

8.0 APPRAISAL

8.1 SUMMARY OF THE FINDINGS

Although there were a few statistically significant findings, most of the associations were found to be weak to moderately strong. “The SKY meditation practice can influence the state of meditation, low alpha, high gamma, and mid gamma EEG bands”. Perceived Competency for learning has decreased more in yoga group than in sports group. *Guṇa* has slightly decreased in yoga group than in sports group. self-focused has decreased in the yoga group. The sports group has seen an increasing impact in negativity and instability than the yoga group. Identity Exploration has moderately increased in sports group and decreased in yoga group. Experimentation and possibilities have shown no change in sports group and moderate changes in yoga group.

8.2. CONCLUSIONS

Positive and negative implicit attitude towards engineering have distinct trends of relationship. Having positive self-esteem, autonomous style of reason for learning, and higher learning competencies are associated with fostering positive implicit attitude towards engineering. Though congenial parental support also would further help build positive attitude towards engineering, even if they are not favourable, a student’s personal characteristics like strong self-esteem, perceived competency for learning may cushion out the adverse impact due to parental influence, especially in the emerging adult phase.

There are a few dimensions of emerging adulthood that have desirable outcome trends, both in yoga and non-yoga practitioners. Among them, some distinct features of yoga practitioners are, students with close attachment styles, and those who exert inner freewill

tend to have a positive outlook. These students also show more autonomy supportive parenting styles. Therefore, yoga may promote self-regulated ways of inner growth and learning in emerging adults.

We infer that practising SKY meditation can have an impact on the low alpha, high gamma, and mid gamma EEG bands. Similar improvements have been found in the sports group also. Hence, Sports and meditation programmes might be recommended in technical educational institutes to promote positive health. We also suggest that yoga can influence Self-focused, Identity Exploration, and Experimentation and possibilities. Sports can impact Identity Exploration.

8.3. IMPLICATIONS OF THE STUDY

We propose that practising yoga and sports can help overall development of student's physical and mental health. This in turn can bring about transformation in the way the students perceive their course in engineering, and thereby enable them to become a potential human resource for the industry.

8.4. APPLICATIONS OF THE STUDY

These findings, we feel, can also aid in the development of specific counselling approaches to educate both students and parents. And regulatory bodies like AICTE and institute managements can incorporate such wellness programs to groom the overall wellbeing of students in engineering colleges.

8.5. STRENGTH OF THE STUDY

The study's strength was the large number of students that participated. All of our

analyses attempted to account for social desirability factors, so it is more likely to be replicated in future studies. We could bring out distinct differences in the correlation trends among the positive and negative implicit attitude groups.

We looked for the impact of Simplified *Kuṇḍalinī* Yoga meditation (*Turiyā* Meditation) on technical education students who attended 20 weeks of follow-up sessions and were evaluated using a single-channel EEG. We believe that this was the first EEG study conducted on technical students to evaluate the impact of SKY meditation.

8.6. LIMITATIONS OF THE STUDY

This study only looked at first-semester students. Students' psychological characteristics may vary during the course of their four years in engineering school. During their four years of engineering school, there may be positive changes in the brain waves of students.

8.7. SUGGESTIONS FOR FUTURE STUDIES

It is recommended that the same type of study be undertaken at different time frames throughout their course.

We suggest that along with the EEG test some psychological variables be tested and correlated to find subjective changes in the students. In future studies, severe distress subjects may be excluded or analysed separately.

As stress level increases in the later period of engineering programme, students need relaxation during that period. Hence, we also suggest that sports may be introduced in the beginning of the engineering programme and yoga may be introduced in the later period of engineering programme.

