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INTERDISCIPLINARY INSIGHTS

A COMPILATION OF UNDERGRADUATE RESEARCH PROJECTS 2025

**Interdisciplinary
Insights:**
A Compilation of
Undergraduate Student
Projects 2025

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A Compilation of Undergraduate
Student Projects 2025



**AL SHIFA COLLEGE
OF ARTS & SCIENCE**

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Editorial

Research practices and publication have become a part and parcel of academics. The Undergraduate Research Project is designed by the Universities in such a way that it provides the students with practical experience on the process of research. The work ensures that the students walk through the baby steps of research methodology. The Publication Wing at Al Shifa College of Arts and Science (ACAS) attempts to take the UG Research Project to the next level by publishing the project works as research papers. As the title suggests, this is a compilation of articles from multiple disciplines such as Commerce, Economics and English. The students of ACAS in the academic year 2024- '25 try to identify problems pertaining to their surroundings and make constructive analysis of the same.

The 'Study on Comparison of Menstrual Cups and Sanitary Napkins Usage with Special Reference to Perinthalmanna Taluk' recognises that there have been considerable improvement in the menses management strategies of the sample selected, and that menstrual cup is accepted by users as a viable replacement for traditional means. The paper 'A Study on Investigating Customer Satisfaction with Solar Energy Products, Insights from Pandikkad Panchayath' tries to assess the customer satisfaction levels regarding solar energy products within Pandikkad Panchayath, a local self-government institution in Kerala. 'A Study on Attitude Towards Part Time Job among Degree Students in Art and Science Colleges with Special Reference to Perinthalmanna Municipality' makes a timely study on the trends of part-time jobs among undergraduate students in the Perinthalmanna locality.

The concerns of the third gender is taken up by the work 'The Interrogation of Love and Identity: LGBTQ Themes in *Call Me by Your Name* and *Simon vs. the Homo Sapiens Agenda*' wherein the representation of the community is subjected to study. The scope of using movies to reflect the plight of the tribals is explored in the paper 'Tribal Cultures on Screen: An Analysis of *Jai Bhim* and *Apocalypto*'. The study throws light on the variety of cultural practices within tribal communities while also reflecting on their ecological commitment. The human instinct for survival in the face of adversities is put into perspective in the paper 'Trauma and Survival in *The Martian* and *438 Days*'. The technological conundrum of the human, AI interface is inspected in the paper 'A Reading of *2062: The World AI Made* & *Klara and the Sun* in the Light of Posthumanism' wherein the sociopolitical and psychological factors, ethical issues and the human capacity for adapting to the new tech are analyzed.

The paper 'Marginality and Resistance: An Analysis of *The Scar* and *Untouchable Spring*' delves into the issues of marginalization in the context of the dalits in the country. The paper recounts the instances of resistance, cultural values and the persistent fight of the oppressed class. Resistance in the context of war is discussed in 'War and Resistance in *The Seven Moons of Maali Almeida* and *The Boat People*'. The paper delineates the conflict arising from war, internal and external resistance, and human resilience.

While the first volume of 'Interdisciplinary Insights' carried nine papers, this second volume consists of Seventeen articles. The dedication and perseverance demonstrated by students and teachers in publishing these research articles reflect their commitment to advancing knowledge and contributing to their fields. Their collaborative efforts set new standards for academic achievement. These scholarly works not only enhance the reputation of the institution but also inspire future researchers to pursue impactful investigations. The successful publication of these research articles is a testament to their writers' intellectual curiosity, meticulousness, and the supportive academic environment fostered by their educators.

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Interdisciplinary Insights:

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An Analysis of *Mother Wit* and *Here Comes The Super Bus* in the context of Dalit Studies

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Abstract

Dalit literature, a significant literary movement in India, has emerged in response to centuries of social, economic, and cultural marginalization endured by the Dalit community, particularly Dalit women. Central to this body of work is the exploration of daily struggles, resilience, and resistance against oppressive systems of caste and patriarchy. Rooted in the pioneering activism and writings of Dr. B. R. Ambedkar, Dalit literature has evolved through contributions from writers such as Sharan Kumar Limbale, Arjun Dangle, Urmila Pawar, and Bama, among others. Their works offer both autobiographical and fictional portrayals of the intersectional challenges faced by Dalit women. This study focuses on Urmila Pawar's "Mother Wit" and Bama's "Here Comes the Super Bus," examining how these texts serve as powerful tools for reclaiming Dalit identity and articulating agency under oppression. Pawar's narratives highlight the importance of maternal wisdom and practical knowledge as forms of resistance, while Bama's writing critiques the elusive promise of social mobility and confronts the unique forms of marginalization experienced by Dalit women. Both texts foreground the lived experiences of Dalit women, challenging entrenched social structures and advocating for social change. Through analysis of these works, the study underscores the significance of Dalit literature as activism—redefining resistance, wisdom, and knowledge from the perspective of those at the margins. Ultimately, Pawar and Bama's writings reaffirm the necessity of amplifying marginalized voices and fostering a more inclusive literary and social discourse in India.

Keywords: *dalit literature, caste system, oppression, resilience, resistance, dalit women, agency, identity, patriarchy, social justice, marginalization, empowerment*

Introduction

Centuries of marginalization of the Dalit group led to the emergence of Dalit literature, a significant literary movement in India. The term "Dalit," meaning "oppressed" or "broken," describes people at the bottom of India's caste system who have historically been ostracized and exploited. Central to Dalit literature is its focus on the daily struggles, strength, and resistance of Dalits, particularly Dalit women, against the oppressive systems of caste, patriarchy, and social injustice.

The origins of Dalit literature are found in Dr. B. R. Ambedkar's pioneering work for Dalit emancipation. His writings on social justice and equality sparked a movement to overthrow the caste system, but Dalit literature flourished as a literary movement with authors such as Sharan Kumar Limbale, Arjun Dangle, and others theorizing the features and concerns of Dalit writing. This literary body stresses caste oppression, injustice, and the necessity of self-expression, identity, and autonomy.

Urmila Pawar and Bama, through intimate autobiographical depictions, make some of the most important recent additions to Dalit literature. Their stories critique the intersections of gender discrimination and caste, emphasizing the vulnerability of Dalit women to both patriarchal and caste oppression. By giving voice to the marginalized, their literature protests these systems.

Mother Wit by Urmila Pawar, an autobiographical account of a Dalit woman's life in rural Maharashtra, is a foundational work. Pawar's mother shapes her identity, providing wisdom to face social realities imposed by gender and caste. Similarly, Bama's *Here Comes the Super Bus* explores Dalits' daily struggles, especially those of Dalit women, against inequalities maintained by caste. In Bama's story, the "Super Bus" represents the dream of progress, which is out of reach for Dalit communities because of caste.

This study examines *Mother Wit* and *Here Comes the Super Bus* to show how these works recover Dalit identity and express agency under oppression. Emphasizing Dalit women's experiences, these tales challenge the patriarchal and caste structures, furthering social change. Pawar and Bama challenge the historical silence of Dalit voices by highlighting harsh realities and honouring the wisdom of Dalit women. Dalit literature acts as activism that contests oppressive narratives and calls for a more inclusive and equitable society.

Representation of Oppression in Dalit Feminism

Understanding the caste system, which historically divided Indian society into hierarchical groups, is central to Dalit Studies. Dalits experienced systematic violence, isolation, and prejudice. The writings of B. R. Ambedkar, such as *Annihilation of Caste*, highlight the need for social and political freedom and provide a critical analysis of Hindu social customs.

Dalit feminism explores intersections of gender and caste; Dalit women confront double prejudice. In *Karukku* (1992), Bama examines the subjugation of Dalit women, while Meena Kandasamy criticizes the structures that oppress them.

Ranjit Guha's *Subaltern Studies*, though not directly about Dalits, emphasized the agency of marginalized groups, while Sharmila Rege highlighted colonial authority's impact on caste oppression and the links between Dalit and postcolonial studies. Dalit Studies now also examines caste in relation to globalization, modernity, and new social realities.

With a focus on caste, identity, agency, and resistance, Dalit Studies investigates the historical, social, and cultural aspects of Dalit experience. Influential writers and activists, notably Ambedkar, have shaped the field from focusing solely on marginalization to encompassing cultural, political, and intellectual contributions. Critical works and movements, such as the Dalit Panthers and writers like Namdeo Dhasal and Sharankumar Limbale, have influenced Dalit activism and

consciousness. Dalit feminism draws attention to the gendered dimension, with works by Meena Kandasamy and Bama illuminating the unique oppression Dalit women experience.

By challenging colonialism's effects on caste and Dalit oppression, Dalit Studies engages with postcolonial theory and investigates how caste interacts with globalization. Investigation of Dalit politics, social movements, and cultural resistance are also central. Ambedkar's fight for Dalit rights continues to impact global movements and initiatives against caste-based prejudice. The growing emphasis on Dalit aesthetics in literature and art enables Dalits to recover cultural identity and challenge prevailing narratives.

“Untouchability was so rampant that even small children knew who was untouchable and who was not” (Valmiki, 1997). Dalit literature challenges mainstream narratives by bringing forth marginalized voices. Studies reveal various aspects of Dalit exclusion and caste discrimination in India. “Dalits are not just socially excluded but are systematically denied access to resources and dignity” (Guru, 2001).

Dalit feminism emphasizes the intersection of caste and patriarchy. “Feminist discourse in India has remained largely upper-caste and has failed to address the unique challenges faced by Dalit women” (Guru, 1995). Dalit literature highlights that Dalit women are marginalized by both caste and gender. Meena Gopal notes, “Dalit women are not only fighting patriarchal norms but also navigating caste-based exploitation and violence” (Gopal, 2012).

Resilience and Resistance in *Mother Wit*: A Dalit Studies Perspective

Dalit literature represents the voice of oppressed and marginalized people excluded from social, economic, and cultural norms. These works not only engage readers but also highlight marginalized societies' resistance.

Mother Wit by Urmila Pawar is a noteworthy work in Dalit women's literature. Pawar recalls challenges, especially as a woman, faced by the Dalit community in rural Maharashtra. She confronts hierarchical concepts that have caused suffering, using an autobiographical tone. The title signifies wisdom rooted in daily life. Though Dalits were denied education for generations, Pawar's work demonstrates how knowledge is passed simply yet powerfully from one generation to another.

Pawar's mother played a crucial role in shaping her identity. Women, though deprived of education and opportunities, used their innate knowledge and experiences to combat systemic oppression. This is how dignity and self-respect are taught to the younger generation. Dalit women, due to their marginalization, were targets of sexual exploitation, and Pawar addresses these painful realities directly.

Mother Wit explores how caste has power over every aspect of life—from education and

employment to personal relationships. Dalit people were forced into menial labour and excluded from public places and basic rights.

Mother Wit discusses both struggle and resistance. Resistance is portrayed not as rebellion but as survival in a world that tries to erase Dalit identity. Pawar educated her children, spoke out against injustice, and wrote about her experiences. These acts were defiance against the caste system, a reclamation of identity in society.

Mother Wit advances Dalit studies by providing a close look at Dalit femininity and the multifaceted reality of Dalit women, often overlooked in both feminist and Dalit discourse. It dismantles conventional ideas about intelligence, emphasizing that knowledge is not confined to formal education but found in the real-life experiences and survival strategies of oppressed individuals.

Social Mobility and Caste in *Here Comes the Super Bus*

Dalit author Bama, through her creative works, examines caste, gender, and social justice. Her writing, drawn from her experience as a Dalit woman in Tamil Nadu, provides a critical view of injustices faced by Dalits. *Here Comes the Super Bus* depicts daily hardships encountered by Dalit populations and especially Dalit women. Bama critiques caste-based marginalization and offers a complex view of intersectionality of caste and gender.

The protagonist is systematically excluded from places of opportunity, reflecting common experiences of Dalit communities. The caste system confines the community to menial labour due to social segregation. Bama criticizes how caste maintains inequality, halting Dalits' opportunities for social growth.

Bama addresses caste injustice and patriarchy through her own perspective as a Dalit woman. Her work shows Dalit women who resist oppression and are not silent victims. Bama's narratives challenge cultural portrayals and claim agency for Dalit women. By focusing on their lived experiences, Bama brings the hardships of Dalit women to light in ways overlooked by mainstream literature.

"Super Bus" is a metaphor for the elusive dream of social mobility. The bus symbolizes privilege only accessible to upper castes, highlighting the structural barriers to Dalit advancement. Bama critiques the imposed homogeneity of progress, showing how Dalit experience constitutes cultural resistance.

Bama's work highlights literature's role in promoting Dalit identity. She portrays Dalits as agents of self-representation and dignity, not passive recipients. Her literature is both a tool of

liberation and critique of caste injustice, encouraging Dalits to assert their rights and identity.

Conclusion

Bama's *Here Comes the Super Bus* and Urmila Pawar's *Mother Wit* provide analyses of how caste, gender, and social justice connect in Dalit society. Their personal narratives reflect experiences of exclusion and hardship, especially for Dalit women. Both writers use literature to question the caste system and patriarchy, emphasizing the varied identities and their agency in a society that seeks to silence them.

Mother Wit by Pawar is a testament to Dalit women's tenacity and inventiveness. Pawar highlights lessons from her mother as ways of resistance and survival. The concept of "Mother Wit" shows that knowledge need not be confined to formal education but can arise from lived experience. Dalit women survive harsh environments with survival skills, folklore, and practical knowledge passed through generations.

The restrictions on Dalit mobility and caste-based marginalization are critiqued in Bama's *Here Comes the Super Bus*. The "Super Bus" symbolizes progress that remains inaccessible, demonstrating how entrenched caste continues to marginalize Dalits. Bama's story also shows Dalit women facing dual oppression—gender and caste. These women endure exploitation, menial labour, and assault, which Bama effectively challenges through her narratives.

Resistance, in both works, is characterized by daily acts of defiance rather than open rebellion. Both authors show that resistance arises from the will to survive, stand up for dignity, and refuse the status quo. Acts include Pawar's educational initiatives and literary advocacy, and Bama's criticism of modernity and representation of Dalit women as strong individuals.

Both writers critique wider social, cultural, and economic structures supporting inequality, emphasizing the need for a more equal and inclusive society. By elevating Dalit women's experiences, Pawar and Bama challenge stereotypes and call readers to recognize the systemic and structural forces sustaining oppression.

Their writings highlight the importance of giving voice to marginalized individuals, pushing for a redefinition of resistance and knowledge. Real change comes only when the experiences of the oppressed are recognized. Pawar and Bama ensure the hardships of Dalit women are acknowledged as central to the movement for a just society.

By reclaiming voices and challenging systems of inequality, Pawar and Bama contribute to Dalit literature and feminist discourse, making their experiences essential for understanding and motivating the continuing struggle for equality and inclusion. Social change begins when the voices of the most marginalized are heard, respected, and included.

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The Relationship Between Eating Habits and Binge-Watching on Academic Performance Among College Students

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Abstract

This study examines “The relationship between binge-watching, eating habits, and academic performance among college students”. Using a sample of 60 participants selected through purposive sampling, data were collected via google forms and analysed using Pearson’s correlation. The results revealed the relationship between eating habits and academic performance was weak and statistically non-significant ($r=0.116, p=0.379$ $r=0.116, p=0.379$). In contrast, the negative correlation between binge-watching and academic performance ($r=-0.293, p=0.023$ $r=-0.293, p=0.023$), indicating that increased binge-watching is associated with lower academic achievement. These findings highlight the need for interventions to manage binge-watching behaviour among students, as excessive screen time may negatively affect study habits, time management, and sleep quality. Although eating habits were not found to significantly influence academic performance.

Keywords: Eating habits, binge-watching, academic performance, college students

Introduction

The rapid evolution of technology and the increasing availability of streaming platforms have significantly transformed the entertainment landscape, especially among college students. Binge-watching, defined as watching multiple episodes of series in one sitting, has become a prevalent pastime, often accompanied by snacking or irregular eating habits. This behaviour has sparked concerns about their impact on student’s academic performance, as both dietary patterns and excessive screen time are known to influence cognitive functions and productivity (Flayelle et al., 2020). Research indicates that unhealthy eating habits, such as frequent consumption of junk food or irregular meal timings, can lead to decreased energy levels and poor concentration, directly affecting academic outcome (Adams, 2019). Prolonged binge watching sessions may result in sleep deprivation, reduced study hours, and increased mental fatigue. These factors create a complex interplay that warrants investigation into their combined impact on academic achievement of college students.

Binge-watching often disrupts daily routines, including meal schedules, sleep patterns, and study habits. For instance, prolonged sessions of binge-watching are frequently accompanied by mindless snacking, often involving calorie-dense, nutrient-poor foods. Such behaviour can result in nutritional imbalance that negatively affects energy levels and concentration. Furthermore, the sedentary nature of binge-watching contributes to a lack of physical activity, potentially compounding the risks associated with poor dietary habits. The unhealthy eating patterns, coupled with reduced physical activity, can impair memory retention, focus, and overall academic performance (Exelmans et al., 2017).

Eating a balanced diet is vital for good health and well-being. Food is providing our body

with the energy, protein, essential fats, vitamins and minerals to live, grow and function properly. We must have a wide variety of food to provide we seek to night amount of nutrients for good health. Insufficient nutrition affects student's health and academic success. College students are uncertain about making poor dietary choices that can cause significant health problems. In order to manage the time conflicts between a healthy eating schedule, the time for academic activities, and other hectic schedule in school, college students have developing distinct eating habits, which could be beneficial to them or damaging, some students are more inclined to maintain their present eating patterns regardless of whether they could benefit from it or not since they provide them with advantages including greater time efficiency and convenience (Soragi et al, 2018).one common eating habits among college students is the tendency to overeat or consume unhealthy snacks during sedentary activities such as binge watching television or streaming shows for extended periods. The sedentary nature of binge watching, coupled with easy access to junk food, can lead to overeat and unhealthy dietary choices, further compounding the negative impact on both physical and cognitive health (Schmier, 2021).

Eating habits refers to the patterns, choices, and behaviours individuals exhibit concerning food consumption, including the type, quantity and timing of meals. Among college students, eating habits are often influenced by their busy schedules, limited resources, and social environments, leading to diverse dietary practices. Research suggests that balanced and nutritious eating habits are essential for cognitive function, concentration, and overall wellbeing, all of which are crucial for academic success (Adams, 2020). However, many college students adopt unhealthy eating habits, such as skipping meals, consuming excessive fast food, or overeating while engaging in activities like binge-watching. These patterns can disrupt energy levels and impair cognitive abilities, potentially hindering academic performance (Smith & Rogers, 2019).

Eating habits are an essential aspect of an individual's overall health and well-being, significantly influencing cognitive functions such as memory, attention, and decisions-making, which are crucial for academic performance. These habits encompass the types of food consumed, the frequency of meals, the quantity, and the timing of eating, all of which contribute to the physical and mental health of an individual. For college students, eating habits are often shaped by factors such as academic pressures, limited time, making them susceptible to adopting unhealthy eating behaviours (Benton, 2008).

Objectives

- To examine the relationship between eating habits and academic performance among college students.
- To assess the impact of binge-watching behaviour on academic outcomes.

Hypothesis

- H01: There is no significant relationship between eating habits and academic performance of college students.
- H02: There is no significant relationship between binge-watching and academic performance of college students.

Literature Review

A summary of studies covering eating habits, binge-watching, and academic performance, referencing key findings related to the impact of dietary and media behaviour among college students. Studies such as Reuter et al. (2020), Evelyn et al. (2024), Burrows et al. (2017), Kim et al. (2020), Taylor & Francis (2019), and Mathagu (2024) provide context for the combined effects on

academic success.

Methodology

Research design is quantitative, using a correlation approach. Sampling was purposive, focusing on undergraduates aged 18-25 years. The tools included the Three-Factor Eating Questionnaire (TFEQ), the Binge-Watching Scale (BWS), and the Academic Performance Scale (APS). Data were collected using online forms and analysed using descriptive statistics and Pearson correlation in JASP software.

Results

Eating Habits & Academic Performance

Pearson's correlation:

$$r=0.116, p=0.379$$

$$r=0.116, p=0.379$$

Interpretation: No statistically significant relationship found between eating habits and academic performance.

Binge-Watching & Academic Performance

Pearson's correlation:

$$r=-0.293, p=0.023$$

$$r=-0.293, p=0.023$$

Interpretation: Statistically significant negative correlation found between binge-watching and academic performance.

Discussion

Findings indicate that eating habits do not have a significant correlation with academic performance, while binge-watching does show a weak but significant negative relationship with academic achievement. Excessive binge-watching can lead to reduced free time for academic activities and impact sleep, which in turn lowers academic outcomes. The study highlights the complexity of these behaviours and suggests that interventions focus on healthier media and food habits for college students.

Conclusion

Eating habits were not found to significantly affect academic performance, while binge-watching was negatively correlated with student achievement. These findings suggest that reducing excessive screen time may support improved academic outcomes and highlight the importance of holistic student well-being interventions that cover both time management and healthy routines.

Implications

Colleges should explore programs to raise awareness on the negative impact of binge-watching and promote balanced lifestyles. Universities could offer workshops on time management, healthy eating, and sleep hygiene as part of student support services.

Limitations

- Small sample size may not represent broader populations.
- Reliance on self-reported data may introduce bias.
- Mental health variables and specifics of food patterns were not controlled.

Suggestions for Future Study

- Increase participant numbers for wider generalizability.

- Include diverse university and program representation.
- Examine long-term effects and introduce interventions for lifestyle habits.
- Study the role of stress, anxiety, and depression on both binge-watching and eating habits.

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E-Bikes on the Rise: Key Factors Shaping User Choices in Pandikkad Panchayat

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Abstract

In recent years, electric bikes (e-bikes) have emerged as a sustainable and innovative mode of transportation, bridging the gap between traditional bicycles and motor vehicles. Powered by an electric motor and rechargeable batteries, e-bikes offer an eco-friendly alternative to conventional fuel-based transport, reducing carbon emissions and dependence on fossil fuels. With growing concerns over environmental pollution, rising fuel costs, and the need for energy-efficient mobility solutions, e-bikes are increasingly being adopted across urban as well as rural areas. This study investigates the factors influencing the adoption of electric bikes (e-bikes) among users in Pandikkad Panchayat, Malappuram District. Using a descriptive research design, data were collected from 30 respondents through a structured questionnaire and analyzed using simple statistical methods. Findings indicate that affordability, fuel cost savings, and convenience are the strongest motivators, while government subsidies and peer influence also play important roles. However, barriers such as high initial costs, insufficient charging infrastructure, and limited battery life restrict wider adoption. The study emphasizes the role of demographic factors, policy awareness, and technological development in shaping consumer behavior toward e-bikes.

Keywords: *Electric bikes, Consumer behavior, Affordability, Adoption barriers, Sustainable transportation*

Introduction

Electric bikes (e-bikes) are becoming a popular choice of transport in today's world, where people are looking for cost-effective and eco-friendly alternatives to traditional vehicles. An e-bike is a bicycle fitted with an electric motor and rechargeable battery, which helps riders travel faster and with less effort. With fuel prices rising and environmental issues like air pollution becoming more serious, e-bikes provide a smart solution for everyday travel.

Apart from their environmental benefits, e-bikes provide users with economic and health advantages. They are cost-effective in the long run, require minimal maintenance compared to motor vehicles, and encourage physical activity while offering the convenience of motor-assisted travel. Governments and organizations worldwide are also promoting the use of e-bikes as part of sustainable transport initiatives. Given their versatility and potential to reshape daily commuting, e-bikes are gaining popularity among students, professionals, and senior citizens alike. This project aims to study the concept, benefits, and factors influencing the adoption of electric bikes, with a focus on their growing role in modern transportation

systems. The rising demand for sustainable transportation has brought electric vehicles (EVs) into the spotlight. Among them, electric bikes (e-bikes) offer a cost-effective, eco-friendly, and practical solution, especially in developing countries like India.

With rising fuel costs, growing environmental concerns, and policy incentives, e-bikes are gaining traction. However, adoption patterns differ widely based on socio-economic and demographic factors. This study focuses on Pandikkad Panchayat in Malappuram district, Kerala, to analyze the reasons behind choosing e-bikes and the challenges faced by users.

