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# A STUDY OF THE ART OF LOVING SKILL AMONG SECONDARY SCHOOL STUDENTS WITH RESPECT TO GENDER, LOCATION, TYPE OF INSTITUTION AND MEDIUM OF INSTRUCTION

**Veena B Bank.**

*Research Scholar, Department of Education, Akkamahadevi Women's university, Vijayapura. Karnataka, India.*

**Dr Venkoba Narayanappa**

*Research Guide & Assistant Professor, Department of Education (M.Ed), Akkamahadevi Women's University, Vijayapura, Karnataka, India.*

## ABSTRACT

*In the present study an attempt has been made to identify the levels of Art of loving among secondary school students of Bagalkot district. The study was conducted on 500 secondary students. The Multi dimensional Assessment of Art of loving scale was prepared and standardized by investigator is used. The findings show that there is association between gender (male and female), types of management (government and private) and mediums (Kannada and English) with levels of Art of loving (low, average and high) of secondary school students, there is no association between location (rural and urban) with, levels of Art of loving. There is significant difference between male and female students of secondary schools with respect to Art of loving and its dimensions (i.e. discernment, faith). There is no significant difference between students of rural and urban secondary schools with respect to Art of loving and its dimensions (i.e. altruistic service, excessive attachment, discernment, faith and humbleness). There is significant difference between students of government and private secondary schools with respect to Art of loving and its dimensions (i.e. discernment, faith). There is significant difference between Kannada and English medium students of secondary schools with respect to Art of loving and its dimensions (i.e. excessive attachment, discernment, faith)*

**KEY WORDS:** *Art of loving, Gender, Location, Types of management, Type of institution, Secondary school students.*

## INTRODUCTION

Any theory of love must begin with a theory of man, of human existence. When man is born state of original oneness with nature. He is a part of it. But man is gifted with reason; he has awareness of himself, his past, his future. The awareness of his aloneness, separateness, helplessness before force of nature and society, all this makes his separate existence an unbearable prison. This experience of separateness arouses anxiety, shame and feeling of guilt, later to insanity. Man of all ages and cultures, the deepest need of man is the reunion with nature

and society by love. This desire for inter personal fusion is the most powerful striving in man. It is most fundamental passion; it is the force which keeps the human race together, the clan, the family and society. The failure to achieve it means insanity or destruction, self destruction or destruction of others. Without love humanity could not exist.

More than 50 years ago the psychologist Carl Rogers suggested that "Simply loving our children wasn't enough, we have to love them unconditionally, for who they are, not for what they do"

Charles Nelson (2014) More than a decade of research on children he said” Neglect is awful for the brain, without someone who is a reliable source of attention, affection and stimulation, the wiring of the brain goes awry”

The art represents an outlet of expression, that is usually influenced by culture and which in turn helps to change culture. Art is something that stimulates an individual’s thoughts, emotions, beliefs or ideas through senses.

**Art of loving**

Most people think that love is a pleasant sensation, which to experience is a matter of chance, who experience love is lucky person, Yet hardly anyone thinks that there is any thing is that needs to be learned about love.

**Statement of the problem:** “A Study of The Art of loving skill among secondary school students with respect to the Gender, Location, Type of Institution and Medium of Instruction”

**OBJECTIVES OF THE STUDY**

The following objectives are framed for the present study.

1. To identify the levels of Art of loving of secondary school students and classify it.
2. To identify the Art of loving of secondary school students in different dimensions.
3. To identify the influence of the following variables on the Art of loving of the secondary school students.
  - a) Gender.
  - b) Locality.
  - c) Medium of Instruction
  - d) Type of Institution

**METHODOLOGY**

- **Sample:** For the present study, the investigator has randomly selected a sample of 500 secondary school students from rural and urban schools of Bagalkot district. For this purpose, the population is divided into a number of parts called sampling units. The investigator has used stratified random sampling technique. The distribution of the sample under different categories is given below table 1.
- **Tools of the study:** Multi dimensional assessment of Art of loving Scale is prepared and standardized by the investigator. The students are asked to answer the given items on a five-point Likert’s scale by tick marking in front of item.
- **Data collection:** The Multi Dimensional Assessment of Art of Loving Scale with personal bio-data was given to the secondary schools of the various rural and urban both private and government schools of Bagalkot District.
- **Variables of the study:** Variables are included to see the difference among factors

associated with the study under consideration. The following variables have been considered for the present study.