9.0 REFERENCES

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Appendix 1.0 LIST OF PUBLICATIONS FROM THIS RESEARCH

Sl. No.	Title	Journal	Authors
1	Patanjali Yoga Sutra and Thirumoolar Thirumandiram a comparative study	International Research Journal of Tamil	R. Venkatesan Dr. Judu Ilavarasu
2	Effect of Simplified Kundalini Yoga Meditation on Engineering Students: An EEG Study	Indian Journal of Science & Technology	R. Venkatesan Dr. Judu Ilavarasu
3	Parenting Styles and Dimensions of Emerging Adulthood in Yoga and Non-Yoga Practitioners	International Journal of Yoga - Philosophy, Psychology and Parapsychology	R. Venkatesan Dr. Judu Ilavarasu

Appendix 2.0 ETHICS COMMITTEE APPROVAL



स्वामी विवेकानन्द योग अनुसंधान संस्थान Swami Vivekananda Yoga Anusandhāna Samsthāna

(Declared as Deemed-to-be University under Section 3 of the UGC Act, 1956)

Eknath Bhavan, # 19, Gavipuram Circle, Kempegowda Nagar, Bangalore - 560 019

Ph: 080 - 2661 2669, Telefax: 080 - 2660 8645

E-mail: svyasa@svyasa.org Website: www.svyasa.org

RES/IEC-SVYASA/99/2017

27 January 2018

To,
Dr. Judu Ilavarasu,
Assistant Professor,
Division of Yoga and Life Sciences,
S-VYASA University,
Bengaluru.

Reference:

"Role of yoga on self-concept, personality traits, and dimension of emerging adults and its implication on implicit attitude towards technical education". - Committee Approval of the above-mentioned study.

Dear Dr. Judu Ilavarasu,

We have received from you the following study related documents vide your letter dated 22 December 2016

1	Project Proposal
2	Informed consent form

Ethics committee meeting was held on **18 February 2017** between 2:00 PM and 5:00 PM at Eknath Bhavan, Bengaluru. Above documents were examined and discussed in the meeting. After due consideration, the committee has decided to approve conducting the aforementioned study.

APPROVED
Subramanyal
INSTITUTIONAL ETHICS COMMITTEE
SVYASA, BANGALORE



स्वामी विवेकानन्द योग अनुसंधान संस्थान

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E-mail: svyasa@svyasa.org Website: www.svyasa.org

This is to confirm that neither Dr. Judu Ilavarasu nor any staff participating in this study was involved in the voting procedures and decision making.

The Institutional Review Board / Institutional Ethics Committee (IEC) is expected to be informed about the progress of the study / any changes in the protocol and patient information / informed consent. The investigators are also expected to submit a copy of the final report to IEC for records.

This approval is valid up to the completion of the study at the site.

Please submit to the IEC, the status report of the study as per the SOPs.

The IEC is organized & operates according to the requirements of ICH-GCP, Indian Council of Medical Research Guidelines & Schedule Y.

Best Wishes,

Subramanya P.

Dr. Subramanya P,
Member Secretary,
Institutional Ethics Committee,
S-VYASA, Bengaluru.

Appendix 3.0 INFORMED CONSENT FORM

Participant Informed Consent

Swami Vivekananda Yoga Anusandhana Samsthana, Bangalore

Study title: ROLE OF YOGA ON SELF CONCEPT, PERSONALITY TRAITS, AND DIMENSIONS OF EMERGING ADULTS AND ITS IMPLICATION ON IMPLICIT ATTITUDE TOWARDS TECHNICAL EDUCATION.

Principal Investigator: Venkatesan R., Ph.D. Scholar, Division of Yoga and Physical Sciences, SVYASA, Bangalore. (Phone No: +91-9342209728)

Faculty Adviser: Dr. Judu Ilavarasu, Asst. Professor, Division of Yoga and Physical Sciences, SVYASA, Bangalore. (Phone No: +91-9035730812)

This study is to investigate inherent interest towards Engineering and role of other psychological and personality traits in shaping the interest towards technical education. These assessments consist of a categorization task and questionnaires. The whole session will be delivered through computer and may take approximately 45 minutes

No incentives will be provided for participating in this study. However, if you wish results of your test scores will be sent to you through e-mail. Your valuable participation would help understanding challenges in current technical education and how yoga can help, which is of high practical application and will contribute to the field of yoga and psychology

research.