Statement of the Problem

Although e-bikes are promoted as an affordable and eco-friendly alternative to conventional vehicles, their adoption in semi-urban areas remains limited. Issues such as high initial investment, lack of charging infrastructure, and limited awareness of subsidies hinder growth. This study addresses the question: What are the major factors influencing the adoption of e-bikes in Pandikkad Panchayat?

Objectives of the Study

1. To study the demographic profile of e-bike users in Pandikkad Panchayat.
2. To analyze the major factors influencing e-bike adoption.
3. To identify barriers affecting usage of E- Bikes
4. To provide suggestions for improving adoption and satisfaction.

Research Methodology and Design

The present study adopted a descriptive research design, as the primary objective was to describe and analyze the factors influencing the choice of electric bikes among users. Descriptive research design is appropriate in this context since it helps in obtaining a clear understanding of the current trends, preferences, and opinions of respondents without manipulating any variables.

The sample size for the study consisted of 30 respondents, selected from e-bike users within Pandikkad Panchayat. The study employed a convenience sampling technique, which was chosen due to its practicality and ease of accessing respondents who were readily available and willing to participate in the survey. Although this method has limitations in terms of representativeness, it allowed the researcher to collect relevant data within the given time frame.

Data collection was carried out using both primary and secondary sources. Primary data was gathered directly from respondents through structured questionnaires, which included both close-ended and multiple-choice questions designed to capture users' opinions, experiences, and motivations for choosing e-bikes. Secondary data was obtained from journals, reports, government publications, and other credible sources, which provided additional insights and supported the interpretation of findings.

For the purpose of analysis, the study employed the simple percentage method to interpret responses in a systematic manner. The results were presented using tables and charts, which helped in simplifying the data, making it easier to compare and identify patterns. This approach ensured clarity in understanding the factors behind e-bike adoption and supported the overall objectives of the study.

Limitations of the Study

- The study was conducted with a small sample size of 30 respondents, which limits the reliability and representativeness of the results. A larger sample could provide more accurate findings.
- The research was geographically restricted to Pandikkad Panchayat, making it difficult to generalize the results to other regions with different socio-economic conditions, infrastructure, or cultural outlooks on e-bike usage.
- The study relied on self-reported data through structured questionnaires, which may be influenced by memory errors or socially desirable responses, leading to potential self-reporting bias.

Review of Literature

- Ravishankar et al. (2023) revealed that environmental concern and government policy strongly affect adoption intentions in India.
- Bretones and Marquet (2022) highlighted that psychological and social belonging factors are often more influential than functional aspects.
- Edge et al. (2018) identified barriers like charging issues, theft risks, and battery performance.
- Fishman and Cherry (2016) documented exponential e-bike growth globally, especially in China and Europe.
- Kumar and Alok (2020) emphasized affordability and policy support as crucial adoption factors.

Data Analysis and Interpretation

● Demographic Profile

The study revealed that a majority of the respondents (73.3 percent) were between the ages of 18 and 22, indicating that e-bikes are particularly popular among younger users. In terms of gender, the sample was highly male-dominated, with 96.7 percent being male and only 3.3 percent female. Most of the respondents were either students or early-career professionals, reflecting the appeal of e-bikes as a practical and affordable mode of transport for young earners. Regarding income, half of the respondents reported earning less than ₹10,000 per month, highlighting that e-bikes are viewed as a cost-effective option for those with limited financial resources.

● Motivating Factors

Fuel cost savings emerged as the most significant motivating factor, with 53.3 percent of respondents highlighting it as their primary reason for choosing e-bikes. Convenience (20 percent) and environmental concern (16.7 percent) were also important considerations, suggesting that e-bikes are valued not only for economic benefits but also for ease of use and sustainability. Additionally, government subsidies were found to play a major role, influencing the decisions of half the respondents to opt for e-bikes.

- **Barriers Identified**

Despite their advantages, several barriers were identified that hinder wider adoption of e-bikes. The most prominent challenges included high initial purchase costs and battery performance limitations. A significant 70 percent of respondents pointed out the lack of adequate charging infrastructure as a key obstacle. Furthermore, 23.3 percent of users were unaware of government subsidies, indicating a gap in awareness and promotion that could otherwise encourage greater adoption.

- **Usage Patterns**

The study also explored usage patterns and found diverse habits among respondents. About 30 percent reported using e-bikes on a daily basis, while 33.3 percent admitted to using them only rarely. When analyzing travel distances, 33.3 percent of respondents used e-bikes primarily for short trips of less than 5 kilometers, whereas 26.7 percent used them for longer commutes exceeding 20 kilometers. This indicates that e-bikes are serving both short-distance needs as well as longer travel requirements, depending on user preferences.

Findings and Suggestions

Findings:

1. Young, educated males are the primary adopters of e-bikes, indicating a demographic trend towards early adoption among this group.
2. Affordability and potential fuel cost savings strongly influence consumers' decisions to switch to e-bikes.
3. While charging infrastructure and government subsidies are crucial for e-bike adoption, they remain insufficiently utilized by potential users.
4. There is a noticeable gender disparity in e-bike adoption, with female participation significantly lower than male.
5. Social media platforms and peer networks play a key role in shaping perceptions and encouraging the adoption of e-bikes.

Suggestions:

1. Expanding the availability of charging stations across urban and semi-urban areas can make e-bikes a more convenient and practical option for users.
2. Providing financial support, such as low-interest loans and government subsidies, can lower the economic barriers to e-bike ownership.
3. Reducing upfront costs through initiatives like local manufacturing and cost-efficient production methods can make e-bikes more accessible to a wider audience.
4. Conducting awareness campaigns can educate potential consumers about the benefits, usage, and sustainability of e-bikes.
5. Improving battery technology to enhance efficiency, durability, and charging speed will increase the practicality and appeal of e-bikes.

6. Encouraging inclusivity and promoting female adoption can help bridge the gender gap and foster a more diverse e-bike user community.

Conclusion

E-bikes provide a promising solution to India's mobility challenges by offering affordability and sustainability. While cost savings are the strongest motivators, barriers such as infrastructure gaps, limited awareness, and gender disparities restrict widespread adoption. Coordinated efforts by policymakers, manufacturers, and communities are required to overcome these barriers.

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Evaluating the Impact of Mindfulness Practices on Academic Performance and Stress Reduction in High School Students

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Abstract

In high school environments where academic stress often overshadows well-being, this study examined the potential of mindfulness practices to improve both academic performance and stress management. Over four weeks, students participated in mindfulness exercises aimed at enhancing focus, emotional regulation, and clarity. Results indicated that mindfulness significantly improved academic performance, especially among female participants, suggesting a stronger receptivity to the practice. While academic performance showed steady improvement, stress responses differed by gender: male participants reported reduced stress, while females exhibited a rise in stress, potentially uncovering hidden stressors through increased self-awareness. These findings underscore the potential of mindfulness to foster academic success and emotional balance. Integrating mindfulness practices into school curricula may offer students essential skills for managing academic and personal pressures, contributing to overall well-being.

Keywords: *Mindfulness, Academic Performance, Stress Reduction, High School Students*

Introduction

Mindfulness, originating from ancient Buddhist and Hindu traditions, has evolved into a widely recognized mental health practice, especially in educational settings. Popularized in the West through Jon Kabat-Zinn's Mindfulness-Based Stress Reduction (MBSR) program, mindfulness is increasingly used in schools worldwide to alleviate rising student stress and enhance cognitive focus and emotional well-being. High school students face various academic and social stressors that negatively affect concentration, memory, and academic achievement. Mindfulness, by fostering present-moment awareness and emotional regulation, offers a promising strategy to address these challenges.

Background and Theoretical Framework

Mindfulness's historical roots span various religious traditions, while its modern application incorporates scientific validation and therapeutic adaptation. Programs like MBSR and Mindfulness-Based Cognitive Therapy (MBCT) demonstrate mindfulness's efficacy in reducing stress and preventing depression. Theoretical models including Attention Restoration Theory (ART), Cognitive Load Theory (CLT), Self-Determination Theory (SDT), Social-Emotional Learning (SEL), Information Processing Theory (IPT), and Resilience Theory provide frameworks explaining how mindfulness enhances learning by reducing cognitive load, improving emotional regulation, intrinsic motivation, and adaptive coping. Integrating personalized learning approaches and technology further supports mindfulness in educational contexts.

Mindfulness in Education

Research supports mindfulness programs as tools for fostering emotional well-being, resilience, and improved academic outcomes in schools. Mindfulness enhances attention, social-emotional competencies, and teacher-student relationships, contributing to positive classroom environments. Evidence shows mindfulness reduces stress, improves academic performance, and strengthens social and emotional learning, benefiting both students and educators.

Context and Significance

Globally and locally in Kerala, India, mindfulness aligns with traditional practices like yoga and meditation, adding cultural relevance to its adoption in schools. While barriers such as limited awareness and misconceptions exist, educational initiatives increasingly recognize mindfulness as a valuable, low-cost approach to improving students' mental health and academic success. This study addresses gaps in research by focusing on high school students, aiming to evaluate the effects of mindfulness on their academic performance and stress levels, thus contributing important insights for educational policy and practice.

Statement of the Problem

This study titled "Evaluating the impact of mindfulness practices on academic performance and stress reduction among high school students" investigates whether these practices enhance academic success and manage stress.

Objectives

1. To investigate the impact of mindfulness practice on academic performance and stress level.

Hypotheses

- Ho: There is no significant impact of mindfulness practice on academic performance and stress level.
- H₁: There is a significant impact of mindfulness practice on academic performance and stress level.

Review of Literature

Existing literature extensively documents the positive effects of mindfulness practices on adolescents' cognitive function, academic performance, and stress reduction. Bellinger, DeCaro, and Ralston (2015) demonstrated that mindfulness training reduces test-related anxiety, particularly in challenging subjects like mathematics, by fostering present-moment focus and reducing negative thought patterns, leading to improved assessment performance. Similarly, Black and Fernando (2014) found mindfulness helped children from disadvantaged backgrounds regulate emotions and reduce classroom disruptions, indirectly enhancing academic engagement. Other studies, such as those by Bostic et al. (2015) and Britton et al. (2014), showed mindfulness interventions reduce anxiety and improve self-regulation, thereby boosting academic outcomes and stress management in pre-adolescents. Programs like Learning to BREATHE (Broderick & Metz, 2009) further highlight the role of mindfulness in improving emotional resilience and problem-solving skills.

Reviews by Burke (2010) and Felver, Frank, and McEachern (2016) emphasize the increasing incorporation of mindfulness in schools to enhance attention, self-regulation, and emotional well-being, while Flook et al. (2013) and Frank et al. (2015) underscore the indirect benefits of mindfulness via reduced teacher

stress and improved classroom environments. Huppert and Johnson (2010) confirmed that mindfulness training in secondary schools enhances adolescent well-being, attention, and academic performance. In line with this, Jennings and Greenberg (2009) noted that teacher mindfulness fosters a supportive environment conducive to student growth. Foundational work by Kabat-Zinn (2003) established the scientific grounding for mindfulness interventions in education, further validated by Kuyken et al. (2013) and Mendelson et al. (2010), who reported improved emotional resilience and focus among students engaged in mindfulness programs.

Empirical evidence from studies such as Napoli, Krech, and Holley (2005), Schonert-Reichl and Lawlor (2010), Semple, Reid, and Miller (2005), and Shapiro, Brown, and Astin (2011) consistently shows that mindfulness enhances attention, reduces anxiety, and fosters emotional regulation, contributing to better academic engagement and performance across age groups. Singh et al. (2011) also highlighted the benefits of mindfulness for students with special needs in managing behavioral challenges and improving academic involvement. A comprehensive meta-analysis by Zenner, Herrnleben-Kurz, and Walach (2014) synthesizes these findings, confirming that mindfulness-based interventions significantly reduce stress and improve attention, emotional regulation, and academic outcomes in educational settings. Collectively, this body of research establishes mindfulness as a valuable and evidence-based approach for supporting adolescent students' mental health and academic success.

Methodology

This study employed a quasi-experimental pre-test/post-test design involving 20 high school students aged 13 to 16 years, who served as their own controls. Data were collected before and after a three-week mindfulness intervention to assess changes in stress, academic performance, and mindfulness using standardized measures: the Perceived Stress Scale (PSS), Academic Performance Scale (APS), and Five Facet Mindfulness Questionnaire (FFMQ). Participants were recruited from a local school with parental consent, excluding those with diagnosed mental health disorders or currently receiving therapy. Baseline assessments were followed by mindfulness training sessions conducted three times per week, each lasting 20-30 minutes, focusing on breathing exercises, body scans, and mindful listening and observing. Participants were also encouraged to practice daily independently and report their activities using feedback forms. Post-intervention assessments repeated the initial measures. Paired samples t-tests were used to compare pre- and post-intervention scores to evaluate the impact of mindfulness practices. Ethical protocols included informed consent, confidentiality of data, and voluntary participation with the option to withdraw at any time.

Results

Academic Performance

The mean score increased from 22.00 (SD = 2.67) to 31.3 (SD = 2.55), with improved consistency among students after the intervention. Paired sample t-test results indicated a significant improvement ($t=-10.988, p=0.001$).

Stress Levels

The mean stress level decreased from 92.1 (SD = 4.191) to 62.0 (SD = 5.610). T-test results confirmed a significant reduction ($t=17.395, p=0.001$).

Discussion

This study highlights the significant benefits of mindfulness practices in improving academic performance and reducing stress among high school students. By focusing on the present moment through guided meditation, deep breathing, and body scans, students enhanced their attention, emotional regulation, and cognitive control. The increase in mean academic scores (from 22.00 to 31.3) and reduction in stress levels (from 92.00 to 62.00), alongside decreased variability in both, suggest improvements in consistency and self-regulation.

The findings support previous research demonstrating mindfulness's positive impact on cognitive and emotional well-being (Schonert-Reichl et al., 2015; Zenner et al., 2014). These results imply that integrating mindfulness into school curricula can promote academic success and mental health. Policy efforts should consider mindfulness as a cost-effective strategy to support students' overall development.

Limitations include a small sample size, short intervention duration, reliance on self-reported stress measures, and lack of long-term follow-up. Future research should involve larger, diverse samples, longer interventions, various educational levels, alternative mindfulness techniques, involvement of parents and teachers, and qualitative methods to understand students' lived experiences.

Conclusion

Mindfulness practices significantly improve academic performance and reduce stress levels among high school students. Integrating mindfulness into educational settings is recommended to promote resilience, cognitive functioning, and emotional stability. Policymakers and educators should consider mindfulness exercises as part of the curriculum to support student success and well-being.

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Influence of Social Comparison on Self-Esteem Among College Students

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Abstract

This study investigates the influence of social comparison on self-esteem among college students. Festinger social comparison theory (1954) the process of evaluating oneself with others, is a fundamental aspect of human behaviour. Research indicates that students often assess their abilities and achievements by comparing themselves to their peers, which can shape their academic self-concept and motivation. It can inform interventions aimed at promoting healthier self-perception and enhancing student success. The study was conducted on a simple random sampling of 62 students from Al Shifa College and their surrounding colleges. The findings revealed a positive correlation between social comparison and self-esteem. Since the correlation is positive, it suggests that as Social Comparison increases, Self-Esteem also tends to increase. Individuals who frequently engage in social comparison may experience changes in self-esteem based on the outcomes of these comparisons. Understanding these dynamics can help develop interventions to promote healthier self-perception and enhance student success. Future research should explore longitudinal effects, diverse populations, the impact of social media, intervention strategies, and mediating factors to provide a more comprehensive understanding of the relationship between social comparison and self-esteem in educational and psychological contexts.

Keywords: Social comparison, Self-esteem, College students, Pearson Correlation and Simple Linear Regression Analysis.

Introduction

The relationship between social comparison and self-esteem in the context of college students is an extraordinarily personal one, colored by the daily negotiations of identity and ambition that mark the transition to adulthood. At the very heart of this inquiry lies Festinger's Social Comparison Theory, which proposes that individuals are naturally inclined to assess their own abilities, attributes, and successes through comparison with others. For me, as for many students, college is a crucible where these comparisons become particularly acute; the classroom, campus events, and increasingly, the curated worlds of social media—all serve as expansive mirrors in which one's self-worth is

measured and recalibrated.

Problem of the Study

The problem of the study is to understand the level of social comparison and self-esteem among college students with regard to demographics and to investigate the relationship between social comparison and self-esteem among this population. Furthermore, it aimed to examine whether social comparison is a predictor variable for self-esteem.

Objectives

- To analyse the level of social comparison and self-esteem among students of Al Shifa College of Arts and Science and around colleges.
- To investigate the relationship between social comparison and self-esteem among students of Al Shifa College of Arts and Science and around colleges.
- To examine whether social comparison is a predictor variable of self-esteem among students from Al Shifa College of Arts and Science and around colleges.

Review of Literature

The existing literature illuminates the significant impact that social comparison exerts on self-esteem and overall psychological well-being in college settings. Scholars widely agree that the college environment, with its diverse academic and social challenges, is a fertile ground for frequent social comparisons, which in turn profoundly influence the process of identity formation and mental health. According to Sachu et al. (2023), the way students compare themselves to more successful peers often leads to diminished self-esteem and academic performance, whereas downward comparisons, or comparing oneself to less successful individuals, can elevate self-esteem and academic motivation. Positive self-talk was identified as a critical buffer against the negative effects of upward comparison.

Echoing these findings, Jaimathisa and Siva (2024) emphasized that self-esteem among B.Ed. students are deeply intertwined with social comparison dynamics. Both upward and downward social comparisons play influential roles: the former often induces feelings of inadequacy, while the latter contributes to enhanced self-assurance. Other contemporary studies have extended these observations to social media contexts. Taylor and Armes (2024) discovered that viewing flawless images on Instagram reduced both self-esteem and body image, while exposure to more relatable images had the opposite effect. Syachfira (2019) and Shodiq (2020) further corroborated the notion that extensive social comparison on digital platforms can lower self-esteem and increase sadness unless moderated by psychological resilience or positive self-regard.

Meta-analyses by McComb (2023) suggest that the relationship between upward social comparison, particularly through social media, and self-esteem is complicated and may be

influenced by individual differences and context. Notably, Liu and Kvintová (2025) examined parental roles, finding that upward comparisons made by parents' harm adolescent self-esteem unless balanced by personal optimism.

Further literature, such as Lin et al. (2024), highlights that frequent comparisons can foster depression, yet this effect is attenuated among students possessing high interpersonal self-reliance. The Big-Fish-Little-Pond Effect (Jansen et al., 2022) demonstrated how classroom averages, rather than individual peer groups, shape academic self-concept, again reinforcing the pervasive influence of the social context. In summary, the reviewed literature consistently affirms that social comparison is a critical, multifaceted factor for student self-esteem and mental health, with effects shaped by context, interpersonal skills, and internal coping resources.

Methodology

The responses were collected using a two-part questionnaire: the first part contains demographic information and the second half includes the Iowa–Netherlands Comparison Orientation Measure (INCOM) and The Rosenberg Self-Esteem Scale (RSES). In the present study, 62 participants (19males and 43females) studied different programs in different colleges of Kerala. The data were collected through online mode using a Google Forms questionnaire. Before starting the survey, participants were provided with a detailed informed consent form. Participants were assured of the privacy and confidentiality of their responses. Additionally, they were made aware of their freedom to leave the study whenever they wanted. The survey was then distributed to the participants, who answered questions measuring the variables of self-esteem and social comparison. After the collection of data, scoring for each response was done according to the standard procedure prescribed for each scale.

Result and Discussion

The results of this study provide a detailed analysis of the relationship between social comparison and self-esteem among college students, considering demographic factors like age and gender. Statistical tests, including independent sample t-tests and one-way ANOVA, revealed no significant differences in social comparison or self-esteem based on gender or age groups. Both male and female students reported similar levels of social comparison and self-esteem, and age did not significantly influence these variables, indicating that these psychosocial factors are consistent across these demographic divisions.

More critically, the core finding centers on the relationship between social comparison and self-esteem. The Pearson correlation analysis showed a statistically significant moderate-to-strong positive correlation ($r = 0.644$, $p < 0.05$) between social comparison and self-esteem. This suggests that students who report higher levels of social comparison also tend to exhibit higher self-esteem. The simple linear regression analysis reinforced this relationship: social comparison accounted for

about 40.5% of the variance in self-esteem ($R^2 = 0.405$), indicating that social comparison is a meaningful positive predictor of self-esteem among college students. The regression coefficients corroborated that as social comparison increases, so does self-esteem, and this association was highly significant ($p = 0.001$).

These findings contrast with some literature suggesting negative impacts of upward comparison but align with research showing that the effects depend on comparison type (upward vs. downward) and individual coping resources. The results presented here suggest that, within this cohort, social comparison—potentially when structured in a generally supportive or downward direction—may serve as a motivating and self-affirming process rather than a source of insecurity. In summary, while basic demographic factors did not meaningfully distinguish levels of social comparison or self-esteem, social comparison itself emerged as a substantial and statistically significant predictor of self-esteem in this sample. These insights underscore the importance of understanding how comparative processes function within peer environments and support targeted interventions that can enhance student well-being and academic adjustment by fostering healthier ways of engaging in social comparison.

Conclusion

Reflecting on the conclusion of the study, it stands out that demographic variables such as age and gender surprisingly did not produce significant differences in levels of social comparison or self-esteem among college students. This suggests that the processes by which students relate to themselves through comparison with others operate consistently across these groups. What truly resonated with me was the finding of a moderate yet important positive relationship between social comparison and self-esteem. This challenges the simplistic notion that comparison inevitably leads to lowered self-worth; instead, it opens the possibility that such comparisons can be affirming and constructive under certain conditions. Recognizing social comparison as a significant predictor of self-esteem underscores its nuanced role in shaping how students perceive their value and capabilities.

Yet, it is clear the study's scope has limitations. Its focus on students from a single college and surrounding area means the findings may not fully represent the diversity of experiences shaped by broader cultural or socioeconomic factors. The reliance on self-reported responses collected online could also influence the authenticity of the data, as participants might have tailored answers to social expectations. Additionally, the sample size was modest, which limits the power to detect subtler effects and generalize outcomes more broadly. The demographic focus was somewhat narrow, and the statistical techniques, while appropriate, offer just one lens on complex variables. Despite these constraints, the study offers valuable insights and invites future research with larger, more varied populations and diverse methodologies to deepen understanding of how social comparison and self-

esteem interplay in the evolving collegiate experience.

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Impact of Social Media Addiction on Body Image Dissatisfaction among College Students

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Abstract

This study investigates the relationship between social media usage and body image dissatisfaction among 62 college students, combining statistical analysis and behavioural data. Pearson's correlation analysis revealed no significant linear relationship $r = 0.041$, $p = 0.870$, but behavioural data showed the majority are moderate to heavy internet users exposed extensively to social media. The study highlights the complexity of these influences, with further research needed to clarify mediating variables and indirect impacts.

Keywords: *Social media, Body image dissatisfaction, College students*

Introduction

Social media platforms have become deeply embedded in the daily routines of young adults and college students, revolutionizing how people connect, communicate, and construct their identities. Applications like Instagram, Facebook, Snapchat, and TikTok allow users to instantly share images, opinions, and updates with social circles or broader audiences. While these platforms offer valuable opportunities for social interaction, learning, and entertainment, they also expose users to continuous streams of idealized self-presentations.

Among college students, this constant exposure to highly curated images and posts can foster a culture of social comparison and self-evaluation, especially concerning physical appearance, lifestyle, and social status. A growing body of research highlights that the transition to college is a vulnerable period for developing body image concerns, given the heightened academic, social, and emotional pressures faced by students. Social media compounds these pressures by providing frequent opportunities to compare oneself to peers, influencers, and celebrities, often resulting in the internalization of unattainable beauty standards and an increased focus on outward appearance.

The relationship between social media usage and mental health outcomes, including body image dissatisfaction, has gained considerable scholarly attention because such dissatisfaction is closely linked to low self-esteem, eating disorders, and depressive symptoms. It is estimated that 80-90% of college women and up to 70% of college men report some degree of dissatisfaction with their body or weight in the age of image-centric social media. Given these concerns, understanding how social media addiction—the compulsive and excessive use of such platforms—may contribute to

unhealthy body image perceptions has become a crucial area of psychological research.

