

Comparative Study on Problematic Internet Usage Among Working Women and

Homemakers A project submitted to

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Certificate

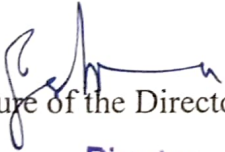
This is to certify that this project work entitled “Comparative Study on Problematic Internet Usage Among Working Women and Homemakers” is submitted to St. Mary’s College (Autonomous), Thoothukudi affiliated to **Manomaniam Sundaranar University, Tirunelveli** in partial fulfilment of the award of the degree of **Bachelor of Science in Psychology** done during the year 2021 - 2022 by Aarthi M (19SUPS01), Bharathi M (19SUPS06), Gayathri P (19SUPS07), Noorjahan Beevi M (19SUPS18), Pethimi S (19SUPS19), Shiny Josena S(19SUPS24), This dissertation has not formed the basis for the award of any Degree/ Diploma/ Associateship/ Fellowship or other similar title to any candidate of any University.



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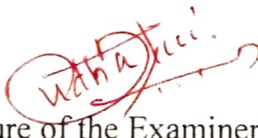


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Introduction

Internet

Cambridge International Dictionary of English characterises the internet as an "immense course of action of many related personal computers around the globe which individuals use to connect with each other".

The Internet is considered one of the twenty-first century's greatest human inventions. The term internet was first introduced in 1974 by Robert Kahn and Vint Cerf. Today, the internet is one of the world's most powerful tool for communication. It has become a major part of everyday human life. Prolonged usage of the internet hurts one's mental and physical health.

The internet has made things easier by its ability to connect millions of computers and devices to each other.

Problematic Internet Use

The concept of Problematic internet use was first coined in 1996 by **Goldberg, Kaplan and Sadock** described Internet addiction in the same way as the impulse control problem and Internet concern. Young (1998) and Griffiths (1998, 2000) were the first to define Internet addiction disorder (IAD) and have done extension research. Problematic internet use (PIU) or Internet addiction disorder (IAD) is characterised by excessiveness or poorly controlled preoccupation, urges, or behaviours regarding internet use that lead to impairment or distress

Theoretical perspective on Problematic Internet Use

There are several theoretical perspectives, having their roots in different schools of thoughts that can provide a framework to understand Problematic Internet Use,

Psychoanalytic Perspective. The theory of psychoanalysis, developed by Sigmund Freud originally, can be regarded as the first theory of personality, psychopathology, and psychotherapy (Zyl,1990). In Freud's (1923) structural model of the psyche, the human mind was understood in terms of three theoretical constructs: the irrational and impulsive id, the judgmental superego, and the rational ego. When viewed through the lens of this structural model, Internet addiction can be understood as a result of an over-strong id (which seeks pleasure and gratification by indulging in Internet related activities), a weak ego (which cannot rationally mediate the demands of the id and the constraints of the superego (Heshmat, 2014). Addiction is considered as a defence against anxiety by one of the contemporary psychoanalytic views (Thombs, 2006). Therefore, the Internet is used as a way to dampen anxiety and avoid any potentially threatening situations such as various personal familial and social activities (Driskell, 2017).

Cognitive-Behavioural Perspective. Behavioural theories stem from one of the dominant schools of thoughts in psychology. They emphasise on the role of environmental events in predicting human behaviour through the process of learning (Shahnaz & Karim, 2014). Learning theory, with its emphasis on classical conditioning and operant conditioning, is frequently used to explain the development of addictive behaviour. Among various cognitive-behavioural models, one leading theory about Internet addiction is the cognitive-behavioural theory of pathological Internet use by Davis (2001). This model argues that certain cognitive symptoms may come before or cause behavioural symptoms. He believed that there are two distinct forms of pathological Internet use. According to his theory, specific pathological Internet use is defined as content specific. Individuals demonstrating this pattern of use are in fact dependent upon a particular function of the Internet (like online shopping, gaming, pornography, online gambling. Under this

cognitive-behavioural theory, both specific and generalized pathological Internet uses are explained as a result of distal and proximal contributory causes.

Humanistic Perspective. Representing another school of thought in psychology, humanistic theory distinguished itself from other psychological approaches by focusing on subjective meaning, rejection of determinism, and concern for positive growth rather than pathology. In terms of Carl Rogers' humanistic theory (1951), addictive behaviour may exist as a way to enhance one's low self-worth and self-regards resulting from the lack of unconditional positive regard from others and oneself. The Internet acts as an alternative for individuals who have difficulties in expressing real self in a traditional world, and so virtual media allows them to deal with problems on self-expression. From a psychotherapeutic point of view, humanistic principles of acceptance and empathy are important in understanding the subjective experiences of Problematic Internet users.

Dimensions

Obsession. It refers to mental engagement with the Internet.

Professionals that do recognize internet addiction tend to classify it as either an obsessive-compulsive disorder or an impulse control disorder to aid treatment. Internet addiction is also called compulsive computer use, pathological internet use, and internet dependence. The obsession subscale reflex on obsessive thinking about the internet (daydreams and fantasies) and on other hand, mental withdrawal symptoms caused by the lack of Internet use.

Neglect. It refers to neglect of everyday activities and essential needs.

Neglect was at increased risk for diabetes, poorer lung functioning, and vision and oral health problems. Children who had been physically abused were at higher risk for diabetes and malnutrition. While neglect may be harder to define or to detect than other forms of child

maltreatment, child welfare experts have created common categories of neglect, including physical neglect; medical neglect; inadequate supervision; environmental, emotional, and educational neglect; and new-borns addicted or exposed to drugs. The neglect subscale refers to the neglect of everyday activities and essential needs.

Control Disorder. It refers to the difficulties encountered while controlling Internet use, unable to stop using the Internet for longer duration. Internet addiction is described as an impulse control disorder, which does not involve use of an intoxicating drug and is very similar to pathological gambling. Some Internet users may develop an emotional attachment to online friends and activities they create on their computer screens.

The control disorder subscale contains items covering difficulties in controlling internet use. It has two versions (18-item and 9-item), both having reliable factor structures, and proven validity across both online and paper-pencil data collection methods on samples of different age groups.

Working Women

A woman who earns a salary, wages, or other income through regular employment, usually outside the home. (Random House Kernerman Weser's College Dictionary.2010)

A woman who earns a salary, wages, or other income through regular employment, usually outside the home. For centuries women have been viewed as the caretakers of the family. According to an analysis by the Pew Research Centre, 40% of all households with children under the age of 18 include mothers who are either the sole or primary source of income for the family – this number greatly increased from the 11% in 1960. These mothers who are the primary financial supporters of the family are divided into two groups: 37% are married and have a higher salary than their husbands while 63% are single mothers. It is noticed with pleasure that nowadays the women of our society are becoming working women. They are not timid. They are participating

in both official and unofficial work. But the women who are engaged in service cannot look after their family well. They cannot take care of their children properly. Their children are deprived of motherly love and affection. They are born to do household chores such as cooking, washing up, feeding babies and managing the household. Here the female domestic workers are treated brutally. Women generally work longer hours than men but they are getting less money. This kind of partial treatment should be stopped. Whatever may be the circumstances, the women should be encouraged so that they can take part in the total development of the family as well as the country.

Working Women and Internet Usage

People are spending more and more time online for studying, learning, communicating, creating, and entertaining themselves. There is a fine line between healthy use and problematic use, which is getting blurred these days. Individuals found to be “Internet-dependent” have also frequently been found to be more attracted to interactive Internet applications, such as chatting, games, and shopping, whereas nondependent individuals seem to use the Internet almost exclusively for sending emails and searching for information. Researchers documented that half of those labelled “Internet-dependent” had been online for less than 1 year indicating that new users may be more inclined to develop problematic behaviours associated with their internet use, whereas more than two-thirds of “non-Internet-dependent” who had been using online activities for over a year indicate that excessive Internet could wear off over time among users.

Younger employees tend to engage more in personal Internet use behaviours. The most common applications associated with problematic internet use in the workplace are pornography, interactive chatting, and playing games. Engaging in online sexual activities (OSA) at the workplace may result in decreased productivity, issues of sexual harassment Researchers have

found male employees to have higher score of personal Internet use compared to their female counterparts.

Personal Internet use at the workplace ranges from aimless internet surfing to personal goal-driven nonwork-related use of the internet. Employees spent at least 1 hour on nonwork-related activities during a regular work day, especially using the Internet for personal reasons. It has been reported that the use of the Internet helped in shaping and promoting job satisfaction among users, whereas it also helped diminish loneliness and depression and enhance social support and self-esteem.

Homemakers:

A person who maintains the administration and upkeep of his or her residence, especially one who is not employed outside the home; one who runs the household.

(1979, Lillian B. Rubin, *Women of a Certain Age: The Midlife Search for Self*, page 233)

Forty-seven-year-old homemaker and volunteer museum guide, holder of a master's degree in English, married twenty-three years to a professor.

People who take care of households for themselves and for the other people and by doing the work they lead their livelihood are called homemakers. Generally, they may perform general housekeeping chores and personal services, or they may assign them to other members of the household. Sometimes they employ people outside the household to do these tasks. Every household is unique, and the duties of each homemaker vary according to the ages, habits, needs, and incomes of the people in the household. At the same rate they are responsible for keeping homes clean and running smoothly. They decide what cleaning jobs need to be done, and they arrange to have them completed. Cleaning tasks may include dusting, sweeping, making beds, washing and waxing floors, vacuuming, and a wide variety of other chores. Many homemakers

also make sure that clothing and household items are laundered, dry-cleaned, or mended when needed. In many cases, they shop for food, clothing, and other household needs. Homemakers often plan, cook, and serve many of the meals for their households. Sometimes they make arrangements to have others cook meals in the home or to buy meals from outside sources. Maintaining the household budget may be another responsibility of homemakers. They may take care of bills, banking, tax filing, and other financial matters. They often are responsible for day-to-day expenses, and they sometimes do long-range financial planning for their households. With other household members they make decisions about buying insurance, taking vacations, getting loans, and other important matters. In fact, they play an important role to make the family happy.

Betty Friedan's article "The Problem That Has No Name," is an amazing article about the life of American housewives. Friedan discusses how the ideal life of a suburban-housewife image and how many may believe that this is their only option in life or that this is the only thing that brings them satisfaction. She acknowledges that society conditions women to in with a career or higher education but with finding a husband and bearing children. While Friedan points out that housewife became a serious occupation for many women and their dreams were to be a perfect wife, have five children and own a beautiful house. Eventually many of these women began to see a psychiatrist and expressed feelings of hopelessness and a self-pity. The problem with no name is essentially the idea that many women seek fulfilment in being the perfect American housewife that they lose themselves and find themselves putting all of their energy into their husband, children and housework and have little left for themselves. I believe that this has changed slightly since the publication of this article and when looking at the number, women currently enter and finish college at the similar or equal to that of men. Women are also encouraged to go into what

was considered fields for men which include STEM (Science, Technology, Engineering and Mathematics).

Homemaker and Internet Use

The Internet is a necessary requirement of every human being in today's world. Both men and women are accessing internet based on their requirements. Home makers are also in need of the internet in their daily work. Internet helps the home makers to search information send messages such as Text, Photo and Video etc. Home makers can use internet to pay their bills through online payment. They can order household things through the internet. Video calling is the most advanced method of communication where both the communicators see themselves live. Home makers can use this facility to call their relatives and friends. Through the internet they study online and they can teach that to their children. YouTube is an video search which will help the home makers to watch everything in the form of a video. They can also learn cooking using this you tube video search facility. Internet will help home makers to find road maps or a particular region. Home makers can book their transport ticket through the internet. There are many mobile applications which will help home makers to do their work easier. Internet will be also useful for homemakers to watch mobile television. Every television channel has a mobile application through which home makers can watch live television.

Effects of Internet Addiction

When it comes to internet addiction (and other types of addiction), there are both short-term and long-term effects, of which can prove harmful to the individual.

Short-term effects include Incomplete tasks, neglected responsibilities, Weight loss or gain, Backache, Neck pain. An individual with internet addiction might experience the above symptoms after only several sessions on the internet.

Long-term side effects include carpal tunnel, hurting their vision, damaging their relationships, losing their job, and entering financial distress as a result of their job loss or spending money on shopping, gambling, or gambling online

Causes of Internet Addiction

As with most disorders, there isn't always a clear cause of problematic internet usage. However, there are likely multiple factors that contribute to the development of this disorder they are,

Dopamine chase: when an individual uses their drug (alcohol, cocaine) of choice, they experience pleasure and release dopamine, which causes them to experience euphoria. Similarly in internet addiction individuals have to spend more and more time engaging in the behaviour to achieve the same level of pleasure.

Multiple layers of rewards: Another theory, the Variable Ratio Reinforcement Schedule (VRRS) theory, says that internet addiction can stem from multiple levels of rewards. For example, receiving likes and comments on the photo you just posted, accepting a friend request from your crush, etc.

Depression and Anxiety: Individuals with depression and anxiety are more likely to turn to the internet for relief. For example, if you suffer from social anxiety, it's much easier to meet people in a virtual world than it is to meet people face to face. These individuals find pleasure in these interactions and relationships just the same, only they must engage in them online.

Prevention of Problematic Internet Usage

Making an activity schedule for each day and week like planning in advance when one is going to work/study, engage in social activities, perform leisure activities, conduct physical

exercise and promoting a daily routine at home may be very helpful at a time when daily structure is lost or reduced. Sleeping regularly and enough, eating regularly and healthily, drinking sufficient fluids, and attending to personal hygiene are essential not only to maintain good physical health but also for enhancing psychological well-being. Engaging in physical activity regularly is not only necessary to keep a healthy body but also contributes to boosting mood by reducing levels of stress hormones, stimulating the production of endorphins like that natural chemicals in the brain that relieve pain and enhance mood and having a beneficial effect on immune function. Learning and using relaxation and other stress-reduction techniques like reading, writing, listening to music, meditation, autogenic training, and mindfulness exercises can be helpful in keeping bodies and minds healthy and to be aware of ones' emotions. When dealing with difficulties, openly communicating about emotions with a close relative or friend, asking for help and feeling social support can effectively help to reduce stress and anxiety. Enjoying social activities and maintaining relationships are also crucial. Family members should arrange to spend quality time with each other and have “family time” periods on a regular basis. Family time may include meaningful conversations, playing social games or sports, eating meals and doing household chores together.

Review

Previous research papers show results regarding life satisfaction among working and non-working women differ significantly [S Fernander, et.al (2020)]. Result of the research in quality of life among working caregivers was better than homemaker caregivers in social and environmental domains but statistically non-significant. [V P Singh, et.al, (2021)] and research in self-acceptance among working women has a higher level than homemakers [S Rathore & S Mertia]. This research has influenced us to further do research on problematic internet usage among working women and homemakers. This topic has not been explored yet.

Statistical Data

At present, India's population is 1.40 billion. Data shows that India's population will increase by 13 million between 2021 and 2022. 48 % is female and 52 % is male. 35.9 % of people lived in urban areas and 64.1 % lived in rural areas. There were 658.0 million internet users in India. Internet users in India increased by 34 million between 2021 to 2022. In early 2022, 467.0 million social media users, 329.7 million Facebook user (23.3% of female and 76.7% of male), 467.0 million YouTube users 31.2% of female and 68.8% of male), Instagram had 230.3 million users (26.6 % of female and 73.4% of male), LinkedIn had 83.00 million users (28.2% of female and 71.8% of male) and Twitter had 23.60 million users. (Simon Kmep. (2022). Datareportal)

Uses of the Internet

The Internet is a global networking system that can be used on most devices nowadays and has become an essential part of our lives. In today's technological era, most of the companies are getting their operations done over the Internet. There are various uses of the Internet by which companies and individuals are making their daily tasks more productive and more comfortable.

Online Businesses (E-commerce): The Internet has made it a lot easier for people to book tickets for buses, trains, flights (domestic and international) directly using their devices from anywhere. People can also book a taxi by choosing their current location, and they will be picked up or dropped at a specified location. Now no one needs to wait in long queues for their turn to book tickets at the ticket counter. Besides, people can order a wide variety of products at home using the Internet and devices. It can range from grocery products to ready to eat, fashionable clothes to medicines. Most items can be ordered at home and received directly at the door. Online shopping websites have made our life easier, e-commerce sites like Amazon, Flipkart, Myntra are providing very spectacular services with just one click and this is a great use of the Internet.

Cashless transactions: All the merchandising companies are offering services to their customers to pay the bills of the products online via various digital payment apps like Paytm, Google pay, etc. UPI payment gateway is also increasing day by day. Digital payment industries are growing at a rate of 50% every year too because of the internet. The internet allows us to transfer money online by the net banking system. Money can be credited or debited from one account to the other.

Education: Education is the internet facility that provides a whole bunch of educational material to everyone through any server across the web. Most of the devices nowadays are connected through the Internet. The Internet has the availability of broad educational content on any topic with different types. People can study the relevant topic just by spending a couple of minutes over the Internet. Internet Search engines help people quickly find the relevant study material in multiple formats (such as images, videos, documents, etc.). This helps eliminate the need to go to the library to read several books to find the desired information. Those who are unable to attend physical classes can choose any course from the internet and can have the point-to-point knowledge of it just by sitting at home. High-class faculties are teaching online on digital platforms and providing quality education to students with the help of the Internet.

Networking: The purpose of social networking sites and apps is to connect people all over the world. With the help of social networking sites, we can talk, share videos, images with our loved ones when they are far away from us. Also, we can create groups for discussion or for meetings.

Entertainment: The Internet is also used for entertainment. There are numerous entertainment options available on the internet like watching movies, playing games, listening to music, etc. You can also download movies, games, songs, TV Serials, etc., easily from the internet.

Education, online jobs, freelancing: Through the Internet, we are able to get more jobs via online platforms like LinkedIn and to reach more job providers. Freelancing on the other hand has helped the youth to earn a side income and the best part is all this can be done via the internet.

New Job roles: The Internet has given us access to social media, and digital products so we are having numerous new job opportunities like digital marketing and social media marketing. Online businesses are earning huge amounts of money just because the internet is the medium to help us to do so.

Best Communication Medium: The communication barrier has been removed from the Internet. You can send messages via email, WhatsApp, and Facebook. Voice chatting and video conferencing are also available to help you to do important meetings online.

Comfort to humans: Without putting any physical effort you can do so many things like shopping online it can be anything from stationery to clothes, books to personal items, etc. You can book train and plane tickets online.

GPS Tracking and google maps: Yet another advantage of the internet is that you are able to find any road in any direction, areas with less traffic with the help of GPS in your mobile.

Review of Literature

This chapter represents a review of study which concerning the variable and sample. The review of literature is present in the following order.

- Problematic Internet Usage
- Among Working women and Homemakers
- Working women
- Homemakers

Problematic Internet Usage

Hui Wang, Xiaolan Zhou., et al. (2011) studied to investigate the prevalence of Problematic Internet Use (PIU) and to investigate the potential risk factors for PIU among high school students in China. A total of 14,296 high school students were surveyed in four cities in Guangdong province. PIU was assessed by the 20-item Young Internet Addiction Test (YIAT). Information was also collected on demographics, family and school-related factors and Internet usage patterns. Among the 14,296 students, 12,446 were Internet users. Of those, 12.2% (1,515) were identified as problematic Internet users (PIUs). Generalized mixed-model regression revealed that there was

no gender difference between PIUs and non-PIUs. High study-related stress, having social friends, poor relations with teachers and students and conflictive family relationships were risk factors for PIU. The researchers concluded that Significant PIU is common among high school students, and risk factors are found at home and at school. Teachers and parents should pay close attention to these risk factors. Effective measures are needed to prevent the spread of this problem.

Nathan A Shapira, Toby D Goldsmith., et al. (2000) studied the psychiatric features of individuals with problematic internet use. Twenty individuals with problematic internet use were evaluated. Problematic internet use was defined as uncontrollable, markedly distressing, time-consuming or resulting in social, occupational or financial difficulties and not solely present during hypomanic or manic symptoms. Evaluations included a semi structured interview about subjects' internet use, the Structured Clinical Interview for Diagnostic and Statistical Manual of Mental Disorders-IV (SCID-IV), family psychiatric history and the Yale–Brown Obsessive–Compulsive Scale (Y-BOCS) modified for internet use. Result of the study indicates that: All (100%) subjects' problematic internet use met DSM-IV criteria for an impulse control disorder (ICD) not otherwise specified (NOS). All 20 subjects had at least one lifetime DSM-IV Axis I diagnosis in addition to their problematic internet use (mean±SD=5.1±3.5 diagnoses); 14 (70.0%) had a lifetime diagnosis of bipolar disorder (with 12 having bipolar I disorder). Researchers concluded that: Problematic internet use may be associated with subjective distress, functional impairment and Axis I psychiatric disorders.

L Kailani, D Osualdella, P Di Blasio (2009) researched Quality of interpersonal relationships and problematic Internet use in adolescence. The objective of this research is to verify in an Italian context the relationship among problematic Internet use (PIU), the quality of interpersonal

relationships, and the cognitive strategies habitually used by adolescents to face daily problems. The participants in the research were 98 adolescents ages 14 to 19 ($M = 16.28$ years). The following instruments were administered to the participants. The Internet Addiction Test (IAT), the Test of Interpersonal Relationships (TRI); and the Children's Coping Strategies Checklist (CCSC). Parents of the participants were administered the Child Behavior Checklist (CBCL). Of the participants, 36.7% showed signs of PIU. These adolescents use the Internet for many hours per week; most utilize dysfunctional coping strategies and show worse interpersonal relations than peers who do not show signs of PIU.

R Kittinger, C J Correia, J G Irons (2012) this was studied Relationship between Facebook use and problematic Internet use among college students. The current study assessed a range of variables related to Facebook use, and sought to determine how the use of Facebook relates to problematic Internet use. Undergraduate participants ($N=281$, 72 percent women) completed a battery of self-report measures, including the Internet Addiction Test, via an online interface. The results of the current study suggest that a sizable minority of students experience problems related to Internet use and that the use of Facebook may contribute to the severity of symptoms associated with the Internet well written.

Megan A Moreno, L A Jelenchick, D A Christakis (2013). This was studied on problematic internet use among older adolescents: A conceptual framework. We used Concept Mapping methodology to construct a theoretical framework describing PIU. Analysis included hierarchical cluster analysis over the overall square similarity matrix to determine a cluster map. A total of 193 college students participated in one or more phases of the study. Students were from 13 universities across 10 states, had an average age of 19.4 years ($SD = 1.8$), were 67% female and 77% Caucasian. A

total of 20 health professionals participated. The seven clusters depicted on the PIU Concept Map include: psychosocial risk factors, physical impairment, emotional impairment, social/functional impairment, risky internet use, impulsive internet use and internet use dependence. The stress value for the fit of the multidimensional solution to the structuring data was 0.28, indicating adequate fit. The concept map may be used towards development of a future comprehensive model of PIU as well as scale development efforts.

O.L. Fernandez, et al., (2013) studied the problematic internet entertainment use scale for adolescents: prevalence of problem internet use in Spanish high school students. The aim of this study was to review the currently available scales for assessing problematic Internet use and to validate a new scale of this kind for use, specifically in this age group, the Problematic Internet Entertainment Use Scale for Adolescents. The research was carried out in Spain in a gender-balanced sample of 1131 high school students aged between 12 and 18 years. Psychometric analyses showed the scale to be unidimensional, with excellent internal consistency (Cronbach's alpha of 0.92), good construct validity, and positive associations with alternative measures of maladaptive Internet use. This self-administered scale can rapidly measure the presence of symptoms of behavioural addiction to online videogames and social networking sites, as well as their degree of severity. The results estimate the prevalence of this problematic behaviour in Spanish adolescents to be around 5 percent.

H Odacı, M Kalkan (2010) This study investigates problematic Internet use among young adult university students and examines correlation between problematic Internet use and loneliness and dating anxiety. University student Internet use patterns are also investigated. The study was conducted among 493 students from the Karadeniz Technical University Fatih Faculty of Education. The Online Cognition Scale, Dating Anxiety Scale, Loneliness Scale and Personal

Information Questionnaire were employed in the collection of data. Pearson correlation analysis, the t-test, one-way analysis of variance and chi-square test were used for data analysis. The Pearson correlation analysis results reveal a significant positive correlation between problematic Internet use and loneliness ($r = 0.194$, $p < 0.001$), communication anxiety ($r = 0.15$, $p < 0.001$), unpopularity anxiety ($r = 0.174$, $p < 0.001$) and physiological symptoms ($r = 0.125$, $p < 0.001$) dating anxiety subscales. One-way analysis of variance was used to examine whether problematic Internet use varies according to length of Internet use, and a significantly high level of problematic Internet use was observed among those going online for more than 5 hr a day compared to other users ($F = 14.327$, $p < 0.001$). Chi-square results reveal a significant association between length of Internet use and how students feel when they do not go online (chi-square = 116.543, $p < 0.001$). The t-test was used to determine whether there was a significant difference in levels of Internet use according to gender, and levels of problematic Internet use was significantly higher among male students than females ($t = 4.046$, $p < 0.001$).

D A Christakis., et al. (2011) study to examine Internet addiction among US college students remains a concern, but robust estimates of its prevalence are lacking. Internet Addiction Test (IAT) as well as the Patient Health Questionnaire. Both are validated measures of problematic Internet usage and depression, respectively. The prevalence reported in this study is lower than that which has been reported in other studies, however the at-risk population is very high and preventative measures are also recommended.

