Perspectives
in Social Work

College of Social Work (Autonomous),
Nirmala Niketan
Mumbai

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Perspectives in Social Work is published thrice a year by the College of Social Work, (Autonomous),Nirmala Niketan, 38, New Marine Lines, Mumbai 400 020

Perspectives in Social Work journal of the College of Social Work (Autonomous) has been approved by the University Grant Commission http://ugccare.unipune.ac.in Journal under Social Sciences

Annual subscription cost: (Payable by DD/MO in favor of *Perspectives in Social Work*)
Note: The revised Annual Subscription rates from April 2023 issue would be as follows:

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Contents

Editorial

EDITORIAL

It is a great pleasure to write the editorial for this journal which seeks to open professional practice to new challenges and realisations in the field of social work. Traditional methods of social work, while foundational, may not always address the multifaceted challenges faced by individuals and communities today. By embracing innovation, social workers can develop more effective interventions, improve specific outcomes, and enhance overall social work service to the society.

The first article by Algur Kisan, Ph.D. Scholar and Mundhe Nitin, on the topic Socio-Economic, Demographic Progress of the Primitive & and Non- Primitive Tribal Groups (PVTGs and Non-PVTGs) in India: A Regional Study of the Tribal Dominated States of India (Census, 2011), addressing the challenges faced by these vulnerable groups requires a concerted effort from government, civil society, and the communities themselves. By focusing on inclusive and sustainable development, India can ensure that its tribal populations are not left behind in the journey towards progress and prosperity.

The Second article by Shefali SK & Premanand on the topic Positive Emotions, Relationships, Meaning, Engagement as Mediators between Accomplishment and Creativity among Indian Youth explained clearly about the educational and psychological programs targeting youth should emphasize the development of positive emotions, supportive relationships, a sense of meaning, and engagement to boost creativity. Policymakers and educators can create environments that cultivate these mediating factors, thereby promoting a culture of creativity and innovation among Indian youth. This study contributes to the understanding of the psychological mechanisms that link accomplishment to creativity and provides actionable insights for enhancing creative potential in the younger population.

The third article by Amira Wali on the topic "I am a Woman heading my workplace... How do you see me? Re thinking Gender and Leadership" brings out the need for development of women in the workplace. As a woman heading your workplace, you are redefining what leadership looks like. Your presence challenges outdated stereotypes and paves the way for future generations of women leaders. By fostering an inclusive and equitable environment, we can ensure that leadership potential is recognized and nurtured regardless of gender.

The fourth article by Dr Suman Rana on the topic Positive Youth Development: An Intervention among Rural Youth of Rajasthan, India. Youth face unique challenges such as limited access to education, healthcare, and employment opportunities. This intervention aims to implement PYD principles to empower rural youth in Rajasthan, enhance their life skills, and improve their socio-economic conditions. By focusing on life skills, education, employment, and health, this intervention has laid the groundwork for sustainable development and empowerment of rural youth.

The fifth article by Dr.P.Pachaiyappan on the topic Examining Leadership Qualities and Self-Acceptance of Higher Secondary School Students. Leadership qualities such as confidence, responsibility, empathy, and decision-making are crucial for personal and academic success. Similarly, self-acceptance, the ability to acknowledge and embrace one's strengths and weaknesses, plays a vital role in students' overall well-being and development. This research aims to understand how these two attributes correlate and influence each other. Educational interventions that focus on both aspects can foster well-rounded personal development and academic success.

The Final article by Shamikhah Hamid & Dr. ShaziaManzoor, on the topic Facing Challenges While Working: A Study of Women Police in Kashmir. This study examines the unique challenges faced by women police officers in Kashmir, a region marked by political instability and societal conservatism. Women in law

enforcement in this area confront a myriad of obstacles, ranging from gender bias and work-life balance issues to safety concerns and limited career advancement opportunities. This research aims to shed light on these challenges, explore their impact on the professional and personal lives of women police officers, and propose measures to support and empower them.

As we present the latest edition of our journal, we extend our heartfelt gratitude to each of you for your unwavering support and contributions. Your commitment to the field of social work continues to inspire us and enrich the discourse within our community. Together, we can build a body of knowledge that will inspire and guide the future of social work.

Editorial Team

SOCIO-ECONOMIC, DEMOGRAPHIC PROGRESS OF THE PRIMITIVE'S AND NON-PRIMITIVE'S TRIBAL GROUPS (PVTGS AND NON-PVTGS) IN INDIA: A REGIONAL STUDY OF THE TRIBAL DOMINATED STATES OF INDIA (CENSUS, 2011)

Algur Kisan[1], Mundhe Nitin[2]

Abstract

Introduction: *The Indian population consists of a great variety of tribal groups along with a wide variety of ecosystems, as well as a complex cultural diversity. Some of these ethnic groups are considered Particularly Vulnerable Tribal Groups (PVTGs), formerly known as Primitive Tribal Groups.*

Objectives: *The following study analyzed regional variation of the 15 major tribal-dominated states, mainly including the PVTGs population, using Socio-economic and demographic indicators.*

Method: *The (Census of India-2011) secondary data were used, and data analysis was carried out with the help of descriptive statistical techniques.*

Result: *About 60 to 70 percent of the population is illiterate in most of the states in India. Further, the working condition seems to be pathetic. Non-workers are higher among the PVTGs in most states in India.*

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[2]Mundhe Nitin, Assistant Professor, Department of Geography, Sir Parashurambhau College, Pune - 411030, Maharashtra, India.

Conclusion: State-specific efficiency of educational involvements, livelihood interventions, skill development with capacity building and cultural protection is a crucial challenge in India.

Keywords: Demographic, Socio-Economic, Progress, PVTGs and Non-PVTGs

Introduction

India has the second-largest tribal population in the world, followed by Africa. With presents a varied tribal population depicting a complex cultural variety with various ecosystems. With regional diversity and socio-cultural individualities, the Indian civilization is divided into rural and urban societies (De Haan, 2000). Remote areas still exist in India; hence, predominantly tribal communities dominate those remote areas. Tribal peoples are an integral section of Indian society and are called "first citizens of India" (Radhakrishna, 2016).

More than 705 tribal groups have different social, religious, cultural and ethnic norms. Some ethnic groups are considered Particularly Vulnerable Tribal Groups (PVTGs), earlier known as Primitive Tribal Groups in India, based on their vulnerability and socio-economical backwardness residing within the scheduled tribes (Muniraju & Thakur, 2018).

Therefore, PVGTs at present include 75 tribal groups which exist in 18 states and the union territory of India. Among PVGTs, some of the communities face extinction, and these groups are considered endangered populations (Panda et al., 2020). In 1979 the Ministry of Home Affairs introduced four measures for identifying Particularly Vulnerable Tribal Groups. They have been primarily engaged in pre-agricultural activities until now. They have a low level of technology and economy and very low literacy, causing a declining or near-stagnant population (Government of India, 2013).

Literature Review

The tribal population lives in relative remoteness in hilly forests or well-delimited areas with distinct cultures, languages, religions, and strong ethnic identities (Lakshmi & Paul, 2019). Defining and conceptualizing tribes is problematic because they are found in various socio-economic environments and because of their incessant assimilation and acculturation with the more comprehensive social structure (Joshi, 2015).

Also, In India, tribes are often labelled as 'Adivasis' in the modern world. They are the original colonizers of the Indian Peninsula (Kannan, 2021). The tribal community has encountered socio-economic, cultural and political problems. They are considered a weaker section of society. The tribal development preparation is being executed along with five-year policies under the Government of India. So far, vulnerable Indian tribal groups are still facing more unsolved problems (Suresh, 2020).

The Human Development Index on PVTGs reveals that the overall status in all spears remains far behind the Scheduled Tribes and the mainstream communities residing in urban agglomeration (Banerjee, 2022). The educational status of these groups, particularly women, is meager compared to other tribal groups in India (Negi & Ganguly, 2011). As a result, the human development indicators of these tribes remain far away from any other weaker segments in the country, including the Scheduled Tribes (Chalam, 2007).

The initiatives of successive Governments to bring them to par with the rest of society are gradually making attempts to reach them. However, their isolation, lack of awareness, and lapses on the part of local management in generating awareness and bringing necessary facilities to these ethnic groups at grass root level have made them to still live in vulnerable conditions (Ravindran et al., 2018).

The 75 PVTGs are minor in number, socially and ethnically different from one another and live in remote habitations with poor governmental and infrastructure facilities liable mainly to traditional occupations such as hunters and food gatherers. Small land holdings depend on shifting cultivation (Singh, 2017). Status of Particularly Vulnerable Tribal Groups (PVTGs) in India: Special Reference to the State of Chhattisgarh. Geo Analyst. There are some PVTGs even on the margin of destruction; due to their indigenous nature, they still travel in jungles to hunt and collect food; there are instances of deaths due to attacks by wild animals and snake bites (Dundi, 2022).

The vulnerability of the PVTGs mainly shoots from the change in the economic system and damage to their customary livelihoods, habitats and customary resource through the steady exploitative interruption of the market economy into their regions in the form of industrial projects, preservation, tourism, and the forest bureaucracy and so on (Xaxa, 2014). These circumstances led to the damage of their resources, causing chronic malnutrition, starvation and ill health.

According to the planning commission report, the poverty ratio for different social groups reveals a higher poverty ratio for Scheduled Tribes. Their economy runs on agricultural lines, which do not yield much income for livelihood (Planning Commission Report, 2010). The most startling fact here is that about 60% of the population comprises non-working members of households. Around 29 percent of tribal's be paid less than 20,000 annually, 5% of the respondents lie in the 20,000-40,000 income earned annually, and only 4% of the households earn 40,000 and above annually.

Education plays a vital role in empowering anyone to be part of mainstream society and aspires to grow with the rest of society. Literacy of Social Groups, the literacy rate among Scheduled Tribes is much less than any other social group. As per the survey, approximately 50% of the study population is illiterate, 25% have

either completed or are pursuing primary education, and around 11% have completed their secondary education (Bruns & Rakotomalala, 2003). Only 5% chose to determine higher education. The employment rate at high school and higher education data reveal a decreasing trend compared to other social groups. Besides higher dropout rates at different levels, participation PVTGs at higher education is abysmal (Brahmanandam & BosuBabu, 2016).

According to the Census of India-2011, the scheduled tribe's population in India was 10,42,81,034 persons, constituting 8.6 % of the country's total population. Additionally, from (2001 to 2011), their population share increased from 8.2% to 8.6% of India's total population. Likewise, the tribal decadal population growth from the Census (2001 to 2011) has been 23.66 % in contradiction of the 17.69 % population growth of the population. The sex ratio for the total population is 940 females per 1,000 males and that of scheduled tribes is 990 females per 1,000 males. Moreover, majorly the tribal population is divided into two categories one is PVTGs and another one is Non-PVTGs, as per their poverty line. Fig. 1 shows the percentage share of PVTGs and Non-PVTGS basically in PVTGs-dominated tribal states of India. Madhya Pradesh has the highest PVTGs population,42 %, and the lowest in Uttar Pradesh, 0.6%. Besides, opposite trends are seen in those states regarding Non-PVTGs percentage share in India. Overall very diverse distribution seems to be in both groups (see figure 1).

Figure 1: Percentage share of the PVTGs and Non-PVTGs population in India, Census of India-2011
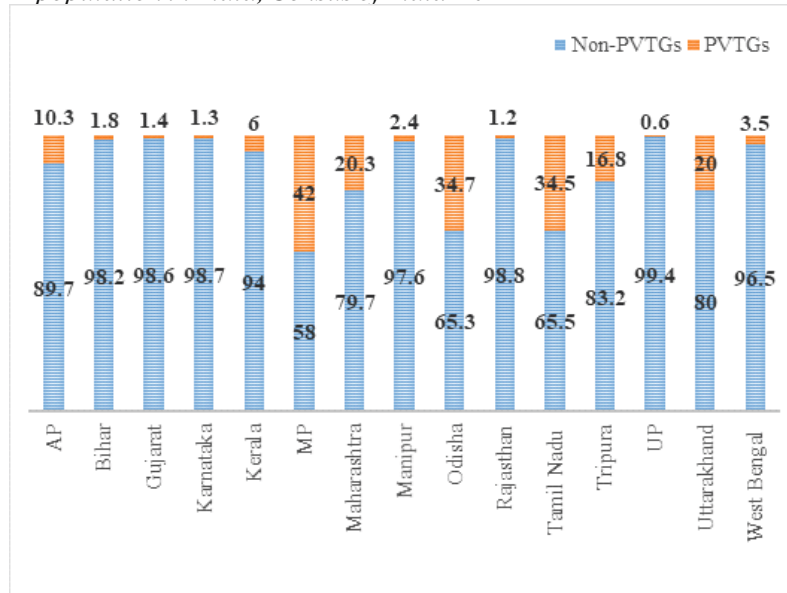
Need for the Study

After independence, the Government of India started an over-provision of programs to develop the tribes and their areas to safeguard and improve the quality of life and shield them from exploitation with separate laws. More government funds have been spent to develop a few million people. Nevertheless, the outcome shows that the quality and substantial development achieved are far from satisfactory among the tribes. Even though tribes still face the challenges of poverty, low literacy levels, hunger, malnutrition, poor health facility and removal from natural resources. In addition, the condition of the primitive tribes is comparatively worse within the remaining tribal communities in India. Although the Government of India provides special attention to improving Particularly Vulnerable Tribal Groups (PVTGs), the literacy level, income, and living conditions of the primitive tribes compared with other tribes are much more discouraging. Similarly, there is a need to study the comparison

between the same ethnic groups like PVTGs and Non-PVTGs, divided into two parts as per their types of socio-economic and demographic progress or backwardness to understand regional differentials PVTGs-dominated states in India. This study addressed the socio-economic and demographic regional progress of the PVTGs and Non-PVTGs in India.

Data and Methodology

The study is mainly based on the analysis of India's 15 primary PVTGs population states and, as per the National Commission for Scheduled Tribes, State-wise PVTGs List provided through the Ministry of Tribal Affairs, Government of India. The following states-wise list of PTVGs is given below:

1) Andhra Pradesh (1. Bodo Gadaba 2. Bondo Poroja (together with Telangana) 3. Chenchu 4. Dongria Khond 5. Gutob Gadaba 6. Khond Poroja 7. Kolam 8. Kondareddis 9. Kutia Khond 10, Konda Savara 11. Parengi Poroja 12. Thoti)

2) Bihar (plus Jharkhand) (13. Asurs 14. Birijia 15. Birhor 16. Hill Kharia 17. Korwas 18. Mal Paharia 19. Parhaiyas 20. Savar 21. Sauria Paharia)

3) Gujarat (22. Kotwalia 23. Kathodi 24. Padhar 25. Siddi 26. Kolgha)

4) Karnataka (27. JenuKuruba 28. Koraga)
5) Kerala (29. Cholanaikayan (a segment of Kattunaickans) 30. Kadar 31. Kattunayakan 32. Kurumbas 33. Koraga)

6) Madhya Pradesh (34. Abhujh 35. Marias Baigas 36. (including Chhattisgarh) Bharias 37. Birhor 38. Kamars 39. Hill Korbas 40. Sahariyas)

7) Maharashtra (41. Kolam 42. Maria Gond 43. Katkaria Kathodia)

8) Manipur (44. Marram Nagas)

9) Odisha (45. Bondo 46. Birhor 47. Didayi 48. Dongria Khond 49. Juangs 50. Kutia Kondh 51. Kharias 52. Lodhas 53. Lanjia Sauras 54. Paudi Bhuyans 54. Mankidas 56. Soura 57. Chuktia Bhunjia)

10) Rajasthan (58. Seharias)

11) Tamil Nadu (59. Kattunayakans 60. Irulas 61. Kotas 62. Kurumbas 63. Paniyans 64. Todas)

12) Tripura (65. Reangs)

13) Uttar Pradesh (66. Buxas67. Rajis (including Uttarakhand)

14) West Bengal (68. Lodhas 69. Birhor 70. Totos)

15) Andaman & Nicobar Islands (71. Jarawas 72. Great Andamanese 73. Onges 74. Sentinelese 75. Shom Pens).

The socio-economic and demographic indicators like literacy rate, sex ratio, child sex ratio, working status, work participation rates, and types of workers analyze the selected PVTGs states. These are the key indicators analyzed by using the Census of India-2011 data. Descriptive statistical techniques like the rate and ratio method were used to analyze with the help of MS-Excel and ARC-GIS software.

Results

Some major demographic indicators like literacy, sex ratio, work participation and working types etc., were used to measure the growth or development among India's primitive and non-primitive tribal groups. Consequently, the following study shows the regional development with the comparison between primitive

and non-primitive tribal groups in the tribal-dominated states of India.

Figure 2: Percentage Distribution of the Literacy Rate among the Primitive and Non-Primitive Tribal Groups in the Tribal Dominated States of India, Census of India-2011
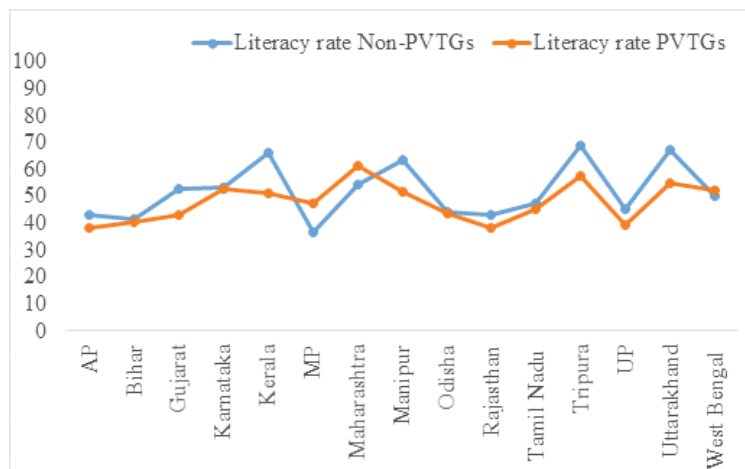
Figure 2 shows the percentage of the literacy rate differentials among the Non-Primitives and Primitives tribal groups who lived in tribal-dominated states of India. Hence, Maharashtra (61.6%) and Madhya Pradesh (47.7%) are the only two states that show higher literacy rates among PVTGs as compared to the Non-PVTGs, apart from the lowest found in Rajasthan (38.3%) and static decreasing literacy rate throughout the remaining states of India.