The present study aims to clarify whether high engagement with social media directly predicts body image dissatisfaction among college students, contributing to a growing effort to inform effective interventions and promote digital well-being in higher education settings.

Statement of the Problem

Increasing use of social media by young adults has introduced both opportunities and risks, with concerns about mental health and body image dissatisfaction. The challenge lies in determining whether social media addiction directly influences how students view their bodies.

Objectives of the Study

To examine the relationship between social media addiction and body image dissatisfaction among college students.

To determine the strength and direction of this relationship through correlation.

Hypothesis

H01: There is no significant relationship between social media addiction and body image dissatisfaction in college students.

Literature Review

Body image dissatisfaction is a widespread issue among college students, especially in the social media environment, with studies finding between 80 and 90% of college women and up to 70% of men having some dissatisfaction with their bodies. Social media use is associated with increased comparison, negative emotions, and lower self-esteem, with image-heavy platforms such as Instagram and Snapchat labeled as particularly problematic for body satisfaction. Experimental and survey research shows that exposure to edited or idealized images can increase body dissatisfaction, with peer comparison being a strong mediator.

Frequent social networking site use is linked to body surveillance, body shame, and increased risk of disordered eating; however, actual correlation with self-esteem and body dissatisfaction depends on individual and contextual factors.

Methodology

Research Design

A quantitative, correlational approach was used to examine the relationship between social media addiction and body image dissatisfaction.

Participants

62 college students aged 18-25, selected using purposive sampling.

Tools Used

Social Media Addiction Scale (SMAS): 10 items, measures various aspects of addiction.

Body Image Satisfaction Rating Scale: 12 items, assesses satisfaction with body image.

Procedure

An online survey (Google Forms) was distributed; students gave informed consent. Data was collected over two weeks.

Data Analysis

Descriptive statistics summarized demographic data and survey responses. Pearsons correlation assessed the main relationship.

Results

Pearson's correlation analysis demonstrated effectively no linear relationship between social media addiction and body image dissatisfaction (r 0.041, p 0.870), indicating that as measured in this sample, social media use did not significantly impact body image dissatisfaction levels. Behavioural data, however, revealed that the majority of participants are exposed to high volumes of social media, suggesting the need for further investigation into indirect effects.

Discussion

The results found no statistically significant direct relationship between social media addiction and body image dissatisfaction in the sampled college students (Pearson's correlation r 0.041, p 0.870). While these quantitative findings suggest that addiction-like social media usage does not automatically translate to negative body image perceptions, qualitative and behavioral data offer important context, as many participants engaged in high-frequency social media activities, including repeated checking and prolonged usage, often in highly visual spaces such as Instagram or Snapchat.

Research shows these behaviors can lead to increased opportunities for upward social comparison and body surveillance—where individuals monitor and judge their own and others' appearance, sometimes obsessively. Even if the correlation was not strong in this specific sample, the existing literature strongly supports the potential for frequent exposure to curated and idealized content to amplify body dissatisfaction, particularly over the long term or in individuals who are already vulnerable due to personality traits or low self-esteem.

Additional factors may account for the lack of a strong link, including moderating variables such as self-esteem, social appearance anxiety, the content or context of social media interactions, and cultural attitudes toward body image. Recent research explains that body image outcomes are not only affected by how often social media is used, but by the psychological processes it triggers, like social appearance anxiety and compulsive body checking, which are powerful mediators between social media addiction and depressive symptoms.

Furthermore, gender plays an influential role; studies affirm that female students tend to show higher levels of body image dissatisfaction, greater social media consciousness about appearance, and more frequent use of photo-filtering and editing tools, all of which can heighten vulnerability. The shifting cultural ideal toward fitness and thinness, perpetuated by algorithmically amplified visual content, further compounds these effects. As such, even if addiction to social media platforms is not a uniform predictor of dissatisfaction for every user, individuals with greater preexisting appearance concerns or anxiety may experience intensified negative effects.

Altogether, while the current sample did not demonstrate a simple direct connection, a large body of evidence validates ongoing concern about the indirect risks associated with high social media use for body perception. Interventions focused on media literacy, critical thinking about digital images, and resilience-building are essential to mediate these risks and foster healthier body image attitudes among college students.

Conclusion

This study found no significant direct link between social media addiction and body image dissatisfaction within this college sample. Nevertheless, indirect risks persist, particularly as frequent exposure to curated images and peer comparisons continues to shape self-perception. Ongoing research, media literacy interventions, and targeted educational programs are strongly recommended.

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The Influence of Transactional and Transformational Leadership Style on Job Satisfaction Among Police Officers in Malappuram

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Abstract

This study explores how transactional and transformational leadership styles influence job satisfaction among police officers in Malappuram. Using the Multifactor Leadership Questionnaire (MLQ) and Job Satisfaction Survey (JSS), data were collected from 60 officers. Results indicated that officers under transformational leadership reported slightly higher job satisfaction ($M = 116.44$) compared to those under transactional leadership ($M = 108.67$). However, correlations between leadership styles and job satisfaction were weak and statistically insignificant. Findings suggest that while leadership style affects satisfaction, other contextual factors likely play major roles. Further research is recommended to explore additional influences such as organizational culture and work-life balance.

Keywords: *Transformational leadership, Transactional leadership, Job satisfaction, Police officers, Leadership influence*

Introduction

Leadership style significantly impacts the motivation, performance, and morale of police officers. Transformational leaders inspire and motivate their teams to achieve higher goals (Burns, 1978; Bass & Riggio, 2006), while transactional leaders maintain structure through rewards and discipline (Weber, 1947; Bass, 1985). In the high-stress field of law enforcement, effective leadership can determine officers' resilience and satisfaction. This study aims to examine the impact of these leadership styles on job satisfaction among police officers in Malappuram.

Review of Literature

Prior studies indicate that transformational leadership enhances job satisfaction by fostering engagement, trust, and a sense of purpose (Avolio et al., 1999; Bass & Riggio, 2006; Judge & Piccolo, 2004). In contrast, transactional leadership focuses on structure and efficiency but often fails to promote long-term satisfaction (Burns, 1978; Northouse, 2018). Research in law enforcement contexts (Singh & Kumar, 2020; Skogan et al., 2015) supports that transformational leadership improves morale and reduces stress. However, findings are mixed, emphasizing the need for context-specific studies like this one.

Methodology

A quantitative correlational design was used to explore the relationship between transformational and

transactional leadership and job satisfaction. The sample included 60 police officers from Mankada, Perinthalmanna, Pandikkad, and Melattur stations in Malappuram, selected using purposive sampling. Data were collected through a structured Google Forms survey comprising the MLQ (Bass & Avolio, 1994) and JSS (Spector, 1997). Participation was voluntary and confidential. Statistical analysis included descriptive statistics and Pearson's correlation to examine relationships between leadership styles and job satisfaction.

Results and Discussion

Descriptive statistics indicated higher mean job satisfaction under transformational leadership ($M = 116.44$) than transactional leadership ($M = 108.67$). However, correlation analysis revealed weak and non-significant relationships: $r = -.150$, $p = .659$ for transformational leadership and $r = -.657$, $p = .343$ for transactional leadership. These results suggest that leadership styles alone may not determine job satisfaction. Contextual variables such as work environment, supervision quality, and organizational culture may play significant roles.

Despite theoretical expectations that transformational leadership enhances satisfaction (Bass, 1999; Yukl, 2013), findings show limited association in this context. Transactional leadership offered structure and stability but lacked emotional engagement. A balanced or hybrid approach might better support satisfaction among police officers.

Conclusion

The study found no significant relationship between transformational or transactional leadership and job satisfaction among police officers in Malappuram. While transformational leadership is often linked with motivation and vision, its impact may depend on organizational and cultural contexts. Transactional leadership maintains order but lacks depth in motivating employees. Future studies should examine larger samples and include variables such as stress, work-life balance, and organizational support to better understand job satisfaction determinants in policing.

Limitations

1. Limited sample size and representation may reduce generalizability.
2. Self-reported data may introduce bias.
3. Cross-sectional design limits causal inference.
4. Cultural and contextual influences specific to Malappuram may affect findings.
5. Other variables such as job stress and personality traits were not included.

Suggestions for Future Research

Future studies should expand geographically, employ longitudinal designs, and explore hybrid leadership models combining transformational and transactional elements. Investigating mediating variables like emotional intelligence, organizational culture, and subordinate characteristics could offer deeper insights. Leadership training programs tailored for law enforcement should also be examined for their effects on job satisfaction.

Implications of the Study

The findings underscore the importance of leadership development within police organizations.

Promoting transformational qualities such as vision, empathy, and communication may improve morale and well-being. Organizational policies should support professional growth, work-life balance, and open communication. A balanced leadership approach could enhance both operational efficiency and job satisfaction.

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The Impact of Technology on English Language Learning

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Abstract

This study explores the impact of Technology on English language learning, focusing on how digital tools enhance the acquisition of listening, speaking, reading, and writing (LSRW) skills. Drawing from both a literature review and a survey conducted among 150 college students, the research examines trends, approaches, and learner perspectives on technology-assisted learning. Findings reveal that smartphones and social media platforms dominate as preferred tools, offering accessibility, flexibility, and real-life language exposure. Learners report significant improvements in grammar, vocabulary, and overall language competence, along with increased confidence and motivation. However, challenges such as distractions, lack of personal interaction, and over-reliance on technology persist, particularly among students accustomed to traditional classroom methods. The study highlights the importance of blended learning models that integrate the strengths of both digital and face-to-face methods. Ultimately, the research underscores technology's transformative role in modern language education, while also calling for mindful usage to balance its benefits with its limitations.

Keywords: *Technology in language learning; English education; Digital tools; Smartphones; social media; Blended learning; LSRW skills; Motivation; Accessibility; Challenges in digital learning.*

Introduction

Technology has revolutionized teaching and learning of knowledge as it is the focal point in the modern educational systems. Digital tools have transformed the conventional learning process in English language learning providing the learners with flexibility, accessibility, and personalized practice. This paper discusses how technology contributes to the development of Listening, Speaking, Reading and Writing (LSRW) skills, literature in this area, the methodology of the survey applied, and the findings of the 150 participants in the college level.

Tech Trends in Language Learning

This chapter establishes part of the trends that existed in the past and the present in technology-based English language learning. The emergence of LSRW skills has undergone a

technological revolution since the early 1950s and 1960s when language laboratories began to emerge until today with the creation of AI-built applications. Research indicates that the inventions in the technological field have enabled learners to approach content related to language in a way that did not exist previously. Mobile applications, existing websites, social media, and artificial intelligence-based solutions that can provide customized content and feedback in real-time are provided as an option of self-directed learning (Nunan; Oxford). On one hand, technology has created more access to real-life materials and practice fronts, yet, researchers also document concerns with distraction, quality of informal communication on the social media and the need to control oneself on the side of the learners (Turkle; Roberts; Williams). Such audio devices as the phonograph and language tapes allowed one to be exposed to native pronunciation in the past and the audiovisual techniques enhanced the understanding through the aid of moving lips and speaking. Interactive lessons were supported with computer-assisted language learning (CALL) which emerged in the 1980s, to learn grammar, vocabulary and pronunciation.

The advent of the Internet in the 1990s provided the possibilities of online communication through discussion groups and email, which provided an opportunity to feel the reality of communication with native speakers. Mobile applications like Duolingo, video conferencing systems like Zoom and Skype also promoted personalization and democracy of learning. At present, AI-based applications, as well as NLP applications, can be customized to the point where a student is, provide them with immediate feedback on their performance, and make them rehearse a conversation with artificial intelligence. The blended learning models provide the learner with the flexibility to take charge of learning through a combination of self-paced online tasks with a facilitated classroom learning experience. Johnson is eager to mention that learners learn language and digital literacy skills thereby preparing them with a digitally propelled world. In conclusion, technology has evolved to more than just audio recording to sophisticated AI technologies that can enable interactive, flexible, and personalized experiences related to the learning of the English language.

Methodological Approaches to Studying Technology in Language Learning

The chapter provides the research methodology that will be applied to understand the role of technology in learning the English language. The study was quantitative survey research design with the researcher sampling 150 current college students who used digital tools. The survey focused upon LSRW advancement in skills, tool preference, frequency of use and difficulty experienced. A 30-item multiple choice questionnaire was distributed via social media, as a method of data gathering. Analysis techniques were frequency distributions, correlation analysis and T-tests to determine relationships between the tool use and learning outcomes. The ethics were considered in regards to voluntary participation, anonymization and confidentiality of data. Limitations of the research are that the self-reported information was used, the tools were not used

consistently, and that the researchers could be biased in the perception of learners. Despite these limitations, the methodology will allow achieving the painstaking insight into the role of technology in the modern acquisition of English language.

To explore the impact of technology on English language learning, a quantitative survey was conducted among 150 undergraduate students. The questionnaire included 30 multiple-choice questions covering aspects such as tool preference, learning outcomes, frequency of technology use, and perceived challenges. The results are presented below through charts and tables for better visualization.

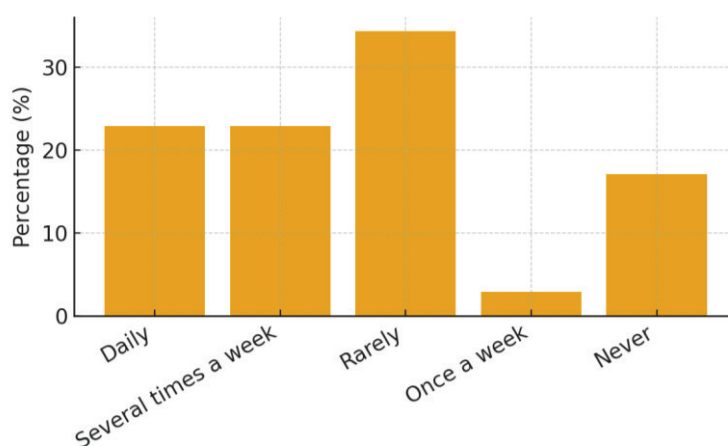
Results and Insights

The following results were the main results of the survey (n=150). These are summarized in tables and provided in the form of charts below.

Frequency of Technology Use in Language Learning

Daily: 22.9%; Several times a week: 22.9%; Rarely: 34.3%; Once a week: 2.9%; Never: 17.1%

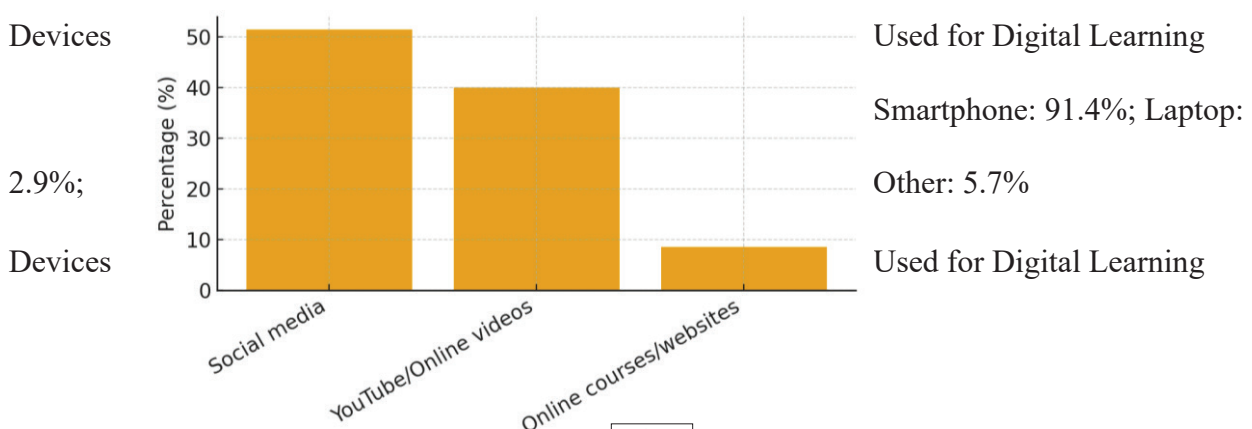
Frequency of Technology Use in Language Learning

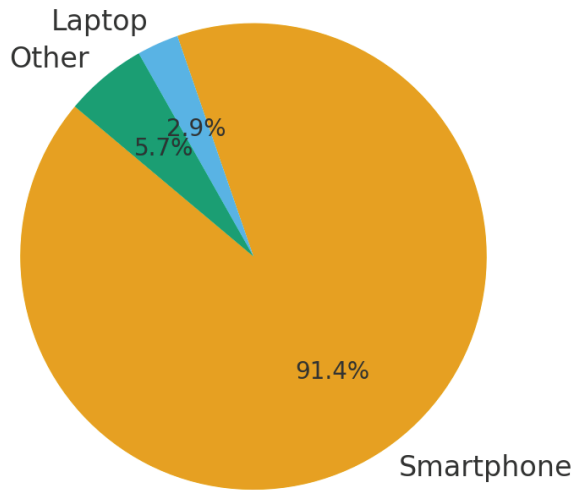


Preferred Digital Platforms for English Language Learning

Social media: 51.4%; YouTube/online videos: 40%; Online courses/websites: 8.6%

Preferred Digital Platforms for English Language Learning

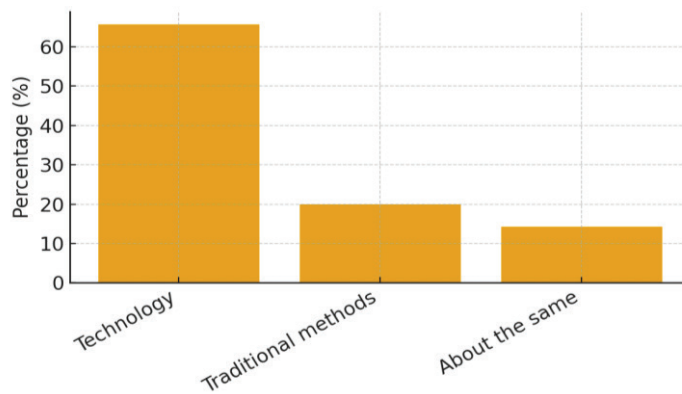




Students' Learning Method Preference

Technology: 65.7%; Traditional methods: 20%; About the same: 14.3%

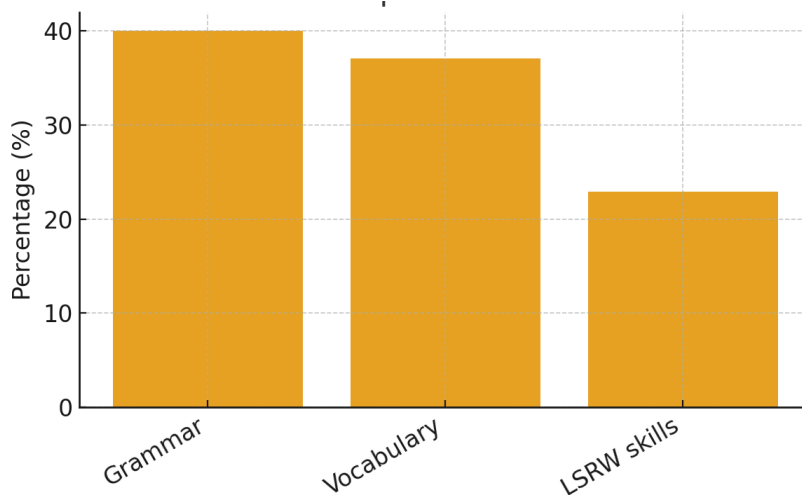
Students' Learning Method Preference



Areas of Language Improvement through Technology

Grammar: 40%; Vocabulary: 37.1%; LSRW skills: 22.9%

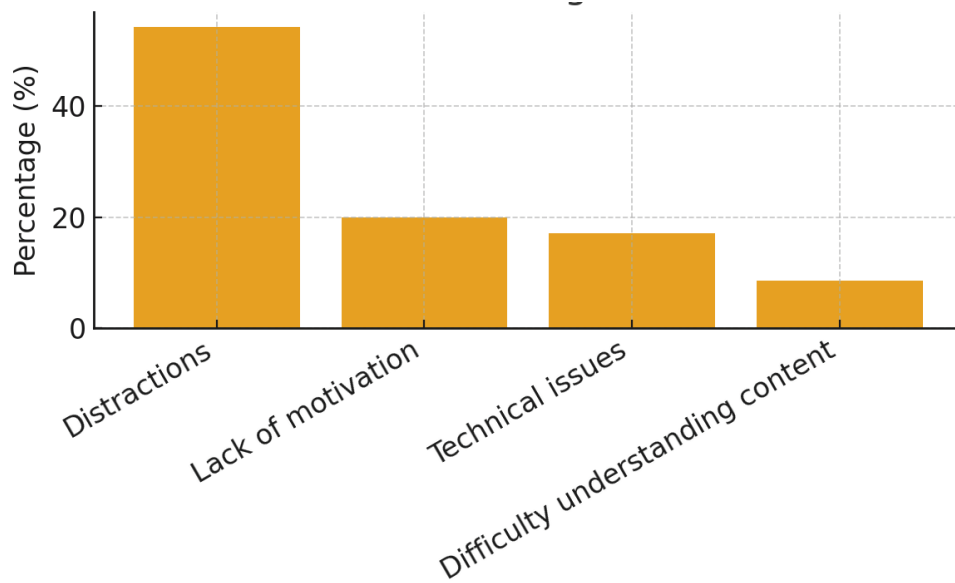
Areas of Language Improvement through Technology



Challenges in Using Technology for Language Learning

Distractions: 54.3%; Lack of motivation: 20%; Technical issues: 17.1%; Difficulty understanding content: 8.6%

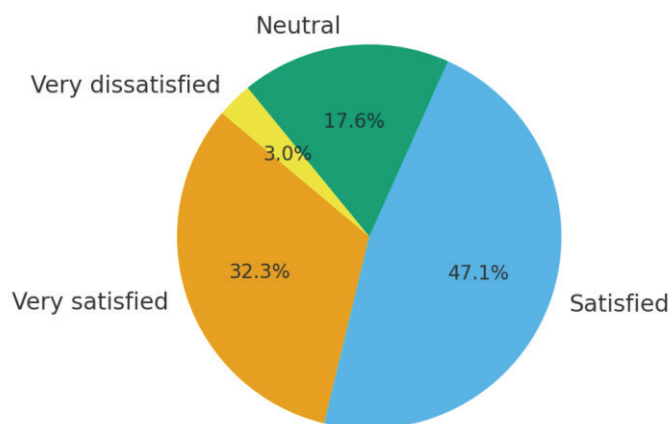
Challenges in Using Technology for Language Learning



Level of Student Satisfaction with Technology-Based Learning

Very satisfied: 31.4%; Satisfied: 45.7%; Neutral: 17.1%; Very dissatisfied: 2.9%

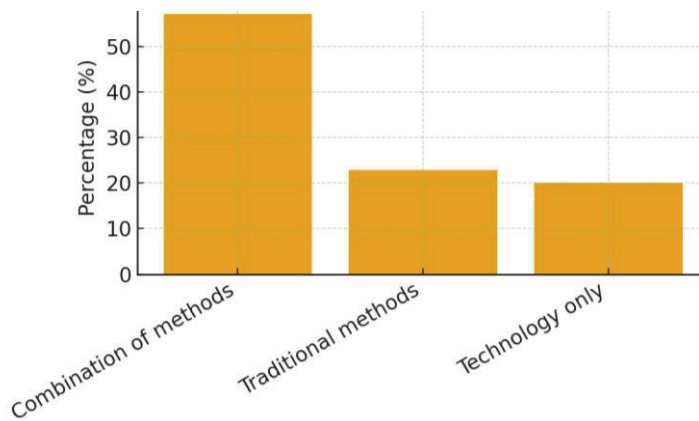
Level of Student Satisfaction with Technology-Based Learning



Preferred Method of Instruction

Combination of methods: 57.1%; Traditional methods: 22.9%; Technology only: 20%

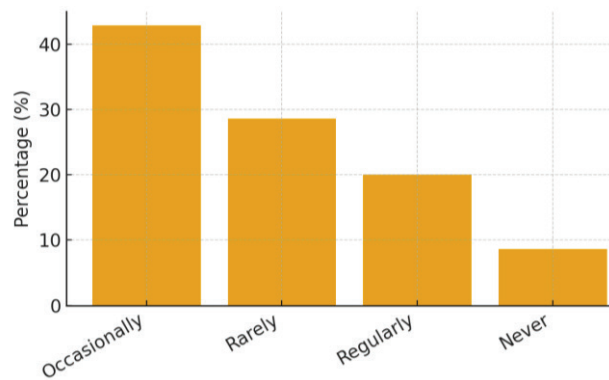
Preferred Method of Instruction



Frequency of Using Social Media for Language Practice

Occasionally: 42.9%; Rarely: 28.6%; Regularly: 20%; Never: 8.6%

Frequency of Using Social Media for Language Practice



Discussion

The evidence shows smartphones and social media to be the technological front-runners among the learners, which provides omnipresence and informal setting to practice the language. To learners, there are improvements in grammar and vocabulary and in general LSRW competencies due to the presence of multimedia and interactivity. However, issues of distractions and motivation are eminent. In most instances, learners prefer a blended learning model, which combines teacher directed learning with digital materials in order to experience a balanced learning process. The article highlights the significance of digital literacy and skills of self-regulation in achieving the best out of technology.

