

RNI NO.CHHIN/2012/46660

ISSN : 2277-6907

Mind *and* Society

*A Peer Reviewed Research Journal
in Humanities and Social Sciences*

Volume : 10
Issues : I & II,
March & June 2021

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Published by

Manav Navnirman Sansthan

60-Kanchanbag Rajnandgaon (C.G.)

Published by

Manav Navnirman Sansthan

60-Kanchanbag Rajnandgaon (C.G.) Pin - 491441 INDIA

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Mind and Society

A Peer Reviewed Research Journal in Humanities and Social Sciences

(ISSN - 22776907, RNI NO- CHHHIN\2012\46660)

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Editorial.....

Shift the Societal Mindset

Man as a social being ought to be in social interaction & interrelation with each other in a social environment. Their life is dependent on primary and secondary groups which comprises individual beings. Every individual in the society has a unique characteristic, significant of Individuality known as 'Persona'.

This persona in present day situation is known as 'I' means Individual, each and every individual matters in social actions. Corona has given ample of opportunities to this 'I' to grow & develop as 'WE' but many of us remained as 'I' suffering from Anxiety, Depression, Insomnia, Hypertension, Obesity etc.

We all are well versed with "Psychoneuroimmunity" which is impression of our thought process on our immunity. So the immune response of the body can be enhanced by mutual cooperation, coordination can shifting the social mind set from 'I' to 'WE' that is- Illness to Wellness.

Not only CORONA but there are n-number of bioterrorismic attack will come in near future too, it may be man-made or natural, 'WE' have to stand together by helping each other at the time of crisis and WE have to be ready, prepared for facing such crisis boldly.

I know Indian community is not so ready to face such challenges because there is no community preparedness training or resources available at the grassroots level. Its high time WE should undergo training on basic First Aid, Life Saving Techniques, Emergency Management, Rescue Drills etc.

I hope that 'WE' will definitely work together to fight against this challenging time.

Take care, God bless All!

Your's in Societal Wellbeing,

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Social Support, Social Disability and Psychological Well-Being of Person with Depression

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Received
20 June, 2021

Reviewed
25 June, 2021

Accepted
26 June, 2021

Depression is a psychological disorder that may lead to social disability. As a consequence, the psychological well-being of depressive patients can be strained. Social support is a possible moderator of the relation between social disability and psychological well-being. The focus of the present study is on the main effect versus the buffering effect of social support. This study examined the relationship of social support, social disability and psychological well-being in community-dwelling person with depression. Methods: Data on 180 depressive patients were gathered by mean of a 1-hr interview at the patient's home. Results: Receiving more daily emotional support positively related to greater psychological well-being; whereas problem-oriented emotional support negatively related to some aspect of psychological well-being. People receiving more social companionship turned out to be less depressed. Conclusion: The assumption was confirmed that social support has a major effect on psychological well-being. A buffering effect of social support was not demonstrated.

Key Words: Depression; Psychological well-being; Social support; Social disability.

There is a strong connection between physical health and psychological well-being. In a number of studies, it has been found that person with severe debilitating conditions, such as depression, report higher levels of depression and lower levels of life satisfaction than typical community samples. Depression, in psychiatry, is a symptom of mood disorder (Wolpert, 2000). Depression seriously reduces the quality of life for individuals and their families, is a risk factor for suicide, and often worsens the outcome of other physical health problems. Social support such a factor, modifying the relation between impairment and disability. Being satisfactorily supported may

ameliorate disability and increase quality of life. The aim of the present study is to investigate the direct and moderating effect of social support on the relation between social disability and psychological well-being in patients with depression.

Social support can be defined as "An exchange of resources between at least two individuals perceived by the provider or the recipient to be intended to enhance the well-being of the recipient" (Shumaker & Brownell, 1984). Social support has two important types of functions. One is the health-sustaining function; this function of social support has a

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direct effect on the well-being of individuals. On the other hand, social support has as an indirect, stress-reducing (buffering) function. People receiving support will be less vulnerable to the negative effect resulting from stressful events (Thoits, 1982). The effect of both functions of social support has been the subject of research in patients with depression. We will summarize briefly the most important findings.

Using an overall support satisfaction measure, Affleck et al. (1988) found that "participants who expressed greater satisfaction with their social support were rated by their health-care providers as exhibiting superior psychosocial adjustment." They also found evidence for the potential stress-buffering effect of social support: a significant interaction effect was found between social support and functional disability, indicating that the association between social support and psycho-social adjustment was stronger among those patients with poorer functional status. Exploring cause and effect, Affleck et al state that one possible explanation is that "availability of a satisfying network of supportive relationship may be more important for the psychological adjustment of patients who encounter greater problems with everyday functioning than for those who are less disable". Functional disability was measured by the functional difficulty and satisfaction scale of the modified Health Assessment Questionnaire, as well as by a rating of how troublesome the disease had been during the previous six months.

For many purposes, it is inadequate to conceptualized psychological well-being as a unidimensional construct ranging from "poor" to "excellent". Instead, it is often important to distinguish between positive versus negative aspect of adjustment. For example, building on the distinction between positive affect and negative affect advanced by Clarke and Watson, Zautra et al have recently demonstrated that the factors affecting positive versus negative

aspects of psychological well-being may be different and important ways. In particular, they found evidence that, in contending with depression, indicator of positive adjustment we are influenced by both active and passive style of coping, but negative adjustment was predominantly influenced by only passive coping. Recognizing this distinction, in the present article we consider both positive and negative indicators of psychological well-being.

METHODS

Sample

180 depressive patients were randomly selected from the file of the Manopachar Mental Hospital Mana Basti Raipur (CG). The mean age of the depressive patients was 30-60 years. All patients lived in the district Raipur, Chhattisgarh.

Measures

The Groningen Activity Restriction Scale (GARS) was developed to measure disability or restriction in activities of daily living. ADL contains 11 items and instrumental activities of daily living. IADL contains 7 items. There are four response categories per item: can perform activity independently without difficulty, independently with some difficulty, needs some help from others, needs complete help. These ADL and IADL functions may be regarded as two categories of activities affecting the individual's ability to remain independent in daily life. The ADL refers to activities that are essential for an individual daily self-care, for example washing and dressing oneself, eating, drinking, and moving around. The IADL comprises activities that are necessary to adopt independently to the environment, such as preparing meals, washing and ironing clothes, shopping, and cleaning. Restriction in the performance of these activities is called "disability" or "social disability" and has been defined as "the dysfunctioning in a social role or in some aspects of social behaviour." This

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restriction is viewed as social rather than clinical facts. The reliability coefficient p was above 0.90. It can be concluded that the GARS scale is good measure with regards to functional outcome or the degree of social disability.

The General Health Questionnaire (GHQ) is used to measure several aspects of psychological well-being, considered an aspect of quality of life. The GHQ has four subscales each consisting of seven items and four dimensions somatic symptoms, anxiety and insomnia, social

dysfunctioning and severe depression. The reliability coefficient p was above 0.94.

The Social Support Questionnaire for Transactions (SSQT) assesses global supportive interaction between the respondent and the members of his/her social network. The SSQT consists of 28 items divided into the following dimensions daily emotional support, problem oriented emotional support, social companionship, daily instrumental support and problem-oriented instrumental support.

RESULTS

TABLE 1

Correlation coefficients between Social Disability and the Dimensions of Social Support

Dimensions of Social Support	Social Disability		
	ADL	IADL	GAR
Mean \pm SD	14.6 \pm 5.2	13.8 \pm 4.6	30.6 \pm 9.5
Daily emotional support (DES)	0.14	0.14	0.16
Problem-oriented emotional support (POES)	0.17	0.15	0.17
DES + POES	0.20	0.19	0.21
Social companionship (SC)	-0.10	-0.14	-0.13

ADL, activities of daily living; IADL, instrumental activities of daily living; GARS, Groningen Activity Restriction Scale.

No significant value at 0.05.

None of depicted correlation between social support and disability is significant (see Table 1).

Next, we examined the psychological well-being as measured by the GHQ; first, in relation to the dimensions of social support (see Table 2) and second in relation to the extent of social disability (see Table 3).

TABLE 2
Correlation coefficients between subscales of the GHQ and the dimensions of Social Support

Subscales of the GHQ	Dimension of social support			
	DES	POES	SC	Mean ± S
Somatic symptoms	-0.07	0.30*	0.11	11.7 ± 2.5
Anxiety and insomnia	-0.30*	0.17	0.05	11.1 ± 3.8
Social dysfunctioning	-0.31*	0.13	-0.10	13.0 ± 2.1
Severe depression	-0.42*	0.14	-0.22*	8.2 ± 3.8
Total GHQ	-0.34*	0.20*	-0.04	43.2 ± 12.1

GHQ, general health questionnaire; DES, daily emotional support; POES, problem-oriented emotional support; SC, social companionship.

*Significant at 0.05 level.

Table 2 shows the relation between several dimension of social support and the GHQ. A higher score on the GHQ means less psychological well-being. The most striking result in this table is the fact that daily emotional support (DES) is negatively correlated with almost all the dimensions of the GHQ, implying that when

more support is received, respondents experience greater well-being. On the other hand, problem-oriented emotional support (POES) is positively correlated with the dimension of the GHQ, implying that when respondents experience less psychological well-being, greater POES is received. On the whole, the correlation with DES is stronger. Social companionship only correlates with severe depression: the more companionship, the less depressed.

TABLE 3
Correlation coefficients between Social Disability and the subscales of GHQ

Subscales of the GHQ	Social Disability		
	ADL	IADL	GAR
Somatic symptoms	0.16	0.08	0.14
Anxiety and insomnia	0.03	-0.03	0.01
Social dysfunctioning	0.18	0.10	0.14
Severe depression	0.25*	0.07	0.17
Total GHQ	0.18	0.06	0.013

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GHQ, general health questionnaire; ADL, activities of daily living; IADL, instrumental activities of daily living; GARS, Groningen Activity Restriction Scale.

*Significant at 0.05.

Investigating the relation between social

disability and well-being (Table 3) shows that only “severe depression” is significantly correlated with ADL; patients who perform less well on ADL also feel more depressed, or vice versa.

TABLE 4
Multiple Regression of Social Disability and Social Support on Psychological Well-being

Steps	Variables	R-square	F	Change R-square	F
1	ADL	0.029	2.02		
2	IADL	0.044	1.32	0.012	0.62
3	DES	0.211	3.46*	0.153	9.00*
4	POES	0.216	5.22*	0.072	6.71**
5	SC	0.320	4.26*	0.011	0.65
6	ADL × DES	0.323	4.00*	0.012	1.36
	ADL × POES	0.300	3.45*	0.003	0.15
	ADL × SC	0.324	3.23*	0.002	0.12
	IADL × DES	0.326	3.46*	0.000	0.00
	IADL × POES	0.312	3.33*	0.001	0.03
	IADL × SC	0.320	3.46*	0.006	0.39

For abbreviation see table 1 and table 2

*Significant at 0.01, **Significant at 0.05

Finally, a regression analysis on GHQ was carried out to investigate the possible buffering effect of social support (Table 4). First, ADL and IADL were entered in the equation, followed by the dimensions of social support. Neither IADL nor ADL show significant relation to psychological well-being. However, DES and POES both contribute significantly to psychological well-being. To test for interactions between social disability and social support, separate social disability by social support interaction terms were considered in the model. At step 6, the six interaction terms were entered into the model, each separately and one at a time. None of these interactions contributed significantly to psychological well-being.

CONCLUSION

We expected a significant relationship the several dimension of social support and social disability. The results did not support these expected associations ($p > 0.10$). The significant contribution of DES and POES confirmed a direct effect of social support on psychological well-being. A buffering effect, however, was not found.

Furthermore, we found that DES was positively related to the GHQ, whereas POES showed a negative relationship (more support is associated with less psychological well-being). An explanation for this fact could be that DES has more general health- sustaining effect, whereas POES is offered only in more

problematic situations. Subsequently, the GHQ score is negatively influenced by these problematic situations. Subsequently, the GHQ score is negatively influenced by these problematic situations. Social companionship was related to severe depression only. The fact that different types of social support each have a different influence on well-being is an indication that it is not sufficient to speak of the beneficial influence of social support.

Finally, the aspects or sub dimensions of social support may have different position in the cause-effect linkage. To investigate the cause-effect

linkage, a longitudinal design is required. It may also be relevant for future research to include measures of disease severity and activity. We may expect that different levels of disease severity and activity will lead to a different outcome in the research model. However, it may be questioned what is meant by disease severity. Is this severity in term of handicap, or in term of quality of life or health? And next, what type of severity measure should be used, and what would be the value of it in research like this? Therefore, more theoretically and methodologically oriented research is strongly needed.

