she countered claims insinuating that women were inferior in their religion or intellect. She stressed the importance of narrating hadith in their entirety, highlighting the context in which they were uttered. Hence, she commented on the reports of many who misunderstood the narrative due to tardiness or premature departure. With a distinctive rhetorical skill, she would tactfully analyze, criticize, correct, and debate in order to expose the weak points in any report she found offensive and incorrect.²¹

'Aisha (r.a): Model for Present Women Scholars

In Islamic scholarship, there has also been a tradition of male dominance in writings on the religious and gender issues. Of late the trend seems to have changed. The Muslim women scholars have come forward and started analyzing their issues by directly going to the primary sources the Quran and the Sunnah. By doing this, they have come up with a fresh understanding of the women issues. The prominent names in this category are Zainab Alwani, Amina Wadud, Leila Ahmed, Fatima Mernessi, Ayesha Hidayatullah, Mir Ziba Hossenia, Kecia Ali, etc. Their remarkable contribution has influenced the Muslim World.

¹⁹ Bukhari and Muslim.

²⁰ Aisha Geissinger (2011), 'Aisha bint Abi Bakr and her Contributions to the Formation of the Islamic Tradition, *Religion Compass*, vol.5,no,1, p.42.

²¹ Zainab Alwani (2013), Muslim Women as Religious Scholars: A Historical Survey, *Muslima Theology*, Peterlang Edition,p.57.

Not only in the Islamic disciplines, contemporary Muslim women excelled in the fields of science, literature, law, medicine, administration, etc. Some of them reached a high degree of scientific brilliance in their speciality fields. They are breaking the stereotypes regarding the roles of women in Islam. 'Aisha's (r.a) position and contribution in the Islamic history provide a value-oriented work plan for these women scholars and other future scholars. Muslim women are supposed to walk into literary, religious, social involvement with confidence realizing the quest for dignity and enhancement by participation in the progress of society as it is their right and obligation. It was the pathway paved by 'Aisha (r.a) by her devoted life.

Conclusion

'Aisha's (r.a) life is remarkable and sets an example for the contemporary Muslim women. She always stood for what she thought to be true and right. Today many stereotypes are prevailing in the Muslim societies regarding the role of Muslim women, 'Aisha's (r.a) explodes those stereotypes. She not only contributed in the Islamic disciplines like Hadith, Tafsir and fiqh but also in the fields of Arab medicine, Arab poetry and Arab genealogy. Her scholarly efforts need to be properly emphasised. Today Muslims are in need of a future 'Aisha, as stereotypes and misconceptions regarding women roles are at a peak in Muslim societies. It is needed to activate the motivating life story of 'Aisha (r.a) and her work plan in actions once again. It is the need of the hour that we need such women scholars who not only by their knowledge but also by their outspokenness and confidence can break these stereotypes and misconceptions. 'Aisha (r.a) remains a role model for many contemporary Muslim women scholars. Today Muslim women may take 'Aisha (r.a) not only as a pious example, but follow her intelligence, curiosity and reasoning.

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Post traumatic growth and psychological well-being among adolescent victims of Kashmir
conflict

Samina* & Nelofar Bashir**

Abstract

The present study aims to investigate the relationship between psychological well-being and post traumatic growth among adolescents who have lost their siblings in armed conflict. The sample of the present study comprises of 50 adolescents selected purposively. Psychological well-being scale by Ryff and Post-traumatic growth inventory by Cann, et. al., were used to collect data. The result of correlational analysis revealed that there is positive and significant correlation between psychological well-being and post-traumatic growth. The result of regression analysis revealed that 23% of variance in post-traumatic growth can be attributed to psychological well-being. Further the comparative analysis revealed that there is a significant mean difference in both psychological well-being and post-traumatic growth with respect to gender. Psychological well-being and post-traumatic growth were found to be significantly high among adolescent boys.

Keywords: *Post-traumatic growth, Psychological Well-being, Conflict, Adolescents.*

*Research Scholar, P. G Department of psychology, university of Kashmir.

**Research Scholar, P. G Department of psychology, university of Kashmir.

Introduction

The partition of India in 1947 gave rise to Kashmir Conflict that continues today. When India was partitioned, it heralded an era of dispute between the divided nations over the control of Kashmir (Ganguly, 1996, 1997). The conflict thereafter took the form of armed conflict and the people of Kashmir were caught in a recurring pattern of military crackdowns, mass local protests, gun battles (between police and militants), local calls for shutdowns and government imposed curfews. The conflict has a negative impact on the psychological, social and economic life of people living in Kashmir and has resulted in a wide range of psychological and behavioral problems. People of Kashmir have been affected by the prevailing political unrest and this in turn has resulted to militancy, stone pelting, and other serious issues (Naqshbandi & Amin, 2013).

Despite the fact that being exposed to trauma or stressful circumstances can negatively impact individuals in many ways, increasingly there is a growing body of literature suggesting the existence of perceived positive outcomes in the aftermath of a traumatic event. Helgeson, Reynolds, & Tomich (2006); Tedeschi & Calhoun (1996) and Tedeschi and Calhoun (1995) termed this process as Post-traumatic Growth (PTG).

Post-traumatic growth (PTG) is positive psychological change experienced as a result of adversity and other challenges in order to rise to a higher level of functioning (Tedeschi & Calhoun, 2004). These circumstances represent significant challenges to the adaptive resources of the individual, and pose significant challenges to their way of understanding the world and their place in it (Tedeschi et al., 2004). Post traumatic growth involves "life-changing" psychological shifts in thinking and relating to the world, that contribute to a personal process of change, that is deeply meaningful (Tedeschi et al., 2004). Post traumatic growth has been conceptualized as positive psychological changes in self-perception, interpersonal relationships, and philosophy of life.

As far as psychological wellbeing is concerned, is a state at which an individual realises his/her own potential, how to cope with everyday life stresses, work their most efficient and contribute to his/her community the best way they can. Psychological wellbeing is a relatively stable construct which captures those aspects of human functioning which are likely to lead to adaptive human functioning and positive experiences. Carol Ryff and her colleagues (1995) argued that to be psychologically well is more than just to be free of distress and mental problems and proposed a complex 6-dimensional model of psychological well-being. Ryff, 1995 describe wellness as trajectories of continued growth across the life cycle. According to Ryff (1989), a unified theory was needed to encompass this multidimensional construct. Hence, the convergence of these multiple frameworks of positive functioning served as the theoretical foundation to generate a multidimensional model of psychological well-being (Ryff, 1995). Ryff (1989, 1995) proposed the multidimensional construct of psychological well-being that is composed of six distinct components. In combination, these dimensions encompass a breadth of wellness that includes positive evaluations of oneself and one's past life (self-acceptance), a sense of continued growth and development as a person (personal growth), the belief that one's life is purposeful and meaningful (purpose in life), the possession of quality relations with others (positive relations with others), the capacity to manage effectively one's life and surrounding world (environmental mastery), and a sense of self-determination (autonomy).

Objectives

Keeping the need and purpose in mind the following research objectives were formulated:

1. To study the relationship of psychological well-being and post-traumatic growth among adolescent victims of Kashmir conflict.
2. To study psychological well-being as determinant of post-traumatic growth among adolescent victims of Kashmir conflict.

3. To compare psychological well-being and post-traumatic growth among adolescent victims of Kashmir conflict with respect to gender.

Methodology

Sample

The subjects were selected purposively with following inclusion criteria:

- Survivor of armed conflict.
- At least one year must have passed after having the encounter with the experience.
- Victims who got affected during the unrest of 2016-2017 in Kashmir.

Tools

The following tools were used for data collection:

1. **Ryff's Psychological Well-being Scale (Ryff, 1995):** This scale is used to measure the psychological well-being of respondents. It consists of 18 items which measure six dimensions of psychological well-being (Autonomy, Environmental mastery, Personal growth, Positive relations, Purpose in life, Self-acceptance) and each item is scored using a six-point scale
2. **Post-traumatic growth inventory (Cann et.al., 2010):** This scale is used to measure the post-traumatic growth. The Post traumatic Growth Inventory Short Form (PTGI-SF) assesses positive changes experienced in the aftermath of traumatic or life-changing events, reflecting five domains: appreciation of life, relating to others, new possibilities, personal strength, and spiritual change (Tedeschi & Calhoun, 1996). It consists of 10-item measured on a 6-point Likert scale

Results and Interpretation

After collecting data, the scoring of the obtained data was done. Relevant statistical tests like correlation analysis, regression analysis and comparative analysis were applied.

Table 1: Correlation between psychological well-being and Post-traumatic growth

Variable	Post-traumatic growth	Sig
Psychological well-being	.488**	0.01

As per the above table, psychological well-being has significant positive correlation (.488**) with post-traumatic growth.

Table 2: Showing multiple regression analysis of psychological well-being and post-traumatic growth.

Multiple regression analysis (ANOVA summary)

	Sum of Squares	Df	Mean square	F	Sig
Regression	164.236	1	164.236	15.037	0.001
Residual	524.264	48	10.922		
Total	688.500	49			

Multiple regression analysis (summary of predictor variables)

Outcome	Predictor	B	SE B	Beta	t	sig
	Constant	27.432	2.689		10.202	.001
	Psychological well-being	.136	.035	.488	3.878	.001

$R^2=.23$

The earlier table reveals that 23% of variance in post-traumatic growth can be attributed to psychological well-being. ($R^2=.23$).

Table 3: Mean difference in Psychological well-being and Post-traumatic growth in adolescents with respect to gender

Variable	Gender	N	Mean	SD	df	t- value
PW	Male	25	82.00	7.18	48	3.940**
	Female	25	68.84	15.07		
Post-traumatic growth	Male	25	39.76	1.42	48	4.624**
	Female	25	35.64	4.22		

****P 0.01 level**

The above table indicates that the t-value of psychological well-being ($t=3.940$) and post-traumatic growth ($t= 4.624$) are significant at 0.001 level. Comparison of means reveals that psychological well-being and post-traumatic growth was significantly higher in boys (PWB; $M=82.00$, $S.D=7.18$) (PTG; $M=39.76$, $S.D=1.42$) as compared to girls (PWB; $M=68.84$, $S.D=15.07$) (PTG; $M=35.64$, $S.D=4.22$).

