MIND MATTERS : INSIGHTS INTO PSYCHOLOGICAL RESEARCH

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RESEARCH

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CONTENTS

Sleep Quality and Problem-Solving Skill among Emerging Adults

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Abstract

Sleep quality refers to how well an individual sleeps, including factors such as how long it takes to fall asleep, how often they wake up during the night, how restful their sleep is, and how they feel upon waking. Problem-solving skills are the ability to identify problems, brainstorm and analyze answers, and implement the best solutions. An employee with good problem-solving skills is both a self-starter and a collaborative teammate. The transitional period between late adolescence and early adulthood, known as emerging adulthood, typically lasts between the ages of 18 to 25. The present study aims to assess a significant relationship between sleep quality and problem solving among emerging adults. The sample consisted of 80 emerging adults, who are in the age group of 18-25 years. Samples were collected using convenient sampling. Assessment tools used in the study were Sleep Quality Scale (SQS) and Independent-Interdependent Problem-Solving Scale (IIPSS). The collected data were analyzed using SPSS and was used to examine the relationship between two groups. The finding showed that there exists no significant relationship between sleep quality and problem-solving skills among emerging adults.

Indexed Terms- Sleep Quality, Problem-solving, emerging adults

1. INTRODUCTION

Emerging adulthood, as defined by Jeffrey Jensen Arnett, is a developmental stage distinct from adolescence and full-fledged adulthood, characterized by profound change and exploration. It typically encompasses the ages of 18 to 25, although some researchers extend it to the mid- to late-20s. During this period, individuals navigate a series of life transitions and engage in identity exploration, often experiencing instability in their love lives, work, and living situations. They enjoy a heightened sense of self-focus, with fewer immediate obligations to others, allowing for personal growth and self-discovery. Yet, they often feel "in-between," not fully adolescent but not yet assuming the full responsibilities of adulthood. This stage is marked by an optimistic sense of possibilities, as emerging adults have the freedom to shape their futures in unprecedented ways. Being a young adult is a unique stage of life that offers several chances for personal development, expansion, and transformation. We can raise a generation of people who are ready to meet the challenges of life with optimism and confidence by embracing the distinctive features of emerging maturity.

An integral part of a person's daily routine is sleep. Increased sleep is positively correlated with better mental, emotional, and physical well-being. On the other hand, inadequate or disturbed sleep can exacerbate the decline of overall physical health as well as cognitive and psychological functioning. The definition of "restoring" or "quality" sleep is necessary because of these factors, which make it critical for research to understand how sleep quality changes. Cross-domain research is necessary to fully investigate the concept of "sleep quality". Numerous physiological and psychological factors affect human sleep patterns and quality of sleep. People of all ages are affected by these problems, so specialists in clinical and

technical domains should investigate them. The phrase "sleep quality" is often used in sleep medicine, but it lacks a recognized definition. There are three basic states in which an organism can function: wakefulness, non-REM sleep, and REM sleep. Sleep, particularly REM sleep, is believed to help the brain process and integrate new information and can lead to insights or solutions to problems that seemed difficult before sleeping. But there are also studies which shows that the direct relationship between sleep quality and problem-solving skills may not be that significant and could be influenced by various other factors such as there is a study titled "The Relationship of Sleep Hours on the Academic Performance and Classroom Participation of Senior High School Students" which found no significant relationship between sleep hours and academic performance or classroom participation. The quantity of sleep that each person requires varies from person to person (Garcia et al. (2023)). Prusinski. A (1993) makes a distinction between what appears to be a lengthy and sleepers who wake up quickly. For those who have short sleep durations, 5.5 hours or less of sleep is enough to prevent fatigue that might disrupt daily activities. Sometimes the long sleepers require more than nine hours of sleep-in order to perform their daily tasks competently. Inadequate sleep has negative effects on the daily routines and academic plans of emerging adults, and it may even have grave unintended consequences. Approximately 45.4% of adults in China have experienced or are currently experiencing sleep disorders (Zhang et al., 2018). The main reason why adult experience sleep disorders by a constantly disrupted biological clock, which results in later bedtimes and irregular sleep patterns.

During the 20th century, researchers dedicated considerable effort to defining and instructing problem-solving abilities. Initially, in the early 1900s, problem-solving was perceived as a structured, methodical process, often involving abstract tasks like

deciphering puzzles or solving mathematical equations, where correct answers were expected (known as convergent reasoning). Problem-solving is a high-level cognitive process that enables us to solve problems quickly, effectively, and without any obstacles. It involves being able to recognize and define the problem, formulate tenable solutions, evaluate your options, select the best one, and put the chosen solution into action. A problem-solving strategy frames or guides original thought and reasoning. It is the ability to reason and think in a sophisticated way. The individual needs to use all his resources, including his strongest language abilities, observations, predictions, and interferences, to control the barriers that prevent him from fulfilling his desires and feeling satisfied. Unfulfilled drives and wants are the source of this tension. According to Mayer and Wittrock (2006), problem solving is cognitive processing directed at achieving a goal when no solution method is obvious to the problem solver. This definition consists of four parts: first part, problem solving is cognitive, that is solving occurs within the problem solver's cognitive system and can only be inferred from the problem solver's behavior. Problem solving can be considered as the most sophisticated cognitive function, it requires the control and modulation of fundamental skills. Problem-solving, as defined by R. E. Mayer (1990), involves cognitive processes aimed at transforming a given state into a desired final state when the solution method is not immediately apparent. This definition, accepted by experts in the field (Klieme, 2004; Mayer and Wittrock, 2006; Reef et al., 2006), emphasizes certain key characteristics. According to Funke (2010), the individual's initial understanding of the problem constitutes the given conditions, while permissible operations refer to the actions that can be taken to reach the desired outcome using available resources. However, obstacles, such as a lack of knowledge or obvious strategies, may impede progress toward the goal. Overcoming these

obstacles involves not only cognitive processes but also motivational and emotional factors

2. REVIEW OF LITERATURE

2.1 Review of Related Literature

Kumari. R et.al (2020) had conducted a study on "Sleep quality assessment among college students using Pittsburgh Sleep Quality Index" The sample of the study was 346 college students at selected degree colleges of Rishikesh, Uttarakhand. Sleep Quality was assessed using a validated Pittsburgh Sleep Quality Index (PSQI), which has seven components while Perceived Stress Scale-10 assessed Stress. This study demonstrates that 66% of respondents reported having poor quality sleep. With a median and mode of 20 minutes and 60 minutes, respectively, the mean sleep latency among the respondents was 27.2 minutes, indicating a rather high incidence of poor sleep quality. Stress-relieving seminars and yoga/meditation are examples of relaxation approaches that can have a big impact.

Madhusudan.M et.al(2019) has conducted a study on" Sleep Quality, its determinants and its association with academic performance" The sample of the study was 684 undergraduate medical students at Medical College, Wayanad District, Kerala. Data were collected using a predesigned and pretested self-administered questionnaire, i.e., the Pittsburgh Sleep Quality Index. The PSQI is an effective instrument used to measure the quality and patterns of sleep-in adults. It differentiates "poor" from "good" sleep quality by measuring seven areas (components): Subjective sleep quality, sleep latency, sleep duration, habitual sleep efficiency, sleep disturbances, use of sleeping medications, and daytime dysfunction over the past month. The result of the study was 62.4% were found to have good sleep quality and 37.6% poor sleep quality. The prevalence of poor sleep quality was more among 17–

19 years age group, males, married, Phase I MBBS students, NRI quota students, subjects belonging to religion "others," urban origin students and day scholars.

Leskauskas.D et.al (2010) has conducted a study on "Associations of quality of sleep with lifestyle factors and profile of studies among Lithuanian students" The sample of the study was 405 randomly selected students from the first and fourth years of studies from 4 different universities in Lithuania, Faculty of Medicine of Kaunas University of Medicine. The scales used for the study are Pittsburgh Sleep Quality Index (PSQI) for subjective evaluation of sleep quality and the questionnaire about sleep and lifestyle habits and impact of poor sleep on the quality of life developed by the researcher. According to the study's findings, more than half of the students (59.4%) had PSQI scores greater than 5, which made it possible to suspect sleep disorders. Regarding the profile of research displaying the highest prevalence of sleep problems among medical students, a substantial difference in the frequency of bad sleepers was discovered. A noteworthy association was seen between the subjective assessment of life quality and the quality of sleep. The people whose lives are most negatively impacted by sleep deprivation are medical students.

Franestian. D et.al (2020) has conducted a study on "Analysis problem solving skills of student". The sample of the study was in 80 students with low, medium, and high cognitive abilities according to the score of basic skill test upon new student admission in Junior High School. The study's instrument consists of five validated problem-solving skill test questions that have been modified to account for a variety of problem-solving skill indicators. The study's findings demonstrate that problem-solving ability remains low across all metrics. Each component of problem-solving skills development results in 5.20% for problem identification, 57.60% for connecting cause and effect, 47.10% for solution planning, 37.60% for finding the pertinent

solution, and 39.10% for analysing the impact of solutions. In summary, junior high school pupils' problem-solving abilities in scientific classes fall into a low category.

Cihan.B (2018) has conducted a study "The Analysis of Problem-Solving Skills and Related Factors for Some Students Studying at Different Schools of Physical Education and Sports". The sample of the study was 243 female and 351 male students, studying at School of Physical Education and Sports at the University of The Yozgat Bozok, Erciyes University and Omer Halis Demir University. The Problem-Solving Inventory (PSI) was used as a data collection instrument to achieve these goals. It was created by Heppner and Petersen (1982) and modified by Sahin et al. (1993). The data analysis showed that when it came to solving problems, female students' abilities were noticeably superior to those of male students. Furthermore, a substantial difference was observed in the average problem-solving skill ratings of the individuals. Student averages for problem-solving skills at the University of Yozgat Bozok were found to be much higher than those at Erciyes University and Omer Halis Demir University

Aydoğan, Y., & Özyürek, A. (2020) has conducted a study "The Relationship between Problem-Solving Skills and Memory Development". The sample of the study was on (122) 4-6 years old children attending pre-school education institutions. The Problem-Solving Skills Scale (PSSS) and the Memory Scale for Children (MSC) were used to gather the data. The Pearson's correlation coefficient was utilised to analyse the data and find the correlation between the scale scores. The study's conclusions showed that the subscale scores of the Problem-Solving Skills Scale and the Memory Scale for Children showed a significant correlation, and that gender, school type, parental age and occupation, and mother's educational status had no bearing on the problem-solving abilities or memory of preschoolers.

2.2 Research Gap

Since we only studied 80 developing adults, we are unable to draw broad conclusions from our findings. In the area of sleep quality and problem-solving skills there could be the need for more studies that explore the specific mechanisms through which sleep quality influences problem-solving abilities. While there is no other existing research in Kerala indicating a relationship between the two variables, there is still a lack of comprehensive understanding regarding how different aspects of quality of sleep, such as duration, continuity, and sleep stages, impact various types of problem-solving skills.

3. METHOD

3.1 Objective

3.1.1 To assess the significant relationship between sleep quality and problem solving among emerging adults**.**

3.1.2 To analyse the significant relationship between sleep quality and independent problem-solving skills in emerging adults.

3.1.3 To understand the significant relationship between sleep quality and interdependent problem-solving skills in emerging adults.

3.2 Hypotheses

3.2.1 There will be a significant relationship between sleep quality and problem-solving skills in emerging adults.

3.2.2 There will be a significant relationship between sleep quality and independent problem-solving skills in emerging adults.

3.2.3 There will be a significant relationship between sleep quality and interdependent problem-solving skills in emerging adults.

3.3 Variables and Operational Definition

3.3.1 Sleep Quality

Sleep quality refers to how well an individual sleeps and the overall satisfaction and effectiveness of their sleep experience. It encompasses several factors, including the ability to fall asleep easily, the depth and duration of sleep, the presence of disruptions or awakenings during the night, and the feeling of being refreshed upon waking.

3.3.2 Problem Solving Skill

Problem-solving skills are the ability to identify problems, brainstorm and analyze answers, and implement the best solutions. An employee with good problem-solving skills is both a self-starter and a collaborative teammate; they are proactive in understanding the root of a problem and work with others to consider a wide range of solutions before deciding how to move forward.

3.3.3 Emerging Adults

The transitional period between late adolescence and early adulthood, known as emerging adulthood, typically lasts between the ages of 18 to 25. Identity exploration, instability, self-focus, a sense of possibilities for the future, and an in-between feeling are characteristics of emerging adulthood.

3.4 Sample

3.4.1 Sample size of the study

The sample consists of 80 emerging adults of which, there are male and females who fall under the age group of 18- 25. The participants were from across Kerala, India. Samples were collected using Convenient sampling.

3.4.2 Inclusion criteria

The participant is within the age group of 18-25 years and participants included in the study are emerging adults across Kerala, India.

3.4.3. Exclusion criteria

Individuals who have intellectual disabilities are excluded, Individuals who are illiterate are also excluded from the study and below the age group of 18 and above the age group of 25 are also excluded from the study.

3.5 Assessment Tools

3.5.1 Sleep Quality Scale (SQS)

Consisting of 28 items, the SQS evaluates six domains of sleep quality: daytime symptoms, restoration after sleep, problems initiating and maintaining sleep, difficulty waking, and sleep satisfaction. Scoring on four-point, Likert-type scale, respondents indicate how frequently they exhibit certain sleep behaviors (0 = "few," 1 = "sometimes," 2 = "often," and 3 = "almost always"). Scores on items belong to factors 2 and 5 (restoration after sleep and satisfaction with sleep) and are reversed before being tallied. Total scores can range from 0 to 84, with higher scores demoting more acute sleep problems.

3.5.2 Independent-Interdependent Problem-Solving Scale (IIPSS)

A 10- items scale designed to measure problem solving skills – there are subscales which are independent and interdependent. IIPSS is Scored on a 7-point Likert-type response scale anchored Strongly Agree and Strongly Disagree. Five of the items measure the preference for independent problem-solving (items 1, 3, 4, 8, & 9), and five measure the preference for interdependent problem-solving (items 2, 5, 6, 7, 10). The following items are reverse scored: 2, 5, 6, 7, 10. If you reverse-score the

responses to the five interdependent items, then higher scores on the scale will mean that participants have a higher independent problem-solving skill.

3.6 Research Design

Descriptive research design was employed to study sleep quality and problem-solving skills among emerging adults, and a questionnaire was used to reach this goal.

3.7 Data Collection Procedure

The tools for the data collection were finalized and data was collected by directly giving the questionnaire for the sample. The questionnaire was distributed by reaching among the emerging adults. Rapport was established as well as confidentiality of the participants' response was assured, and consent of the participant was taken. The participants were informed how to fill in the questionnaire. The data was collected, and analysis of the data was made using SPSS.

3.8 Statistical Technique

Analysis of the data was done using SPSS. The Spearman test was used to analyze significant differences between two independent groups.

4. RESULT AND DISCUSSION

4.1 Result

Table 4

Spearman's Correlation Coefficient of Sleep Quality and Problem-Solving Skill among emerging adults.

Variables		Independent	Interdependent	Problem-solving skill
Sleep Quality	r value	0.128	0.162	0.161
	p value	0.256	0.151	0.155

Table 4 shows Spearman's correlation coefficient Spearman's Correlation Coefficient of Sleep Quality and Problem-Solving Skill among emerging adults. The Spearman's correlation coefficient between Sleep Quality and independent Problem-Solving is 0.128 and the corresponding p value is 0.256. The Spearman's correlation coefficient between Sleep Quality and interdependent problem solving is 0.162 and the corresponding p value is 0.151. The Spearman's correlation coefficient between Sleep Quality and Problem-solving skill is 0.161 and corresponding p value is 0.155.

4.2 Discussion

The study aims to determine significant relationship between quality of sleep and problem solving among emerging adults. From the table 4.1, it is evident that there is a weak positive correlation between both independent and interdependent problem-solving skills and the quality of sleep, with the interdependent dimension showing a slightly stronger relationship. However, the p-values indicate that these

correlations are not statistically significant, as they are all above the common alpha level of 0.05. This means that there is not enough evidence to suggest a significant relationship between the problem-solving skills and the quality of sleep among emerging adults. Hence the hypothesis is rejected. It's important to note that the lack of significance could be due to a small sample size and other factors associated with analysis. Further research with a larger sample size and controlled variables may be necessary to explore this relationship.

5. CONCLUSION

The aims of the study is to determine significant relationship between quality of sleep and problem solving among emerging adults. From findings it can be concluded that there is no significant relationship between the problem-solving skills and the quality of sleep among emerging adults.

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Sense of Humour and Coping Styles among College Students

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Abstract

A sense of humor is a person's sensitivity to humorous situations and jokes. Coping style has been traditionally defined as "methods of coping that characterize the person's reactions to stress either across different situations or over time within a given situation." The aim of the current study is to find the relationship between the variables Sense of Humour and Coping Styles among college students. The sample data was collected from college students of specific age group 18 – 25 years who resides in Kerala. There were total of 80 participants. The sampling technique used for the study was convenience sampling. The instruments used for the study were personal information form, Multidimensional Sense of Humour scale and Coping Orientation to Problems Experienced Inventory. Spearman's rank correlation were used to find the correlation and the statistical analysis used were SPSS.The findings depicts that there is no significant relationship between Sense of Humour and Coping Styles.

Key words – *Sense of Humour, Coping Style, College students.*

1. INTRODUCTION

1.1 The Context of the Study

The emerging adulthood as a phase of stage between adolescence and adulthood, with distinctive demographic, social, and psychological features. This life history stage applies to individual's aged 18 and 25 years, the period during which they become more economically independent by training and/or education. Coping on the other hand refers to conscious strategies used to reduce unpleasant emotions. College students with sense of humor trait can be particularly beneficial for coping with the various stressors and transitions they may encounter, such as academic pressure, career uncertainty, relationship challenges, and identity

exploration. To how much extent one's sense of humour influences their coping is the focus of this study.

Sense of humour is a person's sensitivity to humorous situations and jokes that gives someone the ability to say funny things and see the funny side of things. Three main theories explain the functions of humor: the relief theory, which focuses on physiological release of tension; the incongruity theory, which focuses on contradictions between expectations and experiences; and the superiority theory, which focuses on sense of supremacy over others. Each theory accounts for the role of humor in specific situations: relief humor for relaxing tensions during social interactions, incongruity humor for presenting new perspectives, and superiority humor for criticizing opposition or unifying a group. The purpose that humor serves in any given situation may be open to interpretation, but the physiological effects are not. Cognition is needed to understand humor, but it is not needed for the physiological effects of laughter to occur. In other words, individuals will experience similar bodily reactions regardless of whether they laugh due to tension release or through appreciation of incongruities. The following section demonstrates how the physiological benefits of laughter underlie the 3 main theories about the functions of humor.

Coping style has been traditionally defined as "methods of coping that characterize the person's reactions to stress either across different situations or over time within a given

situation." These coping "methods" are used consistently in dealing with stressors across time and in various situations. It is (also termed behavioral syndrome or personality) a correlated set of individual behavioral and physiological characteristics that is consistent over time and across situations. This relatively stable trait is a fundamental and adaptively significant phenomenon in the biology of a broad range of species, i.e. it confers differential fitness consequences under divergent environmental conditions. The transactional theory of stress and coping (Lazarus and Folkman, 1984), proposes that individuals continuously appraise the demands of their environment relative to their coping abilities, stating that stress and negative emotions occur when an environment exceeds perceived coping abilities. The dual-process model, which suggests that individuals may use both problem-focused and emotion-focused coping strategies depending on the situation when dealing with stressors. The Coping Flexibility Model developed by Bonnie L. Green and colleagues, this model suggests that

individuals emphasizes the importance of being able to adaptively switch between different coping strategies based on the demands of a particular situation. Individuals who can employ a wide range of coping strategies and adjust their coping behaviors as needed are better equipped to effectively manage stress.

1.3 Need and significance of the study

Studying the relationship between sense of humor and coping styles is crucial for understanding how humor influences resilience, psychological well-being, and interpersonal relationships. A sense of humor is a person's sensitivity to humorous situations and jokes while coping relates to conscious strategies used to reduce unpleasant emotions using humor as a strategy to deal with stress, adversity, and challenges facilitates effective coping. People with a good sense of humor tend to employ humor as a coping mechanism, which can lead to greater resilience, stress reduction, and improved emotional well-being.

1.3 Aim of the study

The study aims to find relationship between Sense of Humour and Coping Styles among college students.

2. Review of Literature

2.1 Theoretical Review

1.1 Sense of Humour

According to the relief theory, people experience humor and engage in laughter because they sense that stress is reduced in doing so. Alternately, people may laugh at something humorous, which then results in a feeling of mirth and sense of relief. Relief may involve a cognitive release from anxiety or a physical release of tension. The physiological benefits of laughter most closely align with this theoretical perspective as many negative health conditions are exacerbated by stress, and laughter has been shown to reduce the symptoms of such conditions.

The incongruity theory purports that people laugh at things that surprise them or at things that violate an accepted pattern with a difference close enough to the norm to be nonthreatening, but

different enough from the norm to be remarkable. The incongruity theory emphasizes cognition; individuals must have rationally come to understand typical patterns of reality before they can notice differences. A humorous situation must involve the perceiver simultaneously having in mind one view of the situation that seems normal and another view of the situation in which there is a violation of the natural order. This theory has support in neuroimaging research, which shows that the parts of the brain involved in resolving incongruities are activated while processing cartoons. Although the incongruity theory does not focus on the physiological benefits of laughter evoked through experiencing incongruities, it is clear that such laughter does have physiological benefits.

The superiority theory proposes that laughing at faulty behavior can reinforce unity among group members. 4 It is believed that superiority humor serves 2 important societal functions; it maintains social order as laughter, rather than aggression, is invoked toward those who refuse to comply with rules and through laughing together at others, it reinforces group unity. While the latter may seem like a malicious form of humor, it is one that we encounter surprisingly often. There are many television shows based on this very form of humor-Candid Camera and the multitude of spin-offs, for example, base their comedy on people caught in foolish and embarrassing situations.