No potential risks are anticipated by undergoing these tests. Spending 45 minutes before monitor may cause eye fatigue, and tiredness. However, discomfort will not exceed minimal risk. You are free to express any discomfort or problem during your test session to the test administrator. You are free to withdraw your participation at any point of the study without penalty.

This assessment session is coded. In demographic sheet, your name need not be reported. If you need your results, you may provide your e-mail ID. No other sensitive information is collected. All information obtained in this study is strictly confidential unless disclosure is required by law.

Voluntary Consent by Participant

I agree that I have read this informed consent fully. I fully understand the contents of this document and am openly willing to consent to take part in this study. I am 18 years of age or older and am agreeing to participate in this study voluntarily. All the queries related to my participation were clarified to me and in case of any problem or further clarification I may contact the above mentioned persons.

Appendix 4.0 ASSESSMENT INSTRUMENTS

Mindful Attention Awareness Scale (MAAS)

Day-to-Day Experiences

Instructions: Below is a collection of statements about your everyday experience. Using the 1-6 scale below, please indicate how frequently or infrequently you currently have each experience. Please answer according to what *really reflects* your experience rather than what you think your experience should be. Please treat each item separately from every other item.

1	2	3	4	5	6
Almost Always	Very Frequently	Somewht Frequently	Somewhat Infrequently	Very Tnrequently	Almost Never

I could be experiencing some emotion and not be conscious of it until some time later.	1	2	3	4	5	6
I break or spill things because of carelessness, not paying attention, or thinking of something else.	1	2	3	4	5	6
I find it difficult to stay focused on what's happening in the present.	1	2	3	4	5	6
I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.	1	2	3	4	5	6
I tend not to notice feelings of physical tension or discomfort until they really grab my attention.	1	2	3	4	5	6
I forget a person's name almost as soon as I've been told it for the first time.	1	2	3	4	5	6
It seems I am "running on automatic," without much awareness of what I'm doing.	1	2	3	4	5	6
I rush through activities without being really attentive to them.	1	2	3	4	5	6
I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there.	1	2	3	4	5	6
I do jobs or tasks automatically, without being aware of what I'm doing.	1	2	3	4	5	6
I find myself listening to someone with one ear, doing something else at the same time.	1	2	3	4	5	6
I drive places on 'automatic pilot' and then wonder why I went there	1	2	3	4	5	6
I find myself preoccupied with the future or the past.	1	2	3	4	5	6
I find myself doing things without paying attention.	1	2	3	4	5	6
I snack without being aware that I'm eating.	1	2	3	4	5	6

MAAS Scoring

To score the scale, simply compute a mean of the 15 items. Higher scores reflect higher levels of dispositional mindfulness

General Health Questionnaire

We want to know how your health has been in general over the **last few weeks**. Please read the questions below and each of the four possible answers. Circle the response that best applies to you. Thank you for answering all the questions.

Have you recently:			
1. Been able to concentrate on what you're doing?			
better than usual (0)	same as usual (1)	less than usual (2)	much less than usual (3)
2. Lost much sleep over worry?			
Not at all (0)	no more than usual (1)	rather more than usual (2)	much more than usual (3)
3. felt that you are playing a useful part in things			
more so than usual (0)	same as usual (1)	less so than usual (2)	much less than usual (3)
4. Felt capable of making decisions about things?			
more so than usual (0)	same as usual (1)	less so than usual (2)	much less than usual (3)
5. Felt constantly under strain?			
Not at all (0)	no more than usual (1)	rather more than usual (2)	much more than usual (3)
6. Felt you couldn't overcome your difficulties?			
Not at all (0)	no more than usual (1)	rather more than usual (2)	much more than usual (3)
7. Been able to enjoy your normal day to day activities?			
more so than usual (0)	same as usual (1)	less so than usual (2)	much less than usual (3)
8. Been able to face up to your problems?			
more so than usual (0)	same as usual (1)	less so than usual (2)	much less than usual (3)
9. Been feeling unhappy or depressed?			

