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EDITOR'S NOTE

It is a great honour to me to extend my warm greetings and welcome you all to the journal, **Varanasi Management Review**, a refereed journal of multi disciplinary research. The journal, which is a peer-reviewed, will devote to the promotion of multi-disciplinary research and explorations to the South Asian and global community. It is our objective to provide a platform for the publication of new scholarly articles in the rapidly growing field of various disciplines. We are trying to encourage new research scholars and post graduate students by publishing their papers so that they may learn and participate in literary publishing through a professional internship. Scholarly and unpublished research articles, essays and interviews are invited from scholars, faculty researchers, writers, professors from all over the world.

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Hoping all of you shall enjoy our endeavors and those of our contributors.

Editor



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Personality and Leadership Effectiveness

Dr. Rajeev Kumar Gupta*

Abstract:

An extensive theoretical analysis of the connection between leadership effectiveness and personality factors is presented in this work. The study, which has its main foundation in the Big Five personality paradigm, looks at how different leadership styles and results are influenced by traits including agreeableness, emotional stability, conscientiousness, extraversion, and openness. The study emphasises that although personality is fundamental in determining leadership behaviour, contextual, situational, and cultural elements mitigate its impacts. Furthermore, the incorporation of emotional intelligence is highlighted as a crucial addition to conventional personality categories for comprehending leadership dynamics. To capture the intricacies of effective leadership in a variety of organisational situations, the study urges future research to expand personality models and use longitudinal designs, calling for more nuanced, context-sensitive approaches to leadership theory and development.

Keywords: Personality Traits, Leadership Effectiveness, Big Five, Emotional Intelligence, Leadership Styles, Transformational Leadership

Introduction

Effective leadership is essential to the success of any organisation. Despite the fact that there is no one definition of "effective leadership," it usually refers to persuading and inspiring people or groups to accomplish shared objectives. Researchers have studied the influence of personality on leadership effectiveness for many years. It is essential for leadership development programs and leadership selection procedures to comprehend the relationship between personality and leadership. This essay seeks to give a thorough analysis of this complex relationship. For organisations and groups to succeed, leadership is essential. Although a variety of characteristics have a role in good leadership, personality qualities have been found to be a crucial element (**Northouse, 2018**).

For many years, there has been a great deal of research on the connection between leadership effectiveness and personality. Current research highlights a more complex approach, emphasising the interaction of individual attributes, situational conditions, and leadership styles, in contrast to the "Great Man" theory, which proposed innate traits characterising effective leaders. This study examines what is currently known about the relationship between personality traits as determined by recognised psychometric tools and several aspects of effective leadership, such as organisational outcomes, team performance, and follower satisfaction.

A popular framework for comprehending individual differences is the Big Five personality traits: agreeableness, conscientiousness, neuroticism, extraversion, and openness to new experiences. Leadership emergence has frequently been linked to extraversion, although it is still unclear how other traits and their interactions affect this relationship. The demands of contemporary organisational settings necessitate flexible and capable leadership.

The purpose of this study is to critically assess the body of research on the connection between leadership effectiveness and the Big Five personality traits in many organisational situations. The vast body of research examining the connection between leadership effectiveness and personality qualities will be reviewed in this review. The study will examine the predictive validity of several personality models, including the Big Five, with reference to a range of leadership outcomes, including follower

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happiness, team performance, and organisational success. The review's conclusion will point out any gaps in the current body of knowledge and offer potential directions for further research.

Literature Review

Individual characteristics and leadership results interact in a complex way, according to an assessment of the literature on personality and effectiveness. Research shows that some personality traits have a considerable impact on leadership effectiveness, especially those found in the Big Five personality model: conscientiousness, extraversion, agreeableness, neuroticism, and openness (Judge & Bono, 2000). For example, extraversion is frequently linked to good leadership since it is correlated with assertiveness and friendliness (Barrick & Mount, 1991).

Since conscientious leaders are typically well-organised, accountable, and goal-oriented, conscientiousness has also been connected to leadership success (Judge et al., 2002). High degrees of neuroticism, on the other hand, can make leadership less effective since emotionally unstable leaders may find it difficult to control their stress and make sound decisions (Bono & Judge, 2004).

Furthermore, a key aspect in evaluating the efficacy of a leader is the interplay between situational conditions and personality qualities. For instance, in some situations, transformational leadership approaches—which prioritise inspiration and motivation—may work better, especially when leaders exhibit high levels of extraversion and openness (Bass & Riggio, 2006).

Furthermore, a crucial element of successful leadership is emotional intelligence, which is frequently regarded as a personality trait. High emotional intelligence leaders are better able to comprehend and control both their own and their followers' emotions, which enhances team dynamics and output (Goleman, 1998).

The efficiency of leadership is strongly influenced by personality qualities, as the research continuously shows. Strong correlations between effective leadership behaviours and the Five-Factor Model, including conscientiousness and emotional stability (Koutsoumpa, 2023). Additionally important to leadership performance are the Big Five personality traits and emotional intelligence (EI) (Cooper et al., 2023). According to Hogan and Kaiser (2005), personality plays a crucial role in the selection and development of leaders since it predicts leadership style and performance.

Individual differences in temperament and behaviour can be explained by the Big Five model of personality, which is widely accepted in psychology (Costa & McCrae, 1992). Every characteristic provides a framework for examining personality in a range of settings, including leadership, and represents a continuum between two extremes (Judge et al., 2002).

According to Zaccaro (2007), leaders who exhibit high levels of openness are more likely to be creative and flexible, two traits that are crucial for negotiating the complexity of contemporary organisations. According to Judge et al. (2002), leaders with high conscientiousness scores are frequently successful in establishing objectives and upholding discipline. According to Northouse (2018), extraverted leaders tend to be more outspoken and gregarious, which can improve teamwork and communication. Excessive agreeableness might impede assertiveness and decision-making, yet high agreeableness can provide a supportive atmosphere (Zaccaro, 2007). Emotional stability, which is essential for effective leadership in stressful situations, is generally linked to low levels of neuroticism (Judge et al., 2002).

Characterised by qualities like charisma, friendliness, and assertiveness, extroversion has been repeatedly associated with effective leadership, especially in transformative leadership. By expressing a distinct vision and encouraging creativity, transformational leaders enthuse and encourage their followers. Due to their innate propensity to interact with people and make their presence known in group situations, extroverts are more likely to display these behaviours (Härtel et al., 2023; Bono & Judge, 2004; Judge & Bono, 2000).

Extroverts are less directly involved in transactional leadership, which emphasises rewards and trades. Nevertheless, by using their assertiveness to successfully enforce rules and expectations, extroverted leaders can still succeed in this style (Bono & Judge, 2004) (Johnson et al., 2004).

Extrovertism might not be as important for laissez-faire leadership, which is defined by a hands-off style. But if they can assign work well while still being somewhat involved with their team, extroverted leaders might still succeed in this approach (**Jannesari et al., 2013**) (**Alkahtani et al., 2011**).

Effective leadership across a range of types is strongly predicted by conscientiousness, which includes qualities like responsibility, organisation, and thoroughness. According to Procházka et al. (**2018**), **Johnson et al. (2004)**, and **Koutsoumpa (2023)**, transformational leadership enables leaders to inspire and guide followers by establishing clear goals, allocating resources, and maintaining consistency in their vision.

Conscientiousness is just as crucial in transactional leadership. Because of their attention to detail and capacity for effective rule enforcement, conscientious people make excellent candidates for transactional leadership, which relies on structure and rewards to inspire followers (**Bono & Judge, 2004**) (**Johnson et al., 2004**).

The role of conscientiousness in laissez-faire leadership may be more complex. Conscientious people can still succeed by making sure that tasks are well-organised and deadlines are reached, especially when they are working remotely, even when laissez-faire bosses frequently avoid direct engagement (**Jannesari et al., 2013**) (**Alkahtani et al., 2011**).

Effective leadership requires emotional stability, which is the capacity to maintain composure under duress, especially in high-stress situations. Emotionally secure leaders in transformational leadership are better able to handle stress and keep a good attitude, which creates a motivating and encouraging work atmosphere (**Härtel et al., 2023**) (**Koutsoumpa, 2023**).

Although it is less directly related, emotional stability is nonetheless crucial in transactional leadership. Leaders that are emotionally stable are less likely to be influenced by stress, which enables them to consistently enforce standards and make logical decisions (**Bono & Judge, 2004**) (**Johnson et al., 2004**).

Since there is less direct engagement in a laissez-faire leadership style, emotional stability may not be as important. Nonetheless, even when assigning work and refraining from active participation, emotionally stable leaders may still gain from their capacity to maintain composure (**Jannesari et al., 2013**) (**Alkahtani et al., 2011**).

There are cultural and environmental elements that may moderate the impact of personality traits on leadership effectiveness. For instance, leaders who are conscientious and likeable may be more highly regarded in collectivist societies since they foster harmony and collaboration (**Leung & Bozionelos, 2004**) (**Javalagi et al., 2024**). In a similar vein, situational elements like job demands and autonomy might affect how personality traits and leadership performance are related. High conscientiousness leaders, for example, would do well in regimented settings, whereas extroverted leaders might do well in lively, participatory ones (**Ng et al., 2008**).

Transformational leadership and extroversion have a favourable correlation that increases charisma and motivational inspiration (**Simic et al., 2017**; **Bono & Judge, 2004**). According to **Bono and Judge (2004)**, extroversion is more supportive to transformational leadership styles but has a less noticeable effect on transactional leadership, suggesting a more complex relationship. Since their aggressive disposition clashes with a hands-off approach, extrovert leaders may find it difficult to adopt a laissez-faire style (**Grover & Amit, 2024**). Organisation and diligence are traits of conscientious leaders that improve project execution and decision-making (**Koutsoumpa, 2023**). This quality is crucial for leaders who must modify their approach according to the demands of the team, especially in facilitative leadership (**Grover & Amit, 2024**).

High emotional stability leaders successfully handle stress at work, creating a serene atmosphere that promotes productivity (**Koutsoumpa, 2023**) (**Härtel et al., 2023**). According to **Härtel et al. (2023)**, emotional stability improves perceptions of trustworthiness, which is essential for effective leadership, particularly in roles that are member-focused.

Northouse (2018) highlights the significance of personality traits in effective leadership and offers a thorough review of numerous leadership theories. **Judge and Bono (2000)** examine the connection between transformative leadership and the Big Five personality traits, emphasising how some characteristics might improve the efficacy of leadership. The impact of personality on the formation and efficacy of leaders in diverse organisational environments is examined by **Zaccaro and Banks (2004)**.

In their meta-analysis, **Barrick & Mount (1991)** look at the connection between personality qualities and work performance, offering insights into how these traits may affect the efficacy of leadership. **Bass (1990)** talks about the change from transactional to transformational leadership and how personality helps with this. **Goleman (1998)** highlights how crucial emotional intelligence is to effective leadership, connecting it to interpersonal abilities and personality qualities.

Taking personality traits into account, **Eagly & Johnson (1990)** investigate the ways in which gender affects leadership effectiveness and styles. In their discussion of authentic leadership and personality traits, **Avolio & Gardner (2005)** stress the significance of integrity and self-awareness. A comprehensive analysis of leadership ideas and practices, including the part personality plays in effective leadership, is given by **Yukl (2010)**.

Day & Lord (1988) examine how executive personality affects organisational success and establish a connection between leadership effectiveness and personality attributes. The impact of personality on connections between leaders and followers as well as overall leadership effectiveness is examined by **Hillier & Day (2003)**.

The full-range leadership paradigm and the impact of personality on leadership styles are covered by **Antonakis & House (2002)**. **Sweeney & McFarlin (2005)** provide a thorough summary of the literature by synthesising the body of research on the connection between personality and leadership effectiveness. **Fiedler (1993)** talks about the contingency model of leadership and how personality affects how effective a leader is.

The research indicates that personality qualities have a big impact on how effective a leader is, with extraversion, conscientiousness, and emotional intelligence having the biggest effects. Future studies should keep examining the subtleties of this relationship, taking into account the influence of external circumstances as well as the possibility of enhancing leadership abilities through focused instruction and growth.

Beyond personal characteristics, the study of leadership styles offers yet another important perspective on how effective leadership is. The traits of transformational leadership—inspiring motivation, intellectual stimulation, and personalised attention—have been repeatedly associated with favourable results, such as improved organisational commitment, employee motivation, and performance (**Bass & Riggio, 2006**). However, while transactional leadership, which emphasises management by exception and contingent reward, might be successful in some circumstances, it might not encourage as much creativity and involvement as transformational leadership. Contingency models of leadership, like Fiedler's contingency model (**Fiedler, 1967**), stress the significance of adapting leadership philosophies to situational requirements while emphasising the dynamic interaction between environmental influences and leader traits.

The effectiveness of leaders is greatly influenced by the patterns of behaviour they display. Effective leaders frequently exhibit traits including encouraging open communication, giving constructive criticism, delegating well, and actively listening (**Northouse, 2019**). These actions improve team cohesion, foster a favourable work atmosphere, and make it easier to accomplish organisational objectives. On the other hand, poor leadership practices including micromanagement, dictatorial decision-making, and a lack of empathy can result in lower staff morale, lower productivity, and higher employee turnover. It is essential to comprehend these behavioural patterns in order to create leadership interventions and training programs that work.

Effective leadership evaluation necessitates a multifaceted strategy that takes into account both objective and subjective metrics. Quantifiable information on the impact of leadership can be

obtained through objective measurements like project completion rates, financial outcomes, and organisational performance indicators. Subjective metrics, such as leader self-assessments, 360-degree feedback, and employee surveys, provide important information on how effective leadership is seen and how it affects employee happiness and morale. To obtain a comprehensive knowledge of leadership effectiveness, a thorough review must integrate both objective and subjective data.

In summary, there are many facets and complexities in the relationship between effectiveness, behavioural patterns, leadership styles, and personality. In order to comprehend and improve leadership effectiveness, it is critical to take into account human characteristics, leadership styles, and behavioural patterns. This introduction has given a fundamental review of important concepts and theoretical frameworks. The parts that follow will go into greater detail about particular facets of this relationship, examining actual data and providing useful advice for improving organisational performance and leadership. The theoretical knowledge gained here will act as a foundation for a more thorough and nuanced examination of this important field of study.

Objectives

1. Analyse the main theories of personality and how they relate to effective leadership.
2. Recognise the theoretical connection between leadership behaviour and personality factors.

Methodology

The study uses databases including PsycINFO, Web of Science, and Scopus as part of its literature review methodology. Combinations of "personality," "leadership," "effectiveness," "Big Five," and associated phrases were among the search terms used. The chosen research' methodological soundness and the calibre of their conclusions have been the basis for a critical evaluation. The findings are combined to offer a thorough comprehension of the theoretical connection between leadership behaviour and personality factors.

Findings

Consistent evidence that personality factors significantly influence leadership effectiveness is found in the literature review. The Big Five personality framework stands out among the models studied as the most well-established and thoroughly studied for forecasting leadership behaviours and results. According to **Judge and Bono (2000)** and **Härtel et al. (2023)**, extraversion is a strong predictor of leadership emergence and effectiveness, especially in transformative leadership environments where charisma, assertiveness, and sociability are essential. Since conscientiousness fosters effective planning and execution through qualities like organisation, reliability, and goal orientation, it also demonstrates strong positive connections with leadership achievement (**Judge et al., 2002; Koutsioumpa, 2023**).

Effective leadership also depends on emotional stability, or low neuroticism, which helps leaders cope with stress and remain composed under pressure (**Bono & Judge, 2004**). Although agreeableness can promote good interpersonal relationships and team cohesion, too much agreeableness might weaken a leader's decisiveness and assertiveness, which could compromise effectiveness in some situations (**Zaccaro, 2007**). Creativity and flexibility are associated with openness to experience, which supports creative leadership methods that are essential in dynamic organisational situations (**Zaccaro, 2007**).

Characteristics like extraversion and openness are closely associated with transformational leadership, which primarily depends on personalised attention and inspirational motivation. Conscientiousness and emotional stability are advantageous for transactional leadership, which is centred on planned interactions and incentives. Conscientiousness and emotional stability may nevertheless have an impact on task management under laissez-faire leadership, which is defined by little direct engagement and fewer consistent relationships with personality traits (**Jannesari et al., 2013; Alkahtani et al., 2011**).

These correlations are moderated by contextual and cultural factors, suggesting that the importance and manifestation of particular personality traits fluctuate depending on the context. For instance, compared to individualistic cultures, which place greater value on assertiveness and

independence, collectivist cultures may place a higher value on conscientiousness and agreeableness. The efficiency of personality traits is also influenced by situational demands; extraverted leaders perform best in dynamic, interactive environments, whereas conscientious leaders do best in regimented ones (Ng et al., 2008).

Discussion

These results support the theoretical view that personality plays a fundamental role in shaping leadership effectiveness and behaviour, but that this influence is neither consistent nor predictable. Rather, different outcomes are produced by the interaction of personality traits with environmental elements, leadership styles, and cultural contexts. In line with more recent contingency and interactionist models of leadership, this nuanced understanding contradicts previous trait theories that aimed to pinpoint stable leader traits.

A helpful foundation for understanding individual variations is offered by the Big Five qualities' prevalence in leadership research; however, because of the complexity of effective leadership, other conceptions like behavioural flexibility and emotional intelligence must be incorporated. In order to effectively manage interpersonal dynamics and stress, which the Big Five dimensions alone cannot adequately reflect, leaders need emotional intelligence, which is directly linked to personality (Goleman, 1998; Cooper et al., 2023). Accordingly, leadership development initiatives must go beyond static personality tests and include instruction to improve social and emotional intelligence.

The significance of contextual awareness in leadership theory and practice is underscored by the cultural moderating of personality's impact on leadership. Leaders must be able to modify their approaches to fit various cultural norms and values as a result of globalisation and the growing diversity of workplaces. For future theoretical models to be more applicable in multicultural and multinational contexts, cross-cultural perspectives should be more openly incorporated.

A more dynamic approach to leadership effectiveness is required, as seen by the varying effects of personality attributes across leadership styles. Rather than presuming a "one size fits all" ideal leader profile, researchers and organisations should think about how personality traits fit into particular leadership situations and needs. This method encourages more specialised methods for choosing and developing leaders that maximise the alignment of personal qualities with organisational requirements.

The present literature is limited by its use of cross-sectional designs and self-report measures, which limit the capacity to draw conclusions about causality and may introduce bias. Enhancing theoretical knowledge of how personality affects leadership over time and in different situations requires longitudinal and experimental research. Research on leadership effectiveness may also be improved by broadening the scope to include less-studied personality models like the Dark Triad features or HEXACO, particularly when it comes to comprehending dysfunctional or bad leadership behaviours.

To sum up, the theoretical connection between leadership performance and personality is intricate, multidimensional, and situational. Although the Big Five characteristics offer a useful starting point, situational and cultural factors increase their predictive power when paired with concepts like emotional intelligence. This integrated approach provides a more thorough understanding of good leadership and guides both practical leadership development programs and future research.

Conclusion

Individual characteristics, leadership philosophies, and environmental influences all influence the complex and multi-layered relationship between personality and leadership effectiveness. Extraversion, conscientiousness, and emotional stability are the three Big Five personality traits that are most frequently found to be significant predictors of leadership performance in a variety of organisational contexts. Nevertheless, their influence is not absolute; cultural factors and situational

demands reduce it, highlighting the necessity of a flexible and context-sensitive approach to leadership theory.

Additionally, incorporating emotional intelligence with conventional personality frameworks enhances the theoretical understanding of leadership dynamics by emphasising the vital role that interpersonal and self-regulation skills play. This more comprehensive viewpoint transcends notions of fixed traits and embraces the complexity of leadership as a dynamic process that involves constant interplay between environmental circumstances and leader attributes.

These observations highlight the significance of taking personality into account within a comprehensive framework that takes style, context, and emotional capabilities into account, which is important for both academics and practitioners. By investigating various personality models and using longitudinal designs to capture the changing nature of leadership effectiveness, future research should keep building on this theoretical base. In the end, a sophisticated comprehension of personality's function in leadership can improve the choice, growth, and assistance of leaders capable of handling the demands of modern businesses.

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Sociological Study of Values

Dr. Rajneesh*

Abstract

Values are the social standards on the basis of which social situations, as well as objects and individuals, are measured and evaluated. They regulate and control social relationships. This is because, in a society with diverse systems, there is no uniform equality in collective relationships. Therefore, differences can be observed in the values of different classes. This perspective on values has led humanity to seek the best in past eras and, instead of futuristic, utopian values, it desires the creation of optimistic, action-oriented values inspired by "Truth, Goodness, and Beauty" that lead life towards excellence. Consequently, it makes values that are not escapist or pessimistic, but rather optimistic and connected to an active culture of action, an integral part of human life. Values are the prevailing ideals and goals of a society, towards which its members feel reverence and which are considered extremely important in social life. Human society has always had a system of values, ideals, and thought. It is a characteristic of humanity that it sets goals, ideals, and standards of behavior for individual and social life and lives accordingly. Transmitted from generation to generation, these ideals become traditions. Values are a specific part of society and culture, a "code of conduct" that constitutes the ethics of that society.

Keywords: Social standards, ethics, social life, ideals, society, culture, way of life.

Introduction

The sociological study of values explores the ideals, beliefs, and standards held by individuals and groups in society. It examines how these values are formed, how they influence society (e.g., culture, behavior, laws), and how institutions (family, education) transmit them, thereby fostering social order and identity. Sociological theories and research methodologies play a crucial role in this process. Values are fundamental social and character traits that help us live a fulfilling life. Generally, love, tolerance, peace, truth, non-violence, and ethical conduct fall under the category of human values. To understand the meaning of the word "value," it is essential to consider the human learning process. Learning is a continuous process in human life. From birth to death, humans accumulate diverse experiences from their own and others' various activities, storing them in their minds. As they increase their store of experiences through this learning process, they gain maturity. The experiences they have accumulated guide their behavior. These guidelines that provide direction to human life can be referred to as "values." In other words, values can be defined as the quality of an object or situation, determined by a person based on their accumulated experiences, which reflects judgment and preference.

