RELATIONSHIP AND DIFFERENCES AMONG SOCIAL RELATIONSHIPS AND HAPPINESS OF INDIAN AND BHUTANESE SCHOOL CHILDREN: A CROSS-CULTURAL STUDY

Dissertation

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CERTIFICATE

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I hereby declare that work entitled, "**Relationship and differences among social relationships and happiness of Indian and Bhutanese school children: A cross-cultural study"** has been carried out by me under the supervision of Dr. Pankaj Shing, Associate Professor Department of Psychology, Lovely Professional University, Phagwara. No part of this dissertation has formed the basis for the award of any degree or fellowship previously.

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ABSTRACT

The present study examines relationship and differences among social relationships and happiness of Indian and Bhutanese children. Oxford Happiness Inventory and Social Relationship Scales were administered on 200 (100 males) and (100 females) secondary students (15-20 years of age). The result revealed that there is an association between happiness and social relationships ($p<.01$). Furthermore; Bhutanese students are happier ($p<.01$) and higher in social relationships ($p<.01$) than the Indian students. Females of Bhutanese respondents are found to be happier ($p<.01$) and higher in social relationships ($p<.01$) compared to the Indian females. Likewise, Bhutanese males are happier ($p<.01$) and higher in social relationships ($p<.01$) than the Indian males. However; result indicates that there is no gender difference in social relationship ($p>.05$) and happiness ($p>.05$)

Key terms: Happiness, Social relationship

CHAPTER ONE: INTRODUCTION TO SOCIAL RELATIONS AND HAPPINESS

1.1 Overview

An important collection of the study on the happiness and well-being has begun in contemporary years with intellectuals from diverse social-technical fields. The past three years have perceived a progress in the importance of happiness and well-being. The many studies use an idea of subjective well-being and happiness as the matters of their investigation, with an opening trend of educational works aiming at connections of happiness and social indicators.(Dolan et al. 2008) stated that "Researcher on happiness uses both the methodological approaches: qualitative and quantity. Quantitative studies pursue to evaluate happiness on a social level thru topography and period of times. On the other hand, qualitative studies take in other variables, like culture, personality, gender, emotion and try to search everyday experiences." (Dolan et al. 2008)

According to George Burns (2012) cheerful persons live longer and appreciate the superior worth of existence. They live their life at the greater degree, using their own gifts, skills, and talents to their own well-being and for the community and society as a whole. Furthermore, they are likely to be considerate and, add to the right backbone of the society's useful conducts. In turn, they are less inclined to experiences hopelessness, anxiety, stress, and resentment.

Thus, as consequences, delighted person hardly involve in doings of violence and damaging activities. Moreover, they like long lasting connection in the society by assisting the social resources and contribute values, rights, well-beings, and spiritual relationships. Unlike to unsatisfied individuals, the happier people are fewer burdens to health facilities and social welfare.

Significant demographic like age and gender also associates with the level of happiness. Many research show happiness deteriorate in initial adulthood, and rises later mid-adulthood. Apart from basic demographics, investigators have explored the consequence of culture on happiness and well-being level. In individualistic cultures, happiness is dependent on variables like individual accomplishment and self-worth, However, in collective cultures, happiness is well-defined in relations of the welfare of the collective group and interpersonal closeness.

Usefulness is one of the most leading matters in the economics of happiness and it is constantly connected to the notion that happiness is the final objective of all the human beings. This ideas have been put forwarded by the Philosopher, economist, and of course Aristotle the beginner

who saw happiness as the significant and the goal and aim of the life and finally a termination of the human survival.

Happiness is the final objective of human existence, some doesn't agree and perceive happiness as simply one of the component of decent being and discriminate other objectives as being more important. These are virtue, justices, sovereignty, friendship, faith and lack of discomfort.

According to Aristotle, learning to live a noble being and to be happy needs strength, time and loyalty like any other powers, as he verifies in his Nicomachean Ethics; "happiness is a practice, and skill that can be learned." For that reasons, philosopher and modern self-experts, life instructors, motivational presenters, and personal development professionals have a shared belief of training others about skills essential for happy, stable and prosperous life.

Current researcher have drawn their attention towards social indicators to check the social development to the happiness and well-being processes at national level to supplement the traditional economic measures like Gross Domestic Product (Hyman,2011). Following the example of Bhutan's Gross National Happiness, the UK has too established its own Evaluating National Well-being program.

Fortunately, more researchers in the field of positive psychology have imparted further about the state of happiness. Earlier the researcher focused on psychological being, abnormalities, and dysfunction regardless of happiness being the succeeding main life goal for most of the individuals, once our physical needs for foodstuff, accommodation, and healthiness have been met.

Although there are many contributors to the happiness, however, Burner's recent study asked, "What contributes to the top ten percent of the happy individual being happy?" "What are the keys to happiness for these people?" "The response was strong: the single-most variable was those very happy people had good social relationships with other people" followed by a sense of spirituality, and strengths. Another researcher also supported that "relationships are an important, and perhaps the most important, source of life satisfaction and emotional well-being"

Social relationships are a relationship between living organisms. A new scientific research proved that social relationships are essential for both physical and psychological status.

Having pleasant social relationships increases the happiness of the individuals and health as well. Emotion plays a vital role in both social relation and happiness. Positive emotion increases to the social relationship and happiness. On the contrary, negative emotion decreases the happiness and

the social relationships of an individual. According to Seligman (2002), "Contributor to the happiness is the quality of a person's social circle and its human nature for the people to pursue one" Therefore, this research would provide a complete study on a cross-cultural study, which would provide "relationship and associations between social relationships and happiness of Indian and Bhutanese Secondary school children."

1.2 Social Relationship

A social relationship is defined as "relationship between living organisms". A new scientific research proved that social relationships are essential for both physical and psychological status. Social relationships are also the key dimensions of the psychological development of any adolescent and the young adult.

Social relationships are crucial for everyone for support throughout life and considerable researchers confirm that engagement in pleasing social relationships is linked to improved physical and emotional health (Rook, 1998)

Social relationships are also the key dimensions of the psychological development of any adolescent and the young adult.

The recent research highlighted the social relationships roles in our physical health, the networking of our social structure, the quantity and the quality of social interactions and the support we receive from others, feelings of isolation and loneliness have been identified as predictors of health and well-being of the people.

Variables of social relationships are social support, social integration, and negative interactions. These variables are all connected with health consequences and each variable affect health through different mechanisms. Increasing more social support and social integration and reducing negative interaction would enhance the well-being of the people and as well as strengthen the social relationships. Older adult reported more satisfactions in social relationships than the younger adults. Older adult contributes to more positive social exchanges by minimising the negative actions by avoiding the conflicts and reciprocates with forgiveness than the younger adults do. Older adult also reports more experiencing positive emotions when interacting with a social partner with compared to a younger adult. The size of the social network decrease with increase in age because structure of their social networks to include only those that are most

rewarding, however, the interaction they have is rated satisfying and the social support and closeness they have remained the same throughout.

Social interactions can be a great source of happiness. The way we feel about life can be greatly affected by the type of social relationship and the interface we have with the people around us. The kind of close relationships we share with the community, keep us grounded which indeed rule our happiness and the feeling of a sense of closeness towards the part of a larger community. Interestingly, sometimes even our interactions with people we do not know give us a feeling of closeness and comfort which makes us believe that we are part of that larger community. When we are first introduced to that community, those interactions and that feeling of belongingness also increase our happiness.

People who are well-versed in the art of building strong and broad social relationships are much happier as compared to those who lack the capability. They live a healthier life and they are also believed to live longer. Close-knit relationships with one's family and beloved friends around provide love which gives meaning to life, which in turn morally support one's self-esteem thereby increasing the most important essence of self-worth. The sense of brotherhood and belongingness is interconnected by a broader network if only one has the ability to build the bridge of social network. In order to achieve the desired happiness, action has to be taken so as to reinforce our associations and build acquaintances.

Larson (1986) asked on casual occasions, about people's mood and found out that people were happiest with their friends, followed by family members, and least happy if they were alone.

Family tends to be the role model and socialising agent whose values, attitudes and manners are expected to be copied by their children in later life. If the family socialising agent has positive values and attitudes, children will follow the same in their later life and enhance social networking.

Social relationships with friends, relatives, and religious participations help in reducing the mortality rate in the older population. They receive better health information and get tangible help from others. Social relationships may be allied with the positive psychological state, such as feeling closeness and belonging as well as with useful neuroendocrine state that may inhibit ill effects of the stress, produce the feeling of the recreation and pleasure, and enrich the immune system response (Blazer, 1987).

Wider social and technologies changes bring a change in social relationships within the family, teacher, friends, relatives, classmates and strangers. Technologies changes enhance the social relationships as well disrupting the bond of people. Social network site is being used by the people to support personal ties and assumed to be growing the figure of friends that people have and strengthening connections amongst families, particularly who have been detached by migration. Nevertheless, the new media technologies are being accused for a decline in close, "genuine" ties and it also causes isolation and displacing, the collapse of community, destruction of family ethics and traditional modes of sociability (Nancy 2010).

Through the multiplying of technologies, there are positive as well negative consequences on social relationships. People would think that these technologies would be used to learn an understanding of other cultures, meet people all over the world, strengthen the family and friend relationships and help people to become more socially skilled. However, some technological progress causes people to be diverted, too stressed, and increasingly isolated. Several people are engaged in an ample number of relationships through technology; nonetheless, at times the quantity of these memories leaves people feeling largely void.

However, the current study showed that today most of the people devote online interaction with whom they were known previously to have strong bonds. In those cases, Kraut's claims, the results were confusing: Online linking reduces melancholy, decreases loneliness, and enhances the degree of social support, yet it does so by improving offline social relationships. Online communications, like offline ones, are more pleasing if they are with people with whom we have powerful bonds. They mean a lot less if they are with strangers. But most of the people use technologies to interact with previously known peoples. And that supports relationships grow stronger." Communication online has the same beneficial effects that communication offline would have if we already know people," (Kraut)

Hampton "I don't think it's people moving online, I think its people adding the digital mode of communication to already existing relationships" he convinced that wider use of social media and the internet facilities are bringing us nearer together by using both online and offline.

