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Professor S. N. Dubey, Editor
Indian Journal of Community Psychology
State Bank Colony, Bachhara Road,
Faizabad – 224 001 (U.P.), India
email : drsurendra_fzd@yahoo.co.in
Phone: +91-8787259707, +91 94150 39619
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Secretariat: Department of Applied Psychology
Purvanchal University, Jaunpur – 222002 (U.P.)
Mobile: +91-9452261436
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Counseling and advocacy in Brazil

Sachin Jain*, Nicole Trevena-Flores**, Samuel Seium***and Shannon Kakkar****

The aim of this research is to increase understanding of the culture of the people of Brazil, including those who have immigrated to the United States. After review, researchers will examine and develop creative ways to advocate for this population in Brazil and the United States. This research is crucial because the people of Brazil have little access to counseling services, lack research on effective interventions and training in multicultural counseling, and cannot rely on clear laws to show the public that their counselors are competent in the profession. Findings concluded that the people of Brazil need creative ways to access competent and affordable counseling. Emphasis is also placed on development of social justice strategies to help advocate for Brazilians. Development of prevention programs to educate regarding mental health issues would also be beneficial to the people of Brazil. Additional efforts could be made to encourage both the governments of Brazil and the United States to fund safe and affordable counseling and preventative services.

Keywords: Brazil, social justice, advocate, community, population, counseling

INTRODUCTION

Brazil is a diverse country with a rich history that contributes to an intricate set of barriers. As we explore Brazil's history as a nation, the mental health field, the cultural makeup, and the implications for each delicate piece, we see the need for continued research. We also see an even more intense need for continued support and improvements in the mental health world as it stands in Brazil.

The themes present in this country vary from incredible resources and vast land mass to extreme poverty and megacities with excessive overcrowding. We also note a large variation in racial and ethnic composition as well as a sordid history of colonization and slavery. Recently as the country hosted its first Olympic Games it experienced both external criticism regarding the conditions for athletes and internal criticism of the audacity to even host such an event with the extreme poverty at the country's core (Garcia-Navarro, 2016). This is a nation that lacked full recognition of higher education until the 19th century (Hutz-Midgett & Hutz, 2012) and yet has seen a very strong uptick in immigration in recent years. A

* PhD, LPC, NCC, University of Providence, Nicole, Great Falls, MT, ** MA, NCC, LPC Doane University, Crete, NE, *** MA, NCC, LPC, George Mason University, Fairfax, VA, **** PhD, LCPC, LMHC, NCC, Hood College, Frederick, MD, USA

Triguna theory: its implications for counselling

Mukta Rani Rastogi*

Citing the role of Lord Krishna as a counselor to help Arjun to overcome his negative thoughts which were disabling him to participate in the war with Kauravas, effort has been made in this paper to highlight the usefulness of Triguna Theory for counseling. The theory speaks of three gunas—Sattva, Rajas and Tamas (SRT) of which the entire Prakriti including human beings is made. The interplay and transformation of gunas are directly linked with the process of human growth. Hence theory has powerful implications to help client in generating self-awareness and achieving the growth related goal of counseling. Some methods to promote Sattva have also been mentioned.

Keywords: Triguna theory, implications, counselling

INTRODUCTION

Upsurge of psychological clinics and mental health centers in the last three decades in metros and big cities are evidencing that firstly, the psychological problems are on increase and secondly, inhibition towards seeking psychological assistance is gradually lessening. At the diagnostic level, problems of anxiety, depression, maladjustment etc. have been taken up and analysed in Indian perspective. Sankhya Theory provides a promising explanation as to how these problems are caused. Can we not apply the same approach for remedial gains? Does the theory suggest means by which human suffering can be reduced? A positive answer to these questions, is found in increasing practices of Yoga and meditation now a days. Benefits of Yoga and meditation are amply demonstrated for alleviation of psychological as well as psychosomatic ailments. Herein, an extremely definite help may be derived from Triguna theory propounded by Sankhya School of Philosophy and clearly documented in few chapters of Srimad Bhagwad Gita.