S E Caplan (1089-1097, 2010) This study tested an updated cognitive-behavioural model of generalized problematic Internet use. The results indicated that a preference for online social

interaction and use of the Internet for mood regulation, predict deficient self-regulation of Internet use (i.e., compulsive Internet use and a cognitive preoccupation with the Internet).

R A Davis, et al. (2002) The current study introduced a theory-driven, multidimensional measure of problematic Internet use The Online Cognition Scale (OCS). Measures of procrastination, rejection sensitivity, loneliness, depression, and impulsivity. A confirmatory factor analysis indicated that problematic Internet use consists of four dimensions. As a result, the utility of the OCS for both clinical assessment of Internet addiction and as an organizational pre-employment screening measure to identify potential employees who are likely to abuse the Internet in the workplace (also known as "cyberslacking") were discussed.

Among working women and homemaker

S.k. Singh (2014) study was to examine the life satisfaction and stress among working and non-working women. A sample of 200 women (100 working & 100 non-working) was drawn randomly from the population. Life Satisfaction Scale by Alam & Srivastava (1996) and stress scale by Singh (2004) were used for data collection. Mean, standard deviation, „t“ test and correlation were the statistics calculated. The results indicated that there was a significant difference regarding life satisfaction and stress between working and non-working women.

Results revealed that working and non-working women differed significantly on their life satisfaction ($t=5.52$).

N. Kaur et al. (2021) studied the burden of illness among working women and homemakers taking care of psychiatric patients. The sample was composed of 140 forms of two groups - 70 caregivers were homemakers and 70 were working women. This was a hospital-based, descriptive, cross-

sectional comparative study. The caregivers were recruited from the outdoor patient department (OPD) of psychiatry of a tertiary care hospital attached to a medical college. Sociodemographic proforma & Caregiver burden questionnaire was used. The results indicated that there was no significant difference found between the two groups when compared in relation to age group and relation but there were significant differences with regard to marital status, caregivers' occupation, and education.

S. Fernandes et al., (2020) studied depression among working and nonworking married women and to determine its associated socio-demographic. A comparative study was conducted on 102 working (51) and nonworking (51) married women of Belagavi city. Proportionate sampling technique was used to recruit the participants in North & South Belagavi, Beck depression inventory scale was used to assess depression. The findings suggest that there is a Borderline (21.6%) and moderate (17.6%) depression was higher among non-working women than working women, whereas normal mood (58.8%) and mild (25.5%) depression was seen to be more in working women. Association of age, no of children and type of family was seen in married women with depression.

V.P. Singh et al. (2021), studied to assess and compare Quality of Life among homemaker women and working women giving care to patients suffering from psychiatric illnesses. The estimated sample size was 140 (Group 1= 70 homemaker women and Group 2= 70 working women). Sociodemographic data were recorded using Socio Demographic Proforma 1 and QOL was assessed using World Health Organization (WHO)-QoL-BREF. The findings suggest that the QOL in working women caregivers was better than homemakers' caregivers in social and environmental domains but statistically non-significant.

J Z Giele et al. (2008), This paper examines the effect of life course factors on the decision by American college educated women to stay at home or continue their careers after they have children. Data come from interviews with 48 white and African-American college-educated women that covered major events from childhood to the present, along with ideas for the future. Interviews were coded in terms of four major themes: identity, relational style, motivation, and adaptation. Findings revealed that identity as a mother was different for the two groups-central for the homemakers but combined with work for the career women.

M Patil (2016), The present investigation was conducted to examine the stress among the working and homemaker women with respect to their family type. A sample of 90 women were taken from Dharwad district, Karnataka State, India. Among them working women were 45 (nuclear family N= 23, joint family N= 22) and homemakers were 45 (nuclear family N= 22, joint family N= 23). To measure the stress, the stress scale developed by Singh (2002) was administered individually to the subjects. The data were subjected to 't' analysis and the major findings of the study revealed that women from nuclear family experience significantly more stress than joint family women.

S Rathore & S Mertia, the purpose of the current study was to compare married working women and homemakers on the measures of self-acceptance. A sample comprises 100 married women (50 working women & 50 homemakers) aged between 30-45 (Mean age= 38.4). Descriptive method of research was employed and data was collected through Berger's Self-Acceptance scale. Independent sample t test was computed on the respective data. Results obtained indicate that working women have a higher level of self-acceptance in comparison to homemakers.

J P Stokes, J S Peyton, (1986) this study was to examine Attitudinal differences between full-time homemakers and women who work outside the home. The sample is collected from full-time homemakers (N=485) and women employed outside of the home (N=354). Crosby's (Relative Deprivation and Working Women, New York: Oxford University Press, 1982) model of relative deprivation, which emphasizes wanting and deserving as preconditions of felt deprivation, helps explain the dissatisfaction among women employed outside the home. Findings revealed that the women who work outside the home were more dissatisfied than homemakers.

N F Woods, B S Hulka (1979), The purpose of this study was to determine the extent to which employed women and homemakers are associated with their symptom reporting and their illness behaviour. Data were obtained from 259 married women residing in a probability sample of households in a single community. A positive and statistically significant relationship was found between the number of a woman's role responsibilities and the number of symptom complexes she reported.

I.V. Patil & V.G. Pingale (2011-2017), Investigate the Life Satisfaction among Working and Non-Working Women. The sample consists of 80 women who were selected from Aurangabad city for the present research. Among them 40 were working women and 40 were non-working. Age range of women 20 year to 40 year. (Mean= 32.25, SD= 4.56). Purposive Non-Probability Sampling was used. Tools: -Life Satisfaction Scale (LSS) Alam GQ & Srivastava Ramji, 2001 in these 60 items related to six areas, viz., Health, Personal, Economic, Marital, Social and Job. Statistics t-test was used for the statistical analysis of data. The findings suggest that the Working women had significantly higher life satisfaction than the non-working women.

Working women

Desai. M et al. (2011) Studied the second shift: working women in India. The study aims to establish the effect of personal resourcefulness and marital adjustment on job satisfaction and life satisfaction of working women in India. A sample of 300 women are studied – 100 each in the working women, home-based working women, and homemakers' categories – using the following scales: socio economic status scale, general health questionnaire, self-esteem inventory, life satisfaction scale, perceived stress scale, marital adjustment scale, the self-control schedule, and job satisfaction questionnaire. This research concluded that the home-based working women are the least stressed, most well-adjusted, and the most satisfied with their careers among the groups studied. Their ways of perceiving and handling stress are found to be more effective than those used by women in the other two groups.

Fatima. M & Parvez. R (2016) A study of depression among career women. This study is aimed to explore the level of depression among working and non-working women. Sample of the study consisted of 28 working and 32 non-working married women. Beck Depression Inventory (BDI) was used to assess the level of their depression. The result showed that non-working women have more depression tendencies as compared to their working women counterparts.

Kumari. K & Dhanda. B (2021) studied the assessment of Self-esteem among Working women. The sample was composed of 400 rural and urban working women. It was found that a very high majority of respondents (95.5%) of urban areas were having low levels of leisure time exercise and 47.5 percent respondents were having high levels of self –esteem. Occupation of respondents was observed statistically significant only in low levels of self-esteem ($F=2.84, p<0.05$).

Satho. M, Sato. N & Fujimora. (2021) A Relationship between personality traits and health behaviour among working women in Japan. This study describes the relationship between personality traits and health behaviours among working women compared with non-working women in Japan. Secondary analysis was conducted using nationally representative data from the Japanese Household Panel Survey (JHPS/KHPS). The data were gathered from 1,141 women (939 who were working and 202 who were not) between the ages of 28 and 65. Associations among health behaviours, personality traits, and employment status were confirmed by phi coefficient and coefficient ratio. Logistic regression analysis was conducted to examine the association between health behaviours and personality traits. As for working women, daily fruit consumption was associated with extraversion (odds ratio [OR], 1.197; $p = 0.003$) and conscientiousness (OR, 1.238; $p = 0.032$). Conscientiousness has been found to significantly contribute to low-risk alcohol consumption (OR, 1.213; $p = 0.035$). Desirable physical activity habit was associated with extraversion (OR, 1.312; $p = 0.000$). In contrast, among non-working women, desirable physical activity habits were associated with extraversion (OR, 1.573; $p = 0.007$) and neuroticism (OR, 0.390; $p = 0.001$). Further research is needed to clarify the mechanisms underlying differences between working women and non-working women in the association between health behaviours and personality.

S K Kim et al. (2017) studied the effect of work-family conflict on depression in married working women. This study is to examine the effects of work-family conflict factors on depression in Korean married women. For the analysis of the research, we were used in the 5th year data of Korean Longitudinal Survey of Women and Families. The subjects of this study were married women who were living with their husbands and wage workers, and the final analysis was 1,299. As a hierarchical regression analysis result, the work-family conflict of the working married

women had a significant effect on depression. Especially, conflict from family to work has the highest effect on depression ($p < 0.01$). This study suggests that traditional gender role pressures can have a negative impact on the mental health of working women. Therefore, it is necessary to take appropriate social policy measures to alleviate work-family conflicts of married working women.

K Sahu, D Singh. (2014) This study was designed to investigate the Mental health and marital adjustment of working and non-working married women. The sample was composed of 200 (100 working and 100 non-working women) were selected. Pramod Kumar's Mental Health Inventory and to measure Marital adjustment OP Mishra and SK Srivastava's Marital adjustment Inventory were used in this study. The result indicated that both working and non-working women have higher levels of Mental health and Marital adjustment. Results revealed that no significant differences are found in Mental health as well as in Marital adjustment of working and non-working married women.

G S Kim (2003) This study was designed to investigate Work stress and related factors among married working women in the manufacturing sector. The sample was composed of 266 married women working in 10 manufacturing industries in Korea. The self-administered questionnaire included general characteristics, social support, and work stress. The data were analysed using descriptive statistics, t-test, ANOVA, and Cronbach's alpha. SPSS/win 11.0 was used to assist analysis. The results of the study are the scores for work stress in the field of subcategories, Perceived work stress was significantly different according to salary, behaviour type, discomfort related to menstruation, consumption, duty type, job stability, weekly work time and family, and social support had a significant negative relationship with work stress. Accordingly, stress

management for married working women will be more successful if interventions not only address each person's unique needs, for example, control of perimenstrual discomforts and health behaviour change, but also are accompanied by organizational management strategies and policies, for example, improvement of work environment and nursery facilities.

N Hasnain et al. (2011) Investigate the Life satisfaction and self-esteem in married and unmarried working women. The sample was composed of 80 women were taken on an incidental basis. Among them 40 were working and 40 non-working. Among each group there were 20 married and 20 unmarried women making a 2x2 factorial design. The result showed significantly greater life satisfaction and lower self-esteem for working women than for non-working women.

J Kim & S H Han (2004) This study was designed to investigate the Health status, reproductive health problems, and the degree of prenatal management in married working women. The subjects were 902 married working women among 2,000 women selected by cluster sampling. The instruments included a questionnaire, parity check list, menstrual problems and gynaecologic problem checklist. The results conclude that working women have changes in menstruation cycle and in reproductive health status. Therefore, we suggest that some occupational characteristics may affect the subject's reproductive health, these should be clear and avoided as much as possible.

N Kaur et al. (2012) Conducted a comparative study of working and non-working married women: Effects of anxiety level on life Satisfactions. The sample was composed of 45 women (age range from 25 to 36). The results of the study show that females, those who are working and married, are low on anxiety with higher life satisfaction in comparison to the non-working married females.

They perceived their life as challenging and secure. They feel comfortable with their life situations. Whereas, the non-working married females are less satisfied with their lives and their anxiety level is also higher than the anxiety level of working females.

Homemakers

S. Quadros & V. Acharya (2018) The purpose of this study was to compare the time use patterns among employed women and homemakers. This was an observational cross-sectional, Quantitative study. The sample composed of two groups of employed women and homemakers with 80 participants (age range 25–45 years) in each group were studied to find the time use patterns using a standardised questionnaire namely Modified Occupational Questionnaire. The data obtained for the activity categories were analysed using Two-way MANOVA. The results indicate that the time spent by employed women in inactive activities was less than the homemakers, and the difference was statistically significant. The time spent by employed women in active activities was also less than the homemakers, and the difference was statistically significant. The time spent by employed women in work-like activities was more than the homemakers and the difference were statistically significant. It was found that employed women and homemakers differed in their time use in activities such as household activities, caring for self, caring for others, playing with children, socialisation, leisure, rest, unpaid work, and work. Employed women spent more time in work-like activities. Homemakers spent more time in active and inactive.

R D. Arvey., et al. (1975) analysed the homemaker job using the Position Analysis Questionnaire (PAQ) by E. J. McCormick et al was verbally administered by 5 interviewers to 48 female homemakers (mean age = 37.6 yrs.) to determine whether the job was amenable to analysis and to associate a wage with the job and to identify closely related jobs; and to examine correlates (such

as age, taken from a biographical questionnaire) of PAQ descriptions. Ss (Schutzstaffel) showed consistency in their descriptions, indicating that the job was personally demanding and required sensitivity to oneself and one's environment and a variable activity schedule. A tentative, predicted wage of \$740/mo. was assigned. The occupational role of patrolman showed the greatest profile similarity. The findings suggest that the lower socioeconomic level Ss (Schutzstaffel) described their jobs as less important, and the older and less educated described their jobs as less complex.

M. Feizi, Z. Kamali., et al. (2019) study was to examine the effectiveness of existential psychotherapy on attitude to life and self-flourishing of educated women homemakers. A quasi-experimental study with the pre-test–post-test design is used in this work. The research population included 68 homemakers with university education who live in Neyshabur, Iran. Sampling method was available. The women were randomly assigned into two groups: intervention and control groups. The women in the intervention group participated in 10 sessions of the existential therapy group. The data collection tool was a questionnaire of Life Regard Index (LRI) and Human Flourishing Questionnaire (HFQ). The data were analysed by the SPSS software version 21 using Chi-square, independent t-test, and paired t-test while $P < 0.05$ considered as a significant level. The results indicated that the scores of attitudes to life and self-flourishing in educated homemakers before intervention were not significantly different in the two groups. The results of this study emphasize that existential group therapy is effective in attitude to life, and self-flourishing of educated homemakers.

J A Bernstein, D. Brandt., et al. (2009) Studied the evaluation of cleaning activities on respiratory symptoms in asthmatic female homemakers. The sample comprising Twenty-five women with asthma and 19 without asthma, ages 18 to 65 years, completed the study. No effect was observed

on peak expiratory flow rates after cleaning between groups. Upper respiratory tract symptoms increased after cleaning for both groups, adjusted for chemical severity exposure index and duration of cleaning. The findings suggest that the change in the number of lower respiratory tract symptoms (after cleaning minus before cleaning) was statistically significant for asthmatic patients compared with no asthmatic patients. The study suggests that cleaning activities are associated with increased lower respiratory tract symptoms in asthmatic patients independent of chemical severity exposure index and cleaning duration.

H Kahn, J Cuthbertson (1998) studied the comparison of the self-reported mental and physical stress of working and full-time homemaker mothers—a UK pilot study. The sample in this pilot study described in this article compares the self-reported occurrence of physical and psychological stress in two groups of mothers with children of UK primary school age (i.e., children aged 4–11 years of age), namely working mothers and mothers who are full-time homemakers. Physical health, three aspects of mental health (free-floating anxiety, somatic anxiety and depression) and stress-coping strategies utilised were measured. Few differences were found between the two groups of mothers, though full-time homemakers indicate significantly more depression than working mothers. The predictors of physical ill-health and mental ill-health were examined.

Navneet Kaur, Alka Puria, et al. (2021) This paper examines the hospital-based, descriptive, cross-sectional comparative study that was conducted on the caregivers who were recruited from the outdoor patient department of the psychiatry department of a tertiary care hospital attached to a medical college. The sample population was Women who were 30–45 years old, working or homemakers and who were taking care of psychiatric patients diagnosed with schizophrenia and Bipolar affective disorder (BAPD) of either sex. Sociodemographic data were recorded using a

special Performa and caregiver burden was assessed using caregiver burden questionnaire. The results indicated that the Caregiver burden was more among working women compared to homemaker women.

DO Opaleke., et al., (2017) This paper examines factors influencing the utilisation of soybean among homemakers in Iorine local of government area, kwara state, Nigeria. The sample population comprised 98,802 homemakers. 264 samples were randomly selected. Likert scale questionnaires were used to collect data. Pearson product moment correlation coefficient was used for reliability of the instrument which yielded a correlation 0.78. Data collected were analysed using mean and Standard Deviation.

Ghanbary Hashemabady, Bhran Ali, (2019) studied the effectiveness of existential psychotherapy on attitude to life and self-flourishing of educated women homemakers. A quasi-experimental study with the pretest–posttest design is used in this work. The research population included 68 homemakers with university education who live in Neyshabur, Iran. Sampling method was available. The women were randomly assigned into two groups: intervention and control groups. The women in the intervention group participated in 10 sessions of the existential therapy group. The data collection tool was a questionnaire of Life Regard Index (LRI) and Human Flourishing Questionnaire (HFQ). Scores of attitudes to life and self-flourishing in educated homemakers before intervention were not significantly different in the two groups. The results of this study emphasise that existential group therapy is effective in attitude to life, and self-flourishing of educated homemakers.

Overview

The research literature relevant to this study discussed in this chapter focuses on the problematic internet usage among working women and homemakers. The samples chosen for this research were women from different fields, socio-economic status, age ranges, and with varied health. Some research study results show that problematic internet use may be associated with subjective distress, functional impairment, and Axis I psychiatric disorders. This research project intends to explore it as there have been very few research studies that look at problematic internet usage among working women and homemakers. The literature review also revealed that adolescents use the Internet for many hours per week; most use dysfunctional coping strategies and show worse interpersonal relations than peers who do not show signs of PIU. Thus, to clarify and understand this correctly, this study analysed the same in the Indian population, especially women in Tamil Nādu. The study was also focused on the experiences of working women and homemakers and the lack of time.

Methodology

Aim

The study aims to compare working women and homemakers and to determine whether any differences exist in problematic internet usage.

Objective

To find the difference between working women and homemakers on problematic internet use

Hypothesis

- There will be no significant difference between working women and homemakers on problematic internet use.
- There will be no significant difference of problematic internet usage in obsession dimension between working women and home makers.
- There will be no significant difference of problematic internet usage in neglect dimension between working women and home makers.
- There will be no significant difference of problematic internet usage in control disorder dimension between working women and home makers

Variable

Problematic internet usage, work status.

Population Sample

In this study, primary data was used. 116 responses were obtained from 58 working women and 58 homemakers, whose ages ranged from 20 to 50 years. The data was collected in and around Thoothukudi.

Sampling Method

The simple random sampling method is utilized to collect data from working women and homemakers. The responses were obtained by giving questionnaires through online mode.

Research Design

Cross-sectional research design. The study focuses on women of age 20 to 50 who are using the internet in and around Thoothukudi. The samples demographic details are collected. The tool, Problematic Internet Use Questionnaire (PIUQ) (Demetrovics, Szeredi, and Rozsa, 2008) was used.

Inclusion Criteria

- The study includes samples collected in and around Tamil Nadu.
- working women and homemakers aged ranges from 20 to 50 years were included in the study

Exclusion Criteria

- Women who did not use the Internet were excluded from this study.

Operational Definition

Problematic internet use

Problematic internet use (PIU) or Internet addiction disorder (IAD) is characterized by excessiveness or poorly controlled preoccupation, urges, or behaviors regarding internet use that lead to impairment or distress.

Working women

A woman who earns a salary, wages, or other income through regular employment, usually outside the home. (Random House Kernerman Wester's College Dictionary, 2010)

Homemakers

A person who maintains the administration and upkeep of his or her residence, especially one who is not employed outside the home; one who runs the household. (Lillian B. Rubin, (1979), *Women of a Certain Age: The Midlife Search for Self*, page 233)

Measures

The following standardized tool was used in the present study:

Problematic Internet Use Questionnaire (PIUQ) by Demetrovics, Szeredi, and Rozsa, (2008)

Tool Description

Problematic internet usage Questionnaire

The problematic internet usage questionnaire was developed by Zsolt Demetrovics, Szeredi, and Rozsa in 2008 to measure the extent of problems caused by the “misuse” of the Internet. Problematic internet use is referred to excessiveness or poorly controlled preoccupation, urges, or behaviors regarding internet use that lead to impairment or distress. It consists of 18 items, six in each 3 subscale- obsession, neglect, and control disorder. The responses can be marked on a 5-point scale. The responses range from “Never” to “Always.” The total scores can fall between 18 to 90, and scores of each subscale range from 6 to 30. The test-retest correlation of the PIUQ is .90. The internal reliability (Cronbach’s α) of the Problematic Internet Use Questionnaire is 0.87. The internal reliability of the subscales, namely, obsession, neglect, and control disorder were found to be 0.85, 0.74, and 0.76 respectively. The reliability coefficient for the Problematic Internet Use Questionnaire was 0.90 and for the three subscales ranged between 0.76 and 0.90.

Procedure

The responses were collected through online mode. By distributing the questionnaire to all working women and homemakers in and around Thoothukudi. We collected 116 responses. Basic demographic details are collected through the form and an 18-item Problematic internet usage questionnaire is asked to be filled. The following instructions are given in the form, ' Read each statement carefully. Choose the answer which suits you best. There are no right or wrong answers. Your response will be kept confidential '. The responses are recorded.

Ethical Consideration

The participants get to be informed about the purpose of the study, and regarding their consent, the research was conducted. They were not obligated to participate in the research and were asked to withdraw at any time. Their privacy and their details are assured to be secured. Informed that the research will not benefit them. They were treated respectfully. The collected data is kept confidential and their anonymity is maintained.

Statistical Analysis

- Independent sample T-Test was applied to determine the difference between problematic internet usage among working women and homemakers.
- This study was carried out with a Statistical Package for the Social Science (SPSS) Software version

Results and Discussion

This chapter presents the results of the current study. Keeping in view the objectives of the study and the methodology as followed. The analysis was carried out to test the hypothesis. The analysis explains the difference in problematic internet usage among working women and homemakers.

Table 4.1

The significant difference in problematic internet usage among working women and homemakers.

Work status	N	Mean	Standard deviation	“t” value
Working women	58	39.1034	8.31336	
Home maker	58	39.6724	10.39465	.745

*P>0.05

Table 4.1 indicates no significant difference in problematic internet usage among working women and homemakers. The mean, standard deviation and t-value were obtained. The t-test value is .745, which shows there is no significant difference at the 0.05 level. The mean value for working women and homemakers is 39.1034 and 39.6724, respectively. It reveals that working women and homemakers have no difference in problematic internet usage.

Table 4.2

The significant difference in problematic internet usage among working women and homemakers in obsession dimension.

Work status	N	Mean	Standard deviation	“t” value
Working women	58	11.4483	3.76583	.981
Home maker	58	11.4655	3.97013	

*P>0.05

Table 4.2 indicates no significant difference of problematic internet usage in control disorder dimension between working women and homemakers. The mean, standard deviation and t-value were obtained. The t-test value is .981, which shows there is no significant difference at the 0.05 level. The mean value for working women and homemakers is 14.5862 and 15.0690, respectively. It reveals that working women and homemakers have no difference in control disorder dimension.

Table 4.3

The significant difference between problematic internet usage among working women and homemakers in neglect dimension.

Work status	N	Mean	Standard deviation	“t” value
Working women	58	13.0690	3.58291	.924
Home maker	58	13.1379	4.18203	

*P>0.05

Table 4.3 indicates no significant difference of problematic internet usage in control disorder dimension between working women and homemakers. The mean, standard deviation and t-value were obtained. The t-test value is .924, which shows there is no significant difference at the 0.05 level. The mean value for working women and home makers is 13.0690 and 13.1379, respectively. It reveals that working women and homemakers have no difference in neglect dimension.

Table 4.4

The significant difference between problematic internet usage among working women and homemakers in control disorder dimension.

Work status	N	Mean	Standard deviation	“t” value
Working women	58	14.5862	3.07813	.476
Home maker	58	15.0690	4.11613	

*P>0.05

Table 4.2 reveals no significant difference of problematic internet usage in obsession dimension between working women and homemakers. The mean, standard deviation and t-value were obtained. The t-test value is .476, which shows there is no significant difference at the 0.05 level. The mean value for working women and homemakers is 11.4483 and 11.4655, respectively. The results show that the working women and homemakers have no difference in obsession dimension.

Discussion

This discussion focuses on the analysis of the difference among working women and homemakers on problematic internet usage.

Results shown in Table 4.1, revealed no significant difference among working women and homemakers on problematic internet usage.

Results shown in Table 4.2, revealed no significant difference among working women and homemakers on obsession dimension.

Results shown in Table 4.3, revealed no significant difference among working women and homemakers on neglect dimension.

Results shown in Table 4.4, revealed no significant difference among working women and homemakers on control disorder dimension.

The overall score interprets that both working women and homemakers have a low level of Problematic Internet usage. The score of the dimension's obsession, neglect and control disorder which also interpret to be low level.

The result of the present study was similar to the study conducted by Laura Widyanto and Mark Griffiths (2009) an Empirical Study of Problematic Internet Use and Self-Esteem among 1,467 internet users. The main aim of the study was to examine the relationship between problematic Internet use and a number of distinct demographic, behavioural, and psychosocial variables. The results indicated that the influence of psychosocial distress on negative outcomes

due to Internet use was mediated by preference for online socialisation and other symptoms of problematic Internet use.