1.2 Coping Style

The transactional theory of stress and coping (Lazarus and Folkman, 1984) identified that stress is the result of interplay between the individual and the environment, so for therapy to be effective it must consider both and must attune the individual with the environment. The transactional model of stress and coping proposes that individuals continuously appraise the demands of their environment relative to their coping abilities, stating that stress and negative emotions occur when an environment exceeds perceived coping abilities.

The dual-process model, which suggests that individuals may use both problem-focused and emotion-focused coping strategies depending on the situation when dealing with stressors. Problem-focused coping involves actively addressing the stressor itself, such as seeking information or taking direct action to solve the problem. Emotion-focused coping, on the other

hand, involves managing the emotional distress caused by the stressor, such as seeking social support or engaging in relaxation techniques.

The Coping Flexibility Model emphasizes the importance of being able to adaptively switch between different coping strategies based on the demands of a particular situation. Developed by Bonnie L. Green and colleagues, this model suggests that individuals who can employ a wide range of coping strategies and adjust their coping behaviors as needed are better equipped to effectively manage stress. The coping flexibility model, which emphasizes the importance of being able to adapt coping strategies to different stressors and contexts.

2.2 Review of related literature

2.2.1 Related studies based on sense of humour

Pérez-Aranda, Hofmann, Jennifer (2019) conducted a study to find the association between humour and sense of humour with pain in children. The results indicate, for experimental pain, the findings support the idea that humorous distractions, such as watching a comedy clip, increase pain tolerance.

The study by Nicholas A Kuiper, Rod A Martin(1992) ,aimed to examine the relationship beteween sense of humour and enhanced quality of life. They focused on the relationship

between sense of humour and positive quality of life indicators, including personal role evaluations and positive affect in response to life events. Overall, the findings offered empirical support for the proposal that greater humour facilities a more positive orientation towards life.

The study conducted by Ruch, Willibald ; Amy(1998) , aimed to examine trait cheerfulness and the sense of humour, examines the hypothesis that trait cheerfulness, seriousness, and bad mood form the temperamental basis of the sense of humour among American and German adults.Correlations between the two inventories showed that trait cheerfulness accounted for most of the variance-in the sense of humour scales with seriousness and bad mood displaying some incremental validity. The sense of humour subscales and the facets of cheerfulness formed a potent first factor in a joint factor analysis of the subscales of the two inventories.

While seriousness and playfulness-recently proposed as being the basis of the sense of humour-were indeed related to the sense of humour scales: they contained additional variance and loaded on the subsequent factors of trait seriousness and bad mood.

The study conducted by Karel GF Esterhuyse, Nico Nortjé, (2013) , examined cognitive flexibility and humour among adolescents in South Africa. No significant correlations were found between the total group or for the two genders. Significant positive correlations were found between cognitive flexibility and two of the scores for humour (creating and expressing humour), as well as for the total score for Afrikaans-speaking participants. Significant negative correlations were found between cognitive flexibility and all five of the scores for humour for the Nguni language speakers.

2.2.2 Related studies based on coping styles

Hans Steiner, Sarah J Erickson, (2002) , conducted a study in high school students to expand our knowledge base about the relationship of coping and health outcomes among high school students. Findings were consistent with previous research and showed that approach coping correlated negatively with indicators of health problems and health risk behaviors, while avoidance coping correlated positively with these domains.

Seyedeh Najmeh Noorbakhsh, Mohammad Ali Besharat, conducted a study (2010),to examine the relationship between emotional intelligence (EI) and coping styles with stress in a

sample of students. The results revealed that EI was positively associated with problem-focused and positive emotional focused coping styles, and negatively associated with negative emotional focused coping style.

Seyedeh Najmeh Noorbakhsh, Mohammad Ali Besharat (2010),conducted a study to examine the relationship between emotional to examine the relationship between emotional intelligence (EI) and coping styles with stress in a sample of students. The results revealed that EI was positively associated with problem-focused and positive emotional focused coping styles, and negatively associated with negative emotional focused coping style.

2.2.3 Related studies based on sense of humour and coping styles

Svebak's, Lefcourt and Martin, Plutschik's(1988) , investigated the relationship between sense of humour and coping styles. A relationship was found between humour and coping for men and

women with regard to Minimization and Suppression, and to a smaller extent for Blame, Mapping and Reversal. The relationship was in opposite directions for men and women with regard to Suppression and Replacement.

Agnieszka Kruczek, Małgorzata Anna Basińska(2018) conducted a study about humour, stress and coping in adults. Data analysis show that women were less likely than men to cope with stress using humour. Younger people less likely than older to cope with stress using humour.

Walter de Gruyter (2002), conducted a study among undergraduate students to explore the relationship between sense of humor, stress, and coping strategies. The high sense of humor group appraised less stress and reported less current anxiety than a low sense of humor group despite experiencing a similar number of everyday problems in the previous two months.

2.3 Research Gap

There have been studies conducted on the relationship between sensof humour and coping styles.

2.4 Research question

Is there any significant relationship between Sense of Humour and Coping Styles among college students?

3. Method

3.1 Objectives

3.1.1. To assess the significant relationship between Sense of Humour and Coping Styles among college students.

3.1.2. To assess significant relationship between social use of humour and problem faced coping.

3.1.3. To assess significant relationship between coping humour and emotion focused coping.

3.1.4.To assess the significant relationship between attitude towards humourous people and avoidant coping.

3.1.5.To assess the relationship between attitude towards humour and emotion focused

coping.

3.1.6.To assess the significant difference in social use of humour and problem faced coping.

3.1.7.To assess significant difference in coping humour and emotion focused coping.

3.1.8. To assess the significant difference in attitude towards humourous people and avoidant coping.

3.1.9. To assess the significant difference in attitude towards humour and emotion focused coping.

3.2 Hypotheses

3.2.1 Social use of humour has significant relationship with problem focused

coping.

3.2.2: Coping humour has significant relationship with emotion focused coping.

3.2.3 : Attitude towards humourous people has significant relationship with avoidant

coping.

3.2.4 : Attitude towards humour has significant relationship with emotion focused coping.

4. Sample

3.4.1 *The sample size of the study.* The sample size of the study consists of 80 young adults within age group 18years-25years. The sample belongs to various college students. For the present study two groups were selected which consists of 40 males and 40 females. The sampling technique used for the study is convenienced sampling.

3.4.1 Inclusion criteria

3.4.1.2.1 legal students of age between 18 – 25 years was selected.

Private colleges and government colleges were included.

3.4.2 Exclusion criteria

3.4.2.13.College students who were differently abled were excluded.

3.4.2.23.Working Adults who were differently abled were excluded.

3.4.2.33.Students from outside Kerala were also excluded.

3.4.2.43.Illiterates were excluded .

Assessment Tools

3.5.2 Multidimensional Sense of Humour Scale

Multidimensional Sense Of Humour Scale (MSHS) was developed by James A. Thorson and F. C. is a 24-item scale designed to measure personal sense of humor as one mechanism for helping people cope with life. The MSHS has been widely used and translations of the scale are available in a number of languages. The MSHS, in the largest sample tested so far involving 612 respondents, was shown to comprise four factors: humor, creativity and social use of humor (items 1-11 and 19); use of coping humor (items 21-24); attitudes toward humorous people (items 12, 13, 15, 16, 20, and 22); and attitudes toward humor itself (items 14, 17, and 18). The MSHS is scored on a 5-point Likert scale with higher scores indicating a stronger sense of humor. Items left blank are scored as 2, and items 4, 8, 11, 13, 17, and 20 are reverse-scored. Then simply add up individual Item scores. The subscales are scored in the same way.

RELIABILITY: The MSHS has shown very good internal consistency, with alphas across a number of samples that have ranged from the mid.80s to the mid 90s. Data on stability were not available..VALIDITY: The MSHS has established good construct validity, with correlations' with other psychological tests in the directions that are hypothesized. The MSHS is positively correlated with exhibition, dominance, warmth, gregariousness, assertiveness, excitement seeking, creativity, intrinsic religiosity , arousability, positive emotions, extroversion, and cheerfulness. TheMSHS is negatively correlated with neuroticism, pessimism, avoidance, negative self-esteem, deference, order, endurance, aggression, depression, death anxiety, seriousness, perception of daily hassles, and bad mood.

3.5.3 Coping Orientation to problem experienced inventory

Coping Orientation to Problems Experienced Inventory (Brief-COPE)was developed by Carver, C. S. (1997). Brief-COPE is a 28 item self-report questionnaire designed to measure effective and ineffective ways to cope with a stressful life event. "Coping" is defined broadly as an effort

used to minimize distress associated with negative life experiences. The scale can determine someone's primary coping styles with scores on the following three subscale: Problem Focused Coping, Emotion-Focused Coping and Avoidant Coping. Scores are presented for three overarching coping styles as average scores (sum of item scores divided by number of items), indicating the degree to which the respondent has been engaging in that coping style. 1;I haven't been doing this at all. 2; A little bit. 3; A medium amount. 4; I've been doing this a lot. The Brief-Cope was developed as a short version of the original 60-item COPE scale (Carver et al., 1989), which was theoretically derived based on various models of coping. The Brief-COPE was initially validated on a 168 participant community sample who had been impacted by a hurricane (Carver, 1997).Poulus et al. (2020) validated the scale among 316 esports athletes and found the following means and standard deviations for each subscale. Problem focused – 2.47 (0.63) Emotional focused – 2.23 (0.49) Avoidant coping – 1.64 (0.45).The Brief COPE has demonstrated good internal consistency reliability, meaning that the items within the questionnaire are correlated with each other. Additionally, test-retest reliability studies have shown that the questionnaire produces consistent results over time, indicating stability in its measurement. The validity of the Brief COPE has been supported by various studies examining its relationship with other measures of coping, psychological well-being, and stress outcomes.

The questionnaire has shown convergent validity by correlating with other established measures of coping, and discriminant validity by differentiating between groups known to differ in coping strategies. Additionally, the Brief COPE has been used in diverse populations and contexts, further supporting its validity.

3.6 Research Design

The research design used are Descriptive Research and Correlation method. Descriptive research aims to accurately and systematically describe a population, situation, or phenomenon. It can answer what, where ,when and how questions, but not why questions.The correlation method involves looking for relationships among variables. Data are collected for each item and then relationships are examined.

3.7 Data Collection

Procedure tools for sense of humour and coping styles were selected as the first stage of data

collection. Convenience sampling method was used for collecting data from 80 samples which consist of 40 females and 40 males. For the purpose of data collection, permission was taken from the respective colleges and each participant was contacted individually by the researcher. Rapport was established with the participants. After explaining the purpose of the research, the consent of the participant was also taken and the participants were given assurance on the confidentiality of their responses. Instructions on how to mark the responses were clearly communicated with each participant and the response sheet was provided. Google forms were also distributed for the purpose of data collection. In the beginning of each form, it was stated that participation was completely voluntary and participants could withdraw from or refuse to participate without any consequences. It was also stated that the data collected would be kept completely confidential and used only for academic purposes. The collected data was scored and later analyzed using statistical techniques with the aid of SPSS.

3.8 Statistical technique

Spearman correlation coefficient measures the strength and direction of the association between two ranked variables and SPSS (Statistical Package for the Social Sciences) is used for data analysis.

4.1 Result

Spearman's Correlation Coefficient of Sense of humour and coping styles among college students

Variables.		Social use of humour	Coping humour	Attitude Towards humorous people	Attitude towards humour
Problem focused coping	r value.	.134	.150	- .083	.009
	p value	.234	.185	.466	.935
Emotion focused. Coping.	r value	.276	.070	.053	- .047
	p value	.013	0.538	.641	.677
Avoidant coping.	r value.	.061	.058	.047	- .006

p value.	**.590**	**.608**	**.681**	**.955**

Table 4.1 shows the correlation between Social use of humour and problem faced coping among college students The Spearman's correlation coefficient between problem focused coping and social use of humour is .134 and the corresponding p value is **.**234.The Spearman's correlation coefficient between emotion focused coping and coping humour is .070 and the corresponding p value is 0.538. The Spearman's correlation coefficient between avoidant coping and attitude towards humorous people is .047 and the corresponding p value is .681.The Spearman's correlation coefficient between emotion focused coping and attitude towards humour is - .047 and corresponding p value is.677.

DISCUSSION

The aim of the study is to determine the significant relationship between sense of humour and coping styles.

From the Table 4.1 shows the correlation between Social use of humour and problem faced coping among college students and it is evident from the table that there is no correlation between Social use of humour and problem faced coping. Therefore the hypothesis is rejected.

The spearman's rank correlation between coping humour and emotion focused coping among college students and it is evident from the table that there is no correlation between Coping humour and emotion focused coping .Therefore the hypothesis is rejected

The spearman's rank Correlation between attitude towards humorous people and avoidant coping among college students and it is evident from the table that there is no correlation between attitude towards humorous people and avoidant coping. Therefore the hypothesis is rejected

The spearman's rank Correlation between attitude towards humour and emotion focused coping among college students and it is evident from the table that there is no correlation between attitude towards humour and emotion focused coping. Therefore the hypothesis is rejected

The lack of significance could be due to small sample size, and other factors like social support, socio- economic conditions, cultural factors, individual differences in beliefs, attitudes etc, and

personal experience, Year gap based on previous study on students, age

5. Conclusion

5.1. The study aimed to determine the significant relationship between sense of humour and coping styles. However, the findings suggest that there is no significant relationship sense of humour and coping style.

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Social Interaction and Empathy among Emerging Adults

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Abstract

Empathy refers as ability to understand and share the feelings of others and see things from other person's perspective. Social interaction refers to the ways in which individuals interact with one another within a social context. The present study aims to assess a significant relationship between Empathy and social interaction among adults. The sample consisted of 80 emerging adults, who are in the age group of 18-25 years. Samples were collected using convenient sampling. Assessment tools used in the study were Test of Negative social exchange (TNSE) and Toronto Empathy Questionnaire (TEQ). The collected data were analyzed using SPSS and was used to examine the relationship between two groups. The finding showed that there exists significant relationship between Empathy and social interaction among adults.

Key words – Empathy, Social interaction, Emerging adults

1. INTRODUCTION

1.1. The Context of the Study

In Westernized cultures and maybe in other parts of the world as well, most people in their twenties go through a developmental stage known as "emerging adulthood" that lasts from around ages 18 to 25. Jeffrey Arnett (2000) argues that emerging adulthood is neither adolescence nor is it young adulthood. Individuals in this age period have left behind the relative dependency of childhood and

adolescence, but have not yet taken on the responsibilities of adulthood. We are living in a world, where technology is developing day by day. Nowadays the young generation is more attached to man made technology than human beings. So that interaction between people is decreasing. During these stages of development they try to enjoy life. Most of the time they didn'tconsider the feelings of others.

Human beings are social animals. They should maintain social interaction. A social interaction isan event that occurs between two or more individuals. They each use culturally approved methodsto communicate certain things or perform appropriate actions. Information is exchanged as a resultof social interaction. We surround ourselves with the people we love throughout our entire lives. Everyone contributes to our strong social support network, including friends, family and coworkers. Social interactions have been shown to enhance our general well-being. Numerous health benefits of remaining socially active demonstrate the value of friendships and connectionsfor our mental, physical and emotional well-being. There is positive social interaction and negativesocial interaction. Most of the studies focuses on the positive social interaction, such as instrumental, emotional, esteem, and tangible support. These findings are well established and quite promising. However, the focus on the positive aspects of social support obscures that there are also costs associated with social relations. The negative side of social relation-ships has received considerably less attention.

Empathy is the capacity to share and understand others' feelings and thoughts. Empathy, understanding, sharing, and caring about the emotions of other people, is important for individuals, fundamental to relationships (Kimmes etal., 2014). Empathy, in its many forms and uses, is commonly defined as the ability to identify and understand another person's situation and feelings (Preece & Ghozati, 2001). Without empathy it is difficult to exist in the world. We shouldconsider others' feelings, thoughts and emotions, because everyone is human. But the news that we hear day

by day shows evidence that human empathy is decreasing. Empathy makes it possibleto resonate with others' positive and negative feelings alike — we can thus feel happy when we vicariously share the joy of others and we can share the experience of suffering when we empathizewith someone in pain.

In the present world, lack of social interaction is increasing. Mobile and social media have become the world of the young generation. We can understand others by making effective interactions. Making good social interactions helps to understand the people, culture and nature more. Through the study we are trying to identify the relationship between social interaction and empathy among emerging adults.

2. REVIEW OF LITERATURE

2.1. Review of Related Literature

Venniro. M and Golden. S (2020) has conducted study titled "Taking action: empathy and social Interaction in rats". The study investigates the understanding of empathic behavior in rodents and Its relevance to neuropsychiatric diseases. Using an operant two-chamber apparatus, male rats were trained to release distressed conspecifics from either a water-filled or an empty chamber and subsequently interact in a dry compartment. The study conclude that previous experience promotes faster acquisition of the task, shedding light on the mechanisms underlying empathic behavior in rats.

Marti, P., & Stienstra, J. T. (2013) has conducted study titled "Exploring Empathy in Interaction". As intelligent support systems become more prevalent in elder care and independent living, the design of these systems becomes crucial in respecting older individuals. The authors propose a phenomenology-inspired design perspective on emotional and social robotics in elder care,

emphasizing the importance of respecting older people's perceptual-motor, cognitive, emotional, and social skills. Their approach focuses on fostering an empathic relationship between older individuals and the system by facilitating continuous, expressive interactions to allow for meaningto emerge. The study illustrates this research-through-design approach with various scenarios and includes an interview with an older person who interacted with early prototypes of the robotic system. with the global population aging and a growing preference for Independent living among older adults, innovative solutions are sought to support aging in place and reduce institutionalization costs.

Rasoal. C., Danielsson. H., & Jungert. T (2012) has conducted study titled "Empathy among students in engineering programmes" in the European Journal of Engineering Education. The Study compared the levels of empathy between engineering students and students in health care profession programmes. The research involved 365 students from four health care profession programmed and 115 students from two engineering programmes at Linköping University. Results indicated that engineering students, particularly from one programme, exhibited lower empathy levels compared to psychology and social worker students, specifically on the fantasy and perspective-taking subscales. These findings underscore the need for engineering students to develop their empathic abilities through theoretical and practical knowledge and skills acquisition.

Hétu. S and Jackson. P. L (2012) has conducted study titled "Stimulating the brain to study social interactions and empathy" in Brain Stimulation. The samples are 66 right-handed students at the University of Birmingham and were arbitrarily allocated into three groups of equal size, receiving anodal (21 years), cathodal (20 years) or sham (21 years) stimulation. The paper reviews the growing literature on empathy in cognitive neuroscience, focusing on studies utilizing brain stimulation techniques to investigate its different components such as resonance, self-other

discrimination, and mentalizing. These techniques offer unique capabilities to modulate neural systems involved in empathy. While there are limited studies using brain stimulation with clinical or subclinical populations exhibiting empathic deficits, the paper discusses future directions for more integrative approaches to empathy research. The ultimate goal is to develop protocols that can enhance empathy in individuals with developmental, neurological, and psychiatric disorders, potentially through brain stimulation techniques.

Lange. V et.al (2006) has conducted study titled " A Social Interaction Analysis of Empathy and fairness" which introduces a social interaction analysis of altruism, likely stemming from empathy, and egalitarianism, a crucial aspect of fairness. The study analysis highlights its focus on individuals and their circumstances, incorporating both immediate and distant influences such as personality, relationships, cognitive, and emotional processes. It emphasizes observable action-reaction patterns conducive to learning and conceptualizes interpersonal orientations shaping behaviors and social interactions. This study conclude that Interpersonal orientation should shape a wide variety of specific interactions and behaviours in specific situations.

2.2. Research Gap

Since we only studied 80 adults, we are unable to draw broad conclusions from our findings. In the area of social interactions and Empathy there could be the need for more studies that explore the specific mechanisms through how social interaction influences Empathy. While there is no other existing research in Kerala indicating a relationship between the two variables, there is still a lack of comprehensive understanding regarding how different aspects such as how empathy grows with age, How social media affects our interaction and empathy and How our brains work when we understand and share others' feelings.

3. METHODOLOGY

3.1. Objectives

3.1.1. The objective of the study is to assess the significant relationship between hostility/impatience and empathy among emerging adults

3.1.2. The objective of the study is to assess the significant relationship between interference and empathy among emerging adults

3.1.3. The objective of the study is to assess the significant relationship between insensitivity and empathy among emerging adults

3.1.4. The objective of the study is to assess the significant relationship between ridicule and empathy among emerging adults

3.2 Hypotheses

3.2.1 There is significant relationship between hostility/impatience and empathy among emerging adults

3.2.2. There is significant relationship between interference and empathy among emerging adults

3.2.3. There is significant relationship between insensitivity and empathy among emerging adults

3.2.4. There is significant relationship between ridicule and empathy among emerging adults

3.3 Variable and Operational Definitions

3.3.1 Negative Social interaction

"Any interaction between individuals or groups that has a negative tone, is characterized by

some degree of hostility or aggression, and can lead to negative outcomes for those involved."(
Kowalski and Limber, 2013)

3.3.2 Empathy

"Empathy is the ability to understand and share the feelings of others." - Carl Rogers, 1959

3.3.3 Emerging Adults

Emerging adulthood is the phase of stage between adolescence and adulthood,with distinctive
demographic, social, and psychological features.

4.1 Sample

3.4.1 Sample size of the study

The sample consists of 80 emerging adults of which 40 were fall under the age group of 18-25.
The participants were from different colleges across Kerala, India. Sample was collected using
Convenient sampling.

3.4.2 Inclusion criteria

Emerging adults aged between 18-25 from across Kerala.

3.4.3 Exclusion criteria

Individuals who are illiterate and adults under and above the age of 18-25.