The theoretical viewpoint, the parts that men and women play in our culture are educated in the family and with the peers thus, emotions in gender variances are credited to the socialisation. The varieties of emotions were exhibited by both the male and female which are linked to the traditional gender roles. The emotions that women display were happiness, fear, warmth which is

the linked to the female traditional gender roles of social ties. In contrast men demonstrate aggressive and pride which are connected to the traditional males' parts for the defence, victory, and race with others. In this context, men are reluctant to express the happiness unlike women socialise and express (Brody & Hall, 1993)

Most of the people think that good health would be fostered by the abundance of positive emotion experienced in relationships than the negative one. However, it was argued that negative emotions are the basic part of the healthy social relationships (Gottman, 1992).

The emotion coaching parents see negative effects sometimes genuine and valuable because it provides an opportunity for teaching. Anger, sadness, fear are thus regarded as proper feelings, which convey information about the situation. The moment when a child is seen emotional, there is an interaction in parent- child relationship. On this juncture, the parent can play a vital role in responding to these feelings. By intervening, the bond between child and parent relationship increased.

1.2.1   Drawbacks of social relationships

Social relationships are the relation between the living organisms. There are many psychosocial factors which have direct or indirect impact on the relation. Amongst many, stress is the most hazardous which harms individual's health. Stress and depression in relationships donate to deprived health habits in children, adolescence, and adulthood. Stress donates to psychological suffering and physiological provocation by increasing heart rate and hypertension that can harm health through increasing wear and tear on physiological structures, and by leading people of all the ages to involve in corrupt conduct (e.g. food habit, heavy drinking, and smoking) in an effort to manage stress and lessen nasty stimulation (Kassel et al. 2003). Stress in relationship weakens a sense of individual regulation in the mental health. Thus, it is linked to the deterioration of physical health (Ross 2003).

It may appear that tense and disputed social dealings damages the health, on another hand, social bonds might have an unplanned harmful impact on health. For example, associations with risk-taking friends contribute to increasing indulging in unhealthy activities like consumption of alcohol, use of drugs, and having an obese friend enhances individuals obesity risk (Christakins et al. 2004). This social contamination of negative health behaviours functions through many ways. One significant tool is social norms. Drinking habits affect alcohol intake among the

young adults and friendships norms about dieting impact harmful weight control. Unsupportive social bonds may also present the hindrance to improving health behaviours and outcomes.

Caring for one's social relations may include individual's health charge. For instance, providing care to sick and impaired spouse or family member cause stresses that deteriorate the health of the caregiver. Moreover, the recipient of care may be negatively affected by interpersonal dealings with stressed caregivers (Bediako et al. (2004). Middle adulthood, mainly women; have many responsibilities besides household's chores. The women have the roles of raising children, caring for spouses, and looking after ageing parents (Spain 1996).

1.2.2   Social Correlates and Predictors of Happiness

Parents: Parents are usually the first person in the world, to whom an innocent child may learn to trust heartedly. The study indicated that variables linked to the parents are connected with the well-being of the children. Children's well-being is linked with parental style (Suldo & Huebner) and young adult's assessments of their relationships with their parents forecast their happiness (Chebg, 2000) the association between intimacy to parents and children happiness was not affected by the divorce of the parents. Closeness to stepfather was also interrelated with the happiness of young adults. However the regularity of interaction with parents was less. (Amato1994) The types of parenting style play a role in the social relation and happiness. Authoritative parenting style foresees the happiness in 15 to 35 years old (Furnham & Cheng, 2000) Nevertheless, the aid of the parents-children connections to the children's happiness may vary for the children when equated to adolescents since children observe their relation with their parents contrarily than adults. Young children notice that their relationships with parents as more supportive, caring, less opposed, equal, open and vice-versa to the adult. (Furman & Buhrmester 1992) next to parents lies the family member for whom a child holds a high regard. Thus parents and families play the most important role in shaping a child's future. Thus the relationship between parent and child is the most important relationship over the course of their lifespan.

Siblings: Siblings Company and sex are both associated with happiness. Generally, the male's adults report a greater degree of happiness if they were the first born child than the last child. (Allred & Poduska 1988) Happiness is insignificantly linked with having brother for male sibling and significantly associated with having brothers for female siblings (Furnham & Brewin 1990) Nevertheless, the support of sibling connections to happiness might vary for early childhood to

adolescent because younger children see their relationships with siblings as giving more fights and being more penetrating (Furman & Buhrmester 1992) Social development of the child is hard at home as most siblings are younger or older and the comparison and rivalry among siblings are usual (Rubin et al. 2009). The relationship among siblings changes in the voyage through childhood and adolescence. Most of the siblings have clearly reported that they have less or no conflict in their later adolescence.

Friends: are the most strongest circle of social relationships, counting interactions with friends, donate to happiness (Argyle 2001) college students who were very happy were highly sociable, had strong social relationships, and spent less time alone (Diener & Seligman 2002). Correspondingly, the foremost forecasters of happiness in old age was their social relationships including their friendships (Lyubomirsky et al. 2006) Having a stable relationship with friends contribute to happiness, openness, which is linked with friendship and social activity. Friendship creates life-long and deep impact in one's life (Santrock, 2010). Friendship is a dynamic relationship, a mutual understanding that appeals insight of a being like a magical boon which can be obtained by observing the types of exchanges that occurred between the two bringing happiness worthwhile in one's life.

Teachers: Maintaining a favorable relationship with teachers is yet another crucial essence as a person's academic excellence highly correlates with it. Teacher-students' relationship is the important factor for students' academic excellence and has positive and long-lasting implications for social development. Merely improving teacher-students' relationships for the sake, does not guarantee achievement. However, those students who have close, positive and supportive relationships with their teachers are believed to attain higher levels of achievement but those students with more conflict in their relationships lack achievement.Peers/classmates: Peers are associated with a powerful "socialisation agents," who contributes more than the collective influences of family members, school, and vicinity around the child. Their influence impact either negatively or positively in an individual's adolescent stage which is the most crucial juncture in a person's walk of life. Thus social interaction with peer plays a greater role in the adjustment of the emotional and cognitive wellbeing of a person. The study proposes that positive relationships with peers uphold the happiness. However, negative social communication may reduce happiness and social interaction as well. Negative involvement with others, such as having a fight, bullied, abused is associated with a decline in happiness. Furthermore, early

childhood who were the victim of bullied view themselves as less happy, less popular and land up with fewer friendships (Slee & Rigby 1993) Social refusal and loneliness may lessen the happiness of an individual. The reason for declining the happiness may be self-thinking as socially excluded that are more negative when they interact with their peers (Underwood 1983)

Strangers: having interaction with the unknown people gives us the sense that we are the part of larger community. It brings us the sense of belongings. Sometimes when we meet unknown people, but still we feel connected like our own family and bring the closeness for longer duration and bond of relationship increases.

Relatives: relatives are consists of uncles, aunties, grandparents. They are equally important in one's life. They fill up the gap whenever there is important work. Mostly, relatives help during the particular occasion like rituals and sickness. If one is having good relationships with the relatives, there is a high chance of getting more support.

1.3 Happiness

Happiness is defined as an enduring emotional state of being happy and positive lasting state that includes optimistic feeling, peace, and active pleasure and happiness. Happiness is described by some as a feeling of satisfaction when one's physical, emotional, psychological, logical, and mystical needs have been contented. It is a long-term, inner feeling. When one is happy, they practice a feeling of extreme desire and an insightful lasting sense of satisfaction and competency. Other emotions linked with happiness are pleasure, joy, ecstasy, celebration, and love.

Happiness is a state of mind where a person feels that life is good. You live in the present world and you have great pleasure in all the resources, and attractive stuffs that life has to deal with. You practice an exceptional worth of well-being; one that is produced from the credit that you can sufficiently and innovatively achieve everything that life has to offer. When happy, understand your inner self and respond to your requirements rather than what others wish of you. It is broadly accepted today that happiness is much pursed after by everyone and that it is indeed what makes our lives meaningful.

Psychologists have defined "happiness as a combination of life satisfaction and the relative frequency of positive and negative effect."

Aristotle, "Happiness cannot be achieved until the end of one's life. Hence it is a goal and not a temporary state"

According to Aristotle, two kinds of happiness: Hedonic and Eudemonic. Hedonic is something related to the pleasure activities like having fun with friends and good meal or movie. It is short-term and fleeting kind of happiness. Eudemonic is something thing related to the less pleasure activities in daily lives by providing the sense of fulfillment in the long run. Activities such as raising the child, pursuing career goals are linked with it. However, for Aristotle, final aim is the happiness or the aim that comprise the whole of one's life. It is not like a pleasurable sensation neither fades within an hour nor gain within a days. It is the final value of one's life that can measure or assess how healthy you have survived up to your complete potential as human being. For this reason, one cannot make any statements about whether one has been a happy life till it is ended.

Aristotle claims that "nearly everyone would agree that happiness is the end which meets all these requirements. It is easy enough to see that we desire money, pleasure, and honor only because we believe that these goods will make us happy. It seems that all other goods are a mean towards obtaining happiness, while happiness is always an end in itself. For Aristotle, Friendship is one of the most important merits in reaching the goal of happiness.

Though diverse categories of companionship we establish, the uppermost is one that is built on virtue. This kind of the companionship is built between the people irrespective of helpfulness and pleasure. Aristotle calls it a "complete sort of friendship between people who are good and alike in virtue" (Nicomachean Ethics, 1156b07-08). This sort of companionship is life-long and difficult to develop. Moreover, these types of people are inflexible to come by and it takes a hard time to get a worthy friendship. Nevertheless, Aristotle claims that friendship substitutes honesty and integrity and values it greatly and none of the individual can survive without friends.

Argyle (1987) confirmed that happiness is closely related to the health and health is considered to be one of the sources of happiness. Likewise, he submitted that happiness might cause health and healthy people are happy and that happy people are healthy. Additionally, Veenhoven (1989) projected that health is raise by the happiness. He further advocated that even health is not supported by the happiness however; it does lessen the illness of the people.

