

CONTENTS

Section–I

Conceptual Framework of Positive Psychology

1. **Positive Psychology: Eastern and Western Perspective**
Dr. Kiran Sahu 1
2. **Learning about Learning: A Conceptual Framework of Metacognition**
Dr. Punita Govil & Yogita Sharma 13
3. **Positive Psychology: Theory and Application**
Dr. Preeti Pandey 37
4. **Well Being and Happiness**
Mansi Chaudhary & Dr. O.P. Chaudhary 43
5. **A Theoretical Approach to Understand Emotional Intelligence**
Dr. Janak Kumari Srivastava 52
6. **Optimism and Happiness**
Dr. Seema Srivastava 59
7. **Understanding Stress and Psychological Wellbeing through Indian Perspective**
Rajveen Kaur & Sabah Singh 65
8. **Resilience: An Important Aspect of Positive Psychology**
Dr. Kiran Sahu 73

Section–II

Affective Aspects of Personal Relationship

9. **The Strength of Interpersonal Relationship in Ramcharitmanas: An Analysis**
Dr. Punita Govil & Yogita Sharma 89
10. **Perception of Social Support and Happiness among Young Adults**
Shivangi Chaudhary & Manoj Kumar 102
11. **Family Relationship & Emotional Intelligence among Adolescents**
Dr. Dheerja Singh 111
12. **Pursuing Happiness and Defeating Stress through Resilience**
Samsur Rahaman 118

Section–III

Social – Psychological Aspects of Organizational Settings

- 13. Culture and Personality: A Sociological Analysis**
Dr. Anchal Gupta 127
- 14. Mapping the Relationship between Family Communication Pattern and Privacy on Social Media among College Students**
Stefy Babu & Ashwani Mohan 131
- 15. Organizational Role Stress and Personality Hardiness among Rural and Urban Primary School Teachers**
Dr. Parul Misra 140
- 16. Leadership Styles and Happiness among Working Professionals.**
Shivangi Chaudhary & Manoj Kumar 147
- 17. Buffering Effect of Psychological Capital on Academic Stress among Adolescents**
Shikha Khandelwal 159
- 18. Combating Organizational Role Stress through Social Support among Married and Unmarried Women Teachers**
Dr. Priya Gupta 168
- 19. Emotional Intelligence and Background Variables among Managers of Delhi City**
Dr. Shelley Yadav 177
- 20. A Comparative Study of Job Satisfaction and Self Esteem among Male and Female College Teachers**
Dr. Vaishali Gupta 185

Section–IV

Positive Emotions and Well-being

- 21. Emotional Intelligence and Mental Health among Sports Persons**
Ashwani Mohan & Dr. Alka Srivastava 201
- 22. A Study of Quality of Life and Spiritual Intelligence among Executives**
Deepika Gupta 207
- 23. Gratitude and Happiness Quotient in Post Millennials**
Anmol Mahajan & Maitri Das 219
- 24. A Comparative Study of Subjective Wellbeing and Emotional Intelligence among Various Professionals**
Shikha Khandelwal 231

| | |
|--|-----|
| 25. Body Image and Satisfaction with Life among College Students | |
| <i>Priyansha Meena & Dr. Anjali Sahai</i> | 243 |
| 26. Quality of Life and Psychological Wellbeing in High School Teachers of Delhi –NCR | |
| <i>Maitri Das & Anmol Mahajan</i> | 254 |
| 27. Self – Esteem and Life Satisfaction among University Students | |
| <i>Manoj Kumar & Maitri Das</i> | 265 |
| 28. Effects of COVID – 19 on Mental Health | |
| <i>Devansh Gupta</i> | 281 |
| 29. Gratitude and Well being Among Adolescents | |
| <i>Jasreet Kaur</i> | 289 |
| 30. Positive Parenting: An Experience | |
| <i>Rahul Gupta & Anubhuti Gupta</i> | 302 |
| 31. Psychological Consequences of COVID 19 | |
| <i>Prakhar Prakash & Mona Jaiswal</i> | 307 |

Section–V

Contemporary Techniques and Interventions

| | |
|---|-----|
| 32. Interventions for Psychiatric Patients in Positive Psychology and Indian Psychology | |
| <i>Prof. Madhurima Pradhan & Meha Jain</i> | 311 |
| 33. Effect of Vipassana Meditation in Improving Coping Strategies of Orphan Girl Adolescents | |
| <i>Dr. Neeta Gupta & Dr. Neharshi Srivastava</i> | 325 |
| 34. Spiritual Activities, Wellbeing and Happiness in Old Age | |
| <i>Dr. Sunita Balani</i> | 335 |
| 35. Ethical Issues in Counselling | |
| <i>Dr. Anamika Misra</i> | 343 |

Happiness: Quest of life

Aditi Agarwal

Section-I

**Conceptual Framework of
Positive Psychology**

POSITIVE PSYCHOLOGY: EASTERN AND WESTERN PERSPECTIVE

Kiran Sahu

During the last two decades, Positive Psychology emerges as a new field of psychology. Although it is not a new field, It has long history, dating back to William James writings on what he termed “healthy mindness” in 1902, to Allport’s interest in positive human characteristics in 1958, to Maslow’s advocacy for the study of healthy people in lieu of sick people in 1968 and to Cowan’s researches on resilience in children and adolescents. Since World War II psychologist’s main concern was mental illness, anxiety, depression and aggression. Clinical psychologists paid attention to the diagnosis and treatment of pathologies while the other branches like social psychology gave emphasis on biases, delusions, dysfunction of human behaviours. But psychology lacks the studies on human potentials and positive aspects of human capabilities. In 2000, David Myers focused that psychologist has focused **‘on aggression more than love’, ‘on illness more than health’ and ‘on fear more than courage’**, David Myers reviewed the studies given in **‘psychological abstracts’** told that most of the studies focused on stress, anxiety and depression, very limited researches has been conducted on joy, happiness, life satisfaction, optimism etc.

Emergence of Positive Psychology:

In January 2000, Martin Seligman and Csikszentmihaly edited a special issue of **‘American Psychologist.’** Which was devoted to **‘Positive Psychology’**. Thus it is the first time, Seligman talked about the present researches of psychology which were not producing enough, **‘knowledge of what makes life worth living’**. **The aim of Positive Psychology is catalyzed a changed in psychology from a preoccupation only with repairing the worst thing in life to also building the best qualities in life. (Martin Seligman and Csikszentmihaly, 2000)**

Since then many positive aspects of human behaviours like subjective well-being(ED Diener), Self-efficacy (Bandura), Optimal flourishing (Mihaly, Csikszentmihaly), Character strengths (Chris Peterson), psychological wellbeing (Carol Ryff), happiness and learned optimism (Martin Seligman), Hope (C.R. synder), Positive emotion (Bandura Fredrickson), ultimate concern and gratitude(Robert Emmons) and many more have paid their attention to the positive aspects of human capabilities.

Positive Psychology is scientific study of ordinary people’s strengths and virtues. It revisited **‘the average person’** with an interest in finding out what works, what’s right and what’s improving. (Sheldon & King, 2001, P-216). It asks, what is the nature of the efficiently functioning human being, successfully applying evolved adaptations and learned skills. And how can psychologist

explain the fact that despite all the difficulties, majority of the people manage to live life of dignity and purpose?. Thus, positive psychology is an attempt to urge psychologists to adopt a more open and appreciative perspective regarding human potentials, motives and capacities. **‘Positive Psychology is the scientific study of positive functioning and flourishing at biological, personal, rational, institutional, cultural and global levels.’ (Seligman and Csikszentmihaly, 2000)**

Positive Psychology focused on fostering positive self esteem and self image though positive psychologists with a less humanistic bent are less likely to focus as intently on the matter. Positive Psychology is the science of ‘good life’ or positive aspects of human experiences that make life worth living. As an art it focuses on both individual and societal wellbeing. According to Seligman, ‘good life’ using your signature strengths everyday to produce authentic happiness and abundant gratification. There are mainly three core elements of positive psychology:

- Positive Emotion: Pleasure is related to increasing positive emotion about present, past and future.
- Engagement: It is achieved by the pursuit of gratification in work, relationship and leisure.
- Meaning: Meaning in Life is perceived in the most humans when they use the strengths in service of something larger than themselves.

Huppert & Timothy added another element – most importantly **‘positive relationship’**. They came close to the elements of wellbeing theory. Seligman suggested that **‘accomplishment’** must be added as an element, so that wellbeing in the upper range of positive emotion (with the engagement folded in) and meaning and positive relationship and personal accomplishment would be criteria for flourishing. Therefore, **Positive Psychology is the science of the conditions and process that contribute to the flourishing or the optimal functioning of people, group and institution. (Gable & Haidt, 2000)**

Major concerns of Positive Psychology are:

Positive Subjective Experience: On the subjective level, researches focus on the positive experience, including what it is to feel optimistic, happiness, joy, satisfaction in life, love experience, flow contentment and be fulfilled. It also includes constructive thought about self and future such as hope.

Positive Individual Traits: On the individual level Positive Psychologists researched various character strengths such as resilience, leadership, courage, the capacities to love, forgive interpersonal skills and many more. Positive Psychology has taken a big leap in identifying and fosters all these positive traits through the incorporation of insight from various knowledge traditions philosophic theology, anthropology etc.

Positive Institutions: At the institutional level Positive Psychology focuses on development criterion and maintenance of positive institutions such as family, school and business, that help to

create thriving communities and societies, examining responsibilities, altruism, civility, moderation and good parenting in their group setting.

Thus, a science of positive subjective experiences of positive individual traits and positive institutions promises to improve the Quality of Life and also to prevent various pathologies that arise when life is barren and meaningless. (Seligman and Csikszentmihaly, 2000)

Positive Psychologists did not invent positive emotion or well-being or good character nor did they were first among those who ushered scientific studies. As Seligman (2000, p-128) mentions 'any science that does not use character as a basic idea (or at least explain character and choice successfully) will never be accepted as useful account of human behaviour.' At the same time Seligman pointed that the individual has the capacity for both good and evil. Evolution has selected both sorts of traits and any number of niches support morality, co-operation, altruism and goodness, just as any number supports murder, theft, self-seeking and badness. Therefore, the important contribution of Positive Psychology has been to champion these topics as worthy of mainstream scientific investigation, to bring it to the attention of various scholars, foundations and agencies and perhaps to provide an overarching conceptual structure.

Historical Perspective:

The term 'Positive Psychology' dates back to 1954 with the publication of the First Edition of the book 'MOTIVATION AND PERSONALITY' by Abraham Maslow. In this book, a final chapter titled 'towards a Positive Psychology' and in its Second Edition, Maslow saying in the preface that 'a Positive Psychology is at least available today though not very vividly.' Since the 1950s psychologists have been focused on promotion of mental Health rather than treating mental illness. Before World War II, psychology had three concerns –

- Curing mental illness.
- Making lives of people more productive and fulfilling.
- Identifying and nurturing high talent.

After that, psychologists found that they could make living by treating mental illness and in resulted in the establishment of the Nation Institute of Mental Health. This arrangement brought many substantial benefits. There have been many advances in understanding and therapy of mental illness, at least of some disorders, previously taken as untreatable can now either be cured or relieved considerably. (Seligman, 1994) Psychologists focused on 'Disease Model' in order to study and identify the dis-functioning of an individual. But in 1998, as the President of American Psychological Association, Seligman chose the theme 'Positive Psychology.' He claimed in his book 'Authentic Happiness' that for the later half of the twentieth century, psychology has been concerned with a single topic only – 'Mental illness'. He urged psychologists to continue the earlier missions of psychology of nurturing talent and improving normal life.

The first phase of humanistic psychology, which covered the period between 1960 - 1980, was largely driven by the Maslow's agenda for a Positive Psychology, as mentioned earlier. The philosophy of phenomenology and existentialism had a significant impact on the development and growth of humanistic psychology. (Misiak and Sexton, 1966, 1973) However phenomenology was more influential to humanistic movement because existentialism was considered to be 'overly pessimistic' (De canvalho, 1991, p-68). Many psychologist were unhappy with the disease model that drove much of psychology and maintained that people have an innate tendency to strive for perceptual growth and development (Hall, 2003). They feel that central concern of psychology should include positive phenomena such as love, courage, and happiness. These beliefs turned them far away from traditional psychology toward existential and phenomenological view for more comprehensive understanding of human development and existence. (Misiak & Sexton, 1966)

Humanistic psychologist believed that man is more than the sum of his parts and can only be studied properly as a whole and this view can be found in the work of William James, John Dewey and G. Stanley Hall (Rathunde, 2001, Snaffer, 1978). William James, in particular, argued that in order to study optimal human functioning thoroughly, one has to consider the subjective experience of an individual for that belief and others. James is considered by some to be 'America's first Positive Psychologists' (Taylor, 2001, P-15). James saw the importance of using positivistic methodology in science. However, he maintained 'good science' must also employ methods grounded in phenomenology. This combination of positivistic and phenomenological methodology was known as 'radical empiricism'.

In 1906, in his presidential address to the APA, William James pointed out why some individuals were able to utilize their resources to their maximum capacity and others were not. In order to understand this, two questions must be answered: a) What is the limit of human energy? b) And how could this energy be stimulated and released so that it could be put to optimal use? (Rathunde, 2001, p-136). These questions are clear demonstration of his interests in the study of optimal human functioning and its relationships to experience, a common thread woven throughout positive psychology literature.

As the "third force humanistic psychology formerly began in 1950s in Europe and United States". According to Maslow the subject matter of humanistic psychology should be based on the study of healthy and creative individuals and empirically investigate the lives and patterns of self actualized person (Moss, 2001).

"the science of psychology has been far more successful on the negative than on the positive side, it has revealed to us much about man's short comings, his illness, his sins, but little about his potentials his virtues, his achievable aspirations or his full psychological height. It is as if psychology had voluntarily restricted itself to only half its rightful jurisdiction and that the darker meaner half."(Maslow, 1954, p-354 in Jeffery J.Froh, *The History of Positive Psychology: truth be told*).

Positive Psychology and Humanistic Approach

Humanistic psychology emphasizes, looking at the whole individual and stresses concepts such as free will, Self efficacy and self actualization. Rather than concentrating on dysfunctioning humanistic psychology strives to help people fulfil their potential and maximize their wellbeing. Humanistic psychology focuses on individual's potential and stressed the importance of growth and self actualization. Humanistic psychology is largely concerned with the quality of human experience and can be defined as 'primarily an orientation towards the whole of psychology rather than a distinct area or school... concerned with topics having place in existing theories and systems for example - love, creativity, self actualization, peak experience courage and related topics' (Misiak & Sexton, 1966, p-454). Similarly, Seligman (2000) and other positive psychologists refer to it as signature strengths and virtue. Seligman talked about the pillars who guided the positive psychology i.e. James, Maslow and other humanistic psychologist. James talked about the importance of positive subjective experiences in order to achieve personal growth. Maslow (1954) states that for an individual to thrive and excel, a healthy fostering culture must be created.

Although Seligman & Csikszentmihalyi mentioned:"unfortunately humanistic psychology did not attract much of a cumulative empirical base" (2000, p-7). However Taylor (2001) suggested that the remark of Seligman &Csikszentmihalyiis actually the result of difference in ideas of what constitutes research. Had Seligman not rigidly defined research as solely encompassing positivistic methodologies,he would have discovered that humanistic psychology has an extensive research base that uses both positivistic and phenomenological designs. (Misisak and Sexton, 1973)

Today, the concepts central to humanistic approach can be seen in many disciplines such as education, therapy, political movement and most importantly 'Positive Psychology'. The goal of humanistic psychology remains as relevant today as it were in 1940s and 1950s. Humanistic psychology strives to empower individual, enhance wellbeing, push people towards fulfilling their potential and improve communities all over the world. Without a doubt, Seligman and his colleagues have worked hard to further the study of human excellence and optimal functioning. It is a result of their efforts that several psychologists are interested to understand, what makes the life of people more satisfying and to know what areas need improvement. In this regard it is the worth mentioning the work of Seligman and Peterson's Humanistic Strengths: A Classification manual published in 2004.

It is argued here that Positive Psychology will not self actualise itself until it embraces its history. As Rathunde (2001) writes, "*Adopting the experimental perspective may help to build a more unified psychology of optimum human functioning and avoid misunderstanding concerning the role of scientific research in humanistic and Positive Psychology.*" (p-135).

Eastern Perspective of Positive Psychology

Eastern Psychology is a rich mixture of philosophy, religion and science. Eastern Psychology views optimal functioning from linear path taken by western to resolve problems and monitor progress. Eastern Psychologists seek to transcend the human plan and rise to the spiritual ones. Since the behaviour of people is mainly affected by the culture, they were born and brought up, so in this section, the review of different culture is given by the author, in order to understand the concept of “flourishing living”, the ultimate goal of positive psychology.

Confucianism :

The founder of Confucianism is Chinese philosopher K’ung-fu-tzu (551-478 BC). The word ‘Confucius’ means ‘teacher of ethics’. The emphasis of Confucianism is on attainment of virtues.

1. Duty (Yi)
2. Love for Humanity (Jen)
3. Etiquette (Li)
4. Truthfulness (Xin)
5. Wisdom (Zhi)

The Jen or Love for humanity is the most valued virtue and it encompasses the other four virtues. The (duty) Yi explains the appropriate treatment of others. The Li (Etiquette) emphasizes on good manners along with the sensitivity towards other’s feelings. The concept of Zhi focus on wisdom while Xin denotes truthfulness. To attain the good life, one must strive to achieve all these virtues.

Taoism :

“Be content with what you have. Rejoice in how things are. When you realise there is nothing lacking, the whole world belongs to you.” – L-aoTzu

Tao means path or way in Chinese. According to *L-ao Tzu*, founder of Taoism, the difficulty in understanding the way, is because one cannot teach another about it. Instead, understanding must be obtained from experiencing the way by fully participating in life which involves both good and bad experiences. Taoist tradition suggests to encapsulate the balance and harmony between contrasting concepts (i.e. there would be no light without dark, no male without female etc.) Taoism has two symbols – YIN and YANG, represents the dynamic balance of the opposite forces and desires. The philosophy of Taoism said that, the most important aim is to achieve naturalness and spontaneity in life. Thus, one must have practiced the fundamental virtues of humanity, justice, temperance and propriety in order to achieve transcendence.

Buddhism:

The Buddhist philosophy, belongs to the teaching of Gautam Buddha. Buddhism teaches that suffering is a part of being and caused by ignorance. The reason behind suffering is the human

emotions of desire. In the pursuit of true knowledge of happiness, he left his home along with his wife and son. Buddha meditated under a tree, as a monk, in Gaya (Bihar). After that, he got enlightenment and was known as the 'enlightened one'. Buddha's teaching of Enlightenment are:

The root cause of any problem is desire.

Five moral precepts or Panchshila-

Avoid stealing – taking what is not yours.

Avoid killing or harming any living thing.

Avoid sexual irresponsibility which for monks and nuns means celibacy.

Avoid lying or any hurtful speech.

Avoid alcohol and drugs which diminish clarity of consciousness.

Buddha postulated some noble truths of life:

- The truth of dukha (suffering) – essentially painful from birth to death.
- The truth of tanha (craving) – All suffering is caused by ignorance of the nature of reality and the result are craving, attachment and grasping.
- The truth of Nirvana (liberation from dukha) – suffering can be ended by overcoming ignorance.
- The truth of Magga (The eight fold noble path) – The philosophy of Buddha said that the way to relief from suffering is the '*Noble eight fold paths: Right thought, Right Speech, Right action, Right understanding, Right livelihood, Right Mindfulness, Right efforts and Right meditation.*'

Buddha said that everyone should follow the eightfold paths in order to overcome ignorance (which is the main cause of people's suffering) and upon reaching 'Nirvana' which is the final destination in Buddhist mythology. In Nirvana state, 'self is freed from desire for anything, it is a state that may be linked to the idea of ultimate good and satisfied life.'

Buddhism talked about some virtues also, which is known as 'Brahma Vihara':

Maitri – caring, love, kindness

Karuna – Compassion

Mudita – Sympathetic joy

Upeksha – Peacefulness or equanimity

All these virtues, enlightened ones and help to reach the "*sublime states*", to which we all should aspire.

Hinduism:

Hinduism embraces many religious ideas. For this reason, it's sometime referred to as a 'way of life' or 'a family of religions', as opposed to a single organised religion. Most forms of Hinduism

are Henotheistic which means they worship a single deity, known as 'Brahman'. *Brahman* is also known as 'Omkaara' (*Shudha Chaitanya*) cosmic energy. *Brahma* (cosmic energy) lies within each individual but most of the people don't use it in proper manner, a few are not even aware about it. Hinduism talks about the concept of 'reincarnation'. It is a belief that when anybody dies, leaves his life forces in atmosphere, called 'Atma' (soul) which depends on their actions (*karma*) of their life, will be born in a new form. 'Atma' (transcendent self) is psychologically equivalent to a view of 'enlightenment' of Buddhism. Therefore people strive to live happy and righteous live on earth, which goes through the following stages by overcoming obstacles at each stage:

- *Brahmacharya* (celibacy state)
- *Grahashta* (Householder)
- *Vanaprastha* (Anchorite)
- *Sanyasi* (Sage)

Hinduism prescribed the 'eternal duties', such as honesty, refraining from injuring living being (*ahimsa*), patience, forbearance, self restraint and compassion among others.

Prominent themes in *Hindu* beliefs include the four 'Purusartha', which is the proper goals or ultimate aim of human life:

- *Dharma* (ethics/duties)
- *Artha* (prosperity/work)
- *Kama* (desire/passion)
- *Moksha* (liberation/ freedom from the cycle of death and rebirth)

The *moksha*, ultimate aim of *Hindu* philosophy, *moksha*(salvation) of every 'soul' can be achieved through variety of paths such as devotion (*bhakti*), selfless action (*karma*) and enlightenment (*gyan/ knowledge*) and meditation (*dhyan*). Liberation from material bondage and cycle of life and death developing a relationship with the universal spirit is known as 'moksha'. Virtuous actions takes the soul closer to the supreme divine and lead to a truth with higher consciousness (transcendent self). In recent years, the term 'Sanathana Dharma' has been used by Hindu reformers and nationalists to refer to Hinduism. *Sanathana dharma* has become a synonymous with the 'eternal truth and teaching' that transcends history.

Western Perspective of Positive Psychology:

The western perspective of positive psychology is rooted in concept of 'hope'. Hope has always been a powerful underlying force in western civilization. Hope is a primary source of any action, which is basically achievement oriented. Hope- the agentic, goal focussed thinking has been so interwoven into the fabric of western civilizations that it is hard to detect, like yeast in the bread.(Mc Knight, et al. 2007).

Greek Mythology:

The Greek mythology, talks about Pandoras Box, a story about the origin of hope. There was hope that the creation itself would one day be set free from its slavery to decay and would share the glorious freedom of the children of God (Romans, 8:18,20,21). This passage reflects the vision of hope for God reign on Earth as it is heaven. In rationalistic view Socrates said that, happiness is self knowledge while Plato's search for happiness is in deeper meaning of life (true self) and Aristotle talked about balance and harmony, would lead to flourishing human and fully functioning organism.

Judaism & Christianity: Hope in Western Civilisation

The history of western civilisation parallels the histories of Judaism and Christianity. That is why the phrase, 'judio-christian heritage' is often linked to western civilisation. Christianity's doctrine holds that God's kingdom on earth is not only awaited - it is anticipated as well. Thus, it is logical that the belief in hope would influence secular intellectual assumptions and ideas. (C. R. Snyder & Shana, J. Lopez, 2007). According to Bible, Jesus Christ, the son of God came from 'Lord' to be 'Immanuel'. Immanuel means 'God is with us'. It depicted a friendly relationship with God. Christianity holds four cardinal virtues:

Courage

Justice

Temperance

Wisdom (Peterson and Seligman, 2004).

Some others talked about virtue of faith, hope and charity. Jesus Christ's reiterated two commandants: First to love the God above all things with all that one has. It prohibited the focus on pleasure in this world. Second, love others as one loves oneself. Christian philosophy holds the view that, no one is pure in this world. This purity could only be achieved through reverence to God and believing that Jesus bore all the sins of the mankind on their behalf on the cross. The virtue of hope was tied to happiness in after life. The followers of this civilisation lived virtuous and righteous life and gave more importance to the virtue of wisdom. Peaceful and happy life is the ultimate goal of the people of this civilisation.

The Renaissance (1450 – 1600)

The term 'renaissance' in French refers to 'rebirth'. It marks a significant shift in European social and political structure. There are many reasons for this change in worldview such as:-

- Increased interaction between different cultures
- The rediscovery of ancient, Greek & Roman texts
- The emergence of 'humanism'

Different autistic and technological innovation occurs. **Middle ages** had several key features: Feudalism devoted religious faith in the form of Christianity. Hope came alive during this period of rebirth. This period is viewed more as an evolution than a revolution, and it was turning point that facilitated the emergence of active hope.

- Renaissance period became major source of learning and knowledge.
- Religious and philosophical beliefs focussed on a distant future, after life on earth.
- Humanistic movement, was a fundamental shift from theological life. It produces changes in the customs and institutions that had dominated Europe for many years.
- Feudalism, the dominance of the catholic church, and rural isolated living all gave away to an emerging nationalism, trade and commerce, the growth of cities and the expansion of art and scholarship.

By the 15th century, people were well aware of transformation that were taking place and people began to view worldly fulfilment as more important than fulfilment after death. Renaissance was a rediscovery by mankind of himself and of world. In the word of Abrahams, '*Renaissance is the birth of the modern world out of the ashes of the dark ages.*'

The Enlightenment:

'Age of Enlightenment' is the period following the Renaissance from approximately 1715 – late 1789. The notion of this period is that humanity could be improved through rational change, the scientific discoveries and innovation, which were an integral part of this period. Enlightenment thinkers throughout Europe questioned traditional authority of the Roman Catholic Church and emphasised on the notion of ability of a man to improve his life. This led to the shift of focus from fatalism and theology to humanism. The scientific discoveries by Galileo, Kepler, Wilhelm and Leibniz challenged the past beliefs propagated by the Church and led to its reformation. In addition to the innovations in the field of science, innovation was also taking place in the field of polity. The discovery of new ideas of life, liberty, and rights of a man, gave an optimistic view of a mans ability to remove all the miseries of this life through rational and logical thinking and not believing the prejudices of the past as propagated by the Church. Thus, in the later enlightenment period religious innovation and repositioning of faith occurred and reason and natural observation of the world was emphasised to establish the existence of supreme being. As a result of people's innate tendency to naturally seek greater happiness and search for meaning in life, there was a culmination of optimistic and self fulfilling individuals.

The Industrial Revolution (1760-1840)

Industrial revolution or 'age of industrialisation' was a period of gradual shift from the traditional methods of production in the economy to modern and machine driven methods of production mainly in textile, iron, coal and transport sectors.. It initially occurred in England and later spread to all parts of Europe.

This is period of transition in the progress of mankind as it produced many materialistic and personal benefits to people so that they could fulfil their goals and enjoy their lives, ultimately leading to hope of a better future. Although, income and population growth were observed during this period but the gap in the standard of living of capitalists and workers widened. The inaction of the government and political class led to a growing discontent among the masses and this led to the birth of communism and socialism in the society. The age of materialism and rationality created a distinct class of people which was psychologically confident to use its resources to master the nature and alleviate their sufferings.

Conclusion

Martin Seligman proposed that Positive Psychology, be 'a new science of strength and resilience' in which individuals are seen as decision – makers with choices, preferences and the possibility of becoming masterful, efficaciousness.... (p-4 to 5). Positive Psychology is adapting what philosophy has for long called as humanism or existentialism. Since positive psychology focuses on character strengths and virtues, so the religious teaching of eastern as well as western regions is helpful in developing the human virtues like hope, optimism, self-esteem, love, gratitude, happiness, resilience etc and character strengths like compassion, harmony, peace, freedom from desire etc.

According to eastern perspective, self-exploration and real experience is sufficient for understanding the teaching of virtues which is the focal theme of positive psychology. These developments are also relevant to the western philosophy that aims to produce flourishing human beings. Eastern perspective of positive psychology focused upon the integration of mind, body and soul, created transcend human living with pure mind and body. While western perspective, era of every civilization have been guided by their own belief system and customized opinion, but ultimately hope was the powerful force, that is the basis of positive psychology.

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LEARNING ABOUT LEARNING: A CONCEPTUAL FRAMEWORK OF METACOGNITION

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Educational psychology is currently drenched in a ‘meta’ flood like metamemory, metaperception, metacognition, metalanguage, metacomprehension and so on (Papaleontiou-Louca, 2008). A number of researches associated with metacognition, empirical and theoretical, can be listed with the name of John Flavell thereafter. Metacognition has significant role in the various areas of research especially in Developmental Psychology, Experimental Psychology, Educational Psychology, Neuropsychology and Positive Psychology. It is one of the important fields of cognitive developmental research. It has an important role to play in reading comprehension, personality development, social cognition, social cognition, self instruction, communication, awareness, language acquisition, self control, memory, writing, and problem solving (Belenkova, 2020).

Metacognition means “cognition about cognition” or “thinking about thinking”. It refers to cognitive functions like knowing about knowledge, thinking about thoughts and reflections about own activities. The word “metacognition” combines the prefix “meta” (derived from the Greek word which means going beyond, after, or behind) with ‘cognition’ which refers to the process of knowing (derived from a Latin verb meaning “to learn or to know”). Developmental psychologist John Flavell from Stanford University originally coined the term ‘metacognition’ in late 1970s to mean thinking about thinking. Flavell’s (1978, 1979) concept of metacognition covers all those experiences, conscious, cognitive or affective, that go with intellectual activity. According to Flavell(1979), “In any kind of cognitive transaction with the human and non-human environment, a variety of information processing activities may go on. Metacognition refers, among other things, to the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in service of some concrete goal or objective.”

Numerous psychologists have defined the concept of metacognition from different perspectives. Subsequent development and use of the term have remained relatively faithful to the original meaning. Researchers working in the field of cognitive psychology have made their significant contribution in the development of the concept of metacognition. Moore (1982) regarded metacognition as an activity for effective communication. To him it is “an individual’s knowledge about various aspects of thinking”. It has also been described as “the abilities of individuals to adjust their cognitive

activity in order to promote more effective comprehension”. (Gavelek and Raphael, 1985 pp. 22-23) Schraw and Dennison (1994) regarded metacognition as “essential to successful learning because it enables individuals to better manage their cognitive skills and to determine weaknesses that can be corrected by constructing new cognitive skills. Almost anyone who can perform a skill is capable of metacognition – that is, thinking about how they perform their skill.”

To Livingston (1997) metacognition is “thinking about thinking”. He referred it as “higher order thinking, which involves active control over the cognition processes engaged in learning.” A number of researchers (Flavell, 1979, 1992; Brown et al., 1990, 1982, 1983, 1987; Schraw, 1987; Costa, 1984; Kuhn et al., 1997; etc.) before him also gave similar views. Fisher (1998) found metacognition not only as a cognitive process but also helpful in tackling problems through strategies.

Paris and Winograd (1990) explained the concept of metacognition by categorizing it into two essential elements i.e. self-appraisal and self-management of cognition. “Self-appraisal is the personal reflection about one’s own knowledge, abilities, and their affective states regarding one’s own knowledge, capabilities, stimulus and characteristics as learners. Such reflections give answers to the questions like ‘what you know, how to think, and when and why to apply knowledge strategies” (Paris & Winograd, 1990, p.17). Self-management refers to ‘metacognition in action’. “It is mental process that helps in problem solving, which includes the plan learners make before solving a task, the adjustments during task and the revisions done afterwards.” Contrary to it, Hennessey (1999) explained the concept in terms of cognitive function and its application. According to him, metacognition is “awareness of one’s own thinking, awareness of the content of one’s conceptions, an active monitoring of one’s cognitive processes, an attempt to regulate one’s cognitive processes in relationship to further learning, and an application of a set of heuristics as an effective device for helping people organize their methods of attacking problems in general.” Kuhn and Dean (2004) also explained similar views about metacognition. They regarded it as a phenomenon that “enables a student who has been taught a particular strategy in a particular problem context to retrieve and deploy that strategy in a similar but new context.”

Gradually, the concept of metacognition has become broader and inclusive and now includes everything that comes in the domain of cognition. For example, if a person has the knowledge of his/her own feelings or intentions regarding a cognitive activity (e.g. being conscious of his/her level of anxiety during examination etc.), this can be considered as metacognitive awareness. Now it not only includes ‘thoughts about thoughts’ but also various notions as well. The following table traces the development of the concept of metacognition and contribution of various researchers and psychologists.

TABLE NO. 1.1 DEVELOPMENTAL JOURNEY OF THE CONCEPT OF METACOGNITION

| Educationist | Year | Definition |
|---------------------------|-------------|---|
| Flavell | 1979 | “One’s knowledge concerning one’s own cognitive processes” |
| Moore | 1982 | “the abilities of individuals to adjust their cognitive activity in order to promote more effective comprehension” |
| Brown | 1987 | “Knowledge and awareness one has of his own thinking processes and strategies and the ability to evaluate and regulate one’s own thinking processes”. |
| Hacker | 1988 | Knowledge of one’s own cognitive and affective processes and states as well as the ability to consciously and deliberately monitor and regulate those processes and states. |
| Schraw and Dennison | 1994 | "Cognition about cognition", or "knowing about knowing." |
| Harris and Hodges | 1995 | “thinking about one’s thought” |
| Livingston | 1997 | ‘Thinking about thinking’ |
| Fisher | 1998 | “Awareness of one’s own cognitive functioning and application of one’s cognitive resources for learning”. |
| Hartmann | 2001 | “awareness of one’s own thinking, awareness of the context of one’s conceptions, an active monitoring of one’s cognitive process, an attempt to regulate one’s cognitive process” |
| National Research Council | 2001 | “the process of reflecting on and directing one’s own thinking” |
| Pintrich | 2004 | “Higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature”. |
| Kuhn & Dean | 2004 | “Awareness and management of one’s own thought” |
| Martinez | 2006 | “the monitoring and control of thought” |
| Martini & Shore | 2008 | Knowledge about one’s own cognitive process |

The above table (1.1) summarizes the contribution of various psychologists. The term originally meant “one’s knowledge about own cognitive processes” but now includes the process of effective comprehension, evaluation and regulation of self thinking process, conscious monitoring, reflecting and directing self thinking process, active control over higher order thinking skills and use of strategies to monitor and manage own thinking process.

Models of Metacognition

Models of metacognition (Flavell, 1979; Brown, 1987; Nelson and Naren’s, 1990; Tobias and Everson, 2002) represent general, specific and theoretical framework of metacognition. Flavell’s (1979) model represents basic theoretical framework and various components of metacognition. This model is considered the basis for metacognition. Brown’s (1987) model of metacognition also depicts the general and theoretical framework of metacognition, but this model is more important than Flavell because it distinguishes different categories of metacognition i.e. Metacognitive knowledge and Metacognitive regulation. Tobias and Everson’s (2002) model of metacognition represents compounds of various skills and knowledge. Whereas, Nelson and Naren’s (1990) model of metacognition represents metacognition as an interplay between two levels of information processing i.e. an ‘object’ level and a ‘meta’ level. Basically, the most popular model of metacognition is of Flavell (1979).

Flavell’s (1979) Classical Model of Metacognition:

Flavell (1979) in his article “Metacognition and cognitive monitoring” explained the four basic components of metacognition through his model of cognitive monitoring. According to Flavell (1979), the monitoring of a wide variety of cognitive activities occurs through the actions and interactions among four classes of phenomena:

- a) Metacognitive knowledge
- b) Metacognitive experiences,
- c) Goals (or tasks) and
- d) actions (or strategies)

Flavell (1979) through his model tried to explain how people control and regulate different cognitive strategies in a particular situation and explained interrelationship among these strategies through the following flow chart:

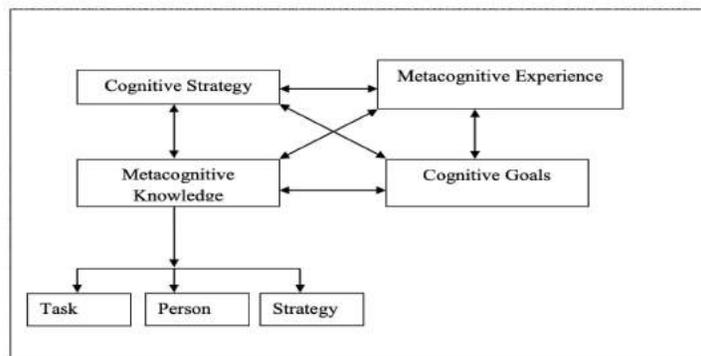


Figure 1.2: Flavell’s Model of Metacognition.
Source: Flavell (1979). ‘Metacognition and Cognitive Monitoring: A New Area of Cognitive-Developmental Inquiry’ in *American Psychologist*, 34(10), 906-911.

According to Flavell (1979), Metacognitive knowledge means knowing one's own thinking process. Metacognitive experiences are related to conscious efforts to know own thinking process and upgrade it. The third and fourth components are interrelated. Setting up of cognitive goals or tasks means setting the target for oneself and using strategies to achieve the set target. All these four components are interrelated and knowledge of one component affects the other dimensions of the thinking process. He further categorized these factors into three general categories i.e.

- the person category,
- the task category, and
- the strategy category.

The person category encompasses everything that a person knows about himself and others as a cognitive process. **Task category** includes knowledge about the nature of the task and the selection of specific cognitive abilities for the ongoing task. In this category, a person tries to find the way that suits his problem or task and helps him in achieving his goal. **In strategy category**, a person tries to find the knowledge regarding the strategies that will be effective in achieving his goal.

Flavell (1979) suggested that metacognitive knowledge is very essential for successful learning and learners must have metacognitive knowledge about oneself and regarding the strategies that best suit to their task and may help them in achieving their goal. Flavell (1979) stated that we get many experiences in our life through different tasks and happenings and these experiences have something to do with our ongoing task. Flavell (1979) called these experiences as metacognitive experiences. These metacognitive experiences govern our actions and help in achieving our desired goal. Flavell (1979) in his model tried to acknowledge the importance and application of metacognition in different fields e.g. learning, reading, problem solving, attention, memory, social interaction, self-instruction and the like. This model is also important as it explains the importance of metacognitive knowledge and metacognitive experiences and the factors that influence learning.

Brown's (1987) Model of Metacognition

Brown (1987) in his model explains the two distinct categories of metacognition i.e. knowledge of cognition and regulation of cognition and states that both are related to each other. Knowledge refers to conscious indication on one's own cognitive process, abilities and activities. It is often fallible, stable and late developing information about our own cognitive process as it requires set back and considers our own cognitive process as an object of reflection. Regulation of cognition refers to planning, monitoring, scheduling strategies, predicting outcome before starting any task. These activities are unstable. He labeled knowledge of cognition as "Automatic Pilot State" by arguing that learners evaluate their progress in the light of their goal and objectives in such a way that these activities become automatic and learner proceeds like the "automatic pilot".

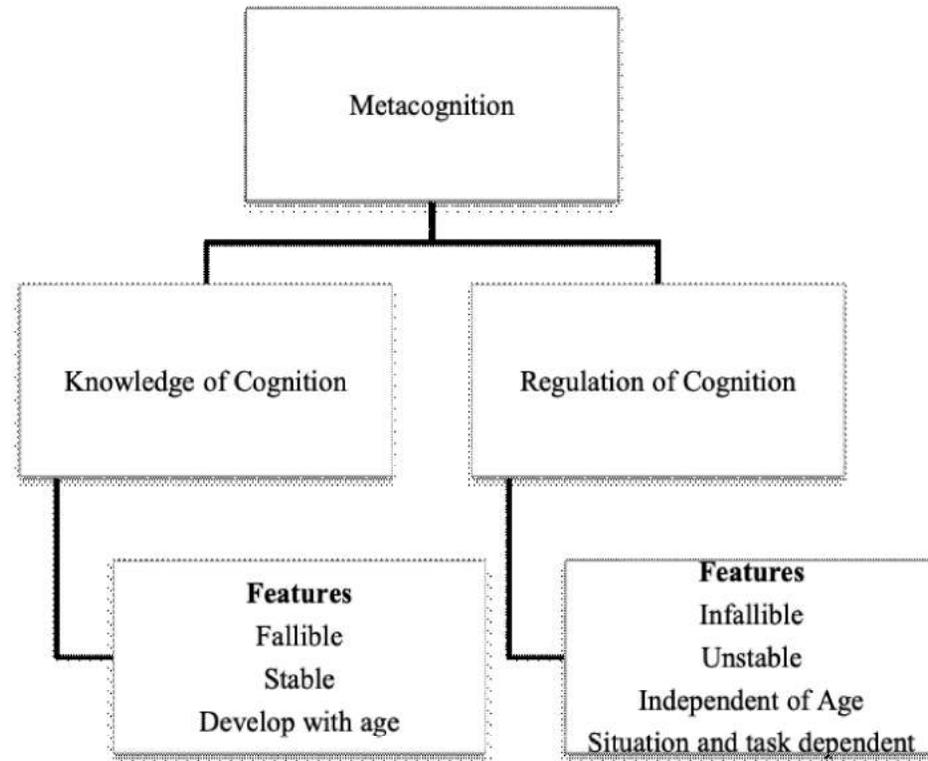


Figure 1.3: Showing Brown's (1987) Model of Metacognition

Source: Brown 'Metacognition, Executive control, Self-regulation and other more mysterious mechanisms'. NJ: Lawrence Erlbaum associates, (1987)

This concept explains why sometimes learners are conscious about their cognitive strategies and sometimes fail to explain the knowledge about their own cognition. Brown's model (1987) lays emphasis on the decision making processes and the importance of control and regulation of cognitive processes that people attain or fail in a cognitive endeavor.

Nelson and Naren's (1990) Model of Metacognition

Nelson and Naren (1990) developed the significant model of metacognition by dividing into two levels: the object level and the meta level. The object level is where cognitive processes or 'one's thinking' occurs. One example is decoding text when reading. At the object level, cognitive strategies (e.g., decoding) help the learner to achieve a particular goal (understanding the meaning of the text). At this higher-order level, metacognitive strategies are used to make sure the learner reaches the goal he has set.

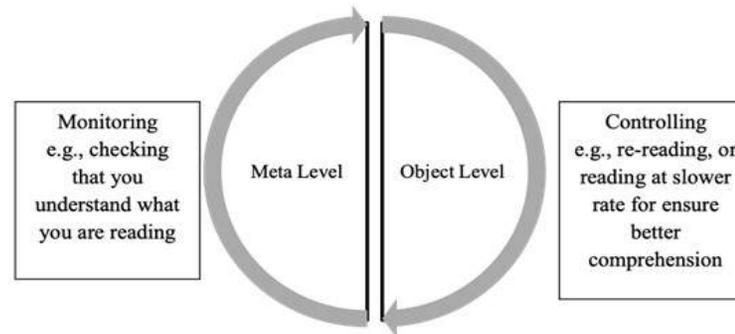


Figure 1.4: Nelson and Naren's (1990) Model of Metacognition
Source: Nelson and Naren 'Metamemory: A theoretical framework and new findings' the psychology of learning & and motivation, academic press. inc. vol. 26, P-126, (1990).

Their model of metacognition denotes the cognitive processes and their importance for students' learning. They also proposed that metacognition makes learning process more effective as with the usage of various strategies.

Schraw's (1998) Model of Metacognition

Schraw (1998) described metacognition as "a multidimensional phenomenon and metacognitive knowledge and regulation can be improved by using a variety of instructional strategies". His (1998) model is similar to the one described by Flavell (1979). He explained a difference between the two components of metacognition: knowledge of cognition and regulation of cognition.

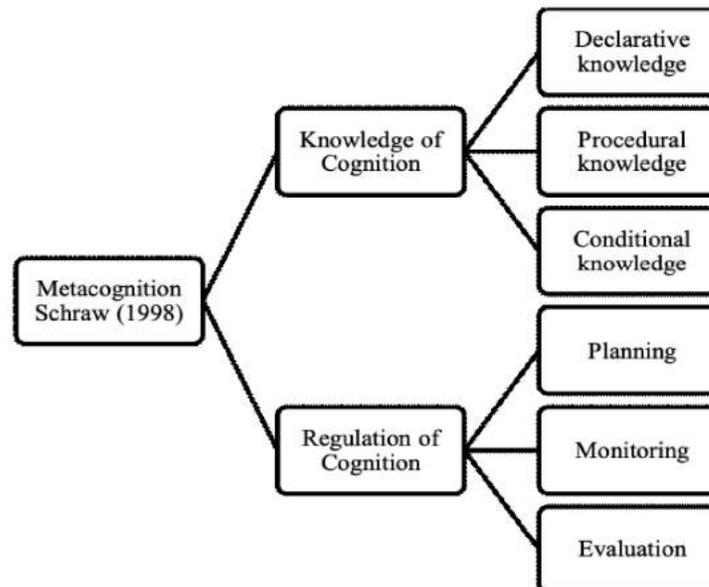


Figure 1.5: Components of Metacognition given by Schraw
Source: Schraw G. (2001): Promoting General Metacognitive Awareness

(A) Knowledge of cognition refers to what individuals know about their own cognition or about cognition in general. It includes at least three different kinds of metacognitive awareness: declarative, procedural and conditional knowledge.

- (a) Declarative Knowledge may be described as having knowledge about own cognitive process as a learner and about the factors, which directly influence one's performance or task. (b) Procedural Knowledge is described as knowledge about doing things or accomplishing tasks. Individuals with high degree of procedural knowledge perform their tasks more effectively as they possess a long list of strategies, sequence them effectively and use these strategies qualitatively to solve problems (Glaser & Chi, 1988). (c) Conditional Knowledge refers to knowing when and why to use declarative and procedural knowledge. It is important because it helps students selectively allocate their resources and use strategies more effectively. Conditional knowledge also enables students to adjust to the changing situational demands of each learning task.

(B) Regulation of cognition includes varieties of activities, which are used to help learners to control their learning. Metacognitive regulation improves the performance of learners by making better use of attentional resources, existing strategies and by having greater understanding about the task. According to Schraw & Dennison (1994), there are three essential skills for making a task successful; planning, monitoring, and evaluation.

- (a) Planning means to select and allocate appropriate strategies and resources which affect performance. Proper planning includes doing all prior arrangement before beginning a task like allocating time and attention. (b) Monitoring is one's awareness about his/her knowledge and task performance that means re-assessing one's objectives and endings. A good example of evaluation is having a skill to engage in periodic self-testing. (c) Evaluating means to appraise the products and effectiveness of one's learning. Knowledge of cognition and regulation of cognition are connected with each other and both have broad diversity of subject areas and domains. Thus metacognition consists of awareness of the process of self regulation.

Contribution of Hartman (2001) and Anderson.et.al (2008)

Hartman's (2001) Self Management Model includes five Metacognitive strategies: Plan, Monitor, Evaluate, Problem-Solve and Implement. Anderson.et.al (2008) suggested "a five stage interactive process that includes planning, selecting and using learning strategies, monitoring strategy use, orchestrating various strategies and evaluation of the strategies used." He also suggested that how teachers can use these strategies to teach students and how to become better language learners.

Tobias and Everson's (2002) Hierarchical Model of Metacognition

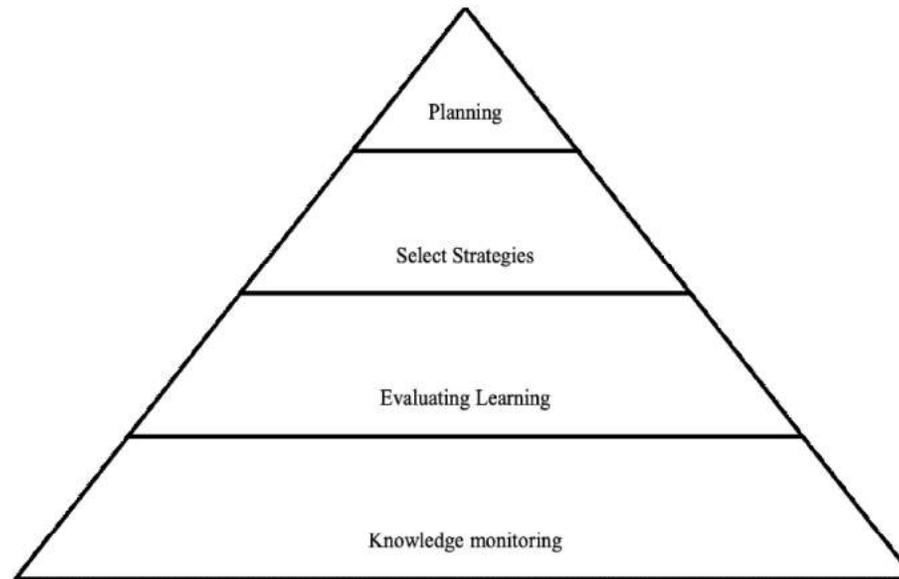


Figure 1.6: Showing Tobias & Everson's (2002) Hierarchical Model of Metacognition
Source: Tobias & Everson 'Knowing What You Know and What You Don't: Further Research on Metacognitive Knowledge and Monitoring'. College Board research report No.2002-3, p-1, (2002).

Tobias and Everson (2002) argued that the concept of metacognition includes a number of skills and knowledge i.e. knowledge of cognition, monitoring of one's own cognitive and learning processes, and having a control on these processes.

Ramganes (2008) developed a metacognitive model for mathematical problem solving for teacher trainees. In this model strategies like planning, monitoring and evaluating are implemented.

Sabin (2009) proposed a metacognitive model IMPROVE. In this model each alphabet stands for a phase of metacognitive process. 'I' letter stands for 'Introduction of new concept', 'M' for 'Metacognitive knowledge', 'P' for 'Practicing', 'R' for 'Reviewing', 'O' for 'Obtaining mastery', 'V' for 'Verification' and 'E' for 'Enrichment'.

A perusal of above given models reveals the contribution of different researchers to the development of the concept of metacognition. Paragraphs given below describe the inclusive concept of metacognition along with its components and strategies to enhance metacognition.

Components of metacognition

The early works of Flavell (1976, 1978), Brown (1978, 1982) and Schoenfeld (1987) suggest four components of metacognition: knowledge of cognition, regulation of cognition, beliefs about cognition, and awareness of cognition.

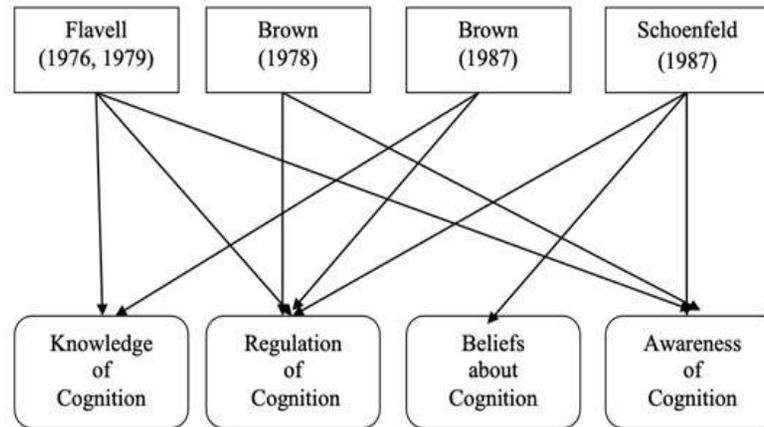


Figure 1.7: Components of Metacognition by Flavell (1976, 1979), Brown (1978, 1982), Schoenfeld (1987).

(1) Knowledge of Cognition- It is described as “one’s own knowledge about his/her strengths and weaknesses about a goal in comparison to others” (Efklides, 2008; Doyle, 2013; Tanner, 2012). It is divided into three categories: Declarative Knowledge, Procedural Knowledge, and Conditional Knowledge. (a) Declarative knowledge consists of the knowledge about thinking process and factors affecting it (Schraw & Moshman, 1995; Schraw, Crippen, & Hartley, 2006). Successful learners are more conscious about their own memory than those who are poor learners (Desoete & Roeyers, 2003). It also consists of ‘individuals’ knowledge of their affective states, self-efficacy and inspiration, and how these affect task performance” (Harris, Graham, Brindle & Sandmel, 2009). In other words, declarative knowledge consists of awareness about self cognitive processes and all those factors which affect thinking process of self. It is similar to the subcategory of ‘person’ given by Flavell. (b) Procedural knowledge is defined as the knowledge about the implementation of procedural skills. It provides the knowledge about how to do the things. Students with high procedural knowledge tend to use different strategies in solving problem and use various skills automatically (Stanovich, 1990; Pressley, Borkowski, & Schneider, 1987; Veenman & Spans, 2005). Although it is related to procedure for the completion of the task in general, but it is not similar to the subcategory ‘task’ knowledge given by Flavell. (c) Conditional knowledge consists of the understanding of a person’s knowledge. It is all about when, where and why to use a particular cognitive action or strategy according to the demand of the task (Flavell, 1979; Desoete & Roeyers, 2003; Harris et al., 2009). Studies (Reynolds, 1992; Justice and Weaver-McDougall, 1989) have shown that adults and older children select and allocate their attention as per the demands of the task as compared to young children. It is also similar to the subcategory of ‘strategy’ knowledge given by Flavell.

(2) Regulation of Cognition: A second component of metacognition is the regulation of cognition as described by Flavell (1976), Brown (1978), Sternberg (1980), Zimmerman (2002) and Pintrich (2004). Brown (1987) defined metacognitive regulation as “the activities used to regulate and oversee learning”. He categorized these activities into three parts; Planning behavior, Monitoring behavior, and evaluating outcomes. (a) Planning is an essential step for the success of any task. It includes various activities of planning like making plans, setting goals, determining time and effort allocation, predicting, selecting strategies etc. (Brown, 1987; Pintrich, 2004; Schraw, Crippen, & Hartley, 2006; Schraw & Moshman, 1995; Zimmerman, 2002). Proper planning in every task saves our time, money, energy and resources. Planning is the selection of suitable strategies, tactics and resources for better results. A task which is done with proper planning may improve results regardless of its content and context (Schraw & Moshman, 1995). (b) Monitoring refers to self-regulation process. It is the self-assessment of one’s own performance (Schraw & Moshman, 1995). Various Studies (Ramesh, 2009; Wang, Spencer, Minjie, & Xing, 2009 etc.) have shown that successful learners use monitoring techniques like self-questioning, self-appreciation, self-reporting, and self-management of resources in order to check their learning progress while learning. Monitoring of cognition in a task is a way towards controlling the learning process as learner are conscious about how they are completing a task and what strategies they are using in its completion (Doyle, 2013; Zimmerman, 2002). (c) Cognitive Evaluation “refers to appraising the products and regulatory processes of one’s learning” (Schraw et al., 2006: 114). After the completion of any task, A learner should be more concerned about the fulfilment of the desired goals and objectives. It is known as self-evaluation and is one of the most important phases of metacognitive process. Sternberg’s (1980) componential sub-theory of human intelligence elaborates the specific learning behaviours of Brown (1987); Planning and Monitoring. He described six metacomponents of planning and monitoring. Planning behaviour includes (a) understanding what the problem is (b) selecting lower-order components (c) spatial relationship and (d) selecting a strategy for combining the lower order components selected. Monitoring behavior includes (a) deciding how much time to allot to each component of a task and (b) monitoring progress towards a solution. Zimmerman (2002) and Pintrich (2004) gave the new concept of self-regulated learning similar to metacognitive regulation. It is described as “the ways in which individuals regulate their own cognitive processes within an educational setting” (Puustinen & Pulkkinen, 2001). He described four components or phases of regulation consisting of a forethought phase, performance phase, a performance phase and a self regulation phase. Pintrich (2004) also described four components of (a) forethought, planning and activation, (b) monitoring, (c) Control, and (d) reaction and reflection that are similar to the phases of Brown (1978) and Zimmerman (2002).

(3) Beliefs about Cognition: Beliefs about the self or one’s own thinking include goal orientation, task value beliefs, control beliefs and self efficacy belief. It also includes epistemological beliefs, (means beliefs about knowledge and knowing and beliefs about learning) self-efficacy beliefs (introduced by Bandura (1977) and defined as “beliefs about one’s capabilities”) and beliefs about

learning and problem solving (includes beliefs about the purposes of learning, beliefs about the learning process, beliefs about personal regard for learning, beliefs related to affective experiences with learning and beliefs related to social perceptions of learning). According to Schoenfeld (1985), beliefs are important part of metacognition as these thoughts directly influence one's performance or problem solving tasks.

(4) Awareness of Cognition: Brown (1978) and Flavell (1979) both described this phenomenon as people's awareness of their thinking. It is described as knowing when and what you know (Brown, 1978), metacognitive experiences (Flavell, 1979), reflections on one's own thinking (Schoenfeld, 1987) and awareness of cognition (Wilson and Clarke, 2004). Brown (1978) described this as "very basic form of self awareness". Metacognitive experiences are "any conscious cognitive or affective experiences that accompany and pertain to any intellectual enterprise" (Flavell, 1979). It can influence learners' regulation of cognition as well as their knowledge of cognition.

Strategies for Developing Metacognitive Awareness

Metacognitive strategies are the methods and approaches designed for the learners to make them understand the way they learn or to make them 'think' about their own 'thinking' process. A large number of studies (O'Malley, & Chamot, 1990; Muniz-Swicegood, 1994; Oxford & Leaver, 1996; Cohen, 2000; Ibe, 2009; Hassan & Ahmed, 2015; Magaji & Umar, 2016) have shown that various metacognitive strategies enhance learners' performance and also make them successful learner. They provide a helping hand for the students in English language proficiency (Phakiti, 2003; Wichadee, 2011; Faramarzi et al., 2012; Zhang & Seepho, 2013; Sun, 2013). The use of various strategies may also be beneficial for the students with learning disabilities by providing them a helping hand in developing an appropriate plan and monitoring of their learning process. As and when the learners become aware of their learning process (how they learn), they may use these strategies efficiently in acquiring new knowledge and information, and consequently become an effective and efficient thinker (Inclusive school network, 2015). These strategies may be improved and promoted through the modelling of metacognitive skills at the time of instructional process (Kramarski & Mevarech, 2003). In this way certain strategies like retrieval practice, metacognitive questions, think-aloud, self-questioning reminiscence, charts and mental images, metacognitive prompting, imaging, focusing attention, executing, and evaluating are considered important in promoting metacognition among the learners. Some researchers (Kramarski & Mevarech, 2003; Kuhn & Dean, 2004; Martinez, 2006) have also highlighted the role of cooperative learning method for developing metacognitive skills among the learners. Peer learning may also promote metacognition among the students (Iskala, Vauras & Lehtinen, 2004). Kolb & Kolb (2001) suggested four metacognitive strategies for effective classroom teaching i.e. organize/plan learning, manage learning, monitor learning and evaluate learning. Whereas Nair, Sudharma, & Poulouse, (2004) have also recommended the use of planning strategies, choosing consciously, modeling, asking about thought provoking questions, clarifying pupils terminology, paraphrasing. Similarly, Malamed (2012) also suggested ten metacognitive strategies (ask questions, foster self-reflection, encourage self-

questioning, teach strategies directly, promote autonomous learning, provide access to mentors, solve problem with team, think aloud, self-explanation, provide opportunities for making errors) for facilitating the learning process. Teachers may also make use of different strategies to develop metacognition. Hartman (2001) found that teaching with metacognitive strategies may boost up students' metacognitive level and help them in learning effectively. A brief description of some of the popular metacognitive strategies given by various researchers (Presseisen, 1984; Costa, 1984 & 1987; Brown, 1987; Blakey & Spence, 1990; Norman, 1993; Schraw & Moshman, 1995; Gordon, 1996; Trilianos, 1997; Killen, 2000; Zimmerman, 2002; Panaoura, Philippou, & Christou, 2003; Nair, Sudharma, & Poulouse, Pintrich, 2004; Schraw et al., 2006;; Toit & Kotze, 2009;; Malamed, 2012; Kaushik, 2017) is given below:

1) Planning and organizing Strategies: Planning includes various activities like making plans, setting goals, determining time and effort allocation, predicting and selecting strategies (Brown, 1987; Pintrich, 2004; Schraw et al., 2006; Schraw & Moshman, 1995; Zimmerman, 2002). Before going for the actual teaching, teacher should plan out the strategies, techniques, rules and directions that he/she has to follow in the interactive phase of teaching. A teacher should select those strategies that suit best to the ongoing problem of the learners, so that maximum learning may take place. By doing so, teachers may become capable of identifying or diagnosing the learners' problem and also learners may become aware of their own thinking and behaviour (Costa, 1984).

2) Choosing consciously: Teachers may encourage students to select the learning style, strategies and methods for learning of their own choice. Teachers may also promote metacognition among students by exploring the outcomes of learner's preferences and decisions, prior, during and after the decision. This may inculcate self-awareness, self-assessment among the learners and also make them independent learners. It may enable the learners to learn from their own mistakes (Toit & Kotze, 2009).

3) Asking thought provoking questions: Through this strategy, learners are encouraged to define their vocabulary operationally and inspect the principles on which their thinking is based. This is also useful in clarifying learners' problem solving processes. Teacher may ask thought provoking questions during the instructional activities. This technique may be utilized to reflect on the learners' own thinking and process of their learning.

4) Clarifying learners' terminology: Learners often make use void, unclear and imprecise language. It is now the task of a teacher to give clarification in detail so that they may understand the meaning and values to full extent. Clarifying is a cognitive strategy that helps students to identify where they are lacking and facing difficulties and try to clarifying them in meaningful way. At this juncture learners may be encouraged to learn self-monitoring by identifying problematic areas and use repair strategies when understanding is not up to the marks.

5) Paraphrasing and elaborating students' ideas: To organize the learner's thoughts in appropriate way by paraphrasing is new cognitive strategy generally used by teachers. Paraphrasing is arranging the learners' thinking in systematic way: like what they are saying, how to extend the

ideas, putting the thoughts in order, imposing the thoughts, clarifying questions and so on. Learners may be invited by the teacher to restate the ideas, translate the thoughts, and compare the thinking and paraphrase ideas of other people. A teacher may help the learner in becoming not only a good interpreter of others' ideas, but also better interpreter of his own thinking as well as learning (Nair, Sudharma, & Poulouse, 2004).

6) Fostering Self-reflection: A learner should be encouraged to foster self-reflection in his/her learning activities, during and after. The teaching activities may help the learners in critically analyzing their own thoughts and assumptions regarding various learning strategies which in turn affect their learning process (Kaushik, 2017).

7) Encouraging Self-questioning: This is an effective metacognitive strategy that supports a learner to think consciously about the learning content. Self questioning promotes and fosters independent learning among learners. Teachers should encourage the learners to generate their own questions related to their personal goals and answer them to enhance understanding. This strategy also helps learners in recovering their learning by focusing their attention and by doing interaction with the available information.

8) Promoting Autonomous Learning: Autonomous learning may help learners in fostering their domain knowledge by themselves. Therefore, teachers should try to encourage learners for independent and autonomous learning so that they may participate in challenging learning experiences. Learners may also be motivated to construct their own metacognitive strategies. They may take charge of their own learning and may actively involve in taking decisions according to their preferences.

9) Solving Problems with a Team: This is also called cooperative learning strategy in which learners discuss their ideas, thinking, analyze their position, and explain their point of view with the entire team and if any problem arise, learner solve with the help of team. Cooperative activities may also help learners in solving their various problems related to life and may enhance learners' metacognition by discussing possible approaches with team members and through learning from each other. For this a teacher needs to aware learner about each and every process of how tasks are completed and evaluated so that they may learn that understanding of whole process and transferring of thinking processes improves learning.

10) Thinking Aloud: The think-aloud strategy may be helpful for learners in thinking about reading, solving problems or simply responding to others' questions (Malamed, 2012). Aloud thinking may also develop students' independent thinking. Teachers should always teach the learners various ways and means to think aloud and learners should report their thoughts to the teachers while performing a difficult task. Teachers being a knowledgeable partner should then point out their errors in thinking. Learners may also use this approach for fostering self-awareness during learning (Kaushik, 2017).

11) Providing Opportunities for Making Errors: Errors do not act as a hindrance in learning rather children learn by making mistakes. Learners should be given opportunities to make errors and mistakes during learning and training, as it may help learners to reflect on the causes of their

errors (Malamed, 2012). Thorndike's theory of learning also reflects this approach. Learners may learn more effectively by making mistakes. When learners are given such opportunities to make errors during learning and training activities, they stimulate reflection on the causes of their errors.

12) Problem-Solving and research Activities: The core of metacognitive strategies is Problem-solving activity as it enables learners in attaining new knowledge and information through the application of existing knowledge (Killen, 2000). Learners, who are good in problem solving, are also well aware about their own cognitive process. Metacognitive skills of the learners are disclosed by the ability to examine their problem-solving strategies and by the reflection on thinking as well (Blakey & Spence, 1990; Panaoura, Philippou, & Christou, 2003).

13. Setting and pursuing goals: Parents and teachers may help their children in setting and achieving appropriate goals. They may provide metacognitive assistance in defining their aims and give justification about the reasons of choosing their decisions, give reminder about their progress of goals, aware them about conceptual facts and helping them in arranging all the tasks in such a systematic way so that they may deal with each step of the problem separately (Trilianos, 1997).

14. Identifying 'What you know' and 'what you don't know': In this metacognitive strategy, a teacher helps the learners to make them aware about their knowledge at the very beginning of the task. While doing task, children are encouraged to verify their knowledge, clarify their concept and expand their previous knowledge with more accurate information (Blackey & Spence, 1990).

15. Evaluating the way of thinking and acting: While making use of this metacognitive strategy, teachers increase learners' metacognition. They are helped to reflect on their thinking and evaluate it by various ways. Evaluation procedures are developed with learners so that they may think, learn about their thinking, actions and they also question themselves in ongoing learning activity. Through this, learners are able to distinguish what strategy will be helpful to reach the goal and about the hindrances, likes or dislikes and positives or negatives of an activity, they themselves identify the errors and correct themselves so that they may be able to determine how effective the result is, how successful the task is and also about the time taken by the task.

16. Identifying the difficulty: By telling learners about their excuses is not an appropriate way. In this strategy learners are asked to identify about the information, what materials they need in doing a task and what skills they are having or lacking in achieving a desirable behavior. In this way, they are made aware about the boundaries between what they already know and need to know in completing a task. This equips the learners with the ability to create strategy in the fulfillment of a task (Presseisen, 1984).

17. Labeling Students' behaviours: When teacher remarks the learners and awards labels to them, learners are able to identify about their cognitive processes. They become conscious about their actions, and pay attention towards improving them. Different labels like, 'You are very

helpful and cooperative as you helps your classmate by giving them your color box...’ and ‘What are you doing, is this activity called experiment’ (Costa, 1987; Trillianos, 1997) etc.

18: Debriefing the Thinking Process: This strategy helps learners having awareness about the different strategy, which they possess by applying them in other learning situations. There are three steps of doing this process:

- a. By reviewing the activities.
- b. By classifying their related ideas and they are able to identifying which thinking strategy would be more appropriate.
- c. By assessing their achievement by eliminating unsuitable strategies, possess appropriate one for future use and look forward for attaining new alternative approaches (Blakey & Spence, 1990).

19. Role Playing: This role playing approach also promotes metacognition because when one person plays the role of other person, they also maintain the characteristics and qualities of that person consciously. This dramatization makes better prediction about that person; how he thinks, feels and responds in exacting state of affairs. This also contributes in the diminution of self-centered view (Costa, 1987; Trilianos, 1997).

20. Interactive multimedia Learning Environments: This strategy possess metacognitive support template. These templates help the learners in thinking, processing of information and monitoring about their learning processes. Based on constructivist knowledge, this instruction based technology equips the learners with metacognitive processes. What previous learning experiences we have, how we organize these learning experiences and how we interpret the things around us, these all better predict how do we construct our knowledge? Norman (1993) argues that ‘computers support reflective thinking when they enable users to compose new knowledge by adding new representations, modifying old ones and comparing the two’ (Gordon, 1996, p.4).

21. Keeping a thinking journal: A journal or learning log also promotes metacognition. Most of the people maintain diary in their daily life and in this way, they reflect upon their own life on daily basis, note down their insecurities, uncertainties and irregularities and tell how they dealt with these uncertainties and problems. This diary or thinking journal process is best metacognitive strategy that should be developed as a habit among learners. (Costa, 1987; Blakey & Spence, 1990; Trilianos, 1997)

22. Children teaching children/Cooperative learning: In this strategy, teachers may be encouraged to organize cooperative learning and this is possible only when students teach each other. This promotes collaboration among learners. Through this, children not only have awareness about other’s thinking but also about their own thinking as well. A child who acts as a teacher or tutor has to plan all things in sequence what he is going to teach and in this way, it promote independent and advanced metacognitive learning.

23. Modeling: Among all the strategies discussed above, probably the most influential metacognitive strategy is teacher's modeling, which most likely influences learners. A teacher has a lasting influence on the life of a learner since childhood. A teacher should be extra conscious about his/her activity and thinking processes. His/her action is minutely observed by learner. At the time of doing planning and problem solving situations, it is the responsibility of the teacher to think aloud so that the students may follow him/her. It all happens through demonstrating thinking processes and learners are able to think about his/her cognitive process in appropriate way. By imitating the adults, children learn about the things around them and a teacher, who uses metacognitive strategies, encourages students also to do so.

These Metacognitive strategies should be remain available in teachers' reservoir. He must be aware and attentive about these strategies and consciously model them for students (Costa, 1987; Blakey & Spence, 1990; Trilianos, 1997). All the above mentioned metacognitive strategies may improve learners' academic performance and help them in becoming autonomous learner. Use of these strategies may make them conscious of their own strengths and weaknesses and may improve learners' capability to control their own cognitive processes and increase accordingly. Students with learning disabilities may also recover their learning capacity through the use of metacognitive strategies (Kolb & Kolb, 2001; Nair et al., 2004; Malamed, 2012).

Metacognition begins to develop right from the childhood and continues throughout adolescence period as long as the educational processes and other life aspects continue to challenge the individual (Veenman et al., 2006). Flavell (2000) is of the view that the young children of less than the age of one year, start developing the ability to evaluate their mental states and mental phenomenon such as intentions and desires. At the age of four, generally children start to perceive and understand knowledge as a part of processing system that enables them to appreciate the importance of information and understand what is important for acquiring knowledge (Perner, 1991). Children of four year of age develop the ability to apply their mental procedures such as 'knowing', 'thinking', or 'remembering', with limited understanding of the concept of memory (Schneider & Lockl, 2002). The researchers, Schraw & Mohsham, (1995) reported that it is difficult for the young children to monitor their own thinking processes while performing a task, whereas planning appears to be a late-developing skill, not appearing before 10-14 years of age, which is dramatically improved with the ability to select suitable strategies and allocate resources. Kuhn (1999) and others (Flavell, 2004; Flavell & Wellman, 1977) found that conceptualization of mind starts between the age of 3-5 years. Whereas, the metacognitive skills begin to develop at the age of 8-10 years (Berk, 2003; Veenman & Spaans, 2005; Veenman et.al. 2004). Planning among children develops earlier than monitoring and evaluation (Alexander & Schwanenflugel, 1995). Uncomplicated form of planning, orientation and reflection are observed in the children of around 5 years of age, while performing tasks, which are appropriate as per their level of understanding and interests (Whitebread, 1999). The assessment methods of metacognition for the children are observations,

inner speech, semistructured interviews, visible thinking routines, draw and write–tell techniques (Annevirta & Vauras, 2006; Fernyhough & Fradley, 2005; Ritchhart, Turner, & Hadar, 2009; Salmon & Lucas, 2011; Whitebread et al., 2009; Winsler, Manfra, & Diaz, 2007). Metacognitive ability improves significantly with age during adolescence and is highest in late adolescence and gets plateaued going into adulthood (Weil et al., 2013). Adolescents are comparatively higher in metacognitive skills than young children and experience metacognitive development during this developmental period (Alexander & Schwanenflugel, 1995). Children with higher metacognitive skills tend to do better in academics and in other activities in comparison to those having poor metacognitive abilities (Maqsud, 1997; Eluemuno & Azuka-Obieke, 2013; Mirzakhani, Bagheri, Sadeghi, Mirzakhani & Modanloo, 2014). Thus, from the above discussion, it can be concluded that metacognitive abilities begin to develop from early years of life or from preschool age and continue throughout life. Therefore, efforts need to be made for the progress and utilization of suitable metacognitive knowledge and skills, which may help the students to develop their potentials and progress academically.

Conclusion

The concept of metacognition has now turned into one of the most recent and attractive issues for developmental psychologists. Two key concerns related to metacognition have shown by the cognitive oriented instructional psychologists; First, individuals' knowledge about metacognition enables learners as an active organism to perform cognitively or consciously in the process of learning. Second, metacognitive concept deals with one of the recurrent problems of instruction that is related with transfer of generalization of what is learnt.

In this way, the great benefit of metacognition is to gain insight within ourselves. Through metacognition, learners are able to answer different questions and to be more aware about how they know, what they know and how to apply this information or knowledge across different areas of life. Recently, metacognition has emerged as an integral component of positive psychology. Development and usage of metacognitive strategies is essential for becoming a life-long learner. The more we know about ourselves, the more we grow. It is also essential to overcome the weaknesses of own personality.

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POSITIVE PSYCHOLOGY: THEORY AND APPLICATION

Preeti Pandey

Introduction

Positive Psychology is a new concept which is in vogue now a day. To be in swim and by understanding the need of an hour psychologist are under discussion over this new branch of psychology. It can be understand better by exploring the question of how people should best live. The meaning of modern positive psychology can be describe better as “Pure happiness,” achieved by living a meaningful life as opposed to momentary happiness attained through pleasure seeking. This new branch of psychology has emerged recently. Positive psychology involves the scientific investigation of our real life and processes that facilitate a worthwhile life that is pleasurable, engaging and purposeful. Life is full of challenges and hurdles, different people face such challenges differently. We can’t judge all of them with same yardstick. To understand and to tackle such condition new outlook is in practice called positive psychology.

Life is full of challenges and it is up to us how we look towards the problem. The attitude of an individual decides how an individual is able to solve the problem. Positive psychology is a broad term which consists with number of themes focused on experiences, mental health and flourishing, flow and positive divines and strengths. Instead of searching for negative aspects it throws light on positive aspects only Hence, the focus is on identifying and mobilizing assets to: Help mitigate emotions and behaviors. It equip individuals with the skills and confidence to address the challenges of life and to maintain an optimal state of wellbeing whereby an ideal ratio of positive and negative states and experiences is present most of the time. Though the concepts of positive psychology have been scattered throughout various segments of psychology since the beginning of psychology as a science, the first formal introduction of modern positive psychology was made by **Martin Seligman during the 1998 American Psychological Association (APA)’s Presidential Address, entitled “Building Human Strengths: Psychology’s Forgotten Mission.”**With the emergence of time it is illustrated that man is unsolved riddle and as we read this book (human being) we come to know more and more interesting facts and theories to solve such riddles. It is most important to understand Seligman’s View after devoting much of his career on research work over how negative emotion has contributed to depression through concepts like “learned helplessness,” Seligman (1999). For the better understanding of this topic we are going to have descriptive discussion over it.

What is Positive psychology?

Positive psychology motivates individuals to focus more on non-materialistic aspects of life. It also strives to identify real joy of life. Many research works are done to find out the real sense of happiness. According to Seligman, it can be summarized as the “scientific study of optimal human functioning that aims to discover and promote the factors that allow individuals and communities to thrive”. It helps an individual in identifying the real identity of an individual. It also helps in inculcate positive attitude of an individual. The study of the positive aspect of human life runs on three different levels:

First Subjective level: In this level the focus of the studies is on the subjective level in which positive emotions such as life satisfaction, happiness and joyfulness is taken into consideration for study.

Second Individual level: In this level the focus of a study is to explain how an individual behave to become a good person. Thus, much study on this level focuses on human being’s virtues and character strengths such as forgiveness, courage, wisdom, and so on. This helps us in understanding different traits of individual’s behavior in different circumstances.

Third Group level: In this level the focus is on how civic virtues such as tolerance and social responsibility can contribute to the development of better citizenship and communities. Under this level we consider tendency of human to react in different circumstances which further helps in deriving cumulative effect on society as whole.

Positive psychology acts as a broader term for the study of positive emotions, responsibility, nurturance, moderation and work ethic.

Importance of Positive Psychology

Why we need to study positive psychology? In spite of being a young branch of psychology it seems indispensable to teach and train human resource of a country about this young concept. Some of the most impactful and influential outcomes of practicing positive psychology are- In general, the greatest potential benefit of positive psychology is that it teaches us the power of shifting one’s perspective. This is the focus of many techniques, exercises, and even entire programs based on positive psychology because a relatively small change in one’s perspective can lead to astounding shifts in well-being and quality of life. Injecting a bit more optimism and gratitude into your life is a simple action that can give you a radically more positive outlook in life. It helps in increasing productivity in different streams such as teaching, industries, relations like friendship, parenting etc.

Benefits of Positive Psychology

What are the benefits of practicing positive psychology in practical life? There are many benefits of positive psychology but some of them are as follows: Positive psychology helps in imbibing improvements in the workplace. Positive emotions also help to boost our job performance of an

individual as well as of organization also. It helps in creating a ripple effect that extends through the entire organization. The satisfaction of one's wants and needs boost happiness, but have virtually no impact on meaningfulness. This indicates that focusing on obtaining what you want will increase your happiness, but you may have to supplement to get a deeper sense of meaning. Happiness is present-oriented, rooted in the moment, while meaningfulness is more focused on the past and future and how they link to the present. This finding suggests that you can focus on the present to increase your happiness, but you might consider thinking more about your past and future to find meaning. This is also observed that "Givers" experience more meaning, while "takers" experience more happiness. If you find yourself lacking in meaning, try giving back to others, but if you are lacking in happiness, try being accepting of others' generosity to give yourself a boost. If you will criticize a person continuously then instead of improving, he will start keeping that criticism will his personality that's why its better to point out positive points instead negative.

To find Significant contributions of positive psychology which further helps in evaluating how useful positive psychology has been so far, it is important to note that it is still a very young field, at least in its contemporary form, being just over a decade old. While some of the fundamental concepts are quite traditional and in use from long back. These traditional concepts underpinning positive psychology and are not new, positive psychology has provided the impetus to rejuvenate some of the previous work on subjective wellbeing, life purpose and virtues which helps in understanding human behavior in a better manner. It is timely to explore the contributions and achievements of positive psychology over the past decade and to generate a revised and expanded set of goals for the next decade, keeping in mind the historical context. It helps in identifying the relationship between past, present and future by finding the relationship between them.