The Study of Values

Values are ideal desires that humans strive to fulfill throughout their lives. In every sphere of life, humans exhibit certain behaviors, but the kind of behavior expected in the context of family, society, nation, or humanity is what we call a value. A person's perspective on life is also termed a value.¹ Values are determined based on human instincts or emotions. Values satisfy human needs; human instincts or emotions are their needs.² The practice of good tendencies and habits helps in the formation of human character. The sum total of all the tendencies a person possesses constitutes their character. Values and ideals play a significant role in character formation. A value is a kind of standard. Before adopting any object, action, or idea, a person decides whether to accept or reject it.³

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The word "value" is most frequently used in ethics; therefore, it is essential to understand its literal or denotative meaning. It has a specific meaning that is frequently used in ethics. The concept of value exists in every discipline; no discipline can consider its principles valueless or without value, but the essence of ethics is value itself. Ethics determines moral values and presents a standard of conduct. This discipline is fundamentally normative; therefore, it contains the most extensive description of values. In short, value is related to both objects and ideas. When related to objects or subjects, we consider some objects as having value and others as valueless. When related to ideas, we consider only those ideas that satisfy our desires or aspirations as valuable, and those that do not provide satisfaction as valueless. Clearly, in the first case, value is related to objects or subjects, and in the second, to ideas or feelings. On this basis, we consider objects as desirable or undesirable. That which provides satisfaction to our desires is desirable, and that which provides dissatisfaction is undesirable. In this sense, too, it is related to objects; Because satisfaction is obtained only through the acquisition of objects. However, in this form, it is more closely related to the desires or wishes of the mind. Satisfaction is a state of fulfillment of desires; it is more connected to the mind, and therefore, it is considered mental. The value in the form of an object is external, while in the form of a mental state, it is internal. Their forms are certainly different, but the internal aspect is primary or principal. An external object can be considered valuable only when its acquisition generates satisfaction in the mind, thereby fulfilling a need. Satisfaction is a quality of the mind itself. Therefore, values are more closely related to mental states. On this basis, it is more appropriate to consider value as a mental concept.

In fact, the word 'value' is a synonym for the English word 'values'. The word 'value' is derived from the Latin word 'valere', which means good or beautiful. Its general definition is, 'Whatever is desired is value.' The Oxford Illustrated Dictionary defines 'value' as, "The equivalent of a thing, money, etc., in terms of something else (goods, services, etc.), price, worth, utility, desirability, the qualities on which these depend."⁴ In the context of humanities, 'value' refers to a worldview or an established conceptual unit, which we can also call an active norm. In the field of psychology, value is used for the satisfaction of a need or desire.⁵

Values represent a significant point in human existence. Humans learn throughout their lives, and their experiences continuously grow. As they learn and mature, they acquire experiences that guide their behavior. These guiding points give direction to life. These are called values. The word "value" is very broad and is used in many senses. Generally, value is considered an economic concept. For example, when we want to know the value of an object, we want to specify or determine its existence based on its value. If the value of the object is five rupees, then we want to determine the value of the object in terms of five units of rupees. But this is a very simple meaning of value. The value of all things cannot be determined in terms of rupees. Love, altruism, empathy, harmony, etc., are valuable in themselves. This means that these qualities have importance in themselves. Their value cannot be determined or specified by any other object. This makes it clear that not only economic concepts but also human and spiritual qualities are called values. Sometimes value is used as a means, and sometimes as an end. According to one scholar, value is a matter of desire; according to another, it is a matter of feeling; according to another, it is a matter of interest; according to another, it is a matter of evaluation. Therefore, the word "value" conveys many meanings.

Many definitions of value have been given. The most popular definition is given by Urban. According to Urban, value is that which satisfies human desire. All things that fulfill human desires are valuable or good. Urban's definition is utilitarian. From the point of view of utility, food, clothing, housing, etc., are all valuable because they are useful in our lives. Because of their utility, they are considered good. The question arises whether these things are valuable in themselves or inherently good, so that we desire them for their own sake? But this is not the case. Their value is not inherent. Food, clothing, housing, etc., are means. Their value lies in their end or purpose. We want food because food is a means of sustenance. If we didn't need to survive in the world, there would be no need for food. Therefore, all values are for the preservation and smooth functioning of life. Thus, the

justification of values lies not merely in the fulfillment of needs, but in the preservation and enhancement of life. It is keeping this fact in mind that the biological definition of value has been given. According to this, value is that which preserves and enhances life. Philosophers like Herbert Spencer, who support evolutionary hedonism, say that all moral values are related to the preservation and enhancement of life. Therefore, whatever action helps in this is valuable, it is good. Clearly, this definition is broader than the first definition. The preservation and enhancement of life include all human needs. The fulfillment of needs is done only for the preservation of life. This definition is broader than the first, but not complete. Merely surviving is not the goal of human beings; survival is only a basic form of life. Humans live to fulfill a goal or purpose. Therefore, life itself is not valuable. The value of life lies in the purpose that makes life good. This makes it clear that whatever makes life good is the value of life. A good life is the complete development of personality. This complete development is self-realization. Therefore, perfectionists consider self-realization as the value of life. From this perspective, Mr. Urban says that whatever contributes to self-realization is truly valuable. Thus, value is actually beyond the satisfaction of desires and the welfare of life. Whatever a person may desire, he is essentially a person or a soul. Therefore, without self-realization, the true achievement of human values is not possible.⁶ In short, we can say that three concepts of value are more prevalent - hedonistic, evolutionary, and perfectionistic. According to hedonistic philosophers, the satisfaction of human desires is the value for human beings. Whatever action gives us pleasure is good and valuable for us. Evolutionary philosophers argue that the value of life lies in its preservation and enhancement. Any action that protects and promotes life is considered good and valuable. Self-realizationist philosophers, on the other hand, consider self-fulfillment or the complete development of one's personality as the true value of life. The goals we strive to achieve within ourselves are the values of life. We dedicate our lives to pursuing these values.

Classification of Values: The classification of values is as follows:

Social Values

These values include charity, compassion, love, empathy for others, serving God, sacrificing personal pleasures, and serving the needy. Humans not only seek their own well-being but also the well-being of others in society; they want to see others happy and live in love and harmony. These are also called transcendental values. Social values include associative and moral values. Humans want to live lovingly with others in society and follow the rules of conduct.

Democratic Values

These values are related to respecting individualism, eliminating discrimination, fostering a sense of unity among people divided by gender, language, religion, caste, color, and family status, and granting them equal social, religious, and political rights.

Religious Values

Religious values are related to religious feelings. God, soul, heaven, etc., are religious values. Religious values help in believing in God and understanding God. They instill fear of divine power and motivate people to follow the traditional rules written in religious texts.

Aesthetic Values

These involve the appreciation of the beauty of an object. For example, the value of a work of art is aesthetic. Appreciating beauty, love for fine arts, interest in songs, music, dance, poetry, and literature, keeping the surrounding environment clean, taking care of things, and loving nature all fall under aesthetic values.

Economic Values

These fulfill a person's economic needs, such as the desire for money, property, and their accumulation. Economic values include the desire to acquire wealth and material things, faith in one's employment, and a sense of contributing to the country's progress. Wealth is a means to happiness. Money is accumulated to live a happy life.

Family Prestige Values

These include always maintaining a high family status and being ever ready to protect the family's honor. Those who uphold these values dedicate their work and behavior to their family and have complete faith in their family members. They pay close attention to traditions and customs and respect their elders. They have a deep affection for their family. They have a strong belief in traditional culture, customs, and norms and constantly strive to maintain them. Family prestige values can be easily observed in Indian society.

Health Values

These relate to keeping the body fit and healthy. They believe that if their body remains healthy, all other tasks will automatically fall into place. Waking up early, exercise, faith in yoga, regular bathing, and paying attention to personal hygiene are included in this category. These contribute to the protection and enhancement of the body.

Therefore, every value is both an intrinsic value and an instrumental value. Truth, goodness, and beauty are generally considered intrinsic values. However, these values educate society, maintain social order, and benefit many in terms of self-interest, financial gain, character improvement, and self-realization. From this perspective, these values are also instrumental, but it is still appropriate to call them ultimate or intrinsic values because they are ends in themselves compared to other values.

Intellectual Values

Interest in logical knowledge and the pursuit of truth. A person who focuses more on intellectual values works hard for education. For them, knowledge is the greatest virtue.

Hedonistic Values

A greater interest in pleasure and less desire for suffering. For an aesthetically inclined person, the present is more important than the future. In Indian philosophy, this value is inherent in the Charvaka philosophy. Such a person has a complete desire for material pleasures and makes unrestrained efforts to attain them. The hedonistic philosophy says, "Even if you have to borrow money to drink ghee, do it, for who knows what tomorrow holds?"

Power Value

The desire for leadership falls under this value. Such individuals prefer tasks where they can exercise their authority over others. They fear the laws of the land more than the fear of God. They are more concerned about their position and prestige.

Conclusion

Values are social ideals or beliefs that define what is desirable (good) and undesirable (bad) for an individual or group. They guide behavior, motivations, and personality, and form the foundation of social structure. Within the social order, values establish social norms and rules, thereby maintaining order in society. In the realm of identity and solidarity, shared values connect members of a community and allow them to connect with their cultural heritage. In guiding behavior, they influence people's decisions and actions, whether moral or practical. Regarding social change, changes in values can cause social change, and social change can, in turn, affect values.

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Attachment Theory Revisited: Implications in Adulthood

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Abstract:

*Attachment theory, originally conceptualized by Bowlby (1969, 1988) and expanded by Ainsworth (1978), has long been recognized as a foundational framework for understanding socio-emotional development in childhood. Over time, research has demonstrated that attachment processes extend well into adulthood, influencing romantic relationships, friendships, parenting behaviors, mental health, and workplace dynamics. This paper presents a secondary-data-based review of the literature to examine the implications of attachment theory in adult life. Using peer-reviewed journal articles, books, and meta-analyses published between 1987 and 2024, the study synthesizes findings across diverse contexts, highlighting both universal and culturally specific patterns of attachment. The review confirms that secure attachment in adulthood is consistently associated with higher relational satisfaction, effective emotion regulation, resilience, and overall psychological well-being, while insecure attachment styles—*anxious, avoidant, or fearful*—are linked with relational difficulties, maladaptive coping, and increased risk for depression and anxiety. The discussion further emphasizes that adult attachment is shaped by socio-cultural norms, technological advancements, and contemporary family structures, which may modify traditional attachment behaviors. Additionally, attachment patterns have been shown to influence professional relationships, leadership effectiveness, and organizational trust, suggesting the broader relevance of attachment theory beyond personal relationships. Despite substantial progress, gaps remain, particularly in cross-cultural research, the role of digital communication, and longitudinal studies on attachment stability. The paper concludes by underscoring the enduring significance of attachment theory in adult life and its practical implications for counseling, therapy, relationship education, and organizational development. Understanding attachment in adulthood provides valuable insights for improving mental health, fostering stable relationships, and designing supportive social and professional environments.*

Keywords: Attachment theory, adult attachment, relationships, mental health, cultural context, workplace dynamics, resilience

Introduction

Attachment theory, first introduced by **John Bowlby (1969, 1988)**, emphasizes the importance of early caregiver–child interactions in shaping socio-emotional development. Bowlby argued that secure attachment with caregivers fosters feelings of safety and trust, while insecure attachment may lead to difficulties in emotional regulation and relationship-building. **Mary Ainsworth’s (1978)** “Strange Situation” further classified attachment patterns into secure, avoidant, and ambivalent, laying the foundation for understanding interpersonal dynamics.

While attachment theory was initially developed to explain childhood relationships, later research extended its application to adulthood (**Hazan & Shaver, 1987; Bartholomew & Horowitz, 1991**). Adult attachment styles—secure, anxious, avoidant, and fearful—have been shown to influence intimacy, trust, coping strategies, and mental health outcomes (**Mikulincer & Shaver,**

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2016). In this context, attachment is not confined to parental bonds but plays a crucial role in romantic relationships, friendships, and workplace interactions.

Revisiting attachment theory in adulthood is particularly important in contemporary society, where changing family structures, cultural variations, and digital communication patterns shape relational dynamics (Simpson & Rholes, 2017). Understanding how early attachment experiences translate into adult relational behavior provides valuable insights for psychology, counseling, and social policy.

The present paper, based on secondary data, aims to explore the implications of attachment theory in adulthood. It synthesizes existing literature to highlight how attachment styles affect mental health, interpersonal relationships, and overall well-being, while also identifying gaps for future research.

Literature Review

Foundations of Attachment Theory

Bowlby (1969, 1988) described attachment as an innate behavioral system designed to maintain proximity between infants and caregivers, ensuring survival. Ainsworth (1978) operationalized this concept through the “Strange Situation” paradigm, identifying secure, avoidant, and ambivalent attachment styles. Later, Main and Solomon (1990) introduced the disorganized category, emphasizing the long-term risks of inconsistent caregiving. These early insights formed the foundation for studying attachment beyond childhood.

Extension to Adulthood

Hazan and Shaver’s (1987) groundbreaking work extended attachment theory to adult romantic relationships, suggesting that secure, anxious, and avoidant styles manifest in adult intimacy in ways similar to childhood bonds. Bartholomew and Horowitz (1991) further developed a four-category model—secure, dismissing, preoccupied, and fearful—highlighting the interaction of self-image and perception of others. Their framework offered a more nuanced view of adult attachment, later supported by large-scale surveys and longitudinal studies (Shaver & Mikulincer, 2002).

Attachment in Romantic and Family Relationships

Adult attachment strongly predicts relationship quality. Secure individuals tend to display higher trust, empathy, and satisfaction, while insecure styles are linked with jealousy, dependence, or avoidance (Feeney, 2008; Mikulincer & Shaver, 2016). For instance, Simpson (1990) found that securely attached adults reported greater stability in long-term relationships. Beyond romantic bonds, attachment patterns influence how individuals transition into parenting roles. Caron et al. (2012) noted that secure attachment fosters sensitive caregiving, while insecure attachment often transmits intergenerational vulnerabilities.

Attachment and Friendships

Although much research emphasizes romantic partners, attachment also shapes friendships. Fraley and Davis (1997) demonstrated that secure attachment facilitates greater emotional disclosure and intimacy in close friendships. Conversely, avoidant individuals tend to maintain emotional distance, while anxious individuals seek excessive reassurance, creating imbalance in peer relationships. These patterns highlight the broader social implications of attachment beyond family and partners.

Attachment and Mental Health

Attachment insecurity is a strong predictor of psychological vulnerability. Dozier et al. (2008) found that individuals with anxious or avoidant attachment styles are more prone to depression, anxiety, and personality disorders. Secure attachment, however, serves as a protective factor, fostering resilience and adaptive coping (Mikulincer & Shaver, 2007). Longitudinal research by Carlson and Sroufe (1995) revealed that attachment insecurity in childhood predicts difficulties in adult self-regulation, interpersonal functioning, and susceptibility to stress. Malik et al. (2015) also highlighted the role of attachment insecurity in mediating trauma responses.

Cross-Cultural Perspectives

Attachment is not universal in expression but shaped by cultural contexts. **Van IJzendoorn and Sagi-Schwartz (2008)** observed variations in attachment patterns across collectivist and individualist societies. For example, avoidant attachment is more prevalent in cultures emphasizing independence, while ambivalent attachment is more common in societies valuing interdependence. These findings underline the necessity of considering sociocultural norms when analyzing adult attachment.

Attachment in Digital and Modern Contexts

The rise of digital communication has reshaped attachment behaviors. **Morey et al. (2013)** found that insecurely attached individuals are more likely to use text messaging and social media for reassurance, while securely attached individuals balance online and offline interactions more effectively. Technology can both amplify insecurities and provide new avenues for maintaining closeness. Furthermore, changing family dynamics—such as increased divorce rates and non-traditional households—demand a re-examination of attachment processes in adulthood (**Simpson & Rholes, 2017**).

Attachment in Work and Organizational Settings

Attachment theory has recently been applied to workplace dynamics. **Richards and Schat (2011)** showed that securely attached employees exhibit higher trust in supervisors and stronger organizational commitment. Avoidant employees may resist teamwork, while anxious employees seek excessive validation. **Harms (2011)** noted that leaders with secure attachment are more likely to inspire trust and create supportive environments, illustrating the relevance of attachment beyond personal life.

Methodology

Research Design

This study adopts a qualitative secondary research design, relying on the synthesis of existing scholarly literature to explore the implications of attachment theory in adulthood. Unlike primary research, which involves the collection of new data, secondary research analyzes previously published findings to identify patterns, theoretical advancements, and research gaps (**Johnston, 2014**).

Data Sources

The data for this paper were drawn from peer-reviewed journal articles, books, and meta-analyses related to attachment theory. Databases such as PsycINFO, PubMed, Google Scholar, and JSTOR were searched to identify relevant studies published between 1987 and 2024, with particular attention to influential works by Bowlby, Ainsworth, Hazan, Shaver, and subsequent contemporary researchers.

Inclusion and Exclusion Criteria

To ensure rigor, only studies meeting the following criteria were included:

- a. Published in peer-reviewed journals or academic books.
- b. Focused on adult attachment and its implications in relationships, mental health, cultural contexts, or workplace dynamics.
- c. Published in English.

Studies were excluded if they:

- a. Focused solely on child attachment without links to adulthood.
- b. Were opinion pieces, non-scholarly essays, or lacked empirical or theoretical grounding.

Data Analysis

A thematic analysis approach was applied to the selected literature. The studies were categorized into key themes, including:

- (a) theoretical foundations of attachment,
- (b) adult attachment models,
- (c) relational implications,
- (d) mental health outcomes,

- (e) cultural variations, and
- (f) workplace and digital contexts.

The findings were compared and synthesized to highlight commonalities, contradictions, and gaps in existing research.

Limitations

As this paper relies on secondary data, it is limited by the availability and quality of existing studies. Potential biases in original research, cultural differences in attachment expression, and the underrepresentation of non-Western contexts may restrict the generalizability of findings (Cooper, 2017). Despite these limitations, secondary analysis offers a cost-effective and comprehensive way to revisit established theories with updated perspectives.

Findings and Discussion

1. Adult Attachment and Romantic Relationships

A recurring finding in the literature is that adult attachment styles significantly shape romantic relationship quality. Securely attached individuals report higher intimacy, trust, and stability, while insecure styles—particularly anxious attachment—are associated with jealousy, fear of abandonment, and conflict (Feeney, 2008; Mikulincer & Shaver, 2016). Avoidant individuals tend to struggle with emotional closeness and commitment, often preferring independence (Simpson, 1990). These findings reaffirm Bowlby's (1988) assertion that early attachment experiences continue to influence relational bonds in adulthood.

2. Family Bonds and Intergenerational Transmission

Attachment patterns do not end with romantic partnerships but extend to family roles in adulthood. Parents with secure attachment are more likely to display sensitivity and responsiveness, promoting healthier attachment in their children (Caron et al., 2012). Conversely, insecure attachment in adults is often transmitted intergenerationally, perpetuating cycles of emotional distance or overdependence (Jones et al., 2015). These findings underscore the role of attachment in shaping both horizontal (partner) and vertical (parent-child) adult relationships.

3. Attachment and Mental Health Outcomes

The reviewed studies consistently highlight the association between attachment and psychological well-being. Secure attachment is linked with resilience, adaptive coping, and lower risk of depression and anxiety (Mikulincer & Shaver, 2007). Insecure attachment, however, is a strong predictor of psychopathology. Dozier et al. (2008) found that anxiously attached adults exhibit heightened stress reactivity and difficulty regulating emotions, while avoidant individuals often suppress emotions, leading to long-term health risks. Carlson and Sroufe's (1995) longitudinal work further support that insecure attachment in childhood predicts vulnerability to adult mental disorders.

4. Cultural Variations in Adult Attachment

Cross-cultural research demonstrates that adult attachment is shaped by sociocultural contexts. For instance, collectivist cultures may emphasize relational interdependence, making anxious-preoccupied attachment more common, while individualistic cultures often display higher levels of avoidant attachment (van IJzendoorn & Sagi-Schwartz, 2008). These cultural patterns suggest that while attachment theory has universal foundations, its manifestations in adulthood are socially and culturally moderated.

5. Attachment in Digital and Organizational Contexts

In today's technological world, attachment behaviors extend into digital communication. Morey et al. (2013) observed that anxiously attached individuals often rely on frequent text messaging and social media for reassurance, while secure adults use technology to complement face-to-face interactions. In organizational psychology, attachment also influences workplace functioning. Richards and Schat (2011) found that securely attached employees display greater trust in leadership and team cohesion, whereas avoidant employees resist collaboration. Harms (2011) similarly noted that securely attached leaders foster supportive environments, enhancing organizational performance.

6. Emerging Contradictions and Gaps

Despite strong evidence, inconsistencies remain. Some studies suggest that attachment is more fluid in adulthood, influenced by life transitions and relationship experiences (Fraley, 2002), whereas others maintain it is relatively stable over time (Waters et al., 2000). Additionally, much of the literature is Western-centric, limiting the generalizability of findings to non-Western societies. Furthermore, contemporary issues—such as digital intimacy, long-distance relationships, and evolving family structures—remain underexplored.

Conclusion and Implications

This study revisited attachment theory through secondary data to examine its relevance and implications in adulthood. The findings confirm that attachment processes extend beyond childhood, shaping adult romantic partnerships, family relationships, friendships, mental health, and even workplace interactions. Secure attachment consistently predicts greater relational satisfaction, emotional regulation, and psychological resilience (Mikulincer & Shaver, 2016), while insecure attachment is linked to vulnerability, instability, and maladaptive coping strategies (Dozier et al., 2008). Moreover, cultural and contextual factors, such as collectivist versus individualist orientations and the rise of digital communication, further influence how attachment is expressed in adult life (van IJzendoorn & Sagi-Schwartz, 2008; Morey et al., 2013).

Theoretical Implications

Revisiting attachment theory highlights the need for refinement in adult attachment models. While classical frameworks (Hazan & Shaver, 1987; Bartholomew & Horowitz, 1991) remain foundational, emerging research suggests that adult attachment may be more fluid and context-dependent than previously assumed (Fraley, 2002). Incorporating contemporary dimensions such as digital intimacy, workplace dynamics, and cross-cultural perspectives can broaden the theory's applicability in modern contexts.

Practical Implications

The insights of attachment theory hold practical value for counseling, therapy, and relationship education. Interventions designed to enhance emotional security can support individuals with insecure attachment patterns, improving relational satisfaction and mental health outcomes. In organizational settings, awareness of attachment dynamics can guide leadership strategies, team development, and employee well-being programs (Richards & Schat, 2011).

Policy Implications

At a broader level, attachment-informed policies can promote mental health awareness, parenting programs, and social support systems that strengthen relational bonds across the lifespan. Considering the increasing prevalence of mental health challenges, policies that foster secure attachments—both in family and community contexts—are essential for long-term societal well-being.

Future Research Directions

Despite substantial progress, gaps remain. More longitudinal and cross-cultural studies are needed to test the stability of adult attachment across diverse populations. Additionally, the role of technology in shaping intimacy and dependence is still underexplored. Future studies integrating psychological, sociological, and neuroscientific perspectives will further enrich our understanding of attachment in adulthood.