The pursuit of happiness differs amongst the people of different culture. Culture affects gender social relationships. Some cultures restrict women having social relationships out of the family.

Those who follow collectivist culture their subject well-being increases. Since the social support and relationships are a continuous predictor of subject well-being. In contrast, individualistic culture compromised social support and high expectation may lead to dissatisfaction. Eventually, negatively traits may lead to the anxiety and depression.

Anson et al. (1993) did the study on happiness and result found that men were happier than the women and informed that there is a gender differences in happiness. In contrast, Lu et al. (1997) found that men were less happy than the women by general measures of happiness. Likewise, Gerdtham and Johansson (2001) by using categorical questions about life satisfaction, explored that women were happier that the men.

On contrary, Seligman (2002) submitted that there is no gender difference in happiness. However, he claimed that women are sadder and happier than the men. Furthermore he added that women's happiness is hardened by sorrow that offers to the lack of differences in happiness between women and men. There was no study done on the happiness on gender differences during adolescence. Nevertheless, result of the adult study found that no gender differences in happiness. Mugford and Lally (1981) used one item of questionnaire and found that no gender differences in happiness. Likewise, George et al. (1981) used physiological indicators of happiness and stated that no gender differences in happiness. Furthermore, Francis (1996) and Kousha (2002) used Oxford Happiness Inventory and direct question found that there were no gender differences.

Mihaly and Hunter (2006) conducted the study on happiness in everyday life for the adolescent. Some specific events are linked with varying degrees of happiness.

School events are negatively linked with the happiness of the children and labeled as below average. However, social and leisure activities are highly significant and labeled as above average. Furthermore, the study also indicated that happiness is rated the highest level when they are with their friends and on contrary, happiness is rated the lowest level of the students when they were alone. Result also indicated that students who spend more time on social and school activities were happier than those who spend less. Surprisingly, students spending more time on pleasure reading reports lower level of the happiness. Finally, students who were sociable, proud, exited and having flow in the life are the strongest analyst of the happiness.

According to Ricard (2010) "Happiness does not come simply because we wish it to, or because we pray for it. It is not a gift that chance bestows upon us and a reversal of fortune takes back. Happiness is a skill that requires effort and time"

In line to above statement, says that happiness is not innate nor it comes from wish or prays, rather it requires one's own effort and time to achieve. There is no particular stage in the life course to learn the happiness skill. If one has effort and determination it will achieve at any stages. We believe that happiness is relative. Some considered that having more materialistic things would be their happiness and for others, happiness is spiritual growth and moral values. For some people, happiness is having more money, but for other money is unhappiness. Well-being is not the same for all people or all nations. Happiness also depends on the stages of life. The recent research revealed that young people are happier than the adult people.

Likewise, people from different countries must be having their own perspective of happiness. The way of living styles, physical environmental, geographical locations and the climatic condition that they are having also affects the happiness and social relation. People of developed countries happiness are dissimilar to underdeveloped countries. And we cannot say that people of developed countries are happier than the least developed countries or vice-versa.

People have a notion that people in the developed countries are happier than the people in the underdeveloped countries but, it is not always true. The reason is that in underdeveloped countries, people enjoy happiness on fulfilling their basic needs. On the other hand, an advanced nation always looks for materialistic pleasure that invites more satisfying human greed's and instant gratification which is totally against to Aristotle's conception of the happiness.

Whereas people in poor countries can find joy, inner peace, moral satisfaction and gratitude that often are not available to the citizen of the developed countries. This clearly signifies that happiness differs from one another depending on the places and society's that they are living.

According to Deaton (2010) Time and money are both limited source that people believe would bring them greater happiness. Although, maximum people choose money over time, having more time is associated with greater happiness and satisfaction in life. On other hand, Rentfrow (2015) reported that relationship between money and happiness is insignificant. However, recent findings suggested that money can indeed increase the happiness if it is used in the right way. Individual differences play a significant role in determining the right way of spending money to increase well-being.

Happiness is not the concern of individual; rather it is a rising recognition of governments focused goal over Gross National Happiness than Gross Domestic Product.

Among the individual governments, Bhutan has proposed Happiness as the most fundamental goal of human progress and initiated the concept of the Gross National Happiness. The concept denotes that sustainable progress should take a complete approach towards an idea of growth and provide equal significance to the non-economic aspect of well-being. Non-economic aspects include psychological well-being, Health, Education, Time use, Culture Diversity, Good Governance, Community Vitality, Ecological Diversity, Resilience, and Living Standards. The domains represent each of the components of the well-being of the Bhutanese people.

1.3.1 Theories of happiness

Theory is the set of the concepts and principles. There are three traditional theories of happiness. First, there is Hedonism Theory. It holds that happiness is a matter of raw subjective feeling happy life enhances a feeling of happiness and decreases pain.

Desire Theory holds that happiness is a matter of getting what you want. It incorporates Hedonism when things we want are more of pleasure and less pain. It holds that fulfillment of desire contributes to one's happiness irrespective of the amount of pleasure. Its ultimate goal is to achieve their wants, despite being having less pleasure and more pain.

The last theory is objective list Theory. It holds that happiness comprises of human life that accomplishes certain things from a list of valuable pursuit: such list might include career activities, relationship, liberty from disease and pain, material comfort, civil spirit, beauty, education, love, knowledge, and good conscience.

According to Seligman, the father of positive psychology, there are three different kinds of Happiness: The pleasant life, the good life, and the meaning full life. The first two are more of subjective and the last one is objective and more worth than pleasure and desire. The pleasant life is happiness in pleasure sense and good life is happiness in desire sense and meaningful life is in the objective sense. To have authentic Happiness combines all three traditional theories.

1.3.2 Approaches to Happiness

Approaches means the methods used in dealing with particular things. Different approaches to happiness are related to different types of well-being

Mindful Training: is a secular program with roots in ancient philosophical traditions, which focuses on awareness of moment-to-moment experiences, in the mind, in the body, and in our immediate physical and social surroundings. Mindfulness is not just another positive psychology or well-being intervention it is foundational to all other approaches. According to Seligman, there are three approaches:

Pleasant life: consists of having as many pleasures as possible and skills to increase the pleasures. If an individual maximizes positive emotion and minimizes the negative emotions, then he or she is living a pleasurable life.

Engaged life: Comes through deep engagement, using one's strengths and virtues in activities that one finds challenging and rewarding. Those who live an active life always seem to look for accomplishment that may bring a smooth flow of activities.

Meaningful life: consists of using one's strengths in the service of something that one belief is larger than self. An individual leading a meaningful life is the one who belongs to an elite entity and he or she will surely serve something beyond, something bigger than himself. These contributions to the larger units could be in the field of religion, community, country, or even ideas.

1.3.3   Factors affecting the happiness

Extrinsic: where the desire to achieve the goal results in external rewards, such as the desired opinion of another, acquiring physical objects wealth and medals.

Financial success: financial success has an association with happiness. Those who are financially successful do not mean that they are happy in their life. Some study has shown happiness comes before than financial success.

Physical attractiveness: people who are having good physical attractiveness are happier than those who are less physically attractive. Moreover, they will have more social relationships.

Social fame/popularity: popular people are not always happy, unlike ordinary. Their desire for fame and recognitions never fulfilled. They spend their whole life chasing an illusion.

Intrinsic: Where the desire to achieve the goals results in an intrinsically satisfying result, such as a sense of fulfilment, meaningfulness.

Emotional intimacy: Intimacy requires learning to live with the totality of another person without becoming reactive. If the person emotional is unstable, there is a chance of having less happiness.

 Community service: doing things for others, whether it is unplanned or regular volunteering boosts our happiness as well others. The people we help may be family, friends, colleagues, and strangers.

 Personal growth: each and every one of us has set a goal for our personal growth. If our growth fulfils the set goals, it increases our happiness and if it does not, it decreases the happiness.

1.4 The Impact of Culture and Religion in Social Relations and Happiness

Bhutanese Culture and Religion: Bhutanese culture and religion is a state in transition and the social structure of the country can be described as traditional, however the country is now slowly opening up to the outside world and political, social and cultural changes are a result of this development. The historical evolution of Bhutan provides a manifestation of considerable and complex transitions through which contemporary Bhutanese policy has come into being. It is religious, political and ethnic institutions had been uniquely secured through historical process, which shaped the typical Bhutanese personality in which a clear separation between spiritual and temporal realms is not recognized (Ramakant1996:12)". Traditional values based on this historical evolution are playing still a significant role in Bhutanese society, and these values are marked as said before on respect for all sentient being and non-domination of men on nature and gender.

According to Tashi Wangay (2001) " traditional values have largely been shaped by Buddhist culture and these values are comprehensive as they include the conduct of an individual's relationships, to the natural environment, interpersonal relationships, and addresses issues of individual self- discipline."

Social relationships in Bhutan men and women are marked by gender unique in South Asia. Bhutan accords the same legal rights to both men and women, and there is no significant difference in gender discrimination. Social relationships between men and women were harmonious and that gender relations were marked by a remarkable equality (Choden et al 1998)

In Buddhism, there is no male creator and the main aim in Buddhism is to reach enlightenment for all sentient beings. The Bhutanese and Buddhist view enlightenment, a higher level of

consciousness or Y. Thinley "Enlightenment is blossoming of happiness. It is made more probable by consciously creating a harmonious psychological, social, and economic environment. Within Bhutanese culture, inner spiritual development is as prominent a focus as external material development. This follows from an original meaning of development in Bhutanese context in which development men at enlightenment of the individual (Lyonpo Jigmi Y.Thinley, 1999:17)

Lifestyles of the Bhutanese were influenced by the Buddhist philosophy. As a result, it shows a common goal of every Bhutanese despite possessing different cultural background. The unique in culture symbolizes unity and national identity. The livelihoods of the Bhutanese people were influenced by the principles of the Buddhist teachings included the Four Noble Truths, the Noble Eightfold path, Refuge in Three Jewels, the Five Precepts and the Three Marks of Conditioned Existence. Moreover, development philosophy of Bhutan is based on four pillars of Gross National Happiness (GNH). They are; preservation and promotion of culture, conservation of the environment, sustainable socio-economic development and good governance. Any developmental activities that harm and affect the culture are not considered as development.