**1. Independent variable**

The Art of loving

**2. Dependent variables**

- Type of Institution
- Locality
- Gender
- Medium of Instruction

• **Hypotheses of the study:**

**Hypothesis 1:** There is association between gender (male and female), location (rural and urban), types of management (government and private) and mediums (Kannada and English) with levels of Art of loving (low, average and high) of secondary school students

**Hypothesis 2:** There is significant difference between male and female students of secondary schools with respect to Art of loving and its dimensions (i.e. altruistic service, excessive attachment, discernment, faith and humbleness)

**Hypothesis 3:** There is significant difference between students of rural and urban secondary schools with respect to Art of loving and its dimensions (i.e. altruistic service, excessive attachment, discernment, faith and humbleness)

**Hypothesis 4:** There is significant difference between students of government and private secondary schools with respect to Art of loving and its dimensions (i.e. altruistic service, excessive attachment, discernment, faith and humbleness)

**Hypothesis 5:** There is significant difference between Kannada and English medium students of secondary schools with respect to Art of loving and its dimensions (i.e. altruistic service, excessive attachment, discernment, faith and humbleness)

- **Analysis of data:** To achieve this hypothesis, the chi-square test of independence was applied.

- **Normality of variables:** we assessed the normality (i.e. normal distribution) of all variables with skewness and kurtosis and the results are presented in the following table 2 and figure1 (See Appendix). The table 2 represents the summery statistics including skewness and kurtosis of Art of loving scores of secondary school students. It clearly showed that, the Art of loving scores of secondary school students ranges from 144.00 to 249.00 and with a mean is 208.86±15.61 followed by median is 209.00 and mode is 211.00. However, the skewness of the Art of loving scores is -0.29 and Kurtosis is 0.37. It means that, the Art of loving scores of secondary school students follow a normal

distribution. The normality of Art of loving scores of secondary school students is also presented in the following figure 1(See Appendix)

### MAJOR FINDINGS

1. The association of gender with levels of Art of loving is found to be statistically significant (Chi-square=15.8350,  $p=0.0001$ ) at 5% level of significance.
2. The association of location with levels of Art of loving is found to be statistically not significant (Chi-square=2.5020,  $p=0.2860$ ) at 5% level of significance.
3. The association of types of management with levels of Art of loving is found to be statistically significant (Chi-square=13.2380,  $p=0.0010$ ) at 5% level of significance.
4. The association of mediums with levels of Art of loving is found to be statistically significant (Chi-square=8.9650,  $p=0.0110$ ) at 5% level of significance.
5. A significant difference was observed between male and female students of secondary schools with respect to art of loving scores ( $t=-3.2096$ ,  $p<0.05$ ) at 5% level of significance.
6. No significant difference between male and female students of secondary schools with respect to dimension of art of loving i.e. altruistic service scores ( $t=-1.5903$ ,  $p>0.05$ ) at 5% level of significance.
7. No significant difference between male and female students of secondary schools with respect to dimension of art of loving i.e. excessive attachment scores ( $t=-0.8669$ ,  $p>0.05$ ) at 5% level of significance.
8. A significant difference between male and female students of secondary schools with respect to dimension of art of loving i.e. discernment scores ( $t=-2.7985$ ,  $p<0.05$ ) at 5% level of significance.
9. A significant difference between male and female students of secondary schools with respect to dimension of art of loving i.e. faith scores ( $t=-3.4204$ ,  $p<0.05$ ) at 5% level of significance.
10. No significant difference between male and female students of secondary schools with respect to dimension of art of loving i.e. humbleness scores ( $t=-1.6692$ ,  $p>0.05$ ) at 5% level of significance.
11. No significant difference was observed between students of rural and urban secondary schools with respect to art of loving scores ( $t=0.0741$ ,  $p>0.05$ ) at 5% level of significance.
12. No significant difference between students of rural and urban secondary schools with respect to dimension of art of loving i.e. excessive attachment scores ( $t=-0.4236$ ,  $p>0.05$ ) at 5% level of significance.
13. No significant difference between students of rural and urban secondary schools with respect to dimension of art of loving i.e. Discernment scores ( $t=0.4062$ ,  $p>0.05$ ) at 5% level of significance.

