

## Gender Differences and Correlational Study of Personality and Social Maturity among Secondary School Students

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The present study investigates the relationship between personality and social maturity among secondary school students of Nagaland state, with a focus on identifying differences between boys and girls in these two dimensions. Personality, defined as the enduring patterns of thoughts, feelings, and behaviours that distinguish individuals, significantly influences social interactions and relationships. Social maturity, on the other hand, encompasses the ability to behave responsibly, understand social norms, and manage stress effectively. Using a descriptive survey method and a quantitative approach, the study sampled 526 students (238 boys and 288 girls) from class IX and X across three randomly selected districts of Nagaland. Data was collected using K.S. Misra's Five Personality Trait Inventory (2020) and Dr. Nalini Rao's Social Maturity Scale (2018). Descriptive statistics, t-tests, and Pearson's product-moment correlation were employed for data analysis. The findings revealed no significant difference in personality and social maturity between boys and girls. However, a weak but significant positive correlation was found between personality and social maturity. These results highlight the intertwined nature of personality and social maturity, suggesting that the two constructs are subtly related in the context of secondary school students in Nagaland. This study provides valuable insights for educators and policymakers to better understand the developmental needs of adolescents in the region.

**Keywords:** Personality, Social Maturity, Secondary School Students, Nagaland, personality development, adolescent development

Man is a social animal and his existence without a social setup can hardly be imagined. Every individual is different and express themselves differently based on their personality. Personality denotes the persistent patterns of cognition, emotion, and action that differentiate individuals. This intricate framework includes characteristics like openness, conscientiousness, and emotional stability, which collectively influence an individual's interactions with the world (Roberts et al., 2005). Conversely, the capacity to exhibit behaviour responsibly while comprehending the social laws and norms of a particular culture, and to use that information effectively, is referred to as social maturity (Haleta & Habelko, 2020). It is the

capacity to endure and adapt to irritation and stress while cultivating a tolerant perspective, a fulfilling life philosophy that meets both bodily and psychological demands. Social maturity fosters an environment of trust, harmony, active collaboration, and peaceful coexistence.

On the other hand, personality influences people's daily lives in meaningful and predictable ways. Personality can influence the social behaviour of the individuals in different social situations (Neyer & Lehnart, 2007). Conversely, social relationships can also have a profound effect on personality (Robins et al., 2002). Personality and social relationships influence each other in multiple

and consequential ways. The rich diversity in which individuals differ from each other cannot be understood without a detailed consideration of how people interact and bond with others. The science of personality, thus, requires a close consideration of social relationships (Back et al., 2023).

### Review of Literature

For the selection of review of literature researcher used the AI tool named Research Rabbit including the traditional search.

personality develops and exerts its influence on the social processes driving this. Earlier reviews of personality outcomes (Soto, 2019) and development (Bleidorn et al., 2020), and the personality-relationship with social relationships interplay more specifically (Back, 2021; Mund et al., 2018).

Longitudinal and cross-sectional studies on ageing have demonstrated that personality traits persist in evolving during maturity. Individuals exhibit distinct patterns of personality change over the life cycle, which seem to stem from particular life events relevant to their developmental stage (Roberts & Mroczek, 2008).

A study conducted by Baumert, et al. in 2011 found that personality affected relationships, but not vice versa. Conversely Roberts et al. (2002), examined the influence of stable personality traits on social relationships using longitudinal data on a large, representative sample and at the same time relationship experiences also predicted change in personality. Individual differences in personality traits predicted social relationships much better and vice versa.