There would be no significant differences in problematic internet usage between working women and homemakers in this study. Extraneous variables, such as confounding and intervening variables, play a significant role. Confounding variable include the age of the women, individual perspective about technology or an interest in spiritual work and other work, the place they were live and their hectic schedules (homemaker have too much of work in their daily life at the same time working women also play two roles in her life)

In an article, “Why PepsiCo CEO Indra K. Nooyi Can't Have It All” (JULY 1, 2014) a famous response she got from her mother was, "You might be president of PepsiCo. You might be on the board of directors. But when you enter this house, you're the wife, you're the daughter, you're the daughter-in-law, you're the mother. You're all of that. Nobody else can take that place. So, leave that damned crown in the garage. And don't bring it into the house. You know I've never seen that crown.” (Conor Friedersdorf, 2014)

A confounder is a variable that influences both the dependent variable and independent variable, causing a spurious association.

External variables such as lockdown and work from home led both working women and homemakers to utilise the internet as a confounding variable. Working women's and homemakers' educational backgrounds are also important factors in determining internet usage. It is found that their educational qualification is low. The economic status of working women and housewives has a significant impact on internet usage. They have minimal internet usage if their geographic location is rural or metropolitan. They tend to spend less time online if they have a small number of social relationships. When their loved ones are far away, both working women and homemakers

use the internet to improve their personal relationships by making video calls. But they tend to less communicate with their relatives.

An intervening variable is a variable that affects the relationship between an independent variable and a dependent variable.

Working women and homemakers experience no joy while using the internet, hence they are less interested in utilising it. Another element is time; both homemakers and working women prioritise their time and hence spend less time online. This research concluded that there is low level of internet usage among working women and homemakers. Thus, the hypothesis stating that, there will be no significant difference between married working women and homemakers on problematic internet usage has failed to be rejected. Hence, the Scope to understand exact differences by controlling the factors that lead to future research.

Summary and Conclusion

The study was intended to determine the problematic internet usage among the working women and homemakers. The study also understands whether difference exists between working women and homemakers on problematic internet usage. The independent variable was problematic internet usage. The sample was drawn using simple random sampling method. The sample size was 116 which includes 58 working women and 58 homemakers whose age ranging from 20 to 50. The samples were collected from in and around Tamil Nadu.

The tools used in the present study was Problematic internet usage by Z. Demetrovics (2008) was used to measure internet usage. The null hypothesis was adopted for the study. There will be no significant difference between working women and homemakers on problematic internet usage. The statistical techniques used for the data analysis was an independent sample t-test. The data was analysed using Statistical Package for Social Sciences (SPSS) version 20.

Conclusion

The following conclusions were drawn from the study,

- There was no significant difference between working women and homemakers on the internet usage.

- There was no significant difference between working women and homemakers on the obsession dimension.
- There was no significant difference between working women and homemakers on the neglect dimension.
- There was no significant difference between working women and homemakers on the control disorder dimension.

Limitation:

The limitations of the present study are discussed below,

- Sample size was not very large.
- This study did not focus on women above the age of 50.
- The tool used in the study was from a foreign author. However, the tool is a culture faire tool.
- This study was not collected in offline mode.
- The tool was translated into the local language - Tamil.

Suggestion for Future Research

Similar studies could be conducted with certain modifications as follows,

- In this study the researchers are using only one independent variable. In future study one can use more than two independent variables.
- Future studies could include other populations like children, adolescents etc who are considered to be at risk.
- Further researchers can use a large population and even multicultural studies can be done.

- The sample from a border geographical location can be used to ensure the generalisability of population.
- Further researchers can use different experimental designs.
- Gender differences can be explored by future researchers.

Implications

- This research provides a better understanding about the difference in problematic internet usage among working women and homemakers. The findings of this research help in the exploration of women dependency of internet for their daily life activities. Furthermore, results of the current study spread awareness of how much time they spend on the internet and helps them overcome their addictive nature. It is also beneficial to be aware of the negative consequences of problematic internet usage in our daily lives.

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Appendix A

Informed consent and Personal data

You are being asked to take part in a research study. You will provide with a set of questionnaires which you are expected to read carefully and select the option you must resonate with. Your participation in this study is voluntary. Your responses to this study will be treated confidentiality.

Demographic details

Name:

Age:

Gender:

Marriage /unmarried:

Designation: (Working women /Homemaker)

How many hours do you spend your time for working?

How long (no. of. years) have you been working or managing a household?

Appendix B

The Questionnaire given to the participant,

INSTRUCTIONS

○
Put a tick mark in the appropriate cell which describes you the best.

	Items	Score
1	<p>How often do you fantasize about the Internet, or think about what it would be like to be online when you are not on the Internet? (வேலையற்ற நேரங்களில் இணையத்தைப்பற்றி எப்போதெல்லாம் கற்பனை செய்கிறீர்கள்?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	
2	<p>How often do you neglect household chores to spend more time online? (இணையத்தில் அதிக நேரம் செலவழிக்க வீட்டு வேலைகளை புறக்கணித்துள்ளார்களா?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	
3	<p>How often do you feel that you should decrease the amount of time spent online? (நீங்கள் இணையத்தில் செலவழிக்கும் நேரத்தை எப்போதெல்லாம் குறைக்க வேண்டும் என்று நினைக்கிறீர்கள்?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	
4	<p>How often do you daydream about the Internet? (இணையத்தைப் பற்றி நீங்கள் எத்தனை முறை பகல் கனவு காண்கிறீர்கள்?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	

5	<p>How often do you spend time online when you'd rather sleep? (நீங்கள் தூங்க விரும்பும்போது இணையத்தில் எவ்வளவு நேரம் செலவிடுகிறீர்கள்?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p style="text-align: center;"> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	
6	<p>How often does it happen to you that you wish to decrease the amount of time spent online but you do not succeed? (இணையத்தில் செலவழிக்கும் நேரத்தைக் குறைக்க விரும்பியும் , அதனை நீங்கள் நிறைவேற்றாமல் இருப்பது எப்போதாவது நடந்திருக்கிறதா ?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p style="text-align: center;"> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	
7	<p>How often do you feel tense, irritated, or stressed if you cannot use the Internet for as long as you want to? (நீங்கள் விரும்பும் நேரம் இணையத்தைப் பயன்படுத்த முடியாவிட்டால் பதற்றம், எரிச்சல் அல்லது மன அழுத்தத்தை உணர்கிறீர்களா?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p style="text-align: center;"> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	
8	<p>How often do you choose the Internet rather than being with your partner? (உங்கள் துணையுடன் இருப்பதை காட்டிலும் இணையத்தை தேர்வு செய்ய விரும்புகிறீர்கள் ?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p style="text-align: center;"> Never Rarely So metimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	
9	<p>How often do you try to conceal the amount of time spent online? (இணையத்தில் செலவழித்த நேரத்தை எப்போதெல்லாம் மறைக்க முயற்சி செய்கிறீர்கள்?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p style="text-align: center;"> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	

10	<p>How often do you feel tense, irritated, or stressed if you cannot use the Internet for several days? (நீங்கள் பல நாட்களுக்கு இணையத்தைப் பயன்படுத்த முடியாவிட்டால் பதற்றம், எரிச்சல் அல்லது மன அழுத்தத்தை உணர்கிறீர்களா ?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	
11	<p>How often does the use of Internet impair your work or your efficacy? (இணையத்தைப் பயன்படுத்துவது உங்கள் வேலையை அல்லது உங்கள் செயல்திறனை எப்போதெல்லாம் பாதிக்கிறது?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	
12	<p>How often do you feel that your Internet usage causes problems for you? (உங்கள் இணையப் பயன்பாடு உங்களுக்குச் சிக்கல்களை ஏற்படுத்துவதாக எப்போதெல்லாம் உணர்கிறீர்கள்?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	
13	<p>How often does it happen to you that you feel depressed, moody, or nervous when you are not on the Internet and these feelings stop once you are back online? (நீங்கள் இணையத்தில் இல்லாதபோது மனச்சோர்வு, அல்லது பதற்றம் ஏற்பட்டு மீண்டும் இணையத்தில் திரும்பியவுடன் அந்த மனநிலை மற்றம்மடைந்ததை உணர்கின்றீர்களா?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	
14	<p>How often do people in your life complain about spending too much time online? (நீங்கள் இணையத்தில் அதிக நேரம் செலவிடுவதைப் பற்றி உங்கள் வாழ்க்கையில் மக்கள் எப்போதெல்லாம் புகார் செய்கிறார்கள் ?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	

15	<p>How often do you realize saying when you are online, "just a couple of more minutes and I will stop"? (நீங்கள் இணையத்தில் இருக்கும் போது, "இன்னும் இரண்டே நிமிடங்களில் நான் நிறுத்திவிடுகிறேன்" என்று உங்கள் மனம் சொல்வதை எப்போதெல்லாம் உணருகிறீர்கள்?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p style="text-align: center;"> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	
16	<p>How often do you dream about the Internet? (இணையத்தைப் பற்றி நீங்கள் எப்போதெல்லாம் கனவு காண்கிறீர்கள்?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p style="text-align: center;"> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	
17	<p>How often do you choose the Internet rather than going out with somebody to have some fun? (பொழுதுபோக்கிற்காக வெளியே செல்வதை விட எப்போதெல்லாம் இணையத்தை தேர்வு செய்கிறீர்கள்?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p style="text-align: center;"> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	
18	<p>How often do you think that you should ask for help in relation to your Internet use? (இணையத்தை பயன்படுத்துவதை குறித்து பிறரிடம் உதவி கேட்க வேண்டும் என்று எப்போதாவது நினைத்திருக்கிறீர்களா?)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p style="text-align: center;"> Never Rarely Sometimes Often Always (ஒருபோதும்) (அரிதாக) (சில நேங்களில்) (அடிக்கடி) (எப்போதும்) </p>	

A Study on Work-Life Balance and Emotional Intelligence Among School Teachers

A project submitted to

St. Mary's College (Autonomous), Thoothukudi

Re-accredited with 'A⁺' Grade by NAAC

Affiliated to

Manonmaniam Sundaranar University,

Tirunelveli

In partial fulfilment of the award of the degree of

Bachelor of Science in Psychology

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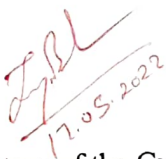
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June 2022

Certificate

This is to certify that this project work entitled "A study on Work life balance and Emotional Intelligence among School Teachers " is submitted to St. Mary's College (Autonomous), Thoothukudi affiliated to **Manomaniam Sundaranar University, Tirunelveli** in partial fulfilment of the award of the degree of Bachelor of Science in Psychology done during the year 2021 - 2022 by Abinaya A (19SUPS02) Gomathi Swetha S (19SUPS08), Grace Sheebarani P (19SUPS09), Jenifer M (19SUPS11), Katherik Asha V (19SUPS14), Seetha S (19SUPS22). This dissertation has not formed the basis for the award of any Degree/Diploma/ Associateship/ Fellowship or other similar title to any candidate of any University.



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Introduction

In this fast pacing world, almost all the working class struggle to balance their work and personal life. Teachers are no exception to it. As the drastic growth of academic sector poses a high work standard for teachers especially school teachers. In India, education is considered as one of the key factor for a person's personal and professional growth. Parents and students rely greatly on teachers for academic achievement, even if latter's involvement play's a greater role in it.

Teachers serve as excellent role teachers and have an impact on Pupils decision making. For example, DR. APJ. Abdul kalam India's most respectful president Owens, his success as a renowned aerospace Engineer to his teacher. Dr. Kalam's contribution to society was impacted by Mr. Siva Subramania Iyer's lessons on how birds fly. Hence the high standard has been set to the role of teachers. Why would create stress as they strive to reach that standard.

Selection of learning activities, thereby setting goals Education in school is the responsibility of the teaching profession. provides learning opportunities for students to meet curriculum outcomes, emphasizes the development of teaching values, and guides students' social relationships. Teachers use practises that develop students' positive self-concept. Although the work of the teacher usually takes place in a classroom setting, the direct connection between teacher and student is the most important element in teaching.

Teachers experience a wide range of occupational stressors that affect their mental health: excessive workload, long hours, large classroom size, inadequate teacher preparation, poor working conditions, role conflict, and lack of resources. These stressors impact the psychological wellbeing of teachers. Occupational stressors such as work overload and low salary are correlated with high stress and low job satisfaction. Work environment and

conditions not only impact the psychological wellbeing of teachers but also influence their ability to adequately perform job duties. Poor sleep and sleep disorders were associated with depression and impaired cognition which impacted attention, concentration and memory and led to low personal and work performances. Teachers with depressive disorders were unable to create a productive classroom learning environment, contributing to a school climate in which students are unmotivated and ineffective in learning new skills. Stressed teachers were more likely to be absent from school, retire early, and have a higher turnover in the profession. Teacher time management must start with setting priorities and organizing the day around the most important tasks. Setting priorities can help keep teachers on track throughout the day, even when the unexpected occurs and the workload can seem overwhelming.

Work-Life Balance

Work-Life Balance is described as a suitable level of participation or 'fit' between the numerous roles in a person's life. Work-Life Balance is often connected with homeostasis, or preserving an overall sense of harmony in life. The study of Work-Life Balance entails examining people's ability to manage multiple demands of life at the same time.

The topic of Work-Life Balance is coming to the forefront of many organisations and in people's minds in the workplace and at home. Human resource professionals in today's fast-paced culture are looking for ways to improve their firms' bottom lines, boost people's morale keep up with workplace changes. Work-Life Balance is exacerbated by three factors: global competition, personal lifestyles, family values, and an aging workforce. Human resource professionals may help their firms capitalise on these variables by implementing work-life initiatives to obtain a competitive advantage in the marketplace, Work-family was a word that was more commonly used in the past than it is now. The

current trend is to utilise names that include the word Work-Life, which has a broader meaning or labelling that refers to specific areas of support (e.g., quality of life, flexible work options, life balance, etc.). The tug of war between work and family responsibilities is known as work-family conflict. Work-life balance refers to an individual's capacity to manage resources in order to fulfil family and work obligations so that they can effectively participate in both areas of life (Voydanoff, 2005). From the perspective of the teacher's difficulty is to create a supportive culture that allows to focus on their jobs while at work. Family-friendly benefits are those that allow people to balance their personal and family obligations without jeopardising their professional obligations. Work-life Balance is also about balancing paid work with activities that are essential to us, such as spending time with family, participating in sports and recreation, volunteering, or pursuing higher education. They believe that better balancing our work and personal lives will benefit both the community and the people. It has the potential to help strengthen communities and promote good governance. Work-life balance has become a common issue in the workplace in an age of competing duties and commitments.

Theories of Work Life Balance

Throughout the history of Work-Life Balance as a concept, A number of theories have been proposed in this discipline in an attempt to explain this phenomenon. The following are some of those theories:

Broader Theory: According to this theory, people live in distinct spheres (i.e., a work domain and a family domain). These areas have borders that are defined by their permeability and flexibility. People's ability to successfully cross borders is determined by their level of influence (autonomy) and domain identification. Border theory has mostly focused on the realms of work and family.

Boundary Theory: Boundary Theory is a cognitive social grouping theory that focuses on the roles that people take on as a result of social category labels, including work and home. People may cross these lines by leaving one job (work) and entering another (i.e., home). Unlike border theory, boundary theory encompasses a broader range of social categories than work and home.

Segmentation Theory: This theory, considered one of the first on Work-Life Balance, states that work and family life are intrinsically separate and distinct from one another. This independence has no effect on work or family life, allowing people to draw distinctions between the two and organise their lives more effectively. Some research contradicts this theory, claiming that work and family life are inextricably linked.

Spillover Theory: This theory emphasises the interconnectedness of work and family life, implying that they both influence one another. As a result, both good and bad professional experiences/abilities can be transferred to good or bad home experiences/abilities, and vice versa.

Compensation Theory: According to this theory, try to compensate for shortcomings in one area by improving in another. Teachers who are experiencing difficulties at work, for example, may seek out happy experiences at home to compensate for their negative work experiences.

Instrumental Theory: According to this theory, choose to behave in one field in order to influence the other. For example, they may decide to work harder at their job to earn more money in order to take a personal vacation.

Emotional Intelligence (E.I)

Emotion is derived from the Latin verb *emovare*, which means "to change and move constantly". Emotions play an important role in human natural selection and adjustment.

They influence how we perceive, understand, and respond to our surroundings. Scientists coined the term "Emotional Intelligence," and it has since spread to practically every corner of the globe. Emotional Intelligence is becoming increasingly popular as a criterion for identifying successful people. Military leaders have a critical role to play in ensuring the military's success. Emotional Intelligence allows them to understand their own feelings as well as the sentiments of others. This makes them more successful at directing missions to success.

A set of traits or abilities that deal with the emotional side of life, such as identifying and regulating one's own emotions, motivating oneself and controlling impulses, understanding and managing others' emotions, and effectively managing interpersonal relationships. It's a collection of traits or abilities related to the emotional side of life, according to Goleman. Emotional Intelligence is defined as the ability to reason with emotions in four areas: perception, integration in thought, understanding, and management. (Mayer, Caruso and Salovey, 2002) It has been defined as the ability to interpret information about one's own and others' emotions.

Origins of Emotional Intelligence

Wayne Payne is said to have coined the term Emotional Intelligence for the first time (1986). His work paved the way for the next generation of scholars in this subject. (Peter Salovey and John D. Mayer, 1990) defined EI as "a sort of social intelligence". The goal of his book was to introduce the concept of EI to two strangers and have them both grasp what it meant. Today, EI is considered one of the most influential business ideas of the decade.

Major components of Emotional Intelligence

Emotional Intelligence, according to Goleman (1995), is divided into five elements.

- Understanding our own feelings

- Keeping our emotions in check
- Recognizing and motivating ourselves
- Recognizing and motivating others
- Relationship management.

Theories of Emotional Intelligence

Emotional Intelligence can be used to achieve goals and objectives while also creating a happier and healthier workplace culture. The ability model (Mayer, Salovey, 1997) and the Emotional Social Intelligence Model of EI (Baron, 2006) will be briefly described in this study, along with supporting research evidence for each. It will then provide a brief description of two measures based on these models.

Bar on model: In 1997, a new model called Bar-On appeared in comparison to Mayer and Salovey's concept of Emotional Intelligence. EI is defined as non-cognitive capacities, competencies, and skills that influence one's ability to cope with environmental demands and stresses. It aims to figure out why certain people have a higher chance of achieving success.

- Self-esteem, emotional self-awareness, assertiveness, self-actualization, and independence are all forms of intrapersonal abilities.
- Empathy, social responsibility, and interpersonal relationships are examples of interpersonal skills.
- Problem solving, social responsibility, and interpersonal relationships are all aspects of adaptability.

- Stress management includes the ability to tolerate stress and the ability to control impulses.
- Mood encompasses happiness and optimism (Schulze & Roberts, 2005).

The Bar-On model asserts that emotional intelligence is shaped not just by an emotional component, but also by a significant social component. The Emotional Quotient Inventory (EQ-i) was created to quantify how emotionally and socially intelligent a person is. It has now become the most extensively utilised indicator of emotional-social intelligence.

Daniel Goleman Model: Daniel Goleman (1995) argues that Emotional Intelligence (EI) is more important than IQ when it comes to living a fulfilling life. He argues that "emotional illiteracy" has to blame for a wide range of social issues, including emotional instability and wrongdoing. People at work frequently fall short of their potential due to a failure to appropriately manage their emotions. At work, there are five components of emotional intelligence. In the 1990s, psychologist Daniel Goleman was credited with creating the five components of Emotional Intelligence at work. These components, as well as instances of how they are work in the workplace, are listed below:

Self-Awareness: Self-awareness is the ability to recognise and grasp one's own moods, feelings, and how they affect others. Fearlessness, rational self-evaluation, and a sense of humour are all part of it. Self-awareness is dependent on one's ability to monitor one's own emotional state as well as accurately detect and name one's emotions.

Self-Management: Self-management is defined as the ability to control or redirect problematic driving forces and temperaments, as well as the willingness to suspend judgement and consider before acting. Reliability and uprightness, familiarity with ambiguity, and openness to change are all trademarks.

Internal motivation: A desire to work for reasons other than financial gain or status - which are external incentives, such as an internal vision of what is important in life, a joy in completing a task, or an interest in learning. It is a proclivity for pursuing goals with vigour and persistence. A strong will to succeed, good faith despite disappointment, and authoritative duty are all trademarks.

Empathy: Empathy is the ability to understand the emotional nature of others. It is the ability to comprehend and relate to others based on their emotional responses. Building and maintaining abilities, as well as customer and client service, are all hallmarks.

Social Skills: The tools used to communicate and engage with others are known as social skills. People can listen, communicate, and settle issues more successfully if they have greater social skills, such as effective communication and respect. Social skills may be used to advance a person's career in the workplace and are crucial capabilities for leaders.

Connection between Work-life Balance and Emotional Intelligence

Teachers who are emotionally intelligent are thought to have a better work-life balance. This is because people with higher emotional intelligence can deal with the consequences of stress, whereas those with lower emotional intelligence cannot. Furthermore, teachers with higher EI will be able to influence the emotions of others in a group setting, allowing them to balance their personal and professional lives. The purpose of this study is to highlight the major issues that organisations face in these areas, as well as the solutions that will assist them in dealing with them more effectively. Following a review of related literature in the areas of Emotional Intelligence and Work-Life Balance, the researcher gained insight into a number of elements. According to Kidwell et al. (2011), emotions have strong psychological forces that influence professional behaviour and performance. It refers to an individual's ability to use emotions in response to the time and circumstances. Emotional

Intelligence encompasses a wide range of an individual's social life. That EI encompasses all of our actions and emotions. As they say, we carry and act on our feelings no matter what we do or where we go. Emotional Intelligence refers to the adaptive functioning of both interpersonal and intrapersonal interactions. Researchers discovered that EI is a specific trait that varies from person to person. When it comes to emotional skills, the difference is palpable.

A Study of Emotional Intelligence in Relation to School Teachers' Work-Life Balance

Work-Life Balance has become a universal concern for both professions and individuals in this fast-paced digital age. The ability of teachers to maintain a Work-Life Balance is becoming increasingly important as job priorities shift. Technology has accelerated the pace of work rather than making it easier. Teachers are expected to produce outcomes. The focus of this study is to observe the E.I. and Work-Life Balance of school teachers and the reliability of the two variables, in relation to all the aforementioned Work-Life Balance issues.

Need for the study

Most people define Emotional Intelligence as the ability to perceive, use, comprehend, and manage emotions. It is critical in this day and age, especially for school teachers. Work-Life Balance, on the other hand, will be very important aspect among school teachers. The study discovered that school teachers with high EI would properly plan their work, which would aid in avoiding long working hours and holding meetings after school hours. (2019, A. Vasumathi, Mary I. Sagya, and Kameswara Rao). This research is critical in this context because it can shed light on the importance of Emotional Intelligence as well as the root cause of Work-Life Balance and assist us in eliminating it so that we can contribute to the effective shaping of future citizens.

Review of literature

A survey of related literature provides insight into prior efforts as well as opportunities to learn about the methodologies, measures, subjects, and approaches used by other researchers.

This chapter's review of literature includes the following:

- Work-Life Balance
- Emotional Intelligence
- Work-Life and Emotional Intelligence

Work-Life Balance

Mohd Abdul Nayeem (2012) conducted research on work-life balance among teachers of technical institutions. The study examines the relationship of job satisfaction with Work-Life Balance (WLB), turnover intentions and burnout levels of teachers. They found that among other occupations, teaching is reported to have positive and negative experiences about work-life.

Miryala & Chiluka (2012) conducted research on work-life balance amongst teachers. The purpose of this study is to highlight the necessity of adopting work-life balance policies for teachers teaching at different levels. The data for the study was collected from 100 teachers working for government and private schools, colleges, universities and professional courses. The findings of the study indicate that there is a need for designing WLB policies and programs for the teaching community to enable them to balance their work and life needs.

Fatima & Shamim (2012) conducted an empirical analysis of factors affecting work-life balance among university teachers in Pakistan. This study analysed the determinants of work and life imbalance with respect to male and female university teachers. A total of 146 teachers from both private and public sector universities are included in the study. Statistical

analysis reveals that partner support, colleague support and job resources are positively associated with the WLB.

Punia & Kamboj (2013) did research on quality of work-life balance among teachers in higher education institutions. It has been proved time and again that a good quality of work life balance results in the wellness of the faculty and also improved student behaviour. However according to gender and marital status no significant variations have been found in the quality of WLB of the teacher.

Saeed & Farooqi (2014) conducted research on Examining the relationship between work-life balance, job stress and job satisfaction among university teachers at the University of Gujarat. The sample of 171 teachers has been chosen. Random Sampling method has been used as sampling technique for the study. The findings of the study indicate that there was a insignificant relationship between job stress and job satisfaction. Results of the study are helpful for educational institutions as well as teachers to get a better understanding about the relationship that exists between job stress, work-life balance and job satisfaction thus contributing toward their performance improvement.

Arif & Farooqi (2014) conducted research on Impact of work life balance on job satisfaction and organizational commitment among university teachers: A case study of University of Gujrat, Pakistan. A sample of 171 teachers was collected through the stratified random sampling which has been provided the basis for analysis. There existed a positive significant relationship exists between work-life balance and organizational commitment of university teachers.