Sri Krishna gave several messages to Arjun based on Triguna theory to bring change in Arjuna's outlook towards Kauravas and war. These are narrated in Gita. This is the reason why Ranchan (1987) considers Sri Krishna as a Myriad-Minded Psychologist. When Arjun was at the verge of depression, Sri Krishna acted not only as a teacher, a guru, but as a psychotherapist also. Arjun himself wanted to know the 'Stithipajna' behaviourally in terms of actions and characteristics which a Sattva dominant person is able to establish because of his equanimity of mind. Giving specific and

* Ex. Professor and Head, Department of Psychology, Lucknow University, Lucknow, India

School Psychology: A positive Psychology approach*N.K. Saksena* and Monika Gautam***

The ultimate goal of schools is to educate young people to become responsible and critically thinking citizens who can succeed in life. Understanding factors that stimulate them to become active agents in their own learning is critical. Positive psychology is comparatively a new branch of psychology. Positive psychology can be used to unravel factors that facilitate a student's sense of agency and active school engagement. Positive psychology is an emerging applied science that is just beginning to have a significant impact on schools and school-based interventions. Positive psychology in school-based interventions also includes a public health perspective, in which interventions are provided to students at multiple levels depending on their specific needs.

Keywords: School Psychology, Positive Psychology

INTRODUCTION

An inordinate number of students report high levels of boredom, anger, and stress in schools. This scenario often leads them to their disengagement from critical learning and school development. Positive psychology has gained immense popularity within many areas of behavioural sciences, including applied psychology. Most of the interest in positive psychology, however, has been disproportionately focused on adults. (E.V. Diener and Carol Diener, 2009). Child development and the structure that support that development have received less attention within positive psychology. The attribute of interest to positive psychologists are Optimism, Hope, Creativity, Self-Efficacy, Virtues of various types like Forgiveness and Gratitude, and Subjective Well-being are likely to begin in childhood. It is, therefore, imperative that childhood and those organisations that are most pertinent to the developing child-family, child, peers and school- should be of high interest to positive psychologists. The development of a child is facilitated by primary group and secondary group socialisation processes. The agents of primary group socialisation are the parents and other family members of a child including immediate neighborhood. The agents of secondary group socialisation are teachers in the school, peer, playmates etc. The most of the schools in our country, counsellors and school psychologists are required to indulge in corrective measures, like, by making the undisciplined children into disciplined ones, by improving the scholastic achievement specially of the weaker students etc. The scope of positive psychology in schools is much wider and relevant for the academic and personal development of the children and adolescents.

* Retd. Principal and Professor of Psychology, PPN College Kanppur (CSJM University)

** Research Scholar, D.A.V. College, Kanpur, India

Religiosity, anxiety and religious coping among urban Indians

Suparna Jain, Mehar Pruthi** and Anvita Sirohi***

The beginning of the year 2020 in India is marked by the protests for and against secularism. Post 1947 struggle of partition, it once again brings to forefront the importance religion holds for Indians. Though, religion is a universal institution found in all human societies, past and present, it seems to hold special importance for Indians.

Present study aimed to assess the effect of religious practices on trait-anxiety and the coping strategies adopted by people. To this aim, a sample of 59 participants (26 Males & 23 Females) were taken, out of which 35 participants were in the age range of 20-30 and 24 in the age range of 31-40. Religiosity was assessed through 'The Centrality Of Religiosity Scale' (CRS). A semi structured interview was also taken with 100% of the sample to understand the deeper nuances of religiosity. The tools used to measure T-anxiety and coping were 'The State-Trait Anxiety Inventory' (STAI) and 'Coping Strategies Questionnaire' (CSQ) respectively.