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The Impact of Gender on Play Styles and Social Skills Development

Dr. Bindi Kumari*

Abstract:

Gender plays a central role in shaping the nature and quality of children's play experiences, which in turn influence their social and emotional development. This paper explores how gender differences in play styles—ranging from rough-and-tumble physical play to socio-dramatic and cooperative play—affect the acquisition of social skills such as empathy, cooperation, communication, and leadership. Drawing upon theoretical frameworks including biological, social learning, and cognitive-developmental perspectives, the paper synthesizes evidence from classic and contemporary studies to examine the mechanisms through which gender influences both the form and function of play. Findings suggest that while boys and girls display differing play preferences on average, these distinctions are fluid, context-dependent, and influenced by both nature and nurture. Peer interactions, cultural expectations, and parental reinforcement all shape gendered play behaviors, which subsequently guide the development of social competencies. The paper argues for inclusive play environments that encourage cross-gender engagement to foster balanced social skills across genders. Ultimately, understanding the complex interplay between gender and play is crucial for educators, parents, and policymakers seeking to promote equitable developmental opportunities for all children.

Keywords: gender, play styles, social development, peer interaction, gender socialization, childhood learning

1. Introduction

Play is a fundamental avenue for children's learning and socialization, serving as a microcosm through which they explore relationships, emotions, and social norms. Developmental theorists have long emphasized that play contributes not only to cognitive and motor growth but also to social competence and emotional regulation (Piaget, 1962; Vygotsky, 1978). Within this context, gender emerges as a salient factor influencing the ways in which children interact and develop socially. From early childhood onward, boys and girls tend to display different patterns of play, with varying emphases on competition, cooperation, communication, and creativity (Maccoby & Jacklin, 1974; Pellegrini & Smith, 1998).

The relationship between gender and play is complex, shaped by biological predispositions, cultural expectations, and social learning processes. Evolutionary theorists have proposed that certain play behaviors may reflect adaptive tendencies—such as boys engaging more in physical or rough play and girls showing preferences for nurturing or cooperative play (Pellegrini, 1998). However, social learning theorists counter that such tendencies largely result from environmental reinforcement and modeling (Bandura, 1986). Parents, peers, teachers, and media collectively socialize children into gender-typical play roles, often without conscious intent (Fagot, 1994; Leaper, 2011).

Understanding how gendered play influences social skills development is essential because play is not merely recreational—it is a developmental arena where children practice social negotiation, empathy, problem-solving, and leadership (Rubin et al., 2006). Boys often gain social competence through group competition and physical coordination, while girls may develop empathy, turn-taking, and communication through cooperative and pretend play (Rose & Rudolph, 2006). Yet, these distinctions are probabilistic, not deterministic; there exists significant overlap and individual variation (Hyde, 2005).

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The present paper examines this nuanced relationship between gender, play styles, and the development of social skills. It reviews the theoretical foundations that explain why gender differences in play occur, synthesizes empirical evidence regarding their manifestations, and discusses how these variations shape social outcomes. Importantly, it considers the role of social context—such as culture, parental attitudes, and peer composition—in moderating these patterns. The discussion concludes with implications for education, child-rearing, and social policy, emphasizing the importance of creating inclusive environments that allow children to transcend gendered boundaries in play.

2. Literature Review

2.1 Theoretical Perspectives on Gender and Play

Research on play and gender is grounded in multiple theoretical traditions that attempt to explain why boys and girls often engage in distinct forms of play and how these shape social learning. Four dominant frameworks—biological/evolutionary, social learning, cognitive-developmental, and peer socialization—offer complementary insights into the mechanisms underlying gendered play behaviors.

Biological and Evolutionary Perspectives

Biological explanations emphasize innate differences between boys and girls that influence play preferences. Hormonal factors, particularly prenatal exposure to androgens, have been associated with higher levels of activity and physical play in boys (Pellegrini & Smith, 1998). Evolutionary theorists suggest that these tendencies reflect adaptive functions: rough-and-tumble play among males may serve as practice for adult competition, while nurturing play among females may prepare them for future caregiving roles (Bjorklund & Pellegrini, 2000). Research with nonhuman primates also reveals sex differences in play preferences, suggesting partial biological underpinnings (Alexander & Hines, 2002). However, these biological differences interact with social contexts, and the variability within genders often exceeds average between-gender differences (Hyde, 2005).

Social Learning Theory

Social learning theory (Bandura, 1986) posits that children acquire gender-typed behaviors through observation, imitation, and reinforcement. Parents, peers, and media models provide cues about what behaviors are “appropriate” for boys or girls. For instance, boys may receive more praise for engaging in active, rough play, whereas girls may be reinforced for nurturing or cooperative behaviors (Fagot, 1994). Over time, differential reinforcement leads to internalization of gender norms that guide play choices. Studies show that even in early childhood, adults and peers react differently to the same behavior depending on the child’s gender, shaping self-perceptions and social behaviors (Leaper, 2011).

Cognitive-Developmental and Gender Schema Theories

Cognitive theories highlight the child’s active role in constructing gendered knowledge. Kohlberg’s (1966) cognitive-developmental theory proposed that once children achieve *gender constancy*—understanding that gender is stable—they begin to prefer activities consistent with their gender identity. Later, Bem’s (1981) gender schema theory extended this idea, suggesting that children develop cognitive frameworks (schemas) about gender that influence how they attend to and remember information. Once these schemas are formed, children selectively engage in gender-consistent play, reinforcing the very distinctions they observe.

Peer Group and Social Context Theories

Peers exert a powerful influence on play behavior. Maccoby (1998) observed that children tend to self-segregate into same-sex groups from early childhood, creating gendered subcultures of play. Boys’ groups often emphasize dominance, competition, and large-group dynamics, while girls’ groups prioritize intimacy, communication, and cooperation (Rose & Rudolph, 2006). These peer norms both reflect and amplify gendered play patterns: children who deviate from group expectations risk social exclusion (Martin, Ruble, & Szkrybalo, 2010). Thus, peer interactions act as a feedback system that maintains gendered behavior over time.

2.2 Empirical Findings on Gendered Play Styles

Rough-and-Tumble and Physical Play

One of the most consistently documented differences in play is boys' greater involvement in physical and rough-and-tumble play. Pellegrini and Smith (1998) defined this as vigorous, playful physical interaction that includes chasing, wrestling, and mock fighting. Such play helps children learn self-regulation, boundary-setting, and conflict resolution. Boys tend to engage in this type of play more frequently, particularly in middle childhood, while girls may show less interest or face discouragement from peers and adults. However, when given encouragement, many girls also engage successfully in physical play, suggesting environmental constraints are key factors (Paquette, 2004).

Pretend and Socio-Dramatic Play

Girls are often observed to engage more in socio-dramatic play, which involves role-playing family, friendship, or imaginative scenarios (Fein, 1981). This form of play supports language development, empathy, and perspective-taking—skills that are vital for emotional intelligence (Rubin et al., 2006). Boys also engage in pretend play, but their themes often center around adventure or combat. These thematic differences reflect both media exposure and peer modeling (Martin et al., 2010).

Playgroup Size and Interaction Patterns

Empirical research shows that boys' playgroups tend to be larger, more hierarchical, and more competitive, while girls' groups are smaller, more intimate, and egalitarian (Benenson et al., 2001). Boys' group play fosters leadership skills and negotiation of dominance hierarchies, whereas girls' dyadic play promotes empathy and cooperation. These divergent experiences help explain differences in social styles—boys often practice assertiveness and rule enforcement, while girls practice nurturing and compromise (Rose & Rudolph, 2006).

Leadership and Conflict Resolution

Studies suggest boys are more likely to adopt directive leadership roles, whereas girls favor collaborative leadership approaches (Gurian, 2001). Similarly, gender differences in conflict resolution styles are evident: boys often rely on assertive or physical strategies, while girls prefer verbal negotiation or avoidance (Walker, 2005). These patterns emerge during play and extend into later social interactions.

2.3 Cross-Cultural and Developmental Considerations

While many patterns of gendered play appear across cultures, the magnitude and expression of these differences vary. Cultural expectations influence which play behaviors are reinforced. For instance, collectivist societies often encourage cooperative play across genders, reducing differentiation (Farver, 1999). Moreover, gender differences in play are not static; they fluctuate with developmental stage. Preschoolers exhibit greater gender segregation, which gradually decreases during adolescence as social boundaries widen (Maccoby, 1998).

Recent cross-cultural studies also challenge the universality of traditional gender norms in play. In more egalitarian societies, children exhibit more overlap in play preferences (Leaper, 2011). This suggests that gendered play is highly malleable and contextually influenced rather than biologically fixed.

2.4 Mechanisms Linking Play to Social Skills Development

Play acts as a natural laboratory for developing social competence. Through play, children learn to share, negotiate, and interpret emotional cues. Gendered play styles promote distinct skill sets:

- a. **Physical play** (more common among boys) cultivates assertiveness, leadership, and resilience.
- b. **Socio-dramatic play** (more frequent among girls) enhances empathy, communication, and cooperation.

However, when children are restricted to gender-typed play, their social skill repertoire may remain limited (Ladd & Price, 1987). Inclusive play environments, in contrast, allow children to experience a full range of social roles and interactions.

2.5 Summary of Literature Review

The literature indicates that gender exerts a measurable influence on play preferences and that these play experiences, in turn, shape the trajectory of social skills development. Biological predispositions interact with cognitive and social processes to produce these outcomes. While boys may develop assertiveness and physical coordination, girls often excel in empathy and communication. Yet, research consistently emphasizes overlap, contextual flexibility, and the importance of avoiding rigid gender stereotyping. Encouraging children to engage in a diversity of play types can thus support more holistic social growth.

3. Objectives and Methodology

3.1 Objectives of the Study

1. To identify the major gender-based variations in play styles.
2. To analyze how these play styles relate to the development of key social competencies.
3. To explore the role of contextual factors.
4. To assess the implications of gendered play patterns.

3.2 Methodology

This research adopts a qualitative, secondary data-based approach, relying on a comprehensive review of published literature from psychology, sociology, and education. Data were collected from peer-reviewed journals, scholarly books, and meta-analyses using databases such as PsycINFO, Google Scholar, and ERIC. Keywords included *gender differences in play*, *social skills development*, *peer socialization*, and *childhood play behavior*.

4. Findings and Discussion

4.1 Overview of Findings

The synthesis of reviewed studies reveals that gender differences in play styles begin to emerge as early as preschool and become more pronounced with age (Maccoby, 1998; Martin et al., 2010). These differences manifest not only in the types of play children prefer but also in their social interactions, communication styles, and peer dynamics. Boys tend to engage in rough-and-tumble, competitive, and large-group play, while girls are more likely to participate in cooperative, role-based, and communicative play (Pellegrini & Smith, 1998; Fabes et al., 2003). These distinct play experiences shape the development of corresponding social skills—assertiveness, leadership, empathy, and cooperation—in gender-specific ways.

However, these findings do not imply fixed or biologically determined patterns. Rather, they are socially constructed and contextually influenced, reflecting the interplay between individual predispositions and sociocultural expectations (Leaper, 2011; Hyde, 2005). The reviewed literature emphasizes that both boys and girls develop valuable but different social competencies through play, suggesting that exposure to diverse play contexts is crucial for balanced socio-emotional development.

4.2 Gender and Types of Play

4.2.1 Boys' Play Patterns

Research consistently finds that boys are more likely to engage in rough-and-tumble play (RTP), characterized by chasing, wrestling, and mock fighting (Pellegrini, 1998). Such play often involves larger groups, higher physicality, and clear dominance hierarchies. Through these interactions, boys develop leadership skills, assertiveness, and rule negotiation abilities (Fabes et al., 2003). Studies also suggest that RTP serves as an outlet for energy and a means to practice social boundaries and conflict resolution, provided it occurs in a supportive environment (Paquette et al., 2003).

However, RTP can sometimes be misinterpreted by adults as aggression rather than play, which may lead to discouragement of a legitimate developmental behavior (DiPietro, 1981). When

appropriately monitored, this form of play enhances boys' understanding of fairness, turn-taking, and self-regulation—core components of social competence (Pellegrini & Smith, 1998).

4.2.2 Girls' Play Patterns

In contrast, girls tend to engage more frequently in socio-dramatic play—activities involving imagination, role enactment, and cooperation (Göncü & Gaskins, 2011). Such play often includes themes of family, caregiving, or community and tends to occur in smaller, more intimate groups. Through this process, girls develop verbal communication, empathy, and perspective-taking skills (Rose & Rudolph, 2006).

Additionally, girls' play is characterized by an emphasis on relationship maintenance, reflecting broader socialization processes that prioritize harmony and collaboration (Gilligan, 1982; Leaper, 2011). These skills later translate into enhanced emotional intelligence and interpersonal sensitivity—key assets in adult social functioning.

4.2.3 Overlaps and Fluidity

Although these patterns appear gendered, multiple studies highlight significant overlap and flexibility. Many boys engage in cooperative or imaginative play, and many girls enjoy competitive or physical activities (Blakemore et al., 2009). The degree of differentiation often depends on social context—for instance, when children play in mixed-gender groups or under adult guidance, their play behaviors tend to converge (Serbin et al., 2001).

This suggests that gender differences are probabilistic, not deterministic, and that children's social development benefits from diverse play experiences that transcend traditional gender boundaries.

4.3 Social Skills Outcomes and Gendered Play

Play serves as a vital context for acquiring social-cognitive and emotional skills. Boys' and girls' distinct play experiences tend to emphasize different dimensions of social competence.

4.3.1 Social Competence in Boys

Through competitive and physical play, boys often learn to navigate group dynamics, develop resilience, and manage conflict through rules and hierarchy (Pellegrini, 1998). Studies by Rubin et al. (2006) and Fabes et al. (2003) found that such play promotes leadership and problem-solving, though it may limit the expression of emotional sensitivity if not balanced with cooperative experiences.

Moreover, participation in team-oriented games encourages strategic thinking and fairness, as success depends on adherence to shared rules and mutual respect. When supported by adults who model empathy and inclusivity, these contexts can yield well-rounded social growth (Lindsey & Colwell, 2003).

4.3.2 Social Competence in Girls

Girls' cooperative and imaginative play fosters verbal fluency, empathy, and conflict avoidance (Rose & Rudolph, 2006). Their play often involves social negotiation, where maintaining relationships takes precedence over competition (Gilligan, 1982). This style promotes emotional attunement—an ability to interpret others' feelings and respond appropriately (Underwood et al., 2001).

However, the literature also notes that excessive emphasis on harmony may limit assertiveness and risk-taking among girls (Leaper, 2011). Thus, exposure to more competitive or physically active play can enrich girls' social development by strengthening confidence and autonomy (Blatchford et al., 2003).

4.4 Sociocultural Influences on Gendered Play

4.4.1 Parental and Educational Influences

Parents and teachers play a central role in shaping gendered play. Social learning theory (Bandura, 1986) suggests that children model behaviors that receive positive reinforcement. Parents often provide gender-typed toys and praise behaviors consistent with societal expectations—encouraging boys to be active and girls to be nurturing (Fagot, 1994). Teachers may also

unconsciously reinforce these differences through classroom organization and feedback (Serbin et al., 2001).

Research indicates that parental encouragement of cross-gender play—for example, allowing boys to engage in pretend play or girls in outdoor games—can promote broader social learning and reduce gender stereotypes (Leaper, 2011).

4.4.2 Peer Influence

Peers are powerful socializing agents. By age five, children show strong preferences for same-gender playmates, a phenomenon known as gender segregation (Maccoby, 1998). This segregation reinforces gender-typical behaviors and limits exposure to alternative play styles. Boys' groups tend to value assertiveness, while girls' groups prioritize cooperation (Fabes et al., 2003). Mixed-gender play contexts, however, promote the integration of both skill sets, balancing competition with empathy (Martin et al., 2010).

4.4.3 Cultural Variations

Cross-cultural studies reveal that gendered play patterns vary across societies. In collectivist cultures, for example, both boys and girls engage more in cooperative play emphasizing group harmony (Göncü & Gaskins, 2011). In contrast, individualistic societies encourage autonomy and assertiveness, reinforcing gender differentiation in play (Tamis-LeMonda et al., 2004). This underscores the importance of cultural context in interpreting gendered play behaviors—not all patterns observed in Western settings apply globally.

4.5 Implications for Development and Education

The evidence suggests that balanced exposure to diverse play experiences enhances social skills development across genders. Encouraging mixed-gender play can reduce social stereotyping and help children develop complementary competencies—empathy and assertiveness, cooperation and competitiveness (Hyde, 2005).

Educators should design classroom and playground environments that value both cooperative and competitive forms of play, ensuring inclusivity. For example, integrating collaborative games in sports and imaginative elements in physical activities can blur rigid gender boundaries (Blatchford et al., 2003).

Furthermore, teacher training programs should address implicit gender biases that influence play supervision and feedback. Similarly, parents can promote social balance by offering a wide range of toys and play opportunities without labeling them as “for boys” or “for girls” (Leaper, 2011).

5. Conclusion

The relationship between gender, play styles, and social skills development is multidimensional, reflecting a complex interplay between biology, culture, and socialization. The findings across multiple studies indicate that boys and girls often exhibit distinct play patterns, yet these differences are far from absolute. Boys' preference for rough-and-tumble and competitive activities provides opportunities to cultivate assertiveness, leadership, and conflict management skills. Conversely, girls' inclination toward cooperative and socio-dramatic play supports the growth of empathy, verbal communication, and relational sensitivity. Both sets of experiences contribute uniquely to children's overall social development.

However, it is critical to recognize that these differences are largely shaped by social learning processes rather than biological imperatives. Parents, peers, teachers, and media transmit gendered expectations that influence children's play choices. When these expectations are rigid, they can constrain children's social and emotional growth by limiting exposure to diverse experiences. Conversely, when adults encourage cross-gender play and value multiple forms of expression, children benefit from a more holistic development of social skills.

Cultural variations further demonstrate that gendered play is not a universal constant but a reflection of social context. In societies emphasizing collective values, both boys and girls often engage in cooperative forms of play, suggesting that gendered behavior is flexible and responsive to

environmental cues. This underscores the importance of contextual and inclusive approaches in educational and parenting practices.

For educators and policymakers, the key takeaway is to design environments that reduce gender segregation and expand play diversity. Mixed-gender playgroups, gender-neutral toys, and inclusive curricula can foster cooperation, empathy, and mutual respect. Such interventions can help dismantle stereotypes early in life, leading to a more equitable and emotionally intelligent generation.

Ultimately, play serves as both a reflection of societal values and a means of transforming them. By promoting inclusive and flexible play opportunities, we empower children to explore a full spectrum of social roles and skills, regardless of gender. The study concludes that true social competence emerges not from adhering to gendered norms but from the freedom to engage, empathize, and collaborate across differences.

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Textiles as Knowledge Systems in Early India

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Abstract

Textiles reflect cultural evolution. As humans progressed from primitive to civilized life, growing self-awareness brought attention to clothing and appearance, making them socially significant. Since ancient times, India has been richly endowed with a multi-layered and culturally diverse textile heritage. Excavations at Mohenjodaro (circa 2500-1500 BCE) revealed dyed cotton fragments wrapped around a silver vessel, reflecting an early mastery of textile dyeing and colour fixation using organic oxides. The discovery of numerous spindle whorls in domestic spaces further suggests that cotton and wool spinning was a widespread practice, highlighting the deep-rooted textile traditions. Ancient Indian literary sources attest to a wide array of textiles, such as Hemp (*Sana*), with related varieties such as *Bhanga* and jute etc indicative of the subcontinent's rich and varied sartorial traditions, were also mentioned. Texts further reference *Ksauma*, believed to be derived from the linseed plant, as well as *Dukula*, among others. The recurrent mention of these textiles in early literature underscores the advanced knowledge and cultural significance of cloth production in ancient India. This paper investigates the development and symbolism of textile production in early Indian civilization, drawing upon archaeological findings and ancient literary sources to highlight the technological innovations, cultural meanings, and indigenous knowledge embedded in India's rich textile traditions. It aims to situate textile practices within the broader framework of the Indian knowledge system, emphasizing their relevance to both material culture and intellectual heritage.

Keywords: *Textile, Clothing, Ancient India, Hemp, Ksauma, Culture.*

Introduction

The term textile originates from the Latin word *textilis*, derived from the verb *texere*, meaning 'to weave'¹. In its broader sense, it refers to materials produced from fibres that are spun into yarn and formed into fabric through processes such as weaving, knitting, crocheting, bonding, felting, or needle-punching. From the earliest stages of human civilization, textiles have been integral to the narrative of societal development, embodying the distinct cultural identities of different regions and communities. Beyond their role as a basic human necessity, they possess considerable social and cultural significance. The art of creating textiles has been an enduring tradition in Bharat since antiquity, reflected in archaeological evidence, ancient literary references, and the continuing heritage of skilled craftsmanship. India has a rich and varied textile heritage, considered among the oldest in human history. The country's fabrics are celebrated for the precise interplay of warp and weft on the loom, the sophistication of their patterns, and the distinctive textures that embody the artistic mastery of its weavers and artisans. Textiles derive their character from a range of embellishing and decorative processes, with weaving remaining the most defining element. Over time, as India absorbed diverse cultural influences, new fibres, dyes, and weaving methods were adopted. This exchange fostered the emergence of distinctive regional styles and patterns across the subcontinent, each reflecting the varied cultural, social, and economic landscapes of ancient India.

Over centuries of repeated invasions, large-scale migrations, and political transformations, India's textile traditions not only survived but also evolved through cultural exchange, resulting in a

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synthesis that further deepened and enriched this enduring legacy. India's handwoven textiles hold a rich and ancient legacy that has been central to shaping the nation's cultural identity, both within its borders and on the global stage. Their origins can be traced to the Indus Valley Civilization and the Vedic period, where early references to spinning and weaving cotton and wool are recorded. The discovery of cotton fragments bearing traces of purple dye at Mohenjodaro provides evidence that spinning and weaving were practiced in India as early as 3000 B.C.² A contemporary sculpture further suggests that patterned fabrics were already in use at that time. Herodotus, writing in the 6th century B.C., remarked that India had wild trees which produced a fleece-like fibre in place of fruit.³

Many remarkable textiles from India's past represent some of humanity's highest achievements in creativity and craftsmanship. As noted by Gillow⁴ and Barnard, historical records show that European, Asian, and Levantine civilizations held India in great esteem for its fabrics. Greeks, Romans, Arabs, Persians, and Chinese traded precious metals and fine silks in exchange for the subcontinent's exquisite and vividly dyed cottons.

Objectives

- To examine the different types of textiles and the techniques used in their production.
- To explore the economic and trade significance of textiles.
- To understand the cultural and religious meanings associated with textiles.

Research Methodology

The study draws upon a combination of primary and secondary sources. Primary evidence includes archaeological remains such as spindles, loom weights, and fabric impressions, as well as textual references in the *Rigveda*, *Arthashastra*, *Jataka Tales*, and the accounts of Megasthenes. These are supplemented by secondary sources in the form of scholarly books and research articles that provide critical analysis and interpretive frameworks. Fieldwork through visits to textile galleries and museums has been an important component. Key institutions consulted include the National Museum and the Crafts Museum in Delhi, the Calico Museum of Textiles in Ahmedabad, the Baroda Museum and Picture Gallery in Vadodara, and the Surat Castle Museum. These collections provided access to historical textiles, weaving implements, and displays that reflect regional craftsmanship and trade legacies. The overall approach is historical analysis, integrating archaeological, textual, and material evidence to reconstruct the evolution of textile traditions and to evaluate their economic, social, and cultural dimensions.