A longitudinal study employing meta-analytic methods examined whether trait consistency reaches its peak and stabilises at a particular life stage, revealing a negative correlation between the longitudinal time interval and trait consistency, with temperament dimensions exhibiting less

consistency than adult personality traits (Roberts & DelVecchio, 2000). Neyer and Lehnart (2007) examined personality-relationship transactions in a general population sample of young German adults through three assessments over eight years, revealing that personality development exhibited significant individual differences in change, which were notably correlated with alterations in peer and family relationships. Society significantly influences an individual's personality (Möttus et al., 2020). The behavioural genetics of personality is thriving and vibrant. Significant potential for fresh growth persists, contingent upon the environment (Bouchard & Loehlin, 2001). Kumar (2013) and Kođutiā et al. (2012) conducted a study to examine the correlation between social maturity and personality among senior secondary school students, revealing a positive relationship between the two variables. The issue of social maturity is manifested in the psychological ideas of socialisation and individualisation of personality (Grosz et al, 2020).

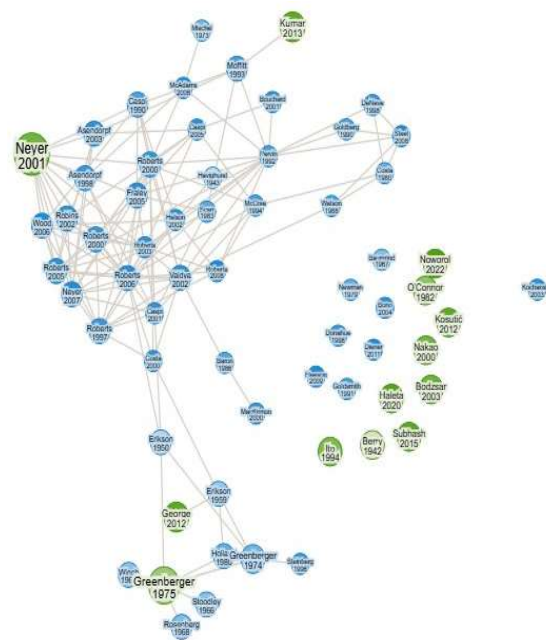


Fig 1. Connected papers searched from the AI tool Research Rabbit

Although there is much literature available worldwide on personality factors and social relationships, very few studies have been done in India on the same; especially, no study was found by the researcher in the state of Nagaland. Therefore, the researcher took up the study and tried to find out the results based on the following objectives.

### **Objectives**

The present paper is going to deal with the following objectives:

1. To find out the difference in personality between boys and girls of secondary school student of Nagaland state.
2. To find out the difference in social maturity between boys and girls of secondary school student of Nagaland state.
3. To find out the relationship between personality and social maturity of secondary school student of Nagaland state.

### **Hypotheses**

1. There is no significant difference in personality between boys and girls of secondary school student of Nagaland state.
2. There is no significant difference in social maturity between boys and girls of secondary school student of Nagaland state.
3. There is no significant relationship between personality and social maturity of secondary school student in Nagaland state.
- 3.1 There is no significant relationship between Neuroticism and social maturity of secondary school student in Nagaland state.
- 3.2 There is no significant relationship between Agreeableness and social

maturity of secondary school student in Nagaland state.

- 3.3 There is no significant relationship between Extraversion and social maturity of secondary school student in Nagaland state.
- 3.4 There is no significant relationship between Openness and social maturity of secondary school student in Nagaland state.
- 3.5 There is no significant relationship between Conscientiousness and social maturity of secondary school student in Nagaland state.

### **Method**

#### **Population and Sample**

Secondary School Students of class IX<sup>th</sup> and X<sup>th</sup> of Nagaland state has been considered as the population and from that 526 (238 boys and 288 girls) student has been selected as the sample from the three districts of Nagaland which was also selected randomly from all the 17 district of Nagaland state.

#### **Research Tools Used**

1. K. S. Misra's Five Personality Trait Inventory (2020)
2. Social Maturity by Dr. Nalini Rao (2018)

#### **Analysis and interpretation**

Based on the table 1, the p value is 0.098 at 0.05 level of significance, which is larger than 0.05 and the t value is -1.656 (which is less than the t critical at 0.05 level of significance which is 1.96). Therefore, the test is not significant. Therefore, null hypothesis 1: There is no significant difference in personality between boys and girls of secondary school student of Nagaland state can be accepted.