Priya (2017) conducted research on the topic investigation on the balance between professional and personal work of women teachers. The main aim was to examine the work-life balance of women teachers in Chennai city. In this normative survey study, around 100

women teachers were selected as samples by using convenient sampling techniques. The tool used in this study was work-life balance checklist by Daniels, Lewis, and Mc Carraher (2000). This study was able to measure women teachers' work-life balance and has found that weekly hours of work and the stress associated with work were very important determinants of women teachers' work-life balance, alongside their occupations, age and caring responsibilities.

Johari & Fee Yean (2018) did the research on autonomy, workload, work-life balance and job performance among teachers. The sample size was 302 teachers. Data were analysed using Statistical Package for Social Sciences version 17.0 and Partial Least Square (Smart PLS) version 2.0. Based on the statistical analyses conducted, the findings reported that autonomy and work-life balance had a significant impact on respondents' job performance. In practical implication, the management of schools need to focus on measures to enhance autonomy and work-life balance in improving job performance among teachers.

Mercado (2019) conducted a research paper on work life balance and level of satisfaction among women teachers assigned in the northernmost part of Philippines. The aim of this study was to find the relationship between work life balance and level of satisfaction among women. In this study 210 women participated and it used descriptive normative and correlation methods. The results showed that the education sector has to consider not only the work of their women employees in their institution but also their personal life because once these two are balanced; this could lead to high levels of job satisfaction. As an effect, this could heighten the level of commitment and their loyalty.

Ogakwu, Fidelis & Onyemaechi (2022) did research on occupational health intervention for work-life balance and burnout management among teachers in rural communities. The participants were 141 teachers in rural communities. Data were analysed using repeated

measure analysis of variance. The result showed that rational emotive occupational health coaching (REOC) led to a significant increase in the management of WLB and burnout among teachers compared to their counterparts in the control group.

Emotional Intelligence

Anathi (2012) did a study on teachers: emotional intelligence, job satisfaction, and organizational commitment. The study aims to examine the role of gender and age in emotional intelligence, job satisfaction and organizational commitment. The participants were selected by proportional stratified sampling and simple random selection. The findings showed that the study provides support for gender differences, with females reporting higher emotional intelligence, but the results show no age differences among the participants.

Singh & Ajeya Jha (2012) did a study on Teacher effectiveness in relation to emotional intelligence among medical and engineering faculty members. The aim of the study is that Emotional Intelligence (EI) influences an individual's job performance in terms of organizational commitment and job satisfaction. The samples size was 250 faculty members from three colleges. The tools used in this study was Emotional Intelligence scale (EIS, 2007), Teacher Effectiveness Scale (TES, 2010) and Teacher Rating Scale (TRS, 2003). This study finds that Gender differences on the scores of Emotional Intelligence and Teacher Effectiveness was insignificant.

Biao (2013) conducted research on exploring the relationship among teachers' emotional intelligence, emotional labour strategies and teaching satisfaction. The sample of the study was 1281 Chinese school teachers. Data was analysed through the second order factor structure of emotional intelligence. The finding of the study was that expression of naturally felt emotion significantly influences teaching satisfaction. These findings could be explained by differences in the nature of various emotional labour strategies.

Meirav (2014) did research on the topic of teaching the teachers: emotional intelligence training for teachers. This paper presents a pre–post, quasi-experimental design study conducted to evaluate the contributions of a 56-h “Emotional Intelligence” training model. The sample size was 186 teachers from the elementary school. The results indicated an increase in emotional intelligence and empathic concern from the beginning to the end of the course.

Mohamad & Jais (2016) did research on the topic of emotional intelligence and job performance: A study among Malaysian teachers. The samples were collected from 212 teachers in 6 secondary schools in Kedah. Data was collected through questionnaire survey that consists of 3 factors. The researcher finds that high level of emotional intelligence associated with high level of job performance of the respondents. It suggests that emotional intelligence should be developed and improved through a systematic and consistent approach.

Dolev & Leshem (2017) conducted research on the topic developing emotional intelligence competence among teachers. The focus of the study was to explore what impacts an EI training programme might have upon the participants. Data was collected based on the 26 in-depth interviews with school teachers which followed a two-year emotional intelligence development programme. The results showed that EI training programmes may be effective in bringing about positive EI and related behaviours which may positively impact teachers' practice, their sense of meaningfulness and their relations with students.

Alghamdi & aslam (2017) researched on personality traits as predictor of emotional intelligence among the university teachers as advisors. The sampling size was 100 student advisors (50 males and 50 females) within the age group of 21 to 40 years. The tools used in this study was Schutte Emotional Intelligence Scale (SEIS) and Big Five Inventory (BFI)

were used to measure Emotional Intelligence (EI) and personality traits. The findings revealed that three personality traits, extraversion, agreeableness, and openness to experience, emerged as significant predictors of EI.

Rosnee, zain, & suhaimi (2021) researched on work attitude, organizational commitment and emotional intelligence of Malaysian vocational college teachers. The sample size was 263 vocational college teachers. The data of the study was analysed with Structural Equation Modelling (SEM) approach using Analysis of Moment Structures (AMOS) software. The study result was significant with a positive relationship. This study can be used as a guide to stakeholders in managing vocational colleges teachers.

Work-Life Balance and Emotional Intelligence

Narayanan (2015) did research on the topic emotional intelligence as correlates to work-life balance. The aim of this research paper is to find out the role of emotional intelligence in fostering work-life balance among the working and non-working professionals' teacher. The data was collected from the 55 working professionals of postgraduate within the age group of 22 to 40 years. Random sampling method was used in this study. It concluded that opportunity will certainly open the doors to the highly emotionally competent talented group to work effectively in all cultural diversity.

Malik & Haider (2019) conducted research on perceived emotional intelligence, work-life balance and job satisfaction among healthcare professionals in Pakistan. The objective of this research was to evaluate the perceived emotional intelligence and its relationship with work-life balance and job satisfaction among the healthcare professionals. The sample size was 283 prescribers, 214 nurses, and 215 pharmacists obtained through convenience sampling method. The tool used in this study was job satisfaction questionnaire, and the NHS Emotional Intelligence questionnaire. The results of the present study concluded that a

significant relationship existed among the emotional intelligence, work-life balance and job satisfaction. The emotionally intelligent healthcare professionals were better in managing their work-life balance and were more satisfied with their job.

Vasumathi & Sagaya (2019) conducted on the topic of the impact of emotional intelligence on work-life balance among the faculty members' performance in the private universities using multivariate analysis, Tamil Nadu, India. The researchers have selected three private universities for the study to find out the impact of emotional intelligence on work-life balance among the faculty members' performance in Tamil Nadu, India. The discriminant analysis proved that there is a significant association between the universities and the determinants of EI and WLB. The study found that the faculty members with high EI would plan their work properly which would be helpful in avoiding long working hours and conducting meetings after office hours.

Faldu & Udaykumar (2020) conducted the research on Impact of emotional intelligence on work-life balance of teaching professional with special referee to Saurashtra Region. The literature suggests there are certain individual factors (i.e., Emotional Intelligence, spiritual intelligence, and job engagement), organizational factors (i.e., organizational support and work overload) and environmental factor (i.e., advance technology) affect employee's work-life balance. A sample of 50 teaching professionals from Saurashtra region has been obtained for this research. The primary data has been collected using a structured questionnaire method. The results was found that emotional intelligence significantly contributes to work-life balance of employees.

Sadaf, Ahamad & Batool (2014) aimed to explore emotional intelligence and work-life balance of working women teachers in the public sector. The sample of the study consisted of 350 working women randomly selected from six public sector Universities. The data was

collected using the survey method. It was found that the majority of the working women had high emotional intelligence with a high work-life balance. A significant relationship was found between emotional intelligence and the work-life balance of working women. It was concluded that high emotional intelligence leads to a high work-life balance.

Overview

The research articles that have been reviewed in this chapter were relevant to our present study “A Study on Work-Life Balance and Emotional Intelligence Among School Teachers”. From the results of reviewed articles, it is understood that emotional intelligence and work-life balance are important aspects of psychological well-being, and they both are interrelated. According to the studies highly emotionally intelligent individuals are well adjusted and satisfied in their jobs and also balance their personal works without any influences of work pressure. The results of some reviewed literature were explained that:

- There is a need for designing WLB policies and programs for the teaching community to enable them to balance their work and life needs.
- Opportunity will certainly open the doors to the highly emotionally competent talented group to work effectively in all cultural diversity.
- The management of schools need to focus on measures to enhance autonomy and work-life balance in improving job performance among teachers.

Methodology

Aim

This study aimed to explore the relationship between Work-Life Balance and Emotional Intelligence among school teachers.

Hypothesis

There will be no significant relationship between Work-Life Balance and Emotional Intelligence.

Variables

- Work-Life Balance
- Emotional Intelligence

Sample size

This data is based on primary data. This data was collected from 145 secondary school teachers from age limit 25 to 60 in Thoothukudi district. The method used in this research is cluster sampling method.

Criteria

Inclusion criteria

- The individuals from middle to higher secondary schools were only selected as participants for the study.
- Only thoothukudi district population is included.
- Only private and government aided schools were included.

Exclusion criteria

- Individuals from primary schools were excluded.
- Government schools were excluded.

Procedure

Participants from age group 22-50 were selected for research and the responses were collected in and around Thoothukudi district. After obtaining the participants' consents (Appendix A) to take part in the study they were requested to fill in their response to a set of questionnaires. The participants were instructed to read the items carefully and respond to each question by selecting the response that came first to their mind, without overthinking it and they were informed that their responses will be kept confidential. The participants took 10-15 mins to complete the questionnaire.

Measures

The tools measures for the research are

- Work-Life Balance Scale (WLB) (Appendix-B),
- Schutte Self-report Emotional Intelligence Test (SSEIT) (Appendix-C).

Operational definition

Work-Life Balance - Hayman (2005) developed a psychometric instrument of WLB in organisation. Hayman explains the construct as the impact of or the interference of the personal life on work. It measures the reverse phenomenon i.e., the impact of personal life on the work of individuals.

Emotional Intelligence - The Schutte Self-Report Emotional Intelligence Test (SSEIT) is a method of measuring general Emotional Intelligence (EI), using four subscales: emotion

perception, utilizing emotions, managing self- relevant emotions, and managing others' emotions. The SSEIT is structured off of the EI model by Salovey and Mayer (1990). The SSEIT model is closely associated with the EQ-I model of Emotional Intelligence.

Tool Description

Work-Life Balance Scale

The Work-Life Balance Scale was developed by Hayman (2005). The scale consists of 15 items with three dimensions- Work Interference with Personal Life (WIPL- 7 Items), Personal Life Interference with Work (PLIW- 4 Items), Work/Personal Life Enhancement (WPLE- 4 Items). The scale is a five-points ranging from Strongly Disagree (5)- to Strongly Agree (1). The scoring for positive items is ranging from Strongly disagree-5, Disagree-4, Neither agree nor disagree-3, Agree-2, strongly agree-1 and for negative items-7 the scoring is reversed. Overall, Lower the score indicates the better balance Between the work and personal life. Reliability for the scale was estimated using Cronbach alpha coefficient, found to be .87.

Emotional Intelligence

Emotional Intelligence was developed by Schutte (1998). The scale consists of 33 items with five dimensions – Self recognition [5 items], Self-regulation [6 items], Self-motivation [7 items], Empathy [6 items] and Handling Relations [9 items]. This scale is a 5-point ranging from strongly agree to strongly disagree. The scoring for positive items is 5 to 1 and for negative item the score is reversed. In this scale the item no. 1,3,6,7,8,9,10,12,13,16,17,18,19,24,29,30 is negative. The reliability of the scale is 0.790.

Ethical Consideration

The participants were assured confidentiality regarding the data provided by them. Voluntary participation of the samples was also assured. The participants were debriefed about the research study at the end.

Statistical Analysis

To determine the relationship between the research variables, the collected data was statistically analysed using Karl Pearson's correlation coefficient. The analyses were carried out using the social science statistical package software (SPSS 20)

Result and Discussion

The goal of this chapter is to summarize the statistical analysis of the data. It includes discussion, acceptance or rejection of hypothesis and researchers that support the finding.

Table 4.1

Descriptive Statistics

Variables	Mean	Standard Deviation
Work-Life Balance	42.92	7.28
Emotional Intelligence	108.89	12.54

Table 4.1 shows the descriptive statistics for the scores of the measured variables. The mean and standard deviation of the scores received by the study participants is shown.

Table 4.2

The correlation coefficient between Work-Life Balance and Emotional Intelligence

Variables	'r' value
Work-life balance	
Emotional intelligence	-0.191*

*P< 0.05

Table 4.2 shows that there is a relationship between Work-Life Balance and Emotional Intelligence among school teachers. The correlation value is -0.191* which is significant at 0.05 level. The results indicate that the Work-Life balance and Emotional Intelligence among teachers are significant and are negatively correlated.

Discussion

The discussion focuses on the analysis of the relationship between Work-Life Balance and Emotional Intelligence. Work-Life Balance is described as a suitable level of participation or 'fit' between the numerous roles in a person's life. Work-Life Balance is often connected with homeostasis, or preserving an overall sense of harmony in life. The study of Work-Life Balance entails examining people's ability to manage multiple demands of life at the same time. A set of traits or abilities that deal with the emotional side of life, such as identifying and regulating one's own emotions, motivating oneself and controlling impulses, understanding and managing others' emotions, and effectively managing interpersonal relationships.

Table 4.1 shows the descriptive statistics of the measured variable. The statistical analysis of the data shows the mean and standard deviation. The mean for work-Life balance is 42.88 and Emotional Intelligence is 108.37 whereas 6.78 is the standard deviation of Work-Life Balance and 9.71 is the standard deviation of Emotional Intelligence.

Table 4.2 shows the correlation between the Emotional Intelligence and Work-Life Balance Which is found to be significantly negatively correlated, from this it could be inferred that there is a significant relationship between Work-Life and how one manages their emotions. Hence the stated null hypothesis "There is no significant relationship between Emotional Intelligence and Work-Life balance" is rejected. It could be deduced from the finding that when Emotional Intelligence changes the level of Work-Life Balance also changes. As the tools used in this research interprets that higher score on Emotional Intelligence indicates high Emotional Intelligence, whereas low score on Work-Life Balance indicates high Work-Life Balance. Thus, the negative relationship indicates that an increase

in Emotional Intelligence (high score in EI) may lead to increase in Work-Life Balance (low score in WLB).

In the recent studies conducted by Vasumathi & Sagaya (2019) and Faldu and Udaykumar (2020) it was found that Emotional Intelligence significantly contributes to Work-Life Balance of teachers. It also concluded that teachers with high Emotional Intelligence would plan their work properly which would be helpful in avoiding long working hours and conducting meetings after office hours. The emotionally intelligent teachers were better in managing their Work-Life and were more satisfied with their job (Malik and Haider 2019). The present study put forth the role of emotional intelligence among the teachers and the importance of Work-Life Balance. The teachers who have high Emotional Intelligence acknowledge their emotions and balance the work pressure and personal needs.

Summary and Conclusion

Summary

The objective of the present study was to explore the relationship between Work-Life Balance and Emotional Intelligence among school teachers. The sample of the study was selected using cluster sampling method. A total of 145 teachers ranging from 22 to 59 years were selected as samples. The samples were drawn from Thoothukudi districts.

The following standardized tools were used in the study

- The Work-Life Balance Scale was developed by Hayman (2005).
- Emotional Intelligence Scale was developed by Schutte (1998).

The following hypothesis was adopted for the study

- There will be no significant relationship between Work-Life Balance and Emotional Intelligence.

The statistics technique used for data analyses were Pearson's correlation. The data was analysed using Statistical Package for Social Science (SPSS 20)

Conclusion

The following conclusion were drawn from the study

- There is a significant relationship between Work-Life Balance and Emotional Intelligence.

Limitation

- The two tools used in this investigation were created by foreign author. It would be even more appropriate if the author was Indian.

- Male participants were far fewer than female participants.
- In this research, only the correlation coefficient test was used, further statistical analysis like regression would have been used.

Suggestions for further research

- In the future, this research could include other influencing elements such as quality of work, job satisfaction and family adjustment.
- The techniques employed to measure the variables might be built in the context of the Indian population, making the results more generalizable.
- Tools that have recently been developed as well as culturally relevant tools would be employed.

Implications

The current study concentrated on the Work-Life Balance and Emotional Intelligence of teachers. It could be useful in future research. This study helps teachers understand the connection between Work-Life Balance and Emotional Intelligence. This study is a supplement to previous research in the fields of industrial psychology and social psychology.

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Appendix A

Dear Educator,

We are students of St. Mary's College (Autonomous) Tuticorin, pursuing B.Sc. Psychology degree. As a part of our course requirement, we are doing our final year project. We have chosen school teachers as our research population. We request you to take part in our research by filling the questionnaire which requires 10 minutes of your time to complete it.

All the information will be kept confidential and will be used for research purposes only.

Please fill up the following information

- Initial -
- Age -
- Qualification -
- Gender - Male / Female
- Marital Status - Married / Unmarried
- School - Government / Private
- Type of classes handling - Middle High Higher Secondary School
- School name -
- Maximum classes per day -

Instructions:

Kindly go through the following items and select the option, which reflects your behaviour. Kindly mark the ✓ in appropriate response for each statement. Do not leave any statements. The results are highly confidential.

Appendix B

Strongly Disagree - SD, Disagree - D, neither agree nor disagree - NA, Agree - A,
Strongly Agree – SA.

S.No. I	STATEMENTS	SD	D	NA	A	SA
1.	My personal life suffers because of work.					
2.	My job makes personal life difficult.					
3.	I neglect personal needs because of work.					
4.	I put personal life on hold for work.					
5.	I miss my personal activities because of work.					
6.	I struggle to juggle work and non-work.					
7.	I am unhappy with the amount of time for non-work activities.					
8.	My personal life drains me of energy for work.					
9.	I am too tired to be effective at work.					
10.	My work suffers because of my personal life.					

11.	It is hard to work because of personal matters.					
12.	My personal life gives me energy for my job.					
13.	My job gives me energy to pursue personal activities.					
14.	I have a better mood at work because of personal life.					
15.	I have a better mood because of my job.					

Appendix C

Strongly Agree - SA, Agree - A, Neutral - N, Disagree - D, Strongly Disagree – SD.

S.No.	STATEMENTS	SA	A	N	D	SD
II						
1.	I take suggestions from others while selecting my personal belongings like garments, shoes, ornaments, etc.,					
2.	I don't feel bad even when someone criticizes my choice, which I feel the best suited for me.					
3.	Many times I fell confused about my choices.					
4.	My self- assessment about my behaviour is always correct.					
5.	My mood is fluctuating so often.					
6.	I become emotional quickly.					
7.	I never spare people who made me angry.					
8.	I think Catharsis is the best way of controlling emotions.					
9.	When somebody criticizes / under evaluate me I angrily argue with them.					

10.	When I am emotionally upset with my work, I pass it to my home and vice versa.					
11.	When I receive news of failure, I tend to be cool and analyse the pros and cons.					
12.	I think destiny rules human life.					
13.	When I feel desperate, I take advice and help from others.					
14.	I don't like being recommended for any favour.					
15.	Many a times in my life I have come out of the problems on my own.					
16.	When I finish a good work, I expect recognition from my boss / colleagues					
17.	After meeting a failure, it is very tuff for me to make a fresh start.					
18.	When I am delayed my promotion / recognition I become frustrated and bring out an issue out of it.					
19.	When I am talking to others I don't bother about their listening.					
20	Many times, I try to understand people from their point of view					
21.	In a conversation when I understand the other person has a different view, I divert the point of discussion.					

22.	When I want to talk to a person, I always see that he is in a proper mood to receive what I say					
23.	I observe people with minute details. (Body language, tone, mood, etc.,)					
24.	I become angry when people don't listen to my speech.					
25.	I believe that relationship is a matter of mutual understanding and acceptance.					
26.	During a heated argument in the office, I'm the first person to diffuse myself and try to settle the issue amicably.					
27.	I believe that for excellence in work interpersonal relationship is more important than job knowledge.					
28.	By handling people tactfully everyone can be made our friend.					
29.	Jealousy and enmity cannot be avoided in this competitive world.					
30.	It is tough for me to begin conversation with strangers.					
31.	I have inhibition in expressing my appreciation to others.					

32.	I want to have good relationship with everyone I meet.					
33.	I think informal relationship with colleagues is the must for better team work.					

Thank you for your participation.

A Study on Resilience and Job Stress

Among IT Employees

A project submitted to

St. Mary's College (Autonomous), Thoothukudi

Re-accredited with A+ Grade by NAAC

Affiliated to

Manonmaniam Sundaranar University,

Tirunelveli

In partial fulfilment of the award of the degree of

Bachelor of Science in Psychology

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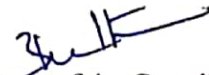
May 2022.

Certificate

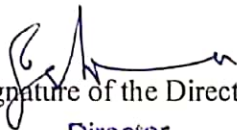
This is to certify that this project work entitled —A Study on Resilience and Job Stress is submitted to St. Mary's College (Autonomous), Thoothukudi affiliated to **Manomaniam Sundaranar University, Tirunelveli** in partial fulfilment of the award of the degree of **Bachelor of Science in Psychology** done during the year 2021 - 2022 by Alfina S. (19SUPS03), Initha Merlin V. (19SUPS010), Jenifer J. (19SUPS012), Nadhira Sherin K. (19SUPS17), Sherine Heavenshah M. (19SUPS23), Velkani P. (19SUPS26). This dissertation has not formed the basis for the award of any Degree/ Diploma/ Associateship/ Fellowship or other similar title to any candidate of any University.



Signature of the Guide



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Signature of the Principal
Principal

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Signature of the Examiner

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Introduction

Resilience

Meaning

The word resilience is a common psychological term which is used to describe people and systems that bounce back from negative experience and disturbance. Resilience exists when a person uses mental processes and behaviors in promoting personal assets and protecting self from the potential negative effects of stressors. Resilience can be both positive and negative when dealing with change or loss in an inevitable part of life since we all respond to stress differently in social determination. Psychologists believe that resilient individuals have the ability to utilize their skills and strengths to cope up and rebuild their lives after struggle. Some people have these abilities naturally with personal traits that help them remain unflappable in the face of challenge. Those who are lacking in this ability might face disappointment or failure may drive them to unhealthy, destructive, or even dangerous behavior. They may dwell on problems and use helpful coping mechanisms to deal with life's challenges. These individuals are slower to recover from setbacks and may experience more psychological distress.

Definition

Dori Reissman defined resilience as "the ability to adjust rapidly to adversity in a healthy manner and is an integral component of occupational health and safety".

Ledesma, (2014), "the ability to bounce back from adversity, frustration, and misfortune".

Masten, (2014), "the capacity of a dynamic system to adapt successfully".

Theories Of Resilience

Dr. Norman Garmezy's Resilience Theory "Not necessarily impervious to stress, rather, resilience is designed to reflect the capacity of recovery and maintained adaptive behavior that may follow initial retreat or incapacity upon initiating a stressful event".

- Individual factors - temperament, positive response to others and cognitive skills.
- Family factors - family cohesion and warmth or concern for all family members including children and grandparents.
- Support factors - factors that are external to the family, those can be supportive teachers, a strong maternal substitute etc.

Michael Rutter Theory "An interactive concept that is concerned with the combination of serious risk experiences and a relatively positive psychological outcome despite those experiences".

Rutter believes that resilience is not at all related to the individual's psychological traits but he believes it to be the ability to adapt when given the right resources. He also believes that children can be resilient with some risk factors therefore different risks and environmental factors can eventually result in the children showing resilience or lack of it in different situations.

Suniya Luthar Theory "A dynamic process encompassing positive adaptation with the context of significant adversity".

According to Luthar two significant things are important for one to be resilient and those are exposure to significant stress and the achievement of positive adaptation. Also she determines three types of protective factors which are protective-stabilization, protective-enhancing, protective but reactive.

Organizational Resilience theory According to Dr. George Stalk Jr. (Everly, 2011) "A 'culture of resilience', which manifests itself as a form of psychological immunity".

With a host of factors contributing to the dynamic and sometimes turbulent business environment and organizational resilience has gained incredible salience in recent years and at the heart of it, everly argues, are optimism and perceived self-efficacy.

Components of Resilience

Dr. Ginsberg, human development expert, offered 7 integral and interrelated components that make up for being resilient.

- *Competence*: Ability and skills required to face challenges, handle stressful situations and in dealing with situations.
- *Confidence*: Trusting in one's own abilities and it is rooted in competence. Groups help identifying each other's strengths by enhancing self-confidence.
- *Connection*: People with close ties with friends, family and community groups tend to have a high sense of belonging and security.
- *Character*: Individuals having 'character' will enjoy a high sense of self-worth and confidence. They contribute by making wise choices for the world. Through strengths-based work it helps in enhancing self-esteem.
- *Contribution*: When personal contribution is taught it teaches the powerful lesson that they should be a part in making this world a better place.
- *Coping*: It happens more effectively and better preparation to overcome life's challenges occurs when the person has a wide repertoire of coping skills.
- *Control*: When realization strikes that we have control over our actions and opinions they tend to make choices in a way that they bounce back from life's challenges.

Role Of Resilience

When we talk about resilience, we're talking about the ability to cope with the ups and downs and bounce back from challenges. Creating a healthy workplace isn't as difficult as you might think. Creating flexible working arrangements combined with discounts from nearby fitness establishments or providing options helps to relax within the office environment. Free counselling through an Employee Assistance Program or another peer support program and thinking and coping strategies like mindfulness can help improve judgement accuracy and decision making, while lifestyle factors like getting enough exercise and eating healthy can help keep your mental health on track. Having a strong support network outside of work can also help support you and contribute to a more resilient skill set.