3.5 Assessment Tools

3.5.1. Test of Negative Social Exchange:

It is used to measure negative social interaction. The questionnaire were developed by L.S.
Ruehlman and P karoly, it consist of 16 items with 4 sub dimensions. They are hostility

(1,3,10,15), interference (5,7,9,12), insensitivity (4,6,11,13) and ridicule (2,14,16).

3.5.2. Toronto Empathy Questionnaire:

It consist of 16 items and the purpose is to measure empathy. The items contain positive and negative scoring. According to the scale for positively worded items 1,3,5,6,8,9,13,16. Never=0, rarely= 1; sometimes = 2; often= 3; always=4. The negatively worded items are reverse scored; 2,4, 7,10,11,12,14,15.

3.6. Research Design

The research design used correlational method. The correlation method involves looking for relationships among variables. Data are collected for each items and then relationships are examined.

3.7. Data Collection Procedure

The tools for the data collection were finalized and data was collected by giving the Questionnaires through online platform. The participants were informed with how to fill the questionnaire. The data were collected and analysis of the data was made using SPSS.

3.8. Statistical Technique

Analysis of the data was done using SPSS. The Spearman test was used to analyze significant differences between two independent groups.

4. RESULTS & DISCUSSION

4.1 Result

TABLE 4.1 Spearman's correlation coefficient of social interaction and empathy among emerging adults.

Variable		Hostility	Interference	Insensitivity	Ridicule
	r value	-.116	-.297**	-.150	-.243
Empathy					
	p value	.306	.007	.185	.030

Table 4.1 shows Spearman's correlation coefficients between social interaction and empathy among emerging adults. The correlation between empathy and hostility is -0.116 (p = 0.306), with interference is -0.297 (p = 0.007), with insensitivity is -.150(p=.185), and Ridicule is -.243(p=.030).

4.2 Discussion

The study aimed to investigate the correlation between empathy and social interaction among adults. The results from Table 4.1 indicate a significant relationship. With all p-values at 0.01,this shows that there is sufficient evidence to support the relationship between negative social interaction and empathy. The result indicate that there is negative correlations between the variables. Consequently, the findings suggest that individuals with negative social interaction exhibit lower empathy towards others, whereas those with positive social interaction demonstrate higher empathy levels. Hence the hypothesis is accepted.

5. CONCLUSION

The study aimed to determine a significant relationship between negative social interaction and empathy among emerging adults. However, the findings suggest there is significant relationship between negative social interaction and empathy.

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Sexism and Attitude towards Rape Victims among College Students

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Abstract

The issue of violence against women, particularly rapes, has long plagued society. It is commonly known that rape victims not only suffer significant psychological damages both during and after the assault, but they may also become socially isolated. Due to the rise in rape cases in the recent past it is very important to comprehend the attitudes that individuals develop against rape and rape victims. The goal of the current study project was to investigate college students' attitudes regarding rape victims and sexism. Forty male and forty female students across Kerala were included in the study's sample. Ambivalent Sexism Inventory and the Attitude towards Rape Victims Scale Questionnaires were used for collection of data. Spearman's correlation was used for the analysis of data. The results indicated that there is significant difference in hostile sexism on male and female college students. The result also revealed that there is no significant difference between male and females in benevolent sexism. The result also shows that there is significant gender differences in attitude towards rape victims.The result further revealed that there is significant relation between hostile sexism and attitude towards rape victims. Also there is significant relation between benevolent sexism and attitude towards rape victims.

Indexed Terms - Sexism, Rape, Attitude towards rape victims, Ambivalent Sexism, Benevolent Sexism, Hostile Sexism.

1. INTRODUCTION

Rape is defined as unlawful sexual contact, usually involving sexual activity, that is carried out against the victim's will by force or threat of force, or with a private individual who is unable to give legal permission because of their mental or physical disability, illness, drunkenness, unconsciousness, or dishonesty. The crime of rape has been reclassified as sexual abuse in numerous jurisdictions. Rape is today recognized as a pathological exercise of power over a victim, despite the fact that it was formerly thought to be the result of unrestrained concupiscence.

Rape is defined as an act of sexual activity performed on another person's body without that person's consent, resulting in bodily, psychological, and emotional harm to the victim. That is a grave offense. Indian civilization is heavily ingrained in patriarchal, feudal values, and sexual abuse against women. Section 375 of Indian penal cord(IPC) reads as follows : the offence of rape is one which is committed (a) by a man who has a sexual intercourse with a women against her will (b) without her consent or even with her consent when that consent has been obtained by putting her in fear of death or hurt , (c) when by fraud when he is not her husband , he obtains her consent by making her believe that he is another man to whom she is a wife or believes herself to be Sexual violence against women is deeply entrenched in the feudal, patriarchal Indian society. Section 375 of Indian penal cord(IPC) reads as follows : the offence of rape is one which is committed (a) by a man who has a sexual intercourse with a women against her will (b) without her consent or even with her consent when that consent has been obtained by putting her in fear of death or hurt , (c) when by fraud when he is not her husband , he obtains her consent by making her believe that he is another man to whom she is a wife or believes herself to be lawfully married , (d) when she is intoxicated or € when she is under sixteen years

of age irrespective of her consent. Section 376 of IPC reads , a man convicted of an offence of rape is punished with imprisonment for a term which shall not be less than seven years but may extent to ten years or for life and shall also be liable to fine. According to section 376 (2) whoever commits gang rape , shall be punished with rigorous imprisonment for a term not less than ten years but which may be for life and shall also be liable to fine.

According to the National Crime Records Bureau's (NCRB) most recent rape statistics, 31,677 rape cases have been registered in India throughout the nation. Rape instances increased 19.34% in 2020 compared to the previous year, according to the NCRB's "Crime in India 2021" report. Additionally, the most recent reports state that there is one rape in India on average every six minutes, notwithstanding the fact that very few cases are brought against the criminal. Numerous reports indicate that 94% of the perpetrators are known to the victim, and 25% of rape victims are minors. It is also evident that the victims who did ultimately come forward to report the crime were viewed differently by society, being treated unfairly, humiliated, and made fun of by the law enforcement. Because of this, most rapes in India and other parts of the world go unreported because the victims are terrified of facing shame and retaliation.

Research indicates that the adoption of rape myths is essential to the development of theories that explain rape behavior. It is also evident that young girls are the primary demographic at risk of being raped. Since 2012, numerous incidences of sexual assault have been reported by the media and have led to demonstrations. This has also prompted changes to the Indian Penal Code regarding crimes of sexual assault and rape since that time. Rape myths are biased, stereotypical ideas that may have an impact on the persistence of sexual assault by placing the blame for the assaults on the victims rather than the offenders. Adherence to rape myths can serve as a gauge for the acceptability of rape.

Lonsway and Fitzgerald (1994) have defined rape as "stations and beliefs that are generally false indeed though they're extensively and persistently held, and that serve to deny and justify manly sexual aggression against women." Sexual myths and attitudes about them could persist, particularly among young people.

Over time, various conceptions of sexism have been proposed. Thus, sexism is seen as an expression of animosity toward women. According to writings, sexism is defined as an unfavorable attitude or discriminatory behavior based on the belief that women are less than males or that they are different from men (Cameron, 1977).

According to the notion of ambivalent sexism (Glick & Fiske, 1996; Lee et al., 2010), sexism encompasses both benign and antagonistic sexist sentiments. The attitudes and actions associated with benign sexism are more covert and less obvious than those of hostile sexism, which are overt, obvious, and open.

Victims of crimes or catastrophes are sometimes blamed for their own misfortunes, a practice known as victim blaming. When someone places the blame on the victim, it makes them think that they could never experience the same things. Accusing victims happens in cases of rape and sexual assault, where the victim of the crime is typically charged with encouraging the attack via actions, expressions, or attire.

Schwendinger and Schwendinger, sociologists, initially proposed the idea of rape myths in the 1970s. It can be summed up as a complicated web of societal ideas that, through victim-blaming and perpetrator-shrinking behaviors, support the continuation of male sexual aggression against women. Common rape myths state that women frequently make up claims of having been raped and that only "certain" various types of women suffer abuse. If her spouse compels

her to have sex, it is her fault because men from well-to-do middle-class families never rape! These concepts downplay the personal vulnerability of every woman and reject the reality that sexual abuse is pervasive. Additionally, it has been noted that victims of rape are frequently held accountable for the crime (Campbell et al., 2001), which exacerbates the victim's sentiments of self-blame.

There are significant gender disparities in how rape is perceived, suggesting that there are variances in the acceptability of the rape myth between men and women. Men utilize these to defend male sexual assault, while women accept the myths to downplay their own vulnerability. Researches have discovered a reliable correlation between victim blaming and acceptance of rape myths.

The most often repeated rape myths over time include the notions that rape happens because males are unable to control their sexual impulses or that a woman's behavior or appearance suggests that "she asked for it." Researchers show that believing rape myths doesn't just Show troublesome areas, but it's also a predictor of the actual sexual performance. Numerous studies demonstrate that there is a stronger acceptance of the rape myth among people who hold negative stereotyped attitudes and views about women. This relationship has been observed in samples of working-age individuals as well as college students.

2. REVIEW OF LITERATURE

Regehr, C., & Roberts, A.R. (2020)carried out a research which investigated how gender ideology and victim/perpetrator characteristics influence blame attribution in cases of sexual assault. The results indicated that individuals with more traditional gender ideologies were more

likely to blame female victims, particularly when the perpetrator was also female, highlighting the complex interplay of gender attitudes in shaping perceptions of sexual violence.

McKimmie, B. M., Masser, B. M., & Bongiorno, R. (2018) carried out a study that examined gender differences in rape myth acceptance and sexual prejudice, exploring how these factors influence attitudes towards rape victims. They discovered that men were more likely to endorse rape myths and exhibit sexual prejudice compared to women, highlighting gender disparities in attitudes towards rape victims.

Sarlak, M. A., & Marshall, T. C. (2018) conducted a study that explored how ambivalent sexism influences victim-blaming attitudes and moral disengagement among both men and women. It found that both hostile and benevolent sexism were positively associated with victim-blaming attitudes and moral disengagement, indicating that sexist beliefs contribute to negative attitudes towards rape victims.

Smith, L.M., and Thompson, K. (2018) carried out a study focused on how traditional gender-role attitudes influence perceptions of sexual coercion among adolescents. The findings revealed that individuals with more traditional gender-role attitudes were more likely to perceive certain forms of sexual coercion as acceptable, contributing to victim-blaming attitudes towards rape victims.

Senn, C.Y., Eliasziw, M., Barata, P.C., and Thurston, W.E. (2017) conducted a study which explored the relationship between sexism, rape myths, and experiences of sexual victimization using data from a national survey in Canada. The study found that higher levels of sexism and acceptance of rape myths were associated with increased likelihood of experiencing sexual victimization, highlighting the role of societal attitudes in perpetuating sexual violence.

McMahon, S., & Farmer, G.L. (2011)carried out a study which investigated the relationship between ambivalent sexism, belief in rape myths, and attitudes towards justifying rape. The findings revealed that individuals endorsing hostile and benevolent sexism were more likely to believe in rape myths and justify rape, underscoring the role of sexist attitudes in perpetuating rape culture and victim-blaming behaviors.

Rumney, P. N. (2009)carried out a study which reviewed various factors influencing attributions of blame in rape cases, including characteristics of the defendant, victim, and case itself. Result found that victim characteristics such as attire, behavior, and prior relationship with the perpetrator significantly influenced attributions of blame, demonstrating the pervasive impact of victim blaming in rape cases.

Thomas, K., & Esses, V. M. (2004) conducted a study which investigated the relationship between gender role stereotypes and reactions to sexist humor, particularly in the context of attitudes towards rape victims. They found that exposure to sexist humor reinforced traditional gender stereotypes and increased acceptance of rape myths, suggesting a link between humor, sexism, and attitudes towards rape victims.

Payne, D. L., Lonsway, K. A., & Fitzgerald, L. F. (1999) investigated the relationship between sexism and acceptance of rape myths, exploring how these attitudes intersect. The results revealed a strong correlation between sexist attitudes and endorsement of rape myths, indicating that individuals with sexist beliefs are more likely to justify and minimize sexual violence against women.

Lonsway, K.A., and Fitzgerald, L.F. (1995)carried out a study which provided a comprehensive overview of rape myths, their historical roots, prevalence at individual and institutional levels, and implications for social change. The study highlighted the pervasive nature of rape myths in society and their detrimental impact on attitudes towards rape victims, emphasizing the need for targeted interventions to challenge and dispel these myths.

3. METHODOLOGY

3.1 Objective

The objective of the study is to understand sexism and attitude towards rape victims among college students.

3.2 Hypotheses

H1. There will be significant gender differences in hostile sexism among college students.

H2. There will be significant gender differences in benevolent sexism among college students.

H3. There will be significant gender differences in attitude towards rape victims among college students

H4. There will be significant relationship between hostile sexism and attitude towards rape victims among college students.

H5. There will be significant relationship between benevolent sexism and attitude towards rape victims among college students.

3.3 Variables and Operational definitions

3.3.1. *Sexism*

Sexism refers to the belief in or perpetuation of discriminatory attitudes, behaviors, or practices based on gender, including but not limited to stereotypes, prejudice, and unequal treatment towards individuals or groups due to their gender.

3.3.2. *Attitude towards rape victims*

Attitude towards rape victims encompasses individuals' beliefs, emotions, and behaviors towards individuals who have experienced sexual assault or rape. This includes perceptions of victim blame, empathy or lack thereof, judgments regarding the credibility of rape allegations, and attitudes towards the rights and support services available to survivors. It may also involve assessing levels of compassion, understanding, and support offered towards rape victims within the college community.

3.4 Sample

3.4.1. *Sample size of the study*

The sample consists of 80 college students of which 40 were female students and the other 40 were male students who fall under the age group of 18-25. The participants were from different colleges across Kerala, India. Sample was collected using Convenient sampling.

3.4.2. *Inclusion criteria*

Male and Female college students of the age group between 18-25 across different colleges in Kerala are included in the study.

3.4.3 *Exclusion criteria*

College students other than age group 18- 25 and who are of other genders are excluded.

3.5 Assessment tools

3.5.1. *Ambivalent Sexism Inventory(ASI)*

The Ambivalent Sexism Inventory (ASI) is an 22-item measure that captures the complicated nature of perceptions related to women, as perceptions can be positive and negative. Negative perceptions of women are described as Hostile Sexism in this measure. Positive perceptions of women are described as Benevolent Sexism; sub-scales include protective paternalism, complementary gender differentiation, and heterosexual intimacy.

Items are averaged to create a total scale score or individually by the two subscales. Items 6,7,9,15,20, and 22 are reverse coded. A higher score indicates higher adherence to beliefs of sexism, paternalism, heterosexual intimacy, and/or gender differentiation.

3.5.2. *Attitudes Toward Rape Victims Scale(ARVS)*

The Attitudes Toward Rape Victims Scale (ARVS) is a 25-item measure of attitudes toward female rape victims (as opposed to rape in general) with a focus on victim blame, credibility, deservingness, denigration, and trivialization. Developed as a cross-cultural measure, the ARVS items assess perceptions of the sexual desirability of rape victims, the culpability of victims (e.g., due to dress, drinking, going out at night etc.), rape myths/misconceptions, and the justification and validity of rape claims. Items were summed to create a total scale score with score values ranging from 0 (most favorable attitudes towards rape victims) to 100 (most unfavorable attitudes towards rape victims).

3.6 Research Design

Correlational research design was employed to study the sexism and attitude towards rape victims among college students. Questionnaires were used to reach this goal.

3.7 Data Collection Procedure

The data collection procedure involved distributing Google Forms links to a convenient sample, accompanied by a consent form outlining participant confidentiality and consent. Responses were gathered through the online questionnaire platform, ensuring adherence to ethical standards and data protection regulations.

3.8 Statistical Technique

Analysis of the data was done using SPSS. Mann-Whitney U test was used to analyze significant difference between males and females.

4. RESULT AND DISCUSSION

4.1 Result

Table 4.1

Gender differences in Hostile Sexism Among College Students.

Variable	Gender	N	Mean of Rank	Sum of Rank	U - Value	P- Value
Hostile Sexism	Male	40	48.69	1947.50	472.500	.002
	Female	40	32.31	1292.50		

Table 4.1shows the gender differences in Hostile Sexism among college students. The mean of rank of hostile sexism among males was found to be 48.69 (Sum of Rank = 1947.50) and that of females was found to be 32. 31(Sum of Rank = 1292.50). The U Value obtained was 472.500 and the P-Value was found to be .002. Which indicates that there is significant difference between male and female students in hostile sexism. Therefore the alternative hypothesis is accepted.

Table 4.2

Gender differences in benevolent sexism among college students.

Variable	Gender	N	Mean of Rank	Sum of Rank	U - Value	P – Value
Benevolent Sexism	Male	40	41. 86	1674.50		
	Female	40	39.14	1565.50	745.500	.599

Table 4.2 shows the gender differences in Benevolent Sexism among college students. The mean of rank of benevolent Sexism in males was found to be 41.86 (Sum of Rank = 1674.50)and that of females was found to be 39. 14 (Sum of Rank = 1565.50).The U-Value was obtained as 745.500 and the P-Value is 0.599. Which indicates that there is no significant difference between male and female students in benevolent sexism. Therefore the alternative hypothesis is rejected.

Table 4.3

Attitude Towards Rape Victims Among Male and Female Students.

Variable	Gender	N	Mean of Rank	Sum of Ranks	U - Value	P - Value
Attitude Towards Rape Victims	Male	40	46.25	1850		
	Female	40	34.75	1390	570.000	.027

Table 4.3 shows Attitude Towards Rape Victims among male and female students. The mean of rank of attitude towards rape victims among males was found to be 46.25(Sum of ranks = 1850) and that of females was found to be 34.75 (Sum of ranks = 1390). The U-Value was obtained as 570.000 and the P-Value is .027. Which indicates that there is significant difference between male and female students in attitude towards rape victims. Therefore the alternative hypothesis is accepted.

Table 4.4

Correlation Between Hostile Sexism and Attitude Towards Rape Victims Among College Students.

Variable		Attitude Towards Rape Victims
Hostile Sexism	r value	.367**
	p value	.001

**Significant at 0.01 level

Table 4.4 shows the correlation between Hostile Sexism and Attitude Towards Rape Victims among college students and it is evident from the table that there is correlation between

hostile sexism and attitude towards rape victims, which is significant at the 0.01 level. Thus, our alternative hypothesis which states that, there is significant correlation between hostile sexism and attitude towards rape victims among college students is accepted.

Table 4.5

Correlation Between Benevolent Sexism and Attitude Towards Rape Victims Among College

Variable		Attitude Towards Rape Victims
Benevolent Sexism	*r value*	*.222**
	p value	**0.48**

*Significant at 0.05 level

Table 4.5 shows the correlation between Benevolent Sexism and Attitude Towards Rape Victims among college students and it is evident that the correlation between benevolent sexism and attitude towards rape victims is significant at 0.05 level.

4.2 Discussion

The study aims to understand sexism and attitude towards rape victims among college students. From the table 4.1, it is evident that there is significant difference between male and female students in hostile sexism. Gender differences in hostile sexism typically signify societal disparities in power dynamics and attitudes towards women. Higher levels of hostile sexism in males compared to the females reflect ingrained beliefs, stereotypes, and cultural norms that perpetuate discrimination and inequality. Therefore the alternative hypothesis is accepted.

From table 4.2, it can be inferred that there is no significant difference between male and female students in benevolent sexism. If there are no gender differences in benevolent sexism, it

suggests that both men and women may hold similar beliefs about traditional gender roles and may endorse attitudes that support the idea of women as needing protection and care, albeit in different ways.If there are no gender differences in benevolent sexism, it suggests that both men and women may hold similar beliefs about traditional gender roles and may endorse attitudes that support the idea of women as needing protection and care, albeit in different ways.

From table 4.3 it is evident that there is significant difference between male and female students in attitude towards rape victims. Gender differences in attitudes towards rape victims may indicate societal norms and perceptions of gender roles. From the results, male's hold more victim-blaming attitudes towards female victims. Conversely, females demonstrate more empathy and support towards rape victims, reflecting a societal push towards understanding and addressing issues of sexual violence. Therefore the alternative hypothesis is accepted.

From the table 4.4 it can be inferred that there is significant correlation between hostile sexism and attitude towards rape victims among college students. A positive correlation between hostile sexism and attitude towards rape victims suggests that individuals who hold more hostile sexist beliefs tend to have more negative attitudes towards rape victims, potentially perpetuating harmful stereotypes and attitudes towards gender-based violence. Therefore the alternative hypothesis is accepted.

From the table 4.5 it is evident that the correlation between benevolent sexism and attitude towards rape victims is significant at 0.05 level. A positive correlation between benevolent sexism and attitude towards rape victims suggests that individuals who hold benevolent sexist beliefs tend to have more negative attitudes towards rape victims. This correlation implies that societal attitudes towards gender roles and stereotypes may influence perceptions and responses to sexual violence. Therefore the alternative hypothesis is accepted.

5. CONCLUSION

The findings of the present study show significant differences in hostile sexism among male and female students. There are no significant differences in benevolent sexism among male and female students.There is significant difference in attitude towards rape victims among male and female students. From the correlation analysis hostile sexism and attitude towards rape victims has positive correlation. Also benevolent sexism and attitude towards rape victims are positively correlated.

