

PSYCHOSOCIAL CORRELATES OF HAPPINESS AMONG UNIVERSITY STUDENTS

A Dissertation Submitted to the School of Arts and Languages

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ABSTRACT

Educational success is viewed as a crucial point of judgement. In a collectivistic society like India, parents, relatives and neighbours are more interested in the performance of the students than the students themselves. Amidst all of these pressures students need to maintain their happiness for their well-being. Happiness facilitates a student to be in a positive state and work productively. Happiness in a student enhances the basic academic requirements like memory, concentration, exam preparation and getting marks, so it was essential to study the psychosocial correlates of happiness among students. It was conceptualize that personality and attachment of students will be the better correlates of happiness. This study adapted survey research design and utilized stratified random sampling, 160 students from different school of Lovely Professional University (School of Education, School of Engineering, School of Journalism and School of Management). The present study shows that there is no significant gender difference in happiness, personality and parental and peer attachment. This study also found out strong correlation between happiness and personality, parental and peer attachment. Hence, the conceptualization that personality and attachment of students would be the better predictors of happiness is significantly proved.



Chapter 1



INTRODUCTION

INTRODUCTION

Everyone in life is in search of happiness. Every one of us try to achieve success, try to possess materialistic things; try to win competition in order to gain happiness. But even after achieving all these things, we don't achieve happiness. So, it is a high time to understand what happiness is and how to achieve it.

Philosophers, researchers and scholars have tried to find out the answers to these questions. Philosophers and researchers comment that happiness lies deep within us, in the very core of our being. Happiness does not exist in any external object, but only within us. Though it seems that we derive happiness from external objects or experiences, but actually the happiness arises from within us. A person with a wonderful smile on his/her face can also be a person who lacks actual "happiness" in his/ her life. This changes the definition of happiness as- "the source of real happiness is within oneself and not in the outside world".

Happiness is essentially getting back to our true nature. We are nothing but a pure and divine speck of cosmic energy. Once we realize this, we will know the ultimate purpose of life.

Happiness is a state of mind. It is a pleasant emotion made of love, inner peace, joy, contentment and fulfilment. How happy can we be, depends on how we choose to act and think. It is an art that can be cultivated by focusing on small things in life which are often ignored, but carry a lot of meaning. We all strive and spend our entire lives for achieving success, money, career and wealth in order to achieve happiness. We keep on striving without awarding the seeds of happiness - health, relationships, peace of mind, gratitude, kindness, love, faith and so forth. We need to be aware, we need to choose happiness. Happiness has

been the goal of scholars, philosophers, rich and poor, old and young, indeed all humanity since the dawn of our intellectual being.

Each person asked will give different opinions as to what makes him or her happy. Happiness appears to be an emotion, and, similar to other emotions defies quantification. We all know the feeling of happiness, but describing it can prove problematic. This dilemma of quantifying happiness has provided an obstacle for many years. Positive psychology has turned many aspects of psychology on its head, claiming that psychology only looks at reasons for un-happiness, discontentment and suffering, positive psychology seeks to understand what makes a more normal life more fulfilling, or happier (Passer & Smith, 2008, p. 403).

Plato, student of Socrates and mentor to Aristotle (teacher to Alexander the Great) believed that happiness can be achieved in the pursuit of eudaimonia". For Aristotle, this state of eudaimonia, is central to his writing on ethics and may be gained by living up to ones full potential. This belief system, is still investigated today by psychologists to try to define and quantify this most elusive of conditions.

Scientifically, happiness is defined as mental or emotional state of wellbeing characterised by positive or pleasant emotions ranging from contentment to intense joy. In Webster encyclopaedia, happiness is defined as "happiness is a good chance to enjoy, satisfaction, compatibility and cheerfulness and wellbeing. Several other psychologists have also attempted to define happiness in their own way, which is reflecting the different facets of happiness. **Barak (2006)** hold that happiness is the possibility to feel, express and perceive feelingly. **Lu and Kao (2001)** proposed that mental wellbeing is defined as a set of positive external experience and as the highest satisfaction and "as most motivator" for all human

behaviour. **Duncan (2010)** opined that happiness is like having a good feeling, enjoying the life and demanding the sustain ability of such feeling

Traditional Theories of Happiness

There are, in our view, three types of traditional theories of happiness.

Firstly, there is Hedonism. It holds that happiness is a matter of raw subjective feeling. A happy life maximizes feelings of pleasure and minimizes pain. A happy person smiles a lot, is ebullient, bright eyed and bushy tailed; her pleasures are intense and many, her pains are few and far between. This theory has its modern conceptual roots in Bentham's utilitarianism (Bentham, 1978), its contagion in Hollywood entertainment, its grossest manifestation in American consumerism, and one of its most sophisticated incarnations in the views of our fellow positive psychologist.