Factors Affecting Resilience

Four main themes of factors affecting resilience were found:

- The influence of individual factors (e.g., individual traits, having a higher purpose, being self-determined).
- Environmental and organizational factors (e.g., workplace culture).
- Approaches that an individual takes when interacting with her/his professional circumstances (e.g., professional shielding and self-reflection).
- Effective educational interventions (e.g., resilience workshops).

Personality Factors associated with Resilience

Eley and colleagues (2013) proposed four personality traits that strongly correlate with resilience.

- *Self-directedness*: Accepting responsibility for one's mistakes, learning from them and moving on.

- *Cooperativeness*: Being tolerant and accepting a range of behaviors helps in feeling less frustrated and reduces a potential source of stress.
- *Harm Avoidance*: Accepting uncertainty and risk and being more confident in taking decisions is possible by decisive and less anxious people.
- *Persistence*: Stamina can help persevere with a task, set realistic goals, accept their mistakes and learn from them.

Building and Cultivating Resilience

While individuals process trauma and adversity in different ways, there are certain protective factors that help build resilience by improving coping skills and adaptability. Social Support Research published in 2015 in the journal *Ecology and Society* showed that social systems that provide support in times of crisis or trauma support resilience in the individual. Social support can include immediate or extended family, community, friends, and organizations.

- *Realistic Planning* - The ability to make and carry out realistic plans helps individuals play to their strengths and focus on achievable goals.
- *Self-Esteem* - A positive sense of self and confidence in one's strengths can stave off feelings of helplessness when confronted with adversity.
- *Coping Skills* - Coping and problem-solving skills help empower a person who has to work through adversity and overcome hardship.
- *Communication Skills* - Being able to communicate clearly and effectively helps people seek support, mobilize resources, and take action.
- *Emotional Regulation* - The capacity to manage potentially overwhelming emotions (or seek assistance to work through them) helps people maintain focus when overcoming a challenge.

Building Resilience at Work

- *Paying attention to health:* Employees tend to be 3.5 times more resilient when they are in good health. Physical health supports resilience which in turn leads to physical recovery.
- *Practice relaxation techniques:* Part of resilience building is to train the mind to stay relaxed even in stressful situations by spending time with friends, trying relaxation and meditation apps etc.
- *Practice reframing challenges:* Through cognitive appraisal we view an event or situation along with its meaning and what is required to overcome it.
- *Mind your mindset:* Our resilience is influenced by our beliefs, attitudes and mindsets. We should also have control over the outcome of our lives, a construct known as locus of control.
- *Practice self-awareness:* Note what we tell ourselves and pay attention to the self-talk to recognize when our resilience is stressed or when maintenance is needed.
- *Watch the stress levels:* Getting overwhelmed by stress impacts resilience. Aim to identify how we feel and act when stressed helps de-stress.
- *Get connected:* Social network provides a buffer against the stresses of resilience. When building resilience, we raise the hood and tinker with the processes of our own internal engine. This benefits most of us in building resilience.

Job Stress

Meaning

Job stress can be defined as harmful physical and emotional responses that occur when the requirements of the job don't match the capabilities, resources, or needs of the workers. Stress is not always bad. A little bit of stress can help in staying focused, energetic, and enabling you to meet new challenges in the workplace. But in today's hectic world workplaces too often seem like an emotional roller coaster like staying long hours, late night work, tight deadlines and more work loads. Ever-increasing demands can leave us feeling worried, drained, and overwhelmed. Working people often experience work-related stress when the demands and pressure of work are matched to their knowledge and abilities, then control can be exercised over their work and the way they do it. Work-related stress results in the conflict between the role and needs of an individual's employee and the demands of the workplace. Everything cannot be controlled in our work environment but that doesn't mean we are powerless when we are stuck in a difficult situation. Sometimes challenges energize us both physically and psychologically and motivates us in learning new skills and in mastering our jobs, the time when we meet challenges, we feel relaxed and satisfied. So, challenges are an important ingredient for healthy and productive work. Research shows that the most stressful type of work is one which values excessive demands and pressures which are not matched to workers' knowledge and abilities where there is little opportunity to exercise any choice or control and where there is little support from others. Different individuals may react differently to stress at different times.

Definition

David and Theresa define Job Stress as, “the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury.

Judi Marshall and Cary Cooper, "time pressure, having a responsible job, problems with managing people, lack of autonomy and concern about career problems.”

Kahn and Byosiere, have identified three areas of consensus. First, job stress results from the influence of external stimuli (stressors). Second, it involves the personal evaluation of external stimuli (appraisal). And third, job stress negatively impacts mental, emotional, physical, and/or behavioral functioning (strain).

Theories Of Job Stress

Lazarus theory According to Lazarus and Folkman (1984), "Psychological stress is a particular relationship between the person and environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being"

This relationship had two important phases like cognitive appraisal and coping. Cognitive appraisal is the process of categories of an encounter and its various facets with respect to its significance for well-being. The next appraisal is an assessment of coping resources. It indicates confidence in one's ability to cope with the situation just because one has the resources to cope with it.

Selye theory According to Selye, "Nonspecific response of the body to any demand". Stress is the impact of scientific and lay communities alike, in fields as diverse as endocrinology, complementary medicine, animal breeding and social psychology.

The Demand - Control model. According to Karasek (1979, 1989) Karasek & Theorell (1990) the demand-control model argues that any job environment can be characterized in terms of the combination of two dimensions: psychological work demands and the amount of control workers have to meet these demands.

It is summarized as high work demands tend to lead to high levels of workers stress, but having high control with regards to one's job will help buffer their stress caused by high work demands and in turn lower the levels of work stress experienced by workers.

Causes of Stress

Work stress tops the list, according to surveys. Forty percent of U.S. workers admit to experiencing office stress, and one-quarter say work is the biggest source of stress in their lives.

It includes

- Unhappy or not satisfied with your job
- Having a heavy workload or too much responsibility
- Working long hours
- Having poor management, unclear expectations of your work, or no role in the decision-making process
- Working under dangerous conditions
- Being insecure about your chance for advancement or risk of termination
- Having to give speeches in front of colleagues
- Facing discrimination or harassment at work, is especially difficult if your company isn't supportive.

Stress from inside

- *Fear and uncertainty:* Fears such as being worried that you won't finish a project at work or won't have enough money to pay your bills this month.
- *Attitudes and perceptions:* The way you view the world or a particular situation can determine whether it causes stress.
- *Unrealistic expectations:* No one can be perfect. If you expect to do everything right all the time, you're destined to feel stressed when things don't happen as expected.
- *Change:* Any major life change can be stressful. Even a happy event like a wedding or a job promotion could cause stress. More unpleasant events, such as a divorce, major financial setback, or death in the family, can be significant sources of stress.

Prevention of Job Stress

There are many preventive methods to reduce job stress. Changes in organizations can help reduce the stress levels of the employees, individually employees should also make some personal changes.

Primary prevention: For reducing stress exposure among employees, organizations take some proactive methods for improving communication between workers and managers, equitable pay structure and compensation, including workplace ergonomics policies and so on. Individual strategies are lifestyle management, participation in workplace quality improvement.

Secondary prevention: The aim of secondary prevention is to modify an individual's response to stressors. They often provide training and education to employees on stress management. This method assists employees in coping with residual stress in the environment and reducing its harmful effects. Organization strategies are mainly focused on team building, worker

education and training. Individuals should concentrate on their nutrition, meditation, emotional outlets etc.

Tertiary prevention This method aims to minimize the effects of stress related problems which have happened before. Keeping workers divided, distrustful, and believing they are different from one another helps frustrate attempts by workers to challenge existing working conditions.

Steps to be followed in managing stress

Just identifying unrelieved stress and being aware of its harmful effects on our lives is not sufficient. There are many sources of stress and also many ways to manage those stress.

Firstly, effective management of change in the organizational environment would have an immediate impact on minimising the level of conflict. In turn, this would diametrically affect the amount of stress exhibited by employees during confrontational situations. Conflict has been directly attributed to organizational change - whether it is task, relationship, or process conflict - since the majority of workplace disagreements start with change tension (Vakola, and Nikolaou, 2005, p.39).

Secondly, fair treatment, organizational research has indicated that employees who believe they are being treated fairly and equitably within an organization would tend to have lower stress levels be less resistant to change and engage in acts which are entirely beneficial to the organization while those who feel the opposite would have higher stress levels, resist change entirely and engage in acts that are detrimental to the organization (Barling and Philips, 1993).

Thirdly, the role of justice, undoubtedly the management of fairness and justice in the organizational context, is critical to an employee's decision-making process in determining his level of job satisfaction and willingness to continue.

Role of stress

Stress accounts for much of the physical illness, substance abuse, and family problems experienced by millions of blue and white-collar workers. Occupational stress and stressful working conditions have been linked to low productivity, absenteeism, and increased rates of accidents on and off the job. Work is a central part of human life. It is the expression of the basic need to accomplish, to create, to feel satisfaction, and to feel meaningful. Rewarding work is an important and positive part of our lives. It's the place where they spend most of their waking hours and most of their energy. Keeping workers divided, distrustful, and believing they are different from one another helps frustrate attempts by workers to challenge existing working conditions.

Factors causing job stress

Understanding psychological factors in the workplace is a way to gain an understanding of occupational stress.

Four important role characteristics can be role ambiguity, role overload, role weakness, and role incompatibility.

- *Role Ambiguity* A definite job situation where some of the information needed to perform the job is desperately inadequate or misleading. Role ambiguity actually leads to stress when it stops a person from being productive and progressive.
- *Excessive Role* If you can't do something that is part of a given job, you will be stressed.
- *Role Comfort* In this situation one's skills are not fully utilized.
- *Role incompatibility* Occurs when accepting one set of job requirements conflicts with accepting another set.
- *Job Traits* Job traits that influence job stress can be divided into four general categories: workflow, job repetition, shift work, and task-related characteristics.

- *Interpersonal Relationships* The quality of staff relationships in the workplace affects job stress.
- *Organizational Structure and Atmosphere* Structures that give employees more decision-making and less stress.
- *Technology and Material Characteristics* In relation to material variables stress occurs when minimal living conditions are not available.

Coping with work-related stress

There are various ways by which work-related stress can be combated including

- Taking time away from situation,
- Learning self-help relaxation techniques and
- Bringing change to the work environment.

Depending on the cause of stress, we may need to speak to a colleague, go for counselling, engage in therapies or take medication.

Counselling: It aims to get to the cause of the work-related stress. When we talk to a professional in a private, non-judgemental setting about the difficulties we face it help understand what may be causing the stress and the steps to be taken to overcome it.

Talking therapies: Cognitive Behavioral Therapy (CBT) is a talking therapy that helps in reducing stress and anxiety. It aims to change the way we think and behave and in challenging any negative thoughts or feelings we have towards an issue. By breaking the overwhelming problems into smaller blocks, it appears more manageable and we can understand the triggers and how to cope when feeling overwhelmed.

Career counselling: It provides for individuals looking for confidential support and advice about areas of study and possible career moves and changes. It helps to discover opportunities

within our career plan, working with a qualified professional who understands the difficulties of navigating a career.

Need for study

Resilience helps in adapting well in the face of adversity, trauma, tragedy or significant sources of stress including job stress. As employees build and improve workplace culture and resilience, they should also seek ways to address workplace stress and mental health. Also taking into consideration the stressful nature of the IT profession, resilience may be an important resource protecting employees against the negative effects of job stress. Through this research, the scholars focus on understanding how resilient and buoyant IT employees are to overcome their job stress.

Review of literature

This chapter presents a review on the various researches concerning the variables Resilience and Job Stress. The review of literature is presented in the following order

- Resilience
- Job Stress
- Resilience and Job Stress

Resilience

Khan J. et al. (2022), conducted research on "Despotic leadership and IT project efficiency: The role of resilience". The aim of this study was to investigate the moderating role of resilience on the relationship between despotic leadership and employees' job stress. This study used a time-lagged design and collected data via purposive sampling technique from 342 information technology project employees. Data were analyzed using SPSS 25 and AMOS 24. Finally, the result of this study provides direction to information technology firms to develop strategies to decrease employees' stress and increase project efficiency.

Afshari D. et al. (2021), conducted research on "Demographic predictors of resilience among nurses during the COVID-19 pandemic". The aim of this study was to determine the resilience score and its predictive demographic factors among the nurses working at the hospitals involved with COVID-19 in Ahvaz, Iran. The sample consisted of 387 nurses from Ahvaz hospitals. The Connor-Davidson Resilience Scale (CD-RISC) was used to assess resilience. Demographic information was also collected using a designed questionnaire. The data were analysed using T-test, ANOVA and regression methods. Therefore, the results showed that age, work experience, and level of education had a significant positive correlation with nurses' resilience score during the COVID-19 pandemic.

Baskin R.G. and Bartlett R. (2021), investigated on "Healthcare Worker Resilience During the COVID-19 Pandemic: An Integrative Review". The purpose of this review was to examine resilience among healthcare workers during the coronavirus-disease-2019 pandemic. PubMed and the Cumulative Index to Nursing and Allied Health Literature databases were searched using the terms resilience, nurse, and COVID-19 to identify studies on resilience during the coronavirus-disease-2019 pandemic. Resilience scores among frontline healthcare workers worldwide during the coronavirus-disease-2019 pandemic in the studies reviewed were overall found to be in the moderate range. Data from the United States showed a decrease in nurse resilience, while participants from China had increased resilience compared to pre-pandemic levels.

Awano N. et al. (2020), conducted research on "Anxiety, depression, and resilience of healthcare workers in Japan during the coronavirus disease 2019 outbreak". The aim of this study was to assess the degree of anxiety, depression, resilience, and other psychiatric symptoms among healthcare workers in Japan during the COVID-19 pandemic. The degree of symptoms of anxiety, depression, and resilience was assessed using the Japanese versions of the 7-item Generalized Anxiety Disorder Scale (GAD-7), Centre for Epidemiologic Studies Depression Scale (CES-D), and 10-item Connor-Davidson Resilience Scale were administered. A sample of 848 healthcare workers participated in this survey: 104 doctors, 461 nurses, 184 other co-medical staff, and 99 office workers. Among all participants, 85 developed moderate-to-severe anxiety disorder, and 237 developed depression. During the COVID-19 epidemic, many healthcare workers suffered from psychiatric symptoms.

Anwar A. et al. (2019), conducted research on "Authentic leadership and creativity: Moderated med model of resilience and hope in the health sector". The aim of this study is to investigate the relationship of authentic leadership/leaders (AL) and creativity through the mediating role of resilience. A sample of 172 nurses working at public hospitals using a three-wave, time-

lagged study design. Therefore, the results showed that authentic leadership impacts hope in a positive manner. A resilient nurse is supervised by an authentic leader, it decreases hope and eventually creativity at work.

Wingerden J.V. and Poell R.F. (2019), studied on "Meaningful work and resilience among teachers: The mediating role of work engagement and job crafting" and tested whether this proposed relationship is mediated by teachers' work engagement and job crafting behaviour. Data for this study was collected among a group of Dutch teachers working in a school for primary education (N = 174). To test the hypothesized relationships, bootstrapping analysis was conducted. The outcomes revealed that work engagement and job crafting fully mediated the relationship between meaningful work and teacher's resilience.

Yasien S. et al. (2016), conducted research on "Relationship between psychological distress and resilience in rescue workers". The aim of this study was to investigate the relationship between psychological distress and resilience in rescue workers. A sample consisted of 100 rescue workers. The age of the participants ranged from 23 to 40 years old. Demographic information form, Kessler psychological distress scale and adult resilience measure were administered. Finally, the Pearson product moment coefficient of correlation was applied to analyze the relationship of psychological distress and resilience. Therefore, the results showed that there is a negative relationship between psychological distress and resilience in rescue workers. Further, contextual factors and its subcomponents including spiritual beliefs and cultural resources were also found to be inversely correlated with psychological distress.

Sull A. et al. (2015), conducted research on " Resilience of health-care workers in the UK". The aim of this study is to quantify resilience within an NHS (National Health Service) trust and explore the contribution of demographic variables of gender, age, years of service, pay grade, hours worked, job role, and division worked to the resilience response of employees. A

sample consists of a cross-sectional on-line survey of staff employed in an NHS Trust. Finally, the data was analysed using descriptive statistics, bivariate comparisons and chi-squared tests. Therefore, the result showed that there is a significant association between gender and resilience found females scoring higher on the resilience scale. A weak positive correlation between age and resilience found older employees displaying a higher level of resilience. Results also suggest employees working between 18.75 to 37.5 hours a week have higher levels of resilience.

Pretsch J. et al. (2012), conducted research on "Resilience predicts well-being in teachers, but not in non-teaching employees". The aim of this study was to show that resilience could predict well-being in teachers above and beyond neuroticism. 170 teachers and 183 non-teaching employees provided measures of resilience, neuroticism, and well-being. The results emphasize that resilience might be particularly important for the well-being of teachers, whereas for non-teachers, low neuroticism can be enough to maintain well-being.

Michael and Coom (2012), studied "The effect of physical activity on work engagement and resilience among corporate employees". To investigate the effect of physical activity (PA) on work engagement (WE) and resilience among corporate employees, 200 employees from a range of corporate New Zealand businesses took part in a 16-week workplace-based health initiative known as the Global Corporate Challenge (GCC), which was aimed at increasing levels of PA among employees. Self-reported measures of WE and resilience were assessed. The study provided support for the hypotheses that both WE and resilience would increase after participation in the GCC, however, contrary to further hypotheses, increasing levels of PA did not improve WE and resilience among participants.

Abolghasemi A. et al. (2010), conducted research on " Resilience and perceived stress: predictors of life satisfaction in the students of success and failure". The aim of this study was

to determine the relationship of resilience and perceived stress with life satisfaction in the students of success and failure. The sample consisted of 120 who were selected from among the students of success and failure through random sampling method. Resilience Scale, Perceived Stress Scale and Life Satisfaction Scale were administered. The results showed that resilience and perceived positive stress are positively related to life satisfaction in the students of success and failure. Also, perceived negative stress is negatively related to life satisfaction in the students of success and failure.

Job Stress

Mensah A. (2021), investigated the job stress and mental well-being among working men and women in Europe. The aim of the study was to investigate the mediating role of social support in the relationship between job stress and mental well-being among working men and women in Europe. A cross sectional data set from the 6th Europe working condition survey on 14,603 men and 15,486 women from 35 countries in Europe was analyzed. The result showed that job stress. The study applied Hayes process macro 4 modelling technique to estimate the direct, indirect, and total effects of job stress on mental well-being among working adults. The results showed that job stress had a direct negative effect on mental well-being among workers in Europe. However, there were significant gender differences in the relationship, with women having higher effect size than men.

Mullen P.R. et al. (2021), studied the differences in school counsellor's burnout, job stress and job satisfaction based on their student caseload size. There was a total of 327 participants, 292 females, 33 males, 1 transgender and 1 not reporting their gender. The findings of the study showed that school counsellors with caseloads that met ASCA's recommended ratio of 1:250 reported lower levels of burnout and job stress and higher levels of job satisfaction.

Deng X. et al. (2020), investigated the association between a nurse's job stress and sleep quality in a community hospital in China. It involved 180 nurses who had worked for more than a year in 102 community hospitals. The Job Stress Questionnaire was administered to evaluate occupational stress. Occupational stress negatively affects sleep quality in Chinese community nurses. The higher the stress level, the worse the sleep quality.

Yang B. et al. (2018), investigated the association between insomnia and job stress: a meta-analysis to provide evidence with greater reliability through summarizing relevant contemporary literature. It involved 1786 workers from eight electrical appliance factories. Literature from across Europe and Asia that was of both prospective and cross-sectional design was included. The meta-analysis was undertaken in accordance with the guidelines devised by PRISMA, including tests for publication bias and heterogeneity. High job stress was associated with a greater risk of suffering from insomnia.

Golan et al. (2018), studied the job stress in accordance with organizational commitment and social capital. The present study aimed at assessing job stress (JS) in staff of Kermanshah University of Medical Sciences, Iran, using organizational social capital (OSC) and organizational commitment (OC) questionnaires. Methods: This cross-sectional study was done in summer of 2014. From 311 distributed questionnaires, 302 persons who were selected by multi-stage stratified sampling, filled the questionnaires of Organizational Social Capital, Organizational Commitment and Job Stress. Data were analyzed using SPSS-18 and Amos18. Based on Pearson correlation results, there was a significant reverse correlation between JS with OSC and OC, and a positive correlation between OSC and OC.

Heeled K. and Susong J. (2015), investigated the relationship among emotional intelligence, self-efficiency, and job stress of nurses. The sample is composed of 265 nurses who work for a university hospital in a city. The data were analysed using t-test, ANOVA, Scheffe's test ,

Pearson's correlation coefficient and hierarchical multiple regression. Self-efficiency was shown to be an immediate variable between emotional intelligence and job stress. To decrease job stress, nursing managers ought to develop the emotional intelligence and self-efficiency of nurses which is reinforced as a mediating role between emotional intelligence and job stress.

Mukosolu O. et al. (2015), studied the prevalence of job stress and its associated factors among university out of Malaysia staff. The cross-sectional study involved 511 academic and non-academic staff. The overall prevalence of job stress was 21.7% among males, 21.0% and females 23.0%. The predictors of job stress were job demands, lack of support from co-worker and supervisor, depression, anxiety and use of avoidance focused coping.

Arshadi N. and Damiri H. (2013), investigated the relationship of job stress with turnover intention and job performance, considering the moderating role of organization-based self-esteem (OBSE). Data was collected from 286 employees of Iranian National Drilling Company (INDC), who were selected by simple random sampling method. Pearson correlation and Moderated regression analysis through SPSS 19 software packages were used for data analysis. There was a negative relationship between job stress and job performance and positive relationship between job stress and turnover intention.

Barzideh M. et al. (2012), investigated job stress dimensions and their relationship to general health status among Iranian nurses. The aims of this study were investigating job stress dimensions and examining their relationship to general health status among nurses working in the hospitals of Shiraz University of Medical Sciences (SUMS). In this cross-sectional study, 385 randomly selected nurses of SUMS were assessed. The Persian version of Job Content Questionnaire (P-JCQ), the Persian version of General Health Questionnaire (GHQ-28) and demographic questionnaires were used for data collection. Based on the results of GHQ-28, the nurses were categorized as healthy and suspected health disorders groups, respectively. In

the majority of cases, subjects were exposed to high levels of job stress. Most of the nurses were suspected to suffer from some kind of health disorders.

Resilience and Job Stress

Taghva A. et al. (2020), investigated "Resilience, emotions, and character strengths as predictors of job stress in military personnel". This cross-sectional study recruited a total number of 146 military personnel via convenience sampling and administered the Health and Safety Executive Stress Questionnaire, Connor-Davidson Resilience Scale, Values in Action Inventory of Strengths, and Positive and Negative Affect Schedule. The correlation analysis and stepwise linear regression were performed using SPSS 22. Job stress was negatively associated with resilience, positive emotions, and character strengths and positively associated with negative emotions. Regression analysis revealed that three variables, including resilience, courage, and negative emotions could predict 57% of the variance in job stress

Gi Ryu S. and Kim S.L. (2020), investigated "The Moderating Effect of Kindergarten Teachers' Resilience in the Relation Between Job Stress and Psychological Burnout". The subjects were 164 early childhood teachers in Metropolitan area, South Korea. The collected data were analyzed with descriptive statistics, Pearson correlation analyses, and the analyses of hierarchical regression using SPSS 21.0. As a result, kindergarten teachers' job stress showed a significantly positive correlation with their psychological burnout, but resilience showed a significantly negative correlation with it. It was found that kindergarten teachers' resilience had the moderating effect in the relation between job stress and psychological burnout.

McCormac A. et al. (2018), conducted research on "The effect of resilience and job stress on information security awareness". A total of 1,048 working Australians completed an online questionnaire. ISA was measured with the Human Aspects of Information Security Questionnaire. Participants also completed the Brief Resilience Scale and the Job Stress Scale.

This means that even if people have high levels of job stress, if they are better able to cope with or adapt to stress (i.e., have higher resilience), they are less likely to have lower ISA.

Kim J.I. et al. (2018), conducted a study on "The mediation effect of PTSD, perceived job stress and resilience on the relationship between trauma exposure and the development of depression and alcohol use problems in Korean fire fighters". Using cross sectional study to a total of 7151 Korean firefighters were included for analysis. Participants completed self-report scales, including a self-reported number of exposure to incident stressors, the Korean Occupational Stress Scale – Short Form, the Post-traumatic Stress Disorder (PTSD) Symptoms Checklist – Civilian version, the Patient Health Questionnaire 9, the Brief Resilience Scale, and the Alcohol Use Disorders Identification Test. Hierarchical multivariable linear regression analyses were performed to identify the relationship of perceived job stress and resilience with depression or AUDs. Path analyses were applied to investigate the mediation effects of PTSD, perceived job stress and resilience between trauma exposure and depression or AUDs. The findings in this study demonstrated that PTSD, perceived job stress and resilience can mediate the development of depression or AUDs following trauma exposure in firefighters. Efforts to prevent PTSD, reduce job stress and increase individual resilience could help prevent depression and AUDs.