Discussion

The present study attempted to investigate the relationship of psychological well-being and post traumatic growth among the adolescents of Kashmir conflict. The results of this study showed that there is a significant positive correlation between psychological well-being and post-traumatic growth. The regression analysis revealed that 23% of variance in post-traumatic growth can be attributed to psychological well-being. The results are in line with the studies conducted by (Abraido & Guier, 1998; Mols, Coebergh, van de Poll-Franse, 2009; Ogińska-Bulik, 2014; Urcuyo, Boyers, Carver, Antoni, 2005). The study further revealed significant difference between adolescent boys and girls in terms of both psychological well-

being and post-traumatic growth. Psychological well-being and post-traumatic growth was significantly higher in adolescent boys as compared to girls. The results are in line with (Tedeschi and Calhoun (1996); Park, Cohen, and Murch (1996); Bellizzi, 2004; Jang, 2006; Milam, 2004; Milam, Ritt-Olson, Tan, Unger, & Nezam, 2005).

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Social representation of health

Hafsa Shafiq*, Nida Nazir*, Sakina Altaf*, Shariqa Hassan*, Insha Sultan*, Sartaj

Malik*, Mohammad Saleem* & Yasir Hamid **

Abstract

The aim of this research piece is to understand how people conceptualize health in the light of socioeconomic realities in which they are born and brought up. The theory of social representation has proved to be useful in understanding the socio cultural phenomena including the phenomenon of health. Defining health through social representation approach involves linking of individual thinking with social knowledge shared by people having shared identities, beliefs, norms, ideologies and other related aspects. A flexible study design was pursued in order to understand how common man perceives health. To obtain the required data, interviews were carried out in Kashmir with common people from various backgrounds. A sample of six was used in our research which included the respondents from different strata of society reflecting their economic status, sex, age, literacy and domicile. The thematic analysis of the data revealed that the diverse understanding of the concept of health exists among common folks which were rooted in their socioeconomic realities.

Keywords: *Social Representation, Health, Socio Economic Realities.*

* Student, Department of Psychology, University of Kashmir

** Assistant Professor, Department of Psychology, University of Kashmir

Introduction

Right from the inception of human existence, the cultures around the world have concerned itself to understand the concept of health. More precisely what it means to be healthy and how health can be defined. The general understanding of health has evolved over time reflecting the beliefs, mindsets, traditions and cultures of people belonging to a particular era including their medical understanding as well. It's very well acknowledged fact that individual's ideas and perceptions about the health and illness have impact upon their health attitude and behaviour. These ideas and perceptions can be understood through the phenomena of social representation that places the construct of health in social, psychological and cultural context.

The concept of social representation was originally propounded by a social psychologist, Serge Moscovici who defined social representations as, *“a collective elaboration of a social object by the community for the purpose of behaving and communicating. Then the elaborative objects become social reality by virtue of the objects representation which the community holds. Hence subject and object are not regarded as functionally separate”* (1973, Foreword).

In other words, social representation is the collection of thoughts and feelings which are expressed in verbal and overt behaviour of the people which constitutes an object for a social group. These representations are formed on day-to-day basis and do not exist on their own (Murray, 2008). They are constructed in culture and are not an individual psychological or a cognitive construct (Oswald & Erendira, 2013). Social representations perform dual functions; one is to establish a framework of order to guiding social subjects in the symbolic and material world they inhabit and the other is to enable communication between the members of a collectivity through a shared code to name and classify objects and processes.

Social representations are social products derived from interaction and their nature is relational. These representations do not constitute reality as they are inter subjective processes in which the natural world becomes known and is represented (Jovchlovitch, 2001). The concept of social representations as developed by Moscovici (1976, 1984) attempts to dissolve the boundary that divides concept from percept, and individual from society, by posing representation as phenomena with a dual nature. For example, perceiving illness as a real entity involves both individual images and social norms operating within a single modality (Herzlich & Graham, 1973). Hence, what people say about health and illness reflects not only their individual perspective upon these matters but also the way that society constructs these issues. Therefore, the study of such social representation promises more than a description of the ideas people share about health and about illness. It offers a broad framework to obtain information about people's perception, understanding and management issues pertaining to health seeking behaviour.

Defining health and illness through social representation approach involves linking of individual thinking with social knowledge shared by people having shared identities, beliefs, norms, ideologies and other related aspects. So, they should not be regarded as logical and consistent patterns of thinking instead, they may be full of thought fragments and conflicting ideas. The theory allows for the co-existence of competing and contradictory forms of knowledge in one and the same community, culture and individual (Wagner *et al.*, 2000). This concept was defined by Moscovici by the term 'cognitive polyphasia'.

Methodological considerations

This research aims at gaining a thorough knowledge of '*social representation of health*' among common people. In the present study, the researchers interacted with the common people in order to gain an understanding of how they conceptualize the notion of health. For this purpose, it seems appropriate to illuminate the understanding of social representation as

we construe our understanding of world and the society by experiences within which a person is born and brought up. In order to acquire the required data, semi-structured interviews were carried out in Kashmir with common people from various backgrounds. Population used in our research includes the respondents from different strata of society reflecting their economic status, sex, age, literacy and domicile. For the present study of '*Social Representation of Health*' we used non proportional quota sampling which is a sub type of non-probability sampling also known as '*soft quotas*' that captures minimum number of respondents in specific groups, where we chose a sample of six common individuals representing their respective strata, that is, economic status (in terms of income), sex (male/female), age (middle aged and elderly), literacy (literate and illiterate) and domicile (urban/rural).

The interviews were transcribed and the data gathered was analysed by using the technique of qualitative thematic analysis by Braun and Clarke. The thematic analysis allowed to identify the patterns of themes in interviews. The essence of the concept of health as emerging from the interviews with the common folk of Kashmir was rationalized through the three themes of *physicality, mental health and social milieu*.

Discussion

The social representation of health as understood by the common man in Kashmiri society is not analogous; rather health is understood as a polymorphous category where health is seen to be emanating from various dimensions. It was found that health is a heterogeneous concept that is shaped by a range of social factors including education, socio-economic position, gender and age.

The people interviewed in this research essentially defined health in the light of socioeconomic realities in which they are born and brought up. These definitions revealed the diverse understanding of the concept that exists among common folks. A person is in essence

a social being and health is defined and understood with reference to the social context. In other words, health and the notion of healthy person are meaningless terms if we exclude the social context. Individuals make sense of these different understandings which come to the light through the process of *cognitive polyphasia*. It is through this process that pluralities of thoughts can coexist. The concept of health is also subjected to the process of cognitive *polyphasia* where an individual's socio-economic realities shape his/her conceptions of this subject. People tend to see the world and its phenomena through the very contextual lens of their socio-economic realities. A brief exposition of the themes extracted are summarised as:

Physicality: A State of Vigor and Strength

Right from the inception of human existence, health has been the pivot and central tenet around which our lives revolve and it has always been celebrated to be engrained in the concept of physicality. Physical strength has been seen as an essential prerequisite for survival, hunting and gathering of food and even after settling down, physical fitness and strength are needed for agriculture and allied practices. In the modern times, health has been broadly seen as being related to physical strength. The data analysis in our research highlighted physical vigor and strength as a proxy measure of health among the common people in Kashmir. However, physical aspects of health do vary with age and gender. To qualify this physical health it has been found that the elderly rural illiterate male respondents in the present study have seen physicality in relation to the productivity and functionality as well in accordance to their gendered roles. Males prioritize physical health in terms of being provider of the family. On the other hand, females prioritize physical health as the part of fulfilling their dual roles, the primary role as a homemaker and the subsidiary role. For them serving the needs of their family is important which in turn limits their own choice. In contrast to the rural females, the elderly urban literate female prioritizes physical health in order to accomplish their primary traditional role as a homemaker. For middle-aged literate

urban respondents, attainment and maintenance health is governed by an individual's socioeconomic realities. Those with stable economic background, focused on luxuries of life including diet, nutrition, hygiene, exercise, adventure, outdoor activities, and food habits. They also pointed that hygiene was a resultant of education and observation. These findings reflect emotions which are engrained both in terms of social, economic and their own sense of what health means.

Mental Health: A State of Sound Mental Wellbeing

The second key theme in the basic understanding of health is the inclusion of mental health as a part of health. Not many did talk about mental health as a factor of health, but among those who did were the middle-aged literate urban males. Although, they belonged to the same socio-economic background, they differed in their understanding of mental health. Mental health was defined in terms of absence of illness, interdependence between mind and body, pro-social behavior, ability to cope and work efficiently, morality and capacity to organize things, all of which culminates into a *happy life*.

Social Aspects: Coloring Conceptualizations of Health

Health is not only dependent on what happens inside us but also what happens outside. Health is impacted by the social factors and physical conditions of environment in which people are born and raised. These factors impact health, functioning and quality of life outcomes. Along with the availability of resources to meet daily needs social factors do include social norms and attitudes such as social support, social interactions and socioeconomic conditions. Health is based on the extent to which an individual is able to fulfil his social roles and the social support he gets. The presence of social support significantly predicts the ability to cope with stress and gives strength to carry on and even thrive. It not only improves a person's wellbeing, it affects the immune system as well. Poor social support has been linked to depression. In human life, social roles are ubiquitous. They

are important mechanisms through which basic psychological needs can be satisfied, and as such, fulfilling social roles has the capacity to enhance psychological health.