One basic challenge facing a hedonist is that when we wish someone a happy life (or a happy childhood, or even a happy week), we are not merely wishing that they accumulate a tidy sum of pleasures, irrespective of how this sum is distributed across one's life-span or its meaning for the whole (Velleman, 1991). We can imagine two lives that contain the same exact amount of momentary pleasantness, but one life tells a story of gradual decline (ecstatic childhood, light-hearted youth, dysphonic adulthood, miserable old age) while another is a tale of gradual improvement (the above pattern in reverse). The difference between these lives is a matter of their global trajectories and these cannot be discerned from the standpoint of its individual moments. They can only be fathomed by a retrospective judge examining the life-pattern as a whole.

Secondly, Desire theory can do better than Hedonism. Desire theories hold that happiness is a matter of getting what you want (Griffin, 1986), with the content of the want left up to the person who does the wanting. Desire theory subsumes hedonism when what we want is lots of pleasure and little pain. Like hedonism, desire theory can explain why an ice-cream cone is preferable to a poke in the eye. However, hedonism and desire theory often part company. Hedonism holds that the preponderance of pleasure over pain is the recipe for happiness even if this is not what one desires most. Desire theory holds that that fulfilment of a desire contributes to one's happiness regardless of the amount of pleasure (or displeasure). One obvious advantage of Desire theory is that it can make sense of Wittgenstein. He wanted truth and illumination and struggle and purity, and he did not much desire pleasure. His life was "wonderful" according to Desire theory because he achieved more of truth and illumination than most mortals, even though as a "negative affective," he experienced less pleasure and more pain than most people.

Nozick's (1974) experience machine (your lifetime is in a tank with your brain wired up to yield any experiences you want) is turned down because we desire to earn their pleasures and achievements. We want them to come about as a result of right action and good character, not as an illusion of brain chemistry. So the Desire criterion for happiness moves from Hedonism's amount of pleasure felt to the somewhat less subjective state of how well one's desires are satisfied.

Objective List theory (Nussbaum, 1992; Sen, 1985) lodges happiness outside of feeling and onto a list of "truly valuable" things in the real world. It holds that happiness consists of a human life that achieves certain things from a list of worthwhile pursuits such a list might include career accomplishments, friendship, freedom from disease and pain, material comforts, civic spirit, beauty, education, love, knowledge, and good conscience. Consider the thousands of abandoned children living on the streets of the Angolan capital of

Luanda. As the New York Time tells us, "dressed in rags, they spend nights in the sandy strip along the bay, and their days foraging for food through mounds of garbage." It seems conceivable that their existence, consumed with meeting momentary needs, adventurous roving in gangs, casual sex, with little thought for tomorrow, might actually be subjectively "happy" from either the Hedonism or Desire theory perspective. But we are reluctant to classify such an existence as "happy" and the Objective List theory tells us why. These children are deprived of many or most things that would go on anybody's list of what is worthwhile in life.

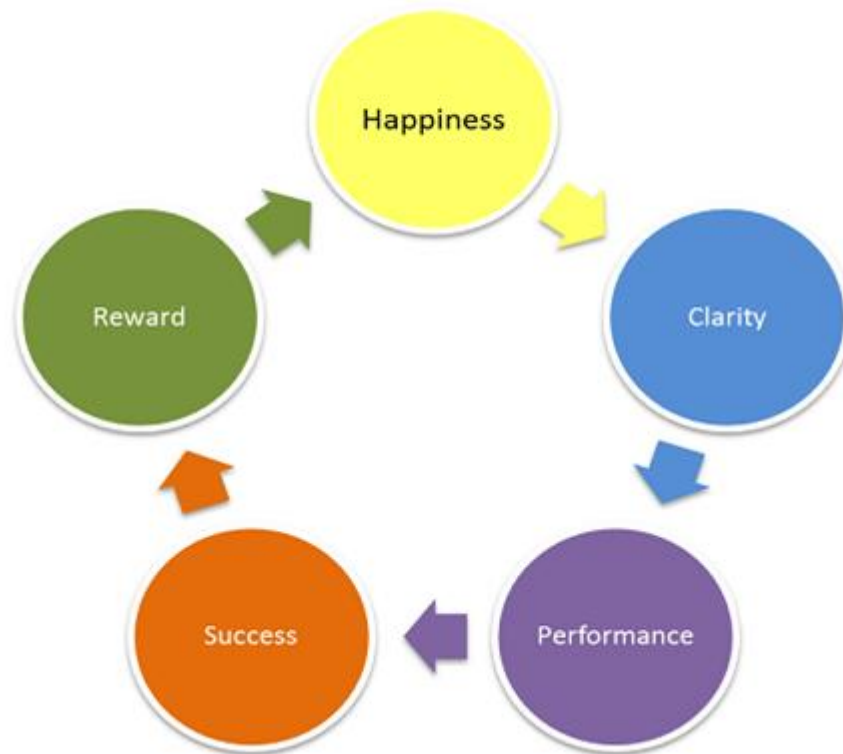
Although we find Objective List's shift to the objectively valuable a positive move, our principal objection to this theory is that some big part of how happy we judge a life to be must take feelings and desires into account.