To analyse the quantitative data, MANOVA and Pearson's correlation were employed using SPSS V.23.0. It was found that religiosity is not impacted by age, gender and marital status. Further, specific coping strategies used by people high on religiosity were identified. The qualitative data was analysed using content analysis, revealing the deeper meanings attached to religiosity by Indians. Overall, the study highlights the importance of religious coping for most Indians and thus has implications for clinical practitioners to incorporate positive religious coping techniques.

Keywords: Religiosity, T-Anxiety, Coping Strategies, Religious Coping.

INTRODUCTION

Tolling of bells or Erupting of protests, Melodies of the hymn or Mushrooming of mobs, Muslim skullcaps and colorful turbans, clashes on the streets over religious identities and ongoing conversion controversies, all these serve as an insight to the kaleidoscopic view of the religious and social composition of the multi ethnic land of India.

India is a land of secular pluralism where most people are tied-together, quarrel over and reconcile in unanimity in the name of, the unseen and unheard idea of god. In India, Articles 25 and 26 of the constitution provides for freedom of conscience and the right to profess, practice and propagate religion (The Constitution of India, 1950).

India is not home to just one religion rather it caters indigenous faiths

* Assistant Professor, **Student, Department of Psychology, Daulat Ram College, University of Delhi Delhi,, India

Construction and standardization of pathological internet use scale

Madhu Asthana* and Kiran Bala Verma**

Internet addiction has become a global concern to the public and can be classified as a health issue. Internet addiction is characterized by extreme overuse of the Internet, resulting in negative consequences in one's work, personal life, emotional health, or physical health. Present study aimed to construct and standardize the Pathological Internet Use Scale to assess internet addiction in internet users of every age group. This scale consists of 30 items to be responded on six point scale. The scale is comprised of six dimensions, namely, Salience, Excessive use, Neglect work, Anticipation, Lack of control, and Neglect social life. It provides dimension wise scores as well as overall internet addiction score. Higher scores are indicative of the higher level of severity of Internet compulsivity and addiction. The Pathological Internet Use scale has been developed in Hindi as well as in English language. The scale is highly reliable and a valid tool for assessment of Internet addiction. Its Test-retest reliability is .88 and concurrent validity is .83.

Keywords: Pathological, Scale, Internet .

INTRODUCTION

The internet is a global system of interconnected computer networks that has become an integral part of modern life. It is increasingly used by all people as one of the most important devices for access of information in the world. It has become an increasingly popular notion that is similar to other subjective rewarding activities, (e.g. substance use, shopping, gambling, running, using computer, working), the use of internet can also become the object of addiction.

The term "Internet addiction" was proposed by Dr. Ivan Goldberg in 1996 for pathological compulsive Internet use. The many names given to this phenomenon recognize the various ways in which it has been regarded - Internet addiction (Goldberg 1996), Internet dependency (Schere, 1997), Compulsive computer use (Black, et al 1999), Pathological Internet use (Davis 2001), Internet addiction disorder and Problematic Internet use (Caplan, 2003). Over the last couple of years, Internet addiction has become a global concern to the public and can be classified as a health issue. Internet addiction is characterized by extreme overuse of the Internet, resulting in negative consequences in one's work, personal life, emotional health, or physical health (Byne et al, 2009; Young, 2009, Kuss and Griffiths 2015). It is a problem that clinicians and researchers in several countries recognize, even eliciting

*Ex. Head, Department of Psychology and Ex. Principal, Sri Agrasen Kanya P.G. College, Varanasi, ** Head, Department of Psychology, Harish Chandra P.G. College, Varanasi, India

Optimism as a predictor of psychological well-being among working and non-working women

*Narendra V. Deshmukh**

This paper investigates the role of optimism as a predictor of wellbeing. This study offers a further examination of this emergent association by comparing the well-being of two specific respondent groups drawn from a population of Indian women. The first consists of working women's groups, and the second is non-working women group. As a result of the different configurations of their work characteristics, employed wives and homemakers experience difference levels of subjective well-being. The Ryff Scales of Psychological Well-Being and Optimistic-Pessimistic Attitude Scale by D.S. Parashar is used to gather the results from the subjects. The present study determined whether or not there was a positive correlation between optimism and subjective well-being. By examining the previous research on optimism and happiness, it was expected that there would be a positive correlation between the two factors. The results of the study revealed a positive relationship between optimism and subjective well-being, and thus support previous findings. At the same time, they reinforce the need for further research on the association between specific aspects of optimism and well-being. The data collected from this study also revealed that optimism is a strong predictor of subjective well-being.