Table 1. Descriptive statistics and t test (comparing means of boys and girls) related to personality

	Gender	N	Mean	SD	SEM	df	t value	p-value	Sig./Not Sig.
Total	Boys	238	164.70	20.657	1.339	496,412	-1.656	0.098	Not Sig.
	Girls	288	167.64	19.751	1.164				

*Null Hypothesis 2:* There is no significant difference in social maturity between boys and girls of secondary school student of Nagaland state.

Table 2. Descriptive statistics and t test (comparing means of boys and girls) related to social maturity

	Gender	N	Mean	SD	SEM	df	t value	p-value	Sig./Not Sig.
Total	Boys	238	241.18	23.433	1.519	449,026	.348	.728	Not Sig.
	Girls	288	240.53	18.680	1.101				

Based on the table 1, the p value is .728 at 0.05 level of significance, which is larger than 0.05 and the t value is .348 (which is less than the t critical at 0.05 level of significance which is 1.96). Therefore, the test is not significant. Therefore, null hypothesis 2: There is no significant difference in social maturity between boys and girls of secondary school student of Nagaland state can be accepted.

*Null hypothesis 3:* There is no significant relationship between personality and social maturity of secondary school student in Nagaland state.

Table 3. Correlation between personality and social maturity of secondary school student in Nagaland state

	Confidence Intervals			
	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed) <sup>a</sup>	
			Lower	Upper
Social maturity - Personality	.244	<.001	.161	.322

a. Estimation is based on Fisher's r-to-z transformation.

Based on table 3 it can be seen that the Pearson product moment correlation (r) value is .244 which means that there is a weak positive correlation between personality and social maturity of secondary school student in Nagaland state (Schober et al., 2018). Therefore, the *Null hypothesis 3:* There is no significant relationship between personality and social maturity of secondary school student in Nagaland state can be rejected.

*Null hypothesis 3.1:* There is no significant relationship between Neuroticism and social maturity of secondary school student in Nagaland state.

Table 4. Correlation between Neuroticism and social maturity of secondary school student in Nagaland state

	Confidence Intervals			
	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed) <sup>a</sup>	
			Lower	Upper
Socialmaturity - Neuroticism	.40	<.001	.289	.437

a. Estimation is based on Fisher's r-to-z transformation.

Based on table 4 it can be seen that the Pearson product moment correlation (r) value is .40 which means that there is a moderate positive correlation between Neuroticism and social maturity of secondary school student in Nagaland state (Schober et al., 2018). Therefore, the *Null hypothesis 3.1*: There is no significant relationship between Neuroticism and social maturity of secondary school student in Nagaland state can be rejected.

*Null hypothesis 3.2*: There is no significant relationship between Agreeableness and social maturity of secondary school student in Nagaland state.

Table 5. Correlation between Agreeableness and social maturity of secondary school student in Nagaland state

	Confidence Intervals			
	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed) <sup>a</sup>	
			Lower	Upper
Socialmaturity - Agreeableness	.09	.029	.010	.179

a. Estimation is based on Fisher's r-to-z transformation.

Based on table 5 it can be seen that the Pearson product moment correlation (r) value is .09 which means that there is a negligible positive correlation between Agreeableness and social maturity of secondary school student in Nagaland state (Schober et al., 2018). Therefore, the *Null hypothesis 3.2*: There is no significant relationship between Agreeableness and social maturity of secondary school student in Nagaland state. Although the correlation is negligible, it is significantly associated with each other.

*Null hypothesis 3.3*: There is no significant relationship between Extraversion and social

maturity of secondary school student in Nagaland state.

Table 6. Correlation between Extraversion and social maturity of secondary school student in Nagaland state

	Confidence Intervals			
	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed) <sup>a</sup>	
			Lower	Upper
Socialmaturity - Extraversion	.164	<.001	.079	.246

a. Estimation is based on Fisher's r-to-z transformation.