Figure 3: Sex Ratio and Child Ratio Among the Primitive and Non-Primitive Tribal Groups in the Tribal Dominated States of India, Census of India-2011
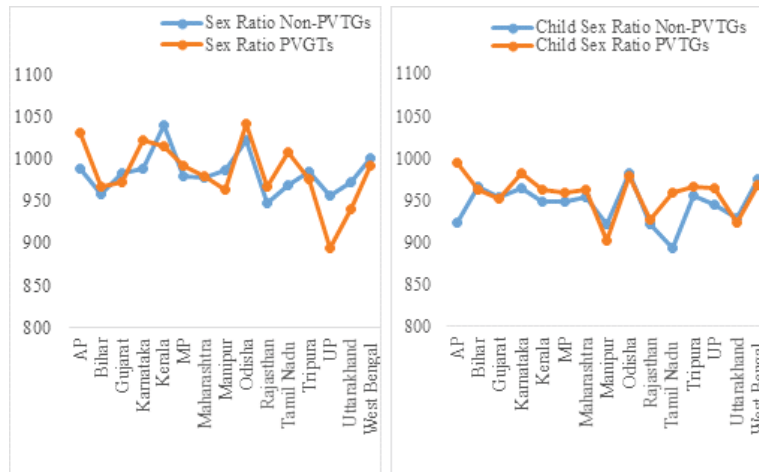
Figure 3 shows the sex ratio and child sex ratio differentials among the PVTGs and Non-PVTGs in the selected states of India. Then again, Andhra Pradesh (AP-1030), Karnataka (1022), Odisha (1042) and Tamil Nadu (1008) are the four states that show a higher sex ratio among PVTGs compared to the Non-PVTGs. On the other hand, Uttar Pradesh (UP-894) is the only state with a lower sex ratio. Furthermore, in terms of PVTGs, the child sex ratio shows increasing trends in all the tribal-dominated states of India. More or less high child sex ratio started from AP (994) up to West Bengal (968) and low found in Manipur (902). Overall, it indicates that in terms of both sex ratio and child sex ratio, it is higher among PTs than Non-PVTGs in all selected states of India.

Figure 4: Total and Female Work Participation Rates Among the Primitive and Non-Primitive Tribal Groups in the Tribal Dominated States of India, Census of India-2011

Figure 4 shows the total and female work participation rate differentials among the PVTGs and Non-PVTGs in the selected states of India. In both works, participation rates are higher among PVTGs than Non-PVTGs in all the states except Tamil Nadu, Uttarakhand and West Bengal. These three states show a lower sex ratio among PVTGs than the Non-PVTGs.
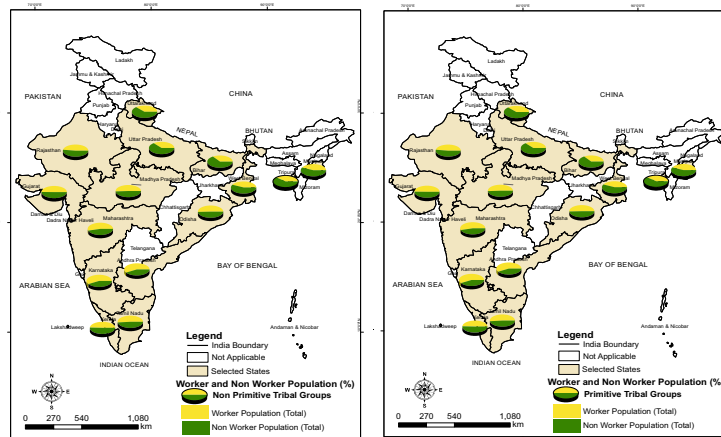
Map 1: Worker & Non-Worker Population of the PVTGs and Non-PVTGs of India, Census of India 2011

Map 1 shows the percentage distribution of the working status of the PVTGs and Non-PVTGs of the selected states of India.

Uttarakhand, Uttar Pradesh, Bihar, West Bengal, Tripura and Manipur are the six states that show higher non-workers among the PVTGs compared to Non-PVTGs. Most of the southern states of India, comparable to Maharashtra, Karnataka, Tamil Nadu, Andhra Pradesh and Kerala, indicate higher working populations among both PVTGs and Non-PVTGs.
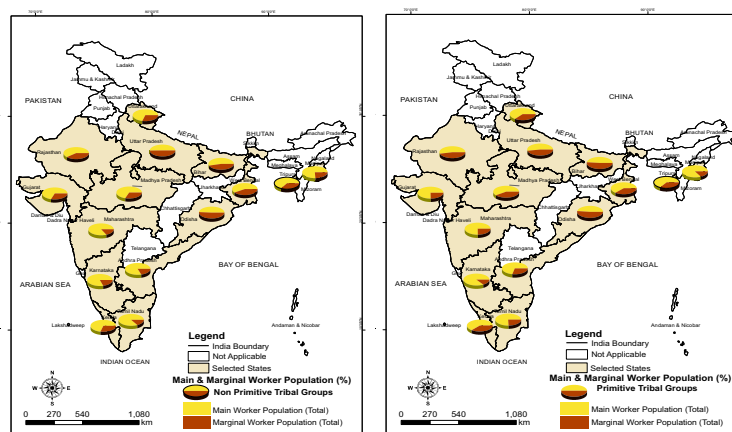
Map 2: Main and Marginal Worker Population of the PVTGs No PVTGs of India, Census of Indi 2011

Map 2 shows the percentage distribution of the main and marginal working categories of the PVTGs and Non-PVTGs of the selected states of India. Uttar Pradesh, Bihar, West Bengal, Odisha and Rajasthan are the five states showing higher marginal workers in both tribal groups in India. It specifies that the seasonal workers are still higher in the following states. Also, the main number of workers is higher among PVTGs and Non-PVTGs in India's western and southern parts.

Conclusion and Discussion

Geographically PVTGs and Non-PVTGs are separated due to their cultural and ethnic aspect. As a result, they seem to be separated from the other community in India. PVTGs are still lagging and backward in society's education level and economic development (Panda et al., 2020). The main block to the sustainable development of the tribal community is the lack of awareness and information about the government's particular

policies and programmes made for them, which need to be more familiar and can only be thinkable by improving the literacy rate among tribal's (Minz, 2020).

Additionally, the PVTGs need attention on priority for their protection, empowerment and mainstreaming because of their breakable living conditions and prevailing socio-economic vulnerability and diminishing numbers. Protecting their land and resources is central to the dignified survival of all tribal people. The PVTGs require an exclusive and unique share in beneficiary-oriented programs, habitat development programs and reservations in political representation, employment and education. Providing a chance to PVTGs in getting Government schemes in their occupation would be an added advantage for community involvement, such as attractive health workers, Food & Civil supply agents, language teachers, promoting commercial cropping, organic farming, horticulture, animal husbandry, honey cultivation, fishery, handicrafts in conjunction model and providing marketing services can enable PVTGs to sustain and extend the mainstream at par with rest of the society.

The government data states that the literacy rate among tribes is 59 %, according to the Census of 2011. However, indeed, many of these literate tribes are still illiterate. Then again, PVTGs are so far away from the above literacy rate. According to the analysis, about 60 to 70 % population is illiterate in most of the states in India. Similarly, the working condition seems to be very bad Non-workers are higher among the PVTGs in most states in India. Apart from that, one positive sign is that PVTGs and Non-PVTGs are more progressive in the sex ratio and child sex ratio in all the states in India.

State-specific efficiency of educational involvements, livelihood interventions, skill development with capacity building and cultural protection is a crucial challenge in India. Moreover, the long-term development of the PVGTs and Non-PVTGs states need to re-evaluate and prioritize various new government

programmes for these states. Modification in the existing policies and programmes run by governments needs to be revised and entirely focused on the sustainable development of PVTGs in India and the enhancement of their basic needs, which is most prior.

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POSITIVE EMOTIONS, RELATIONSHIPS, MEANING, ENGAGEMENT AS MEDIATORS BETWEEN ACCOMPLISHMENT AND CREATIVITY AMONG INDIAN YOUTH

Shefali SK[1], Premanand V[2]

ABSTRACT

Objective: *The current study examines the positive psychology variables, i.e., Positive Emotions, Relationships, Meaning, and Engagement, as mediating variables between Accomplishment and Creativity.*

Method: *Four hundred and seven samples from the youth population from various states of India completed a questionnaire package consisting of The Kaufman Domains of Creativity Scale and PERMA-Profiler. Pearson- Product moment Correlation and Mediation analysis was done to analyse the data.*

Results: *The results disclosed positive and significant correlations between the study variables. The Mediation Analysis showed that the indirect path effect by which Accomplishment influences creativity is via Positive Emotions, Relationships, Meaning, and Engagement.*

Conclusion: *The study's implication is at the policy-making level. The government of India can use the developed model to make amendments in Education Policy, which will help to enhance creativity among youngsters and in turn they will contribute for the betterment of the society.*

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Introduction

Creativity is defined as "thinking of novel and productive ways to conceptualize and do things; includes artistic achievement but is not limited to it" (Seligman, 2021, pp. 29). The essential elements of Creativity are originality plus adaptiveness (Seligman, 2021, pp. 110). The scientific study of creativity is regarded as an important component of the positive psychology movement (Simonton, 2002; Adams, 2012; Kaufman & Beghetto, 2014). Therefore, among many other reasons, creativity is worth studying because it is an inherently interesting phenomenon and one of the life skills recommended by the World Health Organization's Department of Mental Health (1999). It also serves as the foundation for historical, technological, or cultural advancements (Gabora, 1997; Simonton, 2000), improves entrepreneurial or business performance (Amabile, 1988; Florida, 2002), promotes positive educational outcomes (Beghetto & Kaufman, 2010), and improves mental health and wellbeing (Cropley, 1990; Forgeard & Elstein, 2014; Forgeard, Mecklenburg, Lacasse, & Jayawickreme, 2014; Kaufman & Sexton, 2006; Richards, 2007).

Richards (2019), a professor at Saybrook University, USA, a psychologist and psychiatrist, in her book "Everyday Creativity and the Healthy Mind: Dynamic New Paths for Self and Society", writes,

> "Everyday Creativity is...fundamental to our very survival. A creative style of living, coping with difficulties and weaving possibilities, can not only produce useful accomplishments for self and world but can offer the creator new resilience, perspective, aliveness at the moment, joy, and purpose in life."

The Creative Life is not always enjoyable, but it can eventually lead to a profound and more meaningful sense of well-being. When creativity is suppressed, it becomes the reason why so many young people become unhappy before their 30s and feel like they have accomplished nothing in life. According to Staff (2013), today's youth have no idea what they want to do because they despise whatever they do, and this is all because society tells them what to do rather than allowing them to form their own opinions and make their own decisions.

India is regarded as one of the world's youngest countries, with more than 62% of its working-age population (15-59 years) and more than 54% of its total population under the age of 25. It is also predicted that by 2020, the average age of the Indian population will be 29 years (Panda, 2018). According to UNESCO's article (Youth and Creativity, 2015), nations will develop when young entrepreneurs have access to enhancing artistic and creative skills, which can foster more dynamic creative sectors and strengthen the development of professional associations, networks, and alliances for young cultural and creative professionals. Naidu, 2019, as cited in, Press Information Bureau, Government of India, Vice President's Secretariat, 2019, The Vice President of India, addressing the students at the first Graduation Ceremony of PSG Institute of Technology and Applied Research at Coimbatore, 2019, has called for tapping the creative potential of the country's youth to make India a leading knowledge and innovation hub. So, concluding the news releases of eminent Human development Organizations and talks of India's prominent leaders and worldwide, it can be said that developing Creativity in Youth is very much needed for the betterment of the individual and the country.

Various methods, such as concept mapping techniques such as mind mapping or brainstorming variations, are suggested in the literature to foster creative thinking (Gordon, 1961). Forgeard and Eichner (2014) distinguish two types of creativity-based interventions: those in which creativity is the primary goal (and is

seen as an end in itself), and those in which creativity is used as a tool to improve other aspects of psychological well-being. Interventions to improve creativity have proven successful in cognitive aspects, but positive psychology research is still in its early stages. It is critical to consider positive psychology aspects when enhancing creativity because failure to do so may result in what Cropley (2012) refers to as "negative creativity." To date, almost all empirical and theoretical work on Creativity has focused on the positive outcomes of Creativity (James et al., 1999). Creativity is defined as the creation of valuable products (concrete or abstract) in novel ways. Creativity discussions frequently assume that it is always socially desirable. Though Creativity can have negative or unpleasant consequences for other people, groups, or society as a whole, only a few people have mentioned the possibility of "Negative Creativity," and that side of Creativity has received relatively little theoretical attention or research. Positive psychology variables are required to rule out the negative aspects of Creativity. So, fostering positive psychology variables and Creativity is important so that youth can become positively creative and avoid displaying destructive Creativity. With this intention, the researchers have chosen the PERMA model (Seligman, 2011), which is a widely recognized and influential model in positive psychology over other wellbeing models, that is, the Sustainable happiness model, which proposes that multiple factors account for wellbeing (Lyubomirsky et al., 2005), to enhance Creativity because the PERMA model is a recent model. This model provides us with a comprehensive framework for understanding and improving wellbeing. It is easier to improve Creativity because it contains all positive variables such as Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment.

Seligman (2011) has introduced the PERMA model of flourishing, which constitutes of five domains related to psychological wellbeing: 1) Positive Emotions (P), 2) Engagement (E), 3) Relationships (R), 4) Meaning (M) and 5) Accomplishment (A). The wellbeing model has suggested

providing a framework based on positive psychology principles. It can lead to increased health, life satisfaction, improved Creativity, and ultimately moral development and civic citizenship.

In this research paper, PERMA is defined as:

P (Positive Emotion): What we feel: pleasure, rapture, ecstasy, warmth, comfort and likeness (Seligman, 2011).
E (Engagement): Engagement is about Flow: being one with the music, time stopping and losing self-consciousness during an absorbing activity (Seligman, 2011).
R (Relationships): Relationships refer to feeling loved, supported, and valued by others. Having positive relationships with others is an integral part of life, feeling good and going well (Seligman, 2011).
M (Meaning): Meaning refers to having a sense of purpose in life, a direction where life is going, feeling that life is valuable and worth living, or connecting to something greater than ourselves, such as religious faith, a charity or a personally meaningful goal. Meaning provides a sense that life matters.
A (Accomplishment): Accomplishment can be objective, marked by honours and awards received, but feelings of mastery and Accomplishment are also important. It involves working toward and reaching goals and completing tasks and everyday responsibilities (Butler & Kern, 2015).

The following studies look at the connection between PERMA and creativity. According to Fredrickson (2004)'s famous broaden-and-build theory, an increase in positive emotions leads to a broader thought-action. This ultimately leads to more creative, flexible, centralizing and open thinking and action patterns. Gasper (2004, p. 223) discovered that sadness inhibits new ideas in a study with undergraduates. This could be because when people are sad, they are more cautious about making mistakes and exercise more restraint. Conner (2016), a researcher at the University of Otago in New Zealand, and two American researchers examined data from over 650 young adults who kept

daily online diaries for 13 days. Among other things, the questions asked how much time they spent each day on creative endeavours and about their overall well-being: their levels of positive emotion, negative emotion, and "flourishing"—an overall sense of meaning, engagement, purpose, and social connection in their lives. To figure out what causes what, the researchers compared Creativity measures one day to Wellbeing measures the next, and vice versa. People who engaged in more creative activities than usual reported increased positive emotion and flourishing the following day, while negative feelings remained unchanged. According to Cohn et al. (2009), positive emotions are associated with greater achievement, not just because people feel better, but also because a broadened mindset helps them develop positive emotions and achieve Flow. According to Csikszentmihalyi (1996), flow can boost creativity in at least two ways. First, it can increase the amount of effort required to gain the knowledge needed to pursue an idea. Second, the state may encourage creative thinking. Flow levels in music students have been found to be significantly related to the quality of their group composition as measured by creativity ratings in studies (MacDonald, 2006). A study found similar results in ensemble performance and improvisational jazz (Sawyer, 2007), as well as levels of Flow and engagement, enjoyment, and absorption in the creative writing process (Forgeard et al., 2009). In his text "How Creativity Happens in the Brain," Dietrich, who studied the concept of Flow and transient hypofrontality, explores the neurological profile of Creativity. Due to the certainty that Flow appears to involve processing in the implicit system, he proposed that "Flow represents a third mode of creativity, alongside the deliberate and spontaneous modes of creative thinking" (Dietrich, 2015). According to emotional contagion theory, emotions can be transferred from one person to another, which means that if you have positive emotions, you can pass them on to others.

In a research study done by Chang et al., 2020, the results say that when athletic class students constantly stay positive, their positive emotions get transferred to each other, which builds a positive

relationship in the team. An article written by (Northwestern Medicine Staff, 2017) mentions that being in a loving relationship can give an individual a sense of wellbeing and purpose. It's possible that having a sense of purpose can add years to your life. Kaufman (2018) mentions that *Creativity* can enhance *life's meaning* in his article. In support of this article, Feeney & Collins, 2014 in their research, says, Supportive relationships help people aid a sense of purpose and meaning in life. According to Wellington (2017), one absolute requirement for the flow state of mind is a clear sense of purpose. It would be beneficial if you felt an authentic connection to the meaning behind your work in order to devote yourself to fulfilling it right now. According to Kaufman (2016), Flow (the mental state of being completely present and fully immersed in a task) strongly contributes to Creativity. When an individual is in a Flow state, the creator and the universe merge, outside distractions fade away, and one's mind becomes fully open and attuned to the act of creation.