Lim et al. (2017), investigated the influence of job stress, resilience, and professional identity on burnout in operating room nurses. Using a cross sectional design a total of 109 operating room nurses, working at 7 general hospitals. Data was analyzed using descriptive statistics, T-test, an Anova, a Pearson correlation coefficient and a multiple regression analysis. There was a statistically significant correlation between burnout and job stress, resilience, and professional identity. The results suggest that intervention to reduce job stress and to improve resilience, which were the factors influencing burnout in operating room nurses is necessary.

Ghandi P. et al. (2017), This study attempted to investigate the relationship between resilience, job satisfaction, job stress and turnover intention among counsellors through path analysis. For this purpose, 207 school counsellors at Shahriar-based schools were randomly selected as samples. Then, the subjects filled several questionnaires including Connor and Davidson Resilience Scale (2003); Job Satisfaction by Rutherford et al. (2009); Job Stress by Stanimter (1997) and Turnover Intention by Babakas et al. (2009). The findings obtained through path analysis showed that resilience had a positive, significant and direct effect on job satisfaction, while the direct effect of resilience on job stress was negative and significant. Moreover, job satisfaction had a significantly negative effect on turnover, while job stress had a significant direct effect on turnover intention. The effect of job stress on job satisfaction was negative and significant. The results showed that the relationship between resilience and turnover was mediated by job satisfaction and job stress.

Chitra T. et al. (2013), conducted research on "Influence of occupational stress, resilience, and job satisfaction on psychological well-being of policewomen". It includes 237 police women constables working in the Armed Reserve police unit in the Chennai city whose age ranged from 23-41 years, and job experience ranged from 3 to 14 years. The tools used for the study were Occupational Stress Inventory (OSI) by Karunanidhi and Chitra (2010), Connor-Davidson Resilience Scale (CD-RISC) by Connor and Davidson (2003), overall job satisfaction scale by Brayfield and Rothe (1951), and Psychological General Well-being Index (PGWBI) by Dupuy (1984). Data were analyzed using descriptive statistics, Pearson's correlation, and multiple regression analysis. The correlation analysis among all psychosocial variables revealed that occupational stress was negatively and significantly related to resilience, job satisfaction and psychological well-being. Further, resilience was positively and significantly related to job satisfaction and psychological well-being of policewomen. Moreover, the relationship between job satisfaction and psychological well-being of policewomen was found

to be positive and significant. Multiple regression analysis revealed that out of eight variables chosen, four variables namely resilience, women related stress, hazards of occupation, and job satisfaction accounted for 50% of variance in the psychological well-being of policewomen. Moreover, findings indicate the importance of being resilient to achieve higher psychological well-being, which has immense implications for training.

Kim L.J. and Hong Y. (2013), the study examined "The influence of ego-resilience and psychological well-being on job stress of childcare teachers". The participants were 192 childcare teachers in Seoul and Daejeon Metropolitan City. The research instruments were Ego-Resilience by Park (1996), Psychological well-being by Kim (2008), and Job Stress by Hong (2009). Collected data were analysed by descriptive statistics (frequency analysis, mean, & standard deviation) and multiple regression, and Cronbach's for reliability by SPSS. These results suggest that First, Childcare teachers' perceived ego-resilience and perceived well-being was higher than average. Childcare teachers' perceived job stress was lower than average. Second, Childcare teachers' perceived ego-resilience and psychological well-being was having significant influences on childcare teachers' perceived job stress. Optimistic thinking and anger control among sub-factors of childcare teachers' perceived ego-resilience and environmental mastery among sub-factors of childcare teachers' perceived psychological well-being explained 46% of variance in childcare teachers' perceived job stress.

Overview

The research literature discussed in this chapter is relevant to this study focusing on Resilience and Job Stress among IT employees. In accordance with the research done before Resilience has a reasonable impact on Job Stress. The above researches reveal that

- All people who have a job including teachers, nurses, health care workers, corporate employees etc., differ in their resilience levels based on their work experience and

engagement, age, level of education, their supervisor's role, level of well-being, perceived positive stress and number of working hours.

- Job Stress in high levels is seen to have a negative effect on mental well-being, disrupts sleep quality, decreases organisational social capital, lowers self-efficacy and emotional intelligence and even invites health disorders.
- Resilience does play a role in controlling Job Stress levels which in turn impacts the overall job performance of IT employees.

Methodology

Aim

To explore the relationship between Resilience and Job Stress among IT employees.

Hypothesis

There is no significant relationship between Resilience and Job Stress.

Variables

- Dependent Variables – Resilience
- Independent Variable – Job Stress

Population sample and Sample size

A total of 124 participants exclusively among IT employees including both men and women were selected using Random Sampling Method.

Sampling method

For the present study purposive sampling technique was used for the sample IT employees. The sample was composed of 124 participants. Sample was taken from Tamil Nadu.

Inclusion criteria

The individuals IT employees only were selected for this study.

- People working in Tamil Nadu were included.
- Both males and females were included.
- Only literates were included.

Exclusion criteria

- Non-literates were not included.
- No age restriction was applied.

Procedure

The participants used in this study are IT employees and the data was collected using google forms through online mode.

After obtaining the participants consent to take part in the study, they were requested to fill in their response in a google form including demographic data and the measures intended to measure the variables: Resilience and Job Stress

The employees were instructed to read the items carefully and respond to every question without any omission. No time limit was given. They were assured of confidentiality of their responses.

Measures

The standardized tools used in this study include

1. 14-item Resilience Scale (RS-14)
2. Parker's Job Stress Scale

Tool description

1. 14-item Resilience Scale (RE-14)

It consists of 14 items developed by Wagnild in 2010 and assesses the level of resilience. The 14 items are measured with a 7-point Likert Scale from Strongly Disagree to Strongly Agree. Possible score ranges of the scale is from 14 to 98. All the questions were positively worded and there was no negative scoring. The original Resilience Scale and the RS14 are strongly

correlated ($r = 0.97$, $p > 0.001$). Cronbach's alpha ranges from 0.89 to 0.96 and establishes construct validity.

2. Parker's Job Stress Scale

It is a 13-item questionnaire developed by Parker and DeCotiis (1983). It assesses overall job stress and has good psychometric properties. The scale is measured with a 5-point Likert Scale ranging from Strongly Disagree to Strongly Agree. Scores can range from 13 to 65. It consists of 2 dimensions Time Stress (8) and Job Anxiety (5) and has no negative scoring. It exhibits good internal reliability of 0.86 (Time Stress) and 0.76 (Job Anxiety) and establishes construct validity.

Ethical consideration

Participants were assured confidentiality regarding the data provided by them. Voluntary participation of the participants was assured.

Statistical analysis

The collected data was analysed using Karl Pearson's Correlation coefficient to determine the relationship among the research variables. The analysis was carried out with the statistical package for the social sciences software (SPSS 26).

Results and Discussion

In this chapter, the statistical analysis of the data is summarized. It includes the result table, discussion, acceptance or rejection of hypotheses and the researches that support our study.

Table 4.1

Descriptive Statistics

<i>Variables</i>	<i>Mean</i>	<i>Standard Deviation</i>
Resilience	80.95	10.58
Job Stress	36.27	10.08

The descriptive statistics tabulated in Table 4.1 shows the Mean and Standard Deviation scores obtained by the IT employees.

Table 4.2

Correlation between Resilience and Job Stress among the population IT employees

<i>Variables</i>	<i>“r” value</i>
Resilience	
	*-0.201
Job Stress	

*p<0.05

Table 4.2 shows the Pearson correlation between Resilience and Job Stress among IT employees. The correlation coefficient is -0.201. The results show that resilience has a negative correlation with Job Stress which is significant at 0.05 level.

Discussion

The discussion focuses on analysing the relationship between Resilience and Job Stress among IT employees.

Results in Table 4.2 shows that the relationship between the variables Resilience and Job Stress is significant and is negatively correlated. This is because with increase in Resilience there is a decrease in Job Stress and vice versa. It could be seen that Resilience is influenced by the Job Stress of a person. The result of this study was found to be in accordance with other similar researches. Gi R.S. hypothesized that kindergarten teacher' resilience had a moderating effect in the relation between job stress and psychological burnout. Mroz J. (2015) recorded negative correlations for perceived stress and all resilience factors among nurses. The level of external stress may be accounted for by a poor individual's ability to cope and tolerate negative emotions. These empirical findings suggest that there is a significant relationship between resilience and job stress. The results also go in line with the research done by Chitra T. and Karunanidhi S. (2013) on occupational stress, resilience and job satisfaction which concludes that occupational stress was negatively and significantly related to resilience. Taghva A. (2020) along with some researchers inferred that high resilience is associated with low job stress. Finally, Cha Y. J. and colleagues (2022) also concluded that the promotion of resilience would serve as a basic driving force for actively overcoming job stress.

Thus, the hypothesis stating that there will be no significant relationship between Resilience and Job Stress is rejected.

Summary and Conclusion

The aim of this study was to determine the relationship between Resilience and Job Stress exclusively among IT employees. The independent variable taken was Job Stress and the dependent variable was Resilience. The population selected for this study was selected using purposive sampling technique. A total of 130 IT employees including both men and women were chosen. The samples were collected from in and around Tamil Nādu.

The standardized tools used in the study

- 14-item Resilience Scale (RE-14) by Wagnild (2010).
- Parker's Job Stress Scale by Parker and DeCotiis (1983).

The hypothesis adopted for the study

- There exists no significant relationship between Resilience and Job Stress.

The statistical technique used for the data analysis was Pearson's Correlation. The data was analyzed using Statistical Package for Social Science (SPSS 26).

Conclusion

The following conclusions were drawn from the study

- There is a significant relationship between Resilience and Job Stress.

Limitations

- Number of participants (N=130) is relatively small.
- The samples were taken only from Tamil Nadu.
- No age restriction was established.
- Lack of an equal number of responses from both genders interrupted us from doing further research.

- Only correlation was employed in this study.
- Due to restrictions faced in lockdown, responses were collected through online mode.
- More demographic factors could have been included in the study like age, location, marital status etc.

Suggestions for future research

This study can be taken further ahead with certain modifications

- Resilience is linked with many other aspects of IT profession like emotional intelligence, social adjustment, general well-being which could be included in future.
- The research could include other statistical analysis methods like t-test and regression to understand more about the variables.
- The tools used to measure the variables could be tried with Indian origin which could be more appropriate to generalize the results.

Implications

This study provides a good understanding about the relationship between Resilience and Job Stress among IT employees. The results concluded can help in the exploration of other factors like work overload, job satisfaction etc. faced by employees in their work life. It can be utilised by the supervisors in the company in making their workers more resilient and immune to the hurdles they face. Furthermore, the findings can also be used to spread awareness to both the employees and their benefactors who are being naïve to the pressures undergone.

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Appendix A

Informed consent

You are invited to participate in a research study about 'Resilience and Job Stress among IT employees'. The goal of this study is to find the relationship between Resilience and Job Stress in the case of IT employees. Participation in this study is voluntary. If you agree to participate you will be provided with a form containing questions on Resilience and Job Stress with respect to your job which you are expected to respond carefully by choosing the appropriate answers. On participating there will be no negative consequences. It will not benefit you directly, but it will help us learn and benefit from your responses. The information you share will be kept completely confidential to the full extent of the law.

Demographic details

Mail ID:

Name:

Age:

Gender:

Name of the organisation you work for:

Designation:

Educational qualification:

Appendix B

Responses were collected for Resilience through the following questions in google form

Questions	Strongly disagree to Strongly agree						
	1	2	3	4	5	6	7
I usually manage one way or another.							
I feel proud that I have accomplishes things in my life.							
I usually take things in stride.							
I am friends with myself.							
I feel that I can handle many things at a time.							
I am determined.							
I can get through difficult times because I have experienced difficulties before.							
I have self-discipline.							
I keep interested in things.							
I can usually find something to laugh about.							

My belief in myself gets me through hard times.							
In an emergency, I am someone people can generally rely on.							
My life has meaning.							
When I am in a difficult situation, I can usually find my way out of it.							

Appendix C

Responses were collected for Job Stress through the following questions in google form

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have felt nervous or fidgety as a result of my job.					
Working here makes it hard to spend enough time with my family.					
My job gets to me more than it should.					
I spend so much time at work, I can't see the forest for the trees.					
There are lots of times when my job drives me up the wall.					
Working here leaves little time for other activities.					
Sometimes when I think about my job I get a tight feeling in my chest.					
I frequently get the feeling I am married to the company.					
I have too much work and too little time to do it.					
I feel guilty when I take time off from job.					

I sometimes dread the telephone ringing at home because the call might be job related.					
I feel like I never have a day off.					
Too many people at my level in the company get burned out by job demands.					

**Perceived Parenting Style and Academic Procrastination
among Adolescents**

A project submitted to

St. Mary's College (Autonomous), Thoothukudi

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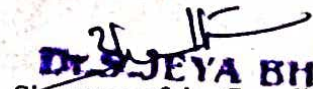
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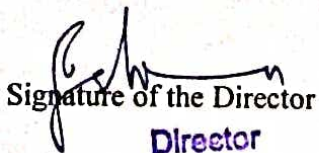
This is to certify that this project work entitled "Perceived Parenting Style and Academic Procrastination among Adolescents" is submitted to St. Mary's College (Autonomous), Thoothukudi affiliated to Manomaniam Sundaranar University, Tirunelveli in partial fulfilment of the award of the degree of Bachelor of Science in Psychology done during the year 2021 - 2022 by Anusiya Devi S (19SUPS04), Jeya Sharon R (19SUPS13), Malini M (19SUPS15), Megha J (19SUPS16), Priyadarshini C (19SUPS20), Sajin Sofia N (19SUPS21) and Suba Lakshmi P (19SUPS25). This dissertation has not formed the basis for the award of any Degree/ Diploma/ Associateship/ Fellowship or other similar title to any candidate of any University.



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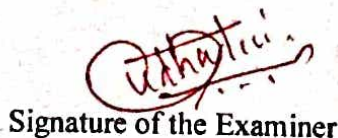
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Introduction

Parenting Style

“Life affords no greater responsibility, no greater privilege, than the raising of the next generation”.

– C. Everett Koop

Definition and Meaning

Darling and Steinbeck (1993) defined Parenting Style as, “a constellation of parents' attitudes and behaviors toward children and an emotional climate in which the parents' behaviours are expressed”.

A parenting style is a psychological construct representing standard strategies that parents use in their child rearing. It refers to the manner in which parents raise their children. This includes parents' levels of expectations, performance demands, attentiveness to rules, etc., as well as the style of discipline that the parents utilize to enforce their expectations. The quality of parenting can be more essential than the quantity of time spent with the child. Parenting styles are the representation of how parents respond to and make demands on their children. Parenting practices are specific behaviors, while parenting styles represent broader patterns of parenting practices.

Types of parenting styles

Diana Baumrind, a clinical and developmental psychologist, identified the following parenting styles,

- Authoritative parenting style.

- Authoritarian parenting style.
- Permissive parenting style.

Authoritative parenting style

Authoritative parents are supportive and often in tune with their children's needs. They guide their kids through open and honest discussions to teach values and reasoning. They set limits and enforce standards.

Authoritarian parenting style

Authoritarian parenting style is an extremely strict parenting style. It places high expectations on children with little responsiveness. As an Authoritarian parent, they focus more on obedience, discipline, control rather than nurturing their child.

Permissive parenting style

Permissive parents tend to be very loving, yet provide very few guidelines and rules. Permissive parents do not expect mature behaviour from their children and often seem more like a friend than a parental figure.

Characteristics of parenting style

Authoritative parenting style

Authoritative parenting style is characterized by high control and high warmth. Authoritative parents are nurturing, responsive and supportive, yet set limits for their children. They listen to a child's viewpoint but don't always accept it. They attempt to control children's

behaviour by explaining rules, discussing and reasoning. Children whose parents use the authoritative style are generally happy, capable and successful (Maccoby, 1992).

Authoritarian parenting style

Authoritarian parenting style is characterized by high control and low warmth. Authoritarian parents are demanding but not responsive. They show little warmth or nurturing. They give little explanation for punishment and they give few choices for children. Authoritarian parents are impatient with misbehaviour, mistrusting, unwilling to negotiate and shaming. They have high levels of parental control and low levels of parental responsiveness.

Permissive parenting style

Permissive parenting style is characterized by low control and high warmth. Permissive parents are usually very nurturing, warm and loving towards their children but reluctant to impose limits. They emphasize their children's freedom rather than responsibility. They reject the notion of keeping their children under control. Permissive parents are a ton of love, warmth and affection but very low on control or lenient.

Theories related to parenting style

Theories about parenting styles are important for identifying and strengthening the relationship between parent and child. A variety of theories and aspects of psychology influence the parenting style. The two well-known theories are:

- Attachment Theory
- Social Learning Theory

Attachment Theory

John Bowlby and Mary Ainsworth proposed the theory in the 1950s. Attachment is important in the area of social and emotional outcomes of children. The purpose of the attachment is to make the child feel safe, secure, and protected. Three main types of attachment relationships have been identified. One of the most important determinants of the quality of the attachment relationship is how the parent responds when the child has a need, such as feeling insecure, upset, or afraid.

- **Secure attachment:** This is most likely to occur when parents respond to their children's needs in a sensitive and caring manner, letting them know they may express their feelings and receive consolation. When a young child has a secure attachment with his/her parents, they can use them to explore while also receiving reassurance and comfort.
- **Avoidant attachment:** They will avoid both parents and demonstrate their distress. This occurs when a parent consistently ignores or is insensitive to the child's signals or approaches for comfort, expressing annoyance or insulting the child.
- **Attachment that is ambivalent or resistant:** The child's response is inconsistent or unpredictable. It can also occur when the parent acts as if their needs are higher than the child's and they become overwhelmed. In order for the parent to pay attention, the youngster usually exaggerates their requirements.

Social Learning Theory

Albert Bandura was the first to propose this notion. According to him, everyone learns by observing others in social circles or by being guided. Children who have had positive parenting

have learnt behaviours and emotions that promote the best possible results. Children are naturally drawn to their parents because they constantly live in their presence. Reinforcement is the most crucial factor. The youngster has watched the punishment or reward for his/her behaviour. When they are reinforced, the youngster should be able to complete the same task the next time. When a youngster is punished, he or she contemplates participating in the activity. Hence, Social learning theory emphasizes the importance of the social context and possibilities that individuals can learn by observing others' actions and whether these individuals are positively or negatively reinforced when exhibiting aggressive behaviours.

Prevalence of parenting style

The parenting style has a significant impact on the lives of children. Lo, C. et al. (2019) found that, in terms of parenting styles, 23.81 percent were primarily authoritarian (high authoritarian and low authoritative), 20.65 percent were uninvolved (low authoritarian and low authoritative), 20.4 percent were inconsistent (high authoritarian and high authoritative), and 35.15 percent were primarily authoritative (low authoritarian and high authoritative). It is apparent that the majority of parents raise their children in an authoritative manner.

Effective parenting style and its outcome

The "authoritarian parenting" style is the most effective parenting style. Authoritative parents are more likely to develop confident children who excel academically, have superior social skills, and are better problem solvers. Children of authoritative parents were more likely to become independent, self-reliant, socially accepted, academically successful, and well-behaved in society, and they were less likely to suffer from depression and anxiety, as well as less likely to engage in

antisocial behaviour such as violence and drug use. Research suggests that having at least one authoritative parent can make a big difference (Fletcher et al 1999).

Factors Affecting Parenting Style

Parenting style is a determinant factor in child development. It affects the psychological and social functioning of the children. One's parenting style is largely affected by the influence of one's own parents. Temperament, educational achievement, culture, socioeconomic status, and the influence of their spouse affect parenting style as well. Parents' personalities also affect parenting behaviours. Parents who are more agreeable, conscientious, and outgoing are warmer and provide more structure to their children. Parents who are more agreeable, less anxious, and less negative also support their children's autonomy more than parents who are anxious and less agreeable (Prinz et al. 2009). Parents' developmental histories, or their experiences as children, can also affect their parenting strategies.

Importance of parenting style

Parents play a crucial role in their children's lives. Be it shaping their children's attitude, mindset, views on life, their physical and psychological health, the methods of parenting are of great impact and importance towards a child's long-term development. This is because, from the day a child is born, the very first people that they learn and adapt their behaviours from are none other than their parents. That's also why children tend to imitate and mirror their parents' attitudes and behaviours, as parents are a child's first teacher. Eisenberg et al. (2005) suggested that positive parenting methods impact children's temperament by enhancing their emotion regulation.

Impacts of parenting style

Parental strategy in rearing children has a significant impact on children's developmental outcomes. Theoretically, it could be expected that negative parenting characteristics, including strictness, neglect, control, punishment, and lack of support will potentially lead to subsequent child behavioural problems such as emotional problems and misconduct at school.

The following are three distinct parenting styles and their impacts,

Authoritative

Authoritative parents are more responsive and kinder than authoritarian parents. They make great efforts to ensure that their kids grow up in a positive environment. Authoritative parents also have high expectations on their kids, but do not disregard the input of the kids themselves. This makes the children happy and well-rounded adults.

Authoritarian

Authoritarian parents believe their kids should follow the rules set by the parents, no exceptions. They also believe in enforcing the consequences of disobedience. The point is not to teach the child to make better choices but for them to regret their actions. There is more chance that the children become aggressive or angry.

Permissive

Permissive parents tend to set the rules, but rarely enforce them on their children. Children with permissive parents do not learn to deal with authority figures in their lives. They also tend to struggle in school since they are not sufficiently motivated and have self-esteem issues.

Academic procrastination

Definition and Meaning

Procrastination has been defined as a voluntary delay of an intended course of action despite expecting worse consequences for the delay (Steel, 2007). The term "procrastination" is made up of two parts: "Pro" meaning forward, ahead, and in support of, and "Crastinus" meaning tomorrow, up to tomorrow. This term is derived from the Latin word "procrastinare", meaning "swallowing", "delaying", "pulling", "pausing", "stop moving", or "postponing a task" (Rosário et.al.,2009). Milgram et al. (1998) defined procrastination as a behavioural feature, or defect which is specified as delaying a task or decision. Procrastination is considered as a behavioural tendency in delaying what is necessary for achieving the goal; in other words, it is postponing a work which we have decided to perform it. It has been described as a form of self-regulatory failure, which is defined as the inability to monitor, regulate, and exert control over thoughts, emotions and impulses.

Types of Procrastination

When researching procrastination studies, it is discovered that several classifications have been suggested. There are behavioural, emotional, and cognitive components to procrastination, and these components result in the development of various types of procrastination (Solomon, 1984). The distinction in cognitive, emotional, and behavioural components is what gives rise to concepts like procrastination kinds.

- Golestani (2013) stated that procrastination has different manifestations considering its complexity, cognitive, emotional and behavioral components, including general

procrastination, decision-making procrastination, neurotic procrastination, obsessive procrastination and academic procrastination.

- Cho & Choi (2013) introduced the term “active procrastination” and divided it into two types: "active" and "inactive." People who engage in active procrastination purposefully decide to delay, and then they can complete their tasks with strong motivation under pressure and achieve satisfactory results, whereas people who engage in inactive procrastination postpone their tasks until the last minute, which is accompanied by guilt and depressive feelings and it often results in failure to complete the tasks (Seo, 2013). One of the classifications distinguishes between chronic and situational procrastination. Chronic procrastination is characterized as a tendency to delay in many elements of one's life, whereas situational procrastination is defined as a tendency to procrastinate in a specific aspect of one's life. Academic procrastination is a subgroup of situational procrastination and it is defined as a delay in the initiation or completion of academic assignments in various fields (Senécal, 2003).

Definition - Academic Procrastination

Academic procrastination refers to a student's inclination to put off starting and finishing of academic activities. Academic procrastination, which can be named as reflection of daily postponement to school life, is defined as to delay duties and responsibilities related to school, or to save them to the last minute (Haycock, McCarthy, & Skay, 1998). Procrastination behavior occurs as not completing the given assignments or delaying preparation for examinations. (Beck, Koons, & Milgrim, 2000)

Causes of academic procrastination

Some of the reasons for academic procrastination given by experts and researchers were fear of success, fear of failure, self-destructive behaviour, ignorance of work with no desire to work, lack of incentive to do work, hardness of work, unpredictable events, negative attitude towards system and organizational structure, lack of knowledge and skills needed for the job, bad physical condition, low level of tolerance or ability to deal with problems. These explanations could be due to a combination of individual, environmental, and organizational factors.

Characteristics of Academic Procrastination

Studies have mentioned six characteristics for academic procrastination which includes,

- 1) **Psychological beliefs about abilities:** Psychological beliefs about abilities to perform under pressure are one part of procrastination, which has been labeled as "sensation-seeking." Procrastinators and persons who study on exam night, according to Schraw, face a higher level of challenge when they put off studying until the last minute.
- 2) **Distraction:** According to studies on procrastination, those who procrastinate are readily sidetracked by more intriguing or enjoyable pursuits. They will rather sleep, watch TV, or play than work on the most serious matters in order to be distracted from their responsibilities.
- 3) **Social factors of procrastination:** Those who procrastinate neglect project deadlines while they are under stress. According to Steel (2016), failure in self-regulation is at the root of academic procrastination in all studies.
- 4) **Lack of time management skills:** Students must complete assignments on time and adhere to deadlines in order to succeed in an academic setting. Poor time management puts off

studying for no reason until the last minute, or work on less important hobbies instead of academic work.