The cultural preservation became the main pillar of Gross National Happiness (GNH), as it provides a holistic approach to growth based on the concept that happiness requires spiritual development as well as material development. It is believed that people's well-being can be best be achieved by promoting the development of spiritual and cultural values simultaneously with initiatives oriented towards economic growth. Thus, GNH is acting umbrella that shelters all aspects of Bhutanese life. Developmental philosophy of Bhutan is based on Gross National Happiness. The Gross National Happiness (GNH) and Buddhist's principles are two common desire and shared value of the country. Without the incorporation of Buddhist philosophy, Gross National Happiness cannot be practised by each and every citizen of Bhutan. Any developmental activities against to the GNH are not considered as a development agenda. This clearly indicates that Bhutanese development philosophy is based on the principle of Buddhism that looks for the happiness, intention never to harm others, the desire to help and support those around us, and to remain satisfied with ones' life.

In order to make harmonious society, the government ensures whatever policies are taken into account be it national, regional, and local, various dimension; diverse cultures, age groups, genders, occupations, and families should be taken into an account. This is because social

relationship and happiness of the people need to address physically and emotionally. It is through the GNH as development model aims to generate a situation or environment with which every citizen will have a fair of finding happiness in the society. Thus, it gives us clear indication that happiness and social relationship were culturally and socially engrave in the Bhutanese since ancient period onwards.

Indian Culture and Religion: The India culture can be stated as covering humanity, tolerance, unity, and secularism. Thus being a land of rich culture and heritages India has unique cultural diversity in many aspects of the life such as languages, religions, dances, music, dress code, architecture, and food and customs differ from place to place within the country. These varieties of the cultures provided the intellectual development evolved out of the physical and mental training in the course of the ages in a country.

Historically, Indian cultures can be traced back to the great Epics, the Mahabharata, and the sacred text; the Bhagavad-Gita teaches the Indians survival only in term of quality of life. It also provides a framework of values to make the Indian culture well-ground.

Religion and culture of India play a vital role in social relationships. India was the births place of the religions such Buddhism, Hinduism, Jainism, and Sikhism. Among them, Buddhism, Hinduism, and Jainism originated from old age almost five thousand years back. It is here in India Hinduism was originated from Vedas and later their holy scripture has been scripted in the sacred Sanskrit language. It is also believed that Jainism has an ancient origin and their existence was in the Indus Valley. Buddhism is another religion which originated in India by Lord Buddha after his teaching. Muslim and Christianity were brought in India later by the Arabs and European who ruled here for almost four centuries. However, Sikhism is founded in the Punjab during the 15th century AD by Guru Nanak Dev. Thus, the existence of difference religions through the ages till date reflects that people of each religion here peacefully by getting together without affecting their rituals and beliefs.

It clearly indicates that main drive in the Indian tradition had been on refinement of materialistic things and human being to achieve wellbeing. The meditation practice and forms of yoga were meant for keeping away from growing pleasure. Spiritual development implies ones expanding consciousness seer which encourage developing positive traits. Fostering positive traits is the way to developed personal wellbeing and collective wellbeing

Almost majority of the population in India follow Hindu religion. The festivals generally celebrate occasions from Hinduism, bringing divine themes and rejoicing aspects of human relations, such as the sister brother-hood connection Raksha-Bandhan festival. The same festival sometimes marks different days and celebrations incorporates regional & local themes, a reunion of the family, annual rituals, and dinner, where more people brings together and increases the social relationships. India has a prevalent tradition of joint family system, where parents, children, the children's spouses and their off-spring live together to have more social support.

1.5 Objectives and Hypotheses

❖ To examine the association between happiness and a social relationship

❖ To compare the level of Happiness, Social relationship between Indian and Bhutanese participants

❖ To investigate the differences between male and female participants in connection to their level of happiness and social relationship

❖ To study the differences between Indian and Bhutanese males with regard to their Happiness and Social relationship

❖ To study the differences level of the Happiness and Social Relationship between Indian and Bhutanese female

Hypotheses

❖ There is no association between Happiness and Social Relationships

❖ There is no difference in happiness and social relationship between Bhutanese and Indian

❖ There is no difference between Indian and Bhutanese males with regards to their social relationship

❖ There is no difference between Indian and Bhutanese female with regards to their Social Relationship.

❖ There is no difference between Indian and Bhutanese males with regards to Happiness.

❖ There is no difference between Indian and Bhutanese females with regards to Happiness.

1.6 Research Methodology

1.6.1 Procedures

The research started by selecting a random sample of secondary students. After their consent two scales were presented to them i.e. Social Relationship Scale and Oxford Happiness Inventory. Instructions were given to subjects before filling the questionnaires and their queries were answered before they started. Both the scales were filled by participants within a time period of 25-30 minutes. After scoring, data was computed through SPSS 16, on Pearson Product Moment Correlation and the t-test for independent means.

1.6.2 Sample sizes

Total 200 participants were selected randomly from Samtse Higher Secondary School, Samtse District, Bhutan, and Guru Nanak Public School, Ludhiana, Punjab, India. All the subjects ranged between the ages 15 to 20.

1.6.3 Tools

1. *Social Relationships scale*: Social Relationships scale (SRS) is a 35-item scale developed by Pardeep Kumar, Faheem Nabi and Neha Thakur (2016) to measure the social relationships.
2. *Oxford Happiness Inventory (Argyle, 2001)* this is 29-items scale developed by Argyle (2001). The tool measures the following components of happiness like achievement and satisfaction, vigor and health and enjoyment. The scale has a test-retest reliability coefficient of 0.90.

1.6.4 Statistical Techniques

The following statistical techniques will be used to analyse the data

❖ Mean
❖ Standard deviation
❖ Correlations
❖ Student-t-test

1.7 Scope of the study

The scope of this study claims to assess the social relationships and happiness between Indian and Bhutanese secondary students, Thus, it focuses on the assessment of only secondary students and not all the categories of students in general. As the study was limited to only secondary students and therefore, the overall findings cannot be generalize due to the number of factors associated to it. Factors are: time, money, and other resources, rather it will give insight to the incoming researcher who intends to carry out investigation on the same area especially assessing the happiness and social relationships as whole and other related area of the study. The application of this study also can be available for students or researcher so as to shape their objectives for future research work on assessing the happiness and social relationship level.

1.8 Literature Review

Literature review is a text of scholarly papers, which includes the current knowledge including practical findings, as well as theoretical and methodological contributions to a particular topic. This section presents a critical outlook of the existing literature published in journals, records, books, and websites. In this review an effort is made to document some of the related

Works conducted on Social relationships and happiness. The review of literature is arranged into three units.

Section 1 reviews the literature related to the associations of Happiness and Social Relationship

Section 2 reviews the literature pertinent to the level of happiness and social relationships

Section 3 reviews the literature pertinent to happiness and social relationships differences between male and female.

Section **1** reviews the literature related to the associations of Happiness and Social Relationship Diener, Horwitz and Emmons (1985) had done the study on happiness of very wealthy people in America. In total there were 200 participants. The 100 participants were from the list of wealthiest American and 100 respondents were from the poorest. The outcome of the research indicated that neither the wealthiest group nor the poorest group accepted that money was major source of happiness. Furthermore, it was found that the wealthy group revealed that self-esteem and self-actualization were more important than the psychological and security needs.

Many researchers revealed that social relationships have positive effect on health in general, particularly in reducing mortality rate on elderly people. The participants were from the elderly aged 70 and above. The longitudinal study method was used. Five scales assembled from relationships questions asked in the survey are connected to respondent mortality over a four years follow up using multiple logistic regressions. The result revealed that positive relationships seems to reduce mortality rate; going to church, engaged in volunteering work, meeting friends and talking with them over phone. However, helping relationships and house-holds and kin relationships do not seem to decrease the risk of elderly mortality rate (Eward, 1993).

Diener and Myers (1995) did a research on self-esteem and happiness on 621 superannuated workers' ages ranging from 51 to 95. The result showed that self-esteem and happiness were positively interrelated. Daily knowledge, happy persons inclined to sense good about themselves, and people who lack self-worth are mostly doomed. Furthermore, the result also revealed that some of the predictors for both the happiness and self-esteem. The mood variable traits, social relationships, are the predictors for the happiness. On contrast, motivation and implications for the happiness were discussed.

The teacher-child relationship and children's early adjustment to school environment were examined on three different types of the teacher-child relationships; closeness, dependency, and conflict. The result indicated that dependency in the teacher-child relationship appeared as strong correlation with school adjustment problems, together with the worse academic presentation, more bad school attitudes, and least positive engagement with the school environment. Furthermore, teacher evaluated fight was related with teacher's ratings of children's school liking, school avoidance, self-directedness, and cooperative participation in the classroom. Likewise, teacher-child closeness was significantly interrelated with children's academic performance, as well as teacher's ratings of school liking and self-directedness (Birch & Ladd, 1997).

A relative study has been prepared by the positive moods derived from leisure and their relationship to happiness and personality. Amongst all, they took four common leisure activities: sport, church, watching TV, and music. Samples were collected from 275 people aged ranged from 18 to 82. The Oxford Happiness Inventory and Eysenck Personality Questionnaire were used to collect the data. Result found that all activities were important causes of positive moods. Furthermore, factor analysis presented that all comprises a positive social element, as well as a

factor distinctive of each activity. However, the short exercise and extraversion personality seemed to result in increased in happiness (Hills & Argyle, 1998).

The longitudinal study was done on personality effects on social relationships. The study was conducted on 132 students for 18 months. Big Five factors of personality, the sub-factors Sociability, and shyness and all significant social relationships were measured constantly. Diaries were maintained for important social exchanges. After the first correlation between personality and relationships quality was controlled for, Extraversion and its sub factors; agreeableness and conscientiousness forecast aspect of relationships such as a number of peer relationships such as fights with peers, and failing in love. In contrast, relationship qualities did not predict personality traits (Jens & Susanee, 1998).