From the introduction and support of previous research, it can be concluded that Creativity, which is defined as "thinking of novel and productive ways to conceptualize and do things; includes artistic achievement but is not limited to it" (Seligman, 2021, pp. 29). The essential elements of Creativity are originality plus adaptiveness (Seligman, 2021, pp. 110), which is a very important variable that needs to be studied in young adults. Researchers should explore new ways with PERMA variables to enhance Creativity in an individual, which contributes to the betterment of humankind. From the introduction, it can also be seen that, in previous research, this relationship between PERMA, within themselves, and Creativity has been well-established in different populations (Fredrickson, 2004; Seligman, 2011). The PERMA variables within themselves are highly correlated; complementing this point, research reported by Butler and Kern (2016) data supported the five-factor structure of the PERMA model. Confirmatory factor analysis showed that the inter-correlated Five-Factor Model aptly fit the data and that the five factors were generally reliable. In a study done by Carvalho (2021),

Confirmatory factor analysis revealed that the PERMA model of five inter-correlated factors is the best data fit.

However, from the literature, we can observe the possibility of "chains" of influence, but it remains unclear what path PERMA variables take to increase Creativity. This research is done to understand the chain of influence so that it fills the gap in the knowledge, as well as help the researchers to develop further the intervention based on the path discovered in the paper.

So, based on the review of literature, the researchers observed the probable path which PERMA variables take to increase Creativity among Indian Youth. After data mining, the researchers decided Accomplishment to be an Independent variable and have come up with the below-mentioned path to understanding how PERMA variables take to increase Creativity.

Figure 1

The conceptualized model to assess direct and indirect relationships between Accomplishment, Positive Emotions, Relationships, Meaning, Engagement and Creativity.
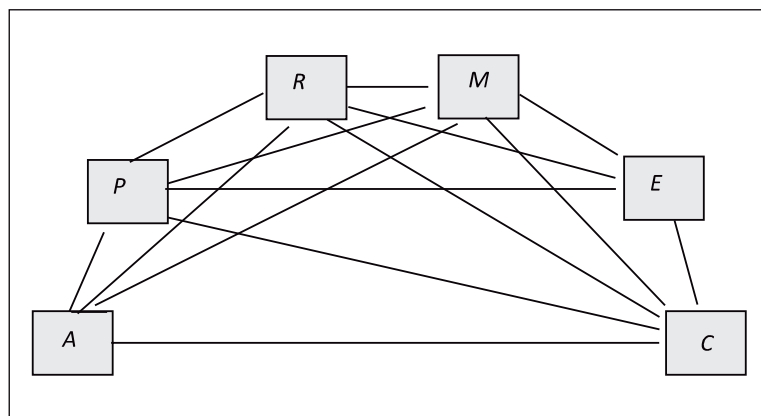
Method

Objectives
The study's objectives are to assess Positive Emotions, Engagement, Relationships, Meaning, Accomplishment and Creativity among Indian Youth; To find the correlation between variables of the study among Indian Youth and; To find the path by which Accomplishment enhances Creativity among Indian Youth.

Hypotheses
H1: There is a significant correlation between study variables among Indian Youth.

H2: There is a significant indirect effect of Accomplishment on Creativity via Positive Emotions, Relationships, Meaning, and Engagement.

Research Design
The research design used here is the Correlational Design. The correlational design is used to understand the relationship between the variables. In correlational research design, researchers use the statistical correlation test to measure the degree of association (or relationship) between two or more variables or sets of scores. The degree of correlation between two variables is classified in the correlation coefficient. This point is also supported by Creswell (2012, p. 338). This opinion also suggests that the researchers in this research do not attempt to control or manipulate the variables in the experiment; instead, they relate using the correlation statistics, two or more scores for each person.

Sampling
The researchers adopted the convenient sampling method. The Researchers collected the sample from 407 participants from Karnataka, Maharashtra, Andhra Pradesh and Kerala states of India who belonged to 18- 35.

Criteria
Inclusion criteria:
The National Youth Policy of India (2003) defines the youth population as those in the age group of 13-35 years. The World Health Organization (n.d.). as cited in *Adolescent Health*, 2019 defines 'Adolescents' as individuals in the 10-19 years age group and 'Youth' as the 15-24 year age group. At the same time, 'Young People' covers the age range 10-24 years. The United Nations defines Youth as 15 to 24 years of age (*Youth*, 2020). As there are various definitions, and there are no clear guidelines for determining what ages should be included in the designation of Youth, and there is a lack of consensus among international experts, in this research, Youth between the age group of 18- 35 is considered for the study.

Tools
This section comprises information regarding the tools used to assess Creativity and PERMA among Indian Youth.

The Kaufman Domains of Creativity Scale (K-DOCS; Kaufman, 2012)

The researchers employed the above tool in the current study to measure participants' creativity in five broad domains: Everyday (11 items), Scholarly (11 items), Performance (10 items), Scientific (9 items), and Artistic (9 items). Sample items included:
- "Writing a poem" (Performance).
- "Writing a computer program" (Scientific).
- "Writing a letter to the editor" (Scholarly).
- "Teaching someone how to do something" (Everyday).
- Appreciating a beautiful painting" (Artistic).

The participants were asked to compare themselves with other people about their age and life experiences. They then indicated the degree to which they think they are creative for each item on a 5-point Likert scale ranging from 1 (much less creative) to 5 (much more creative). The tool has adequate reliability and validity.

Reliability

Coefficient alpha reliabilities for the five scales for the total sample and each half-sample was done. All values are at least .80, indicating adequate internal consistency reliability for each of the five scales (Kaufman, 2012).

Validity

A factor analysis of 2,318 college student responses led to 50 items and five broad domains: Self/Everyday, Scholarly, Performance (encompassing writing and music), Mechanical/ Scientific, and Artistic. Correlations between the five creativity domains and the Big Five personality factors were consistent with past research, lending evidence of convergent validity (Kaufman, 2012). Coefficient alphas and coefficients of congruence were generally strong.

A study done by Awofala, 2017 provided incremental validity to the multidimensional nature of the Kaufman Domains of Creativity Scale, thus reinforcing the five-factor model, namely Mechanical/Scientific, Scholarly, Performance (encompassing writing and music), Self/Every day, and Artistic.

PERMA-Profiler (Butler and Kern, 2016)

The tool was designed to assess multidimensional wellbeing and the five components of the PERMA model (Seligman, 2011). This measure was built as a 15-item survey with each item scored on a Likert-type scale from 0 to 10. Three items assess each PERMA construct, and composite scores are averaged across the three items per construct. The measure includes additional items assessing negative functioning (three items for negative affect, forming the *Negative Emotion* subscale, and a single item for loneliness) and the perception of physical health (three items).

Reliability

The PERMA-Profiler has demonstrated acceptable internal reliability and good overall fit in studies including over 15,000 participants worldwide (Butler and Kern, 2016). Coefficient alpha

reliabilities for the five scales for the total sample was done, and the values are Positive Emotions .781, Engagement .479, Relationships .729, Meaning .835, and Achievement .720.

Validity

Ryan, 2019 reported that PERMA Profiler scores showed moderate and statistically significant convergent validity with scores on self-reported physical and mental health (r = 0.46 to 0.68). The strongest associations were seen between PERMA wellbeing scores with depression scores (DASS-21; r = -0.645, p = <0.001) and mental health scores (SF-12 MCS, r = 0.633, p = <0.001). On the other hand, Negligible correlations were observed between PERMA wellbeing scores with either of the objectively measured outcomes, physical activity (r = -0.026) and sleep (r = -0.047).

Procedure

Once the ethical committee approved the topic, the researcher met the participants; personally. The researcher explained the research objective to them and asked about their willingness to participate in the research. The researcher collected phone numbers of the participants willing to participate in the study, and the researcher sent Google forms to those participants with appropriate instructions. Once the participants completed filling out the Google forms, the researcher thanked them for their participation, and then the researcher analysed the data.

Analysis of data

The data were first analysed using Pearson Correlation to test the hypothesis, which states a significant relationship between the variables. Once it was found out that the relationship between the variables is significant, the Mediation analysis was done using SPSS PROCESS macro, Model 6, to test the hypothesis, which states a significant indirect effect of Accomplishment on Creativity.

Results

Table 1

The correlation coefficient among Positive Emotions, Engagement, Relationship, Meaning, Accomplishment and Creativity among Indian Youth

		P	E	R	M	A
E	Pearson Correlation	.222**	1			
	Sig. (2-tailed)	.000				
	N	407	407			
R	Pearson Correlation	.534**	.321**	1		
	Sig. (2-tailed)	.000	.000			
	N	407	407	407		
M	Pearson Correlation	.604**	.444**	.502**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	407	407	407	407	
A	Pearson Correlation	.495**	.446**	.389**	.719**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	407	407	407	407	407
Creativity	Pearson Correlation	.275**	.300**	.196**	.339**	.407**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	407	407	407	407	407

Note. P stands for Positive Emotions, E stands for Engagement, R stands for Relationships,

M stands for Meaning and A stands for Accomplishment.

Table 1 shows a positive significant correlation between Positive Emotions, Engagement, Relationship, Meaning, Accomplishment and Creativity which is significant at 0.01 level. Although the correlation between the variables at 0.01 level it is found to be low.

The table indicates that, if Positive Emotions, Engagement,

Relationships, Meaning and Accomplishment increases, Creativity increases and vice-versa. A research done by Wagner (2019) showed that in self-reports, all strengths including Creativity were positively related to all PERMA dimensions, and this previous study results, compliments the current study results.

Figure 2

Path model with standardised regression weights
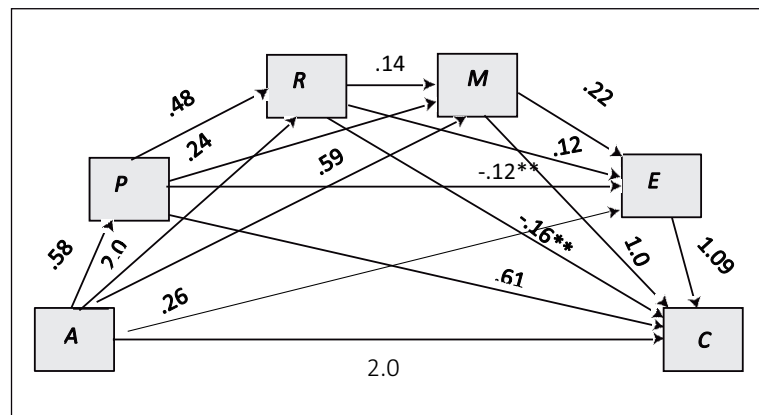
** *p* < 0.05

Table 2

Direct and indirect effect and 95% confidence intervals for the mediational model

Model Pathways	Estimated Effect	95%CI	
		Boot LLCI	Boot ULCI
Direct Effects			
Accomplishment ⟶ Creativity	**1.9395**	**1.0593**	**2.8197**
Indirect Effects			
A ⟶ P ⟶ C	.3518	-.0182	.7525
A ⟶ R ⟶ C	-.0324	-.1898	.0974
A ⟶ M ⟶ C	.0547	-.5447	.5805
A ⟶ E ⟶ C	**.2759**	**.0845**	**.5153**
A ⟶ P ⟶ R ⟶ C	-.0435	-.2203	.1256
A ⟶ P ⟶ M ⟶ C	.0132	-.1303	.1532
A ⟶ P ⟶ E ⟶ C	**-.0812**	**-.1838**	**-.0090**
A ⟶ R ⟶ M ⟶ C	.0027	-.0312	.0361
A ⟶ R ⟶ E ⟶ C	**.0288**	**.0039**	**.0732**
A ⟶ M ⟶ E ⟶ C	**.1401**	**.0308**	**.3157**
A ⟶ P ⟶ R ⟶ M ⟶ C	.0037	-.0403	.0425
A ⟶ P ⟶ R ⟶ E ⟶ C	**.0387**	**.0081**	**.0817**
A ⟶ P ⟶ M ⟶ E ⟶ C	**.0337**	**.0068**	**.0787**
A ⟶ R ⟶ M ⟶ E ⟶ C	**.0070**	**.0008**	**.0212**
A ⟶ P ⟶ R ⟶ M ⟶ E ⟶ C	**.0094**	**.0016**	**.0243**

*Note.* P stands for Positive Emotions, E stands for Engagement, R stands for Relationships, M stands for Meaning, A stands for Accomplishment and C stands for Creativity.

Figure 2 illustrates, the standardized regression coefficient between Accomplishment, Positive Emotions, Relationships, Meaning, Engagement and Creativity. The regression coefficient between Relationship, Engagement and Creativity was statistically significant. We tested the significance of this indirect effect using bootstrapping procedures.

Table 2 shows that the Engagement mediates the relationship between Accomplishment and Creativity. There is a significant effect of Accomplishment on Creativity via Positive Emotions and Engagement. There is a significant effect of Accomplishment on Creativity via Relationships and Engagement. There is a significant effect of Accomplishment on Creativity via Meaning and Engagement. There a significant indirect effect of Accomplishment on Creativity via Positive Emotions, Relationships and Engagement. There a significant indirect effect of Accomplishment on Creativity via Positive Emotions, Meaning and Engagement. There is a significant indirect effect of Accomplishment on Creativity via Relationships, Meaning and Engagement.

The table 2 also indicates that the Positive Emotions doesn't mediate the relationship between Accomplishment and Creativity. Relationships doesn't mediates the relationship between Accomplishment and Creativity. Meaning, doesn't mediates the relationship between Accomplishment and Creativity.. There is no significant indirect effect of Accomplishment on Creativity via Positive Emotions and Relationships. There is no significant indirect effect of Accomplishment on Creativity via Positive Emotions and Meaning.. There is no significant effect of Accomplishment on Creativity via Relationships and Meaning. There is no significant indirect effect of Accomplishment on Creativity via Positive Emotions, Relationships and Meaning.

The table 2 also shows that there is a significant indirect effect of Accomplishment on Creativity via Positive Emotions, Relationships, Meaning, and Engagement, which confirms the

path assumed by the researchers.

The study suggests that Positive Emotions, Relationships, Meaning, and Engagement are the variables, through which the Accomplishment takes to enhancement Creativity. This shows the mediating role played by PERMA to enhance Creativity.

Discussion

The current study results indicate that the indirect path effect by which Accomplishment influences creativity is via Positive emotions, relationships, Meaning and Engagement. This path can be explained with the support of following researches.

According to Cohn et al. (2009), experiencing positive emotions is associated with more achievement, not simply because individuals are left feeling better, but also because a broadened mindset helps them develop positive emotions and achieve Flow. Emotional contagion theory explains that emotions can be transferred from one person to another, meaning if you carry positive emotions, you can transfer them to others. In a study done by Chang et al., 2020, the results say that when athletic class students constantly stay positive, their positive emotions get transferred to each other, which builds a positive relationship in the team. An article written by (Northwestern Medicine Staff, 2017) mentions that being in a loving relationship can give an individual a sense of well-being and purpose. It's possible that having a sense of purpose can add years to your life. In support of this article, Feeney & Collins, 2014 in their research, says, Supportive relationships help people aid a sense of purpose and meaning in life. Wellington, (2017) mentions that one absolute requirement for the flow state of mind is a clear sense of purpose. It would help if you felt an authentic connection to the meaning behind your work to devote yourself to fulfilling it at the moment. Kaufman, (2016) says that Flow -- the mental state of being completely present and fully immersed in a task -- strongly contributes to creativity. When in Flow state, the creator and the universe become one, outside distractions subside from

consciousness, and one's mind becomes fully open and attuned to the act of creating.

The results also supports the literature which tells that, Engagement is that strong variable which predicts Creativity (MacDonald, 2006; Forgeard et. al., 2009 & Sawyer, 2007).

3. Summary

The results showed that there is a significant direct effect of Accomplishment on Creativity. The indirect path effect by which Accomplishment influences creativity are via Positive Emotions, Relationships, Meaning, and Engagement.

Government of India can use the developed model to make amendments in Education Policy. This model can be applied in regular curriculum of the students, so that learning becomes easy, creative and pleasurable for them and also it contributes to the overall holistic development of the youth of India. So this model can be used in policy making, so that the learning can be made better, rather than mere exchange of information. If the youth of India grows to be more creative they can actively contribute to the betterment of the society.

Conflict of interest

We have no known conflict of interest to disclosure.

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I AM A WOMAN HEADING MY WORKPLACE… HOW DO YOU SEE ME? RE THINKING GENDER AND LEADERSHIP

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Abstract

At the work place, women leadership is under represented and challenging as well. In leadership positions, women exert different influences and are perceived differently, owing to their gender affiliation. In this paper, the literature review on leadership is corroborated with primary data collection in the form of field narratives collected from the females appointed at leadership positions in the University of Kashmir. The narratives highlight the challenges faced by women in leadership positions vis a vis the gender gap, glass ceilings, and communication patterns. Though certain studies negate the underlying gender influences on leadership, this paper is indicative and reiterative of how leadership is practiced and perceived in a gendered orientation in our society. This paper advocates the need to understand leadership with a gender lens.

Key Words

Leadership, Gender, Women, Kashmir.

Introduction

In any organization or a social unit, we need leaders. In formal organizations, the heads are appointed where as in social institutions like families, they are ascribed this status by virtue of seniority and gender. As, such we find heads everywhere who are supposed to perform the functions of leadership. An acceptable definition of Leadership needs to be sound, both in theory and in practice, able to withstand changing times and circumstances, and be comprehensive and integrative rather than atomistic and

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narrow in focus (Avery, 2004). Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2010). Leadership is the influence that one exerts on a group of people and gender is a social positioning, attributed to a person's sex. The concept of leadership, hence, is also gendered. In order to reach a comprehensive definition of leadership and widen its scope, the gender dimension has to be considered seriously.