Not at all (0)	no more than usual (1)	rather more than usual (2)	much more than usual (3)
10. Been losing confidence in yourself?			
Not at all (0)	no more than usual (1)	rather more than usual (2)	much more than usual (3)
11. Been thinking of yourself as a worthless person?			
Not at all (0)	no more than usual (1)	rather more than usual (2)	much more than usual (3)
12. Been feeling reasonably happy, all things considered?			
more so than usual (0)	same as usual (1)	less so than usual (2)	much less than usual (3)

General Health Questionnaire Scoring

Scoring – Likert Scale 0, 1, 2, 3 from left to right for all 12 Questions

Score range – 0 to 36.

Scores vary by the study population.

Scores about 11-12 typical

0-----normal-----14	15 ----distress-----19	20---severe distress----->
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Perceived Competence for Learning

Please respond to each of the following items in terms of how true it is for you with respect to your learning in this course. Use the scale:

1	2	3	4	5	6	7
not at all			somewhat			very
true			true			true

1. I feel confident in my ability to learn this material.
2. I am capable of learning the material in this course.
3. I am able to achieve my goals in this course.
4. I feel able to meet the challenge of performing well in this course.

* * * * *

Scoring Information. A person's score on the PCS is calculated simply by averaging his or her responses on the four items.

Reasons for Learning Questionnaire

The following questions relate to your reasons for participating actively in your organic chemistry class. Different people have different reasons for their participation in such a class, and we want to know *how true* each of the reasons is for you. Please use the following scale to indicate how true each reason is for you:

1	2	3	4	5	6	7
not at			somewhat			very
all true			true			true

A. I will participate actively in organic chemistry:

1. Because I feel like its a good way to improve my understanding of the material.
2. Because others might think badly of me if I didn't.
3. Because I would feel proud of myself if I did well in the course.
4. Because a solid understanding of chemistry is important to my intellectual growth.

B. I am likely to follow my instructor's suggestions for studying chemistry:

5. Because I would get a bad grade if I didn't do what he/she suggests.
6. Because I am worried that I am not going to perform well in the course.
7. Because its easier to follow his/her suggestions than come up with my own study strategies.
8. Because he/she seems to have insight about how best to learn the material.

C. The reason that I will work to expand my knowledge of chemistry is:

9. Because its interesting to learn more about the nature of chemistry.
10. Because its a challenge to really understand how to solve chemistry problems.
11. Because a good grade in chemistry will look positive on my record.
12. Because I want others to see that I am intelligent.

Scoring information for this SRQ-L (chemistry)

Begin by calculating the two subscale scores by averaging the items on that subscale. They are:

Autonomous Regulation: 1, 4, 8, 9, 10

Controlled Regulation: 2, 3, 5, 6, 7, 11, 12

Perceived Parental Autonomy Support Scale (P-PASS)

YOUR PERCEPTION OF YOUR PARENTS

Please answer the following questions about your mother and father while you were growing up.

If you did not have any contact with one of your parents (for example, your father), but another parent of the same sex lived with you (for example, your stepfather), please answer the questions about this other adult.

If you did not have any contact with one of your parents, and no other adult of the same sex lived with you, please leave the questions about this parent blank.

Using the scale bellow, please indicate the extent to which you agree with each of the statements regarding your mother and father's behaviors.

Do not agree	Hardly agree	Slightly	Somewhat agree	agree	Strongly	Very strongly
at all	2	agree	4	5	agree	agree
1		3			6	7

BE CAREFUL, the order of responses for your mother and father changes for each item.

WHEN I WAS GROWING UP ...