14. No significant difference between students of rural and urban secondary schools with respect to dimension of art of loving i.e. faith scores ( $t=0.8940$ ,  $p>0.05$ ) at 5% level of significance.
15. No significant difference between students of rural and urban secondary schools with respect to dimension of art of loving i.e. humbleness scores ( $t=0.2755$ ,  $p>0.05$ ) at 5% level of significance
16. No significant difference between students of rural and urban secondary schools with respect to dimension of art of loving i.e. altruistic service scores ( $t=-0.9807$ ,  $p>0.05$ ) at 5% level of significance.
17. A significant difference was observed between students of government and private secondary schools with respect to art of loving scores ( $t=-3.3879$ ,  $p<0.05$ ) at 5% level of significance.
18. No significant difference between students of government and private secondary schools with respect to dimension of art of loving i.e. altruistic service scores ( $t=-1.0543$ ,  $p>0.05$ ) at 5% level of significance.
19. No significant difference between students of government and private secondary schools with respect to dimension of art of loving i.e. excessive attachment scores ( $t=-1.3040$ ,  $p>0.05$ ) at 5% level of significance.
20. A significant difference was observed between students of government and private secondary schools with respect to dimension of art of loving i.e. discernment scores ( $t=-3.4829$ ,  $p<0.05$ ) at 5% level of significance.
21. A significant difference was observed between students of government and private secondary schools with respect to dimension of art of loving i.e. faith scores ( $t=-4.5034$ ,  $p<0.05$ ) at 5% level of significance.
22. No significant difference between students of government and private secondary schools with respect to dimension of art of loving i.e. humbleness scores ( $t=-0.2073$ ,  $p>0.05$ ) at 5% level of significance.
23. A significant difference was observed between Kannada and English medium students of secondary schools with respect to art of loving scores ( $t=-2.6701$ ,  $p<0.05$ ) at 5% level of significance.
24. No significant difference between Kannada and English medium students of secondary schools with respect to dimension of art of loving i.e. altruistic service scores ( $t=-0.8557$ ,  $p>0.05$ ) at 5% level of significance.
25. A significant difference was observed between Kannada and English medium students of secondary schools with respect to dimension of art of loving i.e. excessive attachment scores ( $t=-4.4281$ ,  $p<0.05$ ) at 5% level of significance.
26. A significant difference was observed between Kannada and English medium students of secondary schools with respect to dimension of art of loving i.e. discernment scores ( $t=-2.1678$ ,  $p<0.05$ ) at 5% level of significance.

27. A significant difference was observed between Kannada and English medium students of secondary schools with respect to dimension of art of loving i.e. faith scores ( $t=2.1682$ ,  $p<0.05$ ) at 5% level of significance.

28. No significant difference between Kannada and English medium students of secondary schools with respect to dimension of art of loving i.e. humbleness scores ( $t=-0.8557$ ,  $p>0.05$ ) at 5% level of significance.

## RESULTS

Major findings reveal that there is association between gender (male and female), types of management (government and private) and mediums (Kannada and English) with levels of Art of loving (low, average and high) of secondary school students, there is no association between location (rural and urban) with, levels of Art of loving. There is significant difference between male and female students of secondary schools with respect to Art of loving and its dimensions (i.e. discernment, faith). There is no significant difference between students of rural and urban secondary schools with respect to Art of loving and its dimensions (i.e. altruistic service, excessive attachment, discernment, faith and humbleness). There is significant difference between students of government and private secondary schools with respect to Art of loving and its dimensions (i.e. discernment, faith). There is

significant difference between Kannada and English medium students of secondary schools with respect to Art of loving and its dimensions (i.e. excessive attachment, discernment, faith)