Key words: Optimism, well-being, working and non-working women

INTRODUCTION

In the past, psychologists have focused their research on understanding and treating mental illnesses, representing studies on negative emotions. Recently, psychologists shifted focus to research positive emotions such as happiness, due in part to the emergence of positive psychology in 1998 founded by Martin Seligman. Subjective well-being and happiness has been the subject of a growing collection of empirical studies (eg. Tkach & Lyubomirsky, 2006; Csikszentmihalyi & Hunter, 2003; Diener & Seligman, 2002; Pinquart & Sörensen, 2000).

Optimism has consistently been found to be one of the strongest predictors of general Subjective Well-Being (e.g., Scheier and Carver, 1985; Carver & Scheier, 2002a). However, almost all information about the relationship between optimism and general SWB comes from cross-sectional studies carried out in adulthood. In addition to that, what mechanism underlies the strong relationship is not fully understood.

* MSG College, Malegaon Camp, Dist. Nashik, India

Psychometric properties and confirmatory factor analysis of the school climate inventory

*Shweta Singh**

School climate is a multidimensional construct. School climate represents the ways students feel about the school environment. These include perceptions regarding safety, teaching and learning, and relationships within the school. It has been found that student perceptions of school climate are positively correlated with academic achievement (Brookover et al., 1978), and negatively correlated with risky behaviors (Bandyopadhyay, Cornell, & Konold, 2009; Bayar & Ucanok, 2012; Wang, Berry, & Swearer, 2013). Present study was designed to adopt a School Climate Inventory which examines the school climate of adolescents of Hindi speaking states of India. This inventory name is Georgia Brief School Climate Inventory (GaBSCI). It is a measure of student perceptions of school climate, developed by Nick White, Tamika La Salle, Jeffrey S. Ashby and Joel Meyers (2014). In the present study 8 items out of 9 items of the original scale have been taken. A total 1000 adolescent students from different Hindi speaking states of India responded to the GaBSCI. An Exploratory Factor Analysis and a Confirmatory Factor Analysis were performed to test the factorial structure of the GaBSCI and internal consistency of the scale was studied. The results supported scale multidimensionality. The obtained Cronbach's alpha revealed good internal consistency with a value of 0.79. Based on the psychometric properties obtained, it is concluded that GaBSCI is a reliable measure to assess the parent-adolescent relationship of Hindi speaking states of India.

INTRODUCTION

Educators have studied school climate for over 100 years (Cohen, McCabe, Michelli & Pickeral, 2009). Over the last 3 decades there has been a growing body of empirical research that has studied which factors color and shape the learning environment at school (Cohen et al., 2009; Freiberg, 1999; National School Climate Council, 2007). Over the last 3 decades, educators and researchers have worked to identify specific elements that make up school climate. Although there is not "one list" that summarizes these elements, virtually all researchers suggest that there are four major areas that are essential to pay attention to : *Safety* (e.g., rules and norms; physical safety; social-emotional safety); *Relationships* (e.g., respect for diversity; social support; adults; social supports; students; leadership); *Teaching and learning* (e.g. social, emotional, ethical and civic learning; support for learning; professional relationships); and, the *Institutional environment* (e.g., school

* Post Doctoral Fellow (UGC), Dept. of Applied Psychology, V.B.S. Purvanchal University, Jaunpur, India