Mihaly and Hunter (2003) did research on everyday happiness in an adolescent. They used sampling method data drawn from a national sample of American youth. The study examined the ecological influences as well behavior that associates to individual happiness. The result showed that happiness differs considerably both day of week and time of the day. Moreover, specific events are related with fluctuating scores of happiness. School events level below average score in happiness, while social, active and passive relaxation deeds are above average. Likewise, being with friends correlates positively and being alone scored the lowest level of happiness. Besides, students spending more time in social activities found to be happier than those who were involved in less social activities. Amazingly, students who spend more time on pleasure reading report lower levels of happiness.

The study explored on the impact of economics variables and individual specific on life satisfaction. The macro-economic variables they used were: GDP per capita, inflation, unemployment and Gini coefficient that evaluate the effect of revenue disparity on satisfaction. They investigated both transition and non-transition countries in the periods 1999-2002. The result reveled that in the transition ones, inflation, GDP per capita had positive impact; however, the Gini coefficient shows negative impact. The unemployment variable is not statistically significant (Sanfey and Tekson, 2005).

The study was conducted on 275 Japanese under grade students to find the associations between optimism and social relationships. Revised life orientation test and interpersonal relationships inventory were used to collect the scores. The result confirmed that ratings for optimism were

absolutely linked with those for social support and negatively connected with those for personal fight (Katsunori, 2006).

Pempek, Yermolayeva, and Calvert (2009) investigated college student's social networking experiences on Facebook. The sample sizes for the study were 92 college students. They were asked to maintain a dairy to measure every day activities for a week and reported daily time used and activities worksheet to evaluate their use of Facebook. The follow up survey was done at the end of the week. The result found that students use Facebook almost 30 minutes a day as a part of a day-to-day routine. They conversed on Facebook using one to various styles, in which they were authors and broadcasting content to their friends. They also spent more time seeing the content of Facebook than really posting the content. Facebook was used most often for social interaction; mostly with friends with whom the students had already had connection.

The research explored the Positive and Negative of Happiness and Life Satisfaction. The study was conducted on 254 undergraduates' students of technology. The sample comprised of 29 female and 225 males, aged 17 to 27. Satisfaction with life scale, self-reporting questionnaire was used to measure the satisfaction with life in general. The outcome of the study was that concept of the positive affect; happiness and life satisfaction were considerably positively correlated. Negative affect found an insignificantly correlated with happiness and life satisfaction (Singh & Jha, 2008).

Spence et al. (2008) demonstrated the training in mindfulness enhances the effects of other interventions, such as coaching and cognitive behavioral therapy. The training showed that, Mindfulness training was well-being interferences and initial approaches to the well-being. The result also confirmed that mindfulness training had more advantages, since it focuses on the awareness of moment to moment experiences in the body, mind and the social surroundings.

Schiffrin and Nelson (2008) investigated the relationship between perceived stress and happiness. All the people have a Common faith about the need to reduce stress is to achieve happiness. Nevertheless, the study on the relationship between positive and negative touch was confusing. The researcher found that they are hypnotized as independent magnitudes, but the result found that opposite linked between happiness and stress. This study tests the link between perceived stress and happiness amongst 100 college students to decide if the inverse relationship exists. The result concluded that connection between happiness and perceived stress was major signifying that there was an inverse relationship between these variables.

Algoe et al. (2010) did the study on significance of emotion for the development of established and new relationships. They did the observational method study on the development of a relationship between younger and elder sisters of the college. Younger sisters had just joined the college, while elder sisters had been there for a year. During younger sister's week, the big sisters secretly amazed their younger sisters and younger sister's gratitude was assessed in the first week. They found a relation between younger sister's experience gratitude and gratefulness of the bond with their big sisters. After a month, the younger sister's gratitude foresaw the quality of the association and the amount of the time spent together was reported by the elder sister. The result was emotional experiences shaped the course of the relationship.

The study was based on two measurements of the parent; School relationships, parental school involvement and parent's perceptions of teacher responsiveness to the child were studied in the pre-kindergarten classroom. Children's academic results and social relationships were evaluated individually in the spring and fall. Hierarchical linear modelling analysis method was used. The findings showed that parental positively expected child's social skills and mathematics skills and negatively expected badly-behaved behavior. Result also observed teacher responsiveness to child was positively linked to children's primary readings and social skills and negatively to delinquent conduct (Powell, Son, File & Juan 2010).

The particular study was attempted to investigate the association amongst social and academic achievement objective and the path to happiness. The samples were drawn from 132 university students by using consent demographic form, and three questionnaires. The result indicated that one's route to the happiness was linked to the academic and social achievement goal of the respondents (Walker, Tina & Rachel 2012).

The study examined support associations with teachers, parents, and peers in relation to motivation in the school activities like; school and class related interest, academic objective and social goal pursuit, the relation of observed support from parents, teachers, and peers to student motivation varied depending on the bases of support and motivational outcome. The total respondents were 167 from the sixth-grade students. The outcome revealed that peer support was a positive predictor of prosaically goal pursuit; teacher support was the positive forecaster of both types of interest. Parents support was the positive judge of the school-linked interest and goal orientations. Support from parents and peer also correlated to interest in school indirectly in a negative relation with emotion distress (Wetzel, 2013).

Salary and Shaieri (2013) explored a relationship between happiness and dimension of psychosis, Neurosis, and personality Extraversion. The study collected 150 data from university students by using Eysenck Personality Questionnaire (EPQ, 1985) with 48 statements and Oxford Happiness scale. Result revealed that positive and significant relationship between happiness and weird behavior. The negative and insignificant relationship between happiness and mental behavior was revealed. Eventually, the relationship between happiness and personality psychosis was irrelevant or no significant. But, Extraversion is allied with improved happiness.

The study examined the impact of online social networking use on linking and connecting social relationships as well as on social capital effect. The work investigated how the self-system of users of the social website Facebook (Self-system contains; self-efficacy, self-assertion, social presence, and self-esteem) and the amount of usage influenced on the above cited social relationships and social capital impact. The data were collected from 360 people from the face-book users. The outcome concluded that Facebook user's self-system played a significant part in the development of linking and connecting social relationships importantly. Furthermore, the study also revealed that Facebook users' self-system facilitated the relationship between connecting and linking public interactions and social investment effects (Chang-Hyun Jin, 2015).

Fisher, Reynolds, and Sheehan (2015) examined the impact of adaptableness, social skills, and study skills on teacher interactions of students with externalizing behaviors. Respondent was the fifth grader with sample 418 and fifty-four teachers. Teacher-student Relationships Scale for teacher and Behavioral Assessment System for Children-Teacher Rating Scales for children to provide information on student relationships students' level of externalizing conduct, adaptability, social skills, and study skills. The result found that adaptability, social skills, and study skills were the significant characteristic that donates to all teacher-student relationship. Nevertheless, social skills add more positively to teacher-student who displays externalizing behaviors.

The relation among happiness and social relationships in the children and their parents were investigated. The total number of 432 students aged ranging from 9 to 12 years. Self-rating scales, parent's ratings, and the happiness and satisfaction subscale from Piers-Harris Children's Self-Concept Scale were used to assess children's happiness. Piers-Harris scale and questionnaires were grouped into two positives (Family and friends) and two negative classes (peers and behaving badly with others) given to the children and their parents to assess children's

social relation. The investigation found that change in children's happiness was moderately cause for the positive social interaction involved family and friends. Likewise, negative social interaction also described the differences in children's happiness including adverse relation with peers and behaving severely towards others. The result also revealed that children are often mean to others and create problems for the family. However, having number of siblings, parent's age, material status of parents was not at all linked to the happiness of the children (Holder & Coleman, 2015).

In section one reviews focused on the associations of personality, wealth/money, every day activities, technology, social isolation, and social support with the happiness and social relationships. Connection between happiness and personality psychosis was irrelevant or no significant. But, Extraversion is allied with improved happiness. Wealth or money considered as major sources of happiness. However study found that money have negatively correlation with the happiness. Daily activities like talking to friends, going to church have positive association with the health and reduce the mortality rate in the older age. Nevertheless, social isolation and less social support have negatively significant with happiness and social relationships. Furthermore, wider use of technology system played an important part in the development of connecting and bonding social relationships profoundly. The study also revealed that Facebook users' self- system facilitated the relationship between bridging and bonding social relationships and social investment effects.

Section 2: reviews the literature pertinent to the level of happiness and social relationships

There is strong indication that frequency of the social relationships of the women decreased towards the second half of the life. The reasons given were the variation in the personal networks is associations with social losses due to expired of partner, illness, and expired of other network members (Lang & Christense, 1998).Furthermore, some researcher made an accurate verification that elder people maintain significant and emotional close ties until tenth and eleventh decades of the life (Wagner, Schutze, and Lang 1999; Bowling & Browne 1991).

Cicirelli (1994) conducted the research on how siblings' relationships play an important role not only in the family life but by influencing the way that family functions within society. The result found that older siblings do have a considerable effect on little sibling's cognitive, social and emotional development. They may take a role as a teacher, counselor without being any responsibilities.

Furman et al. (1985) confirmed the hypothesis that children would report diverse social-network memberships offer different social requirements, by doing research on children's perceptions of the personal relationships in their social networks. The participants were from fifth and sixth grade white children with the total sample of 199.The scale used were completed network of relationships inventories, which measured ten abilities of relations with mothers, fathers, siblings, grandparents, friends, and teachers. The result concluded that mother and fathers were turned to most frequently for love and affections, enrichment of worth, the wisdom of trustworthy assistance, and influential support. Then to parents, grandparents were turned to most regularly for affection and development of value, and teachers were turned to most often for contributory service. Friends were the extreme sources of the company, and friends and mothers acknowledged the peak rankings of closeness. The fight was observed as happening most often in siblings relationships. It also reported that most contented and significant relationship with father and mothers.

Larson et al. (1986) did the study on the people who have one or more close friendships appear to be happier. They asked on casual occasions about their mood and found out that people were happiest with their friends, followed by family members, and least happy if they were alone. People who have more social networking seem to be more satisfied than those are leading alone life.