- 5) **Lack of personal passion:** Passion is defined as a general readiness or aptitude to begin or complete tasks with vigor. There will be no strong motivation for the student to complete the duties on time if he or she has a low level of passion.
- 6) **Laziness:** Three elements have been identified as having an impact on academic procrastination in several research. Fear of failing, avoiding labor, and laziness are among these factors. Procrastination may thus be accompanied by a strong desire to avoid schoolwork or laziness.

Relevant Theories

Despite the reality that academic procrastination is a widespread and potentially dangerous phenomenon, there is still a great deal of knowledge that needs to be analyzed and comprehended. Academic procrastination is a highly complicated human habit, according to research that entails a mix of emotive, cognitive, and behavioral elements and cannot be isolated or quickly summarized (Brownlow & Reasinger, 2000; Chu & Choi, 2005; Steel 2007).

Because of the highly integrative nature of procrastination, no clear theory for academic procrastination has yet emerged, has been crafted even though the fact that there isn't a complete theory for academic procrastination, its theoretical foundations can be found in social cognitive theory, attribution theory, and other related fields.

Cognitive Theory

The first major theory to be linked to academic procrastination was cognitive theory. Because it illustrates how students' learning and motivation are influenced by their behaviour, the environment, and cognitive variables (Gredler, 2005). The lead investigator, Albert Bandura, conducted a study based on social cognition theory that looked at students' assessments of their abilities, knowledge of the problem in terms of success. According to Bandura (1997), students' self-efficacy is determined by their ability to self-direct or self-regulate as they learn. The social cognitive theory is a hypothesis that analyzes how people interact with each environment of student learning; it's particularly well-suited to explaining the complex relationships between academic procrastination, self-efficacy, and achievement.

Attribution Theory

Academic procrastination is a sort of procrastination that takes into account people's motivation by evaluating their incentives for achievement, as well as failures. Attribution theory is another key theory engaged in the research of academic procrastination (Gredler, 2005). Because the motivational differences between high and low performers are dependent on attributions, this theory is critical when examining academic procrastination. They assign you a task to do. Great achievers, according to the attribution theory, will approach assignments in a more systematic manner, rather than avoiding tasks that are important for success. This argument, on the other hand, is flawed since it fails to account for a student's ability to plan.

Motivation Theory

Steel proposed Temporal Motivation Theory (TMT) to explain procrastination in general due to the lack of a single theory (2007). TMT resembles previous theories in that it considers a person's self-efficacy, motivation, deadline time, and planning skills.

TMT, on the other hand, is unique in that it is an integrative motivational theory that stresses time as the most important motivator. TMT, as a result of this equation, people are more inclined to procrastinate on tough jobs that are unpleasant and have modest returns. The TMT is used to comprehend procrastination in general, as well as to explain academic procrastination. Because it integrates self-regulatory and self-efficacy theories and accounts for task aversiveness and hyperbolic discounting of time, the TMT is currently the most frequently accepted (Steel, 2011). Consider the case of a student studying for an exam, as well as the case of a student who is dubious about his or her academic abilities. Because the student anticipates receiving a low mark, the student's self-efficacy is lowered, lowering overall study motivation also known as "The Procrastination Equation". Looked at procrastination as a quantitative product and proposed the equation, $Motivation = (Expectancy \ Value) / 1 + (Impulsiveness \ Delay)$. In this equation, the impacts of expectation and value, diminished by delay, with disparities in rewards and losses, can be regarded as incentives to complete a task. As a result of this equation, people are more inclined to procrastinate on tough jobs that are unpleasant and have modest returns.

Despite being the most widely accepted theory explaining procrastination, the TMT has numerous flaws. The most serious flaw in this hypothesis is that it may oversimplify procrastination. Steel (2011) acknowledged this flaw by admitting that the calculation did not account for all procrastination variables. He claimed that this equation explained why people

totally avoid tasks but not why they delayed them. This idea, on the other hand, represented a significant step toward building a theoretical foundation for generic procrastination. Furthermore, the TMT equation is applied to a wide range of dynamics, including group behavior, job design, stock market behaviour, and goal setting, in addition to explaining academic procrastination (Steel & Konig, 2006). People would normally procrastinate on a task until impulsiveness is conquered and the benefits of work outweigh the immediate benefits of socializing with friends. Despite the fact that TMT was created to examine general procrastination, it can also be applied to academic procrastination.

Prevalence of Academic Procrastination

Academic procrastination is quite common among students, with a big percentage of them procrastinating significantly. For example, research suggests that over 80%–95% of college students postpone to some degree, that approximately 70% regard themselves to be procrastinators, and that approximately 50% say they procrastinate in a constant and problematic manner.

Furthermore, procrastination has been discovered in a variety of other student populations, including those in elementary, middle, and graduate school. In fact, procrastination is so frequent among students that it's commonly referred to as the student syndrome.

Finally, while academic procrastination is most commonly associated with student procrastination, it has also been demonstrated to be a problem among other academic populations, including high-school teachers and university staff.

Dangers of academic procrastination

Academic procrastination has been linked to a variety of negative outcomes, including poor academic achievement, emotional well-being, and mental and physical health. As a result, academic procrastination is generally harmful to individuals who do it. The following are the most important issues linked with academic procrastination,

- **Worse academic performance:** For example, Procrastination, has been linked to a variety of academic concerns, including worse quality work, lower exam scores, lower grades, greater academic misconduct, increased course failures, increased course withdrawals, and a higher likelihood of dropping out.
- **Worse emotional well-being:** For example, Procrastination, might trigger unpleasant emotions like guilt, humiliation, and grief.
- **Worse mental and physical health:** For example, Procrastination, can result in mental health difficulties such as stress, as well as physical health issues such as sleep deprivation and weariness.

Many of these problems are linked. When academic procrastination leads to an increase in negative emotions, it can also contribute to an increase in stress. Academic procrastination can also lead to increased stress, which can lead to difficulties like tiredness, which increases the possibility of people procrastinating on academic activities and, as a result, poor academic performance.

Furthermore, procrastination is linked to a range of career concerns, including poorer salaries, shorter periods of employment, and a higher likelihood of unemployment. This can have an impact on students who are working while pursuing their academic goals, as well as those who

are looking for work after graduation. Finally, many of the problems with academic procrastination can affect persons in academia who are not students, such as teachers and professors. Procrastination, for example, can cause a variety of problems for these professions, including increased stress, poor mental wellness, poor job performance, and low job satisfaction.

Approaches for handling academic procrastination

There are three main types of approaches for dealing with academic procrastination.

- Student – led approach
- Externally led approach
- Joint approach

Student – led approach

This implies students take on the majority of the responsibility for minimizing their academic procrastination, with little to no external guidance. In this scenario, external guidance could be as simple as a professor highlighting the problem of procrastination and providing students with a link to a relevant reference on the topic.

Externally led approach

This involves stakeholders, such as educators or administrators, employing appropriate anti-procrastination measures to lessen students' procrastination without explicitly addressing the issue with the students. An instructor, for example, could establish a series of intermediate deadlines for all students in their course.

Joint approach

This involves obtaining external help as well as having pupils take an active role in their efforts to overcome procrastination. This could include going over important anti-procrastination approaches with students and assisting them in selecting and implementing their preferred methods.

None of these ways is intrinsically better than the others; rather, they are chosen based on relevant factors including effectiveness, cost and practicality. The degree to which the student is self-sufficient is a significant consideration. The more autonomy they demonstrate, the more motivated they are to overcome procrastination, which contributes to their long-term personal development.

Therapeutic treatment, therapeutic prevention, and instructor intervention are three types of approaches to reducing academic procrastination which have been found in the literature. Therapeutic treatment methods aim to intervene after a student has shown procrastinating habits, therapeutic prevention methods aim to prevent the negative effects of procrastination from the onset, and the third approach provides non - therapeutic methods for reducing procrastination tendencies among students. (Zack & Hen, 2018).

Techniques for reducing academic procrastination

Academic procrastination has been proven to be reduced using a variety of strategies and interventions. This includes, teaching students motivation-regulation strategies and time management skills, or having them undergo interventions rooted in acceptance – based behavioural therapy or cognitive behavioural therapy. This consists of various educational interventions such

as regular quizzes to inspire students to study continuously rather than waiting until final exams, automated reminders to complete assignments, and personal communication with the instructor to develop a plan to avoid late assignments. It is preferable if the anti-procrastination strategies and interventions are suited to the pupils' unique needs.

The following are some specific anti – procrastination techniques to reduce academic procrastination,

- Give clear directions to students. They can establish clear objectives for themselves by determining where, when and for how long they intend to work on it.
- Set intermediate deadlines and milestones. If the instructor sets intermediate milestones and deadlines throughout the work or assignment, it would be beneficial.
- Incentive and reward progress. This involves the instructor offering encouraging words or granting a prize to a student who has previously procrastinated but has now completed many tasks on time. It may also include the student's own self-reinforcement.
- Focus on making studying more enjoyable. The instructor can choose from a variety of humorous examples to be included in their assignments. Similarly, a student can relax in a pleasant environment while working and listening to energizing music.
- Give permission to make mistakes. An instructor can emphasize to students that it's okay to make some mistakes, especially on initial attempts and early drafts. Students can also repeat this mantra to themselves.

- Identify and resolve fear and anxieties. The instructor can evaluate what they are frightened of and help them overcome their fears.
- Promote self – compassion. It can help reduce procrastination as well as various issues that are associated with it, such as stress. It consists of three components such as self – kindness, common humanity and mindfulness.
- Promote self – efficacy. It's the belief in your ability to perform the necessary actions to attain your goals, and it can help reduce procrastination. Students might develop several strategies to finish their work and analyze their capacity to execute those tactics successfully to increase self-efficacy.

Furthermore, if a student has an underlying issue that causes procrastination, such as lack of sleep, depression, or ADHD, it should be highlighted. They'll most probably have to handle that first. Finally, there are two important points to remember while dealing with academic procrastination. First, most procrastinators require multiple techniques to conquer their procrastination. Second, certain strategies are more effective for different students in various situations.

Need for the Study

Adolescent students are particularly prone to academic procrastination since they are in a period of rapid development and growth. It is the period during which a person's attention is diverted by a variety of factors. Research has demonstrated that adolescent procrastination has been linked to parenting style and other variables. The adolescent period of development is one that is characterized by a shift in influence from the adolescents' parents to their peers, parents still

play a large role in the development of adolescents (Brown, Mounts, Lamborn, & Steinberg, 1993). Adolescence is the most constructive phase in human development and procrastination greatly affects the productivity of the adolescents. This study becomes very essential in this context as it can enlighten us on the causes of procrastination and help us remove it so that we can contribute to the effective shaping of the future citizens.

Review of Literature

This chapter contains various earlier research relevant to the study. It provides an overview of existing research and presents alternative methods to analyse prior findings. This chapter's review of literature includes the following:

- Parenting style
- Academic procrastination
- Parenting style and academic procrastination

Parenting Style

Francis A., et al. (2021) conducted a research study on Psychological well-being and perceived parenting style among adolescents. The objective of the study was to assess the psychological well-being, perceived parenting style of adolescents and to determine the relationship between psychological well-being and perceived parenting style among adolescents. A correlational survey was conducted in five randomly selected schools in Southern India with 554 adolescents studying in 8th grade to 9th grade. The Perceived Parenting Scale and a Standardized Ryff Scale were administered. It was found that a moderately positive relationship was found between psychological well-being and authoritarian and permissive parenting styles and a negative correlation between psychological well-being and neglectful parenting style. Authoritative parenting will contribute to the psychological development of adolescence. Hence, the study concluded that parenting styles will have an influence on adolescents' psychological well-being.

Mushtaq, A. et al. (2019) conducted a study on the Relationship between perceived parenting styles and grit in adolescents. The aim of this study was to investigate whether perceived parenting styles,

that is, the way in which one perceives his or her mother and father was related to grit in adolescents and to examine the nature of this relationship. Participants of the study comprised of 406 adolescents (203 males and 203 females) who were between the age range of 13 and 19 years. Grit S-Scale (2009) and Parental Authority Questionnaire (PAQ) (1989) were administered. To analyze this data Pearson correlation method was used. Results found that there was a significant positive relationship between perceived levels of father's authoritative and grit. There was also a significant positive relationship between perceived levels of mother's authoritative and grit in adolescents. However, there was no significant relationship found between the perceived level of mothers and father's permissiveness and authoritarianism and grit in adolescents.

Ramaswamy, S., & Gupta, S. (2019) conducted a research on Impact of perceived parenting styles on the personal growth of Indian adolescent children. This study intended to understand how adolescent girls in India perceive their parents and also analyze the relationship between the eight modes of parenting style and personal growth. 557 adolescent children from urban and rural areas in and outskirts of Hyderabad participated in this study. Parenting Scale and Ryff's Psychological well-being scale were administered. To analyze these data, Pearson correlation and Multiple Linear Regression techniques were used. The results showed that each and every aspect of parenting contributed to the development of personal growth of adolescent children which is one of the main components of psychological well-being. The study also indicated that parents facilitate the psychological well-being of adolescent children.

Sanjeevan, D., & de Zoysa, P. (2018) conducted a study on the association of parenting style on depression, anxiety and stress among Tamil speaking adolescents in Colombo city. The aim of the study was to assess the association between perceived parenting style on depression, anxiety and stress among adolescents. The participants included 232 adolescents (between 15 to 18 years)

attending government schools in Colombo city. They were chosen through a stratified random sampling technique. The Parenting Style Scale, the Depression Anxiety and Stress Scale-21(DASS-21) were used along with a demographic questionnaire. The results showed that authoritative parenting style was associated with a lower level of depression and stress when compared to neglectful parenting style. However, amongst these two parenting styles, there was no impact on adolescents' anxiety.

Kour, S., & Rani, F. (2018) did a research on Perceived Parenting Style and Self - concept on Indian adolescent role of gender. The study focused on parenting styles and its impact on the self-concept of secondary school students. Data was analyzed by using correlation and hierarchical multiple regression. Children's perception of parenting styles scale by Pyarai and Karla (2005) was used in this study. To analyze this data, Pearson correlation and Hierarchical Multiple Regression analyses were carried out. Result revealed that democratic parenting style was positively related with self-concept of adolescents and autocratic parenting style of father was negatively related with self-concept of adolescents and accepting parenting style was significantly related with the self-concept of adolescents. No significant interaction effect of gender of adolescents and parenting styles (democratic, autocratic and accepting) was observed in the analysis.

Adlakha et al. (2018) studied Personality type and perception of parenting styles among emerging adults. Research conducted on adolescents' stated that personality was predominantly formed by this age. Parenting was a significant factor in personality formation. The aim of the study was to compare perceived parenting style amongst emerging adults with respect to two personality types: extroversion-introversion and neuroticism-emotional stability. The sample included 278 emerging adults (141 males, 137 females), aged between 18–25 years. The Perception of Parents' Scale and Eysenck's Personality Inventory were administered on the sample. The data was statistically

analyzed using independent sample t-test and one-way ANOVA. It was found that the perception of parenting style was not influenced by personality traits of emerging adults other than Mother Warmth which differed significantly in emotionally stable and neurotic groups with higher perception from the emotionally stable group. Further, it was found that females had a greater positive perception of parenting than males.

George et al. (2017) conducted a research on a study of emotional intelligence and perceived parenting styles among adolescents in a rural area in Karnataka. The aim of the study was to assess EI, parental bonding, and their association with adolescents in high schools under Sarjapur PHC area. This was a cross-sectional study. A total of 300 adolescents were interviewed. The EI was assessed using the Emotional Intelligence Scale which measured self-awareness, self-regulation, motivation, empathy, and social skills. The results revealed that most of them had low EI in self-awareness, motivation and social skills. It was also observed that most of them had high EI in self-regulation, and moderately high EI in empathy. Along with poor parenting, most of the respondents also had low EI in self-awareness, motivation, and social skills which has to be addressed for the future of the country.

Bhattacharyya, P., & Pradhan, R. K. (2015) conducted a research study on Perceived Paternal Parenting Style and Proactive Coping Strategies of Indian Adolescents. The objective of this study was to investigate the influence of perceived paternal parenting styles on adolescents' coping strategies. The sample consisted of 180 adolescents (98 girls and 82 boys) from standard X-XI in West Bengal. The Proactive Coping Inventory (PCI) and Parenting Style Inventory II (PSI-II) were administered on the sample. The analysis of variance and hierarchical multiple regression analysis were carried out for data analysis. Results revealed that adolescents' perception of paternal demandingness and autonomy granting significantly predicted preventive and instrumental coping

strategies among adolescents. It was found that income of father and gender of adolescent were found to moderate the relationship between perceived paternal parenting style and coping strategies.

Trishala, M. et al. (2015) conducted a research on “Impact of perceived parenting styles on the emotional maturity among adolescents”. The aim of this study was to determine the emotional maturity (EM) and perceived parenting styles among adolescents. This study intended to investigate a sample of 30 boys and 30 girls (aged from 14 years to 19 years) who were administered with Emotional Maturity Scale and Perceived Parenting Styles Inventory-2. To analyze this data, Statistical tools of t-test and Pearson correlation method were used. The results indicated that there was no gender difference in Emotional maturity but adolescents differed in the perceived parenting styles. Adolescents with perceived parenting styles of autonomy and responsive styles had high emotional maturity compared to demanding perceived parenting styles.

Sharma, G., & Pandey, N. (2015) conducted a study on “Parenting Styles and Its Effect on Self-Esteem of Adolescents”. This study aimed at assessing and studying the parenting styles and its effect on the self-esteem of adolescents, specifically in Indian context. This study consisted of a total of 120 (60 female and 60 male) adolescents selected from Delhi and NCR in India, the age range kept as 16-18 years. The Coopersmith Inventory Adult Form (1987) and Parental Authority Questionnaire (1991) were administered. To analyze this data Pearson correlation method was used. The findings showed that there is no significant difference between permissive and authoritative parenting both in case of mothers’ and fathers’ parenting on the self-esteem of adolescents and both these styles of parenting mostly resulted in higher self-esteem among adolescents when compared to authoritarian style of parenting which was found to have a significant negative correlation with the self-esteem of adolescents.

Shalini, A., & Acharya, Y. (2013) conducted a research on “Perceived Paternal Parenting style on Emotional Intelligence of Adolescents”. This study examined the influence of perceived paternal parenting styles on emotional intelligence of adolescents. The participants comprised of 973 Pre University college students ranging in age between 16-18 years and Buri’s parenting style questionnaire (1991) and Emotional intelligence inventory by Mangal & Mangal, (2004) were administered. To analyze this data Pearson correlation method was used. Results indicated father’s authoritative and authoritarian parenting style significantly correlated with emotional intelligence and fathers were perceived to be more authoritative towards girls than boys.

Kumar et al. (2012) studied Perceived parenting style as a predictor of hope among adolescents. The aim of the study was to examine the relationship between perceived parenting styles and hope among adolescents. The sample included 120 adolescents (boys=62, girls =58) from the age group of 16. The Children's Perception of Parenting scale and Children's Hope Scale were used to collect the data. The results indicated that significant positive correlations were obtained between hope and three of the perceived parenting styles i.e. democratic, accepting and over protecting. Whereas, hope was significantly but negatively correlated with rejecting perceived parenting styles. These results revealed that the perception of a parent's parenting style as accepting and over protecting lead to high hopes about the future, whereas parenting style perceived as rejecting lowered hope. Thus perception of the parenting style was important in predicting hope in children.

Academic Procrastination

Turel, Y.K., et al. (2022) conducted a research on “Use of media and technology, academic procrastination and academic achievement in adolescence”. The aim of this study was to investigate the association among adolescents’ use of media and technology, their academic

procrastination behavior, and academic achievement. This quantitative study included data from 1278 middle and high school students. Media and technology usage and attitude scale, and academic procrastination behavior scale were administered. The data was analyzed by Pearson Correlation method. The results revealed that as media and technology usage increased, students' academic achievement decreased. Academic procrastination behavior had a mediating effect on this relationship. In other words, adolescents' media and technology usage caused academic procrastination behavior and adversely affected their academic achievement.

Wasim, A., et al. (2021) conducted a research on “Mediating Role of Academic Procrastination between Emotional Intelligence and Academic Performance of Pakistani Youth”. The aim of this research was to measure the mediating role of academic procrastination between emotional intelligence and academic performance in Pakistani youth. Using Multi-stage random sampling 347 youth (Male =172 and Female =175) were selected. The Schutte Self Report Emotional Intelligence Test (SSEIT-33) and Yockey Academic Procrastination Scale (APS-S-5) were administered. The data was analyzed by Pearson Correlation method .The results showed that emotional intelligence was significantly positively correlated with academic performance. The female youth were significantly higher in academic performance and emotional intelligence as compared to male youth, while male youth were significantly higher in academic procrastination.

Rahimi, S., & Vallerand, R. J. (2021) conducted a research study on the role of passion and emotions in academic procrastination during a pandemic (COVID-19). The aim of the study was to examine the role of academic passion and emotions in academic procrastination. Two studies were conducted with undergraduate students including one during the COVID 19 pandemic situation. For study 1 the participants were 210 undergraduate students who were recruited via Amazon Mechanical Turk. The participants consisted of 133 males and 77 females from

universities in the United States and Canada. For study 2 the participants were 303 undergraduate students who studied during COVID 19 pandemic. The participants consisted of 179 males and 124 females. The passion scale was used to assess the academic passion and the student's passion for their study and the pure procrastination study. Descriptive statistics were obtained using SPSS. At last the study revealed that the students who were passionate about their studies engaged in academic procrastination, especially if their passion was obsessive because it lead to negative emotions. Negative emotions positively related to procrastination, whereas positive emotions negatively related to procrastination.

Zarrin, S. A., et al. (2020) conducted a research on Prediction of academic procrastination by fear of failure and self-regulation. The aim of the study was on the role of fear of failure and sub-scale of self-regulation in relation with academic procrastination. There were 198 students from different schools of the University of Isfahan in Iran. The sample was selected by random cluster multistage sampling. Student's Procrastination Assessment Scale, Performance Failure Appraisal Inventory, and Sevari's Self-regulation Questionnaire were used for this study. Data was analyzed by t-test, Pearson correlations and linear regression in SPSS-22. Results of t-test showed male students when compared to females students scored higher in academic procrastination. Findings of Pearson correlations showed a positive association between fear of failure and academic procrastination, and a negative association between subscales of self-regulation and academic procrastination. In conclusion of the study, in order to reduce procrastination, some interventions can be delivered by handling student's fear of failure and self-regulation.

Tras, Z., et al. (2020) conducted a research on "Academic Procrastination and Social Anxiety as Predictive Variables Internet Addiction of Adolescents". The aim of the study was to examine the relationship between internet addiction and academic procrastination and social anxiety. Sample

of 599 high school students including 239 females, and 360 males were taken. The Young Internet Addiction Scale, the Academic Procrastination Scale, and the Social Anxiety Scale for Adolescents were administered. The data were analyzed by Pearson Correlation Analysis and Multiple Linear Regression Analysis techniques. The result showed that there was a positive correlation between internet addiction and academic procrastination and social anxiety showed a significant relationship. In other findings of the study, it was found that academic procrastination and social anxiety predicted internet addiction. The result showed that the most powerful predictor variable was academic procrastination.

Özkan, Ç. et al. (2020) conducted a research study on “Academic Procrastination, school attachment and life satisfaction”. The aim of the current study was to investigate the associations between school attachment, academic procrastination and life satisfaction and the mediating effect of academic procrastination. The mediation model was tested with 324 adolescents (173 female, 151 male). School Attachment Scale, Academic Procrastination Scale, and Satisfaction with Life Scale were administered. The results indicated that there were significant associations among school attachment, academic procrastination, and life satisfaction. Overall, the results showed that school attachment contributed to a reduction in academic procrastination and an increase in life satisfaction. In this respect, it can be said that attachment to school has a therapeutic value for students.

Smoletz et al. (2019) conducted a research on “Academic Procrastination and its effects on Perceived Stress and Wellbeing”. The aim of this study was to emphasize the academic procrastination and its negative health outcomes as well as the relation between academic procrastination and perceived stress and mental well-being, by conducting moderation and mediation analyses with CHBs and self-compassion as moderators and mediators. Convenience

sampling method and Snowball sampling method were used to collect the sample of 96 students from the general population. Procrastination Assessment Scale (PASS), Compensatory Health Beliefs Scale (CHBs), Perceived Stress Scale (PSS) and the Mental Health Continuum Short form (MHC-SF) were administered. The data was analyzed by Pearson Correlation method. The results showed that Academic procrastination and perceived stress were significantly positively related, a moderate negative correlation was found between academic procrastination and mental well-being. The relation between self-compassion and perceived stress was significantly negative and the relation between self-compassion and mental wellbeing was significantly positive. The moderation and mediation models were not significant.

Aghasi, F., et al. (2019) conducted a research study on "Effectiveness of mindfulness in self-esteem and procrastination in Girl students". The aim of this research was to investigate the effectiveness of mindfulness training on academic procrastination and self-esteem of ninth graders high school females in Isfahan in 95-96 academic year. Population consisted of all female ninth graders in Isfahan city obtained through stratified cluster sampling method. Solomomn and Rothblum Academic Procrastination (1984) and Cooper smith self-esteem (1967) were administered. Then 40 participants who had the highest scores on procrastination and the lowest scores on self-esteem were selected and randomly assigned to two groups of experimental and control groups. 8 sessions of mindfulness training were held with an experimental group. Results showed that there was a significant difference between the mean scores of experimental and control groups in any of the variables in post-test indicating that mindfulness training program was effective to enhance self-esteem and decrease academic procrastination in experimental groups.