Positivity in education – the relationship between positive psychology and education is very important and useful in practical life. Educational psychology deals with generally speaking, both in its theory and practice—with the development of the affective, cognitive and social competence of young people. The theoretical as well as the practical solutions of educational psychology are based on the assumption that research into the development of a young individual is to be made in the context of the impacts and requirements of social surroundings such as family, school setting and culture. The aim of educational psychology is to help young people find their self-esteem, the meaning of life and to gain self-confidence. It helps students in finding real talent as well as their hidden personality. It helps them in gathering courage to face social, economic, cultural challenges. It also helps them in building better relations with their peers and teachers. Sometimes it helps in sharing your personal problems with your parents also. When an individual feel free to unwrap themselves in front of others then only they can express themselves in a better manner.

It is being observed that world is losing sense of belongingness. People are turning towards self centered approach instead of realizing their duties towards society. Positive psychology may play a vital role in re-establishing such feeling among people which will surely help in making better

world. The field of education, particularly as far as the younger generation is concerned, should turn to look to the future, should focus on positive emotions, social commitment, the search for meaning, for harmony in human relations; on positive achievements, volition, and freedom, as well as upon health and growth. Positive psychology postulates an understanding of individuals as being neither restricted nor pre-determined, as having personal will and freedom, possessing the potential for growth arising from her or his own strength signatures and virtues.

Applications of positive psychology

After all discussion it is important to discuss the practical application of positive psychology in different streams. It is fortunate that evidence is steadily mounting in support of positive psychology interventions as the demand for such interventions is high. The aim of positive education is to transform schools into places where assets such as empathy, optimism, creativity, self-efficacy, sympathy, honesty, positivity, endurance and resilience are identified, appreciated and cultivated.

It is important to know about another applied setting for positive psychology which is clinical psychology. 'Positive psychotherapy' which integrates strengths-based approaches into traditional clinical practice and has been found to be effective in treating depression. When positive psychology is used in collaboration with psychotherapy it helps in increasing the probability of rise in symptoms of recovery.

Positive psychology interventions have shown its utility related to many other streams such as workplaces, parenting and relationships, the military, communities and health rehabilitation programs etc. While there is preliminary evidence supporting the efficacy of positive psychology interventions in varied contexts, in some instances the application of positive psychology appears to have progressed faster than the science because it is very well connected to the inner strength of an individual. It helps in boosting courage, ability to fight against problems etc.

Prospects Nevertheless, there are clear signs that positive psychology is establishing itself as a science. In order to do so more conclusively a few recommendations for the future are made.

1. There is a need to establish code of ethics and conducts so that practice standards can be formed which will further help in accessing unscrupulous activities. As positive psychology does not belong exclusively to the domain of psychology, but can involve a range of professions including business, law, politics and economics, some regulation of practice is warranted if its status as a science-based profession is to be upheld. Although IPPA overseas the field to some extent, a code of conduct needs to be developed and articulated more clearly to scholars, practitioners and students of positive psychology so that a consistent, evidence-based standard of practice is delivered to consumers.
2. For the proper partitioning of positive psychology it is required to create Training opportunities and standards need to be improved for Formal training. It is one of the major challenges faced by developers of curriculum and for students also who wish to

pursue university training in positive psychology. While many short courses or university subjects are emerging in the area of positive psychology, presently there is no formal university postgraduate degree in dedicated exclusively to positive psychology. The primary pathway available for specializing in positive psychology is to undertake a PhD after having successfully completed professional psychology training (e.g., with an Honors' or a Masters degree). It can be one of the promising professional courses of upcoming centuries.

3. There is a need to find different methods to measure the changes in the field of development which an individual may experience by experiencing positive psychology. Develop measurement approaches which are contemporary, sensitive to change and consider real world contexts. Measurement tools and approaches need to reflect contemporary understandings of wellbeing which are multifaceted (e.g., pleasure, engagement and meaning). Most studies have adopted a limited perspective of wellbeing, largely focusing on life satisfaction, positive emotion and high activation positive states (e.g., excited, alert).

Some of the Criticism of this concept are as follows

Some of the major criticism of this concept can be discuss critically here

Sometimes it may be possible than expected results may be dichotomy in nature like any other scientific field, mistakes are sometimes made. This often seems to be due to excitement over the potential of findings in positive psychology; it can be hard to maintain objectivity when you feel a finding has both broad and deep applicability to the real world.

Most of the results are derived from surveys. Results of surveys may vary from one enumerator to another but there is too much emphasis on self-report and cross-sectional survey data. This is certainly a valid point; much of the positive psychology literature is built on survey data.

Result of psychology depend over the psychologist that how they look towards the problem. Its result may vary from person to person how individually reacts in different situations. Positive psychology has a cultural and ethnocentric bias. It's true that much of the research in positive psychology has been published by Western scholars, editors, reviewers, and journals but much of research work is practice by Indo scholars, editors, reviewers and journals which is not been given with much attention.

One of the drawback of this concept is this field is too individualistic. Another valid point is that positive psychology focuses too much on the individual—on personal experiences, individual traits and characteristics, and intrapersonal processes and phenomena. Positive psychology does indeed seem to have an overly narrow focus on the individual and a lack of attention paid to relationships, teams, groups, organizations, and communities.

Conclusion

Positive psychology is very simple concept. Its beauty is in its simplicity. This concept explains that how simple life can help us in leading happy and meaningful life. No field is immune from

criticism, nor should it be; a healthy debate and a robust peer review process is what will keep positive psychology theory from lapsing into nothing more than an edict to “be positive” and positive psychology interventions from devolving into self-help material that is based on nothing but opinions or wishful thinking. Rather than struggling against these points, we should be open to consider them, thinking critically about the health of our field, and coming up with solutions for any big problems. On the surface, it may seem that positive psychology is the study of making people perpetually happy, but anything more than a cursory look will show you that the field is a rich exploration of all that which makes life good (and a bit of what makes it difficult as well). This is a beauty of this concept that a simple concept seems critical in its application.

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WELL-BEING AND HAPPINESS

Manasi Chaudhary

O. P. Chaudhary

Abstract

Research on the concept of wellbeing in the field of psychology has a long history. The construct of Psychological and Subjective wellbeing has received a significant attention. Though there is a fair consensus amongst scientists for subjective wellbeing and a debate on the meanings, dimensions and measurements of psychological wellbeing. Wellbeing can be get easily correlated and it is interrelated with various elements of human life which can I either be very complicated or very obscene. This paper aims at presenting a few concerns in the emerging literature on wellbeing, with a special focus on Seligman's PERMA model and Reff's model . further more studies are required on this measure. There is also a need for qualitative methods of enquiry to develop an in-depth, culturally -rooted understanding of dimensions of wellbeing as well as for developing new assessment tools / modifying existing ones.

The concept of wellbeing forms one of the popular foci of inquiry for theoreticians and researchers of multiple disciplines such as philosophy, economics, and psychology. Wellbeing refers to a stable condition of coherence of personality that leads to a full range of positive emotions and no negative emotions regardless of external circumstances (Cloninger, 2004). It is a dynamic state, in which the individual is able to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community. Mental health researchers consider the idea of wellbeing beyond the absence of symptoms of depression and distress to include the presence of happiness and life satisfaction (Diener, Oishi, & Lucas, 2003). Wellbeing addresses issues such as what is happiness and why some people are happy and others are not. Wellbeing has been repeatedly found to represent a central human value (Roysamb, 2006). Among many of the important aspects of life such as money, health, education, happiness and life satisfaction, people across different nations have found to value different aspects of wellbeing (Suh, Diener, Oishi, & Triandis, 1998; Diener, 2000; Seligman, Park, & Peterson, 2004). Wellbeing includes the domains of cognitive functioning, behavioural functioning, physical health, and mental health. These domains comprise of positive thought processes, social engagement with one's community, and positive health behaviours such as restorative sleep and resistance training (Moore & Keyes, 2008). Wellbeing refers to a stable condition of coherence of personality that leads to a full range of positive emotions and no negative emotions regardless of external circumstances (Cloninger, 2004). It is a dynamic state, in which the individual is able to develop their potential,

work productively and creatively, build strong and positive relationships with others, and contribute to their community. It is enhanced when an individual is able to fulfil their personal and social goals and achieve a sense of purpose in society (Foresight Mental Capital and Wellbeing Project, 2008). Wellbeing is more than just the absence of an illness. It includes physical health and safety, social and emotional health, spiritual wellness and subjective sense of wellbeing.

Mental health researchers consider the idea of wellbeing beyond the absence of symptoms of depression and distress to include the presence of happiness and life satisfaction (Diener, Oishi, & Lucas, 2003). This led to the development of the concept of subjective wellbeing.

Many philosophers and social scientists have concerned themselves with defining happiness or wellbeing. Definitions of wellbeing and happiness can be grouped into three categories. First, wellbeing has been defined by external criteria such as virtue or holiness. Coan (1977) reviewed the varying happiness is not thought of as a subjective state, but rather as possessing some desirable quality. Aristotle wrote that eudaemonia is gained mainly by leading a virtuous life, he did not mean that virtue leads to feelings of joy. Rather, Aristotle was prescribing virtue as the normative standard against which people's lives can be judged. Therefore, eudaemonia is not happiness in the modern senses of the world, but a desirable state judged from a particular value framework. The criterion for happiness of this type is not the actor's subjective judgement, but the value framework of the observer. Second, social scientists have focussed on the question of what leads people to their lives in positive terms. This definition of wellbeing has come to be labelled life satisfaction and relies on the standard of the respondent to determine what is good life. A related set of definitions of happiness is that it is the harmonious satisfaction of one's desires and goals (Chekola, 1975). If one is concerned with the person's assessment of this, then it clearly falls within the realm of subjective wellbeing and is an idea related to satisfaction. A third meaning of happiness comes closest to the way the term is used in everyday discourse - as denoting a preponderance of positive affect over negative affect (Bradburn 1969). This definition of wellbeing thus stresses pleasant emotional experience. This may mean either that the person is experiencing mostly pleasant emotions during this period or is disposed to such emotions, whether or not he or she is currently experiencing them.

Constructs of wellbeing:

Discussions, and debates notwithstanding, subjective wellbeing and psychological wellbeing have emerged as the two most popular conceptualizations of wellbeing in the history of psychology.

Subjective wellbeing:

Subjective wellbeing is defined in terms of an affective component (presence of positive affect and low negative affect) and a cognitive-evaluative component namely, sense of satisfaction in life (Diener, 1984). Veenhoven (2000) defined subjective wellbeing as a set of affective and cognitive appraisals concerning one's life including how good it feels, how well it meets expectations,

how desirable it is deemed to be, etc. According to Siegrist, (2003) subjective wellbeing refers to people's judgments about their own state. These judgments concern their enduring mood (e.g., happiness) as well as their evaluation of the self (e.g., satisfaction with one material and psychosocial environment (e.g., life satisfaction, work satisfaction. Often viewed as corresponding to the hedonic approach in philosophy, subjective wellbeing has a longer history of rigorous scientific examination in psychological research as compared to the construct of psychological wellbeing, which is seen as corresponding to the eudemonic tradition (Waterman, 2008). Psychological wellbeing has been defined (Keyes, Shmotkin, & Ryff, 2002, p. 1007) as "engagement with existential challenges of life". Ryff (1989) and Ryff and Keyes (1995) proposed a six-dimensional model of psychological wellbeing, based on extensive literature review. Self-acceptance, purpose in life, personal growth, environmental mastery, positive relations with others, and autonomy were theorized as the six dimensions. Although there is a broad consensus on the conceptualization and measurement of subjective wellbeing, the construct of psychological wellbeing and its measurement continues to generate an array of opinions and observations amongst scientists across the globe.

Psychological Wellbeing:

Psychological well-being can be simply defined as the individual's current evaluation of her happiness. Such an evaluation is often expressed in affective terms; when asked about Psychological well-being, participants will often say, I feel good (Schwartz & Strack, 1999). Psychological well-being is thus, at least in part, a proxy for a global affective evaluation. According to Ed Diener, an American psychologist, psychological well-being is multidimensional and includes positive and negative emotions (e.g. the frequency, duration and intensity of joy, pleasure, happiness but also anger, guilt, fear, depression, sadness), as well as global life satisfaction, and satisfaction with different aspects of one's life (partnership, income, friends). The evaluations may be in the form of cognitions or in the form of affect. The cognitive part is information based an appraisal of one's life i.e. when a person gives conscious evaluative judgments about one's satisfaction with life as a whole. Affective part is the hedonic evaluation guided by emotions & feelings such as frequency with which people experiences pleasant/unpleasant moods in reaction to their lives. The assumption behind this is that most people evaluate their life as either good or bad, so they are normally able to offer judgments.

Aspects of good psychological functioning (including feelings of autonomy, competence and purpose) can also be seen as part of a person's psychological well-being. Several different definitions of psychological well-being have been offered: "Well-being, which we define as people's positive evaluations of their lives, includes positive emotions, engagement, satisfaction and meaning."; "Psychological well-being is a broad category of phenomena that includes people's emotional responses, domain satisfactions, and global judgments of life satisfaction. Each of the specific constructs need to be understood in their own rights, yet the components often correlate substantially."

(Diener, Suh, Lucas and Smith, 1999). Kahnemann and Riis (2005) consider psychological well-being as being a hybrid concept with two components, which can be labelled “experienced well-being” and “evaluated well-being”. Both components are psychological and refer to a time of reference. The first component is concerned with very short-term (or momentary) affective states – i.e., life as lived. The second component covers a much longer (or indefinite) time period, and refers to global psychological evaluations of one’s life overall – which could be considered life as remembered. In many instances, these two components can be expected to be highly correlated with each other. However, they are not always. The determinants and consequences of happiness are often treated as unitary but they should be measured separately.

Carll Ryff., in her seminal paper, “Happiness is everything or is it? Exploration on the meaning of psychological wellbeing” She contrasts this with subjective well-being or hedonic wellbeing. Ryff attempted to combine different conceptions of wellbeing from the ancient Greek to the modern Psychological such as theories of individuation from Carl Jung, self-actualizing from Abraham Maslow & others.

How to increase Wellbeing:

We all strive for happiness and wellbeing. But what does wellbeing equally mean? What are the aspects of well-being & do we have them all in our life? This can easily be understood by two models, one by Seligman and another by Ryff.

Seligman’s Model:

The Five different dimensions of the concept of ‘wellbeing’ can be identified by Martin Seligman as and in his PERMA Model are:

P-POSITIVE EMOTIONS

E-ENGAGEMENT

R-RELATIONSHIPS

M-MEANINGFULNESS

A-ACHIEVEMENT

1. Positive Emotion

Normally short term, “Simple” Pleasures such as food, watching TV or sex. Positive emotions are subjective in the sense that we like different things. Though some pleasures are universal (at least very close to being so. Positive emotions are easy to observe and measure as in increased activity in certain areas in brain.

2. Engagement

You probably know the feeling of being engaged in challenging activities where you forget everything that’s going on around you. Such a state of total absorption is also known as ‘flow’ state when we are in this state, our abilities are often stretched to the maximum, creating the feeling that we are exploiting our full potential.

3. Relationships

This dimension is about social connectedness and having love and intimacy in your life through friends, family and romantic partners. Wellbeing of this type is characterized by the fact that your wellbeing is dependent of the wellbeing of others and the experiences and feelings you share and enjoy together.

4. Meaning

Playing a challenging computer game (engagement) with good friends (relationships) while eating chips and drinking coke (positive emotion) can be awesome. But most people need something more to be truly fulfilled. Some kind of higher purpose that goes behind the self.

5. Acceptance

This dimension is all about how we take ourselves and do we accept ourselves for who we are in real rather than pretending to be somebody else. When we are able to accept ourselves as we are and when we can easily accept other for who they are and when we can accept all the bad happenings or failures in life and work again on the same, it can lead to a good wellbeing.

Ryff (1989) and Ryff and Keyes (1995) proposed a six-dimensional model of psychological wellbeing, based on extensive literature review. Self-acceptance, purpose in life, personal growth, environmental mastery, positive relations with others, and autonomy were theorized as the six dimensions.

Self-acceptance: The most recurrent criterion of well-being evident in the previous perspectives is the individual's sense of self-acceptance. This is defined as a central feature of mental health as well as characteristic of self-actualization, optimal functioning, and maturity.

Positive relations with others: Many of the preceding theories emphasize the importance of warm, trusting interpersonal relations. The ability to love is viewed as a central component of mental health.

Autonomy: There is considerable emphasis in the prior literature on such qualities as self-determination, independence, and the regulation of behaviour from within. Self-actualizers are described as showing autonomous functioning and resistance to enculturation. The fully functioning person is described as having an internal locus of evaluation, whereby one does not look to others for approval, but evaluates oneself by personal standards.

Purpose in life: Wellbeing is said to include beliefs that give one the feeling that there is purpose and meaning to life. The definition of maturity also emphasizes clear comprehension of life's purpose, a sense of directedness, and intentionality. The lifespan development theories refer to a variety of changing purposes or goals in life, such as being productive and creative or achieving emotional integration in later life.

Personal growth: Optimal psychological functioning requires not only that one achieve the prior characteristics, but also that one continues to develop one's potential, to grow and expand as

a person. The need to actualize oneself and realize one's potential is central to clinical perspectives on personal growth.

Environmental Mastery: The individual's ability to choose or create environments suitable to his or her psychic conditions is defined as a characteristic of mental health. Maturity is seen to require participation in a significant sphere of activity outside of oneself. Life-span development is described as requiring the ability to manipulate and control complex environments. These theories emphasize one's ability to advance in the world and change it creatively through physical or mental activities.

Why Does Wellbeing Matter?

In general, people's own views about their lives, and the quality of their day-to-day experiences, can play an important part in building up a picture of the wellbeing of the population. There are several reasons why it can be helpful to use well-being as a complement to other more objective measures of life circumstances: First, people's feelings about life, and their emotional states, can be seen as intrinsically important for their quality of life. Someone who is deeply unsatisfied with their life, who feels that their life has no meaning or purpose, or who experiences extreme depression and sadness is unlikely to be viewed as having a good quality of life. While it is clear that people are sometimes willing to trade short-term feelings of happiness for other outcomes of value, it is also clear that people regard psychological well-being as an important outcome in its own right. Second, psychological well-being measures seem to be able capture aspects of life that other more conventional economic indicators can fail to highlight. For example, the importance of mental health, the quality of a person's relationships, and feelings of freedom, autonomy and trust. Rising economic prosperity is a very important mechanism for improving people's well-being, but rising GDP alone does not always guarantee political stability, social harmony, or increasing happiness. For example, data from the Gallup World Poll suggests that in Egypt and Tunisia people's psychological well-being sharply declined in the years preceding the start of the Arab Spring in 2010, even though real GDP per capita was growing. Life satisfaction has also been shown to help to explain the choices people make about moving between countries, over and above the economic factors that drive migration, such as GDP per capita. Thirdly, there is evidence to suggest that low psychological well-being can be a precursor to other issues and problems in people's lives, while high levels of psychological well-being have been associated with a range of positive life outcomes. Psychological well-being has been prospectively linked to objective well-being outcomes in fields such as health, experiences of work, and aspects of social connections – as reviewed by De Neve, Diener, Tay and Xuereb (2013); Diener and Chan (2011); Lyubomirsky, King and Diener (2005); and Pressman and Cohen (2005).

Factors Affecting Wellbeing

After reviewing the limited empirical evidence regarding the correlates of avowed happiness, concluded that happy person is a young, healthy, well-educated, well-paid, extroverted, optimistic, worry-free, religious, married person with high self-esteem, job morale, modest aspirations, of either sex, and of a wide range of intelligence.

Early wellbeing researchers focused on identifying the external conditions that led to satisfying lives. Education and wealth have been found to have significant correlations with subjective wellbeing. Strong correlations were found between health and subjective wellbeing for self-reported measures, but not for objective health ratings by. Poor health is also considered to negatively influence subjective wellbeing as it interferes with goal attainment work, too, is thought to be related to subjective wellbeing as it offers optimal level of stimulation that people find pleasurable, positive social relationships, and a sense of identity and meaning. Unemployed people have higher distress, lower life satisfaction, and higher rates of suicide than employed; causing lower subjective wellbeing. In addition to these, religion, job satisfaction leisure satisfaction, life events etc. too affect subjective well being. However, Vaillant (2003) posited that, when heritable variables are controlled, subjective well-being—unlike tested intelligence—is not affected by environmental factors such as income, parental social class, age, and education. He cited that relationships are more important to subjective well-being than is money. Reviewing the various studies, researchers (Ben-Zur, 2003; Diener et al., 2003; Eddington & Shuman, 2004; Vaillant, 2003), concluded that demographic factors like income, health, physical attractiveness have only modest influence on long term levels of emotion, accounting for only small percentage of variance. Further more, people adapt or habituate to events. Research instead shows that subjective well-being is fairly stable over time, that it rebounds after major life events, and that it is often strongly correlated with stable personality traits. This prompted researchers to probe various other factors that keep one from being depressed and factors that lead one to becoming elated, with an emphasis on understanding the processes which underlie happiness; for instance, people's goals, coping efforts, and dispositions etc. In assessing the dispositional factors, investigations reveal moderate to strong correlations between subjective well-being and personality traits, revealing strong association between extraversion and pleasant affect; as well as neuroticism and negative affect (Costa & McCrae 1980; Lucas & Fujita, 2000; Shweta & Sokhey, 2005; Watson & Clark, 1984, 1992). Agreeableness, openness to experience and conscientiousness too correlated with subjective well-being (DeNeve & Cooper, 58, 1998; Shweta & Sokhey, 2005). Similarly, temperament has also been shown to correlate with subjective wellbeing (Kagan, 1994; Park, 2004). In addition to these, intelligence, repressive defensiveness, trust, locus of control, desire for control, positive coping styles and hardiness all exhibited moderate correlations with subjective well-being (Diener, 1984; DeNeve & Cooper, 1998; Shweta & Sokhey, 2005). Self-esteem, sense of control, optimism, self-efficacy, are also positively related to subjective wellbeing (Eddington & Shuman, 2004). Similarly, Emmons (1986) revealed that various features of one's

goals (including the existence of important goals, progress towards those goals, and conflict among different goals) can have important implications for emotional and cognitive wellbeing; other researchers (Cantor & Sanderson 1999, Higgins et al., 1999) have suggested that the way we approach our goals influences subjective well-being (Diener, Oishi & Lucas, 2003). Further more, early parent-child relationship characteristics, including the quality of attachment relationships and parents' warmth, sensitivity, and responsiveness have been posited to be important influences on individual differences in the development of positive and negative emotionality and life satisfaction (Diener et al., 2003; Suldo & Huebner, 2004). Positive relationship with peers, too enhance subjective wellbeing. Park (2004) opines that the quality rather than the quantity of social interactions is related to subjective wellbeing. The surge of interest in probing processes underlying subjective wellbeing is not surprising because happiness and life satisfaction are major goals for most people. Besides investigating the causes and correlates of subjective wellbeing, theorists also explore its impact on people's lives.

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A THEORETICAL APPROACH TO UNDERSTAND EMOTIONAL INTELLIGENCE

Janak Kumari Shrivastava

Abstract

The term emotional intelligence is closely related to the positive feelings, encouragement of self-esteem and a sense of worthiness. Each individual is born with a certain, unique potential for emotional sensitivity, emotional memory, emotional processing and emotional learning ability. These four inborn components are the core of one's emotional intelligence. Emotionally intellectual activity provides the knowledge of situation. It helps in solving a problem and reaching to a definite goal. Emotional intelligence is a set of traits offers an added edge in the workplace as well as in day-to-day life. People with well-developed emotional skills are also more likely to be content and effective in their lives, mastering the habits of mind that faster their own productivity. In contrary, people who cannot marshal some control over their emotional life fight inner battles that sabotage their ability for focused work and clear thought. Keeping in view, the above factors into consideration an attempt has been made to find out a plausible approach to understand Emotional Intelligence as an endeavour of successful life. The paper is closely related to explain emotional intelligence, emotional quotient, and utility of emotional intelligence at work place in Indian setting.

Introduction

In our common speech more often people say that he/she is very much practical or emotional. It can be said this way also that there is two types of people. First, those who are governed by their mind and second who are ruled by their hearts. Generally, first types of people are characterized to be calm sensible and rational. In contrary, second types of people are supposed to be impulsive, restless, headstrong and open about their emotions.

In the 1980s and 1990s the emotional component of intelligence is conceptually described by Salovey , Mayor & Goleman. But finally, Daniel Goleman (1995) investigated the concept and pointed out a close rational between emotion and intelligence and used the term “Emotional Intelligence.”

Emotions and Intelligence

The root meaning of the word emotion is “to move”. The Oxford English Dictionary defines emotion as “any agitation or disturbance of mind, feeling, passion, any vehement or excited mental

state. “There are hundreds of emotions; like, anger, sadness, fear, love, disgust, shame etc along with their blends, variations maturations and nuance. Emotions add spice and colour to our life. Davidoff (1976) defined emotion as “a seemingly spontaneous and uncontrolled internal state characterized by subjective feelings and physiological arousal which guide expressive gesture and subsequent behaviour.” According to Kimble, Garmery & Zigler (1984) an emotion is “an excited state of mind based on a physiological departure from homeostates.” Emotions have the potential to serve us today as a dedicated and sophisticated interval guidance system when we feel lonely, our need for connection with other people is unmet, when we feel afraid, our need for safety is unmet, when we feel rejected, it is our need for acceptance which is unmet. In that case emotions alert us when natural human need is not being met. Emotions are valuable source of information and help us for making decision. When we feel uncomfortable with a person’s behaviour, emotions alert us. This will help us to set our boundaries which are necessary to protect our physical and mental health. Emotions help us to communicate with others, for example, facial expression can convey a wide range of emotions. The emotions of empathy compassion, co-operation, and forgiveness, for instance all have the potential to unite us as a species.

Intelligence means intellect put to us. Psychologists differ in their definition of intelligence. One set of theorists consider intelligence as cluster of various mental ability and another group emphasizes on processes involved in intellectual ability. However, in our day-to-day life we find that there is close interaction between emotions and intelligence. In order to solve the problems, we act intelligently, but unless we are emotionally stirred by a problem all problems are not easy to solve. Some of our problems generally take a set of sustained effort. When we work at or concentrate on the solutions of the problems, some of our unpleasant emotions like, anger, anxiety, fear, sorrow etc. have to be kept in control. In spite of concentrated efforts all problems cannot be solved by the individual concerned and hence others help or advice becomes inevitable. There is an assumption that intelligence and emotion do not go together. It reflects in most of intelligence theories. (Spearman, Thorndike, Guilford etc). In these theories, no importance has been given for emotion in intelligence.

Concept of Emotional Intelligence

The term emotional intelligence is closely related to intellect. Emotional Intelligence is the mental ability. We are born with this ability which gives us emotional sensitivity and potential to learn emotional management skills that help us strengthen our health and maximize our happiness. To be simpler, knowing how to separate healthy from unhealthy feelings and how to turn negative feelings into positive ones.

In 1985 a graduate student at an alternative liberal arts college in the USA wrote a doctoral dissertation which included the term “emotional intelligence” in the title. This seems to be the first academic use of the term “emotional intelligence.”

Then in 1990 the work of two American University Professors, John Mayer & Peter Salovey, was published two academic journal articles Mayer (University of New Hampshire) and Salovey

(Yale University) were trying to develop a way of scientifically measuring the difference between people's ability in the area of emotions. They found that some people were better than others on identifying their own feelings, identifying the feelings of others, and solving problems involving emotional issues.

Since 1990 these two professors have developed two tests and made an attempt to measure what they are calling '*emotional intelligence*.' A New York writer Daniel Goleman had been writing articles for the magazine *Popular Psychology* and then later for the New York Times Newspaper. Around 1994 and early 1995 he was evidently planning to write a book about *emotional literacy*. For that book he was visiting schools to see what programmes they had for developing emotional literacy. He was also doing a lot of reading about emotion in general. In his reading he came upon the work of Mayer & Salovey. At same point it seems Goleman decided to change the title of his upcoming book to "Emotional Intelligence." (A very interesting and well written story on the history of emotional intelligence – Article by Annie Paul). So in 1995 the book "Emotional Intelligence" was published. According to Goleman (1995). Emotional Intelligence consist of "abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulsive and delay gratification; to regulate one's mood and keep distress from swamping the ability to think, to empathize and to hope."

In 2000 Mayer & Cobb defined emotional intelligence as "the ability to process emotional information, particularly as it involves the perception, assimilation, understanding and management of emotion. (Selecting a measure of Emotional Intelligence : the case for Ability Scales, 2000).

In a February, 2004 radio interview, Daniel Caruso said Mayer & Cobb defined Emotional Intelligence as the ability to

- accurately identify emotions.
- Use, emotions to help you think
- Understand what causes emotions.
- Manage to stay open to these emotions in order to capture the wisdom of our feelings
(Source : Internet).

Components of Intelligence

Thus, to understand the concept emotional intelligence there is need to know the components of emotional intelligence. According to Goleman (1995) these are the main components of emotional intelligence :

- Knowing one's emotions or self awareness – recognizing a feeling as it happens is the keystone of emotional intelligence. People with greater certainty about their feelings are better pilots of their lives. It has been generally observed that without knowing our emotions well, we neither take any right decision nor express appropriately.

- Management Emotions : management of emotions entails controlling of emotions and their expression. No matter how much angry a subordinate staff feels about the wrong action or decision of his/her boss, but he/she may not be lose his/her temper, just to save the job.
- Motivating Oneself: It means a state or set of the individual which disposes him for certain behaviour and for seeking certain goals.
- Recognizing Emotions in Others : It refers to know correctly the others mood and act appropriately. For example, a daughter-in-law would ask for her mother-in-laws advice for cooking food as well as for the household activities. In such a way that the senior lady would feel her importance, so in order to act intelligently, one has to understand not only his/her own emotions but also those of others.
- Handling Relationship : It is the most important component of emotional intelligence. A person who is good at the level of his emotional intelligence is usually the coordinator of the social group who harmonizes the actions and behaviours of other member as well as smooth inter personal frictions, gives importance to all interpersonal relationships and does not hurt or disturbed others by his/her moods.

IQ VS EQ (Intelligence Quotient VS Emotional Quotient)

Now a days emotional quotient is gaining more importance than even intelligence quotient. Any ability that increases with age may provide age norms and be measured in its, own scale of mental age. Mental age is a measure of the individual's level of intelligence. The mental age must be compared with chronological age (life age counted from birth). A convenient way of expressing the relation is to divide mental age by chronological age, so obtaining the Intelligence Quotient, the IQ. ($IQ = MA/CA * 100$). However, attempts are being made in the direction of the scientific measurement of Emotional Quotient. The first published use of the term EQ (Emotional Quotient) written by Keith Beasley in 1987 in Mensa Magazine in England. It is more practical than the academic concept of emotional intelligence, when we want to talk about person's actual emotional skills and emotional management as we see by their behaviour, we should use the term EQ. Emotional Quotient represents a relative measure of a person's healthy or unhealthy development of their innate emotional intelligence. It is not numerical test score like IQ. It is a distinction between inborn potential and later development or damage.

Implication of Emotional Intelligence

Now, the question arises, how someone of such obvious intelligence could do something so irrational. The answer is, academic intelligence has little to do with emotional life. For example, the brightest among us can be failed to make their marks as students of caliber and have not achieved much success in their professional life just because of their unruly impulses.

John Cacioppo (1992) reported – “Just seeing someone express an emotions can evoke that mood, whether you realize you mimic the facial expression or not. This happens to us all the time

– there’s a dance, a synchrony, a transmission of emotions. This wood synchrony – determines whether you feel an interaction went well or not.”

Goleman (1995) refers that IQ and emotional intelligence are not opposing competencies, but rather separate one’s. People with high emotional intelligence may generate more success and happiness in comparison to high Intelligence Quotient (IQ). He further reported that “People with high IQ but low Emotional Intelligence or low IQ and high emotional intelligence are despite the stereotypes, relatively rare. Indeed, there is a slight correlations between IQ and some aspects of Emotional Intelligence.

Goleman further reported that the men with the highest scores in college are not particularly successful compared to their lower scoring peers in terms of salary, productivity or status in their field. Neither, did they have the greater life satisfaction, nor the most happiness with friendship, family and romantic relationship. Whereas, many others with moderate intellectual activity, earned higher degrees and enjoyed more satisfying and confended family life. Simply because they could manage their emotional lives better and do accordingly with the demand of the situation.

Jack Block (1995) a psychologist, University of California at Berkeley has made a comparison of two theoretical pure types – People, high in IQ versus people high in emotional aptitude. The difference are telling – the high IQ pure type (that is, setting aside emotional intelligence) is almost a caricature of the intellectual, adept in the realm of mind but inept in the personal world. The profiles differ slightly for men and women.

Baron (2000) reported that in order to be success feel enterprenuer one needs to have high emotional intelligence. But, Sprinthal et.al;. (1998) pointed out that not having an adequate amount of emotional intelligence may bring in a host of maladies like depression, eating disorder, aggressiveness and criminality.

Social and personal competencies are vital for a healthy and productive life, self-awareness, optimism and empathy can increase and enhance satisfaction and productivity at work as well as in other aspects of life. The work plays a central role in people’s life, therefore, the workplace is the ideal setting for the promotion of aforesaid competencies. Not only do most of us spent our most of the time at workplace, but our identity, self-esteem and well-being are strongly affected by our work experiences. When people realize that social and emotional abilities hold the key to greater career success, they become eager to develop those abilities. At the same time as employers recognize that their profit depends on the emotional intelligence of their employer, that become an enable to launching programme that will increase and enhance the emotional intelligence.

Emotional intelligence is a compound of abilities such as being able to motivate one and persist in the face of frustration; to control impulse, and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think, to empathize and to hope. It is the ability to

process emotional information, particularly as it involves the perception, assimilation, understanding and management of emotion.

Epilogue

Emotional intelligence is very important in many respects, particularly in self-awareness, awareness about others, inter-personal relationship including empathy. Therefore, the success of a person, to a very great extent, depends upon the level of emotional intelligence. The practical life of relation dominates more and more over the emotional life. The difference between emotional and unemotional activity does not lie in the presence or absence of a certain overt activity life of relation dominates his/her whole activity. If someone completely loses his/her head, his/her sensations become a diffuse mass of feeling and his/her set for activity becomes a blind struggle.

If we are engaged in an activity that bores us, that boredom has an emotional quality; and if the activity interests us, the interest, too, partakes of emotion. If an activity neither bores nor interests us it is probably going on automatically, learning us free to think of something that does have interests. Usually the intellectual and the emotional are harmoniously combined in the total. Thus, in short, emotional intelligence is a harmoniously combined total activity of intellectual and emotional.

The Indian philosophic tradition stresses on the powerful nature of emotions, which have been harnessed for the harmonious life. Indian culture is different from that of the western culture in the sense that the inbuilt capacity of Indians provides them shock absorbing capacities. This capacity is expected to result in superior adjustment in comparison to the counterpart of other cultures of the world both in quantity and quality. Investigation, therefore, on the issue of Emotional Intelligence, needed special attention in the Indian context.

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OPTIMISM AND HAPPINESS

Seema Srivastava

Positive psychology is a scientific approach to studying human thoughts, feelings, and behaviour, with a focus on strengths instead of weaknesses, building the good in life instead of repairing the bad, and taking the lives of average people up to “great” instead of focusing solely on moving those who are struggling up to “normal” (Peterson, 2008).

The emphasis on happiness and other related positive behaviours is relatively new to the field of psychology. Since many decades the focus was on the less pleasant aspects of life. Positive psychology changed the scenario by focusing on those thoughts, actions, and behaviours which make individuals more productive at work, happier in relationships and more fulfilled at the end of the day.

Happiness

Happiness or subjective well being as it is conceptualized recently in the area of positive psychology is understood as the presence of positive emotions and absence of negative emotions. Hedonically defined, happiness refers to the outcome of the pursuit of pleasure over pain (Ryan & Deci, 2001).

Happiness has been suggested as having two components (Kringelback & Berridge, 2010) – hedonia (or pleasure), and eudemonia (a sense that life is well defined). While assessing life satisfaction and happiness surveys, generally eudemonic aspect is highlighted 80% of the time (Kasebir & Diener, 2008). According to Ed Diener (2000), subjective nature of happiness can be converted into the judgement of it by the individual himself/herself which he termed as subjective well being. The advantage of using this concept is that it can be measured empirically.

Happiness may be thought of as having three important correlates- positive emotions, positive interpersonal relationships, and establishment of realistic goals along with the progress towards them. Although few may suggest the economic well being also is an integral part of it. But researches show that wealth is but a small or conditional correlate of happiness.

Indian perspectives of happiness

The concept of happiness has a very old and deep rooted tradition in Indian culture. Moving towards the achievement of the ultimate truth, in itself, is considered to be a journey of happiness. Thus, Indian perspective presents happiness as a continuous process and not a static state. The rich philosophical and theoretical literature is available in abundance in the form of Vedas, Upanishads, Bhagwatgita. Indian tradition considers happiness as related with peace and harmony which allows freedom from ignorance, attachments, and sensory bondages. The Gita mentions the cause

of pain and sadness is due to extremes, thus, emphasises on the relevance of equilibrium for a happy life. The Vedic philosophy maintains that the happiness resides within every individual. However, desire, fear, and ignorance create obstacles in achieving the path of happiness. (Kiran Kumar, 2003, 2004).

As mentioned by Kumar (2004), there exist three perspectives of happiness – hedonic, collective, and transcendental. The hedonic perspective is purely materialistic, where happiness is associated with the fulfilment of desires, generally based on sensory pleasures. Indian tradition suggests the avoidance of this path because it creates an illusion of outward happiness which is temporary in nature. However it is popular in the other parts of the globe. In contrast to hedonic view, there exists the transcendental perspective of happiness and well being, which is advocated in Indian texts. This perspective maintains that happiness exists within, and it is independent of worldly objects and conditions. When the person unfurls his /her inner self he / she actualizes with happy or blissful state.

The collectivist approach is about those people who are neither totally materialistic, nor are transcendental in their search of happiness. In fact, a vast majority of people remain in between, abiding by the indicies of both perspectives in different combinations. Thus, Indian tradition has described a spontaneous and omnipresent desire to be happy in all humans at every stage and in every aspects of life (Kumar, 2004).

Happiness or subjective well being is desired in human life because it results in several positive consequences, such as better mental and physical health. Happy people are found to be having greater longevity, lower chances of depression, and less negative emotions. All the components of personal happiness were found to be related to longevity (Xu & Roberts, 2010).

Optimism

If happiness can be conceptualized as an outcome, optimism is that mental state which contributes or at least correlates with happiness (Abdul-Khalek, 2006; Xu & Roberts, 2010). Optimism is based on belief, faith and hope that may be the outcome of some specific endeavour in general which is expected to be positive, favourable, and desirable. It is also seen as a trait that fosters resilience in the face of stress. Psychology treats optimism as a cognitive characteristic in terms of a generalized positive outcome expectancy (Scheier & Carver, 1985), thus can be termed as positive causal attribution also which results in the feeling of happiness (Furnham & Chang, 2000). But as we observe deeper, we find that “optimism is not simply cold cognition and if we forget the emotional flavour that pervades optimism, we can make little sense of the fact that optimism is both motivational and motivating” (Peterson, 2010).

After the path breaking works of Martin Saligman (1975) in the area of learned helplessness, and subsequent work by Scheier & Carver's (1985) in the area of generalized outcome expectancies, researchers have shown their serious interest in studying optimism and pessimism, and their

impact on human lives. Even though most contemporary researchers would agree with the proposition that optimism reflects an expectation that desired, good things will happen, whereas pessimism on the other hand reflects an expectation that bad, undesirable things will happen, there are differences in operationalization.

Scheier & Carver (1985) defined optimism and pessimism as generalized outcome expectancies for desirable and undesirable outcomes in one's life. Their conceptualization seems to be stemming from the general model of self regulation of behaviour that assumes that peoples' actions are generally and greatly influenced by their beliefs about the probability of those actions. Expectancies determine or mediate the behavioural patterns chosen by the individual, that is, whether he/she strives or gives up. In this way it can be reasoned out that happiness /subjective well being will be experienced if the person expects the desirable outcome.

One factor which may play an important role in a person's striving is the perception of attainability of the desired outcome. Persistence in efforts can be observed if the desired outcome is perceived to be attainable.

Scheier & Carver (1985) also suggested that many times it is sufficient to observe expectancies per se as the best predictors of behavioural patterns rather than finding out the basis from which the expectancies are derived. In other words, it is not important to observe the source of peoples' expectations for good things to happen in their lives. Believing in good luck, being favoured by god, working hard, having good social image may be some of the reasons of their sources of expectations leading to optimism and resulting in ultimately happiness. Scheier & Carver (1987) found that generalized optimistic or pessimistic orientation itself may be sufficiently important. And since these expectancies are relatively stable across time and contexts, that form the basis for personality trait (Scheier & Carver, 1985).

The advantage of considering optimism as a personality trait provides the freedom to find quantitative differences in the level of optimism. Peterson (2010) distinguishes between little vs. big optimism, both having separate shades of effects on wellness.

Apart from dispositional, and attributional viewpoints, a social cognitive perspective also has been reported which suggests that optimism is a consequence of cognitive underestimation of risk, in other words, a bias for self. It reflects optimist's conviction that positive events are more likely to occur to him/herself while negative events would affect others. Weinstein (1980) defined this as unrealistic optimism which is a systematic cognitive distortion of the consideration of one's own probability of encountering negative events.

Happiness and Optimism: A Close Connection

On the basis of above arguments it can be expected that there is an inbuilt connection between happiness and optimism. Happiness enables a person to have a generalised tendency for positive outcomes. They prefer to observe the solutions when faced with problems, and believe in the attainability of the goals.

Some empirical findings of happiness as related to optimism:

In a study by Augusto-Landa, Pulio-Martos, & Lopez-Zafra (2011), it was found that dispositional optimism was related positively with psychological well being dimensions.

Another study by Ciarrocchi & Deneke (2005), found that where pessimism predicted

Negative affect, optimism and spirituality predicted positive affect in defining personal well being.

Alarcon, Bowling & Khazon (2013), in a study found that optimism and hope are inseparable elements and both are related to several indices of psychological and physical well being.

In an attempt to find out the dimensionality of dispositional hope and dispositional optimism, the researchers observed that hope focuses more directly on the personal attainment of specific goals, expected quality of future outcomes in general (Bryant, & Cvengros, 2004).

Happy people are found to express higher levels of positive emotions and lower levels of negative emotions (Lyubomirsky, King, & Diener, 2005).

In a study where a single item of happiness was used as a measure, it was found that happiness scores showed positive correlation with optimism and self rating of physical and mental health (Abdel-Khalek, 2006).

A study conducted by Kwok, Cheng, & Wong (2015), examined the relationship of positive psychological capital and job satisfaction among Chinese white collar workers. Family emotional support positively influenced level of optimism which in turn led to greater job satisfaction.

The Downside of Optimism

Although power of positivity has been well emphasized by outlining its benefits, research suggests that over optimism can be detrimental also under certain circumstances. Seligman himself warned that optimism “may sometimes keep us from seeing reality with the necessary clarity” (Seligman, 1990). In fact much of the data supporting benefits from positive thinking is weak. Peterson also maintains that an optimistic person sometimes indulges in unrealistic or pointless endeavours, which might result in distress, physical health loss, giving up attitude etc. (Peterson, 2010). Therefore, Peterson, utilizing Weinstein’s (1980) concept of unrealistic optimism, distinguishes between realistic and unrealistic or fake optimism. The realists would be positive about potential threats whereas unrealists should ignore such negative thoughts as they remain far from reality. In a study by Oishi, Diener, & Lucas (2007) they found that although extremely happy people are the most successful in close interpersonal relationships, and voluntary work, moderately happy people are more successful than extremely happy people both financially and educationally, and also show more political activity.

This optimistic bias results due to joint efforts of two mechanisms. The first of them is related to cognitive factors such as lack of information and poor critical insight of one’s own cognitive

skills. The second mechanism has a motivational aspect, closely tied to defending one's self – esteem and the defensive tendency for negation.

Researches in this regard show that some people focus on benefits more, but at the same time ignore the risks and costs. Thus, despite optimism's many benefits, the pessimistic tendency to disengage oneself seems more advantageous in common situations (Gibson, & Sanbonmatso, 2004).

Thus, having an optimistic approach to life is the key to attain happiness. There is a deep connection between optimism and happiness as it reflects hope and faith which help people to believe in the goodness and justfulness of the world. Both the physical and mental health of such a person tends to improve post adopting a positive perspective.

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UNDERSTANDING STRESS AND PSYCHOLOGICAL WELL-BEING THROUGH INDIAN PERSPECTIVE

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Sabah Singh

Abstract

In the daily life of stressors, positive psychology a scientific branch of psychology enunciated the importance of viewing human potentials, motives, capacities, strengths and virtues. Psychology has been inclined towards the disease model. Positive psychology has focused on moving beyond the disease model towards wellness model. It is important that one cannot completely disregard either models. Following the same the present chapter views stress and psychological wellbeing in the Indian perspective. Positive psychology maybe most conceptualized in the West but has its roots embedded in the ancient Indian texts. Psychological wellbeing is prevalent in the Indian concept as well. Therefore, the concept is greatly applicable to the Indian culture. Supporting the same, extensive research has been done in the Indian scenario wherein stress in different contexts have been viewed in lieu of psychological well-being. Therefore, positive psychology's positive trait - psychological well-being holds an integral use in dissipating stress.

Keywords: Positive psychology, psychological well being, stress, Indian perspective

Introduction

Amidst of the constant stimulation received on daily basis, we as individuals lead a life of stress and endanger health indicating a need for focusing on one's well-being both mental and physical. Positive psychology envisioned a wellness model rather than the prior disease model (Snyder & Lopez, 2009; Dalal, 2014). The scientific branch of psychology focuses on viewing human potentials, motives, capacities, strengths and virtues (Sheldon & King, 2001).

Positive psychology is scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life (Seligman & Csikszentmihalyi 2000). The recent school of psychology views an individual to live a good and healthy life. According to Seligman (2004) if one wants a good life, he/she must know what are their potential strengths and weaknesses and use them in their day to day activities for fuller utilisation and maximum satisfaction. Human beings are often inclined towards the idea of what the future has to offer and forget about their past for which they are questionable. While we talk about positive psychology, we need to also understand how positive psychology is linked with Stress and Psychological wellbeing of individuals.

Recently, people have started using the term stress in their day to day lives without even knowing what it actually means. For some it is the pressure of work or stress from kids or stress due to health conditions. In fact, children are also facing stressful situations due to non-completion of their homework. defined stress as “thenonspecific result of any demand upon the body, be the effect mental or somatic.” Stress is generally unbiased and happens to individuals due to their ability of reacting to situations differently. For example, if an individual is facing stress due to his non-payment of bills it does not mean everyone would be facing the same situation. Each and every individual has their own unique way of dealing with situations due to difference in personalities.

Psychological stress on the other hand means a feeling of emotional strain and pressure. Stress can increase the risk of (Sheldon & King, 2001), heart attacks, ulcers, and mental illnesses such as depression and also aggravation of a pre-existing condition (Sapolsky, 2004).

Psychological well-being has been a deeply embedded term in the psychological theories. It spans out in developmental psychology and clinic psychology. Delving in deeper theorists such as Erikson, Jung, Rogers, Maslow and Allport have majorly contributed (Ryff, 1995). However, the author noticed the dearth of the empirical base for the same. (Ryff, 1995) conceptualized psychological well-being as moving beyond the disease model and imbibing positive self-regard, mastery, autonomy, forming positive relationships, sense of purpose, meaning in life and feeling to grow and develop.

The conceptualizations pertaining to positive psychology has mostly been viewed in the Western perspective. Can it be applied to the Eastern or Indian perspective? Snyder and Lopez (2009) have provided both eastern and western takes on positive psychology. The perspectives may be practicing positive psychology differently but it is very much prevalent.

Similarly Dabas and Singh (2018) draw out similarities between the Indian scriptures and positive psychology. The conceptualization of flow, meditation, happiness, well-being and meaning can be traced in ancient Indian texts. Moreover, positive traits such as reliance, optimism, compassion and wisdom have been emphasized in the Indian Bhagavad Gita (Summers & Jeste, 2018)

Narrowing down towards psychological well-being, the Indian perspective traces back to Vedic and Upanishads ages which explains one’s realization of which is eternal (*nitya*) and permanent (*satya*) instead of moving after momentary (*kshanika*) which may result in decay and destruction (*kshara*) or impermanent (*mithya*). Following this, universe was understood in every aspect and evaluation of what is good or not, worthy or not, desirable or undesirable was done. Delving in deeper it was important for one to move towards *Atman* or transcendental self. Therefore, human beings were encouraged to understand the way to leave behind suffering and misery and move towards permanent bliss (*ananda*) which is in fact true well-being (*swasthya*) (Kumar, 2002)

Following such extensive literature, it has been observed that positive psychology with respect to psychological well-being has been widely researched upon. The Indian empirical data has found

a nexus between stressors in various contexts such as occupation, students, parenting and catastrophe and the transcendence towards psychological well-being.

Occupational Stress

Various studies have been conducted to understand the relationship between quality of work, organizational commitment and psychological wellbeing. Andrade et al. (1999) conducted a research to find out the relationship between women's work status on the well-being of Indian couples and found out that women irrespective of their working status experience reduced well-being than their husbands. When the wife starts working it impacts the entire house with low social contact and poorer mental health. Hence, working women may become more confident in life but it affects the well-being of their husbands.

On front of personality, psychological well-being and military aircrew occupation Chaturvedula and Joseph (2007) researched and found out that aviators perceive to have an average quality of life and psychological well-being. They exhibit high level of neuroticism and extraversion and for better psychological well-being, health care should be considered essential for the personality makeup of the aircrew.

In 2010, Bhardwaj and Srivastava researched about the relationship between occupational health and psychological wellbeing of 150 industrial employees working in the production firm and found out that there is a positive correlation between these aspects. An employee can give out the maximum potential only when his physical and mental health is stable. Whereas unstable conditions lead to negative occupational health and wellbeing.

Similarly, Rathi et al. (2011) studied the relationship of the same on 232 Indian employees working in various multinational companies. The results indicated a positive correlation between the working environment and quality of life with respect to individual's commitment towards the organisation and his/her psychological wellbeing. Many researchers have come to the conclusion that having a positive work environment leads to employee satisfaction leading to better health.

Another perspective was provided by Karunanidhi and Chitra (2013) through a study on influences of psychosocial factors on the psychological wellbeing of Police women in Chennai city. The results indicated that various psychosocial variables like occupational stress, work life enhancement, neuroticism, job attitude was responsible in enhancing the psychological well-being of these women. Certain personality traits like high emotional stability and openness to experiences also had a positive influence on the wellbeing of police women.

Parallely, Rani (2015) conducted a study to see the relationship between psychological capital and psychological wellbeing of unemployed Indian youth and found out that men with higher psychological capital showed higher level of psychological well-being which in return resulted in reduced unemployment at both individual and society level.

Students

Psychological wellbeing and stress go hand in hand. To understand the wellbeing of an individual it is also important to know the level of stress he/she is going through. Ayoob et al. (2011) aimed to study the impact of Stay, Acculturative Stress, and Health among Kashmiri Students in Central India and found out that the level of stress was high in students who stayed for a shorter duration of time than the students who stayed for longer periods. Due to increase in level of stress their health conditions became inadequate. Many students who stayed for a shorter duration faced problems like Insomnia, Depression, Anxiety and Social Disfunction.

Waghachavare et al. (2013) studied the level of stress amongst students perusing various professional degrees like medical, dental and engineering from different colleges in Maharashtra. The results indicated that students perusing dental degree had the highest level of stress as compared to the other two fields. Another result showed that females are more prone to stress than males.

Similarly, Singh et al. (2013) aimed to assess the level of stress in undergraduate students studying a nursing program. It was concluded that females studying in their second year of nursing showed higher level of stress than the freshers and final year students, reason being second year students are new to clinical based subjects and tend to feel difficult to cope with the practical environment.

Adolescents play a very important role in upbringing of the nation, a study was conducted to understand the psychological wellbeing and meaning of life in pre-adolescents and adolescents by Rathi and Rastogi (2006) through random sampling technique 104 students were selected from various age groups. The study showed an insight of how youngsters from different age groups think about their wellbeing and meaning of life. With a better understanding of how their thinking process works, various types of techniques can be used so that it is easier for them to comprehend how the world around them revolves.

Similarly, Panchal (2013) researched on the mental health and psychological well-being among adolescents of joint and nuclear families and found out that there is a significant difference between the overall mental health and psychological well-being in both the families including positive self-evaluation, differences in personality and attitude.

Catastrophes

The stressful weather conditions could lead to stress as well. Datta and Chorsiya (2013) conducted a research to find out the impact of climate change on human health in India. The effects of extreme weather, temperature, and various air and water borne infections caused adverse effects on the health on individuals. Accordingly, accurate information should be circulated at both local and national level to assess weather conditions for the safety of human health.

On similar lines, Sharma et al. (2015) conducted a study on the risk factors and psychological impact on people during the Uttarakhand disaster. This study was conducted on 87 survivors after a month of the disaster. The results indicated high level of stress including major post-traumatic stress disorder, depression and anxiety. With the increase in age, many participants developed a pessimistic view for the future leading to various psychological repercussions.

Satpathy and Ali (2020) conducted a study on psychological well-being of final year students during COVID-19 pandemic lockdown in India. The results show that most of the students are facing difficulty in coping up with their day to day activities and are vulnerable to depression, anxiety and stress. The main reason behind such stressors are career tension, mental health issues and negative psychology. Other factors also include economic crisis, lower financial conditions, social distress and job offers cancelled.

Parenting amidst of Children with Disabilities

It is important to note that in the day to day life, the entire family may undergo stressors as well. The stressors present themselves in different forms. Psychological well being is imperative in such situations. Gupta et al. (2012) researched on parental stress on raising a child with disabilities in India and found out that sex of the child played a key role in developing stress. Parents with disabled daughters faced more stress than parents with disabled sons. Another factor for higher stress was having a reputed job irrespective of their income. Religion was the only coping mechanism used by the parents.

On similar lines, (Driessche et al., 2014) conducted a study to find out the relationship between psychological well-being of parents and caregivers of children with hearing impairment. The results indicated excessive strain and domestic violence amongst parents which lead to change in behavioural pattern of the children. Limited health care facilities for the parents can be the main reason for downgrading the well-being of the children.

Psycho education is an important tool for parents as Krishnan et al. (2018) aimed to see the effectiveness of it on psychological wellbeing of caregivers with intellectually disabled children. The results indicated an increase in level of wellbeing and self-determination of the caregivers after proceeding to at least eight sessions of psychoeducation. Hence, giving proper knowledge to the parents and caregivers helped in better understanding of their children and their disabilities.

A study by Banga and Ghosh (2017) highlighted the impact of affiliate stigma on psychological wellbeing of Mothers having children with specific learning disabilities. The result showed that mothers experiencing affiliate stigma had relatively low psychological wellbeing and faced difficulties in giving their hundred percent.

Discussion

As majority of individuals go through different phases of life they seem to experience stress in some form or the other. Stress has also become a part of our daily routine. It can be viewed in

different contexts such as academics, job, family etc. When these stressors increase, it disrupts our daily functioning and leads to more severe problems. While we talk about stress another aspect that has outgrown globally is positive psychology. Through upcoming science focused on the importance of wellness model (Snyder & Lopez, 2009; Dalal, 2014). According to the Seligman and Csikszentmihalyi (2000) individuals are to be viewed holistically in order for them to flourish. Sheldon and King (2001) discuss the importance of one discovering their human potentials, character strengths and virtues. Despite the emergence of positive psychology in the West, it has deeply embedded roots in the eastern and Indian perspectives. The latter ancient texts describe positive traits of positive psychology and emphasise psychological well-being as a key to leave behind suffering and misery and attain permanent bliss (Kumar, 2003). Psychological well-being is in fact an important tool in order to alleviate stressors. The extensive empirical literature of stress in various contexts of occupation, parenting, student life and catastrophe in the Indian scenario has ignited the emergent need of inculcating psychological well-being. Having a positive outlook towards your surroundings is a medium for a happy and satisfied life but when external stressors like health, occupation, education and environmental conditions comes in the way it creates a disturbance in one's well-being leading to various types of emotional and physical problems. Through the literature it can be concluded that the increase of stressors lead to decrease in psychological well-being, individuals that have imbibed psychological well-being seem to deal better with such stressors and techniques such as psycho education works effectively for the same.

Future Recommendations

Since psychology has primarily viewed mental health through disease model it seems to be challenging to view it from the other perspective. It is imperative to formulate standardised tests to measure such positive traits. Alongside, it would be essential to carry out interventions in different scenarios to inculcate the positive traits provided by positive psychology.

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RESILIENCE: AN IMPORTANT ASPECT OF POSITIVE PSYCHOLOGY

Kiran Sahu

Resilience refers to a class of phenomena characterised by patterns of positive adaptation in the context of significant adversity. It is an ability to ‘bounce back’ from a failure situation. Highly resilient person shows perseverance in optimal functioning unruffled by stresses emanating from internal and external factors. In recent years, resilience has been recognised as a developmental process, reflecting the capacity for positive adjustment in difficult life situations as opposed to a trait. (Lightsey, 2006) Resilience is an important factor for preventing the development of psychopathology and maintaining optimal functioning, physical health and psychological health, despite stressful circumstances. (Ryff & Singer, 2003)

A Theoretical Review of Resilience: Defining Resilience, History and Importance

During the 1970’s, researchers who studied children who were at the risk for psychopathology observed that some children performed well in spite of exposure to risks. This discovery stimulated the need to identify the differences that exist in children who flourish even in adverse circumstances and drew attention of the researches to study the concept of resilience. Although the benefits of resilience are sometimes questioned in research, the shift from the individual’s shortcomings to his/her strengths provided detailed information regarding what is working for the young generation, rather than focusing on trying to figure out what goes wrong with them. Trajectories with positive evolution despite adversity have been identified which offer the possibility of changing the future approaches of those who are exposed to adversity.

This paradigm shift has led to an increase in research on factors that not only safeguard against risk but are found to be contributing to enhancement of mental health of the individual and leading towards the positive development in face of said risk. It has also led to an increased intrigue and curiosity towards the positive aspects of human functioning and, more recently, how these positive factors can contribute to the determination and optimal functioning of an individual. This has led to an overabundance of literature examining positive psychological constructs such as resilience, optimism and happiness, to name a few. These concepts of resilience have developed over decades of research preceding the paradigm shift. Here we will attempt to examine the various definitions of the concept of resilience along with having a brief discussion around the neurobiology of resilience and trends over the decades in resilience research.

It is important that research on resilience provides data that can help in improving the psychological, social, educational and emotional outcomes for young generation. The positive

changes are not only responsible for bringing change in the current functioning of the individual but also impacts on how the individual deals with the society and the adverse situations in the future as an adult. It is found that resilience has an impact on health of the individual at personal as well as social level.

This article is devoted at providing a basic level of knowledge of resilience by focusing on the ideology or the insight of six theorist on resilience who were Norman, Emmy, Suniya ,Micheal, Ungar and Ann. We will be discussing how they defined resilience, their empirical findings and over time how the concept of resilience changed also highlighting the limitations.

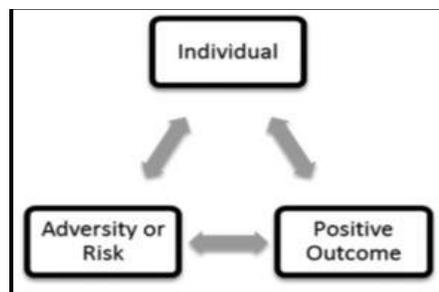
Construct of Resilience

The term resilience derives from the Latin verb *resilire* which means to rebound or “leap back.” (Fletcher and Sarkar, 2013) Resilience is a term that originated in ecology, where resilience denotes the ability of an ecosystem to recover or avert damage when disturbed. Now this term is commonly used in many fields to connote a psychological meaning.

Although there is no agreed upon definition of resilience, Fletcher and Sarkar highlight that most researchers agree that a definition of resilience is contingent upon both adverse and positive outcomes. In other words, resilience is generally described as the ability to recuperate or conquer over a certain form of adversity and in turn to achieve positive results despite aversive events or situations.

Rutter (2006) even claims that resilience cannot be developed without being exposed to risks or adversity. This conceptualization of resilience is illustrated in Figure 1.

Figure 1: The interaction between risk, outcomes, and the individual in resilience



Adversity has been defined as negative life events or circumstances that are significantly linked with adjustment problems. Thus Luthar and Cicchetti definition of adversity denotes a specific statistical magnitude. Whereas other researchers have defined adversity without reference to a statistical threshold; defining adversity as any suffering that is associated with difficulty. Some have also seen adversity more widely; to include the main negative life events or adversities as well as the general setbacks we encounter in our daily life.

Now let's move on to another aspect of resilience. What is the significance of a positive outcome or adoption in the context of resilience? Traditional and still adopted today, is the conceptualization of a positive result or adjustment and its correspondence to a person who maintains his/her mental health and does not succumb to mental illness after being challenged by adversity or risk. This conceptualization is representative of an outcomebased definition of resilience. In regards to positive adaptation that is not explicitly defined by mental health, in the context of resilience being a personal characteristic or process a positive outcome or adaptation would be an individual maintaining, regaining or surpassing their prior level of functioning prior to exposure to the risk or adversity.

The changing nature of definitions of resilience

Hill et al. (2018) described resilience as “the dynamic process by which a biopsychosocial system returns to a previous level of functioning, following a perturbation caused by a stressor”.

Ahern et al. (2008) define resilience as a personal characteristic as being an; “adaptive stress resistant personal quality”.

Curtis and Cicchetti (2007) define resilience as; “a dynamic process that is influenced by both neural and psychological self-organisations, as well as the transaction between the ecological context and the developing organism”.

Bonanno (2004) suggested that resilience is the skill to “maintain a stable equilibrium”

Connor and Davidson (2003) define resilience as a personal characteristic as being; “the personal qualities that enable one to thrive in the face of adversity”.

More simply Luthar et al. (2000) have portrayed resilience as; “a dynamic process encompassing positive adaptation within the context of significant adversity”.

Garmezy (1991) explained resilience as “functional adequacy (the maintenance of competent functioning despite an interfering emotionality) as a benchmark of resilient behavior under stress”.

Life is found to be full of challenges and include a number of stressful situations one encounter on day to day basis. People are overwhelmed by different things and at different point of life such as:



The above review of the definitions of the concept of resilience highlight just how differently the concept of resilience has been conceived in previous research. However, the review also highlights the central commonalities in the definitions of resilience, namely; that resilience requires adversity or risk and a subsequent positive outcome. Even after decades of studies over the concept of resilience, there is yet to be a consensus on the definition, conceptualization and assessment of resilience. The debate continues to exist whether resilience is best considered as a state or trait phenomenon. In addition to being considered as a personal characteristic, it can also be conceptualized as a process along with an outcome. These problems are most apparent in terms of resilience associated with severe mental illness.

Seven elements of resilience

1. Meaning: It is defined as how people define the reason of their exist, that what is the aim or purpose of their life

2. Meaningful relationships: It is good for us to be in contact with other people in a fulfilling, united and uplifting way. Some of us have more contact with others, others less. Some people know how to be alone and are able to manage life that way while some need the constant company of others. So, people vary on the basis of their personality. Yet relationships are really important to most of us

3. Personal power: It can simply be defined as one being able to control the circumstances in their life and a feeling that we know how to deal with things and everything is under control.

4. Participation: It is good for us to actively participate in what is going on, rather than just being a passive recipient to whom things are just offered but is not a part of. It leads to a sense of participation and we become more interested in life. A certain feeling of control, a certain power and a certain influence in our life create confidence and the capacity to face the needs and challenges of life.

5. A positive sense of self: It may be defined as a feeling that one is aware of their capabilities and limitations and have a positive outlook towards oneself and is well aware of ones strengths.

6. Other's positive expectations: We always expect something out of us which some people define as goals and thrive to achieve them. As we are social beings we always expect a sense of likeliness from others and thus when people expect from us things which we feel proud of then we tend to perform better.

7. Hope: It is just a future belief or an attitude of an individual that everything would be good in the future and always expecting positive to happen.

Importance of resilience in various filed:

Trifoglio and Valentina (2018) this study has been conducted on Finnish nurses to inspect associations among resilience, work-related factors and perceived organizational practices. Work-related factors encompassed job satisfaction, work ability, commitment and targets to continue

working till retirement age. Resilience is conceptualized in this study as competence of individuals to “bounce back” from adversities. Doing research on resilience is very important in this competitive and stressful environment. Data were collected from a Finnish University Hospital in 2016. The 396 participants (Nurses) were selected, aged 50 and over. Data were evaluated with using descriptive statistics, correlations, ANOVA, and linear regression method. Results suggested that older nurses were high on resilient and performed their work and job satisfaction to a satisfaction level. Furthermore, Scores of this study indicate significant relationships between resilience, organisational practices and Work-related factors. Resilience was positively associated with work ability and job satisfaction. Work-ability significantly related to job satisfaction, organisational commitment. The final results of this study, reveals that resilience promotes high levels of work ability and job satisfaction.

Sarrionandia, Ramos-Díaz, & Fernández-Lasarte, O. (2018) several studies showed the connection between emotional intelligence and resilience. But very less studied have tested this connection in Cross-cultural and/or cross-country studies. The main aim of the study was to conduct cross-country research and investigate the connection between resilience, emotional intelligence and perceived stress. The sample of the study was selected from United States and the Basque Country, 696 undergraduate students from two universities were participated in the study. The results showed that emotional intelligence negatively associated with perceived stress. The scores indicate that students having high emotional intelligence and resilience present lower perceived stress. Thus, enhancing resilience and emotional intelligence could avoid students from perceived stress in higher education.

Novotny, Sebastian & Kremenkova (2016) the study was conducted to identify the relationship among resilience and academic performance in youth. The study was conducted on 467 adolescents. Three scales were used to collect the data, Child and Youth Resilience Measure, Adolescents, and Youth Self Report and Resiliency Scales for Children. Regression analyses indicate a relationship between resilience and academic performance. Academic performance was associated with psychological care individual resilience factors and Sense of mastery. The results highlight the need for an individualized approach to promoting resilience at different groups of youth.

Kumari (2015) the Indian pharmaceutical sector is known for the research & development and innovations. This industry creating employment opportunities and providing quality in the health sector. The employees contribute a lot in the performance and the development of the industry. Handling work pressure, meeting demands, Anxiety, workload etc. It is very difficult in pharmaceutical industry to give best performance at work. Therefore it is very necessary to do the research in that field. Several researches proved that resilience critically impacts the behavior and psychology of employee.. Resilience is must to deal with distress caused by organizational factors and in personal life as well. Employee has to maintain job performance despite of work pressures and challenges.

So the objective of the Study was to explore the resilience and job performance. In this study 300 employees participated from pharmaceutical industry. The results demonstrate positive association between resilience and job performance.

Katherine E. Lower (2014) the study is design to examine the relationships between resilience and happiness. Earlier research has shown a requisite to study happiness and resilience in relation to risk factors. This study examines 299 undergraduate college students. Resilience, Happiness, Spirituality, Optimism and Social Support online questionnaire were filled by students. Some personal information such as age, gender, socio-economic status also collected. The study showed positive connection among happiness and resilience. Moreover, the study confirms that happiness and spirituality are the best predictors of resilience. Negative childhood experiences were significantly associated with both happiness and resilience.

A brief history of resilience

To understand how the concept of resilience came and its need, we need to study the history. People who are found to be contributing the most to this field are Norman Garmezy (e.g., 1974), Emmy Werner and Ruth Smith (e.g., 1989), and Michael Rutter (e.g., 1999). On the basis of the research by the above-mentioned researches and many more over time the concept of resilience have been shifted from limited and specific nature to a more of as a complete and comprehensive concept. With time the focus of the researches have been widened, earlier they used to focus on observing only the individuals while in later times the whole community is studied for identifying the antecedents and risk factors from a broader perspective.

When Garmezy (cited in Masten and Powell, 2003), was examining people with schizophrenia he found that some people are able to adapt to their environment better in comparison to others. They later studied the parent of these children to identify the protective factors that play a role in many of these children who were adaptive in spite of being at a higher risk for psychopathology.

Hawaii, Werner and Smith (1989) conducted a study on children of Kauai thus providing an insights on factors that need to be included such as divorce of parent, extreme poverty conditions, perinatal stress and psychopathology. The study concluded that children who have experienced four or more then four risk factors can still end up being adaptive and competent adults. Is is found that there are several factors related to the child. The family the child is a part of and the community which lead to development of positive adults where the factors differ among the boys and girls or the age group they belong to.

Garmezy, Ann, Tellegen and many more examined a wide range of factors within the scope of the project that contribute to the exposure of children adversity, risk and resilience. They found that even high risk children such as having any disability or belonging to homeless shelters are yet able to have good skill sets and positive attitude thus leading to adaptive functioning even after facing such extreme conditions.

Researches have also been interested in focusing on the biology or the nature-nurture influence, the impact of culture they belong to and social constructs of resilience.

The Neurobiology of Resilience

Understanding the precise neurobiological mechanisms of human resilience is complex and difficult, and phenotypes of resilience in animals (positive side of animal welfare) are not easy to identify and have access to. The impact of stress was examined using a number of experimental settings in different life stages of different animal species. Most animal tests have been using experimental settings that can showcase disruption to secure social attachment using exposures such as stress from prenatal maternal duress, maternal deprivation at the start of life, maternal care behavior, social isolation and chronic stress of social defeat.

The sympathetic nervous system, hypothalamic-pituitary-adrenal axis, and the serotonin and dopamine neurotransmitter systems are the most important neuronal systems that control the stress response. The reward experience for teaching neuro circuits revolves around the activation and regulation of mesolimbic dopaminergic projections from the ventral tegmental area to the accumbent core. Differences when identified on the gene structure and biology of an individual give an explanation to why people react differently being in the same situation. The genetic moderation of environmental sensitivity creates synergies or interactions, since the biological effects of genes and the environment are interdependent in such a way that while exposure to both leads to the result, when they are not exposed to either or one of them alone the result in question does not occur. The correct response of an individual during the time of stress is like a prerequisite for maintaining good health when faced with extreme or harsh situations thus helping an individual balancing their mental health when exposed to severe adversities.

Different biological mechanisms are involved that are responsible for mediating and moderating the imprinting of experiences. These mechanisms which are believed to be dependent to experiences are found to regulate the plasticity and sensitivity of the nervous system and is believed to be acting on many other biological levels:

- There are cellular changes like pruning, neurogenesis or sprouting of synapses
- There are subcellular changes such as alterations in the cytoskeleton and also changing the level of intracellular signaling molecules
- There are genetic changes such as in DNA are there

There are not one but a series of events which one is exposed to throughout their development phase be it maternal low care or pre natal stress or any kind of stress due to the trauma experienced which can affect the behavior as well as the CNS of an individual thus exposing the person to be at a risk developing any psychological disorder. Now the basis of being a resilient person are not

just how positive a person deal with adverse conditions but also the psychological and biological part of ones personality which have a impact on the mental health, subjective well being of the individual thus making them adaptive to the environment. The type of attachment style a child had and the balance between its positive and negative emotions and a sense of purpose in life also impact the resilience of the person by impacting the psychological health and prevent them from developing any kind of psychological disorder when exposed to adversity and also helps them recover from any mental issue if one faces.

Protective Factors for Resilience in Children and Adolescents

There are ample of studies which suggest that the major difference that exist between people who are able to adapt in the light of adversity versus the people who cant handle stress and extreme conditions and end up being a victim of maladaptive behavior is the protective factors they had. Thus it proves that by having more protective factors during childhood or adolescent can help an individual to become a resilient personality. Now the protective factors can be classified as internal and external as follows.

- i. Smith (2002) conducted a research where he highlighted the internal protective factors which can help an individual to deal with stressful situation which are being optimistic in life, self-efficacy, having a perception of control and better coping styles can lead to good health. Grotberg(1999) stated that children who have a resilient personality even when faced with traumatic events such as a mentally ill person as a family member or physically or emotionally abusive parent are able to cope up with them. These circumstances if a child is able to handle helps in building up a resilient personality with social and psychological development of the individual.
- ii. A very famous theorist Hepworth et, al. 2002 showed that individuals who do not have good social support system like the quality or quantity of people they have around them is not enough may act as a external stress. Thus here social support system is identified as one of the major external protective factor and also highlights how important it is for an individual to find the right support system as often said the quantity of the friends you have does not matter the quality does.
- iii. There are some meanings, values and faith embodied in every social system which are also found in every individual. These are known as existential factors.

The different protective factors which one experiences throughout the life time can be classified into four main categories as follows:

Bonding: This category refers to the type of attachment style a child have in childhood and how much emotionally a child was connected to their parent or the guardian and what Erickson talked about as trust vs mistrust falls under this category that how much warmth a child is provided

with developing a sense of trust for the world. This also include the family climate, parental relation with each other and the child. Masten (1994) suggested that, support and affection form family members is a crucial factor for buffering the effects of risks and promoting healthy child and adolescent development.

Competence: Competency is defining as what one is capable of. This categorization consist five sub categories which are as follows.

- Cognitive competency which refers to the cognitions such as thinking
- Emotional competency which is how good a person is which the understanding of ones emotions and the emotions of others.
- Moral competency is having set of moral guidelines of oneself and adhering to them
- Behavioural competency that is acting in the socially acceptable manner
- Social competency is the ability to bond with others

Optimism:It is defined as an attitude towards life that everything is going to be find and the best may happen to one or if anything goes bad still it is for the best.

Environment:It refers to the kind of society you are part or, the school one is send to the parenting style adopted by the parent, what kind of exposure a child is given and what kind of facilities provided and expectations from the child. McLoyd (1998) descried that strict and highly directive parenting in disadvantaged environment, characterised by high level of warmth protects against dangerous stressors.

In addition to the above categories there are some skills which can also act as a protective factor such as sense of humour is believed to help an individual deal with their on flaws and thus helping them manage the critic received from the outside world also it is believed to reduce stress and manage anxiety when coupled with cognitive skills or social skills of an individual.

Resilience entails either a successful ‘rebounding’ from stress or an overcoming of unfavourable odds in order to establish competent functioning (Rutter, 1987). Protective factors are often given the credit for facilitating the process of overcoming adversity.

Protective factors are a modification of the person’s response to a risk situation. This requires same form of protection of the reaction to a factor that in ordinary circumstances leads to maladaptive outcomes (Rutter,1987,p 317).

All the three protective factors , internal, external and existential having important roles in facilitating positive adaptation. Researchers indicated that external support from people such as family, friends, neighbours, teachers etc. are the most frequent positive role models in lives of children. In internal factors, abilities, skills of person plays important role. Skills and competencies

like communication, social, emotional and cognitive. Skills make a child able to explain himself to understand others, solve problems and makes friends as well as practical skills in making or doing things that make a child feel good about himself and able to help others. Similarly meaning, values and faith are the existential support, a child has from his/her culture, to which he belongs. These groups of protective factors operate together in different ways, according to person involves and the situation. For example, in situation, where a child loses one of his parents, network and meaning became the most important factors to deal with the situation while in case of abuse, communication skills together with courage (values) will be important. A child who is able to ask for help and has the courage to do so, will be resilient than the child without their skills and values.

According to Rutter, Resilience is created when, all these group of factors initiate certain process in individual. Process of the protective factors created resilience among persons by:

- Building a positive self image, skills to make them feel good about themselves.
- Protective factors may create resilience by reducing the effect of the risk factors.
- By breaking a negative circle and opening up new opportunities for the child.

Protective factors are built up from the beginning of life and throughout childhood and youth.

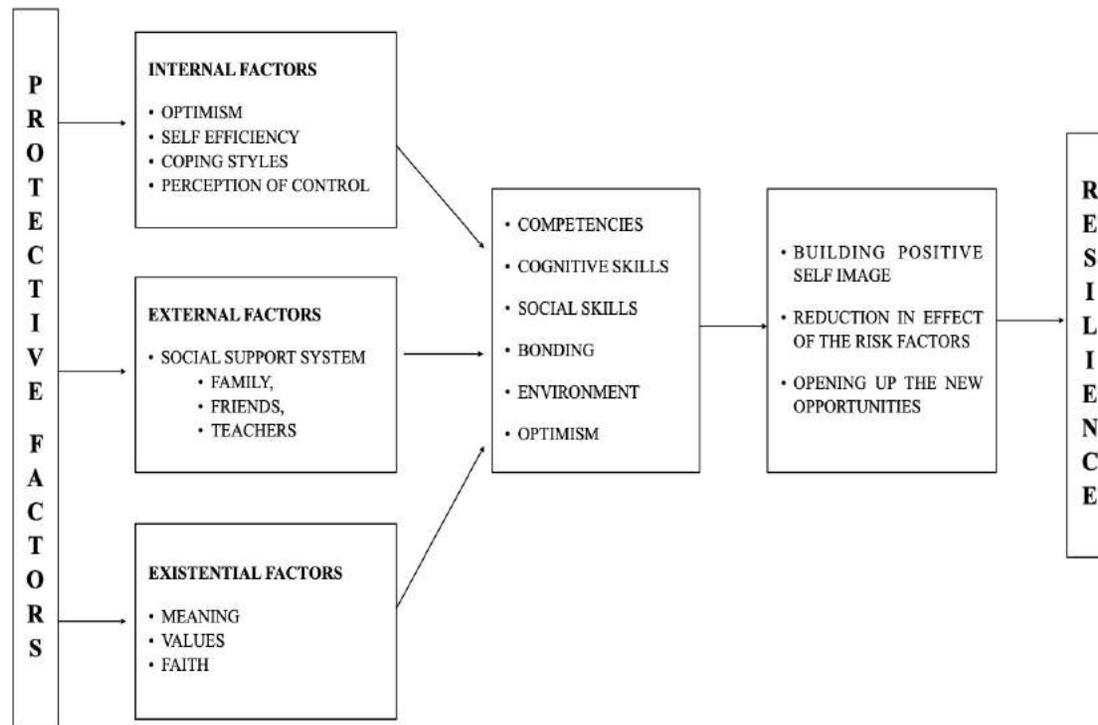


FIGURE 3: PROCESS OF PROTECTIVE FACTORS, CREATED RESILIENCE

The capacity to cope with adversity and to avoid breakdown or various health problems when confronted by important stressors differs tremendously among individuals. As Rutter (1985) remarked: “*even with the most severe stressors and most glaring difficulties, more than half of children will not succumb*”. Some children had been described as ‘invulnerable’, i.e. they were thought to be constitutionally tough, socially skilled and competent so that they could not give way under pressure of stress and adversity. It seemed that coping successfully, accepting productive rules and having close family ties led to personality strengths in such circumstances. A persons cognitive set (a sense of self esteem, self efficacy) can make successful coping more likely. Resilience is characterised by some sort of action with a definite aim in mind and a strategy to achieve the chosen objective. It involves a sense of self esteem and self confidence, a belief in one’s own self efficacy, ability to deal with change and to adapt repertoire of social, problem solving skills.