## CONCLUSION

The path that is followed by most persons in the beginning of their search is the path of love. Love is the easiest and most effective way to begin our search. While pain motivates, once we feel comfortable and the pain has stopped, we'll stop evolving. Love is a far superior vehicle. The true teacher of love is the heart. The heart is very wise. It makes mistakes from time to time, but it has a wisdom all its own. If you want to follow the path of love, it's a good idea to meditate on the heart chakra every day. On the path of love we feel that if we love today, it's only because divine self loves through us, because there is a special grace present with which we can love. Everything is the will of divine self-- we are only instruments of her will and we learn to love and accept. There's no place to go. There's nothing to attain. There's nothing to be reached. Love leads us to ourselves -- this is the mystery of love. The secret of love is acceptance, acceptance of our finite self, of our life, our birth, our death.

**APPENDIX**

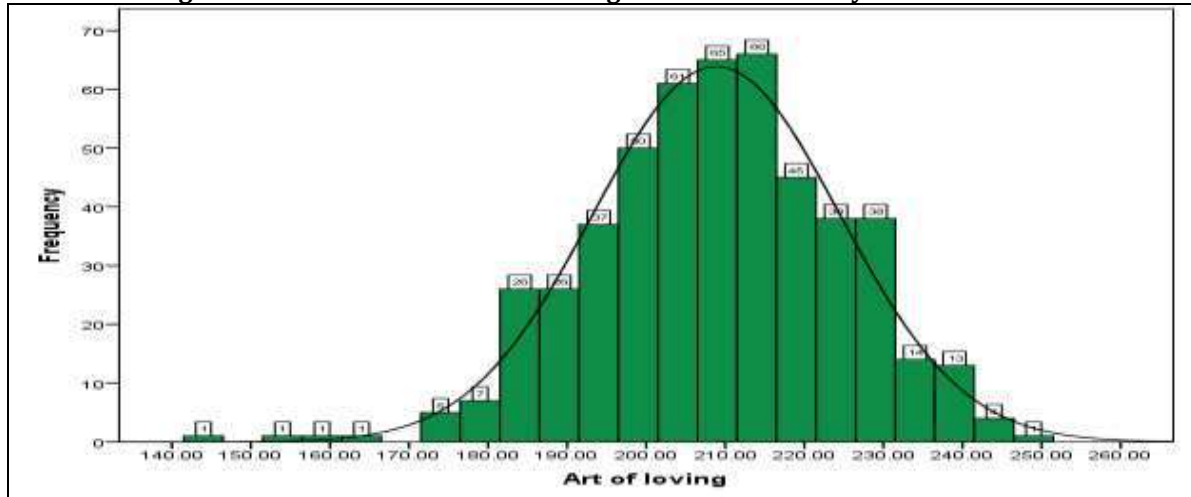
**Table 1. Stratified random sample design:**

|                                  |             |                         |             |                         |             |                         |             |                         |             |                         |             |                         |             |                         |             |
|----------------------------------|-------------|-------------------------|-------------|-------------------------|-------------|-------------------------|-------------|-------------------------|-------------|-------------------------|-------------|-------------------------|-------------|-------------------------|-------------|
| Secondary school students<br>500 |             |                         |             |                         |             |                         |             |                         |             |                         |             |                         |             |                         |             |
| Rural<br>250                     |             |                         |             |                         |             |                         |             | Urban<br>250            |             |                         |             |                         |             |                         |             |
| Private<br>125                   |             |                         |             | Government<br>125       |             |                         |             | Private<br>125          |             |                         |             | Government<br>125       |             |                         |             |
| Kannada<br>medium<br>62          |             | English<br>medium<br>63 |             | Kannada<br>medium<br>62 |             | English<br>medium<br>63 |             | Kannada<br>medium<br>62 |             | English<br>medium<br>63 |             | Kannada<br>medium<br>62 |             | English<br>medium<br>63 |             |
| Boys<br>31                       | Girls<br>31 | Boys<br>31              | Girls<br>32 | Boys<br>31              | Girls<br>31 | Boys<br>31              | Girls<br>32 | Boys<br>31              | Girls<br>31 | Boys<br>31              | Girls<br>32 | Boys<br>31              | Girls<br>31 | Boys<br>31              | Girls<br>32 |