Review of Literature
1. The Gender Gap in Leadership Positions

The gender gap, exists at various levels and in all sectors of employment. This, in spite of a study that companies where women were most strongly represented at the board or top management level, are also companies that perform the best (McKinsey and Co., 2007). It is logical that for countries to develop and tap their human resource, the gender gap has to be narrowed. At the global level, the top three countries in achieving that goal are Iceland, Finland and Norway. United Kingdom and United States figure in the top thirty ranks in doing so. In South Asia, countries like Bangladesh, Nepal, Sri Lanka, India and Pakistan rank 65, 106, 116, 140 and 153 respectively out of 156 countries in the Global Gender Gap Report 2021. For India, the global gender gap ranking has fallen 28 places since the last index where most of it is caused due to decline in political empowerment sub-index (World Economic Forum, 2021). Following Middle East and North Africa, South Asia is the second lowest performer on the gender gap index.

In South Asia, the gender gap analysis is a difficult task since there is insufficient data on gender equality in Higher Education Leadership, and gender as an analytical category, was often missing in Higher Education policy (Morley and Crossouard, 2015). Women under-representation continues in academic positions, and higher positions too In India, women constitute 1.4 % of the professoriate and 3 % of University Vice Chancellors (Bannerjee and Polite, 2011). According to the Government of

India Report, 2013, there were 25.5 percent females appointed as professors compared to 74.5 percent males as professors; 68.9 percent males appointed as Reader against 31.1 percent females appointed as Reader and 61.5 percent males as Assistant Professors compared to 38.5 percent females (MHRD, Govt. of India, 2013). In a study of 90 Universities and 132 colleges all over India, women occupy less than 10 percent in senior administrative positions like VCs, Registrars, Finance Officers, Head of Departments, librarians etc. This share was mainly because of the rotation system (University Grants Commission, 2002).

2. Leadership, Socialisation and Gender

The power of socio-cultural belief systems identify women largely with domestic spheres. Corruption and exclusion of women from influential networks because of their sex, domestic responsibilities or codes of sexual propriety rendered the appointments to leadership positions susceptible to gender bias (Adusah- Karikari, 2008). Interference in appointment processes by politicians who preferred male candidates were one of the reasons that target quota of female teachers was not achieved in Nepal (Jensen, 2003).

3. Leadership Positions and Glass Ceilings

A glass ceiling is an imaginary transparent roof that restricts women's entry into senior positions; or inhibits upward movement. Cotter et al. specify four criteria for glass ceilings 1) Gender/ Racial difference that is not covered by other characteristics that are relevant for the particular job 2) Gender/ Racial difference that is greater at higher levels of outcome than at lower levels of outcome 3) Gender/ Racial inequality in chances of advancement to higher positions 4) Gender/ Racial inequality increasing over the course of a career.

The term was used in management and also referred to in academia in a book *Negotiating the Glass Ceiling* by David and Woodward in 1998 (Jarmon 2014, p. 21). Apart from glass ceilings that are no longer the most significant barrier holding

women from top decision-making positions, self-imposed psychological barriers in the form of feelings and powerful thoughts are there that influence every decision that women make in their lives (Austin, 2000). As per Coleman, the leadership norm continues to be male-oriented, which may lead to gender stereotypes among female leaders and keep them from reaching high level positions (Mary Pflanz, 2011).

4. Leadership, power and communication patterns

Leadership is indispensable to an institution. The *Great Man theory* of leadership speaks of a leader who leads the innovations in organizations right from the onset. The *Path Goal theory* in which the head carves out a niche for his subordinates and the process to reach to it. The *behavioral theory* talks of a person who learns how to lead in organizations. Again, Leadership is equated to power (Melia and Lyttle, 1986). Power is something viewed differently by both the gender and this translates in distinct ways in the arena of leadership. This differential attribution of significance to power also translates in different behavior modes and communication patterns.

Methodology

The literature review address the centrality of gender in the process of leadership.

Research Objectives:

- To study the gender gap in leadership positions at the University of Kashmir.
- To understand the effect of socialization and glass ceilings for women leaders at the University of Kashmir.
- To explore the effect of gender on communication patterns for women leaders at the University of Kashmir.

Universe and Sample: In the study 11 women heads in the University of Kashmir were interviewed. These comprised of female deans of faculties, heads of directorates and research centres as well as departmental heads. The inclusion criterion was

women leaders within the Kashmir University campus and not the women heads of affiliated institutes. At the time of data collection, there were eleven male Dean Faculties against three female Deans, out of twelve research centers four were directed by female heads, out of six directorates there was only one female director, and out of forty-four departments, only nine were headed by female heads. The female heads qualifying the inclusion criterion were conveyed about the study and those who showed willingness for the study, i.e. eleven female heads were interviewed. The research ethics followed were prior written consent from the Research Participants, no costs to be borne by the Research Participants, discussion of the Interview Guide with Research Participants and assuring confidentiality of the data obtained by the participants.

Research Design: The study was qualitative. The research tool used is the semi structured interview Guide with 20 open ended questions. The time period of data collection spanned from December 2016 to March 2017.

Framework for Data Analysis:

Data preparation: The interview transcripts were written down as they were and later translated in the English language where the local language was used. The interviews were then read and re-read for analysis. Phenomenology, pioneered by the work of Edmund Husserl (Bernard and Ryan, 2010), as an approach was used to understand how the Research Participants (RPs) experienced the world. Interpretive Phenomenological Analysis (IPA), engaging with the participants narratives and classifying them under themes identified in review (Shinebourne, 2011)s done. Steps involved in the process were:

I)   Identifying the phenomenon, we endeavored to understand
ii)   Collecting narratives by asking open ended questions
iii)   Transcription and transliteration
iv)   Translation
v)   Identifying exemplary quotes from narratives
vi)   Reading and re-reading

vii)   Highlighting key words in narratives

viii)   Clustering into themes and sub-themes

ix)   Discussion of the narratives under the appropriate themes coming out from review

A deliberate effort for bracketing was done to make meaning of their experiences without author's own filters (Creswell, 1998). In this paper, the narratives are quoted in verbatim (italicized) and the English translations are given along- side in bold italics. The abbreviation RP indicates the words of the Research Participants.

Findings: Narratives from Women Leaders

When asked what gender meant to the research participants, they came up with more and less the same responses.

"Gender is a perception related to masculinity and femininity. What culture expects from you being a female or male. What are the social expectations related to your attitude, your role, your behavior, status…these expectations make up the concept of gender. It is a social construction." – Rp5

1. The Gender Gap in Leadership Positions

If we see the present position of female leaders in the University of Kashmir, we find that against twelve male Dean Faculties, there are only two female Deans. As against six departments in the faculty of social sciences headed by male faculty, only two are headed by females. There is a single female heading a department in the faculty of business studies against two male heads. In the school of applied sciences and technology, there are two female heads against five male heads. There is a shift in the faculty of education and behavioral sciences with two female heads and a single male heading department. Only one centre is headed by a female in the school of Open learning among four centres. Presence of females in leadership positions are seen in the faculties of languages and biological sciences, but that cannot be considered substantial[1].

[1]Kashmir University faculty profile. Retrieved http://www.kashmiruniversity. .net/faculty.aspx

"Itney kam females' hain leadership positions main ke jab females' minority ban jati hain, unki awaaz khud hi dab jaati hain." **(The number of female heads in the leadership positions is insignificant and they become a minority, as such their voices remain suppressed) – Rp7.**

Leadership is associated with particular types of masculinity like competitiveness, ruthlessness and political networks. This discouraged women from assuming leadership positions for fear of isolation and hostility from colleagues who did not recognize their authority (Morley and Crossuard, 2015).

"Ek bar jab hamare male Head ko kuch reasons sey jaana pada kahi aur headship ki baat aayi, tou one of the colleagues asked him who will be heading the department now and when he suggested my name being the next eligible person in the department seniority wise, tou the man said that fir tou main teen saal ki leave le leta hun agar wou head banti hain tou… is there any provision for such kind of leave?" **(Once when our Head had some other work assignment, one of my male colleagues enquired about the next head and when my name was suggested, he was so uncomfortable with this idea that he preferred to go on leave for three years instead and was jesting whether there was provision for any such kind of leave)- Rp3**

2. Leadership Positions and Glass Ceiling

Majority of women feel their biggest obstacle to upward mobility is the preferential attitude towards candidates who are suited to a male dominated environment (Pflanz, 2011). This preferential was also reiterated from the decision-making side in places like Mongolia and Nepal, where high ranking male officers felt that women were not bold enough to take difficult decisions and hence were missing in key positions (Jensen, 2003).

"It was very difficult for me to reach to this position and there were a lot of challenges to come to this position. I have personally faced it many times and I have seen male colleagues

joking/taking female leaders lightly. I strongly believe that majority of the people in the University feel that females are not suitable for leadership positions. The intellect, talent and leadership is questioned/doubted. Men at university believe that women should stay at home and take care of kids and leadership is a male world"- Rp7

"Exactly, yes there are glass ceilings, bilkul hotii hain. Balki main tou kahungi kabhi kabhi aurat hi girani ki koshish karti hai." ***(Yes there are glass ceilings for sure and I also feel that females are sometimes instrumental in hindering your growth)- Rp7***

"Haan may be koi chahta hoga ke as dean, hum ban jayein aur koi aur nahi bane aisa hua hain, lekin kyunki senior aur junior ka system hai, ek lobby thodi bohot hain, aur wou lobby bilkul hai. Isliye thi kyunki main female thi and unko lagta hai k female handle nahi kar payegi." ***(I never felt so but yes there are lobbies and preferred candidates for leadership positions who at times think that females are unable to handle such positions)- Rp6***

"Hota hai!.. matlab agar aap as female hamari jou male dominated society hai easily accept nai karte hain, even in university jou highest seat of learning hai." ***(Yes, it happens. Our male dominated society does not easily accept us in leadership positions even in the University which is the highest seat of learning. People just tolerate you but they don't accept you whole heartedly)- Rp3***

However, in one of the interviews there was contesting testimony. In the case cited below, the glass ceiling was not felt, as Headship was on rotation basis.

*"**Headship came to me as a matter of routine.** Mujhe tou nahi laga koi glass ceiling and I would say jou bhi mere seniors top position pe rahe hain they have been very affectionate. Haan, chahe aap male hou ya female you have to justify your position."* ***(I have not experienced any glass ceilings and my seniors have***

been affectionate towards me. You have to justify your position irrespective of gender) – Rp5

Even if glass ceilings are not experienced, there are some psychological reservations on part of women too that hinder them to climb up the hierarchical ladder. *"Hum discuss nahi kar sakte…lobbyism nahi kar sakte … Ab agar mai ghanta baithi Vice Chancellor ke saath ya Registrar ke saath bahar kya baat phelegi?... Baradari banayenge tou aurton ke saath hi…"* **(We cannot discuss our issues at length. If I stay for lengthy periods of times in the Vice Chancellor's or Registrar's office, people outside will raise eye brows and we females are at a disadvantageous position. We will network with females only and mostly you do not find them at the helm of affairs. I cannot call them or visit their homes. There is a disconnect)- RP5.** These psychological barriers are not unfounded always. In Nepal, women experienced that their male colleagues and seniors were not as supportive, as for their male friends (Jensen, 2003).

"It is not that girls are unable to do it but social obligations like marriage limit their capacities. I can quote the example of a girl who is very intelligent but left Ph.D. preferring a clerical job instead"- Rp3.

The family and marital responsibilities acted more as inhibiting rather than enabling agents for career growth of females even in case of the research participants interviewed. There was the element of rushing towards family and role conflict impinging on their administrative and leadership responsibilities.

3. Leadership and Communication Patterns

Women tend to view power as vehicle for change whereas men tend to view power as a means to exert influence over other people – "power to" versus "power over" (Kelly, 1992). These notions have also been reflected in the narrative below.

"When I am here in this chair, I am a man, I don't work like a woman. It was a compliment paid to be by my daughter…normally those traits that are attributed to a woman, I don't work like that. The traits are that they are shy, but when it comes to duty, I shed it I am not scared…I am forthright, I am not intimidated…In meetings I am conscious of the fact that I should not unnecessarily draw the attention of men. Because I don't want to be looked upon as that kind of person, I want attention towards a rational argument instead."- Rp4

The narrative conveys that the Research Participant is aware that in leadership positions, there are conflicting expectations from females. The conflict arises when expectations of femininity and leadership superimpose- too shy or too vocal, too exacting or too mild, too strict or too accommodating. They are expected to show leadership qualities to be acknowledged and respected as a leader and feminine qualities of softness, nurture and compassion at the same time.

Women and men are conditioned differentially in society and hence develop distinct communication patterns. Their views of communication purpose are also different. Where women focus more on connection creation and relationship building, men emphasize on tangible outcomes and exert dominance. In contrast to that, the process of communication to women is in itself fulfilling and valuable. Women use softer speech and tend to swear less. Differences are also evident in stress coping mechanisms where men show withdrawal and women reach out, share and discuss the stress (p.17 in Merchant, 2012). In conflict resolution and problem solving, women seek empathy while men offer solutions (Gray, 1992).

When asked about how a disobedient subordinate is disciplined in office, a female leader replied *"Pehle tou main koshish karti hun ke us bande ko motivate karun, us negative tone ke bawjuud bhi, phir bhi agar wou nahi maaney then main ek strong decision le sakti hu. Ek mauka deti hun main, main discuss karti hu. Lekin*

agar baat karne bawjud bhi koi naa maney tou main disturb ho jati hun, main sochti hun ghar jaake bhi iska kya problem hai." **(Initially I try to motivate the person in spite of his negative tone. I discuss the situation with him and believe in giving a chance. If he still seems resentful, then I take a strong decision. However, such a situation disturbs me and it continues to stay with me even after work) - Rp6.**

One might think why women would take home a feeling of disturbance when she takes a decision based on rationality. Possible reason might be that women are assessed negatively when they behave in an agentic manner (Eagly et al., 1992). This negative assessment triggers doubt and affects peace of mind.

Women, in spite of being in decision making positions have been expected to be a softer version of direction. Women administrators are perceived as motherly figures and their authorities are undermined as they are heavily constrained by cultural and identity constructions of their social contexts (Adusah- Karikari, 2008). It can be understood that conversely, the directions of a boss may be viewed with much seriousness and comparatively that of a mother, may be taken with a lenient view.

"Agar main bossy rahungi jaise bosses rehtey hain, tou wou mujhe ghaas bhi nahi dalenge, ab agar main unke saath as a family rahungi…tab wou mere saath theek se rahenge so I have to be low lying. Main high handed nahi reh sakti. Main bilkul dominance nahi dikha sakti….subordinates jitney bhi hain aapko izzat tabhi karenge jab aap low lying rahogey." **(I have to avoid being bossy with them and treat them as family, then they will also be fine with me. I cannot be high handed or dominating since the subordinates will respect you only if you maintain a low lying attitude) - Rp7**

On the whole leadership is of course challenging, but the narratives of female leaders detail challenges on account of the gender gaps, glass ceilings and communication patterns. There
J, EI.

was a strong underlying effect of societal expectations from a female and the way she was perceived as a leader. As a result, leadership is shaped as a consequence of these expectations. These has been reflected in the narratives below.

"Female agar kaeta tei leadership qualities aasan tab bhi mujhe lagta hai she is lagging…she is not lagging because of her own talents and capabilities, but because of society, that has not given her that value and reverence which is given to a male member". **(Even when a female possesses leadership qualities, she is lagging not own account of her own deficiencies but due to the lack of reverence and value attributed to her from the society which is more towards males) – Rp7**

Psychological glass ceilings, as discussed earlier, are not only restrictive for womens' aspiration to leadership positions. But they are also profound in the psyche of subordinate men, who do not envision women to be at leadership positions. The narratives detailed below highlight this reluctance of men towards the acceptance of women at leadership positions.

"…I have an experience about a male subordinate who would address me as Sir on casual leave applications. Then I called him and asked to address me as madam. Even then he did not. There was some conflict in him that he wouldn't accept a female boss."- Rp1

"…Men are not able to tolerate women at the highest positions, so they make stereotypical statements about female lack of competencies for the same. Women are competent and patient and patience for me is a symbol to run leadership"- Rp5

"…The subordinates tend to be indifferent even after the reprimand. The body language speaks of their disrespect for the orders and they often speak in a very high pitch. Once I told one of my subordinate to do some work he plainly refused to do so by saying that I cannot do the work, if you are uncomfortable you

can transfer me.”- Rp11

There is an evident and intended shift in intonation and softness of words in female leaders as far as their communication patterns are concerned. There is an intended avoidance for being harsh even in the face of disobedience from sub ordinates. Even in instances where they could be commanding and the chair gave them the power to do so, they try to maintain a cordial atmosphere. This is being done to maintain their own peace of mind as reflected in the narratives of RP6 and RP7. It can be safely concluded, that the findings suggest there is a strong gender gap, glass ceilings and psychological glass ceilings exist compounded with lack of proper networks, and the communication patters of female leaders tend to be less exacting and more warmth oriented.

Implications for Social Work Intervention
In order to address the wide gender gap, social workers need to advocate for gender friendly policies at workplaces. This could entail gender audits at leadership positions, comfortable postings, flexible work hours, and addressing the issue of gender pay parity. In order to address the glass ceilings, women need representation at prominent positions and should be made member of all important committees like Recruitment cells and Appraisal cells. Since it was found that the communication patterns for female leaders tend to be soft, rather than seeing it as a problem this could be capitalized to make work environment stress free and congenial. Courses need to be designed for leaders before their appointments aimed at making them understand the concept of acceptable tones and dealing with disobedient subordinates. Gender fair counselling centres at work places could be set up to address the issues faced by all employees. Gender sensitization, has to be developed as an approach and as the content of various short term and refresher courses. This paper is an indication that gender and leadership, the theoretical basis and linkages can serve as important content of all gender sensitization courses and leadership development programs.