Recommendations

1. Embrace blended learning in order to integrate instructor-directed learning with online agility.
2. Include digital literacy classes in order to teach learners to deal with distraction and evaluate online content critically.
3. Promote voice-recognition and immersive technologies as a way of strengthening speaking and listening.
4. Create a series of schedules and milestones to improve motivation and self-control.

5. Increase awareness and access to more structured learning courses online.

Conclusion

Technology has revolutionized English language learning and provided flexible, interactive and easy channels of developing LSRW skills. In spite of the fact that the digital tools may be applied during the creation of LSRW; to provide strong integration, one should take into account the motivation to learners, support system and digital literacy conscious, blended approach will help learners to use the opportunities provided by the technologies and avoid the adverse effects of distraction and overdependence. Smartphones and social media networks are an inseparable part and parcel and offer informal exposure to language, and actual communication practice. Students report that they have made a tremendous improvement in grammar, vocabulary and overall proficiency in the language. The integrative approach to the conscious will help learners to reap the advantages of technology and minimize the damages of distraction and overdependence. The evidence-based conclusions of this work are oriented on the future of technologies that will serve as an adjuvant to standard pedagogy and produce more robust and independent language users. The weaknesses are lower motivation, distraction, and adaptation issues amongst the students using the traditional methods. There is also a possibility that excessive reliance on technology can limit the use of critical thinking, and the importance of self-regulation and a mixed and balanced approach needs to be highlighted. Through collaborative pedagogy and the use of technology that is teacher centered, this will be a chance to get as much as possible by minimizing the negative and maximizing the benefits through enhancing digital literacy and learning the language as a whole.

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A Study on the Trust and Security in Online Shopping Transactions with Special Reference to Youngsters in Perinthalmanna Municipality

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Abstract

Online shopping has become a cornerstone of retail commerce, offering unparalleled convenience and a vast range of products to consumers worldwide. However, this digital transformation has brought with it significant concerns surrounding trust and security, especially among younger buyers who are active online yet may be more vulnerable to cyber threats. This research investigates trust and security issues in online shopping, focusing on young consumers in Perinthalmanna Municipality. With the rapid growth of e-commerce, trust has become a vital factor influencing consumers' willingness to shop online. However, concerns over data breaches, identity theft, and fraud remain significant barriers that affect consumer confidence. Understanding these challenges is essential for online retailers aiming to build secure platforms and foster customer loyalty. Primary data collected from 30 respondents shed light on the key factors that influence trust in online shopping platforms. The study found that customer reviews, visible security indicators, and secure payment options play a crucial role in shaping consumer trust. Additionally, the research highlights how past security breaches impact shopping behavior, with many consumers becoming cautious or avoiding affected websites altogether. Preferences for multi-factor authentication and transparent privacy policies further reinforce the need for robust security measures. The findings offer practical insights for e-commerce businesses to improve their security infrastructure and communication strategies. By addressing consumer concerns and implementing advanced security technologies, online retailers can enhance consumer trust and promote a safer shopping experience. This study contributes valuable knowledge to the ongoing efforts to secure the digital marketplace and support sustainable e-commerce growth.

Key words: Trust, Safety, Online shopping transactions

Introduction

E-commerce has transformed the retail landscape by providing unmatched convenience and accessibility, enabling consumers to shop anytime, anywhere. This digital shift has expanded market

reach and simplified transactions, contributing to significant growth in global online sales. However, as e-commerce evolves, it also faces escalating challenges, particularly concerning security and trust. Cyber threats such as data breaches, fraud, and identity theft pose serious risks, undermining consumer confidence and potentially driving customers away from online platforms.

Trust has become an essential criterion for consumers when deciding whether to complete online transactions. Modern shoppers increasingly scrutinize the security measures implemented by e-commerce websites, including encryption technologies, secure payment gateways, and privacy policies. They seek assurance that their personal and financial information is protected throughout the purchasing process. The complexity of trust in online shopping involves not only technological safeguards but also perceptions shaped by past experiences, brand reputation, and transparency in communication.

This study focuses on the multifaceted nature of trust and security in online shopping, particularly among young consumers in Perinthalmanna Municipality. It examines how different security features influence consumer decision-making and shopping behavior. By exploring the interplay between security practices and consumer perceptions, the research aims to provide valuable insights for businesses to enhance their platforms' security infrastructure and foster greater consumer trust, ultimately supporting the sustainable growth of e-commerce in an increasingly digital world.

Objectives of the Study

- To investigate user perceptions of trust and security in online shopping environments.
- To identify vulnerabilities that could compromise trust and security in current systems.
- To assess the impact of security breaches on consumer trust and shopping behaviors.

Significance of the Study

This study is significant as it deepens the understanding of how security concerns shape consumer behavior in e-commerce, an area critical to the sustained growth of online retail. By focusing on the security perceptions of young shoppers, the research highlights how factors such as data protection, secure transactions, and transparent privacy policies influence trust and purchasing decisions. These insights offer practical value to businesses seeking to enhance their security frameworks, which not only protect customer information but also build lasting customer loyalty and brand reputation. Strengthening security measures reduces risks of fraud and breach-related losses, helping e-commerce platforms remain competitive in a rapidly evolving digital marketplace. Furthermore, this study provides guidance for policymakers and stakeholders in designing regulations and frameworks that encourage safer online environments, ultimately supporting consumer confidence and market expansion.

Review of Literature

Trust and security are fundamental to the success and growth of e-commerce platforms, acting as key determinants in consumer decision-making and loyalty. Numerous studies have explored the various dimensions of trust in online shopping, highlighting its complexity due to the absence of physical interaction between buyers and sellers. Pavithra and Kumar (2011) emphasized that secure payment systems, website trustworthiness, and encryption technologies are major contributors to fostering consumer confidence in online transactions. Kim, Ferrin, and Rao (2012) further expanded the understanding of trust by examining psychological and behavioral factors influencing online shopping, underscoring the importance of vendor reputation, site design, and third-party certifications in shaping trust perceptions.

Security concerns, especially data breaches, identity theft, and fraud, remain significant barriers to consumer trust and online shopping adoption. Research by Zhang and Wang (2018) identified these risks as primary factors undermining confidence, with secure payment gateways, visible security seals, and robust privacy policies acting as important mitigators. More recent analyses (Patel, Rathi, and Pandey, 2022) have pointed to the critical role of transparency in data collection and responsive customer service in building trust and loyalty. Technological advancements, such as multi-factor authentication, blockchain integration, and artificial intelligence-based security solutions, have been proposed to address emerging threats and enhance the secure shopping experience (Sharma and Mehta, 2022).

Furthermore, reviews underscore the interplay between trust and security with repeat purchase behavior and long-term consumer loyalty. Studies recognize that while technical safeguards are essential, consumer education and clear communication about security practices significantly influence perceptions of safety. The evolving e-commerce landscape necessitates continuous innovation in security practices to keep pace with emerging cyber threats and changing consumer expectations. This highlights a critical research gap in the integration of advanced security technologies with consumer-centric trust-building strategies, especially among younger and digitally native demographics, which this study aims to address.

Research Gap

While significant research has been conducted on e-commerce security and trust, notable gaps remain. One critical gap is the limited focus on real-time adaptive security solutions that can effectively prevent emerging and sophisticated cyber threats. Many existing security measures are static and struggle to address zero-day vulnerabilities or novel attack vectors. Another gap involves insufficient attention to user-centric security approaches, especially in empowering consumers with easy-to-use tools to manage privacy and security preferences. There is also a lack of comprehensive studies exploring the integration of privacy-preserving technologies with seamless consumer

experiences, balancing regulation compliance and usability. Finally, the impact of security awareness programs on diverse demographic groups, particularly younger online shoppers, has not been adequately explored. Addressing these gaps will be invaluable for advancing more resilient, user-friendly, and trustworthy e-commerce platforms.

Theoretical Background

The success of online shopping depends on consumers' trust and their confidence in the security of financial and personal data transmitted during electronic transactions. Two key theoretical frameworks help explain consumer behavior in this digital marketplace: Trust Theory and Security Theory. Trust theory focuses on the psychological and relational factors influencing consumer confidence in e-commerce platforms, whereas security theory emphasizes the technological and procedural measures that safeguard online interactions. Together, these theories clarify the dual foundation of consumer trust in online shopping, highlighting the importance of both perceptual and technical elements.

Trust Theory

Trust theory posits that consumer trust in online shopping platforms is fundamentally based on perceptions of reliability, integrity, and credibility. Given the lack of physical interaction in e-commerce, trust reduces consumers' uncertainty and perceived risk when providing sensitive information or making purchases. Key determinants of trust include past experiences, brand reputation, customer reviews, and visible trust indicators such as security badges or third-party certifications. Importantly, trust also involves consumers' beliefs about the competence and benevolence of the online sellers—the confidence that sellers will fulfill their promises and act in the buyers' best interests. This psychological trust encourages consumers to engage more freely and repeatedly with online stores.

Security Theory

Security theory addresses the essential role of technological safeguards in protecting online transactions and reinforcing consumer trust. Core features contributing to e-commerce security include encryption protocols like Secure Sockets Layer (SSL), multi-factor authentication methods such as two-factor authentication (2FA), and other cybersecurity practices aimed at preventing unauthorized access, data breaches, and fraud. These protections not only secure consumer data but also serve as visible signs of commitment to safety, which influence consumer perceptions positively. Effective security mechanisms thus provide both practical defense against cyber threats and a foundation for building trustworthiness in e-commerce platforms.

Together, these theories highlight a dual pathway: trust emerges not only from cognitive and emotional perceptions shaped by experience and information but also from concrete security measures embedded in the e-commerce infrastructure. Understanding this interplay is crucial for

businesses aiming to foster sustainable consumer trust, as both the technological environment and consumer perceptions must align to facilitate confident and repeat online shopping behavior.

Findings

The findings of this study reveal insightful patterns regarding the demographics, online shopping behavior, and trust and security attitudes of young consumers in Perinthalmanna Municipality.

The demographic profile of the respondents shows that an overwhelming majority (96.67%) belong to the 19–24 years age group, highlighting a predominantly young adult population engaged with online shopping. Additionally, the gender distribution is skewed, with 80% male respondents and 20% females, indicating higher online engagement among males in this sample. This demographic structure aligns with broader research showing young adults as the most active online shoppers, especially males who increasingly dominate certain product categories such as electronics.

Examining shopping behavior, the data reveals that 40% of respondents shop online rarely, suggesting infrequent engagement with e-commerce platforms. Monthly and weekly shopping frequencies are tied at 26.7%, with only a small fraction (6.67%) shopping daily. Clothing and accessories lead as the most commonly purchased products (50%), closely followed by electronics (36.7%). This preference reflects both convenience and lifestyle choices predominant in young consumers. Notably, smartphones are the preferred device for 76.7% of respondents, underscoring mobile commerce's critical role in accessing online stores and supporting on-the-go shopping experiences.

When exploring trust and security attitudes, a majority of 66.7% of participants expressed a neutral stance towards the security of online shopping websites, which may reflect either uncertainty or mixed experiences. However, the most influential factor fostering trust is customer reviews and ratings, cited by 46.7% of respondents, followed by visible security indicators at 23.3%. More than half (53.3%) of respondents are concerned about the security of their personal information, a significant finding indicating ongoing anxiety around data privacy. Awareness of security indicators is high, with 90% reporting that they always or sometimes check for signs such as HTTPS or security badges before shopping online.

Security breaches have tangible impacts on consumer behavior: 43.3% of respondents become more cautious after experiencing or learning about breaches, while 26.7% choose to stop shopping on the affected platforms altogether. This demonstrates that trust can be eroded significantly by security incidents, affecting long-term loyalty and engagement. These findings underscore the critical importance for e-commerce businesses to implement robust security measures and communicate them effectively to maintain consumer confidence and foster repeat transactions.

Overall, the data highlights the nuanced relationship between demographic factors, shopping

patterns, and trust behavior in online commerce, providing valuable guidance for enhancing security and user experience in the digital marketplace.

Suggestions

To strengthen e-commerce security and foster greater consumer trust, businesses should adopt layered protection methods—such as SSL/TLS encryption, multi-factor authentication, and PCI DSS-compliant payment gateways—to safeguard sensitive information during transactions. Keeping platforms, plugins, and themes updated is essential to close vulnerabilities, while regular security audits and vulnerability assessments help prevent breaches and maintain robust defenses.

Beyond technology, clear privacy policies, visible trust badges, and transparent communication about security practices build consumer confidence. Empowering customers with education about safe online behaviors and displaying verified reviews further enhances the perception of safety. Special attention should be given to mobile security and data minimization, which reduce exposure to threats and support compliance with privacy regulations. When these measures are consistently implemented, e-commerce businesses can create a secure and trustworthy environment, driving long-term loyalty and sustained growth in an increasingly competitive digital marketplace.

Conclusion

The conclusion of this study emphasizes the pivotal role that trust and security play in shaping consumer behavior within online shopping. Building reliable and secure e-commerce environments is essential not only to protect consumers from fraud and data breaches but also to foster confidence that encourages repeat purchases and long-term loyalty. This research highlights that while technological measures such as encryption and multi-factor authentication are crucial, they must be complemented by transparent communication and consumer education to effectively build trust. The findings suggest that consumer perceptions of security directly affect their shopping frequency and choice of platforms, making it imperative for businesses to prioritize safeguarding customer information and demonstrating their commitment to privacy. Looking ahead, continued innovation in security technologies alongside targeted efforts to increase user awareness will be vital for sustaining the growth of e-commerce. This study serves as a foundation for future research and practice, pointing to the need for integrating advanced security solutions with consumer-centric strategies to address evolving cyber threats and changing consumer expectations in digital commerce.

Scope for Future Studies

Future research in e-commerce security should focus on developing adaptive AI and machine learning systems capable of detecting and responding to sophisticated, real-time cyber threats, including zero-day attacks. Exploring scalable privacy-preserving technologies that protect consumer data while maintaining seamless user experience is also essential. Additionally, user-centric solutions

that empower customers with greater control over their data and understanding of security practices deserve more attention. Research should examine effective ways to integrate advanced secure payment methods and tokenization techniques that minimize fraud risk while enhancing convenience. Ultimately, examining the impact of security awareness programs across diverse demographics, particularly among younger shoppers, will enable the tailoring of educational strategies to enhance online safety and trust.

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A Study on AI-Driven Innovations in Teachers: Adapting to Educational Trends Among College Educators with Special Reference to Malappuram District

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Abstract

Artificial intelligence (AI) is transforming educational environments, enabling educators to adapt to evolving trends and students' individual learning needs. This study investigates how college educators in Malappuram District, Kerala, perceive and integrate AI-driven innovations into their teaching practices. Using a descriptive research design, data were collected through structured questionnaires from a sample of thirty educators representing diverse colleges and teaching specialties. Gender (63.3% female), age (53.4% above 30), and professional experience (33.4% above five years) provided demographic context. The majority employ traditional lectures (60%), but frequent use of technology in teaching (43.3%) and growing familiarity with AI (96.7% at least somewhat familiar) suggest a shift toward digital adaptation. Key benefits recognized by educators include improved student engagement, enhanced teaching capabilities, and opportunities for personalized learning. However, salient concerns persist regarding accuracy, reliability, and data privacy in AI applications, with 60% of respondents citing accuracy and reliability as the principal challenge. Adaptive learning platforms and intelligent tutoring systems are highly desired for professional development, while technical issues (40%) and lack of training (23.3%) present notable barriers. AI's impact extends to lesson planning (46.7% improved content personalization) and assessment methods (43.3% enhanced feedback), signaling advances in efficiency and feedback mechanisms. A majority express some concern about potential replacement of human teachers by AI, yet two-thirds are ready to participate in AI-focused teacher training programs. Effective integration demands robust training, technical support, and strategic policies to address ethical and pedagogical complexities. The study concludes that AI augments, rather than supplants, educators' roles, and recommends institutional pathways to foster AI literacy and aid teachers in adapting to ongoing transformations. These findings clarify the practical steps and policy implications for Indian higher education as it navigates a technology-driven future.

Keywords: Artificial Intelligence, College Education, Teacher Innovation, Digital Literacy, Personalized Learning

Introduction

The integration of artificial intelligence (AI) in education has transformed teaching and learning, presenting unprecedented opportunities for college educators to improve student outcomes and adapt to

technological trends. As AI-powered tools such as adaptive learning systems and intelligent tutoring platforms become prevalent, teachers must develop new competencies to leverage technology for personalized instruction and enhanced engagement. The rapid digitalization of education, intensified by global and national mandates for digital literacy, has made teachers' adaptation to AI innovations a focal point of contemporary educational research.

Despite proven benefits, educators experience challenges including unfamiliarity, ethical concerns, and barriers to effective use. The problem addressed in this study is the capacity of college educators in Malappuram District to adapt to AI-driven educational trends, highlighting their experiences, perceived benefits, anticipated challenges, and support needs. This research is significant for informing policy, instructional design, and professional development programs supporting effective technology integration in Indian higher education.

Statement of the Problem

The integration of Artificial Intelligence (AI) in education has transformed the teaching landscape, offering innovative opportunities for educators to enhance student learning outcomes. However, the rapid evolution of AI-driven innovations has also created challenges for college educators, who must adapt to emerging educational trends and technologies while maintaining high-quality teaching standards. This study aims to investigate the challenges faced by college educators in adapting to AI-driven innovations and to identify strategies for supporting their professional development in this area.

Objectives of the Study

1. To evaluate the Current State of Teaching methods in colleges
2. Investigate potential opportunities for integrating Artificial Intelligence into teacher training processes
3. To measure the Impact of AI on Teaching Practices
4. To assess Teacher Perceptions and towards AI integration in teaching

Literature Review

- **2019**

- Bates (2019) provided practical guidelines for teaching in digital environments, emphasizing blended learning effectiveness and quality assurance.
- Pellegrino (2019) and Heffernan (2019) underscored AI's potential to improve personalized learning, assessment, and reduce teacher workload while stressing the need for professional development and addressing ethical concerns.

- **2020**

- Ramachandran (2020) critically examined AI in education, warning against potential reinforcement of inequalities and calling for human oversight and student agency.
- Zhao (2020) highlighted the evolving teacher role amid AI integration, emphasizing adaptability and ongoing professional learning.

- Berman (2020) addressed the importance of teacher training for AI adoption and its role in enhancing instructional decision-making.
- Baker (2020) presented evidence that AI tools improve student outcomes, engagement, and reduce teacher stress.
- **2022**
Li and Liu (2022) analyzed AI-intellectualized information technology in college ideological education, demonstrating improvements in student enthusiasm and instructional quality.
- **2023**
Kim (2023) studied teacher–AI collaboration in China, focusing on curriculum adaptation and evolving teacher roles to support AI integration effectively.

Theoretical Framework

Artificial intelligence is defined by its capacity to automate complex tasks like learning, problem-solving, and decision-making. In education, AI’s advantages include improved efficiency, enhanced decision-making, and personalized experiences. Disadvantages include possible job displacement, bias, and dependence on high-quality data.

Educational technology powered by AI can tailor instruction, automate assessments, facilitate administrative tasks, and broaden accessibility for diverse learning populations. Simultaneously, challenges related to reduced teacher–student interaction, emotional intelligence, data security, and skills obsolescence require educators to balance innovation with caution. Integration frameworks call for alignment of technology, pedagogy, and ethics, fostering adaptable, future-ready teachers.

Methodology

A descriptive research design guided the study, employing a structured questionnaire with a sample of 30 college educators in Malappuram District. Sample selection used convenience sampling to access educators from seven different colleges. Both primary data (survey responses) and secondary sources (published literature) informed the analysis. The data were coded and analyzed using percentage methods and Likert scales, and visualized with tables and graphs depicting gender, age, teaching experience, college, teaching methods, technology use, perspectives on AI, and training needs.

Results

- **Demographics:** 63.3% female, 53.4% above 30 years, and 33.4% above five years teaching experience.
- **Teaching Practices:** Lectures dominate (60%), technology use is frequent (43.3%), with most educators familiar or somewhat familiar with AI (96.7%).
- **Benefits of AI:** Improved student engagement (53.3%), enhanced teaching capabilities (29.9%), personalized learning, and increased efficiency in planning and assessment.

- **Challenges and Concerns:** Accuracy and reliability (60%), technical issues (40%), data privacy (30%), and lack of training (23.3%) are leading concerns.
- **Professional Development:** Desired AI-powered tools include adaptive platforms (56.7%) and intelligent tutoring systems (16.7%). Workshops (43.3%) and online courses (36.7%) are preferred training formats.
- **Impact of AI:** Most educators acknowledge AI has changed their teaching style (56.7%), improved lesson planning (46.7%), and enhanced assessment feedback (43.3%).

Discussion

Findings signal a progressive shift among college educators toward embracing AI-driven innovations. While lectures remain customary, educators are increasingly integrating technology, recognizing AI's potential for personalizing learning and boosting student engagement. The anticipation of technical issues and lack of training emphasizes the need for comprehensive support and ongoing professional development. Concerns regarding the replacement of human teachers highlight the importance of maintaining human agency and teacher–student relationships, despite AI advancements.

Professional development must prioritize training on AI fundamentals and integration strategies. Institutional support—including workshops, technical guidance, resources, and mentorship—is critical for overcoming resistance and practical barriers. Addressing ethical considerations, privacy, and equitable access must remain central to all technology adoption strategies.

Conclusion

The introduction of AI-driven innovations in college teaching is reshaping educational practice in Malappuram District. Educators are adapting to technology's demands, viewing AI as supportive of their instructional roles rather than as a substitute for human expertise. Systematic investment in training, infrastructure, and policy will be vital in enabling all educators to innovate and thrive. As Indian higher education aligns with global trends in digital learning, continued research and stakeholder collaboration will be essential to realize AI's transformative potential.

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A Study on Consumption Pattern of Youth on Fast Food: With Special Reference to Perinthalmanna Municipality

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Abstract

Fast-food consumption has become an increasingly dominant feature of youth lifestyle in urban and semi-urban regions of Kerala. This study investigates the consumption patterns of young individuals in Perinthalmanna Municipality by analysing demographic characteristics, behavioural tendencies, expenditure levels, and preferred food outlets. The research also examines the major social and psychological factors influencing fast-food choices, including peer relationships, social media exposure, taste preferences, and lifestyle pressures. The findings reveal that fast-food consumption is highest among students and unmarried youth, with taste and peer influence emerging as the strongest determinants of food choice. Although affordability and ease of access encourage frequent consumption, fast-food behaviour is largely occasion-driven, concentrated around social gatherings, weekends, and special events. The study underscores the need for targeted interventions that promote healthier food awareness and responsible eating habits among young consumers in semi-urban settings.