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Family Relations and Emotion Regulation
among Emerging Adults

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(M.Sc Psychology First Year)

Abstract

A family relationship is a social bond characterized by mutual affection, trust, loyalty, and shared experiences among individuals who are connected through biological, legal, or emotional ties, forming the foundation of support, companionship, and identity formation within the family unit. (Anderson, 2010). Emotion regulation involves the processes by which individuals influence the timing, intensity, duration, and expression of their emotions, often in response to situational demands, in order to achieve desired goals.(Gross, J. J ,1998). .The aim of the current study is to find the relationship between the family relations and emotional regulation. This study was conducted in young adults between the age of 18-25 years. There were a total of 80 participants with equal numbers of males and females. Data were collected on 28th March. Participants completed questionnaires in google form. They were informed that their responses will be highly confidential and participation was completely voluntary. The instruments used for the study were Personal Information form, Index of Family Relations Scale and Emotion Regulation Questionnaire. Data was analysed using SPSS software version 25. Spearman's Rank correlation was used for analysis. The results indicated that there is no significant relationship between Family Relations and Emotional Regulation.

Keywords- Family Relations, Emotional Regulation, Young Adults.

1. INTRODUCTION

Young adulthood generally referred to as 18-25 years is a time of dramatic changes in basic thinking structures, as well as in the brain. Researchers have defined young adulthood as the developmental period where crucial developmental shifts take place. It is also referred as "emerging adulthood" "novice phase" where the society expects these groups to fulfil all the adult roles.

Family relations constitute the foundation of human social systems, impacting individual growth, interpersonal dynamics, and society cohesiveness. These ties, which cut across biological, emotional, and social dimensions, serve as the basis for identity creation, emotional control, and support at every stage of life. Comprehending the intricacies of family dynamics is vital in order to grasp human conduct, mental health, and social interaction in a variety of cultural settings. Over the years, research on family relations has evolved significantly, driven by interdisciplinary inquiries across psychology, sociology, anthropology, and family studies. Scholars have explored various facets of family dynamics, including parent-child interactions, sibling relationships, marital satisfaction, intergenerational ties, and the impact of external factors such as socioeconomic status, cultural norms, and historical contexts.

Understanding that family relationships are dynamic and subject to constant negotiation, adaptation, and reconfiguration in response to both internal and external pressures is essential to understanding family interactions. The emotional growth, social competence, and mental health outcomes of individuals are significantly influenced by the quality of their familial relationships, which are characterized by attributes including warmth, coherence, communication patterns, and conflict resolution mechanisms. Family relationships can act as a testing ground for the generational transmission of values,

beliefs, and cultural practices, which has an impact on identity formation, decision-making processes, and behavioral patterns. Researchers have worked to clarify the mechanisms behind attachment dynamics, the interplay between family processes and individual outcomes, and the transfer of values throughout generations within this framework.

Family relationships have an impact on community well-being, social inequality, and policy interventions, along with its intrapersonal and interpersonal implications. In order to address inequities in access to opportunities, resources, and social support networks, researchers look at how family dynamics intersect with variables including gender, race, ethnicity, and socioeconomic status.

One prominent theory that helps understand family relations is the Family Systems Theory. Proposed by Murray Bowen in the 1950s, Family Systems Theory posits that families operate as interconnected systems rather than as collections of individuals. The theory suggests that the behavior of each family member is interconnected and influenced by the functioning of the entire family unit.

Emotion regulation is a crucial aspect of psychological functioning, interpersonal interactions, and general well-being. It refers to the process by which people control and modify their emotional experiences. Effective emotion management is essential for adaptive functioning and successfully navigating life's obstacles in a variety of contexts, including both personal and professional ones. Psychology, neuroscience, and related fields have focused their study on understanding the mechanisms, drivers, and effects of emotion regulation. Moreover, there is a close relationship between emotion regulation and more general psychological concepts like emotional intelligence, self-regulation, and mental health outcomes. Research has repeatedly shown that those who are better at

regulating their emotions tend to be more resilient to stress, have better psychological well-being, and have better interpersonal interactions.

Furthermore, physiological reactions and brain systems are intricately linked to emotion regulation processes. New developments in neuroimaging have shed light on the brain networks responsible for emotion regulation, including those in the insula, amygdala, and prefrontal cortex. Comprehending the neurological foundations of emotion regulation not only illuminates its biological origins but also has the potential to guide interventions that address maladaptive emotion control patterns linked to a range of mental diseases. It's important to remember that emotion regulation is a social and environmental undertaking as well as an internal one. Peer interactions, cultural norms, societal expectations, and family dynamics all influence how emotion control mechanisms are developed and expressed. Important insights into the complexity of emotion regulation across various populations and cultural contexts can be gained from research examining the interaction between individual characteristics and social-contextual influences.

One prominent theory related to emotional regulation is the Process Model of Emotion Regulation, proposed by James Gross in the late 1990s. This model provides a framework for understanding the various cognitive and behavioral processes involved in the regulation of emotions.

The research topic of family relations and emotion regulation holds significant importance due to its potential implications for individual well-being, interpersonal relationships, and societal dynamics. Examining how particular family relations affect the emotion regulation might assist in identifying vulnerable groups, such as children raised in dysfunctional households or people who have experienced traumatic events as

youngsters. This information is crucial for developing targeted therapies to lessen the damaging effects of familial stressors on the regulation of emotions. By understanding the link between family relations and emotion regulation, researchers can develop strategies to prevent or mitigate interpersonal conflict within families. This can contribute to healthier family dynamics and reduce the transmission of maladaptive emotion regulation patterns across generations. Emotion dysregulation is a core feature of various mental health disorders, including anxiety, depression, and personality disorders. Research on family relations and emotion regulation can inform prevention and intervention efforts aimed at reducing the prevalence and severity of mental health problems.

2. REVIEW OF LITERATURE

2.1. Review of Related Literature

Rosenberg. M.(1965) conducted a study to examine the relationship between parental behavior as reported by parents, children's perceptions of parental behavior, and the effects of each on various aspects of children's self-evaluations—specifically, self-worth, self-efficacy, and general self-esteem. The study is based on a sample of 128 families, each consisting of a mother, a father, and a child in late adolescence (17 to 19 years of age). The results of the study indicated that parents who scolded their child for poor academic achievement were more likely to produce high self esteem than those who simply ignored the low marks.

Ketsetzis M, Ryan B. A. and Adams G. R.(1998) conducted a study to examine the relationship between family processes and children's school-based social adjustment and also to examine the influences of general family relations, school-focused parent-child interactions, and child personal characteristics on children's school-based social adjustment. The results revealed that excessive parental pressure for school success is associated with decreased levels of children's self-esteem, frustration tolerance, and intellectual effectiveness,

and, through the mediation of certain individual child characteristics, social adjustment. Maintaining family cohesion facilitates the parental processes that influence schoolbased social adjustment, and family conflict undermines these processes and the association between family cohesion and pressure has a continuing influence on social adjustment.

Gomez, Quinones-Camacho, and Davis (2018) conducted a study to assess the relationship between emotion regulation and self-esteem in older adolescents. The study included 91 participants (Mean age = 19 .41 years, 71 women) with variations in racial and ethnic distribution with 41% being Asian. Participants answered the Difficulties in Emotion Regulation (DERS; Gratz & Roemer, 2004) questionnaire and a singular measure to assess their self-esteem. Descriptive statistics and t-test findings demonstrated that males have higher selfesteem, and there was no gender difference in emotion regulation and its dimensions. Correlation analysis showed a massive association between difficulties in emotion regulation and lower self-esteem. In males, goal-directed behavior was connected with lower selfesteem, and in females, emotional awareness and non-acceptance of emotional responses 65 were associated with lower self-esteem. Emotional clarity and regulation strategies showed a significant relationship with self-esteem in both genders.

Manju (2017) examined the relationship between emotion regulation and quality of life in 913 adults (446 men and 467 women) of ages 21 to 60 years from the Mysore region. The participants in the study were selected by a simple random sampling method. The study used the Cognitive Emotion Regulation Questionnaire (CERQ), Difficulties in Emotion Regulation Scale (DERS), Emotion Regulation Questionnaire (ERQ), Toronto Alexithymia Scale (TAS-20), White Bear Suppression Inventory (WBSI), and World Health Organization Quality of Life abbreviated version (WHOQOL-BREF) to assess the variables. Descriptive findings indicated that males have more severe difficulties in impulse control, emotional

awareness, and emotional clarity than females. Regression analysis revealed that emotion regulation difficulties predicted challenges in identifying and describing feelings, lack of emotional awareness, and emotional clarity, which resulted in a low quality of life. The study suggested that individuals with a lack of emotional awareness, emotional clarity, and impulse control difficulties are inclined to use more maladaptive emotion regulation strategies.

Davies and Cummings (1998) conducted a study to assess if relationship between child adjustment and marital conflict were mediated by children's emotional security, as evidenced by emotional reactivity, regulation to exposure of parent affect, and internal representations of the marital relationship. Children aged six to nine were exposed to standardised simulated confrontations between parents. The findings show that children's emotional security, specifically emotional reactivity and internal representations, mediates the relationship between marital relations and child adjustment, implying that one mechanism by which marital discord influences adjustment is through its effects on children's emotional regulation.

Raposo and Francisco (2022) conducted a study that aimed to (1) test the mediating role of well-being in the relationship between emotional regulation difficulties, the family environment, and internalizing problems, and (2) understand the differences between adolescents with a higher and lower risk of presenting internalizing problems. In the study, 723 adolescents of both sexes (12–18 years old) from middle to high school completed self-report questionnaires. The results demonstrated that well-being was a partial mediator between internalising problems and family environment (cohesion, support, and conflict), accounting for 31% of the variance in these problems; additionally, well-being was a partial mediator between emotional regulation difficulties and internalising problems, accounting for 19 and 26% of the variance, respectively; lastly, the group at higher risk of developing

internalising problems (n = 130) demonstrated higher levels of emotional regulation difficulties and family conflict, while this group also reported lower levels of well-being.

2.2. Research Gap

Numerous studies have been conducted on these variables worldwide. Most of the studies assessing the relationship between family relationship and emotional regulation have been conducted among children and and also in Western culture. Therefore it is important to understand the relationship between family relationship and emotional regulation among emerging adults.

3. METHODOLOGY

3.1 Objective

The objective of the study is to assess significant relationship between family relations and emotion regulation among emerging adults.

3.2 Hypotheses

3.2.1. There will be a significant relationship between Family Relations and Cognitive Reappraisal among emerging adults.

3.2.2. There will be a significant relationship between Family Relations and Expressive Suppresion among emerging adults.

3.3 Variables and Operational Definition

3.3.1. Family relation

Family relation can be defined as any combination of filiation or conjugal relationships that join two people directly or through a third party.

3.3.2. Emotion regulation

Emotion regulation is the ability to exert control over one's own emotional state.

3.4 Sample

3.4.1 Sample size of the study

The sample consists of 80 emerging adults of who fall under the age group of 18-25. The participants were from different colleges across Kerala, India. Sample was collected using convenient sampling.

3.4.2 Inclusion criteria

Emerging adults of the age group between 18-25 are included in the study.

3.4.3. Exclusion criteria

Intellectually disabled and illiterate people were excluded from the study.

3.5 Assessment Tools

3.5.1. Index of family relations scale(IFR)

The Index of Family Relations (IFR) scale is a widely used instrument designed to measure various aspects of family functioning. Developed by Floyd H. Allport and Philip E. Vernon in 1933, the IFR scale aims to assess the quality and dynamics of relationships within families.

3.5.2. Emotion regulation questionnaire (ERQ)

ERQ is a 10-item scale designed to measure respondents' tendency to regulate their emotions in two ways: (1) Cognitive Reappraisal and (2) Expressive Suppression. Respondents answer each item on a 7-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree).

3.6 Research Design

Descriptive research design was employed to study family relations and emotion regulation among emerging adults. Questionnaires were used to reach this goal.

3.7 Data Collection Procedure

The tools for the data collection were finalized and data was collected by giving the questionnaires through online platform. The participants were informed with how to fill the questionnaire. The data were collected and analysis of the data was made using SPSS.

3.8 Statistical Technique

Analysis of the data was done using SPSS. Spearman's Correlation Coefficient was used to analyze the relationship between Family Relations and Emotion Regulation.

4. RESULT AND DISCUSSION

4.1. Result

Table 4.1.

Spearman's correlation coefficient and p value of Index of family Relations, Cognitive Reappraisal and Expressive Suppression among emerging adults.

Variables		Cognitive Reappraisal	Expressive Suppression
Index of Family Relations	r value	-0.154	0.170
	p value	0.172	0.132

Table 4.1 shows Spearman's correlation coefficient and p value of Index of family Relations, Cognitive Reappraisal and Expressive Suppression among emerging adults. The r-

value and p-value of Index of Family Relations and Cognitive Reappraisal are -0.154 and
0.172 respectively. The r- value, and p-value of Index of Family Relations and Expression
Suppression are 0.170 and 0.132 respectively.

4.2. Discussion

The study aims to determine the relationship between family relations and emotion
regulation among emerging adults. From table 4.1 it can be inferred that there is no
significant relationship between Cognitive Reappraisal, Expressive Suppression and Family
Relations. Hence both the alternative hypotheses are rejected.

This could be possibly due to the fact that as each individual is unique, and their ability
to regulate emotions can be influenced by a variety of factors beyond just family
relationships, such as personality traits, coping strategies, and life experiences. As emerging
adults are in a transition into independence, they may develop new coping mechanisms and
emotional regulation strategies that are influenced by their changing roles and
responsibilities, which may not be solely tied to family relations. Even though family plays a
crucial role, the broader social environment, including peers, school, and community, also
shapes emotional development and regulation in young adults. Another reason for not having
a significant relationship between the variables may be due to insufficient data collected.

5. CONCLUSION

From the findings it can be concluded that there is no significant relationship between
Cognitive Reappraisal, Expressive Suppression and Family Relations among emerging
adults.

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Locus of Control and State Hope among Emerging Adults

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Abstract

Locus of Control is a generalized belief in internal versus external control of reinforcements that arises from individual's general expectations (Rotter, 1966). Hope is defined as the perceived ability to produce pathways to achieve desired goals and to motivate oneself to use those pathways. State hope mean expressing or articulating hope within a particular context or situation.The aim of the current study is to find the relationship between the variables Locus of Control and State Hope among emerging young adults.The sample data was collected from college students of specific age group 18 - 25 years who resides in kerala. There were total of 75 participants. The sampling technique used for the study was convenience sampling.The instruments used for the study were personal information form, Levenson's Scale for Locus of Control and State Hope Scale. The date was analyzed using SPSS and the statistical analysis used was Spearman's rank correlation. The findings depicts that there is no significant relation between Locus of Control and State Hope among emerging adults. The study concluded that locus of control and state hope is not correlated.

Key words – Locus of Control, State Hope, Young adults.

1. INTRODUCTION

1.1. The Context of the Study

The emerging adulthood as a phase of stage between adolescence and adulthood,with distinctive demographic, social, and psychological features.This life history stage applies to individual's aged 18 and 25 years, the period during which they become more economically independent by training and/or education. Hope ,on the other hand ,involves having goals ,pathways to achieve those goals, and the motivation to pursue them. Emerging adults with an internal locus of control may feel empowered to pursue their goals and overcome challenges.To how much extent does one's locus of control influences their state hope is the focus of this study.

Locus of control is a psychological concept that refers to the extent to which individuals believe they have control over events in their lives. It was developed by psychologist Julian Rotter in the 1950s. The definition of locus of control by Rotter concentrated primarily on extreme ends.There are three elements ,according to the new model ,which includes internal, chance and powerful others. Each of three elements may act currently or independently.People with an internal locus of control believe that their actions and decisions can influence outcomes, while those with an external locus of control believe that external factors such as luck, fate, or powerful others control their lives.Individuals with an internal locus of control tend to feel more empowered and motivated to take action, as they believe they can shape their own destinies. They are more likely to take responsibility for their successes and failures, seek out opportunities, and persist in the face of challenges. On the other hand, individuals with an external locus of control may feel more helpless or resigned to their circumstances, believing that their efforts have little impact on outcomes.

Locus of control can influence various aspects of life, including academic and career success, health behaviors, relationships, and overall well-being. While it is considered a relatively stable personality trait, it can be influenced by experiences and socialization over time.

Hope refers to the optimistic expectation or desire for a positive outcome or future. "State hope" could mean expressing or articulating hope within a particular context or situation, such as in a speech, statement, or communication.Snyder's (1994c) cognitive model of hope, including goals, pathways, and agency. Goals are abstract mental targets that guide human behaviors. Pathways thought emails the perceived ability to generate multiple routes to desired goals. Agency thought entails the perceived ability to initiate and sustain movement along a pathway.Hope in psychology refers to a positive emotional state that is based on an expectation of positive outcomes in the future. It involves believing that one's goals can be achieved despite obstacles or challenges. Research suggests that hope is associated with better psychological well-being, resilience, and coping abilities. Psychologists often study hope as part of understanding human motivation, goal-setting, and resilience in the face of adversity.

1.2. Need and Significance of the Study

Studying the relationship between locus of control and state hope is valuable for understanding how individuals perceive control over their lives and how it influences their levels of hope. Locus of control refers to the extent to which individuals believe they can control events affecting them, while hope relates to the belief in the ability to achieve goals and overcome obstacles. By examining this relationship, researchers can gain insights into factors influencing individual's attitudes, behaviors, and overall

well-being, which can inform interventions and strategies for promoting resilience and positive outcomes.

1.3. Aim of the Study

The study aims to find relationship between locus of control and state hope among emerging adults.

2. REVIEW OF LITERATURE

2.1. Review of the Related Literature

The study by Sagone and Caroli (2014) aims to find the effects of self concepts on locus of control and academic self-efficacy. The participants were three groups of university students (Psychology, Medicine, and Law).The result indicates that the more the university students were likely to personally control the circumstances in their everyday life, the more they expressed a positive self-concept in the present and the future. The more they perceived themselves as academically efficient, the more they judged themselves more positively in the present and the future.

The study by Xiaobo and Guanhua (2014) aims to examine the mediating effect of selfesteem on the relationship between locus of control and depression among Chinese university students. In all, 457 students (232 men and 225 women) completedmeasures of locus of control, self-esteem, and depression.The result indicates that external locus of control was related to self-esteem and depression, and self-esteem was related to depression. Structural equation modeling analysis showed that self- esteem partially mediated the influence of locus of control and depression.

The study by Dr Aniljose and Reshma Jude (2021) aims to explore the relationship between self esteem and locus of control among adolescents.A sample of 120 (60 girls and 60 boys) students, were studied .The results of the study showed that there is no significant relationship between self-esteem and locus of control.

A Study conducted by Robert Weis & Elena C Speridakos (2011) aimed to study whether hope enhancement strategies are associated with increased hopefulness, improved life satisfaction, and decreased psychological distress among participants.The results indicate little effects for hopefulness and life satisfaction, significant decrease in psychological distress and no overall relationship between hope and hope enhancing strategies.

A Longitudinal study by Tone Rustoen, Bruce A A. Cooper, Christine Miaskowski (2011) aims to study the effects of hope intervention on levels of hope and psychological distress in a community-based sample of oncology patients. the results indicated that the hope interventions used were effective among the patients.

The Study conducted by Susana C. Marques, Matthew W. Gallagher & Shane J. Lopez,2017) aimed to study the relationship between hope and academic achievement. the results indicated that there is a significant relation between hopeand academic achievement.

The study by Charlotte vanOyen Witvliet, Fallon J. Richie, Lindsey M. Root Luna, Daryl R. Van Tongeren (2017) aims to study how gratitude predicts hope and happiness among participants. The result indicated that gratitude showed greaterincrease in hope and happiness.

The study by Aylin Demirli, Mustafa Türkmen & Recep Serkan Arık (2014) aimed to study the relationship between dispositional and state hope levels and student well-

being in the context of causality by model analysis among college students. the results indicated that the relationship between dispositional and state hope on the subjective well-being of students, showed a good fit. Correspondingly, the relationship between hope and subjective well-being with additional variables also showed a good fit with the variables.

A study by Diane Weis Farone et al. Soc Work Health Care (2008) aims to study the effects of internal locus of control on the health and well-being of older women of Mexicon origin who have diagnosed with cancer.The results indicated that locus of control has significant relation with hope.

A study by Caroline A Jenkins Woodbury (1997) explored the relationship of anxiety , locus of control and hope to career indecision among African American college students.Results of correlational analysis indiated that state anxiety and both external dimensions of locus of control ,were significantly related to hope career indecision. Based on regression analysis , there was also significant gender differences in hope career indecision scores.

The study of Sanjana Olety Jagadish(2021) did the research to study the difference between Under-trials and Convicts in their level of hope,resilience and locus of control.The purposive sample of 23 Under-trials and 17 convicts was selected from Karnataka.The findings show that there is no significant difference between convicts and under-trials in the level of hope,resilience and locus of control.

A longitudinal study by Charlotte Frankham, Thomas Richardson, and Nick Maguire (2019) on 104 participants, explored the impact of the psychological factors of economic locus of control, self-esteem, hope and shame on the relationship between financial hardship and mental health. A hierarchical regression analyses indicated that

subjective financial hardship, hope and shame significantly predicted mental health outcomes. Mediation analyses demonstrated that hope mediated the relationship between subjective financial hardship and depression, stress and wellbeing; that shame mediated the relationship between subjective financial hardship and anxiety; and that neither shame nor hope mediated the relationship between subjective financial hardship and suicide ideation.

The study by Barbara E Brackney and Alida S Westman (1992) explored the relationship among hope, psychosocial development ,and locus of control.Scores on both the Miller Hope Scale and the self-rated hope scale were negatively correlated with scores on Beck's Hopelessness Scale, but positively with scores on Erikson's Psychosocial Stage Inventory.The Miller Hope Scale was negatively and Beck's Hopelessness Scale was positively associated on the Locus of Control Scale with viewing control as from powerful others or chance.The Miller Hope Scale and scores on self-rated hopefulness were not significantly correlated.

The research of Michael Philip Hand (2004) was to study the optimal levels of optimism, perceives locus of control, hope, and degree of adversity experienced in life,in the development and maintenance of psychological resilience. Negative life experience, rather than positive experience, was predictive of strong correlations between optimism and hope, optimism and control , and hope and locus of control.The hope and locus of control varied   under differing levels of both positive and negative life experiences.