Textiles across ages

The history of textiles in India can be traced back to the Indus Valley Civilization, where archaeological finds from Mohenjodaro, including cotton fragments with traces of dye, provide the earliest evidence of spinning and weaving around 3000 BCE.⁵ These discoveries, along with depictions of patterned garments in sculpture, demonstrate that cloth was already a medium of both utility and ornamentation in the ancient period. Classical testimonies reinforce this antiquity. Herodotus, writing in the sixth century BCE, described Indian garments made from "tree-wool," a reference to cotton, and an Assyrian tablet from the seventh century BCE also identified the cotton plant as a wool-bearing tree. By the time of the Mauryan Empire, textual sources such as the *Arthashastra* listed cotton, silk, wool, hemp, and flax as significant materials for textile manufacture, while also emphasizing their role in both inland commerce and maritime trade.

The extensive road and river networks under the Mauryas and later empires ensured that Indian textiles reached markets across Asia. By the early centuries CE, Indian fabrics, particularly fine muslins, had gained renown in the Roman world, where they were valued for their lightness and delicacy. Archaeological and literary evidence from this period highlights how India was deeply integrated into long-distance networks of exchange, with textiles serving as one of the most important commodities. Ancient sources also suggest the participation of women in weaving and the high value placed on skilled craftsmanship. Taken together, these strands of evidence reveal that textiles were not only central to the economy of ancient India but also vital in establishing its reputation in global trade networks from the earliest times.

Types of Ancient Textiles

The textile traditions of ancient India reflect both diversity of raw materials and sophistication of techniques. Early literary and archaeological evidence indicates that a wide range of fibres were employed, ranging from plant-based materials to animal-derived products. Hemp was one of the earliest fibres in use. The Atharvaveda and early Buddhist texts mention garments woven from *sana* hemp, while Jain scriptures record its use in monastic clothing. This fibre was accessible and inexpensive, which explains its popularity among cultivators and ascetics. Alongside *sana*, the true hemp⁶ (*bhang*) was also recognized as a distinct fibre. Although better known later for its intoxicating properties, textual sources confirm its application in cloth production. A third fibre, jute, may also have been used in antiquity, though references are less frequent. Etymological links between the Sanskrit word *paṭa*⁷ and jute suggest that regions such as Assam, already known for jute in later periods, may have cultivated and utilized it in earlier times as well.

Another important textile category was *kṣauma*, which numerous Sanskrit sources identify with flax or linen. References in the *Maitrāyaṇī Saṃhitā*, *Taittirīya Saṃhitā*, and epics like the *Rāmāyaṇa* and *Mahābhārata* highlight its widespread use. Linen garments appear not only in elite contexts but also in monastic codes, where both Buddhist and Jain traditions permitted monks to wear them. The production of *dukūla*, a fabric often distinguished from *kṣauma*, suggests that Indian weavers were adept at producing both ordinary and fine-quality linen. Some traditions describe *dukūla* as bark-based cloth, associated with Bengal, where fibres from specific shrubs were processed into thread. Cotton, however, stands out as the fibre most closely identified with India from antiquity. Archaeological analysis of fragments from Mohenjodaro confirms its cultivation and weaving during the Harappan period. By the time of early Buddhist and Jaina texts, cotton garments were commonly used, although certain ritual texts considered them impure for sacramental use. This perception suggests that cotton was viewed as a material of the masses, in contrast to silk or linen which were markers of higher social status.⁸ Still, the economic importance of cotton is evident in the *Arthaśāstra*, which lists cotton among the principal commodities of trade and taxation.

Silk represented another prestigious category of textiles. Indigenous traditions of wild silk, including *tussar*, *muga*, and *eri*⁹, were long established in eastern India, particularly in Assam and Bengal. The Sanskrit term *kaūśeya* appears in early Buddhist texts, denoting silk derived from cocoons. Later, with contact between India and China, mulberry silk, referred to as *paṭṭa* entered Indian markets. Literary sources distinguish between domestically produced wild silk and imported Chinese silk, showing an awareness of origin and quality. By the Gupta period, silk weaving had become both a regional industry and an item of international trade. In addition to these, a wide range of specialized fabrics are mentioned in ancient texts. Names such as *āmsūka*, *netra*, *lāṭatantuja*, and *krmirāṅga* occur in literary sources, often indicating luxury textiles made of silk or plant bark. Their precise identification is debated, but their frequent appearance in lists of royal gifts and elite consumption underscores their cultural and economic value. The multiplicity of fibres, techniques, and terminologies illustrates not only the technological creativity of Indian weavers but also the role of textiles as markers of social hierarchy and as vital components of both domestic economies and long-distance trade.

Textile Trade in Ancient India

The textile industry was one of the most important pillars of India's ancient economy. Archaeological discoveries from the Indus Valley Civilization, including standardized weights and measures, suggest that textile production and exchange were already organized along regulated commercial lines. Although we lack direct evidence of written trade laws from this period, the uniformity of weights indicates systematic practices that paralleled those in Mesopotamia and Egypt¹⁰. Cotton cultivation, confirmed by finds from Mohenjodaro, likely formed the basis of early cloth exports to West Asia. During the Vedic period, barter served as the medium of exchange, but literary sources such as the *Atharvaveda* record technical terms for trade, including buying (*kṛaya*), selling (*vikṛaya*), and bargaining (*prapana*), pointing to a sophisticated commercial vocabulary¹¹. By

the Mauryan age, this sector had come under systematic state control. Kautilya's *Arthashastra* refers to the superintendent of trade who regulated prices, ensured fair taxation, and encouraged foreign commerce¹². This administrative framework linked textile manufacture with taxation, revenue, and state welfare.

Textiles constituted some of the most important exports of ancient India. Greek and Roman sources describe Indian cottons and muslins as highly prized commodities. The *Periplus of the Erythraean Sea* mentions ports like Barygaza and Tamralipti as centres for exporting muslins, silks, and cotton yarns, which were carried as far as Alexandria and Rome.¹³ In addition, Buddhist *Jataka* tales and later inscriptions show that woven cloth, embroidery, and dyed garments were items of both ritual significance and overseas exchange.¹⁴ Thus, from the Harappan period through the Mauryan and early historic periods, textiles not only served local needs but also became a driver of India's long-distance trade. They linked agrarian production to artisanal skill, taxation policies, and international exchange, placing Indian fabrics at the centre of the ancient world's commercial networks.

Exports and Imports

Textiles formed one of the most prominent categories of India's exports in antiquity. Cotton in particular was a hallmark of Indian production. Archaeological evidence from Harappan sites confirms its cultivation, and Greek writers such as Nearchus and later Roman accounts praised the fineness of Indian muslins. The *Periplus of the Erythraean Sea* describes Barygaza (modern Bharuch) and Tamralipti as active ports through which muslins, cotton yarn, and dyed fabrics were shipped to the Mediterranean, often via Alexandria. The *Mahābhārata* even records Romans presenting fine cotton cloth at Yudhiṣṭhira's court, suggesting that by the early centuries CE Indian cottons had reached Europe through direct and indirect channels.¹⁵

Wool was another important product, though its antiquity in India is debated. Watt (1908) argued that wool weaving was introduced by pastoral groups from Central Asia, with Punjab and Kashmir emerging as notable centres. Kashmir's fine shawls became especially valued in western markets, often transported through the Indus route. Literary texts such as the *Dharmasūtras* reflect debates over wool, with some schools regarding wool shearing as contrary to the ethic of *ahimsā*, while others accepted its use in trade.

Silk occupied a special position as both an imported and exported commodity. Indigenous varieties like *tussar*, *muga*, and *eri* were cultivated in eastern India, but mulberry silk largely entered through China. The *Periplus*, along with later classical accounts, suggests that Chinese silks reached Indian markets via Central Asian intermediaries and were then re-exported to the Roman world. The Roman appetite for silk was so great that by the reign of Emperor Aurelian, it was valued at its weight in gold. Indian ports such as Muziris and Tamralipti acted as redistribution centres, where both indigenous wild silks and imported Chinese fabrics were exchanged.¹⁶

India was also a major supplier of dyes, particularly indigo. Ancient Persian and Greek sources note its export under the name *nīla*, and by the early historic period it was a significant article of maritime trade. Indigo leaves were processed into blue dye that supplied Mediterranean markets (Watt, 1908). Imports, by contrast, were limited. Linen, identified with *kṣauma*, was brought into India from regions like Egypt and Babylon, while fine flax textiles are described in the *Periplus* and in Pliny's *Natural History*. These imports supplemented India's own textile repertoire, but the country remained overwhelmingly an exporter rather than an importer.

Conclusion

Textiles in ancient India were more than items of daily use. They were central to society, economy, and culture. The study of ancient Indian textiles reveals a deep reservoir of indigenous knowledge that combined agriculture, craft, economy, and culture. From hemp and flax to cotton and silk, Indians developed sophisticated methods of cultivation, spinning, dyeing, and weaving long before similar practices became known elsewhere. This diversity was not only technical but also symbolic, with textiles woven into rituals, social identity, and trade networks.

Seen through the lens of the Indian Knowledge System, textiles embody the principles of sustainability, localisation, and holistic living. Fibre plants like hemp, flax, and cotton were cultivated with ecological awareness, while bark and silk production reflected adaptability to regional environments. Knowledge was transmitted through oral traditions, scriptures, and guild practices, ensuring continuity across generations.

Thus, the ancient textile tradition stands as an example of how India integrated science, art, and spirituality demonstrating that material culture was also a form of knowledge-making. Reviving this perspective today helps us appreciate textiles not just as economic goods but as part of a living heritage within the Indian Knowledge System. This research paper asserts that the textile traditions of ancient India stand out not only for their technical diversity but also for their role in shaping cultural expression and sustaining India's early prominence in global commerce. Textiles became one of ancient India's strongest cultural markers and most valued exports, symbolising both technical ingenuity and the subcontinent's deep ties with global trade.

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طلب میں جذباتی مندراست اور ذہنی صحت: ایک تجزیاتی مطالعہ

(Emotional Intelligence and Mental Health among Students: An Analytical Study)

محمد بہاء الدین (Mohd Bahauddin)*

خلاصہ:

یہ تحقیقی مقالہ طلبہ میں جذباتی مندراست اور ذہنی صحت کے درمیان تعلقات کا تجزیاتی مطالعہ پیش کرتا ہے۔ مقالہ موجودہ بین الاقوامی اور ہندوستانی تحقیق، NEP 2020 اور NCF 2023 کی سفارشات کی روشنی میں تیار کیا گیا ہے، اور اس میں تجویز پیش کی گئی ہے کہ اسکولوں میں جذباتی اور سماجی تربیت (SEL) کے نفاذ سے طلبہ کی تعلیمی کارکردگی اور ذہنی بہبود میں مثبت اثرات مرتب ہوتے ہیں۔ مقالہ یہ ظاہر کرتا ہے کہ جذباتی مندراست نہ صرف طلبہ کے اضطراب، ڈپریشن اور رویے سے متعلق مسائل کو کم کرنے میں مددگار ہے بلکہ تعلیمی دلچسپی، سماجی تعلقات اور خود اعتمادی کو بھی فروغ دیتی ہے۔ مقالے میں عملی سفارشات شامل ہیں تاکہ اسکولوں میں جذباتی مندراست کے فروغ کے لیے موثر حکمت عملی اپنائی جاسکے۔

کلیدی الفاظ:

جذباتی مندراست (Emotional Intelligence)، ذہنی صحت (Mental Health)، طلبہ، قومی تعلیمی پالیسی (NEP 2020)، قومی درسیات کا خاکہ (NCF 2023)، اسکول، سماجی و جذباتی تربیت

تعمیر:

تعلیم کا مقصد محض عملی مواد کی ترسیل نہیں بلکہ ایسے متوازن اور ہم آہنگ انداز کی تشکیل بھی ہے جو عملی، جذباتی، اخلاقی، روحانی اور سماجی سطح پر کامیاب زندگی گزار سکیں۔ تعلیم کا بنیادی مقصد مندر کو ایک ہمہ جہت شخصیت میں ڈھالنا ہے جو درپیش مسائل سے مؤثر طریقے سے نمونہ آرزو ہو سکے (Mayer, Salovey, & Caruso, 2004)۔ موجودہ تعلیمی نظام میں طلبہ کی کامیابی صرف عملی قابلیت پر منحصر نہیں بلکہ ان کی جذباتی اور ذہنی صحت بھی بنیادی حیثیت اختیار کر چکی ہے۔ عہد حاضر میں طلبہ کی ذہنی صحت ایک اہم عالمی چیلنج کے طور پر ابھر کر سامنے آئی ہے۔ عالمی ادارہ صحت (WHO) کے مطابق، دنیا بھر میں 10 سے 20 فیصد نوجوان ذہنی صحت کے مسائل کا شکار ہیں، جن میں ڈپریشن، اضطراب اور سماجی انزوا (Social Isolation) اہم ہیں۔ دنیا بھر میں بالخصوص نوجوانوں کے درمیان ذہنی صحت کے مسائل، جیسے اضطراب، ڈپریشن، اور خودکشی، بڑھ رہے ہیں (WHO, 2021; UNICEF, 2022)۔ ہمارے وطن عزیز میں بھی اسکولوں اور یونیورسٹیوں میں ذہنی صحت سے متعلق مسائل بڑھتے جا رہے ہیں، جس کے باعث طلبہ کی تعلیمی کارکردگی اور مجموعی صلاح و بہبود متاثر ہو رہی ہے۔ ان مسائل کے حل میں جذباتی مندراست ایک مضبوط حفاظتی عنصر (Protective Factor) کے طور پر کام کرتی ہے، جو طلبہ کو جذباتی دباؤ سے نمٹنے، بہتر تعلقات قائم کرنے اور مؤثر فیصلے کرنے میں مدد دیتی ہے۔ قومی تعلیمی پالیسی (NEP, 2020) اور قومی درسیات کا خاکہ (NCF, 2023) میں طلبہ کی جذباتی اور سماجی مہارتوں کو نصاب اور اسکولوں کی سرگرمیوں میں شامل کرنے کی اہمیت پر زور دیا گیا ہے۔ جذباتی مندراست (EI) ایک ایسی صلاحیت ہے جس میں اپنے اور دوسروں کے جذبات کو سمجھنے، ان پر متاثر ہونے اور مؤثر انداز میں حسب ضرورت اظہار کرنے کی مہارت شامل ہے (Goleman, 1995)۔

ہندوستانی اور عالمی تعلیمی ادارے اس بات کو تسلیم کر رہے ہیں کہ جذباتی مندراست طلبہ کی ذہنی صحت کے تحفظ اور فروغ کے لیے بنیادی کردار ادا کر سکتی ہے (Parker et al., 2004)۔ ذہنی صحت نہ صرف بیماری کے فقدان کا نام ہے بلکہ اس میں جذباتی توازن، مثبت رویہ، اور زندگی میں مقصدیت کا احساس بھی شامل ہے (World Health Organization, 2020)۔

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قومی تعلیمی پالیسی 2020 (NEP 2020) اس امر پر زور دیتی ہے کہ طلبہ کی تعلیمی کامیابی کا دارومدار نہ صرف علمی کارکردگی پر منحصر ہے بلکہ اس میں سماجی اور جذباتی بے بسبود بھی شامل ہے۔ اسی طرح قومی درسیات کا حنا کہ میں بھی سماجی و جذباتی تربیت کو نصاب کا حصہ بنانے کی سفارش کی گئی ہے تاکہ طلبہ زندگی کے ہر پہلو میں متوازن اور خوشحال رہ سکیں (NCF, 2023)۔

جذباتی مندرست طلبہ کی سماجی تعلقات کی بہتری، خود اعتمادی، اور تعلیمی دلچسپی کو بڑھانے میں مددگار ثابت ہوتی ہے۔ یہ مثالہ مختلف نظریاتی مندریم ورک، بین الاقوامی اور ہندوستانی تحقیق، اور پالیسی دستاویزات کی روشنی میں طلبہ میں جذباتی مندرست اور ذہنی صحت کے تعلقات کو مفصل انداز میں بیان کرتا ہے۔

جذباتی مندرست

جذباتی مندرست کا تصور سب سے پہلے 1990 میں پیٹر سلووی اور جہان مسیر نے پیش کیا، جسے بعد میں ڈینیئل گولمین نے عام فہم اور تعلیمی میدان میں مقبول بنایا۔ نفسیات میں جذباتی مندرست کو اس صلاحیت کے طور پر بیان کیا جاتا ہے کہ مندر اپنے اور دوسروں کے جذبات کو پہچان سکے، ان کا تجزیہ کرے اور انہیں مناسب انداز میں منظم کر سکے۔ یہ مندرست محض فطری صلاحیت نہیں بلکہ تربیت، مشاہدے اور تجربے سے نشوونما پاتی ہے۔ تعلیمی میدان میں جذباتی مندرست طلبہ کو تنقیدی سوچ، مسئلہ حل کرنے کی مہارت اور مثبت رویے کے ساتھ زندگی گزارنے میں مدد مندرستہم کرتی ہے۔

ڈینیئل گولمین (1995) کے مطابق جذباتی مندرست پانچ بنیادی اجزاء پر مشتمل ہے:

1. **خود آگاہی (Self-Awareness)**: اپنے جذباتی کیفیت، طاقت اور کمزوریوں کو پہچاننے اور ان جذبات کے اثرات کو سمجھنے کی صلاحیت۔
2. **خود نظم و ضبط (Self-Regulation)**: جذباتی رد عمل کو قابو میں رکھ کر مناسب فیصلہ سازی کرنا۔ اور یہ باہم طور ممکن ہے کہ جذبات کو قابو میں رکھا جائے اور مثبت رد عمل دیا جائے۔
3. **داخلی تحریک (Internal Motivation)**: ذاتی مقصد کے حصول کے لیے حوصلہ اور استقامت۔ بالفاظ دیگر مقصد کے حصول کے لیے اندرونی محرکات کا استعمال کرنا۔
4. **مہردلی (Empathy)**: دوسروں کے جذبات اور حالات کو سمجھنے اور محسوس کرنے کی صلاحیت اور ان کے مطابق رد عمل دینا
5. **سماجی مہارتیں (Social Skills)**: صحت مند تعلقات قائم کرنے، تعاون کرنے اور مؤثر رابطہ قائم کرنے کی مہارت۔ سب الفاظ دیگر دوسروں کے ساتھ مؤثر تعلقات قائم کرنا اور برقرار رکھنا۔

طلبہ میں ذہنی صحت کی اہمیت و افادیت

ذہنی صحت کی تعریف صرف نفسیاتی بیماری کی عدم موجودگی نہیں ہے بلکہ اس میں مندر کی مجموعی فلاح و بے بسبود شامل ہے (WHO, 2021)۔ اقوام متحدہ کا فنڈ برائے اطفال کی رپورٹ کے مطابق، COVID-19 کے دوران اسکولوں کی بندش اور سماجی علیحدگی نے طلبہ کی ذہنی صحت پر منفی اثرات مرتب کیے ہیں، جس سے اضطراب، ڈپریشن اور خودکشی کے خطرات میں اضافہ ہوا ہے (UNICEF, 2022)۔ ہندوستان میں طلبہ کی ذہنی صحت سے متعلق مسائل شدید ہیں بالخصوص دیہی اور کم وسائل والے علاقوں میں۔ اس تناظر میں جذباتی مندرست طلبہ کو جذباتی دباؤ کے مؤثر انتظام، سماجی تعلقات کی بہتری، اور تعلیمی چیلنجز کا مقابلہ کرنے کی صلاحیت مندرستہم کرتی ہے (Gunjan & Singh, 2025)۔ ذہنی صحت طلبہ کی تعلیمی کارکردگی اور شخصیت سازی کا بنیادی عنصر ہے۔ جب ذہنی صحت متاثر ہو تو نہ صرف تعلیمی نتائج کمزور ہوتے ہیں بلکہ طلبہ میں خود اعتمادی کی کمی، منفی رویے اور جذباتی عدم توازن پیدا ہو سکتا ہے۔ ایک صحت مند ذہنی حالت طلبہ کو درج ذیل امور میں مدد دیتی ہے:

- تعلیمی دباؤ کا مؤثر سامنا
- مثبت سماجی تعلقات قائم کرنا
- فیصلہ سازی اور مسئلہ حل کرنے کی لیاقت
- تخلیقی صلاحیتوں کا مندرست

جذباتی مندرست اور ذہنی صحت کا باہمی تعلق

تحقیقات سے ثابت ہوا ہے کہ جذباتی مندرست طلبہ میں ڈپریشن، بے چینی اور تعلیمی دباؤ کو کم کرنے میں مددگار ہے (Extremera & Fernández-Berrocá, 2006)۔ ایک مطالعہ کے مطابق ہندوستان میں عملی جذباتی مندرست رکھنے والے طلبہ امتحانی دباؤ سے بہتر

طریقے سے نشتے ہیں اور ان میں خود اعتمادی زیادہ ہوتی ہے (Sharma & Kaur, 2021)۔ یہ تحقیقی نتیجہ صرف ہمارے ملک تک ہی محدود نہیں بلکہ عالمی سطح پر Petrides et al. (2004) کے مطالعے نے بھی یہی نتیجہ اخذ کیا کہ جذباتی مندراست، ذہنی صحت اور خوشحالی کے درمیان مثبت تعلق موجود ہے۔ مسزید بر آں، Schutte et al. (2007) کی میٹا تجزیاتی تحقیق سے پتا چلا کہ جذباتی مندراست کی تربیت طلبہ کی نفسیاتی بہبود میں نمایاں بہتری لا سکتی ہے۔