Based on table 6 it can be seen that the Pearson product moment correlation (r) value is .164 which means that there is a weak positive correlation between Extraversion and social maturity of secondary school student in Nagaland state (Schober et al., 2018). Therefore, the *Null hypothesis 3.3*: There is no significant relationship between Extraversion and social maturity of secondary school student in Nagaland state can be rejected.

*Null hypothesis 3.4*: There is no significant relationship between Openness and social maturity of secondary school student in Nagaland state.

Table 7. Correlation between Openness and social maturity of secondary school student in Nagaland state

	Confidence Intervals			
	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed) <sup>a</sup>	
			Lower	Upper
Socialmaturity - Openness	.098	.024	.013	.182

a. Estimation is based on Fisher's r-to-z transformation.

Based on table 7 it can be seen that the Pearson product moment correlation (r) value is .098 which means that there is a negligible positive correlation between Openness and social maturity of secondary school student in Nagaland state (Schober et al., 2018). Therefore, the *Null hypothesis 3.4*: There is no significant relationship between Openness and social maturity of secondary school student in Nagaland state can be rejected. Although the relationship between openness and social maturity is negligible but it is positively correlated with each other. *Null hypothesis 3.5*: There is no significant relationship between Conscientiousness and social maturity of secondary school student in Nagaland state.

Table 8. Correlation between Conscientiousness and social maturity of secondary school student in Nagaland state

	Confidence Intervals			
	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed) <sup>a</sup>	
			Lower	Upper
Socialmaturity - Conscientiousness	.084	.054	-.001	.168

a. Estimation is based on Fisher's r-to-z transformation.

Based on table 8 the Pearson product moment correlation (r) value is .084 which means that there is a negligible positive correlation between Conscientiousness and social maturity of secondary school student in Nagaland state (Schober et al., 2018). Therefore, the *Null hypothesis 3.5*: There is no significant relationship between Conscientiousness and social maturity of secondary school student in Nagaland state can be rejected. Although the relationship between Conscientiousness and social maturity is negligible, it is positively correlated with each other.

## Findings

- There is no significant difference in personality between boys and girls of secondary school student of Nagaland state.
- There is no significant difference in social maturity between boys and girls of secondary school student of Nagaland state.
- There is a weak positive significant correlation between personality and social maturity of secondary school student in Nagaland state.
- There is a moderate positive correlation between Neuroticism and social maturity of secondary school student in Nagaland state.
- There is a negligible positive correlation between Agreeableness and social maturity of secondary school student in Nagaland state.
- There is a weak positive correlation between Extraversion and social maturity of secondary school student in Nagaland state.
- There is a negligible positive correlation between Openness and social maturity of secondary school student in Nagaland state.
- There is a negligible positive correlation between Conscientiousness and social maturity of secondary school student in Nagaland state

## Discussion

Understanding the intricate relationship between personality and social maturity is essential for comprehending human behaviour and interpersonal dynamics. Personality encompasses the unique traits and characteristics that shape an individual's thoughts, feelings, and actions, while social maturity refers to the ability to navigate social

situations with emotional intelligence, empathy, and an awareness of others' perspectives. As these two constructs interact, they influence an individual's capability to develop meaningful relationships, partake in collaborative endeavours, and adapt to varying social contexts. For instance, individuals with high levels of agreeableness may exhibit greater social maturity, as their collaborative nature enables them to build trust and communicate effectively (London et al., 2022). Conversely, a personality marked by low emotional stability could hinder social interactions, leading to challenges in forming connections (Mund et al., 2018). For the present study personality and social maturity is weakly positively correlated with each other.

### **The Role of Personality Traits in Social Maturity**

The development of social maturity is profoundly influenced by personality traits, particularly during adolescence, a crucial period for personal identity formation. Research indicates a significant shift in personality traits between the ages of 12 and 16, demonstrating moderate rank-order stability while highlighting the dynamic evolution of traits such as self-directedness and cooperativeness, which increase over time, as detailed in (Anokhin et al., 2018). This evolution is essential for developing mature social relationships as adolescents begin to navigate the complex interplay between peer norms and self-defined goals. Moreover, personality traits not only shape social experiences but also undergo transformation in response to vocational challenges in adulthood, indicating a reciprocal relationship between personality and social maturity, as discussed in (Nakao et al., 2000). Thus, understanding these traits offers vital insights into how individuals can achieve greater self-regulation and interpersonal effectiveness throughout their developmental journey.