Keywords: *Fast-food consumption; Youth behaviour; Peer influence; Lifestyle changes; Perinthalmanna Municipality*

Introduction

Economic growth and rapid urbanisation have led to significant transformations in food habits across the world, with developing countries experiencing some of the most notable shifts. India, in particular, has witnessed a steady rise in per capita income, greater labour mobility, expanding educational opportunities, and increasing exposure to global food cultures. These changes have collectively contributed to the widespread popularity of fast food, especially among the youth. Fast-food outlets now form an essential part of urban and semi-urban lifestyles, offering quick service, appealing taste, and easily accessible social spaces where young people gather, interact, and express

their evolving identities.

As lifestyles become busier and more technologically integrated, youth preferences are increasingly shaped by convenience, social trends, and digital influence. Social media platforms promote fast-food brands, shape food choices through advertising and influencer culture, and normalise frequent consumption as part of modern youth identity. The appeal of fast food also lies in its affordability, variety, and the sense of novelty it provides compared to traditional home-cooked meals. These combined forces have created a strong behavioural shift among younger generations across many regions of India.

In the context of Perinthalmanna Municipality, these trends are particularly visible. The town has experienced substantial socio-economic changes driven by urbanisation, Gulf migration, and the rapid expansion of commercial spaces. These developments have contributed to the increasing preference for fast food among local youth, who frequently choose it over traditional meals due to time constraints, peer influence, social outings, and lifestyle aspirations. This study seeks to analyse the consumption behaviour of youth toward fast food in Perinthalmanna, identify the social, psychological, and economic factors influencing their choices, and evaluate their level of awareness regarding the health implications associated with fast-food consumption. Through this examination, the study aims to provide a detailed understanding of how food practices are changing among the younger generation in this emerging urban centre.

Research Problem

Fast-food consumption has become a rapidly growing trend among the youth in Perinthalmanna Municipality, mirroring broader dietary transitions observed across urban and semi-urban regions of Kerala. Despite the increasing awareness of the health risks associated with fast food, young people continue to rely on it as a convenient and attractive food choice. This rising dependence reflects a deeper behavioural shift that warrants systematic investigation, especially in a locality like Perinthalmanna where youth culture, urban influences, and lifestyle changes are evolving simultaneously.

The core problem addressed in this study is the need to understand *why* young individuals are consuming fast food at such high rates and *how* these choices are being shaped by social environments, personal preferences, and economic conditions. Youth often turn to fast food for reasons such as peer pressure, convenience, taste, affordability, and the appeal of social outings. At the same time, psychological motives—such as the desire for instant satisfaction, social belongingness, and lifestyle expression—play an equally important role. These interacting factors create a complex consumption pattern that cannot be explained by individual preference alone.

Furthermore, the research problem extends to understanding how these patterns reflect broader cultural and lifestyle transformations taking place in Perinthalmanna. Influences from Gulf

migration, growing urbanisation, increased exposure to global food culture, and the presence of diverse fast-food outlets contribute to a shift in dietary habits among the younger generation. The study therefore aims to investigate not only the immediate factors behind fast-food consumption but also the wider socio-economic and cultural forces that are shaping youth behaviour in the region.

Significance of the Study

The findings of this study hold considerable significance for multiple stakeholders concerned with youth wellbeing, public health, and the fast-food economy. For policymakers and health authorities, the study offers evidence that can guide the design of targeted awareness programmes promoting healthy eating habits among young consumers, especially in regions experiencing lifestyle transitions. For entrepreneurs and the fast-food industry, the results highlight the specific tastes, preferences, and behavioural patterns of youth, enabling them to develop healthier menu options and introduce responsible food practices without compromising on affordability or convenience. Researchers benefit from the study by gaining a deeper understanding of the socio-economic implications of dietary shifts among urban and semi-urban youth, thereby opening avenues for further academic inquiry. At the societal level, the findings underscore the need to cultivate health-conscious food behaviour among the younger generation to counter the rising influence of convenience-based eating. In the context of Perinthalmanna, where urbanisation, changing lifestyles, and the cultural influence of Gulf migration are particularly strong, the study provides valuable localised insights into evolving food consumption trends and the broader transformation of youth culture in the region.

Objectives of the Study

1. To analyse the demographic, behavioural and economic patterns of fast-food consumption among youth in Perinthalmanna Municipality.
2. To examine the social and psychological determinants influencing youth fast-food choices.

Research Methodology

The present study adopts a descriptive research design, aiming to analyse the consumption behaviour and preferences of youth in Perinthalmanna Municipality. Descriptive research is appropriate because the objective is to observe and describe existing patterns rather than establish causal relationships. The study relies on both primary and secondary sources of information to ensure a comprehensive understanding of the topic.

Primary data were collected through a structured questionnaire administered to 50 respondents residing within Perinthalmanna Municipality. The questionnaire targeted individuals primarily in the 18–25 age group, who represent the most active segment in fast-food consumption. The tool was designed to gather information on demographic characteristics, consumption frequency, preferences, influencing factors, expenditure, and health awareness. Data were collected through

direct interaction, ensuring clarity and accuracy in responses.

Secondary data were obtained from a wide range of sources including academic journals, research papers, online databases, reports, and credible websites related to consumer behaviour and fast-food trends. These sources helped in framing the conceptual background, supporting the interpretation of findings, and validating the significance of fast-food consumption patterns at regional, national, and global levels.

The study adopted convenience sampling, a non-probability sampling technique, due to practical constraints related to time, accessibility, and respondent availability. This method enabled the researcher to reach participants who were easily accessible, particularly students and young adults within the municipality.

For data analysis, the study employed percentage analysis, which is suitable for understanding the distribution of responses across categories. In addition, the findings were represented through charts and diagrams to enhance clarity and facilitate visual interpretation of the major trends observed in the study. These analytical tools supported a systematic presentation of results and strengthened the descriptive nature of the research.

Review of Literature

Previous studies have shown that fast-food consumption among youth is shaped by a mix of social, cultural, and economic factors. Researchers highlight that changing lifestyles, increased mobility, and exposure to global food culture have made fast food an integral part of youth behaviour across urban spaces.

Goyal and Singh (2017) found that young Indian consumers are primarily attracted to fast food because of factors such as service quality, appealing taste, and the ambience offered by fast-food outlets. Their study suggests that the fast-food industry's emphasis on quick service and enjoyable dining environments strongly influences youth preferences.

Ehsan (2012) observed that university students favour fast food mainly for socialising and convenience. According to the study, fast-food restaurants serve as informal gathering spaces where friends interact, turning fast-food consumption into a social activity rather than a purely nutritional decision.

Anand (2011) reported that working youth in metropolitan regions like Delhi are drawn to fast food due to time constraints and lifestyle changes. With longer working hours and increased urban pressures, quick-service meals become a practical choice, signalling a shift from home-cooked meals to easily accessible alternatives.

Islam and Ullah (2010) examined youth consumers in Dhaka and noted that brand reputation, hygiene standards, and accessibility significantly influence their food choices. Their findings show that trust in brands and the perception of cleanliness play an important role in shaping purchase

behaviour.

Thapa and Bahatt (2021) found that adolescents in public schools consume more junk food compared to their private-school peers. Peer influence and affordability were identified as major contributors, suggesting that social dynamics and economic background strongly determine eating habits among school-going youth.

While existing studies provide valuable insights into factors influencing fast-food consumption among youth, most of them focus on large metropolitan areas, school environments, or broad national samples. Very few studies explore these trends at the local municipal level, particularly within smaller towns like Perinthalmanna. Moreover, limited empirical evidence exists on how peer influence, taste preference, spending behaviour, and health awareness intersect in such semi-urban settings. This study addresses this gap by offering a micro-level analysis based on primary data from youth in Perinthalmanna Municipality, providing context-specific insights that are largely missing in previous research

Results and Discussion

The analysis section presents the major findings derived from the primary survey conducted among youth in Perinthalmanna Municipality. It examines demographic characteristics, consumption patterns, influencing factors and awareness levels related to fast food.

Table. 1 Gender of Respondents

Gender	No. of Respondents	Percentage
Male	39	73
Female	11	27
Total	50	100

Source: Primary Data

Table 1 shows that the sample consists of 73% male and 27% female respondents, indicating a significant gender imbalance in fast-food consumption within the study area. This overrepresentation of males suggests that young men in Perinthalmanna are more socially mobile, spend more time outside the home, and participate more actively in activities involving peer gatherings, evening outings, and street-food consumption. From a socio-economic perspective, it also reflects gendered patterns of leisure and spending: males in this age group often enjoy greater financial autonomy and freedom of movement compared to females, enabling more frequent fast-food purchases. Additionally, the lower participation of young women may highlight cultural norms and family restrictions that limit their visibility in public dining spaces, which in turn shapes gender-specific food consumption behaviour.

Table 2 Age of Respondents

Age	No. of Respondents	Percentage
Up to 25	27	54
25-35	15	30
Above 35	8	16
Total	50	100

Source: Primary data

Table 2 reveals that a majority of the respondents (54%) are aged up to 25 years, followed by 30% in the 25–35 age group, and only 16% above 35. This age distribution clearly indicates that fast-food consumption is predominantly a youth-driven behaviour in Perinthalmanna. Younger individuals, especially those below 25, are more exposed to social media trends, peer influence, and globalised food culture, which makes them more likely to prefer quick-service and flavour-oriented food options. The presence of a considerable share of respondents in the 25–35 age category also suggests that working youth with busy schedules and limited time for home-cooked meals tend to rely on fast food for convenience. The relatively low participation of individuals above 35 highlights generational differences in dietary habits, reflecting that older adults are more inclined toward traditional food practices and cautious health behaviour. Thus, the results underlines that fast-food consumption is strongly concentrated among younger age groups, shaped by modern lifestyle patterns and evolving socio-cultural preferences.

Table 3 Marital Status of Respondents

Marital Status	No. of Respondents	Percentage
Single	31	62
Married	19	38
Total	50	100

Source: Primary data

Table 3 shows that 62% of the respondents are single, while 38% are married, indicating that unmarried youth form the majority of fast-food consumers in Perinthalmanna. Being single often implies fewer household responsibilities, greater social mobility, and more frequent engagement in peer-based activities, all of which contribute to higher fast-food consumption. Single individuals also tend to experiment more with new food trends, dine out more regularly, and prioritise convenience over routine meal preparation. In contrast, the lower share of married respondents suggests that family commitments, shared household eating patterns, and increased health consciousness may limit their reliance on fast food. Thus, all these results highlight that marital status plays a significant role

in shaping consumption behaviour, with unmarried youth displaying a stronger inclination toward fast-food culture.

Table 4 Marital Status of Respondents

Occupation	No.of Respondents	Percentage
Student	26	52
Professionals	4	8
Business	14	28
Others	6	12
Total	50	100

Source: Primary data

Table 4 indicates that students constitute the largest share of respondents (52%), followed by individuals engaged in business (28%), while professionals (8%) and others (12%) make up smaller proportions. The dominance of students highlights that fast-food consumption is strongly rooted in youth lifestyles, where academic schedules, peer interactions, and limited time for home-cooked meals influence food choices. Students are also more exposed to social media trends and promotional campaigns, which further strengthens their preference for fast food. The significant presence of businesspersons suggests that those involved in trade or self-employment—often facing irregular working hours and time pressures—tend to rely on quick and convenient food options. The relatively low representation of professionals may reflect higher health awareness, structured routines, or preference for home-based meals among this group. Overall, results show that occupation plays a crucial role in shaping fast-food consumption patterns, with students and businesspersons being the most frequent consumers due to lifestyle demands and social behaviour.

Consumption Patterns

This section examines the duration of fast-food consumption among youth, the occasions on which they typically consume fast food, and the amount they spend per month. By analysing these behavioural patterns, the study provides insight into how frequently, why, and to what extent young consumers engage with fast-food choices.

Table 5 Duration of Fast-Food Consumption Habits among Respondents

Years	No. of Respondents	Percentage
Less than 1 year	15	30
1-2 years	22	44
2-5 years	7	14
5-10 years	4	8

Above 10 years	2	4
Total	50	100

Source: Primary data

Table 5 shows that a majority of respondents (44%) have been consuming fast food for 1–2 years, indicating that fast-food habits among youth in Perinthalmanna are relatively recent but rapidly growing. Another 30% reported consuming fast food for less than one year, suggesting that new consumers continue to enter the fast-food culture, likely influenced by expanding outlets, peer groups, and increasing social media exposure. Meanwhile, only 14% have a 2–5 year history, and a very small proportion (12%) have been consuming fast food for more than five years. This pattern implies that long-term dependence on fast food is still limited, but short-term adoption is high and rising. The concentration in the early-year categories reflects a dynamic shift in dietary behaviour, where fast food is becoming an increasingly common part of youth lifestyle despite relatively recent initiation.

Table 6 Frequency and Occasions of Fast-Food Consumption among Youth

Period of visit	No. of Respondents	Percentage
Every day	4	8
Alternative days	8	16
Salary day	5	10
Weekend	13	26
Special function	20	40
Total	50	100

Source: Primary data

Table 6 demonstrates that fast-food consumption among youth in Perinthalmanna is largely occasion-driven, with 40% consuming fast food during special functions and 26% during weekends. This indicates that fast food is strongly associated with social gatherings, celebrations, and leisure activities, reflecting its role as a key component of youth social culture. A smaller share (16%) consume fast food on alternate days, while only 8% do so daily, suggesting that regular dependence remains limited but present among a minority. The 10% who eat fast food on salary days highlight a link between income cycles and food choices, where young earners reward themselves or spend more freely at the beginning of the month. Overall result suggests that fast-food consumption is closely tied to social occasions and leisure time rather than consistent daily routines, indicating that socialisation, peer influence, and celebration-driven behaviour significantly shape food choices among youth in the region.

Table 7 Monthly Expenditure Pattern on Fast Food among Youth

Cost level	No. of Respondents	Percentage
Below 1000	31	62
1000-2000	12	24
2000-3000	3	6
3000-4000	3	6
4000 above	1	2
Total	50	100

Source: Primary data

Table 7 displays that a majority of respondents (62%) spend below ₹1,000 per month on fast food, indicating that most youth in Perinthalmanna consume fast food in small and affordable quantities rather than engaging in high-cost or frequent dining. Another 24% spend between ₹1,000 and ₹2,000, reflecting moderate consumption typically associated with weekend outings or occasional group gatherings. Only a small fraction (14%) spend above ₹2,000, which suggests that heavy spending on fast food is uncommon and limited to a few individuals with higher disposable income or frequent social engagements. This distribution highlights that fast-food consumption among youth is largely shaped by affordability and budget constraints, especially for students and young earners. These results reveal that although fast food is popular, expenditure remains modest, indicating a preference for low-cost outlets such as street vendors and ordinary hotels rather than expensive branded chains.

Influencing Factors

This section explores the key social, psychological, and marketing-related factors that shape fast-food consumption among youth in Perinthalmanna. It examines the role of peer influence, social media, advertisements, taste preferences, and lifestyle choices in driving food decisions. Understanding these determinants helps explain why youth prefer fast food despite being aware of its health consequences.

Table 8 Major Factors Influencing Fast-Food Consumption among Youth

Factors	No. of Respondents	Percentage
Advertisement	6	12
Friends	26	52
Relatives	4	8
Social media	10	20
Others	4	8
Total	50	100

Source: Primary data

Table 8 reveals that friends are the most influential factor in fast-food consumption, accounting for 52% of the respondents. This highlights the strong role of peer groups in shaping food choices, suggesting that fast-food consumption is largely a social activity among youth in Perinthalmanna. Social media is the second most influential factor (20%), indicating the growing impact of digital platforms, online promotions, and influencer culture on youth behaviour. Advertisements influence 12% of respondents, showing that while marketing plays a role, it is secondary to interpersonal and social influences. Relatives (8%) and other factors (8%) account for smaller shares, suggesting limited influence from family or non-social motivations. Overall results demonstrate that fast-food consumption among youth is primarily driven by social interaction and digital exposure, rather than traditional advertising or family encouragement.

Table 9 Key Features That Attract Youth to Fast Food

Features	No. of respondents	Percentage
Time saving	5	10
Taste	23	46
Quick service	6	12
Life style	7	14
Lazy to prepare Food	6	12
Near to home	3	6
Total	50	100

Source: Primary data

Table 9 shows that taste is the most attractive feature of fast food, influencing 46% of the respondents. This highlights that flavour remains the strongest driver of fast-food consumption among youth in Perinthalmanna, making it a primary competitive advantage for fast-food outlets. Lifestyle-related factors also play an important role, with 14% choosing fast food due to lifestyle preferences that emphasise modernity, convenience, and social engagement. Features such as quick service (12%) and the convenience of avoiding food preparation due to laziness (12%) indicate that time pressures and ease of access significantly contribute to consumption patterns. Although only 10% prioritise fast food for time-saving purposes and 6% value proximity to home, these factors still reflect the broader demand for fast, accessible meals.

Table 10 Preferred Types of Restaurants for Fast-Food Consumption

Type	No. of Respondents	Percentage
Luxury	2	4
Star hotel	6	12
Ordinary hotel	15	30
Street hotel	22	44
Others	5	10
Total	50	100

Source: Primary data

Table 10 shows that the majority of respondents (44%) prefer street hotels, followed by 30% who prefer ordinary hotels, indicating a strong inclination toward low-cost and easily accessible food outlets among youth in Perinthalmanna. This preference suggests that affordability, convenience, and familiarity play a major role in shaping eating habits, especially for students and young earners with limited disposable income. Only a small proportion prefer star hotels (12%) or luxury restaurants (4%), highlighting that high-end dining is not a common choice for fast-food consumption in this demographic. The 10% opting for other types of outlets may include local cafés, small eateries, or branded take-away points.

Conclusion and Policy Suggestions

The study demonstrates that fast-food consumption among youth in Perinthalmanna Municipality is shaped by a complex interplay of demographic characteristics, lifestyle aspirations, social influences, and affordability. The analysis reveals that young people, particularly students and unmarried individuals, are the most frequent consumers of fast food, driven primarily by taste, convenience, and the social appeal of eating out. Peer groups and social media act as powerful motivators, while expenditure patterns show that most youth prefer low-cost and easily accessible street and ordinary hotels. Although fast food remains a defining feature of youth recreation and leisure activities, the study highlights a growing behavioural shift in food choices that reflects broader socio-economic transitions in the region. These findings point to the need for increased awareness, healthier alternatives, and efforts to guide youth toward more balanced dietary habits.

Promoting healthier eating behaviour among youth in Perinthalmanna requires a multidimensional approach that addresses both awareness and accessibility. Local authorities, educational institutions, and health departments can collaborate to develop targeted nutrition-awareness programmes, focusing on the long-term health consequences of excessive fast-food intake. These initiatives may include workshops, campus campaigns, and digital media content that resonate with youth culture. Restaurants and food outlets should also be encouraged to adopt transparent

ingredient disclosure and improved hygiene practices, helping consumers make more informed decisions. By integrating nutrition education into school and college curricula, young people can develop healthier attitudes toward food at an early stage.

At the same time, policy efforts should aim to reshape the local food environment by promoting affordable and appealing healthy alternatives. Small eateries, cafés, and street vendors can be incentivised to introduce low-oil, low-salt, and nutrient-rich fast-food options without compromising taste, which is the main attraction for youth. Municipal authorities can support such efforts through certification schemes that highlight hygienic and health-conscious outlets, thereby influencing consumer preferences. By strengthening community partnerships and supporting responsible business practices, Perinthalmanna can work toward creating a food culture that balances youth preferences with long-term health and sustainability.

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The Issue of Displacement and Identity in *The Coffe Dam* and *The Black Hill*

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Abstract

*This paper examines the entwined themes of displacement and identity in the novels of Kamala Markandaya's *The Coffe Dam* (1969) and Mamang Dai's *The Black Hill* (2014). Both texts highlight the rigidities between indigenous cultures and external forces—whether industrial or colonial—that interrupt traditional ways of life. The paper observes how industrialization and colonial expansion displace tribal communities, erase cultural practices, and create emergencies of identity, while also analyzing the resilience and struggle that emerge in response. Through close readings, supported by theoretical insights from postcolonial and indigenous studies, this study underscores how literature becomes a space to retrieve subaltern voices and resist hegemonic narratives. Through qualitative and comparative analysis, this study tries to expose the impacts of urbanization and modernization on the poor indigenous lives.*

Keywords: *indigenous, modernization, traditional, displacement, identity, etc.*

Introduction

The question of displacement and identity has been vital to the cultural history of indigenous and tribal communities across the world. Displacement is happening in a number of ways such as colonial expansion, resource exploitation, or modern development projects, leading not only to the physical exclusion of people from their motherlands but also to the separation of cultural memory and identity. To Tribal societies, land is not simply a commodity, but they see it as a sacred space, a devoted part of their heritage and cosmology. When these lands vanish, the whole way of their life may come under threat. *The Coffe Dam*, written by Kamala Markandaya, digs into the effects of industrialization on traditional societies, highlighting the rigidities between Western technology and indigenous traditions of life. She examines themes of power, exploitation, and cultural arrogance by representing how modernization, despite its possibilities, often disregards human and environmental significance.

In India, this scuffle is observable both in colonial history and post-independence modernization. While the colonial state sought to control indigenous groups through mapping, administration, and military power, the independent nation-state often displaced them through industrial projects in the name of progress and modernization. Kamala Markandaya's *The Coffe Dam* and Mamang Dai's *The Black Hill* intensely reveal these realities, each from a different historical vantage point. Markandaya analyses the impact of industrialization in South India during the 1960s, while Dai reimagines the encounter between the Adi tribe and the East India Company in nineteenth-century Northeast India.

In this context, this paper examines how displacement and identity are epitomized across the landscape of modernization and colonialism. It also confirms how literature becomes a tool for

retrieving the subaltern voices and challenging hegemonic designs of progress and civilization.

Research Methodology

To reveal the agony of the indigenous situation in a modern scenario, this study employs a qualitative, comparative literary analysis approach grounded in postcolonial theory and indigenous studies agendas. For this, we have taken both the texts, *The Coffey Dam* and *The Black Hill*, as primary sources. The analysis is based on close readings of Kamala Markandaya's *The Coffey Dam* and Mamang Dai's *The Black Hill*. Narrative structure, character development, symbolism, and thematic anxieties are inspected in relation to displacement and identity. Critical works on postcolonial identity, Aboriginal studies, and displacement from the theoretical environment are measured as secondary sources. Theorists such as Frantz Fanon (1963), M.N. Srinivas (1955), Arjun Appadurai (1996), and Fikret Berkes (2008) often contextualize the discussion. Research by Menzies (2006) and Berkes (2008) emphasises how natural resources have shaped indigenous ways of living.

Postcolonial Studies and Indigenous Knowledge and Ecology are considered theoretical frameworks for examining how colonial and neo-colonial forces shape identity, land dispossession, and cultural erasure. Draws on Berkes (2008) and Menzies (2006) to highlight the role of traditional ecological knowledge in sustaining cultural identity. The study compares the two novels across contexts—colonial displacement (*The Black Hill*) and industrial displacement (*The Coffey Dam*). This methodology abides a comprehensive investigation of the designated texts, situating them in wider socio-political and cultural frameworks.

Review of Literature

Herskovits (1952) stresses that tribal characteristics are figured through interaction with land and environment, while Srinivas (1955) studies the social renovation brought by modernization in India. Berkes (2008) and Menzies (2006) highlight ecological knowledge as crucial to indigenous resilience. Fanon (1963) views displacement as a colonial approach that erodes cultural identity. Dixit (2015) and Young (2006) extend this argument by linking dispossession to marginalization.

In literary studies, Markandaya's works have been widely examined for their critiques of development. Critics often point to *The Coffey Dam* as a symbolic examination of industrial modernity versus tribal traditions. Through figures like Father Krick, Kajinsha, and Gimmu. Tribal traditions, customs, and belief systems are thoroughly portrayed in this book (1982). Dai's *The Black Hill*, though more topical, has been praised for participating in oral traditions and indigenous standpoints in historical fiction, contributing a counter-narrative to colonial historiography. Together, these scholarly works provide the foundation for analyzing how the two novels dramatize displacement and identity.

The absence of serious consultation with the tribal people is a crucial aspect of the narrative. Instead of viewing them as stakeholders, the engineers and authorities view them as barriers. Indigenous voices are regularly left out of decision-making processes that have a direct effect on their life, which is a reflection of real-world dynamics. The irreversible harm done to nature is demonstrated by the protagonist's observations of the shifting landscape. Governments and businesses infringe on human rights and contribute to environmental degradation by relocating these communities.