جذباتی مندراست (Emotional Intelligence) پر بین الاقوامی سطح پر ہونے والی تحقیق اس تصور کو ذہنی صحت (Mental Health) کے مندروع کا ایک لازمی عنصر قرار دیتی ہے۔ (1995) Goleman نے جذباتی مندراست کو انسان کی اپنی اور دوسروں کی جذباتی کیفیت کو پہچاننے، سمجھنے اور اس کے مطابق رد عمل دینے کی صلاحیت کے طور پر بیان کیا۔ Salovey اور Mayer (1990) کے مطابق یہ مہارت محض ذاتی خوشحالی تک محدود نہیں بلکہ معاشرتی موافقت، اکیڈمک کامیابی اور ذہنی دباؤ سے نشتے کی صلاحیت کو بھی بہتر بناتی ہے۔ (2020) Smith et al. کی تحقیق نے واضح کیا کہ وہ طلبہ جن کی جذباتی مندراست کی سطح بلند تھی، وہ ذہنی دباؤ اور تشویش کی علامات سے کم متاثر ہوئے۔ اسی طرح (2016) Petrides et al. نے ثانوی اور اعلیٰ تعلیم کے طلبہ میں یہ تعلق دریافت کیا کہ جذباتی مندراست بر اور ادرست مثبت نفسیاتی بہبود اور اکیڈمک اگلیمنٹ سے جڑی ہے۔ ہندوستانی پس منظر میں جذباتی مندراست پر ہونے والی متعدد تحقیقات اس کے تعلیمی شعبے میں بڑھتے ہوئے کردار کو ظاہر کرتی ہیں۔ Singh (2019) کے مطابق قومی یونیورسٹیوں میں طلبہ کے لیے ذہنی کرب، امتحانی دباؤ، اور معاشرتی الجھنوں سے نشتے میں جذباتی مندراست کلیدی کردار ادا کرتی ہے۔ (2021) Kumar & Sharma نے پایا کہ انڈرگریجویٹ طلبہ میں جذباتی مندراست اور ذہنی صحت کا باہمی تعلق مثبت اور معنی خیز ہے، خاص طور پر ان طلبہ میں جو شہروں اور نیم شہری علاقوں میں تعلیم حاصل کرتے ہیں۔ قومی تعلیمی پالیسی (NEP 2020) نے بھی جذباتی بہبود زندگی کی مہارتوں اور سماجی و جذباتی اکتساب (Social Emotional Learning) کو نصاب کالازی حصہ بنانے پر زور دیا ہے۔ قومی درسیات کا حنا کہ (NCF) میں جذباتی مندراست کو نہ صرف سیکھنے کی مہارت بلکہ طلبہ کی سماجی ہم آہنگی اور ذاتی ارتقاء کا ایک بنیادی ستون قرار دیا گیا ہے۔ مندرحب بالا تحقیقات سے ثابت ہوا ہے کہ اعلیٰ درجے کی جذباتی مندراست رکھنے والے طلبہ ذہنی دباؤ اور جھیلجھار کا بہتر متاثرہ کر پاتے ہیں۔ جذباتی مندراست ذہنی صحت کے لیے تین اہم پہلوؤں میں معاون ہے:

1. جذباتی توازن۔ دباؤ کی صورت میں جذباتی رد عمل کو متوازن رکھنا۔
2. تنازعات کا حل۔ دوستانہ اور مؤثر طریقوں سے مسائل حل کرنا۔
3. خود اعتمادی کا مندروع۔ مثبت سوچ اور خود پر اعتماد کی ترقی۔

جہاں عالمی ادارہ صحت (WHO) اور یونیسف (UNICEF) کی رپورٹس دنیا بھر میں نو عمر مندراد میں ذہنی صحت کے بوجھ کو نمایاں کرتی ہیں، وہیں ہندوستانی تحقیق اسکول میں شاماتی حکمت عملیوں کی ضرورت پر زور دیتی ہے۔ مسزید بر آں خود کشی سے متعلق اعداد و شمار اس بات کی اہمیت کو مسزید اجاگر کرتے ہیں کہ بنیادی سطح پر جذباتی مندراست کی تربیت، باہمی ربط اور قابل رسائی مشاورت سے معاونت مندرام کی حبانے۔ تحقیقی ادب سے یہ واضح ہوتا ہے کہ جذباتی مندراست طلبہ کی ذہنی صحت میں ایک مضبوط محافظ عنصر کے طور پر کام کرتی ہے۔ جذباتی مندراست والے طلبہ نہ صرف اپنے جذبات کو پہچاننے اور منظم کرنے میں ماہر ہوتے ہیں بلکہ وہ اضطراب، ڈپریشن اور جذباتی دباؤ کا مؤثر متاثرہ بھی کر سکتے ہیں (Mayer et al., 2016)۔

مندرجہ ذیل طریقے سے جذباتی مندراست ذہنی صحت کو مندروع دیتی ہے:

1. **جذباتی نظم اور دباؤ کی منجمنٹ:** اعلیٰ جذباتی مندراست والے طلبہ مشکلات یا امتحانات کے دوران جذباتی توازن برقرار رکھتے ہیں اور مسئلہ حل کرنے یا تعین نو (reappraisal) جیسی حکمت عملی کا استعمال کرتے ہیں جس سے اضطراب اور ڈپریشن کے اثرات کم ہوتے ہیں (Salovey & Mayer, 1990; PMC, 2021)۔
2. **خود اعتمادی اور داخلی تحریک:** جذباتی مندراست طلبہ کو خود پر اعتماد اور حصول معتاصد کے لیے تقویت مندرام کرتی ہے، جس سے تعلیمی دباؤ اور امتحانی اضطراب میں کمی آتی ہے۔ اس سے تعلیمی دلچسپی اور کارکردگی بڑھتی ہے (Petrides, 2011)۔
3. **سماجی تعلقات اور احساس تعلق:** ہمدردی اور سماجی مہارتیں طلبہ کو ہم عمر ساتھیوں اور اساتذہ کے ساتھ بہتر تعلقات قائم کرنے میں مدد دیتی ہیں، جس سے اسکول سے جھڑا اور ذہنی نشوونما بہتر ہوتی ہے (Goleman, 1995)۔
4. **مدد طلبی اور معتاملہ کرنے کی صلاحیت:** جذباتی مندراست طلبہ کو اپنے جذبات اور دباؤ کی شناخت کرنے اور بروقت مدد طلب کرنے کی صلاحیت مندرام کرتی ہے، جو ذہنی دباؤ سے بچاؤ کے لیے اہم ہے (CDC, 2020)۔

5. **تعلیمی کامیابی اور بہبود کا باہمی اثر:** جذباتی مندراست سے جذباتی دباؤ کم ہونے کی وجہ سے طلبہ کی توجہ اور فیصلہ سازی بہتر ہوتی ہے، جو تعلیمی کارکردگی میں اضافہ کا سبب بنتی ہے، اور تعلیمی کامیابی مزید خود اعتمادی اور ذہنی صلاح و بہبود کو فروغ دیتی ہے۔

بین الاقوامی اور قومی تعلیمی تناظر میں

بین الاقوامی سطح پر متعدد میٹا اینالیسیز نے یہ ظاہر کیا ہے کہ اسکولوں میں سماجی و جذباتی تربیت (Social and Emotional Learning) پروگراموں کے نفاذ سے طلبہ کی تعلیمی کارکردگی، توجہ و انہماک، سماجی تعلقات اور ذہنی صحت میں نمایاں بہتری آتی ہے (Durlak et al., 2011; Learning Policy Institute, 2023)۔ اسی طرح سے قومی سطح پر حالیہ مطالعے یہ ظاہر ہوتا ہے کہ جذباتی مندراست اور ذہنی صحت کے درمیان مثبت تعلق موجود ہے۔ مثال کے طور پر، Bhat & Shaheen (2023) نے طبی طلبہ میں جذباتی مندراست اور تعلیمی کارکردگی کے تعلقات پر تحقیق کی، جس میں EI کی بلند سطح طلبہ کی تعلیمی اور جذباتی بہبود کے لیے فائدہ مند ثابت ہوئی۔ Gunjan & Singh (2025) نے اسکول طلبہ میں SEL پروگراموں کے اثرات کا تجزیہ کیا اور پایا کہ جذباتی مندراست کے فروغ سے اضطراب میں کمی، سماجی تعلقات میں بہتری اور تعلیمی دلچسپی میں اضافہ ہوا۔

قومی تعلیمی پالیسی- 2020 میں اس بات پر زور دیا گیا ہے کہ تعلیمی نصاب صرف علمی اور وقوفی سرگرمی تک محدود نہیں ہونا چاہئے بلکہ اس سے طلبہ کی سماجی و جذباتی مہارتوں کو بھی فروغ دینا ضروری ہے (NEP, 2020)۔ قومی درسیات کا خاکہ- 2023 میں جذباتی تربیت کو نصاب اور اسکول کی سرگرمیوں میں شامل کرنے کے عملی اقدامات تجویز کیے گئے ہیں، جیسے کہ مشاورت، زندگی کی مہارتوں کی تربیت، اور اسکول میں صلاح و بہبود کے پروگرام (NCF, 2023)۔ CBSE نے بھی مختلف سرکلرز اور ورکشاپس کے ذریعے اساتذہ کو Social and Emotional Learning کی تربیت دینے پر زور دیا ہے تاکہ طلبہ میں اضطراب، ڈپریشن اور رویے سے متعلق مسائل میں کمی آئے (CBSE, 2024)۔ ہندوستانی اسکولوں میں اساتذہ، والدین اور کمیونٹی کی شمولیت جذباتی تربیت کی کامیابی کے لیے بنیادی حیثیت رکھتی ہے۔

طلبہ میں جذباتی مندراست فروغ دینے کی حکمت عملیاں

1. **نصاب میں SEL کا انضمام:** روزانہ کی کلاسز، زبان، سماجی علوم اور فنون لطیفہ میں جذباتی اور سماجی مہارتوں کے اسباق شامل کیے جائیں۔
2. **اساتذہ کی تربیت:** پری سروس اور ان سروس تربیت کے ذریعے اساتذہ کو جذباتی مندراست کے اصولوں اور عملی تدابیر سکھائی جائیں۔
3. **مشاورت اور ذہنی صحت کی سہولیات:** اسکول میں ماہر مشیران اور کرائسز پروٹوکولز قائم کیے جائیں، اور CBSE/NCERT کی رہنمائی کے مطابق مانیٹرنگ کی جائے۔
4. **والدین اور کمیونٹی کی شمولیت:** والدین کے لیے ورکشاپس اور گھنٹے پر مشتمل سماجی و جذباتی تربیت کے اثرات مضبوط ہوں۔
5. **مانیٹرنگ اور حبانہ:** طلبہ کی حاضری، رویے، تعلیمی دلچسپی اور جذباتی تربیت سے متعلق مختلف سرگرمیوں کا مسلسل اور حبانہ جائزہ لیا جائے تاکہ پروگرام کی تاثیر کی جانچ ہو۔

متعلقہ ادب کی نظر ثانی سبکی تحقیقات اور قومی پالیسی کے مطابق جذباتی مندراست طلبہ کی ذہنی صحت کو فروغ دینے میں ایک مؤثر ذریعہ ہے۔ اسکولوں میں سماجی و جذباتی تربیت کے نفاذ کے لیے درج ذیل سفارشات ہیں:

- اسکول کی مجموعی حکمت عملی میں SEL کو شامل کرنا، نصاب، کلاس روم، اسکول کلچر اور والدین کی شمولیت کے ساتھ۔
- اساتذہ کو عملی تربیت فراہم کرنا تاکہ وہ طلبہ کی جذباتی صلاح پر مثبت اثر ڈال سکیں۔
- مثبت مشقی اور لسانی پس منظر کو مد نظر رکھتے ہوئے SEL کے مواد اور سرگرمیاں تیار کرنا۔
- مانیٹرنگ اور حبانہ کے نظام قائم کرنا تاکہ نفاذ کی درستگی اور اس کے اثرات کی پیمائش ہو سکے۔

حتمہ

موجودہ تحقیقات اور پالیسی کی روشنی میں یہ واضح ہوتا ہے کہ جذباتی مندراست طلبہ کی ذہنی صحت، تعلیمی کارکردگی اور سماجی رویوں کے لیے کلیدی کردار ادا کرتی ہے۔ قومی تعلیمی پالیسی- 2020 اور قومی درسیات کا خاکہ- 2023 کی تجویز کے مطابق اسکولوں میں سماجی و جذباتی تربیت (Social and Emotional Learning) کے حبانہ نفاذ سے نہ صرف ذہنی دباؤ اور اضطراب میں کمی آئے گی بلکہ طلبہ کی تعلیمی دلچسپی اور خود اعتمادی بھی بڑھے گی۔ لہذا تعلیمی نظام میں جذباتی مندراست کو فروغ دینا اس نظام کا ایک لازمی عنصر ہے۔

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Globalization, Urbanization, and Energy Demand in BRICS Economies: Evidence from Nonlinear Panel Analysis

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Abstract

Globalization has significantly reshaped production structures, consumption patterns, and energy demand across the world, particularly in emerging economies. This study empirically investigates the relationship between globalization and energy consumption in BRICS countries- Brazil, Russia, India, China, and South Africa-over the period 1990-2020. Using panel data econometric techniques that account for cross-sectional dependence and asymmetries, the study incorporates economic growth, urbanization, and gross capital formation as control variables. Panel unit root tests developed by Levin-Lin-Chu and Pesaran confirm mixed orders of integration, justifying the application of the Non-linear Autoregressive Distributed Lag (NARDL) approach. Long-run and short-run dynamics are examined, while Fully Modified Ordinary Least Squares (FMOLS) is employed to ensure robustness. The findings reveal that globalization exerts a statistically significant negative impact on energy consumption in the long run, suggesting efficiency gains through technology transfer and structural transformation. Urbanization emerges as the most influential driver of energy demand, while economic growth and capital formation also positively affect energy consumption. The results highlight the importance of globalization-induced efficiency improvements alongside sustainable urban planning and clean energy investments. Policy implications emphasize the need for energy-efficient urbanization strategies and globalization-compatible sustainability policies in BRICS economies.

Keywords: Globalization, Energy Consumption, Urbanization, BRICS, NARDL, FMOLS

1. Introduction

Globalization has become one of the defining features of the contemporary world economy, integrating national markets through trade liberalization, capital mobility, technological diffusion, and cross-border information flows. While globalization has contributed significantly to economic growth and development, it has also intensified energy demand, environmental stress, and resource utilization, particularly in emerging economies. Understanding the relationship between globalization and energy consumption is therefore essential for designing sustainable development policies.

Energy is a fundamental input in production and consumption processes and plays a critical role in sustaining economic activity. With increasing globalization, economies experience changes in industrial composition, consumption preferences, and production technologies, all of which directly influence energy demand. Globalization affects energy consumption through three main channels: the scale effect, technique effect, and composition effect. The scale effect increases energy use as economic activity expands; the technique effect reduces energy intensity through the adoption of advanced technologies; and the composition effect alters sectoral structures toward either energy-intensive or energy-efficient industries.

The BRICS countries-Brazil, Russia, India, China, and South Africa-represent a unique group of emerging economies characterized by rapid economic growth, rising urbanization, expanding trade openness, and substantial energy consumption. Collectively, these countries account

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for a large share of global energy demand and greenhouse gas emissions. According to the International Energy Agency, China and India alone account for more than 40 percent of global energy consumption, making the BRICS economies central to global energy and climate discussions.

Despite the growing importance of BRICS economies, empirical evidence on the globalization–energy nexus remains inconclusive. While some studies argue that globalization increases energy consumption by expanding economic activities, others suggest that globalization reduces energy demand through efficiency improvements and technological diffusion. Moreover, limited research has explored the asymmetric and long-run dynamics of globalization and energy consumption in a panel framework accounting for cross-sectional dependence.

This study contributes to the literature by examining the asymmetric long-run and short-run effects of globalization on energy consumption in BRICS countries during 1990–2020. By incorporating urbanization, economic growth, and capital formation, the study provides a comprehensive assessment of energy demand determinants in emerging economies.

2. Review of Literature

The relationship between energy consumption and economic growth has been extensively studied in the energy economics literature. Since the seminal work of Kraft and Kraft (1978), empirical findings have remained mixed, giving rise to four competing hypotheses: the growth hypothesis, conservation hypothesis, feedback hypothesis, and neutrality hypothesis (Ozturk, 2010). Subsequent studies have shown that the direction and magnitude of the relationship depend on country characteristics, time periods, and econometric techniques.

Several studies have extended the energy-growth nexus by incorporating additional variables such as financial development, urbanization, and trade openness. Alam et al. (2007) highlight population growth and urbanization as key drivers of energy demand, while Shahbaz and Lean (2012) emphasize the role of financial development in increasing energy use.

The globalization-energy consumption relationship has gained increasing attention in recent years. Antweiler et al. (2001) argue that trade openness can reduce energy consumption by facilitating technology transfer, while Copeland and Taylor (2004) suggest that globalization improves environmental quality through stricter regulations and cleaner production methods. In contrast, Cole (2006) finds that trade liberalization increases energy use through scale effects that outweigh efficiency gains.

Empirical studies focusing on developing economies offer mixed results. Shahbaz et al. (2016) find that globalization reduces energy demand in India in the long run, while Saud et al. (2018) report a negative impact of globalization on energy consumption in China. Zaman and Shahbaz (2016), using a large panel of countries, confirm that globalization tends to reduce energy use, particularly in higher-income and more urbanized economies.

However, most existing studies rely on linear models and often ignore cross-sectional dependence and asymmetric effects. This study addresses these gaps by employing a NARDL framework and focusing on BRICS economies.

3. Theoretical Framework and Model Specification

Globalization influences energy consumption through interconnected economic mechanisms. The theoretical relationship can be expressed as a function of economic growth, urbanization, capital formation, and globalization. Accordingly, the baseline empirical model is specified as:

$$EC_{it} = \beta_0 + \beta_1 EG_{it} + \beta_2 URB_{it} + \beta_3 CF_{it} + \beta_4 G_{it} + \varepsilon_{it}$$

where EC denotes energy consumption, EG represents economic growth, URB is urbanization, CF is gross capital formation, and G is globalization.

4. Data and Methodology

4.1 Data Description

The study employs annual panel data for BRICS countries from 1990 to 2020. Energy consumption is measured in total primary energy consumption (exajoules), while globalization is

captured using the KOF Globalization Index. Economic growth is measured by real GDP, urbanization by urban population, and capital formation by gross capital formation as a percentage of GDP. All variables are transformed into logarithmic form.

4.2 Econometric Methodology

Given the presence of cross-sectional dependence, panel unit root tests by Levin et al. (2002) and Pesaran (2007) are applied. Mixed integration orders justify the use of the NARDL approach, which allows for asymmetric short-run and long-run dynamics. FMOLS is employed to validate long-run relationships and address endogeneity concerns.

5. Results and Discussion

This section presents and discusses the empirical findings on the relationship between globalization and energy consumption in BRICS economies over the period 1990–2020. The analysis follows a structured econometric procedure, beginning with descriptive statistics and cross-sectional dependence tests, followed by panel unit root tests, nonlinear long-run and short-run estimations using NARDL, and robustness checks using FMOLS.

5.1 Descriptive Statistics

Table 1 presents the descriptive statistics of all variables in their logarithmic form. Energy consumption (logEC) shows moderate variability across BRICS countries, reflecting differences in industrial structures and population size. Economic growth (logEG) displays relatively higher dispersion, consistent with heterogeneous growth trajectories among BRICS economies. The globalization index (logG) exhibits lower variation, indicating gradual and steady integration into the global economy over time. Urbanization (logURB) and capital formation (logCF) show consistent upward trends, highlighting structural transformation in these economies.

Table 1: Descriptive Statistics

Variable	Mean	Std. Dev.	Min	Max
logEC	2.83	0.99	1.30	4.99
logEG	27.75	1.02	25.91	30.31
logG	4.03	0.20	3.46	4.27
logURB	18.84	1.03	16.84	20.58
logCF	3.20	0.35	2.51	3.84

Source: Authors' calculations

5.2 Cross-Sectional Dependence Test

Given the high level of economic integration among BRICS countries, it is essential to test for cross-sectional dependence. Table 2 reports the results of the Breusch–Pagan LM, Pesaran scaled LM, and Pesaran CD tests. All test statistics are significant at the 1% level, indicating strong cross-sectional dependence among the variables.

This dependence reflects globalization-driven spillover effects, where shocks in one BRICS economy influence others through trade, investment, and energy markets. Ignoring this dependence could lead to biased and inconsistent estimates.

Table 2: Cross-Sectional Dependence Test Results

Test	Statistic	Probability
Breusch–Pagan LM	40.006***	0.000
Pesaran Scaled LM	6.709***	0.000
Pesaran CD	3.694***	0.000

Note:***denotes significance at 1% level

Source: Authors' calculations

5.3 Panel Unit Root Test Results

To determine the stationarity properties of the variables, Levin–Lin–Chu (2002) and Pesaran (2007) panel unit root tests are employed. The results, presented in Tables 3 and 4, reveal that variables are stationary at mixed levels, i.e., some are $I(0)$ while others are $I(1)$.

This mixed order of integration justifies the application of the Nonlinear Autoregressive Distributed Lag (NARDL) approach, which allows estimation regardless of whether regressors are $I(0)$ or $I(1)$.

Table 3: Levin–Lin–Chu Unit Root Test

Variable	Level	First Difference
logEC	$I(0)^{***}$	$I(1)^{***}$
logEG	$I(0)^{***}$	$I(1)$
logG	$I(0)^{***}$	$I(1)^{**}$
logURB	$I(0)^{***}$	$I(1)$
logCF	$I(1)$	$I(0)^{***}$

Source: Authors' calculations

5.4 NARDL Long-Run and Short-Run Results

Table 5 presents the estimated NARDL results capturing both long-run and short-run dynamics. In the long run, globalization exhibits a positive but statistically insignificant association with energy consumption. This suggests that globalization alone does not immediately reduce energy use unless supported by complementary factors such as technological innovation and policy reforms.

Urbanization emerges as a strong and statistically significant driver of energy consumption, indicating that rapid urban expansion in BRICS countries substantially increases energy demand. Capital formation also positively affects energy consumption, reflecting higher industrial activity and infrastructure development.

Short-run coefficients are largely insignificant, implying that energy consumption patterns in BRICS economies adjust slowly to changes in globalization and macroeconomic variables.

Table 5: NARDL Estimation Results

Long-Run Equation

Variable	Coefficient	t-Statistic
logEG	-0.92	-1.63
logG	0.81	1.17
logURB	3.84***	3.42
logCF	1.94**	2.31

*Note: **, ** denote significance at 1% and 5% levels

5.5 FMOLS Robustness Results

To validate the long-run relationship, the FMOLS estimator is employed. The results, shown in Table 6, provide strong evidence of a negative and statistically significant relationship between globalization and energy consumption. A 1% increase in globalization reduces energy consumption by approximately 0.38%, indicating efficiency gains through technology transfer and structural transformation.

Urbanization remains the most influential factor, with an elasticity exceeding unity. Economic growth and capital formation also exert positive and significant impacts on energy consumption.

Table 6: FMOLS Estimation Results

Variable	Coefficient	t-Statistic
logEG	0.35***	4.96
logG	-0.38***	-3.14
logURB	1.06***	5.93
logCF	0.24***	2.87

Source: Authors' calculations

5.6 Discussion of Findings

The empirical findings indicate that globalization contributes to energy efficiency improvements in BRICS economies in the long run, supporting the technique and composition effects of globalization. These results align with recent studies emphasizing the role of global integration in promoting cleaner technologies and energy-efficient production.

However, rapid urbanization significantly offsets these gains by increasing residential, transportation, and industrial energy demand. This highlights the dual challenge faced by BRICS economies: leveraging globalization for efficiency while managing urban energy pressures.

The cross-sectional dependence tests confirm significant interdependence among BRICS countries, reflecting global economic integration. Unit root tests indicate mixed stationarity, supporting the NARDL framework.