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A Review on Relationship of Childhood Trauma with Offending Behaviour

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Received
20 June, 2021

Reviewed
24 June, 2021

Accepted
25 June, 2021

Researches indicate interlink between traumatic experiences in childhood and offending behaviour in later stages of life. Further findings revealed that there was high significance of a specific type of trauma leading to criminality in convicted adults. Childhood trauma can be one of the major contributing factors in offending behaviour among prison population. This review report is conducted to analyze and understand the impact of childhood trauma on an individual. Systematic review of the different researches conducted on the association of childhood trauma with offending behaviour revealed that those who were victims of childhood trauma were convicted for different crimes in adulthood. Possible explanations for the obtained results will be discussed in the light of available supportive literature.

Keywords: childhood trauma, offending behaviour

Childhood trauma, which includes abuse and neglect is an important social issue and has long-term impact on the victims. Several research studies have shown an interlink between childhood trauma and offending behaviour. Childhood trauma can be physical, emotional, sexual abuse, neglect, exposure to domestic violence and so on. These traumas, when observed with the environment the child was raised in, and the background of the family play a vital role. Studies have shown that those who were victims of abuse and who witnessed domestic violence, went on to become the perpetrator and were at high risk of offending in their later stages of adulthood (Miley, L. N et al, 2020).

The systematic review will begin by defining childhood trauma and various types of traumas, reviewing different articles related to trauma and its relation to offending behaviour, methods used in various articles, discussion and limitations. The main objectives of this review article are to understand the impact of various childhood maltreatment through previous empirical studies.

Definition

According to American Psychological Association, trauma is defined as an emotional response to a disturbing or life-threatening event such as accident, abuse or rape. Trauma can have a long-term reaction in an individual's life. By the age of six, it is reported that more than two thirds of children have experienced trauma.

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These traumatic events can have a lasting effect in a person's personality and life. A traumatic event includes physical abuse, sexual abuse, neglect, emotional abuse, witnessing domestic violence, accidents, violence, suicides and many other events. These traumas can have a negative impact on an individual's life which can affect their interpersonal relationships, peer engagement and can also engage in violence in later stages of life. In a study conducted by Boswell (1996) revealed that about 75% of the respondents were victims of child abuse themselves.

Types of maltreatment

Physical, emotional and sexual abuse, neglect is some of the types of childhood trauma. A study conducted in 13 states in India, reported that 53% of children were victims of child sexual abuse, 69% of them were reported to be victims of physical abuse out of which 89% overall perpetrators were parents. Various research studies state that childhood maltreatment doubles the chances of a child engaging in criminal activity or offending. Victims of these trauma either get involved in illegal activity, become anti-social or have criminal records from a young age.

Most recent research studies have focused on childhood trauma and its relation to criminal behaviour, considering various types of traumas like physical, emotional, sexual abuse and which of these have most impacted on an individual's trauma and their development of personality which led to criminal behaviour. Research studies revealed that prison inmates when interviewed with the questionnaires and in-person, there was high prevalence of previous convictions, childhood trauma and exposure to adverse family experiences (Altintas, M., & Bilici, M. 2018).

With reference to secondary data, studies were conducted to reason out the causes which could have led to involvement in illegal activities and serve prison time. During the process of the study, it was found that the inmates had either

witnessed domestic violence or adverse childhood maltreatment (Herrenkohl et al, 2016). According to the "Cycle of violence", victims of childhood maltreatment/abuse, are prone to indulge in violence at later stage of life (Maxfield & Widom, 1990).

Since child abuse is detrimental experience in the vulnerable population such as in a child, it can have vast impact, for instance like it may lead to personality development, depression, antisocial behaviour (Toth & Cicchetti, 2013). Victims of child abuse, neglect or any other type of traumatic experience are more prone to discordant personal and peer relations, difficulty in emotion regulation and presence of psychopathic traits throughout their lives (Cicchetti & Toth, 1995). Studies have also shown that childhood trauma, parental conflict, and family dysfunction can have a major impact in the development of problematic behaviours in later life aggression, antisocial behaviour, imitation of deviant partners and so on.

Theories

According to the social factors of crime, children who grow up in violent families usually learn the same knowledge as adults. In "cycle of violence," it is stated that victims of child abuse and who have experienced traumatic experiences are predisposed to violence in adulthood, hence passing the violence to the next generation. Empirical studies state that effects of childhood trauma can lead to not only psychological problems, it also impacts the structure and functions of the brain. The neurobiological effects may be one of the reasons for adaptive mechanisms for surviving in a dangerous environment.

Renn. P (2002) considered attachment theory as a central theme in his study and explained about how it was one of the possible causes of offending behaviour. It was described that childhood traumatic experiences with unwilling separation of a child from a parent created distress to a great extent when placed in an

unfamiliar setting. In one of his case studies, when the subject's traumatic experiences triggered negative emotions in him. He was convicted for different felonies and also misused drugs. He had unstable and violent relationships with women due to his separation from his family and followed by traumatic experience.

Current aims and objectives

The present review aims at understanding how various types of childhood maltreatment can have an impact on an individual's growth and could be one of the reasons to offend in adulthood. As it reviews different studies discuss about how each type of trauma influences a persons' personality development. The overall objective of this review is to identify studies which discuss about incarcerated inmates being a victim of maltreatment. This review also discusses about possible causes, to reason out other theories which could be another possible cause for a victim of childhood maltreatment and offending.

Method

Guidelines and procedures were followed to write this review paper, which was provided by Prisma guidelines for systematic review (2020).

Data sources

Electronic database search was used to identify the related articles for the review. Since related articles were not found, PMC, NCBI and PsychINFO was used to identify research article. Key words like *childhood trauma, childhood maltreatment, offending behaviour and criminal behaviour* were included in the search. During the process, the search was restricted to English language articles, the articles which consisted of secondary data was also included in this review.

Exclusion/inclusion criteria

The terminologies were defined to understand the concept clearly. Thus, childhood trauma can be defined as an experience of an event by a child that is emotionally or physically painful,

which results in an unpleasant impact. There are different types of traumatic experiences and each have their own impact on an individual. The studies focus on incarcerated prison inmates who have a history of childhood maltreatment and who were charged for different offences.

Population

Most studies concentrate on the male prison population with history of previous convictions. Therefore, the first inclusion criteria were the male prison population with history of childhood abuse/maltreatment. Studies which consisted of subjects having mental illness, juveniles and females were excluded.

Study type

Studies which assessed different types of maltreatment/abuse, cross-sectional studies, review studies, quantitative or qualitative studies were included in this review. Studies with unreliable data resources e.g. blogs, media reports were excluded for the study.

Study selection

Searching for related studies in databases identified about 4578 articles (PubMed- 71, NCBI- 4503, NCJRS-2, Sage pub-2). This included articles which were not relevant for the review and out of context and were excluded from the criteria which was around 4564. The remaining articles were examined thoroughly which met the inclusion criteria. Some of the studies which were excluded consisted of variables which were not included in the inclusion criteria for the study thus being removed.

Quality assessment and data extraction

The selected articles were assessed based on: 1. Initial screening of the articles (e.g. aims, objectives, sample description), 2. Risk of selection bias, 3. Reliability, measurement bias. The selected articles were assessed for relevant variables and sample population.

Data was extracted as follows: general information (methodology, study characteristics), results (outcomes, characteristics of each sub-

type of trauma) and limitations.

Results

Details of the samples used in the articles are mentioned in table 1. All the abstracts were reviewed to find the relevant articles related to the study. The same was discussed with the supervisor and was included in this article. A total of 17 studies were included which met the criteria. The studies consisted of participants from prisons and databases. The selected articles consisted of Interviews with the participants, questionnaires were incorporated and the childhood history of the participants were recorded. The secondary data was obtained through the database of the system from health and various other related departments, containing the history of physical, sexual abuse, neglect, violence, adverse family experiences and soon.

Although exact number of participants included in all the 16 articles cannot be calculated, this review identified that there was a significant relationship between childhood maltreatment/trauma and engaging in criminal behaviour in later life. The majority of the subjects in these studies reported to have been victims of abuse of certain type and have had history of previous convictions. The studies selected focused on convicted prison male inmates as participants. Four studies were conducted using secondary database (Rivera, B & Widom, C.S 1990, Currie, J & Tekin, K. 2012, Herrenkohl, Et al. 2016 and Papalia, N et al 2018) and one studies which was included in this review is theoretical study (Falshaw, L 2005).

Descriptive data synthesis

The data organized to identify specific type of abuse/trauma interlinked to the offence and criminal behaviour appeared qualitative in two or more studies. Studies explained that specific type of abuse/trauma and severity of the same led to the individual committing an offence. One of the types of abuse/traumas which was found common in few articles was sexual abuse and

physical abuse, being a victim of these two types of maltreatment, the perpetrators went on to become sexual offenders themselves.

Sub-types of maltreatment

Sexual abuse

As one of the sub types of childhood maltreatment, sexual abused victim was reported to become sexual offenders themselves. One of the examples of sexual abuse victim who turned into a serial killer/sexual offender is Pedro Lopez. He was evicted from home after getting caught by his mother for fondling his younger sister. He was sexually abused and raped by an older man who provided shelter for him. He ran away from orphanage because he was molested by a male. After getting arrested later in life for petty crimes, he was again raped in prison. Lopez preyed on young girls and claimed that he killed three girls in a week. Taking Bowlby's attachment theory into consideration, it is explained in his theory that loss or emotional distress and isolation/abandonment can later lead to poor attachment and sexual offending.

Physical abuse

Physically abused children grow up to become violent individuals engaging in different violent offences. Witnessing violence at home, abusive parents, aggressively disciplining children can develop them into violent perpetrator. Teague, R et al (2008) study shows that physically abused children was convicted with serious violent offences later in adulthood.

Discussion

Childhood trauma/abuse and its relation with criminal behaviour's literature has extensive database. Progress in this research area is considerably slow in India. The main findings of this thesis are to reason out and understand the underlying link between childhood trauma and criminal behaviour. Childhood maltreatment is further categorized into various sub-types like physical, sexual and emotional abuse, neglect, violence and witnessing parental conflict. These

have different impacts on the victims of the trauma. A study conducted by Reavis, J. A., et al, (2013) explored the effects of childhood abuse and how it impacts adult criminality. The results revealed that sexual offenders were victims of child abuse themselves. It is rather difficult to narrow it down to one specific reason why they go on to become sexoffenders

Based on the empirical studies, evidence points out that there is a significant relationship between childhood trauma and criminal behaviour. Over the past few years, various questionnaires were developed and revised to assess the severity and type of trauma. Each study measures and focuses on a certain aspect but at the end the study outcomes reveal that there is a significant difference between the both with other variables. The literature regarding this issue has is very limited or no evidence available regarding the relationship between childhood trauma and criminal behaviour in India. For the current thesis, the literature was gathered from across the globe. Few studies were based on the secondary data collected from the health department. The data collected from the database suggested that those who were incarcerated had a history of being victims of abuse, belonging from a dysfunctional family and parental conflict. Along with that, there was also a history of being involved in criminal activity and had a record of the same.

One study conducted an in-depth interview with 11 adult male prison inmates, in Queensland, Australia, results revealed that participants of the study reported experiencing trauma in their childhood. The trauma included sexual abuse by a family member, death of a loved one, sexual assault, and bullying. This exposure to continuous trauma resulted in brain snap or losing it resulted in them committing an offence Honorato, B., et al. (2016).

The authors have presented theories explaining about the relationship between

childhood trauma and criminal behaviour. In a study by Valentine Sperber, J. (2020), the author has defined and compared between the various types of traumas and abuse with the offending behaviour. The study also revealed that, among the incarcerated ones, around 20% of them were victims of abuse during their childhood. Dargis, M., Newman, J., & Koenigs, M. (2016) described about how the severity of childhood maltreatment was closely related to psychopathic traits, the relationship of maltreatment and psychopathy was severely high with physical abuse and antisocial aspects. They also found an interlink between sexual abuse and conduct disorder. Through their study it can be concluded that there was a strong relationship between childhood maltreatment and antisocial characteristics which can later develop into engaging in criminal behaviour.

Additionally, it was reported that Physical abuse and sexual abuse were narrowed down, which had the most severe impact on the individual who engaged in violent offences and was also convicted of crimes which were petty before going to the prison for serious offences. Childhood trauma/maltreatment and offending behaviour have a significant relationship. Along with that, the family environment, relationship and attachment with the parents, child upbringing, peer relationship, substance abuse in adolescence play a major role in contributing to the development of criminal behavior.