Predictors of academic stress in senior secondary students

Kirti Madnani* and Madhurima Pradhan**

This study examined self efficacy as a predictor of academic stress among senior secondary students. The sample comprised of one hundred twelfth class students of different private schools of Lucknow district. All the students were from CBSE and ISC board with science (Physics, Chemistry, and Math) stream. Self efficacy was assessed by Bandura's Multidimensional Scale of perceived self efficacy having 57 items in nine dimensions (i.e. Enlisting social resources self efficacy, Academic achievement self efficacy, Self regulated learning, Leisure time skill and extracurricular activities, Self regulatory efficacy to resist peer pressure, Meet others expectations, Social self efficacy, Self assertive efficacy, Enlisting parental and community support). Academic Stress scale was developed by the researchers having 46 items. Results revealed a significant negative correlation between self efficacy and academic stress. Regarding the correlation of academic stress with different dimensions of self efficacy, all the dimensions were found to have significant negative correlation with academic stress except leisure time skill and extracurricular activities, self regulatory efficacy to resist peer pressure and academic achievement self efficacy. The results of stepwise regression revealed that self regulated learning, meet other's expectations, leisure time skill & extracurricular activities and enlisting parental & community support predicted 25% variance in academic stress. These findings imply that promoting these variables in senior secondary students might help them experience lesser academic stress.

Keywords : Academic Stress , Self Efficacy

INTRODUCTION

Stress in children, adolescents and young adults is just as prevalent as in adults. Adolescents are the pillars of healthy and mature society. This stage is characterized by physical, social and mental changes and heightened vulnerability than other stages of life. It is a time of tremendous opportunity and changes. If an adolescent is not able to resolve his or her problems and manage stress at this stage, he/ she would not be able to resolve even more intense stressors of later life. This is the period of laying foundation for future adult role taking.

Although adolescent health has gained increasing prominence in India's national health policies, recent reports show that 12.5% of children and adolescents still suffer from mental and behavioral health problems.

*Research Scholar,**Professor, Department of Psychology Lucknow University , Lucknow, India

A study of life-style of aged teachers in Kolhapur City

Zunjar kadam*

Aging is a part of life and its degeneration nature exposes the individual several physical social and psychological problems. Therefore the present study was under taken to study the psychosocial status of institutionalized senior citizen. A sample of 60 respondents (30 males and 30 females) from ten institutes was selected randomly. Regarding psychosocial economic status of the respondent, results indicated that maximum percentage of the respondent was in the moderate to severe level of depression had natural attitude towards institution, moderate social, good health status and poor in economic status. Further results revealed that maximum percentage of the respondents were feeling insecure in their own house, neglected by family members and wanted to meet their basic needs. Result indicated that overall institutional facilities had positive significant correlation with attitude with leisure time activities and health status. Overall psychosocial-economic status of the respondents had positive significant correlation with attitude, leisure time schedule, social and health status of the senior citizen.

Keyword : Life Style, Retired Teachers.

INTRODUCTION

The way of living in a certain manner means life-style or the way a person lives is life-style.

Everybody has life-style. Life-style indicates the personality. Life-style indicates the personality. Life-style tells how much person take care of himself. Now a day people are well aware of life-style. Everybody expects healthy life-style but due to blindness schedule, job tensions people can't pay attention to their healthy life-style. When people are in service they have to go through specific life-style.

But once a person retires from his job or business due to freeness he needs not to be punctual. Then can we say they don't have life-style? No. They have a different type of life-style.

Especially the noble professional "TEACHERS" lives framed and social life-style in the service period. He is supposed to be a role model in the society and in the school. He takes effort for the all round development of the students. The teacher remains busy whole day. If we observe we find that, the teacher bears a specific personality. In their whole life they have to complete family, school as well as social duties but when the teachers retire from the job what they are doing? How they keep

*Assistant Professor, Department of Psychology, Chandrabai Shantappa Shendure College, Hupari Kolhapur, India

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All the articles are reviewed by the Editorial Consultants. Articles are evaluated according to the following criteria:

- a. Significance of Contribution b. Adequacy of Research Methods
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