Analysis of *The Coffey Dam*

Markandaya's *The Coffey Dam* seizes the conflict between Western engineers and tribal communities during the building of a hydroelectric dam in South India. The dam itself becomes a symbol of technological progress and modernity. Yet, for the tribes, it embodies annihilation—flooded lands, uprooted homes, and the silencing of ancestral voices.

Dam construction has always been a combative topic, predominantly in India after independence, when they were seen as a marker of development and modernisation. Leaders like Jawaharlal Nehru termed dams the "temples of modern India," highlighting their role in economic growth via flood control, irrigation, and hydroelectric power. However, indigenous and rural groups frequently paid a heavy price for these projects, which resulted in widespread relocation and cultural disintegration. For survival, tribes depend on ecological knowledge, sustainable practices, and oral traditions

Characters such as Helen and Bashiam exemplify the tensions between two worldviews. Helen, an outsider, forms bonds with the tribal people and comes to appreciate their ecological knowledge. Bashiam, a tribal crane operator, epitomizes hybridity, navigating both tribal identity and modern industrial work. Despite these interactions, the predominant narrative emphasizes the silencing of tribal voices. The novel touchingly seizes the anguish and feebleness experienced by those who are marginalized and invisible in the march of progress. In addition to providing physical nourishment, land also fosters social cohesiveness, spiritual significance, and historical continuity.

Markandaya critiques the egotism of modernization, which treats tribal people as impairments rather than participants. The novel reflects real-world situations such as the Narmada Valley dam projects, where thousands were displaced without adequate reintegration. The novel questions whether development that destroys cultural roots can truly be called progress.

Analysis of *The Black Hill*

Mamang Dai's *The Black Hill* reimagines nineteenth-century Northeast India, a period when the East India Company sought to expand its control. Through characters like Kajinsha and Gimur, Dai portrays the resistance and resilience of the Adi and Mishmi tribes.

The novel is deeply rooted in oral traditions. Folklore, myths, and spiritual beliefs are woven into the narrative, offering a holistic portrayal of tribal identity. Unlike colonial narratives that dismissed indigenous knowledge as primitive, Dai validates these traditions as legitimate histories.

Kajinsha embodies tribal resistance, leading efforts against British intrusion, while Gimur complicates gender stereotypes by asserting independence and agency. The novel shows how British officers, through mapping and governance, attempted to dismantle tribal autonomy. At the same time, it reveals how the Adi people resisted through oral traditions, cultural resilience, and community solidarity.

Conclusion

Although the novels are set in diverse times, their dominant concern is shared: displacement as a threat to tribal identity. *The Coffey Dam* critiques post-independence industrialization, while *The Black Hill* critiques colonial expansion. The dam in Markandaya's novel symbolizes modernity, while the hills in Dai's novel symbolize sacred land and cultural continuity. Markandaya depicts tribal people as sidelined within modernization, while Dai gives them agency and voice, recovering indigenous history. Both novels stress that identity is rooted in land, oral tradition, and cultural practices. Displacement, whether colonial or industrial, upsets this connection.

Land is sacred in both novels. In *The Coffey Dam*, land is flooded by industrial projects; in *The Black Hill*, it is mapped and claimed by colonial rulers. In both cases, land is more than material—it embodies memory, spirituality, and identity. *The Coffey Dam* and *Black Hill* both serve as examples of how losing land also means losing customs, oral histories, and lifestyles that have been passed down through the ages.

Displacement generates identity crises due to disorderly traditional practices. Yet, identity perseveres through oral storytelling, rituals, and resistance. The Adi in Dai's novel and the tribes in

Markandaya's work both proclaim cultural continuity and disdain external pressures. Both texts highlight the struggle for existence and habitat. Kajinsha resists colonial authority, while Bashiam negotiates a hybrid identity. Resistance is not always violent; it can be cultural, symbolic, or rooted in ecological practices. Dai challenges stereotypes of passive tribal women through Gimur, who asserts independence. Markandaya, though less focused on gender, highlights the role of Helen as an arbitrator between cultures.

Both novels align with Fanon's (1963) critique of colonialism and neo-colonialism. They expose how displacement, whether by colonialism or industrialization, replicates the outlines of exploitation and removal. Both *The Black Hill* and *The Coffey Dam* serve as examples of how indigenous people see land as a divine and crucial component of their existence rather than just as a financial resource.

Kamala Markandaya's *The Coffey Dam* and Mamang Dai's *The Black Hill* forefront the deep rapport between displacement and identity in tribal contexts. Both novels demonstrate how external forces—colonial or industrial—hover to erase indigenous cultures, yet also highlight resilience and resistance.

By highlighting land as sacred and identity as culturally deep-rooted, these texts challenge dominant narratives of growth and history. They remind us that progress must be redefined to include indigenous voices and perspectives. Literature here becomes not only an artistic expression but also a political tool, recovering subaltern voices and reasserting cultural memory.

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The Role of Demographic Factors in the Adversity Quotient (AQ) among Self-Financing College Teachers in Kerala

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Abstract

This study investigates the socio-demographic profile of self-finance college teachers in Kerala and examines its significant effect on Adversity Quotient (AQ), Job Embeddedness (JE), and Work Performance (WP). Data were collected from 550 respondents across self-finance colleges affiliated with Kerala University, MG University, and the University of Calicut. The findings reveal that the majority of teachers are young (23–33 years), predominantly female, with a high proportion of Assistant Professors in the early stages of their career. Most respondents are married, earn between ₹12,000–₹24,000, and have limited teaching experience. These demographic characteristics play a critical role in shaping teachers' resilience, job commitment, and performance outcomes. The study highlights challenges such as low salaries, limited career progression, and high attrition rates, while also emphasizing the influence of demographic variables on the AQ, JE, and WP of teachers.

Keywords: *Socio-demographic profile, Self-finance college teachers, Challenges, Career progression*

Introduction

The higher education sector in India has witnessed the rapid emergence of numerous self-finance colleges, particularly in Kerala, to meet the growing demand for quality education and to accommodate the rising number of students seeking higher studies. These institutions have become an integral part of the academic landscape, supplementing government-funded universities and colleges. However, unlike public institutions that receive financial support from the state, self-finance colleges primarily depend on student fees for their sustenance. This reliance on tuition fees influences their administrative practices, particularly in faculty recruitment and retention, often leading to low pay scales, limited opportunities for promotion, and contractual modes of employment. Such conditions create unique challenges for faculty members, which directly affect their professional motivation, organizational commitment, and teaching performance.

The role of teachers in higher education is critical, as they not only impart knowledge but also shape the future of students through mentorship, research, and professional guidance. In self-finance colleges, where institutional resources are often constrained, teachers face the dual burden of maintaining academic standards while coping with structural and financial limitations. The absence of job security, recognition, and adequate compensation may lead to dissatisfaction, stress, and ultimately attrition, affecting the overall quality of

education delivered.

Demographic factors such as age, gender, marital status, family responsibilities, salary, and teaching experience significantly influence how faculty members adapt to such professional challenges. Younger teachers, for instance, may bring enthusiasm and adaptability but often struggle with financial insecurity and limited career progression. Gender dynamics also play a role, as female faculty members—who constitute the majority in self-finance institutions—may encounter challenges in balancing professional and family responsibilities. Similarly, salary structures and the absence of long-term contracts may restrict job embeddedness, making it difficult for faculty to commit to these institutions in the long run.

These demographic characteristics interact with psychological and organizational variables such as **Adversity Quotient (AQ)**—the ability to withstand and overcome challenges, **Job Embeddedness (JE)**—the degree to which individuals feel connected and committed to their jobs, and **Work Performance (WP)**—the effectiveness of their task and contextual contributions. Understanding the socio-demographic profile of teachers in self-finance colleges, therefore, provides valuable insights into their resilience, organizational attachment, and performance outcomes. Such insights are crucial not only for institutional policy-making but also for shaping interventions aimed at enhancing teacher satisfaction, retention, and overall institutional effectiveness.

Review of Literature

Younger faculty members are often characterized by greater adaptability, enthusiasm, and openness to adopting innovative teaching methods, yet they may demonstrate lower levels of institutional commitment and stability over the long term (Ng & Feldman, 2010). Recent studies also highlight that early-career teachers in higher education, particularly in self-finance institutions, tend to view these positions as transitional opportunities rather than permanent career paths (Darling-Hammond, 2017). Gender dynamics continue to shape the teaching profession, with women representing a dominant proportion of faculty worldwide. This trend has been linked to the profession's perceived compatibility with flexible working arrangements and family responsibilities (UNESCO, 2019). However, more recent research points to persisting gendered challenges such as workload imbalance, promotion barriers, and limited leadership opportunities for women in academia (Johnson, 2020). Marital status and family responsibilities also influence teachers' job attitudes, as married faculty often experience higher work-family conflict, which can negatively impact job embeddedness and career satisfaction (Greenhaus & Beutell, 1985; Allen & Finkelstein, 2014). Salary remains a critical determinant of teacher motivation and performance, with low pay scales in self-finance institutions contributing to dissatisfaction and turnover. While Herzberg's (1966) and Deci and Ryan's (2000) theories emphasize the role of compensation in shaping intrinsic and extrinsic motivation, recent evidence suggests that competitive remuneration packages are strongly correlated with faculty retention and productivity in higher education (Osman et al., 2019). Teaching experience further influences professional commitment, as experienced teachers tend to demonstrate stronger classroom management, institutional loyalty, and adaptability to systemic changes (Ingersoll, 2001; Toropova et al., 2021). Finally, designation and career growth remain pivotal in faculty satisfaction. Limited opportunities for promotion in self-finance colleges restrict academic progression, reduce motivation, and increase attrition rates, as observed in earlier research

(Altbach, 2004), and recent studies reiterate that transparent career advancement systems are crucial for retaining quality educators in competitive academic environments (Bai & Liu, 2022)

Statement of the Problem

Self-finance colleges in Kerala play a crucial role in widening access to higher education, yet they face high teacher turnover, dissatisfaction, and challenges in maintaining academic quality. Most teachers in these institutions are young and inexperienced, often joining as a stepping stone in their career. Low salary, limited job security, and scarce promotional opportunities may hinder their performance and reduce institutional loyalty. While previous studies have examined AQ, JE, and WP independently, little research has been conducted on how demographic factors influence these variables in the specific context of self-finance colleges in Kerala. This study addresses this gap.

Objectives of the Study

- To analyze the socio-demographic profile of self-finance college teachers in Kerala.
- To examine the relationship between demographic factors and Adversity Quotient (AQ).
- To assess the impact of demographic variables on Job Embeddedness (JE).
- To study how demographic characteristics influence Work Performance (WP).
- To provide suggestions for improving the working conditions and career opportunities of teachers in self-finance colleges.

Result and Discussions

The socio-demographic profile of self-finance college teachers in Kerala presents a clear picture of a young, predominantly female, and largely early-career workforce. A majority of teachers (65%) fall within the 23–33 age group, which highlights the fact that self-finance colleges are often viewed as a starting point in one's academic career. This aligns with the transitional nature of such institutions, where young professionals join to gain experience before moving to government-funded or more stable institutions. The dominance of female teachers (76%) reflects the feminization of the teaching profession in Kerala, consistent with global trends where women are drawn to the profession due to its perceived stability, compatibility with family responsibilities, and relatively flexible working conditions. At the same time, the marital status and family composition of the respondents reveal an interesting dynamic: while 64% are married, an overwhelming 75% reported having no children, which could indicate that a large segment of these teachers are still in the early stages of their family lives and may be prioritizing career development before expanding their families. The presence of 44% dual-career couples further illustrates the challenges of balancing professional and family commitments, which may have implications for job stress, adaptability, and overall work-life balance. Affiliation across universities is relatively balanced, with 37% of teachers working under the University of Calicut, 33% under MG University, and 30% under Kerala University, showing that the

challenges of self-finance colleges are widespread and not restricted to a single affiliating body. Salary distribution is another critical demographic marker, with 75% of teachers earning between ₹12,000 and ₹24,000 per month and an additional 18% earning below ₹12,000. This highlights the low levels of financial compensation in self-finance institutions, which may contribute to dissatisfaction and turnover, while only 7% earn above ₹24,000, likely representing faculty with additional responsibilities or longer tenures. In terms of teaching experience, 71% of teachers reported 0–7 years of service, confirming that self-finance colleges are staffed largely by early-career faculty who may lack the stability and institutional embeddedness seen in more experienced teachers. The lack of seniority is further reflected in the designation data, where an overwhelming 96% of respondents are Assistant Professors, with only 4% occupying senior positions such as Associate Professor or Professor. This suggests that opportunities for promotion and career advancement within self-finance colleges are severely limited, which could negatively affect motivation and long-term retention. Collectively, these demographic realities have a direct bearing on the core variables of this study: Adversity Quotient (AQ), Job Embeddedness (JE), and Work Performance (WP). Younger and less experienced teachers may display high levels of enthusiasm and adaptability but often lack job stability and resilience when faced with systemic challenges. Gender roles and family responsibilities, particularly among dual-career couples, may influence teachers' capacity to cope with adversity, while low salaries and contractual employment reduce their sense of job embeddedness and institutional loyalty. Limited opportunities for promotion further exacerbate dissatisfaction, thereby influencing work performance outcomes. These findings suggest that the socio-demographic structure of self-finance colleges not only defines the composition of their workforce but also critically shapes the psychological and organizational factors that determine teacher effectiveness, resilience, and long-term commitment to the profession.

Findings of the study

1. Self-finance colleges employ a predominantly young and female workforce.
2. Teachers receive low salaries, concentrated in the ₹12,000–₹24,000 range.
3. Career advancement is limited, with most teachers confined to the Assistant Professor role.
4. The majority of teachers have little teaching experience, indicating high attrition or job transitions.
5. Demographic factors significantly influence AQ, JE, and WP.

Suggestions

- **Policy Intervention:** Government and management should revise salary structures to attract and retain quality faculty.

- **Career Development:** Institutions must create clear promotion pathways and professional development programs.
- **Work-Life Balance Support:** Flexible schedules and family support policies should be implemented, especially for dual-career couples.
- **Retention Strategies:** Long-term contracts and job security measures could reduce attrition.
- **Capacity Building:** Workshops and training programs should enhance AQ and work performance among young faculty.

Conclusion

The socio-demographic analysis reveals that self-finance colleges in Kerala largely depend on young, female, and inexperienced teachers with limited career prospects and low pay. These factors significantly affect their resilience, job embeddedness, and performance. For sustained growth in higher education, there is an urgent need to improve salary, recognition, and career development opportunities.

Future Scope for Research

Future research in this area can take multiple directions to strengthen the understanding of faculty experiences in higher education. Comparative studies between self-finance and government college teachers on Adversity Quotient (AQ), Job Embeddedness (JE), and Work Performance (WP) would provide valuable insights into how institutional structures and funding models influence resilience, commitment, and effectiveness. Longitudinal studies tracking the career progression of young faculty in self-finance institutions could shed light on patterns of professional growth, retention, and attrition over time, offering a clearer picture of long-term challenges faced by this demographic. In addition, examining the role of organizational culture and leadership in enhancing AQ and JE may reveal strategies for building supportive environments that improve both teacher well-being and institutional outcomes. Gender-specific challenges also require closer investigation, particularly in relation to how work-life balance, family responsibilities, and institutional biases impact the work performance of female faculty, who represent the majority in this sector. Finally, cross-regional studies across different states in India could help generalize findings, allowing for a broader understanding of systemic issues and facilitating the development of national-level policies to strengthen the higher education workforce.

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A Study on Passenger Satisfaction on Services Provided by KSRTC with Special Reference to Perinthalmanna Municipality

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Abstract

Passenger satisfaction in public transport significantly influences the economic, social, and operational development of regions. This research investigates passenger experiences with Kerala State Road Transport Corporation (KSRTC) services, focusing on the Perinthalmanna Municipality. Using a sample of 30 KSRTC passengers, the study employed descriptive statistics and convenience sampling to examine satisfaction levels, service quality attributes, and primary challenges. The data highlight a predominantly young, academically inclined, and female demographic. The survey found that most passengers are neutrally satisfied, but concerns persist around cleanliness, punctuality, comfort, and frequency of service. Findings reveal that passengers prefer KSRTC mostly for its affordability, route availability, and comfort, while staff helpfulness is widely acknowledged. However, recurring issues such as bus delays, overcrowding, and inconsistent maintenance reduce satisfaction and impede service reliability. Recommendations include technological enhancements for information delivery, improved staff training, and the modernization of infrastructure. By identifying determinants of satisfaction and persistent challenges, the research provides actionable insights for improving KSRTC's service quality and enhancing the travel experience in Perinthalmanna.

Keywords: *Passenger satisfaction, Public transport, Service quality, Kerala State Road Transport Corporation, Reliability, Cleanliness*

Introduction

Kerala State Road Transport Corporation (KSRTC) is a government-run public transport provider founded in 1965, playing a pivotal role in Kerala's connectivity and economic development through its extensive bus network. KSRTC is recognized for its social responsibility in delivering affordable, safe, and reliable services to diverse passengers, including students, workers, tourists, and

the elderly. The corporation has progressively expanded its fleet, now including modern amenities like air-conditioned and sleeper buses, responding to evolving passenger expectations and technological advancements.

KSRTC's impact extends beyond basic transportation—by connecting urban centers to rural areas and promoting mobility, it underpins both the social and economic vitality of Kerala. In recent years, environmental sustainability has become a focus, as KSRTC introduces low-emission and electric buses to lower its carbon footprint. Yet, the corporation faces unique operational challenges such as financial constraints, competition from private operators, and periodic service issues like overcrowding, delays, and maintenance. The current study focuses on Perinthalmanna Municipality to gauge how well KSRTC meets local mobility needs and to propose improvements that enhance the overall passenger experience.

Statement of Problem

KSRTC faces ongoing challenges in delivering satisfactory passenger services. Key concerns include inconsistent punctuality, inadequate cleanliness, limited comfort, and safety shortcomings. Passenger dissatisfaction risks declining customer loyalty and negatively impacts organizational revenue as well as public reputation. This research aims to bridge the knowledge gap by critically examining factors that influence passenger satisfaction in KSRTC services within Perinthalmanna. The objective is to identify actionable areas for improvement and provide adaptive recommendations to benefit both commuters and operators.

Review of Literature

Existing research on passenger satisfaction with KSRTC and similar public transport providers leverages service quality frameworks such as SERVQUAL, which assesses the gap between expected and perceived service quality across multiple dimensions—including reliability, responsiveness, empathy, cleanliness, and punctuality. Menon and Sreedharan (2020) highlight that gaps in reliability and responsiveness drive dissatisfaction among KSRTC passengers, with staff behavior, punctuality, and cleanliness serving as predominant influencers of satisfaction levels. Sreekumar and Sajith (2020) and Nair and Suresh (2019) further establish the relationship between overall satisfaction and service attributes like comfort, safety, and route availability.

The literature consistently underscores the challenges faced by KSRTC: overcrowding, irregular schedules, incomplete coverage of rural areas, and limited customer support. Moreover, studies by Gopal and Cline (2007) and Dziekan and Kottenhoff (2007) associate customer emotions and relationship management with satisfaction and loyalty, asserting that improvements in reliability, waiting time, and communication can significantly impact commuter retention.

- Menon R.R. and Sreedharan K.K. (2020): This study evaluated passenger satisfaction with KSRTC services using the SERVQUAL model and found significant gaps between expected

and perceived service quality, particularly in reliability, responsiveness, and empathy. Key determinants of satisfaction included staff behavior, punctuality, and cleanliness. The authors emphasized that these factors must be improved to boost overall passenger satisfaction.

- K.K. Sreekumar and P.P. Sajith (2020): Their analysis of KSRTC bus services revealed strong relationships between service quality, comfort, safety, and overall satisfaction. Surveying 300 passengers, they identified punctuality, cleanliness, and staff behavior as pivotal factors. The study stressed the importance of maintaining and enhancing these service features to improve customer experience.
- S.S. Nair and K.K. Suresh (2019): The researchers evaluated the service quality of KSRTC from a passenger perspective, highlighting gaps between expectations and actual experiences, specifically regarding municipal services, cleanliness, and comfort. The findings suggest targeted interventions in these areas are necessary for raising passenger satisfaction levels.

Methodology

The study adopts a descriptive design, utilizing both primary and secondary data. Convenience sampling yielded a survey sample of 30 KSRTC passengers within the municipality. Respondent demographics skewed towards young, educated females, mostly students or low-income earners. Data were collected using structured questionnaires covering satisfaction dimensions, route preference, staff interaction, and problem areas. Analytical tools included percentages and graphical representation for comparative measurement.

Data Analysis and Interpretation

- Satisfaction: 30% of respondents were neutral, 13% very satisfied, and 53% satisfied overall. Dissatisfaction was minimal but notable.
- Cleanliness: 23% rated poorly, while 17% rated highly, signaling mixed reviews.
- Punctuality: 43% were satisfied, but many experienced occasional or frequent delays.
- Affordability: 60% chose KSRTC primarily for economic reasons, though some found fares comparatively high.
- Staff: 87% responded positively to staff politeness and helpfulness.
- Challenges: Overcrowding, irregular schedules, and limited comfort emerged as major obstacles.
- Recommendation: 83% would recommend KSRTC to others, suggesting latent trust.

Discussion

The findings illuminate nuanced patterns in passenger experience and expectations. Affordability and network coverage are major strengths, bolstered by generally positive staff

interactions. Nevertheless, improvement areas remain—primarily punctuality, cleanliness, and technological service innovation. Recommended actions include stricter schedule adherence, targeted infrastructure upgrades, enhanced bus maintenance protocols, and investment in digital ticketing systems.

Conclusion

KSRTC remains integral to mobility in Perinthalmanna, yet recurring service challenges curtail its full potential. Addressing operational delays, enhancing cleanliness, and modernizing amenities will be central to boosting passenger satisfaction and organizational reputation. By leveraging study insights, KSRTC can reinforce its status as a preferred public transport provider and advance sustainable urban mobility in Kerala.

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The Effectiveness of Advertisement With reference to Popees Kids Wear, Malappuram

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Abstract

This research investigates the effectiveness of advertisements for Popees Kids Wear in Malappuram District, Kerala, India. Through descriptive methodology and analysis of responses from 30 participants, the study examines the impact of various advertising channels, message strategies, and demographic factors on consumer attitudes and purchasing decisions. Results reveal the significant influence of television and social media advertisements, with visual appeal and influencer endorsements being key drivers. The study offers actionable recommendations for brands in similar domains to enhance their outreach and engagement strategies

Key Words: Advertisements, Demographic Factors, Consumer Attitude, Engagement Strategies

Introduction

Advertising plays a critical role in contemporary business environments, particularly in highly competitive sectors such as kids wear, where brands strive to capture the attention of both parents and children. Popees Kids Wear has invested considerably in advertising, aiming to boost sales and brand loyalty. However, little research exists on the effectiveness of these advertisements in India, especially in the context of kids wear. This study aims to fill that gap, focusing on how Popees Kids Wear's advertising strategies impact the consumer decision-making process within Malappuram district.

Review of Literature

Research on advertising effectiveness has evolved significantly. *Lavidge and Steiner (1961)* described a hierarchical framework, suggesting that advertising induces awareness, followed by interest, desire, and action. *Petty, Cacioppo, and Schumann (1983)* advocated a dual process theory emphasizing central and peripheral routes for message processing. More recent studies highlight factors such as message content, credibility, consumer involvement, and emotional appeal (Jalali

Naini et al., 2012). Indian apparel advertising, as reported by *Kumar and Nayak (2018)*, demonstrates unique dynamics shaped by local cultural trends.

Theoretical Framework

Popees Kids Wear, a leading brand in Indian kids wear, leverages a diverse range of advertising mediums. Theoretical concepts applied in this study cover types of advertisements (print, digital, broadcast, outdoor, experiential, influencer, affiliate, mobile, native, and social media), the mechanisms whereby advertisement influences consumers, and definitions/formulations of advertising effectiveness. Both the advantages (brand awareness, engagement, sales) and disadvantages (cost, intrusiveness, environmental impact, and misinformation) are carefully considered.