The data analysis of present study highlighted social role fulfilment and social support as an index of health. Both men and women gave equal importance to the roles they need to play. But these roles varied, for rural male as a supporter of the family and for rural female as a homemaker. However the urban male, in addition to fulfilling these social roles accentuated importance of the power of adaptability and capacity to balance relationships as an attribute of health. Further the notion of social support in maintenance of health was brought to light by an urban literate male respondent.

Conclusion

Health depicts the individual's wholesome mental, moral, sound and spiritual values having coherence and developing correspondence to the wellness in every aspect of individual's life. Health related behaviours and the processes are an integral part of the culture of a social group in which they occur to such an extent that medical and healthcare systems are considered to be the cultural systems consistent with the social groups that produce them. Social representations offer a broad framework to obtain information about people's perception understanding and management issues pertaining to health seeking behaviour.

Our findings showed that it seems appropriate to study social representations associated with health in various socio-cultural contexts in order to explore possible modulations. These findings must be taken in a broader perspective and contextualized in the larger area social knowledge of which they form a part. Kashmir seems to be homogeneous population at superficial level; nevertheless, each individual has his/her own unique experiences that guide his/her perception of things. The present study also reflected that people in Kashmir do not conceptualize health as a unitary process, rather a polymorphous category. The importance of this research is increasing, as health is an important aspect of one's life and its significance is

reflected in every sphere of life. These findings may provide a guide to a more comprehensive study project, which investigates in higher depth the social significance and position of health in our culture and history.

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Teacher Self Efficacy and Collective Efficacy with respect to Academic and Organizational
Variables in the School Setting

Rabia Rasool^{*}, Amira Wali^{}, Navshad Ahmad Wani^{***}**

Abstract

Teacher Efficacy is a cognitive process in which teachers construct beliefs about their capacity to perform at a given level of attainment. The self-efficacy is a fall out of Albert Bandura's Social Cognitive theory, the main premise of the theory being, that behavior, cognitive and other personal factors, and the environment interact to influence each other through the process of reciprocal determinism. A bulk of literature is available on the subject which warrants a review in the context of the title of the paper. Research regarding Teacher Efficacy has serious implications both in individual and collective levels of teaching. The educator's sense of teaching efficacy pays huge dividends for schools in the form of competitive academic climates, positive work atmosphere, lessened job stress and higher student outcomes. This article is an endeavor to revisit the research on the subject and evaluate the gaps.

Key words: *Teacher Self Efficacy, Collective Efficacy and Organizational and Job Variables*

*Assistant Professor, Department of Economics, Government Degree College, Handwara, J&K.

** Assistant Professor, Department of Social Work, Government Degree College, Baramulla, J&K.

*** Assistant Professor, Department of Psychology, Government Degree College, Baramulla, J&K.

Introduction

Since good teaching is of central importance to students' achievements, schools must examine their professional development practices to determine whether they meet the needs of individual educators or need an overhauling in their organizational practices. Activities that encourage teachers at every career stage to be reflective practitioners, decision makers, problem solvers, and researchers are pertinent to professional as well as organizational development (Yost, 2002). In order to affect a positive change in the class room, teacher characteristics like communication skills, instructional style, planning and management skills, content knowledge, motivation, persistence and teacher efficacy should be examined.

Teacher Efficacy and Teacher Collective Efficacy - A theoretical Conceptualization

The construct of self-efficacy¹ is a fall out of Albert Bandura's *Social Cognitive theory*², the main premise of the theory being, that behavior, cognitive and other personal factors, and the environment interact to influence each other through the process of reciprocal determinism. Bandura (1977) defined perceived self-efficacy as belief in one's capabilities to organize and execute the courses of action required to produce given attainments. Self-efficacy is a future oriented belief that influences thought patterns and emotions that enable actions in which people expend substantial effort in the pursuit of goals, persist in the face of adversity, rebound from temporary setbacks, and exercise some control over events that affect their lives. Bandura (1986, 1997) suggested four factors that contribute to self-efficacy: Mastery experiences, physiological and emotional states, vicarious experiences (following a modeled skill) and social persuasions.

¹As initially described in his 1977 article "Self-efficacy: Toward a Unifying Theory of Behavioral Change "

²Bandura, 1986,1997

Teacher Efficacy (TE)

Teacher Efficacy is a type of self-efficacy, a cognitive process in which teachers construct beliefs about their capacity to perform at a given level of attainment. TE is the “teachers belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated” (Guskey & Passaro, 1994). “Simply put, teacher efficacy is a self opinion and conviction of a teacher in his teaching ability. It supports the view “I think I can” (Yost, 2002).

Teachers’ Collective Efficacy (TCE): Collective efficacy at the school level, is the extent to which perceptions of efficacy, either high or low, are shared across teachers in a school building. This is the organizational dimension to TE. Within the organization, perceived collective efficacy represents the beliefs of group members concerning “the performance capability of a social system as a whole” (Bandura, 1997). An enquiry into collective efficacy beliefs emphasises that teachers not only have self-referent efficacy perceptions but also beliefs about the conjoint responsibility of a school faculty(perceived collective efficacy). As such it is a useful construct for educational researchers.

Association between TE and TCE

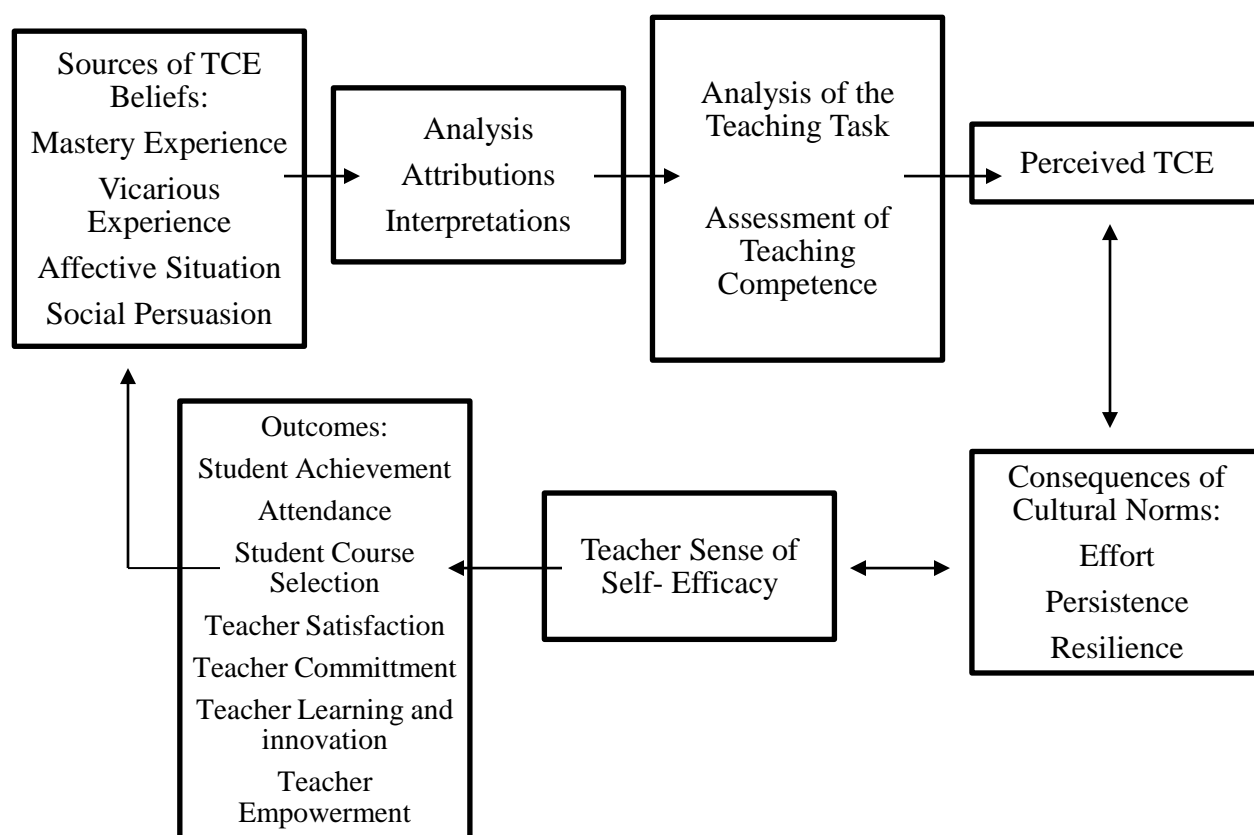
“People working independently within a group structure do not function as social isolates totally immune to the influence of those around them... the resources, impediments, and opportunities provided by a given system partly determine how efficacious

individuals can be, even though their work can be only loosely coupled³."

This argument by Bandura gives us the basis of expecting a positive relationship between TE and TCE. He adds that although conceptually distinctive, TE and TCE should be seen as interdependent since such beliefs are socially situated, where embedded group dynamics can inevitably influence individual appraisal of efficacy.

Conceptualization of TE, TCE and their expected outcomes⁴

This model proposes the formation, influence and change of perceived collective efficacy in schools.



³Bandura, 1997

⁴ As proposed by Goddard, Hoy, & Woolfolk Hoy, 2004

Research in Teacher Efficacy and Teacher Collective Efficacy

In 1976, using Rotter's theory⁵ (1966) as a base, the RAND think tank was the one to conceive of teacher efficacy, when they added two items to an already extensive questionnaire that yielded powerful results. Thus, the concept of teacher efficacy was born. These two questions gave rise to the notions of GTE (General Teaching Efficacy) and PTE (Personal teaching efficacy). The sum of these two items gave the Teacher Efficacy (TE) measure. A second conceptual strand of theory and research grew out of the work of Bandura, as already discussed above. Since then, many researchers have recognized the potential of the TE and TCE, its outcomes, factors, determinates, correlates and the school context effects (class effects, learning effects, student outcomes and achievement (Goddard, 2001), teacher motivation, teacher stress, teacher satisfaction, school climate and identification with the school).

A collection of research articles exploring the above given areas connected to the basic theme of TE and TCE have been reviewed hereunder, attempting to establish some sort of coherence between their underlying factor structures and various correlates.