Many researches have done on various constructs, which construing resilience. ‘Social competencies’ including responsiveness, communication, Empathy, caring, compassion, altruism, forgiveness, Problem-solving competencies including planning, resourcefulness, flexibility, Insight, critical thinking, ‘competencies contributing autonomy’, including positive identity, internal locus of control, self-efficacy, mastery resistance, self-awareness, mindfulness and ‘competencies relating to sense of purpose’ including goal direction, achievement, motivation, educational aspirations, creativity, imagination, optimism, hope, faith, spirituality, sense of meaning are identified as four categories of often overlapping personal strengths and manifestations of resilience found in researches on resilience (Bernard, 2004).

Indian Perspective

India’s quest for meaning of life beyond all *Dharmas* therefore for the supreme knowledge can be said self knowledge. India is a land of paradoxes which seem to revel in them, the better to reconcile them as generating a culture obsessed with the infinite and the cosmic, hunting for consciousness everywhere from the supra cosmic to the smallest animal, weaving this whole world as sacred since it is pervaded with consciousness harmonising the individual and the collective while respecting, even encouraging differences and multiple paths.

Culture is what is infiltrated in all the protective factors (internal, external and existential factors). It affects the way we form network (external factor) and the importance we assign to them. It also decides the skills and activities (internal factor) that are appreciated more than anything. Culture is also a part of meaning, values and faith (existential factor) it is also a part of vital expression of culture.

In ancient times when we go through the global vision of *Patanjali*, as early as 5000 BC, *Ashtanga Yoga*, we find that eight pillars of *Ashtanga Yoga* serves as foundation of wellbeing and resilience. The positive development of their personal strength through “ eight fold path of *Patanjali yoga sutra*”, mediates the effect of adversities faced by person and create flourishing living. They incorporate *Yama* - the moral code, *Niyam* - individual discipline, *Asana* - the right physical postures, *Pranayam* - the regulation of breathing, *Pratayahara* - the withdraws from senses, *Dharana* - concentration, *Dhyan* - meditation and *Samadhi* - the blissful state. *Yama* and *Niyam* develops truthfulness, non-violence, self discipline, purity, contentment, self affirmation, non-possessiveness, faith while *Asana* and *Pranayam* cultivate personal strength (abilities, skills and competencies). *Pratayahara* gives the control over the senses and sensory process (cognitive skills). *Dharana*, *Dhayan* create the state of self transcend in individual and *Samadhi* individual gets one’s identity and state of consciousness (resilient personality).

‘*Yama*’, the first path in *ashtanga yoga* is to cultivate the personality traits which is in accordance to the moral code of society therefore an individual can become the approved member of society. By developing positive attributes such as “*ahimsa*” non-violence, ‘*satya*’ truthfulness, ‘*asteya*’ non-coveting orientation, ‘*brahmacharya*’ celibacy, and ‘*aparigah*’, non-possessiveness, the “*Yam*” prepared an individual to face challenges in life. The second path ‘*niyama*’, the individual discipline also developed some personal competencies like ‘*shoucha*’, purity, ‘*santosh*’ contentment, and ‘*tapa*’ endurance, ‘*swadhyaya*’ introspection and ‘*Ishwar Paridhan*’, a sense of dedication. *Yama* and *Niyama* cultivates expanded awareness, awakens generosity because of its nature of being generous. It is interpreted as a ‘rule of personal behaviour’. True transformation, healing and creativity flows out of present moment’s awareness, which means relinquishing your attachment to the past and embracing uncertainty.

The third and fourth paths, ‘*asana*’ and ‘*Pranayama*’, respectively emphasis on improving physical strength, therefore strong mental and physical immunity which is an essential ability to bounce back from any kind of adversity. While *Asanas* and *Pranayam* cultivates personal strength. Performing *Asanas* with full awareness is practice for performing action in life with awareness. In the great epic, the *Bhagwat Gita*, Lord *Krishna* instructs the archetypical human *Arjun*, first to become established in being, then to perform action in accordance with evolutionary law. The expression in *Sanskrit* is ‘*Yogastah kurukarmeni*’, which means ‘established in *yoga*, perform actions’, here *yoga* depicts the unified integrated state of body, mind and spirit.

The ‘*Pratayahara*’, fifth path of *ashtanga yoga*, deals with the cognitive control and control over senses (Perception of control) keeps an individual in peaceful and balanced situations.

Pratayahara encourages a person to take the time and withdraw his senses from the world to hear our inner voice clearly. By introspection, you can access the sensory impulses and directly experience the knowledge that the world of forms and phenomena is a projection of your awareness. It enhances your self awareness and positive self image. It detaches an individual from ups and downs of life and reduces the effect of negativity.

Dharana is a mastery of attention and intention. According to *yoga*, your intentions have infinite organising power and it can be used to heal an illness or create more optimism in life which will further enlighten you to take up opportunities in life and become aware of your own divinity. *Dhayan* is an expression of knowing that you are in this world but not of this world. It is the development of witnessing awareness. *Dharana* and *Dhayan* is working on one's own concentration and state of consciousness. Thus, '*dharna*' and '*dhyana*' enables an individual to focus on something without interruption and to reach the state of transcendent.

In the state of '*Samadhi*' an individual feel liberated from his/her mortal identity and gets absolved in a higher realm of super consciousness. *Samadhi* is state of being seated in pure, going beyond past and future, beyond individuality. *Samadhi* is experiencing the realm of eternity. It catalyses the transformation of your internal reference points from ego to spirit, it is a state of self transcendence. Thus, all eight fold paths of *Patanjali Ashtanga yoga* serve as different entry points into expanded sense of self through interpretations, choices and expressions that reminds one of their essential nature. Therefore, *Patanjali yoga* has been recognised across the globe because of its great potential in promoting, maintaining and transforming life as a whole and approaching the higher state of evolution at the level of mental, spiritual and physical health.

The practice of eight fold paths enables an individual to build a reservoir of personal competencies which provides a means of fostering inner protectors of resilience that emanate from the inner positive qualities of the style of life of the '*Patanjali – Yoga Sutra*' followers.

Conclusion

From the discussion above it can be concluded that resilience can be defined as ones ability to bounce back which simply means being able to handle the adverse situations effectively. It is also found that any resilient person needs to have traits such as commitment that is when one faces any stressful situation then one needs to believe in oneself and keep on trying until one finds the solution rather than giving up, control which is one need to believe that the stressful situation can be handled one has the ability to control it and the last challenge which is a vision that is when one faces any challenge one needs to look at it as a challenge which can be dealt with and not as a harm or a threat. A person has a resilient personality or not depends on many internal and external factors which can be biological, social, psychological and cultural which affect the personality. What kind

of protective factors one experience during childhood and adulthood and how deals with the adversity at this age impacts what kind of adult one turns in. Presence of certain hormones and activation of certain systems as mentioned in the paper are the biological factors which affect the individual, what family one is born in, what culture values and norms are taught and a history of psychotic disorders are also a kind of protective factors in forming a resilient personality. Indian view point on well-being expressed in the '*Patanjali Yoga Sutras*', became more meaningful for understanding the source of resilience. '*Patanjali Yoga Sutras Eight Fold Path*', enlightened an individual to the various personal strength available to the individual.

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Section II

**Affective Aspects of Personal
Relationship**

THE STRENGTH OF INTERPERSONAL RELATIONSHIP IN RAMCHARITMANAS: AN ANALYSIS

Punita Govil

Yogita Sharma

The today's world or 21st century is characterised by innumerable problems, which have made the life of people at stake. Distrust among people, non-cooperativeness, absence of mutual trust, lack of positive interpersonal relationship, excessive desires of material gains and lack of moral values etc. are the characteristics of the present day society. That is why, there is sudden spurt in the cases of murder, suicide, harassment, violence, rape etc. The situation of India is all the more pathetic. The problems like overcrowding population, lack of economic resources, religious antagonism, casteism, linguism, illiteracy etc. have added fuel to the fire. According to National Crime Bureau Report (NCRB, 2018) of India, approximately 1, 34,516 cases of suicides and 33,356 cases of rapes were reported in the country in a year, which means 368 cases of suicides and 91 cases of rapes per day. In the last decade, near about 1.5 crore marital cases turned into separation and approximately 2.5 crore applied for divorce. At the world level, the situation is very critical. In America in every two minute one marital relationship ends with divorce. As per data of the last year, in America 50% marriages end with divorce and major cases of divorce occur in the age group less than 30.

The data given above analytically presents the result of ill mental health, distrust, weakening of interpersonal relationship, lack of control over emotions, lack of values and faulty parent-hood etc. Since the whole of the world is feeling more or less similar situation, Positive psychology tries to address all these concerns through its approach. It includes all those features, characteristics and emotions that develop positivity among human beings. Even amidst overwhelming negativity in almost all dimensions of human life in the present era, a ray of hope is positive psychology that contributes to pleasant state of body and mind for dealing with stresses and challenges of life. It contributes to happiness, well being, physical and mental health.

Positive Psychology is the study of "good life" or "positivity" that makes life happy or worth living. It is new area in the field of psychology. The origin of positive psychology can be traced back to William James's writings on what he termed "healthy mindedness" in 1902, to Allport's interest in positive human characteristics in 1958, to Maslow's advocacy for 'the study of healthy people in lieu of sick people' in 1968 and to Cowan's research on resilience in children and adolescents (e.g., Cowan, 2000). The term "positive psychology" first appeared in Abraham Maslow's book (1954) 'Motivation and Personality'. But the official credit for the origin of the

concept goes to Martin E. P. Seligman in 1998 in his presidential address to the American Psychological Association (Seligman, 1999). He defined positive psychology as “...the scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life”. It functions like a catalyst and helps in changing the focus of human beings from negative or worst aspects to positive aspects of life. At the individual level, it concentrates on developing individual traits like love, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future mindedness, spirituality, high talent and wisdom. At the group level, it is about the civic virtues and the institutions that move individual towards better citizenship, responsibility, nurturance, altruism, civility and moderation, tolerance and work ethics (Gillham & Seligman, 1999, Seligmann & Csikszentmalyi, 2000). Basically, it is nothing more than the scientific study of ordinary human strengths and virtues. Positive psychology revisits “the average person with an interest in finding out what works, what is right, and what is improving ...positive psychology is simply psychology” (Sheldon & King, 2001, p.216). It studies “the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions” (Gable & Haidt, 2005, p.104).

In India, our sages, since Vedic age, realised the importance of positivity in life, therefore, all our scriptures (Mahabharata, Bhagvatgeeta, Ramayana, Ramcharitmanas, Puran, and various treaties on these scriptures) are throbbing with various aspects of positive phenomena. They are the storehouse of values and advocate development of positivity among human beings. All our epics describe the incarnations of ideals of life. Hindu mythology believes that to present the ideals of life, the supreme power takes birth in the form of human beings and teaches values to them. Their characters are the role models for human beings. The two main scriptures: the Mahabharat and the Ramcharitmanas present the ideals of family life and manifest how the strength of interpersonal relationship helps even at the time of utmost adversity. The attitude of human being towards life determines the future. The quality of relationship enjoyed by a person to a large extent is predicted by the attitude of a person towards life, his interpersonal relationship, physical and mental well being and use of social relationship for dealing challenges of life. The following paragraphs discuss the importance of interpersonal relationship among people in combating fear, stress, challenges and hardships of life in the context of the Holy Scripture Ramcharitmanas. It is a great work that depicts the life of Lord Ram, written by a great Awadhi poet Goswami Tulsidas, who retold the Ramayana as Ramcharitmanas in Kalyuga in Awadhi language in the 15th century AD (1511-1623). Ramcharitmanas in itself is a storehouse of positivity, a combination of three words- RAM, CHARIT (good deeds) and MANAS (lake), thus meaning is “Lake of good deeds of Lord Ram”. It is the only Hindu scripture, which focuses on interpersonal relationships and provides both positive and negative models for the reconstruction of both family and community networks. (Vertovec 1992: 34). It teaches how to face extreme adversities of life with poise of mind and

calmness. The verses given below describe the types and strength of inter-relationship among family members and society through various shades of relationship.

Husband-Wife Relationship

In the present time, the husband-wife relationship is not as cordial as it used to be. The situation can be imagined with the fact that in a year 1, 03,272 (NCRB, 2018 p.56) cases were reported of cruelty by husband against wife. Some of them lead to committing divorce, suicide and murder. The scripture describes the husband-wife relationship as the basis on which the tree of family can grow. Whether it is the relationship between king Dashrath and his wives, king Janak and his wife Sunayana, Lord Ram and his wife Sita, his brothers and their wives and at last Ravan and his wife, all the pairs have cordial relationship and remain intact even in the days of hardships. The extent of mutual trust among husband and wife can be seen throughout the epic.

King Dashrath loved all his wives very much with special affection on Kaikayi. When he finds her in distress, he does all possible efforts to please her and goes to the extent of saying that he can do anything to remove her distress. This can be seen through the verse given below:

अनहित तोर प्रिया केइँकीन्हा । केहि दुइ सिर केहि जमु चह लीन्हा ॥
कहु केहि रंकहि करौं नरेसू । कहुके ही नृपहि निकासौं देसू ॥
(रामचरितमानस, अयोध्याकांड, 25)
प्रिया प्रान सुत सरबसु मोरें । परिजन प्रजा सकल बस तोरें ॥
(रामचरितमानस, अयोध्याकांड, 25)

Numerous examples can be cited for showing the reverend relationship between Lord Ram and his wife Sita. When Sita comes to know that his husband is departing for exile, she says that all the comforts and luxuries of heaven have no meaning for her without him.

तुम्ह बिनु रघुकुल कुमुद । बिधु सुरपुर नरक समान ॥
(रामचरितमानस, अयोध्याकांड, 64)
प्राननाथ तुम्ह बिनु जग माही । मों कहुँ सुखद कतहुँ कहुँ नाहीं ॥
(रामचरितमानस, अयोध्याकांड, 25)

Relationship between Parents and Children

Parent-child relationship, in our society, is supposed to be cordial, full of affection, love, sacrifice etc. But NCRB presents a shady picture of this relationship. In 2018, 24,349 cases were reported of violence against elderly people in which the perpetrators are their biological sons and in some cases daughter too. This statistic puts a question mark on this age old relationship. This epic presents the utmost cordial relationship among parents and children. King Dashrath, king Ravana as well as king Bali loved their children very much. King Dashrath is above all. He requests his wife Kaikayi not to ask for the banishment of Lord Ram and says he would not be able to survive without him and therefore when he could not resist her, he sacrificed his life after separating from Ram. Such love is rare.

भयउ बिकल बरनत इतिहासा । राम रहित धिक जीवन आसा ।
सो तनु राखि करब मै काहा । जेंहि न प्रेम पनु मोर निबाहा ॥
(रामचरितमानस, अयोध्याकांड, 154)

Similarly king Bali, at the time of his death was anxious about the well being of his son Angad and hands over him to Lord Ram.

यह तनय मम सम बिनय बल कल्यानप्रद प्रभु लीजिए ।
गहि बाँह सुर नर नाहआपन दास अंगद कीजिए ॥
(रामचरितमानस, किष्किन्धाकाण्ड 9)

King Ravana also loved his son Meghnath very much. When he comes to know about his death, he becomes half hearted and faints.

सुत बध सुना दसानन जबहि । मुरछित भयउ परेउ महि तबहीं ॥
(रामचरितमानस, लंकाकांड, 831)

These three fathers represent unselfish love for their children and sacrifice even their lives for them. But in the present time, we may find so many cases challenging the bond between parents and children. Ramcharitmanas presents the parent child relationship in an ideal way. Although every child is dear to his/her parents but departing of child for the sake of society is found only in Ramcharitmanas. There are so many examples, which may be quoted from the scripture. When the teacher Vishwamitra asks king Dashrath to send his elder son with him to protect the teaching fraternity from evil doers, he immediately agrees.

आदर दोउ तनय बोलाए । हृदय लाइ बहु भाँति सिखाए ।
(रामचरितमानस, बालकाण्ड, 207)
सोंपे भूप रिषिहि सुत बहुबिधि देइ असीस ।
(रामचरितमानस, बालकाण्ड, 207.क)

It is not a one-sided affair. Lord Ram also loved his father very much. To keep the words of his father, he happily becomes ready to go for exile without giving even second thought to his father's words.

मंगल समय सनेह बस सोच परिहरि अतात ।
आयसु देहअ हरषि हिउँ कहि पुलके प्रभु गात ॥
(रामचरितमानस, अयोध्याकांड 45)

On the other hand, when King Janak and his wife Sunayna meet their daughter Sita in exile, they become pleased to see that their daughter is performing her duties for keeping the dignity of both the clans.

पुत्रि पबित्र किए कुल दोऊ । सुजस धवल जगु कह सबुकोऊ ॥
(रामचरितमानस, अयोध्याकांड 286)

Relationship between Step mother and Children

This is the utmost callous relationship generally found in the present day society. We hardly find any example of cordial or pleasant relationship between step mother and children. Numerous examples might be cited of the callousness but the Ramcharitmanas is the exclusive epic highlighting the cordial relationship between step mother and step children. When mother Kaushalya comes to know that Kaikayi has forced Ram to go for exile, she reacts with all the calmness of mind and says to her son that if parents (Dashrath and Kaikayi) are asking to go, it will undoubtedly be beneficial.

जौं पितु मातु कहेउ बन जाना । तौ कानन सब अवध समाना ॥
(रामचरितमानस, अयोध्याकांड 45)
पितु बनदेव मातु बनदेवी । खग मृग चरन सरोरुह सेवी ॥
(रामचरितमानस, अयोध्याकांड 55)

When Sumitra learns about the coronation of his step son Ram, she becomes immensely happy.

चौकें चारु सुमित्राँ पूरी । मनिमय बिबिध भाँति अति रुरी ॥
(रामचरितमानस, अयोध्याकांड 7)

The step mother Kaikayi also loved Ram as her own son. When she knows about coronation ceremony of Ram, she expresses her happiness and desires to be the biological mother of Lord Ram in her next birth.

मो पर करहिं सनेहु बिसेषी । मैं करि प्रीति परीछा देखी ॥
(रामचरितमानस, अयोध्याकांड 14)
जौं बिधि जनमु देइ करि छोहू । होहुँ राम सिय पूत पुतोहू ॥
प्राण तें अधिक रामु प्रिय मोरें । तिन्ह केँ तिलक छोभु कस तोरें ॥
(रामचरितमानस, अयोध्याकांड 14)

When Sumitra learns that Ram is going for exile, she immediately gives permission to her son Laxman to go along with his step brother Ram and to fulfil his duty.

तात तुम्हारि मातु बैदेही । पिता रामु सब भाँति सनेही ॥
(रामचरितमानस, अयोध्याकांड 73)

In the epic, it is not one sided affair. All the children love their mothers very much. When Ram comes to know that mother Kaikayi wants him to go for exile, he becomes immensely happy.

सुनु जननी सोइ सुतु बडभागी, जो पितु मातु बचन अनुरागी ॥
(रामचरितमानस, अयोध्याकांड 40)
मुनिगन मिलनु बिसेषि बन सबहि भाँति हित मोर ।
तेहि महुँ पितु आयसु बहुरि संमत जननी तोर ॥
(रामचरितमानस, अयोध्याकांड 41)
रामहि मातु बचन सब भाए । जिमि सुरसरि गत सलिल सुहाए ॥
(रामचरितमानस, अयोध्याकांड 42)

When Kaikayi along with her family members goes to meet Ram in the forest, he meets her with all the affection and without any prejudice.

भरत मातु पद बंदि प्रभु सुचि सनेहँ मिलि भेंटि ।
बिदा कीन्ह सजि पालकी सकुच सोच सब मेटि ॥
(रामचरितमानस, अयोध्याकांड 319)

When Ram and Laxman return back to Ayodhya after exile, both the brothers meet their mothers with intense love and affection.

भेटेउ तनय सुमित्राँ राम चरन रति जानि ।
रामहि मिलत कैकई हृदयँ बहुत सकुचानि ॥
(रामचरितमानस, उत्तरकाण्ड, 6क)
लछिमन सब मातन्ह मिलि हरषे आसिष पाइ ।
कैकई कहँ पुनि पुनि मिले मन कर छोभु न जाइ ॥
(रामचरितमानस, उत्तरकाण्ड, 6ख)

Realizing the mental status of mother Kikuyu, Lord Ram visits her palace, first of all, to console her. This shows his intense love and respect for her step mother.

प्रभु जानी कैकई लजानी । प्रथम तासु गृह गए भवानी ॥
(रामचरितमानस, उत्तरकाण्ड, 9ख)

Relationship among Brothers

In India, we find a number of criminal cases among siblings. They do not hesitate even to take the life of each other for economic gain, patch of land, material gains and distribution of property. The scripture presents the ideal relationship among brothers. It describes the love among siblings as the source of strength, dedication, affection, mutual trust, respect and love for one another. Throughout the scripture in all phases of life, all brothers provide internal strength to Lord Ram. Whether it is childhood play, life at the gurukul or life in exile, in all these phases, all the brothers present the ideal of brotherhood. When Lord Ram comes to know that Bharat would get the throne after his banishment, he becomes immensely happy and says:

भरतु प्रानप्रिय पावहिँ राजू । बिधि सब बिधि मोहे सनमुख आजू ॥
जौ न जाउँ बन ऐसेहु काजा । प्रथम गनिअ मोहि मूढ़ समाजा ॥
(रामचरितमानस, अयोध्याकांड, 41)

It was the intense love for brother, which persuades Laxman to go with Lord Ram renouncing worldly pleasures.

समाचार जब लछिमन पाए । ब्याकुल बिलख बदन उठि धाए ॥
(रामचरितमानस, अयोध्याकांड, 69)
राम विलोक बंधु कर जोरे । देह गेह सब सन तृनु तौरे ॥
(रामचरितमानस, अयोध्याकांड, 69)

The next extreme example is of Bharat, who lives the life of an ascetic throughout the exile period of his elder brother Ram.

जटाजूट सिर मुनिपट धारी । महि खनि कुस साँथरी सँवारी ॥
असन बसन बासन ब्रत नेमा । करत कइनि रिषिधरम सप्रेमा ॥
(रामचरितमानस, अयोध्याकांड, 323)

The extent of brotherly love can be seen when Ram becomes sad to know that he is the only one to be awarded with the crown and not other siblings. While at the present time, when we find brothers taking life of one another for a patch of land or petty material gains, the lines given below describe various shades of affection among the brothers.

जनमे एक संग सब भाई । भोजन सयन केलिल रिकाई ॥
करनबेधउपबीतबिआहा । संग संग सब भएउछाहा ॥
(रामचरितमानस, अयोध्याकांड, 9)
बिमलबंसयहु अनुचित एकू । बंधु बिहाइ बडेहि अभिषेकू ॥
(रामचरितमानस, अयोध्याकांड, 9)

Relationship of Bride with In-laws

In the present day society, the relationship between in-laws and daughter-in-law is not found in good or healthy spirit. It is somewhat a symbol of clashes, differences of opinion, and bitter relationship. Thousands of cases of dowry deaths, harassment, domestic violence etc. by in-laws may be cited. NCRB (2018) reports 7166 incidences of dowry deaths and 579 incidences of domestic violence. But in Ramcharitmanas, the ideal relation has been described through the characters of Kaushalya, the mother of Ram and his wife Sita. When Kaushalya comes to know that Sita is ready to go with her husband, she becomes sad and narrates the hardships of forest life by telling her that forest is not a suitable place for her living.

करि केहरि निसिचर चरहिं दुष्ट जंतु बन भूरि ।
बिष बाटिकाँ कि सोह सुत सुभग सजीवनि मूरि ॥
(रामचरितमानस, अयोध्याकांड, 59)
बन हित कोल किरात किसोरी । रचीं बिरंचि बिषय सुख भोरी ॥
पाहन कृमि जिमि कठिन सुभाऊ । तिन्हहि कलेसु न कानन काऊ ।
(रामचरितमानस, अयोध्याकांड, 59)

She does her best to detain her at the palace of Ayodhya.

जौं सिय भवन रहै सब अंबा । मोहि कहँ होई बहुत अवलंबा ॥
(रामचरितमानस, अयोध्याकांड, 59)

When Ram departs for exile, king Dashrath sends his minister Sumantra to make Sita aware about the difficulties of forest life and promises her that she may live where she would like either at her father's house or in-laws house. Both of them (father-in-law and mother-in-law) didn't want to send Sita to forest as Sita is princess of Mithila and she would not be able to face the difficulties of forest life.

तौ तुम्ह बिनय करेहु कर जोरी । फेरिअ प्रभु मिथिलेकिसोरी ॥
(रामचरितमानस, अयोध्याकांड, 81)
सासु ससुर अस कहेउ सँदेसू । पुत्रि फिरिअ बन बहुत कलेसू ॥
(रामचरितमानस, अयोध्याकांड, 81)
पितृगृह कबहुँ कबहुँ ससुरारी । रहेहु जहाँ रुचि होइ तुम्हारी ॥
(रामचरितमानस, अयोध्याकांड, 81)

King Dashrath asks his minister Sumantra that if Ram and Laxman do not want to come back then at least brings Sita back. So that by looking at her, he may survive.

एहि बिधि करेहु उपाय कदंबा । फिरइ त होइ प्रान अलंबा ॥
(रामचरितमानस, अयोध्याकांड, 81)

It is not one-sided affair. Sita also loves her in-laws very much. While departing for exile, she expresses her grief that at the time of serving her in-laws, she is going away.

सेवा समय दैअँबनु दीन्हा । मोर मनोरथु सफल न कीन्हा ॥
(रामचरितमानस, अयोध्याकांड, 68)

When she returns from banishment, she happily meets with all mother-in-laws without any prejudice.

सासुन्ह सबनि मिली बैदेही । चरनन्हि लाग हरषु अति तेही ॥
(रामचरितमानस, उत्तरकांड, 6)

Teacher-Student Relationship

The scripture is embedded with the verses describing ideal student-teacher relationship. Whether it is the episode of protecting the teaching fraternity from evil doers at the ashram of guru Vishwamitra, seeking permission to marry Sita or to go for exile and living in exile, at every phase of life Lord Ram gives immense respect to all gurus or teachers. It is his humble attitude, which wins the heart of his teachers. The following versus are just the shades of gratitude of Lord Ram towards his teacher.

जौँ राउर आयसु मैं पावौ । नगर देखाइ तुरत लै आवौ ॥
(रामचरितमानस, बालकाण्ड, 217)
मुनि पद कमल बंदि दो भ्राता । चले लोक लोचन सुख दाता ॥
(रामचरितमानस, बालकाण्ड, 218)
जिन्ह के चरन सरोरुह लागी । करत बिबिध जप जोग बिरागी ॥
(रामचरितमानस, बालकाण्ड, 225)
करि मुनि चरन सरोज प्रनामा । आयसु पाइ कीन्ह विश्रामा ॥
(रामचरितमानस, बालकाण्ड, 237)

Relationship with Friends

The scripture highlights the importance of friendship and mutual dependence of friends on each other in an ideal way. When childhood friends of Lord Ram learn about coronation ceremony of him, they become happy and come to meet him.

बाल सखा सुनि हियँ हरषाहीं । मिलिदस पाँच राम पहिंजाहीं ॥
(रामचरितमानस, अयोध्याकांड, 23)

Lord Ram has friendly relationship with Sugreev, the head of monkey's army and Vibhishana, the younger brother of Ravana. Ramcharitmanas sets an example of an ideal friendship. He does every possible effort to make his friend Sugreev free from the atrocities of his elder brother Bali. He even goes to the extent of killing Bali and thus securing hurdle free path for Sugreev. Similarly, he keeps his words with Vibhishana and appoints him the king of Lanka in advance. Both of these friends also maintain the decorum of friendship and do their best to help Lord Ram against Ravana to free Sita from his captivity. After exile when Lord Ram is seated on the throne, he welcomes all those friends who had helped him in his days of adversities and introduces them as dear as his brothers.

ए सब सखा सुनहु मुनि मेरे । भए समर सागर कहँ बेरे ॥
(रामचरितमानस, उत्तरकाण्ड, 7)
मम हित लागि जन्म इन्ह होरे । भरतहुतेमोहि अधिक पिआरे ॥
(रामचरितमानस, उत्तरकाण्ड, 7)

This scripture gives the criteria of testing the friendship.

धीरज धर्म मित्र अरु नारी । आपद काल परिखिअहिं चारी ॥
(रामचरितमानस, अरण्यकाण्ड, 4)

The epic describes the characteristics of a true friend. A true friend is one who regards the sorrows of his friend as his own and does every possible effort to remove them without caring his own problems.

जे न मित्र दुख होहिं दुखारी । तिन्हहि बिलोकत पातक भारी ॥
निज दुख गिरि सम रज करि जाना । मित्रक दुख रज मेरु समाना ॥
(रामचरितमानस, किष्किन्धाकांड, 6)

Relationship of Ruler with Ruled and Haves with Have-nots

The present day society is divided into various categories on the basis of caste, economic status and power etc. Similar situation existed at that time also. The society was divided into the ruler and the ruled and higher or lower class people. But the epic presents the ideal relationship among different categories of people in the society, especially the higher class society and lower class society. Although Lord Ram belongs to higher class society known as Kshatriyas but has cordial relationship with other categories of society or even with general society at large. When he prepares to go for exile, the people of Ayodhya also become ready to go with him, leaving all their belongings and luxuries of life.

चले साथ अस मंत्रु दृढाई । सुर दुर्लभ सुख सदन बिहाई ।
(रामचरितमानस, अयोध्याकांड, 83)

Similarly, when he comes to the forest, he meets with various people belonging to the lowest cadre of the society like Nishad, Kevat, Shabari etc. He meets all the people as his family members and these people also try their best to make his stay in the forest as much comfortable as possible with their expertise, experience and love. The verses given below describe various shades of relationship of Lord Ram with people of different categories.

यह सुधि गुहँ भेंट भरि भारा । मिलन चलेउ हियँ हरषु अपारा ॥
(रामचरितमानस, अयोध्याकांड, 87)
कृपासिंधु बोले मुसुकाई । सोइ करु जेहिं तव नाव न जाई ॥
(रामचरितमानस, अयोध्याकांड, 100)
यह सुधि कोल किरातन्ह पाई । हरषे जनु नव निधि घर आई ॥
(रामचरितमानस, अयोध्याकांड, 134)
राम सनेह मगन सब जाने । कहि प्रिय बचन सकल सनमाने ॥
(रामचरितमानस, अयोध्याकांड, 134)

Relationship with Enemies

The epic accepts the presence of evil doers or enemies but it focuses on abolishing the cause of enmity and not the enemy. It teaches us that we should be sympathetic to those who do wrong. For example, when Lord Ram goes with guru Vishwamitra to protect the sages, he kills the monstrous named Tadka and provides her salvation.

एकहिं बान प्रान हरि लीन्हा । दीन जानि तेहि निज पद दीन्हा ॥
(रामचरितमानस, बालकांड, 208)

Similarly, when the son of Lord Indra wants to test the power of Lord Ram, he incarnates as a crow and pecks at the leg of Sita. Though Lord Ram could kill it but gives mild punishment and leaves it.

कीन्ह मोह बस द्रोह जघपि तेहि कर बध उचित ।
प्रभु छाडेउ करि छोड़ को कृपाल रघुबीर सम ।
(रामचरितमानस, अरण्यकांड, 2)

Although Lord Ram killed both of his enemies (Kumbhakaran and Ravana) in the war but awards them his heavenly abode.

तुरतहिं रूचिर रूप तेहिं पावा । देखि दुखी निज धाम पठावा ।
(रामचरितमानस, अरण्यकांड, 6ख)
निसिचर अधम मलाकर ताही दीन्ह निज धाम ॥
(रामचरितमानस, लंकाकांड, 71)
तासु तेज समान प्रभु आनन । हरषे देखि संभु चतुरानन ॥
(रामचरितमानस, लंकाकांड, 102I)

Relationship with Nature

The epic gives the unique examples of personifying nature. Nature is a living being in Ramcharitmanas. When Ravana takes away Sita, Ram searches her everywhere and asks all the animals, flowers, bushes, branches etc. whichever comes in his way, whether they have seen her.

हे खग मृग हे मधुकर श्रेणी । तुम्ह देखी सीता मृगनैनी ॥
खंजन सुक कपोल मृग मीना । मधुर निकर कोकिला प्रबीना ॥
(रामचरितमानस, अरण्यकांड, 29ख)

When he sees nature blooming, he becomes sad in the memories of his beloved wife and feels that natural objects are happy because their opponent Sita is not in the forest.

कुंद कली दाड़िम दामिनी । कमल सरद ससि अहिभामिनी ॥
बरुन पास मनोज धनु हंसा । गज केहरि निज सुनत प्रसांसा ॥
(रामचरितमानस, अरण्यकांड, 29ख)
श्रीफल कनक कदलि हरषाहीं । नेकु न संक सकुच मन माहीं ॥
सुनु जानकी तोहि बिनु आजू । हरषे सकल पाइ जनु राजू ॥
(रामचरितमानस, अरण्यकांड, 29ख)

In the epic, Nature follows the mood of Shri Ram. If he is happy, it is happy.

मोर हंस सारस पारावत । भवननि पर सोभा अति पावत ॥
(रामचरितमानस, अरण्यकांड, 27)
पुर सोभा कछु बरनि न जाई । बाहेर नगर परम रूचिराई ॥
(रामचरितमानस, अरण्यकांड, 28)
मधुकर मुखर भेरी सहनाई । त्रिबिध बयारि बसीठीं आई ॥
(रामचरितमानस, अरण्यकांड, 37ख)

If he is anxious, it becomes sad; if he is angry, it also gets upset. Below given lines are depicting different moods of nature:

बिबिध भाँति फूले तरु नाना । जनु बानैत बने बहु बाना ॥
(रामचरितमानस, अरण्यकांड, 37ख)
तीतिर लावक पदचर जूगि । बरनि न जाइ मनोज बरुथा ॥
(रामचरितमानस, अरण्यकांड, 37ख)

Conclusion

The epic is the reservoir of healthy relationships. The purpose of this great book is to reward the good and virtuous and to punish the greed, passion and arrogance. The oppressed are given equal treatment and attempts are made to provide comfort to them. On the other hand, the scripture emphasises the strength of character, duty or kartarvya and sets the ideals for all the roles, a man has to perform in the society (role as a son, brother, husband, student, friend and member of a society). For every role, the epic has ideals of behaviour. The epic is known for developing positivity

in human beings. It emphasises that the cause of happiness lies in developing empathetic attitude. It is the founder stone of positive psychology. It teaches us that we must feel the pain of others and share sorrow and happiness.

जे हरषहिं पर संपति देखी । दुखित होई पर बिपति विशेषी ॥
(रामचरितमानस, अयोध्याकांड, 129)

It teaches us to face the challenges of life with calmness without being disturbed. Whatever we get, whether miseries or happiness, are the result of our own deeds.

काहु न कोउ सुख दुख कर दाता । निज कृत करम भोग सबु भ्राता ॥
(रामचरितमानस, अयोध्याकांड, 11)

It alerts us to keep away from five emotions as they are the root cause of all the problems.

रागु रोषु इरिषा मदु मोहु । जनि सपनेहुँ इन्ह के बस होहु ॥
(रामचरितमानस, अयोध्याकांड, 74)

For all the psychological ills of the present day society (like depression, loneliness, maladjustment, escapism, arrogance etc.), the solution of them is in the epic. The characters are just like our family members, that is why they have appealing power. It is the greatest quality of this epic that it presents the ideals of role models engaged in different relationships. It is this quality, which makes it different from other scriptures (like Bhagvatgeeta, Puranas and Upnishads) as they speak about spirituality only. The epic proves the line written by Tulsidas:

कीरति भनिति भूति भलि सोई । सुरसरि सम सब कहँ हित होई ॥
(रामचरितमानस, बालकांड, 13)

The character of Lord Ram represents calmness, peace, sacrifice, love, gratitude, happiness and delight. On the contrary, in the character of Ravana, we find the representation of greed, immorality, selfishness, pride, self praising, cruelty and hatred. In other words, all the negative attributes and characteristics are manifested in the character of Ravana and the character of Ram is the manifestation of all the positive attributes. In today's world, we find faces of Ravana emerging everywhere. Each one of us has one or the other characteristic of Ravana. Unless we develop the attributes of Lord Ram, the situation may not be improved. The only solution to all the ills of the present day society is to follow the path of Lord Ram.

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PERCEPTION OF SOCIAL SUPPORT AND HAPPINESS AMONG YOUNG ADULTS

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Abstract

Perception of social support is an important predictor of happiness. Few studies have analyzed how important it is for an individual to believe that they have people around them who would help them in order to be psychologically happy. The aim of the study was to find the correlation between perception of social support and happiness. We used oxford happiness questionnaire to measure the happiness level of the subject and Social Support Questionnaire short version of 12 items to measure the perception of social support. The study was conducted on the age group 20 to 40 on a sample size of 125 individuals out of which 57 were males while 68 were females. The data was collected using purposeful sampling and the Pearson's correlation method was use to find how social support is correlated to happiness. The results indicated the social support is positively correlated with happiness where the correlation was high for males than females.

Key words: Social Support, Happiness, Young Adult

Introduction

Social Support can be defined as ones perception of having people around them who would be available when needed, whom you interact, share your emotions and feelings with, whom you can turn to for advice and when you have a feeling that you have those 24/7 who would help you in any possible way and you also have the mutual feeling that if they need my help I would put all my efforts for helping them. Social support can be received from friends, family, colleagues, neighbor and coworkers. It is scientifically proven that social support helps in enhancing the mental and physical health both of the individual.

There are various types of social support or the ways you may say through which you receive social support:

- **Instrumental support:** It is defined as how one can help by fulfilling the physical needs of the individual as in helping in house works, providing money, helping through transportation and in terms of providing goods and material that one might be needing at that moment. It is also referred to as providing immediate support to ones tangible needs.
- **Emotional support:** It is when an individual provides you there shoulder to cry on and ears to hear all you want to say. It is defined as being able to understand the other person and conformity

them by telling that yes you are available to help them when needed and there is somebody who cares about them a lot. In vice versa a everybody wants someone they can pamper to and do things which will make them happy so when an individual feels that they have someone for whom they can do things and make them happy one feels that they have emotional support. When a child fails and the parent comfort him by saying yes we understand and we have faith on your caliber that you can do wonders is called emotional support.

- **Informational support:** It is the kind of support from people who have knowledge and information regarding different things and is willing to share with you or the feeling of having people you can turn to for advices. The informational support may be in the form of your mother guiding you how to cook or a dear uncle of yours guiding you about various career options you have in front of you , or your friend in the end moment helping you prepare for test.
- **Appraisal support:** It is form of support in which people around us inform us about say qualities or other kind of information that helps in self evaluation or for betterment. Like a friend informing me about my negative traits which are not good for me so that I can work on they and they help me to become better.

Importance of social support and interpersonal relationship

We all have craving of being with others, enjoy our happy and sad moments with them. Social support have two aspects one is perceived social support which is you believe that yes you have people around you who will help you out and would stand by your side and other is social network which have two aspects which are quality and quantity of social support. How many people you have in your network does not matter rather what kind of people you have matters the most. A person might have ample of friends but whenever she needs help there is nobody who would help her so despite of having such a huge social network she did not have any social support. Other thing that's important is your perception, your view about the people around if you believe that yes I know their our people who would come for me then you perceive you have social support and ones who feel that no I don't have anybody even if they have many people would feel lack of social support.

You have social support or not does not matter, what matters more is that whether you believe you have them or not and are those people actually the ones who would help. So for inner happiness you believing in them and they actually being able to come up to your expectation determines how that social support impact your life. Now many researchers have proved it that having social support and good interpersonal relationship impacts ones physical and psychological health. One of the famous research was on how social supports matters in the life of people belonging to lgbt community and it was found that when they receive parental rejection they seek out for support from friends and if they don't get them then they might end up having self doubt, may criticize themselves for being weird and different form others, may have low self esteem, have suicidal

thoughts, suffer from mental illness, may hide their feelings and this all affects their happiness level and quality of life.

Happiness:

In scientific literature, happiness is referred to as hedonia (Ryan & Deci, 2001), the presence of positive emotions and the absence of negative emotions. Happiness is when you feel that you have a aim in life and your life is directed towards it, your actions are helping you to achieve your goal, you feel satisfied and you enjoy whatever work you do. Happiness is enjoying all the moments , it is basically a feeling which you experience when you know all you want is happening in your life and you feel a smile on your face all the time. Happiness is a choice, we all are born same and we all receive basic amenities yet some people remain happy and some always feel all they have is not happy but very less. So our attitude, our way affects the happiness level of ours.

There are different ways in which you receive happiness or say there are different types of happiness given by Dr Paul Wong:

- Hedonic Happiness: It is also known as the temporary happiness. It is being happy by enjoying small small moments of the life like eating your favorite pizza or enjoying while watching a comedy movie. People who enjoy hedonic happiness are actually the ones who are living every moment of their life.
- Chaironic Happiness: It is the happiness you experience because you feel that you are blessed by the god and you feel that god exists and it makes everything to happen good in your life. You feel that you are blessed to have such good friends and you enjoy the feeling of being blessed and such individuals at the time of crisis also remain happy as they feel whatever happens is for good.
- Prudential Happiness: It is like flow of life or the enjoyment you receive because you believe in yourselves, and feel that you are doing wonders and your best so you have confidence, you accept challenges and you remain happy rather than being depressed or stressed.
- Hedonic Happiness. It is the overall happiness. It includes our mental peace, physical health. It is you feel that your life is good, all is good around you and you are capable of things and it helps in fostering ones beliefs and become self actualize.

Importance of Happiness:

We all since birth have some or the other purpose we want to fulfill that is we all have goals in our life which we all want to achieve, for which we all strive. Whenever we want to do something with our best what is most important is that we do with full concentration and attention and for that we require mental peace which is achieved when one is happy. Being happy is the most important goal of our life because if we are happy we are physically fit as we know how to handle stress and so do not let the wearing and tearing of the body happen due to stress, we also remain mentally fit and most importantly we do best in our life thus end up with a feeling of satisfaction.

Social Support and Happiness:

As we know we are social beings, we love to be around people and that's make us happy, now imagine I top in my class and I am dying to tell it to someone but my parent are too busy, my friends they don't interact with me, they might hear me our but they won't be happy for me they would not appreciate me , I have such a great news yet I have nobody to share it with, will I be happy about the news , or will the intensity of my happiness be same , no because I don't have anyone to validify me , celebrate my victory. So social support is important and leads to happiness in many ways, I went through some crisis but I know I have my family who will support me so I don't panic I deal with it and the other person have no one have to go through all the stress alone and would end up being physically and psychologically exhausted. There are cases wherein people get cheated by their loved ones now if at that moment they have somebody who would support and pamper them they would feel yes we have someone will yet be happy on the other hand if nobody likes you, you face social rejection all the time by your parent, peer mates, partner you will end up doubting yourself and thus you would have lower self esteem, would doubt yourself, won't open up to people so will you be happy being not able to present your true self and always being formal. A research on gender differences and social support was conducted by Madrid M, Lananzo N, Pena R (2017) to examine the role of support from people and happiness and the results concluded that male have wider social network whereas women tend to get help only from women of their house or their close friends.

Rationale of the Study:

Happiness is nothing but a state of mind, a feeling of joy and something that makes you enjoy every day to day moment of your life. Humans are social beings; we are certain needs and are most important need is to be with others, to be appreciated by them, liked by them. We have need of affiliation which is to be connected with others and to be loved by them. Perception of social support and happiness are keenly related as a person who cannot find people who hear him/her out, whenever we have some good or bad news we always want to share it with our special one and always want someone who is 24/7 available to hear you out, solve your problems, be a part of your happy moments. We all know that how great it is when we recollect our old memories, see our pictures with our loved ones it gives us joy and brings smile on our face. How the perception of social support affects the happiness level of the individual is a very interesting topic as on the other hand some people love to be alone, read beings , enjoy their self-care time so this paper tries to investigate how social support is important and how it may vary with person to person.

Methodology:**Objectives**

- To investigate the relationship between social support and happiness
- To investigate the gender difference in correlation between social support and happiness
- To investigate the age difference in correlation between social support and happiness

Hypothesis:

- Social support would be positively correlated to happiness
- Correlation score of social support and happiness would be high for females then males
- Correlation score of social support and happiness would be higher for age group 30 to 40 than 20 to 30.

Sample:

Total sample size of 125 was selected for the research. The subjects were between the age group of 20 to 40 (Young Adult) and purposeful sampling technique was used to collect the data.

Tools for Measurement:

Two different questionnaires were used to measure happiness and social support.

The Oxford Happiness Questionnaire was developed by psychologists Michael Argyle and Peter Hills at Oxford University in 2002. Which consist of 29 questions and measure the happiness level in terms of high, average and low. Internal reliability was found to be 0.92 using cronbachs alpha and the test retest reliability is 0.73 and concurrent validity was established using the 0.73 reliability.

Interpersonal Social supportquestionnaire was given by Cohen and Hoberman in 1983. Shortened version questionnaire was used which consisted of 12 items which originally have 40 items. The questionnaire was a 4 pointer scale ranging from definitely true to definitely false. The test takes 15 minutes and has good test retest reliability and high internal consistency among the items with a correlation coefficient of 0.57. This questionnaire has three different subscales designed to measure three dimensions of perceived social support:

- 1.) Appraisal Support
- 2.) Belonging Support
- 3.) Tangible Support

Procedure:

To study the correlation among Perception of social support and happiness level of the respondent using standardized questionnaires 'Interpersonal Social Support and Oxford happiness Questionnaire were used for measuring respective variables. The research was conducted on a sample size of 125 out of which 68 were females and 57 were males.. All the samples belonged to the urban sector. The Google forms and printed form of questionnaire were used to collect the

data. Each respondent took 30 to 40 minutes to complete the test. Data was collected and the respondents were appreciated for giving their valuable time. Scoring was done for male and female individually using SPSS via Pearson’s correlation technique. Result table were formulated and interpretation were done on the basis of the results and the respondents were made aware of the results who wished to know one.

Statistical Analysis:

Pearson’s Correlation method was used to measure the degree of relationship through which the variables are interrelated. Correlation comes under inferential statistics which is used to derive inferences about the population using the collected sample data.

Analysis of Results:

This section reviews how perception of social support leads to the happiness of an individual by studying age wise and gender wise difference.

Table 1: the relationship between social support and happiness among male population

| | Happiness | Social support |
|----------------|-----------|----------------|
| Happiness | 1* | |
| Social support | 0.234618* | 1* |

Significant at 0.01 level*

The above table shows the correlation among perception of social support and happiness level of the male population which is a positive with a correlation coefficient of 0.234618

Table 2: the relationship between social support and happiness among female population.

| | Happiness | Social support |
|----------------|-----------|----------------|
| Happiness | 1* | |
| Social support | 0.032619* | 1* |

Significant at 0.01 level*

The above table shows the correlation of perception of social support with the happiness level of the female population which is positive with a correlation coefficient of 0.032619.

Table 3: Age difference in correlation of social support and happiness

| | Happiness | Social Support (30-40) | Social support (20-30) |
|---------------------------|-----------|---------------------------|---------------------------|
| Happiness | 1 | | |
| Social Support (30-40) | 0.142197 | 1 | |
| Social support (20-30) | 0.090808 | - | 1 |

The above table represents that for young adults (20-30) and old adults (30-40) both the perception of social support and happiness is positively correlated but the correlation is higher for old adults in comparison to the young adults.

Discussion:

The purpose of the research was to investigate the relationship between the perception of social support and the happiness level of the individuals. The sample size constituted of individuals belonging to the age range of 20-40 (N=125, M=57, F=68).

The statistical analysis showed that the perception of social support and happiness are positively correlated, thus verifying Hypothesis 1, that social support and happiness are positively correlated, mainly due to the fact that every individual requires a sense of belongingness meaning that he is being accepted and appreciated by the group he is a part of and it makes one feel that during the time of crisis, he has somebody who would stand for them and also social support assures the individual that they can be expressive with the groups they are a part of.

Why social support is directly leading to happiness is too obvious because when a person achieves something or if have a good news they definitely need someone to share with because until you have somebody to celebrate with, you don't cherish it at its fullest.

Furthermore, the finding suggests that the correlation coefficient for social support and happiness was higher for male population in comparison to that of the female population. It was hypothesized that the correlation between the two should have been greater in female population than male population for the reason that research study by Antonuci T. & Akiyama H. in 2017 revealed that women have multiple sources of social support whereas males rely mostly on their spouses and thus, social support and happiness had great impact on the well-being of women more than men but this research study revealed that it is higher for the male population which is being supported by

multiple research papers and one of them was conducted in year 2017 by Hori M. & Kamo Y. highlighted that quantity of social support is not the only significant criteria leading to happiness rather the quality of social support plays a greater part. Thus showing that Hypothesis 2 that Correlation scores of social support and happiness would be high for females then males is rejected and the findings can be justified in the light of the above study.

The findings can be justified by the fact that women rely on people surrounding them more than what is required for expression of their emotions, be it venting out or need of approval for minute things like outfits, makeup, etc. whereas males tend to be happier with a small sect and they are not as emotionally connected to the group they belong to the way females are.

The study proved that social support for the population belonging to the age group of 30-40 matters more in comparison to that of the population belonging to the age group of 20-30 for happiness because by this age, it is seen that people by this age have already established a settled life, a family and most of them have achieved major accomplishments in respect to their career and now they are more focused on familial relationships and they seek happiness by being with others and they have reached a level of wisdom and now there exists a need where they feel that they need to pass their life learning to their younger generation because they feel valued in the society and thus, they rely on the people around them for self validation which proved the fact that indeed social support is more needed in the age group of 30-40 for the attainment of happiness.

So it can be concluded from this research study that the perceived social support is positively correlated to the happiness of individuals. Also, it can be taken away that the correlation coefficient for the existing relationship between social support and happiness is profound in males in comparison with females in the population. It was also highlighted that the social support in the population belonging to the age group of 30-40 prevails more in order to attain happiness in comparison for the same in the population belonging to the age group of 20-30.

Absence Social support leads to many other mental disorders like depressive disorders, social anxiety, low self esteem, psychosomatic disorder. There are many ways in which loneliness can affect us physically and mentally. Loneliness triggers inflammation in body it increases chances of developing heart diseases, it effects our coping strategies, it effects sleeping pattern , it also makes you more susceptible to develop small infections like flu, cold and fever.

So, the research study shows that perception of social support is very essential for the optimal functional and subjective well-being of the individual.

Conclusion:

The study concludes that the Social support and happiness is positively correlated among young adult. The correlation between the social support and happiness is higher in the male population in comparison to female population and it is also higher for the old adults (30-40) in comparison to adults (20-30).

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FAMILY RELATIONSHIP AND EMOTIONAL INTELLIGENCE AMONG ADOLESCENTS

Dheerja Singh

Abstract

A family is the most important social institution that enables children to survive and develop in to integrated, functioning person by augmenting their inborn adaptive capacities. The tradition two parent families has been assumed to be the ideal healthy child development. Both mother and father play important roles in the growth and development of children. We use the term Emotional Intelligence (EI) to refer to the mental process involved in the recognition, use understanding, and management of one's own and others' emotional state to solve problem and regulate behaviour (Mayor and Salovey, (1997). The aim of the present study to find out the relationship between Family Relationship and Emotional Intelligence and further to find out gender differences regarding these variables. For this purpose 300 adolescents (150 boys and 150 girls) were selected. Family relationship Inventory by Sherry and Sinha (FRI) (1987) and Emotional Intelligence Scale by Jyotsna Codaty (2001) were used for measuring family relationship and emotional intelligence. Results indicated that these adolescents experience slightly below average level of family relationship while average level of emotional intelligence. Significant gender differences are found only for Emotional Intelligence. Further there is significant and positive correlation between family Relationship and Emotional Intelligence.

Keywords: Family relationship, emotional intelligence, adolescent

Introduction

Family as a unit of social organization serves as an affective agent of socialization where parent child relationship happen to be a central factor in children's social development (Bretherton, 1985) and also influence the segments of personality (Saxena, 1987), Ordinarily the child's key model are his parents and their behaviour can have beneficial or detrimental effect on the way the child learn to perceive, thing feel and act. Men's and women's degree of investment in parenting is more consequential for their socialization practices and view of their children than degree of investment in work (Green and Goldberry, 1980). How a child performs usually depend on the various parenting styles by which they are being treated. It was found that good relations with parents tend to show better adjustment emotional adjustment and self esteem development. Loving and accepting parents provide healthy medium for the child to grow his energies in to proper channels and exercise his potentials to the maximum (Kiran and Singh, 1982). Parents of high achievers are

found to be more trusting, rewarding, loving and showed more tolerance their children than parents to low achievers (Kang, Sibia and Gill, 1995). Whereas deprivation of opportunities to be loved and be loved retards the pattern of their speech development and it affects the pattern of personalities (Goldfarb, 1943). Faulty parent child relationship ends in child's maladjustment (Ericson, 1963) and deprivation of parents promotes mental retardation and demotes the process of adjustment.

Parents rejection and acceptance remain in focus is most of the previous studies as an important mode of parenting, parental acceptance was found to be positively associated with adjustment (Shaffer and Shoben, 1956) adolescent helpfulness (Elbery, Montemayor and Flannery, 1963), sports achievement (Woolger and power, 1993), self concept, curiosity, cognitive competence and achievement of both boys and girl (Bhardwaj, 1996) and emotional competencies like adequate expression and control of emotion, ability to function with emotions.

Being "Emotional" means that I am aware of the feeling that is my emotional state of being. Being "intelligence" means I have a rational knowledge of logical understanding of the situation, occurrence and circumstances that I am currently experiencing. We use the term Emotional Intelligence (EI) to refer to the mental process involved in the recognition, use understanding, and management of one's own and others' emotional state to solve problem and regulate behaviour (Mayor and Salovey, (1997).

The scope of Emotional Intelligence includes the verbal and non verbal appraisal and expression of emotion, the regulation of emotion in the self and others and the utilization emotional content in problem solving.

Daniel Goleman defined Emotional Intelligence as "the ability to sense, understand, values and effectively apply the power and acumen of emotions as a source of human energy, information, trust, creativity and influence. It reflect a set of abilities such as being able to motivate one-self, persist in the face of frustrations, to control impulse and delay gratification, to regulate one's mood and heap distress from swamping the ability to think, to emphasize and to hope. Emotional intelligence is an innate ability which gives us our emotional sensitivity and our potential for learning healthy emotional management skills.

Some Components of Emotional Intelligence are:

- Being aware of your own emotions as they are occurring.
- Being emotionally literate, that is being able to identify and label various emotions, and also to communicate clearly and directly to others what you feel.
- The ability to make intelligence decisions using a healthy balance of emotion and reason. Being neither to emotional nor too rational.
- The ability to manage and take responsibility for your own emotions, especially the responsibility for the self motivation and personal happiness.

Adolescent is a critical period of development. Adolescence can be a difficult time – your child is going through rapid physical changes as well as emotional ups and downs. Young people aren't always sure where they fit, and they're still trying to work it out. Adolescence can also be a time when peer influences and relationships can cause stress for teenagers and their families, and family support can be vital to getting through these challenges.

During this time, your family can be a secure emotional base where your child feels loved and accepted, no matter what's going on in the rest of her life. Your family can build and support your child's self-belief, confidence and optimism. When your family sets rules, boundaries and standards of behaviour, you give your child a sense of consistency and predictability. Close parent/adolescent relationships, good parenting skills, shared family activities and positive parent role modelling all have well-documented effects on adolescent health and development.

Objectives:

- To find out the gender difference regarding Family Relationship of adolescents.
- To find out gender difference regarding Emotional Intelligence of adolescents.
- To find out the relationship between Family Relationship and Emotional Intelligence of adolescents.

Hypothesis

- There will be significant gender difference for Family Relationship of adolescents.
- There will be significant gender difference for Emotional Intelligence of adolescents.
- There will be positive correlation between Family Relationship and Emotional Intelligence of adolescents.

Methodology

Sample

A sample of 300 adolescent Boys and Girls was taken. The sample characteristics were as follows:

1. No. of respondents: 300 (150 males, 150 females)
2. Level of the sample: Adolescent boys and girls
3. Educational Qualification: Xth and XIIth
4. Age Range: 13-17yrs. (M-15yrs)
5. Income of Parents: 3,00,000-6,00,000+
6. M = (4,65,000 Approx)

Measures

Family Relationship

Family relationship inventory (Sherry and Sinha, 1987) is used for the measurement of children's perception of parental attitudes towards children. The inventory comprised 150 items classified in to three parental attitudes of mother and father separately i.e., father's acceptance, mother's acceptance, father's concentration, mother's concentration, father's avoidance and mother's avoidance. The scores on each dimension of the scale were determined by the number of 'True' response to the item relevant to each dimension. High score indicate the respective parent's acceptance and indulgence for the particular dimension. The score one was given to the true response and zero for false response. The subject can obtain minimum score of zero and maximum 150.

Emotional Intelligence

Standardized Emotional Intelligence Scale by Jyotsna Codaty (2001) is used to study Emotional Intelligence. Test consists of 10 items with 4 response alternatives in situation form. Score range zero to twenty. The minimum score in this scale is zero and the maximum 200. Higher the score greater the Emotional Intelligence and vice versa. The reliability and validity of scale is found very high on Indian sample that is .80 and validity was .76 with item analysis.

Results & Discussion

In order to find out the level of Family Relationship and Emotional Intelligence mean is calculated and to find out the mean difference between male and female adolescents t-test is applied. To find out the relationship between variables correlation analysis is done.

Table 1: Significance of difference between males and females

| Variables | Mean | | SD | | SED | t |
|-------------------------------|--------------|--------------|--------------|--------------|-------------|--------------|
| | M | F | M | F | | |
| Family Relationship | 66.64 | 66.77 | 7.713 | 8.417 | .931 | .139 |
| Mother Acceptance | 17.84 | 18.42 | 2.400 | 2.66 | .357 | 1.82 |
| Father Acceptance | 17.99 | 17.69 | 2.39 | 2.98 | .310 | .969 |
| Mother Concentration | 12.26 | 12.44 | 2.40 | 2.50 | .278 | .628 |
| Father Concentration | 9.12 | 8.43 | 3.048 | 3.35 | .355 | 1.96 |
| Mother Avoidance | 6.20 | 5.89 | 3.083 | 3.67 | .386 | .830 |
| Father Avoidance | 4.09 | 4.25 | 3.184 | 3.028 | .361 | .426 |
| Emotional Intelligence | 89.33 | 98.21 | 22.58 | 20.25 | 2.56 | 3.48* |

Table no.1 described that for Family Relationship, (.139) there is not any significant gender difference, therefore hypothesis no.1 “There will be significant gender difference regarding the Family Relationship of adolescent” is not accepted by the result of the present study. As far as dimensions of the family relationship considered, only mother acceptance and father concentration dimensions are found significantly differed. This implies that females received more mother acceptance (M=18.42) than males (M=17.84) while males received more father concentration (M=9.12) than females (M=8.43). The reason behind this kind of findings is in the socialization process. As it is said that the mother is role model for females and for males, role model is father. Therefore the acceptance and concentration of the same gender role model is obvious.

Similarly Colarossi and Eccles (2003) found no significant gender differences in perception of parental support among US samples in their study.

However Nilsson (2017) found significant differences between boys and girls in the associations between the dimensions of attachment and family interaction and offending. Boys reported significantly stronger attachments to parents than girls. Girls, on the other hand, reported significantly higher levels of parental monitoring conflict with parents and child disclosure.

As depicted in table no.1 there is the significant gender difference for Emotional Intelligence (t=3.48). Thus the result absolutely confirms the hypothesis no.2 “There will be significant gender difference for Emotional Intelligence of adolescents”. It is found that adolescent girls are more emotionally intelligent in comparison to boys. That means girls as compared to boys are emotionally strong. It is generally seen that they usually more efficient in handling stress, managing emotions, and guide their own thinking and action.

These findings are in line of previous researches by Bibi et al. (2016), Harrod and Scheer (2005), Singh (2002) and Wing and Love (2001). They all found females to have higher emotional intelligence than that of males.

Table 2: Correlation between Family Relationship and Emotional Intelligence

| Family Relationship | Emotional Intelligence | | |
|----------------------|------------------------|----------|----------|
| | Total | Male | Female |
| Family Relationship | .333** | .174** | .431** |
| Mother Acceptance | 0.288** | 0.631** | 0.062NS |
| Father Acceptance | 0.176** | 0.556** | 0.130* |
| Mother Concentration | 0.390** | 0.155** | 0.196** |
| Father Concentration | 0.129* | 0.157** | 0.741** |
| Mother Avoidance | -0.313** | -0.257** | -0.163** |
| Father Avoidance | -0.112* | -0.138** | -0.826** |

*P > .05, **P > .01

As mentioned in the table no.2 Family Relationship and Emotional Intelligence are significantly and positively correlated ($r=0.333$). Thus the hypothesis no.3 “There will be positive correlation between Family Relationship and Emotional Intelligence of adolescents” is confirmed by the present findings. Emotional development in adolescents is significantly influenced by the Family Relationship. Close relationship, healthy open communication, and perceived parental support are especially important during adolescence, as children experience many physical and emotional changes. For example, research shows teens that have positive relationship with their parents are less likely to engage in various risk behaviours, including smoking, fighting, and drinking. They are also less likely to report symptoms of depression and more likely to report high level perceived well being. The number and type of parents (e.g. Biological, Step) in the household, as well as the relationship between the parents, are strongly linked to a child emotional intelligence. In addition Emotional Intelligence and Family relationship are found positively and significantly related for males as well as for females. Further dimensions of Family Relationship (Acceptance and Concentration) are positively related with emotional intelligence and avoidance is negatively related with emotional intelligence for males while for females acceptance dimension (Mother and Father) is not significant and related with emotional intelligence among females. The acceptance and concentration dimension of family relationship are significantly positively correlated while avoidance is negatively correlated with emotional intelligence.

Ghanawat, Muke, Chaudhury, Suprakash & Kiran (2016) Found significant positive correlation between family functioning and emotional intelligence. The results showed Healthy family functioning plays a vital role in developing better emotional intelligence.

A study conducted by Robert S and Kadhiravan (2019) indicated that the family environment of youth had significant influence on their emotional intelligence. Chandran and Nair (2015) reported providing an insight and strengthening family functioning patterns would be effective in enhancing an individual’s emotional development. Kumar et al. (2012) observed perceived parenting style as predictor of hope among adolescents.

Conclusion

The result of the present study indicated that the mother and father of these adolescents more concentrated towards the needs and development of their children. They also gave acceptance to the child’s behaviour and attitude and do not avoid their children that’s why they showed high emotional intelligence.

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PURSUING HAPPINESS AND DEFEATING STRESS THROUGH RESILIENCE

Samsur Rahaman

“A gem is not polished without rubbing nor a man perfected without trials.

–Chinese Proverb”

As an individual, it is our innate tendency to change and adapt to new environment. We start to self-introspect to reinvent our traits which help us to design our life. Life is influenced not only by protective factors, but also by risk factors like problems, mismanagement, stress, and adversity. Human life and society are full of diversities and dynamics. We can hardly predict our future and most of the time we become unaware of the adverse events which are going to happen. Contemporary events or adversities have made it difficult to adapt to the new situation. In this way, we get mastered and increase the capacities that lead us toward resilience. If we fail to become competent over the adverse circumstances, we are unable to become resilient. As a consequence, it boosts stress, worry, hapless pain. We fall in the depth of dark, feel like a victim, angry, sleepless, and not able to concentrate, and have bitter experience about life. In this situation, a person passes through mental trauma and faces vulnerability. In contrast, some people come forward and face the challenges of life with pleasure. They give a new dimension to their life by learning, adapting, and managing and become successful. For example, a company manager lost his job because of some circumstances. Instead of losing hope, he comes forward and establishes his own company. There are infinite real-life examples related to this. The main principle, to become resilient, is to cultivate an attitude and skill that may boost a person to digest the stressful circumstance, which is called ‘Hardiness’.

In real terms, resilience is the potentiality that an individual applies in an adverse situation to change it into opportunity. A resilient person follows the ‘3Cs’ (Commitment, Control, and Challenge) that helps to mold the situation positively through courage and motivation. He has enough ability to cope with the problems and always finds a solution to the problem that arises around him.

There are two main approaches to the whole resilience process. First, recovery; it defines how the people bounce back and recover from the challenges and return to the pre-existence equilibrium, which is called ‘Homeostatic’ approach. In other words, it means relief from the crisis or risk to become a resilient. Second, Sustainability: it is the capacity to stay resilient despite adversities. This approach has given importance to growth and development through increased awareness of interconnections and processes. Societies or communities can grow and develop through a shift towards resilience independently, which is called the ‘autopoietic’ approach. This chapter discusses

the different resilience effects that influence human life from every corner with a number of dimensions. It also examined the biological, social, and cultural impact of resilience

The term ‘resilience’ is rooted in the post-classical Latin word ‘resilientia’. The Latin ‘Resilio’ (Klein et al., 2003) and French ‘resiliere’ (Paton & Johnston, 2006) are frequently cited, which means ‘action rebound’. In modern English, it is called ‘the action or an act of springing back’ that was used by Francis Bacon (Bacon, 1659, P.330). Resilience is a flexible term that supports to restart one’s innate strength to shape or mold the situation. Resilience is one of the most heuristic and growing fields of study in the 21st century in social science, psychology, and clinical psychology. It refers to “the potency to compete with unwanted dangers or adversities and manifest learning to bounce-back” (Wildavsky 1988) and leads “to measurable, positive outcomes that are not restricted to initial states” (Luthar, Cicchetti, & Becker, 2000).

Resilience is both the intrinsic and extrinsic process, which not only leads to successful adaptation, but also to genetic variations that stimulate individual differences in resiliency. There are two central meanings of this concept. Firstly, it is a response to stressful events; focus to recovery or to the ability to dilute stress, a capacity to make a balance quickly, and to return to an initial state of health. Secondly, it implies a dynamic process of recovery or surpasses from the adversity. It ensures growth and enhancement of function as a result of strong reactions to the unhealthy experience.

Areas of Resilience Research

1. The first area of resilience explains about defining and measuring resilience. It is the identification of the difference between those who do well and who do poorly in adversity. This wave reveals certain protective factors like qualities of people, relationships, and resources that predict resilience.
2. The second area discusses the description of factors or variable associated with resilience.
3. The third area refers to efforts to test ideas about the resilience process through intervention, most notably in an experiment to promote resilience by boosting the protective process such as effective parenting (Diamond, Barnett, 2007).
4. The fourth area of resilience studies explains the rapid advance in the study of genes, neurobehavioral development, and statistics for a better understanding of the complex process that leads to resilience (Masten, 2007). The role of genes as a moderator of risk or adversity in development and neural plasticity in resilience.

The Biological Effect of Resilience

a) Genetic Mechanisms Associated with Resilience

“Genetic susceptibility to most psychiatric disorders involves allelic variations or polymorphisms that are common in the general population. Each allelic variation, however, is associated with a

small increase in disorder risk” (Rutter, Moffitt, & Caspi, 2006). “Each gene might contribute to the causal pathway of psychiatric disorders in combination with other genes, and with environmental influences” (Rutter et al., 2006). Different scientific and technological advancements help to explore that genetic influences not only complex behavioural responses but also biological functions. It includes an endocrine response to stress or neural response to affective stimuli measured with brain imaging. “Gene-environment interactions seem to play a crucial role in determining the degree of adaptability of stress response systems to acute or chronic stressors, both during development and in adulthood” (McEwen, 1998). “Certain alleles might be associated with hypersensitivity to stress” (DeRijk et al., 2006). The best-known example of gene-environment interaction involves a polymorphism in the serotonin transporter gene promoter region (5-HTTLPR) in humans. Recent studies have begun to identify several polymorphisms in other genes of relevance for resilience, including genes affecting HPA axis function, and the genes coding for catechol-O-methyltransferase (COMT), BDNF, and NPY, among others.

b) Heritability of Resilience Characteristics

“The ability to be happy with life appears to be the central factor in Resilience and well-being” (Diener, 1984; Lyubomirsky et al., 2005). The life expectancy of happy people is higher (Danner, Snowdon, & Friesen, 2001), have a more robust immune system (Stone et al., 1994), and show greater self-regulation, self-control, and coping strategies (Fredrickson & Joiner, 2002; Keltner & Bonanno, 1997). Classic studies of psychosocial resilience conducted by Garnezy, Masten, and Tellegen (1984) and Luthar and Cicchetti (2000), have cluster characteristics that facilitate and enhance the dynamic developmental process of resilience across the lifespan. These interrelated characteristics are summarized by Southwick, Vythilingam, and Charney (2005) that include positive emotions (including optimism and humor), cognitive flexibility (including positive explanatory style, positive reappraisal, and acceptance), active coping style (including exercise and training), meaning (including religion, spirituality, and altruism), and social support (including role models). Representative findings from quantitative genetic studies elucidate the role of heritability in accounting for individual differences in these above characteristics.

Psychobiological Mechanism of Resilience

All people, in this world, experience distressing incidents at some points in their life and undergo a stressful situation that persists over time. At present, a number of studies explain how psychological and neurobiological mechanisms work in promoting resilient responses to stress. Resilience is not only the absence of psychopathology, but it is an adaptive response in a stressful situation, which can be sorted out by strengthening potential protective factors. The genetic influence on the biological process has a large effect on complex behavioural responses (Hasler prevets, 2008).

Psychosocial Effect of Resilience

a) Coping strategy

The coping strategies are essential to become resilient. It involves planning, problem-solving, a higher degree of well being, and capability to handle stress, trauma, and medical illness (Southwick, vythillngam, 2005). It also involves facing one's fear. The resilient people use fear as a guide to appraising risk and immediate necessary action. On the other hand, those people who can't adapt to stressful situations would follow strategies like escape avoidance of stressful situations, surcharge denial, and behavioural disengagement (carver, 1997). For example, people with post-traumatic stress disorder try to avoid a bad or traumatic situation.

b) Positive emotion, optimism, and cognitive reappraisal

Positive emotion plays a crucial role to promote psychological Resilience (Tugade and Fredrickson, 2004). Positive emotion provides a buffer against the adverse consequence of stress by decreasing the autonomic arousal produced by negative emotion and by increasing flexibility of thinking and problem-solving. The positive feeling is associated with faster cardiovascular recovery from negative emotional arousal and decrease stress reactivity. The cognitive appraisal helps the individual to re-evaluate the adverse experience more positively. It is the meaning-making process. The resilient individual infuses stressful events with positive meaning and tries to use humor that might help to regulate negative emotions.

c) Purpose in life

A sense of purposeful life and an internal set of beliefs about right and wrong connect an individual with resilience. Most of the time, an adverse situation affects the individual's sense of understanding. So as soon as an individual regains the sense of purpose in life, it helps in the process of recovery. This sense of purpose is significantly associated with psychological resilience. Sometimes, many individuals get strength from religious or spiritual beliefs and practices, which help to recover from traumatic events or Stressful experiences.

The Social Effect of Resilience

There are varieties of resources that help to navigate different social functions successfully. One of the essential supports is peer, family, neighborhood, and school community. All kinds of assets help to adapt and function in an odd situation. An individual also draws the necessary resources from social support and opportunities for pre-social participation. Some additional resources protect an individual from risk in the family. An individual who identifies his family as a role model shows less psychological distress, higher self-acceptance, and better deal with every distressful situation. The neighborhood is a massive social hub where an individual learns the process of socialization.

Some social factor that promotes resilience is given below:**a) Parenting Style**

Parenting style has been demonstrated as a significant process through which a child's life nourishes and develops. Parents with democratic and authoritative traits have been found with higher achievements, positive psychological and personal outcomes such as improvements in academic functioning, self-control, and adherence to social rules among children. A number of studies related to it explain that parenting practices have a broad role in the social and cultural nurturing of children.

b) Secure Attachment

A child's healthy development is highly influenced by the nurturing environment. Attachment between children and caregivers defines the quality of nurturing that lays the foundation for lifelong secure attachment (Komro, flay 2011). A secure attachment or relationship helps the individual to face a risk or stress and provides a sense of security and safety. Secure attachment becomes less distressful to face a threat or fear and through this, an individual recovers more quickly from stress and has a higher level of positive effect (Mikulincer 2012).

2. Family Resource

Both the parental style and attachment are the significant architect of social relationships that Promote resilience. However, the family has immense importance in nurturing social resiliency. Some supportive roles of father, mother, siblings, family type and family function have been acting as a significant role in Child's behaviour. "Both Sibling warmth And positive home atmosphere are associated with positive emotional and behavioural adjustment in bullied children" (Bowes, 2010). The support of family helps to promote resilience among vulnerable children. For example, "a study of low-income African American families found that social support from an extended family mitigated problematic mother adolescent relationships and adolescent internalizing and Externalizing problems (R.D. Taylor, 2010).

3. Peer Influence

The communication with peer and peer trust reduces risk or stress levels among children and helps to reduce the negative impact of parental rejection. The peer group can promote resilience or stabilize deviant behaviour and later problematic functioning.

4. Community and Extracurricular Activities

Community and extracurricular activities are some of the essential sources of resilience. "Youths, Who are more engaged in organized, extracurricular activities, such as school club and sports, show overall better adjustment" (Eccles and barber 1999). These activities help to practice positive coping skills, increase self-efficacy, and make a good relationship with others. There is a reciprocal relationship between adolescence social competence, activity engagement, activity participation,

and interpersonal competence. Positive extracurricular activities also provide an opportunity for positive growth and development.

Cultural Effects of Resilience

Cultural adaptation is a complex phenomenon of adjustment where numbers of factors have influences on the daily life of an individual. The successful implication of all these elements in an individual's life is called resilience. Culture is a vibrant, complex, and multifaceted construct that varies from ethnicity to ethnicity, population to population, and country to country. "Culture is a standard of behaviour acquired from membership a group" (Harwood 1981). It compresses a unified group of values, customs expectations, and norms. Culture is a sense of people hood and a foundation of collective ethnicity that directly or indirectly has a strong impact on resilience.

a) Acculturation

Migration is a universal process that occurs worldwide on a daily basis. The process of migration offers cultural adaptation and resilient development among immigrants that help to cope with the challenges to encounter within a new cultural environment. Adjusting with the new cultural environment is called acculturation. It occurs when an individual moves from one cultural sphere to another culture. "The phenomena which result when groups of individuals having different cultures come into continuous first-hand contact with subsequent change in the original cultural patterns of either or both groups are called acculturation" (Redfield, 1936). It is sometimes set as full assimilation when a group or an individual loses their culture of origin with the latest adaptation of the prevailing cultural lifestyles within a new environment. Assimilation is the outcome of a new culture and loss of ethnic identity bending into a new culture.

Berry's (1997) Two-factor model defines four types of acculturation.

1. Marginalization: Low affiliation in a new culture.
2. Separation: Influence of native culture is high and the influence of host culture is low
3. Assimilation: Affiliation of a new culture is high, and affiliation of native culture is low
4. Integration: Affiliation in both native and host culture

So, acculturation is not a single ideal outcome but an individual pattern of orientation toward each of the two distinct cultures. Acculturation is a bi-dimensional and orthogonal process.

b) Acculturative Change and Residence

Several studies have examined that cultural adaptation is the process of acculturation. Few studies have indeed examined acculturation is a process of acculturative change across time. The change across time is the adaptation in a new or adverse situation. Similar to the change in resilience observed across developmental milestones (Luthar, 2006). There exist different markers of successful adaptation depending on the stage of migration.

Resilience across Lifespan

Ancient stories and the stories of Legends inform us that resilience began long before scientific research. Social resilience is a process or pattern of positive adaptation despite threats or risks to an individual's life. Social resilience varies over an individual to an individual with an adverse experience. It is challenging to explain resilience as a static trait or individual character. It can arise from several processes and interactions that extend beyond the boundary of the single organism, including close relationships and social support. The resilience itself is not the same for different events or adversity. The same individual may be resilient at a time but may maladjusted later or vice versa. The different exploratory models have been using to perceive the factors and process that promotes resilience in the context of risk (Garmezy, Masten, and Tellegen, 1984). There are normally four stages that an individual follows in his whole life to complete a resilience cycling process. These areas are as follow:

1. **Resistance:** This is the stage when an individual remains calm and try to show a positive adaptive behaviour despite threats or risk. For example, a student has been working hard to get a good result in examination despite his poor social-economic or unhealthy study environment in his family.
2. **Recovery:** This is the pattern or stage when an individual tries to bounce back to the previous situation from adversity. This recovery is a dynamic process for any progress in life that helps to get an equilibrium state. For example, recovery of life after a natural disaster or bounce back to the previous life after an accident or traumatic situation is a great example of recovery.
3. **Normalization;** This type of situation or pattern shows that where adversity prevails over a long time and has no way to recover from the situation, then the individual starts to adjust in that situation and tries to habituate with that environment. For example, a child begins life in an adverse rearing environment e.g. abusive home. In this condition, a way to put that environment into a habit of living is normalization.
4. **Transformation:** This is the final stage. In this, an individual improves adaptive function as a consequence of adversity. "The concept of post-traumatic growth, particularly among traumatized adults, refers to transformational patterns (Linley and Joseph, 2004).

Conclusion

Studies on resilience have emerged very rapidly over a few decades. The subject matter of concern, whether it is problem-solving, stressful situation, or adversity, we will found resilience at the forefront. The resilience is the successful adaptation to adversity. Resilience is the potentialities that an individual applies in an adverse situation to change it into opportunities. Resilience power makes human life more adaptive in a negative case. Some people are more resilient to adjust and some are less adaptive. Resilience is a multidimensional process. Some domains that influence the resilience process is biological, social, and culture. All such dimensions help to provide a space for

growth and development through increased awareness of interconnections and processes. Societies or communities can grow and develop through a shift towards resilience independently, which is called the ‘autopoietic’ approach. So, the resilience is both the internal process as well as the external process.

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Section–III

**Social – Psychological Aspects of
Organizational Settings**

CULTURE AND PERSONALITY: A SOCIOLOGICAL ANALYSIS

Anchal Gupta

Edward Tyler stated²: “Culture is that complex whole which includes knowledge, beliefs, arts, morals, law, customs, and any other capabilities and habits acquired by a human as a member of the society.” Maciver⁶ believes that culture is a person’s social heritage. If we study various social systems, it is known that social life in society is very different from the other. This difference lies not only in the biological tools of some people but also in other activities such as communication, values, and norms.