Seligman (2002) did the research on intrapersonal factors, on "Relationship and Happiness". They found that marital quality is stronger correlates of happiness than marital status, the quality of friendship is more important than their number, and psychological consequences of positive emotions are moderated by attachment orientation.

Vander and Mclaren (2004) did the study on social relationships as predictors of depression and suicidal ideation in older adults. The particular study measured the human connected variables such as marital status, social support and sense of belonging as predictors of depression and suicidal ideation in older adults. Social Support Subscale of the Coping Resources Inventory, The Sense of Belonging Instrument, Zung Depression Inventory and Suicide Subscale of the General Health Questionnaire were used. The sample size was 110 older adults of 76 years. The result revealed that less social support was linked to higher level of depression and suicidal ideation and it also advised that improving social support resources in older adults could reduce the depression and suicidal ideation.

Luong et al. (2011) examine why older adults usually report the higher level of satisfaction with their social relationships than younger adults and positive relation with age. The study integrates activities by older adults that donate to more positive social skills and the role changes in social. Next, by contacts processes between older with their social partners. The study concluded that older adults involved in approaches that enhanced positive social involvements and decreased negative ones by avoiding fights, and social partners are countered by giving older adults more positive and greater forgiveness than they do younger adults.

Namkee et al. (2017) had done research on reciprocal effect between health and social support in older relationships with their children and friends. They did the longitudinal study from 206-2010. They focused on three aspect of social support; frequency of contact, positive interaction and negative interaction. Result found that older adults' poor health was associated with the decrease contact with friends and negative interaction with their elder children and friends.

In section two, reviews discussed on level of happiness and social relationships with regard to health, studies regularly show that individuals with the lowest level of participation in social relationships are more likely to die than those with greater involvement (House et al.1988) depression and social support, Social support may have indirect effects on health through improved mental health, by decreasing the effect of stress, and depression, by nurturing a wisdom of significance and purpose in life. Children relationship with family, mother and fathers were turned to most frequently for love and affections, enrichment of worth, the wisdom of trustworthy assistance, and influential support. Healthy people, good social support, good parent children relationships show significant level of relationships with happiness and social relationships. Nevertheless, people with less social support and social isolation were linked to higher level of depression and suicidal ideation.

Section 3 reviews the literature pertinent to happiness and social relationships differences between male and female.

The research was done on Social Participation and happiness in Aging by using longitudinal study methods for the periods of four years. Data were collected from 60 adult women. They used an affect balance scale and nine measures of socially relevant activities, including three measures of media use, three interpersonal interactions, and three of activities in voluntary association. The study analyzed direct associations between social activities and happiness. The

outcome of the study indicated that increased in the social activities were associated with the happiness and decrease in social activities was linked to unhappiness (Graney, 1975)

Morrison, Hislop, Mears and Lisa (1991) examined impact of social relationships on survival for women with breast cancer. The data were collected from 133 women through mailed questionnaires. A multivariate method was used to study predictors of survival. The result revealed that two clinical factors, pathologic nodal status and clinical stage of disease were significantly linked with survival. Furthermore, the result also confirmed that the significant number of supportive friends, helpful persons and women social settings within the friends and work outside the home was statistically significant.

George et al. (1996) studied on gender differences in happiness. The data were collected from ten males and females by using physiological indicators of happiness. The result confirmed that there was no gender difference in happiness.

The study assessed the gender dissimilarities through a series of relationships disturb the psychological functioning of men and women differently. The samples were collected from national panel survey. The data provided the consistent outcome that women's and men's relationships fluctuation. The study confirmed that there was less proof for the theoretical claims that women were more psychologically reactive than men to the quality of their relationships. Supportive relationships were linked with the low degree of psychological distress, whereas edgy relationships were allied to high levels of distress for both the women and men. However, if women had less social participation than man, they would show even higher levels of unhappiness comparative to men (James, 1996).

Lu et al. (1997) conducted a study on gender differences in happiness in Taiwan by using General Measure of happiness. The sample sizes of the study were 494 adults, ranging ages from 18 to 56. The result revealed that men were less happy than the women

The longitudinal study for the period of six years informed that there were no gender differences in happiness by using the Oxford Happiness Inventory. The data was collected from the 170,000 individuals in 16 nations (Francis, 1998).

Categorical question about life satisfaction was used to measure the gender differences in happiness. The data were collected from 5000 Swedish adults, ages 18 to76. The result found that there was gender difference in happiness and women were happier than men (Gerdtham & Johannesson, 2001).

In this research, the relationship between peers, adolescent's individual characteristic, parents, and adolescent different attitudes and manners were investigated. They have conducted on 121 families by using social learning view point and data. The result concluded that older deviating siblings had the strongest effects on adolescent deviance and deviant peers also played a significant part. Positive family relationships, parental support, and discipline consistency and adult regulation of adolescents were linked negatively to adolescent deviant behaviors. It does not affect ethnicity, race, family structure, or the quality of the sibling relationships. Nevertheless, adolescent who had deviant brother inclined to be affected most negatively (Monika, Laurie, 2002).

Misra et al. (2003) studied the associations amongst four variables; life stress, Social support, Academic stressors, and reactions to stressor on 143 international students in the United States. Structural equation modeling was used to evaluate the relationships. The outcome found that insignificant differences in academic and life stressors by gender. Nevertheless, women showed higher reactions to stress or than the male. The Higher degree of academic stressors was projected by the higher level of individual life stress and less social support. Greater academic stressor anticipated higher reactions to a stressor.

The study was conducted to find the gender differences between happiness and several health variables, such as health status, clinical health, and wellness, in an early adolescent. The sample comprised of 151 boys and girls who were in the seventh and eighth standard. The result found that there were no gender differences in happiness between boys and girls. However, the positive association was found between happiness and health variables (Mahon & Yarcheski, 2005).

Heejung, Sherman, & Deborah, (2006) surveyed culture differences in seeking the social support and social relationships in collectivist and individualistic cultures. The study was conducted on American, Asian, and European. The study was divided into three sections. The study one showed that Asian and American from a collectivist culture seek less social support and found support seeking is less effective than European American from individualistic culture. Study two showed that European Americans willingness to sought support as not affected by the relationship priming, whereas Asian Americans were willing to sought less support when relationship primed was nearer to self. Study three duplicated the result of study two and found that the inclination to sought support and assume social support to be useful as linked to concerns about relationships.

Wolfers and Stevenson (2009) explored on change in women's happiness over a periods of time. They examined statistics from numerous large-scale surveys that have measured the over-all well-being of Americans and Europeans from 1972.The study showed that women's happiness levels had dropped over time in each survey. To identify the causes for the deterioration of happiness, they viewed past issues which had been connected to unhappiness in women, such as income, marital status, number of children, and educational level. However, none of these could be the reason for the change. For that they did interviews with the social scientist, along with other research suggested constructive suggestion. The suggested factor was over workload. Nevertheless, Wolfer was not satisfied with one simple social phenomenon to explain their result. Coontz claimed that quantity of the works was not the reasons that makes women unhappy thus, extra pressure to retain strong social bonds at work and home. Furthermore, Wolfers added social isolation could be also of the factors that contributed to the decline of happiness in women.

Veenhoven (2012) did research whether the social development will enhance to human happiness and more so than economic development. For this claims, he did an analysis of 141current nations. Social development is measured using five indices of social development: Civic activism, participation voluntary association, harmony among groups, harmony among the individuals and gender equity. Average happiness in the nation is measured using the response to the survey question on life satisfaction. The assessment was done across the nation in 2010 and analysis of change from 1990-2010 shows diverse effects. The result showed that Civic activism and gender equality seem to add a bit to happiness than economic growth. Social development is associated with clashes between individuals rather goes together with less happiness. Some works well, some do not and some do not affect happiness at all.

David, Sandra, Robert, and Johanna (2013) have done study on the social net-works of women in o offensive relationships with those of non-offensive women. They compared the settings and the size of social network. The subjects were from primary clinics that informed abuse within the previous month, and demographically matched group of women from non-abusive relationships. The participants completed a social networks analysis, and matched social net-works of abused with non-abused women. The result revealed that women in abused relationships were smaller in size; however, they are competent in their ability to reach their members than those of non-

abused women. Furthermore, women in abused relationships had less social interactions, and provided more support than they received.

Onemu (2014) mentioned that gender differences in social relationships are well recorded in psychology. Umberson et al. (1996) also suggest that men and women differ on social relationships. However, they contradicted the view that, on the quality of their relationships, women are psychologically more reactive than men.

Kumar et al. (2016) have done study on roles and connections of social relationships with stress, adjustment and homesickness amongst university students. The sample size was 279 aged between 17 to 25 years. They have used three scales; Social relationships Scale, Perceived Stress Scale and College Adjustment. The result confirmed that there is no significant gender and locality differences on the measures of social relationships, stress, adjustment, and homesickness. Furthermore, result also indicated that students having nuclear families are significantly high on over all social relationships unlike having joint families. Likewise, result also found significant positive associations between social relationships and adjustment. However, overall adjustment shows a strong negative relationship with homesickness.

In section three, reviews discussed on gender differences on happiness and social relationships with regard to abused women versus non-abused women, social roles and social relationships associations with stress, adjustment and homesick. The research found that abused women's relationships were smaller in size, however, efficient in their ability to reach their member. Gender equity and gender social support adds positive significant to happiness than economic growth. Furthermore, some of the factors that decline women happiness in the recent years were also discussed. Few factors found by the study were workload and social isolation, which shows insignificant to the happiness and social relationships of the women. Likewise, the study found no significant gender and locality differences on the measures of social relationships, stress, adjustment, and homesickness.

CHAPTER THREE: RESULTS AND DISCUSSION

2.1 Result

Result and Discussion chapter presents the statistical analysis on obtained data. The analysis is interpreted in accordance with the objectives framed for the study. Logical interpretation is based on the statistical indexes available after analyses. Distribution of different characteristics of sample and understanding of variables are only possible through results of analysis and relevant discussion by the investigator. The current study also anaylsed the gathered data with percentage, mean, and SD, Correlations and t-test statistics to bring out the trends inside the responses of the respondents in two countries. Findings are shown in graphs and tabulation.