Research Article 1: *The Relationships Among School Types, Teacher Efficacy Beliefs, and Academic Climate: Perspective from Asian Middle Schools*⁶

This Article researches the prior student achievement (through school types), as a predictor of TE, TCE and the academic climate (drive to achieve academic excellence and teacher, student

⁵ Internal external locus of control – Casual beliefs about the relationship between between actions and outcomes.

⁶by Wan Har Chong, R.M. Klassen, V.S. Huan, I. Wong and Allison D. Kates (The Journal of Educational Research, Vol 103, Number 3, pp.183-190, 2010)

and parent standards). In the Singaporean context, schools are allotted to students on the basis of their performances upto a six year compulsory elementary education. This categorizes schools into high track and regular schools. Thus, the school type is indicative of prior student achievements.

The results reflected a positive correlation (of equal strength) between the academic climate with TE as well as TCE. Also, a significant correlation was found between the TE and TCE measures. Meditational Analysis of the data unveiled the mediating influence of TCE on TE and the academic climate. However, the TE alone as such, had a reduced meditational effect on the academic climate. Importantly, the teachers assigned to high-track and regular middle schools varied in their perception of TE and TCE, as well as the academic climate, the efficacy of teachers in the high-track schools being more compared to fellow teachers in regular schools.

Research Article 2: *Teacher Stress: The Mediating Role of Collective Efficacy Beliefs*⁷

On the premise that teaching is a stressful occupation (Chaplain, 2008; Kyriacou, 2010), and high levels of occupational stress have a strong effect on teachers' performance, career decisions, physical and mental health, and overall job satisfaction (Jepson & Forrest, 2006), this research aims to find the factor structure of TCE, Job stress and Job satisfaction measures and the mediating effect of TCE on the relationship between job stress and job satisfaction (presuming that it is inverse). Workload and student misbehavior are the two primary components of stress. What is postulated in this research is that TCE may act as a buffer in the relationship between job stress and job satisfaction.

⁷ by Robert M. Klassen (The Journal of Educational Research, Vol 103, Number 5, pp.342-350, 2010)

The sample consisted of a collection of teachers from elementary and secondary schools of Canada. The results provided support for multi factor conceptualizations of TCE, job satisfaction and job stress and this factor structure persisted through school levels and gender groups. There was no difference in TCE, job stress or job satisfaction across school levels, but disparities between job stress from workload and student behavior persisted across gender, where female teachers were found to be more stressed than their male counterparts. Most importantly, TCE to maintain student discipline significantly mediated the effect of job stress from student behavior on job satisfaction.

Research Article 3: *Organizational and Personal Predictors of Teacher Commitment: the Mediating Role of Teacher Efficacy and Identification With School*⁸

This piece of elaborate research is an endeavor to test a predictive and mediative model of teacher commitment in terms of organisational and individual variables (called antecedents). The organisational antecedents taken into account are perceived organisational politics and reflective dialogue whereas the individual variables are teaching experience.

In this research, Teacher efficacy and identification with school type are hypothesized to have a mediating effect on teacher commitment. The primary sample consisted of teachers from 40 primary schools and the secondary sample consisted of teachers from 39 secondary schools of Singapore, amounting to a total of 2130 respondents. A comparison between the data collected from primary and secondary teachers became imperative, and suggested a reasonable model invariance and the final model could genuinely be considered generalisable across the both the

⁸ by Wai-Yen Chan, Shun Lau, YouyanNie, Sandy Lim, and David Hogan (American Educational Research Journal, Vol.45, No.3, pp.597-630, 2008)

levels of schooling, validating the research externally. The two mediators (teacher efficacy and identification with school) completely mediated the relationship between the three antecedents (org. politics, reflective dialogue and teacher experience). Hence, the research hypothesis stood validated.

Comparative Review of the Research Articles

S. No	Category	Article 1	Article 2	Article 3
1.	Research Objectives	<ul style="list-style-type: none"> • Explore how prior student achievement predicted TE, TCE and academic climate • Explore the mediation of TCE vis-a vis TE and academic climate 	<ul style="list-style-type: none"> • Examine the factor structures of measures of TCE, Job stress and job satisfaction • Explore the mediation of TCE vis-à-vis job stress and job satisfaction 	<ul style="list-style-type: none"> • Establish organisational and personal antecedents of teacher commitment • Explore the mediation of TE and school identification on the antecedents
2.	Research Variables	Prior student achievement, TE, TCE, academic climate	TCE, Job stress, Job Satisfaction	Org. variables: Perceived org. politics and reflective dialogue Personal Variables: Teacher experience Mediator variables: TE and identification with school
3.	Purpose	Organisational theory	Organisational theory	Organisational development through modular conceptualization

4.	Type of research	Exploratory descriptive survey	Exploratory descriptive survey	<ul style="list-style-type: none"> • Exploratory descriptive survey • Model testing
5.	Context	Singapore(Asia)	Western Canada (America)	Singapore(Asia)
6.	Sampling frame	Middle Schools (5)	Elementary (401) and Secondary Schools (550)	Primary (40) and Secondary Schools (39)
7.	Sample Size	222 teachers Males: 80 Females: 142	951 teachers Male: 304 Females: 647	2130 teachers Males: 391 Females: 1739
8.	Sampling Technique	Not mentioned	Not mentioned	Stratified Random Sampling
9.	Data Collection Instruments	<ul style="list-style-type: none"> • TSE scale by Tschannen-Woolfolk, Hoy, 2001 • 9 point Likert scale for academic climate 	<ul style="list-style-type: none"> • CTEBS (Collective TE Belief scale) by Tschannen-Moran & Barr (2004) for TCE • 9 point Likert scale for Job Satisfaction • Teacher Stress Inventory (Boyle et al., 1995) for Job Stress 	<ul style="list-style-type: none"> • Online Questionnaire • 5 point Likert scale for perceived org. politics • 5 point Likert scale for reflective dialogue by(Consortium on Chicago School Research, 2003) • 5 point Likert scale for identification with school • TSE scale by tschannen-Moran, Woolfolk, Hoy, 2001.

10.	Analytic Strategy	<ul style="list-style-type: none"> • Descriptive Analysis • Regression Analysis • Mediation Analysis 	<ul style="list-style-type: none"> • MANOVA • Structural Analysis (Good fit model) • Mediation Analysis (SEM) 	<ul style="list-style-type: none"> • Mediation Analysis (SEM) • Multiple group SEM to evaluate model invariance
11.	Results	<ul style="list-style-type: none"> • TCE and academic climate was predicted by prior student achievement • TCE has a mediating effect between the relationship of TE and Academic climate 	<ul style="list-style-type: none"> • TCE mediated the influence of Job Stress on Job Satisfaction • Factor structures of TCE, Job stress and Job satisfaction across school levels and gender are consistent. 	<ul style="list-style-type: none"> • Org. antecedents not highly correlated • Mediator variables highly correlated • All scales significantly correlated with teacher comm. Org. politics and commitment negatively correlated • Reflective dialogue and comm. highly correlated

Discussion

The research studies discussed earlier exemplify Teacher Efficacy and Teacher Collective Efficacy as being detrimental to the development of academic climate in the organization as well as to the satisfaction and commitment of the profession. These observations validate the imperativeness of the concept. The selection of universe in Article 1 was apt, because in the Singaporean context, the schools are designated according to the performances of the students after a compulsory level of elementary education. Thus, prior student achievement gave the school type, that beautifully served the purpose of the study. Article 2 has a novelty to it in terms of conceptualizing TCE as a multi-dimensional structure, over a one-dimensional one as perceived by previous researchers⁹. This research piece has strong practical (stress from workload is harder to influence than stress from student behavior) and theoretical implications (by establishing a measure of TCE). Article 3 is a corroboration and an addition to previous researches done on similar themes. It had identified gaps in literature and aimed at studying hitherto unexplored variables in the school setting. This is the most robust statistical research amongst all, being the sole research that addresses and adjusts the clustering effects of the perceived organisational politics of teachers in the same school, to meet the statistical assumption of independent observations. Since this research has proposed a modular conception of teacher efficacy and teacher commitment, strong practical implications are signified.

On a common account, all the three researches are a huge disappointment, and that would be on the basis of the data-collection instruments used. Nearly in all the cases, standardised psychometric scales have been used to measure the various variables. TE and TCE, being constructs that are individually perceived by different people to different extents and may be,

⁹Caprara et al., 2003; Ware & Kitsantas, 2007,

even for different factors, warrant a reference to their other personal constructs like IQ, state of mind, present circumstances, previous backgrounds etc. None of the researches have tried to give a personalized touch to each individual perception in the form of narratives or case studies, or any other naturalistic method which would further enrich the research findings. Substantial qualitative enquiry coupled with the standardized tools could have even helped in determining added factors of these variables, validating it further. The studies are undertaken in an oversimplified manner and the requirement of validating the researches through triangulation techniques remains unfulfilled.

The samples of the mentioned three research studies are ethnically diverse. A plural sample is an indicator of generalizability over different cultures, if not contexts. However, if we take sample size as an indicator of generalizability, Article 1 does not qualify for one because of its (relatively) dismal sample size. In both Articles 1 and 2, the sampling strategy is ambiguous and the representativeness of the sample, thus stands questioned. In Article 1, the rationale of selecting only middle schools of middle class of residential areas, is not given. The disproportionate distribution of male and female respondents (females in majority in all the researches) is unexplained. As far as Article 3 is concerned, it boasts of a huge sample size and a reasonable sampling strategy, but the questionnaires were circulated, filled and returned on-line, an example of convenience more to the researcher than the respondents. This raises questions on its external validity. For any research to be a sincere endeavor, a sound methodology is indispensable.

Conclusion

Further research scope is indicated in Article 1, for enquiring hitherto unexplored reciprocity effects among school types, teacher efficacy and academic climate. Future investigations should focus on identifying precise ways in which these variables influence student achievement and specific teaching processes. In Article 3, a chance observation indicated a positive path coefficient from perceived organisational politics to TE. This warrants further investigation into the matter.