As we know that India is a multi-cultural society, where different religions, beliefs, traditions, and beliefs govern the life of an individual. Various religions Buddhism, Sikhism, Islam, and Christianity reside here with their cultural heritage. Here, religious gurus and social reformers of all religions have been guiding and influencing the personality and life of the Indian people. Partial influence of religious texts like Bhagavad Gita, Vedas, Ramayana, Quran, Bible, Guru Granth Sahib can be seen on one’s thought system, consciousness, and personality. Here his personality is influenced by the traditional social system like caste system, joint family, ashram system, Purushartha, and Nishkam Karma. A specific social heritage of every society can be described as the culture of that society. It is true that natural powers do not have as much influence on a person’s life today as the culture created by themselves. There is no doubt that today humans have been able to adapt to changing climate and adverse geographical conditions, but without adapting from culture, we cannot achieve success in any field. While on the one hand, nature has given life to man: on the other hand, culture has nurtured it in the ways accepted by society and has provided the basis of its personality. Before knowing the impact of culture on the personality of the person, It is essential to understand- **What is personality ?**

Allport defined the personality as “*the dynamic organization within the individual of those psychological system that determines his characteristics behaviour and thought*”. The personality means the sum total of a person’s physical, mental, and social traits that cause each person to be the same or different from each other. It can also be defined as the characteristics sets of behaviours, cognitions, and emotional patterns that evolve from biological and environmental factors.

In the field of sociology and anthropology, it has been proved that culture has a profound influence on personality. People from different religions and communities behave differently in similar situations. If there is a major reason behind it, then it is nothing but their cultural differences.

The influence of one's culture can be easily seen in his personality, so the development of personality is not only due to the influence of culture, but the role of other factors is also equally important.

The development of culture is mainly under the influence of *four factors*. *Biological heritage, physical environment, group experience, and culture*.

Biological heritage- refers to a person's biological abilities, that is, how the mental level and physical health of the person is. Needless to say that all these also have a great impact on personality. Regarding the physical environment- according to sociology scholar Sorokin, the *physical environment*, especially climate has an influence over personality. Invaders from Central Asia and West Asia etc were more cruel and barbaric than the kings and emperors of India. Their behavior was so due to the difficult environment of Central and Western Asia. *Group Experience* - The type of group a person lives in also has an effect on his personality. If a person stays with a criminal group, then there is a possibility of a criminal defect in his personality. There are many examples in our society where children were separated from civil society due to which their personality was also different from civil society.

*Charles Cooley's*³ "*Theory of Looking Glass Self*" also explains the influence of group experience on personality. The mentality, social motivation, desires, values of life, ideas, and ideals of people are directly influenced by the culture of the society they're living in. *Ruth Benedict*⁸ has stated in one of his classical studies that- Dobu people of Melanesia believe that this world is governed by a type of magic. All kinds of diseases and incidents happening in society are due to some kind of magic. They believe that dreaming during the night is also governed by some witchcraft whether it is a fruitful dream-like good production in fields or unfruitful dream-like destruction of crops in the field. They have little faith in others, even if someone gives them food they suspect it for being poisonous. Even between husband and wife, there is a lot of doubt due to which remarriage and divorce are quite common among people. Despite such suspicion, there is very little quarrel among the Dobi people. In their culture, it is natural for people to be jealous, inquisitive, suspicious, inventive, deceitful and have a hidden personality.

Conversely, *Ruth Benedict's*⁸ study of another society has shown that the *Zuni people of New Mexico* are of a very cooperative nature. Crime and quarrel are rarely seen in their society. They are not very ambitious, so there is never a conflict between them to get the rights, no leadership is forced on anyone. There are no discussions about sin and virtue among them, families are matriarchal. Due to the influence of culture, where on one side, Dobus are suspicious, deceitful and dangerous, while Junis are very simple, generous, humble and supportive. From these examples, it is proved that in each society, the personality of people develops differently. People of the same culture have almost the same type of personality.

*Margaret Mead's*⁵ famous works "*The Coming of Age in Samoa*", "*Growing Up in New Guinea*" and "*Male and Female*" also confirm that personality is affected in every culture in its

own way. The development of personality always takes place in the context of some society. The development of personality cannot be understood without keeping in mind the concept of culture. This fact is also confirmed by Sparrow's idea that - the development of personality and the acquisition of culture are not at all different but both are exactly the same type of learning processes.

Some psychologists have also studied this subject. Those scholars have accepted on the basis of their empirical studies that culture has an indelible mark on personality. People of the same culture have almost the same type of personality. It is needless to say that the above-mentioned examples of The Dobu and The Juni societies make it clear that the people of the two cultures are not of the same personality and there is a lot of difference between them. The main reason for the difference is cultural diversity. In India, we can easily understand just by looking at someone whether he/she is a Bengali, Madrasi, Bihari or Punjabi. Similarly, despite religious similarities, people in Iran and Afghanistan look different. That is why an Indian looks different from the Afghan people because the culture has an important role behind all these differences. A person's personality is a mirror of culture. We easily understand what culture a person represents, just by looking at someone.

Through the process of socialization, families and other agencies teach their children those practices which are accepted in that culture. These practices, customs, ideals, beliefs, social rules, and laws, etc. definitely have an impact on the personality of the children. Each society has its own certain culture. Due to this cultural variation, a person of one country looks different from the people of another country. A culture differs from another based on these qualities. Different cultures have different values. As in ancient times, Indian people were pious and spiritual, modern Indians are not as spiritual and religious due to today's materialistic world but they have these values to some extent. The reason for this is the influence of Indian culture. These mere physical and mental values are still high for Western people. Similarly, differences in living, customs, religion, arts, values, and traditions can be seen in societies of different cultures. In some cultures, humans consider killing as a sin, on the other hand, in the Naga culture, there is great respect for those who behead men. More number of beheadings by a person increases his reputation in society and he receives more marriage proposals. Whereas in other culture people of society do not want to marry their daughter with a murderer. Divorce is not considered good in some families of Indian culture, but in some tribes, the more divorces a woman gets, the higher is her reputation. Divorce is not considered ill in Western countries. In some societies, when an unmarried woman gets pregnant, no one marries her, but in some tribes, only the progeny before marriage determines the marriage. In most parts of the world, people show respect by standing in their place when an older or more respected person is present, whereas *Fiji and Tonga* tribes sit on such occasions. Spitting on others is a very cruel and punishing act whereas in the Masai tribe this act is a sign of goodness. All these examples tell us that because of being nurtured in a particular culture, all the things related to that culture get absorbed in our personality all of which play a major role in personality building.

There is a certain set of social norms and shared values in every culture. This set is common to members of a given society or social group. For this reason, representatives of every culture should be tolerant of these norms and value systems. In this regard, the concept of a common personality arises, embodying the cultural values that society imparts to its members during the cultural experience. Thus, modern society, with the help of culture, strive to create a social personality, easily reaching social contacts, and being ready for cooperation. Lack of such standards puts an individual in a state of cultural uncertainty when he or she does not master the basic cultural norms of society. An individual's failure in socialization, to group cultural norms, can lead to conflict and social deviance.

Looking from a different perspective, you will find that sometimes the culture that affects personality is also influenced by personality itself. However, this is not always the case. Max Weber discussed a charismatic personality in this regard. Such personalities have the ability to influence people with their personal qualities. *Mahatma Buddha, Mahatma Gandhi, Ambedkar, and Karl Marx*, etc. are some personalities who have influenced their contemporary culture. In the end, it is reasonable to understand that a culture does not create the personality of all its members in the same way. If it were to happen then the behavior, ideals, habits of the people living in a cultural region would be exactly the same, but it is not so. In this regard, *Kluckhohn* has said that a person is similar to all people in some qualities, whereas in some other, he is similar to only a few people and he also possesses some unique qualities which are entirely different from the rest of the world.

While understanding the nature of culture and personality, it is necessary to keep in mind that culture is related to some ideals, rules, and social norms that make a person aware of behaving differently in different situations. Because of this, the ideal system of society prevails. It is a body system that emphasizes the different ways of behavior according to cultural rules and values that are considered more useful to society. The more one accepts and assimilates these ways of behavior, the more social his personality becomes.

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MAPPING THE RELATIONSHIP BETWEEN FAMILY COMMUNICATION PATTERN AND PRIVACY ON SOCIAL MEDIA AMONG COLLEGE STUDENTS

Stefy Babu

Ashwani Mohan

Abstract

If you are on social media, you would know the flavour du jour changes every day, rather every minute. With widespread use of internet and pervasive social network sites, online privacy has become a hot button among not just its users, but also communication theorists and scholars. The researchers themselves being a regular user of such social media observed that this virtual networking has unvarying effect on her real-world communication and social relationships. Family communication behaviour is closely related to our social functioning, and in a digital era, our virtual communication too. Hence, the researcher tried to systematically investigate the relationship between privacy attitude on social media and family communication patterns among college going students. The data collected from a sample of 165 college going students of Delhi (mean age =21) using an online survey method, was analysed quantitatively. The correlational analysis showed a significant relationship between attitude towards online privacy and family communication patterns. The study is significant in understanding the online privacy attitudes and behaviours among college going students. The study is also hopeful of understanding the communication dynamics, especially family conversation and family conformity on youngsters' level of online privacy, hence enriching the existing literature.

Keywords: family communication pattern, privacy attitude, social media, college students.

1. Introduction

1.1 Social Network Sites

In the past decade, the rise in popularity of the online communication or social media communication platforms has changed the social life of people substantially. Social networking sites has made communication between people easier and quicker than ever. Pervasive technologies, such as video monitoring and instant messaging, have changed the way people communicate, and the ways of personal information are transacted. With more than 258.27 million social network (YouTube, Facebook, WhatsApp, Twitter, LinkedIn, etc.) users in India (Statista, 2018) and 1.2 billion people uploading 136,000 photos and updating their status 293,000 times per minute globally, digital communication is soaring new heights. At the same time, it has become an attractive platform

for a big data about all of us - who we are, what we do, what are our likes, where we spend our time, etc.

SNS as extensive technology tends to become invisible once they are widely adopted, become ubiquitous, and are taken for granted. The user of social-web content generally consists of the user's ideas, views, experiences and knowledge, but often also includes one's personal information includes contact information and profile pictures which can be digitally stored and searchable as well as shareable.

1.2 Online Self-Disclosure

Self-disclosure behaviours on SNS related platforms are intrinsically rewarding and highly enjoyable-by seeing others reacting, through likes and comments, to their posts and profiles. Studies have found that individuals reveal seemingly harmless information such as IP address, key words used in searches, frequently visited websites, YouTube channels surfed often, posts shared and liked online and browser histories, and such massive trail of personal data through online dating sites, microblogging platforms, e-retailing sites and social network sites, etc. Third parties can use data from such sites for collecting personal information, data mining, phishing and other malicious purposes as well. Some individuals are aware that they are generating footprints of this surfeit of information but in most cases (especially teenagers), they are not.

1.3 Online Privacy

Facebook and other similar social network sites were in news about social network's one of the largest data breaches (87 million FB users affected) in April 2018. And in light of the omnipresence of personal information exchange in the virtual world of social networking, privacy has emerged as a source of concern for a generous group of social media users (PreCog Research Group, IIIT). Internet or online privacy can be also understood as privacy rights that an individual has with respect to their data available online, and violations of the same that take place in the system. Since only a blurry line exists between the public and the private sphere of information posted on SNS such as Facebook, Instagram, Skype, Hike, Twitter, etc. it creates a privacy-disclosure dilemma. Petronio (2012) emphasized Communication Privacy Management and defines privacy-disclosure dilemma as a dialectical and conflicting relationship between forces "pulling between and with the needs of being both private through concealing and public through revealing". Disclosure and privacy both are necessary for each other to constitute a kind of unity. SNS deeply penetrate their users' everyday life, giving little or no scope for online privacy of the digital data and could be regarded as unethical infringement and intrusive.

1.4 Privacy Concerns, Attitudes and Behaviours

Privacy concerns of SNS include disclosure of personal information without intention click-streams (individual information relating to surfing habits), damaged reputation because of rumours and harassment or stalking. Privacy attitude is defined as the extent to which an individual think or

feel about privacy management and subsequently engages in such behaviour in general. Whereas, online privacy behaviours include behaviours such as reading terms and conditions of applications, installing privacy software like spam guards, filtering programs, abstaining from using certain websites that asks for additional personal information, revealing less or inaccurate information (fabricate information), notifying Internet Service Providers (ISPs) about unwanted e-mails, refraining from pages that attempt to create cookies, prohibiting applications to access your contacts, gallery, location, etc.

Privacy Paradox

In the recent past, a plethora of empirical researches concerned with social network sites have shown that concern of users about their online identity and privacy on SNS but sometimes they do not seem to apply these ‘concerns’ to their usage ‘attitude and behaviour’ correspondingly. The online privacy behaviours many at times does not follow the individual’s privacy concerns. This dichotomy of information privacy attitude and actual behaviour is known as “privacy paradox” (Barnes, 2006). In cases of adolescents, the paradox deal concerned with creating an autonomous space for their generation and keeping it safe from others and promoting themselves by constructing a space looking ‘cool’ for their peers. Many at times, disclosure is driven by the need for relatively small and temporary rewards like quick popularity among peers on SNS. (Uses and Gratifications Theory, 1974). Whereas, some studies show a positive correlation between privacy concerns and protection behaviour among users who have the capacity to think abstractly and assess perceived costs rightly. Younger people who are more aware, are more likely to take action to protect their privacy and engage in coping appraisal processes and online privacy behaviours (Blank, Bolsover & Dubois, 2014).

1.6 Family Communication

As is social networking and privacy management, family communication too is a challenging phenomenon in the world of complex and advanced digital world. According to Epstein et al., (1993) family communication refers to the verbal and non-verbal information exchanged between family members and involves their ability to pay attention to what other members think and feel. Two variables broadly explain family communication- interpersonal (communication within the family system) and intrapersonal (within each individual).

Fitzpatrick and Ritchie (1994) have conceptualized conversation and conformity orientations in families as fundamental domains that determines family’s communication pattern. Conversation orientation is defined as ‘the degree to which environment have been created by family members to encourage each other to participate in conversation. Conformity orientation refers to the degree to which norms of family are adhered by family members.

1.7 Family Communication and Attitude towards Online Privacy

Social media has gradually replaced interpersonal and face-to-face communication as a strong socializing force in present digital world. Social networking sites have sturdily created a new kind

of virtual social order that is strengthening social networks but weakening interpersonal and intrapersonal family relations, especially in the family sphere. Consequently, teens' attitude towards privacy protection measures is determined by the amount of parental intervention and how much tech-savvy they think their parents are. Parental adoption of SNSs and growing conversation in families about what takes place on those sites can be a crucial factor for teens' online information disclosure, activities and privacy management.

Rationale of the Study:

This study will focus on relationship between family communication pattern and privacy of social media among college students, which is very emerging area of research. Generally, it is seen in many families, youth engage him or her on social media and most of time tries to maintain privacy. Some families have open environment, which prefer to connect each other and harmony but some families have very restricted environment, which do not allow anyone to go beyond the family limitations. So, it can be said that every family has different environment and communication pattern. Now this study is trying to assess correlation between communication pattern and privacy on social media or social networking sites.

2. Methodology

Objective

To know the relationship between family communication patterns and privacy on social media among college students

Hypothesis

There would be positive significant relationship between family communication pattern (conversation and conformity) and privacy on social media.

Sample

A snowball sampling technique (purposive sampling) was used to obtain data from a sample of 165 college going students falling in the age range of 18-24 years (mean age= 21 years) across middle/ high socio-economic stratum in Delhi (Sample size N= 165). 64.2% of the respondents were females and 37.6% of the respondents were males. 50.3% of the respondents were undergraduates, 25.5% were recent post graduate and 24.2% were graduates. It was found that 81.2% of the respondents are currently living with their family.

Procedure

Data was obtained using an online survey method. Certain demographic details such as age, gender, educational qualification, currently living with their family at present or not, etc. were recorded. Participant's frequency of SNS usage (daily, weekly, more than once in a week, monthly, more than once in a month or never) was also inquired.

Measures

1. The Privacy Attitude Questionnaire by Mark H. Chignell, Anabel Quan-Haase, and Jacek Gwizdka (2003).

The questionnaire consists of 36 items which are arranged into four sub-scales, that is, Exposure (E)- 9 items, Willingness to be Monitored (M)- 9 items, Interest in Protection (P)- 8 items and Willingness to share Personal Information (PI)- 10 items. The privacy attitude has fairly good predictive validity. The reliability was found to be good for all subscales (Exposure- .73, Willingness to be Monitored- .69, Interest in Protection- .66 and Willingness to share Personal Information- .76).

2. The Revised Family Communication Pattern (R-FCP) Instrument by Ritchie & Fitzpatrick (1990).

The R-FCP involved a 26-item scale consisting of two scales: Conversation Orientation (15 items) and Conformity Orientation (11 items). Reliability for the R-FCP scale a ranged from .84 and Conversation orientation subscale had higher reliability (.89) than conformity orientation subscale (.79).

Statistical Analysis

Correlation coefficient was computed to find the relationship between two variables (family communication and privacy attitude). The correlation between conversation sub scale and privacy attitude & conformity subscale and privacy attitude were calculated individually. The results were then tested for their significance, to verify the hypothesis framed. Results are tabulated as below.

3. Result

Table 1

| Variables | Sample size (N) | df (=N-2) | R |
|----------------------|-----------------|-----------|--------|
| Family communication | 165 | 163 | 0.299* |
| Privacy Attitude | 165 | | |

Table 2

| Variables | Sample size (N) | df (=N-2) | R |
|------------------|-----------------|-----------|-------|
| Conversation | 165 | 163 | 0.126 |
| Privacy Attitude | 165 | | |

Table 3
Relationship between Conformity and Privacy Attitude

| Variables | Sample size (N) | df (=N-2) | R |
|------------------|-----------------|-----------|--------|
| Conformity | 165 | 163 | 0.242* |
| Privacy Attitude | | | |

*Significant at both 0.05 and 0.01 level of confidence.

4. Discussion

4.1 Relationship between Family Communication Pattern and Privacy Attitude

The present exploratory study hypothesized that there will be a significant relationship between privacy attitude in social media and family communication patterns (conversation and conformity). The analysis of the result indicates that there is a positive correlation between family communication pattern and online privacy attitude ($r=0.299$) among college going students. Families tend to share common perceptions, beliefs and value systems, which have tremendous consequence on kind of conversations within family. In a study on parental monitoring and internet use among adolescents, Binyuan su et al., (2018) found that parental mediation might play a vital role in internet use in adolescents. Research shows that young adults' attitude towards online privacy protection is also influenced by parental mediation and family communication patterns (e.g. Lightsey & Frisby, 2015; Bridge & Schrodt, 2013 etc.) among other factors. The findings of Youn (2008, 2009), Lee, Jung & Chae (2007), etc. also showed that parental influence impacts adolescents' and young adults' attitude towards privacy protection. According to Communication Privacy Management model, when there is openness and trust among members, they are given co-ownership status about sharing and concealing of information. Co-surfing, co-viewing and purposeful parent child discussion on social media is more viable in communication-oriented families, which eventually is the expansion of privacy boundaries. Since heterogeneity of attitudes and beliefs are valued by all members of communication- oriented families, the need to change online privacy settings get reduced. In the light of CPM model, it can be explained that when only a thin transactional boundary exists, there is higher likelihood of disclosure. They feel comfortable even if any family member sees their posts, pictures, etc. online.

4.2 Relationship between Conformity and Privacy Attitude

The present study further revealed that there is a positive significant relationship between family conformity and online privacy attitude ($r=0.242$) among college going students. Children high on conformity orientation, tend to have more family rules and might surf internet together with

parents or under parental surveillance. Such families are characterized by interactions that encourage homogeneity in beliefs and attitudes among its members. Children tend to have high online privacy attitude due to high rules within family about internet usage information disclosure. FCP literature has shown that parents high on conformity- oriented communication seem to limit their children's access to outside influences such as social networks because they consider these external influences as threat to parental authority. Children on the other hand conceal information as a way of conflict and topic avoidance, considering the relational impact of privacy turbulence. The results of the study by Lightsey & Frisby (2015) also showed that there is a correlation between online privacy perceptions and family conformity. Another study by Bridge & Schrodt (2013) on 382 young adults also showed that family conformity orientation was associated with individual's privacy orientation. Adolescents, or emerging adults in such families, even if they have differing or contradictory belief system from other members, would conform by common belief system of family offline. And they would explicitly express their opinions and engage in liberal online behaviours in social media platforms. Restricting one's profile and page on Social Network is the easiest way to protect against family access or other privacy intrusions. Another study showed that youngsters were more concerned about older family members seeing aspects of their Facebook profiles, notably images and videos. They found that youngsters were particularly concerned that older family members might judge them, without even giving them a chance to discuss or ask what may be a misleading picture or a video. Young users also noted their concerns about friends tagging them in inappropriate pictures, writing on their walls or commenting on their relationship status lines in a way that might disclose information they would prefer to have kept private (Fife, LaCava & Nelson, 2003). This means that children who are at the high end of conformity orientation are more likely to engage in online privacy related behaviour to decrease conflicts and enhance family harmony. Ledbetter & Vik (2012) also showed that parental invasions were found to be negatively associated with satisfaction and conversation orientation, and positively associated with conformity orientation.

4.3 Relationship between Conversation and Privacy Attitude

Present study further explored to find any correlation between conversation orientation and online privacy attitude in specific. The results indicated that there is no significant, but positive correlation between family conversation pattern and online privacy attitude ($r= 0.126$) among college going students. High online privacy attitude and actual communicative behaviors users engage in within their families are correlated. Lightsey & Frisby (2015) showed that conversation orientation, was not significantly associated with perceived online privacy attitudes. Families with high conversation orientation creates an environment in which all members of the family are encouraged to participate in unrestricted interactions and discussion on wide array of topics. Families spend a lot of time together sharing their feelings, thoughts and individual activities with each other. Emerging adult's often use social media platforms for variety of purposes such as maintain social

relationships with friends and relatives, create intimate relations, post comments on friend's walls, tag photos, express their views and opinions, etc. This itself explains why young adults in high conversation-oriented families need not have complex online privacy restrictions, yet some amount of privacy is maintained. The openness and supportiveness of family members would encourage in lesser online privacy attitude and behavior. But Fife, LaCava & Nelson (2003) found that youngsters also considered the intimacy of the relationship when making decisions about accepting friend requests from family members on Facebook, and in monitoring their privacy.

5. Conclusion

The conclusion stemming from the study showed a statistically significant correlation between family communication and online privacy attitude. The results also indicated that a significant relationship exists between conformity and privacy attitude but not so significant yet positive correlation between conversation and privacy attitude. Youngsters perceiving their FCP as conversation oriented were less likely to have online privacy concerns. On the contrary, conformity-oriented youngsters reported to have family rules did have increased level of privacy concern and attitude.

As the preceding discussion of family conversation and online privacy attitude has indicated, it can be understood that beliefs that family members have about family communication and actual online privacy attitude and behavior are closely intertwined. Another conclusion from the preceding discussion is motivated by the concern to distinguish between directly observable behavior (e.g. behaviors indicating conformity and conversation orientation) and the not directly observable aspects (e.g. attitude and beliefs towards online privacy protection). The findings on family and parental influence on youngster's online privacy attitude was based on the perceived parental mediation by youngsters, which is formed through their own perspective.

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ORGANISATIONAL ROLE STRESS AND PERSONALITY HARDINESS AMONG RURAL AND URBAN PRIMARY SCHOOL TEACHERS

Parul Mishra

Abstract

This study examined the relationship between hardiness and Organisational stress among teachers teaching in primary schools of rural and urban area. Sample of the study comprises of 240 teachers of government schools of rural and urban area. Correlational analysis of two variables (ORS & Personality Hardiness) revealed that Hardiness and stress are negatively related. These results were consistent for both rural and urban teachers, male as well as female. Similar results were found in a research done on IT professionals of India. (S.Subramanian and M.Vinothkumar, 2009).

Keywords: Organisational role stress, personality hardiness, primary teachers and locale.

Introduction

In past few years, the field of positive psychology has emphasized on the role of psychology in making lives happier by increasing physical fitness, and decreasing stress. It is well documented that psychological stress is associated with a variety of physical and mental health illnesses (eg, Hystad, Eid, Laberg, Johnsen, & Bartone, 2009).

The link between adverse or stressful life events and psychological and physical health has been well established, and many studies report that stressful life events precipitate ill-health and psychological dysfunction. During the eighteenth and nineteenth centuries, stress, was equated with 'force pressure or strain' exerted upon a material object or a person which resists these forces and attempts to maintain its original state. Similarly in engineering it is known as the ratio of the internal force brought into play when a substance is distorted, to the area over which the force acts. (Hinkle, 1973).

In psychology stress refers to a state of the organism resulting from some interaction with the environment.

In psychophysiology, stress is 'that stimulus which imposes detectable strain that cannot be easily accommodated by the body and so presents itself as impaired health or behaviour.

Stress was recognized as a major contributor to significant physical and mental health problems. In the 1980s, stress began to be evaluated in organisational setting where it is identified in the decline of performance efficiency of the employee.

Occupational stress in teachers can lead to a variety of negative outcomes including emotional exhaustion, feelings of depersonalization and sense of failure with one's personal accomplishment. Stress is one of the major reasons that teachers all over the world leave the teaching profession.

In the late 1970s Kobasa (1979) introduced the concept of psychological hardiness and suggested that hardiness moderates the relationship between stressful life events and illness. Personality hardiness has emerged as a composite of the interrelated attitudes of commitment, control, and challenge that provides the existential courage (Maddi, 2004) and motivation needed in turning stressful circumstances from potential disasters into growth opportunities (Maddi, 2002, 2004; Maddi, Harvey, et al., 2006).

The three components of hardiness, commitment, control and challenge moderates the relationship between stressful life events and illness. Kobasa (1979)

Hardiness is the pattern of attitudes and skills that provides the courage and strategies that helps people be resilient by turning potential disasters into growth opportunities and fulfilment, thereby enhancing their performance, sense of fulfilment, and health. Hardiness is the pattern of attitudes and skills that provides the courage and strategies that helps people be resilient by turning potential disasters into growth opportunities and fulfilment, thereby enhancing their performance, sense of fulfilment, and health. (Maddi, S.R. (2013)

People with strong commitment component often display involvement rather than withdrawal, perceiving this as the best way to turn the stressful experience into something significant. Those strong in the control attitude believe that through effort, they can more often than not influence what is going on around them rather than perceiving themselves as powerless in the face of circumstances. Those strong in the challenge attitude believe that fulfilment is to be achieved only through learning and searching for opportunities amidst the tough times of life. As existential courage, hardiness is a sign of mental health and has expanded the emphasis of positive psychology beyond mere happiness (Maddi, 2006). The personality construct hardiness has emerged as an important factor in buffering the effect of stress.

Hardiness studies have found that individuals possessing hardiness traits do not give up easily under pressure, become ill less often, and have the ability to behave in an adaptive manner when stress is experienced (Kobasa, Maddi, & Kahn, 1982). A more recent study done on old age people revealed that hardiness partially mediated the positive association between perceived loneliness and depressive symptoms. Lower levels of hardiness, in turn, correlated with increased self-reported depressive symptoms. Sin Man Ng & Tatia M. C. Lee (2020)

Various studies indicate that effects of stress tend to be mediated among individuals with high hardiness levels. However, further investigation was needed to confirm the benefits of hardiness.

Aim: The Present study aims to study the relationship between organisational role stress and personality hardiness among primary school teachers in rural and urban area.

Objectives

To find out the relationship between organisational role stress and personality hardiness among rural and urban primary teachers.

To find out the gender difference regarding the relationship between organisational role stress and personality hardiness among rural and urban primary teachers.

Hypothesis

There will be significant negative relationship between organisational role stress and personality hardiness. This implies that this relationship will be same for males as well as for females.

Method

• Type of Research

The present research is sample survey design and it is single time cross section design as sample was contacted only once. Incidental sampling was used to select teachers from rural and urban areas. This study is basically correlational in nature.

• Participants and Procedure

In the present study incidentally selected sample of 240 teachers of government primary school of rural and urban area of Bareilly district was taken. The sample consisted of 120 male and 120 female teachers.

• Variables and Measures

The present study comprises of two variables- Organisational role Stress, Hardiness.

Organisational Role Stress Scale

Organisational Role stress refers to the conflict and tension due to the roles being enacted by a person at any given point of time (Pareek, 2003). Enacted in the context of organisation these role stresses can be termed as organisational role stress. Pareeks's (1983) Organisational Role Stress scale was used to measure teacher's stress. This scale consists of ten dimensions with a five point rating scale.

Personality Hardiness Scale

For evaluating hardiness, we used the short version of Hardiness scale developed by S.C. Kobasa and S.R. Maddi. This scale consists of three dimensions - commitment, control and challenge with four point rating scale.

Procedure

The respondents were contacted personally and explained the purpose of the study. After establishing a rapport with the subjects, the Questionnaire Booklet was given to them and they were ensured about the confidentiality of their responses.

Results

In the present study, coefficient of correlation was calculated in order to find out the relationship between organisational role stress and personality hardiness.

Following Table reveal the relationship between organisational role stress and hardiness.

Results reflected in table 1(a) shows that ORS and hardiness is negatively related among rural teachers.

Table 1(a)
Correlation between Organisational Role Stress and Hardiness (Rural) .

| H ORS | PERSONALITY HARDINESS | | | COMMITMENT | | | CONTROL | | | CHALLENGE | | |
|----------|-----------------------|---------|---------|------------|---------|---------|---------|---------|--------|-----------|---------|--------|
| | TS | M | F | TS | M | F | TS | M | F | TS | M | F |
| TS | 0.266** | 0.273* | 0.296* | 0.327** | 0.226* | 0.281* | 0.231** | 0.246* | 0.037 | 0.064 | 0.011 | 0.068 |
| IRD | 0.103 | 0.121 | 0.079 | 0.177* | 0.321** | 0.260* | 0.159* | +0.067 | 0.280* | 0.193* | 0.124 | 0.162 |
| RS | 0.227** | 0.256* | 0.031* | 0.122 | 0.296* | 0.116 | 0.116* | 0.285* | 0.139 | 0.070 | 0.246* | 0.102 |
| REC | 0.324** | 0.036 | 0.295* | 0.149* | 0.274* | 0.274* | 0.244* | 0.045 | 0.073 | 0.272** | 0.186 | 0.142 |
| RE | 0.246** | 0.412** | 0.346** | 0.182* | 0.056 | 0.251* | 0.256** | 0.288* | 0.277* | 0.182* | 0.203 | 0.283* |
| RO | 0.201* | 0.323** | 0.256* | 0.535** | 0.259* | 0.426** | 0.182* | 0.282* | 0.162 | 0.165 | 0.053 | 0.184 |
| RI | 0.177* | 0.137 | 0.259* | 0.082 | 0.280* | 0.061 | 0.175* | 0.030 | 0.133 | 0.018 | 0.049 | 0.278* |
| PI | 0.194* | 0.281* | 0.265* | 0.186* | 0.336* | 0.264* | 0.085 | 0.332** | 0.133 | 0.156 | 0.432** | 0.287* |
| SRD | 0.153 | 0.112 | 0.286* | 0.252** | 0.061 | 0.361* | 0.114 | 0.307* | 0.776 | 0.178* | 0.114 | 0.282* |
| RA | 0.163 | 0.282* | 0.192 | 0.044 | 0.255* | 0.091 | 0.182* | 0.297* | 0.311* | 0.139 | 0.263* | 0.194 |
| RIN | 0.012 | 0.043 | 0.007 | 0.195* | 0.266* | 0.087 | 0.179* | 0.292* | 0.264* | 0.096 | 0.137* | 0.277* |

*p>.05

**p>.01

Note: Positive Signs denote negative relationship

df for total score=118

df for male/female=58

Similarly Table 1(b) denotes the significant negative relationship among urban teachers.

Table 1 (b)
Correlation between Organisational Role Stress and Hardiness (Urban).

| H ORS | PERSONALITY HARDINESS | | | COMMITMENT | | | CONTROL | | | CHALLENGE | | |
|----------|--------------------------|---------|---------|------------|---------|---------|---------|---------|--------|-----------|--------|--------|
| | TS | M | F | TS | M | F | TS | M | F | TS | M | F |
| TS | 0.244** | 0.251* | 0.273* | 0.313** | 0.276* | 0.211* | 0.196* | 0.256* | 0.274* | 0.46 | 0.21 | 0.106 |
| IRD | 0.186 | 0.047 | 0.101 | 0.191* | 0.246** | 0.179** | 0.041 | 0.086 | 0.011 | 0.178* | 0.279* | 0.044 |
| RS | 0.176 | 0.216** | 0.093 | 0.235** | 0.309** | 0.284* | 0.052 | 0.107 | 0.292* | 0.207* | 0.186 | 0.244* |
| REC | 0.233** | 0.297** | 0.152* | 0.287** | 0.211** | 0.267* | 0.143 | 0.295* | 0.277* | 0.174* | 0.182 | 0.083 |
| RE | 0.083 | 0.126* | 0.053 | 0.684* | 0.082 | 0.369** | 0.069 | 0.100 | 0.017 | 0.056 | 0.081 | 0.273* |
| RO | 0.209* | 0.143* | 0.198** | 0.186* | 0.285* | 0.294* | 0.186* | 0.372** | 0.007 | 0.030 | 0.275* | 0.232 |
| RI | 0.096 | 0.084 | 0.152* | 0.232** | 0.339** | 0.274* | 0.160 | 0.288* | 0.283* | 0.012 | 0.271* | 0.043 |
| PI | 0.194* | 0.111 | 0.156* | 0.178* | 0.339* | 0.293* | 0.191* | 0.086 | 0.184 | 0.264** | 0.017 | 0.278* |
| SRD | 0.079 | 0.164** | 0.256** | 0.087 | 0.181** | 0.261* | 0.055 | 0.265* | 0.292* | 0.111 | 0.177 | 0.016 |
| RA | 0.182* | 0.213** | 0.136* | 0.198* | 0.74* | 0.135 | 0.241** | 0.293* | 0.042 | 0.131 | 0.251* | 0.084 |
| RIN | 0.089 | 0.131* | 0.143* | 0.174* | 0.268* | 0.142 | 0.181* | 0.406** | 0.016 | 0.573** | 0.264* | 0.081* |

*p>.05

**p>.01

Note: Positive Signs denote negative relationship

df for total score=118 df for male/female=58

Moving ahead looking at the relationship of dimensions of hardiness we found that commitment is significantly and negatively related to ORS for both urban and rural teacher similar result are reflected for males as well as for females of both the sample.

Similarly control is also significantly and negatively related to organisational role stress among rural and urban teachers as well as for both males and females in urban sample but this relationship is found significant only for males in rural sample.

In addition, tables also reflect that no significant relationship is found between challenge and ORS for both urban and rural teachers. Similar results are true for both males and females of these samples.

Thus, the hypothesis is accepted from the result of the present study as personality hardiness was negatively and significantly correlated with the organisational role stress. This relationship was also significant for males as well as for females.

Discussion

Results of present study are in harmony with an earlier study which concluded that hardiness and two components (Commitment and Control) are significantly correlated to stress. (Joy Wyatt Pengilly; E Thomas Dowd, 2002).

Kobasa (1979) in his study of business executive proved the role of hardiness as a stress resistance.

The results of present study are supported by a study done on degree college teachers, it was revealed that hardiness was significantly negatively related with life stress as well as burnout. (Sahu and Mishra, 2006).

Tollefson et.al (1987), after their studies on teachers concluded that there is a significant relationship between hardiness stress and burnout

In another study it is proved that Psychological hardiness had a direct negative impact on stress and a direct positive impact on satisfaction (Rush, et. al. 1995).

Sinha et.al.(2009) role of hardiness on depression on a sample of people aging 21 to 65 yrs.

A research done on IT professionals of India reveals that the internal strength factors such as hardiness and self esteem tend to have a significant impact on their perceived occupational stress at work environment.(S.Subramanian and M.Vinothkumar,2009)

Implications

A number of implications have emerged from the results of the present study . First, when a stressful situation arises in the workplace, the response to the situation is mediated by the personality hardiness of the individual. Therefore planning intervention programs or in service teachers training with specific focus on building Personality Hardiness of teachers is the need of the hour. Second, how a person reacts to a stressful situation is more related to his/her personality rather than his/her place of work. The results of this research work can be a guideline for making significant inclusions in Teachers' training curriculum. Similar suggestions have been made by a research done on nurses, showed hardiness as being a protective factor against perceived stress and a facilitating factor for happiness in nurses(A. Abdollahi et.al,2014)

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LEADERSHIP STYLES AND HAPPINESS AMONG WORKING PROFESSIONALS

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Abstract

Leadership style is an important predictor of happiness. Few studies have analyzed the importance of Leadership style and organizational culture as a important factor influencing the happiness level of the employee. The aim of this study was to identify how different leadership style is correlated to happiness. We used multifactor leadership questionnaire which measured Transformational, Transactional and Laissez Faire leadership style and used Oxford happiness questionnaire to measure the happiness level of the. The study was conducted on employees of age 25 to 50 on a sample size of 56 out of which 28 were females and 28 were males. Data was collected using Purposeful sampling technique and Pearson's correlation method was use to measure the correlation between happiness and the three forms of leadership style the questionnaire measured. The results indicated that transactional style is highly positively correlated; transformational style is moderately positively correlated whereas laissez faire style is negatively correlated to happiness and there are gender differences in correlation of different leadership style and happiness.

Key words: Leadership, Happiness, Working Professional

Introduction

Drucker said, leadership is to bring an individual perspective to the next level, to help the others to break through limits of one, in order to attain higher achievement. Leadership is a procedure through which individual influences and increases work quality given by both leader and other members of the group. Leadership is defined as the process of influencing the activities of an organized group toward goal achievement. (Rauch & Behling.) A good leader also leads to early completion and reaching to set targets and goals. Those posing qualities of leadership are said to be high on the level of social intelligence. People possessing the personality of leadership have the innate ability to set up the desired procedure for reaching the desired goal. They give guidance and also checks if any other kind of skill or resource is required. A famous psychologist who is regarded as the father of leadership *Warren Bennis* gave a definition of leadership which states that leadership is the capacity to translate vision into reality.

Skills of a Leader

- Democratic

- Good orator
- Empathetic
- Accountability
- Delegation
- Empowerment

A leadership style consists of factors whether the behavior of the leader is motivating, directing guiding and managing or not. It's said that a great leader can lead to political movements and social change. The style of leadership also affects the performance of the group and it said that if the leader uses appropriate style it might also lead to innovation or creation.

In 1939, *Kurt Lewin* along with a bunch of researchers. The researcher did more research and made more styles but three major leadership styles are influential. They are also known as leadership theories given by *Lewin*.

Transformational Leadership

This style of leadership was paid emphasis by the researcher named Bernard M. Bass. This style of leadership has potential to inspire, motivate the teammates or employees to implement positive change in the group or organization. The leaders of this style of leadership should inhibit the qualities of being emotionally intelligent, energetic as well as passionate. Simply achieving the organization's target is not the motive her but to attain the goals of the employees. It can be considered as a very holistic style of leadership.

Transactional Leadership

This style of leadership highlights the fact that every group or organization has a hierarchy which lays down that the subordinates should be answerable to their respective superiors and obey them no matter what. This style revolves around the exchange of monetary compensation with regard to the tasks completion on time. It creates defined roles and the employees have to get the task completed within that span of time. The leaders have to be always on their toes checking up on everybody under their supervision.

Authoritarian Leadership (Autocratic)

Authoritarian leaders are also known as an autocratic leader, this of leaders provide clear-cut instruction regarding - what they want to be done? when should it be done? and they also decide how it should be done? This leadership style strongly focuses on commanding leader and control over followers. In this type of leadership, there is a clear demarcation between the leader and the other members as a result leader takes all the decisions without any interference of the group.

Researcher's authoritarian shows best results when time is limited. Creativity drops down in this style of leadership. Further, *Lewin* concluded by saying it's hard to switch from authoritarian style to democratic style or vice versa. The autocratic approach can be a good one when the

situation calls for rapid decisions and decisive actions. However, it tends to create dysfunctional and even hostile environments, often pitting followers against the domineering leader.

Participative Leadership (Democratic)

Participative leadership style is also known as democratic leadership. In today's era, it is said to be the most effective style of leadership. Leaders holding a democratic style of leadership offer guidance to members but along with that they also actively participate in the group and further open to suggestions given by other members.

In research done by the Lewins, he found that people who showed less productivity under authoritarian style show comparatively high quality of work in this type of leadership style. Furthermore, leaders just encourage the other participants but the final say stays in hand decision making. Group members under this leadership style show more creativity and motivation as they feel they are more engaged in the process. In this type of leadership, leaders are successful in making members feel that they are an important member of the team and further that members' commitment is important to reach the desired goal or target..

Delegative Leadership (Laissez-Faire)

Delegative leadership is also known as laissez faire in this type of leadership leaders provide little or no guidance to the member of the group and decision making solely lies in hand of group members. Research shows that amongst all three leadership style individuals in this type of leadership style shows the least productivity. Such a group may also have more demand for the leader, less cooperation and members might not be able to work independently.

While this style can be useful in situations involving highly qualified experts, it often leads to poorly defined roles and a lack of motivation.

Lewin concluded by saying this type of leadership lacks in having set direction and furthermore members might end blaming each other for mistakes as individuals in group refuse to accept personal responsibility.

Happiness

Happiness is a state of mind; it is how one enjoys their life. In scientific literature, happiness is referred to as hedonia (Ryan & Deci, 2001), the presence of positive emotions and the absence of negative emotions. It can be defined as a subjective experience that is what brings happiness to me may or may not bring happiness to somebody else or the level may differ. It can also be stated as a blend of positive emotions such as joy, excitement, cherish etc. It is nothing but how one thinks thus can be called a positive state of mind. It is also when you feel that your purpose of existence is fulfillment or that you have a goal that needs to be achieved and your actions are directed towards it only. It is also experienced when you accomplish something you wanted to or you engage yourself in activities, that you enjoy to do and those which make you feel that this is where you

belong. So happiness is something which is felt when you do or is part of something where you feel you are capable of and is valued and appreciated for. Being happy is a matter of choice, accepting life the way it is and appreciating it and being grateful for what you have is what makes one happy. Seligman's conclusion is that happiness has three dimensions that can be cultivated: the Pleasant Life, the Good Life, and the Meaningful Life.

Types of Happiness

The theory laid down by *Daniel Nettle* under positive psychology highlights the three levels of happiness.

- Level one reflects the small pleasures people look out for on a day-to-day basis for keeping oneself contained, just like going to a fancy restaurant with your spouse, having sex, taking it out on a piece of the journal, etc. This is momentary meaning it does not sustain for a longer time and normalizes after the pleasurable activity is executed.
- Level two talks about an upgraded version of the level one. It makes a person ponder about happiness in life in general as a wholesome and makes him compare with his surrounding environment.
- Level three is the kind of happiness which can be stated as a parallel to the theory of Abraham Maslow's hierarchy of needs, self-actualization needs to be accurate where the person's happiness is co-dependent on how efficiently he has reached all his potential and now is considered as completely suffice with his life.

Types of Happiness presented by *Dr. Paul TP Wong* in categorization of four different types:

- Eudaimonic can be straight-up related to the stage of self-actualization of *Maslow*; it reflects fulfilling life, giving meaning to one's life, also can be referred to as long term happiness. Truly holistic meaning an overall approach towards both physical and mental health. It emphasizes on balancing to attain happiness.
- Hedonic suggests about small pleasures one has in life, happy moments one has, it also implicates that in this kind of happiness one can understand himself, what he wants and means to do.
- Chaironic implicates feeling to be blessed, the person has a thankful attitude towards life and every happy emotion evokes this feeling. Gratitude is the key to this type of happiness.
- Prudential stands out amongst the rest as it indicates toward a person who is heavily occupied with self-confidence and thinks very highly of him, giving the impression that he is doing wonders.

Factors of Happiness

- Success in life which one experiences directly impacts ones level of happiness.

- What kind of relation one holds with others in their personal and professional life also have an impact on the level of happiness as we all want support and validation from others.
- Physical health is also directly linked to one's level of happiness.
- Hormones play an important role in making us happy, oxytocin is believed to make one experience happiness when released in the body and is known as the happy hormone
- Financial situation and educational qualification are also considered an important component.

The domain of positive psychology explains that a person who exhibits several positive emotions like joy, interest, and pride and is less likely to showcase negative emotions such as being sad, anxiousness and anger. Various studies show a direct relationship between happiness and satisfaction in life, appreciation in life, pleasurable moments, mostly with positive emotions, feelings, and sentiments.

Just like the way a coin has two sides, exactly in the same manner life is a roller coaster of ups and down consisting of happy and sad emotions, situations and consequences. It certainly depends on the person whether to embrace the totality of it or run away and not face it. Every human being on this planet is built in such a manner that he or she has to face all sorts of emotions existing, simply that the frequency of the emotions vary depending upon how well they mold and handle it.

Happiness can be correlated to finding what your passion is, taking out time to execute it to derive happiness from it for your wellness. According to Aristotle, staying active makes you highly happy as it drives you to step outside of your zone in accordance to go run after the things to chase happiness. A great number of research studies have made it obvious that good social connections benefit the person as it gives joy, adds up to his satisfaction and elevated his self-esteem, both contributing towards his overall happiness and wellbeing.

A person needs to be happy to carry on with all the spheres of life as it will keep him motivated to thrive. No doubt money is a big contributor toward keeping a person happy but there exists several other factors which imply towards happiness such as taking out time for oneself to self-evaluate, pampering oneself, prioritizing spouse, children and social relationships, picking up new challenges to grow and achieve target by target and ultimately achieving the bigger goal of your life, which indeed is going to be directly related to your happiness.

In layman's terms, happiness can be distinguished as several forms but joy, excitement, gratitude, pride, optimism, contentment, and love are prompt. These can be tagged as various types of happy emotions which come step by step to a person as he escalates as a protagonist in the story called life.

Review of Literature

- Kelly & MacDonald (2019) in a research paper designed to study the relationship between leadership styles and workplace solidarity communication between the supervisor and the

subordinate, they concluded the results that the authoritarian style of leadership associated with the lowest solidarity and consistently yielded the least job satisfaction and highest burnouts in the subordinates.

- Milhelm et al., (2019) conducted a research on the Effect of Perceived Transactional Leadership Style on Employee Engagement in information and communication technology Industry. A sample of 450 employees was taken who were provided with the self administered questionnaire. Validity was established through a series of expert review, pre-test, and pilot testing by using Exploratory Factor Analysis and Confirmatory Factor Analysis using the Structural Equation Modelling. Results found that transactional leadership has a direct and positive impact on employee engagement in ICT industry.
- Rehmat R. et al., (2019) investigated how different leadership styles correlate with happiness, performance and job satisfaction using regression analysis and it was found that leadership styles directly affect the willingness of an employee and the motivation level. A good leadership style increases the level of happiness in turn making an individual completely satisfied and motivated at his or her job and thus producing good quality work.
- Semedo A. et al., (2019) aims to study how authentic leadership and affective commitment are interconnected by conducting a research on 543 employees of private and public sector using structural equation modeling and concluded that employees who perceive that their leaders have authentic leadership that is honest relation and appreciating are more happy at their work environment and perform well at their jobs in comparison to those who feel that their leaders do not appreciate their work.
- Tanwar (2019) conducted a research on Study of leadership style, coping strategies and happiness in academic employees and corporate employees. A data of 40 academic employees, 40 corporate employees was collected by purposive sampling. Participants were assessed on Leadership Style Scale, Ways of Coping Questionnaire and Oxford Happiness Questionnaire. Anova and correlation was used. The results show that there was a significant relationship between democratic leadership style, confronting coping strategies and happiness.
- Inceoglu et al., (2018) this paper acknowledged how leadership style or behavior has a significant impact or affect on employee well-being or performance. Three groups of employee were studied how leadership affected their social, cognitive and emotional well-being. The study concluded that leadership style affects mostly psychological well-being as some employee get negative motivation that affects their well-being.

- Schuckert, M., Kim, T. T., Paek, S., & Lee, G. (2018) the paper examined the effect of authentic leadership and transformational leadership on 336 employees in Seoul in South Korea. The implications of the paper was to go through how authentic leadership have a greater impact on employees development as they had no problem in moving towards innovation without motivation where as transformational leader had lesser impact on the innovation of employees.
- Mohiuddin Z. A. (2017) the research paper focuses on various types of leaderships and gives a comparison of transformational and transactional forms of leaderships. The specifics of the research paper was to go through the studies held in past for the comparison of autocratic and democratic styles of leadership and make an analysis of the same. The review paper suggests that each style has it's own challenges. Autocratic style of leadership was found workable when only the head was accountable whereas democratic style of leadership best suited for the cases when ideas had to be provoked by every individual in the team. Also, participate style of leadership was also mentioned in cases where every member has got potential.
- Pawirosumarto S., Sarjana P. K., and Gunawan R. (2017) the paper emphasis on studying the leadership style, work environment and organisational culture which effects the job satisfaction and ultimately the employee's performance at work. It was conducted on 642 employees of Parador Hotels and Resorts, Indonesia whereas the data was collected through questionnaires. The findings indicate a major turn towards the leadership style for the employee's job performance; on the other hand job satisfaction was not much of a key for an employee to show performance.
- Asrar-ul-Haq and kuchinke (2016) in a research studied the impacts of leadership styles on Pakistani bank employees' attitude towards their leader and their performance. They conducted the study on a theoretical basis on 224 employees, working full-time in the Pakistani banks and found the results which showed a significant relationship between transformational leadership and employee's performance outcomes. The laissez-faire style of leadership however negatively affected the employee performance and their satisfaction level.

Rationale of the Study

It is believed that an individual spends more number of hours at their workplace in comparison to spent at home and thus what people surrounds you their and how they treat you have a significant impact on the level of happiness of the individual. Thus the manager follows what kind of leadership style and how treats you impact one and thus their must exist a relationship between happiness and leadership style.

Aim

To measure the correlation between different leadership styles and happiness level of the working professional.

Objectives

- To investigate the correlation between leadership style and happiness
- To investigate which leadership style leads to happiness the most

Hypothesis:

- Transactional and transformational styles will be positively correlated to happiness
- Laissez Faire style would be negatively correlated to happiness
- Transactional leadership style would be more positively correlated to happiness than transformational

Methodology**Sampling Frame**

Total 112 working professional between the age group of 25 to 50 were selected as the sample range and purposeful sampling technique was used to collect the data.

Tools for Measurement

Two different questionnaires were used to measure happiness and leadership style.

The Oxford Happiness Questionnaire was developed by psychologists Michael Argyle and Peter Hills at Oxford University in 2002. Which consist of 29 questions and measure the happiness level in terms of high, average and low. Internal reliability was found to be 0.92 using cronbachs alpha and the test retest reliability is 0.73 and concurrent validity was established using the 0.73 reliability.

The Multifactor leadership questionnaire was constructed by Bruce J. Avolio and Bernard M. Bass in 2004. Which measures seven factors which are idealized influence, inspirational motivation, intellectual stimulation, individual consideration leading to transformational leadership style, contingent reward, management by exception leading to Transactional leadership style and Laissez faire leadership having 21 items. The tests have high convergent validity and the test retest reliability was found to be 0.32 to 0.7 for different factors.

Procedure

To study the effect of leadership style on happiness level of the employee standardized questionnaires ‘Multifactor leadership questionnaire and Oxford happiness Questionnaire were used for measuring respective variables. The research was conducted on a sample size of 112 out of which 56 were females and 56 were males. All the samples belonged to the urban sector employee population. The Google forms and printed form of questionnaire were used to collect the data. Each respondent took 30 to 40 minutes to complete the test. Data was collected and the respondents were appreciated for giving their valuable time. Scoring was done for male and female individually using SPSS via Pearson’s correlation technique. Result table were formulated and interpretation were done on the basis of the results and the respondents were made aware of the results who wished to know one.

Statistical Analysis

Pearson’s Correlation method was used to measure the degree of relationship through which the variables are interrelated. Correlation comes under inferential statistics which is used to derive inferences about the population using the collected sample data.

Analysis of Results

This section reviews how the different leadership styles are correlated with the happiness level and how gender discrepancy exists between the preferences of leadership style.

Table 1: Correlation of leadership style and happiness

| | Happiness | Transformational | Transactional | Laissez Faire |
|------------------|-----------|------------------|---------------|---------------|
| Happiness | 1 | | | |
| Transformational | 0.18 | 1 | | |
| Transactional | 0.27 | - | 1 | |
| Laissez Faire | -0.14 | - | - | 1 |

It is evident from the above table that Transformational and Transactional leadership style are positively correlated to happiness level of an individual where the correlation coefficient is 0.18 and 0.27 respectively while Laissez Faire style is negatively correlated with the happiness level of the individual with a correlation coefficient of -0.14.

The above table also represents that Transactional style is more positively correlated to happiness in comparison to transformation style.

Table 2: Each leadership style consists of certain dimensions on which the overall preference of the style is calculated which are as follows

(A) Correlation between components of Transformational leadership style and Happiness

| | Happiness | Idealized Influence | Intellectual Stimulation | Individual Consideration | Inspirational Motivation |
|--------------------------|-----------|---------------------|--------------------------|--------------------------|--------------------------|
| Happiness | 1 | | | | |
| Idealized Influence | 0.18 | 1 | | | |
| Intellectual Stimulation | 0.19 | - | 1 | | |
| Individual Consideration | 0.26 | - | - | 1 | |
| Inspirational Motivation | 0.18 | - | - | - | 1 |

The above table represents that all the components of Transformational style are positively correlated with happiness where it is also evident that individual consideration is most preferred by the employees as a leadership style.

(B) Correlation between components of Transactional leadership style and happiness

| | Happiness | Contingent reward | Management by exception |
|-------------------------|-----------|-------------------|-------------------------|
| Happiness | 1 | | |
| Contingent Reward | 0.35 | 1 | |
| Management by exception | 0.11 | - | 1 |

(C) The above table shows that both the components of Transactional style are positively correlated with happiness where the employees prefer rewards as important part of management.

Statistical comparison of the scores of males and females demonstrate that for transformational style males are more correlated to happiness than female with a coefficient of 0.21 and 0.18 respectively whereas females are more positively correlated to happiness than males for transactional style with a coefficient of 0.27 and 0.23 respectively and for both males and females laissez faire style is negatively correlated to happiness but for males the coefficient is higher which is 0.26 whereas for females it is 0.01.

Discussion

The primary purpose of this research was to find the correlation between different leadership styles and their correlation with happiness and to find the best leadership style.

The result showed that transformational and transactional style are positively correlated with happiness mainly because both of the styles are employee centered and the leaders are truly concerned and involved in this leadership style which definitely makes the employee feel valued yet it was statically proved that transactional leadership is more correlated to happiness than transformational leadership style which can be accounted to the fact that the main purpose an employee joins an organization is for salary and other perks and transactional leadership is one in which the leader rewards the employee for good work and punishes them for mistake and by providing perks is motivating the employee to perform his or her best and thus the employee feel that work is being valued and is getting paid for their skills as well as in this leadership style the concept of flow of happiness is used by the leader which stated that if an employee is given a work which is challenging and have skills for the job, then the employee enjoy performing that work and when is rewarded for it feels valued whereas though transformational style is good as here also the

leader is involved and trying to motivate the individual but here the leader tries to motivate by giving motivational speech, showing a future vision and by using its charisma and thus employee's main aim of achieving materialistic goods and appreciation for their work is not the main focus. It can be confirmed that Hypothesis I that Transformational and Transactional leadership style are positively correlated with happiness is verified and also Hypothesis II that Transactional leadership style is more positively correlated to happiness in comparison to Transformational leadership style is also proven.

The findings showed that the laissez faire leadership style is negatively correlated to happiness and it is quite evident as the leader in this style is very neglecting, does not direct its employees at all and is not involved, this style is low at task orientation and people orientation at both the dimensions. In this style the leader assumes the employees know everything and thus can perform better on their own, what is missing here is that employees need guidance for their own growth in the field and thus this leadership style does not lead to happiness. It can be concluded that Hypothesis II that Laissez Faire leadership style is negatively correlated to happiness is verified.

It was also found through correlation method that the factor within these leadership styles which have the highest correlation coefficient was contingent reward which clearly indicated that getting reward for their performance is what the employees are highly concerned about .

Gender difference also exist in the choice of leadership style as indicated by the statistical analysis that correlation score for transactional style is more for females whereas transformational style coefficient was high for males but the reason why this difference exist is still unknown to us.

Conclusion

It can be concluded that working professionals prefer Transformational and transactional leadership styles and Laissez Faire leadership styles is negatively correlated to the happiness level of the employees.

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BUFFERING EFFECT OF PSYCHOLOGICAL CAPITAL ON ACADEMIC STRESS AMONG ADOLESCENTS

Shikha Khandelwal

Abstract

The emphasis of education has increased the level of academic stress on senior secondary students. Academic stress as such is a feeling under pressure, tension, anxiety and depression that disturbs the normal wellbeing of a student. The construct of psychological capital (Psycap) is a positive psychological state that helps in coping up with the stressful conditions arising out of academic stress. PsyCap is a higher order construct consists of the variables of hope, self-efficacy, resilience and optimism. The purpose of this study was to see the relationship of academic stress and psychological capital among senior secondary students. The study also compared male and female students on academic stress and psychological capital. The sample consisted of 50 girls and 60 boys in the age range of 15 to 18 years. Academic Stress scale by Rajendran and Kaliappan (1991) and Psychological Capital scale by Luthans were used to collect data from the participants. Data was analyzed by mean, SD, correlation and t-test. The study revealed that there exists high significant difference between the academic stress and psychological capital among senior secondary students. It was also found that there is significant difference between males and females regarding psychological capital at .05 but in case of academic stress there was no significant difference between males and females.

Keywords: Academic stress, psychological capital, adolescent.

Introduction

Education plays a vital role in personal development as well as for career or professional opportunities. It is taken as a base for good career opportunities as well as for happy and satisfying life. Parents, teachers, relatives, society knowingly or unknowingly gives much emphasis on education which leads to a great amount of stress. Stress can be good or positive as well as bad or negative. If stress is eustress (positive psychological response), it is considered good and progressive but if it is more than a limit, then it is considered as distress which is negative psychological response and can be harmful in the form of anxiety or anger. In a student's life, stress can be found in number of ways like wide course material to cover, regular evaluation in the form of exams or tests, excessive homework, number of assignments and so on. Earlier, it was believed that students life is much easy and very less affected by any sort of stress or problems but now stress is taken as a lifestyle crisis (Masih & Gulrez, 2006) affecting any individual regardless of their developmental stage (Banerjee & Chatterjee, 2016). Jary and Jary (1985) defined stress as a state of tension produced by conflicting demands or pressures with which person cannot adequately cope.

Academic stress may be defined as a mental distress because of some anticipated frustration associated with academic failure. There are situations which keeps academic demands in front of students such as- school examination and tests, answering the questions in the class, showing progress in school subject, competing with other classmates, fulfilling teachers expectations, understanding what a teacher is teaching, and parents academic expectations. Archer and Lamnin (1985) defined academic stress as some important factors due to which stress arises like test anxiety, classroom environment, writing term papers, poor study skills, excessive academic load which in the turn forms a major part of general stress in adolescent students. According to Gupta and Khan (1987), academic stress essentially relates to mental distress associated with some anticipated frustration on account of academic failure or even a realization of the possibility of such a failure. Fireman (1992) defined academic stress is anything that imposes an extra demand on a person's ability to cope, often with something that a new and different in academic. Bisht (1989) stated that academic stress reflects perception of students' academic frustration, academic conflict, academic pressure, and academic anxiety. Academic stress considered as an important factor accounting for variation in academic achievement. To perform better, a level of stress is important but that does not necessarily ascertain that students will perform better, but in fact under these circumstances, they would perceive the task as unchallenging and may also get easily bored (Uchil, 2017). Opposite to it, a certain level of stress push students towards optimum performance, and when it is not managed efficiently due to some inadequate resources to cope with the stress, it can have bad consequences for the student as well as the institution.

Psychological capital is a construct originated from the premise of positive psychology, and has been characterized as individuals level of self-efficacy, optimism, hope and resilience (FredLuthans, Youssef-Morgan, & Avolio, 2015). It has also proven to influence stress-perception, coping, and ultimately the level of mental health for college students and employees (Cheung, Tang, & Tang, 2011; Ding et al., 2015; Khan, Siraj, & Li, 2011). Psychological capital is defined as, an individual's positive psychological state of development and is characterized by: making a positive attribution (optimism) about succeeding now and in the future; having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success (Luthans et al., 2007).

Psychological capital is the positive psychological state and have a distinct feature that is "state-like" which means it is developable measurable. PsyCap is defined as the application and study of positive oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace (Luthans, 2002). It emerged as the result of positive psychology movement started by Martin Seligman. Luthans (2002) define PsyCap as a concept that goes beyond social capital (who you

know), human capital (what you know) and financial capital (what you have). PsyCap is viewed as “who you are” and “who you are becoming”. It is a higher-level, core construct that consists of four dimensions of hope, optimism, resilience and self-efficacy.

Hope

Snyder (2002) has defined hope as “a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals)” (Snyder, Irving, & Anderson, 1991, p.287). The definition of hope includes two main components: “pathway thinking” and “agency thinking” (Snyder et al., 2002, p.258). In simple words, it can be said that hope is derived from the interaction between an individual’s goals, agency and pathways. Hope works as motivation to overcome from any negative situation by the help of willpower and determination. In this sense, it works as a positive resource protecting individuals from stress.

Optimism

Optimism is a construct that has been conceptualized as a psychological perspective that views positive events as the outcomes of more prevalent, permanent and personal existing factors as opposed to regarding negative events as situational, temporary and external (Seligman, 2011). Optimism help individual to see the positive side of an event from their own abilities or values and safeguard themselves from negative situations or perceptions such as guilt, self-blame, etc.

Resilience

Resilience has been defined as the psychological ability to positively adapt in the face of significant adversity and/or failure in order to maintain psychological wellbeing (Fred Luthans et al., 2015; S. Luthar, Lyman, & Crossman, 2014; S. S. Luthar, Cicchetti, & Becker, 2000; McCann et al., 2013; Tugade, Fredrickson, & Barrett, 2004). In other words, it refers to an individual’s ability to bounce back from a negative or adverse event and relatively have a positive outcome. Resilient people are more emotionally stable when they face or experience stress. They are very much flexible to changing environment.

Self-efficacy

This construct has been defined as the belief in one’s ability to perform a task or to execute a specified behavior successfully (Bandura, 1977). Individuals with high self-efficacy are confident in their own capabilities to overcome any situation. They are able to adapt to the demands and responsibilities required by them.

The psychological capital (PsyCap) is the positive psychological development characterized by the following states: positive documentation of present and future accomplishment (optimism); sustained effort and change of route if necessary (hope); commitment and struggling with challenges to gain success (self-confidence and self-efficiency) and resistance against challenges (resilience) to achieve goals. These four constructs separately influence an individual’s perception of stress but

when these four constructs are combined together, it would give a stronger relationship and the outcome will be far better and efficient.

Literature Review

A study conducted by Riolli , Savicki and Richards (2012) focused on the influence of psychological capital on well-being (psychological as well as physical). In this study, Psycap which is recently developed construct is studied in the academic environment. They took sample of 141 undergraduate students. It was found that students possess high psychological capital were able to cope up with adverse circumstances and mitigate the negative influences of academic stress. Moreover, it was also found that PsyCap buffer the effect of stress, and have sufficient resources to manage academic stress .

Wen and Lin (2014) which was done on 427 college freshmen in Taiwan and examined its effectiveness on learning and adaptive stress of colleges freshmen. The finding is that psycap is a strong predictive factor and efficaciously cope with learning and adaptive stress of colleges freshmen.

Selvaraj and Bhat (2015)conducted a study which was done to find a relationship and prediction between psychological capital and mental health. It was done on 338 graduate and undergraduate students. Results showed that there is a positive correlation between mental health and PsyCap. The author suggested improving students' mental health by developing their psychological capital proactively.

Kaur and Sandhu (2016) conducted a study which was focused on exploring psychological capital among university students and its relation to stress. The data were collected from 200 students of Punjabi University, Patiala. Findings of the study reveals that there is significant gender difference in psychological capital among students. Female students were found significantly higher level of psychological capital than their male students.

Sagar and Singh (2017) observed a study which was done on a total sample of 180 students to find academic stress among higher secondary students. The study revealed that there is high significant difference between the academic stress of male and female students, but no significant difference was found among academic stress of various stream students.

Gautam and Pradhan (2018) conducted a study which was done to find out the moderating role of psychological capital in the relationship between academic achievement and stress. A sample of 210 students were collected from government schools in rural areas. The results revealed that Psychological capital was positively correlated with academic achievement and negatively correlated with stress.

All these studies shows that the role of psychological capital helps in facilitating positivity and reducing negative impact or stress present in the environment. Hence, it can be postulated that high level of psychological capital may lead to maximize or strengthen the positive effect.

Objectives

1. To find out gender difference regarding psychological capital.
2. To find out gender difference regarding academic stress.
3. To study the relationship between academic stress and psychological capital.

Hypothesis

1. There will be significant difference between boys and girls regarding academic stress.
2. There will be significant difference between boys and girls regarding psychological capital.
3. There will be negative relationship between academic stress and psychological capital.

Methodology:

Sample

A sample of 110 adolescents (50 females and 60 boys) of public schools of Moradabad district were taken. These students were studying in class XI and XII standard. Incidental sampling is used.

Instruments

1. Academic Stress Scale – This scale is used to measure academic stress among respondents. This is a 40 item rating scale that has been developed by Rajendran and Kaliappan(1990). It has five components – Personal Inadequacy, Fear of Failure, Interpersonal difficulties with teachers, Teacher-Pupil relationship/ Teaching methods and Inadequate study facilities. It is a five point rating scale varying from the response of “No Stress” to “Extreme Stress” with regard to the degree of stress. The reliability of the instrument was established by test-retest method and it is 0.84.

2. Psychological Capital – Using a 6-point Likert scale, PCQ measures the four components of psychological capital (i.e., self-efficacy, optimism, hope, and resilience) . This instrument consists of 24 items developed by Luthans et al (2007). Minimum and maximum scores for each item range from one (strongly disagree) to six (strongly agree), and the total scores of participants may range from 24 to 144. In terms of psychometrics of PCQ, the Chronbach alpha for overall PsyCap is 0.89, and for each subscale of hope, efficacy, resilience, and optimism are 0.76, 0.84, 0.71, and 0.79, respectively (Luthans & Avolio, 2007).

Result

One of the major objectives of the present study was to find out the relationship between academic stress and psychological capital among adolescents. Mean, t- value and Pearson’s correlation (r) have been calculated for different hypothesis. There were three hypothesis formulated for the study and in order to test these hypothesis, statistical analysis carried out.

Table 1 Mean, t-value and significance level of academic stress and its dimensions

| | Mean | | t-value | Significance level |
|---|-------|-------|---------|--------------------|
| | Boys | Girls | | |
| Academic Stress | 62.63 | 61.72 | 0.14 | Not Significant |
| Personal Inadequacy | 13.38 | 14.45 | 0.71 | Not Significant |
| Fear of Failure | 16 | 14.87 | 0.79 | Not Significant |
| Interpersonal difficulties with teachers | 10.27 | 9.68 | 0.40 | Not Significant |
| Teacher/Pupil Relationship/ Teaching Methods | 11.27 | 10.02 | 0.87 | Not Significant |
| Inadequate study facilities | 11.72 | 12.7 | 0.7 | Not Significant |

Table-1 shows data on difference of academic stress in relation to gender. The mean value of academic stress of boys is 62.63 while that of girls is 61.72. Students 't' test was applied for evaluating whether any significant difference exist or not, between the two groups . The result revealed that no significant difference exists in the Academic stress of adolescents in relation to their gender hence hypothesis one was accepted. Thus, the hypothesis no. 1 "There will be significant difference between boys and girls regarding academic stress" is not accepted. Students suffering from academic stress shows the symptoms of lowered interest in studies, lack of concentration, minimized classroom participation etc. Both the genders (boys and girls) faces the academic difficulties in the same manner. From the above findings it is concluded that academic stress does not have any impact among adolescents in relation to gender. Excessive demands and expectations placed on the student by the family members, institution and the individual himself/herself also add on to the challenge. Ang & Huan (2006) found increased expectations as the key factor responsible for stress. Self-imposed and individual specific problems (Goodman, 1993) also burden the student implicating issues such as reduced social intimacy and interaction (Rao, Moudud & Subbakrishna, 2000), and poor relationships (Fairbrother & Warn, 2003).

Table 2 Mean, t-value and significance level of Psychological capital and its dimensions

| | Mean | | t-value | Significance level |
|------------------------------|--------|--------|---------|---------------------|
| | Boys | Girls | | |
| Psychological Capital | 106.05 | 111.02 | 2.15 | Significant at 0.05 |
| Efficacy | 29.02 | 29.85 | 0.99 | Not Significant |
| Hope | 28.8 | 29.02 | 0.24 | Not Significant |
| Optimism | 23.28 | 25.98 | 3.07 | Significant at 0.01 |
| Resilience | 24.95 | 26.17 | 1.85 | Not Significant |

Table-2 shows data on psychological capitals in relation to boys and girls. The mean value of psychological capital of boys is 106.05 while that of girls is 111.02. It shows higher psycap in girls comparative to boys. The result revealed that there is significant difference in boys and girls regarding psychological capital. Thus, the hypothesis no. 2 “There will be significant difference between boys and girls regarding psychological capital “ is accepted.

Table 3 Correlation between Academic Stress and Psychological Capital

| | Psychological Capital |
|------------------------|-----------------------|
| Academic Stress | -0.17 |

Table no. 3 shows correlation between academic stress and psychological capital. There is a negative correlation between academic stress and psychological capital which means PsyCap has proven to influence stress coping for students. Hence hypothesis no. 3 “There will be negative relationship between academic stress and psychological capital” is accepted. Some investigated the relation of PsyCap to students’ grade point average (GPA) (Luthans et al. 2012; Vanno et al. 2014). Findings suggest that PsyCap serves as a positive predictor of students’ GPA, where students’ with higher levels of PsyCap show higher GPA, and vice versa. Academic psyCap was measured with 24 item survey scale validated by Luthans et al.(2007). The study was done on a sample of 168 undergraduate business students of a university. Student Perceived stress scale was assessed using a 14 item global measurement of perceived stress scale. The study found an inverse and significant relationship between the Academic PsyCap and Perceived Stress.

Conclusion

The result of the present study demonstrated that there is no significant difference between boys and girls regarding academic stress. Factors like frequent examinations, excessive assignments, poor time management skills, poor social relationships and peer competition were seen to be principal reasons for academic stress in students (Cheng, Leong, & Geist, 1993; Fairbrother & Warn, 2003). The result also shows that there is significant difference between boys and girls regarding psychological capital. The study also shows negative relationship between academic stress and psychological capital. Under numerous challenging academic situations, students may need high level of self efficacy to exert the necessary effort to complete the task. As well, optimism helps students to make positive attribution about succeeding. Finally, hope and resilience become important psychological resources to persevere towards achieving academic goals when problems and adversity appears.

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COMBATING ORGANIZATIONAL ROLE STRESS THROUGH SOCIAL SUPPORT AMONG MARRIED AND UNMARRIED WOMEN TEACHERS

Priya Gupta

Abstract

Life of an individual in contemporary society is being exposed to various responsibilities and roles. Each role requires certain responsibilities to be fulfilled by a person. A responsibility an individual faces, various barriers which hinder his path are a cause of stress among individuals. It is more prevalent among women. The present study describes the organizational role stress faced by married and unmarried women in relation to their social support. The findings reveal that social support functions as an effective instrument in coping up with stressful situations.

Keywords: Organisational role stress, social support and marital status.

Introduction

Since birth till death, an individual is constantly playing various roles. A person plays relational role (daughter, son, father, mother, husband, wife, teacher, student, employer, employee etc.) sexual role (appropriate for women) and age role (infant, small child, adolescent young adult, middle age, aged etc.). It is clear that a person does not play one single role at a time. An individual is simultaneously a wife, a mother, a daughter, and an employee. Such multiple roles being played are not confined to separate duration of a day. There are conjoint demands on one's time, energy and resources and cause stress in an individual. Behaviour under stress is one of the major concerns of present times. It has become an inevitable part of people's life in modern world. In every walk of life, an individual is faces excessive stress. The concept of stress is one of the most significant concepts ever developed in the social and biological science, however it's potential as a prime intellectual tool for not only understanding but also explaining individual and collective human behaviour and disorders has yet not been fully realized.

The concept of 'stress' has been basically derived from Latin language, where it indicates 'hardship, strain adversity or affliction' (Woods (1996)) described stress as the quality of the stimulus and the individual's response to it. He explained stress as that class of stimuli which are more likely to produced anxiety, a conscious and reportable experience of intense dread and for bidding. Selye (1956) gave the first systematic treatment to the term. He defined stress as "the nonspecific response of the body to any demand made upon it." Pareek (1983) pioneered research work on role pressure by identifying as many as 10 different types of organizational

role stresses. These are:- Inter-Role Distance (IRD), Role Stagnation (RS), Role Expectations Conflict (REC), Role Erosion (RE), Role Overload (RO), Role Isolation (RI), Personal Inadequacy (PI), Self-Role Distance (SRD), Role Ambiguity (RA)&Resource Inadequacy (RI).

Interest in organizational stress has increased a great deal in past few years. Kahns et al. (1964) were the earliest to draw attention to organizational stress in general and role stress in particular. The words 'strain' or 'pressure' have been used to denote the effect of stress on an individual. Buck (1992) defines 'job pressure' as the constant psychological state of an individual when he perceives that conflicting forces and incompatibility commitments are being made upon him in connection with his work. Role conflict or stress need not necessary be negative. Burke and Greenglass (1994) proposed two types of stresses: distress (unpleasant stress) and good stress (pleasant stress). Stress is a necessary factor in the success of people in organizations. Determinants of strain generally are grouped into three major categories: job specific sources, organizational sources and individual sources. Factors intrinsic to the job itself, these stressors include variable such as the level of job complexity, the variety of task performed, the amount of discretion and control that individuals have over the pace and timing of the work and the physical environment in which the work is performed. Stress also has a consistent relationship with marital status. Teachers, who are single, experience the most stressful while those who are divorced, generally fall in between these two groups, they are closer to married in term of lower organizational role stress.

Social support means useful helping resources providing by others. Literature on social support suggests that it is very much important concern in our daily lives. This concept has also emerged as the moderator and mediator of stress, lack of problems, excessive worry, self preoccupation and stress proneness. (Blazer, 1982). Social science emphasises the characteristics nature of human being as social being normally marriage creates the basic units of a family in which the members source their psychological, economical and physical support from. In most cases, this institution acts as a fall back where the members can exchange their job experiences both positives and negatives without fear.

Teacher Stress: Many factors are responsible for teacher stress like job stress, household responsibilities etc. Some studies show married teachers, the workplace stress for them increases due to their household responsibilities (Burke, R., J., , L. Fiksenbaum, et al. (2012). Therefore, it can be assumed that the job stress of married teachers would be higher than the job stress of unmarried teachers since they have added responsibilities and hence lesser time to comply adequately with the work demands. There is a traditional belief that the teaching profession is stress free. Such belief has sparked off numerous domestic and international studies aimed at providing empirical evidence on the psycho-social wellbeing of a classroom teacher.

Ramanathan and Mohan, (2014) studied in Nepal and found significant relationship between high level of occupational stress and low level of job satisfaction.

Rani (2012) showed in a study in Haryana that stress reduces teachers' efficiency and effectiveness due to mood disturbance, psychological distress, anxiety, lowered morale, cardiovascular disease and fatigue. Kamal & Reddy (2015) in their study revealed that there is no significant difference in the level of job satisfaction among the college teacher. This study revealed that organizational role stress give significant difference among teacher.

Dr. Sayeeduzzafar Qazi & Dr. Afroz Nazneen (2013), the researchers conducted a study on organizational role stress and organizational commitment among university faculty of India and Saudi Arabia. This study showed that Indian university's faculty members had high level of organizational role stress as compared to the faculty members in Saudi Arabian universities. Dr. B.P. Singh (2015), conducted a study on organizational role stress among government and private school principals. In this study with the help of stratified sampling, 200 govt. and private school principals were selected. From the study the results revealed that private school principals experienced higher organizational stress than the Government school principals. Chen (2016) conducted a study on occupational stress among the female teachers of government high schools of Haryana and similar results were found. Gulab and Dr. Sandhya Mehta (2016), in their study suggested that there were no single factor which affected the occupational stress, job satisfaction and work motivation of teaching sector. Others factors like role stagnation role ambiguity, role overload, material & psychological incentives, job situation, occupational stress, work motivation affected the teachers in national capital region. Teachers in Private schools of both urban & rural schools were found to be overburdened. Resources as well as material incentives were lacking in rural area teachers in private schools. Kavita Dua & Veena Sangwan (2017), studied the stress among female high school teachers of Haryana. In this study the researcher observed that the female high school teacher is usually burdened with multiple roles and responsibilities.

Dr. Nain Singh & Anupama Katoch (2017), in the present study an attempt has been made to measure the occupational stress of secondary school teachers. A sample pool of 200 secondary school teachers from the government schools was taken. The relevant information from the sampled subjects were collected through the standardised Occupational Stress Index. It was found that the secondary school teachers generally had occupational stress having high, moderate and low levels. Further significant differences were found in the occupational stress of male and female secondary school teachers.

Objectives

The objective of the present study are:

1. To find out the difference between married and unmarried teachers regarding ORS and social support.
2. To find out the relationship between ORS and social support.
3. To find out the relationship between organisational role stress (ORS) and social support among married and unmarried women teachers.

Hypothesis

1. There will be significance difference regarding ORS between married and unmarried teachers.
2. There will be significance difference regarding Social support between married and unmarried teachers.
3. There will be negative relationship between ORS and social support for married as well as for unmarried teachers.

Methodology

Sample

The incidentally selected sample of 300 (married 150 & unmarried 150) secondary school teachers of Moradabad was taken in the present study. Age range of teachers was between 30 to 45. All the teachers have minimum five years of job experience.

Tools

Organizational role stress was measured with the help of organizational role stress scale developed by Pareek (1983). The ORS scale contains five items for each role stress. It uses a 5 point scale: 0. if you never feel this way. 1. If you feel occasionally. 2. If you feel sometimes. 3. If you frequently feel this way. 4. If u feel always. The total score of ors range between '0 to 200' and on each role stress range from 0 to 20.

The social support has been measured by the questionnaire by Sarason, Levine, Basham and Sarason (1983). Social support as defined by Johnson & Sarason, (1979) is the degree of support provided to an individual, particularly in times of need by the person involved with them- spouse, family, friends, neighbors, coworkers, and members of the large community. It contains 27 items. Each of the items has two parts. "The first part assesses the number of people (SSn) the person can turn to in times of need in each of a variety of situation. The second part of each item measures on six point likert scale (ranging from "very dissatisfied" to "very satisfied") the person's degree of satisfaction (SSs) with the perceived available support. The alpha co-efficient of internal reliability of the scale was .97" (Sarason and others, 1983).

Procedure: All the respondents were personally conducted and described the purpose of the study and assured that their responses will be kept confidential.