An example of physical abuse victim who turned into a murderer and was also an addict is Richard Barry Randolph. He grew up in an unstable home and he was adopted when he was 5 months old. His mother was emotionally unstable and his father physically abused him and violently disciplined him. He was marijuana and crack addict and was discharged from the army. He later went on to become a murderer and was sentenced to death for his crime. Hence, it could be explained that physical abuse during

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childhood and growing up in an unstable environment could be his trigger to indulging in drugs and criminal offence.

Long term effects of childhood trauma could have psychological impact on the individual. It could lead to post-traumatic stress disorder, attachment and social difficulties, decreased executive functioning and poor mental and emotional health. Few research studies have also observed individuals developing PTSD or mental disorders (Karatzias, T et al, 2018).

There is sufficient evidence which suggests that childhood trauma is closely interlinked with offending and criminal behaviour with other environmental factors.

Implications

The application of the present review was to examine and analyze the data to support the aim i. e. there is a significant relationship between childhood trauma with offending behaviour. Dargis et al. (2016) also examined the association of childhood trauma with psychopathic traits which implied that childhood maltreatment is one of the major causal factors in contributing to the criminal behaviour.

Limitations

The limitations of this review are that, since only male population was selected and one of the inclusion criteria as the male convictions are more in number when compared to female convictions. Another limitation is that juveniles and history of psychiatric and mental disorders were excluded for this review. It was also observed that there was limited or no resources available when it came to Indian population. Additionally, there may have been different study articles which could have been included but due to specific inclusion criteria it was not included.

Conclusion

It was observed that when assessed and interviewed with the male prison inmates, they were victims of specific kind of childhood maltreatment. It was also noted that specific kind of childhood maltreatment led the person to engage in criminal behaviour. Physical abuse and sexual abuse were more prominent among most of the prison population. Though there is a necessity to conduct more research study among Indian prison population to see if there is a significant relationship among the two aspects along with variables like parental attachment and childhood upbringing.

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A Study on Assessing Level of Depression Among College Students During Covid-19

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Received
20 June, 2021

Reviewed
23 June, 2021

Accepted
26 June, 2021

Stress has become almost an inevitable element of student's academic life and cause to this are various internal and external expectations placed upon student's shoulder. This paper is inspired from the above thought and is focused on the academic stress and depression on college students during Covid 19. Academic stress and depression are the burning cause of suicide and suicidal attempts among college students. There are lots of cases reporting by media about adolescents attempting and committing suicide. During Covid 19 pandemic, since the classes are on virtual mode, the pressure of academics have gone onto much higher level on students. Attending back-to-back online classes this will resultantly increase in the screen time is very challenging. Students are not able to show up their natural and real self. Keeping this in view it is a need of an hour to investigate the causal factor that are affecting students psychologically. This investigation will help us in understanding diverse and varied thoughts that are taking birth in the student's mind. The present study is designed to study the relationship between academic stress and depression among college students during Covid 19.

Key words: Academic stress, Depression, Covid 19, Online

Academic stress and depression are very critical issues for society as well as for academic domain. The world is full of passion achievement and challenging for students, but it is very depressing to say that it is also period of stress for these students, in terms of adapting with new educational and social environment college is stressful location for college students. College students encounters so many academic burdens, such as, continuous examination, answering questions in the class, showing progress in school subjects due to academic stress, meanwhile understanding teaching, competition with classmates, fulfilling teachers and parental

academic expectations these also the effect of academic stress consequently these demands may led to much academic pressure among students. "Academic stress is defined as a mental and emotional pressure or tension that occurs due to the demands of college life" (Rachel, 2008).

In the initial years of higher education students experienced stressful by students that led to depressiveness among them during academic journey. Various stressful events are related with the depressive symptoms across the complete academic period especially new challenges and stressors from academic life, family and social

domains, increases general feelings of depression among students.

Depression is categorized in different types.

I. Seasonal affective disorder:- emerges during particular seasons of the year- commonly winter – brought on the diminished natural height.

II. Atypical depression:- biggest differentiator in mood reactivity. People with this kind of depression see their mood improve when something positive happens.

III. Bipolar disorder:- used to be called as maniac depression and involves alternating between episodes of depression and extremely elevated energy.

IV. Psychotic depression:- occurs when a person experiences depressive episodes so severe that they start having false fixed beliefs or hearing or seeing things that others can't hear or see.

V. Persistent depressive disorder:- used to be called dysthymia. It's a chronic form of depression – usually with milder symptoms – in which an episode lingers for a long period of time, sometimes two years or more.

Stress is a feeling of emotional or physical tension. It can come from any event or thought that make us feel frustrated, angry or nervous. Stress is a normal human reaction that happens to everyone. In fact, the human body is designed to experience stress and react to it. When we experience changes or challenges (stressors), our body produces physical and mental responses.

Physiological Response of Body in Stress

When a person has long-term (chronic) stress, continued activation of the stress response causes wear and tear on the body. Physical, emotional and behavioural symptoms develop.

- ◆ Physical symptoms of stress include:
- ◆ Aches and pains.

- ◆ Chest pain or a feeling like your heart is racing.

- ◆ Exhaustion or trouble sleeping.
- ◆ Headaches, dizziness or shaking.
- ◆ Stomach or digestive problems.
- ◆ Weak immune system.

Stress can lead to emotional and mental symptoms like:

- ◆ Anxiety or irritability.
- ◆ Sadness.
- ◆ Panic attacks.

Objective

The objective of the study is:

- To study the level of depression among college going students during ongoing pandemic.

Hypothesis

The level of depression will increase among college going students during ongoing pandemic.

Sample

78 participants have been selected for the study and they are from different colleges of all over India ranged between 17 to 22 years of age. The participants belong to lower middle socioeconomic status from a different race, without any psychological issue. All participants are selected on the basis of random purposive sampling basis.

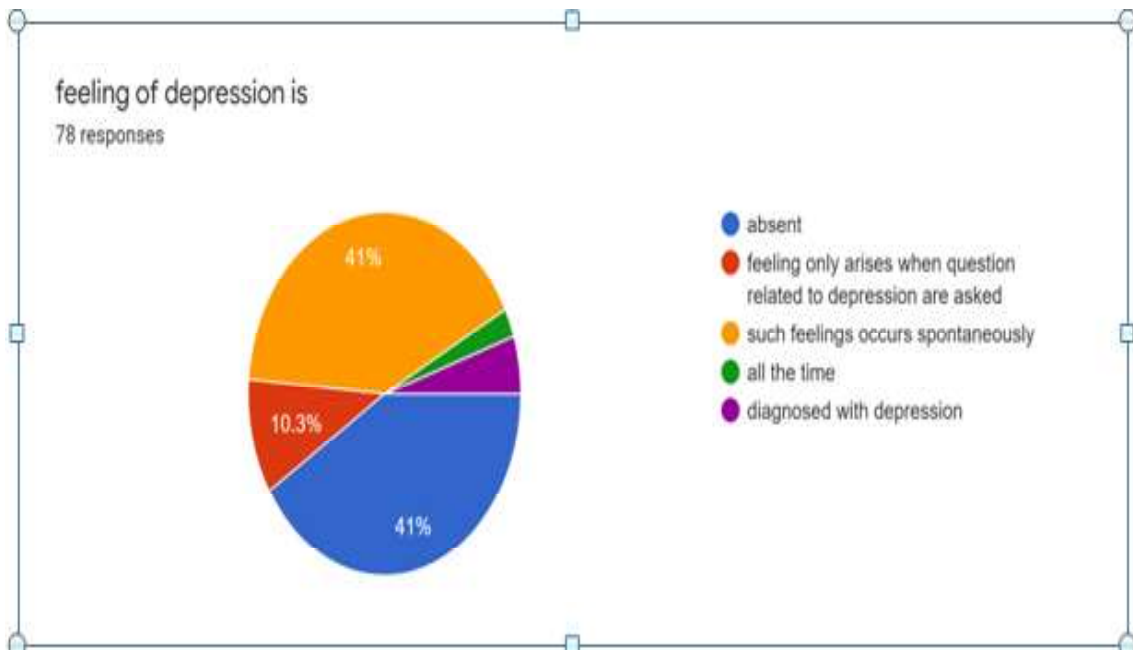
Tools

Hamilton Depression Rating Scale (HDRS) was used to assess the level of depression. It consists of 17 items with different options was constructed to measure the depression level of individual ranged between 17 to 45 years, developed by Max Hamilton.

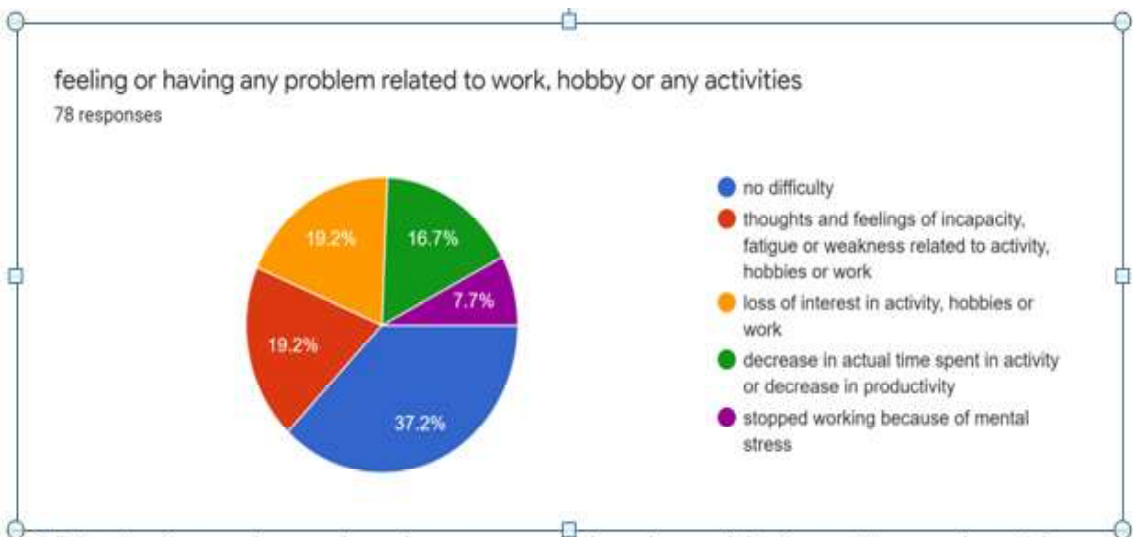
Results

Out of 78 college going student 48.7% has mild, 22.3% had moderate and 16.6% had severe and 12.4% had minimal level depression as per Hamilton depression rating scale.

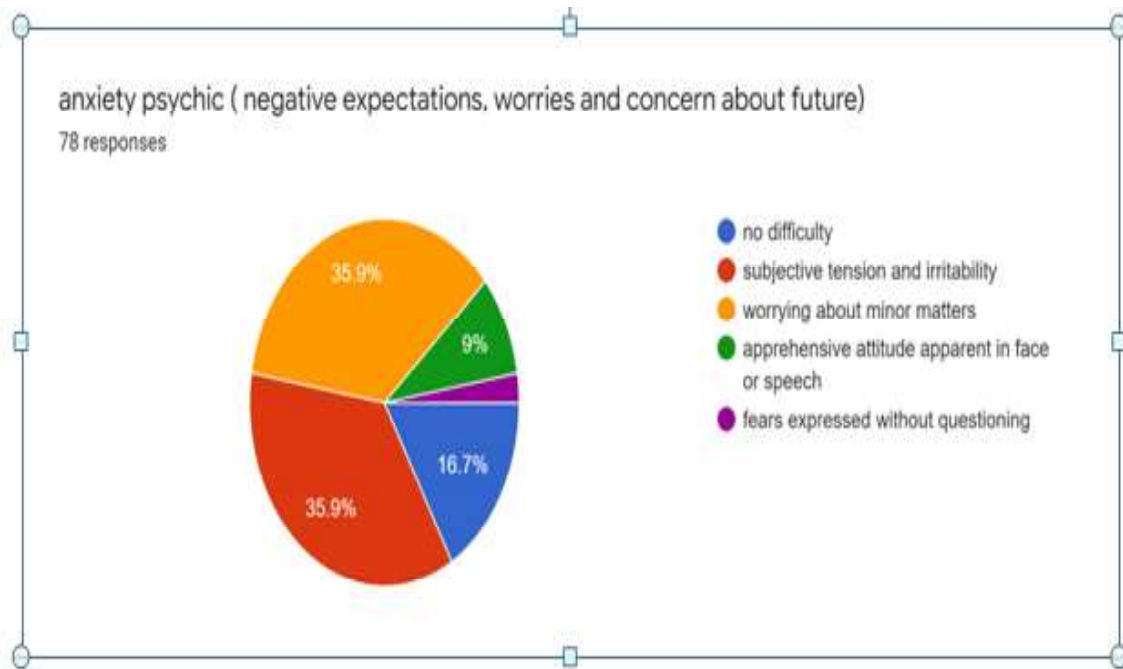
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The feeling of depression from the 78 samples shows that 41% think that they are depressed, the feeling of depression occurs spontaneously to them. 10% think that they feel depressed when someone ask about depression to them. Around 7% are diagnosed with depression



19.2% of college going students have reported thoughts and feelings of incapacity, fatigue or weakness related to activity hobbies or work.19.2% have loss of interest in activity, hobbies or work. 16.7% have found that there is decrease in actual time spent in activity or decrease in productivity, this may be the reason of excessive work, assignment of their studies which led them in gradual decrease in another skills.