Conclusion

In the course of this paper, an attempt has been made to highlight the converging points between gender and leadership. It can be concluded that the there is wide gender gap in leadership positions at the University of Kashmir. There are glass ceilings (psychological too) that challenge growth for women leaders and the gender effect on leadership styles and communication patterns is pronounced.

One might argue that even if the differences in leadership styles are established, what works best? Does the result driven in male leaders suggest it is the better one? In fact, effective leadership is not the exclusive domain of either gender. In today's collaborative practices at work places, women's leadership styles tend to be more effective and team based. One could always adopt good points from either styles (Appelbaum, Audet, Miller, 2003). The narratives leave huge scope to extend this research to further the understanding of leadership. These anecdotal evidences leave us with scope to develop a better understanding of leadership by extending the research over to male leaders. Some very visible differences might come out. This stated, it is imperative to mention that there is also ample amount of research literature suggesting that there is no measurable difference between men and women in leadership roles, but these are roles are thought to be situational. Contingency theories advocate that leader effectiveness depends on the interaction between the leader behavior and the situation (Riggio, 2008). It could be that leaders, exemplify leadership characteristics as per the demand of the situation. But do female and male leaders exhibit same characteristics in these situations? In this study, some leaders were heading departments while others were directors and deans of faculties. Additionally, they differed in age and experience too. Some of the research participants were seasoned leaders in their fifties while some were comparatively young in their thirties and had taken up headship recently. Hence, a comparison could be drawn between male and female leaders of the same designation to probe further.

The main body of research literature on leadership differences concludes that men are task oriented leaders that are autocratic, direct and controlling while women are relationship oriented characterized by democratic and participative leadership characteristics (Eagly and Johnson, 1990). In conformity with such findings, all the female leaders interviewed in this study followed a democratic style of leadership.

"As a leader I would be liked to be remembered as democratic, patient, hardworking who had a dream for the department and who contributed something" – Rp5.

The dominant views are that there are gender differences in leadership styles (Rey, 2005). Female Leaders tend to assume more of a caretaker role where as men as leaders are known to take charge. In this study, it was found that the female leaders wanted the good will of their staff to continue even after their tenure as a head. Scholarship to delve upon these issues can help us to enrich leadership theories in a holistic manner. In conclusion, this paper advocates the adoption of a gender lens to facilitate the understanding of leadership theories.

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POSITIVE YOUTH DEVELOPMENT: AN INTERVENTION AMONG RURAL YOUTH OF RAJASTHAN, INDIA

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Abstract

Positive Youth Development (PYD) is a full expression that includes the works of many fields. It emphasized the manifestation of potentialities instead of incapacities of youth people – inclusive of young people from vulnerable backgrounds and those having tragic pasts. It also emphasized nurturing the potential of young people instead of addressing their problems. Further, to shape their development contexts, especially their communities and help to be change agents of their development. The present study used PYD-based intervention to measure the impact of the intervention program by assessing the difference between rural youths that were in the program and were not in the program. The Quasi-experimental method was used for the study. An intervention program was developed based on the Five Cs Model of PYD for rural youth. The data had been analyzed using non-parametric tests. Results of the analyses revealed that PYD-based intervention showed significant changes in the Five Cs of the experimental group. However, the control group didn't show significant changes in Five Cs as they were not exposed to the intervention program. The study was significant because of its novelty, the scarcity of studies based on the PYD approach in India and the absence of PYD-based programs in India. It was a unique attempt to use the PYD approach to improve the well-being of often neglected rural youths of India.

Key Words: Positive Youth Development, Rural Youth, Rajasthan, India

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Introduction

Positive Youth Development (PYD) is a full expression that includes the works of many fields. It is an approach that emphasized the manifestation of potentialities instead of incapacities of youth people – inclusive of young people from vulnerable backgrounds and those having tragic pasts (Damon, 2004; Learner et al., 2005). It also emphasized nurturing the potential of young people instead of addressing their problems. The core ideology of PYD is the interrelationship between person, context, and development success (Benson et al., 2006).

According to the UNDESA[i] report on youth civic engagement, the "PYD approach focuses on building young people stronger and resourceful, as reflected in their mindset. It is linked to five essential characteristics: competence, confidence, character, connection and caring" (UNDESA, 2016, P. 18). PYD frameworks are designed: "(1) to benefit youth and society simultaneously; (2) youth with sufficient skills; and (3) clearly defined roles in the community are better prepared for adulthood and find themselves empowered to act behalf of their societies" (P. 19).

According to World Bank (2007), investment in PYD programs would translate advantages for society, by expanding the associations of youths to civil societies and assisting youth in a positive transition to adulthood. PYD programs would also show immediate and long-term positive development in the mental, physical, economic, and overall well-being of youths, their families, and their communities (Patton et al. 2016).

Over time, several models came into existence for implementing PYD programs. A review of different PYD frameworks revealed that the Five Cs Model of PYD is the most empirically supported, validated, and has excellent psychometric properties (Heck and Subramaniam, 2009). However, there were several concerns

[i] United Nations Department of Economic and Social Affairs.

including concerns about PYD across gender, concerns of cultural and societal differences, the concern about developed and developing economies, and the concern about developmental emergence. Studies based on the Five Cs Model of PYD are needed in the Indian subcontinent to further explore the impact of PYD on youths beyond North America.

Review of Literature

The search and study selection for the review revealed that there are around eleven interventional programs that were classified as high-quality studies and all programs met the criteria for PYD. These studies worked in achieving positive youth-focused outcomes in the areas of health, mental health, life skill education, alcohol, gender equity, family life education and counselling, gender-based violence, psychosocial assets and wellbeing, child marriage, and HIV risk and prevention. This review provided some insights into how these programs were executed and what existing proof said regarding the viability of such approaches in India, providing knowledge into the quality of these programs.

Simultaneously, it was clarified through evidence that these programs are strictly executed utilizing the PYD framework was scarce. However, there were some available proofs of results from programs that carrying out approaches do fit within the definition of PYD. It was also revealed that these programs executed parts of PYD approaches without any theoretical comprehension of PYD. So, there was a scarcity of PYD approaches-based youth programs in India. This could be an indication that there was not much awareness of PYD as a distinct approach to youth programs. Thus, an opportunity exists to use PYD knowledge from different domains and develop an effective positive development program for the welfare of youths in India considering socio-economic and cultural factors.

Theoretical Framework

The Five Cs model (Table No. 1) was chosen as a theoretical perspective for the study. The Five Cs model of PYD stresses the

potential of the youth, and as a result, it allows youth to be a resource to be developed (Roth & Brooks-Gunn, 2003). It is most empirically supported and validated and has excellent psychometric properties (Heck and Subramaniam, 2009). It was deemed to be a suitable model for rural youths. It was also considered that it would be an equally suitable fit for both boys and girls and across age groups.

Table No. 1: Five Cs Model

1.	Competence	"Positive view of one's actions in domain-specific areas including social, academic, cognitive, and vocational. Social competence pertains to interpersonal skills" (Lerner et al., 2005, P. 23).
2.	Confidence	"An internal sense of overall positive self-worth and self-efficacy; one's global self-regard, as opposed to domain-specific beliefs, is called Confidence" (Ibid., P. 23).
3.	Character	Positive bonds with people and institutions that are reflected in bidirectional exchanges between the individual and peers, family, school, and community in which both parties contribute to the relationship" (P. 23).
4.	Connection	"Respect for societal and cultural rules, possession of standards for correct behaviours, a sense of right and wrong (morality), and integrity" (P. 23).
5.	Caring	"A sense of sympathy and empathy for others is called Caring" (P. 23).

Method

The study aimed to measure the impact of the PYD intervention program by assessing the difference between youths who were in the program and not in the program. More specifically to assess the difference between the two groups on Five Cs of PYD.

A non-equivalent control group design of a Quasi-experimental method was used for the study. One village called Mundoti was selected purposively based on our engagement with the youths of the village. Two youth groups were formed purposively for the intervention program. Groups were separated and were not allowed to mingle to minimize the possibility of contamination.

Participants

Data for the present study were taken from Mundoti village of Ajmer district of Central Rajasthan. The participants were recruited in 2018. The participants were purposively selected from

the same village to maintain the homogeneity[ii]. Initially, the sample size was 64 youth participants from Mundoti village. Two groups were formed having equal strength i.e., 32 each in the experiment group and control group. Among these participants, one dropped out of the experiment group. So, the final sample for the study was comprised of 63 youths (55.6%= male; 44.4%= female) in the age range of 15 (69.8%) & 16 (30.2%) years. Participants were purposively categorized into the experiment group and the control group, 31 (49.2%) participants in the experiment group and 32 (50.8%) participants in the control group. In the experiment group, there were eighteen males and thirteen females and in the control group, there were seventeen males and fifteen females. Participants belong to the General category (17.5%), Other Backward Category (49.2%) and Scheduled Castes (33.3%). Participants were matched in terms of age, education (55.6%= Ninth grade; 44.4%= Tenth grade), school (38.1%= Government, 61.9%= Private), father education (9.5%= illiterate; 36.5%= elementary, 49.2%= secondary; 4.8%= senior secondary) & mother education (55.6%= illiterate; 39.7%= elementary; 4.8%= secondary), father occupation (14.3%= wage earner; 73.0%= agriculture; 12.7%= self-employed) and type of family (38.1%= nuclear; 33.3%= joint; 28.6%= extended). The study conducted intervention over two months and follow-up after one month.

Intervention Content

Intervention themes and sample activities are summarized in Table No. 2. The entire intervention was divided into 11 sessions each of which has a theme or sub-theme and consists of different activities which include group discussions, role-play, situational analysis, group presentation, self-evaluation, and suggestions. Each theme or sub-theme has a PowerPoint presentation for clear understanding.

[ii]Levene's test showed that the assumption of homogeneity has been met.

Table No. 2: Intervention Program

Sessions	Themes	Sample Activity Content
Sessions 1 – 2	Introduction, group guidelines, Competence: civic competence, and social competence	Session 2: Social Competence: Sharing about how our words affect people. Group activity: two apples and one knife. Brainstorming discussion about how being complimented feels. Participants develop social skills as they become more sensitive to the feelings of others.
Sessions 3 – 4	Competence: cultural, emotional, cognitive and resilience	Session 3: Emotional Competence: Sharing about how one can identify things that make them happy/sad/angry/afr aid. Group activity: identify three things that make them happy/sad/angry/afraid. Another activity was to express their emotions through dancing, singing, crying, laughing etc.
Sessions 5 – 6	Confidence: self-esteem, self-awareness, positive identity, and sense of purpose	Session 6: Positive Identity: Open discussion about events that influenced their personal lives such as the birth of a brother or sister, the death of someone, a trip, an illness or injury etc. Participants were asked to visualize themselves as adequate, and secure, others as unique, building relationships etc. Participants developed some personal qualities and events that influenced their self-concepts.
Sessions 7 – 8	Character: Social Conscience, Conduct Behavior, Personal Values, Moral and Self-determination	Session 7: Social Conscience: Open sharing on gender sensitivity and equality. Brainstorming session on a hypothetical case of Gita (girl) and Hari (boy). Participants discussed the equality of gender and the breaking of stereotypes.
Sessions 9 – 10	Connection: Family, Community and School	Session 9: Family: Open sharing how well I know my parents. Group activity was given to the participants on "How well do I know my Parents and my family." Participants develop the skill of const ructive communication in the family.
Session 11	Caring: Civic Engagement, Helping Elders and Altruism	Session 11: Civic Engagement: Discussion on the hypothetical story of "the Stone Soup." The story was about the importance of group efforts and appreciating the importance of the role and participation of every single unit of society.

Tool used

The PYD "Five Cs" tool consists of 101 items that have been used for pre-test, post-test, and follow-up to measure the change post-intervention. Competence is constructed of 29 items on the participant measuring tool. Confidence is constructed of 17 items on the participant measuring tool. Confidence is constructed of 17 items on the participant measuring tool. Character is constructed of 27 items on the participant measuring tool. Connection is constructed of 15 items on the participant measuring tool. The response format for items in the tool ranged from 1= strongly

disagree, 2= disagree, 3= agree, and 4= strongly agree. For establishing the reliability of the tool, we conducted Cronbach's alpha test. The alpha reliability (Cronbach's alpha) of the tool calculated was .91. For establishing the validity of the tool, we conducted factor analyses for construct validity. The principal component analysis (PCA) was carried out for items with varimax rotation. The Kaiser- Meyer-Olkin (KMO) measure was above .5, which is above the acceptable range. The commonalities after extraction are between .52 to .91.

Results

The analyses to measure the significant influence of Five Cs of PYD on demographic variables using different statistical tests such as the Mann-Whitney U Test, Spearmen's correlation, and Kruskal-Wallis H Test and measures of association using Eta Value showed that demographic variables have not influenced the PYD of participants before intervention program. Thus, there is hardly any influence of demographic variables over 5 Cs of participants before the intervention, at least in the case of this study.

Pre, Post, and Follow-up – Intervention Level of Rural Youth

Non-parametric test[iii] were used in the study for the analyses. Friedman test, Wilcoxon Signed Ranks Test and Effect Size (r) were conducted to see the changes pre, post and follow-up levels of each group separately. Mann-Whitney U test was conducted for each C to determine the significant difference in the scores between the groups post-intervention.

Competence

It can be observed that in the experiment group the mean ranks of competence in the pre-test = 1.00, post-test = 2.02 and follow-up = 2.98. The chi-square value of competence was found to be 61.512 which is significant at .000. It showed an increase in the competence scores. In the control group, the mean ranks of competence in the pre-test = 2.11, post-test = 1.88, and follow-up

[iii]Kolmogorov-Smirnov and Shapiro-Wilk tests showed that data is not normally distributed.

= 2.02. The chi-square value of competence was found to be 2.000 which is not significant at .368. Further, in the experiment group, the pair-wise comparisons showed significant differences in the competence scores. The first comparison, z= -4.001, p= .000, r= -.50; the second comparison, z= -3.810, p= .000, r= -.48; and the third comparison, z= -7.811, p= .000, r= -.99. In the control group, the pair-wise comparisons showed no significant differences in the competence scores. The first comparison, z= -1.720, p= .085, r= -.21; second comparison, z= -.957, p= .339, r= -.11; and third comparison, z= -1.213, p= .225, r= -.15.

Furthermore, the difference was calculated in the competence scores of the experiment group and control group after the intervention program. Results revealed that the mean rank of the experiment group was 44.50 and of the control group was 19.89 with a significance level of .000 and effect size of -.67. It showed a significant difference in the mean ranks of both groups with a large effect size.

The confidence scores of the experiment group and control group were calculated post-intervention. The result showed that the mean ranks of the experiment group = 41.66 and the control group = 22.64 with a significance level of .000 and effect size of -.52. It showed a significant difference in the mean ranks of both groups with a large effect size.

Character
The analyses showed that in the experiment group the mean ranks of character in the pre-test = 1.00, post-test = 2.05, and follow-up = 2.95. The chi-square value of character was found to be 60.612 which is significant at .000. It showed the increase in the character scores. In the control group, the mean ranks of character in the pre-test = 1.95, post-test = 1.98, and follow-up = 2.06. The chi-square value of character was found to be .448 which is not significant at .799. The pair-wise comparisons in the experiment group revealed significant differences in the scores. The first comparison, z= -4.128, p= .000, r= -.52; the second comparison, z= -3.556, p= .001,

r= -.45; and the third comparison, z= -7.684, p= .000, r= -.97. In the control group, the pair-wise comparisons showed no significant differences in the character scores. The first comparison, z= 1.491, p= .136, r= .18; second comparison, z= -.483, p= .629, r= -.06; and third comparison, z= 1.177, p= .239, r= .14.

The character scores of both groups were calculated post-intervention. The result showed that the mean ranks of the experiment group = 41.52 and the control group = 22.78 with a significance level of .000 and effect size of -.51. It showed a significant difference in the mean ranks of both groups with a large effect size.

Connection
It can be observed that in the experiment group the mean ranks of connection in the pre-test = 1.03, post-test = 2.06, and follow-up = 2.90. The chi-square value of connection was found to be 58.207 which is significant at .000. It showed the increase in the character scores. In the control group, the mean ranks of character in the pre-test = 1.95, post-test = 2.05, and follow-up = 2.00. The chi-square value of character was found to be .667 which is not significant at .717. The pair-wise comparisons in the experiment group revealed significant differences in the scores. The first comparison, z= -4.064, p= .000, r= -.51; the second comparison, z= -3.302, p= .003, r= -.41; and the third comparison, z= -7.366, p= .000, r= -.93. In the control group, the pair-wise comparisons showed no significant differences in the connection scores. The first comparison, z= .577, p= .577, r= .06; second comparison, z= -.137, p= .891, r= -.01; and third comparison, z= .659, p= .510, r= .08.

The connection scores of both groups were calculated post-intervention. The result showed that the mean ranks of the experiment group = 39.47 and the control group = 25.73 with a significance level of .000 and effect size of -.35. It showed a significant difference in the mean ranks of both groups with medium effect size.

Caring

The analyses showed that in the experiment group the mean ranks of connection in the pre-test = 1.00, post-test = 2.06, and follow-up = 2.94. The chi-square value of caring was found to be 60.200 which is significant at .000. It showed an increase in the caring scores. In the control group, the mean ranks of character in the pre-test = 1.94, post-test = 1.97, and follow-up = 2.09. The chi-square value of character was found to be 1.217 which is not significant at .544. The pair-wise comparisons in the experiment group revealed significant differences in the scores. The first comparison, $z = -4.191$, $p = .000$, $r = -.53$; the second comparison, $z = -3.492$, $p = .002$, $r = -.43$; and the third comparison, $z = -7.620$, $p = .000$, $r = -.96$. In the control group, the pair-wise comparisons showed no significant differences in the caring scores. The first comparison, $z = .061$, $p = .951$, $r = -.01$; second comparison, $z = .791$, $p = .429$, $r = .09$; and third comparison, $z = .525$, $p = .600$, $r = .06$.

