Chapter 3

Social Psychology: Social Interaction and Influence

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3.1 Introduction

Social psychology, as we know is the scientific study of how people's thoughts, feelings, and behaviors are influenced by the presence of others, as well as by social situations and interactions. It explores various aspects of human behavior within social contexts, such as attitudes, social perception, conformity, prejudice, group dynamics, and interpersonal relationships. Social psychology delves into the intricate workings of our thoughts, emotions, and actions within social contexts. It scrutinizes how our behaviors, beliefs, and perceptions are influenced by the presence of others or the social environments we find ourselves in. This field explores the dynamic interplay between individuals and their surroundings, unraveling the reasons behind why people react, think, or feel in certain ways when interacting with others. One of its pivotal aspects lies in how people define themselves and those around them within specific situations. These perceptions significantly shape our behavior, altering our responses or actions based on the context and the people involved. Social psychology, as a scientific pursuit, aims to unravel the complexities of individual behaviors, feelings, and thoughts within the social milieu. It strives to uncover the underlying mechanisms that govern social behavior, shedding light on the intricate tapestry of human interaction, perception, and understanding.

Barron and Byrne in 2007 describe social psychology as it is the scientific field that seeks to understand the nature and cause of individual behavior and thought in social situations.

Social Psychology and its scientific nature

Social psychology is indeed a science. It might not involve test tubes or microscopes, but it adheres to the fundamental principles of scientific inquiry. Science is more than specific fields like physics or chemistry; it's a systematic approach characterized by values like accuracy, objectivity, skepticism, and open-mindedness.

Chapter - 2

Effects of Emotional Intelligence and Mental Health Status on Academic Achievement of College Students

Ishika Mondal, Lina Sarkar and Dr. Papia Mukherjee

Abstract

The capacity to recognize, control, and comprehend one's own emotions as well as those of others is known as emotional intelligence. Emotional intelligence or EQ can help an individual to maintain a balanced state of mental health. The relation between emotional intelligence and academic achievement was sequentially meditated by learning motivated and self-efficacy. The sample of the present study consists of 90 male & female subjects with ages between 18 to 26 years. Demographic information of participants had been taken before administering the general health questionnaire (Goldberg and Hiller ,1979) emotional intelligence questionnaire (Daniel Goleman,1995) and Hamilton anxiety rating scale (Max R Hamilton,1959) to assess emotional intelligence quotients and mental health relatively. Age range, Educational qualification, Condition of the clients were included in this study. Data were mainly collected from urban, suburban and rural area of West Bengal. For statistical analysis Mean, Standard Deviations, t-test and correlation were done. The findings indicate that while EQ had no discernible effect, college students' academic achievement was significantly impacted by their mental health.

Keywords: College students' emotional intelligence, mental wellness, and academic achievement.

Introduction

The capacity to recognize, utilize, and regulate our own emotions is known as emotional intelligence. It supports us in overcoming obstacles, effectively communicating, empathizing with people, managing stress, and constructively resolving problems. We can improve our relationships, perform well in our studies and careers, and accomplish our personal and professional objectives by growing our emotional intelligence. Daniel Goleman's model and the Emotional Competence Inventory (ECI) are two tools that can be used

Chapter - 4

Effect of Anxiety and Hope on Academic Stress of Pursuing Higher Education Students of Kolkata

Ankana Sen and Lina Sarkar

Abstract

The present study examined the relationship among three variables namely Anxiety, Academic Stress and Adult Hope have significant effect. The present study has been conducted on 120 students who are pursuing higher education in Kolkata. The age ranged between 18 to 26years. The data was collected using three scales – The Hamilton Anxiety Rating Scale (1959, Max Hamilton), Academic Stress Scale (1970, Kim), Adult Hope Scale (1991, Snyder et al). Using SPSS version 23, the statistical analysis revealed substantial differences between male and female students in Kolkata in terms of anxiety, hope, and academic stress based on T-test values and correlations of the various variables. Thus, it can be said that there are notable differences between male and female students pursuing higher education in terms of anxiety, academic stress, and adult hope.

Keywords: Anxiety, academic stress, hope.

Introduction

Anxiety is a very well known in everyone's daily life. The effect is seen across the various stages of life span and there is no particular stage. Moreover, its effect in the various developmental stages, also given the stress perceived by student and their effects (physical, psychological, social) on them. From the point of view of the American Psychological Association (APA) anxiety is feelings of tension, worried, thoughts and many physical changes like increased blood pressure. Austrian neurologists Sigmund Freud's opinion about anxiety is the symptomatic expression of the inner emotional conflict Anxiety is a normal part of dailylife. Many people worry about small things such as health, money, or family issues. But anxiety disorders mean more than temporary worry or fear or conflicts. When someone's goals are not met, it can have an impact on their feelings. The idea is to identify the best course of action and work toward achieving objectives that would raise their sense of