1. My parents gave me many opportunities to make my own decisions about what I was doing.	Mother	1	2	3	4	5	6	7
	<i>Father*</i>	1	2	3	4	5	6	7
2. When my parents asked me to do something, they explained why they wanted me to do it.	<i>Father*</i>	1	2	3	4	5	6	7
	Mother	1	2	3	4	5	6	7
3. When I refused to do something, my parents threatened to take away certain privileges in order to make me do it.	Mother	1	2	3	4	5	6	7
	<i>Father*</i>	1	2	3	4	5	6	7
4. My point of view was very important to my parents when they made important decisions concerning me.	<i>Father*</i>	1	2	3	4	5	6	7
	Mother	1	2	3	4	5	6	7
5. My parents refused to accept that I could want simply to have fun without trying to be the best.	Mother	1	2	3	4	5	6	7
	<i>Father*</i>	1	2	3	4	5	6	7
6. When my parents wanted me to do something differently, they made me feel guilty.	<i>Father*</i>	1	2	3	4	5	6	7
	Mother	1	2	3	4	5	6	7
7. My parents encouraged me to be myself.	Mother	1	2	3	4	5	6	7
	<i>Father*</i>	1	2	3	4	5	6	7
8. Within certain limits, my parents allowed me the freedom to choose my own activities.	<i>Father*</i>	1	2	3	4	5	6	7
	Mother	1	2	3	4	5	6	7

9. When I was not allowed to do something, I usually knew why.	Mother 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
10. I always had to do what my parents wanted me to do, if not, they would threaten to take away privileges.	<i>Father*</i> 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
11. My parents believed that, in order to succeed, I always had to be the best at what I did.	Mother 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
12. My parents made me feel guilty for anything and everything.	<i>Father*</i> 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
13. My parents were able to put themselves in my shoes and understand my feelings.	Mother 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
14. My parents hoped that I would make choices that corresponded to my interests and preferences regardless of what theirs were.	<i>Father*</i> 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
15. When my parents wanted me to do something, I had to obey or else I was punished.	Mother 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
16. My parents were open to my thoughts and feelings even when they were different from theirs.	<i>Father*</i> 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
17. In order for my parents to be proud of me, I had to be the best.	Mother 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
18. When my parents wanted me to act differently, they made me feel ashamed in order to make me change.	<i>Father*</i> 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
19. My parents made sure that I understood why they forbid certain things.	Mother 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
20. As soon as I didn't do exactly what my parents wanted, they threatened to punish me.	<i>Father*</i> 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
21. My parents used guilt to control me.	Mother 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
22. My parents insisted that I always be better than others.	<i>Father*</i> 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
23. When I asked why I had to do, or not do, something, my parents gave me good reasons.	Mother 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
24. My parents listened to my opinion and point of view when I disagreed with them.	<i>Father*</i> 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7

Scoring key

AUTONOMY-SUPPORT

Offering choice within certain limits

4 items

1, 4, 8, 14

Explaining the reasons behind the demands, rules, and limits

4 items

2, 9, 19, 23

Being aware of, accepting, and recognizing the child's feelings

4 items

7, 13, 16, 24

PSYCHOLOGICAL CONTROL

Threatening to punish the child

4 items

3, 10, 15, 20

Inducing guilt

4 items

6, 12, 18, 21

Encouraging performance goals

4 items

5, 11, 17, 22

NOTA BENE

Because autonomy support and psychological control are opposite poles of a same continuum, that of children's perception of autonomy, it should be possible to recode the psychological control items to create a single composite that represents autonomy support. However, some researchers think that because they form two factors, they should not be combined. The trend is thus to investigate them separately.