An important finding that came out of the research articles 1 and 3 is that self-efficacy does have relevance for practice in the Asian educational context. This gives a cue to Asian schools that teachers' self perception of competence, as opposed to their actual competence, deserves attention since these perceptions are valuable in predicting their capability to transform the academic climate of the schools.

Researches in TE have serious implications since teachers who believe in themselves and their collective abilities to teach, also believe in their students' abilities to learn. Thus, the development of an educator's sense of teaching efficacy pays huge dividends for schools in the form of competitive academic climates, positive work atmosphere, lessened job stress and higher student outcomes. As such, researches in this field should only be encouraged.

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Children of Working and Non-working Mothers – their Mental Health

Ambreen Syed* & Mahmood Ahmad Khan****Abstract**

The study was conducted to find out mental health among the children of working and non-working mothers. The sample of the study comprised of 800 children of working mothers and non-working mothers (N=400 each group) selected randomly from elementary schools of Budgam and Srinagar districts. Mental health battery by Singh and Gupta (2010) was employed for the collection of data and t-test was used for the analysis of data. Bar diagram and line graph were drawn to make the results easily interpretable. It has been found that children of working and non-working mothers differ significantly so far as their mental health is concerned. It has also been found that children of non-working mothers possess better emotional stability, over all-adjustment, security/Insecurity and self-concept than children of working mothers. The study further revealed that there is a significant difference between children of working and non-working mothers on composite score of mental health.

Key Words: Mental health, children, Working mothers and Non-working Mothers.

***Research Scholar, Department of Education, University of Kashmir**

**** Professor, Department of Education, University of Kashmir**

Introduction

The attitude towards children and their nurturing has undergone many ups and downs during the last centuries most of the experts consider childhood, especially from the birth through the ages of 5 and 6 as the period for shaping a child's personality and as a foundation for his/her forthcoming behaviours. They believe that the parental personality, their behaviour and the parents are the first factors who play a role in the formation of a child's sensitive mind (Hosseini Nasab & Khezerluye Aghdam, 2009). Family is one of the most basic and fundamental social institutions in which the child comes into the existence, is raised, and prepares himself/herself for participating in the society and beginning his/her social life. Meanwhile as one of the two pillars of a family a woman plays dual traditional roles of both mother and wife, which considering her physical and mental characteristics impose some burden of responsibility on her. Managing the house affairs and the family, taking care and bringing up the children, and establishing a friendly emotional atmosphere within the family are among women's responsibilities. Moreover, in cases which other conditions and facilities are provided, she can bring up healthy and successful children, and accordingly ensure the society's well-being (Fadaiy, 2009).

One area of social life change in the modern age is changes and variations in women's life. These variations, at large scales, brought about changes in the beliefs and social attitudes towards women as well as changes in the women's individual, family, and social roles. Among these changes, the women's employment is of significant importance. The greater effect of employment can be found in the relationship between mothers and their children. There is an indispensable relationship between child's emotional health and mother's physical presence at home (Za'afarani, 2009). Mancini and Pasqua (2012) have studied on mothers' actual time spending with their children. Results showed that working mothers, with respect to non-working ones, tend to reduce the "basic care" time, but not "quality care" time devoted

to their children (reading stories or helping them with homework, taking their children to a museum or to theatre). Therefore, even if working, they may be able not to reduce the time devoted to activities which are more likely to positively influence the school results of their children. With this background it is felt that mental health of children of working and non-working mothers will not be the same. Various Studies have been conducted on mental health like Botsari & Makri (2003) investigated the effects of maternal employment on her mental health, as well as on children's functional status. It was found that maternal depression functions as mediator in the relationship between maternal unemployment and child's functional status. (Singh 2015) has conducted the study on adjustment among senior secondary school students in relation to emotional intelligence and mental health. Tikkoo, Sangeeta (2006) studied introversion and mental health among school students. Singh, et al (2007) reported study on mental health among high and low emotionally intelligent adolescent. Lakshmi, et al (2008) carried out a study on mental health behaviour of psychologically androgynous persons. Singh, et al (2008) carried out a study on Mental health behaviour as function of SES and residence. Akhan, et. al (2003) had carried out a study of mental health and personal value of hostilities and day scholars. Hafeez & Reshma (2007) carried out a study on Religiosity and mental health and found high effect of Religiosity on mental health. But little is known about mental health of children of working and non-working mothers in Kashmir. Thus, it is hoped that this study may contribute to the literature on mental health of working and non-working mothers. With this back ground, the present investigator wants to find out whether mental health of children of working mothers is really better than the children of non-working mothers. The study will go a long way to help the planners and administrators to make arrangement of proper crèches for the children of working mothers. On the other hand, the study would educate the working mothers to take

care of their children for at least some period of time, otherwise their children would face crisis.

Objectives

1. To identify children of working and non-working mothers.
2. To compare the mental health of children of working and non-working mothers.

Hypotheses

1. There is a significant difference between children of working and non-working mothers on various factors of mental health.
2. There is a significant difference between children of working and non-working mothers on composite score of mental health.

Operational Definitions of Variables

Working Women: Working women in the present study refer to educated women with basic educational qualification as graduation and above and are engaged in any government/semi-government, or private salaried job.

Non-working Women: Non-working women in the present study refer to educated women with educational qualification as graduation and above but not engaged in any government/semi-government, and private job.

Mental health: in the present study would mean the scores gained by sample subjects on Mental health battery by Singh and Gupta (2010).

Methodology and procedure

Sample

There are ten districts in Kashmir division. Out of these districts two districts were randomly selected for the present study i.e., Budgam and Srinagar. The students belonging to working Mothers (N=400) and an equal number of children belonging to non-working mothers

(N=400) have been randomly selected from the elementary schools of these two districts. The sample comprised of 8th class students within an age range of 13 -15 years.

Tool used

For the measurement of mental health of the sample subjects Singh and Gupta's MHB (2010) has been used.

Statistical analysis

The data was analysed by using mean, S.D and t-test.

Table 01: Significance of mean difference between children of working mothers and children of non- working mothers (N=400 each) on various factors of Mental health.

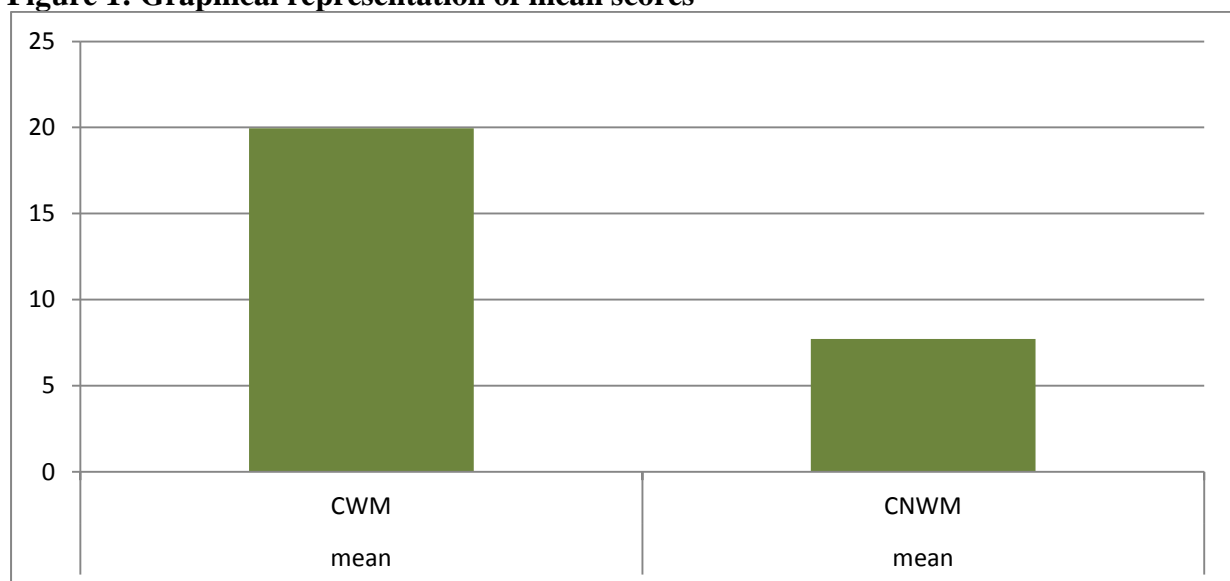
Groups	Factors	Mean	S.D	t-value	Level of Significance
Children of working mothers	Emotional stability	5.85	3.62	7.69	0.01
Children of non-working mothers		7.47	2.09		
Children of working mothers	Over-all adjustment	11.92	8.59	21.55	0.01
Children of non-working mothers		21.96	3.57		
Children of working mothers	Autonomy	9.29	4.47	0.61	Not Significant
Children of non-working mothers		9.85	2.40		
Children of working mothers	Sec/Insecurity	9.15	2.13	6.56	0.01
Children of non-working mothers		11.80	7.80		
Children of working mothers	Self-concept	8.84	3.83	9.45	0.01
Children of non-working mothers		10.88	2.00		

Children of working mothers	Intelligence	13.71	3.695	1.67	<i>Not Significant</i>
Children of non-working mothers		14.04	4.149		

Table 2: Shows the mean difference between Children of Working Mothers and Children of Non-working mothers on composite score of Mental health.