Data shows that 35.9% think about minor matters and subjective tension and around 2% have fears expressed without questioning. Around 9% have apprehensive attitude apparent in face or speech. And 16.7% have found no difficulties like negative expectations, worries and concern about future.

Conclusion:

Depression is a quiet crisis, but it need not be. Increased awareness, with the development of needed mental health programs, can reach teens who need help. Working with social media can reach teens who may be suffering in silence. Collaboration with teen support groups and faith organizations can create safe havens for teens. Through a coordinated effort on the part of public and private industry, government agencies, concerned family, friends, schools, and healthcare professionals, we can make a difference in preventing suicide and saving lives.

The level of academic stress has significantly affected on depression among college students..

Suggestions:

The study gives evidence that considerable amount of percentage of college going students have been suffering from Mental health issues during ongoing pandemic.

It is recommended in the study that HEIs should stay connected with students and motivate them to move forward together during this tough times. Parents should be encouraged to create a positive friendly home environment without imposing pressure of on future academic and working career on college going students.

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When Brain Tells the Deception: A Literature Review on Brain Electrical Oscillation Signature Profiling

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Received
20 June, 2021

Reviewed
22 June, 2021

Accepted
25 June, 2021

Deception is all around us and lies are the basic form of deception. Deception ranges from the innocent lies of kids to terror-creating community lies. Deception is a common aspect of planet life. Deception can save a life from predators, for winning a mate, in securing meals, and to combat competitors. Deception is part of biological life. Deception can be found in birds, animals, and microbes. But, in humans, deception is not a part of biological activities. Human deception can be for survival or for escaping from the punishment of wrongdoing of them. Anyway, human deception is a trending topic in the science world. There are various techniques in the forensic psychology field to detect human deception. Polygraph, layered voice analyser, forensic Narcoanalysis, and brain electrical oscillation signature profiling, brain fingerprinting are the major deception detection techniques. This review article focuses on the theoretical perspectives and background of Brain Electrical Oscillation Signature Profiling. BEOS is an Indian lie detection tool, developed by Dr. C.R. Mukundan. BEOS is working on the principle of Autobiographical memory and semantic memory.

Keywords: BEOS, Brain Electrical Oscillation Signature Profiling, deception

Deception is all around us and lies are the basic form of deception. Deception ranges from the innocent lies of kids to terror-creating community lies. Lie detection has moral, methodological, clinical, and legal implications. Deception is a common aspect of planet life. Deception can save a life from predators, for winning a mate, in securing meals, and to combat competitors. Deception is part of biological life. Deception can be found in birds, animals, and microbes. But, in humans, deception is not a part of biological activities. Human deception can be

for survival or for escaping from the punishment of wrongdoing of them. Anyway, human deception is a trending topic in the science world. It's been 34 years, human deception became a core research interest of the cognitive neuroscience field (Rosenfeld, 1992; Rosenfeld, 1999)

There are various techniques in the forensic psychology field to detect human deception. Polygraph, layered voice analyzer, forensic narcoanalysis, and brain electrical oscillation signature profiling, brain fingerprinting are the

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major deception detection techniques. Criminal Justice System utilizes these techniques to find out the culprits.

The modern advanced technology is brain lie detection instruments such as brain fingerprinting and brain electrical oscillation signature profiling. In India Brain Electrical oscillation Signature Profiling is the most used technique. It is also called BEOS or BEOSP. BEOS is not detecting lies rather than it is detecting memory related to the crime. BEOS is working on the principle of Autobiographical memory and semantic memory. What we encountered in our life will make a trace on autobiographical memory. It is called experiential knowledge. BEOS has been using in Indian crime investigations since 2003. (*Puranik et al 2009*).

METHODOLOGY

This study tries to review and analyse research articles, empirical studies published online. To get information online search was conducted on Cochrane library, Research gate, PsycINFO, GAP Journal, Semantic Scholar, Google Scholar etc. using certain keywords related to the topic. Total 14 research papers were reviewed in this review study. Each data Combined and analysed qualitatively. Guidelines of Centre for Review and Dissemination (2009) and PRISMA guidelines were used to extract data from online with exclusion and inclusion criteria.

I. Brain Electrical Oscillation Signature Profiling

BEOS is a technique which had been developed in the year 2003 by Prof. Dr. C.R. Mukundan; father of Indian Neuropsychology. It is a computer – EEG based techniques used to detect the presence of experiential knowledge in suspect of the crime. BEOS extracting electrical oscillation signature from the brain by presenting probes. While recalling experiential knowledge, the examinee could recollect the autobiographical information encoded in

autobiographical memory related to the happening of the crime or engagement in the crime. (*Mukundan CR, 2005*)

BEOS using 32 channel electrode head cap. Head cap can be fitted in scalp and conducting gel injected on discs of electrodes. Subject will be monitored by webcams.

BEOS is based on the human memory system, so it is a memory- based test and not a deception detection test. BEOS is constructed on the assessment of two memory systems.

Knowing – It is based on the semantic memory of the subject. By sharing knowledge with others, a person will get semantic information. Knowing is associated with activation from the dorso-frontal cortex.

Remembrance – Remembrance is the autobiographical information which is encountered in our life. In other words, the events which are faced by the subject is called Remembrance or experiential knowledge. Activation of the ventral brain, anterior cingulate cortex, orbitofrontal cortex, medial temporal cortex is associated with remembrance.

The meaning behind the name – Brain electrical oscillation signature profile: brain oscillation which elucidates electrical activity of the brain produced during cognitive processing. A signature means a specific pattern of electrical activity while marking the remembrance or experiential knowledge. (*Mukundan CR., et al. 2017*)

Type of Probes used in BEOS

BEOS is based on autobiographical memory and semantic memory. Assesses knowing and remembrance of the subject about participation/ occurrence of the crime. There are statements called probes. Probe is categorized into four kinds of probes.

- Neutral probes are short linguistic sentences that will not have personal references.
- Control probes, which are capable to elicit experiential knowledge about autobiographical information.

- Target A probes: The investigation officer will provide information about the activity of suspects, Target A probes are designed against the suspect or it can be denoted as investigation officer's version of probes.

- The Target B probes contain the information given by the suspect, in which she/he believes that their innocence will be proven.

II. Novel studies in BEOS

A study on the effect of repeated probes on creating experiential knowledge, which study brought out that Experiential Knowledge of an individual can be elicited only when the incident is episodic memory-based which the individual has experienced (Episodic Memory) himself. Memorizing an event multiple times or listening about an incident multiple times cannot create experience-based signatures in the individual's brain. (Isai, C. & Kacker 2020). Human memory is connected to emotion. Positive emotions and negative emotions are capable to make deep impacts on memory. These experiences will produce experiential knowledge of the suspect's memory. In 2018, researchers came across both negative emotion and positive emotion almost equally produces experiential knowledge about the events which made them happy or sad. It was a BEOS based study and 20 participants participated. (Kacker, 2018). Investigators established the significant role of BEOS in the cyber-crime investigation through their research on cyber-crime investigation through BEOS profiling. They conducted study between amateur hackers and professional hackers. Investigators established

positivity for the use of BEOS in cyber-crime investigation. (Kacker and Roy, S 2020).

Kacker & Amrita, A. (2020) found that experiential knowledge cannot be manipulated with confabulated memory of suspects in BEOS system. Results found that in BEOS real memories cannot be influenced by false memories. In a study, named "Remembrance of Recent vs. Remote Memory of an Event: A Key to Investigation of Cold Cases" (Pendse, A. & Kacker, P. 2020) discovered that BEOS can be used for investigating cold cases. It was a quasi-experimental study and the number of EKs elicited in recent memory and remote memory was studied and statistically analysed.

CONCLUSION

BEOS is a technique which had been developed in the year 2003 by Prof. Dr. C.R. Mukundan; father of Indian Neuropsychology. It is a computer – EEG based techniques used to detect the presence of experiential knowledge in suspect of the crime. BEOS is based on the human memory system, so it is a memory-based test and not a deception detection test. BEOS is constructed on the assessment of two memory systems - Autobiographical memory and semantic memory. What we encountered in our life that will make a trace on autobiographical memory. From the birth of BEOS, so many offenders got convicted by the criminal justice system. A lot of innocent people got their normal life back. BEOS is based on the human memory system, so it is a memory-based test and not a deception detection test. BEOS can be applied in cold crime investigation, cybercrime investigation.

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Effect of Gender on Mental Health status of Elderly People

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Received
18 June, 2021

Reviewed
20 June, 2021

Accepted
24 June, 2021

The purpose of the present study is to examine the effect of a common demographic variable gender upon mental health of elderly people. 20 male and 20 female respondents of Ambagarh Chauki block of Rajnandgaon District have been taken as sample for the study. Mental health questionnaire made by Dr. (Mrs.) Kamlesh Sharma was used to obtain the mental health score. t test was used. Data were analyzed with the help of t-test to measure the deference between mental health score of both the group. The results indicated that there if significant difference between male and female. Female elderly people were found more mentally healthy than male.

Keywords: Gender, Mental Health, Elderly

Introduction:

Mental health describes either the level of cognitive or emotional well-being or the absence of a mental disorder. Mental health from the perspective of a positive psychology theme or holistic can include a person's ability to enjoy life and the harmony between life's activities and striving to achieve psychological resilience. Mental health is an expression of our emotions and marks a successful adaptation to a wide range of demands.

The World Health Organization defines mental health as "a state of well-being in which a person can realize one's abilities, cope with the normal stresses of life, and function productively." It has been said before that there is no single "official" definition of mental health.

Cultural differences, subjective assessments, and competing professional theories all influence this. That's how "mental health" is defined. There are different types of mental health disorders, some of which are common, such as depression and anxiety disorders, and some not as common, such as schizophrenia and bipolar disorder. A field has emerged which is defined as 'an area of study, research and practice that prioritizes the improvement of mental health and strives to achieve an equal level of mental health among all people worldwide.

In the mid-19th century, William Sweetser was the first to clearly define "mental health" as a contemporary approach to actions to promote positive mental health. Isaac Ray, one of the thirteen founders of the American Psychiatric Association, defined mental health as an art

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whose function is to protect the brain against events and effects that affect it can inhibit or destroy energy, quality, or development. According to Strange: "Mental health refers to learned behaviors that are socially compatible, and which allow an individual to cope adequately with his life". Harvester Tha Screen has said "Many dimensions of mental health include self-esteem, the ability to experience meaningful and good relationships and psychological superiority. According to Karl and Menninger "Mental health is the human adjustment to the environment and each other with the maximum happiness and effectiveness. It is the ability to maintain a balanced mood, an alert intelligence, socially accepted behavior and mood"

Old age is a very important stage of life span when a person faces several health problems. Mental health status of the elderly people is also a issue of consideration. There are many demographic variables which may affect the mental health status of old age people.

Sekhon (2014) The purpose of their study was to make an entry on the mental health of elderly members in the family of migrants. India is a prosperous state, yet many youths are going abroad, which affects the mental health of their elders. For this, they have used a cross-sectional and descriptive method, covering 329 people over the age of 60, as youths consider living in other countries as a good option. Potential migrants have other successful migrants as their role model assumes. This results in a huge impact on the physical health of the elderly but also their mental health in the form of loneliness, dementia, and depression. Kumble (2012) also found in their study on the mental health of elderly persons, where they used the cross-sectional method. 20% of the elderly are included by systematic randomization and for this, they did mental health with the help of a general health questionnaire. The results found that 41.3% of older persons had poor mental health, which they explained in

their study that lack of care and affection in the family, lack of hobbies, physical dependence, lack of malnutrition, economic and emotional depression, etc. Depression was found to be the most common mental health problem after dementia. Most of the residents of the old age home were suffering from mental illness and none were found to be physically fit (Tiwari, 2012). Mental health status of old age in India that the most common mental illnesses in the Indian elderly population are depression, dementia, and anxiety disorders. The main reason for this is the lack of awareness, inadequate training (Omprakash, 2013).