Result and Discussion

Table(1) shows that married and unmarried teachers differ significantly on ORS as well as on its dimensions. Thus the hypothesis 'There will be significance difference regarding organizational role stress between married and unmarried teachers' is proved from the result of the present study. Further the result reveals that unmarried teachers $t = 6.04$.

Table: (1) Significance of difference between married and unmarried women teachers for ORS

| ORS | Married teachers | | Unmarried teachers | | S.D. | t |
|-----|------------------|-------|--------------------|-------|------|--------|
| | Mean | S.D | Mean | S.D | | |
| TRS | 49.61 | 34.86 | 75.26 | 36.61 | 4.25 | 6.04** |
| IRD | 4.63 | 3.32 | 7.08 | 4.51 | .455 | 5.38** |
| RS | 5.43 | 4.62 | 8.34 | 4.37 | .518 | 5.54** |
| RE | 4.44 | 3.32 | 7.73 | 3.75 | .423 | 7.78** |
| RO | 4.67 | 4.16 | 7.83 | 4.32 | .513 | 6.17** |
| RI | 5.36 | 3.98 | 6.46 | 3.98 | .491 | 2.24** |
| PI | 4.54 | 3.80 | 8.47 | 5.91 | .585 | 6.72** |
| SRD | 5.13 | 4.71 | 7.67 | 4.72 | .551 | 4.52** |
| RA | 4.62 | 3.43 | 6.34 | 3.79 | .418 | 4.16** |
| RCI | 5.06 | 3.60 | 7.22 | 4.89 | .508 | 4.31** |

The first dimension Inter Role Distance (IRD) decried changing role of women in the society with the changing of time. Life has become much faster than over before. There is significant difference between married and unmarried women's teachers on this dimension ($t=5.38$). The mean of unmarried women teachers is 4.63 while mean of married teachers is 7.08.

The next dimension is Role Stagnation (RS). As a person occupies a role over a period of time, he grows into that role and many behaviour patterns become habitual. The mean difference is significant on this dimension ($t=5.33$). The mean of married teachers (8.35) is much larger in

comparison to mean of unmarried teachers (5.43). The mean of married teachers (8.35) is much larger in comparison to mean of unmarried teachers (5.43).

Role Expectation Conflict (REC) conflicting expectations of different role senders, e.g. boss colleagues and clients. These teachers differ significantly ($t=4.21$) on the dimension. Mean of married teachers (7.67), while the mean of unmarried teachers is 5.20 which is lesser than the mean of married teachers.

Role Erosion (RE) is significant ($t=7.77$). The stress, which result is known as role erosion. It is also found that married teachers experience role erosion 7.73. Which larger in comparison to the mean 4.43 in case of unmarried teachers. Married teachers experience more overload due to these role as the difference between married and unmarried teachers is significant ($t=6.16$) for role overload. The mean (7.84) of married teachers is greater than unmarried teacher's mean (4.61). This type of stress is rapidly on the increase as more and more work is being demanded of employees.

Role Inadequacy (RI), on this factor difference is significant ($t=2.23$) and the mean of married teachers is 6.47 which is greater than of unmarried teachers 5.36.

The next dimension Self Role Distance (SRAD) denotes the conflict between the self concept and the expectations from the role, this conflict is more experienced by married teachers as difference between married and unmarried teachers is significant ($t=4.53$). The mean of married teachers is 7.64 while unmarried teachers mean 5.14.

When a person is not clear about the various expectations that have from him it results in Role Ambiguity (RA). On this dimension there is significant difference ($t=4.15$), the mean of married teachers is 6.34 and that of unmarried is 4.63.

The last dimension that is Resources Inadequacy (RCI) indicates the significant different between married and unmarried teachers ($t=4.34$). Mean of married teachers is 6.74 and unmarried teachers is mean (5.36).

Table (2): Significance of difference between married and unmarried women teachers for Social Support

| Social Support | | | | | | |
|----------------|------------------|------|--------------------|-------|-------|--------|
| | Married Teachers | | Unmarried Teachers | | SED | t |
| SSN | 27.35 | 7.37 | 25.92 | 1.32 | 0.645 | 2.26** |
| SSs | 151 | 26.0 | 136 | 19.43 | 2.76 | 5.01** |

Table (2) describes the significant difference between married and unmarried female teachers on social support ($t=5.01$ $P<.01$). Difference for social support number is also significant. Unmarried teachers get less support from the society and family members in comparison to married teachers. Thus, the data absolutely confirms the hypothesis no 2. 'There will be significance difference regarding Social support between married and unmarried teachers.' The study shows that married female teachers live under strenuous situations. Stress in general is harmful for physical and mental health of the person. However, attempts should be made in this direction. Family support can play a remarkable role in this area.

Table (3) Correlation between ORS and Social support for married and unmarried teacher

| | TRS | IRD | RS | REC | RE | RO | RI | PI | SRD | RA | RCI |
|-----------------------|---------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| (Married)SSn | -.21* | | -.15** | .14* | .28** | -.22** | -.17* | -.23** | -.24** | -.179* | -.22** |
| SSs | -.185* | -.37** | -.27** | -.25** | 0.54** | -.104 | -.181* | -.081 | -.089 | -.076 | -.043 |
| (Unmarried)SSn | -.489** | -.059 | -.345** | -.554** | -.432** | -.361** | -.265** | -.492** | -.449** | -.480** | -.487** |
| SSs | -.68** | -.39** | -.37** | -.72** | -.62** | -.47** | -.47** | -.58** | -.64** | -.58** | -.56** |

The findings explained in table (3) shows that organizational role stress and social support no. and Social Support satisfaction is negatively and significantly related with organizational role stress. Thus the hypothesis no. 3 that 'There will be negative relationship between organizational role stress and social support for married as well as for unmarried teachers' is accepted by the result of present study. As far as dimensions of ORS are considered all the dimensions expect IRD are

negatively and significantly correlated with social support number among married as well as unmarried teachers. While social support satisfaction is negatively and significantly correlated with all the dimensions of organizational role stress except role overload among unmarried teachers.

For married teachers, social support satisfaction is negatively and significantly correlated with most of the dimensions except RO, RI, PI, SRD, RA, and RCI.

Globally, we can say that unmarried teachers have less social support number and satisfaction, therefore, they are more stressed in comparison to married teachers. Sushma, S. (2013) examined the relationship between ORS and job satisfaction and social support, and found negative correlation between ORS job satisfaction and ORS and social support.

The study shows that social support is negatively but significantly correlated with ORS and its dimensions. As the level of Social support increases, the level of ORS decreases. A peaceful calm and happy environment can be created among colleagues at the work place. The coherent tuning among the workers may result in reduced level of ORS and increased level of efficiency.

Teaching is a highly noble profession and teachers are always a boon to society. Through their intelligence, patience and wisdom, they attempt to not only to hone a learner's intellect and aptitude but also, create a well-rounded personality. Teaching has an influences one's mind and character and also gives the satisfaction of having sparked the light of knowledge and dispelled the clouds of ignorance. If they are stressed or burned out the above said qualities will be affected and the students in particular and the society in general will be deprived of those characteristics required for successful and bright future. The educational institutions must continuously monitor the factors that may have adverse effect on effectiveness of teachers and take remedial actions to improve learning.

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EMOTIONAL INTELLIGENCE AND BACKGROUND VARIABLES AMONG MANAGERS OF DELHI CITY

Shelley Yadav

Abstract

There is a tremendous impact of emotional Intelligence on the rapidly changing corporate world. A strong relationship between emotional Intelligence and background variables has been observed in the context of managerial effectiveness to their age, income and tenures with emotional Intelligence. EI significantly and positively related with background variables such as age income and tenures. No gender differences were found regarding EI and background variables among managers. To collect the data of present study a sample of 200 managers (100 public and 100 private sectors) from Delhi based organizations has been taken. The results showed that executive performance do not much suffered by age, income and tenures status but organizations themselves can experiences stress from their environments as they can suffer internal conflicts such as contradictory goals and purposes. Today's fast changing more open and fluid style of work puts a premium on the combination of intellect and EI, especially when it comes to trusting and teaming with others to solve problems and to realize the correct way to handle stress.

Keywords: Emotional intelligence, age, gender, tenure and managers.

Introduction

In contemporary society, the economy is developing rapidly, competition to grow and organizational performance is one of the most important indicators of how to develop ever better in the face of global competition. As a profit-making organization, improving organizational performance is the most important mission of enterprises. Present-day companies want to recruit or trained potential employees who are willing to go beyond their established roles to improve performance. Many organizations have realized that to stand out in today's competitive business world they need not only academic skills but also emotional intelligence (O'Boyle, 2011). EI has a long process of development; Salovey and Mayer formally put forward the concept of "EI" in 1990. In 1995, the concept of EI received much attention all over the world due to the publication of Goleman's (1997) book Emotional intelligence. Why it can matter more than IQ. Emotional intelligence is not only the ability to manage one's own feelings but also the ability to understand others within the organization (Mayer 2003). EI affects the ability of employees to express their personal feelings and communicate with others (Slahaan, 2018).

It was Bar-on (1996) a clinical psychologists with Trent University in Canada, who started to research the question why is it that some people achieve overall emotional health and well-being

whilst others don't during the 1980s and 1990s he worked on measuring emotional Intelligence using the instrument in over fifteen different countries. Bar-On (1997) says that emotional Intelligence reflects one's ability to deal with daily environment challenges and helps predict one's success in life, including professionals and personal pursuits. A growing body of research suggests that emotional Intelligence, measured by emotional quotient is a better predictor of success than the more traditional measures of intelligence quotient (IQ). Based on 17 years of research by him on over 33000 individuals worldwide, in 1996 he has developed 'The Bar-On emotional quotient Inventory (EQ-I), to American psychological Association in Toronto, this was the first scientific instrument to measure emotional Intelligence and was subsequently published in 1997, which measures emotional abilities such as self-regard, emotional self-awareness, independence, self-actualization, empathy, social responsibility, interpersonal relationship, reality testing, flexibility, problem-solving, stress-tolerance, impulse control, optimism and happiness. He has commercialized the concept of emotional Intelligence. On the basis of his work on Indian Executives Singh (2001) gave his contention that emotional Intelligence is a right mixture of emotional Intelligence "The Head and the Heart". Singh (2001) defined "emotional Intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment". Singh (2001) find out that the dimensions such as emotional competency, emotional maturity, and emotional sensitivity have emerged as key dimensions constituting emotional Intelligence which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior. The broad areas which these three dimensions seem to cover are:

1. *Emotional Competency*: It's the capacity to tactfully respond to emotional stimuli elicited various situations having high self-esteem and ability to relate others.
2. *Emotional Maturity*: Constitutes evaluated emotions of others and oneself and balancing state of heart and mind, adaptability and flexibility and appreciating other's point of view.
3. *Emotional Sensitivity*: Constitutes understanding threshold of emotional arousal and having an insight in to how other evaluate and relate to you.

Review of Literature

Research suggests that people with high levels of emotional Intelligence more career success (Dulewicz and Higgs 1997, Weisinger 1998) feel less job insecurity (Jordan 2002) lead more effectively (Cooper and Sawaf 1997, Palmer 2000, Prati 2003, Higgs & Rowland 2002) are more effective in team leadership and team performance (Rice 1999) are more adaptable to stressful events (Nikolaou & Tsaousis 2002, Slaski & Cartwright 2002) than those with low emotional Intelligence. Richburt & Fletcher (2002) found that emotional Intelligence has become popular in all setting of life whether at work, at home, at school or at any other social place. Mishra (2002) reveals that person who is emotionally intelligent avoids extremities of emotions, emotional

Intelligences has much to do with knowing when and how to express emotions and feelings (Cherniess 2000).

Goleman's (1995) model was characterized by five broad areas including knowing one's emotions, managing emotions, motivating one-self, recognize emotions in others and handling relationships. This model of emotional Intelligence is expensive and encompasses a large number of human abilities like frustration, tolerance, delay of gratification, motivation, zeal, persistence, impulse control, regulation of mood, ability to empathise attunement to others, hopefulness and optimism. Mayer and Salovey's (1997) ability model conceptualize emotional Intelligence similarly as a set of abilities to understand and reason with emotional concepts and solve emotional problems such as detaching other people's emotions. Each ability applies to emotions within an individual and in others. People high on emotional Intelligence are expected to progress more quickly through the abilities designated and to master more of them.

Bar-On's (1997) model of emotional intelligence was intended to answer the question, why some individuals are more able to succeed in life than others. He reviewed the psychological literature for personality characteristics that appeared related to life success and identified five broad areas of functioning which include intra-personal skills, adaptability, stress management and general mood.

Bar-On's theoretical work combined mental abilities like emotional self-awareness with other characteristics that are considered separable from mental ability, such as personal independence, self-regard and mood making this model a mixed one for emotional intelligence. This mixed model was designed and operationalized as his Emotional Quotient Inventory (EQ-I). A factor analysis of his EQ-I scale (Bar-On, 1997), yielded 13 factors more or less consistent with the individual attributes. Cooper & sawaf (1997) describes another model of emotional intelligence named: Executive Model. They define emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as the sources of human energy, information, connection and influence. The new millennium has become a reality for organizations trying to compete in a globalized and informational world. In such an environment, information technology receiving deserved attention. The creation, transmission and use of information and the management of this information system pose key challenges for organizations. The only sustainable competitive advantage in today's business environment is the people. To genuinely like people and to want to work with them is a basic prerequisite for effective management. Singh (2003) found that both public and private sector managers believe in cooperation, friendliness, sympathy and nurturance. Superiors were expect to extend warmth, affection, care and nurturance to their subordinates and juniors who in turn, reciprocated by being loyal, trustworthy, respectful and dependable. Private sector managers were logical and fact-oriented joking and stories telling and they were popular with subordinates, seeing things from another's perspective, judging others by why they do things rather than why what they do and predicting how others work. Public sector managers also have helping

attitude for others. They pay whole attention on their performance and concentrate their energy to achieve the organization's goal.

The controversy among two sexes is stronger remain as an unfinished agenda. There are some specific areas like verbal skills. Women have proved to be better than men and cultural factors like women have the qualities of reliabilities, responsibility trust upon them. Goleman (1996) describe that men and women as group tends to have shared gender specific profile of strong and weak points. He found that women are more adopt interpersonally. Men on the other hand are more self-confident and optimistic adopt more easily and handle stress better. In general, however there are few more similarities than differences.

A number of studies have suggested that EI proved much supportive to the background variables. Researchers found that older people may have a higher level of EI compared to their younger counter parts. One such study conducted in 2010 by psychologist Robert Levinson and found that because of their success in handling these situations older adults may be better served by staying socially engaged and using positive reappraisal to deal with stressful challenging situations rather than disconnecting from situations that offer opportunities to enhance quality of life. Michael Hanisco 2018 found that situations and stayed on to do well in their careers, they easily maintained rapport and feel much satisfaction than their colleagues. People with higher economic status have higher level of emotional intelligence. Individuals with higher economic status have higher level of emotional intelligence. Life without money can be devastating and psychological traumatic. As a result, a lot of important is attached economic status as an instrument for acquiring all the things of a successful life. Goleman (1998) found that economic value between top and bottom performers in high complexity jobs make emotional intelligence not simply additive with cognitive ability, but multiplicative arguable, the hidden ingredient in star performance. Due to high economic status people can cope better with personal and professional issues. Economic status affected executive's way of problem-solving. With high emotional intelligence and high economic status individuals don't feel any difficulty and they tackle all situations easily.

Objective

To study the relationship between background variables and emotional intelligence.

Hypothesis

1. There will be positive relationship between background variables and emotional intelligence among public and private sector managers.
2. The positive relationship between background variable and emotional intelligence will be found for males as well as for females.

Methodology

Sample

A sample of 200 managers (100 males and 100 females) of public and private sectors of Delhi city was taken. These managers were general managers of their organizations and the hierarchy of the managers was second from the top that is below the chief managers. The age range was 28 to 55 years and experience range was 5 to 15 years and income range was 25,000 to 45,000+.

Tools

The EQ-test developed by N.K. Chadha (2001) was used to collect data. The test contains 15 situations measuring different emotional responses and their blends. This test has been standardized for Indian managers, Businessmen and Bureaucrates. The test retest reliability for the test was found to be 0.94. The split-half reliability in the case of odd-even items was 0.92 and the first half and the second half was 0.90. Both reliability coefficients are significantly higher which indicate that the scale is highly consistent and reliable.

Emotional Intelligence and Background Variables

Table-1 Correlation between Emotional Intelligence and Background Variables

| | Public Sector | | | | Private Sector | | | |
|--------|---------------|--------------------|--------------------|--------------------|----------------|-------|-------|--------|
| | EI | EC | EM | ES | EI | EC | EM | ES |
| Age | 0.32** | 0.09 _{NS} | 0.18* | 0.06 _{NS} | 0.32** | 0.16* | 0.16* | 0.29** |
| Tenure | 0.15* | 0.07 _{NS} | 0.11 _{NS} | 0.10 _{NS} | 0.17* | 0.19* | 0.20* | 0.14* |
| Income | 0.45* | 0.09 _{NS} | 0.09 _{NS} | 0.27** | 0.20* | 0.17* | 0.13* | 0.18* |

As table-1 shows that emotional intelligence is found to be positively related with all the background variables among public and private sector managers. Thus, the Hypothesis No. 1 is accepted from the result of the present study.

The results indicate that as well as age increased their level of emotional intelligence also increase. Emotional intelligence is positively related with age with increasing age, individual experienced high emotional intelligence. Singh (1996) reported that emotional intelligence is not fixed at birth, this means that it increased with the different experiences of human life. As well as age increases individuals find a sense of stability in their seemingly unstable and insecure atmosphere. Further their lengths of service provided them a better experience to deal with their emotions accurately as well as understand other's emotions also. Executive with a length of service have high emotional intelligence. As the length of service increases, the way of working become more effective. During their service experiences professional develop their emotional agenda and well

establish their professional life. They successfully handle all the difficult management related problems. That's why with increasing service experience emotional intelligence also increases. Singh (2005) found that American management system sincerely believe that managerial skills cannot be completely taught and being able to deal effectively with other persons is either an inborn skill or can only be developed and upgraded over a period of time. In case of India since the professional management has not yet picked up in India so far, there is a tendency to depend on experiences of managers and workers. Income contributed a lot to increase the level of emotional intelligence also. Emotional intelligence has a consistent relationship with income. Due to high income level professionals don't feel any financial problem. Singh (2005) reported that Indian managers have a high income level. With increasing income emotional intelligence also increases. An appropriate income level gives an internal and external satisfaction to the person. An ideal income level helps in fulfil all the requirements of life. They are able to understand organizations rationale for mandating certain emotional displays, however alien they are to the way, they themselves are feeling to the extent that they can confirm to organizational requirements and thereby resolve emotional conflicts. Thus, all the hypothesis that age, tenure and income are positively to emotional intelligence are found to be accepted from the result of the present study.

Table-2 Correlation between Emotional intelligence and Background Variables with Gender Differences

| | Male | | | | Female | | | |
|--------|--------|-------|--------|--------|--------|--------|--------|--------|
| | EI | EC | EM | ES | EI | EC | EM | ES |
| Age | 0.33** | 0.18* | 0.23* | 0.24* | 0.45** | 0.43** | 0.22* | 0.37** |
| Tenure | 0.33** | 0.17* | 0.31* | 0.30** | 0.20* | 0.18* | 0.20* | 0.20* |
| income | 0.24* | 0.19* | 0.29* | 0.22* | 0.26* | 0.19* | 0.16* | 0.32** |
| Age | 0.40** | 0.21* | 0.25* | 0.24* | 0.37** | 0.29* | 0.46** | 0.47** |
| Tenure | 0.36** | 0.26* | 0.17* | 0.29* | 0.34** | 0.21* | 0.35** | 0.35** |
| Income | 0.25* | 0.27* | 0.39** | 0.18* | 0.48** | 0.37* | 0.21* | 0.41** |

Table-2 also reveals similar results for males as well as for females. Table-2 shows that there is no gender difference in their experience on age level, length of service and income groups. Both male and female with increasing age, length of service and income shows high emotional intelligence. Thus the hypothesis 2, "The positive relationship between background variable and emotional

intelligence will be found for males as well as for females.” is found to be accepted from the results of the present study. When we look at the way of management by the executives of public and private sectors, we found that as the length of service increases, the way of working become more effective. Goleman (1998) found that all human service professional complain of long hours, isolation, lack of autonomy, client, neediness, inadequate salary, insufficient resources, lack of criteria to measure accomplishments, excessive demands for productivity, inadequate job training, administrative indifference or interference. Singh (2005) found that Indian organizations are paying handsomely to their employees mainly due to global competition and demands of quality. These managers have higher income level, which gives them competitive experiences a sense of self-esteem and standard life style and they deal their personal and professional problems easily. They are very well aware of the fact that their jobs are very challenging and competitive. In this situation their official demands and work stress is increases. But they know well of their capabilities and their limits. They choose higher level of jobs because they know the challenges of this and deserve it.

In addition, all the components of emotional intelligence, namely emotional competency, emotional maturity and emotional sensitivity are also found to be significantly and positively related with all background variables in private sector but this relationship is significant only for age and income in public sector.

These manages have attained a higher age level service experience and higher income levels and experience high emotional competency and have personal and social skills that lead to superior performances in the world of work. They are better able to regulate their emotions and to develop a competency such as initiative or achievement drive.

With increasing age, tenure and income level, they have high emotional maturity. This means that they judge whether what is about to be said or done in the heat of the in the best course of action by expressing personal concern without anger or passivity. They have loads of patience and not allow emotions to get the other hand. They have control powerful negative tendency such as jealousy, manipulation and the feeling of self-grandeur. In addition, positive relationship between emotional sensitivity and age, tenure and income level shows that these managers have to quality of humanness. They share and accept another person’s feelings. They attend to an accurately interpret the subtle emotional view of others. They communicate a massive of confidence and self-respect and believe in the basic elements of trust, confidence and reliance.

Conclusion

Conclusively we can say that Indian managers have high emotional intelligence and the present study shows that as age, tenure and income level increases, emotional intelligence also increases. There are no difference between public and private sector as well as male and female managers on the basis of age, number of years of working experience and income level. Emotional intelligence

is important for success in work and life. Professionals performance do not much suffered by age, income and tenure status but organizations themselves can experience stress from their environments or they can suffer from internal conflicts such as contradictory goals and purposes. Emotional intelligence is the capacity to create positive outcomes in our relationships with other and with ourselves. Positives outcomes include joy, optimism and success in work, school and life. Increasing emotional intelligence has been correlated with better results in leadership, sales academic performance, marriage, friendships and health. Emotional intelligence is being defined as skill to know who you are, how your thoughts, feelings and actions inter-relate.

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A COMPARATIVE STUDY OF JOB SATISFACTION AND SELF ESTEEM AMONG MALE AND FEMALE COLLEGE TEACHERS

Vaishali Gupta

Abstract

The main objective of the present study is to compare the teachers regarding the job satisfaction and self esteem and also to find out the genders differences. A total sample of 100 college teachers (50 males & 50 females) was taken from the different colleges of Moradabad district. Tools used were job satisfaction Dr. Amar Singh & Dr. T.R. Sharma and self esteem scale (Rosenberg's 1989). Result indicates that college teachers have a high level of job satisfaction. Male's teachers are more satisfied with their jobs than female's teachers. Researcher found that a factor of job intrinsic of job satisfaction is high. Males have a high intrinsic job satisfaction than women. In this study we found that a factor of extrinsic job satisfaction is also high. In addition males have high level of extrinsic job satisfaction in comparison to female. Both male and female college teachers have a sense of high self esteem, sex do not have any influence on their level of self esteem as result indicated. Thus these teachers have high feeling of respect and worth towards themselves.

Keywords- Gender, job satisfaction, Self Esteem.

Introduction

Teachers are rightly called nation builder because they play an importance role in the building up of the character of future generations. **Babita & Gurmit (2014)** point out that teacher who is not satisfied with their job might be less committed hence, perform below their abilities and that the teaching profession is facing many problems related to teachers' job satisfaction. **Ogochi (2014)** also conduct that job satisfaction has led to low performance in national examinations and that people cannot develop their potential when their esteem is low.

Many people for their workplace are where they spend most of their time. It is reasonable to make a connection between how one feels at work and other parts of life, like self-esteem. When people are not feeling fulfilled in their job, their self-esteem can suffer as a result. When people feel valued and fulfilled at work, they are more able to go above and beyond what is asked of them, which leads to a feeling of accomplishment and more confidence. It is important to explore this correlation because what we do for work and how we feel at the end of the day, can prove to be important when it comes to our own personal mental and emotional health. This study can help

examine the relationship of job satisfaction and higher self-esteem, and how this relates to our lives.

The term job satisfaction is quite frequently used for individual attitudes towards the specific aspects of the total work situations. The **sommun bonum** of the opinions is that job satisfaction is favorableness with which workers view their jobs. It results when there is a fit between job requirements and the wants and expectations of employees. In other words, it expresses the extent of match between worker's expectations (also aspirations) and the rewards the job provides and the values it creates and gets cherished. A man can be very satisfied and very dissatisfied at the same time.

Thus the context of employee's job should be attractive and contribute to their satisfaction. It is believed that satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnover rates and intentions to quit and finally employee's well-being. **Satishkumar Kalhotra (2012)** studied that job satisfaction of primary and secondary school teachers by considering intrinsic aspects of job, salary, promotional avenues, service condition aspects, physical facilities aspects, institution plans and policy aspects, satisfaction with social status and family welfare aspects, relationship with co-workers and total component of job satisfaction. The definition of job satisfaction has visibly evolved through the decades but most versions share the belief that job satisfaction is a work-related positive affective reaction. There seems to be less consistency when talking about the causes of job satisfaction.

At least many theories focused more on the presence or absence of certain intrinsic and extrinsic job factors that could determine one's satisfaction level. Intrinsic factors are based on personal perceptions and internal feelings and include factors such as recognition, advancement and responsibility. These factors have been strongly linked to job satisfaction according to O' Driscoll and Randall (1999). Extrinsic factors are external job-related variables that would include salary, supervision and working conditions. These extrinsic factors have also been found to have a significant influence on job satisfaction level according to Martin and Sckinke (1998).

Earliest research studies on the topic were attempts to determine the general properties of satisfied and dissatisfied workers. Then came more sophisticated attempts to correlate certain characteristics such as age, education, length of employment, performance, salary, abilities, marital status and sex with the satisfied/dissatisfied dichotomy. Job satisfaction during this period was usually defined in terms of general attitudes arising from specific attitudes pertaining to various factors extrinsic to the actual substance of the job.

Robbins (2003), in his research, "job satisfaction refers to an individual general attitude towards his job". Mcshane & Glinow (2005) define that the job satisfaction is a person's evaluation of his job and work context. It is an appraisal of the perceived job characteristics, work environment, and emotional experience at work."

Mehta and Bedi (2006) said that job satisfaction is not a unitary concept but a composite of many factors or dimensions. Job satisfaction is defined in terms of need fulfillment, attitude and discrepancy scores. Job satisfaction his/her response and feeling towards different factors of his work role.

Wood J, Chapman J, Feomholz M, Morrison V, Wallace, J. etal (2004) the “top down” approach traditionally deals more with various job design methods as job specialization and simplification, rotation, enlargement, enrichment. Job satisfaction is involved indirectly, as much as implementation of job design methods influences the satisfaction with job.

Another concept which is very important is self-esteem. One of the most important and necessary conditions for employees to be successful, happy and productive is the concept of “self-esteem” that guides the personality traits of employees. The self is the sum of the individual’s physical and mental characteristics, it means the recognition and evaluation of all these characteristics that the individual possesses (**Sarıçam, 2013**). James (1890) defined self-esteem as a sense of one’s own worth, deriving it from the ratio of what we can do and what we would like to be able to do. What we would like to do is relative to our values and goals. This definition shows well what is involved in self-esteem—that is, assessment and measurement of our own worth by comparing how we are to what we would like to be. Self-esteem is not formed once and for all; it is constantly being formed by how we assess ourselves in various circumstances, with family, at work, in leisure time and among friends (**Carr, 2004**). A person with self-esteem believes that can cope with problems in his life and feels valuable themselves. Has a positive attitude about himself and his capabilities. People orient themselves towards various types of goals in order to experience the sense of achievement (**Toros, 2001**). On the contrary, people with low self-esteem doubt their own ability and have unrealistic expectations about him. Also, people’s ideas about their value is affected by many of the opinions of other people and mercilessly criticized himself. For these people, nothing is satisfying enough.

The word esteem means a favorable opinion or judgment. Self esteem as a global concept refers general sense of self worth. Self-esteem is an extremely popular construct with psychology and has been related to virtually every other psychological concept or domain, including personality (e.g., Shyness) behavioral (e.g., task performance) cognitive (e.g., attribution bias) and clinical concepts (e.g. anxiety and depression). Self-esteem has been related both socioeconomic status and to various aspects of health and health related behavior as has a related construct self-efficacy.

Psychologists as a group generally agree that humans experience a need for self esteem. Furthermore they realize that there is a relationship between the degree of one’s self esteem and the degree of his mental health. There is also a consensus that there is a relationship between the nature and degree of an individual’s self esteem and his motivation (e.g., his behavior in the areas of work, play, love, interpersonal relationships).

Self esteem is widely used concept both in popular language and in psychology. Feeling good about yourself increases your stress resistance in many ways. When you have the self-confidence that results from a healthy self-esteem. You can get into the flow of life. Instead of feeling blocked by self consciousness you can focus instead on the challenges at hand and solve problems more effectively. Having faith in your self enhances your ability to do your best and this improves your performance and helps you feel successful. Feeling successful in turn reinforces your positive self esteem when your self esteem is strong, mountains become molehills a positive self regard attracts others. When you re happier with yourself you are happier with life and are a pleasure to be with. A healthy self esteem is essential to clear communication, a positive self esteem allows you to give more of your self and enjoy other people. Best of all a positive self regard gives you freedom, the freedom to try new things to make the most of opportunities to be the best you can be and to get the most out of life.

The most broad and frequently cited definition of self esteem with psychology is given by **Rosenberg's (1965)** described it as a favorable or unfavorable attitude toward the self (p.15), an overall evaluation of one's worth or value. People are motivated to have high self esteem and having it indicates positive self regard, not egotism. Self esteem is only one component of the self concept which **Rosenberg** defines as "totality of the individual's thoughts and feelings with reference to himself as an object"

There is little reason to think that level of trait self esteem, which is stable over time and across situations, drives behavior, because it does not fluctuate much it has little incentive power. Instead we argue that people are motivated to achieve increases in state self esteem above their trait level and to avoid drops in state self esteem below their trait level, these in fluctuations in state self esteem have powerful affective consequences and therefore are highly motivating person (**Croker & Karpinski, etal 2003, Croker etal 2002**).

People are not merely passive victims their self esteem tossed around by events over which they have no control. Instead, they actively pursue self esteem by attempting to validate or prove their abilities or qualities in the domains in which self worth is invested. People work to achieve success and avoid failure in these areas to demonstrate to themselves and others that they are worthy because they satisfy their contingencies of self worth or at least do not fail in these domains. In other words people are motivated by self validation goals in the domains in which they have invested their self worth.

When self esteem is invested in a domain people become preoccupied with the meaning of events for their own worth and value. **Wolfe and Crocker (2003)** found that students whose self esteem was invested in academics tended to view acceptance by graduate programs as a validation of their ability.

People differ in what they believe they must be or do to be a worthy and valuable person and therefore in what types of events produce a boost or a drop in their self esteem (**Crocker & Wolfe, 2001**).

Alavi & Askaripur(2003) observed that personnel with high self esteem have more job satisfaction in their jobs than personnel with low self esteem.

Job satisfaction is a major concern in the world and **Kinman & Wray (2014)** describe teaching as an emotional activity and teachers experience emotional exhaustion, burnout and depersonalization. **Farid & Akhtar (2013)** argue that self-esteem is an overall evaluation of oneself in either positive or negative way and that the teacher plays a vital role in shaping the child's perception of himself and his environment therefore the teacher is bound to have a low self-esteem while performing his duty while **Salim, Nasir, Arip & Mustafa (2012)** point out that to better understand what self-esteem will have a relation to, one should take a broader look of self and consider not only esteem level high or low but also self-esteem contingencies. **Reilly & Eithne, (2012)** revealed that teachers who are dissatisfied with their work exhibit lower commitment and therefore they are ultimately at a greater risk of leaving their profession.

According to (**Mckenna, 2000**) teachers infuse confidence, generate for national character and develop societal conduct and morals and establish standards of excellence in their academic fields Attracting and retaining high quality teachers is primary requirement for a strong, effective and high quality educational system in any country. To understand what creates high quality teachers factors like job satisfaction and self-esteem need to be studied. If job satisfaction and self-esteem are high in teachers they can produce quality education for their students (**Dessler, 2001**). These factors hinge upon other factors, like; pay, promotions, supervision, benefits, contingent rewards, operating conditions, co-workers, the nature of the work, and communication, institutional conditions, family environment and personal characteristics like age, gender and religion (**Cherabin, Praveena, Azimi, Qadimi, & Shalmani, 2012**). Inherent and environmental factors play an important role in self-esteem and job satisfaction in teachers. The present study focuses on evaluating gender on the dependent measures above. There has been a recent interest in exploring factors influencing job satisfaction with a specific focus on gender differences. **Poza and Poza (2003)** suggest that females have higher levels of job satisfaction than men.

In the light of above theoretical framework and literature review we can conclude that job satisfaction and self-esteem are affected by different factors, including; nature of job, facilities at workplace, gender, age, salary etc. These factors affect an employee's involvement at their work place. According to the literature and theoretical framework positive attributes such as self-esteem play a vital role in determining job satisfaction of employees which ultimately lead towards organizational success.

Need of the Study

Therefore a question arises in the mind of the researcher that is to understand what creates high quality teachers factors like job satisfaction and self esteem need to be studied. If job satisfaction and self esteem are high in teachers they can produce quality education for students. Teachers are rightly called nation builder for the play a cardinal role in the building up of the character of the future generations. Getting motivated from this idea the researcher realizes the need of a study the effect of gender on job satisfaction and self esteem in graduate college teachers,.

Methodology

Objectives

1- To compare the male & female college teachers on the job satisfaction.

This objective is divided into two sub objectives on the basis of dimensions

1.1- To compare intrinsic dimension of job satisfaction of male and female teachers at graduate level.

1.2- To compare extrinsic dimension of job satisfaction of male and female teachers at graduate level.

2- To compare the self esteem of male and female teachers at graduate level.

Hypothesis

1 - There is no significant difference between male and female teachers at college level in terms of job satisfaction.

1.1 - There is no significant difference between male and female teachers at college level in terms of their intrinsic dimensions of job satisfaction.

1.2 - There is no significant difference between male and female teachers at college level in terms of their extrinsic dimensions of job satisfaction.

2 - There is no significant difference between male and female teachers at college level in terms of their self esteem.

Sample

Incidentally selected sample of 100 teachers (males and females) from the colleges of Moradabad District was taken. The age range was 35+. The qualification of teacher was post graduate and P.hD and level of the college was graduate.

Tools

In the present study following tools have been used.

A Job satisfaction questionnaire was used in the present study developed by **Dr. Amar Singh & Dr. T.R. Sharma.**

These 30 items are related to job satisfaction was measured in **two types of areas.**

V' **Job intrinsic**

V' **Job extrinsic**

This is 5 point rating scale with response scores 4,3,2,1,0 for positive statement and 0,1,2,3,4 for negative statement. The reliability of the test is 0.978 and validity coefficient is 0.812.

Self Esteem

Rosenberg's (1989) self esteem scale was used to assess self esteem of teachers. Rosenberg self esteem scale to meaning the level of self esteem with 10 items and 4 point likert type response category. At this scale lower the score the higher the self esteem level. **Byrne (1992)** conducted an extensive review of the self esteem scale reported test – retest **reliability of 0.62** and convergent validity **co – efficient ranging from 0.56 to 0.79.**

Procedure

The earlier mentioned measures along with personal data sheet were given individually to the sample of graduate college teachers. These teachers were asked to fill the questionnaires by themselves according to the instructions for each measure. Subjects were requested not to leave any item unanswered and asked to give every and each response truly. They were assured that their answers would be kept confidential.

Results & Discussion

The findings on the relationship between job satisfaction and sex are inconsistent. There is some evidence that males and females differ in what they expect from a job. Studies suggesting that gender does effect job satisfaction are available and data can be found to suggest that either man are more satisfied or that women are generally more satisfied. Comparisons of job satisfaction of men and women workers do not reveal much. There is some evidence of greater variation among women in their job attitudes than among men. The possibility exists that this variability is based on the differences among women in their fundamental attitudes towards their roles in life. Gender has also received a great deal of attention in job satisfaction studies, but again the research is inconclusive.

Self esteem as the evaluation which a person makes about himself, indicating the extent to which he thinks of himself as capable, significant, successful and worthy. Self esteem as a critical personality factor in understanding job satisfaction. those with low self esteem will not be satisfied as a result of task achievement whereas for those who have a high level of self esteem there will be a relationship between job performance and job satisfaction and he produces experimental evidence from a number of studies to support his claim.

In the present study the results elucidates that males have a high job satisfaction than women. There are so many factors for example promotion, prospects, differs in job level etc. who influence the male and female high job satisfaction

Table 1: Significance of difference between male and female teachers at college level on job satisfaction.

| Group | N | Mean | SD | t | Level of significance |
|--------|----|-------|-------|------|-----------------------|
| Male | 50 | 72.46 | 10.22 | 8.71 | .01 |
| Female | 50 | 67.24 | 7.76 | | |

df- 98 (Table value .05 = 1.98 and .01 = 2.63)

The result of the present study that the obtained 't' value is 8.71 which is significant at .01 level of significance as the required 't' value at .01 level of significance according to 't' table for d.f. 98 is 2.63. The obtained 't' value is greater than the required value. Thus, it can be safely said that there is significant difference between males and females college teachers on job satisfaction variable. There is no significant difference between male and female teachers at college level in terms of job satisfaction. Hence hypothesis no. 1 is rejected

Further mean reveals that male (72.46) is more satisfied with their job than females (67.24). . In the present study we found that college teachers have a high level of job satisfaction. Thus it can be said that these teachers have a capacity to face any unpleasant situation in their working condition. Because they are emotionally stable that they may have consider without any difficulty in adjusting to a job. If the college teachers who are rugged, aggressive and independent will not be satisfied at work because they do not easily adjust themselves with the working group and other persons.

Chhabra (2010) found that there is no interaction effect of gender and job satisfaction on occupational stress of private school teachers. **Strydom, Nortje, Beukes & Van der, 2012** indicated that teachers had average job satisfaction which did not differ on grounds of gender.

Job satisfaction is also related to recognition, income, promotion, and achievement of other goals that lead to a feeling of fulfillments (**Aziri, 2011**)

Satishkumar Kalhotra (2012) studied that job satisfaction of primary and secondary school teachers by considering intrinsic aspects of job, salary, promotional, working condition, physical facilities, institution plans and policy aspects, satisfaction with social status and family welfare aspects, relationship with co-workers and total component of job satisfaction. **Anilkuma Agnihotri (2013)** studied that feeling of job satisfaction is derived from and is caused by many and varied inter related personal factors. **According to Filiz (2014)**, job satisfaction is generally related with life satisfaction and can directly affect social, physical and mental health of values on job satisfaction.

Study in the area of teachers' job satisfaction (**Ofuani 2010**) has focused on the contributors of satisfaction. It has been shown that job satisfaction is related to positive outcomes including teacher retention and increased performance. Conversely, low job satisfaction has been related to teacher attrition, absenteeism and poor performance among others **Otanga & Mange (2014)** revealed that teachers' job satisfaction was low.

Tilev and Beydað (2014), has stated in the study that job satisfaction levels of males are higher than females and proved that sex is a significant difference. In the study of **Usta (2015)** conducted on job satisfaction of form teachers, it is indicated that there is no significant difference between the seniority and job satisfaction averages.

Singhai (2016) described that the level of job satisfaction depends upon the expectations of the employee from their job. Job satisfaction & dissatisfaction depends on the individual differences also.

Results of in this area then often show sex differences in orientation to jobs with females being less concerned with career aspects and more concerned with social aspects of the job. Job satisfaction depends on the extent to which the job is able to provide the employee with what he wants changing promotional opportunities and job level are unlikely to affect female job satisfaction if it does not result in changes in what females want from their jobs for women who work for social reasons.

In consistencies in findings on sex and job satisfaction can there fore be due to a variety of factors. Some researchers have argued that females are less appropriate occupants of managerial positions because of their different work attitude. In view of the inconsistency of the present study of changes in social values associated with women working and of large individual differences in work values, such an attitude is unwarranted. The study findings at best reaffirm what has been noted earlier that not everyone wants the some out of a work situation and that different groups have different work attitude.

Table 1.1: Significance of difference between male and female on teachers at college level in terms of their intrinsic dimension of job satisfaction

| Group | N | Mean | SD | t | Level of significance |
|--------|----|-------|------|------|-----------------------|
| Male | 50 | 31.37 | 4.76 | 7.63 | .01 |
| Female | 50 | 28.73 | 3.18 | | |

df- 98 (Table value .05 = 1.98 and .01 = 2.63)

The obtained 't' value is 7.63 which is significant at .01 level of significance as the minimum required 't' value at .01 level of significance according to 't' table for 98 d.f. is 2.63. The obtained 't' value is greater than the required value. Thus, it can be safely said that there is significant difference between males and females college teachers on intrinsic factor of job satisfaction. Hence hypothesis no. 1 is rejected.

Further mean reveals that a male teacher (31.37) is more satisfied with their intrinsic factor than female's teachers (28.73). In the present study the results elucidates that males have a high intrinsic job satisfaction than women. Intrinsic factors for college teachers to the job include job security, participation and personal recognition, hours and working conditions and occupation status. Thus it means that these college teachers are satisfied with their working condition, working hours and their status and recognition in their job are also leads to feel satisfied with their job. Intrinsic job satisfaction is based on personal perception and internal feelings and includes factors such as recognition occupational status, advancement and working condition and responsibility. These factors have been strongly linked to job satisfaction. Thus the result reveals that high intrinsic job satisfaction means an employee or individual involves himself completely with his job. Because when his job is going well they become happy and when it is not going well they become frustrated and unhappy but it becomes some times when they become unhappy because they tries their best to do good job so that they remain always happy. So we found that job involvement is also a most important factor which leads him to job satisfaction.

Table 1.2: Significance of difference between male and female on teachers at college level in terms of their extrinsic dimension of job satisfaction

| Group | N | Mean | SD | t | Level of significance |
|--------|----|-------|------|------|-----------------------|
| Male | 50 | 42.36 | 6.29 | 7.02 | .01 |
| Female | 50 | 39.04 | 4.89 | | |

df- 98 (Table value .05 = 1.98 and .01 = 2.63)

The obtained 't' value is 7.02 which is significant at .01 level of significance as the minimum required 't' value at .01 level of significance according to 't' table for df98 is 2.63. The obtained 't' value is greater than the required value. Thus, it can be said that there is significant difference between males and females college teachers on extrinsic factor of job satisfaction variable. Hence hypothesis no. 1 is rejected

Further mean reveals that male (42.36) teacher is more satisfied with extrinsic factor of job than females (39.04) teacher. In the present study the results elucidates that males have a high extrinsic factor of job satisfaction than women. In addition high satisfaction regarding **job extrinsic factor shows** that these college teachers have a high feeling of satisfaction from their salary, supervision and working conditions. Other researchers found that extrinsic factors have also been found to a significant influence as job satisfaction level. Conclusively we can say that in the present study graduate college teachers are highly satisfied with their job because of their salary, their level of skill, used in their effort, responsibility and past experience are some of the consideration which an individual weights up on the input side. These teachers have an ability of risk taking, warmth, support, control progressiveness of the organizational structure.

Table 2: Significance of difference between male and female teachers at college level on self esteem.

| Group | N | Mean | SD | t | Level of significance |
|--------|----|-------|------|------|-----------------------|
| Male | 50 | 31.66 | 3.03 | 0.82 | Insignificant |
| Female | 50 | 31.72 | 2.19 | | |

df- 98 (Table value .05 = 1.98 and .01 = 2.63)

The obtained 't' value is 0.82 which is non significant at .05 level of significance as the minimum required 't' value at .05 level of significance according to 't' table for df 98 is 1.98. The obtained 't' value is less than the required value. Thus, it can be said that there is no significant difference between male and female college teachers on self esteem variable. Hence hypothesis no. 2 is accepted.

Further means also indicates similar level of self esteem male's teacher (31.66) and female teachers (31.72). This elucidates that both male and female college teachers have a sense of high self esteem, sex do not have any influence on their level of self esteem as result indicated. Self esteem is the combination of self confidence and self respect. Self esteem has two interrelated aspects it entails a sense of personal efficacy and a sense of personal worth. Thus these teachers have high feeling of respect and worth towards themselves. That's why they are also satisfied with the job which fulfills their feelings of watch and positive evaluation towards themselves and their job. The present results reveal that male as well as female have a similar level of self esteem. The researchers have not showed any significant difference for male and female. It means that they feel

similar towards their personal happiness, success, relations with others. These college teachers have better understanding towards themselves and others. Teachers who have high self esteem they know that they are capable and they are careful themselves and other peoples. They have individually evaluate their ability, capacity and self worth your own sense of who you are and they know thyself and like thyself is critical for growing of thyself into others.

In a study of **Balkar (2009)** conducted on pre-school teachers, a highly positive and significant relation has been found between the self esteem of teachers and job satisfaction and it is stated that the higher self-esteem of teachers are, the higher job satisfaction becomes.

Sharma (2010) found that the relationship between self-esteem and home adjustment of adolescent is also significant and positive.

Sharma (2011) found that there is significant correlation was found between self esteem & job satisfaction.

Salim, Nasir, Arip & Mustafa, (2012) point out that high esteem role of teachers has made teaching profession to be extremely challenging. When a teachers into a hectic and busy schedule, resulting to experiencing high level of stress, unhappiness and job dissatisfaction. In another study, **Chang, Ferris, Johnson Rosen & Tan (2012)** emphasized that self-esteem, self-efficacy, locus of control and emotional stability for job satisfaction and if an employee feels bad and has failures at work, then they will think less of their job.

Job dissatisfaction is absenteeism from schools, turnover, aggressive behavior towards colleagues and learners, early exit from the teaching profession and psychological withdrawal from work **Akomolafe & Ogunmakin (2014)**

Muguonga, Muguna & Muriithi (2015) indicates that compensation plays an important role in determining employees' job satisfaction. The perception of being paid what one is worth predicts job satisfaction. However, it was not clear the influence self-esteem on teachers' job satisfaction to cause the many stand offs. Similarly, a study in **Kiharu Kenya, Njiru (2014)** points out that effective teaching to realize educational objectives demanded motivated and satisfied teachers yet majority of teachers' lack of motivation in their places of work. **Njiru (2014)** further points out that people could not develop their potential if their esteem was low and when they felt unappreciated.

Although several studies (**Wachira & Gathungu, 2013, kabugaidezea, etal., 2013 and Kinman & Wray, 2014**) have been done in the education sector to investigate the influence of self-esteem on job satisfaction of teachers. Job dissatisfaction has not yet been solved and many at times one would not get teachers in their places of work. **Dr. Nimisha Beri & Supriya Arora (2016)** found that female teachers with high self esteem and more satisfied than female teachers with low self esteem . It is clear from the findings of the study that male primary school teachers

with high self esteem have more job satisfaction than male teachers with low self esteem. The study showed that there is significant relationship between self esteem & job satisfaction.

Esther K. Mocheche, Joseph Bosire, Pamela Raburu (2017) study concludes that there is a significant influence of self-esteem on job satisfaction of secondary school teachers”.

Ahmet Yılmaz Akbayraki Gümüphan (2017).It has been found that there is a negatively relation between self-esteem and extrinsic satisfaction and positively moderate relation between self-esteem and intrinsic satisfaction.

P Bindu Rani & Rameela Shekhar (2018) there is high significant difference in pre and post test scores of self esteem and job satisfaction, and family support, work stress in experiment group.

Conclusion

College teachers have a high level of job satisfaction. Male’s teachers are more satisfied with their jobs than female’s teachers. This means that male teachers are satisfied with their working conditions as well as the benefits and facilities they got from their job. In fact job satisfaction is generated by the individual’s perceptions of how well his job on the whole is satisfying his various needs. Since every employee wants to be respected, approved by his colleagues and co – workers. If he got this very much regard from his job he feels satisfied.

Researcher found that a factor of job intrinsic of job satisfaction is high. Males have a high intrinsic job satisfaction than women. Intrinsic factors for college teachers to the job include job security, participation and personal recognition, hours and working conditions and occupation status. Thus it means that these college teachers are satisfied with their working condition, working hours and their status and recognition in their job are also leads to feel satisfied with their job. These factors have been strongly linked to job satisfaction.

in this study found that a factor of extrinsic job satisfaction is also high. In addition males have high level of extrinsic job satisfaction in comparison to female. They can satisfy many social needs and sympathetic and supportive co-workers increases job satisfaction. There are so many factors like promotion, prospects, differs in job level etc.

Both male and female college teachers have a sense of high self esteem, sex do not have any influence on their level of self esteem as result indicated. Thus these teachers have high feeling of respect and worth towards themselves.

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Section–IV

**Positive Emotions
and
Well-being**

EMOTIONAL INTELLIGENCE AND MENTAL HEALTH AMONG SPORTS PERSONS

Ashwani Mohan

Alka Srivastava

Abstract

In this era, sports profession is being considered as lucrative profession and many students have passion to pursue this as profession. Having good and sound mental health is positive attributes for the sport professionals. This study examines relation between Emotional Intelligence and Mental Health among sports students. The data has been drawn from 100 sports students from Physical Education Department located in NCR. This study utilized Emotional Intelligence Scale to assess Emotional Intelligence and MH Check - List (MCH) to assess Mental Health. The result of this study revealed that a significant relation exist between Emotional Intelligence and mental health of college sports students.

Key words: Emotional Intelligence and Mental Health

Introduction

Mental health is state of wellbeing where a person realizes his/her own potentials and capable to cope with daily hassles and normal stress. Mental health is necessity for physical health, which contributes greatly to sports students. According to WHO, 2007 *“Mental health cannot be considered as absence of mental illness or disorder. Mental Health can be defined as a state of well-being in which every individual is completely aware about his or her own potential, can cope easily with the stresses of life easily, can work productively and fruitfully, and is able to make a contribution to his or her community”*.

Emotional intelligence can be antecedent of Mental Health. Salovey et al., (1999) emphasized that *“individual who can identify and regulate their emotions accurately and appraise their emotions, know how and when to express their feelings is healthier”*. EI can be considered as capacity to recognise and regulate one’s own emotion as well as others, motivating oneself and handling interpersonal relationship.

Emotional Intelligence is considered as capacity of identifying one’s own emotions as well as others, regulating one’s emotion, motivating oneself and handling interpersonal relationship with others. Emotional intelligence is kind of social skills or ability to recognise one’s own and others emotions, discriminate different feeling and label them appropriately, and to use emotional information to guide thinking and actions (Goleman, 1995; Mayer & Salovey, 1993).

Emotional Intelligence has two type of competence, one is intrapersonal and another one is interpersonal. Intrapersonal competence covers three ability : Recognising one's emotion, managing one's emotion and motivating oneself, while Interpersonal competence covers : Recognising others emotions and handing interpersonal relationship.

Austin et al., (2005) stated that, "*The intrapersonal dimensions affect the temper adjustment within oneself and interpersonal dimensions lead to empathy and expand quality of the social relation, however, both dimensions are important factors in mental health*". These set of characteristics shows a strong link between EI and MH along with physical health. Emotional Intelligent people cope better with challenges of one's life and regulate their emotions effectively, which leads to good physical and mental health (Taylor 2001).

People who are excel on Intra-personal competence, have high level of self-motivation, and always have awareness about their feelings or emotions in every situation and keep regulating their emotions according to situation, which help them to have sound adjustment in their temperament which leads good mental health. People who are excel on Interpersonal competence have high levels of social skills, which help them easily to identify others emotions and their perspective of situation and deal with others accordingly, which help them to have very good relationships with others and good social contacts. Having good contacts and good relationship can lead mental health.

Prathima and Kulsum (2013) found in their study that social intelligence and mental health are positively related with each other among secondary school teachers and study shown that teachers with high social intelligence had better mental health. Mayer et al., 2004 and Davies and Humphrey, (2012) found in several studies that EI and MH both directly and indirectly correlated significantly with each other. Some other studies asserted that there is positive relationship between high EI and sound MH (Maccann, Fogarty, Zeidner, and Roberts, 2010; Tannous and Matar, 2010).

Aranda, (2012) conducted training programme of EI and found that training of EI impact greatly mental health of participants. Sabani, et al. (2010), Nejad and Nejad (2012), Mahmoudfakhe et. al (2014) come up with study and found significant relationship between EI and consciousness in relation to MH. Golnezhad, (2015) found positive influence of EI on MH of students m via mediation of self-efficacy.

Berrocal., et al. (2006) emphasized that emotional intelligence is one of main contributors in mental health. Jain, and Sinha, (2005) concluded that training to enhance EI skills and environment of trust play big role in general health. Slaski, Mark and Swan (2003) found in their research that EI and MH can be improved by training. Extremera and Berrocal (2006) studied EI and found that high awareness about emotion is positively related with physical and mental health. Salovey et al., (2002) come up with result of their research and stated that psychophysiological responses

contribute greatly in relationship between EI and MH. Omori and Yoshioka (2016) found that EI with ego resilience positively influence mental health.

Model of EI found that high EI leads to MH with individual consistency (Bar-On and Parker 2000).

Rationale of the study:

Mental health is key aspect of healthy living of individual or student in today's scenario. Students at college level face lot of stress and mental health problems in their day to day life. Specifically, sports students at college level face lot of hassles and mental health problems, as they maintain balance between sport practice and study. This study has great importance in today's scenario to assess mental health of students along with its correlates, which can help academicians to help sports students to cope with their mental health problems. This study focuses on knowing emotional intelligence and mental health among sports students.

Methods:

Objectives of the Study:

To find out relationship between Emotional Intelligence and Mental Health among sports students

Hypothesis:-

There would be positive significant relationship between Emotional Intelligence and mental health among sports students.

Sample:

Sample has been collected from various colleges of NCR on the base of incidental sampling. A sample of 100 college sports students was taken for the study.

Tools for Measurement:

Two tools were used for the measurement of the EI and MH.

Emotional Intelligence Scale (EIS) was developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar. The split half reliability coefficient was found to be 0.88. In order to find out the validity from the coefficient of reliability, the reliability index was calculated, which indicated high validity or account of being 0.93

Mental Health Check - List (MCH) was developed by Pramod Kumar, Department of Psychology, Sardar Patel University. The split – half reliability, correlating the odd-even items (applying the Spearman-Brown formula for doubling the test length), has been found to be .70. The test-retest reliability has also been studied with an index of reliability of .81. The retest was given with a time interval of two weeks.

Procedure:

In order to know relationship between EI and MH among sport students, three department of physical education, which run undergraduate courses have been finalised. Permission has been

taken from the respective heads. Before collecting data, students have been oriented about purpose of research and made aware them about their rights for participation in giving responses.

Result:

Table 1: Description of EI and MH of sports students

| | N | M | SD |
|----|-----|--------|-------|
| EI | 100 | 101.70 | 11.59 |
| MH | 100 | 39.68 | 3.38 |

Table 2: Correlation between EI and MH

| | | EI | MH |
|----|---------------|-------|-------|
| EI | Pearson Corr. | 1 | .62** |
| | N | 200 | 200 |
| MH | Pearson Corr. | .62** | 1 |
| | N | 200 | 200 |

** . Correlation is significant at the 0.01 level (2-tailed).

Coefficient of correlation between EI and MH exist as $r = .62$, $p < .01$, which is significant at 0.01 level. Scatter plot with line of best fit show that positive correlation with strong strength exist between EI and MH among sports students.

Discussion:

The purpose of this study was to examine relation between Emotional Intelligence and Mental health among sport students. This study was conducted on sports students of Physical Education department of three colleges of NCR. Result of this study has shown clearly positive relationship between EI and MH among sports students. So, hypothesis of present research has been accepted completely. Present research has been supported by various researches. Downs & Ashton (2011) asserted that physical exercise of sports participants enhance emotional intelligence and psychological wellbeing. Slaski and Cartwright (2002) asserted that managers with high EI have shown less subjective stress and between psychological well-being. Mayer et al., (2004); Davies and Humphrey, (2012) conducted several studies, which found relationship between EI with physical and MH. Results indicate that EI both directly and indirectly, have a significant positive relation with MH. All study has been mentioned support finding of this study i.e. Emotional Intelligence and Mental health are positive correlated with each other among sport students.

Conclusion:

The title of the study is Exploring Relationship between EI and MH among Sports students. As per findings of this study, EI and MH have positive correlation with each other among sport students. In today's scenario, relationship of Emotional Intelligence and Mental Health must be explored because both contribute greatly in life success and tackle challenges of life. Emotional Intelligence is a social intelligence, which can be enhanced by individual himself or by special training. High Emotional Intelligence is a factor, which help individual to have good Mental Health. Emotional Intelligence also greatly contributes in personality development. Thus, creating awareness among people about importance of Emotional intelligence will help them to have good Mental Health.

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A STUDY OF QUALITY OF LIFE AND SPIRITUAL INTELLIGENCE AMONG EXECUTIVES

Deepika Gupta

Abstract

Since the beginning of the twentieth century, modern psychology has attempted to lead this study and provide what is considered a scientific measurement of human intelligence, based on empirical data (Nevo, 1997). To study the human potential, abilities, and performance is the center of interest of various disciplines such as religion, philosophy, and sociology. Spiritual intelligence is an ability to understand the perceived world and oneself through God-centeredness and to adapt one's life accordingly. Spiritual Intelligence is the primary and most basic type of intelligent among all the intelligences, because it becomes the source of guidance for others, being an integrating intelligence, linking our rational and emotional intelligences. Quality of Life is a general wellbeing of an individual and society. Quality of Life includes built environment, physical and mental health, education recreation and leisure time and social belonging. The purpose of the present study is to find out the relationship between Quality of Life and Spiritual Intelligence as well as gender differences among the executives. A sample of 80 bank executives (40 males & 40 females) was taken standardized test of Quality of Life (Mr. S. Sharma and Mr. N. Nasreen) and Spiritual Intelligence (Dr. Gurvinder Ahluwalia et.al) were administered to the sample. Result revealed that there are not any significant gender differences regarding Quality of Life and Spiritual Intelligence. Further positive and significant relationship was observed for Quality of Life and Spiritual Intelligence. It indicated that these executives have better Quality of Life therefore they are psychologically and spiritually healthy and in sound mental state.

Keywords: Quality of Life, Spiritual Intelligence, bank executives.

Introduction

Today the workplace environment keeps on changing that indicates its dynamic nature as well as unpredictability. Now the workforce is more diverse, not only in terms of age but also of nationality. Globalization has made the world boundary less and people are now mobile. Organizations require its employees to be more committed as well as to have better cohesive working interrelationship. O

Quality is associated with the Latin word '*Qualitas*', which means the nature of the individual or the nature of the thing, which means precision and perfection. The quality of the Oxford Dictionary means high quality or value. Quality is a set of standards for excellent performance that does not

accept discussion. This indicates that individuals learn through their experience to distinguish between high quality and low quality by using A set of criteria that distinguish between the two types of quality. (Mashri, 2014)

The concept of Quality of Life should not be confused with the concept of standard of living which is based primarily on Socio-economic status. The term Quality of Life include, built environment, physical and mental health, education recreation and leisure time and social belonging.

Quality of life is the interaction between the conditions of life and personal values and personal satisfaction with life, as is the individual's perception of his status in life in the context of his culture and community and concerns about mental health and personal beliefs. Quality of life (QoL) is a multi-level and amorphous concept, and is popular as an endpoint in the evaluation of public policy (e.g. outcomes of health and social care). While the main domains of quality of life identified in the literature are relevant to adults of all ages, these can vary in priority among people in different age groups (Bowling 1995a, 1995b). But the wider research community has accepted no definitive theoretical framework of quality of life, and no single research framework has been utilised in its investigation. Thus, despite a plethora of research on a wide range of objective and subjective indicators of Quality of Life, there is no widely accepted or supported theory or measurement instrument of quality of life. There is a consensual view that taken together the core Quality of Life dimensions or domains should sum up the concept of Quality of Life as whole (Cummins, 1997; Felce and Perry, 1995; Kieth, 2001; Schalock, 1996). The number and range of individual domains specified within a Quality of Life definition in large. A number reviews of Quality of Life domains have been conducted in an attempt to produce a definitive list (Hagerty et al., 2001).

The World Health Organization Quality of Life Assessment comprises 6 domains of Quality of Life that are related to subjective measures like Physical, Environment, Social relationships, Psychological, level of independence and Spiritual (WHOQOL Group, 1995).

Cummins (1997) proposes 7 core domains on the basis of a review of 27 Quality of Life definitions and the findings of large population surveys which asked people which domains of life were important to them. These domains are Health, Material wellbeing, Community wellbeing, Productive activity, Emotional wellbeing, Social/family connections and safety.

Felce (1997) suggests 6 possible Quality of Life domain based on a synthesis of life domain areas from a range of previous Quality of Life studies. These domains include: physical wellbeing, Material wellbeing, Social wellbeing, Productive wellbeing, Emotional wellbeing, and Rights or civic wellbeing.

Hagerty et al. (2001) propose 7 domains based on a review of 22 of the most used QoL indexes from around the world. These are advances as "s starting point for theoretical and empirical investigation in to the domain structure of Quality of Life." While these are regarded as common to most countries, they add that other "supplementary domains" may be important to some specific

populations. The domains of Quality of Life include Health, Material wellbeing, feeling part of one's local community, work and productive activity, emotional wellbeing, relationship with family and friends and personal safety.

Schalock (2000,2004) proposed eight core dimension in his conceptual model of Quality of Life. He reports that 125 indicators found in 16 studies of individual Quality of Life, published in 1970s, 74.4% were related to these 8 Quality of Life domains which are: Material wellbeing, Interpersonal relationship, Emotional wellbeing, Personal Development, self determination, social inclusion, Rights. In this model the rank order of core dimensions may change depending upon the type of individuals being investigated; for example this will be different for children and youth than for adults, or for elderly people.

Quality of Life and Psychological Well being is also a concept which has been associated with good results in health. The meta analytical study performed by Howell, kern and Lyubomirsky(2007) which sassed the impact of more than 150 studies concerning wellbeing on health showed that both short and long term well being is related to the capacity of controlling symptoms of disease, especially regarding the impact on immunity system and resistance to pain. In patients with cancer the concern has been to encourage their Psychological Well being and improve their Quality of Life (Kwan, ergas & Somkin, 2010; ramachandra et.al, 2009). Rottman et.al (2010) found that in women with breast cancer self efficacy as predictor of emotional well being one year afterwards was not related to physical and social well being.

Dasgupta and Majumdar (2000) examined perceived Quality of Life in Calcutta with 400 adult samples. They also investigate the relation between domain satisfactions and perceive Quality of Life. The results indicate that SES status was not significantly associated with perceived Quality of Life. Also the study found that young (21-35 yr old) and old (56 and above) people were more satisfied than the middle age group.

Over the years, many researchers have been done to find the best criteria to predict coordination of individuals with their surrounding environment, based on specific characteristics of each person. Hence, when the concept of IQ was offered, it attracted the attention of many people all around the world. Since then, from early 20th century, IQ was introduced in psychological topics.

Many researchers agree that different aspects of intelligence structure include:

- Series of related intellectual capabilities
- Can be developed during life time
- Simplifies problem solving process and compatibility with a natural specific environment
- Enables individuals in accurate judgment and reasoning
- Represents a compound component or biological bases of mind

Many years after introduction of this intelligence and its applications all over the world, researchers found limitations of this intelligence and understood that many people with higher IQ have problem in controlling their emotions and behaviors and cooperating with the other people, while people with lower IQ have achieved professional successes (Bradbury and Travis, translated by Ganji, 2005). In general view, intelligence can be defined as ability of people in adjusting themselves with new conditions as well as environment. There are different types of intelligence: body intelligence, oral intelligence, visual intelligence, logical intelligence, emotional intelligence, musical intelligence, intra-personal intelligence, inter-personal intelligence, and spiritual intelligence.

Spirituality is considered one of the key factors for the success. Wigglesworth, Cindy (2012) explains spirituality “as the innate human need to be connected to something larger than ourselves, something that we consider to be divine or of exceptional nobility. The innate desire for that connection transcends any particular faith or tradition. That desire does not require a belief in a divinity by any description, nor does it preclude belief in God or Spirit or the divine”.

Spirituality is to ‘know’ that who you are and Spiritual Intelligence is to ‘realize’ live life in that awareness. In other words that you have always been who you are and, in truth, you can never be other than who you are, but it requires ‘realization’ i.e. that moment when you ‘see it’, when you ‘get it’ and then you ‘be it’.

Like other concepts in the field of psychology and management, various definitions have been introduced for describing the term “spiritual intelligence. Danah Zohar present the term “spiritual intelligence” at first and also introduced the idea in her book *Rewiring the Corporate Brain* in 1997.

According to Emmons (2000) about spiritual intelligence, people who are Spiritual Intelligent have the capacity of using spiritual resources to solve problems. They are also conscious about the ability to link daily activities with sacred concepts, and also able to perceive physical matters.

Sometimes variations of Spiritual Intelligence are used in corporate settings, as a means of motivating employees and providing a non-religious, diversity-sensitive framework for addressing issues of values in the workplace.

Stephen Covey also states, “Spiritual Intelligence is the central and most fundamental of all the intelligences, because it becomes the source of guidance for the others.”

Danah Zohar defined 12 principles that underlying spiritual intelligence:

- **Self-awareness:** Self awareness means to know what I believe in and value, and what deeply motivates me.
- **Spontaneity:** Spontaneity means that living in and being responsive to the moment.
- **Being vision and value led:** Being vision & value-led is to act from principles and deep beliefs, and living accordingly.

- **Holism:** Holism means that seeing larger patterns, relationships, and connections; having a sense of belonging.
- **Compassion:** means that having the quality of “feeling-with” and deep empathy.
- **Celebration of diversity:** means that valuing other people for their differences, not despite them.
- **Field independence:** means that standing against the crowd and having one’s own convictions.
- **Humility:** means that having the sense of being a player in a larger drama, of one’s true place in the world.
- **Tendency to ask fundamental question :** that to understand things and get to the bottom of things.
- **Ability to reframe:** means that standing back from a situation or problem and seeing the bigger picture or wider context.
- **Positive use of adversity:** means that learning and growing from mistakes, setbacks, and suffering.
- **Sense of vocation:** means that feeling called upon to serve, to give something back.

Robert Emmons mainly proposed 5 components of spiritual intelligence that is-

1. The ability to transcend the physical and material.
2. The ability to experience heightened states of consciousness.
3. The ability to sanctify everyday experience.
4. The ability to utilize spiritual resources in solving problems.
5. The capacity to be virtuous.

The fifth ability was later removed due to its focus on human behavior rather than ability, thereby not meeting previously established scientific criteria for intelligence.

Frances Vaughan states the following description: “Spiritual Intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world.”

Wigglesworth (2012) defines Spiritual Intelligence as “the ability to act with wisdom and compassion, while maintaining inner and outer peace, regardless of the circumstances.” She breaks down the competencies that comprise Spiritual Intelligence into 21 skills, arranged into a four quadrant model similar to Daniel Goleman’s widely used model of emotional intelligence or EQ. The four parts of Spiritual Intelligence are defined as:

1. Higher Self/ Ego self Awareness
2. Universal Awareness
3. Higher Self/ Ego self Mastery
4. Spiritual Presence / Social Mastery

David B. King has undertaken research on Spiritual Intelligence at Canada. He defines Spiritual Intelligence as a set of adaptive mental capacities based on non-material and transcendent aspects of reality, specifically those that contribute to the awareness, integration, and have adaptive application of the nonmaterial and transcendent aspects of one's existence, leading to such outcomes as deep existential reflection, and enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states.

Also, Vineeth V. Kumar and Manju Mehta have also- researched the concept, extensively. They defined Spiritual Intelligence as “an ability of a person that possess a socially relevant purpose in life by understanding ‘self’ and having a high degree of conscience, compassion and commitment to human values.”

Spiritual Intelligence is the primary and most basic intelligence of all the intelligences, because it becomes the source of guidance for others, being an integrating intelligence type, linking our rational and emotional intelligences.

A man with high Spiritual Intelligence not only responds appropriately in a particular situation or circumstance, but he also analyses as to why he is in that situation and how can better that situation. High Spiritual Intelligence enables a person to operate beyond the boundaries. Zohar, Danah (2000) believes that “Spiritual Intelligence gives us the ability to discriminate that gives us our moral sense, an ability to temper rigid rules with understanding and compassion and as an equal ability to see when compassion and understanding have their limits”. Brewer, Mark (2008) states that “the Spiritual Intelligence is available to everyone- yet only a handful of people ever take advantage of it.

Spiritual Intelligence plays a vital role in Indian society. It is well known to all that Indian society is spiritual based society. It was in India that the Spiritual Intelligence was developed from vedic age to modern one. The chief sources of Spiritual Intelligence in India are the four Vedas, six Vedangas, four Upvedas, four Brahammanas, one hundred and eight Upanishads, six systems of philosophy, the Bhagwat Gita three Smritis. According to Indian philosophers i.e. Swami Vivekanand, Gandhiji, Sri Arbindo etc. it can be concluded that “Spiritual Intelligence can contribute in solving the everyday problems of individuals life, creatively and constructively in the new situation of the socio psychophysical environment for their wellbeing”.

Quality of Life can be said a general well being of individuals and societies. Quality of Life has wide range of contexts including the fields of international development, health care, politics and employment. A large canvas all encompassing, major aspects being health (mental, physical, emotional and spiritual), social well being, family, job/occupation, reputation and the like. Life and its quality are influenced by application of human intelligence in different degree. Spiritual Intelligence of professionals has rapidly become an important area of interest. The objective of the research is, **“to investigate Quality of Life and Spiritual Intelligence among bank executives.”**

Objectives of the Study:

- To find out the level of Quality of Life and Spiritual Intelligence.
- To find out the gender differences for Quality of Life as well as Spiritual Intelligence.
- To study the relationship between Spiritual Intelligence and Quality of Life.

Hypotheses:

1. There will be significant gender differences regarding Spiritual Intelligence as well as Quality of Life.
2. Spiritual Intelligence will be significantly and positively correlated with the Quality of Life.

Method:

Sample:

A sample of 80 bank executives males and females was taken from Moradabad city. The sample characteristics were as follows:

| | |
|---------------------|--------------------------|
| no. of respondents: | 80(40 males, 40 females) |
| Qualification: | Higher Education |
| Age range: | 35+ |
| Income: | Middle Income Group |
| Work experience: | 10yrs+ |

Tools

Spiritual Intelligence

Spiritual Intelligence Scale developed by Santosh Dhar and PoojaUpinder Dhar will be used in order to measure the Spiritual Intelligence of the respondents. The scale consists of 53 items that are divided into 6 following dimensions- i) Benevolence, ii) Modesty, iii) Conviction, iv) Compassion, v) Magnanimity, vi) Optimism & 15 factors. The Scale is suitable for adult age group and its reliability is 0.85 and validity is very high.

Quality of Life

Quality of Life Scale developed by S. Sharma and N. Nasreen will be used in order to measure the Quality of Life of the respondents. The scale consists of 42 items that are divided into 11 following areas-

- i) Life Satisfaction,
- ii) Goals and Motivation,
- iii) Spirituality,
- iv) Happiness,

- v) Hopes and Wishes,
- vi) Stress Reduction,
- vii) Frustration Depression/ Anxiety,
- viii) Adjustment,
- ix) Physical Well Being and Self Care,
- x) Effectiveness or Efficiency of Myself,
- xi) Personal Development or Personal Evolution.

The Scale is suitable for adult age group. The reliability and validity of the scale is very high.

Procedure

The respondents were personally contacted. They were explained the purpose of the study and assured that their responses would be kept confidential. After the rapport was established they were given booklet of questionnaire.

Result and Discussion

In the present study researcher showed keen interest to study the Quality of Life and Spiritual Intelligence among bank executives. Quality of Life is perceived differently by different people, depending on their belief system. Life is infinitely a large canvas, all encompassing, major aspects being health (mental, physical, emotional and spiritual) finances, social well being, job/occupation, family reputation and the like. Life and its quality are influenced by application of human intelligence like iq, eq, and Spiritual Intelligence in different degrees.

Quality of Life can be considered as the general well being of individuals and societies. Quality of Life has wide range of contexts including the fields of international development, health care, politics and employment.

Table 1: Showing the gender differences regarding Spiritual Intelligence and Quality of Life(N=80)

| Variables | Mean | | SD | | t value |
|-------------------------------|--------|--------|------|--------|---------|
| | Male | Female | Male | Female | |
| Spiritual Intelligence | 173.82 | 173.8 | 7.62 | 6.25 | .987 |
| Quality of Life | 112.52 | 113.90 | 6.14 | 4.13 | .243 |

As table 1 depicted that there is not any significant gender difference regarding Spiritual Intelligence and Quality of Life thus **Hypothesis1** “There will be significant gender differences regarding Spiritual Intelligence as well as Quality of Life. “ is not accepted by the result of the present study. The mean value of males regarding Spiritual Intelligence is 173.82 and value of females regarding Spiritual Intelligence is 173.8 and standard deviation (SD) 7.62 of males and 6.25 of females. the mean difference(t-test) is .987 which is not significant at any level of confidence which shows that there is no significant difference between males and females regarding Spiritual Intelligence. The mean of Spiritual Intelligence of executives is found in *average range* that means they have moderate level of Spiritual Intelligence. That may due to many factors i.e. GDP, workplace environment or present economic conditions. The results also reflect the past researches like Pant & Srivastava (2019); they examine the level of spiritual intelligence and mental health, to observe relationship between these two variables and also to study the difference between spiritual intelligence and mental health across gender and educational background (arts and science). They found no significant difference between male and female students in terms of spiritual intelligence. The study also resembles the result found in the study of Rathore et al. (2018) that there is no significant gender difference in Spiritual Intelligence.

Quality of Life means degree of excellence one’s life that contributes to benefit to the person himself and society at large. In the present study the mean value of males regarding Quality of Life is 112.52 and value of females regarding Quality of Life is 113.90 and standard deviation (SD) 6.14 of males and 4.13 of females. The mean difference (t-test) is .243 which is not significant at any level of confidence which shows that there is no significant difference between males and females regarding Quality of Life. The result indicated that the difference found between both group(males and female) is due to chance factor. Heinonen et al (2001) also found no significance gender difference in their study of Quality of Life. Sharma et al.(2012) studied on the Quality of Life of call center executives and found quality of life in moderate level that is affected by burnout and stress coping strategies.

Table 2: correlation between Spiritual Intelligence and Quality of Life.

| Variables | Quality of Life | Spiritual Intelligence |
|-----------|-----------------|------------------------|
| r | .304* | |

*correlation is significant at the 0.05 level

Thus the hypothesis 2" *Spiritual Intelligence will be significantly and positively correlated with the Quality of Life*” is accepted. As shown in table 2, results shows that the correlation

between Spiritual Intelligence and Quality of Life is +0.304 which is positively and significantly correlated. Quality of Life and Spiritual Intelligence is also a concept which has been associated with good results in health. Singh & Sinha (2013) examined the impact of Spiritual Intelligence on Quality of Life among the executives serving in government organization. They found Quality of Life was higher in the most of the cases where Spiritual Intelligence was high. Officers with higher Spiritual Intelligence view life in a broader perspective not relating to physical comforts alone. Bolghan Abadi et.al.(2014) found in their studies that Spiritual Intelligence has an effective role on predicting Quality of Life.

Conclusion

Quality of Life and Spiritual Intelligence constitute one of the most relevant areas of psychological research and practice. Quality of Life includes built environment, physical and mental health, education recreation and leisure time and social belonging. The spiritual development of a person is not a spontaneous process but it is give from his childhood. According to Indian perspective Spiritual Intelligence is the ability to apply and embody spiritual resources and qualities in the terms of Physical, Intellectual, Psychological, Social, Emotional, Ethical, Aesthetical, religious, Yoga and meditation to enhance daily functioning and wellbeing. Only a well spiritually developed person can have a static personality, which is essential for better survival in their personal & professional life.

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GRATITUDE AND HAPPINESS QUOTIENT IN POST MILLENNIALS

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Abstract

We have often heard our elders say that today's youth has no sense of gratitude for what they have and are less happy. This research was conducted to see how true the above statements are, as well as, to find out whether there is a correlation in the level of gratitude and happiness in millennial. It was hypothesised that there would be a significant relationship between happiness and levels of gratitude in post-millennials. We took a sample of 90 college students from public and private universities and made them fill both the Oxford Happiness Questionnaire and the Gratitude Questionnaire to find out their levels of gratitude and happiness. All of the subjects come from an upper middle-class background and reported that they have comfortable access to all necessary means and resources they require in life. The results revealed that the majority of post-millennials got results under high or very high levels of happiness. However, in cases of gratitude the majority came under low or very low levels of gratitude. Using Pearson's Correlation Method, we found that there was a significant and positive correlation between the level of happiness and gratitude in post-millennials.

Keywords: gratitude, happiness quotient, post-millennials etc.

Introduction

Study of generations provides an opportunity to see people through their place in the life cycle - whether young, middle-aged or retired - and being members of a group of individuals born at the same time. Model generations provide researchers with a tool to analyze changes in attitudes over time. It can provide a way to understand how different summative experiences (such as global events, technological, economic and social changes) interact with the life cycle and the ageing process to shape the views of people around the world. While young adults and adults may differ in their attitudes at a particular moment, typical generations allow researchers to examine what elderly people today feel about a particular problem when they were young. as well as describe how the paths of thought vary across generations.

Generation Z (or Gen Z for short) also known as the generation of post-millennials, is the demographic cohort that follows Generation Y and comes before the Alpha generation. Researchers and popular media use the mid-1990s to early 2010s as the age of post millennials . Post millennials use digital technology from an early age and are familiar with the Internet and social media, but do

not necessarily have sufficient knowledge. Most post-millennials are generally descendants of generation X. Psychologist Jean Twenge describes Generation Z (or post-millennials) as those born in 1995 or later.

Gratitude

Gratitude refers to a sense of thankfulness and happiness in response to receiving a gift, either a tangible benefit (e.g., a present, favor) given by someone or a fortunate happenstance (e.g., a beautiful day). Simply put we can say, “Gratitude is the appreciation of a gift received” (Witvelite C.V., et.al., 2019)

Many of us convey our gratitude towards others by thanking someone who has helped us or given us a gift. From a scientific point of view, gratitude is not only an action, but also a positive emotion that serves a physiological purpose.