Table 1: Demographic Details of the Sample (N= 200)

Gender		Age (Mean)	Total
Females	100		200
Males	100	17.95 years	
Country		Percentage	
Bhutan	100	50%	200
India	100	50%	
Family Type		Percentage	
Nuclear	138	69%	200
Joint	62	31%	

Table 1 represents the demographic information of the respondents (N-200). The sample is divided into three categories. They are gender, country and family types. As shown in the table the average age for the whole sample is 17.95 years. The total sample is collected from two countries: Bhutan and India, which is further divided into 50 males and 50 females respectively, which make a total of 200. The variable gender was also taken equally that is 100 males and 100 females. The majorities of the respondents are from nuclear family type (69%) and followed by the joint family (31%). This reveals that traditional family system is no more interested in the modern society rather they prefer to live nuclear family type.

Table 2 shows the correlation between happiness and social relationships.

	Correlation Coefficient	Sig. (2 tailed)
SRS and Happiness Correlation coefficient	.454	.01**

** Correlation is significant at the 0.01 level (2 tailed)

The above Table 2 shows the correlation between happiness and social relationships. The correlation is statistically significant with the p-value of the Pearson coefficient of correlation (r-0.454, p<.01) which is less than 5% level of significance.

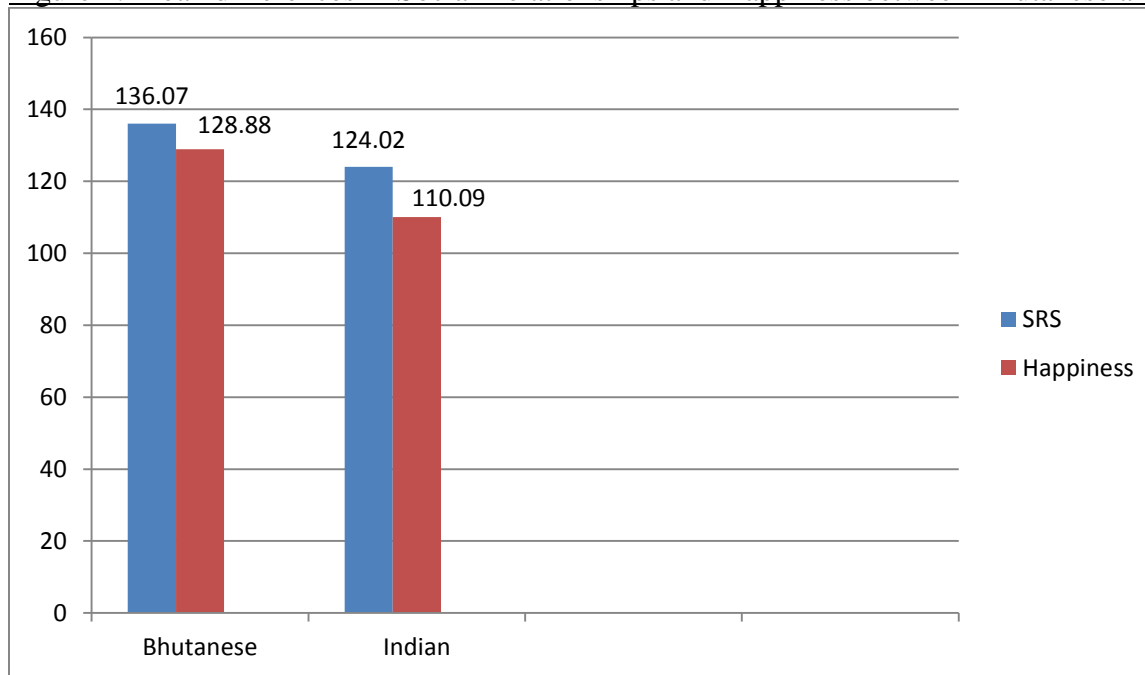Table 3: Differences in Social Relationships and Happiness between Bhutanese and Indians

Variables	Country	N	Mean	Std. Deviation	Mean differences	t-Value	Sig. (2 tailed)
SRS	Bhutanese	100	136.07	9.85	12.05	6.58	.000**
	Indian	100	124.02	15.43			
Happiness	Bhutanese	100	128.88	9.76	18.79	10.87	.000**
	Indian	100	110.09	14.25			

** Significant at 0.01 level of significance

Table 3 shows the differences in social relationships and happiness between Bhutanese and Indian. The mean score of the Bhutanese in case of Social Relationships is 136.07 with the standard deviation of 9.85 and the mean score of Indian is 124.02 with the standard deviations of 15.43. The mean difference is 12.05. The t-value is 6.58 which is significant (p<.01)

The Happiness mean score is 128.88 for Bhutanese with the standard deviations of 9.76 and for Indian mean score is 110.09 with the standard deviation of 14.25. The mean difference is 18.79.The t-value is 10.87 which is significant (p<.01)

Figure 1: Mean differences in Social Relationships and Happiness between Bhutanese and Indian

The graph represents the mean differences in social relationships and happiness between Bhutanese and Indian males. The graph clearly depicts that Bhutanese are higher in social relationships and happiness as compared to the Indian males with the mean differences 12.05 and 18.79 respectively.

Table 4: Gender differences in Social Relationships and Happiness

Variables	Gender	N	Mean	Std. Deviation	Mean difference	t-Value	Sig. (2 tailed)
SRS	Females	100	128.77	14.74	3.32	-1.26	.207
	Males	100	131.32	13.71			
Happiness	Females	100	120.78	16.85	2.59	1.19	.235
	Males	100	118.19	13.76			

**Significant at 0.01 level of significant

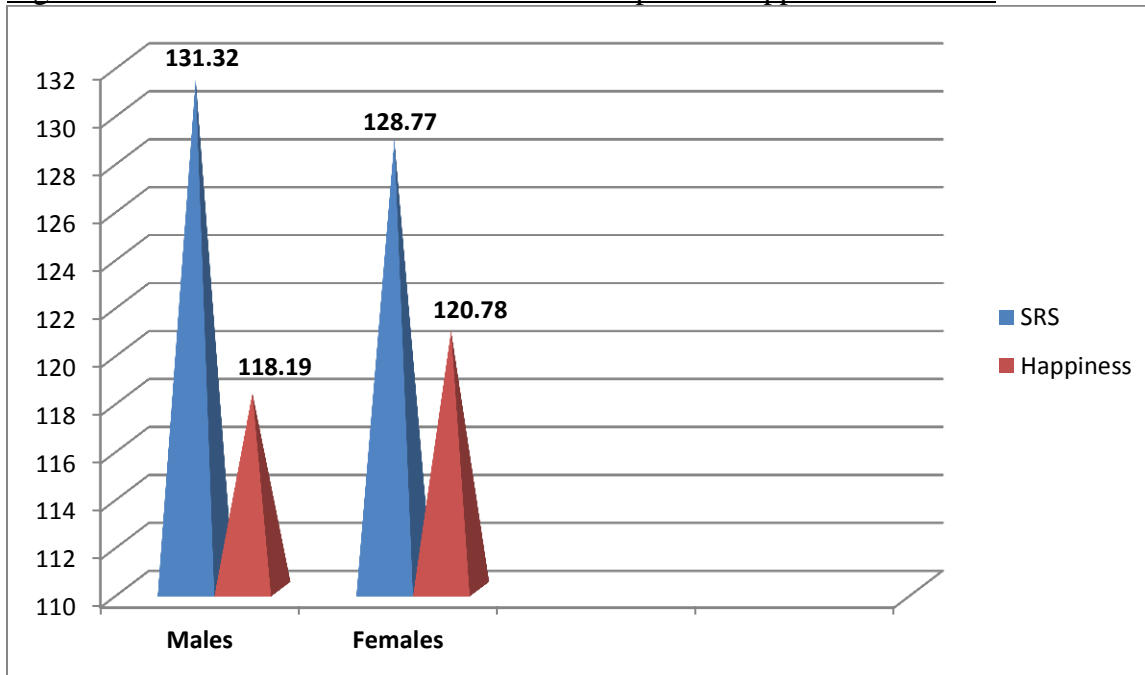Figure 2: Mean Differences in Social Relationships and Happiness in Gender

Table 4 shows the gender differences in social relationships and happiness. The mean score of females in case of social relationship is 128.77 with the standard deviations of 14.74 and mean score of males is 131.32 with the standard deviations of 13.71. The mean difference is 3.32.The t-value is -1.26 which is not significant (p>.05)

 The mean score of happiness for female is 120.78 with the standard deviation 16.85 and the mean score of male is 131.32 with the standard deviation of 13.71. The mean difference is 2.59 .The t-value is 1.19 which is not significant (p>.05)

The graph displays mean differences in social relationship and happiness in gender. Though it shows some differences in mean on the graph, however it is not statically significant.