Siskind (2016) found in their study, the mental health of older persons after a disaster, for this they have talked about the relative impact of disasters on their psychological health compared to other age groups. They conducted a meta-analysis to find out how disasters and eavesdropping have different effects on survivors. The results showed that with post-traumatic stress disorder depression anxiety disorder, adjustments were psychologically straightforward.

Maurya (2018) examined the pattern of the relationship between mental health status and job satisfaction among male and female civil police personnel. In their study, the number of samples (n = 350, male = 248, female = 102) were surveyed. Participants' responses were obtained on questionnaires that measured psychological well-being, psychological distress, and job satisfaction. Statistical analysis of the data was performed to examine the hypothesized relationship between the variables between male and female civil police personnel. The results indicated that age, experience, salary, psychological well-being, and job satisfaction were significantly different between male and female civil police personnel. Gyeong (2007) also conducted their study to compare between both the genders. This study looked at the differential

effects of social roles and socioeconomic resources on the mental health of Korean men and women 65 years of age and older, in a sample of 930 people aged 65 years or older, was included. The results showed gender differences in the relationship to poor mental health. Being alone was significantly associated with depressive symptoms and suicidal ideation in men, but not in women. Ram (2014) found their study Youth from India for the sample, A nationally representative survey conducted during the U.S. conducted descriptive results showing that men and women live in different socially distinct worlds. Female young women expressed more gender-egalitarian attitudes than male youth but independence compared to male youth found more restrictions.

Das (2017) showed his study that the total lifetime of mental disorders is about 5%. Depression, anxiety, and unspecified psychological distress are 2-3 times more common in women than in men. Common mental disorders are common in poor women and can be caused by hormonal factors, other factors are excessive partnering, alcohol use, sexual, physical violence by husband, widowhood or separation, and low level of support from one's family. Illiteracy and the mental health of women are significantly linked in India. Suicide and rape are also related to mental health issues in Indian women.

Smith (2016) obtained in his study whether a man's mental health can be explained in the same terms as women or can be assessed using the same measures. In women, there are higher rates of internalizing disorders (i.e., depression, anxiety), whereas men experience more extrinsic symptoms (i.e., violence, substance abuse). These patterns are often attributed to gender differences in socialization (including the acquisition of expectations associated with traditional gender roles), help-seeking, coping, and socioeconomic status. Basu (2012) The

purpose of their study was to study the mental health problems of women. One out of every three women worldwide suffers from common mental disorders including depression, women in India face gender-based discrimination at every stage of their lives, therefore their psychological well-being becomes a cause of great concern.

Zhang (2011) examined the relationship between gender and depressive symptoms as well as marital status and depressive symptoms in the elderly population. In a national sample of 1428 older adults, depressive symptoms, friend support, and family support were assessed. The results showed a significant association of marital status, in contrast to several previous studies, which included gender and depressive symptoms. This study failed to reveal any such relationship.

After reviving the above studies we need to reexamine the effect of gender on mental health because there are contradictory findings were seen in several studies. Ambagarh Chauki block of Rajnandgaon district is fully tribal region and we also want to discover the impact of age on mental health status of tribal women.

Objective: To study the effect of gender on mental health of elderly people.

Hypothesis: There would be no significant difference of mental health status between male and female elderly people.

Sample: To complete the related study, we have selected 20 people of the male category and 20 people of the female category from the Ambagarh Chauki block of Rajnandgaon district. Those who are over 60 ages included.

Tools: Mental health scale developed by Dr. (Mrs.) Kamlesh Sharma was used to assess the mental health score of respondents. In which a total of 60 items have been given. Instruction to the user is explained that this form is related to your mental health, in which some questions have been given, in front of which (Yes, Unsure,

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and No is written). Read this form carefully and choose what you think is appropriate tick (“) right. Remember that your answer will not be disclosed to any other person. There is no any time restriction to finish the test. Two types of the method test re-test, and split half has been

used have been used to find its reliability coefficient of the test. It was found.86, and .86 respectively. The validity coefficient was calculated by comparing the scale to Pramod Kumar’s mental Health Checklist and got 79.

Result and Discussion

T - table for comparing the mean mental health scores of elderly people

SL. No.	age	Total	Mean	SD	t-value	Significance
1.	Male	20	68.5	7.08	5.07	Significant
2.	Female	20	82.85	10.53		
df=98		P>0.01				

We have obtained the mean mental health score 68.5 for male and 82.85 for female. While SD of male and female were found 7.08 and 10.53 respectively. It is clearly showed that mental health score of female are better than male. Our calculated t-value is 5.07 which is greater than table t- value with degree of freedom of 38 on 0.01 level of significance.

We have hypothesized that there would be no significant difference of mental health status between male and female elderly people. But results show that there is found significant difference between mental health status elderly people, so our null hypothesis is rejected, Result proves that female has better mental health than male. Ambagarh Chauki block is a pure tribal region, majority of female people are housewife and have no extra burden of bread and butter because male are mostly responsible for

economic responsibility of family. Male faces the problem of unemployment, job insecurity, extra workload, family responsibility, and occupational stress. Many people try to overcome this uncomfortable situation with the help of alcoholism and drug abuses. These types of malpractices reduce the mental health status of male people in long terms. Maurya (2018) also found in his study that age, experience, salary, psychological well-being, and job satisfaction were significantly different between male and female civil police personnel. It justify our present result that mantel health status may be deferent between male and female people. Gyeong (2007) showed in their finding that being alone was significantly associated with depressive symptoms and suicidal ideation in men, but not in women. This is a clear indication of better mental health status of women than male.

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Test Anxiety and Academic Achievement of High School Students

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Received
21 June, 2021

Reviewed
24 June, 2021

Accepted
26 June, 2021

Anxiety negatively affects the physical and mental health of the individual and ultimately personal, social, occupational and educational performance is badly affected. The purpose of the present study was to know the impact of test anxiety on academic achievement of high school students. Descriptive survey method was used to conduct the study. A sample of 200 boys and girls of board and non-board classes (9th and 10th grade) of Bhilai city were selected as a sample of the present study through purposive sampling technique. Test anxiety was measured by the self-made standardized tool and the marks obtained by the students in their preceding annual examination considered as a level of their academic achievement. Finding revealed that achievement is not much affected by test-anxiety in non-board classes. Whereas in board classes girls seems to be anxiety prone then boys and their achievement seems also affected by the test-anxiety.

Keywords: Test Anxiety, Academic Achievement

Every organism in life at some time or the other has to face a complicated or dreadful situation. At this juncture one has to deal with such situation which results in tension, anxiety, conflict or phobia. Thus, anxiety is also considered as a block to an activity. A person who suffers from anxiety may not be able to devote his full energy in the performance or task. Many psychologists considered that anxiety interferes with activity and so learning is impeded. Anxiety aroused during examination, which many a time effect performance. This type of anxiety has been termed as test-anxiety.

Hancock, Dewson R. (2001) has studied an effect on test anxiety and evaluation threat on student's achievement and motivation. Statistically significant interactions revealed that

particularly the test anxious students, performed poorly and were less motivated when exposed to highly evaluative classrooms. Ndirangu's, et.al (2008) has study on relationship between test anxiety and academic performance in secondary school. He found statistically significant difference between test anxiety levels before and after examination. High anxiety is experienced before the examination in all subjects equally by both boys and girls.

A study conducted by Nicholson (2009) to explore the effects of test anxiety on student achievement of grade 11 students, revealed that anxiety and achievement are related to each other. Khalid & Hasan (2009) conducted a study on a purposively selected sample of 187 undergraduate students to explore the

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relationship between test anxiety and academic achievement and found that students with academic achievement have low test anxiety scores and vice versa. Several researchers explored gender differences with respect to test anxiety and found that females have higher levels of overall test anxiety than males (Syokwaa et al., 2014).

Anxiety is a human emotion consisting of fear and uncertainty that typically appears when an individual perceives an event as being a threat to the ego self-esteem (Sarason, 1988). In some instances, anxiety can be helpful. However when taken to extremes it may produce unwarranted result. When students develop an extreme fear of performing poorly on an examination, they experience test anxiety. Test anxiety is a major factor contributing to variety of negative outcomes including psychological distress, academic underachievement, academic failure and insecurity (Hembree, 1988). Therefore, the need to examine current prevalence of low academic achievement and its causes had prompted this study to be undertaken. The main objective of the present study is to determine the study of test anxiety and academic achievement among high school students in the context of board and non-board classes.

Objectives:

According to the need and purpose of the study the researcher has framed the following objectives for the present study:-

1. To study the test anxiety of 9th and 10th grade students.
2. To study the academic achievement of 9th and 10th grade students.
3. To study the effect of gender on test anxiety of 9th grade students.
4. To study the effect of gender on test anxiety of 10th grade students.
5. To study the relationship between test anxiety and academic achievement of 9th and 10th grade boy and girl students.

Hypotheses:

Considering the objectives of the study the investigator framed the following hypotheses:-

H₀₁: There would be no significant difference between test anxiety of 9th and 10th grade students.

H₀₂: There would be no significant difference between academic achievement of 9th and 10th grade students.

H₀₃: There would be no significant effect of gender on test anxiety of 9th grade students.

H₀₄: There would be no significant effect of gender on test anxiety of 10th grade students.

H₀₅: There would be no significant relationship between test anxiety and academic achievement of 9th and 10th grade students.

METHOD:

Descriptive survey method was used to conduct the study. 200 high school students of Bhilai city from 9th and 10th grade were selected as a sample of the present study through purposive sampling technique.

Tools

➤ In the present study the researcher has used standardized tool as Test Anxiety Scale, developed by V.P. Sharma to collect data regarding test anxiety. This was a five-point scale, consisted of 25 items. Each item carried 5 responses ranging from minimum to maximum levels of test anxiety. Time was limited to 30 minutes. The reliability coefficient has been determined by using the following methods. Coefficient of stability by Test-Retest Method (after 10 days): $r_n = .927$. Coefficient of Internal Consistency by Split Half Technique: Odd-Even Method using Spearman Brown Formula: $r_n = .876$. Predictive validity were calculated using Teachers Rating $r = .768$ and Internal Marks $r = .743$

➤ The marks obtained by the students in their preceding annual examination considered as the level of their academic achievement. The scored data have been analysed and interpreted by

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following the statistical techniques like Mean, Standard Deviation, t-value and correlation.

To test the above hypothesis mean score of test anxiety of students studying in 9th and 10th grade were calculated which is presented in the table for interpretation of data.

Results and Discussion:

H₀₁: There would be no significant difference between test anxiety of 9th and 10th grade students.

Showing the scores of test anxiety of 9th and 10th grade boy and girl students

DESCRIPTION	N	M	S.D.	't'	REMARK
9th grade Test Anxiety	100	69.41	11.84	0.91	Insignificant
10th grade Test Anxiety	100	68	9.98		
df=198 P>0.05					

The table shows that obtained mean of test anxiety of 9th and 10th grade students were 69.41 and 68 and standard deviation were 11.84 and 9.98 respectively. By employing the 't-value' it comes to 0.91 which is less than the tabulated t-value=1.97 at 0.05 level with df=198 and it is found to be insignificant. Hence, our proposed hypothesis is accepted.

H₀₂: There would be no significant difference between academic achievement of 9th and 10th grade students.

To test the above hypothesis mean score of academic achievement of students studying in 9th and 10th grade were calculated which is presented in the table for interpretation of data.

Showing the scores of the Academic Achievement of 9th and 10th grade students

DESCRIPTION	N	M	S.D.	't'	REMARK
9th grade Academic Achievement	100	73.66	13.52	1.36	Insignificant
10th grade Academic Achievement	100	70.95	14.58		
df=198 P>0.05					

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The table shows that obtained mean of academic achievement of 9th and 10th grade students were 73.66 and 70.95 and standard deviation were 13.52 and 14.58 respectively. By employing the 't-value' it comes to 1.36 which is less than the tabulated 't'-value=1.97 at 0.05 level

with df=198 and it is found to be insignificant. Hence, our proposed hypothesis is accepted.