According to Dr. Robert Emmons, the feeling of gratitude involves two stages (2003):

- First comes the recognition of goodness in his life. We say yes to life with gratitude. We say that life is good overall and contains elements that are worth living and rich in textures. Acknowledging that we have received something welcomes the presence of the gift and the benefactor’s efforts in making the selection.
- Second, gratitude acknowledges that some of the sources of this goodness are outside of themselves. We can be grateful to others, animals and the world other than ourselves. At this point we recognize the goodness of our life and who to thank.

The two levels of gratitude include recognizing goodness in our life and then how that goodness came to us from outside. Through this process, we recognize the opportunity of anything that makes our lives and ourselves better.

Gratitude is regarded as either a trait (dispositional) or state (of being). As an attribute, the individual carries gratitude as part of his or her daily life (McCullough, Emmons, & Tsang, 2002), and possessing gratitude is the strength of character. As a feature, gratitude can be developed through practice and awareness (Peterson & Seligman, 2004).

When a person experiences the rich emotion from someone expressing gratitude for them, it is referred to as state (Watkins, Van Gelder, & Frias, 2009). The state of being grateful is a pleasant experience studied by philosophers in ancient times.

Gratitude is related to:

1. Enhanced Well-being
2. Deeper Relationships
3. Improved Optimism
4. Increased Happiness woman smiling - gratitude and happiness
5. Stronger Self-Control

Factors that Affect Gratitude

- **Lifestage** - Although this is a small percentage, people under the age of 25 are most likely to say that they feel less grateful this year. Another group that stands out is that of over 55 year olds. This population is more likely to say that they are “just as grateful” compared to last year, rather than that they are “more grateful” than other age groups, suggesting that older people are always grateful as they evolve in life.
- **Social Media** - Frequent social media users who use it for more than 2 hours a day most often report feeling less grateful. Conversely, people who feel more grateful are not at all active on social networks (42%). If we stay away from social media sites, we may feel more grateful - especially if we tend to compare ourselves to others.
- **Income** - Finances and income levels can influence almost any aspect of life, including gratitude. People with an income below \$ 50,000 are the highest percentage of people who feel less grateful than last year. However, it should be noted that those who are “most grateful” come from all income groups.

Gratitude, like other influences, could potentially manifest as an affective trait, mood, or emotion. Grateful investing is defined here as the general tendency to gratefully acknowledge and gratefully respond to the role of other people’s benevolence in the positive experiences and results they receive.

Happiness

Happiness refers to an emotion of joy, gladness, satisfaction, and well-being (a state of happiness and contentment, with low levels of distress, overall good physical and mental health and outlook, or good quality of life). In other words, “happiness is the enjoyment of a present good” (Witvelite C.V., et.al., 2019)

When assessing the favorable nature of life, we tend to use two more or less different sources of information: our affections and our thoughts (Veenhoven 2009). We can decide that we feel good most of the time, and we can also judge that life seems to meet its (conscious) requirements. These estimates may not agree. All in all, we can feel good, but we still need to realize that we have not met our goals or exceeded our expectations, but we are still miserable. Using the word “happiness” in these two cases would lead to three different types of happiness, the general judgment described above, and these two specific assessments. Therefore, the components are called “hedonic level of effect” and “satisfaction.”

- ***Hedonic level of affect***

The hedonic affective level is the degree to which the various effects on an individual have a pleasant character. The hedonic affective level is not the same as “mood”. We experience different types of moods: intoxicating moods, calm moods, restless moods, bad moods, etc. The concept of the hedonic level only concerns the pleasant experience of affects; that is, the joy of feelings,

emotions and moods. A high hedonic level can therefore be based on strong but fleeting feelings of love and moods of constant calm. The average hedonic affect level of a person can be assessed over different time periods: one hour, one week, one year and over a lifetime. The focus here is on the “characteristic” hedonic level. In other words, the average over a long period of time. The concept does not require a subjective awareness of this average level.

- **Contentment**

It is the degree to which an individual feels that his aspirations are being fulfilled. The concept requires that the individual has developed certain conscious desires and has formed an image of their realization. The concept refers to the subjective perception of the individual. The actual accuracy of this idea is not at stake.

The subjective well-being includes measurements of current experience (emotions, moods and feelings) and satisfaction with life. For example, Sonja Lyubomirsky described happiness as “the experience of joy, satisfaction or positive well-being combined with the feeling that life is good, meaningful and valuable”. Eudaimonia is a Greek term that is translated in different ways through happiness, well-being, fulfillment and blessing. Xavier Landes suggested that happiness includes measurements of subjective well-being, mood, and eudaimony.

Review of Literature

Manju Mahipalan, Sheena S (2019) The results show significant relationships between spirituality at work, subjective happiness, and gratitude. Gratitude also proved to be an important moderator who positively influenced the relationship between spirituality and happiness at work.

K. Hanrahan and K. Gonzalez (2019) To create a culture of happiness, the heads of the nurses attended a book club based on *The Happiness Advantage*. Activities should promote optimism, social support and ideas for dealing with stress. A toolbox on resilience was made available to the teams. Subsequent engagement results showed that managers outperformed the national stress management benchmark (3.59 vs. 3.48). 65% of the nursing units have improved. Nursing friendliness rose (83.4% vs. 86.6%), as did the likelihood of recommending scores (82.6% vs. 86%). Improving personal wellbeing is the first step in creating a culture of happiness.

M. M. Fritz, S. Lyubomirsky, et.al., (2019) In study 1, among students (N = 327) trying to achieve a healthy eating goal, indicated that gratitude after a writing activity was significantly predicted to have healthier eating behavior 1 week later. In Study 2, during a four-week intervention, students in grades 9 and 10 (N = 1017) from four secondary schools were randomly selected to either write weekly thank-you letters or list their daily activities every week (control). Adolescents who thanked reported healthier eating habits over time compared to controls, and this effect was partly mediated by a reduction in the average negative effect during the intervention period. Our results therefore suggest that gratitude-based interventions can help improve healthy eating behavior in adolescents and young adults.

G. Jin and Y. Wang (2019) Path analysis showed that gratitude positively predicted learning engagement; The mediating role of emotional support for teachers and basic psychological needs in connection with gratitude and commitment to learning was important. There were three types of mediation: gratitude influenced learning engagement through the role of providing emotional support to teachers; basic psychological needs; and the role of the serial mediator of the emotional support and basic psychological needs of the teachers. These results suggest that schools should pay more attention to improving the emotional support of teachers for young people and satisfying basic psychological needs of students, which would enhance the positive impact of gratitude on engagement. Learn.

Charlotte V. O. Witvliet, D. R. V. Tongeren, et.al., (2019) Participants were chosen at random to (a) gratefully recall a past hope that had been fulfilled, or (b) under control conditions. The state of grateful memory (compared to control) led to a significant increase in state hope and happiness and recommended grateful memory as a practice that can strengthen present happiness and hope for the future.

S. You, June Lee, E. Kim, et.al. (2018) found that those who experienced greater gratitude in early teens reported feeling more positive about life satisfaction. In addition, social support and emotional difficulties have helped to convey the relationship between gratitude and life satisfaction. The results suggest that grateful students had more social support and less emotional difficulties, leading to increased life satisfaction. No gender difference was found in the relationship between gratitude and life satisfaction. Implications and future directions are also discussed in more detail.

J. A. Tsang, R. D. Carlisle (2014) Gratitude and satisfaction of needs have influenced the relationship between materialism and the decline in the satisfaction of life in a row. Gratitude was also a direct mediator, while satisfaction of needs through their relationship to gratitude played an indirect role.

Haeik Hwang, Hyunmi Kang, Jeonghwa Tak, Sieun Lee (2015) The results of the study were as follows: First, early childhood teachers rated their happiness, self-esteem, and gratitude as above average. Second, there was a significant positive correlation between their overall scores for happiness, self-esteem and gratitude. And there was a significant positive correlation between the happiness, self-esteem and gratitude sub-factors. Third, the independent variable that made the greatest prediction of happiness was self-esteem, followed by disposition to gratitude.

David W. Chan (2013) Gratitude and forgiveness were significantly and significantly correlated with each other, with meaningful life direction and with subjective well-being. Fortunately, they explained a considerable variance in predicting subjective well-being on directions.

Alex M. Wood, W.A. Geraghty, et.al. (2010) Gratitude is strongly linked to well-being, even if it is defined, and this connection can be unique and causal. Gratitude is relevant in clinical psychology because of (a) strong explanatory skills for understanding well-being and (b) the ability to improve well-being by promoting gratitude through simple exercises.

Sansone, R. A., & Sansone, L. A. (2010) The majority of empirical studies show that there is a connection between gratitude and general well-being. However, several studies indicate possible nuances in the relationship between gratitude and well-being as well as studies with negative results. There are many assessment measures available for evaluating gratitude. From a clinical point of view, exercises and therapeutic techniques are suggested to increase gratitude, and they appear to be relatively simple and easy to incorporate into the practice of psychotherapy. However, the therapeutic efficacy of these techniques is largely unknown.

T. B. Kashdan, T. Julian, et.al. (2006) Veterans with PTSD, compared to those without PTSD, showed much lower disposition gratitude; no difference was found in daily gratitude. Disposal gratitude predicted a greater daily positive effect, a percentage of pleasant days during the evaluation period, intrinsically motivating daily activity and daily self-esteem effects beyond the effects attributable to the severity of the PTSD and negative and positive effects available in the PTSD group, but not in non-no. PTSD Group. Daily gratitude was uniquely associated with each dimension of daily well-being in the two groups.

Rationale

Happiness is associated with and precedes many successful outcomes and behaviors in addition to success. In addition, the evidence suggests that a positive effect, characteristic of well-being, can be the source of many desirable properties, resources and successes related to happiness. (Lyubomirsky S. and King L., 2005). Many studies show that happy people succeed in different areas of life, including marriage, friendship, income, work and health. Likewise, most empirical studies indicate that there is a link between gratitude and general well-being (Sansone R.A. and Sansone L.A., 2010). This research would therefore be useful in identifying key areas of positivity to work on when it comes to young adults of this era as it seeks to identify if there is a relationship between these two concepts.

Objectives:

To study the level of happiness and gratitude among post millennials.

1. To study the level of happiness and gratitude in post millennials.
2. To study the relationship between happiness and gratitude in post millennials.

Hypothesis

1. There will be a positive relationship between happiness and gratitude among post millennials

Methodology

Sample

A total sample size of 90 university students who were born before 1996 was taken. The students were asked to fill an online survey to assess their happiness and gratitude.

Inclusion Criteria: -

- Educational Qualification: Undergraduate Student
- Born after 1996

Tools Used

• **Oxford Happiness Questionnaire**

The Oxford Happiness Survey (OHQ) was developed by psychologists Michael Argyle and Peter Hills of the University of Oxford to evaluate the level of happiness of an individual at a certain time.

The Oxford Happiness Index (OHI) consists of 29 items, is a six point likert scale, each of which you must select one of the four options that are different for each product. The survey showed reliability on a large scale with values of $(167) = 0.92$ and a $(168) = 0.91$, respectively. Correlations between subjects for the OHI (Oxford Happiness Index) ranged from 0.03 to 0.58, with a mean of 0.28, and the corresponding values for the Oxford Happiness Survey ranged from 0.04 to 0.65, with a mean of 0.28. For validity, Apart from psychoticism, all correlations are essential and equally and highly relevant. The general relationships with personality variables suggest that the structural validity presented by OHI can be safely extended to OHQ.

• **Gratitude Questionnaire**

McCullough et al. (2002) developed the GQ6 based on these four facets. The GQ-6 is a short, self-report measure of the disposition to experience gratitude. Participants answer 6 items on a 1 to 7 scale (1 = “strongly disagree”, 7 = “strongly agree”). The analysis of the internal consistency and item correlations demonstrated the adequate reliability of the gratitude scale. Using the Exploratory Factor Analysis, we determined the internal factorial/construct validity of the scale, which is highly satisfactory

Procedure

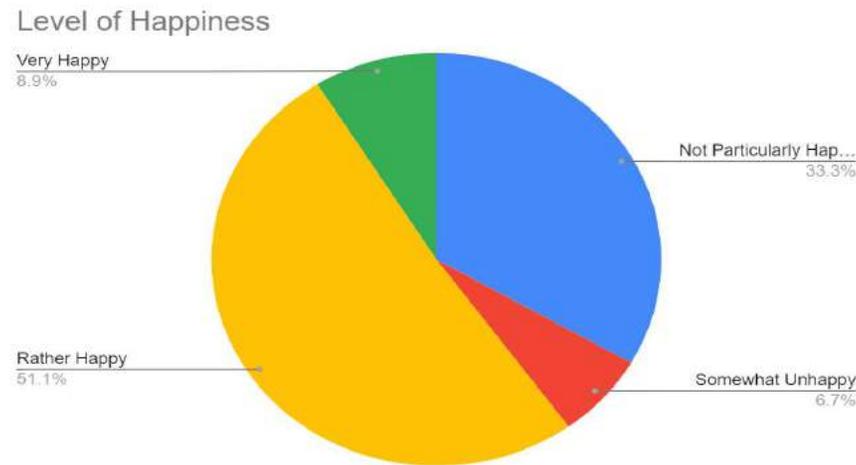
The data was collected from all 91 students (31 males and 60 females), all in the age group of 18-25, using the Oxford Happiness and Gratitude Questionnaires. Raw scores we collected and interpreted for both variables for each subject. The subjective interpretations for both variables were converted to a 6 point range from “Very low” to “Very high”. This was used to identify the percentages at which the levels of the two variables coincided. The number of people falling into each category was calculated and their corresponding results in the assessment for the second variable was identified. Correlation was established between the two sets of variables by finding the r value using Pearson’s correlation coefficient. The r value was then compared to the critical value at 0.05 and degree of freedom of 90.

Results

We have often heard our elders say that today’s youth has no sense of gratitude for what they have and are less happy. This research was conducted in an attempt to see how true the above statements are, as well as, to find out whether there is a correlation in the level of gratitude and happiness in millennials . We took a sample of 91 college students from public and private universities and made them fill both the Oxford Happiness Questionnaire and the Gratitude Questionnaire to

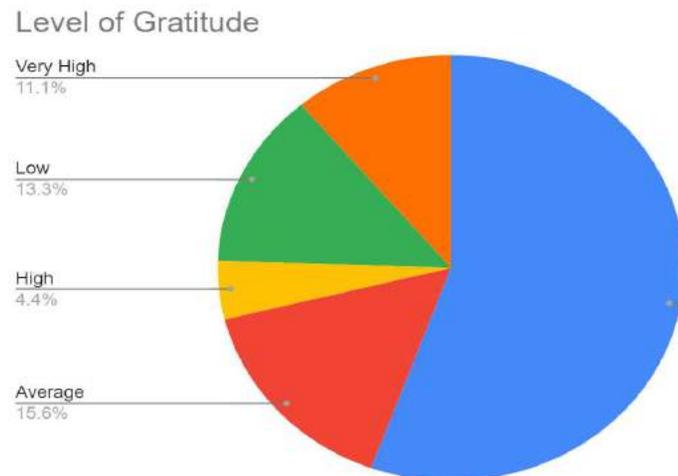
find out their levels of gratitude and happiness. All of the subjects come from an upper middle class background and reported that they have comfortable access to all necessary means and resources they require in life.

GRAPH 1: LEVELS OF HAPPINESS



In our research, the majority at 51.1% showed results indicating that they were rather happy. This means that the individuals felt more joy full and positive at the time of taking the test. 33.3% of the individuals on the other hand showed neutral levels of happiness, i.e., they were neither happy nor unhappy. The percentage of people who showed very high levels of happiness was 8.9%. Lastly, the minority at 6.7% showed that they were somewhat unhappy. Overall, the results indicated that the majority of post millennials are either happy or neutral and only a minority displayed unhappiness. None of the individuals however, showed very high levels of unhappiness.

GRAPH 2: LEVELS OF GRATITUDE



In the case of gratitude, our research showed the majority of the post millennials had low or very low levels of gratitude (68.9%), the second largest number of individuals fell under the average level of gratitude (15.6) followed by very high levels of gratitude (11.6%) and lastly the minority that displayed high levels of gratitude (4.4%). Overall, this shows that the majority of post millennials may have low levels of gratitude.

Table 1: Correlation Between Happiness & Gratitude
(At significance of 0.01 and df 90, critical value is 0.267298)

| Variables | Degree of freedom | Mean | Standard Deviation | Pearson Correlation |
|-----------|-------------------|-----------------|--------------------|---------------------|
| Happiness | 90 | 121.021978 | 20.80322469 | 0.3663408288 |
| Gratitude | 90 | 33.0549450 5 | 5.928369762 | (Sig: 0.01) |

On calculating the correlation of the results derived from the assessments of both the variables using Pearson's correlation coefficient method, we got a r value of 0.3663408288 which was well above the critical value at 0.01 and degree of freedom of 90, indicating that there is a significant and positive correlation between level of happiness and level of gratitude in post millennials. This can be seen in our data set as well, for instance 66% of people who displayed very low levels of happiness also displayed very low levels of gratitude. There were no individuals in the whole sample who displayed very high levels of happiness but very low levels of gratitude. As a matter of fact, 75% of individuals who displayed very high levels of happiness also showed either high or very high levels of gratitude. These results are in line with our original hypothesis (3.4, H1).

Discussion

The aim of our research was to study gratitude and happiness levels in post millennials as well as the nature and degree of relationship between the two variables. Overall, the data collected from the participants indicated that the majority of post millennials are either happy or neutral and only a minority displayed unhappiness and that the majority of post millennials may have low levels of gratitude. None of the individuals however, showed very high levels of unhappiness. There could be several reasons for this result, one of them could be that the sample consisted of participants who were majorly from affluent backgrounds and/or well versed in the English language which could mean that the sample itself represented mostly those with more means and resources to their disposal. On the same line, researches show that students who were less stressed, less depressed and had higher perceived social support have higher gratitude (Wood et al., 2010). Similarly, the

reason for higher levels of happiness in post-millennials in universities could be the comparative privilege of students pursuing higher education in India (Ayyad F., 2015) as well as a comparatively greater access to facilities which is a key point as university students made up a considerable part of our sample.

The research findings on the other hand also support our hypothesis (3.4, H1) that there is a significant positive correlation between level of happiness and gratitude in post millennials . This means that those who have high levels of happiness are more likely to also have high levels of gratitude and vice versa. There could be many reasons for the same as well; one such reason could be that happiness has a positive causal effect on economic growth (li B. and Luy Y., 2009) which could in turn generate feelings of gratitude in individuals. Similarly, the majority of empirical studies indicate that there is an association between gratitude and a sense of overall well-being (Randy A. Sansone, 2010). We have also seen researches where a direct link between happiness and gratitude is studied (Charlotte V. O. Witvliet, D. R. V. Tongeren, et.al., 2019)

These findings are relevant in understanding the psychology of the new generation. There have been researches before that aimed at understanding post-millennials and how they are different from previous and upcoming generations (Töröcsik M., Kehl D., et.al, 2014). This research would therefore be useful in identifying key areas of positivity to work on when it comes to young adults of this era.

Conclusion

There is a positive and significant relationship between levels of gratitude and happiness in post millennials studying in universities. Further research on the relationship between happiness and gratitude could help in enhancing the use of positive psychology in applied settings and help us find new ways to enhance aspects of our lives such as well-being, quality of life, positivity, etc. We believe that there is a need to conduct further research in this area at a larger scale. Further research in this area can help us identify why there is a lower level of gratitude among majority post-millennials . Both happiness (Veenhoven and Ruut, 2012) and gratitude (Alex M. Wood and W.A.Geraghty, 2010) have been found to be linked with well-being.

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A COMPARATIVE STUDY OF SUBJECTIVE WELLBEING AND EMOTIONAL INTELLIGENCE AMONG VARIOUS PROFESSIONALS

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Abstract

Emotional intelligence (EI) is one of the most researched and the most popular psychological constructs of the 21st century (Ashkanasy, 2003; Bar-On 2006), giving importance on the role of emotions in an individual's success or failure in life and in workplace. On the other hand, if a person frequently experiences life satisfaction and joy and infrequently experience unpleasant emotion such as anger and sadness, person is said to have high subjective well-being. The present research focuses on the study of the relationship between emotional intelligence and subjective well-being among students of various professional courses and the gender difference regarding emotional intelligence and subjective well-being. The data was collected from four departments (B.ed, B.B.A., B.C.A., B.Tech) of TMU University (Moradabad) including a sample 122 students - 32 students from B.ed (15 males, 17 females), 30 students each (15 males, 15 females) from B.B.A, B.C.A. and B.Tech through incidental sampling technique. Emotional intelligence was measured by Emotional Intelligence scale by Hyde, Pethe and Dhar and Subjective well being is measured by Subjective well-being scale developed by Nagpal & Sell. Analysis of the data were done by applying mean, t-test and correlation. Results revealed that there is no significant relationship between emotional intelligence and subjective well-being. There is no gender difference regarding overall emotional intelligence and subjective well-being but there is difference in some subjective well-being variables (primary group concern, deficiency in social contacts and negative affect).

Keywords : Subjective Well-being, Emotional Intelligence, College students.

Introduction

In this competitive and progressive world, professional education has become a necessity. It is considered as a first step towards success. The last two decades have witnessed a six fold increase in the tertiary student population of India, with the total enrolment in higher education estimated to be 36.6 million in 2017-18 (Department of Higher Education, MHRD, 2018). University life is regarded as the base from where students get opportunities for personal growth and development. Recent studies indicate that there is decline in the mental health of the college students in India (Bhat et al., 2016; Mutalik et al., 2016). Holmer and Adams (1995) note that emotional and cognitive development cannot be separated. An emphasis on one in the absence of another may

lead to diminished performance. Emotions influence cognitive process and affect the motivation to learn (Planalp & Fitness, 1999). Hence, role of emotional intelligence is important to the way in which individuals learn.

Subjective well-being is defined as the state of being happy, healthy and prosperous . It is a psychological construct in a relatively new field of positive psychology. The concept of subjective well-being was firstly proposed by Edward Diener who discusses three components of subjective well-being which are pleasant emotions , unpleasant emotions and life satisfaction(Diener, 1984). Diener et al. (1997) found that, “if a person frequently experiences life satisfaction and joy and infrequently experience unpleasant emotion such as anger and sadness , person is said to have high subjective well-being. In other words, if person is dissatisfied with life, frequent negative emotions and experience little joy and affection then it is said to be as low subjective well being”. Subjective well being can also be understand as evaluation of own life. Such evaluations can be both emotional responses to events like feeling positive emotions and cognitive judgments like life satisfaction. In 1999, Diener and his colleagues added one more component to subjective wellbeing: the pleasure gained from certain aspects of life such as marriage, job satisfaction, leisure activities and satisfaction with one’s health (Schimmack, 2008). Subjective well-being (SWB) is defined as a subjective evaluation of overall life satisfaction and the frequency with which one experiences positive affect (PA) and negative affect (NA) (Diener et al., 1999; Robbins & Kliewer, 2000). Subjective well-being – when it is measured– refers to a person’s declared well-being and is based on a person’s answer to either a single question or a group of questions about his/her well-being (Rojas, 2003). Therefore subjective well-being can be regarded as an outcome measure by which to judge successful living (Diener & Suh, 2000).SWB refers to the self-evaluation of life satisfaction (Robbins & Kliewer, 2000).

Diener’s (e.g., Diener, Suh, Lucas, & Smith, 1999) model of SWB consists of both affective and cognitive components. Affective components are measured by evaluating the frequency of pleasant (e.g. elation, joy, affection etc) and unpleasant emotions (e.g. anger, guilt, etc). Cognitive evaluations of SWB are measured through global judgments of life satisfaction. Thus, the model operationalizes SWB as consisting of three interrelated factors: positive affect, negative affect and global life satisfaction (Lightsey, 1996; Robbins & Kliewer, 2000).

Temperament model (Costa & McCrae, 1980) suggest that people with positive temperaments are more likely to have positive dispositions and interpretations of life events, which lead to greater SWB.

Another model - the process-participation model (Cantor & Sanderson, 1999) emphasizes positive personality characteristics and high social resources may lead to more active participation in one’s life, which results in higher SWB. Andrews and Robinson (1991) concluded that in order to measure the subjective well-being, it’s ultimately important to calculate what the person wants out of life in comparison to what they’ve achieved.

According to Nagpal and Sell (1992), subjective well being is a composite measure of independent feelings about a variety of life concerns in addition to an overall feeling about life in positive and negative terms. If either positive affect or negative affect present stable for a longer period of time, it can be called as a personality trait. The subjective well being inventory is developed by Nagpal and Sell (1992) to measure feelings of ill - being or well being as experienced by individuals, in various day to-day life concerns. It is a self report questionnaire to measure individual's mental status regarding overall feeling about life. Higher the score, shows better the Subjective Well Being and vice-versa. It has eleven factorial dimensions:

- 1) General well-being positive-affects: It is the overall perception of life in a positive way.
- 2) Expectation-achievement congruence: It refers to feelings of achieving success and maintaining standard of living as per one's expectation.
- 3) Confidence in coping: This factor relates to the ability to adapt to change or face adversities without falling.
- 4) Transcendence: It is related to life experiences which reflect good feelings of a spiritual quality.
- 5) Family group support: This factor reflects positive feelings derived from the family as cohesive, supportive and emotionally attached.
- 6) Social Support: This factor describes the social environment beyond the family as supportive in general and in times of crisis.
- 7) Primary group concern: It discusses about happiness or worry and overall well-being of family life.
- 8) Inadequate mental mastery: All items which imply those factors which are capable of disturbing mental equilibrium like inability to deal efficiently etc.
- 9) Perceived ill-health: It includes only one dimensional factor and keeps happiness or worries above health.
- 10) Deficiency in social contacts: This factor discusses feelings of missing friends and worries about being disliked.
- 11) General well-being-negative affect: This factor reflects a generally depressed outlook on life.

In 1964, the term Emotional Intelligence first appeared in a paper by Michael Beldoch and gained popularity in the 1995 as a book with the same title i.e. Emotional Intelligence was written by Daniel Goleman. Emotional intelligence is the ability to recognize, understand, use, and manage emotions contributed to adaptation in various realms of life (Mayer & Salovey 1995). Meanwhile, Goleman (1998) defined emotional intelligence as the ability to identify and control one's emotions, to use feeling to generate self motivation, to empathize with others and to build good relationship

with them. The construct of emotional intelligence has sparked widespread interest in organizational, educational and clinical settings.

Three models which are widely used and accepted are as (Sharma et. al. (2009) –

- Mayer and Salovey's 'Ability Model'
- Goleman's 'Competency model' and
- Bar-On's 'Trait model'

The first one is Mayer and Salovey's four branch model of EI which focuses on emotional assimilation, emotional perception, understanding and management (Mayer, Salovey, & Caruso, 2004). 'Multifactor Emotional Intelligence Scale' (MEIS) is used to measure the skills. Till now, this is the only model which is completely based on cognitive approach.

Goleman (1998) discusses empathy, emotional self awareness, problem solving, self control, conflict management, leadership, etc. as those that decide the emotional intelligent person. Goleman's model focuses on workplace success (Stys & Brown, 2004). Emotional Competency Inventory (ECI) is used to measure the skills (Boyatzis et. al., 2000).

Reuven Bar-On (2002) discusses the qualities of self – actualization, emotional self awareness, stress tolerance, interpersonal relationship, reality testing, happiness, optimism, etc. as characteristics of an emotionally intelligent person. The trait model proposed by Reuven Bar-On emphasizes on how the personality traits influence a person's general well being. Bar-On's model is assessed with the Emotional Quotient Inventory (EQ-i) (1997).

There is one another model "Four-Cornerstone Model" explained by Cooper (1997). This model assumes emotional intelligence as out of the realm of philosophical theories and psychological analysis and moves into the realm of direct application, knowing and exploration. The first cornerstone is 'emotional literacy' which builds a locus of self-confidence through emotional honesty, emotional feedback, energy, intuition, connection and responsibility. The second cornerstone is 'emotional fitness' strengthens believability, authenticity and resilience, expanding capacity for listening, circle of trust, managing conflict and making most of constructive discontent. The third cornerstone is 'emotional depth' which work with his or her unique potential or purpose and explores ways to align one's life, which in turn, increases influence without authority. The fourth cornerstone is 'emotional alchemy' through which one can extend creative instincts and capacity to flow with problems and pressure and to complete for the future by building one's capacity to sense more readily. A Questionnaire of Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar is used. Emotional Intelligence Scale (EIS) measures includes:

1. Self-awareness refers to the awareness of his own thoughts and considerations, acknowledging his own existence as an individual differ from other people.

2. Empathy is the capacity to comprehend or perceive the feelings and mentality of other individuals.
3. Self-motivation is the capacity of an individual to inspire and stimulate his own personality with the basic quality to achieve some goals.
4. Emotional stability is the ability of the individual being stable in unpleasant and upsetting conditions.
5. Managing relations is the inclination to support, motivate, move, influence, encourage and promote others .
6. Integrity involves regularity of activities and perceived consistency, beliefs, methodologies, convictions, measures and standards.
7. Self-development refers to the individual liabilities and obligations for one's own learning and advancement through a procedure of assessment, execution and reflection.
8. Value Orientation is the principle of good and bad that is accepted by a person or a society.
9. Commitment refers to the promise or responsibility to someone or something and can be defined as individual responsibilities and obligation.
10. Altruistic behavior refers to the behavior that is obliging and helpful for other people with little or no interest in being remunerated for one's efforts.

Relationship between emotional intelligence and subjective well-being was empirically studied (Bar-On, R. (2005) in which wellbeing was defined as a subjective state that emerges from a feeling of satisfaction with (a) one's close interpersonal relationships, (b) one's physical health and oneself in general and (c) one's occupation and financial situation. EI model that impacts subjective wellbeing describes individuals who (a) strive to achieve personal goals and actualise their potential (b) understand and accept themselves and who (c) are content with themselves, others and life, in general, typically experience a sense of wellbeing. Emotional intelligence (EI) has been increasingly recognized as a key psychological resource for human flourishing and healthy living. A body of meta-analyses have established that EI is a salient promotor of subjective well-being (Peña-Sarrionandia, Mikolajczak, & Gross, 2015; Sánchez-Álvarez, Extremera, & Fernández-Berrocal, 2016). There is also promising evidence to show that EI is malleable through training, and that the empowerment it bestows benefits human functioning and well-being (Kirk, Schutte, & Hine, 2011; Ruiz-Aranda et al., 2012; Slaski & Cartwright, 2003).

Literature Review

A study by Kulshrestha and Sen (2006) demonstrated that locus of control and emotional intelligence have significant correlation with subjective well being. In a stratified sample of 350 students from an Iranian university, Jamkhaneh et al. (2014) found a negative correlation between emotional intelligence and components of mental health, including anxiety, social dysfunction, and

depression. Significant differences were found in the emotional intelligence and mental health of students from the fields of Accounting, Law, English language, and Management. Researcher found significant positive relationship between emotional intelligence and subjective well being. In their study, they found that this effect is more strong for the cognitive than the affective domain. (Sanchez Alvarez et. al. (2016)) Bhat and Farooq (2017), who collected data from a random sample of 59 university students, found that students who manage their emotions effectively are likely to feel relatively less vulnerable in anxiety-provoking situations. A study by Ramachandran, Hamsan, and Khir (2018) demonstrated a positive correlation between life satisfaction and emotional intelligence in a sample of 600 undergraduate students . A study by Gasco et. al. (2018) found that there is direct influence of emotional intelligence on the improvement of adolescent well-being. Wang, Zou, Hou (2019) study reveals that humor styles represent one of the mechanisms linking emotional intelligence and subjective well-being.

Objectives

1. To study the relationship between emotional intelligence and subjective well-being among the students of various professional course.
2. To find out the gender difference regarding emotional intelligence among students of various professional courses.
3. To find out the gender difference regarding subjective well-being among students of various professional courses.
4. To compare various departments on emotional intelligence and subjective well-being.

Hypothesis

1. There will be positive relationship between emotional intelligence and subjective well-being among the students of various professional courses.
2. There will be significant gender difference regarding emotional intelligence among the students of various professional courses.
3. There will be significant gender difference regarding subjective well-being among the students of various professional courses.

Methodology:

Participants

The sample of the present study was taken from four departments (i.e. B.B.A., B.ed, B.C.A., B.Tech) of Teerthanker Mahaveer University (Moradabad). The sample comprising of 122 students (62 girls and 60 boys). They were selected by applying simple incidental sampling technique. The type of research which is used is correlational research.

Instruments

In the present study two scales are used for data collection. The brief description of the scales are as follows:

1. **Emotional Intelligence Scale:** Emotional Intelligence Scale (EIS) developed by Hyde, Pethe, and Dhar was used for measuring the emotional intelligence of students of various professional courses. The reliability coefficient and content validity were found 0.88 and 0.93 respectively. Ten variables were found which establish the sub-measurements of the emotional intelligence scale. These ten sub-measurements along with items numbers are self-awareness (4 items), emotional stability (4 items), empathy (5 items), managing relations (4 items), integrity (3 items), self-motivation (6 items), commitment (2 items), self-development (2 items), value orientation (2 items), and altruistic behavior (2 items). This scale has been constructed on five Point Likert Scale i.e., Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree and were scored as 5, 4, 3, 2, and 1 respectively. According to the Manual of Emotional Intelligence Scale, the total score obtained above 85 are regarded as “Above Average Emotionally Intelligent”. The total score obtained below 55 are considered as “Below Average Emotionally Intelligent” and the total scores achieved between 85–55 are rated as “Average Emotionally Intelligent”.
2. **Subjective Well-being Scale:** Subjective Well-Being Inventory developed by Nagpal and Sell (1992) is a self report questionnaire consisting of 40 items designed to measure an individual’s mental status regarding overall feeling about life. The inventory gauges eleven factorial dimensions namely- Positive affect (3), Expectation-Achievement congruence(3), confidence in coping(3), Transcendence(3), Family group support(3), Social support (3), Primary group concern(3), Inadequate mental mastery(7), Perceived ill-health(6), Deficiency in social contacts(3) and General wellbeing negative affect(3). For positive items, score is 3, 2 and 1 respectively and vice-versa for the negative items. The sum of all 40 items gives overall Subjective Wellbeing score. The maximum score is 120. Higher the score, higher is the Subjective Well Being of a person. The total score can be interpreted summarily in the light of three broad score ranges: 40-60, 61-80 and 81-120 to have an overall picture of the well being status. The mean score on normal adult Indian samples is 90.8 with standard deviation of 9.2.

Procedure of Data Collection

In order to collect the data, good rapport was established with each student before requesting to fill up the questionnaire and then instructions were invariably explained to the students. After that questionnaires were distributed individually. Subjects were assured of confidentiality of their responses and were requested to extend their co-operation. Finally questionnaires were collected from all the students, scoring done and analysis was carried on.

Statistical Analysis

One of the major objectives of the present study was to find out the relationship between emotional intelligence and subjective well-being among students of various departments. Mean, t-

value and Pearson's correlation have been calculated for different hypothesis. There were three main hypothesis formulated for the study and in order to test these hypothesis, statistical analysis carried out.

Table – 1 Gender Difference and Emotional Intelligence

| Emotional Intelligence Variables | Mean | | t-value | p-value |
|----------------------------------|----------|------------|---------|---------|
| | Male(60) | Female(62) | | |
| Self-Awareness | 16.28 | 16.27 | 0.02 | 0.48 |
| Empathy | 19.97 | 20.54 | 1.005 | 0.15 |
| Self-Motivation | 23.78 | 24.44 | 0.92 | 0.17 |
| Emotional Stability | 15.75 | 16.1 | 0.62 | 0.26 |
| Managing Relations | 16.65 | 16.95 | 0.65 | 0.25 |
| Integrity | 12.03 | 12.46 | 1.03 | 0.15 |
| Self-Development | 8.02 | 8.1 | 0.23 | 0.40 |
| Value Orientation | 7.93 | 8.25 | 1.07 | 0.14 |
| Commitment | 7.95 | 7.98 | 0.10 | 0.45 |
| Altruistic Behaviour | 8 | 8.16 | 0.54 | 0.29 |
| Overall | 136.37 | 139.25 | 0.81 | 0.20 |

Table no. 1 showed the gender difference among male and female students of various professional departments. Findings of the study revealed that there is no significant difference among males and females. They are almost equally on rest of the overall EI and its variables. The reasons can be equally aware of their emotional state, equally good in managing their stress, equally mold themselves to the changing environment and balanced in their general mood. These findings correspond with the views of Goleman (1998) who argues that neither females nor males surpass each other as far as their emotional intelligence is concerned. Thus, the hypothesis no. 2 “There will be significant gender difference regarding emotional intelligence among the students of various professional courses” is not accepted by the result of the present study. If on the basis of mean we discuss, it is found that in most of the variables and overall females are better than males. Differences can be seen because of socialization, societal expectations (Naghavi & Redzuan, 2011) and teaching of emotions (Sanches-Nunez, et al., 2008) as parents share emotional talk and use more emotional terminology with their daughters than with their sons (e.g., Adams,

Kuebli, Boyle, & Fivush, 1995; Fivush, 1991, 1998; Fivush, Brotman, Buckner, & Goodman, 2000). Brody (1997) also affirms social process including (a) power and status imbalances, (b) dissimilar gender roles, and (c) different socialization history of both the groups to be responsible for gender differences in EI.

Table – 2 Gender Difference and Subjective Well-being

| Spiritual Well-being Variables | Mean | | t-value | p-value |
|------------------------------------|----------|------------|---------|---------|
| | Male(60) | Female(62) | | |
| Positive Affect (GWB) | 7.42 | 7.3 | 0.38 | 0.35 |
| Expectation Achievement Congruence | 6.98 | 6.86 | 2.07 | 0.31 |
| Confidence in coping | 7.12 | 7.08 | 0.14 | 0.44 |
| Transcendence | 7.02 | 7.1 | 0.28 | 0.38 |
| Family Group Support | 7.13 | 6.79 | 1.13 | 0.13 |
| Social Support | 7.1 | 6.97 | 0.4 | 0.31 |
| Primary Group Concern | 5.43 | 4.25 | 2.24 | 0.013* |
| Inadequate Mental Mastery | 11.43 | 11.84 | 0.8 | 0.21 |
| Perceived Ill-Health | 10.93 | 10.33 | 1.18 | 0.11 |
| Deficiency in Social Contacts | 5.4 | 4.93 | 1.61 | 0.05# |
| Negative Affect (GWB) | 4.88 | 5.83 | 3.08 | 0.001** |
| Overall | 80.38 | 79.63 | 0.62 | 0.26 |

**p<.01 significant level *p<.05 significant level

Table 2 reports the descriptive statistics and t-test values for the variables constituting subjective well-being assessed among males and females. The overall mean score of subjective well-being, inclusive of all variables, was found with very less difference among males (80.38) and females (79.63) and the difference was non-significant. Thus, the hypothesis no.3 “There will be significant gender difference regarding subjective well-being among the students of various professional courses” is not accepted by the result of the present study. Mean was found higher in females in transcendence(7.1), inadequate mental mastery (11.84)and general well-being negative affect (5.83) than males who were having mean score in transcendence (7.02), inadequate mental mastery (11.43) and general well-being negative affect (4.88). Differences between gender groups were

significant for primary group concern ($p < .05$), deficiency in social contacts ($p < .10$), general well-being negative affect ($p < .01$). These are the domains of subjective well-being where men differ from women. Looking at the results from empirical gender research, reliable differences between men and women in relation to wellbeing have been found for longevity, morbidity, and mental health (Maccoby 1998). Despite some indications of possible gender differences in the affective evaluations of SWB, numerous other studies including measures of life satisfaction have concluded that SWB is more or less the same for men and women (Diener & Diener, 1995; Ventegodt, 1995).

Table 3 Comparison of Emotional Intelligence on the basis of mean

| Professional Courses | N | Mean |
|----------------------|----|--------|
| B.ed | 32 | 140.78 |
| B.B.A. | 30 | 134.8 |
| B.C.A. | 30 | 137.74 |
| B.Tech | 30 | 137.87 |

Table no. 3 reveals that on the basis of mean, it can be understood that B.ed students are comparatively high in emotional intelligence while B.B.A students are lowest in all in emotional intelligence.

Table 4 Comparison of Subjective well-being on the basis of mean

| Professional Courses | N | Mean |
|----------------------|----|-------|
| B.ed | 32 | 81.34 |
| B.B.A. | 30 | 81.7 |
| B.C.A. | 30 | 76.81 |
| B.Tech | 30 | 80.17 |

From table no.4 it can be seen that on the basis of calculated mean, subjective well-being is comparatively high in B.B.A. students while lowest in B.C.A. students.

Table 5 Relationship between Emotional Intelligence and Subjective well-being

| | |
|------------------------|-----------------------|
| | Subjective Well-being |
| Emotional Intelligence | 0.25 |

There is a positive significant correlation between emotional intelligence and psychological well-being. With the help of table no.5 it can be concluded that hypothesis no.1 “There will be positive relationship between emotional intelligence and subjective well-being among the students of various professional courses” is rejected by the result of the present study. Alinia et. al. (2009) found that there is positive correlation adaptive humor styles and emotional intelligence and subjective well-being. Thus, having more positive emotion and less negative emotion experience high subjective well-being.

Conclusion

EI significantly contributes to human performance while subjective well being reveals our overall satisfaction with what we are presently doing and have done. High level of EI are thought to significantly enhance performance in many areas of life while high level of subjective well-being indicate that life is going well. It can be concluded that there is significant relationship between emotional intelligence and subjective well-being. Even there is no gender difference regarding overall emotional intelligence and subjective well-being.

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BODY-IMAGE AND SATISFACTION WITH LIFE AMONG COLLEGE STUDENTS

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Anjali Sahai

Abstract

Body-Image is the mental depiction one creates, but it may or may not put up with close relation to how others truly see you. It is subject to our emotions, moods, early experiences, attitudes of significant people around us and much more. It's like a mirror we have in our head. Satisfaction with Life on the other hand can be described as one's assessment of life as a whole, rather than the feelings and emotions that are experienced at the moment.

The aim of this research was to assess the relationship between Body-Image and Satisfaction with Life among College Students. For this purpose, Body-Image Questionnaire (BIQ): An Extension by Michele Koleck, Marilou Bruchon-Schweitzer (1987) and Satisfaction with Life scale by Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985) were used. The results show significant relationship between Body-image and Satisfaction with Life among College Students.

Key words: Body-image, Life satisfaction & college students.

Introduction

Body-Image is the vibrant perception of someone's body— how it looks, feels, and moves. It is formed by insight, emotions, physical sensations, and is not static, but can change in relation to mood, physical experience, and environment. It is the judgment that a man has of their physical self and the reflection and emotions that outcome from that recognition. These emotions can be certain, negative or both and are affected by individual and environmental variables.

Body-Image is a man's impression of their body. The expression body-image was first instituted by the Austrian neurologist and psychoanalyst Paul Schilder in his book "The Image and Appearance of the Human Body (1935)" [Paul Schilder, Trench, Trubner & Company Limited, 1935.] Human culture has constantly put incredible incentive on magnificence of the human body, however their very own man's view body may not compare to society's principles.

The idea of body-image is utilized as a part of various orders, including brain research, solution, psychiatry, analysis, rationality and social and women's activist examinations. The term is likewise regularly utilized as a part of the media. Over these controls and media there is no agreement definition, however body-image might be communicated as how one perspective themselves in the mirror, or in their brains. It joins the memories, encounters, suppositions, and correlations of one's own appearance, and general states of mind towards their tallness, shape, and weight [What is

Body-image?". National Eating Disorders Association. Retrieved 2017-10-31.] A person's impression of their body is likewise thought to be a result of standards developed by different social and social goals.

Negative body-image comprises of a perplexed perspective of one's shape; whereby they regularly feel unsure or feel embarrassed, and expect others are more attractive. Aside from having low senses of confidence, endures normally focus on adjusting their physical appearances. Long haul conduct could along these lines possibly prompt higher dangers of dietary problems, confinement, and mental illnesses. Positive body-image then again, is portrayed as an unmistakable genuine view of one's figure. Notwithstanding celebrating and valuing the body, it likewise requires an understanding that a person's appearance does not mirror their character or self-worth.

Body-Image can have an extensive variety of mental impacts and physical impacts. All through history, it has been greatly troublesome for individuals to satisfy the benchmarks of society and what they trust the perfect body is. There are numerous elements that prompt a man's body-image, some of these include: family progression, psychological maladjustment, organic inclinations and natural reasons for heftiness or lack of healthy sustenance, and social desires.

Because adolescents experience major changes in their life during becoming an adult, they are likely to experience highly changing views of body-image. Body-image is influenced strongly by self-esteem and self-evaluation, more so than by external assessment by others. It can, however, be strongly influenced and affected by cultural messages and societal standards of appearance and attractiveness. Given the overpowering occurrence of thin and lean female images and strong and lean male images common to all westernized societies, body-image concerns have become well-known among College students

Satisfaction with Life is a complex term and is rarely utilized reciprocally with the feeling of happiness; however, they are in reality two separate ideas. Life satisfaction is characterized as one's assessment of life overall, as opposed to the sentiments and feelings that are knowledgeable about the occasion.

Life satisfaction is said to have understanding in the work field, family area, and personality characteristics Ruut Veenhoven (1993) has best concise Life Satisfaction; "Life satisfaction is the extent to which a person optimistically evaluates the overall quality of his/her life as-a-whole." Diener, Suh, Lucas, & Smith (1999) also integrated the following under life satisfaction: desire to change one's life; satisfaction with past; satisfaction with future; and significant other's views of one's life." life-satisfaction is one of the pointers of 'apparent' quality of life along with other indicators of mental and physical health. It is referred as an evaluation of the overall conditions of existence as derived from a comparison of one's aspiration to one's actual achievement (Cribb, 2000). It is accepted that the less the ambiguity between the person's wants and accomplishments, the more life satisfaction he/she has (Diener, Oishi, and Lucas, 2003). The Affective hypothesis,

despite what might be expected feels life satisfaction to be a person's mindful experience as to the control of their positive emotions over their negative emotions.

Satisfaction with Life has been gestated as a psychological constituent of subjective prosperity. High satisfaction indicates that the quality of life, in the populace concerned, is good. Low satisfaction on the other hand marks severe shortcomings of some kind. This is stable with Bradley and Corwyn (2004) who say that life satisfaction reflects both the degree to which basic needs are met and the degree to which a collection of different objectives is seen as attainable. From this viewpoint it sensible seems that by understanding of more goals, satisfaction with life will also enhance. As per Beutell (2006) it is trusted that life satisfaction is identified with better physical and psychological wellness, life span, and different results that are viewed as positive in nature.

In Indian Philosophy, satisfaction consolidates the cutoff concerning joy i.e. more noteworthy satisfaction prompts more ecstasy. A satisfied and noteworthy life incorporates both subjective thinking and target fragment. The three foundations of a satisfied life are-

Harleen (2004) opined that satisfaction enhances sensible conceit. The three A's of satisfaction are: Achievement; Affirmation and Affection.

Our society portrays a very conservative image of beauty for men and women. When adolescents view these images they get torn between their own actual body-image and their perceived body-image and the result can impact their wellbeing and level of self-esteem.

Disappointment with own body is a genuine, universal issue. Many studies done in United States discover high rates of misery with one's body, weight control practices, and manifestations of body-image bending, even among non-overweight members. In naturist exercises, one is publicly exposed in the organization of non-hint other people who regularly have non-romanticized bodies. These exercises may diminish disappointment with one's body through introduction to bodies which are non glorified, or constructive criticism regarding a person's body.

Body-image and Satisfaction with Life

Many researches has been done in these domain individually but never these variables were studied together. Body-Image has been mostly linked to self-esteem, anxiety, depression, eating disorders, media. Satisfaction with Life has been seen in relation to happiness, mental health, age, subjective wellbeing, and income, marital status, job satisfaction.

But no direct research has been done to see the Body-image and Satisfaction with Life of College students.

Literature Reviews

Keon West (2017) did three investigations -extensive scale, cross-sectional examination, and two imminent investigations. It was discovered that more support in naturist exercises anticipated more prominent life satisfaction is a relationship that was intervened by more constructive body-

image, and high confidence from first study. The result of the study was that interest in real natural exercises prompted an expansion in life satisfaction, an impact that was additionally intervened by changes in body representation and confidence from studies two and three.

Nicole Zomer (2016) analyzed the connection between sexual orientation composing, body dissatisfaction, and mental prosperity. Three hundred members from North America (age 18 to 83) finished online surveys that evaluated sex composing, body-image satisfaction, appearance schematicity, and satisfaction with life. There was no accordingly distinction discovered in view of sexual orientation. Body-image satisfaction emphatically connected with general life satisfaction. The outcome turned out that there was a sex contrast in appearance schematicity, showing that appearance is more vital for ladies, and this sex distinction was intervened by gentility.

Christopher J. Ferguson (2014) observes TV, online networking and associate rivalry impacts on body dissatisfaction, dietary problem side effects and life satisfaction in an example of 237 for the most part Hispanic young ladies. 101 of these young ladies were reassessed in a later half year development. It is presumed that the harmful impacts of societal correlation are centered on peers as opposed to TV or online networking presentation.

B.Awan ,O.Samargand., S.AldaqaM.Sehlo(2014) aimed to assess life satisfaction and wellbeing related personal satisfaction in youths with level III microtia previously and one year after ear reconstructive surgery. 20 teenagers (matured 13– 18 years) with level III microtia (gather I) exhibiting for ear reconstructive surgery were contrasted and 20 coordinated, sound, young people (aggregate II) concerning life satisfaction, wellbeing related personal satisfaction and body-image unsettling influence. There was a huge change in life satisfaction, psychosocial wellbeing and body-image unsettling influence in assemble I one year after the surgery.

Marika Tiggemann (2013) investigated the connection between Internet presentation and body-image worry in pre-adult young ladies, with a specific spotlight on the long range interpersonal communication webpage of Facebook. Method. An example of 1,087 young ladies were taken. Facebook clients scored essentially more exceedingly on all body-image concern measures than non-clients. It was reasoned that the Internet speaks to an intense socio-social medium of significance to the body-image of youthful young ladies.

J Educ Health Promot. (2013) study a connection between body satisfaction with self-esteem and unfortunate body weight administration. This cross-sectional examination was done on 408 ladies representatives. There was no relationship among confidence and sound weight manage conduct while finding demonstrated switch connection between confidence and Unhealthy Dieting Behaviors.

Kaili Chen Zhang (2013) briefly exhibits the discoveries of a pilot consider that investigated female undergrads' appearance on body-image and deep sense of being. Reactions from members demonstrated that body dissatisfaction influences those ladies who saw themselves as profound (92%) and the individuals who said they were free scholars (49%).

Miranda J Pallan, Lucinda C Hiam (2011) examined the purposive events of stature and mass was embraced on 574 prevalently South Asian youngsters (296 young men and 278 young ladies). Body ranking scales were utilized to evaluate seen body-image size) and dissatisfaction. Body disappointment was likewise connected with mass status, with overweight and hefty youngsters more prone to choose slenderer perfect body measure than solid weight kids.

Natalia Sira (2010) explores the relative commitments of worldwide confidence, body mass record (BMI), eating less carbs practices, and saw parental control and care on body satisfaction among a nonclinical test of undergrads. Members were 49 guys and 299 females. High BMIs were related with bring down body satisfaction for the two sexual orientations; abstaining from food conduct, confidence, and saw parental care and control showed a remarkable sex particular relationship among factors in forecast of body satisfaction and consuming less calories conduct for every sex.

Margaret Lawler (2010) analyzed the commitments of appearance, discussions with companions, gaze appearance feedback and disguise of look beliefs to body disappointment amongst teenagers. The example involved 239 (54% female) young people. These discoveries propose that while body mass applies a differential hazard for body dissatisfaction among young men and young ladies, disguise may speak to a key mental process that supports body dissatisfaction among both young men and young ladies.

Rationale of Study

Body-Image is a topic that concerns all age groups but it significantly influences college students in the development of their self-concept and self-esteem. Satisfaction with Life on the other hand impacts different domains of life like personal, social or psychological to name few. Many researches have been done on these topics independently but never together. So the purpose of conducting this research was to assess the relationship between Body-Image and Satisfaction with Life among college students as it has been found that body appreciation (in the form of gratitude, love and acceptance toward one's own body) which is positive body image leads to enhancement of personality while its negative effect can lead to eating disorders, drug abuse, bullying and sexual risk behaviors.

Hence it becomes imperative to study these variable so that future course of action can be suggested on the basis of its findings.

Objectives

1. To study the relationship between Body-Image and Satisfaction with Life among college students.
2. To study the difference in the perception of Body-Image and Satisfaction with Life among males and females.

Hypotheses

H1: There would be significant relationship between Body-Image and Satisfaction with Life among College Students.

H2: There would be a significant difference in the Body-Image and Satisfaction with Life between male and female college students.

Methodology

Sample: -The total 100 College Students are taken for present study. Out of which fifty are males and fifty females between the age group of 18-24 years of Delhi NCR.

Description of Tools-

1. **The Body-Image Questionnaire(BIQ): An Extension** by Michele Koleck, Marilou Bruchon-Schweitzer (1987). It is 19-item Body-Image Questionnaire. To score the items, choose an answer from the 5 possible ones, 1-5 by circling the number and assign a value to each of the 19 items as follows: adding of the answers to the favorable items, the score to each item varies from 1 to 5. The reverse scoring (5 to 1) to add the answers to the unfavorable items All the 19 answers are added and total score varies from 19 to 95. A high score corresponds to higher body-image or satisfaction.

2. **Satisfaction with Life Scale** by Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). This is a 5-item scale designed to measure global cognitive judgments of one's life satisfaction (not a measure of either positive or negative affect). Participants specify how much they are in agreement or are in disagreement with each of the 5 items using a 7-point scale that ranges from 7 strongly agree to 1 strongly disagree.

Procedure

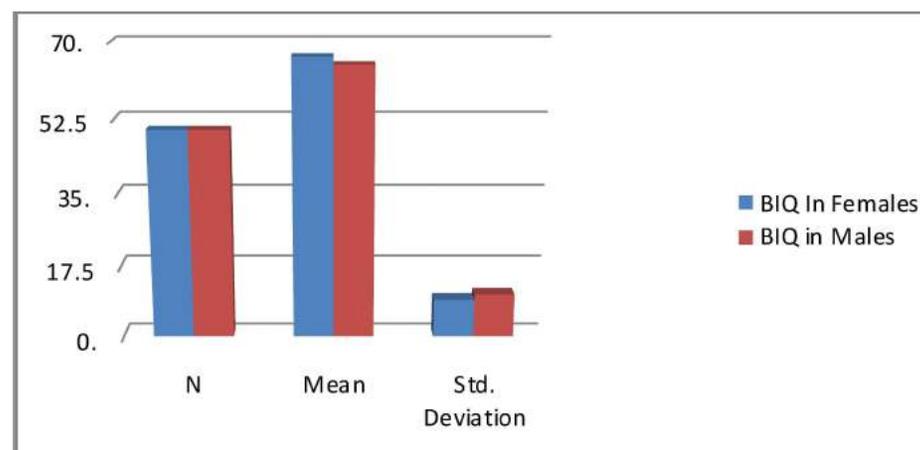
The study was carried out with College students, both male and females. All the participants were informed about the nature of study and confidentiality was assured. Questionnaire and scale were administered in the following series: Nineteen items Body-image Questionnaire and five item Satisfaction with Life Scale. All the instructions were given in the description of both the tests.

Statistical Analysis - Correlation was used to relationship between body image and life satisfaction and t-test was used to assess significant difference between male and female college students on the levels of body image and life satisfaction.

Results

Table 1: Difference between males and females college students on the levels of Body Image

| Variables | N | Mean | Std. Deviation | t- value | Sig. |
|----------------|----|-------|----------------|----------|-------|
| BIQ In Females | 50 | 66.66 | 9.077 | 0.912 | 0.364 |
| BIQ in Males | 50 | 64.88 | 10.394 | | |

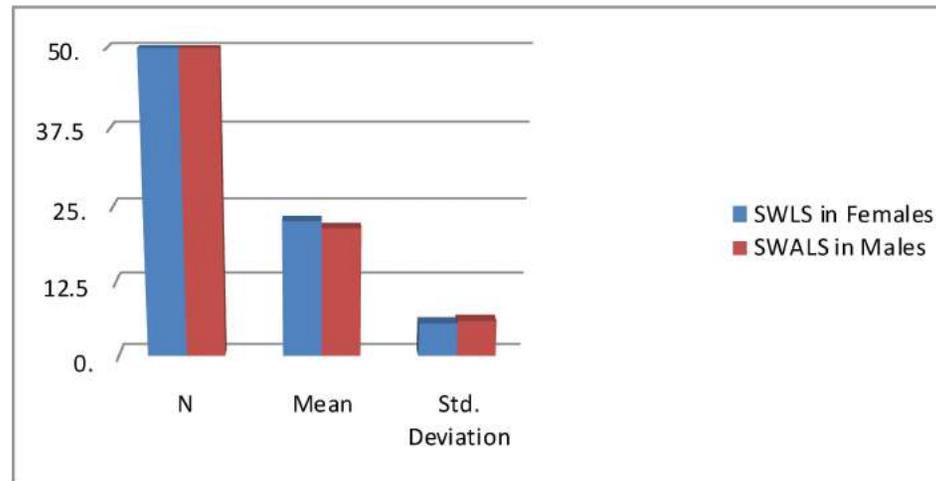


The above table and graph shows mean and standard deviation of males and females in Body-Image Questionnaire (BIQ). Thus, there is no significant difference in the perception of body image were found between males and females.

Table 2: Difference between males and females in Satisfaction with Life Scale (SWLS).

| Variables | N | Mean | Std. Deviation | t value | Sig. |
|-----------------|----|-------|----------------|---------|-------|
| SWLS in Females | 50 | 22.72 | 5.511 | 1.014 | 0.313 |
| SWALS in Males | 50 | 21.56 | 5.922 | | |

Graph no. 2



The above table and graph shows mean and standard deviation of males and females in Satisfaction with Life Scale (SWLS). No significant difference in the level of Satisfaction with Life between males and females are found. As, t-test has been used to assess difference between male and female college students on the levels of Body-Image and Satisfaction with Life scale, on the basis of the result it can be seen clearly that there is no significant difference between males and females college students on the levels of body image and life satisfaction.

Table 3: Correlation between Body-Image and Satisfaction with Life scale in Collegestudents.

| Variables | BIQ | SWLS |
|-----------|--------|--------|
| BIQ | 1 | 0.79** |
| SWLS | 0.79** | 1 |

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows that $r = 0.79$, $p < .01$, which shows that there is significant positive relationship between body image and life satisfaction of college students.

Discussion

Body-Image is the vibrant perception of one's body– how one look and feel about oneself. It is formed by insight, emotions, physical sensations, and is not static, but can change in relation to

mood, physical experience, and environment. It is the judgment that a man has of their physical self and the reflection and emotions that outcome from that recognition. These emotions can be certain, negative or both and are affected by individual and environmental variables.

Satisfaction with Life has been said as a mental constituent of subjective thriving. It also reflects both how much essential needs are met. According to Beutell (2006) it is assumed that Satisfaction with Life is related to better physical and mental wellbeing, life traverse, and diverse outcomes that are seen as encouraging in nature.

The purpose of this research was to establish the relationship between two important variables, i.e., Body-Image and Satisfaction with Life. The results show significant relationship between the two which signifies that the more we are satisfied with one's life the better we would view our body-image and vice versa. Thus, hypothesis No. 1 is accepted from the result of the present study.

Although no significant difference in the perception of male and female regarding the Body - Image and Satisfaction with Life has been found. Though there are literature reviews which prove that there is difference in the perception of males and females about the way they view satisfaction with life, happiness and gratitude. Further a study done by Joel R. Grossbard (2008) about sex as an arbitrator of the relationship between unexpected confidence and body-image concerns, including weight and strength. Here it was found that females have more confidence and more prominent worries about their weight in comparison to males where unforeseen confidence was related with drive for strength.

According Table 1, under the domain of BIQ, the Mean and Standard Deviation of females is 66.66 and 9.077, and for males its 64.88 and 10.394, respectively. This shows that perception of Body-Image in females is slightly better than males. Same is represented through graph.

According to Table 2, In the domain of SWL Scale, the Mean and Standard Deviation of females is 22.72 and 5.511, and for males its 21.56 and 5.922 respectively. This shows that satisfaction with life is slightly better in females than in males. Thus, the hypothesis No. 2 is not accepted from the present results.

There are many studies that has identified that Body-Image may change gradually and can be influenced by a number of social factors, such as culture, the media, and interactions with family and friends. It also frequently adapts to reflect new information, people, and experiences. Satisfaction with Life on the other hand is the whole evaluation of mind-set and attitudes regarding a person's life at a particular point of time from negative to positive. Body-image has been linked to many domains for example self-esteem, anxiety, depression.

A person's idea of body is an essential part of one's general idea of self and that positive body-image enhances confidence. Thus, it influences Satisfaction with Life and ultimately personal and professional excellence in the long run.

Summary and Conclusion

Hence, this study will help in achieving knowledge about Body-Image which is a versatile concept referring primarily to person's perceptions and attitudes about their own body and not just appearance. Body image may change gradually and can be influenced by a number of social factors, such as culture, the media, and interactions with family and friends. It also frequently adapts in relation to new information, people, and experiences. Another variable, Satisfaction with Life is the whole evaluation of mind-set and attitudes regarding a person's life at a particular point of time from negative to positive.

It has been reported that body-image has been linked to many domains like self-esteem, anxiety, depression, eating disorders and that Satisfaction with Life has also been studied in relation to age, income, marital status, job satisfaction, happiness, mental health and subjective wellbeing.

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QUALITY OF LIFE AND PSYCHOLOGICAL WELLBEING IN HIGH SCHOOL TEACHERS OF DELHI-NCR

Maitri Das

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Abstract

The current research is done with the aim to analyze the relationship between the quality of life and psychological wellbeing of high school teachers, majorly teachers of grade 8th to grade 10th in Indian School settings. The sample taken for this study was from the region of Delhi (NCR). Data was collected primarily through two well-validated tests The WHO Quality of Life -BREF and Psychological Wellbeing Scale (PWB) 18 items scale. The results revealed there is a strong positive correlation between autonomy and physical health, personal growth and psychological health, as well as positive relations and personal and psychological health at 0.01 level of significance. There are also a indication of correlation between Environmental mastery and psychological health; positive relations with others and social relations and environmental health; purpose of life and physical health, psychological health and social relations at 0.05 level of significance.

Keywords: Teachers, Quality of Life, Psychological Well-Being (PWB).

In India, gurus (Teachers) are paid more homage than parents of the child, According to government data, the country faces over 10 lakh teacher vacancies - a large proportion of them in rural areas - foremost to Peer-Teacher Ratios that are even larger than 60:1 in certain areas (NEP, 2019). Due to these vast differences in Peer-Teacher Ratio it puts more pressure on the teachers mental and physical wellbeing. Teachers are often asked to spend large portions of their time on non-teaching activities, such as midday meal preparation, electioneering, or various administrative tasks. This prevents teachers from concentrating on their actual teaching jobs. (NEP, 2019) Effects of such major jobs with the tasks of teaching and empowering the young minds in our education system, such tasks get affected in the long-term which affects the teacher's wellbeing and quality of life. The hampering of teacher's responsibility to the students and their parents has been causing tremendous pressure on them, this affects their way of handling stress in various sphere of their lives, which in turn pushes the teacher to a state of burnout.

Psychological Well-Being of Teachers

Psychological wellbeing refers to how people evaluate their lives. This evaluation is based on previous life experiences, personal and environmental factors faced by someone. Psychological Wellbeing comprises of two key concepts, the first concepts deals with the extent to which people experience positive emotions and feelings of happiness. Sometimes this aspect of psychological

wellbeing is referred to as subjective wellbeing (Diener, 2000). Psychological wellbeing can be understood as two different types: one being, the Hedonic wellbeing which deals with subjective feelings of happiness and other positive emotions. The other, Eudaimonic well-being, which was thought through in detail by Psychologist Carol Ryff, who breaks down psychological wellbeing in a six-parts, which help in understanding and assessing psychological wellbeing of an individual. These six parts include: self-acceptance, Environmental mastery, positive relationships, personal growth, purpose of life, autonomy. Individually all these parts come together and form the Psychological well-being. Self-acceptance deals with acceptance about themselves, hence it's important for a person to have positive self-image about themselves to promote the positive psychological functioning. Environmental mastery includes the person's ability towards choosing or changing the environment in accordance to their psychological needs. Positive relationships are the ability to build relationships with love, happiness and with the ability to be able to self-actualize and emphasize and react in an affectionate manner. Personal Growth includes the inquisitiveness to learn and expand knowledge over the years of their lives. Purpose of life focuses on redefining your beliefs to achieve a sense of direction in the journey of life. Autonomy deals with the feeling of I can and addresses quality of self-determination and independence towards the changes in the situations.

Good psychological wellbeing is crucial for teachers because it includes self-growth of teacher, emphasizes on teacher's sense of direction and meaning or purpose of life by achieving teaching goals, makes teacher confident by autonomous or self-determined behavior, help teachers to gain mastery over all situation in school settings which significant aspect of good mental health and make teachers and students bonding strong. With all these qualities teacher can grow and flourish in their profession. (Z. Saman, 2018). In a research conducted in Hong Kong found that the commitment positively anticipated psychological well-being in the workplace which includes the desire to perform better, better interpersonal relationships and thriving at work. (McInerney, D.M., et.al., 2013) It has been seen with people who score a high in the Psychological wellbeing scale have a higher income and even better physical health than the ones with lower scores in the psychological wellbeing scale. Hence, it is a very beneficial scale in terms of the occupation as it increases worker efficiency as well as in terms of physical health as it makes an individual achieve better performance at professional as well as in personal fronts.

Quality of Life of Teachers

The World Health Organization (WHO) defines Quality of life as an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns. It is a broad ranging concept affected in a complex way by the person's physical health, psychological state, personal beliefs, social relationships, and their relationship to salient features of their environment. (WHO Publication,

2019). Quality of Life in this paper has been assessed in 4 domains which include: Physical Health, Psychological Health, Social Relationships and Environmental Health, all these together give us a better understanding of the quality of life of an individual. There are different facets included within the different domains as given in the WHOQOL-BREF: (i) Physical Health includes activities of daily living, dependence on medical aids or substances, energy & fatigue, Mobility, Pain and discomfort, Sleep and rest and Work capacity; (ii) Psychological health includes Bodily image and appearance, negative feelings, positive feelings, Self-esteem, Spirituality/religion/personal beliefs, Thinking, learning, memory and concentration; (iii) Social relationships include personal relationships, social support and sexual activity; (iv) Environmental health includes financial resources, freedom, physical safety and security, health and social care: accessibility and quality, home environment, opportunities for acquiring new information and skills, Participation in and opportunities for acquiring new information and skills, physical environmental, and transport.

Assessing of teacher's quality of life determines their wellbeing as well as the student's performance. Unfortunately, teachers have been reported to have a lower quality of life (QOL) and shorter life expectancy because of the high occupation stress. (Ingersoll, R. 2001). Teacher burnout has been widely reviewed and studied; however, only limited literature examines the emotional aspects of teachers' lives and its connection with teacher burnout. (Chang, M., 2009). Job strain may affect the QOL by influencing one's perception of health and well-being and may also affect one's sense of QOL by contributing to physical or mental disease. Therefore, teachers should be given more help to improve their QOL and well-being. (Dabrian, S. et.al., 2018).

Review of Literature:

Poormahmood, Moayedi and Alizadeh (2017) conducted a study on primary school teachers in Iran. The sample size was 330 primary school teachers. The results concluded that there was negative correlation between occupation stress and life satisfaction as well as overall psychological wellbeing.

Liang, Peng, Zhao and Wu (2017) conducted a study to analyze the relationship among teacher's workplace spirituality, sense of meaning in life, and psychological meaning. The sample size collected was of 610 teachers In Taiwan. The results showed that the teachers should be able to recognize the importance of getting workplace spirituality, of being psychologically sound and of feeling they have a meaningful life. Future researchers may explore the additional factors that explore the influences of teacher's psychological wellbeing.

Collie, Shapka and et, al. (2016) conducted a study on teacher's psychological functioning at work. The sample size 485 Canadian School teachers. The findings revealed that wellbeing and motivation played key negotiating roles in areas of need satisfaction and job satisfaction and it could be agreed upon that teacher's personal characteristics could play a minor role as well in workplace beliefs and perception association.

Salimirad and Srimathi (2016) conducted a study on teachers in the city of Mysore, India. The sample size included 600 teachers, from both government and private schools. The findings revealed a positive correlation between the high self-efficacy and high psychological wellbeing.

Sharma (2016) conducted a study to understand the comparison between determinants of quality of life of college and schoolteachers. The sample size of 554 teachers from various colleges and schools among 18 divisions in Uttar Pradesh. The findings revealed that goals, motivation, stress reduction and depression and anxiety play an important role in the comparison of Quality of life of college and schoolteachers in Uttar Pradesh.

Ilgan, Ozu-Cengiz, Ata and Akram (2015) conducted a study on public-school teachers. The sample was collected based on cluster random sampling which involved 120 schools and 784 teachers in Turkey. The Results showed that quality of school-work life was rated moderate and level of psychological wellbeing was comparatively higher.

McInerney, G. and et. al. (2015) conducted a study on teacher's commitment and psychological wellbeing at the workplace. The sample size of 857 schoolteachers from Hong Kong was used. The results showed the positively predicted psychological well-being at workplace such as feeling of competence, thriving at work, desire for involvement of work and job satisfaction.

Sisask, Varnik, and et. al. (2014) conducted a study to find out the significance between teacher's satisfaction with school and their psychological wellbeing and its relation in willingness to help children with mental problems. The sample size comprised of 2458 teachers from 158 randomly selected schools. The results show that teachers have better satisfaction with general school climate and higher psychological wellbeing and the ability to understand students with mental health problems and have high willingness to help them.

Damasio, De Melo and Da Silva (2013) conducted a study to evaluate the levels of meaning in life, psychological wellbeing and quality of life. The sample size included 517 teachers from Brazil. The results indicated that psychological wellbeing and quality of life showed correlation with high and low levels of meaning of life.

Chadha, Sood and Malhotra (2012) conducted a study on organizational stress and domains of quality of life of teachers. The sample of 50 schoolteachers which included primary and secondary teachers. The results indicated that there is a significant correlation between the physical domain and Role overload and a high significant correlation between social domain and organisational stress.

Fernandes and Rocha (2009) conducted a research on Municipal school teachers in Natal, Brazil. The sample size included 242 schoolteachers from Natal, Brazil. The findings revealed teachers who had tasks to complete were characterized as active and demanding were more affected in quality of life domain.

Hakanen, Bakker and Schaufeli (2006) did a research on burnout and work engagement in Finnish teachers. The sample size was of 2038 Finnish teachers. The results showed burnout mediated the effects of the high job demands on ill health and burnout mediated the effect of lacking resource on poor engagement.

Burke and Greenglass (1996) conducted a study to understand the psychological burnout and emotional and physical wellbeing of teachers. The sample size included 833 schoolteachers. The results concluded that work stressors and demographic characteristics are strong predictors of psychological burnout.

Sheffield, Dobbie and Carroll (1994) conducted a study on secondary school teachers. The survey was conducted on 120 secondary school teachers. The results showed that job stress was correlated with self-reported short-term sickness absences from work. It was concluded that self-reported stress is largely linked with psychological wellbeing and can be said that is not one of the guides of physical wellbeing.

Mykletun (1984) conducted a study on teacher's work stress and life quality. The sample included a comprehensive 917 schoolteachers in Norway. The results showed that change in organizational climate and staff relations resulted in a negative effect on quality of life with relation to the higher number of teaching hours at classrooms taught by teachers with addition to which the increasing number of class size adds up to more of objective workload.

Objectives –

1. To study the quality of life and psychological wellbeing of high school teachers of Delhi-NCR.
2. To investigate the extent to which quality of life and psychological wellbeing is related.

Hypothesis –

H1: There will be significant relationship between quality of life and psychological wellbeing in high school teachers.

Methodology

Sample –

A total sample size of 113 teachers were taken, who had completed their education till B.Ed. The teachers were provided hardcopies after they had given their permission to administer the tests on them. It was also highlighted that the data they provide us will remain confidential and would be used solely for the purpose of this study.

Description of Tools Employed:

To investigate the relationship between the Quality of life and Psychological well-being in high school teachers, the questionnaires used were: (1) Quality of Life Questionnaire (WHOQOL-BREF, 1991) and (2) Psychological Wellbeing Scale (PWB-18 items, Ryff & Keyes, 1995).

The Quality of Life Questionnaire (WHOQOL-BREF) included 26 items with 5-point ordinal scale consisting of four domains: (1) physical health included seven items, (2) psychological health included six items, (3) social relationships included 3 items, (4) environmental health included eight items. Each individual item was scored from 1 to 5 on a response scale. Then the scores were transformed linearly into 0-100 scale. Both the WHOQOL-100 and the WHOQOL-BREF have been shown to display good discriminant validity, content validity and test-retest reliability. Their sensitivity to change is currently being assessed. (WHO Health statistics and information systems, 2019)

The Psychological Wellbeing Scale which consists of 18-items with 7-point Likert scale responses such as: Strongly agree; Somewhat agree; A little agree; Neither agree or disagree; A little disagree; Somewhat disagree; and Strongly disagree. The scale included six dimensions: (1) Self-acceptance, (2) Positive relations with others, (3) Autonomy, (4) Environmental Mastery, (5) Purpose of life, and (6) Personal Growth. The internal consistency coefficients were quite high (between 0.86 and 0.93) and the test-retest reliability coefficients for a sub-sample of the participants over a six-week period were also high (0.81-0.88). Higher scores indicated higher level of psychological wellbeing while lower scores show lower levels of psychological wellbeing.

Procedure:

The method of purposive sampling was adopted. The study was carried out by obtaining consent from each participant. After the consent was taken, the tools were given to them in hand.

The participants were assured that the results will be kept confidential and will not be misused. The subjects were made aware of the purpose of the study. Preliminary instructions were provided on how to fill the questionnaire.

The target population of the study (n= 120) included high school teachers working in Delhi-NCR during the 2019-2020 academic year. The data has been collected for the aim of the research only, and it doesn't belong to any other projects. The aim of the research only and it doesn't belong to any other projects. The aim of the research and that participation was voluntary were mentioned in the beginning of the survey. Upon permission of the teachers, hard copy of the questionnaires was administered.

Statistical Tools:

The data which was gathered by the Quality of Life and Psychological Wellbeing scale has been analyzed by the SPSS (Version 20) for windows 10. To describe teacher's quality of life and psychological wellbeing, descriptive statistics (mean and standard deviation) were used. Pearson's coefficient was performed as it showed the relationship between the quality of life and psychological wellbeing in high school teachers.

Results

In the hardworking life which everyone leads today, it is important to make sure that in the teaching profession, the quality of life the teachers are leading is good, and for this one needs to understand the significance of stress and other mental health issues faced by them in their lives. This research was conducted to find out whether there is a correlation between quality of life and psychological wellbeing in high school teachers. We took a sample of 113 teachers teaching in high-schools across Delhi-NCR and administered WHO Quality of Life and Psychological Wellbeing questionnaires on them, to find out their quality of life and impact it has on psychological wellbeing.

Table 1. **Descriptive Statistics**

| Descriptive Statistics | | | |
|-------------------------------|----------|---------------------|-----|
| | Mean (X) | Std. Deviation (SD) | N |
| Autonomy Score | 13.77 | 4.055 | 113 |
| Environmental Mastery | 14.63 | 3.515 | 113 |
| Personal Growth | 16.80 | 4.784 | 113 |
| Positive Relations | 15.88 | 3.679 | 113 |
| Purpose in Life | 12.91 | 3.705 | 113 |
| Self-acceptance | 14.57 | 4.319 | 113 |
| Physical Health | 73.04 | 14.218 | 113 |
| Psychological Health | 70.10 | 13.296 | 113 |
| Social Relations | 77.36 | 17.284 | 113 |
| Environmental Health | 70.40 | 11.350 | 113 |

Table 2. Data Analysis examined by Pearson’s Correlational Coefficient (2-tailed)

| | | Correlations | | | | |
|--------------------------------|---------------------|--------------|-----------------|----------------------|---------------|----------------------|
| | | Global QoL | Physical Health | Psychological Health | Social Health | Environmental Health |
| PWB | Pearson Correlation | -.067 | .191* | .221* | .189* | .167 |
| | Sig. (2-tailed) | .487 | .044 | .019 | .046 | .079 |
| | N | 111 | 112 | 112 | 112 | 112 |
| Autonomy | Pearson Correlation | .056 | .248* | .117 | .172 | .133 |
| | Sig. (2-tailed) | .557 | .008 | .219 | .070 | .163 |
| | N | 111 | 112 | 112 | 112 | 112 |
| Environmental Mastery | Pearson Correlation | -.065 | .146 | .217* | .048 | .024 |
| | Sig. (2-tailed) | .496 | .124 | .022 | .616 | .801 |
| | N | 111 | 112 | 112 | 112 | 112 |
| Personal Growth | Pearson Correlation | -.115 | .177 | .297* | .099 | .067 |
| | Sig. (2-tailed) | .228 | .062 | .001 | .301 | .483 |
| | N | 111 | 112 | 112 | 112 | 112 |
| Personal Relations with others | Pearson Correlation | .060 | .362* | .403** | .232* | .214* |
| | Sig. (2-tailed) | .532 | .000 | .000 | .014 | .023 |
| | N | 111 | 112 | 112 | 112 | 112 |
| Purpose of Life | Pearson Correlation | -.086 | .227* | .211* | .189* | .131 |
| | Sig. (2-tailed) | .371 | .016 | .026 | .046 | .169 |
| | N | 111 | 112 | 112 | 112 | 112 |
| Self-Acceptance | Pearson Correlation | .076 | .106 | .156 | .182 | .049 |
| | Sig. (2-tailed) | .427 | .268 | .101 | .055 | .606 |
| | N | 111 | 112 | 112 | 112 | 112 |

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

Discussion

The aim of this research was to examine the relationship between the perceived Quality of Life (QOL) and Psychological wellbeing of high-school teachers in Delhi-NCR, with hypothesis H1: There will be significant relationship between quality of life and psychological wellbeing in high school teachers. In the current study, there is correlation between many components of quality of life and psychological wellbeing at 0.05 and 0.01 level of significance in Table 2.

According to Table 2, It should be highlighted that there is a strong positive correlation between various components of Psychological Wellbeing and Quality of life, i.e. (i) Autonomy & Physical Health (0.248), (ii) Personal Growth & Psychological Health (0.297), (iv) Personal Relationship with others & Physical Health (0.362), (v) Personal relationship with others & Psychological health (0.403) can be seen to be correlational at 0.01 level of significance.