**Table 2: Normality of Art of loving scores of secondary school students**

| Statistics         | Art of loving |
|--------------------|---------------|
| Minimum            | 144.00        |
| Maximum            | 249.00        |
| Range              | 105.00        |
| Mean               | 208.86        |
| Median             | 209.00        |
| Mode               | 211.00        |
| Std. Deviation     | 15.61         |
| Std. Error of Mean | 0.70          |
| Skewness           | -0.29         |
| Kurtosis           | 0.37          |

**Figure 1: Normal curve of Art of loving scores of secondary school students**



**Table 2: Association between gender (male and female), location (rural and urban), types of management (government and private) and mediums (Kannada and English) with levels of Art of loving (low, average and high) of secondary school students**

| Characteristics            | Levels of Art of loving       |       |               |       |            |       |       |       |
|----------------------------|-------------------------------|-------|---------------|-------|------------|-------|-------|-------|
|                            | Low level                     | %     | Average level | %     | High level | %     | Total | %     |
| <b>Gender</b>              |                               |       |               |       |            |       |       |       |
| Male                       | 58                            | 23.20 | 156           | 62.40 | 36         | 14.40 | 250   | 50.00 |
| Female                     | 25                            | 10.00 | 180           | 72.00 | 45         | 18.00 | 250   | 50.00 |
|                            | Chi-square=15.8350, p=0.0001* |       |               |       |            |       |       |       |
| <b>Location</b>            |                               |       |               |       |            |       |       |       |
| Rural                      | 31                            | 14.49 | 152           | 71.03 | 31         | 14.49 | 214   | 42.80 |
| Urban                      | 52                            | 18.18 | 184           | 64.34 | 50         | 17.48 | 286   | 57.20 |
|                            | Chi-square=2.5020, p=0.2860   |       |               |       |            |       |       |       |
| <b>Types of management</b> |                               |       |               |       |            |       |       |       |
| Government                 | 53                            | 20.46 | 177           | 68.34 | 29         | 11.20 | 259   | 51.80 |
| Private                    | 30                            | 12.45 | 159           | 65.98 | 52         | 21.58 | 241   | 48.20 |
|                            | Chi-square=13.2380, p=0.0010* |       |               |       |            |       |       |       |
| <b>Mediums</b>             |                               |       |               |       |            |       |       |       |
| Kannada                    | 55                            | 18.27 | 209           | 69.44 | 37         | 12.29 | 301   | 60.20 |
| English                    | 28                            | 14.07 | 127           | 63.82 | 44         | 22.11 | 199   | 39.80 |
|                            | Chi-square=8.9650, p=0.0110*  |       |               |       |            |       |       |       |
| Total                      | 83                            | 16.60 | 336           | 67.20 | 81         | 16.20 | 500   | 100.0 |

\*p<0.05

**Table 3: Results of t test between male and female students of secondary schools with respect to Art of loving and its dimensions**

| Variables            | Males  |       |      | Females |       |      | t-value | p-value |
|----------------------|--------|-------|------|---------|-------|------|---------|---------|
|                      | Mean   | SD    | SE   | Mean    | SD    | SE   |         |         |
| Art of loving        | 206.64 | 16.33 | 1.03 | 211.08  | 14.55 | 0.92 | -3.2096 | 0.0014* |
| Altruistic service   | 36.63  | 3.05  | 0.19 | 37.04   | 2.74  | 0.17 | -1.5903 | 0.1124  |
| Excessive attachment | 39.28  | 8.29  | 0.52 | 39.95   | 8.93  | 0.56 | -0.8669 | 0.3864  |
| Discernment          | 41.10  | 4.52  | 0.29 | 42.18   | 4.06  | 0.26 | -2.7985 | 0.0053* |
| Faith                | 44.70  | 5.19  | 0.33 | 46.21   | 4.68  | 0.30 | -3.4204 | 0.0007* |
| Humbleness           | 44.93  | 5.46  | 0.35 | 45.70   | 4.86  | 0.31 | -1.6692 | 0.0957  |