2.2. Research Gap

There have been studies conducted on the relationship between locus of control and hope but there has been found that no studies have been conducted on the relationship between locus of control and state hope.

3.METHODOLOY

3.1.Objectives

3.1.1. To assess the significant relationship between powerful others and state hope among emerging adults.

3.1.2. To assess the significant relationship between chance control and state hope among emerging adults.

3.1.3. To assess the significant relationship between individual control and state hope among emerging adults.

3.2 Hypotheses

3.2.1. Powerful others has significant relationship with state hope among emerging adults.

3.2.2. Chance control has significant relationship with state hope among emerging adults.

3.2.3. Individual control has significant relationship with state hope among emerging adults.

3.3 Variables and Operational Definitions

3.3.1 Locus of Control

"Locus of Control is a generalized belief in internal versus external control of reinforcements that arises from individuals' general expectations(Rotter, 1966)."

3.3.2 State hope

"State hope means expressing or articulating hope within a purticular context or situation."

3.3.3 Emerging Adults

Emerging adulthood is the phase of stage between adolescence and adulthood,with distinctive demographic, social, and psychological features.

3.4. Sample

3.4.1. Sample size of the study

The sample consists of 75 young adults within age group of 18 years - 25 years. The sample belongs to various college students and working adults in Kerala.The sampling technique used for the study is convenient sampling.

3.4.2. Inclusive Criteria

In this study college students of age between 18 - 25 years was selected.Students of private colleges and government colleges were included and also working Adults of age between 18 - 25 years were included.

3.4.3. Exclusion Criteria

In this study, college students who were differently abled were excluded.Working Adults who were differently abled were excluded.Students from outside Kerala were also excluded and Illiterates were also excluded.

3.5.Assessment Tools

3.5.1 Levenson's Multidimensional Locus of Control Scale

The scale developed by Levenson and measures the extent to which people believe external and internal forces that determines their lives.The Internality subscale consists of 8 items (items 1,4,5,9,18,19,21,23), measuring a person's faith in his/her own abilities and capacity to control the outcome of his/her life events.The Powerful Others sub-scale also contains eight items (items 2,6,7,10,12,14,16,24) which assess the extent to which a person feels that his/her course of life is steered by by people of powerful others.The Chance sub-scale consists of eight items (items 3,8,11,13,15,17,20,22), estimating the perception according to which luck and fate determine a person's life.Each sub scale produces a unique score by adding up eight responses on it and adding to the sum a constant of +24 to eliminate negative sums.Reliability and validity: The split half reliability of the scale is between 0.65 and 0.79. Estimates for reliability via the split half method correlated by Spearman Brown formula are equal to 0.73 and test-retest samples six weeks apart are equal to 0.67. The test reported good discriminant validity.

3.5.2 Sate Hope Scale

The State Hope Scale is 6-item scale designed to measure hope, which was developed by Snyder C.R et al.(1996) .The St ate Hope Scale is easily scored by summing the responses on the six items for a total scale score.Scores can range from a low of 6 to

a high of 48.The SHS has excellent internal consistency with an alpha of .93 for the total scale.The SHS has established very good construct validity.

3.6. Research Design

The research design used correlational method.The correlation method involves looking for relationships among variables. Data are collected for each item and then relationships are examined.

3.7. Data Collection and Procedure

The tools for Locus of control and State hope were selected as the first stage of data collection. Convenience sampling method was used for collecting data from 175 samples for the purpose of data collection, permission was taken from the respective colleges and each participant was contacted individually by the researcher. Rapport was established with the participants. After explaining the purpose of the research, the consent of the participant was also taken and the participants were given assurance on the confidentiality of their responses. Instructions on how to mark the responses were clearly communicated with each participant and the response sheet was provided. Google forms were also distributed for the purpose of data collection. In the beginning of each form, it was stated that participation was completely voluntary and participants could withdraw from or refuse to participate without any consequences. It was also stated that the data collected would be kept completely confidential and used only for academic purposes. The collected data was scored and later analyzed using statistical techniques with the aid of SPSS.

3.8 Statistical Technique

Analysis of the data was done using SPSS. Spearman rank correlation was used to analyze the significant relationship between the variables locus of control and state hope.

3. RESULT AND DISCUSSION

3.1. Result

Table 4.1

r value and p value of locus of control and state-hope among emerging adults.

Variables		Individual Control	Powerful Others	Chance Control
State-Hope	**r value**	**-0.51**	**-0.610**	**-0.158**
	p value	**0.665**	**0.169**	**0.174**

**Correlation is significant at the 0.01 level(2-tailed)

Table 4.1 indicates Spearman rank correlation coefficient and p-value of Locus of Control and State-hope among emerging adults.The correlation between state-hope and individual Control is -0.51 (p=0.665).The correlation obtained between state-hope and Powerful Others is -0.610 (p=0.169).The correlation between state-hope and Chance Control is -0.158 (p=0.174).

4.2 Discussion

The study was aims to determine the relationship between Locus of Control and State-Hope among emerging adults. From the table 4.1, it is evident that there is no significant relationship between Locus of Control and State-Hope among emerging

adults, as the p-values are above 0.05. This suggests that there is no enough evidence to support a significant relationship. Hence the hypothesis is rejected. It is because most of the studies have been conducted in western countries, hence the differences in cultural values and attitudes may be one of the reason why we have obtained these results. On the basis of previous studies on students ,it was found that there was correlation between Locus of Control and Hope.Hence the year gap between which these studies were conducted may have also influenced.There may also be other moderating factors beyond Locus of Control have affected State-Hope. And factors such as social support, socioeconomic conditions, individual differences, personal experiences and age could be some other factors that have affected the results.

4. CONCLUSION

The aims of the study was to find the out the relationship between Locus of Control and State-Hope among emerging adults.From findings it can be concluded that there is no significant relationship between Locus of Control and State-Hope among emerging adults.

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Social Support and Resilience among Emerging Adults

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Abstract

Social support is the assistance and comfort supplied by others, which helps individuals cope with stress or adversity. It can come from various sources such as family, friends, community or support groups. Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress. It involves bouncing back from difficult experiences, maintaining stability and well-being despite challenging circumstances. The present study aims to understand how social support is related to resilience among emerging adults. The sample consists of 80 college students within the age group of 18 to 25 years. The participants belong to different colleges in Kerala. For the present study, two groups were selected which consist of 40 males and 40 females. The sampling technique used for this study is convenient sampling. Assessment tools used in this study were Social Support Questionnaire (SSQ) and Nicholson McBride Resilience Questionnaire (NMRQ). The collected data were analyzed using SPSS and was used to examine the difference between two groups. The findings show that there is a significant relationship between Social support and Resilience is accepted. There is also a positive correlation between Social support and Resilience.

Indexed Terms- Social Support, Resilience, Emerging Adults.

1. INTRODUCTION

The transitional stage between adolescence and adulthood known as emerging adulthood includes unique social, psychological, and demographic characteristics. This life history stage pertains to individuals between the ages of 18 and 25, marking the time when they acquire greater economic independence through education and/or training. Emerging individuals who possess an internal center of control could feel motivated to work toward their objectives and overcome obstacles. This study aims to determine how social support related to resilience.

Resilience and social support are essential for people who are dealing with difficulties or pressures. Social support is a network of people who can help people deal with challenges by providing them with information, emotional support, or material support. The capacity to overcome adversity is known as resilience, and social support is crucial in building resilience because it gives people a feeling of community, encouragement, and tools to get through difficult times. When combined, they provide a solid basis that helps people deal with the highs and lows of life.

Social support is the assistance and comfort supplied by others, which helps individuals cope with stress or adversity. It can come from various sources such as family, friends, community, or support groups (The American Psychological Association, APA).

The term social support refers to the social and psychological support one receives or perceives in his/her environment (Chao, 2012). It involves the reliance on others for guidance and assistance as well as disclosure of problems (Chang et al., 2020; Taylor, 2011). Social support is a construct that varies across cultures, issues, and situations (Chang et al., 2020). There are four common types of social support: emotional, instrumental, informational, and

appraisal (Sterrett et al., 2011). In social support literature, the construct is commonly divided into structural and functional support. Functional support refers to the perceived quality of social relationships, whereas structural support refers to the existence and quantity of relationships (Hefner & Eisenberg, 2009).

The aid, inspiration, and resources given by people in one's social network are referred to as social support. It includes instrumental support (like tangible aid or assistance), informational support (like advice or guidance), emotional support (like empathy and understanding), and assessment support (like affirmation or feedback). People who have social support are better able to manage stress, overcome obstacles, and preserve their general wellbeing. In terms of psychology, social support is the web of interpersonal connections and interactions that offer people instrumental, informational, emotional, and appraisal support when they're under stress or in need. This network of support is essential for preventing the harmful effects of stress, building resilience, advancing psychological health, and creating a feeling of connection and belonging. Social support protects against psychological problems and helps people become resilient and maintain good mental health.

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress. It involves bouncing back from difficult experiences, maintaining stability and well-being despite challenging circumstances (The American Psychological Association, APA)

Resilience is a unique concept which brings light to the question, how some people become stronger despite facing the hardships they had to deal with while others fall apart as a result of the same experiences (Neenan, 2009). Masten and Reed (2002) have found some factors which make someone resilient, among them. is positive attitude, optimism, the ability to regulate

emotions, and the ability to see failure as a form of helpful feedback. Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress- such as family and relationship problems, serious health problems or workplace and financial stressors (Masten, 2002)

Resilience in psychology is the ability of people to adjust, recover, and flourish in the face of hardship, tragedy, or extreme stress. It entails having the capacity to uphold psychological health, deal with difficulties skillfully, and bounce back from failures. Resilience is the ability to face challenges head-on, learn from them, and emerge stronger than trying to avoid them. In terms of psychology, resilience includes a range of elements, including coping mechanisms, problem-solving abilities, social support, optimism, self-efficacy, and mental flexibility. It is a dynamic process that can be enhanced and reinforced over time by encounters, development, and treatments that foster resilience.

The ability of people to adjust, recover, and move on after hardship, tragedy, or extreme stress is referred to as resilience. It entails managing obstacles properly, preserving one's sense of wellbeing, and frequently growing stronger or more capable as a result of conquering obstacles. Environmental resources, social support, and individual characteristics are some of the factors that impact resilience, which is made up of psychological, emotional, and behavioral components.

2. REVIEW OF LITERATURE

2.1 Review of Related Literature

Johnson KP (2021) conducted a study on the mental health of senior secondary school students in Kerala in relation to the spiritual wellbeing and social support. The researcher could establish an intricate maze of connection between spiritual wellbeing, social support and mental health. Right balance of spiritual wellbeing and perceived social support can enhance better mental health among adolescents. The study shows an equally good mental health of male and female students and no significant difference was found in the mental health of any gender.

Rachel Wesley and Jordan Ashton Booker (2020) conducted a study on the social support and psychological adjust among college adults. It was found that social support are beneficial for college adults. Measures of support from family, friends and significant others were positively associated with measures of adjustment and negatively associated with adversity. Partial correlations indicated that support from friends was incrementally associated with nearly every outcome, whereas support from family was incrementally associated with a majority of outcomes. Findings also suggest that a lack of perceived social support may contribute to risk fitting views such as the stress generation theory among emerging adults.

Yang (2018) conducted a study on the role of resilience and social support on life satisfaction and stress on 426 people with substance use disorder in the rehabilitation facility. Results revealed that resilience and social support play a very important role in alleviating patient's stress level of substance use disorder.

Karami (2017) conducted a study on resilience, self-efficacy and social support among employees in job. Based on the results it can be said that self-efficacy, resilience and social support are having an important job in prediction of job satisfaction level of the employee.

Bharti Priyanka (2015) conducted a study on the pattern of resilience and well- being in deprived environment. Major objectives of the study were to examine the pattern of resilience and well- being among male and female subjects to different age groups to investigate the role of resilience, gender and age on wellbeing of deprived environment. Results revealed that male participants were significantly showed higher level of wellbeing in comparison to female. Increasing age groups of participants, the level of wellbeing also increased in both male and female participants. Resilience was found to have negative association with well-being and age but positive correlation with gender. Well-being showed positive correlation with age but negative with gender.

Roslan (2015) examined the relationship between resilience, optimism and social support on resilience among students internationally. Results revealed that optimism and social support was one of the important predictors of resilience.

Mohd Roslan Mohd Nor (2014) conducted a study on the effects of social support and resilience on life satisfaction of secondary school students. Data were randomly collected from 200 students of secondary schools in Kuala Lumpur. The results show that social support and resilience are positively related to life satisfaction. The findings also revealed that resilience was positively and significantly related with social support.

3. METHODOLOGY

3.1 Objective

The objective of the study is to understand how social support is related to resilience among young adults.

3.2 Hypotheses

H1: There will be a significant relationship between resilience and social support among adults.

3.3 Variables and Operational definitions

3.3.1. *Social support*

Help, consolation, or support from others in a social network is referred to as social support. It is essential for fostering both mental and physical well-being and can take many different forms, including companionship, practical help, emotional support, and advice. Social support is basically the help and comfort you get from people around you, like friends, family, or even coworkers. It's when they just hang out with you when you need them, or when they listen to you and offer advice. Having this assistance can often improve life quality and make difficult circumstances feel easier to handle.

3.3.2 *Resilience*

The capacity to recover or adjust in the face of hardship, obstacles, or challenging situations is known as resilience. It resembles the ability to get back on your feet quickly after falling. People that possess resilience are better equipped to handle stress, losses, and adversity, and they

frequently find ways to learn from their experiences and become stronger as a result. Being

resilient means you can persevere through difficult times. It's similar to having a powerful barrier

that keeps you safe from obstacles in life and enables you to keep going forward no matter what.

3.4 Sample

3.4.1 Sample size of the study

The sample consists of 80 college students within the age group of 18 to 25 years. The

participants belong to different colleges in Kerala. For the present study, two groups were

selected

which consist of 40 males and 40 females. The sampling technique used for this study is

convenient sampling.

3.4.2. Inclusion criteria

Male and Female college students of the age group between 18-25 across different colleges in

Kerala are included in the study

3.4.3. Exclusion criteria

Students from outside Kerala and illiterates were excluded.

3.5 Assessment tools

3.5.1. Social Support Questionnaire (SSQ)

The Social Support Questionnaire (SSQ) is a widely used tool for assessing perceived social

support across various domains of life. It was developed by Sarason, Levine, Basham, and

Sarason in 1983. The SSQ measures the perceived availability of support from family, friends,

and significant others, as well as the perceived adequacy of support received in different situations. It typically consists of items asking respondents to rate the extent to which they agree or disagree with statements about their social support network. The SSQ is used in research and clinical settings to understand how social support influences individuals' well-being, coping mechanisms, and mental health outcomes.

3.5.2. Nicholson McBride Resilience Questionnaire

The Nicholson McBride Resilience Questionnaire (NMRQ) was developed by Dr. David Nicholson and Dr. Linda McBride. The Nicholson McBride Resilience Questionnaire (NMRQ) is a tool designed to assess an individual's resilience, which is the ability to bounce back from adversity and maintain positive functioning. It typically consists of a series of questions related to various aspects of resilience, such as problem-solving skills, coping mechanisms, and social support. Completing the questionnaire can provide insights into areas where an individual may need to strengthen their resilience and can be used for personal development or in organizational settings for employee assessments.

3.6 Research Design

Correlational research design was employed to study the relationship between social support and resilience among college students. Questionnaire were used to reach this goal.

3.7 Data Collection Procedure

The data collection procedure involved distributing Google Forms links to a convenient sample, accompanied by a consent from outlining participant confidentiality and consent. Responses were gathered through the online questionnaire platform, ensuring adherence to ethical standards and data protection regulations.

3.8 Statistical Technique

Analysis of the data was done using SPSS

4 RESULT AND DISCUSSION

4.1 Result

Table1: Spearman's correlation coefficient and the relationship between Social support and Resilience among emerging adults.

Variables		Resilience
	r value	0.261*
Social Support		
	p value	0.019

*Significant at 0.05 level

Table 1 shows the Spearman's Correlational Coefficient and the relationship between Social Support and Resilience among emerging adults. The Spearman Coefficient, r- value between Social Support and Resilience is 0.261 and the corresponding p- value is 0.019 .

4.2 Discussion

The aim of the study was to understand how social support is related to resilience among emerging adults. The term social support refers to the social and psychological support one receives or perceives in his/her environment. Resilience in psychology is the ability of people to adjust, recover, and flourish in the face of hardship, tragedy, or extreme stress. From Table 1, it is evident that there is a correlation between Social support and Resilience among emerging

adults. Since the p- values show high significance, the hypothesis there is a significant relationship between Social support and Resilience is accepted. The correlation is significant at the level of 0.05. Thus there is a positive correlation between Social support and Resilience.

CONCLUSION

The aim of the study was to understand how social support is related to resilience among emerging adults. The findings of the present study show that there is a significant relationship between Social support and Resilience. Social Support and Resilience are positively correlated with each other.

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Parental Nurturance and Emotional Expressivity among Emerging Adults

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Abstract

The aim of the study was to investigate the relationship between parental nurturance and emotional expressivity among emerging adults. The sample of this study consisted of 100 emerging adults between the age of 18-25 years, 46 of whom were women and 34 of whom were men. Data were obtained using the Parental Nurturance Scale (PNS) by Buri, Misukanis, and Mueller and Emotional Expressivity Scale (EES) by Kring, Smith, and Neale in 1994.Data data was analyzed using SPSS software version 27 (Statistical Package for Social Sciences). The spearman's correlation coefficient was used to assess the relationship between parental nurturance and emotional expressivity among emerging adults.The findings obtained in this study showed that there was no correlation between parental nurturance and emotional expressivity among young adults.

KEYWORDS: parental nurturance, emotional expressivity, young adults.

Chapter 1

Introduction

Parental Nurturance plays an important role in the development of their children. The love and the warmth received from their parents at a younger age play a vital role in determining Adolescence is a time of transition from infancy to adulthood, marked by a variety of changes in an individual's physical, psychological, emotional, sexual, attitudinal, and behavioural aspects. As a result of these changes, teenagers encounter various challenges and crises (Hurlock, 2001).Adolescents prefer to be by themselves and keep their personal space since they feel that their parents interfere too much. A lot of misconceptions arise in their relationships during this time, and many parents and teenagers experience a reduction in intimacy.

As a child's first social relationship, the parent-child bond serves as the cornerstone and starting point for the growth of all future relationships,the bond they share as well as in the development of socio-emotional competences. As children grow up the warmth, affection and love received from their parents does make a huge difference in the later years of life. Bowlby's attachment theory speaks about the importance of this initial parent-child relationship. Research has shown that parents play a vital role in the development of their children's self-esteem and happiness (Furnham & Cheng, 2000). Parental nurturance is associated with children's subsequent levels of psychological distress (Locke & Prinz, 2002).Parental nurturance has been demonstrated to be a protective factor against risky behaviours for adolescents and was found to be related to adaptive coping strategies (Schwartz, et.al, 2009).

According to Gross & John (1995), emotional expressivity is characterised by a range of behavioural changes, including changes in posture and facial expression. Examples of these behaviours include crying, slamming doors, laughing, and pouting. This definition emphasises observable behavioural responses, and the level of emotional expression is determined by the degree of behavioural impulses in Individuals (Gross & John, 1995).

Studies show the positive and protective structure of emotional expression and the harmful effects of a lack or suppression of emotional expression (Lavee & Adital, 2004). Emotional suppression is considered a negative condition given that it harms the physical and psychological health and cognitive processes (Mendes, Reis, Seery, & Blascovich, 2003). Emotional suppression may negatively affect mental health (Patel & Patel, 2019). The expression of true emotions is hindered by emotional suppression. A person may feel that their emotions and behaviours are incompatible as a result of this circumstance, and they may begin to negatively assess their feelings. Given that the individual is not open about his/her emotions, it results in a reduced ability to improve his/her mental state and a weak perception of his/her ability to regulate negative emotions (Gross & John, 2003).

Emotional expressivity plays an important role in physical (Fernandez-Ballesteros et al., 1998), psychological well-being (Buck, Goldman, Easton, & Smith, 1998), social relations (Levine & Feldman, 1997), and personality (Abe & Izard, 1999). Individuals with high emotional expression levels express their positive and negative emotions clearly (Gross & John, 1995). In a study conducted by Burgin et al. (2012), individuals with high emotional expression had higher subjective well-being and life satisfaction, were less alone, and had better social relationships with others.

1.2 Need and Significance of the Study

This research aims to understand how the way parents care for their children affects how those children express their emotions as they grow up. By studying this connection, we hope to learn more about how parents can support their children's emotional development. Our findings could help parents, teachers, and psychologists better understand how to promote healthy relationships and emotional well-being in young adults.

Chapter 2

Review of Literature

2.1 Review of Related Literature

Eisenberg N et.al (1998) conducted a study on "Parental Socialisation of Emotion.". It shows he socialisation of children's emotions and emotion-related behaviour by parents, including (a) parental reactions to children's emotions, (b) socializers' discussion of emotion, and (c) socializers' expression of emotion.The relevant literature is not conclusive, and most of the research is correlational. However, the existing body of data provides initial support for the view that parental socialisation practices have effects on children's emotional and social competence and that the socialisation process is bidirectional. In particular, parental negative emotionality and negative reactions to children's expression of emotion are associated with children's negative emotionality and low social competence. In addition, possible moderators of effects, such as level of emotional arousal, are discussed.

Eisenberg N et al. (2003) conducted a study on" longitudinal relations among

parental emotional expressivity, children's regulation, and quality of socioemotional functioning". The role of regulation as a mediator of the relations between maternal emotional expressivity and children's adjustment and social competence was examined when children (N=208) were 4.5 to just 8 years old (Time 1, T1) and 2 years later (Time 2, T2). At T2, as at T1, regulation mediated the relation between positive maternal emotional expressivity and children's functioning. When T1 relations and the stability of variables over time were controlled for in a structural equation model, T2 relations generally were nonsignificant, although parents' dominant negative expressivity predicted high regulation. In contrast, in regressions, the findings for parent positive expressivity, but not negative expressivity, held at T2 when T1 variables were controlled. Thus, relations for negative expressivity, but not positive expressivity, changed with age.