Table 5: Differences in Social Relationships and Happiness between Bhutanese males and Indian males

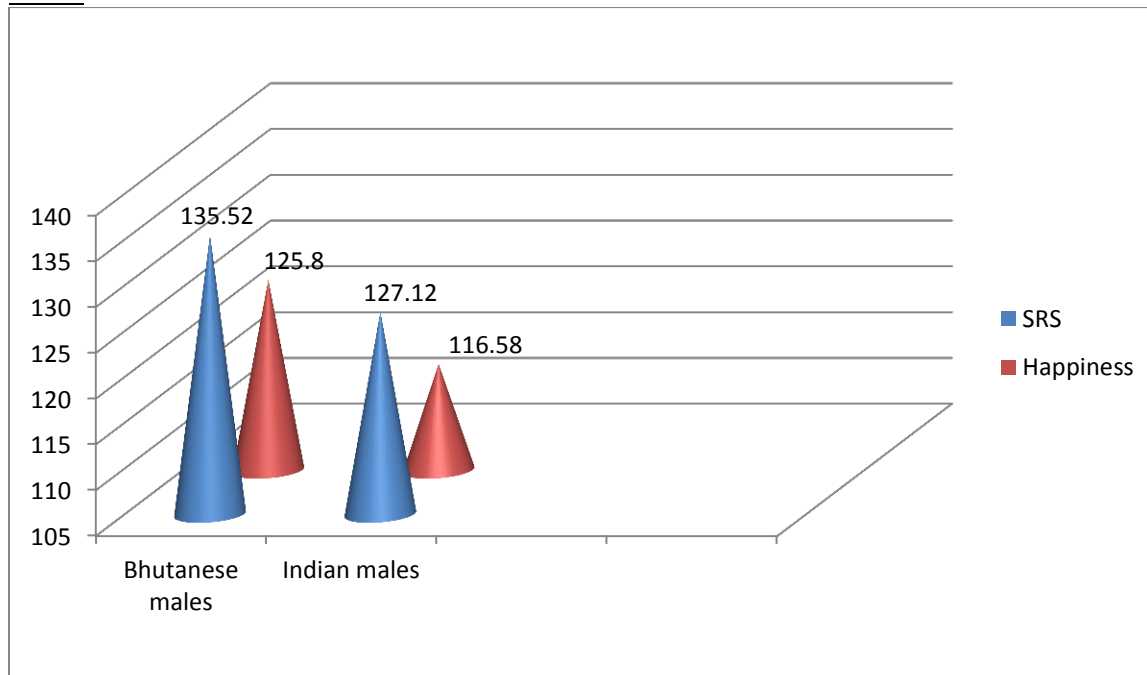| Variables	Males	N	Mean	Std. Deviation	Mean difference	t-Value	Sig. (2 tailed)
SRS	Bhutanese males	50	135.52	9.35	8.4	3.20	.002
	Indian males	50	127.12	16.01			
Happiness	Bhutanese males	50	125.80	10.08	9.22	5.45	.000

	Indian Males	50	116.58	13.84			

**Significant at 0.01 level of significant

Above table 5 shows the differences in social relationships and happiness between Indian and Bhutanese males. The mean scores of Bhutanese males in social relationship is 135.52 with the standard deviation 9.35 and Indian males mean score is 127.12 with the standard deviation 16.01. The mean difference is 8.4. The t-value is 3.20 which is significant (p<.01)

The mean score of Bhutanese males in happiness is 125.80 with the standard deviation 10.08 and Indian mean score is 116.58 with the standard deviation 16.01.The mean difference is 9.22. The t-value is 5.45 which is significant (P<.01).

Figure 3: Mean Differences in Social Relationship and Happiness between Bhutanese and Indian males

The graph illustrates the mean differences in social relationships and happiness between Bhutanese and Indian males. It is clearly shown that Bhutanese males are higher on social relationships and happiness than Indian males.

Table 6: Differences in Social Relationships and Happiness between Bhutanese and Indian females

Variables	Females	N	Mean	Std. Deviation	Mean difference	t-Value	Sig. (2 tailed)
SRS	Bhutanese females	50	136.62	10.39	15.69	6.27	.000**
	Indian females	50	120.93	14.32			
Happiness	Bhutanese females	50	132.96	7.96	24.36	10.13	.000**
	Indian females	50	108.60	14.62			

**Significant at 0.01 level of significant

The Table 6 shows the differences in social relationship and happiness between Bhutanese and Indian females. The mean score of Bhutanese females in Social relationships is 136.62 with the standard deviation of 10.39 and mean score for Indian females is 120.93 with the standard deviation of 14.32. The mean difference is 15.69. The t-value is 6.27 which is significant ($p<.01$)

The mean score of happiness for the Bhutanese females is 132.96 with the standard deviation 7.96 and mean score of Indian females is 108.60 with the standard deviation of 14.62. The mean difference is 24.36. The t-value is 10.13 which is significant ($p<.01$).

Figure 4: Mean Difference in Social Relationships and Happiness between Bhutanese and Indian females
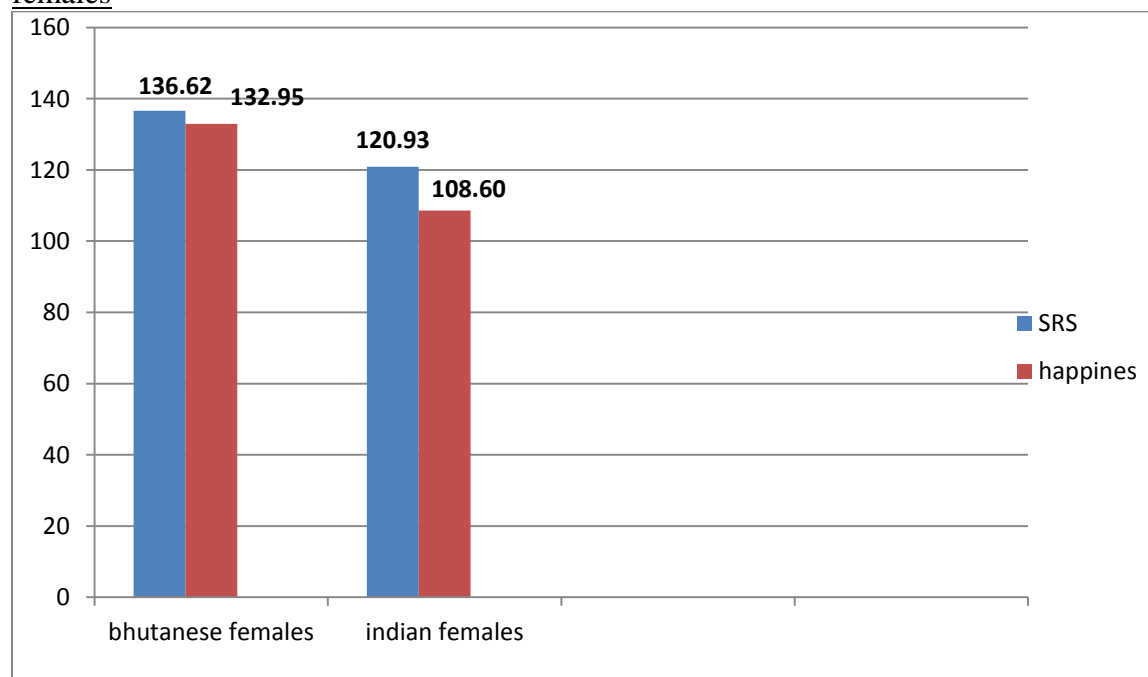
The graph describes the mean differences in social relationships and happiness between Bhutanese and Indian females. The graphs clearly depicts that Bhutanese females are higher in social relationships and happiness as compared to the Indian females.

2.2 Discussion

The Demographic information shows that majority of the respondents are from nuclear family (69%) and it reveals that traditional family (31%) system is no more interested in the modern society rather they prefer to live nuclear family type. This could be the influenced by many psychosocial factors. For example like people migrated to cities in search of jobs.

There is moderate correlation between happiness and social relationship and its statically significant (r- 0.454, p<.01) Thus, null hypothesis of no significant correlation between happiness and social relationships can be rejected. Therefore, it can be inferred from the results that there exist a significant correlation between happiness and social relationships. The finding supports the study of Lucas et al (2006) that people who spend more time with others are happier than those who spend more time alone.

The difference between Indian and Bhutanese with regards to social relationships and happiness shows that Bhutanese are higher on happiness (t-6.58, p<.01) and social relationships (t-10.87, p<.01) than the Indian participants. The result is statistically significant (p < .01) in both Happiness and Social Relationships. Thus, null hypothesis of no significant difference between Happiness and social relationships with regard to Indian and Bhutanese participants can be rejected. The finding supports the view of the Helliwell et al. (2017) that ranking of the happiness of the Bhutan is higher than the India's ranking.

The study examined the gender difference between happiness and social relationships and result were not statistically significant for both the social relationships (t= -1.266, p>.05) and Happiness (t=1.19, p>.05) and thus, no conclusions can be drawn. This finding supports the views of Francis (1998), Seligman (2002), and Mugford and Lally (1981) that there is no gender difference in Happiness. However, Luetal (1997) and George et al., (1996) opposes the findings that women are happier than the men. Likewise, the finding also supports the study of Kumar et al. (2016) Umberson et al. (1996) and Onemu (2014) that no gender differences exist between males and females in social relationships.

Differences in social relationships (t=3.20, p<0.05) and happiness (t=5.45, p<.01) between Indian and Bhutanese males were examined. Likewise, the difference between Indian and Bhutanese females in social relationships (t=6.27, p<.01) and happiness (t=10.13, p<.01) also examined and result suggests that both the Bhutanese males and females are higher on Social relationships and Happiness compared to Indian males and females. The result is statistically significant (P<.01) thus; null hypothesis of no significant difference between Bhutanese and Indian males and females on social relationships and happiness is rejected. These findings are also supported by the World Happiness Report 2017.

CHAPTER THREE: CONCLUSION

The conclusions of the present research on relationship and differences between happiness and social relationships of Bhutanese and Indian school children are shown in the Table below.

Sl.No.	Hypotheses	Result	Remarks
1.	There is no association between Happiness and Social Relationships.	Significant	Rejected
2.	There is no gender difference in and Bhutanese with regards to their social relationship and happiness	Significant	Rejected
3.	There is no difference between Indian and Bhutanese males with regards to their social relationship.	Significant	Rejected
4	There is no difference between Indian and Bhutanese female with regards to their Social Relationship	Significant	Rejected
5	There is no difference between Indian and Bhutanese males with regards to Happiness.	Significant	Rejected
6	There is no difference between Indian and Bhutanese females with regards to Happiness.	Significant	Rejected
7	There is no gender difference in happiness and social relationships.	Insignificant	Accepted

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3.1 Limitations

❖ Sample size could have been more to generalize the findings

❖ The current study was done on limited time and could not explore more on different sources

❖ Study was limited to only on secondary children.

3.2 Implications for future research

This is well-known fact that research is a continuous process. One research solves some current queries but raises many other future queries. More useful future research may be taken up in the area of social relationships and happiness with other variables. The study can be extended at higher levels to cover the larger population on the topic.

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