Lastly, Authentic Happiness (Seligman, 2003) theory stands with respect to these three theoretical traditions? Our theory holds that there are three distinct kinds of happiness. The first two are subjective, but the third is at least partly objective and lodges in belonging to and serving what is larger and more worthwhile than the just the self's pleasures and desires. In this way, Authentic Happiness synthesizes all three traditions: The Pleasant Life is about happiness in Hedonism's sense. The Good Life is about happiness in Desire's sense, and the Meaningful Life is about happiness in Objective List's sense. To top it off, Authentic Happiness further allows for the "Full Life" a life that satisfies all three criteria of happiness.

The Happiness Model

Happiness leads to and the journey of happiness that is most important in life. Happiness affects our everyday life and in every area of our life.

The Happiness Model



The Happiness Model

The Happiness Model shows how the state of happiness links to other outcomes in life, all with positive side-effects. It depicts the process and sequence of events that show a circular flow, kind of like a spiralling action. Ultimately, the happier you are, the more clarity you have, the higher the performance you deliver, the greater your successes and the bigger your rewards. This all leads to continual, evolutionary and sustained happiness. Let's explore in detail. **Clarity** happiness leads to a positive state of mind or clarity of thinking. Think of a time when you have felt invincible, that you could not fail and that you knew you would succeed in whatever it is that you did. You would have been in a happy state, or a positive state of mind.. People around us are more aware of our positive state. This leads to enhanced

relationships, better networking and others more willing to assist and help us out. Having clarity of what we want to achieve and how we are going to achieve it then leads us to performance. **Performance** having a positive state and clarity of mind leads to greater ability to problem-solve and greater ability to perform. Being in a positive state of mind, having clarity of where you want to go, what you want to do and how you're going to get there also gives you more energy to perform. It gives you more intrinsic motivation to spring out of bed at perform at your peak. Performing at such a high level leads to something that we all want in life. **Success** Performing at such a high level leads to success in whatever it is that you are pursuing. Success depends upon what your goals are. It may be that you have a more successful career, getting a promotion or delivering an exciting project. Perhaps it is buying a new car, or it might even be as simple as putting a smile on someone's face. Whatever your goals are, you will achieve success quicker, faster and better by being in a positive mental state, thinking clearly and performing at peak levels.

When all the elements of happiness, clarity of mind, peak performance and success are achieved, this leads to greater rewards. **Reward** everybody want greater rewards. Greater success in life leads to greater rewards. Keep in mind that true success is in the journey, is in the process and is part of everyday life. Through this process, your rewards are much more satisfying. Sure, rewards can be monetary, and through this process of positive thinking, clarity of mind, performing at peak levels at achieving ultimate success in your pursuits. Through understanding the process of and applying the principles of The Happiness Model, you will be able to develop your positive thinking and clarity of mind, reach peak performance, achieve ultimate success, gain deeper and more meaningful rewards and experience evolutionary and sustained happiness.

Everyone is looking for happiness in life. Actually, life is not always full of happy moments and we have to be preparing ourselves for those. There are lot of ways with which we can live a happy life. Problems will come and we have to face them with courage. . **Barbara Fredrickson (2001)** proposed Broaden and Build theory of positive emotions and suggested that positive emotions broaden one's awareness and encourage novel, varied, and exploratory thoughts and actions.

The broaden-and-build theory of positive emotions suggests that positive emotions broaden one's awareness and encourage novel, varied, and exploratory thoughts and actions. Over time, this broadened behavioural repertoire builds skills and resources. For example, curiosity about a landscape becomes valuable navigational knowledge; pleasant interactions with a stranger become a supportive friendship; aimless physical play becomes exercise and physical excellence.

This is in contrast to negative emotions, which prompt narrow, immediate survival-oriented behaviours. For example, the negative emotion of anxiety leads to the specific fight or flight response for immediate survival. On the other hand, positive emotions do not have any immediate survival value, because they take one's mind off immediate needs and stressors. However, over time, the skills and resources built by broadened behaviour enhance survival.