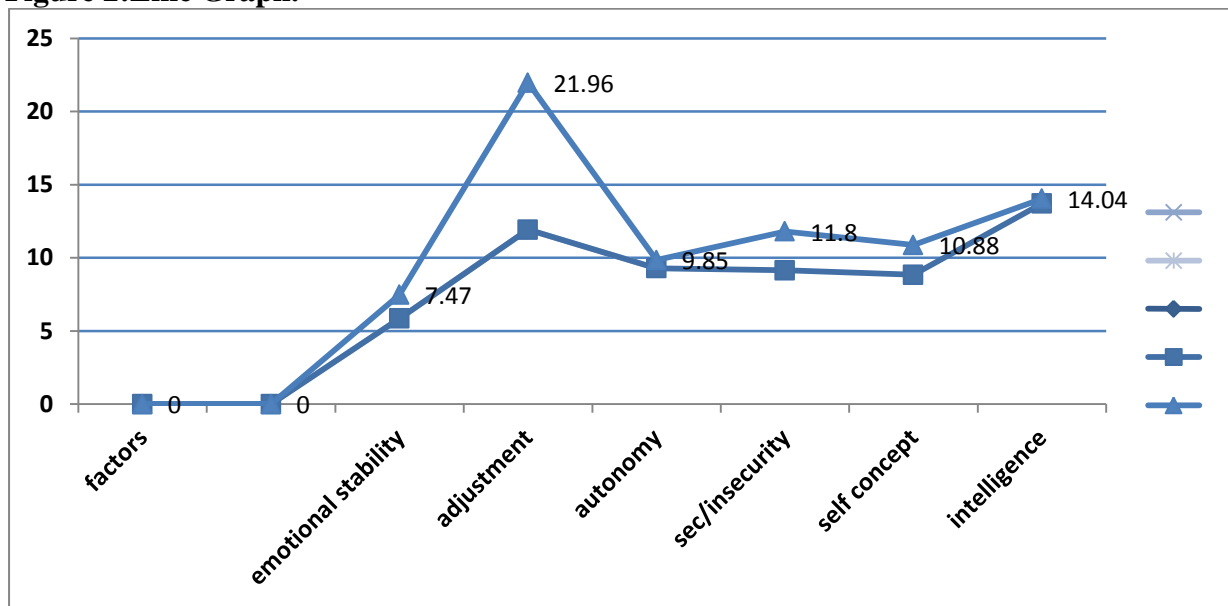
Group	N	Mean	S.D.	t-value	Level of Significance
Children of working mothers	400	61.41	19.95	11.25	0.01
Children of non-working mothers	400	73.34	7.71		

Figure 1: Graphical representation of mean scores



Acronyms: 1- Children of working mothers, 2- Children of non -working mothers.

Figure 2:Line Graph.



Interpretation & Discussion

The result of the table 1 shows that there is significant difference between Children of Working and Non-Working Mothers on factor 'A' Emotional stability of mental health. The mean difference is significant at 0.01 level. The mean favours children of working mothers are emotionally unstable than children of non-working mothers. The results infer that children of working mothers are vacillating, they feel the sense of irritability as it is clear that working mothers are subject to role conflict, they have to perform dual role as domestic and occupational duties with the result their home life is full of stress and strain. While as children of non-working mothers are calm, stable, constant and pleasant in interests.

The table 1 depicts that there is significant mean difference between children of working and non-working mothers on factor 'B' Over-all adjustment. The mean difference is significant at 0.01 level. The table clearly reveals that children of working mothers are disturbed, they easily get upset, are inconsistent and worrying. Since working mothers do not get much time to spend with their children to give them proper care support and motherly love. On other hand children of non-working mothers are stable, calm, and are easily adjusted in the

environment. These children do not face any type of mal adjustment in their lives hence are enough mature to face realities in different situations.

The table 1 depicts that there is no significant mean difference between children of working and non-working mothers on factor 'C' Autonomy of mental health. Therefore, no conclusive decision can be drawn about this factor.

The table 1 reveals that there is significant difference between the children of working and non-working mothers on factor 'D' Security/Insecurity of mental health. The mean difference is significant at 0.01 level. Children of working mothers are not privileged from healthy primary care, his/her emotional growth is hampered. Since children of working mothers are deprived of this care and warmth, they develop the sense of insecurity. While as Children of Non-Working mothers gratify, serve and quench the emotional needs of their children by providing them love, warmth and affection. Hence, Children of Non-Working Mothers feel themselves much secure than Children of Working Mothers.

The result of the table 1 shows mean difference between children of working and non-working mothers on factor 'E' Self-concept. The table reveals that there is significant mean difference between the two groups. The perusal of the table indicates that the mean difference of children of working and non-working mothers is significant at 0.01 level. Children of working mothers are submissive and dependent as they do not find any helping hand at their homes, they rely upon their own efforts and initiatives hence they are not confined to the conventional approach of solving different problems they face in their routine lives. On the other hand children of non-working mothers value their abilities and have different way of looking towards them and have good feeling for them, so children of non-working mothers have high self-concept while as children of working mothers have low self -concept.

The table 1 depicts that there is no significant mean difference between children of working and non-working mothers on factor 'F' Intelligence of mental health. Therefore, no conclusive decision can be drawn about this factor.

It is obvious from the table 2 that the mean difference between children of working mothers is less than the children of non-working mothers on composite score of overall mental health. The table reveals that there is significant mean difference between the two groups and the difference was found to be significant at 0.01 levels which indicate that children of working mothers are mentally regressive and are mentally instable. They are quick changing, feel sense of irritability and can't manage or control their emotions well. On the other hand non-working mothers have much enough time to better their children mentally and provide healthy and congenial environment at their homes that is the reason their children can command their mental health easily.

The results discussed and analysed on mental health on children of working and non working mothers are in line with studies carried out by Sroufe et. al (1993), Koschanska (2001), Ora, et.al(2006), Hangal & Aminabhavi (2007), Fearon et. al (2010), NICHD (2006) and Berkman et al (2010). Sroufe et al (1993) have found that insecurely attached infants, often have later problems: inhibitions and negative emotions in toddler hood, hostility towards other and dependency during the school years. Koschanska (2001) has found that insecurely attached toddlers show more negative emotions (fear, distress and anger) while securely attached children show more joyfulness, even in the same situation. NICHD (2003) Early Child Care Research Network found that the alternate care may not have been as emotionally supportive as full time maternal care would have been. Ora et. al (2006) have stated that the children of working mothers were having more difficulties and being less adjusted to kindergarten. Their adjustment to day care was also poorer. Hangal S & Aminabhavi, (2007) have found that the adolescent children of home makers have significantly high self-concept. Fearon et. al (2010)

have also found that children of home makers have significantly higher self-concept than the children of employed mothers. Berkman et. al (2010) reveals that conflicting demands between work and home have been shown to impact outcomes such as sleep, cardiovascular risk factors, mental health and health behaviours.

Therefore, the hypotheses:

1. *“There is significant difference between of children of working and non-working mothers on various factors of mental health” stands partially accepted.*
2. *“There is significant difference between children of working and non-working mothers on composite score of mental health” stands accepted.*

Conclusion

- It has been found that there is significant mean difference between Children of Working and Non-Working Mothers on factor ‘A’ emotional stability dimension of mental health. Children of working mothers are emotionally unstable while as children of non-working mothers are calm, stable, constant and pleasant in interests.
- It has been found that there is significant mean difference between Children of Working and Non-Working Mothers on factor ‘B’ Over-all adjustment on mental health. Children of working mothers are disturbed, they easily get upset, are inconsistent and worrying while as children of non-working mothers are stable, calm and are easily adjusted in the environment.
- It has been found that there is no significant mean difference between children of working and non-working mothers on factor ‘C’ Autonomy of mental health.
- It has been found that there is significant mean difference between Children of Working and Non-Working Mothers on factor ‘D’ Security/Insecurity on mental health. indicating thereby that children of working mothers possess less security than the children of non-working mothers.

- It has been found that the mean difference between children of working and non-working mothers on factor 'E' Self Concept is significant, which indicates that children of working mothers are low on self-concept than children of non-working mothers.
- It has been found that there is no significant mean difference between children of working and non-working mothers on factor 'F' Intelligence of mental health.
- It has been found that there is a significant mean difference between children of working mothers and children of non-working mothers on composite score of overall mental health. Indicating thereby that children of working mothers are mentally regressive and are mentally instable while as children of non-working mothers provide healthy and congenial environment at their homes.

Inferential suggestions

- The study has its implications for teachers also. Teachers should try to develop sound educational atmosphere in the class rooms as well as in the schools so that the students do not confront with any adjustment problem. They should act as facilitator for the children of working mothers so that their loneliness at home is supplemented by empathetic attitude of teachers.
- In dual earner families, working mothers need to talk to their children at least for some time each day to understand their psychological needs and also to help them in their studies. This will help a lot to understand and to sort out their problem.
- The parents should be oriented about, the needs of the changing social set up, problems of the children, and various procedures for the proper development of the children.
- The working mother should stay at her home for at least two to three years, during the period of infancy of her child.

- Working mothers should create such an environment in which the children can express their feelings and share their emotions with them.
- Opportunities should be given to the children to realize that they too have their own independent existence, which can build self-confidence in them. This in turn consequently will reduce their behavioural problems and enhance their ability for adjustment.
- Due attention should be paid to the period of adolescence, since the students at this stage are more prone to encounter various psychological problem, which are likely to affect their physical, mental, emotional, health, home, social and educational adjustment.

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Comparison of Organizational Identification of University Teachers with Respect to
Experience

Zainab Hamid* & Shawkat Ahmad Shah**

Abstract

Organizational Identification is of paramount importance in determining organizational effectiveness. The present study aims at comparing the organizational identification among university teachers across their experience in the organization. The sample size for the present study was 250 university teachers selected randomly from the University of Kashmir, J&K and Islamic University of Science & Technology, Awantipora, J&K. The measuring instrument developed by Parker and Haridakis (2008) was adopted to get the response from the participants. For hypothesis testing ANOVA was applied with the help of SPSS software and it was found the organizational identification among University Teachers differs significantly with respect to experience.

Key Words: *Organizational Identification, Experience, ANOVA, Teachers.*

*Research Scholar, Department of Psychology, University of Kashmir.