\*p<0.05

**Table 4: Results of t test between students of rural and urban secondary schools with respect to Art of loving and its dimensions**

| Variables                   | Rural  |       |      | Urban  |       |      | t-value | p-value |
|-----------------------------|--------|-------|------|--------|-------|------|---------|---------|
|                             | Mean   | SD    | SE   | Mean   | SD    | SE   |         |         |
| <b>Art of loving</b>        | 208.92 | 15.64 | 1.07 | 208.81 | 15.61 | 0.92 | 0.0741  | 0.9409  |
| <b>Altruistic service</b>   | 36.69  | 3.19  | 0.22 | 36.94  | 2.67  | 0.16 | -0.9807 | 0.3272  |
| <b>Excessive attachment</b> | 39.43  | 8.77  | 0.60 | 39.76  | 8.51  | 0.50 | -0.4236 | 0.6721  |
| <b>Discernment</b>          | 41.73  | 4.13  | 0.28 | 41.57  | 4.47  | 0.26 | 0.4062  | 0.6848  |
| <b>Faith</b>                | 45.69  | 4.61  | 0.32 | 45.28  | 5.27  | 0.31 | 0.8940  | 0.3718  |
| <b>Humbleness</b>           | 45.39  | 5.07  | 0.35 | 45.26  | 5.27  | 0.31 | 0.2755  | 0.7830  |

**Table 5: Results of t test between students of government and private secondary schools with respect to Art of loving and its dimensions**

| Variables                   | Government |       |      | Private |       |      | t-value | p-value |
|-----------------------------|------------|-------|------|---------|-------|------|---------|---------|
|                             | Mean       | SD    | SE   | Mean    | SD    | SE   |         |         |
| <b>Art of loving</b>        | 206.59     | 14.61 | 0.91 | 211.27  | 16.30 | 1.05 | -3.3879 | 0.0008* |
| <b>Altruistic service</b>   | 36.70      | 2.77  | 0.17 | 36.98   | 3.04  | 0.20 | -1.0543 | 0.2923  |
| <b>Excessive attachment</b> | 39.13      | 8.66  | 0.54 | 40.13   | 8.55  | 0.55 | -1.3040 | 0.1928  |
| <b>Discernment</b>          | 40.99      | 4.40  | 0.27 | 42.33   | 4.15  | 0.27 | -3.4829 | 0.0005* |
| <b>Faith</b>                | 44.50      | 5.21  | 0.32 | 46.48   | 4.55  | 0.29 | -4.5034 | 0.0001* |
| <b>Humbleness</b>           | 45.27      | 5.10  | 0.32 | 45.36   | 5.28  | 0.34 | -0.2073 | 0.8358  |

\*p<0.05

**Table 6: Results of t test between Kannada and English medium students of secondary schools with respect to Art of loving and its dimensions**

| Variables                   | Kannada medium |       |      | English medium |       |      | t-value | p-value |
|-----------------------------|----------------|-------|------|----------------|-------|------|---------|---------|
|                             | Mean           | SD    | SE   | Mean           | SD    | SE   |         |         |
| <b>Art of loving</b>        | 207.34         | 15.57 | 0.90 | 211.13         | 15.44 | 1.09 | -2.6701 | 0.0078* |
| <b>Altruistic service</b>   | 36.74          | 3.10  | 0.18 | 36.97          | 2.58  | 0.18 | -0.8557 | 0.3926  |
| <b>Excessive attachment</b> | 38.25          | 9.12  | 0.53 | 41.67          | 7.36  | 0.52 | -4.4281 | 0.0001* |
| <b>Discernment</b>          | 41.30          | 4.59  | 0.26 | 42.15          | 3.86  | 0.27 | -2.1678 | 0.0306* |
| <b>Faith</b>                | 45.85          | 4.63  | 0.27 | 44.87          | 5.46  | 0.39 | 2.1682  | 0.0306* |
| <b>Humbleness</b>           | 45.21          | 5.28  | 0.31 | 45.48          | 5.03  | 0.36 | -0.5671 | 0.5709  |

\*p<0.05



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