Chapter - 5

A Quantitative Comparative Study to analyze the Stress Reduction Effect in Pet Owners (Dog) and to The Degree It Differs from Non-Pet Owners in Urban Settings at Kolkata

Shreya Chatterjee and Lina Sarkar

Abstract

This study explores the stress reduction effects of pet ownership, specifically focusing on dog owners, and compares these effects with non-pet owners in urban settings in Kolkata. The research intends to measure and determine how much stress is greatly reduced for dog owners compared to those without pets through comparative research. A quantitative study design will be used in the collection of data from Kolkata-based pet owners and non-pet owners using questionnaires and stress scales. The influence of daily stressors, social support and anxiety levels will also be studied so as to have comprehensive understanding of the subject. Such knowledge would explain how having a pet like a dog may help reduce urban stress among people living in the cities besides highlighting the difference between individuals with pets and those without them.

Keywords: Dog keepers, people without pets, stress reduction, social support, mental well-being.

Introduction

Urban environments like Kolkata, India, are rife with stressors such as high population density and noise pollution. To address these challenges, researchers are exploring the stress-relieving potential of pet ownership, especially with dogs. This study focuses on the correlation between pet ownership and stress reduction in Kolkata, aiming to understand how canine companions impact residents' well-being. By analyzing stress levels, coping mechanisms, and the human-animal bond, researchers seek to uncover the mechanisms through which pets offer emotional support in urban settings. This investigation in Kolkata, known for its vibrant culture and fast-paced lifestyle, contributes to the broader understanding of pet ownership's role in promoting mental health in urban environments. Insights from this study can

Chapter - 6

Effect of Emotional Intelligence on Aggression and Job Satisfaction at Workplace

Sneha Sarkar and Lina Sarkar

Abstract

This study investigated how well people manage their emotions (emotional intelligence) affects workplace anger (aggression) and happiness with their jobs (job satisfaction). They recruited 60 employees aged 22-32 and used surveys to measure emotional intelligence, aggression levels, and job satisfaction. Interestingly, the research found that emotional intelligence acts as a buffer between anger and job satisfaction. In other words, employees with higher emotional intelligence were less likely for their anger to affect their happiness at work.

Keywords: Emotional intelligence, aggression, job satisfaction, employees, workplace.

Introduction

Human bodies not only the five senses to absorb outside stimuli but also respond internally through affective states like emotions and feelings. According to Mayer and Ciarrochi (2006) [15], emotional intelligence is the idea that intelligence can comprehend emotions and that emotions can help intelligence. Akinboye (2002) asserts that emotions underlie all human behaviour, regardless of its outcome. An important factor that has a significant impact on human character and is essential to success in many areas of life is emotional intelligence. Happiness, curiosity, surprise, fear, wrath, sorrow, and disgust are the basic emotions. Each of these emotions functions through a control system that acts as a watchdog over one of the primary facets of human existence, according to Leventhal (1982). But emotional self-control is not something that comes naturally. When someone is in tune with their inner as well, it can be accomplished.

The study of emotional intelligence's impact on aggression and job satisfaction has gained prominence in recent years. The ability to identify, control, and successfully respond to one's own emotions as well as those of

Chapter - 10

Unravelling the Complex Relationship Between Social Media Use and Adolescent Self-Esteem

Kanjal Mondal and Lina Sarkar

Abstract

In this study, we undertake a comprehensive investigation into the dynamic relationship between social media engagement and self- esteem among emerging adults aged 18 to 25. Through the utilization of quantitative research methods, our objective is to elucidate the nuanced interplay between the independent variable (IV) of social media use and the dependent variable (DV) of self-esteem, measured via the esteemed Rosenberg Self-Esteem Scale. Augmenting our analysis, we incorporate the Social Media Disorder Scale to gain deeper insights into the multifaceted dimensions of social media interaction and its potential ramifications on self-esteem. By employing rigorous quantitative data analysis techniques, our research endeavours to disentangle the complexities surrounding the influence of social media activity on self-esteem levels within the young adult demographic. The findings of this study hold promise for shedding light on and potentially mitigating issues concerning self-esteem amidst the burgeoning landscape of social media utilization among adolescents.

Keywords: Social media, adolescent, self-esteem, digital media.

Introduction

The relationship between social media use and adolescent self-esteem is complex and multifaceted. While some studies suggest a negative impact, with exposure to curated online lives and social comparisons leading to lower self-esteem, others show potential benefits like social connection and self-expression boosting it. The truth likely lies somewhere in between, with individual factors like personality, content consumed, and quality of interactions playing a crucial role. This highlights the need for a nuanced understanding and a move beyond simplistic pronouncements about social media's influence on teens' self-worth.