**Professor, Department of Psychology, University of Kashmir

Introduction

Organizational Identification- the perception of belongingness to the organization (Mael & Ashforth, 1992) is of paramount importance in determining organizational effectiveness. In present study organizational identification is operationalized on the basis of Parker and Haridakis (2008) framework, as per which , “Organizational identification is a cognitive and communicative construct which indicates a self-definition process through which employees connect themselves to the organization, understand and influence the organization’s logic through dialogue and emphasize on convergence of organizational and personal goals and values”. Organizational identification includes four dimensions -management connection, invested self-concept, integrated goals and values and co-worker connection.

Management connection is the employee’s connection with management and it improves psychological meaningfulness and perception of psychosocial support in workplace. Invested self-concept is a cognitive aspect of organizational identification which indicates convergence and /or integration of organizational membership into individual self-concept and a process through which individuals define themselves in terms of organizational membership. Integrated goals and values is primarily both communicative and cognitive aspect of organizational identification and reflects feeling of unity and oneness with organizational goals and with values such as sharing of organizational goals and acting upon messages from boss. Lastly co-worker connection indicates sense of similarity with significant others particularly co-workers (Parker, et al. 2008).

Researchers have highly recommended to, study organizational identification and its facets in relation to the experience of employees, therefore the present study was aimed at exploring the same among university teachers, in relation to their experience their institutes. It is hoped that the study will generate empirical data that will provide insights to policy makers of these organizations, thereby ensuring progress and development of these institutes.

Literature Review

Thus there is extensive research work which indicates that organizational identification has been the focus of researchers working for the welfare of contemporary organizations.

Fuchs (2012) has rightly remarked in his book entitled “*understanding psychological bonds between individuals and organizations*” that the psychological bond/linkage of an employee with his organization i.e. organizational identification is one of the core research topics in organizational behaviour and human resource management model.

Morianoa, Topaa, Valeroa and Levyb (2009) confirmed that identification with an organization increases the likelihood of an individual to take risks to share relevant information and to take more innovative actions that will benefit whole organization.

Tangirala and Ramanujam (2009) in another study revealed that employees who strongly identify themselves with their jobs and organization are more likely to share and express their ideas, and opinions related to organizational matters with their managers and are less likely to remain silent at their workplaces.

Whitehead (2017) has put forwarded the theory of social identity- driven voice and silence, where he suggested that individuals with high organizational identification are less likely to remain silent while encountering any work related issues within an organization. As far as study of organizational identification, in relation to experience is concerned, there are limited studies available which have explored the said linkage.

Nesmeianova (2018) have revealed that most senior, older employees and employees with longer working record are most identified with their organizations.

Posner and Schmidt (1992) has also stated that demographic variables like work experience have significant effect on organizational identification.

On the basis of the review of literature the researcher proceeded on with the formulation of the main objective of the study, which is stated below.

Objective

To compare organizational identification levels, reported by the university teachers with respect to their experience in the organization.

Hypothesis

H₁ Organizational Identification among University Teachers differs significantly with respect to their experience.

Sample Description

The sample group of the present study comprised of 150 teachers selected randomly from University of Kashmir, Srinagar, J&K and 100 teachers selected randomly from Islamic University of Science & Technology, Awantipora, J&K. Thus the total sample size for the present study is 250.

Research Instrument

The measuring instrument developed by Parker and Haridakis (2008) was adopted to get the response from the participants. This scale has been found to have acceptable internal consistency and satisfactory construct validity (Parker & Haridakis, 2008).

Data Analysis

The analysis of variance technique was used for comparison of means, the SPSS Software was used in this regard.

Results & Interpretation

The results are presented in the form of tables that follow and the results have been interpreted in each case.

Table 1: Showing One way ANOVA summary of organizational identification of the sample group with respect to experience

Construct		Sum of Squares	df	Mean Square	F	Sig.
Man. C	Between Groups	29.543	2	14.772	8.035**	.000
	Within Groups	454.091	247	1.838		
	Total	483.634	249			
Inv. S	Between Groups	2.775	2	1.388	.932	.395
	Within Groups	367.622	247	1.488		
	Total	370.397	249			
Int. G	Between Groups	.838	2	.419	.362	.697
	Within Groups	285.823	247	1.157		
	Total	286.661	249			
Co. C	Between Groups	6.107	2	3.053	1.465	.233
	Within Groups	514.849	247	2.084		
	Total	520.956	249			
Org. I	Between Groups	5.591	2	2.796	4.903**	.008
	Within Groups	140.823	247	.570		
	Total	146.414	249			

**significant at 0.01 level

Note: Man. C=Management Connection; Inv. S= Invested Self Concept; Int. G=Integrated Goals and Values; Co. C= Co-worker Connection; Org. I= Organizational Identification.

The above table indicates that the calculated F-values in case of “invested self-concept”, “integrated goals and values” and “co-worker connection” are insignificant but F values in case of “management connection” (F=8.035, p=.000) and overall “organizational identification” (F=4.903, p=.008) are significant. To check which groups differ significantly from each other, Tukey’s post hoc test was carried out.

Table 2: Showing Post hoc test summary of means of management connection facet of organizational identification among university teachers with respect to experience.

Construct	Experience(I)	Experience (J)	Mean Difference (I-J)	Sig.
Man. C	up to 10 years	11-20 years	3.839-3.666=0.173	.674
		above 20 years	4.894-3.839=1.055**	.001
	11-20 years	above 20 years	4.894-3.666=1.228**	.000

***significant at 0.01 level*

Note: Man. C=Management Connection.

As per the above table, the mean score of professionals having experience up to 10 years differs significantly from those having experience of above 20 years. Also the mean score of professionals having experience in ranges of 11-20 years is significantly different from those professionals having experience of above 20 years. Comparison of means revealed that teachers having experience of above 20 years (M=4.894, SD=1.267) report more organizational identification than those having up to 10 years of experience (M=3.839, SD=1.369) and those having 11-20 years of experience (M=3.666, SD=1.354). However, the university teachers having experience up to 10 years don't differ significantly from those having experience in ranges of 11-20 years.

Table 3. Showing Post hoc test summary of means of organizational identification among university teachers with respect to experience.

Construct	Experience(I)	Experience (J)	Mean Difference (I-J)	Sig.
Org. I	up to 10 years	11-20 years	4.825-4.635=0.19	.222
		above 20 years	5.189-4.825=0.364	.060
	11-20 years	above 20 years	5.189-4.635=0.554**	.006

***significant at 0.01 level*

Note: Org. I= Organizational Identification.

As per the above table, only the mean score of teachers having experience in ranges of 11-20 years differs significantly from those having experience of above 20 years. Further comparison of means revealed that teachers having experience of above 20 years (M=5.189, SD=.718) score high on organizational identification than those having experience in ranges

of 11-20 years ($M=4.635$, $S.D=.784$). However, university teachers having experience up to 10 years don't differ significantly from those having experience of 11-20 years and from those having above 20 years of experience.

Discussion & Conclusion

The higher levels of "management connection" reported by the more experienced teachers as compared to less experienced teachers, can be due to the likelihood that highly experienced employees usually are seen more trustworthy, reliable, and more skilful and faithful by the administration & therefore are more often called and consulted by management as compared to lesser experienced employees, which makes the highly experienced employees believe that they have strong connection with management than their counterparts. In this context, Posner and Schmidt (1992) have also stated that demographic variables like work experience have significant effect on organizational identification.

As far as overall organizational identification is concerned, higher levels among more experienced university teachers than less experienced university teachers, can be attributed to the notion that high experienced employees are more loyal and emotionally attached to their respective organizations which positively impacts their identification with organization. In other words individuals are expected to identify with their organization strongly only after a long tenure in that organization. The results are in line with Nesmeianova (2018) who also revealed that highly experienced and senior employees show higher and strong levels of identification with their organization. It is therefore recommended for the policy makers and administrators of these organizations, to take measures which will ensure that junior teachers also identify themselves with their universities to a better extent. This can be made possible by giving a due representation to them in the decision making processes & allied administrative procedures. Such policies will unite the workforce of the understudy institutes and prevent the discrimination on the basis of experience in these institutes. The time is ripe

for the university teachers & the administrative bodies to work together for the welfare of their institutes, which will ultimately lead to growth and development of these institutes and put them on the path of becoming institutes of excellence in the world.

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Structural Equation Modeling of the relation of Reward System, Communication, & Planning/Decision Making with Training/Learning among University Teachers.

Dr.Mohd Muzamil* & Prof.Shawkat Ahmad Shah**

Abstract

The present study focused on checking the linkages of Reward System, Communication and Planning/Decision Making with Training/Learning among University Teachers. The sample comprised of 100 teachers selected purposively from University of Kashmir and the data was analyzed with the help of SPSS & AMOS software packages. The application of structural equation modeling indicated that Reward System and Planning/Decision Making are significant determinants of Training/Learning among University Teachers as indicated by the standard regression weights of 0.27 and 0.48 respectively.

Key Words: *Training, Communication, Planning , Decision Making.*

*Assistant Professor, Department of Psychology, University of Kashmir.

** Professor, Department of Psychology, University of Kashmir.

Introduction

The components of organizational climate in the form of Reward System, Communication, Planning/Decision Making & Training/Learning are important predictors of organizational success and play an important role in change, innovation, and development of any educational institute and same holds true for the universities. These organizational constructs encourage employee involvement in decision making and predict the success of the organization (Denision, 1990). When it comes to reward system, the positive outcomes that are earned by an employee because of his/her performance are called rewards and the system in place to allocate these is called reward system. It is important for the organizational management to properly design the reward systems so as to influence the behaviour of an employee in a positive way, so as to achieve organizational effectiveness. As far as communication is concerned, the exchange of information, opinion and ideas within and across the organization is called as communication. In other words, it is a process of transmission and replication of ideas accurately. For any organization communication is an important dimension and it's main function is to inform, persuade and promote goodwill within the organization. If there is any problem with the communication system of an organization, it will render the organization ineffective. As far as planning/decision making are concerned, these processes go side by side, it is a fact that decision making cannot proceed on without planning. In organizational setting, these processes include the framing of various plans of action so as to achieve the equilibrium of demands with the available resources in an organization. The process of planning includes the identification of the goals to be achieved and formulates strategies to achieve them. At the same time decision making involves proper selection of the plans or roadmaps for ensuring organizational effectiveness. Lastly, training and learning are the processes which involve the acquiring of new skills and sharpening of existing skills of the employees working within the organization. Training & learning is made possible within the organization by establishment of the training and development centers within every organization. It is of paramount importance for the organizational administrators to provide proper training to every employee within the organization, so as to keep the organizations going on the track of growth and development.