The caring scores of both groups were calculated post-intervention. The result showed that the mean ranks of the experiment group = 44.32 and the control group = 20.06 with a significance level of .000 and effect size of -.66. It showed a significant difference in the mean ranks of both groups with a large effect size.

Positive Youth Development

The overall analyses of the data revealed that in the experiment group, the mean ranks increased over time i.e., pre-test = 1.00, post-test = 2.00 and follow-up = 3.00. The chi-square value was found to be 62.000 which is significant at .000. It showed an increase in the PYD scores. In the control group, the mean ranks in the pre-test = 2.03, post-test = 1.94, and follow-up = 2.03. The chi-square value of character was found to be .250 which is not significant at .882. The pair-wise comparisons in the experiment group revealed significant differences in the scores whereas, in the control group, the pair-wise comparisons showed no significant differences in the caring scores.

The PYD scores of both groups were calculated post-intervention. The result showed that the mean ranks of the experiment group = 47.19 and the control group = 17.28 with a significance level of .000 and effect size of -.81. It showed a significant difference in the mean ranks of both groups with a large effect size. So, it can be said that there is a significant positive effect of activities in improving competence, confidence, character, connection, caring and overall PYD scores of the experiment group while the control group remains the same.

Discussion
The finding of the present study is that after the intervention, the mean ranks of Five Cs increased in the experiment group in comparison to the control group. Results of the present study led to the acceptance that there would be a significant effect of the PYD program in improving the Five Cs of the participants. Introspection and feedback from the participant after the intervention also validated the results. The present study recorded an improvement in the Five Cs i.e., competence, confidence, character, connection and caring of the experiment group. The reason being the experiment group was exposed to the two-month intervention program. However, the control group did not show significant improvement in the Five Cs as it was not exposed to interventional activities. Regular involvement in the intervention program post-school hours helped participants of the experiment group to experience improvement in their competence, confidence, character, connection and caring.

The intervention program included activities related to different sub-themes under the Five Cs such as civic, social, cultural, emotional, cognitive, resilience, self-esteem, self-awareness, positive identity, sense of purpose, social conscience, conduct behaviour, personal values, morals, self-determination, family, community and school connection, civic engagement, helping elders and altruism. These themes or sub-theme-based different activities which included group discussions, role-play, situational analysis, situational analysis, group presentation, self-evaluation,

and suggestions helped each participant to experience changes such as (1) their association and relationship with people of other backgrounds; (2) being sensitive to others' feelings; (3) paying respect to other cultures/traditions; (4) appropriately managing their emotional moments; (5) being critical and creative at the same time; (6) recognizing their strength and weakness; (7) feeling of self-worth and self-awareness; (8) developed a sense of purposeful life; (9) being gender sensitive and behaving responsibly; (10) communication with parent and community members; (11) active involvement in community work, helping elderly and other community members. All these changes affected the youth development of each participant in the experiment group. Overall, each participant of the experiment group experienced a higher level of competence, confidence, character, connection, and caring post-intervention program and it continued to sustain over time.

Studies revealed similar results that when the youth show a high percentage of Five Cs over a period, the youth is considered in the life path of person – context relationship which contributes to oneself, parents, community, and society at large (Lerner, 2004) and reduction of risk and problematic behaviour like delinquency, substance abuse, despair, stress, etc. (Pittman et al., 2001). Further, the present study also recorded higher PYD in female participants in comparison to male participants of the experiment group. Similar results were also observed among females in previous studies (Lerner et al. 2005; Phelps et al. 2007).

Some previous research findings also supported the result of the present study. Roth and colleagues reviewed over 60 programs that included PYD program objectives. Out of 60 programs, 15 were chosen for the review process. The authors concluded long-span programs were more effective than short-span programs. Further, it provided several pieces of evidence that community-based programs on youth development can be effective (NRCIM, 2002).

In 2002, Catalano and colleagues conducted a similar study and reviewed 77 PYD programs. The authors concluded that in successful programs, 15 PYD constructs were covered in the intervention. These constructs included "social, emotional, cognitive, moral and behaviour competencies, self-efficacy, fostering prosocial norms, bonding, resilience, self-determination, spirituality, belief in the future, positive identity, prosocial involvement, and positive behaviour" (Shek et al., 2012, P. 2). These characteristics were identified as significant for the positive development of adolescents. Fraser-Thomas (2005) evaluates the strengths of the youth sports program to bring up positive development, during the reduction of risky behaviours. He also "highlights the significance of sports programs built on developmental assets and appropriate setting features in bringing about the Five 'C's of PYD" (P. 19).

Studies also showed that PYD programs resulted: in healthy behaviours, essential life skills, productive manner towards their community (Gambone et al., 2002), changes in school, family, and community system (Durlak et al., 2007), protective against delinquent behaviour, drug, and alcohol use (Phelps et al., 2007; Zimmerman et al., 2008), improved SRH (Gavin et al., 2010), youth contribution, adaptive self-regulation which was negatively associated with depression, risk behaviours, and delinquency, getting engaged in pro-social activities such as volunteerism, support to families and reduction of problematic behaviour and despair (Heck, K. E., & Subramaniam, A., 2009), and prosocial bonding, cognitive competence, social competence, emotional competence, belief in the future, and self-determination (Gavin et al., 2010).

A study conducted by Roth & other scholars showed, "youth who participated in holistic positive development program showed the larger and more long-term change in positive behaviour than did youth who participated in a program focused on preventing one or two behaviours" (Craig, 2011, P. 25). A longitudinal study revealed that PYD was significantly and negatively associated

with the initiation of tobacco, alcohol, marijuana, sexual behaviour, and hard drug use. The study further suggested PYD might serve as a preventive or promotive process (Seth et al., 2010).

Thus, the present study presented the similar fact that PYD based intervention program was instrumental to improve the Five Cs of the experimental group of Mundoti village. Further, it was recorded that PYD was effective in improving the positive development of youths of Mundoti village, Rajasthan.

Practical Implications & Recommendations

PYD is identified as an essential approach for youth development of rural youth. Some of the practical implications and recommendations of this research are as follows:

- Paradigm Shift: PYD provides a shift in youth development from issues-based approach to a strength-based approach. It attempts to influence youth into a positive outcome by confronting risky behaviors and improving defense mechanism.
- Inclusive Growth: PYD promotes the holistic development of youth. PYD provides an opportunity for inclusive growth starting from school level, college level or even at the community level. It can be initiated at the grass root level by Community, NGOs, or local authorities without being intervened by Central or State government.
- Prevention: PYD is based on resiliency approach, i.e., successful prevention in youth development rather than seeking to fix those who are in need. It endeavors to improve the inability capabilities of youth to avoid getting into risky behaviors and psychological disorders such as alcohol consumption, tobacco use, sexual behavior, common mental disorders, stress, suicide, other substance use disorders, non-communicable diseases, road traffic injuries, violence, under-nutrition & micronutrient deficiencies, overweight & obesity.

- Protection: PYD promotes social justice and security from prejudice and discrimination. It endeavors to influence youth irrespective of their backgrounds and develop their civic competence, social competence, and cultural competence. So that they can respect every individual irrespective of caste, creed, language, race, region, religion, sex, and so forth and act as a responsible citizen of India.

- Participation: Youth participation is not a new concept, but it has yet to become a reality in several areas. The present challenge is to support the structure of the involvement for their own and nation development without any dilution. PYD approach provides youth this opportunity to work out their progress. Instead of looking at youth as the beneficiary of the services, PYD aims at helping youth to participate in the activities to identify and build their strengths, instead of addressing their deficit behavioral act.

- Family Participation: Family plays a pivotal role in the development of the youth. High level of love and support from the family supports the individual to enhance their developmental possibilities and provides a platform against risky engagements.

- Community Participation: PYD promotion of community participation in youth development. It promotes building capacity and conditions for change through stakeholder's awareness, knowledge, involvement, and dedication. Support from community members can be useful in the improvement of youth development of youth as it provides the impact on the relationship, empathetic attitude, self-esteem and a sense of purpose in life. Further, exposure to the positive attitude of friends may influence the capabilities of an individual and prevents from getting into risky behavior.

- Youth Worker: PYD approach provides altogether a new perspective to youth workers especially for those working

in the rural context. Now, youth workers need not emphasize on issues-based approach only but can utilize youth's strength and potential to contribute to their development. Youth workers can also channelize their energy and capabilities for skill development which indeed would help youths in their prospect. Further, youth worker can enhance youths' academic achievements, grades, discipline, and pro-social behavior and can work towards the reduction of adverse reactions, violence, aggression, and peer rejection using the PYD approach.

- Social Workers: PYD perspective provides a ready to use approach to all the social workers working in different capacities and different contexts. PYD approach can be used for the development of the youths as: (1) life skill education to promote adaptive behavior to deal with challenges of everyday life, (2) mental well-being to promote behavioral preparedness, (3) behavioral willingness to foster competence and actual practice, and (4) pro-social behavior to encourage empathy, civic engagement and altruism to bring changes in the immediate environment in a safe and healthy way.

Conclusion

Despite multiple interventional programs highlighting positive outcomes in youth but still, there is lack of theoretical understanding of the PYD approach in India and a dearth of large-scale PYD approach-based intervention programs for youth. This could be an indication that there was not much awareness of PYD as a distinct approach to youth programs. Therefore, there is a need to invest in PYD-based programs in India. However, the implementation of PYD programs in India is slightly different in comparison to western countries because of economic and social-cultural factors. In India, especially rural India often finds it difficult to recognize youthhood or adolescence as a distinct life stage and advancement towards adult age is entirely dependent on social and cultural factors. Thus, there is a chance to use PYD knowledge from across domains and develop an effective positive development program for the welfare of youths in India considering socio-economic and cultural factors.

Youth is a significant transition period and a stage of vulnerability but a unique period of opportunity to shape the healthy and positive development of future generations. Henceforth, empowerment of youth through PYD programs has considered benefits in terms of preparing them to identify their potential, competencies, and resilience and assets development that would help them personally and society at large. The study revealed a shortage of PYD-based programs in India and Rajasthan, resulting in missing occasions to promote PYD for a positive outcome in youths. Therefore, to achieve the positive development of rural youth, we should give due attention to the development of the rural sector. As a huge bulge of the youth population resides in rural areas, their growth and development are decisive for the progress of a nation. We must unite to build a society that promotes PYD among the diverse youth population of India.

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EXAMINING LEADERSHIP QUALITIES AND SELF-ACCEPTANCE OF HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT

This study aims to analyze the leadership qualities and self-acceptance of higher secondary school students with respect to Gender, Medium of Instruction, Academic Streams and Type of School Management. Survey method has been used in the present study. Leadership Preference Scale developed by Kretch and Self-acceptance Inventory developed by Kakkar, S.B was used for collecting the data. The investigator randomly selected three hundred higher secondary school students in Tiruvallur District of Tamilnadu. The data was analyzed using mean, Standard deviation, 't'- test and one way ANOVA. The major findings of the study are: There is no significant difference in the mean leadership scores of male and female higher secondary students and the female higher secondary students are having higher level of self-acceptance than the male students. The arts higher secondary students are having higher level of leadership qualities and self-acceptance than the science students. The Tamil medium higher secondary students are having higher level of leadership qualities than the English medium students and It was found that there is no significance difference between English and Tamil medium higher secondary students with respect to self-acceptance. Types of management of schools have significant influence on the leadership qualities and self-acceptance of higher secondary students. The result reveals that there is a positive relationship between Leadership Qualities and self-acceptance of Higher Secondary School students.

Keywords: *Leadership Qualities, Self-acceptance, Higher*

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Secondary Students, Leadership Traits, Leadership behavior.

Introduction

Leadership is an activity of influencing people to strive willingly for group objectives. It involves achievement of organizational goals and working with people. Leadership is the art of motivating, influencing and directing people so that they work together to achieve the goals of a team on an organization. During schooling students need to experience leadership opportunities sot that they can learn the art of building relationships within teams, defining identities and achieving tasks effectively. Experiences must provide opportunities for learning, how to identify and display effective communication and interpersonal skills. Leadership is the quality, which is developed through our life experience and capabilities. Leadership is the ability to inspire confidence and support among the people, who are needed to achieve organizational goals (DuBrin, 2005). Manning and Curtis (2007) describes the ten leadership qualities as follows. 1. Vision 2. Ability 3.Enthusiasm 4. Stability 5. Concern for others 6. Self Confidence 7. Persistence 8. Vitality 9. Charisma and 10. Integrity.

Self-acceptance is a concept developed by American psychologist G.W.Allport proposed that, based on various theories; self-acceptance can be regarded as an attitude in which an individual readily accepts the real self. According to Six-factor Model Of Psychological Well-being, self-acceptance is one of the factors affecting personal happiness. For the later period of adolescence, Uemura Yuhei conducted research verification, and the results showed that: Adolescents with high self-acceptance tend to have high self-actualization and low social adjustment, and are more adaptable and mature than other minors.

A leader who leads a group should possess qualities and capacities to lead the group to the right direction. Imparting leadership quality arises many good qualities like vision, Ability, Enthusiasm, Stability, Self-control and Integrity. A school should

help to develop leadership quality and self-acceptance among its pupils. Pupils who are very confident in their qualities come forward to become a leader.

Review of Related Literature

Aswathiraj (2013) examined the relationship between leadership style and work engagement among a sample of 400 teachers and found that the work engagement of school teachers are influenced by their leadership. Sarika (2010) investigated on leadership quality, self-confidence and attitude towards academic work among high school students on 300 high school students It was found that there exist significant correlation between leadership quality and self- confidence and attitude towards academic work among high school students. Jaleel (2007) investigated on leadership behavior variables as predictors of school organizational climate in primary school. It was found that the leadership behavior variables have significant relation with school organizational climate. Vijayakumari (2010) made a study of leadership style of higher secondary school principals and found that the majority of teachers perceived their principals as coaching and supportive, but some principals leadership style are perceived as directive and delegating and some principals follow more than one style as the situation demand. Ade Ratna Mutiara and Budi Astuti, (2021) studied students' self-acceptance to be improved, and for guidance and counseling services in formal education to be provided according to needs, such as self-acceptance. This study aimed to determine whether group guidance can help to increase students' self-acceptance. Data were collected through a Likert scale and through interviews with guidance and counseling teachers. The research subjects were eleventh-grade students of State Senior High School 11 in Yogyakarta. A quantitative approach was taken and data were analyzed through Wilcoxon tests. The results showed that there were differences before and after students were given group guidance services and this was statistically significant (0.028 < 0.05). We conclude that student self-acceptance can be increased through group guidance services.

Need and Significance of the Study

The purpose of this study is to collect the reasons for several un-adjustable problems during the adolescent period. Hence the sample selected from Higher Secondary School students. Everyone in the world must possess some type of characters. Leadership is a peculiar type of skill or character which most of the adolescence are lacking behind it. Since the present students are the future of our nation we must test the leadership quality in them. Most of the adolescents always compromise then self in all aspects. But there was no compromise is adjustments and leadership skill. Hence this study leadership and self-acceptance of the Higher Secondary School students is essential. The study of Leadership and Self-acceptance among higher secondary school students is very important. This study may help to diagnose the psychological needs faced by the students. Many adolescents show signs of developing leadership qualities. Self-acceptance is the other variable taken for this study. Our present society shows positive signs of self-empowerment, which in turn motivate the adolescent population also to empower themselves to meet the exclusive challenges in the society.

Adolescence is the most crucial and significant period of an individual's life. It represents the culmination of childhood and an initiation at the adult who is to be. In this stage, human personality develops new dimensions. It is the period to learn new things. It is the period of anxiety and worries. At this age the adolescents one facing situations which may be challenging, so they tend to set self-ambitions goals which may not be successful. Even in spite of their best planning and efforts they may not get the desired success most of the time. At times they find themselves in a state of utter confusion and are wilderment. Repeated failures can develop negative attitudes and a poor leading to lack of self-acceptance. Hence, the researcher keen interest to know the present conditions of leadership qualities and self-acceptance of higher secondary students.

Objectives of the Study

- To examine the leadership qualities and self-acceptance of higher secondary school students.
- To find out the difference in the leadership qualities of higher secondary school students based on
  - (a)   Gender
  - (b)   Medium of Instruction
  - (c)   Academic Streams
  - (d)   Type of Management

- To find out the difference in the self-acceptance of higher secondary school students based on
  - (a)   Gender
  - (b)   Medium of Instruction
  - (c)   Academic Streams
  - (d)   Type of Management

- To examine relationship between leadership qualities and self-acceptance of Higher Secondary School students.

Hypotheses of the Study

- There is no significant difference in the leadership qualities of higher secondary school students based on
  - (a) Gender
  - (b) Medium of Instruction
  - (c) Academic Streams
  - (d) Type of Management

- There is no significant difference in the self-acceptance of higher secondary school students based on
  - (a) Gender
  - (b) Medium of Instruction
  - (c)   Academic Streams
  - (d) Type of Management

- There is no significant relationship between leadership qualities and self-acceptance of Higher Secondary School students.

Method of the study

Survey method of research has been used in the present study.

Tools Used

Leadership Preference Scale developed by Kretch and Self-acceptance Inventory developed by Kakkar, S.B was used for collecting the data.

Sample

Random sampling technique has been used for selecting the sample. The investigator selected 300 higher secondary school students in Tiruvallur District of Tamilnadu.

Statistics Used

For analyzing the data mean, standard deviation,'t'-test, and one way ANOVA have been computed.