When a life-threatening event occurs, people typically have a narrow range of possible responses or urges. Having a limited number of urges, called specific action tendencies, quickens a person's response time in these situations. While negative emotions experienced during life-threatening situations narrow an individual's thought-action repertoire, positive emotions present new possibilities, providing the individual with a wider range of thoughts and actions to choose to draw upon.

The broaden-and-build theory is an exploration of the evolved function of positive emotions. It was developed by **Barbara Fredrickson** starting around 1998 and is commonly associated with positive psychology.

The broaden-and-build theory has substantial support. Barbara Fredrickson has conducted randomized controlled lab studies in which participants are randomly assigned to watch films that induce positive emotions such as amusement and contentment, negative emotions such as fear and sadness, or no emotions. Compared to people in the other conditions, participants who experience positive emotions show heightened levels of creativity, inventiveness, and "big picture" perceptual focus. Longitudinal intervention studies show that positive emotions play a role in the development of long-term resource such as psychological resilience and flourishing. Not only are positive emotions a sign of flourishing, or thriving and expanding in life rather than simply surviving life, they can also help create flourishing in the present and in the future. Because positive emotions positively broaden and build ones thought-action repertoires they lead to increased resources and more satisfied lives.

Research has described a number of pathways whereby emotions may affect health. Following Fredrickson's theory, we may classify these pathways as involving psychological resource and social resource. Psychological resource refers to the effectiveness of peoples responses in dealing with stressful experience and the personal qualities they possess that provide strength and resilience in facing life's challenges.

Everybody wants to be happier, and achievement of happiness is the main objective of positive psychology on the other, say nothing about it, since they assume that there is an unlimited growth and, to the extent positive affect is identified with happiness, from a psychological viewpoint, the relationship between positive affect and happiness would

be linear and positive. Happiness is theoretically conceptualized as a process rather than a state, in which achievements many times matter less than the fact of having actually achieved them, and which demands effort. Its assessment is possible through estimations of a single question (indicate on a scale the degree of happiness felt), of several questions (such as Diener's subjective well-being scale, with five questions), or of a questionnaire with alternative answers (such as Argyle's Oxford questionnaire, with four options in each of the 25 items). There are more complex options, even for the estimation of subjective well-being, though they are less used. The connection of happiness with psychopathology and psychotherapy has been scarcely schematized. In Seligman, and in Diener, bipolar disorder and sadism are pointed out as clear limits of happiness: the sadist can be extremely happy, but with actions which are completely disturbing for the others; and in the manic phase, the feeling is that of happiness, although behavioural effectiveness has disappeared. And there are more examples concerning personality disorders, which could be the histrionic, the dissocial, the discussed narcissist, and, possibly within the latter category, the psychopath, who seem to be happy by causing damage to the rest of humans or threatening them, without being conscious of that damage.

Social resources refer to the number and quality of relationship with others that provide support in times of need. The strength of each of these resources has been shown to influence our health. The basic premise underlying our discussion is that positive emotions contribute to the enhancement of our health resources and negative emotions contribute to their depletion. There is an extensive literature in the field of health psychology that focuses on the adverse influences of negative emotions on health (Taylor & Sherman, 2004). Positive emotions may contribute our physical resource by enhance immune-system functioning. They may contribute to psychological resource by buffering or offsetting the detrimental effects of

stress. Positive may also help explain why certain personal traits and beliefs that appears to promote.

The study of the relationship between happiness and personality disorders is presented as a way of opening the repercussions experienced by individuals with possible personality disorders with respect to their happiness, which, so far, has not appeared to be an issue discussed or supported by empirical data. On a very general level, the affect present in most personality disorders might be expected to be negative, and, therefore, the same hypotheses might be extended to this group of disorders, and, in any case, based on the achieved results, more precise hypotheses could be formulated.

Happiness and Personality

While there are many different theories of personality, the first step is to understand exactly what is meant by the term personality. The word personality itself stems from the Latin word *persona*, which referred to a theatrical mask worn by performers in order to either project different roles or disguise their identities. Personality also refers to the pattern of thoughts, feelings, social adjustments, and behaviours consistently exhibited over time that strongly influences one's expectations, self-perceptions, values, and attitudes.

Personality is one of the strongest predictor of happiness. Meehl's prediction about the relationship of positive affectivity to the personality trait of extroversion has been borne out by subsequent research. Studies also find a strong tie between negative affectivity and neuroticism. Extraversion and neuroticism are two factors in what is called the Big Five Theory or five factor model of personality. Before examining the connection of affectivity to personality, we summarize the five-factor model.