### **How traits like openness and conscientiousness influence social interactions**

The interplay between personality traits such as openness and conscientiousness play a pivotal role in shaping social interactions, significantly impacting social maturity. Openness, which encompasses curiosity and a willingness to embrace new experiences, fosters the ability to engage with diverse perspectives and adapt to dynamic social environments. Individuals high in openness are often perceived as more approachable and are adept at forming connections, which enhances their social networks and increases their social capital. On the other hand, conscientiousness contributes to social reliability and responsibility, traits that are essential for maintaining relationships. This trait leads individuals to exhibit dependability in their social commitments, ultimately promoting trust among peers. The reciprocal relationship between personality traits and social involvement is evidenced in research indicating that a balanced interplay of these characteristics enhances not only social engagement but also individual identity within occupational settings (Haleta & Habelko, 2020). Consequently, the development of such traits during adolescence can facilitate smoother social transitions as individuals navigate increasingly complex social landscapes (Anokhin et al., 2018).

### **The Impact of Social Experiences on Personality Development**

The interplay between social experiences and personality development is profound, as these interactions fundamentally shape an individual's maturation and adaptability. Engaging with diverse social settings fosters critical skills such as empathy, understanding, and communication, all of which are essential for personal growth. For instance, participation in structured programs like a

Work Exploration class significantly enhances vocational maturity, which, as indicated by (London et al., 2022), illustrates the growth in occupational identity and responsibility stemming from social engagement. Furthermore, intimacy within relationships, as explored in (Krueger et al., 2022), demonstrates how relational dynamics influence personality traits and emotional intelligence, which are crucial components of social maturity. Individuals exposed to rich social experiences often develop higher levels of self-awareness and interpersonal skills, enabling them to navigate complex social landscapes more effectively. Thus, it becomes evident that the breadth of one's social interactions significantly impacts their overall personality development, contributing invaluable insights into the relationship between personality and social maturity.

### **The relationship between social environments and personality evolution**

The interplay between social environments and personality evolution is critical for understanding the development of social maturity. Social contexts, such as workplace environments and peer interactions, significantly influence individual behaviour and personality traits. Research demonstrates that personality traits not only guide career paths but are also shaped by occupational experiences over time, illustrating a reciprocal relationship where one's vocational setting can serve as a powerful source of identity (Roberts et al., 2002). Furthermore, the ability to adapt behaviour based on social contexts, as evidenced in studies involving animal behavior, highlights how experiences and social pressures can dictate risk-taking and conformity, thereby influencing personality dimensions (Košutiæ et al., 2012). These dynamics underscore the importance of social environments in the evolution of personality, revealing that an individual's maturity is often reflected in their ability to

navigate and respond to complex social landscapes, ultimately leading to enhanced interpersonal skills and emotional intelligence.

### **Conclusion**

In conclusion, the intricate relationship between personality and social maturity reveals significant insights into individual functioning within society. As individuals cultivate traits such as empathy, self-motivation, and communication skills, the capacity for social maturity enhances, allowing for effective interpersonal interactions. Social maturity fosters not only personal development but also professional success, as evidenced in the findings of recent studies which highlight the importance of both individual initiative and social competencies in achieving one's goals. This interplay underscores the necessity for fostering personality development to promote greater social maturity, which in turn cultivates healthier relationships and enriched life experiences within diverse contexts. The relationship between personality and social maturity is a dynamic interplay that significantly influences personal development. Ultimately, the intricate connections between personality and social maturity can inform strategies for personal development, offering pathways to enhance one's social skills and emotional well-being, thus enriching overall life experiences.

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