NARDL results reveal that globalization has an insignificant effect in the short run but exhibits a negative long-run association with energy consumption. Urbanization emerges as the most influential driver, significantly increasing energy demand. Capital formation also positively affects energy consumption, while economic growth shows mixed results.

FMOLS results confirm the robustness of findings, indicating that a 1% increase in globalization reduces energy consumption by approximately 0.38%, highlighting efficiency gains through technological diffusion and structural changes.

6. Conclusion and Policy Implications

This study provides robust empirical evidence on the globalization–energy consumption nexus in BRICS economies. The findings suggest that globalization contributes to energy efficiency in the long run, while urbanization remains the primary driver of rising energy demand. Policymakers should promote sustainable urbanization, invest in clean technologies, and leverage globalization to enhance energy efficiency.

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Role of Management Practices and ICT in Enhancing Performance of the Pharmaceutical Industry

Dr. Sandhya Yadavandu*

Abstract-

The pharmaceutical industry operates in a highly competitive and technology-driven environment, where effective management practices and Information and Communication Technology (ICT) play a crucial role in improving organizational performance. This study examines how the integration of management strategies with ICT tools enhances productivity, operational efficiency, innovation, and regulatory compliance in pharmaceutical companies. Through a review of academic literature, industry reports, and case studies, the research highlights the impact of ICT systems such as Enterprise Resource Planning (ERP), digital data management, automated manufacturing, and communication platforms on decision-making, supply chain management, and research and development processes. The findings suggest that pharmaceutical firms that adopt ICT-supported management practices achieve higher performance, reduced operational costs, and greater competitiveness. The study also identifies challenges in ICT adoption, including high implementation costs, lack of skilled personnel, and cybersecurity concerns, and emphasizes the need for strategic planning and employee training to maximize ICT benefits.

Keywords:- Management Practices, ICT, Pharmaceutical Industry, Organizational Performance, Operational Efficiency and Supply Chain Management etc.

The pharmaceutical industry plays a critical role in improving public health by developing, manufacturing, and distributing medicines that treat and prevent diseases. In the modern global economy, the industry faces intense competition, strict regulatory requirements, rapid technological changes, and increasing demand for high-quality healthcare products. To meet these challenges, pharmaceutical companies must adopt effective management practices and integrate advanced Information and Communication Technologies (ICT) into their operations.

Management practices refer to the strategies, processes, and organizational approaches used by managers to plan, organize, control, and direct business activities. In the pharmaceutical sector, effective management is essential for coordinating research and development, ensuring regulatory compliance, maintaining product quality, and managing complex supply chains. Efficient management also helps organizations optimize resources, improve productivity, and maintain competitive advantages in both domestic and international markets.

Information and Communication Technology (ICT) has emerged as a powerful tool for improving organizational performance across industries, including pharmaceuticals. ICT includes digital technologies such as enterprise resource planning (ERP) systems, cloud computing, electronic data management systems, automation technologies, and advanced

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communication networks. These technologies enable companies to store, process, and share large amounts of information quickly and efficiently. In pharmaceutical organizations, ICT supports activities such as drug discovery, clinical trials, manufacturing processes, quality control, inventory management, and distribution.

The integration of ICT with modern management practices enables pharmaceutical companies to enhance decision-making processes, reduce operational costs, and improve overall efficiency. For example, digital data management systems help researchers analyze clinical data more accurately, while supply chain management systems ensure timely distribution of medicines to healthcare providers and patients. ICT also improves collaboration among different departments and stakeholders, which ultimately contributes to innovation and faster product development. Moreover, the adoption of ICT helps pharmaceutical companies comply with regulatory requirements by maintaining accurate records, ensuring transparency, and improving monitoring systems. With the growing emphasis on digital transformation and data-driven decision-making, organizations that successfully combine effective management strategies with ICT are better positioned to achieve sustainable growth and improved business performance.

Therefore, understanding the role of management practices and ICT in enhancing the performance of the pharmaceutical industry is important for both academic research and practical business applications. This study aims to examine how management strategies and ICT adoption contribute to improving productivity, efficiency, and competitiveness within pharmaceutical companies.

Management Practices- Management practices are the strategies, methods, and processes used by organizations to plan, organize, lead, and control their operations. In the pharmaceutical industry, effective management practices help coordinate research, production, quality control, and regulatory compliance, ultimately improving productivity and organizational performance.

Information and Communication Technology (ICT)- ICT refers to digital tools and systems used to collect, process, store, and share information. In pharmaceuticals, ICT includes ERP systems, digital databases, communication platforms, automation tools, and cloud technologies. ICT enhances efficiency, decision-making, and collaboration across departments.

Pharmaceutical Industry-The pharmaceutical industry involves the research, development, manufacturing, and distribution of medicines and healthcare products. It is highly regulated, technologically advanced, and crucial for public health, requiring innovation, quality management, and efficient operations.

Organizational Performance- Organizational performance measures how effectively a company achieves its goals. In pharmaceutical companies, performance is evaluated through productivity, quality of products, financial results, regulatory compliance, innovation, and customer satisfaction.

Digital Transformation- Digital transformation is the integration of digital technologies into all aspects of business operations. In pharmaceuticals, it involves adopting ICT to improve research, manufacturing, supply chain management, and employee training, driving innovation and competitiveness.

Operational Efficiency- Operational efficiency refers to the ability of a company to maximize output while minimizing resources, time, and costs. ICT and effective management practices in pharmaceuticals streamline production, reduce errors, optimize supply chains, and enhance overall efficiency.

Supply Chain Management- Supply chain management (SCM) is the planning, execution, and monitoring of the flow of goods, information, and resources from raw material suppliers to end-users. In the pharmaceutical industry, SCM ensures timely delivery of medicines, reduces shortages, and maintains product quality through ICT-enabled tracking systems.

Previous studies have emphasized the importance of management practices and technological adoption in improving organizational performance. Researchers have highlighted that effective management practices, including strategic planning, leadership, resource management, and performance evaluation, are essential for achieving business success.¹

Many scholars argue that the adoption of ICT significantly enhances operational efficiency and productivity in organizations. ICT enables faster communication, efficient data management, and improved decision-making processes. In the pharmaceutical industry, digital technologies support drug development, quality assurance, and supply chain management.²

Studies have also shown that ICT systems such as Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), and digital inventory management systems help pharmaceutical companies streamline operations and reduce errors. These systems allow managers to access real-time data, which supports better planning and coordination across departments.³

Furthermore, research indicates that organizations that effectively integrate ICT with management practices experience improved innovation capabilities and higher levels of competitiveness. Digital tools help pharmaceutical companies accelerate research processes, manage clinical trials efficiently, and ensure compliance with regulatory standards.⁴

However, some researchers have also identified challenges in ICT implementation. These include high initial investment costs, lack of technical expertise, cybersecurity risks, and resistance to technological change among employees. Despite these challenges, most studies conclude that ICT adoption has a positive impact on business performance when supported by effective management practices.⁵

Overall, the literature suggests that the combination of strong management strategies and modern ICT infrastructure is a key driver of performance improvement in the pharmaceutical sector.⁶

ICT Impact on Employees in the Pharmaceutical Industry: Training and Development- In the pharmaceutical industry, the adoption of Information and Communication Technology (ICT) has transformed the way employees acquire skills, perform tasks, and develop professionally. With rapid digitalization, employees are required to continuously update their technical knowledge and adapt to new ICT tools used in research, production, quality control, and supply chain management.

Enhanced Training Opportunities- ICT provides digital platforms and e-learning tools that enable pharmaceutical companies to deliver training efficiently to employees at all levels. These platforms allow employees to learn at their own pace, access interactive modules, and complete courses on topics such as new software applications, regulatory compliance, laboratory techniques, and automated production systems.

Skill Development and Knowledge Management- ICT facilitates continuous professional development by providing access to online databases, tutorials, webinars, and virtual simulations. Employees can practice new procedures in a virtual environment before applying them in real-life pharmaceutical operations. This enhances competence, reduces errors, and increases confidence.

Improved Employee Performance- By integrating ICT into training and development programs, pharmaceutical companies can monitor progress, assess competencies, and provide feedback in real time. This helps identify skill gaps, tailor learning programs to individual needs, and ensure employees are prepared for emerging technological demands.

Challenges and Considerations- While ICT offers significant benefits for training and development, it also presents challenges:

- a. *Digital literacy gaps:* Some employees may require additional support to effectively use new technologies.
- b. *Resistance to change:* Older employees or those unfamiliar with digital tools may feel intimidated or reluctant to participate.
- c. *Cost of implementation:* Developing ICT-based training platforms requires investment in software, infrastructure, and content.

Objectives

- (i). To examine the role of management practices in the pharmaceutical industry.
- (ii). To analyze the importance of ICT in pharmaceutical operations.
- (iii). To study the impact of ICT on business performance and productivity.
- (iv). To identify challenges in implementing ICT in pharmaceutical companies.

Research Questions

- (i). How do management practices influence pharmaceutical industry performance?
- (ii). What role does ICT play in improving operational efficiency?
- (iii). How does ICT support decision-making and innovation in pharmaceutical firms?

Research Methodology

Research Design- This study adopts a descriptive and analytical research design to examine the role of management practices and ICT in enhancing the performance of pharmaceutical organizations.

Data Collection- The study is based on secondary data sources, including: Research journals, Academic publications, Industry reports, Government and pharmaceutical industry websites, Books related to management and ICT. These sources provide valuable insights into the impact of management strategies and ICT adoption in the pharmaceutical industry.

- a. **Independent Variables:** Management Practices (Planning, Leadership, Resource Management). ICT Tools (ERP, Digital Data Management, Communication Systems)
- b. **Dependent Variable (Outcome):** Pharmaceutical Industry Performance (Productivity, Quality, Supply Chain Efficiency, Competitiveness)

Data Analysis

The collected data were analyzed using qualitative analysis techniques. Relevant literature and industry reports were reviewed to identify key themes related to management practices, ICT implementation, and organizational performance.

Results- The findings of the study indicate that the integration of effective management practices and ICT significantly improves the performance of pharmaceutical companies. ICT systems help organizations automate processes, manage data efficiently, and improve communication among departments. This leads to better coordination and faster decision-making.

The use of digital technologies in pharmaceutical research and development also accelerates the drug discovery process and improves data accuracy. Additionally, ICT-based supply chain management systems enhance inventory control and ensure timely delivery of pharmaceutical products.

Effective management practices play a crucial role in maximizing the benefits of ICT. Managers who adopt strategic planning, employee training, and performance monitoring are better able to utilize technological tools to achieve organizational goals.

However, the study also highlights certain challenges such as high implementation costs, lack of skilled personnel, and cybersecurity concerns. Addressing these issues through proper planning and investment in employee training can help organizations fully realize the benefits of ICT.

Conclusion- The study concludes that management practices and Information and Communication Technology (ICT) play a vital role in enhancing the performance of the pharmaceutical industry. The integration of digital technologies with effective management strategies enables organizations to improve operational efficiency, support innovation, and maintain regulatory compliance. ICT has a profound positive impact on employee training and development in the pharmaceutical industry. Digital tools and platforms provide flexible, efficient, and effective ways to enhance skills, improve knowledge management, and increase overall employee performance. Organizations that invest in ICT-based training and professional development can achieve a more competent, adaptable, and productive workforce, which ultimately contributes to higher organizational performance and innovation.

ICT systems facilitate better data management, communication, and coordination across departments, which leads to improved decision-making and productivity. Pharmaceutical companies that successfully adopt ICT and implement strong management practices are more capable of achieving sustainable growth and maintaining competitiveness in the global market.

Therefore, pharmaceutical organizations should invest in modern ICT infrastructure and develop effective management strategies to enhance their operational performance and overall business success.

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Integrating the Role of HRD in GAIL

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Abstract

Human resource development (HRD) research and practice primarily concentrate on enhancing performance, despite HRD's primary objective being the holistic development of individuals. While HRD has generally evolved through learning and development, the discipline has faced challenges and criticism. (Trusty, Ward, Good-Perry Ward, & He, 2023) We juxtapose contemporary HRD adaptations and advancements with viewpoints on HRD's issues, obstacles, and criticisms from individuals outside the field. The goal of this paper is to provide a collection of data that highlights some of the numerous innovative ways to qualitative research and to encourage HRD scholars and practitioners to use new techniques in their work. The use of qualitative methods in human resource development can better represent and respect the voices, experiences, and meaning-making of individuals, teams, organisations, and communities. HRD is now widely utilised and incorporated into many different leadership and supervisory positions. (Somal, 2021)

Keywords: Human Resource Development, Gas Authority of India Limited, Human Resource Management

Introduction

Human resources are an institution's most precious asset and largely determine its success or failure. Effective resource acquisition and management may ensure an organisation's long-term survival and competitiveness. (Cho, Grenier, & Williams, 2022) The quality of an organisation's human resources impacts its ability to use physical and financial resources effectively. Effective human resources maximise the utilisation of organisational resources, whereas ineffective ones squander them. (Folkard, 2018) Humans have contributed significantly to world history via discoveries, ideas, efforts, and innovations. (Sharma & McLean, 2025) In the present environment, organisations prioritise human resources to ensure survival and greatness. According to Prof. Biswajeet Pattanayak, world-class organisations achieve long-term competitive growth by staying ahead of the competition. (Parsons, 1997) The world's top firms prioritise the quality of their human resources. (Somal, 2021) Tanuja Agarwala has correctly said that "People are fundamental to organisations. Organisations cannot achieve their goals just through their financial capital, technology, or procedures. (Sharma & McLean, 2025) The elements of industrial relations and human resource development are connected. An employee's ability and competency are improved via training, which helps him do his work more effectively. Bonus payments to industrial workers encourage them to improve their human qualities and become more competent, both of which are important for raising productivity and, eventually, economic growth. (Boxall, Purcell, & Wright, 2007) Each of the business's main goals is to maximise human resource development, which aligns with the nation's globalisation aspirations. HRD is "that function of all enterprises that ensures the efficient implementation of people to achieve both the project's objectives and the satisfaction and development of the employees. (Folkard, 2018)

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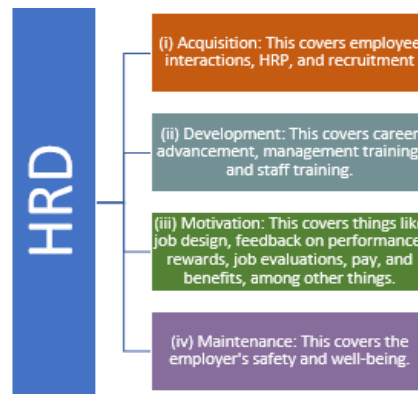


Fig. 1 Function of Human Resource Development

Relationship between HRD and Organisational Growth

Several elements, including financial resources and optimism, determine an organisation's success or failure. Human resources are crucial as they are responsible for using other resources.(Torraco & Lundgren, 2020) Organisations depend on their human resources. Tanuja Agarwala correctly states that organisations attain their aims through their people.(Hamlin & Stewart, 2011) Workers expect to be rewarded for their contributions. Human resource professionals prioritise both economic and social issues. (Dahunsi, 2023)While economic demands remain a top concern for employees, social and physical needs also play a significant role. In their theories of motivation, scholars such as Maslow and Herzberg correctly identified the demands for self-esteem and self-actualisation. (Gibson & Hanes, 2003) Top management and employers must prioritise the Management of human resources, as it is crucial for maintaining positive relationships within a business. Good and sound workplace relationships are the true strength of organisations.(Gibson & Hanes, 2003)

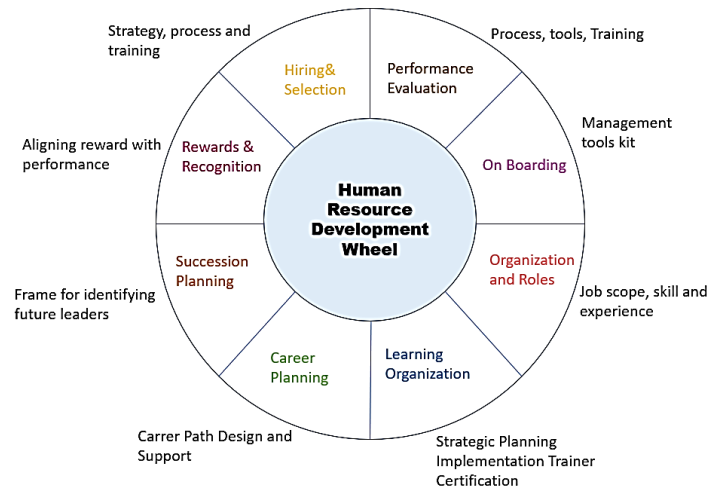


Fig. 2 Wheel of Human Resource Development

Elton Mayo and companions' Hawthorne Studies, conducted in 1924, emphasised the significance of positive interpersonal relationships. Later behavioural scientists, including Dahl, M.P. Follett, Herbert Simon, Chester Bernard, and Rensis Likert, emphasised the significance of human behaviour in their studies.(Bierema & Hill, 2005) Modern organisations rely on a business growth model that prioritises collective decision-making over collective bargaining to foster positive labour

relations.(Hansen, 2020) Organisational success requires devoted, high-performing employees who are not under pressure to work. (Trusty et al., 2023) Good business practices promote responsible employers and workers. HR managers face the task of maintaining a positive social and economic atmosphere and strong employer-employee relationships.(Buchner, 2007) In HRM, socio-economic factors such as working conditions, health and safety policies, living facilities, family care, and workplace respect are crucial. (Jang & Ardichvili, 2020) Economic factors include competitive pay, rewards for success, and post-retirement benefits. In general, employees are concerned with two types of issues: financial and non-financial.(Lundgren & Poell, 2023)

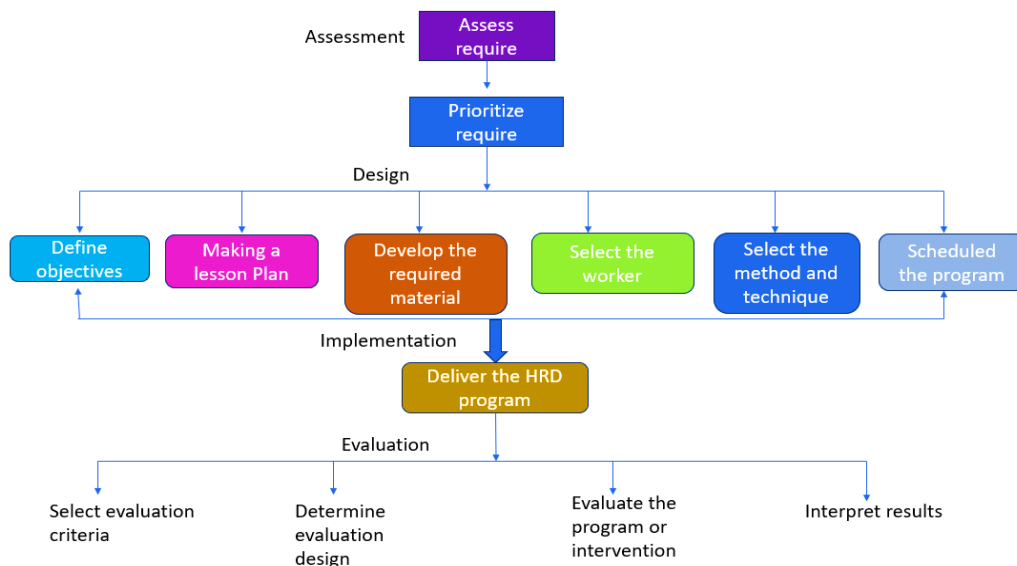


Fig.3 Framework of Human Resource Development

GAIL India Limited's Major Training Focus Areas

GAIL's training program is among the best in the industry, setting a high standard for HRD programs globally. (Trusty et al., 2023)The program focuses on the following strategic areas:

Establish training courses for the gas value chain's strategy, business, and leadership. (Abutayeh & Al-Qatawneh, 2012)Identify and address skill shortages in management processes and functional areas through applicable training programs. Identify employees' functional, technical, IT, and security needs and teach them accordingly.