H₀₃: There would be no significant effect of gender on test anxiety of 9th grade students.

To test the above hypothesis mean, standard deviation and 't'-value were calculated from the scores which are shown in the following table.

Showing the scores of effect of Gender on test anxiety of 9th grade students

DESCRIPTION	N	M	S.D.	't'	REMARK	
Boys	50	69.72	8.65	0.261	Insignificant	
Girls	50	69.10	14.43			
		df=98	P>0.0			

The table shows that the obtained mean of test anxiety of boys and girls of 9th grade students were 69.72 and 69.10 and standard deviation were 8.65 and 14.43 respectively. By employing the 't'-value it comes to 0.261 which is less than tabulated 't'-value =1.98 at 0.05 level of significance with df=98 and it is found to be

insignificant. Hence, our proposed hypothesis is accepted.

H₀₄: There would be no significant effect of gender on test anxiety of 10th grade students.

To test the above hypothesis mean, standard deviation and 't'-value were calculated from the scores which are shown in the following table.

Showing the scores of effect of Gender on test anxiety of 10th grade students

DESCRIPTION	N	M	S.D.	't'	REMARK	
Boys	50	66.04	10.67	2.02	Significant	
Girls	50	69.96	8.91			
		df=98	P>0.0			

The table shows that the obtained mean of test anxiety of boys and girls of 10th grade students were 66.04 and 69.96 and standard deviation were 10.67 and 8.91 respectively. By employing the 't'-value it comes to 2.02 which is more than tabulated 't'-value =1.98 at 0.05 level of significance with df=98 and it is found to be significant. Hence, our proposed hypothesis is rejected.

H₀₅: There would be no significant relationship between test anxiety and academic achievement of 9th and 10th grade students.

To test the above hypothesis Karl Pearson's Product Moment of co-relation was calculated from the scores which are shown in the following table.

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Relationship between test anxiety and achievement of 9th and 10th grade boy and girl students

Variables	Calculated 'r' value	Remark
Test Anxiety v/s Academic Achievemem	0.454	Significan

To measure the relationship between test-anxiety and achievement by applying Karl Pearson's coefficient of correlation technique was found to be 0.454 which is significant at 0.01 level of significance. It was inferred that there is a positive correlation between test anxiety and achievement of 9th and 10th grade boy and girl students. Hence our proposed hypothesis is rejected.

In this study the researcher found insignificant difference in the test anxiety of 9th and 10th grade students and in the academic achievement of 9th and 10th grade students. Further the results also revealed that there is an insignificant difference in the effect of gender on test anxiety of 9th grade students. Whereas the researcher found a significant difference in the effect of gender on test anxiety of 10th grade

students, which is significant at 0.05 level of significance.

The result showed that test anxiety was positively correlated with academic achievement ($r = 0.454$), which indicates that academic achievement is low when test anxiety is high. Similar relationship between test anxiety and academic achievement was revealed by other investigators (Yousefi et.al, 2010 & Vitasari, et.al. 2010). They found that individuals with high levels of anxiety tend to do worse on cognitive tests.

Conclusion:

Hence, it can be conclude that academic achievement has been affected by the test anxiety in both the groups; test anxiety is something that impact students from all ethnic backgrounds and grade levels. Helping students learn to effectively manage such anxiety is a challenging task that requires a genuine team effort. Students, parents, teachers, school counsellors and school administrators must also find ways to be actively involved in reducing test anxiety. We live in a test taking society and when students are anxious during tests, they are less likely to perform up to their academic potential. The findings of the present research suggest that test anxiety adversely affects the performance of the school students and female students have tested high level of test anxiety than male students.

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Anxiety and mental health of Higher Secondary School Teachers

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Received
20 June, 2021

Reviewed
22 June, 2021

Accepted
24 June, 2021

The purpose of this study is to know the impact anxiety on mental health of the teachers. The study was conducted among government and private school teachers in Bhilai. 80 teachers were randomly selected from different schools and were administered anxiety and mental health scale to investigate the effect of anxiety on mental health. Survey method had been employed and the study was conducted on higher secondary school teachers. The data was analyzed using descriptive analysis, and t-test was applied. Result shows that there is a significant difference between anxiety and mental health of government and private school teachers.

Keywords: anxiety, mental health, government school teachers private school teachers.

The future of the nation is being shaped in her classroom. The teachers play an important role in nation building. It is a teacher who is mentally fit and free from all anxiety, he will teach effectively. Mental health is the key of wisdom, knowledge and management of the class. The level of mental health of a teacher has been found affected with numerous personal as well as professional demands. Health of teachers on social, physical and mental health domains adds to the efficiency not only to their professional growth and development but also to their personality; moreover, they have also been considered as the constructors of the future of a country. Present study aimed to know the impact of anxiety on mental health of teachers.

Mental health in layman terms is a level of psychological well-being or an absence of a mental disorder. Mental health may be defined as the adjustment of the individuals to themselves and the world at large with a maximum of effectiveness, satisfaction, cheerfulness and

socially considerate behavior and the ability of facing and accepting the realities of life, with minimum friction and tension. According to Gorsy, C and Panwar, N (2015) the improvement of mental health is essential because every culture is looking for mental health based on their specific criteria. The goal of Society is to prepare conditions that ensure the health of Community Member.

All the above mentioned tasks and responsibilities are not an easy task for a teacher to fulfill the expectations of the Society. Such overload of work leads him to the state of "Anxiety." Sometimes in our life we all face tension or uneasiness that stems from the anticipation of danger, which may be internal or external. Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure (APA). Anxiety is a state of heightened emotional arousal containing feelings of apprehension and dread. Risk factors, trauma

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stress due to illness mental health disorder, Drug alcohol are causes of anxiety.

Landikenneth and Eliana (2020) have studied Health Anxiety and mental health outcome during covid -19 lockdown in Italy: The mediating and moderating roles of psychological flexibility. Results indicated that the Interaction between Anxiety and mental health was significant the impact of Anxiety on mental health outcomes during a pandemic lock down is conditional on the level of psychological flexibility. Akhtarulislam (2020) studied depression and anxiety among university students during the covid 19 pandemic results show that no significant difference between male and female with relation to depression or anxiety.

Naushad, Farooqui,,Sharma, Singh, & Verma (2014) studied that proportion and determinants of depression among college students. Result shows that there is need for college students to be educated about depression in order to improve recognition and diagnosis. Tonsing, (2014). Studied that psychometric properties and validation of nepali version of the depression anxiety stress scales. Result shows that the greek depression anxiety scale can be used as a reliable and valid instrument for the measurement of depression, anxiety and stress in the greek population.

Sibnath, Strode and Hansen (2015) studied academic stress, parental pressure, anxiety and mental health among Indian high school students results shows that academic stress was positive correlated with parental pressure and psychiatric problem while examination related anxiety also was positively related to psychiatric problem. Beiter and Sammut (2015)studied that the prevalence and correlates of depression, anxiety and stress in a sample of college students. result shows that the top three concerns were academic performance, pressure to succeed and post graduation plans. Demographically, the most stressed, anxious, and depressed students were

transfers, upperclassmen, and those living off-campus.

Pooja and Johal (2016) studied that Relationship between mental Health and psychological well being of prospective Female teacher. Results indicate the significant positive correlation between mental health and psychological well being of prospective female teachers. These results could sensitize prospective teachers regarding the issues of psychological well being and assist them in promoting mental health among their students. Pozzi, G., I. Band C. Fiorilli (2014): studied that teacher - pupil relationship and mental health the result showed that strengths of Emotional intelligence defined in terms of Higher moderate and low El. significantly impacted the TPR and MH Scores.

OBJECTIVES

1. To measure the correlation of anxiety and mental health of teachers in government and private school.
2. To study the effect of anxiety on government and private school teachers.
3. To study the effect of mental health on government and private school teachers.

HYPOTHESES

1. There would be no significant correlation between anxiety and mental health of teachers.
2. There would be no significant difference between anxiety of government and private schoolteachers.
3. There would be no significant difference between mental health of government and private schoolteachers.

Tools

In order to achieve the objective of the study the investigators used the following Standardized tools.

1. Anxiety Depression stress scale by Pallavi Bhatnagar, Megha Singh, Manoj Panday ,Sandhya & Amitabh.
2. Mental Health Scale by Kamlesh Sharma.

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Results and Discussion

In order to analyze and interpret data the following Statistical techniques were used for the present study i.e. t-test and correlation

coefficient used. The obtained data were analyzed by Applying descriptive statistics mean, SD and correlation.

Table 1
Correlation between Anxiety and mental health of govt. and private school teachers

Variables	N	M	SD	Obtained r value
Anxiety	40	51.60	2.66	-0.024
Mental Health	40	42.22	1.77	

The result shows that $p > .01$ it means that there is a no significant correlation between government and private schools teacher. So our hypothesis is rejected. Mental health and anxiety have established a strong negative correlation

among the teachers of both government and private schools. It means as well as anxiety will increase, mental health status will decrease. So our first hypothesis is rejected.

Table 2
Effect of mental health on government and private school teachers

Mental health Score	N	Mean	SD	t
Government School	20	53.05	2.41	14.76
Private School	20	42.50	2.09	

This indicates that there is a significant difference of mental health of government and private school teachers. Mean mental health score of government school teacher was found 53.05 which significantly greater than private

school teachers mental health score (42.50). Our second hypothesis is also rejected because there is found significant difference between mental health statuses of government and private school teacher.

Table 3
Effect of anxiety on government and private school teachers

Anxiety	N	mean	SD	t
Government School	20	53.05	2.41	4.06
Private School	20	50.15	2.08	

Result shows that there is significant difference of anxiety of government and private school teachers. Thus third hypothesis of this study also to be rejectd.

The present study was conducted on anxiety and mental health of government and private school teachers. Relationship between anxiety and mental health is found to be negative this indicates that teachers who belongs either government or private schools they have workload and continuously facing the anxious environment. When a person becomes prone to sever anxiety would be unable to perform efficiently at work.

Good mental health is highly essential for all in general and particularly teachers. poor mental health of teachers, has an adverse effect

indirectly as well as sometimes directly on the development of learner's personality. All the school administrators and higher authorities should take Keen Interest in developing and maintaining positive mental health of teachers. Therefore, it is necessary to establish guidance and counseling cell in all schools. It will help to solve mental psychological and health related problems of teachers and students. mental health promotion related workshop, seminar, group discussion and Conference should be organized at the different level. The teachers mental health is directly related to the workof classroom. Thus, good mental health of the teacher should as impotant qualificationas academic competence.

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Impact of Mental Health on Educational Achievement

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Received
20 June, 2021

Reviewed
23 June, 2021

Accepted
26 June, 2021

Purpose of present study is to see the effect of mental health on academic achievement of students. It is hypothesized that mental health of the students would not be found to have any correlation with their educational achievement. 120 (students and girls) students of class X to XII have been taken as samples to examine. Mental health developed by Arun Kumar Singh and AlpanaSen Gupta has been used for data collection. The marks obtained from the students in their previous class are taken for academic achievement. Results indicate that there is a positive correlation was found between the mental health of the students and their educational achievement.

Keywords: Mental health, Educational Achievement

The environment of Indian education is slowly changing. Now education has become student centric. In recent times, the atmosphere of the school has changed. There was a time in the history of education when no attention was paid to the child's intelligence, interest and mental state. But now the child has become the center of education; the curriculum is prepared on the basis of his mental state, interest and other abilities and the aim of education is to develop the child. If the children are not mentally healthy, then they cannot be interested in studies and because of this their attention is not focused in studies and they will not be able to take advantage of teaching.

Every teacher needs to have knowledge of mental health science; So that he can contribute to the maintenance of mental health of himself and the students and help the students who are suffering from these adjustment defects due to mental diseases. In a democracy, self-realization, human relations, economic efficiency

and civic responsibility objectives can be achieved only when the child is mentally healthy.

Jha (2005) has studied the mental health of children of higher secondary school. 110 secondary school students (ages 11 to 17 years) were taken as a sample. The effects of living in a village and city and the mental health of their students were studied. It used the "mental health scale" developed by Langer (1962). It was concluded from this study that the mental health of rural boys and girls is weak. In this research study by Mohan, Kulshrestha, Tiwari (2006) the study of the mental health and adjustment level of hostellers and non-hostellers has been done. 100 undergraduate girl students (50 hostel and 50 non-hostellers) have been taken as a sample. Two certified instruments were the "mental health list" prepared by Jagdish and Srivastava (1989) and the "adjustment list" prepared by Sinha and Singh (1984). It was found that there was no difference in family, health and social work in both the groups, but difference was found in emotional and educational adjustment.