The strong positive correlation between the above domains indicates that a change in the domain of physical health (either in the amount of sleep or rest, activities in daily living, etc.) would result in the change in autonomy (either in the increase in confidence in self to get activities of daily living completed). Same can be seen with the personal growth and psychological health in which feeling the need to continue personal improvement would lead to feeling good about one's own self, in case of teachers, it would highlight the feelings of learning and revising on concepts before going to class and getting enlightened by the students understandings and capabilities to amplify the learning of the students in which they would be getting a sense of satisfaction and goal accomplishment (increase in self-esteem and positive feelings). In a research finding conducted in Mysore, India, it revealed there is a positive correlation between the high self-efficacy and high psychological wellbeing. (Salimiras & Srimathi, 2016)

The same can be considered for the positive correlation between positive relations with others & physical and psychological health, i.e. understanding the ways of different working relationships and the way people interact and empathize with each other leads to increase in the feelings of physical health (in terms of the work capacity and energy) along with psychological factors (such as lifting up of self-esteem and positive feelings and empowering their belief systems takes place). Research's results indicated that there is a significant correlation between the physical domain and Role overload and a high significant correlation between social domain and organisational stress. (Chadha, Sood and Malhotra, 2012) Additionally a research done in 1994 also suggested that job stress was also correlated with self-reported short-term sickness absences from work. It was concluded that self-reported stress is largely associated with psychological wellbeing and is not one of the indices of physical wellbeing. (Sheffield, Dobbie and Carrol, 1994)

Following with the domains of quality of life and psychological wellbeing which are significant at 0.05 level of significance include (i) Psychological wellbeing & physical, Psychological and social health (0.191, 0.221, 0.189 respectively), (ii) Environmental Mastery & Psychological health (0.217), (iii) Personal Relations with other & Social health and environmental health (0.232 and 0.214 respectively), (iv) Purpose of life & physical, psychological and social health (0.227, 0.211 and 0.189 respectively).

There can be seen significance between the domains of Quality of Life and Psychological Wellbeing between the Environmental mastery and Psychological health at a correlational coefficient of 0.217 which is significant at 0.05 level of significance, which indicates a positive change in one will result in positive change in other. Considering if the environmental mastery (i.e. being able to manipulate or change the resources to be used a opportunities for one's own self), and psychological health, would engage a person in thinking, learning and generation of either negative or positive feelings. In a research in 2017, shared the findings on workplace spirituality, of being psychologically sound and of feeling they have a meaningful life, which also suggested other factors that influence teacher's sense of psychological wellbeing should be explored. (Liang, Peng, Zhao and Wu, 2017)

There is correlation between positive relations with others and social relationships and environment with the correlational values of 0.232 and 0.214 respectively which are significant at 0.05 level of significance. This shows that positive relations with others (i.e. being concerned with the welfare of others and being empathetic, affectionate and intimate with others), influences the social relationships and environmental domains of quality of life (which involves personal relations and social support and participation in and opportunities for recreation or leisure activities, health and social care, freedom, physical safety and security). In another research findings suggested that wellbeing and motivation played key mediating roles in need satisfaction and job satisfaction and that teachers personal characteristics played a minor moderating role in influencing teachers workplace beliefs and perception association. (Collie, S. & et.al., 2016)

There is correlation between the purpose of life (domain of psychological wellbeing scale) and physical health, psychological health and social relations (domains of quality of life) with correlational values of 0.227, 0.211 and 0.189 respectively which are significant at 0.05 level of significance. Purpose of life describes the having goals in life, feelings involving one's present and past has meaning and having a reason to be a part of the living. The domains of quality of life which is significant for - physical health, psychological health and social relations, can result to change when the outlook of the person or his/her purpose of life changes or the other way round, if there is a change in the person's outlook about their bodily image and appearance (psychological health) would result in affecting their purpose of life or when there is a discrepancy between the personal relations or a ill fit adjustment in the person's sleep and rest cycle would lead to discontentment in purpose of life. Additionally, it should be highlighted that overall psychological wellbeing of teachers has a positive correlation with physical, psychological and social health.

Summary

The research concluded that there is a strong positive correlation between autonomy and physical health, personal growth and psychological health, as well as positive relations and personal and psychological health at 0.01 level of significance. There are also an indication of correlation between Environmental mastery and psychological health; positive relations with others and social relations and environmental health; purpose of life and physical health, psychological health and social relations at 0.05 level of significance. Further researches to be conducted in the field of psychological well-being with teachers to understand their quality of life.

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SELF ESTEEM AND LIFE SATISFACTION AMONG UNIVERSITY STUDENTS

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Abstract

Transitional life period of college students can be tough time for number of young people. As they entered in colleges, they have to face a new environment, a new way of teaching, New teachers and new classmates. All these factors affect their mental health, Behavior, thinking pattern and aware about the new career opportunities. Specifically, for those who have to build their career and choose the better path because of so much competition in the real world. The objective of the study was to examine the impact of Self Esteem on Life Satisfaction of Students. This study was conducted on Post Graduate students belong to Engineering and Science domain. For this, a sample of 100 post graduate students, 50 from Engineering and 5 Science domain was taken. For the research, Rosenberg's Self Esteem Scale and Life Satisfaction Scale developed by Ohio were employed for measuring Self Esteem and Life Satisfaction corresponding. Significant positive correlation found between Self Esteem and Life Satisfaction through Product Moment coefficient. This study suggest that teachers should teach and treat students in a way so that their self-esteem can be high which will enhance their confidence level and with this they will be able to handle pressure and feel satisfied in life.

Keywords: Self-esteem, Life satisfaction, Engineering and Science Students.

Introduction

Self-esteem is a positive or negative perception toward oneself and the overall assessment of one's worth or value. Self-esteem effects happiness and satisfaction in overall life and it is developed through an individual's life experiences and it is unrealistic to think self-esteem can be taught. (Blascovich, Tomaka, 1993).

Self-esteem is also explained as a global indicator of self-evaluation involving cognitive judgments about self-worth and emotional experiences of the self (Murphy, Stosny and Morrel, 2005). Self-esteem involves an assessment of oneself tailed by an emotional reaction towards oneself.

The simplest definition of self-esteem is described in Webster's dictionary, which states that self-esteem is satisfaction with oneself. In another edition of the same dictionary, self-esteem means "one's good opinion of one's dignity or worth".

Self-esteem is particularly important in student's life. It is a personal view about oneself and it is developed by personal relationship with others, life experiences and achievements in life. A healthful self-esteem is necessary for psychological well-being in addition positive self-concept.

That can be achieved by developing realistic goals and successfully accomplishing the goals and feeling proud for the same, in result increasing self-confidence and assertiveness. As self-esteem impact all phases of life span, it is necessary to establish a healthy and actual opinion about oneself.

Self-esteem can be described as an person's opinion of his or her self-worth (Rosenberg 1965). Skodol (1998) Define self-esteem as self-respect, self-worth and self-acceptance that is important for success in life. Self-esteem is normally the wider representation of the self that includes psychological and behavioural aspects (Tomaka & Blascovich, 1991). It is widely perceived that self-esteem function as a trait, and it is famous in psychology. It is also related to various domain of psychology including personality, clinical, Behavioural, Cognitive etc. Healthy adjustment in the environment and success increases self-esteem, while unhealthy adjustment in the environment lowers it.

If you have positive self-esteem, you believe in your ability to take challenge that you face. Therefore, you are more concerned about your goal and success. You will do work hard and be more committed to accomplish the desired goals. Low-slung self-esteem can prime to the path of anxiety and depression. A negative self-esteem damages your success and also your relationships with others as you don't represent yourself in a positive way in front of the other people. Academic tasks may lead to negative or low self-esteem and behavior issues.

Low self-esteem is regarded as the cause of all bad and high self-esteem as the cause of all good (Manning, Bear and Minke, 2006). Everyone must love him or herself or at least give equal importance to ourselves in comparison with others.

Components of Self-esteem

Branden (1969) stated that self-esteem involves of two components: 1. Reflect towards oneself effective, believe in one's facility to think critically, learn, choose in addition make effective decisions, and to overwhelmed dares and create positive changes in life, and (2) to respect oneself, the confidence to be happy, and the confidence that people feel sense of worth, love and self-respect. Of late Reasoner (2005) viewed self-esteem as two distinct dimensions: Competence and Worth. He describes self-esteem as "the experience of being capable of meeting life threat and being worthy of pleasure".

In personality psychology, there is a difference between traits and states introduced by Cattell (1966) and explained by Spielberger and his colleagues (1983). Based on this distinction, some researcher distinguished between trait self-esteem, i.e. constant in period as it is a part of the personality and the state self-esteem, which is additional dynamic, being exaggerated by events, emotions in addition situations (Gilovich, Keltner and Nisbett, 2006).

Deci and Ryan (1995) distinguished among contingent and true self-esteem. Contingent self-esteem states to feelings about achieving standards of excellence or living up to some expected level of standard. In compare, true self-esteem is more stable and safe sense of self.

Determinants of Self-esteem

Two factors play a very crucial role in the development of self-esteem in students and adolescents: (a) perceived competence in the area of position, and (b) the skill of social help. The first factor does not have a direct impact on self-esteem, but also required approval and support of parents and peer group.

Many people and adolescents maintain a positive self-concept about themselves by achieving success in the area of perceived competence. For example, Children's are good in football they can play football more repeatedly and may spend more time in training. As a result, their football skills enhance and further their self-esteem will be high. Nevertheless, it is not true in all the cases but they have to maintain their self-esteem by engaging in different activities. In case of failure children and adolescents may reduce the significance of the domain on which they fail to achieve goal (Crocker and Park 2002)

Self-esteem crafts self-image (Judy and Arin 2004). People with high self-esteem take threats more easily than those who have low self-esteem. Low self-esteem has various different indicators; Negative Attitude, rigidity, depression, self-doubt, poor self-confidence and withdrawal are altogether the symptoms of low self-esteem. Many students show anger and frustration because they do not complete some tasks competently and on time. In result their self-esteem goes down (Richard 2005).

Factors Affect Self Esteem

There are several aspects that add an person's self-esteem. It is very important to recognize what affects an individual's self-esteem because then they can either make or become better or decrease it. Having a low self-esteem can keep one from building good and healthy relationships, growing in one's career, and achieving the desired goals. It can sometimes also add on to an individual's depression or anxiety.

- **Childhood** – Childhood is the foundation of personality for an individual, throughout childhood, our personality uninterruptedly evolving at various levels, and people around us like friends and relatives have an influence on our self-esteem. Optimistic attitude and good support in childhood contributes to a high self-esteem. Support from parent, friends, teachers and mentors and having role models contribute to the healthy progression of self-esteem.
- **Society** - Every person behave as per the rules and norms of the particular society. These rule and norms guide us how we should carry yourself and it is a major determinant of self-esteem. According the society we need to perform some task to a specific age, what kind of garments we wear, and how much we have to earn. All these contribute in the development of identity in the society.

- **Social Media** – Social media has great impact on the life of individuals. It affects the belief system of a person and influences the attitude. We always receive messages from our TVs, on radio, Facebook, twitter, what's app, magazines, phones etc. These media channel have both type of impact positive and negative. Positive impact contributes in the development of high self-esteem and negative impact responsible for low self-esteem.
- **Healthy Relationship** - We spend a lot of time to develop healthy relationship with our acquaintances, family, and they can dynamically impact our confidence level. Are they well-wisher for you? Or they just taking advantages of you? Consider the individuals you invest your energy to develop healthy relationship. We need to inform them that you want to develop strong bonding that uplift you. Healthy relationship provides support in bad time and enhances self-esteem during the challenges.

Life Satisfaction:

Many clarifications and descriptions of Life satisfaction can be perceived as it is not an easy task to understand the concept. Neugarten et al. (1961) calls Life Satisfaction “an operational definition of ‘successful life span’”. For Sumner (1966) it is “A positive valuation of the conditions of your life, a conclusion that at least on balance, it measures up favorably standards or expectations.”

Life satisfaction is well known as positive assessment of your life, a judgment that is at least on balance. It is a positive co relation in between your standard and expectation; it is basically about the overall human experiences in life. Life satisfaction is a global evaluation of feelings behavior about individual's; life at a specific point of time ranging from negative to positive.

Life satisfaction stands characterized under the cognitive theory as ‘individual’ cognitive decision about the comparison based on the living condition and expected standard (Emmons, Diener, Larsen & Griffen, 1985).

Self-esteem has been consistently found to predict strongly subjective well-being, it is an important component of life satisfaction. Diener (1984) suggest some major personality factors were found to be important elements of life satisfaction. These are personal control, self-esteem, optimism and extraversion. Self-esteem imitates individual perception about himself and evaluation of himself or herself whereas Life satisfaction is the evaluation of whole life containing various areas of life such as school, college, family, friends' neighbors (Civitci & Civitci, 2009)

It is assumed that the less the distances between the individual's needs and achievements, the more life satisfaction individual have. According to affective theory, life satisfaction is an individual's experience which dominance positive emotions over their negative emotions. In current researches life satisfaction is assessed as the positive emotions experienced. Life satisfaction has been investigated by means of numerous various groups which comprise samples from unlike countries, different specific ethno cultural groups, different educational or workplace situations and different health groups.

Importance of Life Satisfaction:

Life satisfaction is a dynamic concept which keeps on running throughout the course of one's life and covers all aspects of it. Life satisfaction majorly focuses on positive part over negative one therefore choosing good over bad. It's an overall assessment of one's life. Life satisfaction holds an important place in today's world because of depleting condition of mental health of individuals. In a world full of stress, anxiety and depression it is important to have a feeling of contentment from life otherwise with ravages of time slowly and gradually all the stress and worries will destroy the man's quality of life.

Without life satisfaction there will be major discrepancy in inner and outer self of an individual's world ultimately affecting his or her over all life and ultimately leading to negative affect like feeling of worthlessness, emptiness etc. Therefore, it's an important indicator of wellbeing of an individual.

Factors Affecting Life Satisfaction

Personal Factors

Human beings needs and desire are unlimited which are fulfilled create tension. These are:

- Physiological – food, water, shelter etc. mandatory for survival
- Psychological –self-concept, sense of belongingness, psychological wellbeing
- Social – Healthy relationships that provide a sense of interpersonal bond
- Education- learn basic ethics, moral, values and knowledge system essential for a sustainable life
- Economic status – financial stability required to ensure adequate living conditions

Environmental Factors

There are various factors outside of an individual which directly or indirectly influences his or her satisfaction with life it is as follows- Social circle, Geographical environment and Community conditions including public facilities like transport, road conditions, lighting and much more.

Self-esteem acts a promoter for life satisfaction. The higher self-esteem and more satisfaction in life is positively correlated with confrontation, self-disclosure, emotional expression. Self-esteem and life satisfaction both are correlated to suitable experiences in life. So it is expected that who have high self-esteem may have high level of satisfaction in life.

Review of Literature:

Pérez-Fuentes, M. D. C., et. al. (2019) assessed parenting practices with relation to self-esteem and life satisfaction on adolescents The sample population included 742 adolescents on whom battery of tests were administered which were the parenting styles scale, the Rosenberg's Self-esteem Scale and the satisfaction of life scale. The results revealed adolescents of elevated levels of affect and communication, self-disclosure, and a sense of humor related to their parents, as well as low levels of psychological control, explained the life satisfaction of the adolescents.

Self-esteem played a partial mediating role on the relationship between parenting practices and life satisfaction in adolescents. Finally, self-esteem also appeared to be a moderator variable, specifically in the effect of self-disclosure on the life satisfaction of the adolescent.

Patel et al., (2018) conducted a research on college students. The sample population of 200 college students. The tests administered were Rosenberg self-esteem scale (1965) and satisfactions with life scale (Diener et al., 1985). The results showed that self-esteem and satisfaction with life was found significantly correlated in male, female, urban and general category participants. The effect of self-esteem was correlational to life satisfaction.

Poorbaferani, Z., et.al. (2018) researched on married women. The sample population chosen for this study included a total of 250 selected women from Naien City Health centres, later based on the inclusion criteria only 212 women were taken as the sample, the tests administered on the population included Satisfaction with Life-Scale (SWLS), General Self-Efficacy Scale (GSE), Rosenberg's Self-Esteem Scale (RSE), and a revised version of communication skills test. The findings showed correlations between the variables were significant, where self-efficacy, communication skills and self-esteem had positively correlated with life satisfaction.

Behera, S., & Rangaiah, B. (2017) conducted a study dancer's life satisfaction. The sample population included 176 Odissi and 116 Folk Dancers on whom Rosenberg's Self-esteem scale, emotional maturity scale, life satisfaction scale and demographic information profile were administered. The findings revealed emotional maturity significantly explains life satisfaction. Additionally, a direct relationship between the dancer's self-esteem and emotional maturity. Emotional factors could be seen to positively account for life satisfaction owing the mediator of self-esteem.

Çevik, G.B. (2017) conducted a research to study predicting the teacher's job satisfaction. The sample size taken for this study was of 358 teachers from 21 public high schools from Adiyaman, Turkey, scales administered on the sample population were Personal Information Form, Minnesota Job Satisfaction Scale, Satisfaction with Life Scale, Teacher's Efficacy Scale and Rosenberg's Self-Esteem Scale. The findings showed that teachers with elevated levels of self-esteem seemed to have a positive job satisfaction, it was also seen that teachers were more successful in teaching efficacy when their levels of job satisfaction were high and hence it was suggested that teacher's should have a positive outlook to life.

Watson, J. C., & Haktanir, A. (2017) conducted a research on school connectedness, self-esteem and Adolescent's life satisfaction. The sample size for the study was of 652 students. The results showed that self-esteem and school connectedness were significantly predictable for life-satisfaction among school students.

Cho, Kyunghye & Bae, Hyeonsuk. (2016) conducted a study on the university students based on their leisure satisfaction, self-esteem and life satisfaction. The study sample filled out 233

questionnaires which was later used for final analysis. The findings revealed that leisure satisfaction had a significant relationship with self-esteem, self-esteem exhibits a positive relationship with life-satisfaction. It was also seen that in the relationship between life-satisfaction and leisure satisfaction, self-esteem was seen as the crucial key to bind them together.

Mayungbo, O. A. (2016) conducted a research in Nigeria on gender differences, self-esteem and life-satisfaction. The sample population for this study was of 1100 households. The results indicated a significant relationship between self-esteem on gender and to predict life-satisfaction. Additionally, there is a significant relationship between life satisfaction and self-esteem while gender did not influence life-satisfaction.

Park and Lee (2016) conducted a study on adolescents living with grandparents. The sample population of 381 adolescents from families with grandparents was taken and a survey was conducted. The findings showed, there was a positive correlation between the internalized problematic behaviors of the adolescents, these types of behaviors shown by adolescents showed positive correlation with teacher's support and friend's support but at the same time it showed negative correlation alongside life satisfaction. While externalized problematic behaviors had negative correlation with parental support, teacher's support and self-esteem and life satisfaction. It was also found that social support acts as a mediator between self-esteem and problematic behaviors and between life satisfaction and problematic behaviors.

Di Fabio, A., & Bucci, O. (2015) conducted a study on Italian high school students. The sample size for the were 156 and 148 high school students for two studies. The first study analyzed differences among affective profiles regarding life satisfaction and psychological well-being while the second study analyzed differences among affective profiles with regard to self-esteem and optimism. The results of the second study showed that, with respect to the other profiles, the self-fulfilling participants had higher self-esteem and optimism. These results revealed differences among affective profiles regarding life satisfaction, psychological well-being, self-esteem, and optimism in the Italian context as well thereby offering new possibilities for cross-cultural research and for enhancing self-fulfilling profiles.

Flores, C. R., & Oliva, A. (2015) conducted a study on adolescents. The sample included 2400 students between the ages of 12-18 years of age from school in western Andalusia. The findings revealed a significant correlation between self-esteem and life satisfaction. Also, gender differences were in favor of the girls in terms of empathy and emotional attention, whereas the boys showed higher scores in clarity, emotional repair and self-esteem.

Hill (2015) conducted a research on self-esteem, the study sample was of 71 participants and questionnaires was administered Rosenberg Self-Esteem Scale (RSES), The Satisfaction with Life Scale (SWLS) and The Subjective Happiness Scale (SHS). The finding show that based on gender groups, male showed higher levels of self-esteem as compared to the females, meanwhile

in the same group, it was observed that females had a lower level of self-esteem and a higher level of life satisfaction and subjective happiness. As previously stated in many researches self-esteem has strong correlated with both life satisfaction and Subjective Happiness.

Agyar, E. (2013) conducted a research on physical education and sports students. The sample population used was of 500 students from backgrounds of physical education and sports, the scales used were Satisfaction with Life Scale, Perceived Freedom in Leisure scale and Rosenberg's Self-esteem scale were used. The findings show a positive correlation between life-satisfaction, self-esteem and perceived freedom. Life satisfaction was more in the group who had higher leisure population. In addition, it was found that there is a significant difference perceived freedom according to age.

Moksnes, Unni & Espnes, Geir. (2013) conducted a research Norwegian adolescents with the age group of 13-18 years. The sample population used was 1239 students from mid-Norway from a school-based survey. The results revealed, boys scored higher than girls on both scales of self-esteem and life satisfaction. Self-esteem has been positively associated with life satisfaction. Self-esteem plays a positive part in association with adolescents' life satisfaction, and this relationship is strong for both genders and across age.

Bozorgpour, F., & Salimi, A. (2012) conducted a study on self-esteem, loneliness and life-satisfaction in adulthood. The sample size included 213 participants (50 boys and 163 girls) on whom State Self-Esteem Scale (SESS), the short form of the Social and Emotional Loneliness Scale for Adult (SELSA-S) and Satisfaction with Life Scale (SWLS). The findings revealed Self-esteem was positive forecaster and emotional loneliness was a stronger negative predictor of life-satisfaction.

Yamawaki, N., Nelson, J. A. P., & Omori, M. (2011) conducted a research on Japanese young adults. The sample size included 358 women and 324 men on whom four questionnaires were administered Parental Bonding questionnaire, Rosenberg's self-esteem scale, Satisfaction with Life Scale and The General Health Questionnaire. The results revealed that self-esteem interceded the relationship between parental bonding and general mental health where parental bonding being assessed in terms of parental care and parental over-protection.

Li X.M., et. al. (2010) conducted a research on Chinese adolescents. The sample population included 10899 students from middle school and colleges in China by administering Chinese Adolescent Lifestyle Scale (CALS), Rosenberg's Self-esteem Scale (SES). The findings show that it was seen that adolescents in cities reported a healthy lifestyle through high life satisfaction whereas adolescents in rural areas showed a poor lifestyle with little satisfaction. Junior high students reported a healthy lifestyle with high life satisfaction whereas lower life satisfaction was seen in senior high and college students. College students described they lead a meager lifestyle with little satisfaction.

Diener, E., & Diener, M. (2009) conducted a research on college students. The sample population of 13,188 college students from 31 nations on whom measures of self-esteem, life satisfaction and satisfaction with specific domains (friends, family and finances) were conducted. The findings showed that at individual level self-esteem and life satisfaction had a positive correlation throughout the sample population. The associations of financial, friend, and family satisfactions with life satisfaction and with self-esteem also varied across nations. Financial satisfaction was a stronger correlate of life satisfaction in poorer countries. It was found that life satisfaction and self-esteem were clearly discriminable constructs. Satisfaction ratings, except for financial satisfaction, varied between slightly positive and fairly positive.

Blatny, M., et.al. (2004) conducted a research on personality. The sample size included 700 Czech adolescents, on which five-factor model of personality along with life satisfaction and self-esteem were assessed. The results revealed that self-esteem and life satisfaction can be seen relate to emotional stability, extraversion and conscientiousness, whereas agreeableness was associated to life-satisfaction and not to self-esteem.

Zhou, S., et.al. (2002) did a research on effect of exposure to adverting images on quality of life on Chinese college students. The sample was administered with affordable and non-affordable products, as well as control images along with a battery of scales: life-satisfaction, self-esteem and materialism. The results indicated no effect of product images on the studied variables, whereas it was seen that unaffordable products enhanced the student's self-esteem and life satisfaction.

Rationale of the Study

Self-esteem and Life satisfaction plays a bigger role in the growth of personality. Many researches have proved that higher Self-esteem contribute a lot in the success of university students. It will increase the confidence level and support in maintaining positive attitude during the bad time. Studies suggest that many factors influence self-esteem and life satisfaction like self-efficacy social support, relationships, attitude, perception etc. Therefore, the study aimed to examine the relationship between self-esteem and life satisfaction among university students

Objectives:

- To study the relationship between self-esteem and life satisfaction among university students
- To explore the gender difference between male and female students in respect to level of self-esteem and life satisfaction
- To explore the difference between engineering and science students in respect to level of self-esteem and life satisfaction

Hypotheses:

H1: There will be positive significant relationship between self-esteem and life satisfaction among university students

H2: There will be a significant difference between male and female students in respect to level of self-esteem and life satisfaction

H3: There will be a significant difference between the engineering and science students in respect to level of self-esteem and life satisfaction

Methodology:

Sample: A total sample of 104 University Students (52 Engineering Students, 52 science Students) selected by using purposive sampling technique. Sample was collected from the several colleges and university of Delhi NCR.

Tool Description:

- **Rosenberg Self-Esteem Scale**

The Rosenberg's Self-Esteem Scale (Rosenberg 1965), was used to assess the self-esteem of university students. The scale is a 10 item in 4 Likert type scale. The Rosenberg Self- Esteem Scale was rated on a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). The researcher reverse scored five items that were negative in nature so that higher scores would indicate higher level of self-esteem. The scale ranges from 0-30. Scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem. The language was very easy for the children to understand the statements and answer them sincerely. Good test-retest reliability (ICC= 0.85 – 0.89) and internal consistency (ICC= 0.85 – 0.88). The concurrent validity of the scale is 0.77 to 0.88 and constructs validity with anxiety is (-0.64).

- **Life Satisfaction Scale**

The scale is developed by Prof. Hardeo Ojha (Bhagalpur). The scale has 20 statements about lifestyle. It is a five Likert scale with five alternatives viz., strongly agree, agree, undecided, disagree and strongly disagree. The scale standardized by Ojha (2005) measures happiness of life through retrospective evaluation. It consists of 12 positive and 8 negative items. The split – half reliabilities for young, middle and old age subjects were 0.79, 0.83 and 0.75 respectively and its retest reliabilities for these groups were 0.77, 0.73 and 0.78 respectively

Procedure

To execute the research 104 university students have been selected with the help of purposive sampling technique. The questionnaires were distributed to 104 university students and the aim of the research was clearly stated to them. The first questionnaire had 10 questions and the second questionnaire had 20 questions. The Rosenberg Self- Esteem Scale is 4-point Likert scale and Life Satisfaction is 5-point Likert scale, students had to choose the most appropriate one. Each participant was assured of privacy and confidentiality of their respective information and identity. The participation was voluntary, and the students could have backed out anytime they felt like. They were also well informed about the fact that the collected information will be used for research and academic purposes. After collecting the sample, analysis was done on the raw scores by totaling the scores obtained by an individual in all the dimensions.

Statistical Analysis: Pearson’s correlation was used for acquiring results for the research. Pearson’s correlation was used to determine whether there was a significant correlation between the two variables.

Table 1: Descriptive Statistics

| Domains | N | Mean | SD |
|-------------|----|--------|--------|
| Engineering | SE | 18.173 | 2.8950 |
| | LS | 70.288 | 6.2602 |
| Science | SE | 17.635 | 2.5517 |
| | LS | 67.288 | 4.7251 |

Table 2: Group Statistics (Gender)

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | Male | 52 | 50.0 | 50.0 |
| | Female | 52 | 50.0 | 100.0 |
| | Total | 104 | 100.0 | 100.0 |

Table 3: Group Statistics (Domain)

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|---------|---------------|--------------------|
| Valid | Engineering | 52 | 50.0 | 50.0 |
| | Science | 52 | 50.0 | 100.0 |
| | Total | 104 | 100.0 | 100.0 |

Result

Various studies have been proved the contribution of self-esteem in the positive development of college students. As high self-esteem enhance confidence, make us optimistic during the negative situation and help us to be flexible for adjusting in the college environment. Therefore the research is conducted to investigate the role self-esteem in life satisfaction. A full sample size of 104 graduates student were taken, who were perusing their graduation on in engineering and science. Descriptive statics were used to interpret the data.

Table 4: Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Self-Esteem | Equal variances assumed | 1.806 | .182 | 1.298 | 102 | .197 | .692 | .533 | -.366 | 1.750 |
| | Equal variances not assumed | | | 1.298 | 99.766 | .197 | .692 | .533 | -.366 | 1.751 |
| Life-Satisfaction | Equal variances assumed | 3.098 | .081 | 2.950 | 102 | .004 | 3.192 | 1.082 | 1.046 | 5.339 |
| | Equal variances not assumed | | | 2.950 | 93.935 | .004 | 3.192 | 1.082 | 1.043 | 5.341 |

Table 5: Correlation Table

| | | Self Esteem | Life Satisfaction |
|-------------------|---------------------|-------------|-------------------|
| Self Esteem | Pearson Correlation | 1 | .284** |
| | Sig. (2-tailed) | | .003 |
| | N | 104 | 104 |
| Life Satisfaction | Pearson Correlation | .284** | 1 |
| | Sig. (2-tailed) | .003 | |
| | N | 104 | 104 |

** . Correlation is significant at the 0.01 level (2-tailed).

Discussion:

The aim of the current study was to investigate the level of self-esteem and life-satisfaction among university students, which includes a total of 3 hypotheses, H1: There will be positive significant relationship between self-esteem and life satisfaction among university students, H2: There will be a significant difference between male and female students in respect to level of self-esteem and life satisfaction, and H3: There will be a significant difference between the engineering and science students in respect to level of self-esteem and life satisfaction.

The data as collected for University Graduate students (Table 1: Descriptive Statistics) showed the total number of participants with the mean and standard deviation. (Table 2: Group Statistics for Gender and Table 3: Group statistics for domains) showed that there are 52-52 students in both gender (male and female) and 52-52 students in both domains (Engineering and Science) and indicating that the total number of participants were 104.

According to the tools used, Life-Satisfaction Scale developed by Prof. Hardeo Ojha (Bhagalpur) and The Rosenberg’s Self-Esteem Scale (Rosenberg 1965) both tests have the scoring as the higher the score more the life-satisfaction / self-esteem in the individual. Hence the middle score for LSS is of 34, as the max score which can be acquired is of 68. And the middle score for Rosenberg’s Self-Esteem Scale is of 15, as the maximum score which can be acquired is of 30.

The group statistics (Table 1: Descriptive Statistics) depicts that the mean of engineering students in self-esteem is of 18.173 which is higher than the middle values of 15, hence resulting that the self-esteem of engineering students is high, similarly the mean of life satisfaction of engineering students is 70.288 which is higher than the middle value of 34, which results in a high life satisfaction.

In the domain of Science the mean of the self-esteem of engineering students is 17.635 which also represents higher self-esteem of science students as the mean is higher than the middle value of 15, similarly is the case with life satisfaction of science students, the mean is of 67.288 which is higher than the middle value of 34, resulting in a higher life satisfaction. This concludes that the self-esteem in engineering students is higher than science students and life satisfaction is higher in engineering students than the science students, which confirms our initial hypothesis (H3) that there will be a significant difference between the engineering and science students in respect to level of self-esteem and life satisfaction.

The Independent sample's t-test (Table 4: Independent Sample's t-test) shows that there was a significant difference in the scores for life satisfaction and self-esteem is $t(102) = 0.004$. The results suggest that life satisfaction really does influence self-esteem of an individual. Specifically, our results suggest that when individual has a higher life satisfaction, their self-esteem is higher. Hence, this confirms our initial hypothesis, H2: There will be a significant difference between male and female students in respect to level of self-esteem and life satisfaction, and H3: There will be a significant difference between the engineering and science students in respect to level of self-esteem and life satisfaction. The research results showed that self-esteem and satisfaction with life was found significantly associated in male, female, urban and general category participants. The effect of self-esteem on satisfaction with life was found significant. (Patel et al., 2018). Researches show that boys scored higher than girls on both scales of self-esteem and life satisfaction. Self-esteem has been positively associated with life satisfaction. Self-esteem plays a positive part in association with adolescents' life satisfaction, and this relationship is strong for both genders and across age. (Moksnes, Unni & Espnes, Geir., 2013.)

The Correlational Table (Table 5: Correlational Table) shows that there is a positive correlation between the self-esteem and life satisfaction at 0.284 which is significant at 0.01 level of significance. This shows that positive change in one would result in positive change in the other, which means higher the life-satisfaction, the higher the self-esteem. Many researches in the past have proved this correlation Flores, a study exhibited there was significant correlation concerning self-esteem and life satisfaction. Also, gender differences were in favor of the girls in terms of empathy and emotional attention, whereas the boys showed higher scores in clarity, emotional repair, and self-esteem. (C. R., & Oliva, A., 2015) and research exhibited that self-esteem facilitated the relationship among parental bonding and general mental health where parental bonding being assessed in terms of parental care and parental over-protection. (Yamawaki, N., Nelson, J. A. P., & Omori, M., 2011.). There are studies with results showing that boys recorded higher than girls on in cooperation of self-esteem and life satisfaction. Self-esteem was positively allied with life satisfaction. Researches show that boys scored higher than girls on both scales of self-esteem and life satisfaction. Self-esteem has been positively associated with life satisfaction. Self-esteem plays a positive part in

association with adolescents' life satisfaction, and this relationship is strong for both genders and across age. (Moksnes, Unni & Espnes, Geir., 2013)

Conclusion:

The study concludes that self-esteem and life satisfaction is positively correlated amongst university students. Furthermore, result indicates that significant difference between the male and female in relation self-esteem and life satisfaction and engineer students have better self-esteem and life satisfaction in comparison to science students.

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EFFECTS OF COVID-19 ON MENTAL HEALTH

Devansh Gupta

Abstract

The COVID-19 disease that emerged at the end of 2019 began threatening the health and lives of millions of people all over the world. It is a highly contagious disease with the possibility of causing severe respiratory disease that quickly impacted governments and public health systems in India. These have countered by declaring a public health emergency of national and international concern, as well as by adopting extraordinary measures to prevent the infection and limit the chain. Millions of lives have been significantly affected and demanding stress-coping-adjustment process is ongoing. The study is theoretical in nature and focuses on mental health issues that emerges because of the COVID-19 pandemics and also suggests some coping strategies for our daily life during this pandemics period all over the world.

Keywords: Mental health, COVID-19

Introduction

The COVID-19 disease has now achieved pandemic status. The World Health Organization has issued guidelines for managing the COVID-19 situation from both biomedical and psychological points of view. When preventive and medical action is the most important at this level, emergency psychological crisis interventions for people affected by COVID-19 are also critical. This encompasses quickest interventions for patients, and secondary for relatives, caregivers, and health care professionals.

According to World Health Organization, Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. Some people infected with the COVID-19 experienced mild to moderate respiratory illness and recover without taking special treatment. Elderly people and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness. The COVID-19 virus spreads firstly through droplets of saliva or discharge from the nose of infected person's coughs or sneezes, so it's important that one should also practice respiratory etiquette (i.e. by coughing into a flexed elbow).

Coronavirus is a group of related viruses that cause diseases in animals. In humans, coronaviruses cause respiratory tract infections that can range from mild to dangerous. Mild illnesses include some cases of the common cold (which has other possible causes, predominantly rhinoviruses), while more mortal varieties of this virus can cause SARS, MERS, and COVID-19. Symptoms in other species may change like chickens, they cause an upper respiratory tract disease, while in

cows and pigs they cause diarrhea. But there are yet to be vaccines or antiviral drugs to prevent or treat human coronavirus infections.

While the first experiences in China, clinical institutions and universities internationally have opened platforms to provide psychological counseling services for affected people. Though some research has underlined that the psychological wellbeing of COVID-19 patients (quarantined family members, and health care workers) has been poorly considered and handled. But in order to develop psychological interventions for all or specific groups, important issues to address include the adverse psychological impacts and psychopathological symptoms in the general population during the pandemic.

Affecting around 1,24,46,105 people globally and claiming 5,58,683 death as of date (updated 11 July 2020), the virus has hijacked the very rhythm of our daily lives, besides taking a huge toll on public health. COVID-19 originated in Wuhan, China towards the end of 2019 but took just two months to become an integral and alarming part of our daily conversations, debates and social media communication.

As it hits 200 countries besides China, large scale socio-politico-economic impacts are already evident in stock market bloodbaths, a fractured global economy and unprecedented foreign policy measures. USA, China, Iran, Italy, South Korea and Spain are among the worst hit, forced to shut borders and alter immigration policies. The pandemic is clawing on India too with 9000+ affected so far and many states imposing mass-closures and shutdowns. Fear and chaos are on the rise. Agitation brews over quarantine, isolation and travel restrictions. Face masks and hand sanitisers have become rare, hoard-worthy commodities. Around the world, researchers are racing to decode the viral genome enigma and develop vaccines and antiviral. Amidst global panic, COVID-19 has come to occupy the deepest corners of our minds and life in general.

Mental Health Issues Emerging from COVID-19

As the coronavirus (COVID-19) pandemic spreads all over the world, that causing widespread concern, fear and stress, all of which are natural and normal reactions to the changing and uncertain situation for everyone.

Every one of us facing this condition that how we manage and react to the stressful situation unfolding so rapidly in our lives and communities. And that is what we must try to focus on to respond most effectively to this crisis as individuals, family and community members, friends and colleagues,” said Dr Hans Henri P. Kluge, WHO Regional Director for Europe.

WHO takes the impact of the crisis on people’s mental health very seriously and is monitoring the situation together with national authorities, while providing information and guidance to governments and the public.

The Psychological Perspective of Pandemics:

Pandemics are far from being just medical phenomena. They disrupt personal and professional lives severely and affect people and societies on several levels. The key strategies promoted for containment of an outbreak of this nature are isolation and physical distancing – both can have significant impacts on our life and relationships.

Like any other pandemic, COVID-19 comes with an exponentially increasing barrage of misinformation constantly thrown at us via social media, fuelling stress and mass hysteria.

The health machinery of many countries i.e. Italy is creaking. Healthcare workers are burnt out (and at maximum risk of infection), and medical supplies are depleted. In spite of well-formed protocols, hospitals are flooded with requests for testing and treatment while people fiercely compete for basic health amenities. Faulty treatments claiming cure and prevention are booming, leading to adverse health consequences. Health anxiety, sleep disturbances, panic attacks, depression and loneliness are the other known mental health fallouts of living through a pandemic.

But sadly the focus of assessing impact of the COVID-19 pandemic is almost entirely biased towards ‘deaths’, while mental well-being, one of the most common indicators of public health, unfortunately takes a backseat.

It’s, therefore, important to take note of these different ways in which the COVID-19 pandemic may be impacting people’s mental health:

- The fear of reliving a pandemic if you have lived through another infectious disease pandemic/ epidemic in your lifetime (such as Nipah, Ebola or SARS).
- Fear of losing livelihood due to isolation or marked limitation of travel and social behaviour (applies to those in small scale industries in the travel, fitness, food or tourism sectors).
- A constant sense of insecurity for oneself and loved ones.
- Anxiety of social or say physical distancing resulting in lack of contact with family or friends who live far away. For some it’s the other way round: getting huddled for the first time with a large family resulting in mixed emotions.
- The phobia of going out of home.
- Stigma towards people with symptoms such as cold, cough or sneezing, which might just be a simple flu.
- The compulsive need to hoard food, essentials or medical supplies such as antibiotics, analgesics, anti-allergic medicines, face masks, sanitisers.
- Psychological stress is growing panic that compounds daily, most of times due to reinforced messaging in all forms of media.
- In healthcare workers, paramedics, volunteers, virologists or media persons at the frontline of the COVID-19 control or coverage experience fatigue, burnout, frustration or the fear of contracting or guilt of transmitting infection.

The World Health Organization (WHO) has warned that long after the pandemic COVID-19 has been brought under control, healthcare providers will have to deal with the diverse mental health issues afflicting populations in different countries. People are likely to be battling anxiety, depression, stress, emotional distress, insomnia, disorientation, even personality disorders like obsessive compulsive disorder (OCD) and post-traumatic stress disorder (PTSD) for quite a while to come. When WHO declared COVID-19 a Public Health Emergency of International Concern in January 2020, these mental health issues began emerging almost immediately. Not just patients and their families, but Healthcare Professionals also are at risk.

With the lockdown in India, several economic and social challenges have emerged, which in turn have created mental health issues. The rising death toll in various parts of the world is creating a sense of panic among many people who fear for the health and very lives of their loved ones. Survival guilt among those who suffered from the illness, and might have infected others is a little understood mental health issue. The prospect of losing employment and sources of income; facing losses and even the horrific specter of closing down your business; inability to pay EMIs making you lose that dream home you bought; having to take children out of the elite schools they are in because you can no longer afford their fees; or even not being able to place food on the table daily — these are only some of the fears besetting people. Acute anxiety, stress, and depression are automatic outcomes. Sleep disorders like literally getting nightmares, and inability to fall sleep or stay asleep are likelier now than ever before.

Infodemic: The overabundance of misinformation about the coronavirus, especially on social media, is compounding issues. Aggravating the fear of social stigma that attaches to illnesses like AIDS, the divisive factors in societies are fueling fears surrounding the social “other”. This has added to the sense of segregation, fearfulness, and suspicion. Some psychiatrists are warning of the likelihood of increased emergence of paranoia, schizophrenia, and fear psychosis as the pandemic rages on.

Mental Health Issues of COVID-19 among Children

For a young child, this is a new situation and hence, may increase their anxiety levels. Instances such as staying at home in fear of not becoming ill create high anxiety levels among children. Seeing any loved one getting ill, difficulties in connecting and meeting with friends, and disruption in daily activities, including going to school, playing, and building social connections, increases the stress level of children, which in turn, directly impacts the mental health. The psychological well-being of an Indian child with disrupted social life during COVID-19 is gravely affected by increase in domestic violence cases, family stress due to finance and illness, and unavailability of therapies outside the house. The grim psychosocial situation of children is evidenced by the receipt of 92000 calls by the CHILDLINE India Helpline in mere 11 days, asking for protection from abuse and violence since the beginning of the nationwide lockdown. The number of calls received by the helpline has increased by 50% during the lockdown, showing a surge in the cases of child abuse.

Mental Health Issues of COVID-19 among Youngsters

Add the necessity of maintaining social distancing, which most people are unaccustomed to, and the youth and adolescents are prime targets of feelings of isolation, loneliness, and even helplessness. There is only so much that they can eat, sleep, and hang on to their phones. The future looks very bleak to them, and they can't even look forward to vacations. Proactive steps need to be taken to address psychosocial issues before they adversely impact the youth irretrievably. A few universities are prescribing home based activities for their students for grade points to compensate for study lost to lockdown.

Without being able play outside, meet friends and family, and lack of social events to look forward to; youngsters are more at risk for mental health issues than might have been realized by healthcare providers as yet. The long term impact of the COVID-19 on physical and mental health cannot be assessed just yet. It is vital to involve them actively when planning survival and mediatory strategies.

Mental Health Issues of COVID-19 among Elderly

The spread of COVID-19 is having a serious affect on the physical and mental well-being of elderly citizens. Most of them fear that they will face further health complications and are missing regular visits to their doctors. Also, a vast majority of them are now afraid of meeting or interacting with anyone. While the forceful stay at home has brought many of them physically closer to their children and grandchildren, a majority still feel that they have not been able to bridge the generational gap. All these findings have emerged in a telephonic survey of around 5,000 elderly citizens done by volunteers of the NGO Agewell Foundation. The survey, which also sought to evaluate the social and financial impact of the lockdown on senior citizens, has revealed that overall; the COVID-19-related restrictions have only increased their hardships.

Mental Health Issues Surrounding Food

The well to do are stressed because they are unable to source exotic ingredients. However, for most people the issue is the inability to buy groceries, vegetables, fish, meat, eggs, and dairy products; either because they are not available locally, or because their daily earnings have stopped. There is the added fear of food stocks running out. Unseasonal rain has destroyed crops in many places. This has led many people to hoard essential items. Two disorders which could potentially emerge from this are eating disorders — anorexia (people being too scared to eat) and bulimia.

Mental Health Issues Surrounding Economy

A survey by the Indian Psychiatric Society revealed that during COVID-19 pandemics itself, there had been an alarming 20 per cent rise in mental health concerns. The crisis has also merged the issues of those with existing psychological symptoms. The effect of this crisis has been devastating on the economy as well. According to the Centre for Monitoring Indian Economy (CMEI):¹ The average employment reduced from 404 million in March 2019 to 282 million in April 2020, which

means that about 122 million people have lost their jobs, including 27 million youth.2) From an estimated 78 million entrepreneurs and businesses in 2019-20, we were down to approximately 60 million by April 2020.

This crisis has, in many ways, also become a turning point for corporate India's eco-system, with both positives and negatives emerging from it. Most big corporations have initiated remote-working protocols, continued to pay salaries and the leadership has taken substantial pay-cuts to help the company stay afloat, which is truly commendable. But after a point, many corporations have also had no option but to resort to structured lay-off strategies to ensure sustainability. At the 24X7 BMC-Mpower 1on1 Helpline, we have received so many calls where the fear of losing one's job and financial worries have caused stress, anxiety and even depression.

Mental Health Issues Surrounding Education

Schools and parents have bigger roles to play with kids being home-bound due to the COVID-19 pandemic so that the mental health issues arising due to outdoor activities being restricted can be addressed, according to experts. Mr. Sushant Kalra, founder, Parvarish, an institute of parenting, children who are very high on physical, mental and emotional energy are not getting any outlet to express; *"Being confined to their homes without connecting with their peers, not being able to play, study, enjoy, eat, meet, celebrate, have bottled them up. The charged vibes from the adults in the family is adding to the unhealthy environment."*

The Central Board of Secondary Education (CBSE) also took a step forward and started a mental health helpline for students and live fitness sessions for children to keep them active during the pandemic.

How to Stay Mentally and Physically Fit in Pandemics Period:

The Coronavirus pandemic has forced not just India, but most of countries all over the world to go for lockdowns because it is one of the most effective ways to sustain the spread of COVID-19 disease. Fear has surrounded the world and we have no choice but to stay indoors. People are taking all the precautionary measures to sail through the COVID-19 attack. However, two things that can suffer a lot during the long 21 days lockdown in India, are your physical and mental health. The question arises how to stay healthy and mentally sane during this lockdown. Let's get going.

1. Start with a Walk

Home confinement during the lockdown can derail your fitness plans. Get on the right track by starting with a walk. If the space is tight, try rearranging the furniture. Else, use your balconies, terrace, ramp or whatever space you have.

2. Go for Yoga & Meditation

Yoga can boost your physical and mental health and doesn't require much space. Lots of tutorial videos are available on YouTube which can guide you in the right direction to pull off all the yoga poses efficiently.

3. Try dancing

Dancing can help you shed those extra calories while you have fun. Set your playlist and get grooving to the beats.

4. Playing

If you have enough space in your home, play badminton, leg cricket, hopscotch, etc. and if you do not have much space, create ‘jugaad’ for table tennis, cricket, etc.,. Recall the games we played in the class – tic tac toe, book cricket, etc.?

5. Keep a check on diet

While restaurants and food delivery chains are closed due to lockdown, Indians are experts at cooking junk food which can throw your health goals out of the window.

6. Stay connected

Lockdown period has forced many people to stay away from their loved ones. Stay in touch with your dear ones through video calls, group conferencing and social media.

7. Enjoy your hobbies

Coronavirus has given us an imposed break. Make the most of this time by indulging in your hobbies and spend quality time with your friends and family.

8. Sleep well

No going to work in the morning means you can afford to sleep late at night and wake up late in the morning. However, do the same at your own risk as it can hamper your mental health.

9. Filter what you absorb

A continuous intake of negative or sad news and messages can create panic and disturb you. News channels are continuously broadcasting Coronavirus updates from around the world and this may affect one’s peace of mind. Please limit your exposure to such news, try filtering what you read/watch and pay attention to the content that keeps you happy.

Conclusion

The Coronavirus pandemic has forced not just India, but all over the world to go for lockdowns as it is one of the most effective ways to contain the spread of COVID-19 disease. Fear has surrounded the world and we have no choice but to stay indoors. People are taking all the precautionary measures to sail through the COVID-19 attack.

In response to COVID-19, many developers are offering free online tools which can be used to spark more self-reflection and to develop better sleep, exercise and self-care habits. Cultivating these habits can have significant and most timely effects such as changes in our immune systems. If widespread enough, this realization can revolutionize how we tackle general and mental health going forward.

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GRATITUDE AND WELL-BEING AMONG ADOLESCENTS

Jasreet Kaur

Abstract:

This paper reports the outcome of an investigation on young people's gratitude and well-being. In this study age and gender differences were evaluated as well as the relationship between well-being, gender, gratitude and age was also investigated. Information from 100 members 11-19 years old was gathered from two areas of Punjab, India and questionnaires were circulated to the members and filled on the spot. T-test and Product moment correlation was utilized for factual investigation. The outcomes revealed age contrast in well-being and a relationship among age and well-being was additionally found.

Keywords: Gratitude, Well-being, Adolescents.

Introduction

A great many people have an instinctual comprehension of what appreciation/gratitude is, yet it very well may be shockingly hard to characterize. Is it a feeling? A conduct? Without a doubt, appreciation can mean various things to various individuals in various settings. Nonetheless, specialists have built up certain systems for conceptualizing appreciation with the goal that it very well may be focussed logically. For instance, Robert Emmons and Michael McCullough characterize appreciation as a two-step procedure: 1) "perceiving that one has acquired a constructive result" and 2) "perceiving that there is an outside cause for this constructive result." While the greater part of these constructive advantages originate from others, henceforth gratitude's status for being an "other-arranged" feeling—individuals can likewise encounter appreciation toward God, destiny, nature, and so on. A few researchers further sort three kinds of appreciation: appreciation as an "emotional trait" (one's general inclination to have a thankful attitude), a mind-set (every day variances in by and large appreciation), and a feeling (a progressively transitory sentiment of appreciation that one may feel after getting a blessing or some help from somebody).

Like most words, gratitude (appreciation) seems to have various implications, contingent upon the unique circumstance. For instance, appreciation has been conceptualized as a moral virtue (ethical righteousness), an attitude, a feeling, a propensity, a character attribute, and managing reaction (Lambert et al., 2009). Various researchers have characterized gratitude as a positive passionate response because of the receipt of a blessing or advantage from somebody. Appreciation has additionally been conceptualized both as a state wonder (i.e., an enthusiastic response to a current occasion or experience) just as a dispositional specific or attribute marvel (Roberts R C, 2004). For our motivations, we might want to characterize appreciation in an a lot more extensive

sense. Gratitude is the valuation for what is important and significant to oneself and denotes a general condition of thankfulness and additionally appreciation. This proposed definition rises above the relational hints credited to the term (i.e., the idea of getting something from somebody) and takes into consideration an increasingly comprehensive significance (e.g., being grateful for encounters, for example, being alive and coming into contact with nature).

Gratitude is an affirmation made by an individual to others for accepting anything of significant worth. It is broadened just when an advantage is assessed emphatically or when it isn't because of own exertion. It is a feeling, positive in nature, related with past and can possibly create more noteworthy positive emotions later on. Appreciation goes about as an antitoxin (cure) to rumination which is an adversary of well-being (R.A. Emmons and C.M. Shelton, 2005). It additionally helps in creating positive thinking while at the same time defeating pessimism inclination and in giving explanation enough to be appreciative for in life in spite of a few battles that we run over. Appreciation has likewise been seen as related with increment in joy, life fulfilment, trust, compassion, confidence, and positive feelings (M. Akhtar, 2012). All the significant world religions highlight and claim profoundly of appreciation. To cite appreciation from Islam, The Holy Qur'an "O my Father, Great Elder, I have no words to thank you, however with your profound insight I am certain that you can perceive how I esteem your superb endowments." Gratitude as saw in Buddhism, "Yet the commendable individual is appreciative and aware of advantages done to him. This appreciation, this care, is amicable to the best individuals." Talking of appreciation, Bahai' vision in the expressions of the Master, Abdu'l-Baha', "during circumstances such as the present thanksgiving for the abundance of the Merciful One comprises in the enlightenment of the heart and the sentiment of the spirit." It is apparent that appreciation is basic as far human presence.

Well – Being

In the field of positive psychology, well-being is a result of positive feelings and positive attributes, which empower positive encounters, and positive foundations (Seligman 2002). It includes ideal mental working and is generally seen from a hedonistic or eudemonic point of view. Gratification (Schwarz et al., 1999) depends on the experience of physical and mental delights and is frequently portrayed as emotional well-being. The prevailing convention in this area has been to evaluate well-being which has been appeared to relate with bliss (Kahneman et al., 1999). It comprises of three parts, the nearness of life fulfilment, positive feelings, and rare negative feelings. Conversely eudemonism perceives that satisfying pleasurable wants doesn't generally bring about wellness thus favours mental well-being as being more intricate than simply subjective wellness. In mental well-being the emphasis is carrying on with a significant life and building up one's maximum potential. McMahan and Estes (2011) proposed that eudemonic prosperity might be generally progressively significant for positive mental working.

Gratitude also impacts either legitimately as a causal representative of well-being, or in a roundabout way by buffering against negative states and feelings, for example, those accomplished as people become older (Fiske et al. 2009). Improving appreciation may enable more individuals to adapt to these age-related misfortunes. This is on the grounds that appreciation adds to wellness by giving a remedy to pressure and assists with creating individual assets, for example, flexibility (Frederickson, 1998; Fredrickson, Tugade, Waugh, and Larkin, 2003). Better change in retirement is related with vigorous mental wellbeing and appreciation shields people from pressure and discouragement in any event, taking into account behavioural factors (Wood, Maltby, Gillett, Linley, and Joseph, 2008a). A few potential components to clarify the impact of appreciation have been distinguished. Conveying thanks and appreciative thoughts permit positive beneficial encounters and circumstances to be relished expanding fulfilment with life and building positive qualities (Sheldon and Lyubomirsky, 2006). Adjustment whereby beneficial things become underestimated is more uncertain, then positive influence is expanded (Lyubomirsky, Sheldon, and Schkade 2005). Appreciation additionally helps reframe negative enthusiastic recollections diminishing their antagonistic effect (Watkins, Grimm, and Kolts 2004). This versatile adapting system may decrease worry by permitting upsetting or negative beneficial encounters, to be reconsidered with a thankful point of view (Wood, Maltby, Stewart, Linley, and Joseph, 2008b). Constructive adapting techniques are utilized all the more usually among thankful individuals (Wood, Joseph, and Linley 2007). Appreciation may likewise improve well-being through schematic preparing. Thankful individuals have explicit schematic predispositions towards help as having a greater expense, esteem, and including more noteworthy benevolence, which may represent them feeling more appreciation following occasions where they are given assistance (Wood et al., 2008b). Furthermore, negative feelings including envy, harshness, outrage, and covetousness are contradictory with appreciation rehearsals hence are restrained in those high in appreciation (Lyubomirsky et al., 2005). At last, Fredrickson's (2000) develop and shape model proposes encountering positive feelings, for example, appreciation, fixes the antagonistic physiological impacts of negative feelings. It expands the adaptability of adapting techniques and fabricates social bonds during less unpleasant occasions, which reinforce adapting resources.

Need of the Study

Gratitude is not natural but created and formed. Consistent endeavours' made by guardians, educators, peers instil a disposition of appreciation in youngsters. It is establishment of well-being and psychological wellness (L. Graham, 2011). Abundant of studies directed before have given logical proof of positive connection among appreciation and well-being (G. Bono et al., 2009; M.E. Mc Collough et al., 2003; W. K. Macnulty, 2004). An emerging range of investigation has reported the wide exhibit of mental, physical, and social advantages related with appreciation from youth to mature age. In any case, opposite experimental discoveries are revealed in several investigations (Van Coillie H et al., 2009; Wood AM et al., 2009). Survey of the investigations

selecting different segments in appreciation are indicative of contrasts concerning gender and age (Froh JJ et al., 2009; Polak EL et al., 2006). Correspondingly examines completed to evaluate gender and age contrasts in prosperity show that such contrasts exist (Tsang et al., 2003; Ozimkowski K et al., 2008). Nonetheless, the vast majority of these examinations surveyed are on adult age group. The exploration on appreciation and prosperity in young people is insufficient (Watkins PC et al., 2003). For advancement of legitimate youth improvement, appreciation research is required with young people (Bono G et al., 2003). The examinations led so far on appreciation and well-being are indicative of need of testing further profound into this perspective. In the light of this, the current investigation was done with a goal of discovering appreciation and well-being in male and female youths in right on time and late adolescence period.

Review of Literature

Various researchers (Macnulty WK, 2004; Watkins PC, 2004) have embraced a hypothetical connection among gratitude and well-being. In an extremely practical manner, this affiliation appears to be sensible. Encountering appreciation, gratefulness, and thankfulness will in general encourage positive emotions, which further adds to one's general feeling of prosperity. Subsequently, appreciation seems to be one segment, among numerous segments, that adds to a person's prosperity. Nonetheless, notwithstanding hypothetical hypothesis, there are various observational undertakings that help this affiliation—all from the primary decade of this century.

Emmons and McCullough (2003) in their research investigated pragmatic evidence of gratitude and well-being connection under three trial conditions. Members were partitioned into three gatherings (i.e., one gathering was examined some information about negative occasions or bothers, a second gathering about the things for which they were appreciative, and a third gathering about impartial life occasions) and were required to diary either day by day or week by week. Over the different examination conditions, the appreciation subsample reliably confirm higher prosperity in correlation with the other two investigation gatherings.

A study conducted by Dickerhoof (2007) structured an experiment in which adolescents could be member in one of two activities—one that supposedly would increase joy or another that comprised of “intellectual activities.” To match the requirements of members, the adolescents were educated that membership in either bunch was probably going to build their general feeling of well-being. The “satisfaction” cluster expected members to either explain on their most ideal future selves (hopefulness work out) or compose letters of thankfulness (appreciation work out). Conversely, in the control group, members were required to explain on the occasions of the previous week. As anticipated, contrasted and the benchmark group, the satisfaction group exhibited increments in prosperity.

Froh et al (2008) led an examination in which 221 young people were consigned to either an appreciation work out (such as calculating one's blessings), a difficult condition, or a control

condition. As anticipated, the appreciation condition was related with more prominent life fulfilment. The researchers from their experience that remembering good fortune is by all accounts a useful mediation for improving well-being in young people.

A study conducted by Wood et al (2008) inspected gratitude and well-being on 389 people with regards to character style. In this investigation, appreciation was most intensely associated with behavioural characteristics identified with prosperity, and the investigators confirmed that appreciation has a one of a kind relationship with life fulfilment.

Similar some other researchers have carried out different examinations on adolescents and have discovered parallel results. For instance, in one study by Chen and Kee (2008) among Taiwanese secondary school competitors, revealed that appreciation clearly anticipated life satisfaction. Another study by Tseng (2008) established a relationship among appreciation and prosperity among 270 Taiwanese undergrads. At last, Froh et al (2009) analysed 154 teenagers and affirmed relationship among appreciation and life fulfilment.

Several investigators have focussed on the general relationship among appreciation and prosperity and have inspected specific features of this relationship. For instance, Wood et al (2007) found that managing styles didn't appear to impact or intervene this relationship. Likewise, Verduyn et al (2009) found that present appreciation could be improved by the significance of the stimulant, by the force of the feeling at beginning, and through the physical or mental return of the inspiring upgrade. In one research by Gysels et al (2008) found that, among disease patients, appreciation was one of the inspirations to take an interest in an exploration study identified with calming consideration. Another investigator verified that members with lower levels of positive sentiments, as opposed to those with more elevated levels of positive emotions, were bound to encounter appreciation in an appreciation intercession (Froh et al., 2009). At last, Polak and McCullough (2006) found that appreciation may can possibly decrease the negative impacts of materialistic strivings. To conclude, these discoveries show that the appreciation/prosperity affiliation has various adjunctive viewpoints that warrant further examination, especially with respect to approaches to upgrade the experience of appreciation in the clinical setting.

There are few researchers who have not affirmed relationship among appreciation and well-being as they have found some clashing findings. In one study by Kashdan et al (2006) analysed veterans with and without posttraumatic stress issue (PTSD). Among the members with PTSD, attribute appreciation demonstrated a relationship with well-being, yet no association among people without post-traumatic stress problem. In the similar context, Gurel Kirgiz (2008) thought about an appreciation condition (i.e., forming a letter to somebody who had a constructive outcome in the life of the member) and without any emotional condition, however current state of appreciation didn't prove a relationship with prosperity. (In this examination, quality appreciation evidenced a relationship with prosperity.) In the common research framework on divorced women of middle

age one research by Henrie (2007) contrasted the individuals who journal appreciation encounters with those individuals who read instructive materials and those on a hold up list; there was no improvement in their fulfilment with life in the treatment group. Lastly, Mallen Ozimkowski (2008) inspected the impact of an “appreciation visit” (i.e., the composition and conveying of a letter of appreciation to somebody in their lives towards whom gratitude was expressed rarely) in youngsters and youths. In this investigation, the appreciation practice was not related with heightened prosperity. These discoveries recommend that there are situations that temper the relationship among appreciation and prosperity, which warrant further examination if appreciation practices are to be attempted and be reliably successful in the clinical setting.

Objective : To study gratitude and wellbeing among adolescents in reference to age and gender.

Hypotheses:

On the basis of review of literature following hypotheses were formulated

1. Well-being scores would show a significant difference as per age and gender.
2. Gratitude scores would show significant difference as per age and gender.
3. Gratitude would be positively correlated with age and gender.
4. Well-being would be negatively correlated with gender and age.

Methodology

Sample:

The sample contained 100 adolescents concentrating in different schools of region of the Punjab state (India). Students were in age ranging from 11 to 19 years with a mean of 14.11. Out of the total sample 50 were male and 50 were female. Prior consent was taken from the participants, teachers and principals of different schools.

Tools Used:

1. Gratitude questionnaire (McCullough, M.E., Emmons, R.A., & Tsang, J. (2002)
Gratitude was evaluated utilizing gratitude questionnaire six-item form (GQ-6) is a self-report measure. Simply instruct the respondents were required to rate the items on a 7-point likert type scale (1 = strongly disagree, 7 = strongly agree). It measures the individual’s inclination towards expressing gratitude in everyday life. Two statements are opposite scored to defeat any reaction unfairness. The potential scores go from 7 to 42. The gratitude scale GQ-6 has good internal reliability with alphas between .82 and .87. (McCullough, M. E., Emmons, R. A., & Tsang, J., 2002)
2. P.G.I General Well-being Questionnaire (Dr. S.K. Verma and Ms. Amita Verma, 1989)
P.G.I. General Well-being is self-administered scale comprises of 20 items to be encased in yes or no options. This can be verbally addressed too. This scale is accessible in Hindi

language as well and the statements don't make any shame to the the individuals. A score of 1 is given for 'yes' and 0 for 'no' reaction. Along these lines the scope of scores may differ from 0 to 20. High score demonstrate healthier well-being. Test-retest reliability was seen as .98 (Verma and Verma, 1989) while test re-test reliabilty was .91 for English Version and .86 for Hindi variant (Moudgil et al. 1986).

Procedure

The aim of the present study was to see the relationship among gratitude, gender, age and well-being. To achieve the objective 100 adolescent students from various schools were taken. Prior consent was taken from the principles of different schools. A rapport was built with the participants before administration of the tests to ascertain their genuine participation. During the session two tests i.e. gratitude questionnaire and general well-being measure were applied. During the administration of gratitude questionnaire following instructions were given to the subjects before the commencement of the session, "the questionnaire GQ-6 consists of 6 items and you have to give your responses against every statement from 1-7 in which '1' for 'strongly disagree' to '7' for 'strongly agree'

Further, general well-being measure was applied and following instructions were given to the students. The questionnaire for well-being includes 20 items. You have to simply mark tick against each item that is applicable to you. There is no time limit for the completion of the questionnaire but try to complete them as soon as possible. Your responses will be kept confidential. After collecting the data, scoring of tests was done and data was subjected to statistical analysis. Some of the data was discarded due to incomplete information. T-test and product moment correlation coefficient was computed to see the relationship among gratitude, well-being, age and gender.

Results & Discussion

The present study was aimed to see the association among gratitude, well-being, gender and age of adolescents. To achieve the objective gratitude scale and general well-being measure were used and obtained scores were subjected to t-test and correlation coefficient.

Table no. 1 shows the t-test (independent samples) results demonstrated that gratitude scores for male (M=30.01, SD=4.46) and female members (M=30.33, SD=4.11), had no noteworthy distinction $t = .527, p = .599$. Comparable results has been discovered in the previous investigations (E. Feng, 2012). There were some other researches (Bromnick and swallow, 2001; W.E. Breen et al., 2009) that have given opposite results showing presence of gender differences in gratitude. Further, there was no significance difference discovered in outcomes given in Table 1 in the degree of appreciation (gratitude) among the teenagers in age bunch 11-15 years and 16-19 years. So, the hypothesis is rejected. As some conflicting outcomes were acquired in the prior examination of the related issue (S.T. Charles et al., 2001; S. Graham, 1988; S. Sommers et al., 1988) indicating contrast in appreciation according to the age.

Table No 1: comparison of gratitude score as per age and gender

| Variable | Category | | Mean | S.D | T Value |
|----------|-------------|----|--------|-------|---------|
| Gender | Male | 50 | 30.010 | 4.466 | .527 |
| | Female | 50 | 30.320 | 4.119 | |
| Age | 11-15 Years | 70 | 30.150 | 4.306 | .070 |
| | 16-19 Years | 30 | 30.218 | 4.254 | |

Similarly, independent samples t-test was directed, to see gender differences in well-being. The test was seen as measurably insignificant $t = .244$, $p = .808$. The results in Table 2 indicate the mean contrasts between the two gatherings as far as their well-being. There was minor distinction in the mean scores. Opposite discoveries are accounted for in the vast majority of the examinations reflecting contrasts in prosperity based on gender (B. Roothman et al., 2003; D. Visani et al., 2011; W. Wood et al., 1989). From the previous studies, an examination on Turkish young people gave supporting evidence to the discoveries of present research (A. Eryilmaz, 2010).

Table no. 2 comparison of wellbeing scores according to gender and age

| Variable | Category | | Mean | S.D | T Value |
|----------|----------|----|--------|-------|---------|
| Gender | Male | 50 | 16.360 | 4.221 | .244 |
| | Female | 50 | 16.180 | 5.537 | |
| Age | 11-15 | 70 | 16.772 | 4.805 | .679** |
| | 16-19 | 30 | 13.655 | 4.737 | |

Additionally, the findings of t-test (independent samples) from Table no. 2 showed that young people in the age bunch 11-15 years ($M = 16.77$, $SD = 4.80$) scored higher on the prosperity (well-being) than in the age bunch 16-19 years ($M = 13.65$, $SD = 4.73$), $t = .679$, $p = .001$. The contrast between the two gatherings in well-being was significant difference. Comparable discoveries were accounted for in an examination on Turkish teenagers with more youthful young people of 15 years age revealed enhanced well-being over those of 17 years old (A. Eryilmaz, 2010). So, the hypothesis is partially supported.

After the results of t-test, the further Table no. 3 depicts the results got by correlation analysis method that is there was low and significant negative connection between teenagers' age and well-being. Support to the present findings can also be derived from researches that have shown the relationship among age and well-being and discovered that prosperity increments with age (C.D.Ryff, 1989). Hence, the hypothesis proved to be true. Instead of this, in the current examination the prosperity has been found to diminish with age. No relationship among appreciation and prosperity were found in this investigation. Obviously, many researchers have not affirmed relationship among appreciation and prosperity (Kirgiz, 2008; P. Henrie, 2007; Julian, 2006). Table no. 3 also shows that there was a positive association among gratitude, age as well as gender but it didn't reach to the level of significance.

Table no. 3 Correlation Coefficient of Gratitude, Gender, Well-being and Age

| | Gender | Age | Gratitude |
|------------|--------|---------|-----------|
| Gratitude | 0.38 | .006 | 1 |
| Well-being | -0.17 | -.233** | .112 |

Aftereffects of this examination show that gender is not substantial for youngsters' gratitude and well-being. With the plenty of opposing discoveries in the field we can't state with sureness whether such a pattern exists in young people and these discoveries should be researched regarding conceivable social impacts. Perhaps in Indian culture the teenagers are prepared, directly from the earliest starting point of their socialization procedure, to offer thanks towards others and both male and female youngsters get some gratitude training. Notwithstanding this age is seen as a significant factor for the wellbeing of young people. We have turned up with higher prosperity in early immaturity years than in later pre-adulthood. One might say that with an expansion in age, level of prosperity decreases. It may be said that the individuals who are in age bunch 16 years to 19 years are presented to increasingly unpleasant circumstances. As the members of this investigation have been chosen from different schools, containing just of the adolescent populace and the stress of board assessment in senior class could be one potential explanation of decrease in prosperity in this gathering. No relationship among appreciation and prosperity has been found in this examination. It explores that having gratitude doesn't discover well-being in youths. These discoveries are affirmed in the current investigation as results shows no distinctions in gratitude rather revealed the contrasts in prosperity. In spite of the fact that the investigation results are not similar with the research on related factors it gives a thought of researching further so as to know the potential reasons of such discoveries.

Conclusion

The present findings contribute to the growing body of literature that documents the relationship among gratitude, gender, well-being and age. This examination is done uniquely in the zones effectively available to the researcher. Discoveries of this investigation are appropriate for the schools as the young people from different schools were taken up in this research. Since young people are comparable on gratitude regardless of gender and age. The adolescents might be presented with the gratitude training programs in schools to instil gratitude. Unique counselling therapies for the young people in senior classes to lessen their feeling of anxiety ought to be intended to improve their prosperity (well-being). Future examinations might be coordinated towards investigating the potential components accountable for prosperity. Comparative exploration to discover various patterns in different societies may be useful.

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POSITIVE PARENTING: AN EXPERIENCE

Rahul Gupta

Anubhuti Gupta

Raising a well balanced child is an art. Children, like adults, perform best when they feel good about themselves. When a child is convinced that his/her parents love, like and cherish him/her side, develops through self-esteem and goes on to become a self confident, self reliant and a happy person. Effective parenting today, is one of the most important skill that parents need to learn to ensure the success of their family life. Positive parenting can help mould future generations into brighter, more organised and most importantly more helpful and caring individual. Thus, a strong foundation has to be laid during childhood by the parents to ensure his or her successful evolution into a complete human being. Positive parenting is the continual relationship of a parent(s) and a child or children that includes caring, teaching, leading, communicating, and providing for the needs of a child consistently and unconditionally.(Seay et al., 2014, p. 207)Positive parenting means taking an approach that is sensitive to children's individual needs and addressing the typical challenges that arise in early childhood with empathy and respect.

In other words, positive parenting is one that develops the core abilities of a child. In addition to focusing on a child's weaknesses, positive parenting involves developing a child's strengths and resilience.

But why parenting becomes so difficult for most of the young parents of this generation! Despite trying your best day in and day out, one could still end up feeling so helpless, so sad, and so completely alone as a parent.No matter what you do, everything feels like a battle: Getting out in the morning... Bedtime... Meal times etc.

Being the parent of a young child is an intensely emotional experience. Discovering a child's behavior, dealing with their tantrums and observing their daily growth and development is a delightful experience. Along with this, there are many issues that a parent might face during this experience such as being unable to identify the cause of crying, methods to calm the child and deal with their irrational or aggressive behaviour and mood swings.

But it is important to control and manage these feelings because the way you react in these situations has a significant impact on the development of a child. A child observes the behaviour of the parents and adapts the coping skills which are exhibited by the parents. These skills are directly reflected in the behaviour in similar situations in future. Therefore, if parents themselves are calm and composed during stressful situations, the child automatically learns to effectively deal with those situations calmly and effectively.

These definitions suggest that positive parenting should involve some positive characteristics and behaviour such as leading, caring, guiding, leading, caring, empowering, nurturing, sensitivity

towards the needs of a child, consistent, regular open communication, affection, emotional security, emotional warmth, unconditional love, reward Accomplishments, sets boundaries, empathy for the child's feelings, supporting child's best interests during the development of a child.

How Old Must the Child Be?

The need for positive parenting begins – well, at the beginning. Babies under one year of age benefit from positive parenting. Not only is a secure mother-child attachment related to early positive developmental outcomes, but more recent attachment research also indicates long-term increases in social self-efficacy among girls with secure attachments to their fathers.

Positive Parenting Styles

A reoccurring theme in the positive parenting is that a warm, yet firm parenting style is linked to numerous positive youth outcomes. This style is termed 'authoritative' and it is conceptualized as a parenting approach that includes a good balance of the following parenting qualities: **assertiveness, but not intrusive, demanding, but responsive, supportive in terms of discipline, but not punitive. Thus, an authoritative parenting style along with a developmental parenting style supports positive child development.** It includes various methods such as providing positive expressions of warmth and affection, being responsive to a child's demands, encouraging child's interests and developing cognitive approach and developing cognitive capabilities of a child.

The following parenting strategies encourage a healthy and happy development of a child:-

- Supporting exploration and involvement in decision-making
- Paying attention and responding to a child's needs
- Using effective communication
- Attending to a child's emotional expression and control
- Rewarding and encouraging positive behaviors
- Providing clear rules and expectations
- Applying consistent consequences for behaviors
- Providing adequate supervision and monitoring
- Being a role model
- Ensuring positive family experiences

Managing strong and negative emotions is surely much easier said than done. But it's worth the effort, because the payoff is huge, for you, your child and your family. Here are some helpful guiding principles and strategies for the same:

1. Tune in to your feelings:

Feelings are not right or wrong. It is what you do with your feelings that can be helpful or hurtful. What's most important is that you tune in to and own your feelings so that you can make a conscious decision—versus a knee-jerk reaction—about how best to respond.

2. Look at behavior:

Reacting to your child's behaviour, like biting, hitting, shouting, in an appropriate manner is an important determinant of how you manage your own emotions and reactions. This will help in teaching good coping skills to the children. Adapting the approved reactions towards the aggressive behaviour of children will result in a sensitive, empathetic and effective development of the child.

3. You can't force your child:

What you do have control over is how you respond to your children's actions, as this is what guides and shapes their behavior.

Putting It Together through an Example:

- A 2 yearold child named, 'Rhishika' expresses to her mother, 'Anubhuti', "*You are the meanest mommy, and I hate you... (with eyes frown)*", and then kicks her after Anubhuti tells her that, "*the playdate is over—it's time for 'Anvik' (Rhishika's friend) to go home.*"

- **Step 1: Tune in to your feelings:-**

Anubhuti is feeling furious and wants to say: "*You are the most ungrateful child ever! Anvik has been here for 2 hours and I have put aside everything I needed to do, and supervise you, make cake with you, set up the painting activity etc., etc. It's never enough!*" But she knows reacting angrily will be of no use and only worsen the situation. She takes some deep breaths and thinks through how to respond to help Rhishika learn to manage her strong emotions and accept the limit.

- **Step 2: Tune in to and validate your child:-**

This is where having appropriate expectations comes in. Anubhuti reminds herself that at the age of two, children are largely driven by their emotions and that the goal is to help Rhishika learn to cope with life's frustrations and disappointments. So she tells her calmly, "*I know you are sad and angry that Anvik has to go home. You have so much fun playing with him. It is always hard when a playful goes. But you will be okay.*" It is very important to communicate that you have confidence that your child can handle her difficult feelings. When you swoop in to make it all better, you inadvertently send the message that she can't handle disappointment, which makes it less likely she will learn this important skill.

- **Step 3: If your child throws out some bait, don't take it:-**

Young children will use any strategy possible to get what they want, such as more TV time or extra dessert, or to avoid doing something they don't like, such as getting dressed in the morning or brushing their teeth. The best way to eliminate behaviors you feel will not serve your child well in the real world is to ignore them. So in this case, it means Anubhuti not responding to Rhishika's provocation, "*You are the meanest mommy... (with eyes frown)*" She doesn't allow it to divert attention from the limit she is setting, which is usually the goal of throwing out some bait—to control other's actions and avoid something the child is uncomfortable with.

- **Step 4: Set the limit and provide choices:-**

"It's okay to be sad and angry, but it's not okay to kick. Kicking hurts. I know you don't want to hurt me, you're just having a hard time controlling your body because you are so

upset. So your choice is to take a break where you can calm your mind and body, or you can come help put the carrots into the salad for dinner.” If *Rhishika* can’t yet pull herself together, *Anubhuti* will just move on, showing her with her actions that she can tolerate her being unhappy and disappointed, and that she trusts she has the ability to calm herself. This leaves *Rhishika* with the choice to stay upset or pull herself together and hang out with her mom.

Managing your own emotions helps you feel more in control and frees you to respond to even the most challenging behaviors calmly and effectively.

Positive Parenting in Action

There are mainly two of the many ways you can apply the research on positive parenting with your children are by being a positive role model and by helping them believe in themselves. Let’s take a deeper dive into both.

Techniques for being a positive role model:

Parents influence their children in profound ways by how they live their lives and do the “right” things, even when no one else is looking. Kids learn how to solve problems and critically think about the world around them, in part, by observing their parents. Some of the methods of modelling positive parenting behaviors are:

- 1 **Manage your anger:** Anger is one of the greatest impediments to forming meaningful relationships. When adults act impulsively at one another or seek revenge, children learn the same and exhibit it in future. This kind of behavior can lead to bullying, acting out in school, and not developing the skill of self-regulation – the ability to stop or delay an action rather than behaving impulsively.
- 2 Stop the blame game and help kids do the same! When you are about to blame someone else for a problem, stop! Think about your own role in the problem, show empathy for others, and focus on the solution rather than culpability.
- 3 Take politics out of parenting. Many of our political conversations have become divisive and unproductive. When adults make derogatory comments about others based on race, religion, ethnicity, sexual preference, gender, or political views, children think it is okay to do the same.
- 4 Admit your mistakes. Children are growing up in a world with unrealistic demands for perfection. A child will learn from you when you will accept your mistake, take feedback and responsibility for your actions.
- 5 Work hard to accomplish your goals. When adults set goals and persevere to achieve them despite obstacles, they model super skills to their children. As appropriate for your child’s age, don’t be afraid to show kids how you are working to overcome challenges in your own life. Be positive and hopeful.

How to make kids believe in themselves?

Every child has an internal psychological process that can be nurtured through positive parenting. Parents can follow the following techniques to develop self confidence and self reliance in their child:

- 1 Help kids focus on solutions rather than rescuing them from problems. Listen to their solutions, encourage and guide them towards the right direction.

- 2 Praise children for their efforts instead of their intelligence. Notice the small things they do, like showing courage, honesty, or caring for others, and then let them know how you appreciate those qualities about them.
- 3 Help kids learn from their mistakes. Acknowledge that you don't expect your children to be perfect and let them know your love is unconditional, regardless of their mistakes. Help them see their mistakes as learning opportunities rather than defeats.
- 4 When children blame others, whine, or complain, turn it into an opportunity to find out what they care about! Uncover hidden convictions that can foster your child's activities and action in the world.
- 5 Encourage children to get back on their feet after setbacks – because you believe in them. This will help the child develop resiliency.