Set up and carry out manpower development initiatives, particularly in behaviour-related areas.(Abutayeh & Al-Qatawneh, 2012)

The primary objective of all training programs is to provide basic training in the hydrocarbon sector, the Company's main business area. The training institutions provide comprehensive instruction for professionals in gas transportation, petrochemicals, and telecommunications. (Abutayeh & Al-Qatawneh, 2012)Both training institutions strive to realise the company's mission by continuously strengthening understanding, attitude, abilities, and comprehension.(You, Kim, Kim, Cho, & Chang, 2021)

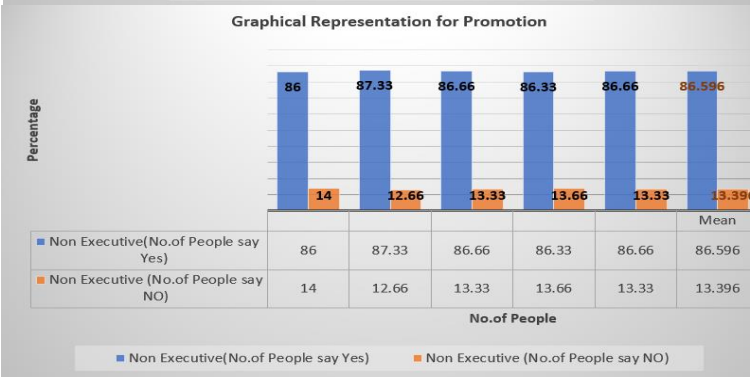
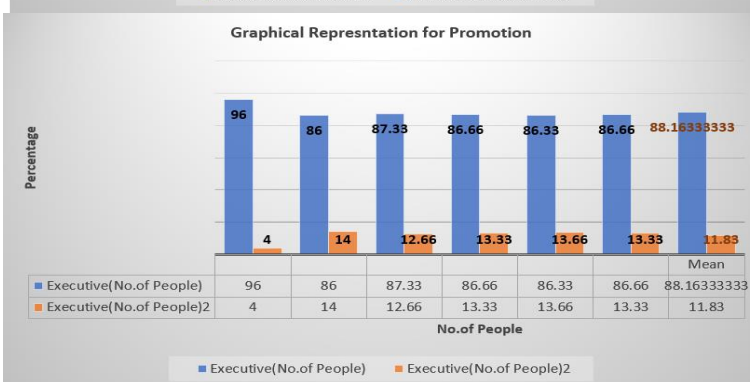
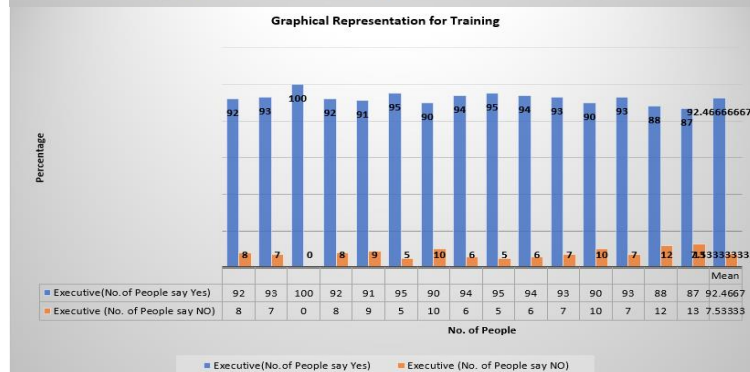
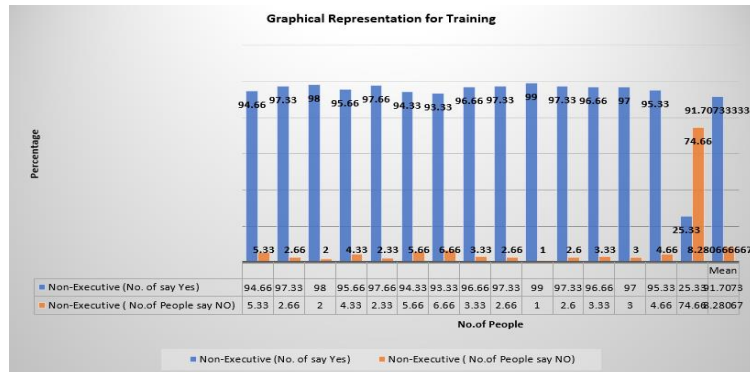
Methodology

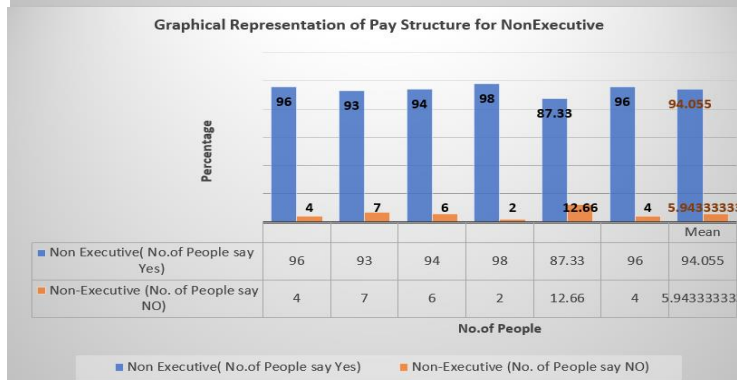
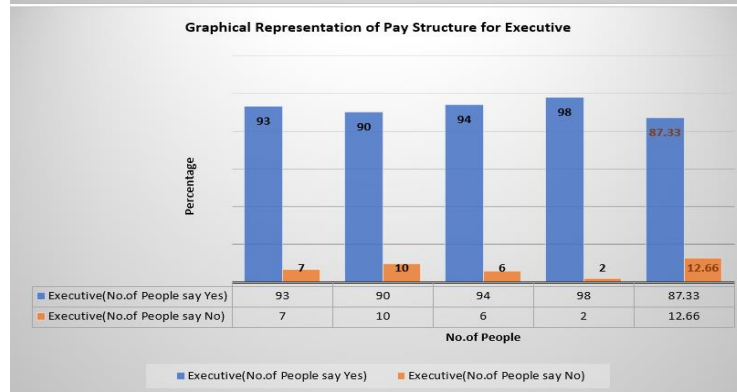
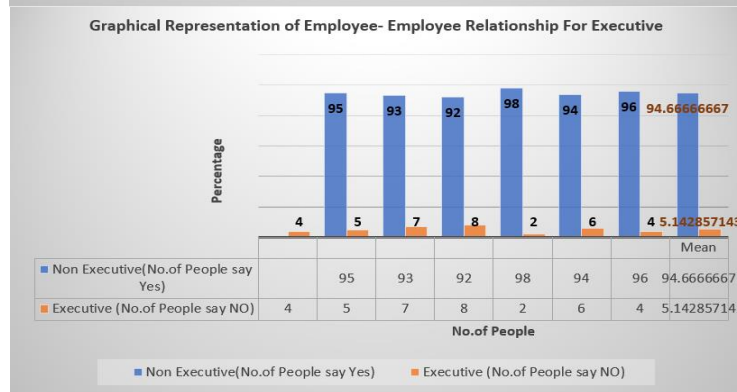
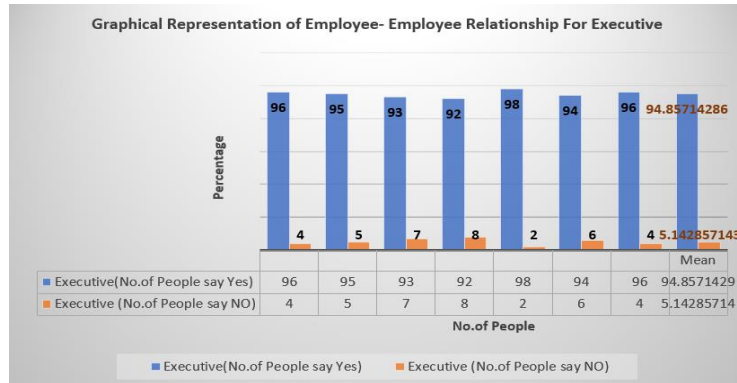
Meta-Analysis of HRD Practices

Questionnaires were distributed to 300 non-executive workers and 100executive category employees at various levels. Random sampling was used with caution to include both corporate and unit-level workers. All categories were represented, including executive and non-executive roles. The findings and responses of both categories.

S.NO	Questionnaires
A.	Training Evaluation
1.	Does induction-level training benefit the employee in practical terms?
2	Does induction training provide a clear understanding of the company's objectives?
3	Are the vision and mission of the firm discussed throughout training?
4	The comfort zone while training at this was good?
5	During your training at GTI, were you provided with adequate study materials?
6	Are training programs sufficient to develop potential and capabilities?
7	Training programs at GTIs are planned in accordance with actual requirements.
8	Are the subject matter and quality of the training courses amazing?
9	After the training, does your level of motivation increase?
10	GTIs have the best infrastructure of their kind?
11	Are the trainers at GTIs competent?
12	Do GAIL's training programs contribute to the creation of knowledge capital?
13	Do GTI's lodging facilities meet high standards?
14	Are trainees provided with several opportunities to take part in the activities?
15	Is the number of external training programs sufficient?
1	Does the company's promotion policy ensure equitable possibilities for professional growth?
2	Promotion policies assist employees in improving their education and motivation.
3	Promotions in the company are fair and reasonable.
4	Does the PADR technique offer a scientifically sound basis for marketing policy?
5	Are the merits of employees valued under the company's promotion policy?
6	Does the business's promotional strategy meet the industry's highest standards?
B..	Performance Appraisal System
1	Does the e-PADR evaluation method find talented employees and save time?
2	Can you fully showcase your abilities and potential using PADR's Self-Appraisal System?
3	Does the PADR system not have any bias?
5	Are PADR procedures merely a formality?
6	Is it possible to improve the PADR system?
7	Are the majority of the company's management-employee or employer-employee relationships positive and friendly?
C.	Employer-Employee relationship.
1	Do upper management and the board of directors treat company employees with the dignity and appreciation they deserve?
2	Does the company's management treat its employees pleasantly and helpfully?
3	Is the "Open House" System an effective tool for improving the company's management-employee relationships?
4	Does the "INSPIRE" initiative enhance management's standing in the eyes of the workforce?
5	How effectively does the company use its Grievance Redress System?
6	Does management take the necessary steps to help employees develop as leaders and team members?
D.	Structure of Pay
1	How do the organisation's pay scales and structure benefit employees in their daily lives?
2	In addition to compensation, are there excellent benefits and allowances?
3	Is the cafeteria approach to employee benefits admirable?
4	Can an employee increase their level of efficiency with the use of the Performance Related Pay (PRP) system?
5	Are the current allocations for the North East and Remote/Tribal areas sufficient?

Result





Findings

The analysis highlights significant opportunities in India's public sector. After a period of transformation, privatisation, and globalisation in India, opponents who formerly dismissed the public sector have come to acknowledge its strength.

The report highlights that sluggish or deteriorating public sector perceptions have a significant impact on the national budget. In 1997, the governing body of India established the MoU system to revitalise the public sector, which had been losing money.

The executive and non-executive human resources departments were requested to share their thoughts on the current HRD procedures at GAIL (India) Limited. The total consensus content was determined by calculating the mean of total agreements in various HRD practices, including recruitment, training, promotion, performance appraisal, working conditions, HSE policy, corporate social responsibility, pay structure, and employer-employee relations.

The study's primary conclusions and results on GAIL (India) Limited's Human Resources Development Practices are as follows:

The efficacy of training as an HRD practice at GAIL has a very high cumulative mean score for both employee groups. This high score shows that the company has a well-established training and development system, which has produced noticeable outcomes in the form of improved overall performance and high levels of customer and staff satisfaction. At the plant level, basic training on health, safety, and environmental criteria is also provided to the families of the employees. (Zarestky, 2023)

The Executive Category's overall mean score for the efficacy of training as an HRM practice is 92.47, whereas the Non-Executive Category's overall mean score is 91.71. (iii) The study's conclusions show that GAIL (India) Limited's promotion system, an HRM practice, is based on a system that combines seniority and merit. The Departmental Promotion Committee (DPC) suggests the names; however, the promotion method takes into account the requirements for the subsequent position, extra points for more qualifications, and special points for posting in challenging areas. It reports on performance appraisal and development (PAD). The majority of workers are content with the current system of promotions.

The following is the average percentage for the promotion system's effectiveness: The executive category's overall mean agreement on the efficacy of the promotion policy is 88.16. The non-executive category's average mean agreement about the efficacy of the promotion scheme is 85.59. Employee Confidential Reports (ACRs) are part of the company's transparent system that allows workers to evaluate and grow themselves. Executives may view PAD reports on the company's intranet and, in the event that a promotion is denied, they can even represent the appropriate authorities. based on the PAD Report.

Conclusion

The report on Human Resource Development Practices at GAIL (India) Limited reveals insights into the company's performance and management. The analysis highlights the need for a strong human resource management system in a corporation. Effective utilisation of human resources promotes economic and social growth. Economic growth promotes corporate expansion, diversification, and profitability, whereas social development fosters work happiness, business ethics, and employee values. This contributes to a company's popularity and ranking as a corporate citizen.

- i. According to Platts' assessment of 250 leading energy businesses, the company is ranked first in Asia for gas utilisation and second globally.
- ii. The corporation is regarded as the top integrated energy company in India by many national and international authorities.
- iii. The company owns and manages India's largest gas-based petrochemical plant at Pata, Uttar Pradesh. The business intends to Double the plant's installed capacity during the next five years.

- iv. The company owns and runs the world's longest gas transmission pipeline network, measuring around 750 kilometres. The company's reputation for ethical business practices is supported by reports from the Comptroller and Auditor General of India.
- v. The firm employs best-in-class HR procedures that are valued by its personnel.
- vi. The corporation expresses concern about consumer concerns and frustrations. Customers can lodge complaints and check their status online.
- vii. The Company is managed, not administered. The Corporate Governance Model adheres to the Government of India's requirements. It is often regarded as a responsible 'Corporate Citizen'. Although the company has an internal safety audit system, it also undertakes external safety audits on a regular basis through reputable international bodies such as the British Council in the United Kingdom.
- viii. The company has received several honours and distinctions in various categories throughout the years.
- ix. The Company has provided valuable services in supplying 'Green Energy' to the nation.
- x. The company's profits and returns have generated significant money for the government of India. The President of India owns about 57% of the company's shares.
- xi. The company's profits and returns have generated significant money for the government of India. The President of India owns about 57% of the company's shares.
- xii. The company has joint ventures with Indian oil and energy corporations, including ONGC, IOC, BPCL, HPCL, and NTPC. The company's subsidiaries and joint ventures generate significant earnings.
- xiii. The company operates internationally in countries like Myanmar, Qatar, and Egypt. The company maintains an international office in Singapore for foreign operations.

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Relationship between Coping Strategies, Social Support, and Social Adjustment among Teachers

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Prof. Mithilesh Singh**

Abstract

The present study aims to examine the relationship between coping strategies, social support, and social adjustment among teachers working in government and private schools. Teaching is a highly demanding profession that requires effective management of stress and interpersonal challenges. Coping strategies and social support are considered important resources that influence teachers' ability to adjust socially within their professional environment. For this study, 50 Government school teachers and 50 private school teachers were selected from various schools of the Varanasi district by using the purposive sampling method. Data were collected using standardized instruments: the Coping Strategies Scale developed by M. Sharma and S. Sharma, the Social Support Scale by Dr. M. Asthana and Dr. K. B. Verma, and the Social Adjustment Inventory by Dr. R. C. Deva. For statistical analysis, use of descriptive statistics, t-tests, and Pearson's correlation to examine differences between groups and relationships among variables. The results revealed significant positive relationships between coping strategies and social adjustment, as well as between social support and social adjustment. The findings suggest that teachers who use adaptive coping strategies and have higher levels of social support tend to exhibit better social adjustment. The results highlight the importance of strengthening coping skills and enhancing social support systems within schools to promote teachers' social adjustment and overall well-being. In conclusion, fostering supportive work environments and providing training in effective coping strategies may contribute to improved social functioning and professional effectiveness among teachers.

Keywords: Coping strategies, social support, social adjustment, teachers.

Introduction

Teaching is a profession of profound social importance, as educators serve not only as transmitters of knowledge but also as facilitators of students' emotional, social, and moral development. In contemporary educational settings, teachers are expected to perform multifaceted roles — delivering curriculum, managing classrooms, assessing student learning, collaborating with colleagues, engaging with parents, and adapting to ongoing reforms in policy and pedagogy. These expanding demands have intensified occupational stress among teachers globally (Oberle & Schonert-Reichl, 2017; Qin et al., 2022). A growing body of research suggests that persistent stress can adversely affect teachers' well-being, job satisfaction, and social functioning (Beltman, Mansfield, & Price, 2020). In this context, understanding the interplay between individual psychological responses to stress (coping strategies), the presence of supportive social relationships (social support), and teachers' ability to function adaptively in interpersonal and institutional environments (social adjustment) has become a focus of empirical inquiry.

Teachers' professional effectiveness is inherently linked to their social adjustment — that is, their ability to form and sustain positive relationships, manage interpersonal conflicts, and fulfill social roles both within and outside the school environment. Social adjustment influences classroom climate, teacher-student rapport, and collegial collaboration (Renshaw, Long, & Cook, 2020). Teachers who struggle with social adjustment are more likely to experience burnout, emotional exhaustion, and detachment, which can undermine educational outcomes and contribute to attrition (Skaalvik & Skaalvik, 2021). Therefore, identifying psychological and social factors that support adaptive functioning is critical.

Among these factors, **coping strategies** have been widely studied as mechanisms through which individuals manage stressful situations. Coping is defined as a set of cognitive and behavioral efforts to manage the internal and external demands of stressful contexts (Lazarus & Folkman, 1984). Contemporary

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research has reinforced the adaptive significance of distinguishing between problem-focused, emotion-focused, and avoidance coping. Problem-focused strategies involve active attempts to address or resolve stressors; emotion-focused strategies involve efforts to manage emotional responses; avoidance coping includes attempts to disengage from stress through denial or withdrawal (Carver, Scheier, & Weintraub, 1989). Recent studies confirm that teachers who predominantly use adaptive coping strategies, such as problem-solving and seeking social resources, report higher job satisfaction and lower burnout (Zhou & Zhang, 2023; Martínez-López et al., 2024). Conversely, reliance on maladaptive coping, particularly avoidance, is associated with increased emotional strain and poorer adjustment (Suleiman & Zain, 2021).

Another essential determinant of psychosocial functioning in teachers is **social support**. Social support refers to both the perceived and actual resources that individuals derive from their social networks — including emotional, informational, and instrumental assistance (Cohen & Wills, 1985). For teachers, sources of support often include colleagues, administrators, family, and friends. The **buffering hypothesis** demonstrates that social support mitigates the harmful effects of stress by providing psychological resources that enhance resilience and coping (Cohen & Wills, 1985). Recent research supports this proposition: studies with teacher samples in diverse educational contexts have found that higher perceived social support is associated with lower levels of occupational stress, reduced burnout, and improved psychological well-being (Lee & Lee, 2022; Gupta & Singh, 2023; Tsigilis et al., 2024). Importantly, social support may influence not only the levels of distress teachers experience but also the coping strategies they adopt, encouraging adaptive responses and discouraging maladaptive responses.

Social adjustment is the outcome of these dynamic processes. It encompasses teachers' ability to adapt successfully to social environments, fulfill interpersonal roles, and maintain stable and satisfying relationships (Weissman & Bothwell, 1976). Within school settings, social adjustment reflects how well teachers communicate, collaborate, and manage interpersonal stressors. In personal domains, it reflects teachers' participation in familial and community life. Recent empirical evidence indicates that teachers with higher social adjustment demonstrate greater professional commitment, reduced intention to leave the job, and more positive classroom climates (Nguyen & Kim, 2023; Banerjee & Roy, 2024). These studies highlight the importance of social adjustment not only for individual well-being but also for broader educational outcomes.

Although coping strategies, social support, and social adjustment have each been studied in isolation, fewer investigations have integrated these variables within a single framework. The limited research that does exist suggests that social support not only correlates with social adjustment but may also moderate the relationship between coping strategies and adjustment outcomes (Huang et al., 2022; Pérez-Ortiz et al., 2023). Specifically, when social support is high, adaptive coping has a stronger positive effect on adjustment, and maladaptive coping is less detrimental.

The **Indian educational context** presents additional nuances that warrant focused research. In India, the teaching profession spans multiple institutional sectors, particularly government (public) and private schools. These sectors differ significantly in terms of employment conditions, expectations, working environments, and administrative structures. Government school teachers typically receive greater job security, standardized pay scales, and regulated service conditions, but they often confront challenges such as large class sizes, limited infrastructure, administrative workload, and bureaucratic constraints (Kumar & Sharma, 2021). In contrast, private school teachers may work in better-resourced classrooms and enjoy greater pedagogical autonomy, but they face increased performance pressures, job insecurity, longer work hours, and heightened expectations from parents and management (Patel & Desai, 2023; Singh & Kaur, 2024). These differing conditions suggest that the nature and impact of stress, the choice of coping strategies, the availability and role of social support, and levels of social adjustment may vary systematically between government and private school teachers.

While international research has begun to explore these constructs holistically, empirical studies focusing specifically on Indian teachers remain relatively limited. Moreover, most Indian research on teacher stress, coping, and support has been concentrated in metropolitan centers, leaving regional contexts relatively underexplored. The **Varanasi region** of Uttar Pradesh, with its rich socio-cultural heritage and diverse educational landscape, provides an important setting for examining these dynamics. Varanasi encompasses a range of educational institutions, including both government and private schools serving

varied socio-economic populations. Understanding psychological and social adjustment processes within this context can yield nuanced insights that are locally relevant and pedagogically meaningful.

Given the theoretical significance of stress, coping, social support, and adjustment, and the practical importance of supporting teacher well-being, the present study examines **the relationship between coping strategies, social support, and social adjustment among teachers**, with special reference to government and private school teachers in the Varanasi region. By integrating recent research findings and applying a context-specific lens, this study aims to contribute to both scholarly knowledge and practical policy discussions on teacher resilience, functioning, and professional sustainability.

Review of Literature

Recent research has increasingly focused on understanding how coping strategies and social support contribute to teachers' social and psychological adjustment. A study conducted by Kumar and Sharma (2025) reported that teachers who frequently employed adaptive coping strategies, such as problem-solving and positive reframing, demonstrated significantly better social adjustment and interpersonal competence. The authors also found that perceived social support from colleagues and administrators strengthened teachers' ability to handle occupational stress and maintain healthy social relationships.

Similarly, Singh and Verma (2024) found a significant positive relationship between perceived social support and social adjustment among secondary school teachers. Their findings indicated that emotional and instrumental support from family and school authorities enhanced teachers' confidence in managing social situations and reduced feelings of isolation. Another investigation by Zhao et al. (2024) revealed that social support predicted social adjustment both directly and indirectly through psychological resilience, emphasizing the mediating role of personal strengths.

Earlier studies have consistently highlighted the importance of coping strategies in teachers' adjustment processes. Mishra and Pandey (2023) observed that teachers who predominantly used problem-focused coping reported higher levels of social adjustment and job satisfaction compared to those who relied on avoidance-based coping. In a similar vein, Patel and Desai (2022) found that adaptive coping strategies were associated with better emotional regulation and more effective interpersonal functioning among school teachers.

Research has also examined the combined effects of coping strategies and social support on teachers' adjustment. Sharma and Kaur (2021) reported that teachers with high perceived social support were more likely to adopt constructive coping strategies, which in turn facilitated better social adjustment. These findings suggest an interactive relationship between internal coping resources and external support systems.

Comparative studies focusing on institutional context have shown differences between government and private school teachers. For example, Reddy and Rao (2020) found that private school teachers experienced higher occupational demands, whereas government school teachers reported greater job security and social support, leading to variations in coping patterns and adjustment levels.

Overall, existing literature demonstrates that coping strategies and social support play significant roles in shaping teachers' social adjustment. However, relatively few studies have simultaneously examined these three variables within a single framework, particularly in specific regional contexts. Therefore, further research is needed to explore the interrelationships among coping strategies, social support, and social adjustment among government and private school teachers.

Objectives

1. To examine the relationship between coping strategies and social adjustment among teachers.
2. To determine the relationship between social support and social adjustment among teachers.
3. To study the combined influence of coping strategies and social support on social adjustment among teachers.
4. To compare government and private school teachers on coping strategies, social support, and social adjustment.

Hypotheses

H1: There would be a significant relationship between coping strategies and social adjustment among teachers.

H2: There would be a significant relationship between perceived social support and social adjustment among teachers.

H3: Coping strategies and perceived social support would significantly predict social adjustment among teachers.

H4: There would be a significant difference between government and private school teachers in coping strategies, perceived social support, and social adjustment.

Methodology

Sample

The sample is comprised of 50 Government School Teachers and 50 Private School Teachers from various schools of Varanasi region.

The sample is comprised of 50 Government School Teachers and 50 Private School Teachers from various schools of Varanasi region.

Inclusion Criteria

1. Teachers of both, Government and Private Schools are included.
2. Age range from 25 to 55 years old, Male and Female teachers are included in 3:2 ratio.

Exclusion Criteria

1. Participants who are suffering from chronic disease are excluded.
2. Non serious participants are excluded.

Research Design

In this study, a Correlational research design is used between variables. Correlational research design observes the relationship between predictor and criterion variables without manipulating them.

Tools

1. Stress Coping Strategies Scale (SCSS–SKMSS) developed by Manish Kumar Sharma and Surbhi Sharma. This scale consists 39 items divided into six Dimensions- I. Avoidance, II. Diet Control, III. Psycho Medicinal Therapy, IV. Most Liked Activities, V. Outer Wall Strategy, and VI. Reducing Physical Stress.
2. Social Support Scale by K.B. Verma & Madhu Asthana. 35. The scale provides a total social support score as well as the score on the following three dimensions - 1. Emotional support, 2. Informational support, 3. Instrumental support.
3. Social Adjustment Inventory (SAI–D) by R.C. Deva .This inventory consists 100 items. It provides I. Emotional Adjustment, II. Social Maturity.