Janta, J., et al. (2019) conducted a research on "Influence of Parental Academic Involvement on Procrastination Behavior among Thai adolescents in Bangkok Metropolitan Area". This study

aimed to examine the influence of the perception of parents' academic involvement on academic procrastination. Participants were adolescents, aged between 15-18 years old, who have been studying in high schools and vocational schools in the Bangkok metropolitan area. Two-hundred ninety-five participants were recruited by using convenience sampling techniques. All participants were asked to complete the Academic Procrastination Scale-Short Form, Perceived Parental Academic Involvement, and Self-Efficacy for Self-Regulated Learning Scale and Self-Regulated Learning Scale. It was found there was a mediate relationship between parental academic involvement and academic procrastination. That is, when perceived parental support and parental control increases, and consequently, the academic procrastination decreases. However, if parental procrastination increases, academic procrastination increases.

Demir, Y., & Kutlu, M. (2018) conducted a research on Relationships among Internet addiction, academic motivation, academic procrastination and school attachment in adolescents. The aim of the study was to examine the relationship between internet addiction, academic motivation and academic procrastination among adolescents. The sample of the research included 689 (383 female, 306 male) adolescents who were studying in the official high schools in Elazig province center and were selected by stratified sampling method. Young Internet Addiction Test-Short Form (YID-SF), Academic Motivation Scale (AMS), Academic Procrastination Scale (APS) and School Attachment Scale for Children and Adolescents (SAC) were used in the research. The result revealed that internet addiction affected academic motivation in the negative direction and it affected academic procrastination in the positive direction. Academic procrastination affected school attachment in the negative direction. The research concluded Internet addiction was indirectly affecting school attachment and in the negative direction.

Karami, F., et al. (2018) conducted a research on "Relationship between mental health and academic performance and self-efficacy and academic procrastination of high school students". The aim of this study was to investigate the relationship between mental health and academic performance and self-efficacy and academic procrastination of high school students. A sample of 200 high school students (100 girls & 100 boys) was selected through two-stage cluster sampling. Goldberg Hiller General Health Questionnaire (GHQ-28), Sherer's General Self-efficacy Scale (GSES), Pham and Taylor Educational Performance Questionnaire (EPT), Solomon and RothBlum Educational Inventory Questionnaire were administered. Finally, the data was analyzed using Pearson correlation coefficient test. Therefore, the results showed that there was a significant relationship between mental health and educational attainment of high school students.

Ebadi, S., & Shakoorzadeh, R. (2015) conducted a study on the Investigation of Academic Procrastination Prevalence and Its Relationship with Academic Self-Regulation and Achievement Motivation among High-School Students in Tehran City. The aim of the study was to investigate academic procrastination and its relationship with academic self-regulation and achievement motivation. The sample included 624 high school students from different areas and regions. The sample was selected by using a random cluster-multistage sampling method. In this study, the assessment of negligence-student's version, self-regulated a learning strategies questionnaire and motivation achievement test was used. Descriptive and inferential statistics were used to analyze the data. The result of the study showed that academic self-regulation and achievement motivation predict academic procrastination significantly.

Parenting Style and Academic Procrastination

Batool, S. S. (2020) conducted a research on Academic achievement: Interplay of positive parenting, self-esteem, and academic procrastination. The study aimed to assess the direct and indirect impact of compassionate and supportive parenting style (i.e., positive parenting) on academic achievement. The sample included 210 male and 292 female undergraduate university students. Perceived Dimensions of Parenting Scale, Rosenberg Self-esteem Scale, Procrastination Assessment for Students and Cumulative Grade Point Average were used as measures. Results indicated that positive parenting had a significant impact on self-esteem, positive parenting, academic procrastination and academic achievement. Results also suggested that parents who practiced compassionate and supportive parenting style, guided their children in studies, shared their problems, showed positive and encouraging attitude, understood children's problem from their perspectives, resolved mutual conflict amicably, and gave them constructive feedback.

Gündüz, G. F. (2020) conducted a study on The Relationship between Academic Procrastination Behaviors of Secondary School Students, Learning Styles and Parenting Behaviors. This research has a quantitative design and is in correlational survey model. Alabama Parenting Questionnaire and Academic Procrastination Scale were administered. Sample of the study consisted of 358 parents and their secondary school students. It was concluded that there was a positive relationship between the students who had external focus of control and the procrastination behaviors of their children with authoritarian parent style. The findings showed that the procrastination behaviors of secondary school 5th grade students were lower than 6th, 7th and 8th grade students.

Yip, K. Y., & Leung, M. T. (2016) conducted a research on the Structural model of perceived parenting style as antecedent on achievement emotion, self-regulated learning and academic

procrastination of undergraduates in Hong Kong. The present study was conducted to investigate the impact of perceived parenting style on self-regulated learning and academic procrastination with mediating effect of achievement emotion. Sample of the research consisted of 218 undergraduates from the University of Hong Kong. Parenting Authority Questionnaire, Academic Emotion Questionnaire, Motivated Strategies for Learning Questionnaire, and Procrastination Scale were used to collect the data. To analyze the data, Correlation, path analysis, and structural equation modeling were also conducted. It was found that perceived authoritative parenting style showed an impact on positive achievement emotion (enjoyment, hope and pride) and in succession affected self-regulated learning and academic procrastination.

Mahasneh, A. M., et al. (2016) conducted a research on the Relationship between academic procrastination and parenting styles among Jordanian undergraduate university students. This study aimed to identify the level of academic procrastination among a group of students and its correlation with parenting styles. A sample of 685 male and female undergraduate students was selected by multi –stage cluster random sampling. Research instruments included two Scales Academic Procrastination Questionnaire (APQ) and Parental Authority Questionnaire (PAQ). Results showed that there was a significant positive correlation between academic procrastination and parenting styles. Results suggested that there were no gender differences found in the present study in academic procrastination. Parenting variables have a significant effect on the development of the child's character and personality traits.

Overview

The reviewed research articles lend support to our current study, "Perceived parenting style and academic procrastination among adolescents." According to the results of the

prior publications, perceived parenting styles have a considerable impact on academic procrastination. Previous research has revealed the following:

- Adolescents with authoritative parenting had higher emotional maturity, self-esteem, and psychological development, and their preventive and instrumental coping mechanisms were significantly predicted, but adolescents with authoritarian parenting had lower self-esteem. It was also discovered that authoritative parenting reduces adolescent depression and stress.
- Females viewed parenting more positively than males. The perception of a parent's parenting style as accepting and overprotective predicted higher hope, while rejection indicated lower hope.
- Academic procrastination is increased by internet addiction, media and technology use, and negative emotions. Males procrastinated more than females in academics.
- The mindfulness training program improved self-esteem and reduced academic procrastination. School attachment can also help to reduce academic procrastination.
- As parental involvement and control grow, academic procrastination lessens.

Methodology

Aim

The aim of the study is to determine the relationship between Perceived Parenting Style and Academic Procrastination among adolescents. This study also aims at examining the gender differences in Academic Procrastination among the sample adolescents.

Hypotheses

- There is no significant relationship between authoritative parenting style and academic procrastination among adolescents.
- There is no significant relationship between authoritarian parenting style and academic procrastination among adolescents.
- There is no significant relationship between permissive parenting style and academic procrastination among adolescents.
- There is no significant difference between adolescent girls and adolescent boys on academic procrastination.

Variables

Dependent variable

- Academic Procrastination

Independent variable

- Parenting Style

Population sample

The study's sample comprised of 280 adolescents (140 boys and 140 girls) from various schools in Thoothukudi, Tamil Nadu. Adolescents between the age range of 13 to 15 were chosen as the sample, with the majority of them being 9th grade students. This study relied on primary data.

Sampling Method

A purposive sampling method was used to obtain the sample. The data was collected in person by handing out questionnaires to 9th grade students from five different schools in Thoothukudi. The responses were gathered from both co-education and single-gender schools.

Inclusion Criteria

- Sample was collected from several Thoothukudi schools, particularly 9th grade pupils.
- Students aged between 13 to 15 years old were included in this study.
- This study included only adolescents.

Exclusion Criteria

- Adolescents who were either below or above the 13–15 age range were excluded.
- Other district school students were excluded from this study.
- Adolescents who were not attending schools were excluded.

Operational Definition

Parenting Style

“Parenting style is defined as a constellation of parents’ attitudes and behaviours towards children and an emotional climate in which the parents’ behaviours are expressed” (Darling and

Steinberg, 1993). It is a psychological construct representing standard strategies that parents use in their child rearing practices. Parenting styles are the representation of how parents respond to and make demands on their children. Parenting practices are specific behaviours, while parenting styles represent broader patterns of parenting practices.

Academic Procrastination

“Procrastination has been defined as a voluntary delay of an intended course of action despite expecting worse consequences for the delay” (Steel, 2007). Academic procrastination refers to a student's inclination to put off starting and finishing academic activities. Academic procrastination, which can be named as reflection of daily postponement to school life, is defined as to delay duties and responsibilities related to school, or to save them to the last minute (Haycock, McCarthy, & Skay, 1998).

Measures

In this research, the following standardized tools were used:

- The Perceived Parenting Style Scale by Divya and Manikandan (2013)
- Academic Procrastination Questionnaire by Abu-Ghazal (2012)

Tool Description

Parenting Style

The Perceived Parenting Style Scale developed by Divya and Manikandan (2013) is used to measure the perception of the children about their parent’s behaviour. Perceived parenting style is how adolescents perceive their parent’s parenting styles which are based on three types of parenting styles such as authoritarian, authoritative and permissive. It consists of 30 items in which

responses were elicited in a five point Likert scale such as Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. All the items in the scale are worded positively and scored 5 to 1 and all the three perceived parenting styles are scored separately. The Cronbach Alpha coefficient was calculated for each style, and it was discovered that the authoritative style has an Alpha coefficient of 0.79, the authoritarian style has an Alpha value of 0.81, and the permissive style has an Alpha coefficient of 0.86. The perceived parenting style scale's styles all show an acceptable level of reliability. The authors claim that the scale has face validity.

Academic Procrastination

The Academic Procrastination Questionnaire (APQ) developed by Abu Ghazal (2012) is used to measure procrastination tendency on academic related tasks. The first questionnaire was administered on undergraduate Jordanian students. The APQ is a one-dimensional Likert-type questionnaire consisting of 21 items, all items are scored on the five-point Likert scale (completely disagree, disagree, neither agree nor disagree , agree and completely agree) ranging from totally disagree 1 to agree 5 in which seven are reversely coded (no. 1,3,5,6,10,12 and 17). High scores indicate the subjects have a high level of academic procrastination. The APQ has a Cronbach alpha reliability coefficient of 0.90. also; the results of exploratory and confirmatory factor analysis confirmed the validity of the questionnaire for use in Jordan.

Procedure

The data was obtained through the distribution of questionnaires to 9th-grade students in various schools in Thoothukudi, Tamil Nadu. Prior permission was taken from the school authorities to conduct the research. Questionnaires in English were distributed in standard XI during their regular periods. The basic demographic details of the sample were gathered. The

perceived parenting scale as well as the academic procrastination questionnaire were administered. The participants were instructed to read each question attentively and respond appropriately; there was no time constraint, although they were encouraged to finish as quickly as possible. They were also informed that there were no right and wrong answers. Participants were assured that their responses would be kept anonymous and would only be used for the purposes of the study.

Ethical Considerations

The purpose of the study was explained to the participants. We requested their permission, and they agreed to participate voluntarily. They were informed that if they didn't want to participate in the study, they could withdraw at any time. They were also told that participating in the study was in their own personal interests. They were assured that their responses would be kept confidential and it will not reflect on their grades or academic outcomes. Finally, we obtained the data with their consent and maintained strict confidentiality throughout.

Statistical Analysis

The data was analyzed using Karl Pearson's correlation coefficient to determine the relationship between perceived parenting style and academic procrastination, and t-tests were employed to investigate the differences in academic procrastination between boys and girls. SPSS software version 26 was used to execute the statistical analysis.

Results and Discussion

This chapter summarizes the findings of the current study. It examines the link between perceived parenting style and adolescent academic procrastination. The hypothesis was tested using statistical analysis such as Pearson's correlation coefficient and the Independent sample t-test. The results, discussion, and additional research that reflects the study are all presented.

Table 4.1

Descriptive Statistics

Variables	Mean	Standard Deviation
Authoritative parenting style	39.31	4.90
Authoritarian parenting style	24.37	6.88
Permissive parenting style	20.04	5.71
Academic Procrastination	59.03	12.17

The Table 4.1 shows the descriptive analysis of the variables. The data displays the mean and standard deviation for authoritative, authoritarian, and permissive parenting styles, as well as academic procrastination.

Table 4.2

The correlation between authoritative parenting style and academic procrastination.

Variables	“r” value
Authoritative parenting style	-0.226**
Academic Procrastination	

** $p < 0.01$

The significant relationship between authoritative parenting style and academic procrastination is shown in Table 4.2. The value of r is -0.226. The authoritative parenting style has a negative correlation with academic procrastination which is significant at 0.01 level. It implies that one variable increases as the other decreases, and vice versa.

Table 4.3

The correlation between authoritarian parenting style and academic procrastination.

Variables	“r” value
Authoritarian parenting style	
	0.358**
Academic Procrastination	

** $p < 0.01$

The Table 4.3 reveals a relationship between authoritarian parenting style and adolescent academic procrastination. The correlation value is 0.358. The result shows that authoritarian parenting has a positive correlation with academic procrastination and is significant at the 0.01 level. It was found that the variables were positively correlated with each other.

Table 4.4

The correlation between permissive parenting style and academic procrastination

Variables	“r” value
Permissive parenting style	
	0.202**
Academic Procrastination	

** $p < 0.01$

The significant relationship between permissive parenting style and academic procrastination is presented in Table 4.4. It correlates positively with an r value of 0.202. The results show that permissive parenting style has a significant positive correlation with academic procrastination at the 0.01 level.

Table 4.5

The difference in academic procrastination between adolescent boys and girls.

Academic Procrastination	N	Mean	Standard Deviation	“t” value
Boys	140	62.09	10.78	
Girls	140	55.98	12.73	4.331**

** $p < 0.01$

Table 4.5 indicates the significant difference in academic procrastination between adolescent boys and girls. The mean, standard deviation, and t-value were obtained. The t-value is 4.331, which shows that the difference is significant at the 0.01 level. The mean values for boys and girls are 62.09 and 55.98 respectively. It reveals that adolescent boys and girls have different levels of academic procrastination.

Discussion

Parents play a crucial role in their children's lives. A parenting style is a specific behaviour that a parent adopts when raising a child. Academic procrastination is influenced by a variety of factors, including parenting style. The current study investigates the analysis of the relationship between perceived parenting style and academic procrastination among adolescents, as well as the differences in academic procrastination between boys and girls.

The mean and standard deviation of the measured variables are tabulated in Table 4.1. The mean scores for authoritative, authoritarian, and permissive parenting styles, as well as academic procrastination are 39.31, 24.37, 20.04 and 59.03 respectively. The standard deviations for authoritative, authoritarian, permissive, and academic procrastination are 4.90, 6.88, 5.71 and 12.17 respectively. According to the mean results, many adolescents perceived their parents' parenting style as authoritative.

According to the result shown in table 4.2, the authoritative parenting style has a significant negative relationship with academic procrastination. It reveals that when an authoritative parenting style increases, academic procrastination reduces, and vice versa. Authoritative parents inspire confidence in their children, as well as superior social skills and problem-solving abilities, which lessen academic procrastination. The results of the study are in line with the research conducted by Zakeri, Esfahani and Razmjoe (2013) on University students, who found that the acceptance–involvement style was a strong negative predictor of academic procrastination. This authoritative parenting style is marked by acceptance and involvement, as well as strictness and supervision. They encourage their children to help with schoolwork, which reduces academic procrastination and improves academic excellence.

Table 4.3 demonstrates that authoritarian parenting has a strong and significant positive correlation with academic procrastination. Because authoritarian parenting involves strict rearing, it may foster academic procrastination because a child fears being confronted by the parent in the event of failure. According to Solomon and Rothblum (1984), children raised by authoritarian parents avoid undertaking tasks out of fear of failing. The findings of the study are consistent with prior research on high school students conducted by Mikaeili and Salmani (2021), which revealed that authoritarian parenting had a positive relationship with academic procrastination at a 0.05 significant level. Parents who are harsh and unpleasant to their children have greater academic procrastination, resulting in low commitment, attention and concentration on academic tasks.

The results provided in table 4.4. reveals that there was a significant correlation between permissive parenting style and academic procrastination. Permissive parenting was positively correlated due to limiting consistent rules and guidelines for their children in developing self-control and self-discipline. As a result, it is more likely for the children to engage in procrastination. The current study supports the findings of a previous study by Javady and Mahmoudi (2015) on the relationship between perceived parenting style and academic procrastination and fear of success, which found a significant positive relationship between permissive parenting style and academic procrastination. Parents who hover and fulfil demands without conditions may cause children to react negatively. Permissive parents who fail to provide their children with adequate support will have difficulty in developing self-regulation skills, which might lead to procrastination.

Table 4.5 demonstrates a significant difference in academic procrastination between adolescent boys and girls. The findings indicate that boys procrastinate more than girls. Many

research have found that procrastination is more widespread in males than in females. Khan, Arif, Noor, and Muneer (2014) discovered that there was a significant difference in procrastination, with male students procrastinating more than female students. They also reported that early adolescent procrastination is higher than later adolescent procrastination. The researchers (Hampton et al., 2005) explained that men had a higher tendency to believe that a given circumstance is controlled by external causes rather than one's own, which could contribute to procrastination. There is a slight difference in adolescent boys and girls procrastination in our study because we used early adolescents as the sample population, which was the era of higher procrastination

Thus, all of the null hypotheses in this study have been rejected. The findings of the current study provide evidence that parenting styles have an effective effect on academic procrastination.

Summary and Conclusion

Summary

The purpose of the study was to examine the relationship between perceived parenting style and academic procrastination among adolescents, as well as to explore gender variations in academic procrastination among adolescent boys and girls. The independent variable of the study was parenting style, while the dependent variable was academic procrastination. The sample was obtained through purposive sampling method. The participants in the study were 280 adolescents (140 boys and 140 girls) from various schools in Thoothukudi, Tamil Nadu. Adolescents between the age range of 13 to 15 were chosen as the sample, with the majority of them being 9th grade students.

In this research, the following standardized tools were used:

- The Perceived Parenting Style Scale by Divya and Manikandan (2013)
- Academic Procrastination Questionnaire by Abu-Ghazal (2012)
- Demographic data was collected along with the tool given.

The following null hypotheses were adapted in this study:

- There is no significant relationship between authoritative parenting style and academic procrastination among adolescents.
- There is no significant relationship between authoritarian parenting style and academic procrastination among adolescents.
- There is no significant relationship between permissive parenting style and academic procrastination among adolescents.

- There is no significant difference between adolescent girls and adolescent boys on academic procrastination.

Pearson's correlation coefficient and the Independent sample t-test were the statistical techniques employed in the data analysis. Statistical Package for Social Sciences (SPSS) version 26 was used to analyse the data.

Conclusion

The study formulated the following conclusions:

- There was a significant relationship between authoritative parenting style and academic procrastination among adolescents.
- There was a significant relationship between authoritarian parenting style and academic procrastination among adolescents.
- There was a significant relationship between permissive parenting style and academic procrastination among adolescents.
- There was a significant difference between adolescent girls and adolescent boys on academic procrastination
- Male students procrastinated more than female students.

Limitations

The limitations of this study have been explained below:

- The questionnaire used to assess parenting styles was limited to three types of parenting styles and does not include the fourth parenting style, the uninvolved parenting style.

- Due to the COVID situation, many schools did not allow us to collect responses.
- This study required respondents to complete a 51-item questionnaire, which could have been exhausting for students.
- The respondents in this study were from the Thoothukudi district. Only a small proportion of responses were collected in this study. As a result, the findings cannot be applied to a larger population.
- If both parents had a different parenting style, some respondents may be perplexed by the statement describing their parents' parenting pattern.
- For this present research, two tools were used. One of them was developed by a western author. It would be even more appropriate if it were an Indian author.
- Only a few demographic variables were collected.

Suggestions for Future Research

Similar research could be carried out with the following changes:

- The researcher has included only two variables. More variables could have been included to improve the study's quality and to aid comprehension.
- Future research could be performed to investigate gender differences in perceived parenting styles.
- Researchers could utilize statistical methods such as regression analysis for a better understanding of the variables.
- Future researchers may consider investigating cross – cultural studies regarding the variables.

- More research can be done in the future to find practical ways to assist students in reducing their procrastination.

Implications

The implications of the current study are explained below:

- The current study is advantageous to adolescence because it raises understanding of which parenting styles contribute to academic procrastination and how parenting types affect student academic achievement.
- This finding may provide useful information to counsellors who work with procrastinators.
- This study paves way for further research on the ways and means of improving academic excellence of students.
- The study's findings suggest that reducing academic procrastination is important not only for academic performance but also for students' overall well – being, social and personal adjustment and success.

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Appendix A

Informed consent

You are invited to participate in this research study. This is a research project being conducted by undergraduate psychology students at St. Mary's Autonomous College in Thoothukudi. We kindly request that you fill in the details and questionnaire to contribute to our research. It will take approximately 15–20 minutes to complete. Your participation in this research is completely voluntary. You have the right to decline this research or to withdraw at any time after signing the consent form. This research is conducted purely for academic purposes, and it will not reflect on your grades. Your responses will be kept completely confidential.

I Ms. / Mr. _____, agree to participate in this study, and the responses I'm about to select are true to my knowledge.

Signature of the participant _____.

Date:

Personal Data Sheet

Name:

Age:

Gender:

Grade:

School Name:

Email Id:

Birth order:

Family structure:

Appendix B

Instructions

The following statements shows the way parents behave with you. Please read the following statements carefully and mark your agreement in the column provided. Respond to each statement which is true to yours life. There are the Five (5) possible answers provided for each question viz: 1) Never, 2) Rarely, 3) Sometimes, 4) Often and 5) Always. Select one among them for each question and put a tick mark. There are no right or wrong answers. Respond what comes to your mind immediately. Kindly answer all the questions. Your responses will be confidential.

S.NO	Statements	Never	Rarely	Sometimes	Often	Always
1	Capable of making me to understand about “Right” and “Wrong”.					
2	View everything with a critical mind.					
3	Never find time for me to help during difficult situations.					
4	Congratulate me when I pass the exams.					
5	I am compared with other friends / classmates.					

6	Never help me in doing day-to-day activities on time.					
7	My suggestions and ideas are considered.					
8	Insult and beat me in front of others.					
9	No directions are given while doing things.					
10	I have freedom to discuss about anything.					
11	I often feel that I am being rejected for affection.					
12	No inquiries are made for the decisions taken by me.					
13	During the crisis situation they inquire about it.					
14	Blame me even for minor things/issues.					

15	Never provide an atmosphere for my studies.					
16	I get love and care from parents.					
17	Behave to me in a strict manner.					
18	Never do anything to satisfy my needs.					
19	Being pursued for taking my own decisions.					
20	Being scolded for not coming up to their expectations.					
21	Fail to inquire about the disturbances and suggest remedial measures.					
22	My opinions are considered in all important decisions related to home.					
23	Blame me for not doing things properly.					
24	No effort is made to know about the progress of my studies.					

25	Provide guidance in studies and suggest ways for character formation.					
26	Being scolded without knowing the reasons for late from the College.					
27	No inquiries are made about my likes and interests.					
28	At free time they spent time with me.					
29	There is control over each of my activities.					
30	They will not inquire about my abilities and goals.					

Appendix C

Instructions

The following statements are related to your academics. Kindly read each statement carefully and give your appropriate response. There are the five possible answers provided for each question, viz.: 1) completely disagree, 2) disagree, 3) neither disagree nor agree, 4) agree, and 5) completely agree. Select the most suitable one that describes your situation. Respond to what comes to your mind immediately. Be honest while answering. Your responses will be kept confidential.

S.NO	Statements	Completely disagree	Disagree	Neither disagree nor agree	Agree	Completely agree
1	I do my assignments daily and regularly, so I am punctual with my course work.					
2	When exam time approaches, I find myself busy with other things.					

3	I usually hurry to complete academic missions before the deadline.					
4	I always say to myself that I will complete my assignments tomorrow.					
5	I usually start doing study duties immediately after being assigned them.					
6	I finish my duties before the deadline.					
7	I postpone my duties till the last moment.					
8	I try to find excuses to justify my delay in doing study assignments.					
9	I always waste time.					

10	I always finish the important assignments and I have extra time.					
11	I say to myself that I will do my duties then I change my mind.					
12	I follow the plan I set for completing my assignments.					
13	When I have difficult duties, I believe in delaying them.					
14	I delay doing duties without justification even if they are important.					
15	I delay doing duties regardless of their nature (exciting or not).					

16	I feel uncomfortable when thinking about starting doing my duties.					
17	I don't postpone a duty I think it is necessary to do it. .					
18	I do lots of entertaining activities so I don't have enough time for studying.					
19	I always think I have enough time later, so it is not necessary to actually start studying.					
20	Postponing academic duties is considered a real problem which I suffer from.					
21	I stop studying early in order to do more enjoyable things					