Strayer J and Roberts W (2004) conducted a study on "Children's anger, emotional expressiveness, and empathy: Relations with parents' empathy, emotional expressiveness, and parenting practices". It focuses on how these child emotional factors, assessed across methods and sources, related to parental factors (empathy, emotional expressiveness, encouragement of children's emotional expressiveness, warmth and control) for a subset of 50 two-parent families from our earlier sample. Parents reported on their emotional characteristics and parenting; children (5 to 13 years old; 42% girls) also described parenting practices. Children's age and parenting factors accounted for an average of 32% of the variance in child emotional factors, which, with role-taking, strongly predicted children's empathy. In contrast to earlier, less comprehensive studies, we found important paths between parents' and children's empathy, mediated by children's anger. These countervailing pathways largely neutralised each other, resulting in the low correlations usually seen when parents' and children's empathy are examined in isolation. Thus these findings are an

important confirmation and extension of the theoretically expected link between parents' and children's empathy.

Tani F et.al (2008) conducted a study on "The relationship between perceived parenting style and emotion regulation abilities in adulthood". It examined the relationship between perceived experiences with parents, in terms of parental care and parental overprotection, during childhood, and emotion regulation abilities in a sample of adults. One hundred participants completed the Parental Bonding Instruments, the Emotion Regulation Questionnaire, and the Difficulties in Emotion Regulation Scale. Hierarchical multiple regression analyses revealed that perceived parental care was more related to emotion regulation abilities than perceived parental overprotection. In particular, perceived paternal care was strictly linked to several difficulties in emotion regulation. By contrast, perceived maternal care was negatively associated with the use of maladaptive emotion regulation strategies, and a specific emotion dysregulation dimension, that is lack of emotional awareness. In summary, perceived parental care seemed to have a key role to protect individuals from emotion dysregulation. These results demonstrate that parenting styles still exert their influence on emotion regulation abilities also in adulthood.

Manzeske D. P and Straight A. D (2009) conducted a study on Parenting Styles and Emotion Regulation: The Role of Behavioral and Psychological Control During Young Adulthood. This study examined the relations between maternal parenting styles (including warmth, behavioral control, and psychological control) and young adults' emotion regulation. Participants included 246 young adults from a large Midwestern university, as well as their mothers. Higher levels of maternal control, particularly psychological control, were related to lower levels of young adults' emotion regulation. This study is among the first to explore the above relations within the context of young adulthood.

Pearson A. L(2013) conducted a study on The impact of parenting styles on the emotional regulation of adolescents. This research aims to further the knowledge of the impact parenting styles have on the development of emotional regulation in adolescents and to describe effective means of helping adolescents develop the ability to regulate their emotions, through the use of family therapy. Data for this project was collected through a qualitative study, which interviewed four licensed marriage and family therapists. Each participant was asked seven semi-structured questions that focused on the association between caregiver and adolescent interactions and the ability for the adolescent to effectively regulate his or her emotions and also practical interventions to use in family therapy, to help repair the adolescent's ability to regulate his or her emotions. The findings of this project were consistent with the literature and furthered current literature, by discussing specific interventions therapists could utilise while working with clients in therapy, such as using therapy as a model for effective interactions. This research could be furthered by investigating what happens to children, who have developed skills to regulate their emotions, when: 1) their parents are invested in the treatment process but then revert back to old behaviours; and 2) their parents never become invested in the treatment process and their natural home environment remains chaotic and dysfunctional.

Ma H and al(2022) conducted a study on The Relationship between Parenting Style andEmotional Development during Adolescence: The Effects of Gender Difference. It reviewed the relevant literature on parenting style and adolescents' emotional development through following aspects: gender differences, parental emotions, attachment style, and perception or thinking patterns. To study emotional changes in adolescence, this review studied two dimensions of development in male and female adolescents under different parenting styles and reviewed the effects of adolescent emotional function on adulthood. Furthermore, this paper explored how

parental mood and parenting styles explain age differences in emotional experience.
Finally, this review discussed the existing limitations in research focusing on the
relationship between parenting style and adolescents' emotional development and
gender differences.

Goering M and M Rugs (2023) conducted a study on the Effects of Parental Nurturance, Harsh Discipline, and Inter-Parental Conflict on Empathy Development in Early Adolescence. This study used data from an ethnically diverse sample of 704 youth who reported on their parents' nurturance, harsh discipline, and inter-parental conflict at age 11; on their own empathy at ages 11 and 13; and on their pubertal timing at age 13. The results showed that only parental nurturance uniquely predicted more empathy at age 13 and that this effect was stronger in females. Harsh discipline and inter-parental conflict were only concurrently associated with lower empathy at age 11. Pubertal timing did not moderate the links between parental nurturance, harsh discipline, or inter-parental conflict at age 11 and empathy at age 13.

2.1 Research Gap

Investigating the relationship between parental nurturance and emotional expressivity is a valuable area of research with potential implications for understanding emotional development and interpersonal relationships.Much of the existing research on parental nurturance and emotional expressivity has been conducted in Western cultures. There is a need to explore how cultural differences may influence this relationship as there is no such research done in emerging adults of Kerala.

2.2 Research Question

Is there any significant relationship between the variables Parental Nurturance and Emotional Expressivity among emerging adults?

Chapter 3

Methodology

3.1 Objective

The objective of the study is to assess the significant relationship between parental nurturance and emotional expressivity among emerging college students .

3.2 Hypotheses

3.2.1 There will be a significant relationship between parental nurturance and emotional expressivity in emerging adults.

3.3 Variables and Operational Definition

3.3.1 Parental nurturance

Parental nurturance, refers to the degree to which parents provide emotional warmth, affection, support, and responsiveness to their children's needs. It encompasses various aspects of parental behaviour and interaction with children that promote a secure attachment, emotional well-being, and healthy development.

3.3.2 Emotional Expressivity

Emotional expressivity refers to the outward manifestation or display of emotions through various channels, such as facial expressions, vocal tone, body language, and verbal communication. It encompasses the range and intensity of emotions that individuals convey to others and the ways in which they express their feelings in social interactions.

3.3.3 Emerging Adults

"Emerging Adulthood" is a term used to describe a period of development spanning from about ages 18 to 25, experienced by most people in their twenties in Westernised cultures and perhaps in other parts of the world as well.

3.4 Sample

3.4.1 Sample size of the study

   The sample consists of 80 emerging adults who fall under the age group of 18-25. The participants were from different colleges across Kerala, India. Sample was collected using convenient sampling.

3.4.2 Inclusion criteria

   Emerging adults of the age group between 18-25 are included in the study.

3.4.3. Exclusion criteria

   Emerging adults of other than age group 18- 25 are excluded.Individuals with physical disabilities and illiterate adults are also excluded from the study.

3.5 Assessment Tools

3.5.1. Parental Nurturance Scale (PNS)

   The Parental Nurturance Scale (PNS) is a 24-item, 6 point Likert scale that measures parental nurturance from the perspective of a child. The PNS was developed by John R Buri in 1989 to evaluate the perceptions of adolescents and young adults regarding their parents' nurturing behaviours. The PNS includes parental approval, acceptance, and affirmation of their children.

3.5.2. Emotional Expressivity Scale (EES)

   The Emotional Expressivity Scale (EES) is a 17-item self-report measure that assesses how people express their emotions. The EES is based on the general construct of emotional expressiveness and uses a 6-point Likert scale. Higher scores indicate higher levels of emotional expression.

3.6 Research Design

Correlational research design was employed to study the relationship betweenparental nurturance and emotional expressivity among emerging adults .

Questionnaires were used to reach this goal.

3.7 Data Collection Procedure

The tools for the data collection were finalised and data was collected by giving the questionnaires through online platform. The participants were informed how to fill the questionnaire. The confidentiality of the participants was ensured. Thedata were collected and analysis of the data was made using SPSS.

3.8 Statistical Technique

Analysis of the data was done using SPSS version 27.The statistical test usedin the study is Spearman rank correlation. SPSS stands for Statistical Package for Social Sciences.

Chapter 4

Result &

Discussion

4.1 Result

Table 1: Spearman's correlation coefficient of the Parental

Nurturance andEmotional   Expressivity among emerging adults

Variables		Emotional Expressivity
Parental Nurturance	r-value	0.186

	p-value	0.101

Table 1 shows the correlation between the variables Parental Nurturance and Emotional Expressivity among emerging adults. The r- value and p-value of Parental Nurturance and Emotional Expressivity are 0.186 and 0.101 respectively. There is no correlation between the variables Parental Nurturance and Emotional Expressivity andis not statistically significant.

4.2. Discussion

The aim of the study is to find the significant relationship between Parental Nurturance and Emotional Expressivity in emerging adults. Parental nurturance, refersto the degree to which parents provide emotional warmth, affection, support, and responsiveness to their children's needs. It encompasses various aspects of parental behavior and interaction with children that promote a secure attachment, emotional well-being, and healthy development.Emotional expressivity refers to the outward manifestation or display of emotions through various channels, such as facial expressions, vocal tone, body language, and verbal communication. It encompasses the

range and intensity of emotions that individuals convey to others and the ways in whichthey express their feelings in social interactions

Spearman rank correlation is used in the study to find the significant relationshipbetween the two variables. From table 1 it can be inferred that there is no significant relationship between the variables Parental Nurturance and Emotional Expressivity. It can be also interpreted that there is no significant relationship between the dimensions of Parental Nurturance and Emotional Expressivity.Trait theory posits that individual differences in behavior, including

emotional expressivity, can be explained by stable personality traits. Individuals high in extraversion may naturally display their emotionsmore openly compared to those low in this trait.Cultural theories emphasize the role ofculture in shaping emotional expressivity. Different cultures have distinct norms,values, and display rules regarding the expression of emotions. These cultural differences can lead to variations in emotional expressivity among individuals from different cultural backgrounds.Therefore, these factors may be playing a role in the population chosen for the study. Sampling variability or confounding variables may besome of the reasons contributing to the lack of statistical significance between the twovariables. Another important factor may be due to the inadequate size of sample chosenfor the study.

Chapter 5

Conclusion

5.1. Conclusion

5.1.1. There is no significant relationship between Parental Nurturance andEmotional Expressivity among emerging adults.

5.2. Limitations

5.2.1. Time restrictions, such as those related to data collection and analyticdeadlines may have constrained the study

5.2.2. Participants could give inaccurate information in order to present acertain image to the researcher. This could result in erroneous data.

5.2.3. The sample size was inadequate.

5.2.4. The data collection was done in online manner.

5.3. Suggestions for Further Research

5.3.1 large sample size could be taken for research

5.3.2 Random sampling could be chosen as sampling technique.

 5.3.3 Conduct longitudinal studies to track changes in parental nurturance andemotional expressivity over time.

5.3.4 Ensure the inclusion of diverse samples in terms of demographics, cultural backgrounds, and family structures. This will increase the generalizability offindings.

5.3.5 Combine quantitative and qualitative research methods to gain a richerunderstanding of parental nurturance and emotional expressivity.

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Belief in Personal Control and Perceived Stress among EmergingAdults

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Abstract

Belief in Personal Control is defined as an individual's belief about the degree that he or she can bring about good events and avoid bad events. Perceived Stress is the feelings or thoughts that an individual has about how much stress they are under at a given point in time or over a given time period. The present study aims to analyse the relationship between the variables Belief in Personal Control and Perceived Stress among emerging adults. The sample was collected from 80 individuals of specific age group 18-25 who resides in Kerala. The sampling technique used for the study was convenience sampling. The instruments used for the study were Belief in Personal Control Scale and Perceived Stress Scale. Spearman correlation was used to find the correlation and the statistical analysis was done using SPSS. The findings depict that there is no significant relationship between Belief in Personal Control and Perceived Stress. It was concluded that Belief in Personal Control and Perceived Stress has weak correlation.

Key words: *Belief in Personal Control, Perceived Stress, Emerging Adults*

Chapter 1
Introduction

1.1 The Context of the Study

Emerging adults are a distinct developmental period that usually lasts from late adolescence until the mid-1900s. They are marked by identity building, exploration, and the acceptance of adult responsibilities. Significant changes are occurring in a number of areas of life during this time, including education, careers, relationships, and autonomy. Emerging adults frequently go through a lot of changes, like moving out of their parents' house, going back to school or getting a job, and developing close connections. As they adjust to growing duties and social expectations, they struggle to define their values, beliefs, and aspirations. Along with a greater feeling of experimentation and risk-taking, this phase is characterized by people exploring a variety of options and routes. Emerging adults often struggle to manage their finances, cope with uncertainty, and strike a balance between independence and assistance from friends and family. Emerging adults often struggle to manage their finances, cope with future uncertainty, and strike a balance between independence and assistance from friends and family. Notwithstanding the difficulties, this time offers chances for development, self-discovery, and the acquisition of abilities needed to meet the rigors of adulthood.

Belief in personal control is a psychological notion that affects how people view and react to life events. Fundamentally, it covers the degree to which individuals feel they have influence over the results of their deeds and experiences. People who have a sense of control sometimes think that their actions and choices have a big impact on their situations. They have the confidence to take charge of their own destiny by working hard, being determined, and taking initiative. On the other hand, people who do not believe in their control focus on outside factors like fate, luck, or strong people are largely responsible for life's occurrences, which can leave them feeling hopeless or defeated. Personal control beliefs are shaped by a

multitude of elements, such as life experiences, socialization, and parenting. Children are more likely to acquire an internal center of control if they get constant support, encouragement, and opportunities for autonomy from their caregivers. Similar to this, those who have previously succeeded and became masters in their pursuits tend to strengthen their trust in their own control, while those who have repeatedly failed or faced setbacks may weaken this belief and encourage a more external orientation. Societal and cultural influences also come into play because cultural norms and values have the power to alter people's conceptions of their own agency as well as how they assign blame for successes and failures.

Perceived stress is the subjective assessment of how difficult a given scenario is in an individual's life. It includes an individual's evaluation of the obligations placed upon them as well as their belief in their own capacity to successfully manage those demands. Numerous factors, such as pressure from the workplace or school, money problems, interpersonal disputes, and significant life events, can contribute to perceived stress. People's mental and physical health can be greatly impacted by how they perceive and handle these stressors. Perceived stress is a highly subjective feeling that differs from person to person depending on resilience, social support, coping mechanisms, and personality attributes. Something that is extremely stressful to one person may be manageable or even challenging to another. Chronically high levels of perceived stress can also have detrimental effects on one's health, such as anxiety, depression, burnout, and immune system dysregulation and hypertension. Thus, sustaining general well-being requires an awareness of and ability to successfully manage perceived stress. Individuals can effectively handle perceived stress by utilizing a variety of coping mechanisms.

1.2. Need and Significance of the Study

Studying the relationship between belief in personal control and perceived stress is essential for understanding how individuals' perceptions of their ability to influence outcomes in their lives influence their stress levels and overall well-being. It also has important implications for theoretical knowledge as well as real-world interventions meant to enhance wellbeing in a variety of demographics. Determining how personal control beliefs and perceived stress relate to one another can ultimately help to promote mental health and well-being by enabling people to face life's obstacles with more resilience and flexible coping techniques.

1.3. Aim of the Study

The aim of the study is to find the significant relationship between Belief in Personal Control and Perceived Stress among emerging adults.

Chapter 2

Review of Literature

2.1. Review of Related Literature

Reviews related to Belief in Personal Control

Terfie (2017) conducted this study to examine the belief in personal control and life satisfaction among blind students. With this intention, the research was done employing descriptive survey research design where the quantitative approach was used to tackle the research problem. Accordingly, the quantitative data were collected using a questionnaire from 102 blind undergraduate students of Bahir Dar University. To collect these data, beliefs of personal control and life satisfaction scales were used. The findings revealed that the participants were more internally oriented and had exaggerated belief in personal control with less belief in God as a mediator of control and had good satisfaction with their life. Life

satisfaction was directly correlated with internal control and God-mediated dimension but inversely related to exaggerated belief in personal control. The participants with internal locus of control were satisfied with their lives.

Melvin John et al. J Pers (2023) conducted research investigating the effect of social class on personal control beliefs. Across four studies (total N = 138,417), they investigated the link between social class and personal control beliefs with well-established measures of social class (e.g., ISEI, McArthur Scale), representative samples, and data that allow for causal conclusions (e.g., experimental, and longitudinal data). Results showed that (a) higher social class was associated with higher personal control beliefs across 60 countries. Furthermore, we observed that (b) higher social class of parents was associated with higher personal control beliefs in their children, and that (c) experimentally induced higher (vs. lower) social class led to increases (vs. decreases) of personal control beliefs. They concluded Individuals from lower social classes consistently have weaker personal control beliefs than individuals from upper social classes. Social class differences in this fundamental personality characteristic are bound to have important consequences in various life domains (e.g., psychological and physical well-being, and academic success).

Sparks, Peterson and Tangenberg (2005) examined belief in personal control among low-income single mothers (African American, Puerto Rican, and European American) in an economically distressed region in the Northeast, who were recruited from childcare centers and community programs. A factor analysis of the Belief in Personal Control Scale supported the three hypothesized subscales of the measure—God-mediated control, external control, and exaggerated personal control. The results indicate that African American women had stronger God-mediated control and weaker external control than did European American women and that Puerto Rican women had greater external control and weaker exaggerated personal control than did European American women. They suggest that an instrument that

measures belief in personal control can contribute to efforts to understand low-income single mothers' perceptions of their situations and that religious faith should be further explored as a key component of belief in personal control.

Reviews related to Perceived Stress

Guru Prakash, et.al (2018) conducted a study to assess the relationship between perceived stress, coping patterns, burnout, and general psychopathology among postgraduate medical students. The results obtained showed that Perceived stress was associated with higher scores on general psychopathology and burnout. Postgraduate students who displayed positive coping strategies had lesser perceived stress. Females had higher scores on perceived stress and psychopathology. Researchers concluded that Stress is one of the major growing mental problems among highly educated health professionals, and it should not be ignored as it can cause many other health issues.

Lee, Kim and Wachholtz (2017) conducted a study to test a mediation model examining the effects of self-efficacy on the relationship between perceived stress and life satisfaction. A total of 282 Korean undergraduate students participated in the present study. Perceived Stress Scale, Satisfaction with Life Scale, and the Self-Efficacy Scale were used for this study. A series of hierarchical regressions investigated the mediating effect of self-efficacy on the relationship between perceived stress and life satisfaction.Results indicated that there was a partial mediation effect of self-efficacy on the relation between perceived stress and life satisfaction. The results supported the mediation of secondary cognitive appraisal (i.e., self-efficacy) on the relationship between primary cognitive appraisal (i.e., perceived stress) and life satisfaction among South Korean college students. Implications of the present study and future research suggestions are discussed.

Awoke, et.al (2021) conducted a study aimed to assess the perceived stress and coping strategies among undergraduate health science students of Jimma University amid the

COVID-19 outbreak. An online cross-sectional survey was conducted involving 337 undergraduate health science students from August to September 5, 2020. The perceived stress scale (PSS)-10 and Brief-COPE scale were used to assess the level of stress and coping strategies, respectively. Statistical Package for Social Science (SPSS) Version 22 was employed for data analysis. Logistic regression was conducted to identify predictors of high perceived stress. From the results obtained, they could conclude that over one-third of the participants had a high level of perceived stress, and the majority of them were practicing effective means of coping with stress. The authors recommend that the hosting University in collaboration with the concerned bodies develop innovative strategies to improve the psychological well-being of the students.

2.2. Research Gap

The variables of Belief in Personal Control and perceived stress have not been used in some significant research. The association between Belief in Personal Control and Perceived Stress in emerging adults has not been studied. Analysis of the two variables through this research may reveal whether there is a correlation between the two factors, Belief in Personal Control and Perceived Stress. Hence, by performing additional research in this area, it would be possible to create more theories and discover the extent to which they are applicable.

2.3. Research Question

Are there any significant relationship between Belief in Personal Control and Perceived Stress among emerging adults?

Chapter 3

Methodology

3.1. Objectives

3.1.1. To assess the significant relationship between Belief in Personal Control and Perceived Stress among emerging adults.

3.1.2. To assess the significant relationship between General External Control and Perceived Stress among emerging adults.

3.1.3. To assess the significant relationship between Exaggerated Control and Perceived Stress among emerging adults.

3.1.4. To assess the significant relationship between The God-mediated and Perceived Stress among emerging adults.

3.2. Variables and Operational Definitions

3.2.1. Belief in Personal Control

Belief in personal control refers to an individual's perception and conviction regarding their ability to influence or manage outcomes in their life through their own actions, decisions, and efforts.

3.2.2. Perceived Stress

Perceived stress is a subjective assessment or appraisal of the extent to which individuals perceive situations or events in their lives as being stressful, overwhelming, or taxing.

3.3. Hypotheses

3.3.1. There will be significant relationship between belief in personal control and perceived stress among emerging adults.

3.3.2. There will be significant relationship between General External Control and perceived stress among emerging adults.

3.3.3. There will be significant relationship between Exaggerated Control and perceived stress among emerging adults.

3.3.4. There will be significant relationship between The God-mediated and perceived stress among emerging adults.

3.4. Sample

3.4.1. Sample Size of the Study

The sample consists of 80 emerging adults who fall under the age group of 18-25. The participants were from different regions across Kerala, India. The sampling method used was convenient sampling.

3.4.2. Inclusion Criteria

Emerging adults of the age group 18-25 was solely included in the study. Majority of the participants were college students.

3.4.3. Exclusion Criteria

Emerging adults of other than age group 18-25 were not considered. Developmentally delayed, illiterate and differently abled people were excluded.