ROSENBERG SELF-ESTEEM SCALE

Instructions

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.
Strongly Agree **Agree** **Disagree** **Strongly Disagree**
2. At times I think I am no good at all.
Strongly Agree **Agree** **Disagree** **Strongly Disagree**
3. I feel that I have a number of good qualities.
Strongly Agree **Agree** **Disagree** **Strongly Disagree**
4. I am able to do things as well as most other people.
Strongly Agree **Agree** **Disagree** **Strongly Disagree**
5. I feel I do not have much to be proud of.
Strongly Agree **Agree** **Disagree** **Strongly Disagree**
6. I certainly feel useless at times.
Strongly Agree **Agree** **Disagree** **Strongly Disagree**
7. I feel that I'm a person of worth, at least on an equal plane with others.
Strongly Agree Agree Disagree Strongly Disagree
8. I wish I could have more respect for myself.
Strongly Agree **Agree** **Disagree** **Strongly Disagree**
9. All in all, I am inclined to feel that I am a failure.
Strongly Agree **Agree** **Disagree** **Strongly Disagree**
10. I take a positive attitude toward myself.
Strongly Agree **Agree** **Disagree** **Strongly Disagree**

Scoring:

Items 2, 5, 6, 8, 9 are reverse scored. Give "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points, and "Strongly Agree" 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

Marlowe-Crowne Social Desirability Scale 13-Item Short Form

Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide whether the statement is true or false as it pertains to you.

- | | | | |
|----|--|------|-------|
| 1. | It is sometimes hard for me to go on with my work if I am not encouraged. | True | False |
| 2. | I sometimes feel resentful when I don't get my own way. | True | False |
| 3. | On a few occasions, I have given up doing something because I thought too little of my ability. | True | False |
| 4. | There have been times when I felt like rebelling against people in authority even though I knew they were right. | True | False |
| 5. | No matter who I'm talking to, I'm always a good listener. | True | False |
| 6. | There have been occasions when I took advantage of someone. | True | False |
| 7. | I'm always willing to admit it when I make a mistake. | True | False |
| 8. | I sometimes try to get even, rather than forgive and forget. | True | False |
| 9. | I am always courteous, even to people who are disagreeable. | True | False |

- | | | | |
|-----|---|------|-------|
| 10. | I have never been irked when people expressed ideas very different from my own. | True | False |
| 11. | There have been times when I was quite jealous of the good fortune of others. | True | False |
| 12. | I am sometimes irritated by people who ask favours of me. | True | False |
| 13. | I have never deliberately said something that hurts someone's feelings. | True | False |

- (a) Preparing of meat derived from fresh kills.
 - (b) Preparing of dried fish or tinned meat
 - (c) Fruits and / or Milk preparing
- E. (a) In my work I feel encouraged when I am praised and depressed when criticized.
- (b) Praise or criticism does not generally affect my work.
 - (c) Generally I feel no urge to work, no matter whether I am praised or criticized
- F. In Most Cases I Give Alms to Beggars / sympathize, with the poor
- (a) With a sense of service
 - (b) With a spirit of rendering help
 - (c) With an attitude of disgust or indifference
- G. (a) I believe that right and wrong or exclusively moral values.
- (b) Right and wrong practically carry no sense for me
 - (c) I believe that right wrong are only social value.
- I. (a) I can seldom work with determination even in encouraging situations.
- (b) I can work with determination without expectation for any return.
 - (c) I can work with determination only when some return is assured.
- J. (a) I am ready to undergo pains, but mainly for attaining worldly happiness.
- (b) I am ready to undergo pains mainly for attaining spiritual progress.
 - (c) I do not like to take pains at all; rather I like comforts and amusements.

Revised Adult Attachment Scale (Collins, 1996)- Close Relationships Version

The following questions concern how you *generally* feel in *important close relationships in your life*. Think about your past and present relationships with people who have been especially important to you, such as family members, romantic partners, and close friends. Respond to each statement in terms of how you *generally* feel in these relationships.

Please use the scale below by placing a number between 1 and 5 in the space provided to the right of each statement.