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Singh, Choudhary and Asthana (2007) conducted a study to examine the mental status of adolescent girls with high and low levels of affective intelligence. For the study, 400 youth (200 boys and 200 girls) were taken as a sample from schools and colleges of Varanasi. It was found that the students who got higher affective intelligence; their mental status was found to be high in both the groups. Sankat and Maithili (2007) studied the effect of mental health of tsunami-affected orphan students on their academic achievement. As a sample 52 boys and 20 girls (between 9 and 15 years) were selected. It was found that mental health had a greater impact on their academic achievement.

Objectives

1. To see the effect of mental health of students on academic achievement.
2. To see the effect of mental health of boys students on academic achievement.
3. To see the effect of mental health of girl students on academic achievement.

Hypothesis

H₁ - The mental health of the students would not be found to have any correlation with their educational achievement.

H₂ - The mental health of the boys students would not be found to have any correlation with their educational achievement.

H₃ - The mental health of the girl students would not be found to have any correlation with their educational achievement.

METHODS

Sample: 120 (students and girls) students of class X to XII have been taken as samples to examine the hypothesis presented and the correlation coefficient between their mental health and educational achievement has been calculated.

Tool: In the present research work, the effect of mental health of students on their academic achievement has been studied. In this, the “Mental Health Battery” developed by Arun Kumar Singh and Alpana Sengupta has been used for the measurement of mental health. In a positive question, zero number will be given for YES and zero number for NO and negative question I will be given 0 marks for YES and 1 for NO.

Results and Discussion

Table No. 1

The mean and correlation coefficient of mental health and educational achievement of students (Boys & Girls)

S.No.	Study Variables	Number of Students	Mean	Correlation Coefficient
1.	Mental Health	120	77.74	0.942
2.	Academic Achievement		68.26	
df = 118, P < 0.01, Meaningful Correlation				

It is clear that a positive correlation was found between the mental health of the students and

their educational achievement. Hence, it is concluded that the hypothesis presented is rejected H₁.

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Table No. 2
The mean and correlation coefficient of mental health and educational achievement of Boys

S.No.	Study Variables	Number of Students	Mean	Correlation Coefficient
1.	Mental Health	60	77.72	0.94
2.	Academic Achievement		67.98	
df = 58, P < 0.01, Meaningful Correlation				

It is clear from the above table that a positive correlation has been found between the mental health of the students and their academic achievement. This concludes that our hypothesis is rejected H2.

Table No. 3
The mean and correlation coefficient of mental health and educational achievement of Girls

S.No.	Study Variables	Number of Students	Mean	Correlation Coefficient
1.	Mental Health	60	77.77	0.95
2.	Academic Achievement		68.54	
df = 58, P < 0.01, Meaningful Correlation				

From the above table, it is clear that a positive correlation has been found between the mental health of the girl students and their educational achievement. Therefore, it is concluded that the hypothesis presented is rejected H3.

The result concludes that the mental health of the students is found to have a positive correlation with their educational achievement, so it is clear that if the mental health of the

students is good, their educational achievement will also be good, while if the mental health is poor, the educational achievement will also be affected. Therefore, efforts should also be made to improve the mental health of the students so that they can get education in a healthy educational environment.

Various research studies on mental health and academic achievement concluded that

students have to face many problems due to lack of mental health. Students can achieve their academic achievement only when they are mentally healthy. Important conclusions have been drawn through effective tests and studies on both mental health and academic achievement by educationists at the Indian and foreign levels. Critically, the following generally accepted views are given:

- Social and environmental conditions affect mental health.
- Mental health plays a crucial role in academic achievement.
- Mental health plays a crucial role in achieving success in any field.
- Effectiveness can be brought in teaching on the basis of mental health.

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Effect of Knowledge of Psychology on Mental Health of Trainee Teachers

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Received
20 June, 2021

Reviewed
24 June, 2021

Accepted
27 June, 2021

This study aimed to find the effect of knowledge of psychology on mental health of trainee teachers. Purpose of the study was to assess the mental health of trainee teachers on the basis of their psychology knowledge. For assessment of mental health a Mental health scale developed by Dr. Kamlesh Sharma has been administered on 40 trainee teachers of fourth semester and their scores in psychology subject has been taken for assessment of their psychology knowledge. Data collected, analysed, Mean Sd. And, 't' value calculated, it has been observed that the person having high score of psychology knowledge his/her mental health score also high as compared to the person having Low score in psychology subject, also 't' value calculated found significant. It gives evidence that a person with better knowledge of psychology ...his/her mental health remains sound.

Keywords: Knowledge of Psychology, Mental Health, Trainee Teachers

Introduction

Mentally healthy person feels comfortable about him, and not bowled over his own emotions by his fears, jealousy and guilt. He has a tolerant, easy going attitude towards himself as well as others. He never underestimates or over estimates his as well as others abilities and easily accepts his own shortcomings. Keeping respect towards others, maintaining his own self respect. Always ready to face the odd situations whichever comes in his life. He enjoy pleasure of life and feel satisfied from his occupation.

He has a positive attitude towards his own group and others also. He likes ,loves, and trusts others. He has a satisfying and lasting relationship with others and also considers the interest of others. He feels happy among the group and feels a part of the group. He feels responsibility to his friends, relatives, neighbors, co-workers

and others. All these characteristics are within individuals and are nurtured by knowledge psychology.

Mentally healthy person is able to solve his own problems and not get disturbed by them. He easily adopt the different environment and try to cope up with others ,also put efforts to make it better .He plan for future but not anxious about it and always apply his natural capacities to fulfill and to set the goals of life. He think for himself and take own decisions. Mentally healthy person performs all his duties with full confidence and satisfaction about the result.

Allin (1949) described the characteristics of mentally healthy person as happy in spite of his shortcomings, independent in actions and decisions, self confident, fairly relaxed with himself and others, aware of the feelings of others and eager to attend new challenging tasks

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happily. **Bernard** (1969) stated that mentally healthy individuals are adjusted to themselves and the world at large with maximum effectiveness, satisfaction, cheerfulness, socially considerate behaviour with the ability of facing and accepting their realities of life.

We all know how knowledge of psychology changes the attitude of a person to see towards Life. It's well known that a teacher is the backbone of the whole education system unless and until he is not healthy mentally how he can understand the students. As each and every student is a individual personality, he has to tackle it, communicate the child by understanding the individual differences. This can be possible only when the teacher is aware of knowledge of psychology. So in B.Ed there is one compulsory subject: psychology... Subject name is "learner and learning process". Trainee teachers learn it in the first semester...it has found that they show most interest in studying the said subject. We observed the trainees during the internship how they tackle the students...they tackle very tenderly with great understanding.

When trainee teachers gain knowledge of psychology, they learn Innate nature of child.... His natural urges, instincts, potentialities and propensities, behaviour, he understands the nature of learning, nature of behaviour, individual differences heredity, environment, he also receive knowledge of mental health and adjustments and a person who possessed sound mental health can be called as adjusted individual. A teacher who is endowed with the knowledge of mental health can prevent maladjustment and is able to promote mental health in children.

Review of Related Literature

Kumar (2013) studied on mental health and school satisfaction of truant and non truant secondary school students and found that there was significant difference between truant and non truant students but there was no significant

difference in school satisfaction of truants depending upon their locale.

Mangal and Varun (2013) studied teacher - pupil relationship and mental health the result showed that strengths of Emotional intelligence defined in terms of Higher moderate and low El. Significantly impacted the TPR and MH Scores.

Mqbool, Shrivastava and Pandey (2014) studied on mental health of working women and housewives of Baramulla district of Jammu & Kashmir and found significant difference in their mental at .05 level of significance, housewives are better on mental health than working women.

Jageshwar and Viswanatha (2016) studied the effect of school environment ,home environment and mental health status on achievement motivation among high school students and found that there was a significant impact of the three variables on achievement motivation of the students.

Jaychandran (2017) studied on analysis of mental health and peer relation of higher secondary school students and revealed that there is significant difference in mental health among higher secondary school students based on gender and type of school.

Murugan (2018) studied on mental health and academic achievement of higher secondary school students and found that male and female students differ significantly on mental health and not differ significantly with respect to school type, also students from joint family and nuclear family differ significantly. A significant relationship between mental health and academic achievement has been found.

Dhurandar and Agrawal (2015) found that mental health of science students and arts students not differ significantly on the mental health also gender wise. Jerome visoers cleophas (2020) studied on student involvement, mental health and quality of life of college

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students in a selected university in Manila, Philippines. result suggests that the involvement in school organization was correlated to the depression levels, general positive effect and life satisfaction. Social interaction with entities in schools was also related with life.

Kenneth and Eliana (2020) studied on Health Anxiety and mental health outcome during covid -19 lockdown in Italy: The mediating and moderating roles of psychological flexibility and found that the Interaction between Anxiety and mental health shows significant impact i.e. Anxiety on mental health outcomes during a pandemic lock down is conditional on the level of psychological flexibility.

Objectives of the study

The following objectives have been set for the present study by the researcher.

To assess the knowledge of psychology and mental health of trainee teachers.

To find the effect of knowledge of psychology on the mental health of trainee teachers.

Hypothesis for the study

There would be a significant effect of knowledge of psychology on the mental health of trainee teachers.

Method : Descriptive survey method of research was applied for Execution of the study.

40 trainee teachers have been selected randomly and the mental health Scale has been administered by sending a scale online to the trainees and scored as given in manual, for knowledge of psychology the scores of first semester in their psychology subject has been taken.

Result and Descation

Median of scores of psychology subjects calculated and the high and low group has been formed and the group wise mean and sds of scores on mental health scores were calculated .‘t’value calculated shown in the following table.

Groups of knowledge of psychology	Mean	SD	N	t- value	Result
High	66.29	2.59	23	7.17	P< .01 df = 38
Low	59.38	3.29	17		

TABLE for mental health of trainee teachers on the basis of knowledge of psychology

From above table it has found that t value is significant at df = 38

Giving evidence that knowledge of psychology has an effect on the mental health of trainee teachers.

From the table it can be said that t -Value calculated is significant at .05 level of significance. Also it has been observed that high group of knowledge of psychology showed

greater Mean score as compared to a lower group of knowledge of psychology. also it can be said that psychology is also applied in our daily life so many matters it make us to understand others in many ways like to understand your emotions as well as others around you you are able to feel feelings of others evaluate emotional reactions carefully when you understand others emotions our stress and so many conflicts get solved and you feel relaxed resultant your good mental health. The result is

accordingly well established that greater the knowledge of psychology, better the mental health of a person. so it is necessary to make people aware how important is the psychology knowledge for any person to see right towards our life and put correct attitude towards any issue

of life . So many steps can be taken to enhance the interest in psychology among people like seminars, awareness programs, in career counseling, through speeches, through media so many psychological problems can be tackled and how peoples' mental health could remain sound by such steps could be shown.

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Comparative Study of Mental Health of Working and Non-Working Women

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Received
20 June, 2021

Reviewed
22 June, 2021

Accepted
25 June, 2021

Current research has been done to know the impact on mental health of working and non-working women. The total number of samples for this was 60 in which 30 working women and 30 non-working women in the age group of 25 to 45 years were taken. MHI (Mental Health Inventory) was used for data analysis by Dr. Mrs. Kamlesh Sharma for data collection. There is no significant difference between working and non-working women. The results showed that the mental health scores of working women and non-working women did not differ, with both having almost the same mental health.

Keywords : mental health, working women, non-working women.

Introduction

Indian women are slowly coming out of the traditional. Women are learning to play roles and enter male dominated areas. The role and status of women has changed in recent years. Their participation in education and workplace has also increased their socio-family roles. Women in India have more opportunities to grow.

Women in independent India are entering in increasing numbers in salaried remuneration and occupations. The numerical growth of women taking up employment in various capacities can be seen in the busy area of any major city in India, women from the lower strata of the society have always worked for wages in this country. There is a diversity of values in the women's group. Working women and non-working women have different values than other adult women. The social and community

environment in modern society is full of social and moral pollution. So there are many problems of working women in different sectors. "A working woman" means a woman who comes out of her home to take up a gainful employment. Their higher education and more and more women can be seen taking up jobs outside their homes. "A housewife" means a woman who is not engaged in any form of remuneration or honorary work. The best place for married women was considered to be their home. She is supposed to do household chores and take care of her husband and child. Mental health is an integral and primary component of health. It has been reported as an important factor influencing mental health. Various behaviors, activities, happiness and performance of the individual. Mental stress is an important cause of mental health health problems that arise due to various conditions. If the mental state is good, a woman

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can take various decisions. Mental health can be defined as the ability to make adequate social and emotional adjustments to the environment on the surface of reality. In other words it is the ability to face and accept realities. The WHO constitution states: Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

Singh (2006) conducted a descriptive survey method on the status of 'mental health assessment' and conducted research on middle-aged women in Varanasi city. The researcher concludes that mental health scores highlight that working women Stuck in a situation where they are finding it difficult to imitate.