Data Analysis and Interpretation

Table 1. Leadership Qualities of higher secondary school students with respect to Gender, Medium of Instruction and Academic Streams

Variables	Groups	N	Mean	SD	't' value	Level of Significance
Gender	Male	150	84.04	32.02	1.00	NS
	Female	150	87.91	35.14		
Medium of Instruction	Tamil	119	92.31	29.55	2.67	S
	English	181	81.81	35.51		
Academic Streams	Science	164	75.34	33.14	6.41	S
	Arts	136	98.80	29.55		

Form the above table 1, the calculated 't' value is 1.00 less than the table value (1.96). It is found that there is no significant difference between male and female students' leadership qualities at 0.05 level of significance. Hence the null hypothesis is accepted. With regard to Medium of Instruction, the calculated 't' value is 2.67 greater than the table value (2.58). It is found that there is a significant difference between Tamil and English Medium students' leadership qualities at 0.01 level of significance. Hence the null hypothesis is rejected. In the case of academic streams, the calculated 't' value is 6.41 greater than the table value (2.58). It is found that there is a significant difference between arts and science students' leadership qualities at 0.01 level of significance. Hence the null hypothesis is rejected.

Table.2 Results of one way ANOVA for Type of Management

Source of Variation	Sum of squares	df	Mean sum of squares	F- Value	L.S.
Betweengroups	1376.2717	2	6882.6358		
Withingroups	324075.5650	297	1091.1635	6.31	S
Total	337840.8967	299	7973.7993		

Table.3 Mean, S.D of Leadership Qualities of Higher Secondary School students based on Type of management

Variable	N	Mean	SD
Govt.	100	91.96	29.79
Aided	80	75.05	31.34
Private	120	88.28	36.50

The F-value from the table 2, is found 6.31, it is found to be significant at 0.01 levels. It indicates that there is a significant difference in leadership qualities of students with regard to type of management. It indicates the Government school students (m=91.96) have high leadership qualities compared to their counterparts. Hence the null hypothesis is rejected.

Table 4. Self-acceptance of higher secondary school students with respect to Gender, Medium of Instruction and Academic Streams

Variables	Groups	N	Mean	SD	't' value	Level of Significance
Gender	Male	150	19.70	3.26	3.90	S
	Female	150	21.19	3.37		
Medium of Instruction	Tamil	119	20.87	3.15	1.78	NS
	English	181	20.17	3.52		
Academic Streams	Science	164	19.48	3.25	5.69	S
	Arts	136	21.61	3.20		

Form the above table 4, the calculated 't' value is 3.90 greater than the table value (2.58). It is found that there is a significant difference between male and female students' self-acceptance at 0.01 level of significance. Hence the null hypothesis is rejected. With regard to Medium of Instruction, the calculated 't' value is 1.78 less than the table value (1.96). It is found that there is no significant difference between Tamil and English Medium students' self-acceptance at 0.05 level of significance. Hence the null hypothesis is accepted. In the case of academic streams, the calculated 't' value is 5.69 greater than the table value (2.58). It is found that there is a significant difference between arts and science students' self-acceptance at 0.01 level of significance. Hence the null hypothesis is rejected.

Table.5 Results of one way ANOVA for Type of Management

Source of Variation	Sum of squares	d f	Mean sum of squares	F- Value	L.S.
Betweengroups	382.5425	2	191.2713	18.58	S
Withingroups	3057.6042	297	10.2950		
Total	3440.1467	299	201.5663		

Table.6 Mean, S.D of Self-acceptance of Higher Secondary School students' based on Type of management

Variable	N	Mean	SD
Govt.	100	20.95	3.35
Aided	80	18.59	2.67
Private	120	21.27	3.41

The F-value from the table 6, is found 18.58, it is found to be significant at 0.01 levels. It indicates that there is a significant difference in self-acceptance of students with regard to type of management. It indicates the Private school students (m=21.27) have high self-acceptance compared to their counterparts. Hence the null hypothesis is rejected

Table.7 Relationship between Leadership Qualities and self-acceptance of Higher Secondary School students

Variables	N	Correlation (r) value	LS
Leadership Qualities Vs Self-acceptance	300	0.700	0.01

From the above table, the results reveal that there is a positive relationship between Leadership Qualities and self-acceptance of Higher Secondary School students.

Major Findings of the Study

❖ The findings of the study reveals that there is no significant difference in the mean leadership scores of male and female higher secondary students and the female higher secondary students are having higher level of self-acceptance than the male students.

❖ It was found that the arts higher secondary students are having higher level of leadership qualities and self-

acceptance than the science students.

❖ The Tamil medium higher secondary students are having higher level of leadership qualities than the English medium students and it was found that there is no significance difference between English and Tamil medium higher secondary students with respect to self-acceptance.

❖ The study also reveals the types of management of schools have significant influence on the leadership qualities and self-acceptance of higher secondary students.

❖ The result reveals that there is a positive relationship between Leadership Qualities and self-acceptance of Higher Secondary School students.

Educational Implications

Every individual has to play a verity of roles in their life. Education should aim at developing the child in such a way that he/she is able to perform all the roles in an effective manner. As one is born in to this world, he/she faces the stress within himself and outside from the society. He is confronted with opposing needs within himself and the demands of the society. For normal function, a teacher can help his pupils to learn to tolerate conflicts and frustration and to deal with them effectively. If the Leadership skill is high, self-acceptance also would be better and thus it is found that the students also learn and perform better in their school subjects. Further the students are well adjusted to the school and also develop good disciplinary habits. Hence the self-acceptance and leadership quality may be assumed as two eyes for a perfect citizen who is to become a Leader. The present study revealed that there is significant difference between boys and girls with their self-acceptance. The teacher can cater to the need for love and recognition and help them to gain high self-acceptance. The encouragement must come out not only from teachers but also from educational planners and society too. It will help the students to form a better self- acceptance.

The present investigation showed that there are significant differences in self-acceptance of the students studying in different types of schools. If the teachers have sincere and sensitive regard for the personal characteristics of their students that would increases the student's feelings of self-worth. This reveals that the teacher should help the students to enhance their self-confidence to develop their potentialities and come up through their sincere efforts. It has been observed that the children should spend their time under the active supervision of their parents. The training of parents is necessary to develop in them the skills to handle the children. To help the students of lower economic status, the educators should utilize the knowledge through proper guidance. Hence, the educator should utilize the knowledge of each individual and provide them with good educational atmosphere according to their needs.

The teachers and educators can make special efforts to uplift the down trodden students and Leadership activities are to be organized at higher secondary school level. Analysis of the results revealed that there exist a relationship between leaderships and self-acceptance. True listening, namely giving total attention and concentration to the child is a great source of nurturing self-acceptance as it conveys emphatically to the child that he/she is praise worthy and valuable.

Conclusion

Leadership qualities refer to the skills, attributes, and behaviors that enable individuals to effectively guide and inspire others towards a common goal. In the context of higher secondary students, developing leadership qualities can empower them to take charge of their lives, make positive contributions to their communities, and become successful in their future endeavors. On the other hand, self-acceptance refers to having a positive and realistic view of oneself, including strengths, weaknesses, and personal identity. It involves acknowledging and embracing one's uniqueness and being comfortable with who they are. Developing self-acceptance is important for higher secondary students as it

positively impacts their self-esteem, self-confidence, and overall well-being. Self-acceptance is essential because it refers to individuals' satisfaction or happiness with themselves, and is considered necessary for good mental health. Leadership qualities and self-acceptance promotion related workshops, seminars, groups discussions and conferences should be organized at the interschool level then only teachers and students benefited.

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FACING CHALLENGES WHILE WORKING: A STUDY OF WOMEN POLICE IN KASHMIR

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Abstract

Policing has been traditionally associated with men so it has been dominated by men for a very long time. Also, Kashmir being a Muslim majority and patriarchal place doesn't generously approve women who work in those domains where they have to spend nights at their workplace as compared to those who work in other fields. So it becomes very difficult for the women to enter and survive in their jobs. Qualitative research approach is used to explore and analyze the challenges faced by women police personnel in Kashmir. The study has used interview method for data collection and inductive thematic analysis has been used for the generation of results. Three main themes namely personal challenges, professional challenges and social challenges emerged from the study. Various sub-themes like domestic and family responsibilities, lack of family support, role conflict and identity, work-life balance, physical and mental health, limited opportunity and inter-gender challenges, low acceptance by male members, improper infrastructure facilities, social challenges in the form of social stigma evolved from the main themes.

Key Words

Women police, challenges, issues

Introduction

Women have been an important part of the work force in India ever since the industrial and modernization took place in the country. The increasing participation of women in the labor force after the

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five year plan has increased their standard of living thus paving a way forward by opening up the opportunities for their employment. Besides making the life easy on the work fronts, it has also posed serious challenges to women with regard to finding a balance between the work and family responsibilities where later are always associated particularly with women in patriarchal societies like India. Due to the development in the country over the years, male dominated fields like judiciary and police started observing entry of women even though at lesser pace. Women's entrance in the criminal justice system has been as a result of social forces like crimes against women and children, societal and individual violent behaviors, social problems, child abuse, and for better protection of women and juveniles (Stuard, 2012). Even after the successful entry of women in policing services, they face various barriers at different levels of society. One of such social snag includes the public perception wherein a policing career for a woman is stigmatized. The policing job for women is looked down upon and they are often taken as betrayers (Yousuf, 2014). (Dar, 2015) found that the women police personnel face social stigma and discrimination at various socio-economic fronts in Kashmir. The choice of the women to pursue their career in police becomes synonymous to curse. Many police women become isolated within their homes, in public and their workplaces. The women working in police force are negatively perceived by the male members of the force and this is internalized by the women police members themselves who feel they are not suited to the wide range of duties as compared to men and prefer gendered tasks within the force (Natarajan, 2014). Police work involves exposure to multiple stressors like long time shifts, inadequate resources and the risk of exposure to seriously injured and killed by enemies etc.(Collins & Gibbs, 2003).The perpetual gender role norms in our society affect the use of family-friendly policies at work. Women personnel utilize the flexibility to alter their time in housework and childcare while men still do not use their workplace flexibility to alter their time in housework or childcare (Noonan, Estes, & Glass, 2007).The women personnel face various groundwork challenges which subsequently influence the

future recruitment of new women and retention of already recruited ones in the services. There is absence of an apparent strategy regarding recruitment, training, work distribution, promotion etc. in the police services so the female police personnel have to undergo infrastructural problems like toilet unavailability, long hours of duty, absence of crèches which lead to their health problems (Kulshreshtha,2008). The policewomen face various difficulties in adaption to a predominantly male-dominated organization. The women officers experience gender-related problems. However, these problems do not seem to relate significantly to their job performances. There are problems involving perceptions of their stereotypical roles. Their physical capabilities are underestimated and they are given less challenging assignments and positions (Guzman & Frank, 2004). The factors which directly affected the quality of work life among the police personnel include lack of communication, lack of support from supervisor, pay package, adequate and fair treatment, lack of holidays, workload on festivals, physical and working condition, shortage of man power, lack of cooperation from public (Chitale & Lele, 2012).Women police perform dual job as they do their official job and accomplish the family commitments. Women working in law enforcement feel more stressed because they face several hardships from job as well as family life. The stress leads to poor job satisfaction. The education, marital status and experience, make a significant variance in the stress among the women constables (Mohanraj & Natesan, 2015). Karunanidi and Chitra studied job attitude, occupational stress, work-life balance, and personality on the psychological well-being of women constables in Chennai, India. The study revealed occupational stress, personal life interference with work (PLIW), work/personal life enhancement (WPLE), job attitude, neuroticism, openness, and conscientiousness significantly account for 45 percent of variance in the psychological wellbeing of policewomen (Karunanidi & Chitra, 2013).Women having the responsibility of elder parent's health need to be given a helping hand to balance their personal and professional works (Padma & Sudhir, 2013). Educational

development and modernization has led to the successful entry of women in male dominated fields but women working in such professions face challenges of different nature than those who work in female dominated or more gender balanced occupations. This affects their retention and career success (Frome et al, 2008).The challenges faced by women in police include unusual work hours, rotating shifts, and the need to be available 24 hours a day which affect their households. The family and domestic responsibilities are one of the challenging barriers faced by women in policing (Segrave, 1995).The role of women in policing is intangible because of organizational apathy, opposition from male members, negative attitude of society, lack of committed police women members and lack of opportunities for women to occupy position of authority in the police organization (Mahajan, 1982).

Methodology

This study has used qualitative research approach to explore the challenges faced by the women police personnel in Kashmir. The study included women police personnel of Jammu and Kashmir police department who have been a part of the department for more than five years, below the rank of ASI (Assistant Sub-Inspector) and who were willing to participate in our study. Non-probability purposive sampling technique was used to recruit the participants. Purposive sampling is primarily used in qualitative studies and may be defined as selecting units (such as individuals, groups of individuals and institutions) based on specific purposes associated with answering a research study's questions (Teddlie & Yu, 2007). Semi-structured interview schedule was used to conduct face to face interviews with the women police personnel. A total of 20 participants were interviewed for the study. Data saturation of the qualitative study was used to arrive at the number of participants. The interviews were conducted mostly at the women police personnel's homes where the participant's interview would not cause any problem to their duty schedules. Each interview lasted for 40 to 70 minutes. The participants were given a free choice to discontinue the study at any point of the study and

were assured of their confidentiality maintenance. The interviews were done in Urdu and Kashmiri languages. The interviews were recorded and then transcribed. To analyze the data, the study has used thematic analysis to arrive at the findings. The transcribed interviews were read several times to get deeper understanding of the words. Manual coding was used in the study. The researchers worked independently to develop the codebooks while reading the transcriptions. The codebooks prepared were compared to develop a single codebook which was then further refined on subsequent coding and re-coding process. The codes were generated inductively from the codebook. After identifying the pattern in the codes, themes were generated. After this, some changes were done to make the themes more accurate and sharp. Finally themes and sub-themes were named.

Findings

Three main themes namely personal challenges, professional challenges and social challenge in the form of stigma emerged from the study which described the problems faced by the women police personnel. These themes wherever possible were categorized into respective sub-themes.

Personal challenges

The first theme i.e., personal challenges are the problems concerning the private lives of the women police personnel. This theme includes the sub-themes viz. domestic and family responsibilities, lack of family support, role conflict and identity, work-life balance, physical and mental health implications.

Domestic and family responsibilities

This is most common in the patriarchal societies like India where the domestic and family issues are considered majorly the responsibility of the women of the family. Same thing happens in Kashmiri society. Whether it is cooking for the family, doing other house hold chores, nurturing and nursing the children, overseeing the farming activities in kitchen gardens/back yards, caring for the elderly members of the family or managing the interfamilial

relationships, all are assigned to women. Women play a substantially important role in the administering and managing the familial life.

"Domestic work and other family responsibilities are the duty of a female irrespective of her working status. We are seven family members but the household chores are to be done by me only. I leave for my job only after preparing breakfast and lunch for my family. I also prepare dinner by myself after I arrive home from job. At times I feel exhausted but have to do it anyway. Childcare and elderly care is also my responsibility". (P,12)

Women working in the law enforcement have hectic schedules but that doesn't exempt them of their second shift responsibilities at their homes (Yu, 2018).The female law enforcement personnel have to cook, clean, raise children and do other household chores once they are back to home from their duties (Hochshild, 2003). The women police personnel accept the challenging jobs but it affects their families (Kamatchi, Usha & Bhargavi, 2013).

Lack of family support

This is one of the grave problems faced by the women police personnel. Family support plays a significant role in the life of a working woman. The women police personnel described that mostly their husbands are supportive of their jobs and appreciate their efforts of contributing financially to the family but their in-laws particularly their mothers-in-law do not acknowledge their struggles for their families. There are restrictions put by the in-laws which limit their decision making regarding spending their own earned money and other issues. Fixed leaving and arriving time to the home has been an issue of constant deliberation among the families irrespective of the job requirements. Leaving early and arriving late even in emergency times is not approved by the family members.

"Family support is essential for a working woman particularly when a woman works in essential duty service. Family in our society usually doesn't support a working woman, there are women whose family support but the percentage is very low. I, being a working woman, am not supported by my in-laws in spite

of the fact that I contribute more to our family expenditures. In my family only my husband and father-in-law supports me, rest don't understand. My mother-in-law tells me that it is my headache to manage things on my own and none of her business". (P, 10)

Family support plays a very important role in the life of a working lady especially if the lady is married and a mother. Family member's support positively affects the work life balance of women employees (Padma & Reddy, 2013).

Role conflict and identity

The women of our study said that they always find themselves in a state of role conflict as they have to perform many roles at a time. They asserted that they always find themselves in a fix as to which role they have to prefer. They are busy in performing the role of a mother; a wife, a daughter-in-law, and police personnel that they fail to retain their own individual identity. The multiplicities of their personal and professional roles affect the respective functioning. All the conflicts happen because of the lack of adequate time for each role they play. The women said that their role as mothers is mostly affected and this is what they regret the most.

"Every working lady has many things on her mind at a single time. I am a police official and I have to perform my duty for which the government is paying me. If I don't do justice to my job, my conscience of earning a permissible living would be compromised. If I work with enthusiasm, my role as a mother, as a wife, as a daughter-in-law are compromised. I am juggling the roles and forget who I am as a person." (P, 2)

Women officers feel of being unsuccessful mothers or wives because mostly they are unable to contribute much to child rearing and other household works and domestic responsibilities (Yu, 2015).The working mothers feel maternal guilt because of the perceived neglect of their motherly roles (Poduval & Poduval, 2009).