	1-----	2-----	3-----	4-----	5
Not at all characteristic of me					Very characteristic of me
1) I find it relatively easy to get close to people.					_____
2) I find it difficult to allow myself to depend on others.					_____
3) I often worry that other people don't really love me.					_____
4) I find that others are reluctant to get as close as I would like.					_____
5) I am comfortable depending on others.					_____
6) I <u>don't</u> worry about people getting too close to me.					_____
7) I find that people are never there when you need them.					_____
8) I am somewhat <u>un</u> comfortable being close to others.					_____
9) I often worry that other people won't want to stay with me.					_____
10)When I show my feelings for others, I'm afraid they will not feel the same about me.					_____
11)I often wonder whether other people really care about me.					_____
12)I am comfortable developing close relationships with others.					_____
13)I am <u>un</u> comfortable when anyone gets too emotionally close to me.					_____
14)I know that people will be there when I need them.					_____

- 15) I want to get close to people, but I worry about being hurt. _____
- 16) I find it difficult to trust others completely. _____
- 17) People often want me to be emotionally closer than I feel comfortable being. _____
- 18) I am not sure that I can always depend on people to be there when I need them. _____

Scoring Instructions for the Revised Adult Attachment Scale

This scale contains three subscales, each composed of six items. The three subscales are CLOSE, DEPEND, and ANXIETY. The CLOSE scale measures the extent to which a person is comfortable with closeness and intimacy. The DEPEND scale measures the extent to which a person feels he/she can depend on others to be available when needed. The ANXIETY subscale measures the extent to which a person is worried about being rejected or unloved.

Original Scoring Instructions:

Average the ratings for the six items that compose each subscale as indicated below.

<u>Scale</u>	<u>Items</u>
CLOSE	1 6 8* 12 13* 17*
DEPEND	2* 5 7* 14 16* 18*
ANXIETY	3 4 9 10 11 15

* Items with an asterisk should be reverse scored before computing the subscale mean.

The IDEA: Inventory of the Dimensions of Emerging Adulthood

Views of Life Survey

- First, please think about this time in your life. By “time in your life,” we are referring to the present time, plus the last few years that have gone by, and the next few years to come, as you see them. In short, you should think about a roughly five-year period, with the present time right in the middle.
- For each phrase shown below, please place a check mark in one of the columns to indicate the degree to which you agree or disagree that the phrase describes this time in your life. For example, if you “Somewhat Agree” that this is a “time of exploration,” then on the same line as the phrase, you would put a check mark in the column headed by “Somewhat Agree” (3).
- Be sure to put only one check mark per line.

Is this period of your life a...	Strongly Disagree (1)	Somewhat Disagree (2)	Somewh at Agree (3)	Strongly Agree (4)
1. time of many possibilities?				
2. time of exploration?				
3. time of confusion?				
4. time of experimentation?				
5. time of personal freedom?				
6. time of feeling restricted?				
7. time of responsibility for yourself?				
8. time of feeling stressed out?				
9. time of instability?				
10. time of optimism?				
11. time of high pressure?				
12. time of finding out who you are?				
13. time of settling down?				
14. time of responsibility for others?				

15. time of independence?				
16. time of open choices?				
17. time of unpredictability?				
18. time of commitments to others?				
19. time of self-sufficiency?				
20. time of many worries?				
21. time of trying out new things?				
22. time of focusing on yourself?				
23. time of separating from parents?				
24. time of defining yourself?				
25. time of planning for the future?				
26. time of seeking a sense of meaning?				
27. time of deciding on your own beliefs and values?				
28. time of learning to think for yourself?				
29. time of feeling adult in some ways but not others?				
30. time of gradually becoming an adult?				
31. time of being not sure whether you have reached full adulthood?				

Scoring Instructions

<i>Subscale</i>	<i>Items to Average</i>
Identity Exploration	12, 23, 24, 25, 26, 27, 28
Experimentation/Possibilities	1, 2, 4, 16, 21
Negativity/Instability	3, 6, 8, 9, 11, 17, 20
Other-Focused	13, 14, 18
Self-Focused	5, 7, 10, 15, 19, 22
Feeling "In-Between"	29, 30, 31

Appendix 5.0 PHOTOS