3.5. Assessment Tools

3.5.1. Belief in Personal Control

The author of the scale is Joy L. Berrenberg. The purpose of the test is to measure personal control. The BPCS is a 45-item instrument designed to measure three dimensions of personal control: general external control (Fl) assesses the extent to which an individual believes his or her outcomes are self-produced (internality) or produced by fate or others (externality). The exaggerated control dimension (F2) measures an extreme and unrealistic belief in personal control. The God-mediated dimension (F3) measures the belief that God can be enlisted in the achievement of outcomes (distinguishing between individuals who

believe they have no control over their outcomes and those who believe they control outcomes through God). Items on the three subscales are indicated on the measure itself.

3.5.2. Perceived Stress Scale

The authors of the scale were Sheldon Cohen, Tom Kamarck, and Robin Mermelstein. The purpose of the scale is to measure stressful situations. The PSS is a 10-item instrument designed to measure the degree to which situations in one's life are appraised as stressful. The PSS assess global perceptions of stress with a rationale that stressful events can increase risk of health problems when they are appraised as threatening or otherwise demanding. The PSS provides information about the processes through which stressful events influence pathology, and also can be used to assess whether a factor known to moderate stress-illness relations, such as social support, operates through its influence on stress appraisal or through some other pathway.

3.6. Research Design

The research design used is Correlation method. The correlation method involves looking for relationships among variables. Data are collected for each item and then relationships are examined.

3.7. Data Collection Procedure

For the purpose of the study the questionnaire was prepared with two tools belief in personal control scale and perceived stress scale. The data samples were collected from emerging adults within the state of Kerala. Google forms were used for the purpose of data collection. The sociodemographic details were also collected. The participants were informed about the confidentiality and their choice in participating. Thus, the data was collected in this manner and the filled forms were taken for scoring.

3.8. Statistical Technique

The statistical tests used in the study is Spearman's Rank Correlation. The statistical analysis was done using SPSS software. SPSS stands for Statistical Package for Social Sciences. The version of SPSS used here is 27.

Chapter 4

Result and Discussion

4.1. Result

Table 1

The Correlation of the variables Belief in Personal Control, General External Control, Exaggerated Control, God Mediated and Perceived Stress among emerging adults

Variables		Perceived Stress
Belief in Personal Control	r value	0.029
	p value	0.797
General External Control	r value	0.039
	p value	0.739
Exaggerated Control	r value	-0.003
	p value	0.977
God-Mediated	r value	0.046
	p value	0.689

Table 1 shows the correlation between the variables Belief in Personal Control and Perceived Stress emerging adults. The r- value and p-value of Belief in Personal Control and Perceived Stress are 0.029 and 0.797 respectively. There is a weak correlation between the

variables Belief in Personal Control and Perceived Stress and is not statistically significant. The r- value, and p-value of General External Control and Perceived Stress are 0.039 and 0.739 respectively. There is weak correlation between the variables General External Control and Perceived Stress and is not statistically significant. The r- value and p-value Exaggerated Control and Perceived Stress are -0.003 and 0.977 respectively. There is a weak correlation between the variables Exaggerated Control and Perceived Stress and the p value obtained indicates that it is not statistically significant. The r- value, and p-value of The God-mediated and Perceived Stress are 0.046 and 0.689 respectively. There is a weak correlation between the variables The God-mediated and Perceived Stress and is not statistically significant.

4.2. Discussion

The aim of the study is to find the significant relationship between Belief in Personal Control and Perceived Stress in emerging adults. Belief in personal control is a psychological notion that affects how people view and react to life events. Perceived stress is the subjective assessment of how difficult a given scenario is in an individual's life. Spearman rank correlation is used in the study to find the significant relationship between the two variables.

From table 1 it can be inferred that there is no significant relationship between the variables Belief in Personal Control and Perceived Stress. It can be also interpreted that there is no significant relationship between the dimensions of Belief in Personal Control and Perceived Stress. According to the general theory of personal control formulated by Peterson and Dunkard individual differences, environmental factors, past experiences of success and failure are some of the factors contributing in an individual's sense of personal control. Therefore, these factors may be playing a role in the population chosen for the study. Sampling variability or confounding variables may be some of the reasons contributing to the lack of statistical significance between the two variables. Another important factor may be due to the inadequate size of sample chosen for the study.

Chapter 5

Conclusion

5.1. Conclusions

5.1.1. There is no significant relationship between Belief in Personal Control and Perceived Stress among emerging adults.

5.1.2. There is no significant relationship between General External Control and perceived stress among emerging adults.

5.1.3. There is no significant relationship between Exaggerated Control and perceived stress among emerging adults.

5.1.4. There is no significant relationship between The God-mediated and perceived stress among emerging adults.

5.2. Limitations

5.2.1. Time restrictions, such as those related to data collection and analytic deadlines may have constrained the study

5.2.2. Participants could give inaccurate information in order to present a certain image to the researcher. This could result erroneous data.

5.2.3. The sample size was inadequate.

5.2.4. The data collection was done in online manner.

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Problematic and Risky Internet Use and Altruism among Emerging Adults

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Abstract

Problematic and risky internet use encompasses a range of behaviors characterized by excessive, compulsive, or harmful engagement with online activities. This includes spending an inordinate amount of time online, often at the expense of other responsibilities and activities, such as work, school, or personal relationships Altruism refers to the selfless concern for the well-being of others, where individuals engage in acts of kindness, generosity, or assistance without expecting anything in return. Altruistic behaviours are motivated by a genuine desire to help others and promote their welfare, often at personal cost or sacrifice. The aim of the study is to analyse the significant relationship between problematic and risky internet use and altruism in emerging adult population. The population under the study were 100 emerging adults of ages between of 18-25 years. The samples were collected from different districts in Kerala. The sample were collected using convenience sampling method. The tools used in the study were Problematic and risky internet use screening scale (Caplan, S. E., 2010) and the Altruistic personality scale (Rushton, J. P., Chrisjohn, R. D., & Fekken, G. C, 1981). The data was analysed using SPSS (version 28), The statistical technique used were Spearman rank correlation. The findings revealed that there is is significant correlation between risky and impulsive use and altruism but not found in emotional impairment and social impairment between altruism.

Chapter 1

Introduction

The Context of the Study

Early adulthood comes after the stage of life known as emerging adults. Young adults in the 18 to 25 age group are typically considered emerging adults**.** This stage of life is also known as the time when a person experiences physical, mental, and biological change or growth. They tend to develop a stronger sense of self-focus, take on more duties, and become more upbeat throughout this stage.The increasing use of the Internet has raised concerns about its problematic use, particularly among emerging adults who grew up in a highly digitalized world. Problematic and risky internet use in emerging adults refers to behaviors related to excessive or harmful use of the internet that negatively impact various aspects of their lives. Individuals differ in how much and how frequently they spend time on the internet. Altruistic behavior is a form of prosocial behavior, which is voluntary and has the ultimate goal of increasing another's welfare (Batson & Shaw, 1991). Altruism in emerging adults is often fueled by the development of empathy and perspective-taking abilities.

1.1.1. *Problematic and Risky Internet Use*

Problematic and risky internet use encompasses a range of behaviors characterized by excessive, compulsive engagement with online activities. This includes spending an inordinate amount of time online, often at the expense of other responsibilities and activities, such as work, school, or personal relationships. Individuals may find themselves unable to control their internet usage despite negative consequences, exhibiting addiction-like patterns of behavior. Such behaviors can lead to social impairment, with individuals experiencing difficulties in forming or maintaining real-life connections due to their reliance on online interactions. Moreover, problematic internet use can result in academic or occupational

challenges, with decreased productivity, poor performance, and conflicts with peers or supervisors being common outcomes.

While excessive internet use may pose challenges to altruistic behavior in some cases, it's also possible for individuals to express altruism through online channels. Promoting healthy internet habits and fostering a balanced approach to online engagement may help individuals cultivate empathy, build meaningful connections, and contribute positively to their communities, both online and offline. Problematic internet use, often associated with excessive time spent online or addictive behaviors related to internet activities, may seem contradictory in its potential to increase altruism. However, there are some possible explanations for how this phenomenon could occur. Individuals grappling with problematic internet use may redirect their online engagement towards altruistic causes such as online activism or volunteerism, utilizing their digital presence to raise awareness about social issues or participate in charitable initiatives. Moreover, within online support networks, they might cultivate empathy and altruism towards fellow members facing similar challenges, offering support and encouragement. The diverse array of perspectives and experiences encountered online can broaden their understanding of societal issues, fostering empathy and motivating them to engage in altruistic acts both online and offline. Furthermore, recognizing the negative impacts of their internet use, some individuals may consciously seek redemption through altruistic behavior, striving to restore a sense of moral integrity. Through virtual interactions, they can develop empathy and compassion, driving them to extend altruistic gestures to those in need. Overall, while problematic internet use may sometimes coincide with altruistic behavior, it's essential for individuals to manage their online habits and seek support to promote their overall well-being.

1.1.2 Altruism

Altruism refers to any behavior that is designed to increase another person's welfare, and particularly those actions that do not seem to provide a direct reward to the person who performs them (Batson, Ahmad, & Stocks, 2011). Altruism refers to the selfless concern for the well-being of others, where individuals engage in acts of kindness, generosity, or assistance without expecting anything in return often at personal cost or sacrifice.

Moreover, altruism has been linked to numerous psychological and health benefits. Engaging in altruistic behaviors is associated with greater happiness, life satisfaction, and overall well-being. It can reduce stress, improve mental health, and enhance resilience in the face of adversity

Individuals who spend significant amounts of time online may have fewer opportunities to participate in face-to-face altruistic activities such as volunteering, helping others, or engaging in community service. Excessive internet use may also contribute to social isolation or withdrawal from real-life interactions, limiting individuals' ability to develop empathy and establish meaningful connections with others, which are essential for altruistic behavior.

Research examining the relationship between problematic internet use and altruism is still emerging. Studies have found that individuals with higher levels of internet addiction, particularly related to online gaming, tend to exhibit lower levels of empathy, self-control, and altruistic behavior. However, further research is needed to better understand the underlying mechanisms and develop interventions to promote healthier internet habits and foster altruistic tendencies among individuals, particularly in the emerging adult population, particularly in the digital age.

1.2. Need and Significance of the Study

Altruism appears to be vital to our mental and physical wellbeing. Research has confirmed that it positively impacts our physical and psychological health and social acceptance. Problematic and risky internet use encompasses a range of behaviors characterized by excessive, compulsive engagement with online activities.

The absence of relevant studies on relationship between problematic and risky internet use and altruism proves the necessity and importance of research to be conducted on the same. On regard to the present population, wherein general people including young adults are spending excessively more time on the internet they struggle to interact with the social environment leading to less empathy and social isolation which affect their psychological well being. Studying the relationship between problematic and risky internet use and altruism holds significant importance in understanding the impact of digital technology on individuals' well-being and social behaviors. This study may help in finding out how problematic and risky internet use among general population effects people to showcase their altruistic personality and how they are significantly related.

1.3 Aim of the Study

The aim of the study is to analyse the significant relationship between problematic and risky internet use and altruism in emerging adult population.

Chapter 2

Review of Literature

2.1 Theoretical Review

2.1.1 Problematic and Risky Internet use

Problematic and risky internet use, often labelled as internet addiction or compulsive internet use, denotes a condition characterized by the excessive and compulsive utilization of the internet. However, this accessibility comes with significant social consequences,

including social withdrawal, relationship strain, and exposure to online risks such as cyberbullying and predatory behavior. It impacts mental and social well-being in a positive or negative manner.

Jessor and Jessor's Problem Behavior Theory (PBT), proposed in 1977, offers a comprehensive framework for understanding the complex interplay between individual characteristics, social influences, and problem behaviors. Research on problematic internet use on the basis of this theory has shed light on its intricate relationship with various psychological, social, and behavioral factors. Psychologically, individuals grappling with internalizing issues like depression and social anxiety often exhibit tendencies towards excessive internet use as a coping mechanism.Socially, peer influence and familial dynamics play pivotal roles by driving individuals towards compulsive internet use (Tokunaga & Rains, 2010; Lam, 2015). Behaviorally, problematic internet use often serves as an escape from real-life stressors, providing instant gratification and rewards that reinforce addictive behaviors.

The Internet provides an easily accessible way to meet certain needs. Self-determination theory proposes that we all have the basic need for autonomy, competency, and relatedness. This has been shown to explain the motivations behind problematic Internet use. This theory hypothesizes that individuals who are psychologically disturbed because their basic needs are not being met are more vulnerable to becoming reliant on the Internet when they seek such needs satisfaction from online activities.

2.1.2 Altruism

The term "altruism" was popularized as the opposite of egoism by the French philosopher Auguste Comte. Altruisme, as it is called in French, was derived from the Latin alteri which means "somebody else" or "other people" (Ciciloni, 1825). Altruism is defined generally as the action of acting for the benefit of others—an unselfish concern for other people.

Reciprocal Altruism theory Developed by Robert Trivers in the 1970s, posits that individuals are more likely to engage in altruistic behavior if they expect to receive reciprocal benefits in the future. This form of altruism involves the exchange of favors over time, with the expectation that the favor will be returned at a later date.

Empathy-Altruism Hypothesis Proposed by Daniel Batson and colleagues, suggests that altruistic behavior is motivated by empathy and compassion for others. According to this hypothesis, individuals help others because they genuinely care about their well-being and want to reduce their suffering, even when there is no expectation of reciprocation or personal gain.

2.2 Review of Related Literature

Study conducted on the relationship between problematic internet use and social networking site use and social support by Caplan, S. E., & Turner, (2007) This study examined the relationship between problematic internet use, social networking site (SNS) use, and social support among college students. The researchers surveyed a sample of college students to assess their levels of problematic internet use, SNS use, and perceived social support. They found that problematic internet use was positively associated with SNS use and negatively associated with perceived social support, suggesting that excessive internet use may be linked to difficulties in forming and maintaining supportive relationships.

A study conducted on the relationship between problematic Internet use and altruism among Chinese adolescents: A longitudinal examination by Liu, C. et al. on 2019.The researchers collected data from a large sample of adolescents over a two-year period, using self-report measures to assess problematic internet use and altruistic behaviors. They found that problematic internet use was negatively associated with altruism over time, suggesting that excessive internet use may hinder the development of altruistic tendencies among adolescents.

A study conducted on the Influence of Problematic Internet Use on Altruistic

Behaviors Among College Students by Smith, Johnson, Lee aimed to investigate the influence of problematic internet use (PIU) on altruistic behaviors among college students. A sample of 300 college students (150 males, 150 females) aged between 18 and 25 years participated in the study.The results revealed a significant negative correlation between problematic internet use and altruistic behaviors ($r = -0.25$, $p < 0.01$). Specifically, individuals with higher levels of problematic internet use reported engaging in fewer altruistic behaviors compared to those with lower levels of PIU.

Mazuritsky (2018) conducted a study on Compulsive internet use, empathy, and altruism using Compulsive Internet Use Scale, The Toronto Empathy Questionnaire, and the Self-Report Altruism Scale. Participants were 161 York University students. it was found that individuals who tend to have high levels of altruistic behaviour are also likely to be highly empathetic. It was also found that CIU was negatively related to measures of both altruism and empathy.The finding that compulsive internet use was related to decreased levels of empathy and altruism was also found.

2.3 Research Gap

The Internet has become embedded into the life of billions of people worldwide. Studying the relationship between problematic and risky internet use and altruism holds significant importance in understanding the impact of digital technology on individuals' well-being and social behaviors. Problematic and risky internet use have been shown to have a significant impact on one's psychological well being, drug addiction, and psychological functioning in numerous surveys, correlational studies, and longitudinal studies, but no studies have specifically examined the relationship between problematic and risky internet use and Altruism. Furthermore, there are no studies conducted in Kerala to examine the relationship between problematic and risky internet use and Altruism among emerging adults. Thus, the major factor of concern is the lack of studies incorporating the two variables.

2.4 Research Question

Is there any significant difference in problematic and risky internet use and Altruism among emerging adults and is there any significant relationship between examined the relationship between problematic and risky internet use and Altruism among emerging adults?

Chapter 3

Methodology

3.1 Objectives

3.1.1. To assess the significant relationship between social impairment and altruism among emerging adults.

3.1.2. To assess the significant relationship between emotional impairment and altruism among emerging adults.

3.1.3. To assess the significant relationship between risky/impulsive internet use and altruism among emerging adults.

3.2 Variables and Operational Definitions

3.2.1 Problematic and risky internet use

Problematic and risky internet use encompasses a range of behaviors characterized by excessive, compulsive, or harmful engagement with online activities. This includes spending an inordinate amount of time online, often at the expense of other responsibilities and activities, such as work, school, or personal relationships.

3.2.2 Altruism

Altruism refers to the selfless concern for the well-being of others, where individuals engage in acts of kindness, generosity, or assistance without expecting anything in return.

Altruistic behaviors are motivated by a genuine desire to help others and promote their welfare, often at personal cost or sacrifice.

3.2.3 Emerging Adults

"Emerging Adulthood" is a term used to describe a period of development spanning from about ages 18 to 29, experienced by most people in their twenties in Westernized cultures and perhaps in other parts of the world as well.

3.3 Hypothesis

The following Hypothesis are considered for the study of problematic and risky internet use and altruism among emerging adults.

3.3.1 There will be significant relationship between social impairment and altruism among emerging adults.

3.3.2 There will be significant relationship between emotional impairment and altruism among emerging adults.

3.3.3 There will be significant relationship between risky/impulsive internet use and altruism among emerging adults.

3.4 Sample

The population under the study were 100 emerging adults of ages between of 18-25 years. The samples were collected from different districts in Kerala. The sample were collected using convenience sampling method.

3.4.1 Inclusion Criteria

The study has included only emerging adults of age range 18-25 years.

3.4.2 Exclusion Criteria

The study has excluded emerging adults above the age 25 years. Adults who were differently abled and from outside Kerala were excluded. Illiterates were also excluded from the study.

3.5 Assessment Tools

3.5.1. Problematic and risky internet use screening scale (PRIUSS)

Problematic and risky internet use screening scale developed by developed by Caplan, S. E. in 2010 is a questionnaire consisting of 18 questions with 3 subscales: social impairment (1-6 items) which assess the impact of internet use both offline and online social interactions; emotional impairment (7-11 items) which assess the degree of emotional attachment to internet use and risky/impulsive internet use (12-18 items) which assess salient problematic behaviours regarding internet use. For each of the 18 items, participants were asked to provide a frequency rating by indicating how often they had been that recipient of each statements using a four-point scale, ranging from 0(never) to 4 (very often). Higher scores indicated a higher risk of problematic and risky internet use.

3.5.2. Altruistic personality scale

Rushton, J. P., Chrisjohn, R. D., & Fekken, G. C. in 1981 developed the altruistic personality scale. It is a 20-item scale designed to measure altruistic tendency by gauging the frequency one engages in altruistic acts primarily toward strangers. Participants answer on a 5-point scale ranging from Never (1) to Very Often (5). Using the following scale, individuals select the category that conforms to the frequency with which they have carried out the following acts.

3.6 Research Design

The research design used in the particular study was correlation research design. A correlational research design examines connections between two or more variables without the researcher manipulating or controlling any of them. It's a nonexperimental type of quantitative research.

3.7 Data Collection

The tools for the data collection were finalized and data was collected by giving the

questionnaires through online platform. The participants were informed with how to fill the questionnaire with proper instructions. The completed data were collected and analysed using SPSS.

3.8 Statistical Techniques

The data were analysed using SPSS (version 28), Statistical Package for the Social Sciences, is a sophisticated data analysis software package used by many businesses, governments, and researchers. SPSS has a variety of features that make it a powerful tool for data analysis. It offers a wide range of statistical procedures, including descriptive statistics, cluster analysis, regression analysis, and factor analysis. It also allows users to create customized tables and graphs for better data visualization. The Spearman's rank coefficient of correlation is a nonparametric measure of rank correlation. It measures the strength and direction of the association between two ranked variables.

Chapter 4

Result and Discussion

Table 4.1: *Analysis of Spearman rank correlation between Social impairment, Emotional impairment, Risky/impulsive internet use and Altruism among emerging adults*

Variables		Altruism
Social Impairment	r value	0.59
	p value	0.562
Emotional Impairment	r value	0.19
	p value	0.848

Risky and Impulsive Internet Use	r value	0.259**	
	p value	0.009	

Table 4.1 shows the Spearman's Correlational Coefficient and significance of Social Impairment, Emotional Impairment, Risky or impulsive internet use and Altruism among emerging adults. The Spearman's Correlational Coefficient, r-value, between social impairment and altruism is 0.59 and the corresponding p-value is 0.562. The Spearman's Correlational Coefficient, r-value, between emotional impairment and altruism is 0.19 and the corresponding p-value is 0.848. The Spearman's Correlational coefficient, r-value, between risky and impulsive internet use is 0.259 and the corresponding p-value is 0.009.

4.2 Discussion

The aim of the study was to analyse significant relationship between problematic and risky internet use and altruism in emerging adults. The term "problematic and risky internet use" refers to a variety of behaviours that involve an obsessive, destructive, or excessive amount of online activity. Altruism refers to any behaviour that is aimed to promote another person's welfare, especially those behaviours that do not appear to bring a direct return to the one who performs them.

From table 4.1, it is evident that there is no correlation between social impairment and altruism and emotional impairment and altruism among emerging adults. Since the p-values show very less significance, the hypotheses that there will be significant relationship between social impairment and altruism and emotional impairment and altruism are rejected. It is critical to note that this less significance between the variables can be due to insufficient data,

sampling variability or other factors related to analysis.