Work-life balance

Equilibrium between the professional and personal commitments

is very crucial for the smooth functioning of the professional and personal life of a working woman. The women police personal said that it becomes very difficult for them to balance their professional and family lives because they belong to the essential duty services and have to be available for duty at the time of emergency. They have to be ready for duty at any time and there are very less chances for them to skip their duties. They told that the balance is so difficult that they sometimes have to prioritize one over the other according to the demand of the situations in their career and familial life. The women further said that it is not a normal 10am-4pm routine work wherein a woman manages office work during the office hours and manages the family after the working hours. Work-life balance for such jobs seems to be easy but women police have to be ready for duty at any emergency which disrupts their regular schedules. Balancing the responsibilities at office and back home becomes difficult in absence of support system for these women.

"Balancing things for me is different from other working women. I get only a little time for my familial affairs because our schedules are unpredictable and relatively longer. In such situation, everything whether it is children, domestic work or elderly care goes for a toss. I try to manage things but at times I cannot balance it." (P,3)

Work overload, dependent care issues, problems in time management and lack of proper social support are the major factors influencing the work life balance of police women in India (Mathew & Panchanatham, 2011). Also, many female officers, who fail to meet an ideal work-life balance, choose to leave law enforcement instead of continuously feeling like an inadequate mother or domestic partner (Gornick & Meyers, 2003).

Physical and mental health

Due to the inconclusive nature of policing, it is considered as one of the most stressful occupations. The personnel have to be available around the clock in view of any public order situation. They are exposed to dangerous situations, have to work for long and extended hours, have unpredictable work schedules, have to

work in investigations and disciplinary procedures, have to protect the public properties, prevent crimes, administer and the public spaces, events and lives. The women said that due to the nature of the job they are stressed which ultimately affects their physical and mental health. They said that most of their colleagues often complaint of sore feet, muscular fatigue, stiffed shoulders and neck complication due to prolonged standing posture at work.

"My job is such that I seldom get to sit properly during the office hours. Sometimes I have to work for hours without any rest. At times, I don't even get time to eat my lunch. The uncertain timings, unpredictable shifts affect our physical and mental health. I am in constant stress. I have developed arthritis but still I am continuing my job." (P,19)

The policing job causes stress and can lead to impaired psychological well-being and physical health in the personnel. The number of working hours significantly affects the occupational stress among the women police personnel (Deschamps et al., 2003).

Tiring work conditions, political situations, role conflict are also the stress causing elements in police (Hunnur, et. al., 2014).

Professional challenges

The second theme i.e., professional challenges are the problems involving the work front of these women. This theme has sub-themes viz. limited opportunity and inter-gender challenges, acceptance by male members, and improper infrastructure facilities.

Limited opportunity and inter-gender challenges

The opportunity for advancement of women in male dominated jobs like policing is limited by the traditional gender roles and differences. The women personnel are not provided equal opportunity as that of their male counterparts because they are believed not to be able to perform certain operations. Their abilities are doubted and thus the opportunities become limited. Women in the Kashmir police force are given only selected tasks and seldom given the responsibility to execute other important

tasks.

"Women are not given important jobs and equal opportunities. Majority of the officials, not all, doubt our capacity to do tasks efficiently. I understand this is because policing has been designated to men for ages but women too can perform effectively if provided a chance. We are not given important tasks as compared to our male colleagues."(P.7)

Research suggests that male officers feel their status is reduced if their work is comparable to the women officials (Guzman & frank, 2004).In addition, many women are not granted certain promotions due to their supervisor's bias that female police officials wouldn't be available at all times (O'Hara, 2009). Further the women police have to work harder to prove themselves at the work (Woolsey, 2015).

Low acceptance by male members

The women police personnel are less likely to be accepted by majority of their male counterparts. The male police personnel think their female counterparts have less ability to do a job and are emotionally more vulnerable as compared to them. The male police members are not able to accept female wholeheartedly because of the age old police culture which had been dominated by males only for years together. Kashmir being a Muslim majority place has the belief those women who work in male dominated fields and who have to spend nights outside their homes at their workplace are not appreciated largely in the society. The women said that they are expected to do non-duty works like dusting, making tea etc. The women further said that every male personnel don't think of them as the same but some male officers are immensely accepting and encouraging. Such people prove to be a motivation for continuing their jobs.

"Some male colleagues say that police department doesn't need women, it can run without them. Some taunt us that we get equal pay as them but don't do justice with our jobs. But this is not the case always. Some officials and seniors appreciate us and always look forward to listen to our problems carefully. They encourage us to do our jobs dedicatedly to bring positive changes so that we

too may be included in important tasks." (P,8)

Due to many misconceptions about the capabilities of women in policing like height, weight, stamina etc. to deal with the criminals, they are less appreciated by their male counterparts (Niland, 1996).The male counterparts of women police have not accepted them whole heartedly and are not comfortable with the female colleagues or subordinates. They often show resent in the recruitment of women in policing and do not take their opinions seriously (Sahgal, 2007).

Improper infrastructure facilities

The infrastructures at the work whether it at offices or field duties needs to be revisited and made women friendly. The women told that although the infrastructure is good but it needs to be improved keeping in view the special needs and difficulties faced by the women. Women friendly and separated restrooms for women officials along with washroom, crèche facilities and transport facilities need to be provided so that a woman can perform duty free from any worry.

"Proper facilities at the workplace make one more comfortable and thus prove beneficial for the workers to display their duty. Although we have optimal facilities here but the facilities like separate restrooms, separate table spaces, separate washrooms, transportation and crèche facilities would prove beneficial for us." (P,11)

Women police face discriminations by their male counterparts and officers which are visible through their control over transportation, lack of infrastructural facilities like toilets etc, insufficient power in self governance and decision making (Jamil & Mohyddin, 2015). Women constables face lack of basic amenities like separate toilets and rest rooms at their workplaces (Maheshwari, 2017).

Social challenges in the form of social stigma

Policing is one of those jobs which is not preferred for women in Kashmir. Women who want to take job in policing are not appreciated in the society. Contrary to this, women who work in

other jobs are easily approved and appreciated. This disparity happens because of the difficult work culture pertaining to policing. Further, the ongoing conflict in Kashmir adds an extra appendage to the challenges faced by these women in the society. They are often mistreated and misidentified in society. The women form a vital part of J&K police force so there are direct confrontations between these state actors (J&K Police) and public at the time of clashes. This affects their social and community relationships and they suffer discontent from the affected people.

"Our society is queer one. On one hand, they want women police at every place where their female members need them and on the other hand they view and treat them differently. Police department would have a large number of female officers but this disapproval from society stops an educated woman to apply for the jobs in this department." (P,5)

Also, there is stigma attached to these women. The women shared that although people from their immediate neighborhood, friends and relatives are cordial with them but they are treated indifferently largely in the society. There is a good portion of people in Kashmiri society who still believe that police women are lower in their character because of the particular work culture and associated tasks related to it. The women asserted that they are subjected to constant othering from some people who think of them being spies. People do not usually consider them of being a potential and favorable spouse when looking for the marriage prospects of their family members. This indicates the apathy of society towards these women.

"We are the most stigmatized lot in the society. People (not all) treat us as the others. We face a number of problems just because of the reason that we work in police department. People don't find us a favorable prospect for marriage. We do not get good marriage proposals. People consider that we are lower in character as compared to other women." (P,11)

There is less social acceptance of the policing job particularly for women. The society doesn't think well about the police women.

Discussion and *Conclusion*

The study discusses and provides a comprehensive insight about the problems faced by women police in Kashmir. We found that the women police face manifold problems in their homes, society and workplaces. The problems of domestic and family responsibilities affect these women in many ways at their workplaces. The nature of the policing job is such that it becomes stressful for both men and women but women have to bear double responsibilities both at the work and at the home also. Women have to bear multiple responsibilities and attitudinal problems from the family and community members as well as from their male colleagues. The study of Seagrave (1995) revealed there are problems of uncertain and long working hours in policing which is consistent with the findings of our study. Unusual work hours, rotating shifts, and the need to be available 24 hours a day make it difficult to maintain a sense of normalcy in the household. The study also revealed compromised physical and mental health status of the police personnel, they complaint about the job stress and other physical ailments developed as an offshoot of their job. The impact of work stress on the family of women police and their partners was studied by Thompson et al (1999). They observed that work stress may be transmitted to family members, and this is the main cause of the problem in high stress occupations such as policing. The sources of stress vary for women police and male police. Thompson says that the women police personnel experience more stress related to work overload and work-family conflict which affects their families largely (Thompson). Another important problem faced by the women at the workplace is the non-acceptance by the male members. Sahgal (2007) states that a major obstacle for police women is the society's traditional attitude regarding women's role in the society. This attitude becomes more problematic for these women as they work in a male-dominated field. The study discusses that although these women in the police have been accepted by their male counterparts but many men in the police service are not comfortable with women colleagues or subordinates, show a tendency to not recruit women as colleagues or subordinates, and

do not take women's opinions and ideas seriously. The women police of our study found that they face many difficulties at the workplace like limited infrastructural facilities and social non-acceptance which are again in consistence with the findings of Jamil and Mohyuddin (2015). They explain female police faced several social, personal, and psychological problems due to numerous reasons, including insufficient transportation, cultural attitudes and infrastructure facilities (Jamil and Mohyuddin, 2015). The findings of this study will act as an eye opener for the general public about the struggles of being a police woman in Kashmiri society. It will also act like a guide as how to bring positive changes in our personal attitudes and policies so that they get included in the mainstream population both at the professional and social level.

Recommendations

Women police personnel face various challenges at their workplaces, family and society mainly because of the nature of their job. The paper has presented the hurdles faced by the women police at their personal, professional and societal levels. Some strategies should be followed so that the challenges faced by the women in police force are lessened. One of the ways through which positive changes can be brought would be strengthening the existing policies by making them more women friendly and gender inclusive. Special reservation policy for women entering the police force should be made so that their representation gets increased. Gender sensitive gender budgeting should be followed keeping in consideration the needs for seperate washroom and resting room facilities for women in the police departments. Gender sensitization programs should be conducted especially for the male police personnel so that their attitude towards the female working in the police force is changed. Also the government should highlight the achievements of women police so that more women get inspired to join police departments.

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Perspectives in Social Work
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The author should send soft copies of the article to **nnperspective@cswnn.edu.in** If the manuscript is found feasible for review, a plagiarism report will be asked from the author. In case the author is not able to do the plagiarism report, they can request the journal secretary to run the plagiarism report by paying the sum of rupees 300/-. There is no guarantee that your paper will be accepted for publication after the plagiarism report. Only after peer review feedback, editorial decision is made.

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Each article should be accompanied with a declaration by the authors stating that the article is original and has not been earlier published nor been submitted for publication elsewhere. If the article has already been published, then permission from the publishers for republishing has to be enclosed along with the manuscript.

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Length and presentation

o The length of the article may range between 3000 and 5000 words, including the abstract, keywords and references but NOT including references, figures, or tables.
o All parts of the manuscript should be typewritten in MS Word typed in 12-point Times New Roman font, double-spaced, with margins of at least one inch on all sides. The pages should be numbered serially.
o Within the text of the article, no features should be included that enable the authorship to be identified (for example in page headers and footers or acknowledgements).

Citations, notes, and references

o All evidence based statements within the article MUST be supported with proper citations.

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- Key statements in the article may be supported by the author with a logical explanation, the author's opinion, illustration, or in-text citation/paraphrasing of another author's work.
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References should be listed in *alphabetical order* as follows:

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o Tables, figures, graphs and diagrams (illustrations) should not be embedded in the text. Place tables and figures after the References section and indicate preferred placement point in the body of the manuscript such as "<Insert Table 1 here>".

o A short descriptive title should appear above each table with a clear legend and any footnotes suitably identified below. All units must be included.

o Figures and diagrams should be completely labelled, taking into account necessary size reduction and should be supplied in .gif, .jpg, or .png format with resolution 300 dpi or higher.

o Ensure any colors used in figures will be distinct when converted to black and white for print version.

o The word percent should replace the symbol '%' when it is used in the text, but the symbol '%' can be used in parentheses.

Review System

The review of the manuscript will be blind and impartial. Manuscripts are reviewed by the Editorial Board and peer-reviewers. Accepted manuscripts may be revised for clarity, organization and length. The article will be sent to authors via e-mail for correction and should be returned **within seven days** of receipt. Corrections and editing as suggested by the Editorial Board and peer-reviewers should be undertaken by the author and is not the responsibility of the publisher. The decision of the Editorial Board will be final and binding.

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The accepted articles are scheduled for publication in the chronological order in which they are received. The publication lag of an accepted article is generally one year. Each author gets a complimentary copy of the journal issue in which his/her article is printed.

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GUIDELINES FOR BOOK REVIEWERS

Pre-requisites for a Book Review
The book under review should have been published in the **last two years** and should have direct relevance to the field of social work.

Expectations of a Book Review
The book review can include the following aspects.
- Title of the book (underlined/italicized), edition, name(s) of the author(s)/editor(s),year of publication and name of publisher (separated by a colon), ISBN number, Format (hardcover/soft cover), number of pages and price of the book.
- Objective/theme of the book
- Contents/organization of the book
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- Perceived response of the audience/user (would you recommend it to the user)
- Approach of the book (topical/analytical/chronological /descriptive/ biographical)
- Concise summary of contents
- A critique of the content of the book (language and presentation)
- Remarks on the strengths and limitations of the book, originality, implications for practice, contribution to knowledge, contemporary relevance, applicability to Indian conditions in case of a foreign book, adherence to ethical practices in referencing information)
- Conclusion

A book review could also include:
- A catchy quip/anecdote that succinctly delivers the reviewer's perspective/viewpoint/argument
- Relevant information of the author, where he/she stands in the genre/field of enquiry
- A note (where appropriate) on how well the text is supported by tables/ diagrams illustration
- Quote with a specific page reference. Excessive quotations to be avoided.

Points to note when the book is an edited version comprising chapters from many authors:

- Summary of each chapter or section (in keeping with the abovementioned guidelines)
- Way in which the central theme is dealt with in each chapter or section
- Name of the author and related information

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The Editorial Board reserves the right to modify the Book Review for length, clarity and content. The reviewer's concurrence to this is assumed, unless specified otherwise by the reviewer.

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Publication of Book Reviews

The Book reviews are scheduled by the Editorial Team of Perspectives as per the quality of the review and contemporary issues. Priority will be given to invited book reviews. Every book reviewer gets a complimentary copy of the journal issue in which their review gets published.

GUIDELINES FOR WRITING DIFFERENT TYPES OF ARTICLES

I. Writing an Article based on a Research Paper/Reports.

This is an article based on an original research project/study, involving information from primary data sources. Such an article contains the following sections:

- Introduction
  - o Description of the subject
  - o Critical Summary of available information
  - o Background of the research
  - o Problem identification / analysis
  - o Research questions
  - o Rationale for the study

- Methodology
  - o Aims of the research
  - o Research design
  - o Variables
  - o Operational definitions
  - o Sampling strategy
  - o Description of the tools of the data collection
  - o Techniques for analysis
  - o Limitations of the study, if any

- Discussion:
  - o Results of the study: This should include a summarized description of the statistical figures and techniques as well as a concise note on the key findings which could be descriptive or numeric
  - o Interpretation of the data in terms of:
    - ➢ Validation of the hypothesis
    - ➢ Corroboration with cited literature

- Conclusion and recommendations:
  This section should include the following
    - ➢ Recommendations to improve/remedy the situation
    - ➢ Implication for the future research and field practice

II. Writing an Academic Article

This article is based on information from secondary data sources. It generally seeks to raise new issues or examine existing issues from a new perspective. It can also be used for theory building. It should contain the following sections:

- Introduction:
  - ➢ Description of the background and importance of the subject under consideration

- ➢ Statement of purpose
- ➢ Rationale for the article

- Discussion:
  - ➢ Critical review of literature

- Gaps in knowledge/services and emerging area addressed:
  - ➢ Intervention methods

- Conclusion:
  - ➢ Summary of key points
  - ➢ Recommendations

III. Writing an Article based on Field Experiences

This article stems from the experiences of the author. It focuses on a specific issue / problem / project / program that is within the purview of the author's professional practice and is descriptive in nature. It provides details of how the author dealt with the specific issue / problem or implemented the program / project under consideration. An overview of such an article is given below.

- Introduction:
  - o Description of the subject under consideration
  - o Critical review of relevant literature
  - o Problem identification/analysis
  - o Rationale for intervention

- Discussion:
  - o Details of the problem/issue/program/ project under consideration
  - o Action plan to improve/remedy the situation
  - o Details of implementation of the action plan
  - o Critical assessment of effectiveness of intervention
  - o Learning in relation to existing theory
  - o Limitations and suggested modifications

- Conclusion:
  - o Summary of key points
  - o Suggestions for future work

Submissions that do not conform to the above guidelines will be returned for modifications before entering the review process.

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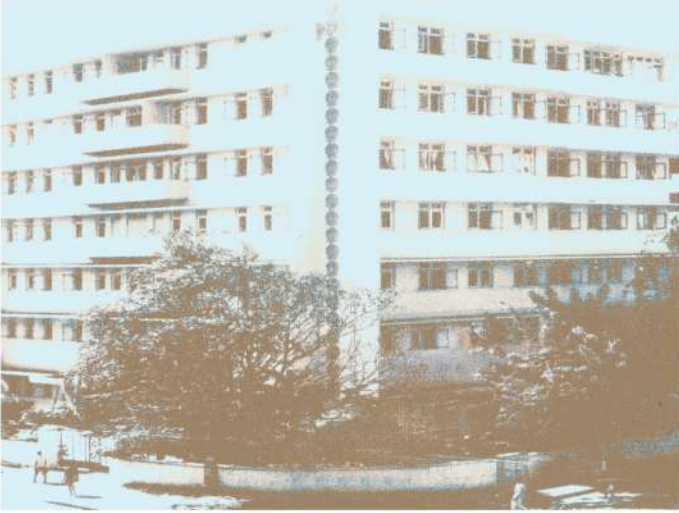
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