2. Review of Literature

There are a plethora of evidences available in the existing literature which directly or indirectly explain the importance and relevance of the research on the constructs selected for the present study. Most of the times these constructs (Reward System, Communication, Planning/Decision Making & Training/Learning) have been studied together in the form of broader construct known as organizational climate. Bamel, Stokes and Rangnekar (2013) showed that organizational climate dimensions like communication play a significant role in increasing managerial effectiveness. Neal, Griffin and Hart (2000) showed that organizational climate can influence perceptions of safety climate within the organization. Lone & Hoff (2011) have found that the various components of climate in the organization are linked with innovation. Babu (2013) has linked the domains of climate to effectiveness. Permarupan, saufi and Kaslm (2013) showed that organizational climate has positive correlation with the employees work passion. Lastly Alajmi (2016) has shown that there is a significant positive relationship between organizational climate and satisfaction among employees. As far as the methodological aspects are concerned, the rigorous and efficient psychometric procedures have not been often used to explore the linkages between the understudy constructs.

3. Methodology

Sample Description

This study has been carried out on a sample group of 100 Teacher's selected purposively from the University of Kashmir. The sample size was deemed appropriate for analysis with the help of AMOS.

Tool Used

The constructs of interest were operationalized and assessed on the basis of items adopted from an inventory developed by Goodstein et al. (1997)

Data Analysis

The data was analyzed using SPSS version 20.0 and AMOS Software packages.

4.Results & Interpretation

The results and their interpretation is presented in the form of tables and figures that follow.

Table 4.1 Descriptive Statistics.

	N	Minimum	Maximum	Mean	Std. Deviation
Reward System	100	2.20	7.00	5.3830	1.07206
Communication	100	2.25	7.00	5.6208	.90557
Planning and Decision Making	100	2.00	7.00	5.5100	1.04733
Training and learning	100	2.57	7.00	5.7200	1.09907

The above table reflects the mean and standard deviation of the understudy constructs and it gets highlighted that the sample group reports higher levels of the understudy constructs.

Table 4.2. Normality Indices

			Statistic	Std. Error
Communication	Mean		5.6208	.09056
	95% Confidence Interval for Mean	Lower Bound	5.4411	
		Upper Bound	5.8005	
	5% Trimmed Mean		5.6907	
	Median		5.7500	
	Variance		.820	
	Std. Deviation		.90557	
	Minimum		2.25	
	Maximum		7.00	
	Range		4.75	
	Interquartile Range		1.06	
	Skewness		-1.283	.241
	Kurtosis		2.637	.478
Reward System	Mean		5.3830	.10721
	95% Confidence Interval for Mean	Lower Bound	5.1703	
		Upper Bound	5.5957	
	5% Trimmed Mean		5.4389	
	Median		5.4000	
	Variance		1.149	

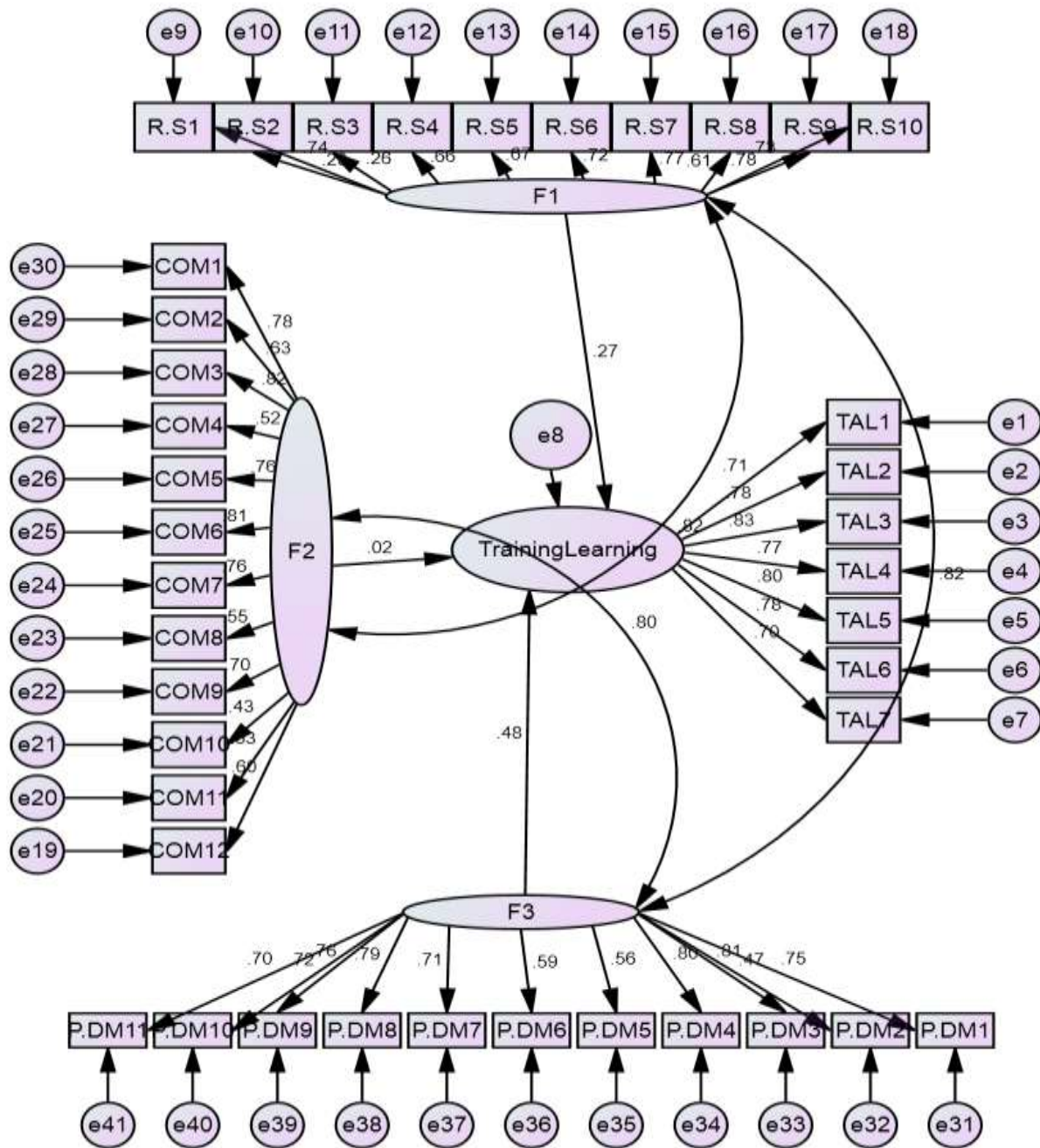
	Std. Deviation		1.07206	
	Minimum		2.20	
	Maximum		7.00	
	Range		4.80	
	Interquartile Range		1.65	
	Skewness		-.611	.241
	Kurtosis		.060	.478
Planning and Decision Making	Mean		5.5100	.10473
	95% Confidence Interval for Mean	Lower Bound	5.3022	
		Upper Bound	5.7178	
	5% Trimmed Mean		5.5838	
	Median		5.6364	
	Variance		1.097	
	Std. Deviation		1.04733	
	Minimum		2.00	
	Maximum		7.00	
	Range		5.00	
	Interquartile Range		1.23	
	Skewness		-1.037	.241
	Kurtosis		1.611	.478
Training and Learning	Mean		5.7200	.10991
	95% Confidence Interval for Mean	Lower Bound	5.5019	
		Upper Bound	5.9381	
	5% Trimmed Mean		5.8048	
	Median		6.0000	
	Variance		1.208	
	Std. Deviation		1.09907	
	Minimum		2.57	
	Maximum		7.00	
	Range		4.43	
	Interquartile Range		1.29	
	Skewness		-1.129	.241
	Kurtosis		.715	.478

The above table shows the normality indices in the form of Skewness, kurtosis etc. and it gets reflected that the sampling distribution is near to normal.

Structural Equation Modeling

As there is dearth of studies in the existing literature that have used structural equation modeling to explore linkages between the understudy constructs, the same was ensured in the present study and accordingly the SEM results are presented here.

Diagram 4.1 : Showing Structural Equation Modeling of the understudy constructs



The earlier figure reveals that Reward System and and Planning/Decision Making are significant determinants of Training/Learning among University Teachers as indicated by the standard regression weights of 0.27 and 0.48 respectively.

5. Discussion & Conclusion

The main focus of the study was the application of structural equation modeling to explore linkages between Reward System, Communication, Planning/Decision Making & Training/learning among University Teachers. Researchers use many methods in the form of correlation analysis and regression analysis to check the dependences between the constructs, although one cannot deny the efficacy of these methodological techniques, in present study structural equation modeling was preferred to check the effects underlying between the earlier mentioned constructs. Results revealed that Reward System and and Planning/Decision Making are significant determinants of Training/Learning among University Teachers as indicated by the standard regression weights of 0.27 and 0.48 respectively. Thus if administrative bodies pay attention to these components, the university teachers will have a chance to enhance their skills more effectively thereby increasing the effectiveness of the institutes where they work in. Besides, the study provides key insights to policy makers for utilizing services of university teachers properly, apart from adding to the literature in the field of psychometrics and organizational psychology.

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