Chapter - 11

Examine the Effects of Parenting Styles on Child Attachment Patterns

Sneha Sarkar, Kaajal Mondal, Shreya Chatterjee and Lina Sarkar

Abstract

This research explores the impact of different parenting styles on the development of child attachment patterns. Using a literature review approach, this essay examines the correlations between parenting styles (authoritative, authoritarian, permissive, and neglectful) and the resulting attachment patterns in children. This research explores how parenting styles can influence a child's development in the long run, affecting their social skills, emotions, and even thinking. It aims to uncover the close link between how parents raise their children and how kids form attachments. Ultimately, the study wants to highlight the importance of positive and caring parenting in helping children develop secure attachments. The keywords for this research are parenting styles, child development, attachment patterns, authoritative parenting, and secure attachment. This research has implications for parents, educators, and mental health professionals in understanding the crucial role of parenting in shaping children's attachment patterns and overall well-being.

Keywords: Parenting styles, child development, attachment patterns.

Introduction

According to John Bowlby's book "Attachment and Loss" (first volume), a key factor in forming secure attachments is how caregivers respond to a baby's cues. When a parent consistently reacts positively to their baby's signals, it fosters happy interactions and builds a strong bond. This, in turn, can lead to the establishment of a secure attachment relationship (John Bowlby, 1969). The relationship between parenting style and child attachment patterns has been a subject of great interest and scholarly debate. A group of researchers, led by Ainsworth, conducted the first study on the connection between how parents behave at home and the level of attachment felt by their children (Ainsworth, Blehar, Waters, & Wall, 1978; & Ainsworth *et al.* 2015). The study followed 26 mother-infant pairs from Baltimore's middle-class

Understanding Pica: An Exploration of an Uncommon Eating Disorder

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Introduction

Pica is an eating disorder characterized by the compulsive consumption of non-food items that lack nutritional value. While it is common for young children to explore their environment by putting various objects in their mouths, pica extends beyond this natural curiosity. In some cases, it can lead to significant health issues, particularly when hazardous substances are ingested.

Pica is an eating disorder where individuals crave or consume non-foods items which can be natural, biological, or man-made. The name comes from the Latin word for magpie-a bird known for eating a wide variety of things. According to the DSM-5 to be diagnosed with pica, the behavior must last for more than a month and be considered inappropriate for the person's developmental stage. It should not be part of a cultural practice and be serious enough to require clinical attention. Pica poisoning can occur, especially in children, affecting their physical and mental development. It can also cause serious health issues like intestinal blockages, nutritional deficiencies and infections from parasites.
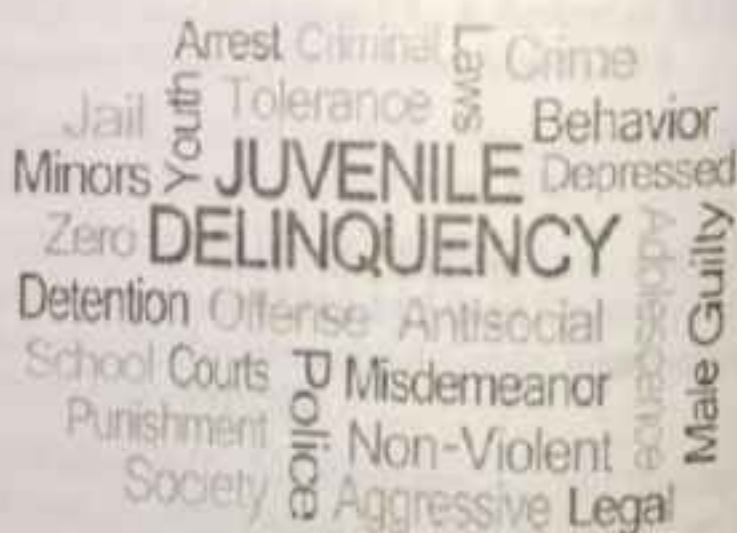
Juvenile Delinquency: A Multidimensional Approach to Prevention and Rehabilitation

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Introduction

The term "juvenile" comes from the Latin word "juveniles," meaning young. According to the Juvenile Justice Act, a juvenile is a person under the age of 18. The fundamental principle of law states, that treating children the same as adults would result in inequality. Children are a vulnerable section of society and require a humane approach. Placing them in adult jails would not help rehabilitate them; instead, it could turn them into hardened criminals.

Arrest Criminal Law Crime
Jail Youth Tolerance Laws Behavior
Minors **JUVENILE** Depressed
Zero **DELINQUENCY** Adolescence
Detention Offense Antisocial
School Courts Police Misdemeanor Male Guilty
Punishment Non-Violent
Society Aggressive Legal

This behavior one of the major forms of deviate behavior that creates social hazards of highest variety. For this reason, society establishes or imposes certain rules and regulations (Legal) to tackle such behavior. Delinquent acts have complex roots. Attempts to define delinquency have been made mainly from two aspects.