Research Methodology

Design and Sample:

This research adopts a descriptive design, relying on both primary and secondary data. A convenience sample of 30 Malappuram residents was selected.

Data Collection:

Primary data were gathered using a structured questionnaire during direct interviews. Secondary sources included books, journals, and digital content relevant to advertising and consumer behavior.

Analysis Tools:

Statistical tools such as charts, graphs, and tables were employed to interpret the findings.

Period and Limitation:

Data collection spanned 21 days. Limitations include a small sample size, possible respondent bias, and restricted generalizability beyond the Popees brand.

Results

Demographic Profile

- 66.7% respondents were female; 86.7% were married.
- Majority aged 26-30 years; 63.3% were salaried; 53.3% graduates.
- Most earned between ₹26,000–30,000 and above ₹35,000 per month.^[1]

Advertising Awareness and Channels

- 100% had seen Popees Kids Wear ads.
- Most common channels: TV (43.3%), social media (33.3%), online shopping platforms.
- Advertisements were experienced most rarely (36.7%) or monthly (30%).^[1]

Influence on Purchase Decisions

- 40% found ads "somewhat likely" to influence purchase; 33.3% "very likely."

- 86.7% visited a store or website after seeing an ad.
- Perception of product quality: 56.7% "excellent," 40% "good."
- Main purchasing factor: quality (66.7%), followed by style and brand reputation.

Advertising Content and Format

- 70% affected by eye-catching visuals; 73.3% preferred video ads.
- Brand is primarily associated with modern traits (43.3%) and fun-loving personalities (26.7%).
- Influencer endorsements are highly effective (96.7% agreed).

Discussion

The study confirms the prominence of television and social media for kids wear advertising in Malappuram, aligning with broader apparel industry trends (Kumar & Nayak, 2018). Visual appeal and endorsements by influencers serve as decisive factors, strengthening brand awareness and engagement. Quality stands out as the key purchasing determinant, underscoring the importance of product value in consumers' choices. These findings reinforce the need for brands to continuously adapt their marketing strategies in light of evolving digital habits and demographic preferences.

Suggestions

Based on the research, the following recommendations are proposed:

- Maintain strong investments in television and social media advertising to enhance visibility.
- Tailor messages to demographic segments, especially young parents and middle-income families.
- Increase influencer marketing and encourage user-generated content for authenticity.
- Expand local engagement through events and sponsorships.
- Implement email marketing to sustain customer relationships and launch new products.
- Continuously evaluate and optimize ad content for visual impact and relevance.

Conclusion

The effectiveness of advertisements for Popees Kids Wear in Malappuram is significantly shaped by channel selection and content design. Television and social media provide the greatest reach, while visual elements and credible endorsements drive consumer engagement and purchase decisions. By focusing on targeted messaging and community involvement, Popees Kids Wear can further solidify its market position.

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Gender Representation in Modern Indian Children's Literature: Challenging Stereotypes and Embracing Diversity

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Abstract

*This paper explores the shifting landscape of gender representation in contemporary Indian children's literature. It examines how earlier narratives, rooted in colonial and traditional values, reinforced rigid binaries by privileging male protagonists while relegating female figures to domestic roles. Recent works, however, foreground diverse perspectives that challenge stereotypes and engage with intersectional identities. Through qualitative literary analysis of *Rain Must Fall* and *Sona and the Wedding Game*, the study highlights how these texts present empowered girls and non-binary characters, offering mirrors for marginalized experiences and windows into inclusive possibilities. *Rain Must Fall* addresses non-binary identity, intergenerational conflict, and acceptance, while *Sona and the Wedding Game* subverts cultural rituals by depicting agency and collaboration within familial settings. Together, these narratives disrupt patriarchal assumptions, promote empathy, and instill inclusive values. The study concludes by emphasizing the urgent need for broader institutional support to ensure representative and empowering storytelling.*

Keywords: *Children's literature, gender representation, non-binary identities, empowerment, Indian literature, intersectionality, inclusivity, social norms*

Introduction

Gender representation in children's literature strongly influences how young readers perceive themselves and others. Traditionally, male characters are portrayed as brave, independent heroes, while female characters often appear as caring, quiet, and supportive. Early children's books focused on teaching moral lessons and reflected societal gender norms. The modern concept of childhood and children's literature emerged in the 18th century, but gender stereotypes persisted.

Recent books like Nandita Basu's *Rain Must Fall* and Kashmira Sheth's *Sona and the*

Wedding Game challenge these roles by featuring strong, complex female characters and themes of identity and resilience. While progress has been made, male characters still dominate, and non-binary or LGBTQ+ representation remains scarce. Such limited portrayals reinforce outdated stereotypes, affecting children's understanding of themselves and gender roles.

Inclusive children's books help broaden perspectives and encourage acceptance of diversity. Promoting stories with varied characters can foster respect and inspire children to embrace their uniqueness beyond traditional expectations. Supporting inclusive literature is essential to cultivating a future where every child feels valued and free to be themselves. This shift in children's literature nurtures individuality and challenges rigid gender norms, contributing to more equitable social attitudes.

Review of Literature

In gender representation in children's literature, children's books help shape how kids see the world and themselves. How boys and girls are shown in stories can influence how children understand gender roles and what they can do. In the past, many books showed boys as brave and adventurous, while girls were kind and gentle. These stories often reinforced stereotypes and limited how children imagined their future. Today some books try to break these old ideas. For example, *Sona and the wedding game* by Kashmiri Sheth explore cultural traditions through a gendered lens while allowing the female protagonist to be assertive and central to the narrative. Similarly, books like *Rain Must Fall* by Nandita Basu use creative storytelling to break away from stereotypical portrayals, highlighting unique individualities rather than prescribed gender roles. These texts reflect the evolving conversation around gender equality and inclusivity.

These books encourage kids to think differently about gender. Still challenges remain. Many books still focus on male characters, and stories about girls sometimes rely on old stereotypes. Characters who don't fit into the categories of "boy" or "girl" are also rarely seen. Books that portray a variety of gender identities and roles should be produced and distributed. Additionally, there are still gaps in visibility and inclusivity due to the underrepresentation of non-binary and LGBTQ+ identities. When children read stories with diverse characters, they learn to be more open, understanding, and confident in being themselves. Addressing this imbalance is crucial. Diverse gender representation empowers children to envision broader possibilities for themselves and others, fostering empathy, equality, and mutual respect. Writers, educators, and parents must advocate for inclusive stories that reflect the diverse spectrum of human identity and experience, ensuring literature serves as a mirror and a window for all children. This helps build a world where everyone is valued equally.

Young minds are significantly shaped by children's literature, which provides stories that aid in understanding social conventions, values, and personal identities. Children's conceptions of gender roles and expectations are greatly influenced by how gender is portrayed in these stories. This review looks at how gender representation has changed over time in children's books, emphasizing important research and conclusions that clarify enduring stereotypes, current inclusiveness trends, and the effects of these representations on young readers. Children's literature has a history of upholding antiquated gender stereotypes. Female characters were frequently depicted as subservient, nurturing, and confined to domestic spheres, whereas masculine characters were frequently portrayed as brave, self-reliant, and daring. A detailed analysis reveals that 57% of children's novels published between 1900 and 2000 include male characters.

"Gender Constructions in Indian Children's Literature: A Historical Overview" by S. B. Agarwal, published in 2019. Agarwal investigates the historical construction of gender in Indian children's literature from colonial to postcolonial eras. The essay examines how female protagonists that aggressively challenge traditional roles in contemporary works, such as those by Sheth and Basu, challenge gender stereotypes. P. N. Ahuja's book "South Asian Children's Literature: Gender, Culture, and Colonialism" (2020) Ahuja's historical analysis focuses on how colonialism affected how gender was portrayed in South Asian children's literature. Research by Weitzman et al. (1972) found that children's books often depicted male characters as active, adventurous, and independent, while female characters were passive, nurturing, and confined to domestic roles. This trend continued for decades, reinforcing gender norms. Studies such as McCabe et al. (2011) found that male characters were more frequently the protagonists in children's books, while female characters were underrepresented or portrayed in stereotypical roles. More recent studies (Lynch, 2016) suggest that contemporary children's literature has begun to challenge these stereotypes, presenting female characters in empowered roles and male characters displaying emotions and caregiving qualities. Scholars like Kimberlé Crenshaw (1989) emphasize that gender representation in literature cannot be examined in isolation from other identity markers like race, class, and disability. Studies on multicultural children's literature (e.g., Botelho & Rudman, 2009) highlight how different cultures depict gender roles, often reinforcing or challenging Western gender norms. According to Crisp et al. (2017), books featuring non-binary and transgender characters have increased, but representation is still limited and often controversial. Nodelman (1996) argued that illustrations in children's books often reinforce gender norms through clothing, body language, and activities. Scholars like Sandra Bem (1981) and Bandura (1986) argue that children learn gender roles through literature, reinforcing social norms. Studies show that books can shape a child's perception of what is "appropriate" for boys and girls.

Discussion

A study analyzing gender roles in children's storybooks found that the language used often reinforced traditional gender roles, with male characters linked to domestic tasks. Young readers' perceptions of gender stereotypes are further cemented by this linguistic reinforcement. Traditional gender stereotypes in children's books have been deliberately challenged in recent years. In an effort to give young readers more inclusive stories, authors and publishers are progressively releasing works with varied and unconventional gender roles. These days, male characters are shown as displaying fragility and taking on nurturing responsibilities, while female characters are portrayed as bold, independent, and adventurous. There are still issues in spite of these attempts. There is still a bias in favor of male protagonists in children's books published in the past 60 years, according to an analysis. This implies that even if there has been improvement, more diverse gender roles still need to be represented in children's books. Understanding intersectionality in gender representation is crucial since gender representation in children's literature interacts with other facets of identity, such as race, class, and culture.

The influence of gender representation in children's literature is significantly mediated by parents and educators. Adults can assist children in developing a more complex sense of gender and identity by choosing and discussing books that question conventional gender roles. Children develop empathy and critical thinking skills when they are encouraged to investigate other narratives and challenge prejudices. Children learn to tolerate and value diversity when they are exposed to a diverse range of characters in literature. Boys who see kind and caring male characters might feel more comfortable showing their own feelings. Girls who read about strong, adventurous heroines might feel inspired to chase their dreams. Incorporating books with varied characters and non-traditional gender roles into school curricula can also encourage inclusion and representation.

To sum up, children's books reflect the ideals and conventions of society. These stories' depictions of gender have a long-lasting effect on how kids view other people and themselves. Children's books are excellent resources for educating and motivating young readers. They teach kids how to view others and themselves. Children's literature has long adhered to gender stereotypes, but this is beginning to change.

Old prejudices are being broken by the innovative and interesting ways that boys and girls are portrayed in contemporary stories. Books are more inclusive because they also feature characters from various origins and cultures. We can give kids a better grasp of the world and themselves as they grow up by telling and sharing a variety of stories. Every youngster should be able to recognize themselves in a narrative and understand that they are capable of becoming anything they desire.

Gender Representation in *Rain Must Fall*

Even while the novel somewhat conforms to conventional norms, it also demonstrates that

girls are capable, intelligent, and autonomous. Children who read books advocating for gender equality develop a more equitable perspective as they get older. They discover that women and men ought to be treated with dignity and afforded equal opportunity. We may contribute to the development of a future where both boys and girls feel empowered to pursue their goals, give back to their communities, and question outmoded gender norms by altering the way gender is portrayed in stories. The mom isn't just kind and soft, and the dad isn't only strict. They share responsibilities and both encourage their daughter. This balance shows kids that roles in a family don't have to follow old-fashioned rules.

In the story *Rain Must Fall* the author talks about non-binary opposition. In context non-binary opposition means a structuralist term used to describe the differential nature of any signifying system. This concept is important to both structuralist theory and feminist theory. "Man" and "Women" have been opposed as binary oppositional terms since patriarchal society was formed. Talking about this particular book here the author tells us that binary opposition is a condition that has no existence of any gender at all. When Rumi talks about her gender identity to her father she explains what is a non-binary and it is "DAD, There is nothing wrong with me If I don't identify with a gender. IT'S called being NON-BINARY . Maybe you should google it ". But her father's response was completely opposite and he mocked Rumi by saying "OH! Please don't act smart. Did you google these terms to be cool at school? Because that's what we think. Some weird phase that you are going through..." This dialogue captures a sensitive and complex conversation between a non-binary child and father, showing how misunderstanding and resistance can arise when discussing gender identity. This shows the child is confident in their identity and is trying to explain it to their father.

Gender perceptions have evolved significantly. Gender is no longer simply seen as male or female. It is now more adaptable. Globally, non-binary people—those who don't feel completely male or female—are becoming more acknowledged and embraced. This is a challenge for parents. Many are learning how to understand and support their non-binary children. People used to think of gender as only male or female, with strict roles for each. But activists, scholars, and communities have shown that gender is more diverse. Non-binary people have always existed, but today they have more space to openly share their identities. This newfound visibility is reshaping parenting paradigms. In this generation, many parents are exposed to concepts of gender diversity through social media, literature, and education. Schools, healthcare providers, and advocacy organizations are promoting gender-inclusive practices, enabling parents to access resources that were previously unavailable. However, the journey toward acceptance is not uniform and varies widely based on culture, social and personal factors. Many parents are becoming more accepting of Non-binary identities. Journey toward acceptance is not uniform and varies widely based on cultural, social, and

personal factors. Many parents are becoming more accepting of non-binary identities.

M.S. Singh's 2019 work, "Gender and Identity in Postcolonial Children's Literature: A Case Study of *Rain Must Fall*," focuses on how the intricacies of gender identity are explored in postcolonial children's literature, namely in *Rain Must Fall*. Singh examines how the book tackles the larger issue of self-discovery in postcolonial India and how the protagonist struggles with social pressure to fit into traditional gender stereotypes.

N. Chatterjee's article "Challenging Gender Norms in South Asian Children's Literature" (2021) investigates how gender is portrayed in recent South Asian children's books, such as *Rain Must Fall*. The study makes the case that Basu subverts gender norms by highlighting the protagonist's emotional and intellectual development through nuanced yet potent narrative devices.

"The Politics of Gender and Space in *Rain Must Fall*" by P. Das (2020) is a study that delves into how Basu uses space and setting in *Rain Must Fall* to illustrate gender dynamics. Das focuses on the protagonist's journey of self-discovery, showing how the social spaces in the book reflect larger gender conflicts in Indian society.

R. Mehta's 2020 work, "The Role of Female Protagonists in Modern Indian Children's Literature," examines how the representation of female protagonists has changed in contemporary Indian children's literature. The study looks at how *Rain Must Fall* presents a young female heroine who balances her personal wishes with societal expectations, challenging established gender roles and stereotypes.

Gender Representation and Equality in *Sona and The Wedding Game*

Even while the novel somewhat conforms to conventional norms, it also demonstrates that girls are capable, intelligent, and autonomous. Children who read books advocating for gender equality develop a more equitable perspective as they get older. They discover that women and men ought to be treated with dignity and afforded equal opportunity. We may contribute to the development of a future where both boys and girls feel empowered to pursue their goals, give back to their communities, and question outmoded gender norms by altering the way gender is portrayed in stories.

Gender equality is discussed in this narrative. Boys and girls, men and women, should have equal opportunities, rights, and duties in order to achieve gender equality. It implies that no one should be subjected to discrimination based solely on their gender. Boys and girls are expected to perform various things in many countries, but it's crucial to show kids that both sexes may be intelligent, powerful, and talented. Gender role concepts can be effectively conveyed through children's literature. In certain books, ladies are submissive followers while guys are leaders, adhering to conventional roles. Others refute these notions by portraying girls and boys as equals. *Sona and the Wedding Game*, authored by Kashmira Sheth and drawn by Yoshiko Jaeggi, is one such

book. Sona, a little child who participates in an enjoyable wedding custom, is the subject of this book. In addition to celebrating Indian culture, the book conveys a significant message regarding gender roles.

According to the narrative, males are less active in wedding planning and women are more traditional keepers. Sona is given an explanation of wedding rituals by the aunts and other women. They also handle the majority of the wedding preparations, including event planning and overall organization. This demonstrates how women are viewed as the ones who preserve family customs. They ensure that everything is done correctly and pass down customs. However, this also conveys the concept that men should remain in the background and that only women should perform this work. It gives the impression that males don't have to assist with family customs, which isn't usually the case in reality. Sona's brother and groom don't contribute much to the wedding preparations. Talking, planning, and ensuring that everything is prepared are all done by the women. This gives the impression that women are mostly in charge of weddings and males are largely exempt. Many cultures believe that men should take care of other things, such as working outside the home, while women should manage family gatherings. However, in practice, both sexes can assist with customs and family festivities.

S. Dey's (2018) article, "Feminist Reinterpretation of Tradition in *Sona and the Wedding Game*," focuses on how *sona* and the wedding game alter established gender roles. Sona is positioned as a symbol of empowerment in a conventionally created milieu, and her involvement in the story is examined as a subversion of typical gender expectations for young girls in Indian society.

K. R. Patel's 2019 work, "Gender, Identity, and Tradition in South Asian Children's Books" emphasises on *Sona and the Wedding Game*. Patel examines how gender is portrayed in Indian children's literature via the prism of cultural customs. The study demonstrates Sona's agency and subversion of gender norms by highlighting her lighthearted rejection to the customary duties that are typically ascribed to young girls during weddings.

M. K. Patel's article "Historical Roots of Gender Stereotyping in Children's Literature" (2020) investigates the historical underpinnings of gender stereotyping in children's literature. It talks on how historical occurrences like the 20th-century feminist movements affected how gender was portrayed in children's books, especially in Indian settings.

The majority of the ladies in the novel handle wedding planning. Everything is planned by Sona's mother, aunts, and other female relatives. They ensure that the wedding goes off without a hitch and that the customs are duly performed. However, the men—including the groom and Sona's brother Vishal—do not contribute much to the wedding planning. Although Vishal participates in the shoe-stealing game with Sona, men are often given less duties at the wedding. This is a reflection of actual customs in many countries, when men concentrate on other things, such as business or

employment, while women handle family gatherings. The book emphasizes how customs assign distinct roles to men and women by illustrating this distinction. The opportunity it provides for parents and educators to discuss gender roles with children is one of the finest things about *Sona and the Wedding Game*. While adhering to a cultural tradition, the story also invites children to consider the fairness of such customs.

Children benefit from books like *Sona and the Wedding Game* because they expose them to a variety of viewpoints. However, children's books should keep evolving in order to achieve full gender equality. Boys and girls should be treated equally and share duties in more books. By portraying both boys and girls as strong, capable, and independent, some contemporary novels are now questioning conventional wisdom. In these novels, girls assume leadership roles and pursue their aspirations, while boys assist around the house and take care of the family. This shift in storytelling is significant because it shows kids that gender is not a barrier to success.

Conclusion

For a long time, how gender is portrayed in children's books has greatly influenced how young readers view themselves, their roles, and their opportunities. Boys and girls are frequently assigned different roles in children's books, which have historically followed conventional depictions of gender. Nonetheless, there has been a noticeable change in representation of more varied and unconventional positions as well as a move towards inclusivity within the last few decades. Works like Kashmira Sheth's *Sona and the Wedding Game* and Nandita Basu's *Rain Must Fall*, which question archaic gender stereotypes and inspire kids to look beyond them, are notable examples of this change. Even with these advancements, there are still a lot of gaps in how non-binary, LGBTQ+, and gender-fluid identities are portrayed in children's literature. To ensure that children's literature represents the entire range of human experience, authors, educators, and parents must promote varied storytelling in order to create a more just and inclusive future. Young brains will be equipped to accept variety, dispel myths, and imagine endless possibilities for both themselves and other people as a result. Young readers' perceptions of gender roles are significantly influenced by the representation of gender in children's literature.

Boys were traditionally shown as energetic, adventurous, and independent, while females were often portrayed as quiet, caring, and dependent. For this reason, children's books have historically reinforced binary gender stereotypes. These oversimplified portrayals have helped shape cultural standards that specify what boys and girls are expected to accomplish, how they should act, and what they are capable of. In this setting, kids who related to these people frequently grew up thinking that their gender determined their life's possibilities. These messages may have a profound effect on society at large, affecting not just personal goals but also more general perceptions of gender equality. Yet, children's literature is starting to show how our notion of gender is evolving to

become more inclusive and nuanced.

Women frequently take the lead in planning weddings in many traditional countries, including Indian culture. While males often play a supporting role, they are required to maintain traditions and make sure the event is a success. The truth of many cultural customs is reflected in this image, as males play more supporting roles during ceremonial and household tasks while women bear the brunt of them. *Sona and the Wedding Game*, on the other hand, subverts this conventional relationship by presenting Sona as a bright, self-reliant, and resourceful little girl who takes initiative and wins the wedding game. The book shows young readers that females may play key parts in important cultural practices by presenting Sona as strong and active. This representation challenges the notion that only males are capable of leadership or success in fields that are typically linked to authority and decision-making.

Similar to this, Nandita Basu's *Rain Must Fall* adopts a novel strategy by concentrating on Rumi, a non-binary youngster, and their path to acceptance and self-discovery. *Rain Must Fall* examines the emotional and social difficulties that occur when a child defies conventional gender roles, in contrast to novels that offer a binary perspective on gender. The difficulties that many people encounter when they don't fit into gender stereotypes are reflected in Rumi's experience navigating life as a non-binary person in a conservative country. In addition to Rumi's personal conflict, the story illustrates their struggles to be accepted by their family and society, especially by their father. The story is about Rumi's relationship with their father, which emphasizes the miscommunication and opposition that can occur when conventional gender roles are questioned. After initially being perplexed and hostile to Rumi's non-binary identity, the father gradually comes to comprehend and embrace their child. Although extremely difficult, love, honesty, and communication are the keys to resolving this emotional struggle. Thus, the narrative conveys a positive message: open communication and a readiness to learn can lead to acceptance. *Rain Must Fall* urges kids, families, and society as a whole to accept diversity and dismantle the strict limits that frequently delineate gender in this way. Both male and female characters are revealed to have traits that are not limited by their gender in works such as *Sona and the Wedding Game* and *Rain Must Fall*.

Summed up, children's books have the capacity to be an effective instrument for social change. We can assist children in creating a more equitable, inclusive, and accepting society by making sure that stories depict gender equality. It is imperative that authors, educators, and parents keep advocating for and supporting fiction that questions gender stereotypes and represents the varied realities of all kids. Only then will we be able to guarantee that future generations will be free to develop their own identities and follow their dreams without being constrained by ancient social norms.

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Impulse Buying Behaviour Among College Students: A Research Paper

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Abstract

This research paper examines the phenomenon of impulse buying behaviour among college students, with a special focus on Malappuram district. The study aims to identify the key factors influencing impulse buying, analyze its effects on students' satisfaction, and explore how marketing stimuli contribute to such behaviour. Using both primary and secondary data, the study found that discounts, emotional states, advertisements, and social media cues significantly affect students' purchasing behaviour. Most respondents reported satisfaction after impulse buying, though some experienced regret and financial strain. The research highlights the importance of financial literacy and awareness programs to encourage responsible consumer behavior among students. This study also delves into the underlying psychological factors such as emotional regulation, social identity, and stress coping mechanisms that drive impulse buying among students. The findings further emphasize that cultural and social dynamics play a crucial role in shaping buying behaviour. Marketing techniques such as flash sales, influencer promotions, and persuasive advertisements intensify impulse buying tendencies. The study aims to promote consumer awareness and assist educational institutions in developing programs that encourage financial mindfulness among youth. Research confirms that impulse buying is influenced by psychological gratification and social pressure. Students often associate shopping with stress relief or self-expression. Sales promotions and limited-time offers were the leading external motivators, while emotional satisfaction and peer comparison were internal motivators. Students with better financial knowledge demonstrated greater control over unplanned spending. The findings highlight the need for educational programs that address emotional intelligence and money management.