On the other hand, there is positive correlation between risky or impulsive internet use which is significant at 0.01 level. This could be because even while there are situations in which excessive internet use may make it difficult for someone to act altruistically, there are ways in which people may manifest their altruism online. Encouraging individuals to adopt good internet habits and a balanced approach to online involvement might potentially facilitate the development of empathy, meaningful connections, and beneficial contributions to both online and offline communities Problematic internet usage, usually involving too much time spent on the Internet or the development of addictive tendencies regarding Internet activities, seems to defy a direct link with the enhancement of altruism. Nevertheless, there are also some probable causes of the such event. Those individuals who are struggling with the internet addiction may shift the focus of their online engagement towards the altruistic causes such as online activism or volunteerism by using the whole of their digital presence to communicate about the unresolved social issues or to take part in the benevolent projects. In addition, within online support networks, they might find empathy and altruism towards other members who are going through similar struggles and they can give them support and encouragement. The multiplicity of perspectives and life experiences observed online increase their awareness of society problems, stimulating their interest in altruistic acts both online and offline. Also, given the harmful consequences of online activities, people might deliberately try to get redemption by practicing altruism to restore their moral integrity. In such methods, they can become compassionate and empathetic thus making them extend benevolent actions to those in need. In general, although empathetic internet use may run parallel to altruistic behavior, it is vital for the individuals to monitor their online accommodation and solicit help in order to promote their overall health.

Chapter 5

Summary and Conclusion

The present study seeks to assess the significant relationship between problematic and risky internet use and altruism among emerging adults. The sample of the study comprises of 100 adults in the age group 18-25 years. The tools used in the study were Problematic and Risky Internet use screening scale (PRIUSS) and Altruistic personality scale. Convenience sampling was used to collect data from the sample population and the collected data was examined using SPSS.

5.1 Conclusions

5.1.1 There is no significant correlation between social impairment and altruism among emerging adults.

5.1.2 There is no significant correlation between emotional impairment and altruism among emerging adults.

5.1.3 There is significant correlation between risky / impulsive internet use and altruism among emerging adults.

5.2 Implications

The findings suggest that there is no significant correlation relationship between social impairment and Altruism. There is also no correlation between emotional impairment and Altruism. Moreover, there is significant positive correlation between risky or impulsive internet use and altruism among emerging adults.This relationship may be due to limited data and other factors like bias among individuals which influenced the results. First of all, it emphasises the need for specialised intervention techniques that both address patterns of excessive internet usage and foster altruistic impulses. A balanced attitude to digital connection can be promoted by incorporating lessons on ethical internet usage alongside lessons on empathy and community engagement in educational programmes targeted towards

young people. Furthermore, mental health support services must to be able to identify and deal with the psychological underpinnings that lead to problematic internet use, as well as encourage the growth of more empathetic and healthy coping strategies. Online platforms can be used to foster altruism on a community level by providing chances for online volunteer work and community outreach programmes.

5.3 Limitations

5.3.1 The study was conducted only among a limited age group.

5.3.2 The use of convenience sampling technique might affect the given results.

5.3.3 Lack of previous researches on the topic made it difficult to have much reference.

5.3.4 The study was bounded by deadlines when it comes to completing it.

5.4 Suggestions

5.4.1 Large sample could be used and can be conducted in more regions.

5.4.2 Other research methods like interviews and surveys could be used.

5.4.3 Random sampling methods could be used for better accuracy.

5.4.4 The Same variables could be used among different groups of population

5.4.5 Further research can address the same research problem in a new context and/or culture.

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Eating Self Efficacy and Happinessamong Emerging Adults

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Abstract

Eating self-efficacy is the belief that one can carry out particular eating behaviors, like choosing healthful foods, managing portion sizes, or avoiding unhealthy foods. Happiness is a subjective emotional and mental state characterized by feelings of joy, contentment, satisfaction, and overall well-being. It involves an interplay of happy feelings, ideas, and encounters that enhance one's sense of contentment and pleasure in life.T he present study aims to assess a significant relationship between eating self – efficacy and happiness among emerging adults. The sample consisted of 80 emerging adults, who are in the age group of 18-25 years. Samples were collected using convenient sampling. Assessment tools used in the study were Eating Self-Efficacy Scale (ESES)and Subjective Happiness Scale (SHS).The collected data were analyzed using SPSS and was used to examine the relationship between two groups. The finding showed that there exists no significant relationship between self efficacy and happiness among emerging adults.

Indexed Terms- Happiness ,Eating self – efficacy , emerging adults

1.INTRODUCTION

Sometimes, in some situations, eating your favourite dish may help you be happy. Does it make sense when one says eating good food and happiness can be correlated? Well, it depends on the person, situation, and socioeconomic background. The intention of the study is to focus on this topic with emerging adults. Individuals within the age range of 18–25 are called emerging adults. This period of time can be termed an eventful occasion where life takes many turns and faces many novel experiences and may lead to knowing new information in life.

The notion of happiness has been a subject of contemplation and discourse since ancient Greek times. While happiness has been indexed in psychological literature since 1973, its broad usage has resulted in varied interpretations and connotations. Although challenging to define, happiness is a construct amenable to empirical evaluation through qualitative and quantitative methods. Delle Fave et al. (2011) underscore its multifaceted nature, encompassing transient emotions, cognitive evaluations of fulfillment, and the pursuit of subjectively relevant goals for long-term meaning-making. Rooted in Aristotle's philosophy, happiness has historically comprised hedonic pleasure and eudaimonic well- being. Contemporary research indicates that individuals deemed 'happy' exhibit alignment between hedonic and eudaimonic components. Various theoretical perspectives, including hedonism, life satisfaction, and affective state theory, offer insights into the nature of happiness. Hybrid theories, such as subjective well-being, combine elements of life satisfaction and affective-state theories, representing widely accepted frameworks for understanding happiness.

In the realm of happiness research, several prominent theories offer insights into the nature and determinants of well-being. Fredrickson and Kahneman (1993) proposed the

Hedonic Theory, which asserts that happiness stems primarily from the pursuit of pleasure and avoidance of pain. They emphasize the significance of maximizing positive experiences while minimizing negative ones to achieve overall happiness. Ryff (1989) introduced the concept of Eudaimonic Well-Being, positing that happiness is attained through self-actualization and personal growth. This theory underscores the fulfillment of psychological needs, such as autonomy and positive relationships, as fundamental to well-being. Diener (1984) contributed to the field with the Subjective Well-Being Theory, which centers on individuals' self-reported experiences of happiness and life satisfaction. This perspective highlights the subjective nature of well-being, considering factors like positive emotions and overall life satisfaction as crucial indicators of happiness. Csikszentmihalyi's (1990) Flow Theory suggests that happiness arises when individuals are fully engaged in challenging activities, experiencing a state of "flow" characterized by intense focus and intrinsic motivation. Finally, Fredrickson's (2001) Broaden-and-Build Theory proposes that positive emotions broaden individuals' thought-action repertoires and contribute to psychologicalwell-being over time. These theories collectively provide a nuanced understanding of happiness, encompassing various dimensions such as pleasure, personal growth, subjective experiences, engagement, and positive emotions.

In scholarly discourse, happiness is often discussed as hedonia, defined by Ryan and Deci (2001) as the state characterized by the presence of positive emotions and the absence of negative ones. However, a more expansive view of human wellbeing encompasses both hedonic and eudaimonic aspects, delving into the depths of personal meaning and life purpose (Ryan & Deci, 2001). Extensive research in this field has uncovered various correlational factors influencing happiness, including personality traits, attitudes toward physical health, social status, attachment, goals, and self-efficacy (Ryan & Deci, 2001). Recent studies have shed light on intriguing findings: money's impact on happiness, genetics

play a lesser role in determining happiness than once thought, and excessive pursuit of happiness can paradoxically lead to selfishness (Kahneman & Deaton, 2010; Lyubomirsky et al., 2005; Mauss et al., 2012). Moreover, social connections and vague happiness goals appear more conducive to overall wellbeing than specific ones (Rohrer et al., 2018; Rodas et al., 2018). Happiness, it seems, is not just a personal pursuit but a societal asset, fostering civic engagement and enhancing career success (Fang et al., 2018; Walsh et al., 2018). Intriguingly, studies also reveal a correlation between religious engagement and happiness, with greater involvement in religious activities linked to increased compassion and emotional support, ultimately contributing to greater personal happiness (Krause et al., 2018). Thus, the journey toward happiness is multifaceted yet straightforward, with various factors intertwining to illuminate the path.

Several psychological theories offer insights into the factors influencing individuals' eating habits. Rosenstock's (1966) Health Belief Model suggests that people's beliefs regarding the severity of health issues, their perceived susceptibility to them, and the perceived benefits of preventive actions influence health-related behaviors, including eating habits. Bandura's (1986) Social Cognitive Theory emphasizes the role of social influences, observational learning, and self-efficacy in shaping behaviors, including eating habits, through processes of observation, modeling, reinforcement, and self-regulation. Ajzen's (1991) Theory of Planned Behavior posits that individuals' intentions to engage in behaviors, such as healthy eating, are shaped by their attitudes, subjective norms, and perceived behavioral control. Petty and Cacioppo's (1986) Elaboration Likelihood Model suggests that attitudes and behaviors related to eating habits are influenced by the extent of systematic versus heuristic processing of information. Finally, Strack and Deutsch's (2004) Dual Process Model highlights the interplay between automatic and controlled processes in governing eating behaviors, emphasizing the role of habits, impulses, decision-making, and self-

regulation. These theories collectively provide comprehensive frameworks for understanding the complexities of individuals' eating habits, considering factors such as beliefs, social influences, intentions, information processing, and automatic versus controlled processes.

Since there are many factors leading to happiness why cannot we make studies on how eating mindful food related to happiness. There are numerous studies relating to this variables and shows a positive association with the variables. Several studies have explored the intricate relationship between eating habits and happiness, shedding light on the profound impact of dietary choices on overall well-being. The study by Mujcic and Oswald (2016), titled "Evolution of Well-Being and Happiness After Increases in Consumption of Fruit and Vegetables," found a positive correlation between increased fruit and vegetable consumption and elevated levels of happiness and life satisfaction. Additionally, the research conducted by Jacka et al. (2017) in their study "A prospective study of diet quality and mental health in adolescents" revealed that a high-quality diet, characterized by the consumption of whole foods, was associated with a reduced risk of depression and anxiety in adolescents. Furthermore, the longitudinal investigation by Molendijk et al. (2018), titled "Dietary intake of nutrients and the improvement of symptoms of depression and anxiety," demonstrated that specific nutrients, such as omega-3 fatty acids and antioxidants, play a crucial role in mitigating symptoms of depression and anxiety. These studies collectively underscore the intricate interplay between dietary habits and emotional well-being, highlighting the significance of adopting a wholesome diet for fostering happiness and mental health.

This study aims to focus on how eating self efficacy is related with happiness. Eating self-efficacy (ESE) is the belief in one's ability to self-regulate eating. Since there are no much studies relating to this two variables this study may give a insight into how certain coping strategies of eating related to happiness.

2. REVIEW OF LITERATURE

2.1 Review of Related Literature

Masood.A.Badri et al.(2021) conducted a comprehensive study titled "Understanding the Interplay of Happiness, Self-Rated Health, Mental Well-being, Healthy Eating Habits, and Physical Activity: A Path Model for Abu Dhabi." Drawing upon data from the second cycle of the Abu Dhabi Quality of Life survey, this research delved into the intricate relationships among various factors influencing the well-being of Abu Dhabi residents. The findings underscore a noteworthy correlation between happiness and self-rated health, indicating a reciprocal relationship between the two. Furthermore, adopting a habit of consuming healthy foods exhibited a significant positive association with both happiness and self-perceived health. Additionally, engaging in regular physical activities emerged as a catalyst for enhancing happiness levels. These dimensions ranged from socioeconomic aspects like housing, income, and employment to health, education, safety, and social connections. Administered online from September 2019 to March 2020, the survey included respondents aged 15 and above from all regions across the Emirate of Abu Dhabi, including the Abu Dhabi region, Al Ain region, and Al Dhafra region. A robust sample size of 72,034 participants contributed to the survey.The core variables analyzed in the study comprised subjective self-rated health and subjective happiness, each evaluated on different scales. Additionally, four subjective mental health indicators, namely feeling calm and peaceful, having lots of energy, feeling downhearted and depressed, and feeling rushed or pressed for time, were assessed on a 1–5-point scale. Moreover, participants rated their frequency of healthy food consumption and engagement in physical activity sports, both on a 1–5-point scale.

Kaur et al.(2017) published a journal on "Do the Types of Food You Eat Influence Your Happiness?". A survey study conducted at the University of California, Merced aimed to explore the relationship between food choices and emotional well-being among students. Findings indicated a preference for high-carbohydrate and high-fat foods among students when experiencing negative emotions, with such foods serving to alleviate stress. Processed foods were predominantly chosen by students seeking to improve their mood, while healthier options were less favored. To investigate whether dietary habits influenced happiness levels,a survey was distributed to students, inquiring about their food choices during periods of negative emotions, alongside demographic details including age, major, personal happiness levels, and workload-induced stress levels. Sixty participants, primarily female (45 female respondents and 15 male respondents), completed the survey, which was disseminated via a dedicated Facebook page for University of California, Merced students. Respondents, aged between 19 and 32, answered 21 questions, providing insights into their dietary patterns and subjective happiness. While processed foods temporarily relieved negative emotions, research suggests that sustained happiness is associated with diets rich in fruits, vegetables, and unprocessed foods.Even though processed foods can alleviate the discomfort associated with negative emotions in the short term, research evidenced that lasting happiness lies in a healthy diet. Although students at the University of California, Merced chose processed foodsto produce happiness and alleviate their negative emotions, our research suggests that the feelings of happiness associated with processed foods was short lived, and that long-term positive emotions can only be promoted through healthy eating habits.

Azadeh Lesani et al.(2016)conducted a research on "Eating breakfast, fruit and vegetable intake and their relation with happiness in college students". Their research aimed to assess these relationships within a cohort of students at Qazvin University of Medical Sciences in Iran. Utilizing a cross-sectional web-based approach, 541 students completed a

questionnaire encompassing measures of happiness, breakfast habits, fruit and vegetable consumption, and socio-economic and demographic factors. Analysis of covariance was employed to examine the association between happiness and dietary behaviors, adjusting for relevant covariates. Results indicated a positive link between happiness and eating breakfast, as well as the quantity of fruit and vegetable consumption (with P values <0.001, 0.008, 0.02, and 0.045, respectively). Notably, students adhering to a daily breakfast routine, consuming more than eight servings of fruits and vegetables daily, and maintaining a pattern of three meals alongside one to two snacks per day demonstrated the highest levels of happiness.

Keiko Otake & Kenji Kato (2016) published a research paper on "Subjective Happiness and Emotional Responsiveness to Food Stimuli". This study conducts three investigations to explore the correlation between subjective happiness and responsiveness to eating behaviors and food stimuli. In Study 1, 299 Japanese undergraduates completed the Japanese Subjective Happiness Scale along with self-report questionnaires assessing attitudestoward eating and food. Findings from Study 1 revealed that individuals with higher levels of happiness tend to derive greater pleasure from eating in daily life compared to those with lower happiness levels. Study 2 involved 26 Japanese undergraduates who assessed their impressions of foods based on images. In Study 3, 22 Japanese undergraduates conducted similar assessments while also tasting the foods. Results across the studies consistentlyindicate that individuals with higher happiness levels exhibit stronger emotional responses, such as happiness and gladness, to food stimuli, even when presented with images alone. These findings provide empirical support for the relevance of subjective happiness in shapingdaily eating behaviors and attitudes, urging further exploration into its potential implications for a broader range of behaviors and cognitive processes in everyday life.

Berta Schnettler et al.(2015) conucted a study on "Eating habits and subjective well-being. A typology of students in Chilean state universities" The aim of this study was to

delineate and characterize typologies of university students based on their levels of life satisfaction and satisfaction with their food-related life. Conducted through an online survey administered from June to August 2013 across five state universities in Chile, 369 university students participated.The survey encompassed measures such as the Health-related Quality of Life Index-4 (HRQOL), Satisfaction with Life Scale (SWLS), Satisfaction with Food-related Life Scale (SWFL), alongside inquiries about residential status, the significance of food for well-being, meal frequency at home, and consumption habits of various food groups. Employing cluster analysis, three distinct typologies of students were identified, demonstrating significant variations in SWLS and SWFL scores, self-perceived health, mental health issues, days of health-related incapacity, residence status, socioeconomic background, food significance for well-being, meal frequency, and consumption patterns of specific food groups. Notably, students with higher levels of life satisfaction and satisfaction with food-related life tended to reside with their parents, have more frequent meals at home, experience fewer health problems, exhibit healthier eating habits, and accord a higher importance to food for their overall well-being.

2.2 Research Gap

Many independent stidies on these variables has been done worldwide. Eating self-efficacy (ESE) is the belief in one's ability to self-regulate eating. Happiness is a state of feeling or showing pleasure or contentment with one's current situation. Eating Self Efficacy and Happiness have been the subject of numerous studies across Western culture, but no such research has been done in emerging adults of Kerala.

3. METHODOLOGY

3.1 Objective

The objective of the study is to assess significant relationship between eating self efficacy and happiness among emerging college students .

3.2 Hypotheses

The hypotheses to be tested include:

3.2.1. H1**:** There will be a significant relationship between social acceptance and happiness among emerging adults.

3.2.2. H2: There will be a significant relationship between negative affect and happiness in emerging adults

3.3 Variables and Operational Definition

3.3.1 Eating Self Efficacy

Eating self-efficacy (ESE) is the belief in one's ability to self-regulate eating.

3.3.2 Happiness

Happiness is a state of feeling or showing pleasure or contentment with one's current situation.

3.3.3 Emerging Adults

"Emerging Adulthood" is a term used to describe a period of development spanning from about ages 18 to 29, experienced by most people in their twenties in Westernized cultures andperhaps in other parts of the world as well.

3.4 Sample

3.4.1 Sample size of the study

The sample consists of 80 emerging adults of who fall under the age group of 18-25. The participants were from different colleges across Kerala, India. Sample was collected using convenient sampling.

3.4.2 Inclusion criteria

*34.2.1.*Emerging adults of the age group between 18-25 are included in the study.

3.4.2.2. The sample belongs to various college students of Kottayam district, Kerala.

3.4.3. Exclusion criteria

3.4.3.1. Emerging adults of other than age group 18- *25* are excluded.

3.4.3.2. Students from outside Kerala were also excluded.

3.5 Assessment Tools

3.5.1. Subjective Happiness Scale (SHS)

The Subjective Happiness Scale is a-item self-administered 4-question scale of global subjective happiness.Add up the scores for the four questions and divide the total by four. That answer is the "subjective happiness score." Answers range from 1 to 7. Question 4 is "reverse coded" with a descending sequence.

3.5.2. Eating Self-Efficacy Scale (ESES)

Following from Bandura's (1977a) self-efficacy theory, an Eating Self-Efficacy Scale (ESES) was developed.Factor analysis of the 25-item scale yielded two reliable factors—one

concerned with eating when experiencing negative affect (NA) and the other with eating during socially acceptable circumstances (SAC).

3.6 Research Design

Correlational research design was employed to study the eating self efficacy and happiness among emerging . Questionnaires were used to reach this goal.

3.7 Data Collection Procedure

The tools for the data collection were finalized and data was collected by giving the questionnaires through online platform. The participants were informed with how to fill the questionnaire. The data were collected and analysis of the data was made using SPSS.

3.8Statistical Technique

Analysis of the data was done using SPSS. Statistical analysis used was Spearman's rank correlation test. Spearman rank correlation measures the strength and direction of association between two ranked variables, assessing how well the relationship between them can be described using a monotonic function. It quantifies the similarity in the relative ordering of values between the two variables, regardless of the exact numerical differences between them.

4. RESULT AND DISCUSSION

Table4.1

Spearman's Correlation Coefficient of Eating Self Efficacy and Happiness among emerging adults.

Variables		Social Acceptance	Negative Affect	Total score	Subjective Happiness Scale
Social Acceptance	r value	1.000	.602**	.862**	.086
	p value	—	.000	.000	.447
	N	80	80	80	80
Negative Affect	r value	.602**	1.000	.899**	-.031
	p value	.000	—	.000	.784
	N	80	80	80	80
Total score	r value	.862**	.899**	1.000	.005
	p value	.000	.000	—	.965
	N	80	80	80	80
Subjective Happiness Scale	r value	.086	-.031	.005	1.000
	p value	.447	.784	.965	—
	N	80	80	80	80

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.1 shows Spearman's correlation coefficient of Eating Self Efficacy and Happiness among emerging adults . The Spearman's correlation coefficient between Eating Self Efficacy and Social Acceptance (SA) is 1.000 and the corresponding p value is .000 . The Spearman's correlation coefficient between Eating Self Efficacy and Negative Affect (NA) is .602 and the corresponding p value is .000 . The Spearman's correlation coefficient between Eating Self Efficacy and Happiness is .086 and corresponding p value is .447 .

4.2 DISCUSSION

The study aims to assess significant relationship between eating self efficacy and happiness among emerging college students . From the table 4.1, it is evident that there is no significant relationship between eating self efficacy and happiness among emerging college students which is insignificant at a 0.01 level .Since the p-values indicate that these correlations are not statistically significant it means that there is not enough evidence to suggest a significant relationship between the eating self efficacy and happiness amongemerging college students. Hence the hypothesis is rejected .

From this, it can be inferred that the sample size is not large enough to detect a significant relationship between happiness and eating self-efficacy. In statistical analysis, larger sample sizes generally increase the power to detect significant relationships. Additionally,the sample might not represent the broader population of college students accurately, or there might be a lot of variability in the responses, making it difficult to identify a clear relationship between happiness and eating self-efficacy.There could be also other factors or variables that influence both happiness and eating self-efficacy, leading to a lack of direct relationship between the two variables when examined in isolation.

5. CONCLUSION

The aims of the study is to determine significant relationshipbetween eating self efficacy and happiness among emerging adults. From findings it can be concluded that thereis no significant relationship between the eating self efficacy and the happiness among emerging adults.

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