When you turn these approaches to positive parenting into action, you will be confidently shaping your children's lives today and for many years to come. Experts are now focusing on the tools and techniques of positive parenting and discipline.

Make a Promise to Your Kids!

Applying the principles of positive parenting in your home begins with articulating a set of family values. You can make and print a "what to do list or what not to do" list and stick it on your refrigerator, then remind yourself each day of the most important ways you nurture your child's growth and positive development!

Additional Tips

- As a parent you can follow the below mentioned tips:
- Spending time with your child.
- Encourage your child to pursue their favourite activities.
- Encourage your child to explore things by taking them outside for a walk in a park.
- Teach your child meaningful songs, poems and tales.
- Give your child attention and praise.

Conclusion

Being effective parents requires dedication, attention, love, faith and a constant denial of easily giving swift punishments. But through encouragement of positive behaviour, approve rules and regulations to be followed and staying calm through difficult situations, the devotion to bring up children is the best way possible to yield sweet rewards in later life when parents see their offspring blossom into complete modern individual. The success and satisfaction of being a parent stands as a hallmark.

PSYCHOLOGICAL CONSEQUENCES OF COVID 19

Prakhar Prakash

Mona Jaiswal

Human civilization is passing through the most critical juncture of this millennium while its existence is being challenged by the emergence of a novel severe acute respiratory syndrome coronavirus encroaching newer territories all over the world expeditiously . The Corona Virus Disease (COVID-19) outbreak has been declared an international public health emergency on January 30, 2020 by the World Health Organization (WHO) as the disease, first reported from China in December 2019, continues to surge through the continents affecting many countries from Europe, America and Asia severely and is still widening its burden of disease . A wide fragment of world's population currently is primarily restricted to their homes, owing to nationwide lockdowns and home-confinement strategies implemented in most of the COVID-19-hit countries after China to prevent further disease transmission. This unpredictable, fast spreading infectious disease has been causing universal awareness, anxiety and distress, all of which according to WHO are natural psychological responses to the randomly changing condition. Adverse psychological outcomes among common people are nevertheless expected to increase significantly due to the pandemic itself and also due to restrictions enforced by governments to control the spread of virus. As a consequence, rapidly expanding mass hysteria and panic regarding COVID-19 may cause enduring psychological problems in public from all the socioeconomic domains, which could potentially be even more damaging in the long run than the virus itself . Prior studies explicated that mental well-being had been heavily affected in this kind of global pandemic. Therefore, it is imperative to determine the various possible ways in which COVID-19 pandemic will be impacting the world's mental health.

COVID-19 has required many countries across the globe to implement early quarantine measures as the fundamental disease control tool . Apart from physical sufferings, the consequences of this quarantine on the mental health and well-being at personal and population-levels are many folds. Imposed mass quarantine applied by nationwide lockdown programs can produce mass hysteria, anxiety and distress, due to factors like sense of getting cornered and loss of control. This can be intensified if families need separation, by uncertainty of disease progression, insufficient supply of essentials, financial losses, increased perception of risk, which usually get magnified by vague information and improper communications through media in the early phase of a pandemic. Previous outbreaks have reported that psychological impact of quarantine can vary from immediate effects, like irritability, fear of contracting and spreading infection to family members, anger, confusion, frustration, loneliness, denial, anxiety, depression, insomnia, despair, to extremes of consequences,

including suicide. Suspected isolated cases may suffer from anxiety due to uncertainty about their health status and develop obsessive-compulsive symptoms, such as repeated temperature checks and sterilization.

Besides COVID-19, the 21st century is also the era of emerging pandemic of mental illnesses. Thus, psychological and social preparedness of this pandemic carries global importance. The government and stakeholders must appreciate the psychosocial morbidities of this pandemic and assess the burden, fatalities and associated consequences. Stigma and blame targeted at communities affected by the outbreak may hinder international trade, finance and relationships, instigating further unrest. Due care needs to be taken to erase the stigma associated with disease, racism, religious propaganda and psychosocial impact and needs to be implemented by regular discussion with trained and specialist health care personnel by making task force and execution teams who are directly engaged in health care delivery systems without creating any communication gaps between policy makers and ground level workers.

Setting up mental health organizations specific for future pandemics with branches in many nations and in individual healthcare institutions for research, mental healthcare delivery and arranging awareness program at both personal and community levels is desperately needed. Structured websites and toll free helpline numbers may be launched for alleviating psychological distress among the general public regarding this ongoing pandemic. Social media is to be used in good sense, to educate people on transmission dynamics, symptoms of disease, and time when exact medical consultations are needed. To protect social media from devaluations, strict government laws and legislation regarding fake news, social media rumors, disinformation and misinformation are to be implemented. The COVID-19 pandemic has clearly shown us how a “virus” can negatively impact our lives even in the 21st century and simultaneously made us realize that the greatest assets of mankind are health, peace, love, solidarity, ingenuity, and knowledge.

The coronavirus disease (COVID-19) pandemic has fundamentally changed our lives and the way society functions, likely having lasting effects. Without a doubt, trying to maintain a normal routine is difficult. It's even more challenging for individuals with chronic diseases and disorders, as the very support systems they need – that is, the healthcare system – are focusing resources and efforts toward looking after patients infected by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).

The coronavirus has changed how we work, play and learn: Schools are closing, sports leagues have been canceled, and many people have been asked to work from home. The coronavirus disease 2019 (COVID-19) pandemic may be stressful for people. Fear and anxiety about a new disease and what could happen can be overwhelming and cause strong emotions in adults and children. Public health actions, such as social distancing, can make people feel isolated and lonely and can increase stress and anxiety. However, these actions are necessary to reduce the spread of

COVID-19. Coping with stress in a healthy way will make you, the people you care about, and your community stronger.

Stress during an infectious disease outbreak can sometimes cause the following:

- Fear and worry about your own health and the health of your loved ones.
- Your financial situation or job, or loss of support services you rely on.
- Changes in sleep or eating patterns.
- Difficulty sleeping or concentrating.
- Worsening of chronic health problems.
- Worsening of mental health conditions.

Taking care of your friends and your family can be a stress reliever, but it should be balanced with care for yourself. Helping others cope with their stress, such as by providing social support, can also make your community stronger. During times of increased social distancing, people can still maintain social connections and care for their mental health. Phone calls or video chats can help you and your loved ones feel socially connected, less lonely, or isolated.

Conclusion

As communities and businesses are opening, you may be looking for ways to resume some daily activities as safely as possible. While there is no way to ensure zero risk of infection, it is important to understand potential risks and how to adopt different types of prevention measures to protect yourself and to help reduce the spread of COVID-19. As a reminder, if you have COVID-19, have symptoms consistent with COVID-19, or have been in close contact with someone who has COVID-19, it is important to stay home and away from other people. When you can leave home and be around others depends on different factors for different situations.

Section–V

**Contemporary Techniques
and
Interventions**

INTERVENTIONS FOR PSYCHIATRIC PATIENTS IN POSITIVE PSYCHOLOGY AND INDIAN PSYCHOLOGY

Madhurima Pradhan

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Abstract

The World Health Organization (WHO) emphasizes the point that mental health could not be associated only with the absence of any kind of psychiatric disorder or mental disability rather than the inclusion of wellness and happiness in the life of an individual. The prevalence of psychiatric disorders is increasing in the recent times. Various forms of treatment: both pharmacological and psychological are available for psychiatric disorders. The evidence based psychotherapies mainly include Cognitive Behaviour Therapy (CBT), Behavior Therapy (BT), Interpersonal Therapy (IPT) etc. These therapies mainly focus on reducing the negative emotions and negative cognitions. It is less concerned with the strengths and abilities of an individual. Positive Psychology Interventions is one form of intervention which tries to teach individuals to focus on their strengths and ways to live a more fulfilling and gratifying life. The various kinds of positive psychology interventions include: savouring, using your strength, the gratitude visit, active-constructive responding, best possible self, identifying and using character strengths in a new way. Various studies have been done to assess the effectiveness of positive psychology interventions which show that positive psychology interventions significantly enhanced subjective well being, and reduces depressive symptom. Indian Psychology, as contained in ancient scriptures highlights the responsibility of client in regaining the level of mental health by developing control over mind and practicing *sattvic* qualities in life. Positive psychology and Indian psychology share the common goal of focusing on strengths of people but have much to supplement each other. Indian psychology has always focused on spirituality and achieving the higher level of consciousness. It mainly talks about attaining the true self or *atman* through practicing meditation and *yoga*.

Keywords: *Positive psychology interventions, psychiatric disorders, psychotherapy, Indian psychology*

Introduction

Mental health corresponds to the condition of individual well-being that enables them to recognize their potential, which provides the ability to withstand typical stress of living, further works towards the fruitfulness in the path of becoming a productive member towards the prosperity of the community. The World Health Organization (WHO) emphasises the point that mental health could not be associated only with the absence of any kind of psychiatric disorder or mental disability rather than the inclusion of wellness and happiness in the life of an individual. The importance

of mental health is not restricted to an individual rather than it is important for the sustainable functioning of society. One of the primary barriers in the attainment of mental health is stress, which has been associated with many psychiatric disorders like depression, anxiety, eating disorder, and substance use disorder etc. Depression is one of the common mental disorders affecting individuals of all ages, genders, and socio-economic status. A report published by (Howley, 2019), indicated that over 44 million American adults which are approximately 18.07%, are suffering from psychiatric disorders. Further, the study reported that approximately 62% of teens and children were suffering from depression without any treatment. In India, around 57 million people (18% of the global) have been estimated to be affected by depression. The study conducted by (Sagar et al., 2020), indicated that in the year 2017, 197.3 million people were suffering from a mental disorder, and out of that total 44.9 million individuals were suffering from the anxiety-related disorder. The study further indicated that the rate of increase in anxiety was prevalent in both genders till the age of adolescents; however, in the context of young adults, the rate was higher in females than in males.

All the aforementioned disorders are preventable and could be treated using pharmacological and psychotherapy methodology. The most prevalent psychotherapies available for depression are Cognitive Behavior Therapy (CBT), Interpersonal Psychotherapy (IPT). These therapies mainly focus on reducing negative emotions and negative cognitions. It is less concerned with the strengths and abilities of an individual. Positive Psychology Interventions is one form of intervention which tries to teach individuals to focus on their strengths and ways to live a more fulfilling and gratifying life.

Positive Psychology

Post World War II people were mainly concerned with understanding of the mental illnesses. They were by then better able to understand the various disorders like depression, schizophrenia etc. People have also got better understanding about the etiology and treatment of these disorders. The approach that mental health professionals majorly focussed was on fixing what's wrong rather than on building what's strong. The psychologists at that time tried to repair the damage and worked on the negative emotions. One of the early proponent of positive psychology, **Mihaly Csikszentmihalyi**, noticed that during World War II despite adversities there were some people who could maintain their integrity and not become mentally disturbed. He believed that there was something more to understanding the mental health of individuals. He proposed that psychology is not just the study of weakness or damage but also of virtue and strengths. Positive Psychology had its origin in humanistic psychology wherein the theorists talked about the good life.

Positive Psychology is a new branch of psychology and is premised by Martin Seligman's which talks about the concept of happiness and wellbeing (Seligman, 2002, 2011). As per Seligman, positive psychology is concerned mainly with three domains namely the pleasant life, the engaged life and the meaningful life. These three domains are collectively regarded as leading to

happiness (**Duckworth et al., 2005**). The pleasant life mainly talks about the positive emotions present in the past, present and future. Contentment, fulfilment, serenity are the positive emotions of the past; hope and optimism, faith, trust, and confidence are those of the future. These positive emotions have been found to reduce depression and anxiety (**Fredrickson et al., 2005**). The engaged life talks about being involved in activities which are absorbing. These include work, intimate relationships and leisure. These activities also increase happiness as time passes quickly and the sense of self is lost. Positive psychologists thus talk about identifying your strengths and finding time to use these strengths as they are mainly the engaging activities which ultimately help in reducing depression. The third life is the meaningful life which focuses on using your strengths to serve positive institutions like religion, politics, family, community, and nation. These activities give a sense of meaning to life thus increasing happiness (**Lyubomirsky et al., 2005**). It is also based on the Broaden and Build theory which talks about positive emotions and states that broadening positive emotions helps in the development of long-term resources such as psychological resilience and flourishing (**Fredrickson, 1998**). Positive emotions increase our attention span and also enhance creative thinking and problem solving behavior. For eg if a person is anxious or depressed then he/she will be selective in attending to the information, he will attend to more negative information as compared to a non-anxious or non-depressed person. This in turn leads to improved psychological wellbeing and better quality of life. It also increases resilience in individuals.

Positive Psychology Interventions

Positive Psychology Interventions (PPI) (or positive psychotherapy) are based on the theory of positive psychology which mainly focuses on raising the level of positive emotions and thus enhancing the wellbeing of the individual (**Sin & Lyubomirsky, 2009**). These strategies are structured and can be delivered in the online as well as offline mode (**Schueller & Parks, 2012**). It can be delivered in individual and group settings. These strategies are unlike the traditional therapies like cognitive behaviour therapy etc. which centres around alleviating the symptoms, correcting the dysfunctional thoughts and does not talk anything about building the strengths and abilities of an individual.

The primary concept behind PPI is the increment in the happiness of a person, hence it majorly works on the generation of positive emotion along with the experience which depends on the various strategies associated with similar approaches followed by different therapies (**Parks & Biswas-Diener, 2014**). The model Broaden and Build primarily discusses the efficient effect of positive emotion on the individuals to expand the visual perspective towards a situation, and helps in increment of focus along with the attention (**Fredrickson, 2006; Wadlinger & Isaacowitz, 2006**). The primary focus in broadening and building approach is to bring upwards spiral growth to increase in the level of wellbeing and progression in the functioning. In general for every negative emotion there should be encouragement of experiencing three positive emotions, which will further

increase the extent of positive emotion, not focusing on only decrease in the frequency of negative emotion. The emphasis on positive emotion will help the patient to visualize and build strength, towards various adversities of the life as a part of human experience. The set-point theory corresponds to different happiness level of the life based on the age, however the change is always temporary as the individual returns to the biologically established point also known as set-point. The PPI has been associated with positive alteration in the individual set points. The study conducted by **Garland et al. (2010)** indicated that the increase in positive emotion results in the neural plasticity, which further result in the structural changes in the brain, however these changes are not permanent but could be sustained over a period of time with the continuous effort. At last it have been reported in the literature that PPI helps in decrement of negative emotion effects by the increase in the positive emotion (**Fredrickson et al., 2000**).

The therapy only works for those who have intention to improve, desire and put effort in the practice (**Layous et al., 2013**). In the context of individuals that had not any positive expectation remained unchanged for the same amount of time (**Fredrickson, 2009a**). The timing of PPI in the context of cycle of intervention should be considered, as individual could become immune to the response if the same thing repeats over time and time again. In the study carried out by **Lyu-bomirsky et al. (2005)** indicated that the individual who wrote gratitude journal as a part of PPI once a week should better improvement than the individuals who have written three times a week. One of the primary factor that is associated with the PPI is the culture of the patient. In the study carried out by **Boehm et al. (2011)** indicated that Asian American have benefited more if the therapy involved expression of gratitude in comparison to the expression of optimism. The other factor that determine the effectiveness of PPI is the age of the client, as the older individual could think about the positive thing in the past in comparison to the individual belong to the age group of young people will focus on the positive in the perspective of the future (**Senf & Liao, 2013**).

Some of the strategies include: savouring, character strengths, relationship and capitalisation, acts of kindness, gratitude, writing, nature (**D'raven & Pasha- Zaidi, 2014**).

Savouring:

It focuses our attention to the current activity that we are doing and appreciating the positive emotions that are generated during the act (**Bryant & Veroff, 2007**). It is concerned with not just the sensory experience but also can be achieved with a more mental and cognitive stimuli like memories and other emotional experiences (**Bryant et al., 2005**). An example of savouring is when we focus our attention to the food we are eating like chocolate where we redirect our focus toward positive moments which we might ordinarily overlook. This strategy increases positive emotions, strengthens social relationships, enhances positive affect and life satisfaction, and decreases anxiety and depression.

This can be done in two ways. One in which the person is asked to reflect on a pleasurable experience for 2-3 minutes. In a study by **Scheuller et al (2010)**, the participants were asked to experience the food like cupcake for 2-3 minutes. They had to focus on the texture and taste of the cupcake. It was observed that there was increase in well-being after one week. Another way is one in which the person is taught and asked to practice a skill or activity daily for 15-20 minutes. In a study, participants were encouraged for mindful photography wherein they had to take pictures of things which were meaningful, creative and beautiful to them (**Kurtz, 2012**). Participants reported improvement in positive emotions in two weeks' time. Savoring can also be done by concentrating on the experience, writing about it, integrating humour etc. (**Bryant & Veroff, 2007**).

Gratitude:

It can be done by generating an attitude to appreciate the world. Intentionally practicing acts of gratitude daily is done by keeping a gratitude journal, writing gratitude letters or organizing gratitude visits. Gratitude enhances positive affect, wellbeing, and happiness (**Wood et al., 2010; Watkins et al., 2003**).

It may or may not be expressed to anyone but yield similar results. In the classic study by **Emons & McCullough (2003)**, participants were asked to keep a gratitude journal which was just a reflection about the good things in life. The results showed increased well being in the group who kept the gratitude journal. Similar results were also seen by other theorists. Another way is actually expressing the gratitude to a person in the form of writing a 'gratitude letter'. This letter can be delivered to the person or can be read aloud. More benefits are seen when it is actually read aloud to the person addressed (**Boehm et al., 2011**). Maintaining a gratitude journal has been found to have more long-term positive effect as compared to the gratitude letter because latter is written just once while the former can be written daily.

Kindness:

As per positive psychologists performing acts of kindness like complimenting someone, opening doors for others, spending money on others, donating for charity etc tends to increase happiness and gratitude, raise self efficacy (**Otake et al., 2006**). These acts are not just related to spending money. It is generally seen that kindness and happiness are positively correlated (**Dunn et al., 2008**). This means that presence of acts of kindness tends to increase happiness and also that those who are happy tend to be more kind than those who are not. These acts can be small or big. It is also seen that when this is done daily in some form or the other which is more than what an individual would normally do, leads to increase in well being and happiness. It also helps in shifting person's attention from their problems and finally enhances well being.

Optimism:

Thinking positively about self and the future has been found to increase subjective wellbeing and reduces chances of illness (**King, 2001**). The activities of optimism include asking the participants to write how they see themselves in the future in the best possible way. Another activity involves writing a 'Life summary' about themselves as if they had led a long, fruitful life and further examining their own life and adjustments that they can make (**Seligman et al., 2006**). As these activities cannot be done daily so **Sheldon and Lyubomirsky (2006)** created another activity in which the participant had to write some ideas for what their best possible self might look like and then spend next two weeks thinking about it in a regular basis. Beneficial effects of this activity were seen in follow up as well.

Meaning:

Finding things that give meaning to life to an individual and working on them has been found to increase happiness and satisfaction in life (**Steger et al., 2008**). Meaning can also be achieved by writing about the positive things that have resulted from a negative event.

Meaning Centered Group Psychotherapy (MCGP) was developed (**Greenstein and Breitbart, 2000**) with a psycho-educational approach. This therapy uses a mixture of didactics, discussion, and experiential exercises that focuses on particular themes related to meaning in life. It has been designed to help patients with advanced cancer sustain or enhance a sense of meaning, peace, and purpose in their lives.

Character strengths:

Identifying and using your character strengths like bravery, love of learning etc in various areas of daily life like professional, personal and social life helps results in improvement of well being and happiness. We can measure these character strengths using the various tests available and identify our top five character strengths and then use them in our day to day life to achieve more satisfaction, well being and happiness. Research has revealed a number of important links between strengths and valued outcomes (e.g. life satisfaction and achievement) (**Niemiec, 2013**) It has shown that strength-based reports result in better academic, social, and overall outcomes for clients with mental health disorders, as compared to traditional socio-emotive reports that focused on the deficits that students were facing (**Donovan and Nickerson, 2007**). Studies have found a relationship between strengths and well-being (**Diener & Ryan, 2009**). Studies also indicate an association between strengths and hope for recovery, a productive and satisfying life, the ability to buffer suicide risk, survivorship, and resilience (**Mueser et al., 2006; Peterson et al., 2007; Powell et al., 2000**). The outcomes of developing and identifying strengths are change in the client's self-image and improvement of self-esteem (Stuart, 2008). Worldwide studies showed that half to two-thirds of people diagnosed with schizophrenia and other major mental disorders significantly improve or recover (**Eby et al., 2005**).

Positive Psychology Interventions (PPI) and Mental Health

PPI has been found to be effective in enhancing general wellbeing, happiness, gratitude, positive emotions and satisfaction from life. It has also been found to reduce depression and anxiety. In patients with chronic physical illnesses positive emotions have been found to increase longevity and improve quality of life.

In the various psychiatric disorders the individuals are not able to properly regulate their emotions, are more prone to focus on the negatives and also become self critical. PPI helps individuals to regulate their emotions and enhance self evaluation. During the course of therapy the individuals are helped to identify their character strengths and then use them in their day to day life which helps in reducing psychiatric symptoms and increasing wellbeing and daily functioning. Positive psychotherapists believe that disorders are a result of either excess or lack of strengths for eg. excessive worry is due to lack of gratitude, repetitive intrusive thoughts due to lack of mindfulness, difficulty making decisions because of an excess of prudence etc. During therapy the therapist focuses on correcting the use of strengths. The various strategies of positive psycho-therapy enhance positive emotions and also improve problem solving strategies employed by individuals. Evidence based research is also being done on PPI. Various theorists have tried to study the efficacy of PPI in clinical population by comparing it with the traditional therapies like cognitive behaviour therapy, dialectical behaviour therapy etc.

A recent systematic review and meta analysis by **Chakhssi et al., 2018** of 30 studies showed significant improvement in wellbeing and depression with an effect size of 0.24 and 0.23 respectively when compared with control conditions. Anxiety was also found to be moderately improved ($g=0.36$). This improvement was also reported in follow ups also. Another meta-analysis of 40 articles conducted by **Bolier et al., 2013**, including 6,139 participants showed that intervention based on the positive psychological therapy could bring effective improvement in the subjective well-being of the individuals along with the psychological well-being. The study further indicates the application of PPT in reduction of symptoms of depression.

A study conducted by **Rashid, 2015**, indicated that in the course of PPI therapist identifying positive emotions along with that the therapist could also provide suggestion to the patient in the context of producing solution to the patient problems at the time of expiring positive emotions. The study conducted by **Chaves et al., 2017** indicated that the traditional treatment of depression was primarily focused on the reduction of symptoms in the patient and the care provider generally did not considered in the context of initiating positive resource in the patient. They compared PPI with cognitive behaviour therapy (CBT). The results of the study indicated that both the therapy CBT and PPI provided similar results in the context of reduction in the clinical symptoms of depression. **Asgharipoor et al., 2012** in his study compared positive-oriented psychotherapy and group CBT for the treatment of major depressive disorder. The result of the study indicated that the impact of positive-oriented psychotherapy significantly enhances happiness of the patient

in comparison to the group CBT. Further the study indicated that positive psychotherapy was more effective among the patients with major depressive disorder. Studies on PPI have also been done in other psychiatric disorders as well. One such pilot study conducted by **Meyers et al., 2012** on patients with schizophrenia have found that positive psychotherapy results in improvements in psychological well-being, hope, savoring, psychological recovery, self-esteem, and psychiatric symptoms.

Positive psychotherapy in Indian Psychology

Indian Psychology as contained in ancient scriptures emphasizes that happiness or bliss is the original condition of human beings. Due to anti bliss conditioning, the human mind clouds the consciousness level and the person becomes unable to experience that bliss. The ultimate goal of human life is the liberation or *moksha* from all negative emotions (i.e. fear, anger, jealousy, greed etc.) and attachments and connecting with Divine force. Spirituality is an inner discipline in search of realizing truth and perfection in the human condition.

Patanjali defines health as optimal utilization of one's resources of human condition (i.e. physical, intellectual, emotional and behavioural) to maintain harmony with self. A constant rhythmic interaction and harmony among all the elements of the mind can ensure physical and mental health. *Ashtangyoga* as suggested by Patanjali can facilitate in achieving this harmony and become healthy and happy. This is a way of living life of transcendence and transformation.

Yoga and meditation are the pathways to overcome five *kleshas* (hindrances, difficulties). These five *kleshas* are ignorance (*avidya*), the feeling of pride (*asmita*), attachments (*raga*), hate (*dvesha*) and the desire to be what one is (*abhinivesa*). Meta analysis study found positive effects of meditation practice indicating that five hindrances lose more weight with increasing practice of yoga and meditation (**Sedlmeier et.al., 2012**). In addition, practice of yoga has also been suggested as a very potent therapy for drug addicts (**Shanon, 2001**).

Mind has been considered to be prime in achieving good mental health. According to Caraka's philosophy, the functions of mind, the presiding sensory organ are grasping/cognizing the sense-object contact, self-regulation for that knowledge, analysis of and reflection on cognitions. It is the intellect combined with *atman* which programmes the mind to select, control and cognize the sense-object conjunction. Mental ailments have roots in deviant programming of setting inappropriate goals for the mind, generating inordinate desires, jealousy and illnesses. People with *sattvi-ka* disposition are not prone to indulge in acts that violate wise intelligence. A person suffering from ailments has to exercise control over mind. Mental ailments can be cured by cultivating *sadvrittis*, positive or righteous cognitions and attitudes. A truthful and righteous person regains good health and also conquers his senses. The whole list of *sadvrittis* is very comprehensive. Great emphasis has been placed on cleanliness of body and mind, generosity of spirit, kindness to others, respect for elders, parents, teachers and guests, restrain in speech and movements, control over senses,

absence of jealousy, worry and fear, humility, faith in God, devotion to those who excel in learning and arts, thoughtfulness and carefulness. *Yogasutra* also mentions *maître, karuna, mudita and upeksha* as means for purifying- *chitta* or the mind lake (**Kapoor, 2014**). In the context of Indian perspectives, the positive emotions and the characteristics of a person are not in contrast to negative emotions, rather than they are complementary opposite to it that can be exchanged or converted. For emotions such as hatred, downtroddness, and egotism, the Patañjali Yoga Sutra proposes systematic protocols for the development of *maître, Karuna, and upeksha*.

Gunas are the base of all emotional experiences as per *Bhagvad Gita* (**Ramaprasad, 2013**). These *gunas* are: *tamas, rajas* and *sattva*. The personality is also described in terms of these *gunas*. *Sattva* is associated with positive emotions of cheerfulness, joy, bliss and equanimity. *Rajas* corresponds with passion and certain negative emotions such as discontent, mental agony, greed, hatred and intolerance while *tamas* corresponds to inactivity, dullness, fatigue. The Indian philosophers talk about refining these *gunas* i.e. reducing *tamas and rajas* and increasing *sattva*.

The Indian psychology believes that the development of self and emotional experiences are interwoven. The emotions in Indian texts like *Bhagvada Gita, Patanjali's Yoga Shastra, Taittiriya Upanishad* and *Vedanta* philosophy have been described in relation to personality, self, levels of consciousness, ethics, morals and values.

Many times even materialistic possessions like high position, success in career are not able to predict happiness and wellbeing which shows that there is something more to happiness and attainment of ananda/ bliss. Psycho-spiritual maturation i.e. achieving a balance in life between individuation vs. interdependence, desires vs. needs etc can help in filling this void. Indigenous context of well being can help in attainment of such maturity.

As per Hindu culture the main cause of all emotional problems is 'desires'. The attachment towards an object is developed by the constant desire to own an object and when that desire is not fulfilled or attained then anger (*krodha*), jealousy (*asuya*), unhappiness (*dukha*) and suffering arise. If these desires are fulfilled it gives happiness or *sukha*. The Indian philosophy emphasis on controlling these desires rather than just increasing positive emotions. True self for *atman* can only be achieved by controlling these desires according to Indian psychology. **Tripathi (2014)** highlights the scope of *pratyahara* (sense withdrawal) (one limb of *astanga yoga*) in the management of mental health. He outlines some popular techniques of *pratyahaar, i.e. yoga-nindra, vipassana, preksa and savasana*.

In the context of the development of mental evolution to the highest order to achieve the stage of solitude, two major methodologies that have been identified are *Sâmkhya* and *Yoga*, which, could help in teaching how to deal with the opposite through a harmonizing methodology. A similar approach has been elaborated in *Bhagavad Gita, Upanishads* and *Vedânta*, that one should accept the polarities of life not get identified with it, further it indicates that a sense of detachment should be there that would help in the acceptance of good and bad in the same manner.

The study conducted by **Ashok & Thimmappa (2006)**, indicated that if one follows the code of *nishkama karma* that corresponds to desire less action could help in bringing the total commitment to the work and in the process it will help in bringing a sense of self-realization. The two approaches suggested by the author were *Ashtanga Yoga* that help at the individual level in the context of developing inner potential and self-realization, in the context of organization, *karma yoga* helps in development self-realization through the process of work. It has been reported in the literature that performing karma yoga and Vedantic meditation which includes *antaravalo-kana* and *svadhyaya* helps a person to work towards the satisfaction of individual needs along with the organizational goals. The continuous effort to follow karma yoga helps in the replacement of a materialistic approach to a non-egoistic, idealistic approach that would further help in employee motivation and improvement in the values and morals of the employees.

Attaining of *ananda* or bliss and not individual happiness is the main goal of life in Indian psychology and. The state of *ananda* leads to the attainment of 'true self' or '*atman*'. A state of non involvement of ego and experience of pure empathy that helps an individual to achieve personal growth and positive transformation (**Ramaprasad, 2013**).

It appears that Positive psychology and Indian psychology share the common goal of enhancing the level of well being and happiness of people with few differences. Indian psychology focuses on spirituality and achieving the higher level of consciousness. It has a sound meta-theoretical framework but has few empirical evidences, whereas, positive psychology has huge account of empirical evidences but needs a sound theoretical base. Therefore, it seems logical to conclude that both Positive and Indian Psychology can supplement each other in the treatment of psychiatric patients for the sustainable improvement in their mental health condition.

Concluding Remarks

The current research available on positive psychology has shown that positive psychology has positive results in patients with psychiatric disorders. Positive psychology is similar to Indian psychology in many respects. Thus Indian population can better identify themselves with the strategies as suggested by Indian Psychology. The strategies of yoga, meditation, *pratyahar* can be used in day-to-day life. Currently there is dearth of studies on clinical sample in Indian using interventions as propounded in Indian Psychology. Most of the studies have small samples which makes it difficult to generalize the results. Studies on diverse populations and diverse intervention formats are needed. Very few randomized controlled studies have been done.

Positive Psychology Intervention helps in the development of long-term resources such as psychological resilience and flourishing. These interventions help in speeding up recovery and also have long term effects in reducing relapse. They can be used as preventive and non - stigmatizing tools. Techniques of *Yoga* and meditation can supplement to achieve holistic health of people suffering from psychiatric disorders by developing self control, mental equilibrium and peace of

mind.Cultivation and practice of *sattvic* qualities can help psychiatric patients to regain their health and well being.

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EFFECT OF VIPASSANA MEDITATION IN IMPROVING COPING STRATEGIES OF ORPHAN GIRL ADOLESCENTS

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Abstract

Coping Strategies are conscious effort to solve a personal or interpersonal problem that will help in overcoming, minimizing, or tolerating stress or conflict. (Giblin, 2015). The study has tried to improve coping strategies of Orphan girls and also tried to explore the effectiveness of Vipassana Meditation on improving coping strategies of Orphan girls. It made use of purpose sampling in selecting 100 orphan girls. The sample responded to the valid and reliable instrument. Coping Strategies Inventory constructed by **Tobin D.L (2001)** was used to measure Coping Strategies of the orphan adolescents. The design which was used to conceptualize the study and analyze the data was pre and post design. The results of the present study have revealed that the Vipassana Meditation has significantly improved coping strategies used by the orphan girls. Hence it is recommended that Vipassana Meditation should be taught to everyone and should be introduced in all the organization both public and private schools and organizations.

Keywords:- Vipassana Meditation, Coping Strategies and Orphan girl adolescents.

“**Coping**” has been defined by theorists as “Measure taken to enhance the balance between an individual and his environment.” (French & Rodgers, 1974). According to Mechanic, (1968) Coping strategies are “Attempts to meet environments’ demand to prevent negative consequences”. The most clear definition among many is the one offered by Lazarus and Folkman (1984) who wrote that “Coping refers to constantly changing cognitive and behavioral efforts to manage specific external and or internal demands that are appraised as taxing or exceeding the resources of the person.” This definition implies that coping may consist of a number of adjustments made either simultaneously or sequentially. It is restricted to instance of perceived stress. It excludes habitual or automatic adjustments to the requirements of daily life, that is, the individual in general is left with the choice of assessing the stress. Based on his assessment, he will have to adopt appropriate coping behavior in order to get rid of the stressful situation. Thus the reduction in stress, depends on the appropriateness of the choice of coping mechanisms adopted by the individual.

Coping is defined as the efforts that people make to manage situations that were appraised as potentially harmful or stressful (Caltabiano et.al.2002). The term coping generally refers to adaptive or constructive coping strategies can be considered maladaptive. Maladaptive coping can thus be described, in effect, as non-coping. (Loreal et.al 2005).

Coping Strategies are conscious effort to solve a personal or interpersonal problem that will help in overcoming, minimizing, or tolerating stress or conflict. (Giblin, 2015). Coping strategies are defined as “conscious, rational ways for dealing with the anxieties of life”²⁰ and are often categorized into active (or approach) and passive (or avoidance) strategies. (Merry, 2015). Coping strategies refer to the specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce, or minimize stressful events. Two general coping strategies have been distinguished: problem-solving strategies are efforts to do something active to alleviate stressful circumstances, whereas emotion-focused coping strategies involve efforts to regulate the emotional consequences of stressful or potentially stressful events. Research indicates that people use both types of strategies to combat most stressful events (Folkman & Lazarus, 1984).

The coping mechanism in general, have been classified into set patterns for the use of research and clinical purpose. There are many patterns of classification of coping responses (Moos, 1982). Most approaches distinguish between the two:-

1. Strategies are active in nature and oriented towards confronting the problem.
2. Strategies that entail an effort to reduce tension by avoiding the direct dealing with the problems. Many authors in general have adopted similar classification in various dimensions. (Pearlin et.al, 1978, Moos & Billings et.al, 1982).

Strategies of Coping

Coping is expending conscious effort to solve personal and interpersonal problems, and seeking to master, minimizing or tolerate stress or conflicts, the effectiveness of the coping effort depend on the type of stress or conflict the particular individual and the circumstances. Coping is a very complex process that varies according to many variables such as the situation, the evaluation of the situation and the resources available. It refers to the thoughts and actions we use to deal with threatening situations. The term coping generally refers to reactive coping, i.e the coping response follows the stressor. This contrasts with proactive coping, in which a coping response aims to head off a future stressor.

The predominance of one type of strategy over another is determined, in part, by personal style (e.g., some people cope more actively than others) and also by the type of stressful event; for example, people typically employ problem-focused coping to deal with potential controllable problems such as work-related problems and family-related problems, whereas stressors perceived as less controllable, such as certain kinds of physical health problems, prompt more emotion-focused coping.

Coping skills are one of the protective factors identified as potentially involved in the suicide process. Against this background, we undertook a study focused specifically on coping to gain a

better understanding of different strategies used by the orphan girl adolescents via Vipassana Meditation.

Vipassana Meditation:

Vipassana is the oldest of Buddhist meditation practices. Vipassana can be translated as “Insight,” a clear awareness of exactly what is happening as it happens. To see things as they really are, in their true perspective, in their true nature. Vipassana is a way of self-transformation through self-observation. It focuses on the deep interconnection between mind and body which can be experienced directly by disciplined attention to the physical sensations that form the life of the body and that continuously interconnect and condition the life of the mind. It is this observation-based self-exploratory journey to the common root of mind and body that dissolves mental impurity resulting in a balanced mind full of love and compassion. The present study has tried to identify the coping strategies used by orphan girl adolescents who were living in different orphanages of Lucknow. The present study has tried to see the effect of Vipassana Meditation on Coping strategies of the orphan adolescents.

Orphan Girl Adolescents:

India has the highest population of children below the age of 18 - 41% of the total population. Although over 4% of them are orphan , around 13% of them live with either of their parent. (National Family Health Survey 3, 2005-06).

The death of a parent is a risk factor for the development of psychosocial issues in children. Infact , children who experience the death of a parent(s) are at twice the risk of suffering from a various psychological problems such as stress, anxiety, depression and suicidal ideation than children who live with parents.

Orphaned adolescence, defined here as those who have lost one or both parents, are highly vulnerable, particularly those living outside of family care. In 2009, there were 163 million orphaned youth worldwide (USAID, 2010), and the number continues to increase due to global crises such as poverty, natural disasters, armed conflicts, and HIV/AIDS (UNICEF, 2009, 2011). Orphaned youth often engage in high risk behaviors, have limited access to material and social resources, and lack adult support (Schenk et.al. 2010), because a child’s emotional connection or attachment to an adult caregiver is critical for helping children cope with difficult circumstances and promoting long-term health, well-being, and resiliency (Betancourt & Khan, 2008, Bowlby, 1988; Cicchetti & Rogosch, 2009). Orphan youths who lack a consistent adult caregiver will likely face developmental challenges. Compared with orphaned youth in family-based or foster care, this maybe even more difficult for orphan youth in residential institutions with small numbers of staff and

high staff turnover that limit opportunities to form relationships to caregivers (Johnson et.al. 2006). It is also likely that orphan adolescents have high rates of childhood abuse and neglect experiences.

Today the concept of orphan is creating some degree of confusion with regard to defining who is an orphan, how many are there, what are their characteristics, where are they found, what are the trends in orphanhood and most importantly, what are the specific needs of orphans as distinct from other children in their communities. Orphan have existed in all societies and in all times. The pattern of their protection differed from society to society and from time to time and depended on the contemporary social attitudes towards them. Almost all societies had attached some stigma to the orphans. Orphans lost love and care. “A child whose parents are dead, having lost one or both parents or to bereave of parent(s) is called an orphan”. (Wagnalls & Funk 1973). The term **Orphan** is defined as a child whose natural parents are absent or not alive. One legal definition used in the USA is someone bereft through “**death or disappearance of, abandonment or desertion by, or separation or loss from, both parents**”.

Methodology

Objectives

- To identify Coping Strategies used by Orphan Girl Adolescents
- To identify the effectiveness of vipassana meditation on improvement of Coping Strategies and its various dimensions among Orphan Girl adolescents.

Hypothesis

Vipassana Meditation will significantly make improvement in various dimensions and total Coping Strategies of Orphan girl adolescents.

Sample

The purpose of the present study was to see the impact of Vipassana Meditation on Coping Strategy used by orphan girl adolescents. For this, different orphanages in Lucknow City were contacted and the respondents were selected using Quota Sampling. A total no of 100 respondents were selected through Quota Sampling from different orphanages of Lucknow City, U.P

A sample of 150 girl adolescents studying in Kendriya Vidyalaya, Lucknow U.P, India were chosen through Quota sampling method. Finally 100 girl adolescents who were having poor positive and frequently using negative coping strategies were included in the study.

Research Design

The design which is used to conceptualize the study and analyzed the data is before and after research design in which scores of the subjects before and after therapy are compared using t-test.

Tool Used

Coping Strategies Inventory by Tobin D.L (2001).

The coping Strategies Inventory is a 72 item self reported questionnaire designed to assess coping thoughts and behaviors in response to a specific stressor. The present study has utilized Primary scale which contained total 8 subscales: 4 scales which measure positive coping strategies such as Problem Solving(PS), Cognitive restructuring(CR), Social support(SS) and Express emotions(EE) and 4 dimensions which measure negative coping strategies. They are Problem Avoidance(PA), Wishful thinking(WT), Self Criticism(SC) and Social withdrawal(SW).

Vipassana Meditation

Vipassana is the oldest of Buddhist meditation practices. Vipassana can be translated as “Insight,” a clear awareness of exactly what is happening as it happens. Vipassana is a form of mental training that will teach you to experience the world in an entirely new way. You will learn for the first time what is truly happening to you, around you and within you. It is a process of self-discovery, a participatory investigation in which you observe your own experiences while participating in them as they occur.

Steps of Vipassana Meditation

- Quiet location to meditate, sit in a comfortable position, close your eyes
- Start breathing normally.
- Focus on a portion of the breathing
- Find a beginning, middle, and an end to the breathing.
- Visualize the abdomen rising and falling.

Procedure:

All the participants of the study were individually informed about the purpose of the study and were applied with Coping Strategy questionnaire. After the pre test the respondents who had reported poor positive and More frequent use of negative coping strategies were provided with the sessions of Vipassana meditation thrice in a week for 2 months by the researcher, while in other days they were instructed to practice the techniques by themselves twice a day i.e. early in the morning and at bed time. The participants were provided with daily record sheets which they fill up regularly and were checked twice weekly. After 2 months post test was taken and the pre-test and post- test scores were statistically analyzed by means of t-test to ascertain the significance of difference between Means.

Statistical-Analysis:

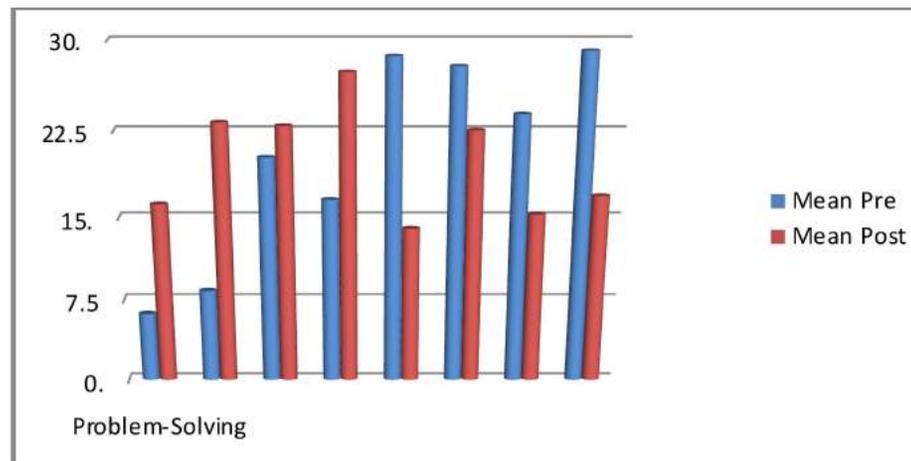
The obtained data were analyzed using Mean,SD and t-testing.

Table 1 :- Mean,SD and t-value on Coping Strategies & overall area of CS among adolescents..

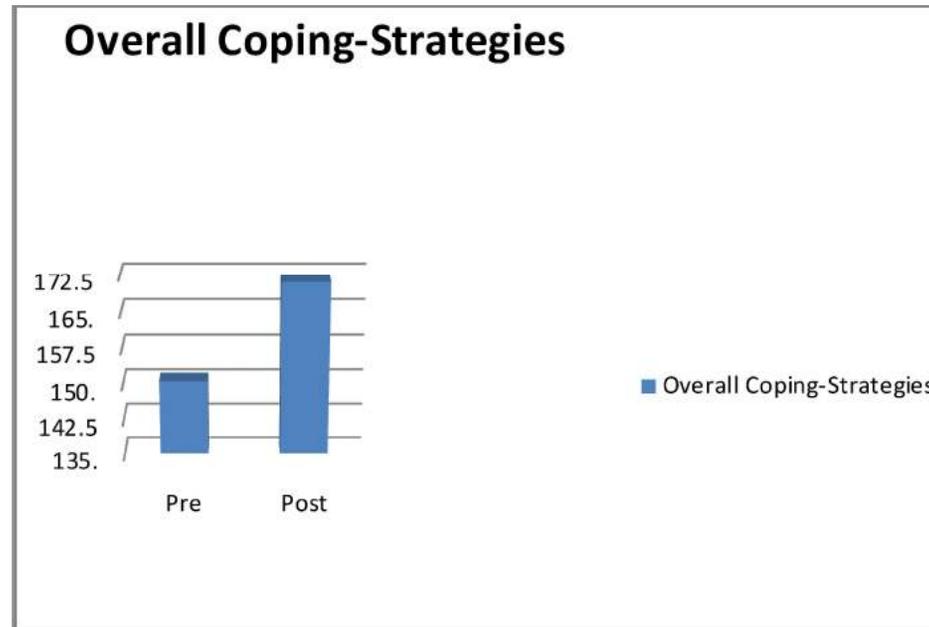
| Coping Strategies | Mean | | t value |
|---------------------------|------------|-------------|---------|
| | <i>Pre</i> | <i>Post</i> | |
| Problem-Solving | 6.21 | 16.19 | 4.85 |
| Cognitive-Rerstructuring | 8.33 | 23.22 | 10.56 |
| Social-Support | 20.24 | 22.92 | 1.01 |
| Express Emotions | 16.59 | 27.42 | 5.26 |
| Problem Avoidance | 28.72 | 14.01 | 10.51 |
| Wishful Thinking | 27.90 | 22.55 | 3.31 |
| Self-Criticism | 23.91 | 15.27 | 2.73 |
| Social-Withdrawal | 29.16 | 16.92 | 5.23 |
| Overall Coping-Strategies | 150.62 | 171.21 | 4.29 |

* = $p < .05$, ** = $p < .01$

Graph-1: Mean of Orphan Girls on different dimensions of Coping Strategies



Graph-2: Mean of Orphan Girls for Total Coping Strategies



Results and Discussion:

As it is evident from the inspection of Table- 1 that t value for pre and post score of Problem Solving, Cognitive restructuring, Express emotions, Problem Avoidance, Wishful thinking, Self Criticism and Social withdrawal were found to be significant while Social-Support was found insignificant. It is clear from the inspection of Mean of both the conditions and Graph-1 &2 that Vipassana Meditation significantly improved these dimensions (Problem Solving, Cognitive restructuring, and Express emotions) of Coping Strategies as they are the positive dimensions of the Coping Strategies while Problem Avoidance, Wishful thinking, Self Criticism and Social withdrawal were found to use less after the intervention of the Vipassana Meditation as these were the negative dimensions of the Coping Strategies . These results partially support the hypothesis of the study suggesting that “Vipassana Meditation will significantly make improvement in various dimensions and total Coping Strategies of Orphan girl adolescents.”

Vipassana Meditation is the backbone of developing good coping strategies. It is clearly evident that Vipassana Meditation increases self awareness. It helps us to breath slowly, which keeps us relaxed and allow us to listen better with the increase of self awareness. Numerous evidences conclude that the majority of physiological and psychological problems being faced by adolescents were due to lack of mindful awareness which further led to dissatisfaction in their lives practice of vipassana meditation in regular bases was significantly improved their way of adjusting towards

different situations. These results are supported by the study of Mangal & Dubey (2012), in which the researchers reported that motivational counseling had a beneficial effect on coping skills and personality development of adolescents at their physical, mental, emotional and intellectual levels. They concluded that all the changes developed as the results of accumulation of the effects of motivational techniques and due to the contribution to the positive self image of the individual and developed positive coping skills thereby. The results are also supported by the study of Bharti et.al, (2001) who reported that self managing skills are more effective for improving coping of adolescents.

Vipassana or insight meditation is the practice of continued close attention to sensation through which one ultimately sees the true nature of existence. The purpose of Vipassana is to create Awareness. Awareness of the deep mind or deep consciousness through practice of choiceless observation ie maintaining a state of equanimity through the experiences in the practice(quora,2019). The intervention by VM has improved the respondents' coping strategies. Now they were better able to eliminate the source of stress by changing the stressful situation more effectively and now they were better able to release & express their emotions which helped them to purge out their negative thoughts and feelings leading to feel less depressed. A person feels more depressed when he/she always tend to criticize himself for everything, wishing everything could be better i.e. they are not satisfied with their present situation & finally when they don't want to face the stressful situation. The results have indicated that with the intervention of VM the subjects' tendencies to criticizing (SC) themselves for everything, dissatisfaction with the events (WT) and withdrawn reaction (SW) were controlled.

These findings are supported by the study of Gupta (2007) who found the impact of Self Awareness on Social withdrawal behavior. In this study it was found that the practice of self awareness had a significant impact on social withdrawal behavior and improved the level of self-confidence. Dubey et.al., (2015) suggested that through engagement coping strategies individual engage in an active and ongoing negotiations in the stressful environment while in disengagement coping strategies individuals do not share their own feelings with others. They avoid problems and don't take initiative behavior.

Cognitive Restructuring and Social Support Coping Strategies were positive coping strategies. Cognitive Restructuring Coping Strategy refers to cognitive strategies that alter the meaning of the stressful transaction as it is less threatening while Social Support Coping Strategy refers to seeking emotional support from people, one's family, and one's friends.

Conclusion

In this way on the basis of the result of the present study it can be concluded that Vipassana Meditation has significantly improved the coping strategies of orphan girl adolescents. It is also evident from the result of the present study that Vipassana meditation is also found to be effective

in improving the positive CS such as Problem Solving(PS),Cognitive restructuring(CR), and Express emotions(EE) and less use of negative coping strategies such as Problem Avoidance(PA), Wishful thinking(WT), Self Criticism(SC) and Social withdrawal(SW) and it's also helpful in improving the overall CS of the respondents, So it is suggested that Vipassana meditation based program or trainings should be initiated by public and private institutions for enhancing the mental health of the employees as well as of students and teachers because Vipassana is a form of mental training that will teach a person how to experience the world in an entirely new way. It would help the individuals to observe their own experiences while participating in them as they occur because it is a process of self discovery and participatory investigation.

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SPIRITUAL ACTIVITIES, WELL-BEING AND HAPPINESS IN OLD AGE

Dr. Sunita Balani

Abstract

Well-being and happiness are utmost important aspects in today's life and spirituality is intricately included in well-being. Today depression, anxiety, stress, aloofness, suicide, and extreme levels of aspirations have become the style of everyone's life. Happiness has become a rare phenomenon and people try various ways to seek happiness without realizing what happiness is and how we perceive it to be. Positive attitude plays an important role and spirituality helps in developing and maintaining it. The present study was conducted amongst the elderly people to assess their involvement in spiritual activity as it relates to their happiness. The Oxford Happiness Questionnaire (Hills & Argyle, 2002) and Subjective Well Being Inventory (Nagpal and Sell, 1993) were conducted on a sample of 100 elderly people for the present study. The researchers aims to study whether spiritual activity is associated with happiness among the elderly thereby leading to a good mental health state.

Keywords: Spiritual activities, well being and happiness.

Introduction

Well-Being cannot be comprehended without considering spirituality as a part of it. Spirituality is recognized throughout the world involving believing in an all-powerful entity or deity, usually God. Spirituality includes the ways that lead a man to fulfil his goals and aspirations in society, try to find the meaning of life and consider himself connected to the universe in a meta-physical way. The universality of the concept extends across race and religion, creed and culture and keeps increasing with age. It's also a very private and personal experience. It helps a man find the true meaning of honesty, love, tolerance, patience, compassion, a sense of being and instil these qualities in him. Recently, there have been reports suggesting that some areas of the brain, mainly the non-dominant hemisphere of it, are involved in the process of appreciating and upholding the experiences and spiritual values.

Mental Health is concerned with two main realms- absence of mental illness and presence of a personality that helps maintain the community surrounding it a better, happier place. The ability to take responsibility of one's actions, accepting the unknown, a high tolerance rate, being flexible, determination, taking risks, being able to make a change or be part of one, involvement in social activities, being part of the community, happy relationship with self, self-control, acceptance of

flaws amongst other many qualities are part of the main characteristics of well-being. Spirituality is one aspect of well-being which helps attain these qualities.

Every person, no matter their religion, sex or socio-economic status, is trying to find happiness for themselves. Research shows that globally, the average human being is happy only 30% of the time. They're unhappy for 40% of the time while remaining in a neutral state for the remaining 30%. This is because people try to find happiness in external, material things.

In adult population of 326 peer-reviewed studies, only 79% significant positive association was found between spirituality and well-being. The researcher deduced that the positive effect of spirituality or religion can be connected to the fact that people use religion as a coping mechanism to get through hardships. Such is the effect because of people's firm belief in an entity or a deity guarding them all the time. Additionally, spirituality can probably alter the way individuals react to stressful situations. Mostly the regulations in religions help to decrease the intensely stressful times such as separation, aloofness or imprisonment.

Shmotkin (2005) has defined Subjective Well-Being as one's image of actual or potential threats to one's life or integrity and acts as a dynamic system in the face of adversity.

An important aspect of these studies is that the researchers aren't building a causality between spirituality and well-being. Even though they are claiming the effect of being spiritual on well-being is positive, the statistics only show us a correlation between the two. This implies that good mental health might predispose people more toward spirituality and vice-versa. To understand if spirituality actually causes people to be happier will take conducting researches over a considerable period of time.

Spirituality is thought to be freer than religion as its more personal, without the set rules and regulations of the faith. There has been a growing number of people who identify themselves as spiritual but not religious as they don't even identify with any faith. These individuals understand the meaning of spirituality in its every sense. However, this modern use of the word, spirituality, is quite different from the original definition.

Wills (2003) developed a scale to measure the impact of religion on children to assess its importance. A study of 1182 subjects showed that religiosity saved children from tobacco, alcohol and drug abuse by buffering stressful scenarios. Brody (2003) a research professor of family development at University of Georgia, theorized that parents who were more involved in religion and its principles made for better partners as well as better parents

Older people of ethnic minorities such as Hispanic, African-American, Latin-American are more dependent on religion as a powerful source of hope and support apart from family to withstand the stresses of old age and physical weakening of the body. (Armstrong & Crowther, 2002;) Husaini, Blasi, & Miller, 1999). Compared to their Caucasian counterparts, African-American people seemed to be more reliant God's to help them in their time of pain going through physical ailments. (Krause, 2005; Lee & Sharpe, 2007, Cited in Kuther, 2018).

During adulthood, in comparison to men women do consider religion more important, take part in more religious activities and be more connected to the deity they look upon for support (Gallup News Service, 2006; Levin, Taylor & Chatters, 1994; Wink & Dillon, 2002). Higher rates of poverty for women and widowhood, higher participation in compassionate activities, make them more susceptible to anxiety and tension. Thus, they're more likely to turn to God/religion for support to help them get through their problems and try to find newer perspectives to their respective situations compared to the society's position.

The benefits of religious involvement range from better physical and mental well-being to higher involvement in leisure activities, and from a better bond with their families to higher generosity and empathy. (Boswell, Kahana, & Dilworth, 2006; Lee, 2007; Wink, 2006, 2007).

Most of the researches done in this aspect were done in western perspective. There is a dearth of studies in the Indian context. Hence a need was felt to explore how spiritual and religious activities are related to happiness for elderlies. The current study focuses upon how the involvement in religious activities is related to mental well-being. The questions addressed were, including but not confined to, the following: does participating in leisure activities correlate with the happiness of older people? Is there a distinction between genders in the amount of satisfaction from religious activities? Is there any distinction at all in the well-being of people who practice spirituality and those who don't? And finally, whether a higher level of satisfaction is achieved or caused by a greater involvement in spiritual activities?

Objectives:

To see the impact of spirituality on the level of happiness and the subjective well-being in elders.

To know the relationship between happiness and subjective well being

Hypothesis:

1. There will be positive correlation between happiness and subjective wellbeing.
2. Happiness will be greater among those elderly people who practice spiritual activities.

Methodology:

The study is exploratory in nature. The sample for the present study consisted of 50 years old male adults. The respondents were above 70 years of age, both spouse alive residing in urban areas of Uttar Pradesh, India.

Independent variable: Involvement in Spiritual activity

Dependent variable: happiness and subjective well being

Constant variable: Elderly males of 70 years and above and belonging to the upper middle class homes, both spouses alive and children are not living with them.

The study comprises only males since many researches have indicated that as we get older our ambitions and expectations decline and there is no connection between the gender and the level of satisfaction derived as the age progresses, though women have a higher chance of being more expressive with their emotions. (Campbell et.al. 1976). Myers (1992) has shown that variables like age, gender, etc. account for less than 1% of the variation in people's subjective well-being. Very old people and men usually had higher levels of positivity and satisfaction with the lives they lived. Cachioni et al (2017) found that elderly people of more advanced ages and men had more satisfactory life and have positive feelings. Older people can readily take into account their development path, their commitment to the community and take greater efforts in pursuing their goal of self-efficiency and achieve excellence.

Measures:

Oxford Happiness questionnaire (Hills & Argyle, 2002) It is a 29 item questionnaire. A total score of the items are added to the reverse scored items. This total score is then divided by 29 which is the score of happiness.

Subjective Well-Being Inventory (Nagpal and Sell, 1993) measures how one feels about certain aspects of life. It can be scored by attributing the values of 3,2,1 to the positive items and 1,2,3 to the negative items. The scores are obtained in the range of 40-120.

Besides this few questions were asked by interviewing to ascertain the involvement in spiritual activities: Do you follow any religious ritual regularly? Do you do meditation/ go to sat-sang? Do you do charity regularly? Do you attend social gatherings often? Do you walk, exercise or do leisure activities regularly? Do you attend or participate in community/laughter clubs regularly?

Procedure:

Rapport was established and few questions were asked to ascertain whether the person was spiritual. Then questionnaires were conducted individually from 50 elderlies, Out of the 50, 25 elderly were highly practicing spiritual activity and 25 seldom follow spiritual activities.

Results and Analysis:

t test and pearson correlation was calculated between happiness and subjective well-being.

Table 1: mean and t values of happiness and subjective well-being

| | Happiness | | Subjective Well-Being | | t | Significance |
|--|-----------|-------|-----------------------|--------|-------|--------------|
| | Mean | SD | Mean | SD | | |
| High Involvement in Spiritual activities | 4.20 | 1.041 | 87 | 12.848 | 4.226 | .001 |
| Very low Involvement in Spiritual activities | 2.64 | 1.524 | 57.40 | 11.079 | 8.724 | .001 |

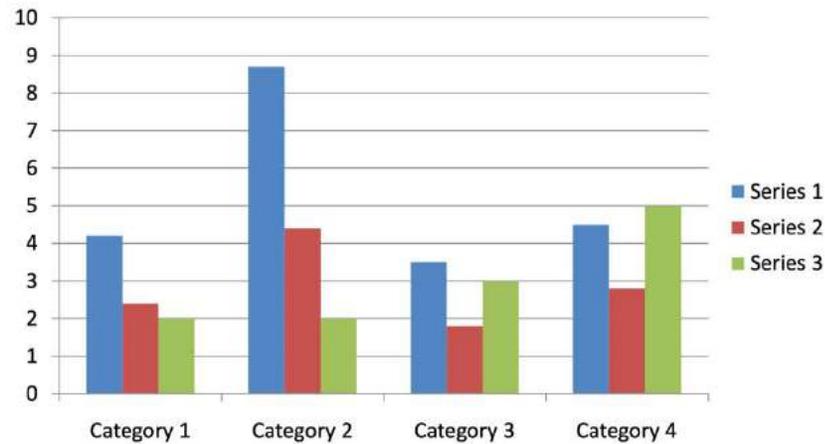


Table 2: Correlation in happiness and well-being

| N | r | Significance |
|----|------|--------------|
| 50 | .725 | < 0.01 |

Results clearly indicate that happiness level of elderly involved in spiritual activities is more than those elderly, not practicing spiritual activities. Elders exercising spiritual activities having more Subjective well-being than those having lower involvement in spiritual activities. There is a high correlation between happiness and subjective well-being (.725). Thus, hypothesis number 1 & 2 is accepted from the result of the present study.

Idler and Kasl (1997) reported that there is considerable proof indicating a positive relationship between spirituality and community support. Of the numerous peer-review exercised, 82% proved that the relationship was positive and no inverse relationship evidence was found.

Subjective Well-Being is dependent on life satisfaction and its effect. Life Satisfaction corresponds to one’s assessment of one’s life so far. One is content when there is little difference between the current and desired situation. the effect represents the emotional aspect of Subjective Well-Being. It comprises of both good moods and bad moods related to daily experiences. We feel happiest when we have the highest positive effect which on the other hand isn’t required for well-being. (Koenig, Kvale & Ferrel, 1998, Crabtree, Pelham, World Gallup Poll., (2009).

Religious coping mechanisms include strongly held beliefs which provide a sense of purpose and perspective to different hardships faced in life. Religion provides a different perspective to the world, portrays it in a positive sense with an all-powerful deity watching over them and listening prayers. These beliefs also give a strong sense of control over situations, viz. God can make anything possible, can be moved by prayers and rituals. Hence, these beliefs have the ability to influence cognitive appraisal of negative circumstances and portray them to be bearable when looked upon a second time with a newer mindset. The ones suffering from medical ailments, not physical impairments or mental illnesses, have more use of these beliefs as compared to the latter. (Koenig, Kvale & Ferrel, 1998)

Since religion persuades people and makes them do selfless deeds, it helps to provide them with happiness and a positive attitude as their attention is diverted from their own problems if even for a second. It also focuses upon values such as honesty, forgiveness, patience, etc. These help maintain relationships and if relationships are maintained, the person has a higher level of self-confidence and happiness.

The amount of exercise and physical activity also seems to be connected to spirituality. 37 studies take a look at this relationship. Amongst those, 68% reported positive relationship between the two. (Idler and Kasl, 1997)

Spiritual doctrines promote the development of virtues such as honesty, dependability, altruism, generosity, forgiveness, self-discipline, patience, humility, and other features that solidify relationships, thereby enhance happiness. Participation in a spiritual environment not only gives a higher chance of forming connections and practising altruism through selfless work, such as volunteering, but it also provides for a better flow of information regarding health, which might increase health maintenance (House, Landis, and Umberson, 1998). In a study on Italian sample Villani, Sorgente, Iannello & Antonietti (2019) found that subjective well-being has been positively affected by spirituality and it's not affected by the individual's religious status.

Thus, it's clear that spirituality has an important position in the lives of the elderly. Its significance is regardless of caste, colour, creed, religion or sex. Powerful thoughts guide them through lonely times and these thoughts arise out of spirituality/religiosity. The elderly felt that they had now realized that spirituality led them to understand various life challenges better by providing them a wider perspective about the realities of life through practices such as praying, helping others, etc which also made them more spiritual by connecting them to their maker in a way. They get everything in abundance be it wealth, education, wisdom, joy or true relationships.

These elderly people are simple to the core, noble and do not show off any identity, except love and affection. The reason could be that spirituality is subjective. Involvement in few religious or social activities is not the only factor for elder's happiness or well-being. Most of the participants were from middle class group and were having good bonding with their children who look after

them. Even if their children are not living with them but having greater closeness to family and friends. Few of them were involved in leisure activity talking with neighbours, visiting friends, socializing with other people, watching television, listening to the radio, playing cards.

Conclusion

It can be concluded that engagement in spiritual activities correlate with happiness and satisfaction with life of urban older adults. The level of happiness and subjective well-being is higher in elderly people who often practice spiritual activities than not practicing spiritual activities. Higher level of spirituality is associated with higher level of happiness and well-being among the elders.

Implications

The special part about this study is that it is making strides in the urban Indian culture. The results can be very helpful for policymakers and planner alike who emphasize on quality of life and mental health of those who're a bit more delicate and aged.

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ETHICAL ISSUES IN COUNSELLING

Anamika Misra

Ethics serve as a guide to moral daily living and helps us judge whether our behavior can be justified. **It** refers to society's sense of the right way of living our daily lives. It does this by establishing rules, principles, and values on which we can base our conduct.

Ethics are the set of moral principles that guide a person's behavior. These morals are shaped by social norms, cultural practices, and religious influences. Ethics reflect beliefs about what is right, what is wrong, what is just, what is unjust, what is good, and what is bad in terms of human behaviour. The role of ethics in our society is very important because it is the basic beliefs and standards that make everything run smoothly. Ethics are involved in all organizations and institutions around us whether it be political, medical, lawful, religious, or social. It is important for counsellors to be professionally ethical. ... Counsellors have a responsibility to the client to protect his or her information as much as possible. There are exceptions, such as when the client threatens to endanger themselves or others, so the client should be informed of them before sessions begin.

Ethical Issues In Counselling With Children And Adults

- Maintaining Boundaries. The most common ethical issue faced by mental health professionals is maintaining boundaries
- Professional Ability
- Personal Problems
- Maintaining Confidentiality
- Respecting Patient Differences
- Getting the Authorities Involved
- Maintain Their Role
- Maintaining Therapy

Ethics for Counselling, unifies and replaces all the earlier codes for counsellors, trainers and supervisors. It is intended to guide the practice of counselling and inform the practice of closely related roles that are delivered in association with counselling or as part of the infrastructure to deliver these services. Being ethically mindful and willing to be accountable for the ethical basis of practice are essential requirements of counsellor.

Values of Counselling

The fundamental values of counselling include a commitment to:

- Respecting human rights and dignity

- Protecting the safety of clients
- Ensuring the integrity of practitioner-client relationships
- Enhancing the quality of professional knowledge and its application
- Alleviating personal distress and suffering
- Fostering a sense of self that is meaningful to the person(s) concerned
- Increasing personal effectiveness
- Enhancing the quality of relationships between people
- Appreciating the variety of human experience and culture
- Striving for the fair and adequate provision of counselling and psychotherapy services

Values inform principles. They represent an important way of expressing a general ethical commitment that becomes more precisely defined and action-orientated when expressed as a principle.

Ethical Principles of Counselling

Principles direct attention to important ethical responsibilities. Each principle is described below and is followed by examples of good practice that have been developed in response to that principle.

Ethical decisions that are strongly supported by one or more of these principles without any contradiction from others may be regarded as reasonably well founded. However, counsellor will encounter circumstances in which it is impossible to reconcile all the applicable principles and choosing between principles may be required. A decision or course of action does not necessarily become unethical merely because it is contentious or other counsellor would have reached different conclusions in similar circumstances. A practitioner's obligation is to consider all the relevant circumstances with as much care as is reasonably possible and to be appropriately accountable for decisions made.

Being trustworthy: honouring the trust placed in the practitioner (also referred to as fidelity)

Being trustworthy is regarded as fundamental to understanding and resolving ethical issues. Counsellor who adopt this principle: act in accordance with the trust placed in them; strive to ensure that clients' expectations are ones that have reasonable prospects of being met; honour their agreements and promises; regard confidentiality as an obligation arising from the client's trust; restrict any disclosure of confidential information about clients to furthering the purposes for which it was originally disclosed.

Autonomy: respect for the client's right to be self-governing

This principle emphasises the importance of developing a client's ability to be self-directing within therapy and all aspects of life. Counsellor who respect their clients' autonomy: ensure accuracy in any advertising or information given in advance of services offered; seek freely given and adequately informed consent; emphasise the value of voluntary participation in the services being offered;

engage in explicit contracting in advance of any commitment by the client; protect privacy; protect confidentiality; normally make any disclosures of confidential information conditional on the consent of the person concerned; and inform the client in advance of foreseeable conflicts of interest or as soon as possible after such conflicts become apparent. The principle of autonomy opposes the manipulation of clients against their will, even for beneficial social ends.

Beneficence: a commitment to promoting the client's well-being

The principle of beneficence means acting in the best interests of the client based on professional assessment. It directs attention to working strictly within one's limits of competence and providing services on the basis of adequate training or experience. Ensuring that the client's best interests are achieved requires systematic monitoring of practice and outcomes by the best available means. It is considered important that research and systematic reflection inform practice. There is an obligation to use regular and on-going supervision to enhance the quality of the services provided and to commit to updating practice by continuing professional development. An obligation to act in the best interests of a client may become paramount when working with clients whose capacity for autonomy is diminished because of immaturity, lack of understanding, extreme distress, serious disturbance or other significant personal constraints.

Non-maleficence: a commitment to avoiding harm to the client

Non-maleficence involves: avoiding sexual, financial, and emotional or any other form of client exploitation; avoiding incompetence or malpractice; not providing services when unfit to do so due to illness, personal circumstances or intoxication. The practitioner has an ethical responsibility to strive to mitigate any harm caused to a client even when the harm is unavoidable or unintended. Holding appropriate insurance may assist in restitution. Counsellors have personal and professional responsibility to challenge, where appropriate, the incompetence or malpractice of others; and to contribute to any investigation and/or adjudication concerning professional practice which falls below that of a reasonably competent practitioner and/or risks bringing discredit upon the profession.

Justice: the fair and impartial treatment of all clients and the provision of adequate services

The principle of justice requires being just and fair to all clients and respecting their human rights and dignity. It directs attention to considering conscientiously any legal requirements and obligations, and remaining alert to potential conflicts between legal and ethical obligations. Justice in the distribution of services requires the ability to determine impartially the provision of services for clients and the allocation of services between clients. A commitment to fairness requires the ability to appreciate differences between people and to be committed to equality of opportunity, and avoiding discrimination against people or groups contrary to their legitimate personal or social characteristics. Counsellors have a duty to strive to ensure a fair provision of counselling and psychotherapy services, accessible and appropriate to the needs of potential clients.

Self-respect: fostering the practitioner's self-knowledge and care for self

The principle of self-respect means that the practitioner appropriately applies all the above principles as entitlements for self. This includes seeking counselling or therapy and other opportunities for personal development as required. There is an ethical responsibility to use supervision for appropriate personal and professional support and development, and to seek training and other opportunities for continuing professional development. Guarding against financial liabilities arising from work undertaken usually requires obtaining appropriate insurance. The principle of self-respect encourages active engagement in life-enhancing activities and relationships that are independent of relationships in counselling or psychotherapy.

Personal Moral Qualities

The counsellor's personal moral qualities are of the utmost importance to clients. Many of the personal qualities considered important in the provision of services have an ethical or moral component and are therefore considered as virtues or good personal qualities. It is inappropriate to prescribe that all counsellors possess these qualities, since it is fundamental that these personal qualities are deeply rooted in the person concerned and developed out of personal commitment rather than the requirement of an external authority. Personal qualities to which counsellors are strongly encouraged to aspire include:

Empathy: the ability to communicate understanding of another person's experience from that person's perspective.

Sincerity: a personal commitment to consistency between what is professed and what is done.

Integrity: commitment to being moral in dealings with others, personal straightforwardness, honesty and coherence.

Resilience: the capacity to work with the client's concerns without being personally diminished.

Respect: showing appropriate esteem to others and their understanding of themselves.

Humility: the ability to assess accurately and acknowledge one's own strengths and weaknesses.

Competence: the effective deployment of the skills and knowledge needed to do what is required.

Fairness: the consistent application of appropriate criteria to inform decisions and actions.

Wisdom: possession of sound judgement that informs practice.

Courage: the capacity to act in spite of known fears, risks and uncertainty.

Guidance on Good Practice in Counseling

In order to sustaining and advancing good practice, guidance on the essential elements of good practice has been written to take into account the changing circumstances in which counselling are now being delivered, in particular:

- changes in the range of issues and levels of need presented by clients
- the growth in levels of expertise available from counsellor with the expansion in the availability of training and consultative support/supervision

Clients vary in their requirements in order to communicate effectively and to gain access to services. Ethically aware services strive to meet these needs and to avoid excluding someone from receiving a service or lowering the quality of that service solely on the grounds of a client's learning difficulty or physical disability. Most work is undertaken face to face but there are also a growing number of telephone and online services. Some counsellors are moving between these different settings and modes of delivery during the course of their work and are therefore required to consider what constitutes good practice in different settings. All counsellors encounter the challenge of responding to the diversity of their clients and finding ways of working effectively with them.

Providing a Good Standard of Practice and Care

All clients are entitled to good standards of practice and care from their counsellor in counselling. Good standards of practice and care require professional competence; good relationships with clients and colleagues; and commitment to being ethically mindful through observance of professional ethics.

Keeping trust

- 1. The practice of counselling depends on gaining and honouring the trust of clients. Keeping trust requires:**
 - a. attentiveness to the quality of listening and respect offered to clients
 - b. culturally appropriate ways of communicating that are courteous and clear
 - c. respect for privacy and dignity
 - d. careful attention to client consent and confidentiality
2. Clients should be adequately informed about the nature of the services being offered. Counsellor should obtain adequately informed consent from their clients and respect a client's right to choose whether to continue or withdraw.
3. Counsellor should ensure that services are normally delivered on the basis of the client's explicit consent. Reliance on implicit consent is more vulnerable to misunderstandings and is best avoided unless there are sound reasons for doing so. Overriding a client's known wishes or consent is a serious matter that requires adequate and reasoned justification. Counsellor should be prepared to be readily accountable to clients, colleagues and this Association if they override a client's known wishes.
4. Situations in which clients pose a risk of causing serious harm to themselves or others are particularly challenging for the practitioner. These are situations in which the practitioner should be alert to the possibility of conflicting responsibilities between those concerning

their client, other people who may be significantly affected, and society generally. Resolving conflicting responsibilities may require due consideration of the context in which the service is being provided. Consultation with a supervisor or experienced practitioner is strongly recommended, whenever this would not cause undue delay. In all cases, the aim should be to ensure for the client a good quality of care that is as respectful of the client's capacity for self-determination and their trust as circumstances permit.

5. Working with young people requires specific ethical awareness and competence. The practitioner is required to consider and assess the balance between young people's dependence on adults and carers and their progressive development towards acting independently. Working with children and young people requires careful consideration of issues concerning their capacity to give consent to receiving any service independently of someone with parental responsibilities and the management of confidences disclosed by clients.

Good quality of care

6. Good quality of care requires competently delivered services that meet the client's needs by counsellor who are appropriately supported and accountable.
7. Counsellor should give careful consideration to the limitations of their training and experience and work within these limits, taking advantage of available professional support. Good practice involves clarifying and agreeing the rights and responsibilities of both the practitioner and client at appropriate points in their working relationship.
8. Keep appropriate records of their work with clients unless there are good and sufficient reasons for not keeping any records. All records should be accurate, respectful of clients and colleagues and protected from unauthorised disclosure. Any records should be kept securely and adequately protected from unauthorised intrusion or disclosure. Counsellor should take into account their responsibilities and their clients' rights under data protection legislation and any other legal requirements.

Respecting privacy and confidentiality

9. Respecting clients' privacy and confidentiality are fundamental requirements for keeping trust and respecting client autonomy. The professional management of confidentiality concerns the protection of personally identifiable and sensitive information from unauthorised disclosure. Disclosure may be authorised by client consent or the law. Any disclosures of client confidences should be undertaken in ways that best protect the client's trust and respect client autonomy.
10. Communications made on the basis of client consent do not constitute a breach of confidentiality. Client consent is the ethically preferred way of resolving any dilemmas over confidentiality.

Exceptional circumstances may prevent the counsellor from seeking client consent to a breach of confidence due to the urgency and seriousness of the situation, for example, preventing the client causing serious harm to self or others. In such circumstances the practitioner has an ethical responsibility to act in ways which balance the client's right to confidentiality against the need to communicate with others. Counsellor should expect to be ethically accountable for any breach of confidentiality.

Conclusion

The challenge of working ethically means that counsellor will inevitably encounter situations where there are competing obligations. In such situations it is tempting to retreat from all ethical analysis in order to escape a sense of what may appear to be unresolvable ethical tension. These ethics are intended to be of assistance in such circumstances by directing attention to the variety of ethical factors that may need to be taken into consideration and to alternative ways of approaching ethics that may prove more useful. No statement of ethics can totally alleviate the difficulty of making professional judgements in circumstances that may be constantly changing and full of uncertainties.

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HAPPINESS: QUEST OF LIFE

Aditi Agarwal

I guess Happiness is something which we all want in our life's. There's not any specific definition for it. Everyone have their main purpose in life to seek happiness, whether it is through religion, own car, own house and many more. We all seeking something better in life but have we just a minute sit and think it in way that what exactly makes us happy? What makes our life's meaningful? In today's world despite the fact that we have so much of technological advancements, we are always surrounded by, but still we are not as happy because we as a human always wanted something more and better then we actually have.

For example- A person getting promotion will temporary makes him happy but again after certain period of time he will again get de-motivated in his job.

A certain pay increment can certainly lift our mood happy but after a while will again rebound. What we really need to understand that Happiness is not something that happens. It cannot be obtain from buying latest technology or having a promotion, it is not something which you can buy because happiness doesn't depend upon outside events.

“The foolish man seeks Happiness in the distance.

The wise grows it under his feet.”

-James openhein

Our perceptions about lives are the outcome of many forces that shape our experience in life and leave's a powerful impact upon how we feel and see our life. In fact whether we are feeling happy or sad it depend upon us that how we perceive our situation, how much satisfied we are with what we have. There are no parameters through which you can measure your happiness.

Now we need to understand that what actually shapes our perception i.e our feelings of contentment which strongly influenced by constantly comparing ourselves to the others. We are always comparing ourselves from the others like someone more beautiful, more smarter, more wealthy and more successful. When we compare then not only we make ourselves de-motivated but also frustrated and unhappy. What we need to do is instead of comparing from others we need to focus on some other factors in life.

For example- having a good health, a good partner or surrounded by good friends with whom you are living a health life. If you have anyone of the factor in your life then it is a blessing. All these factors are the major source of happiness in life which one needs to cherish.

“Our capacity to draw happiness from aesthetic objects or material goods in fact seems critically dependent on our first satisfying a more important range of emotional or psychological needs, among them the need for understanding, for love, expression and respect.”

— *Alain De Botton*

Realizing your Inner Worth is closely linked with our happiness. What exactly your sense of self-worth is? Generally there are two type of people One who is wealthy, successful, surrounded by family and friends. If that person source of sense of worth is only material then as long his wealth is with him that person will be satisfied and happy because he has his sense of security but as the time comes and his fortune get vanished from his life that person will suffer because he doesn't know what else can make him happy.

Similarly another person is having same things in his life but still he is more warm, kind, caring and compassionate in life, then that person is always ready to help others in need. This feeling of compassion is one of the most important source of worth which gives him sense of dignity, so there will be less number of chance to fall in depression and suffer as compared to the first person. So such kind of value can help an individual to develop a inner sense of worth.

We can be happy in our daily life routine if we actually ask some relevant questions from ourselves like when we are about to take some decision then we can ask ourselves that Does this think really makes me happy?

That one simple question can change our life. Whenever you start doubting yourself start with asking why am I questioning my own abilities? What is the evidence of this thought ?We all face negative thinking but if recognize it and challenge that thinking then I'm sure we can make our life better and happy. Never try to stop your negative thinking rather always try to acknowledge your problem that's why it kept bothering you. Remember if you avoid your negative thinking it can be solution for the present but it will be going to create more worries and anxiety for the future.

Try to start with small things with harmony and sustainability.” Try to find happiness in little things”. These small steps in life will make you worthy, so do it with the determination.

“Happiness is a journey, not a destination.”

— *Alfred D. Souza*