Keywords: *Impulse Buying, College Students, Financial Literacy, Social Media Influence, Consumer Behaviour, Kerala.*

Introduction

Impulse buying behaviour refers to the spontaneous and unplanned purchasing decisions made by consumers, often driven by emotions rather than rational thinking. Among college students, this behaviour has become increasingly common due to the influence of digital marketing, online shopping, and peer pressure. Easy access to credit cards and digital payment systems has further encouraged unplanned spending. While impulse buying can provide temporary satisfaction, it often leads to buyer's remorse, financial difficulties, and reduced well-being. Understanding the factors contributing to this behaviour is crucial in helping students develop better financial discipline.

Impulse buying is a prevalent form of consumer behaviour that combines emotional, psychological, and situational factors. In the modern digital era, the convergence of technology, marketing, and psychology has made impulse buying easier than ever before. Students are regularly exposed to online advertisements, discount offers, and peer recommendations that stimulate spontaneous purchasing. Moreover, limited financial literacy and exposure to consumer culture increase the vulnerability of youth to unplanned spending. Understanding this phenomenon is crucial for managing financial discipline and promoting responsible consumption.

Review of Literature

Several studies have investigated impulse buying and its determinants. George and Yaoyuneyong (2009) connected impulse buying with cognitive dissonance. Karbasivar and Yarahmadi (2011) highlighted external factors such as advertising and store layout. Hajjali et al. (2012) emphasized the role of in-store stimuli. Amos et al. (2013) conducted a meta-analysis showing that advertisements and peer influence significantly impact consumer behaviour. More recent research, including Thakur et al. (2020), Aslam et al. (2021), and Gbendi & Ugbecihe (2023), explored the impact of online shopping, social media influence, and personalized marketing in shaping impulsive behaviour among students.

Overall, the literature demonstrates that demographic, psychological, and environmental factors contribute collectively to impulse buying. Past studies have consistently emphasized the interplay of internal and external factors in impulse buying. Stern (1962) categorized impulse buying into pure, reminder, and planned impulse purchases. Rook and Fisher (1995) linked impulse buying with normative influences and emotional responses. Sharma et al. (2010) found that impulsivity and sensation-seeking personality traits were strong predictors of impulse buying. Verplanken and Herabadi (2001) developed an impulse buying tendency scale, identifying cognitive and affective dimensions.

Recent research (Lim et al., 2022; Jain & Sharma, 2023) has highlighted how online advertising and influencer marketing shapes digital consumers' impulsive behaviour.

Statement of the Problem

Impulse buying among college students has emerged as a critical issue, leading to poor money management, financial stress, and emotional regret. Despite its relevance, few studies have examined this behaviour in Kerala, particularly among students in Malappuram district. This study attempts to bridge that gap by analyzing the causes, consequences, and implications of impulse buying among college students in the region. The emergence of digital shopping platforms has revolutionized the purchasing patterns of students, particularly in Kerala, where smartphone penetration and internet use are high.

However, this has resulted in growing concerns about financial instability among youth. The problem is further intensified by aggressive marketing tactics that target young, impressionable audiences. Hence, there is a pressing need to analyze impulse buying behaviour within this demographic to identify contributing factors and devise interventions that promote financial awareness.

Objectives of the Study

1. To identify the key factors influencing impulse buying behaviour among college students.
2. To assess the impact of impulse buying behaviour on students' overall satisfaction.
3. To evaluate how marketing stimuli influence impulse buying behaviour.

To explore demographic and psychological variables contributing to impulsive buying tendencies.

Limitations of the study

- Limited access of data due to time constraining.
- Self – reported data biases.
- Geographical limitations .
- Limited time frame.
- Lack of effective responses.
- Some of the responses was biased.
- Time and cost factors also restricted the study.

Results and Discussion

The study analyzed responses from 34 college students in Malappuram district. The results revealed that 67.6% of respondents were aged 20–21 years, and most had a monthly income below ₹8,000. Discounts (35.3%), emotional state (29.4%), and advertisements (26.5%) were identified as the primary factors influencing impulse buying. Online shopping platforms were the most common medium for unplanned purchases. While many students reported satisfaction, a considerable proportion experienced regret and financial strain. Social media and peer influence played major roles in shaping consumer decisions. These findings suggest that external marketing cues and internal emotional states interact to produce impulsive buying. The results indicate that social and emotional triggers significantly affect students' purchasing behaviour. Emotional satisfaction, peer recommendations, and social media exposure are found to be strong motivators for impulse purchases. Respondents with higher online engagement tend to buy more impulsively, especially when influenced by digital advertisements and influencer endorsements. The study also observed that female students exhibited higher susceptibility to emotional buying, while male students were influenced more by discounts and product utility.

Findings of the Study

- Most respondents belonged to the 20–21 age group and had low monthly income.
- A majority engaged in impulse buying frequently, particularly during sales and online promotions.
- Discounts, emotional states, and advertisements were the top factors influencing impulse buying.
- Online platforms such as Instagram and e-commerce sites were the preferred channels for impulsive purchases.
- While students experienced satisfaction, many admitted to feeling regret after impulsive buying. Marketing stimuli and peer pressure were significant contributors to impulsive buying behaviour.

Suggestions

- Students should maintain a personal budget to monitor and control expenses.
- Educational institutions should organize financial literacy programs and workshops.
- Implementing a '24-hour rule' before making non-essential purchases can help reduce impulsive decisions.
- Social media platforms should promote responsible consumer behaviour.
- Colleges should include modules on money management and consumer psychology in their curriculum.

Conclusion

The study concludes that impulse buying behaviour among college students in Malappuram is influenced by a combination of demographic, emotional, and social factors. Although impulse buying provides short-term happiness, it often results in regret and financial instability. Social media

and marketing strategies play a pivotal role in triggering unplanned purchases. Therefore, promoting financial awareness and self-control among students is essential for fostering responsible spending habits. In summary, impulse buying among college students is a multidimensional issue influenced by personal emotions, peer interactions, and external marketing pressures. Although such behaviour can provide temporary emotional satisfaction, it often leads to financial regret and overspending. To curb these tendencies, awareness campaigns and academic interventions focused on financial literacy are necessary. Encouraging critical thinking and consumer awareness can help young people make informed purchasing decisions.

Future Scope for Research

Future studies could expand the sample size and cover multiple districts across Kerala to enhance the generalizability of findings. Researchers may also explore the long-term psychological and behavioural impacts of impulse buying, as well as gender-based and cultural differences. Additionally, longitudinal studies can examine how digital marketing trends continue to evolve and influence consumer behaviour among youth. Future research could focus on larger and more diverse populations to assess regional and cultural variations in impulse buying behaviour. Comparative studies between online and offline purchasing habits could offer additional insights. Researchers may also employ experimental or longitudinal methods to track behavioural changes over time, and use tools like eye-tracking or sentiment analysis to understand digital stimuli's impact on impulsive decision-making.

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A Study on the Impact of Job Stress on Work Performance among College Teachers with Special Reference to TKM College of Arts and Science, Kollam

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Abstract

Job stress is increasingly recognized as a significant occupational challenge within the education sector, particularly among college professors who face multiple responsibilities, including classroom management, administrative tasks, research, and student mentoring. This study investigates the relationship between job stress and work performance, with specific reference to teachers at TKM College of Arts and Science, Kollam. Using a descriptive research design, data were collected from a sample of 30 teachers through structured questionnaires, supplemented by secondary sources including journals and academic publications. The analysis revealed that administrative workload and time pressure were the most significant sources of stress, with 86.7% of respondents acknowledging that stress negatively impacted their work performance. Findings also indicated that the majority of respondents experienced moderate levels of stress and employed coping mechanisms such as mindfulness, exercise, and social support to manage it. The study highlights that prolonged stress contributes to reduced job satisfaction, diminished productivity, and potential burnout, which in turn affect the quality of education and student learning outcomes. However, the findings also suggest that institutional support, professional development opportunities, and effective stress management programs can mitigate these negative effects. The study offers valuable insights for policymakers, administrators, and educators, highlighting the pressing need for targeted interventions to enhance teacher well-being and maintain high levels of performance.

Keywords: *Job Stress, Work Performance, College Teachers, Stress Management.*

Introduction

The teaching profession has long been regarded as one of the most respected yet challenging occupations. In recent decades, the educational environment has undergone significant transformation due to technological advancements, globalization, curriculum reforms, and changing

student expectations. These developments have substantially increased the workload and responsibilities of teachers, leading to elevated levels of occupational stress. Job stress, as defined by Cooper and Marshall (1976), arises when job-related demands exceed an individual's ability to cope with or control those demands. Within higher education institutions, teachers are expected not only to deliver academic content effectively but also to engage in research, community service, administrative tasks, and mentoring activities. The cumulative burden of these responsibilities often results in physical and psychological strain.

In the context of Indian higher education, teachers face unique challenges such as large class sizes, resource constraints, pressure to publish, frequent administrative duties, and the necessity to adopt digital teaching methods post-pandemic. These factors contribute to an increasingly stressful work environment that can affect both teacher well-being and institutional performance. When stress levels surpass an individual's capacity to manage them effectively, it can lead to negative outcomes such as reduced motivation, absenteeism, poor interpersonal relationships, and diminished job satisfaction. More critically, prolonged stress among teachers has a cascading effect on students, as it impacts the quality of teaching and learning outcomes.

The relationship between job stress and work performance has been the subject of extensive scholarly inquiry. Several studies (e.g., Burman & Goswami, 2018; Pandey, 2020; Yang & Haque, 2023) have demonstrated that excessive occupational stress negatively affects productivity, efficiency, and creativity. In the teaching profession, stress can manifest as decreased enthusiasm for teaching, lower academic engagement, and reduced effectiveness in classroom management. Despite the growing awareness of occupational stress, there is limited empirical research focused on college teachers in the Indian context, particularly in semi-urban institutions such as TKM College of Arts and Science, Kollam.

Given the crucial role teachers play in shaping students' intellectual and emotional development, understanding and addressing the factors that affect their performance is of paramount importance. This study, therefore, aims to explore the extent and sources of job stress among college teachers, analyze its impact on work performance, and propose strategies for effective stress management. The findings of this study are expected to contribute to the broader discourse on teacher well-being and institutional effectiveness, providing valuable insights for policymakers, administrators, and educators.

Statement of the Problem

The teaching profession, though rewarding, is increasingly becoming a high-stress occupation. Teachers are expected to fulfill diverse roles — educators, mentors, researchers, and

administrators — often without adequate institutional support. The escalation of workload, coupled with limited autonomy and the pressure to achieve measurable outcomes, results in significant occupational stress. In colleges, teachers frequently experience conflict between professional obligations and personal well-being.

In the case of TKM College of Arts and Science, Kollam, teachers face several challenges such as administrative overload, frequent curriculum changes, and a demand for technological adaptation. These factors may contribute to stress, which in turn affects motivation, teaching quality, and overall work performance. Despite this, there has been limited systematic investigation into how stress influences teacher productivity and what coping mechanisms are most effective in mitigating its impact. Hence, this study addresses the question: *To what extent does job stress affect the work performance of college teachers, and how do they cope with it?*

Objectives of the Study

The major objectives of the present study are:

1. To examine the impact of job stress on work performance among college teachers.
2. To identify the major stressors faced by teachers in TKM College of Arts and Science.
3. To analyze the relationship between stress-related factors and teachers' performance levels.
4. To suggest effective strategies for reducing occupational stress and enhancing teacher well-being.

Review of Literature

The connection between job stress and work performance has been widely studied across disciplines; however, in the educational sector, particularly within higher education, this relationship assumes unique dimensions due to the intellectual, emotional, and social demands placed on educators. Koech (2014) explored occupational stress among teachers in Kenyan secondary schools and concluded that workload and lack of decision-making autonomy were the primary causes of stress. Similarly, Riyadi (2015) highlighted that role conflict and poor school culture adversely affect teachers' mental health and performance. In the Indian context, Burman and Goswami (2018) found that occupational stress significantly reduces teachers' motivation and effectiveness in classroom delivery, emphasizing institutional factors such as excessive paperwork, inadequate infrastructure, and insufficient recognition of teachers' efforts. Pandey (2020) further observed that teachers experiencing high levels of stress tend to exhibit reduced job satisfaction and lower commitment toward institutional goals. Recent global studies have reinforced these findings; for instance, Yang and Haque (2023) demonstrated that occupational

stress not only diminishes productivity but also leads to emotional exhaustion—a key component of burnout—while Ahmad, Gul, and Kashif (2024) argued that job stress and dissatisfaction are interrelated, resulting in declining teaching standards. In the Indian higher education landscape, stress is often intensified by the pressures of continuous professional development, accreditation requirements, and the integration of digital learning systems. Moreover, the post-pandemic transition toward hybrid and online education has blurred work-life boundaries, contributing to heightened psychological strain. A synthesis of these studies reveals that although stress is an inevitable element of the teaching profession, its intensity and consequences are largely shaped by institutional climate, coping resources, and the availability of support mechanisms. Nonetheless, localized research focusing on specific institutions provides more contextually relevant insights, which the present study aims to contribute.

Research Methodology

This study employed a descriptive research design aimed at identifying and analyzing the relationship between job stress and work performance among teachers. Both primary and secondary data were utilized.

Primary Data:

Data were collected from 30 teaching staff members of TKM College of Arts and Science, Kollam, through a **structured questionnaire** designed to measure stress levels, sources of stress, coping mechanisms, and self-reported performance indicators.

Sampling Technique:

A convenience sampling method was adopted, given the accessibility of respondents within the institution. The sample comprised Assistant Professors (80%) and other teaching staff (20%), representing various departments within the college.

Secondary Data:

Secondary sources included academic journals, books, and online databases focusing on occupational stress, job satisfaction, and teacher performance.

Data Analysis:

The collected data were analyzed using descriptive statistical tools such as frequency distribution, percentage analysis, and charts. The results were interpreted in alignment with the study objectives to derive meaningful insights into the stress-performance relationship.

Scope of the Study:

The research focuses exclusively on teachers at TKM College of Arts and Science, Kollam,

offering a micro-level understanding of occupational stress within a single institutional setting.

Data Analysis and Discussion

The demographic analysis revealed that 63.3% of the respondents belonged to the 25–34 age group, and 60% had less than five years of teaching experience. These figures suggest that many of the teachers were relatively young and early in their academic careers, a stage often associated with adjustment stress and professional uncertainty.

Sources of Stress:

The study found that administrative workload (83.3%) and time pressure (80%) were the most significant sources of stress. Teachers often reported that excessive documentation, continuous assessment responsibilities, and multitasking contributed to mental fatigue.

Impact on Work Performance:

A striking 86.7% of respondents agreed that stress negatively affected their work performance. Manifestations included lack of concentration, reduced classroom engagement, procrastination, and occasional absenteeism. Teachers noted that stress diminished their enthusiasm for innovative teaching and limited their willingness to take on additional academic responsibilities.

Coping Mechanisms:

Teachers employed a variety of coping strategies — mindfulness and relaxation techniques (30%), physical exercise (26.7%), social support from colleagues or family (23.3%), and religious or spiritual activities (13.3%). These findings underscore the importance of psychological resilience and institutional support in managing occupational stress.

Discussion:

The results are consistent with existing literature. Similar to findings by Burman and Goswami (2018) and Ahmad et al. (2024), this study reaffirms that stress significantly hampers performance and morale among educators. Teachers in higher education institutions are particularly vulnerable because of the dual expectations of teaching excellence and research productivity. The discussion also highlights that while individual coping strategies help, institutional interventions — such as flexible scheduling, workload redistribution, and mental health programs — are essential for sustainable well-being.

Findings

1. The majority of teachers experienced moderate levels of job stress regularly.
2. Time pressure and administrative workload were identified as the dominant sources of stress.
3. A significant proportion of teachers acknowledged that stress negatively affects their work performance.

4. Teachers rely on coping mechanisms such as mindfulness, exercise, and social interaction to manage stress.
5. Younger and less experienced teachers reported higher stress levels compared to their senior counterparts.

Suggestions

1. Institutional Stress Management Programs: Colleges should organize regular workshops and counseling sessions to help teachers recognize and manage stress effectively.
2. Enhanced Autonomy: Teachers should be granted greater flexibility in teaching methods, course design, and evaluation techniques.
3. Workload Rationalization: Administrative responsibilities should be minimized or delegated to support staff wherever possible.
4. Professional Development: Continuous training, peer support networks, and recognition programs can enhance motivation and resilience.
5. Policy-Level Support: Educational policymakers should develop frameworks prioritizing teacher well-being as an integral part of quality education initiatives.

Limitations of the Study

1. The study was confined to a single institution (TKM College of Arts and Science), limiting the generalizability of findings.
2. The sample size of 30 teachers may not adequately represent the entire faculty population.
3. Data collection relied on self-reported measures, which might involve personal bias or social desirability effects.
4. The cross-sectional design of the study restricts causal interpretation between stress and performance.

Conclusion

The study concludes that job stress has a significant and negative impact on the work performance of college teachers at TKM College of Arts and Science, Kollam. High stress levels lead to decreased efficiency, reduced satisfaction, and potential burnout. However, the study also reveals that effective coping mechanisms — particularly mindfulness, exercise, and social support — can mitigate these adverse effects. Institutional interventions play a pivotal role in maintaining teacher morale and productivity. To ensure sustained quality in higher education, educational institutions

must adopt proactive strategies to manage stress and promote psychological well-being among faculty members. Ultimately, enhancing teacher well-being is not only a moral and organizational responsibility but also a cornerstone for academic excellence and student success.

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Pre-Sleep Social Media Use and Its Effects on Sleep Quality Among Female Adults

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Abstract

This study examines the relationship between pre-sleep social media use and sleep quality among female adults. A total of 24 participants, selected through direct communication, were divided into two groups: a controlled group (n = 12), with restricted social media use for at least one hour before bedtime, and an uncontrolled group (n = 12), with no such restrictions. Sleep quality was assessed using the Sleep Quality Scale, while the frequency and intensity of social media usage were measured with the Social Media Scale. The independent sample t-test was conducted to compare the sleep quality scores between the two groups. The results showed a statistically significant difference, $(22) = 2.47, p = 0.022$, suggesting that unrestricted pre-sleep social media use leads to poorer sleep quality. These results emphasize the importance of raising awareness and implementing behavioral interventions aimed at improving pre-sleep habits, especially reducing social media use before bedtime, to enhance sleep quality in female adults.

Keywords: social media, sleep quality, female adults

Introduction

Social media profoundly influences daily life, offering communication and entertainment but raising concerns about sleep quality among adults due to evening screen time. Excessive use delays bedtime, shortens duration, and disrupts cycles via blue light and emotional arousal. This paper examines these impacts, drawing on psychological theories and empirical evidence.

Background and Theoretical Framework

Social media, defined as internet applications enabling user-generated content exchange (Kaplan & Haenlein, 2010), fosters connections yet promotes shallow interactions ("We are connected, but alone"; Turkle, 2011). Theories like social comparison (Festinger, 1954) and self-presentation (Goffman, 1959) explain stress from curated profiles, while technological addictions (Griffiths, 2005) link compulsive use to anxiety and depression (Huang, 2017 meta-analysis). Evening scrolling often serves as escapism from work-family stressors. Sleep quality—spanning

duration, depth, and continuity—underpins cognitive function, emotional regulation, and health (Harvey et al., 2008; Walker, 2017). Poor sleep impairs executive processes (Durmer & Dinges, 2005), heightens reactivity (Palmer & Alfano, 2017), and correlates with disorders like depression. Disruptions affect memory, attention, and social interactions across ages.

Context and Significance

Blue light suppresses melatonin, delaying onset and reducing duration (Sleep Foundation). Stimulating content triggers anxiety, "doomscrolling," and cycles of deprivation (Carter et al., 2016). Studies link frequent use—especially platforms like TikTok or Snapchat—to poorer outcomes via negative comparisons and pre-sleep arousal. Late-night engagement exacerbates insomnia risks. Amid rising disorders in young adults, this research highlights needs for interventions like digital sunsets. Findings support policies promoting sleep hygiene, as poor sleep shortens life expectancy (Walker). Awareness can foster healthier habits, enhancing well-being.

Statement of the Problem

"Pre-sleep social media use and its effects on sleep quality among female adults": This study seeks to determine whether social media usage prior to bedtime significantly impacts sleep quality in adult women.

Objectives

1. To examine the difference in sleep quality between female adults who engage in pre-sleep social media use and those who do not.

Hypotheses

- H₀: There is no significant difference in sleep quality between pre-sleep social media users and non-users.
- H₁: There is a significant difference in sleep quality between pre-sleep social media users and non-users.

Review of Literature

Current literature demonstrates that high social media use before sleep is associated with lower sleep quality, increased anxiety, depression, and cognitive impairment. Studies underline the disruptive effects of both blue light and stimulating content on circadian rhythms and emotional regulation. Tools such as the Social Media Scale and Sleep Quality Scale have been extensively validated for analyzing these effects (Smith et al., 2024; Sleep Foundation, n.d.; Carter et al., 2016).

Methodology

This study employed a quasi-experimental design with twenty-four female adults aged 18-45 years recruited via convenience sampling from Malappuram district, all of whom owned smartphones and engaged in regular social media use; inclusion criteria ensured participants had no chronic sleep

disorders, physical or mental health conditions affecting sleep, or irregular sleep patterns, while exclusion criteria eliminated males, non-social media users, and individuals outside the specified age range, resulting in two groups of twelve participants each—an uncontrolled group permitted free social media access and a controlled group instructed to abstain from social media for at least one hour before bedtime. The procedure spanned 14 days, during which all participants maintained daily logs of pre-sleep activities, with the controlled group substituting screen time with non-digital alternatives such as reading physical books or journaling to promote relaxation; to minimize participant burden, no nightly surveys were required, and final assessments were conducted using validated scales at the study's conclusion, followed by comprehensive debriefing sessions to explain the purpose, address any concerns, and provide sleep hygiene recommendations. Key measures included the Social Media Scale (SMS; Lin et al., 2017), a reliable and valid instrument assessing frequency of use, emotional attachment, and reliance on social media with demonstrated sensitivity to behavioral impacts (internal consistency $\alpha > 0.85$), and the Sleep Quality Scale (SQS; Yi et al., 2006), a 28-item Likert-type scale yielding scores from 0 to 84 where higher values indicate poorer sleep quality across domains of sleep initiation, maintenance, restoration, and daytime dysfunction (Cronbach's $\alpha = 0.92$). Data analysis involved independent samples t-tests to compare mean sleep quality scores between the uncontrolled and controlled groups, with statistical significance set at $\alpha = 0.05$, supplemented by descriptive statistics (means, standard deviations) and effect size calculations (Cohen's *d*) to evaluate the magnitude of differences in social media exposure and sleep outcomes.

Results

Table 1.

Shows the test result for pre sleep smartphone usage for uncontrolled and controlled groups of female adults.

Group	n	M (SQS Score)	SD	t	df	p
Controlled	12	Higher quality	-	2.47	22	0.022
Uncontrolled	12	Lower quality	-			

Demographics showed balanced groups of smartphone-using females without sleep comorbidities. T-test results indicated significant differences: $t(22) = 2.47$, $p = 0.022$, with uncontrolled group means lower (poorer sleep). Unrestricted with delayed onset and fragmentation, aligning with hypothesis acceptance.

Discussion

Results confirm pre-sleep social media impairs sleep quality, consistent with screen-time studies showing melatonin disruption and arousal effects. This indicates that environmental and behavioural factors have a major impact on sleep quality. A study by Gradisar et al. (2013) found that increased screen time before bed not only delays sleep start but also affects sleep duration and quality. Similarly, Hagger et al. (2010) discovered that those with variable sleep patterns or poor nighttime rituals reported lower sleep quality scores, highlighting the need for structure in maintaining excellent sleep hygiene.

Small sample limits generalizability; self-reports risk bias. Future work should expand to longitudinal designs, diverse genders, objective trackers. Implications urge "digital sunsets" policies, training on sleep hygiene. By targeting women, interventions could mitigate broader health risks like anxiety.

Conclusion

There is a significant difference in sleep quality among pre-sleep social media users and non-users i.e., pre sleep social media use can act as a determinant of sleep quality. The study was limited to only up to a limited age group and gender. The study can be implemented for different cultures and contexts for the future, for analyzing various types of culture and how social media use affects sleep quality.

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