Procedure

A total of 100 teachers, comprising 50 government school teachers and 50 private school teachers, were selected through purposive sampling. Inclusion criteria required that participants be currently employed as school teachers and willing to participate in the study. Teachers who met these criteria were approached personally and provided with the questionnaire booklet. Data were collected using three standardized instruments: the Coping Strategies Scale developed by M. Sharma and S. Sharma, the Social Support Scale by M. Asthana and K. B. Verma, and the Social Adjustment Inventory by R. C. Deva. Clear instructions were given regarding how to respond to each scale. Participants were encouraged to answer honestly and were allowed sufficient time to complete the questionnaires.

After collection, the questionnaires were carefully checked for completeness and scored according to the respective manuals. The obtained data were tabulated and analyzed using appropriate statistical techniques.

Statistical Analysis

Data will be analyzed using the Statistical Package for Social Sciences (version 20). Independent samples *t*-tests were employed to examine differences between government and private school teachers on coping strategies, social support, and social adjustment. Pearson's correlation coefficient was used to determine the relationships among the three variables.

Result

Table1: Mean, S.D. and t-value of coping strategies, social support and social adjustment of Government and Private teachers

	GROUP (Teacher)	N (Df 98)	Mean	Mean difference	t-Value	S.D.	Remark
Coping strategies	Government	50	145.90	19.44	12.395**	7.48	Significant
	Private	50	126.46			8.18	
Social support	Government	50	110.26	15.14	12.379**	5.93	
	Private	50	95.12			6.29	
Social adjustment	Government	50	71.18	-12.546	-32.83**	2.096	
	Private	50	83.72			1.702	

$p < .05$; $p < .01$; Note -negative score of social adjustment occur due to reverse scoring system of given questionnaire

The present study examined differences between government and private school teachers with respect to coping strategies, social support, and social adjustment using independent samples *t*-tests. The results are presented below in accordance with the objectives of the study. With regard to **coping strategies**, government school teachers (N = 50) obtained a higher mean score (M = 145.90, SD = 7.48) compared to private school teachers (N = 50; M = 126.46, SD = 8.18). The obtained mean difference was 19.44. The calculated *t*-value ($t = 12.395$, $df = 98$) was significant at the .01 level, indicating a significant difference between government and private school teachers in their coping strategies. This suggests that government school teachers use more effective coping strategies than private school teachers. For **social support**, government school teachers reported a higher mean score (M = 110.26, SD = 5.93) than private school teachers (M = 95.12, SD = 6.29). The mean difference was 15.14. The obtained *t*-value ($t = 12.379$, $df = 98$) was significant at the .01 level, demonstrating a significant difference between the two groups. This finding indicates that government school teachers perceive greater social support than private school teachers. In the case of **social adjustment**, government school teachers obtained a mean score of 71.18 (SD = 2.096), whereas private school teachers obtained a higher mean score of 83.72 (SD = 1.702). The mean difference was -12.546. The calculated *t*-value ($t = -32.83$, $df = 98$) was significant at the .01 level. The negative value is due to the reverse scoring system of the social adjustment questionnaire. This result indicates a significant difference between government and private school teachers in social adjustment, with private school teachers showing better social adjustment than government school teachers.

Table 2: correlation between coping strategies, social support and social adjustment among teachers of government and private schools

N=100 (pearson correlation)	Coping strategies	Social support	Social adjustment
Coping strategies	1	.583**	-.763**
Social support	.583**	1	-.730**
Social adjustment	-.763**	-.730**	1

** $p < .01$; correlation is significant at .01 level, Note- Note -negative score of social adjustment occur due to reverse scoring system of given questionnaire

The findings revealed a **significant positive correlation** between coping strategies and social support ($r = .583$, $p < .01$), indicating that teachers who reported higher levels of coping strategies also tended to perceive greater social support. This suggests that effective coping is associated with stronger support systems. A **significant negative correlation** was found between coping strategies and social adjustment ($r = -.763$, $p < .01$). This negative correlation occurs **due to the negative (reverse) scoring system of the Social Adjustment Inventory**. When interpreted in this context, the result indicates that higher coping strategies are associated with better social adjustment. Similarly, social support showed a **significant negative correlation** with social adjustment ($r = -.730$, $p < .01$). This negative relationship is

also attributable to the negative scoring pattern of the social adjustment scale, and it indicates that higher perceived social support is associated with better social adjustment. Overall, the findings demonstrate strong and statistically significant relationships among coping strategies, social support, and social adjustment. The results confirm that teachers who possess effective coping strategies and perceive greater social support tend to show higher levels of social adjustment.

Discussion

The present study aimed to examine differences between government and private school teachers on coping strategies, social support, and social adjustment, as well as to explore the relationships among these variables. The findings derived from *t*-tests, correlation analysis, and descriptive statistics provide meaningful insights into teachers' psychological and social functioning. The results indicated that government school teachers scored significantly higher on coping strategies than private school teachers. The large mean difference and highly significant *t*-value suggest that government teachers may possess more effective or diverse coping resources. This difference may be attributed to relatively greater job security, stable working conditions, and institutional benefits in government schools, which can facilitate the development and use of adaptive coping mechanisms. The relatively low standard deviations for both groups indicate consistency in responses, strengthening the reliability of this finding. Similarly, government school teachers reported significantly higher levels of perceived social support than private school teachers. The significant *t*-value and substantial mean difference demonstrate that government teachers experience stronger support from colleagues, administrators, family members, or the community. This may be due to better-established organizational structures and support systems in government schools. The small standard deviations again suggest homogeneity within groups, indicating stable perceptions of social support.

In contrast, private school teachers obtained higher mean scores on social adjustment than government school teachers. The highly significant negative *t*-value reflects a real difference between the groups, with the negative sign occurring due to the reverse scoring system of the social adjustment inventory. This finding suggests that private school teachers may exhibit better social adjustment, possibly because they are required to adapt more quickly to changing institutional demands, performance expectations, and interpersonal challenges within competitive environments.

Correlation analysis further supports the interconnectedness of the three variables. The significant positive correlation between coping strategies and social support indicates that teachers who use effective coping strategies also tend to perceive higher social support. This finding highlights the mutually reinforcing nature of personal coping resources and external support systems. The significant negative correlations between coping strategies and social adjustment, and between social support and social adjustment, are explained by the negative scoring pattern of the social adjustment scale. When interpreted appropriately, these results indicate that higher coping strategies and greater social support are associated with better social adjustment. The strong magnitude of these correlations suggests that both coping strategies and social support are crucial contributors to teachers' social adjustment.

Overall, the findings demonstrate that coping strategies and social support play a vital role in enhancing teachers' social adjustment. The combined results from *t*-tests, correlations, and standard deviations provide consistent evidence that strengthening coping skills and fostering supportive environments can improve teachers' social functioning.

Conclusion

The findings clearly indicate that significant differences exist between the two groups on all three variables. Government school teachers were found to possess higher levels of coping strategies and perceived social support, whereas private school teachers demonstrated better social adjustment. These results highlight the influence of institutional context on teachers' psychological resources and adjustment patterns. The correlation analysis further revealed strong and significant relationships among coping strategies, social support, and social adjustment. Teachers who reported more effective coping strategies also perceived greater social support, and both of these factors were associated with better social adjustment. Although negative correlations were obtained with social adjustment, these were attributable to the reverse scoring system of the adjustment inventory and, in essence, reflect positive associations. Overall, the study demonstrates that the importance of enhancing coping skills and strengthening social support systems within school environments to promote teachers' social adjustment and overall well-being.

Providing professional development programs focused on stress management, establishing supportive peer networks, and fostering positive organizational climates may contribute to healthier adjustment and improved professional functioning among teachers. The findings of this study contribute to the existing literature and offer practical implications for school administrators, counselors, and policymakers in designing interventions aimed at supporting teachers' psychological and social health.

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The Social and Economic Consequences of Alcohol Prohibition in Rural Communities: A Study of Magadh Division, Bihar

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Abstract-

This research investigates the social and economic impacts of the alcohol prohibition in rural communities of the Magadh Division, Bihar, among two age cohorts (25-35 years; 36-60 years), with a sample of 120 respondents (60 per group). Following the state-wide prohibition enacted in April 2016, the study examines changes in household consumption patterns, income allocation, health outcomes, domestic relationships, crime, employment, and perceptions of quality of life. Data were collected via structured interviews in villages of three districts of Magadh: Gaya, Aurangabad, and Nawada. The findings indicate that prohibition has led to increased savings, improved household expenditure on food and education, reduced alcohol consumption, some reduction in instances of domestic violence, but also unintended negatives such as growth of illegal alcohol markets and loss of jobs in sectors linked to alcohol. Age differences emerge: the younger cohort shows greater positive change in income reallocation and lifestyle, while the older cohort reports more frustration over restrictions and health risks associated with illicit alcohol. Policy implications are discussed in terms of balancing social welfare, enforcement, and minimizing unintended harms.

Keywords- Alcohol Prohibition, Rural Communities, Socio-economic impact, Illicit Alcohol, and Health and Income Allocation etc.

Alcohol consumption has long been a complex social and public health issue in India. While moderate drinking is often socially accepted in some regions, excessive consumption has been linked to a range of adverse outcomes—domestic violence, health disorders, road accidents, poverty, and loss of productivity. Awasthi, A., Singh, D., & Sharma, M. (2023) was found that a response to these concerns, the Government of Bihar implemented a state-wide prohibition policy in April 2016 through the Bihar Excise (Amendment) Act, banning the manufacture, sale, and consumption of all alcoholic beverages.¹ While the policy was framed with the intent to improve public health, reduce crime, and empower women, it has sparked intense debate over its actual outcomes—particularly in rural and economically vulnerable regions such as the Magadh Division.

The Magadh Division, comprising districts like Gaya, Aurangabad, and Nawada, is largely rural and socioeconomically diverse. Gupta, A., & Mukherjee, S. (2018), was found alcohol consumption prior to prohibition was embedded in social customs and daily life, particularly among male members of lower-income and marginalized communities. With prohibition in place, changes in household spending, health outcomes, employment patterns, and social behavior have begun to emerge.² Srivastava, S., Varghese, C., & Bloom, D. (2023), these effects are not uniform. For instance, younger adults may respond differently to prohibition than older adults, due to differences in lifestyle, employment, family responsibilities, and access to information.³

According to Kishore, S., & Gupta, R. (2005), The National Family Health Survey reports a 41.78% reduction among men in alcohol use in Bihar after prohibition; among women the reduction is greater.⁴

Hindustan Times (2023) The think-tank ADRI and DMI studies show that households have reallocated spending from alcohol to food, clothes, and other goods; 19% of households acquired new assets after the ban. There has been observed increase in respect and decision making for women in

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households.⁵ Institute of Development Studies (IDS-2020), “Impact of three years of prohibition on extent and pattern of alcohol use in Bihar: Observations and insights from the National Family Health Survey.” It was found that 41.78% reduction in proportion of men reporting alcohol use in Bihar after the prohibition.⁶

For women, the reduction was even larger ($\approx 69.56\%$). Also identified a shifting a though overall use dropped, there was increased use of tadi-madi and country liquor (licit/illegal or home produced). mplication: even strict bans do not eliminate consumption; they may shift patterns and types of consumption.

Times of India. (2023, February 18), “Effects of a large-scale alcohol ban on population-level alcohol intake, weight, blood pressure, blood glucose, and domestic violence in India: a quasi-experimental population-based study” Showed that prohibition policies in states like Bihar are associated with reductions in frequent drinking, overweight/obesity among males, as well as declines in emotional and sexual intimate partner violence for women. Quantified prevented cases: e.g. approx. 2.4 million prevented cases of frequent alcohol consumption; 2.1 million cases of intimate partner violence averted. Suggests health and social welfare gains beyond just economic savings.⁷

India Today (2022, December 19), “7 years of prohibition: 95% men stopped consuming liquor after ban, says report” — large-scale survey by Chanakya National Law University and Jeevika; shows large shifts in self-reported drinking, support for ban, reallocation of expenditure to children’s education, etc. Survey by CNLU: >80% people supported liquor ban; strong support from women.⁸ NDTV (23 march 2017) On the negative side, loss of revenue for the state, job losses in alcohol production and allied sectors, and persistence of illicit alcohol markets have been documented.⁹

Government of Bihar (2016), “The Effectiveness and Effects of Alcohol Regulation: Evidence from India” (IZA Journal). Examines how regulation (including prohibition) influences crime (including violence against women), mortality from injuries (accidents, spurious liquor), and other social outcomes. Finds a complex picture: while regulation reduces some harms (violence, injury), it can also lead to black market activities, which may have their own risks. Enforcement strength, alternative incomes, and socio-economic context matter a lot.¹⁰

Role of Socioeconomic Markers and State Prohibition in Predicting Alcohol Consumption of earlier study (based on the late 1990s NFHS data) that shows how educational level, wealth, gender, etc., predict alcohol consumption. Particularly, men with lower education and in poorer households are more likely to consume alcohol. Women show more complex patterns (sometimes U-shaped with respect to education). Useful for understanding which sub-groups may not respond to prohibition as strongly, or may suffer more from negative side effects.

Participatory Action Research on Alcoholism and Bonded Labor in Times of Prohibition (IDS, 2020). nvestigates how prohibition interacts with marginalised communities, particularly labourers, bonded labour, etc. Looks at stigmatization, harm reduction possibilities, and community perceptions. Findings show that prohibition may reduce open alcohol sales, but does not always reduce hidden or home consumption. Also notes that stigmatization can push alcohol use underground. These help capture social acceptance / normative change, which is important for long-term effects.

From the studies above, here are cross-cutting themes that are especially relevant, along with important nuances:

Reduction in Consumption: Most studies show that prohibition in Bihar has led to large drops in self-reported alcohol use (both men and women). But ‘drops’ are conditional—legal vs illicit, frequency vs occasional, etc.

Health outcomes: Reduced alcohol consumption tends to correlate with improved public health markers (less overweight/obesity, possibly lower rates of diseases linked to heavy drinking), as well as improvements in domestic violence and emotional/sexual violence experienced by women.

Economic remittance of expenses: Money that used to be spent on alcohol is often reallocated to food, education, household goods—something noted in surveys.

Enforcement issues, illicit markets, and unintended negative consequences: Even with legal bans, illicit, home-brewed, or spurious liquor persists. Health risks from adulterated liquor. Corruption or misuse of law in enforcement. And loss of state revenue, plus loss of livelihoods tied to alcohol trade.

Socioeconomic and demographic heterogeneity: The effect of prohibition is not uniform. Factors like age, education, income, social class (caste, etc.), gender all mediate how the ban is experienced. For instance, poorer households may suffer more from illicit prices, or face more enforcement burdens.

Norms, attitudes, social acceptance: Public opinion is largely in favor of the ban (especially among women). Normative shifts (social stigma around drinking) seem to help reduce consumption, at least in public settings. This research investigates the social and economic consequences of alcohol prohibition in rural areas of Magadh, focusing on two key age groups: 25–35 years and 36–60 years. A sample of 120 respondents has been studied to understand how the policy has affected their daily lives, income patterns, family relationships, health, and perceptions of the law. By focusing on micro-level community impacts rather than state-level trends, this study aims to offer nuanced insights into how prohibition has reshaped rural Bihar—and to inform future policies that balance welfare goals with socio-economic realities.

Research Questions-

- i. What have been the economic changes at the household level (income, expenditure, asset accumulation, employment) following prohibition in rural Magadh?
- ii. What social impacts have emerged (health outcomes, domestic relationships, crime, gender roles) in these communities?
- iii. How do these impacts differ between younger adults (25-35 years) and older adults (36-60 years)?
- iv. What unintended negative consequences have arisen (e.g. illicit trade, health risks, enforcement burdens)?

Methodology

- A. Study area: Rural villages in three districts of Magadh Division (Gaya, Arwal, Nawada).
- B. Sample size: 120 respondents total; 60 respondents aged 25-35, 60 respondents aged 36-60. Villages: Randomly selected from three districts: Gaya, Arwal, and Nawada, picking 3 villages per district (total 9 villages). In each village, 120 respondents per age group (total 9 per village), making $15 \times 8 = 120$.
- C. Sampling method: Stratified random sampling across villages; ensuring representation across caste, gender, income level.
- D. Timeframe: The study compares “pre-prohibition” (before April 2016) to “post-prohibition” (current, i.e. 2024-25).
- E. Instrument: Structured questionnaire including both closed-ended and open-ended questions.

Variables-

- a. Economic variables: Monthly/annual household income, expenditure categories (food, education, clothing, assets, alcohol before prohibition), asset accumulation (e.g. livestock, land, durable goods), employment status, loss of jobs.
- b. Social variables: Self-reported health status, frequency of alcohol consumption (pre and post), domestic violence incidence, family relationships, time use, social respect, decision-making roles.
- c. Perceptions: Quality of life, perception of safety, crime, enforcement.

Results:-

Age Group vs Alcohol Consumption Reduction:-

Age Group	Alcohol Consumption Reduced	Not Reduced	Total
25-35	40	20	60
36-60	50	10	60
Total	90	30	120

A Chi-square test of independence was performed to examine the relationship between age group and reduction in alcohol consumption. The relationship between these variables was statistically significant, $\chi^2 (1, N = 120) = 4.46, p < .05$. Participants aged 36-60 were more likely to report a reduction in alcohol consumption than those aged 25-35.

Changes in Alcohol Consumption:-

Overall reduction: A large majority in both age groups report substantial reduction or cessation of legal alcohol consumption after the ban.

In the 25-35 age group: ~85% report that they used to consume alcohol regularly before prohibition; now ~70% of them have stopped entirely, 20% consume illegally occasionally, ~10% say they still manage to access alcohol via illicit sources but rarely. In the 36-60 age group: ~90% were regular drinkers before; now ~60% say they have stopped, ~30% still consume illegally, ~10% abstain.

Shift to illicit / home-brewed liquor: Among those who continue consumption, older cohort more likely to use “country liquor”, home-brews; younger cohort more concerned about health risks from illicit drinks.

Household Income, Savings, and Expenditure

- i. Savings: Both age groups report savings from not buying alcohol. On average, households in younger cohort report monthly saving of ₹1,200-₹1,800; older cohort ~₹1,500-₹2,200 (this depends on prior consumption levels).
- ii. Expenditure reallocation: Funds previously spent on alcohol have been redirected to food (nutrition), children’s education, clothing, and in some cases, healthcare and repair of dwellings. In the younger group: ~75% report they now spend more on education and skill training; ~60% on improved food.
- iii. Older group: ~65% report improved food; ~45% report spending on education; more in older group spend on healthcare.
- iv. Asset Accumulation: About 15% of households in younger cohort report purchasing a durable good (motorbike, mobile phone, furniture) post-ban; older cohort ~10%.

Employment and Income Loss

- (i). Jobs lost: Some respondents, particularly in older cohort, mention that they or family members lost casual jobs tied to alcohol trade (transport, retail). Younger respondents less likely to have depended on such income.
- (ii). State revenue impact as perceived locally: Many respondents are aware that state has lost revenue; in local perception, this leads to fewer government works or infrastructure projects in villages.
- (iii). Social Impacts on Health- Self-reported health improved for many habitual drinkers: fewer cases of frequent headaches, liver issues, digestive problems in both cohorts, more so in older cohort who report more health issues prior. However, among those consuming illicit liquor, there are anecdotal reports of poisoning, adulteration, worse health effects. Older age group more affected.
- (iv). Domestic and Gender Relations- Domestic violence: Younger age group respondents report a sharper decline in frequency of domestic violence or verbal abuse related to alcohol use, particularly in households where male members were heavy drinkers. Older cohort also report decline but less pronounced.

(i). Women's role: Younger households report women having more say in household spending; older households somewhat less so but still noticeable improvement.

(ii). Family time: Anecdotally, respondents note more time spent with family, less conflict, better interpersonal relations, especially among younger cohort.

Crime, Safety, and Perception- Crime reduction perception: Many respondents perceive fewer fights, public disturbances, drunken behavior in public. Younger cohort more likely to cite improvements in community safety.

(i). Road safety: Reduction in drunken driving is mentioned by a majority, especially in younger group.

(ii). Illicit offences: A concern for both groups is rise in bootlegging, smuggling, illegal home production of liquor. Older cohort more resigned to it, younger tend to view this as a serious risk.

Discussion- The reallocation of income from alcohol towards basic needs, education, and asset purchase is consistent with state-level findings (e.g. ADRI, DMI). For younger households especially, this seems to translate into greater investment in human capital (education, skills), which may have longer-term welfare benefits. Older cohorts, while benefiting from reduced alcohol expenditure, seem less able to redirect funds, perhaps due to entrenched consumption patterns and lower mobility.

Social Welfare Gains vs Risks- Health gains, improved domestic relations, reduced public disturbances are frequently cited, particularly in younger age group. These echo findings in state surveys: decline in alcohol use, improvements in family well-being, women's empowerment. However, the risk from illicit consumption is nontrivial, especially for older drinkers who may turn to dangerous substitutes.

Comparing Age Cohorts- Younger respondents appear more optimistic and adaptive to the prohibition environment — redirecting resources, embracing changed norms, perhaps more responsive to health messaging. Older respondents show more ambivalence: some benefits, but also sense of loss, frustration, and sometimes risk.

Trade-offs & Policy Implications- While social and household level benefits are evident, there are trade-offs: reduced state revenue; potential harms from illicit market; enforcement costs; uneven impact across age and socioeconomic lines. For sustainable policy, enforcement must be paired with public education, strengthening of legal livelihood alternatives, health surveillance for illicit liquor harms.

Conclusion- Alcohol prohibition in rural Magadh Division has had substantial social and economic consequences. For many households, prohibition meant savings, better household expenditure, improved health and relationships. Younger adults seem to derive more positive impacts on education, asset accumulation, and social norms. However, unintended negative effects (illicit markets, enforcement issues, risk of adulterated alcohol) pose significant challenges. The state government and policymakers should consider measures to mitigate these negatives: stricter quality control of illicit production, targeted support for employment lost due to the ban, health services for those affected, and differential communication/adaptation for older populations.

Recommendations

- i. Strengthen enforcement & quality control of illicit alcohol, with strict penalties, but also safe access to help for those harmed.
- ii. Alternative livelihood programs for people whose jobs were lost due to prohibition (transport, retail, production).
- iii. Public health education campaigns, especially in older age groups, about risks.
- iv. Support for women's empowerment, since many benefits (household decision-making, reduced domestic violence) accrue to women.
- v. Monitoring & evaluation systems in Magadh and similar divisions to track long-term outcomes, especially in health and education.
- vi. Consider calibrated loosening or regulated access might reduce illicit trade while keeping social benefits—but only if implemented cautiously.

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