Khodides (2013) found significant differences in mental health between working women and housewives. The mean mental health score of women and housewives was 68.25 for 40 working women and the SD was 9.25. Was . Similarly, for 40 housewives, their mean T-value for mental health was 2.34 and the level at 0.05 was significant. Hence the results suggest that mental health is better for housewives than for working women.

Dudratra and Jogsan (2012) found significant differences between working and non-working women in the basic area of mental health. The non-working woman got a higher average score of 73.92 as compared to the working woman 68.80. The mean difference is 5.12 and the standard working woman got 9.26 and the non working woman got 10.72. So we can say that non-working women have better mental health than working women. The t-value of mental health is 2.36. The calculated data clearly shows that there is a significant difference in mental health between working and non-working women. In simple words, it was concluded that

the mental health of working women is better than that of non-working women.

R.V Mankani and Gangav Yenagi (2011) "The results showed that there was no significant difference between the mental health dimensions of working and non-working women. Working women had better mental health than non-working women.

Objective

Main objective of the current study is to compare the mental health of working and non-working women.

Hypothesis

It was hypothesized in this study that there would be a significant difference in the level of mental health between working women and non-working women.

Tool

Mental Health Scale (MHQ) Manufactured and standardized by Dr Kamlesh Sharma, Dr BRA. Research Institute Indore was used to assess the mental health level of the subjects. The test consists of 60 items and is formulated in the form of positive and negative statements. The scale has 60 statements. Each statement has three alternative answers- "yes", "indefinite" and "no". The subject has to choose only one alternative answer. The plan to score it is 2 points for "yes" for positive statements, 1 point for "uncertain" and 0 points for "no", and 2 points for "no", with 1 point for negative statements. For this only reverse marking is to be adopted. for "indeterminate", and 0 points "Yes".

Sample

The present research assessed the 'mental health' of 30 working women and 30 non-working women in the middle age group of 25 to 45 years of urban area of Bhilai Raipur.

Result and Discussion:

Working Status	Mean	S.D.	t- value
Working Women	86.53	11.88	1.20
Non-Working Women	83.07	10.57	

Mental health can be defined as the ability to make adequate social and emotional adjustments to the environment on the ground of reality. In the present research, the 'mental health' of middle-aged working women and non-working women of 25 to 45 years of age group of urban area of Bhilai Raipur was assessed. The researcher concludes that the core area of mental health does not reveal significant differences between working and non-working women. The non-working woman scored an average score of 83.07. Working women got a higher average score of 86.53. And the standard score of working women is 11.88 and for non-working women is 10.50. So we can say that there is no significant difference between working and non-working women. The t-value of mental health is 1.20, which was not found significant ($P < 0.05$), falsifying our hypothesis that there would be differences in mental health between working and non-working. The calculated data clearly shows that there is no difference in mental health of working and non-working women. It is clear from this that whether women are working or non-working, the ability to adjust in their situation is found more in them, the data shows a healthy mindset in both. While it is well known that women's social roles influence their mental health, it is unclear whether the effects are beneficial or harmful. (MC Bride 1998)

A similar study was conducted by Raut and Cooper (1997) and the results showed that there were significant differences in mental health between working and non-working outcomes indicating that the mental health of non-working women was higher than that of working women. is better. This study was conducted by Khodidas (2013) "Comparative Study of Mental Health" Working women and housewives" Department of Psychology, Saurashtra University Rajkot, The aim of the study was to find out the mental health of working women and housewives, so 40 working women and 40 housewives were randomly selected from Surendranagar district for the total number. The Mental Health Analysis Questionnaire, developed by Badami and Badami, was used to measure the level of mental health of working women and housewives. The 't' test was used for statistical analysis of the data. The difference in the level of mental health of working women and housewives was significant at 0.05 level, so the null hypothesis was rejected and the result indicated that housewives had better mental health than working women. RV Mankani and Gangav NG found in their study that most working and non-working women had high self-efficacy. There was no significant difference found between working and non-working.

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Impact of Socio- Economics Status on Academic Achievement of Secondary School Students

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Received
19 June, 2021

Reviewed
23 June, 2021

Accepted
26 June, 2021

The present study focuses on the impact of socio-economic status on academic achievement of secondary school students. The data were collected from sixty students of class IX from three schools of Rourkela city by using socio-economic status scale constructed and standardized by professor Ashok .K. Kalia and Mr.Sudher Sahu . The data were analysed and interpreted by using the statistical technique of product moment coefficient of correlation by Karl Pearson method .The result shows that there is a positive correlation between academic achievement and socio-economic status.

Key words: Academic achievement, SES, Secondary education.

Introduction

Good (1959) has defined academic achievement in the Dictionary of Education as “Knowledge attained and skill developed in the school subject usually designated by the test scores or by marks assigned by teacher or by both.” Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of knowledge. (Neelam , 2013).

The academic achievement measures – knowledge, understanding, application and skill in specified subjects. It also measures separate scores for each subject or a total score for several subjects combined. The academic achievement is an essential tool or a device of measurement that helps in ascertaining quantity and quality of learning. The academic achievement scores help the teacher in three ways-firstly in ranking the student in the class, secondly, in deciding the future course of action needed for the student and thirdly, in making a change in the teaching approach ,method and strategy.

Achievement in the examination can be attributed to different factors. Intelligence, memory, attitude, aptitude, interest and other cognitive factors influence the academic achievement of an individual and also with these, the non cognitive factors like S.E.S., study habits, environment etc. have a great impact on the academic achievement of the individual.

Families with higher socio-economic status often are more successful in preparing their young children for school as they enjoy the resources responsible to promote and support young children’s development .They are able to provide their young children with necessary quality education requirements.

Magnuson, Katherine (2007) describes parents’ academic socialization as a way, how parent influence student’s academic achievement by shaping students’ skills, behavior and attitude towards schools. Parents influence their children through the environment. Academic socialization can be influenced by parents’ socio-economic status. Higher educated

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parents tend to have more stimulating learning environment for their children. (Cited in academic achievement, Wikipedia).

Lacour and Tissington (2011) studied the effects of poverty on academic achievement and found that poverty significantly affects academic achievement due to lack of resources available for student success. The factors affecting student' achievement include family income, source of income and mother's education level. Memon joubish and Khurram (2010) studied the impact of parental socio-economic status on student's educational achievements at secondary schools of District Malir, Karachi He concluded that higher the family income and involvement of parents in performing the home assignment, better would be the educational performance of students in matriculation examination. Pathy and Majhi (2010) found that the academic performance of the children of working mothers is significantly higher than the children of the non-working mothers. The children of working mothers are trained in acquiring better cognitive stimulation with better adjustment to distracting situations ultimately leading to better academic performance..Dey (2007) found that socio-economic and educational background of family, parental education & profession ,regular interaction of parents with teachers, school with better physical and human resources, practices of private tuition/coaching, were the major factors for high academic achievement. Driessen and others (2006) examined the parental involvement and educational achievement of the children and revealed that good educational achievement is the product of continuous parental involvement in their children education. Jacquelynne and others (2005) studied the influence of parents' education on their children's educational attainment and found that parents' education predicts children's educational outcomes, alongside other distant family characteristics such as family income, parents'

occupation and residence location. Overall it was found that, children's education attainment reflected of their parents' education. Sultana (1988) conducted a study to explore school achievement among adolescent children with working and non working mothers and revealed that there was no difference in academic achievement among children of working and non-working mothers, studying in English or Hindi medium schools. Narang (1987) attempted to explore the effect of socio-economic status on the academic achievement of boys and girls in city, town and village areas and concluded that socio-economic status did not affect academic performance in the city, town and village areas. Misra(1986) conducted a study to explore the influence of socio-economic status on Academic Achievement of Higher Secondary Students in Rural and Urban areas of Kanpur, and found that there was positive relationship between socio-economic status and academic achievement of the students. The academic performance of girls was superior to the performance of boys. Rajput(1984) found out the effect of socio-economic status on the achievement of students in mathematics and stated that the socio-economic status of the children affected the achievement of the students in mathematics. The high socio-economic status group and the average socio-economic status group of the students did not differ significantly on achievement in mathematics. Achievement of high socio-economic status and low socio-economic status students in mathematics differed significantly. Shukla(1984) attempted to examine the achievement of primary school children in relation to their socio-economic status and revealed that ,SES was positively and significantly related to academic achievement.

RATIONALE OF THE STUDY:

Secondary education is pivotal in any educational system, and it is aptly marked as the

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cross-road in any student's life. After secondary education, all placements are made. That's why, much importance is given on the achievement at the secondary level. It is a matter of surprise that, the performance of the students of secondary level has not maintained uniformity even with same type of instructions, facilities, time and resources in schools.

Academic Achievement has a great importance in child's life. High achievement in school creates self confidence in a child where as low achievement or failure in academic field leads to low self esteem which further leads to mental disturbances and depression .On the other hand, studies show that parental SES affects achievement scores. Hence, the investigator has opted to study the relationship between Socio-Economic Status of the family with the academic success of their wards. Hence, the present investigation is entitled as "Impact of Socio-Economic Status on Academic Achievement of Secondary Students."

OBJECTIVE

To find out if there is any relationship between socio-economic status and academic achievement at secondary level.

HYPOTHESIS

In this study it was hypothesized that there would be no significant correlation between SES and academic achievement at secondary level.

LIMITATIONS

The present study was confined to Nayabazar High School and O.S.A.P. High School of Rourkela coming under B.S.E. Odisha.

The Study is limited to the pupils of class – IX only

METHODOLOGY

In order to achieve the above objective, causal comparative method of research was adopted.

All the Students studying in class – IX of Rourkela coming under BSE, Odisha formed the population of the present study. In order to collect the data for the present study, 40 students of class – IX were selected using Random Sampling technique (20 students from Nayabazar, High School & 20 from O.S.A.P. High School).

TOOLS USED

1. Marks scored in half yearly and annual examinations were taken. Average was calculated. This average mark was taken as Academic achievement score.

2. S.E.S. Scale developed by Prof. Ashok K. Kalia, Professor of Education Department of Education. Maharshi Dayanand University, ROHTAK (Haryana) and Mr. Sudhir Sahu, Assistant Professor, Vikramaditya College of Education, Morkheri, ROHTAK (Haryana) was used by the investigator to study the SES of sample students. The SES scale (used for this investigation) comprised of 42 (40+2) items. Forty items were from five different dimension/ / areas of socio-economic parameters viz socio-cultural component, Economic component, possession of goods and services, Health component and Educational component having 16, 5, 10, 5, 6 items respectively. With these one for information on caste and one for stream were also given. Reliability of the SES scale was found to be 0.71 and 0.89 when measured by split-half and test-retest method respectively.

The criterion validity was measured by correlating it with Socio-Economic status by Prof. Rajbir Singh, Dr. Radhey Shyam and Dr. S. Kumar (2006) and I came out to be 0.85 which is highly significant (by the Author).

STATISTICAL TECHNIQUES

Product moment coefficient of correlation by Karl Pearson method was adopted employed to find out the significance of correlation.

DATAANALYSIS

Pearson’s coefficient of correlation between Academic Achievement and S.E.S

N 40	Achievement score	$\sum X$ 7481	M_x 187.025	$\sum X^2$ 356.039	$\sum XY$ 16425.833	r 0.3592 (Significant at 0.05 level)
	S.E.S	$\sum Y$ 1647	M_y 41.175	$\sum Y^2$ 5873.775		

X = Achievement scores of students

Y = S.E.S scores of the students

INTERPRETATION

The correlation between academic achievement and socio-economic status came out to be 0.359. The table value at 38 df at 0.05 level and 0.01 level came out 0.304 and 0.393 respectively. Hence, the calculated value was found significant at 0.05 levels. Hence the null hypothesis is rejected.

CONCLUSION

It may be concluded that there is positive correlation between academic achievement and

socio-economic status. The academic achievement of secondary level students is effected by socio-economic status of their families.

The finding correlates with previous research that found out the difference between high and low SES groups. However, the finding of this study should not be generalized as it was carried out on a small sample of Rourkela City.

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