Over the last three decades, personality researchers have accumulated an impressive amount of evidence that five relatively independent factors describe the essential features of individual personality (John & Srivastava, 1999; McCrae & Allik, 2002). The five factors are very stable across a person's lifetime and have been validated in culture around the world (McCrae & Costa, 1997; McCrae & Terracciano, 2005). Each of the five global traits (extraversion, Emotional Stability, openness to experience, agreeableness, and conscientiousness) is made up of more specific, subordinate traits.

Extroversion is marked by pronounced engagement with the external world. Extroverts enjoy being with people, are full of energy, and often experience positive emotions. They tend to be enthusiastic, action-oriented, individuals who are likely to say "Yes!" or "Let's go!" to opportunities for excitement. In groups they like to talk, assert themselves, and draw attention to themselves.

Neuroticism refers to the tendency to experience negative feelings. Those who score high on Neuroticism may experience primarily one specific negative feeling such as anxiety, anger, or depression, but are likely to experience several of these emotions. People high in Neuroticism are emotionally reactive. They respond emotionally to events that would not affect most people, and their reactions tend to be more intense than normal. They are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. Their negative emotional reactions tend to persist for unusually long periods of time, which means they are often in a bad mood. These problems in emotional regulation can diminish a neurotic's ability to think clearly, make decisions, and cope effectively with stress.

Openness to Experience describes a dimension of cognitive style that distinguishes imaginative, creative people from down-to-earth, conventional people. Open people are intellectually curious, appreciative of art, and sensitive to beauty. They tend to be, compared to closed people, more aware of their feelings. They tend to think and act in individualistic and nonconforming ways. People with low scores on openness to experience tend to have narrow, common interests. They prefer the plain, straightforward, and obvious over the complex, ambiguous, and subtle. They may regard the arts and sciences with suspicion, regarding these endeavours as abstruse or of no practical use. Closed people prefer familiarity over novelty; they are conservative and resistant to change.

Agreeableness reflects individual differences in concern with cooperation and social harmony. Agreeable individuals value getting along with others. They are therefore considerate, friendly, generous, helpful, and willing to compromise their interests with others'. Agreeable people also have an optimistic view of human nature. They believe people are basically honest, decent, and trustworthy. Agreeableness is obviously advantageous for attaining and maintaining popularity. Agreeable people are better liked than disagreeable people. On the other hand, agreeableness is not useful in situations that require tough or absolute objective decisions. Disagreeable people can make excellent scientists, critics, or soldiers.

Conscientiousness concerns the way in which we control, regulate, and direct our impulses. Impulses are not inherently bad; occasionally time constraints require a snap decision, and acting on our first impulse can be an effective response. Also, in times of play rather than work, acting spontaneously and impulsively can be fun. Impulsive individuals can be seen by others as colourful, fun-to-be-with, and zany. Conscientiousness includes the factor known as Need for Achievement.

The benefits of high conscientiousness are obvious. Conscientious individuals avoid trouble and achieve high levels of success through purposeful planning and persistence. They are also positively regarded by others as intelligent and reliable. On the negative side, they can be compulsive perfectionists and workaholics. Furthermore, extremely conscientious individuals might be regarded as stuffy and boring. Unconscientiously people may be criticized for their unreliability, lack of ambition, and failure to stay within the lines, but they will experience many short-lived pleasures and they will never be called stuffy.

After examining descriptions of the five factors, two things are worth keeping in mind. First, when personality researchers measure a large number of traits within a population of people, they do indeed find that most traits are related to one of the Big Five. That is, no matter what they assess, the same underlying five-part structure emerges. Second, each dimension is made up of more specific traits that help capture people's unique personality.

Argyle & Lu (1990) conducted the research on the happiness of extraverts. In this study they explored the hypothesis that it was due to the greater participation of extraverts in social activities. They found that extraverts enjoy and participate more in social activities, that happiness is correlated with extraversion and enjoyment and participation in social activities.

Other traits among the big five show more modest relationship to SWB (DeNeve & Cooper, 1998; Diener & Lucas, 1999; McCrae & Costa, 1991; Watson & Clark, 1992). Researchers seem to agree that openness to experience is only weakly related to happiness. Agreeableness, reflecting a concern with getting along with others and the tendency to take a positive, optimistic view of human nature, shows a small positive affect. Conscientious people, who are disciplined, organized and achievement-oriented tends to

score higher on the life satisfaction of SWB measures. At last we can say on the behalf of the studies happiness and personality are closely related to each other.

Happiness and Attachment

Attachment is a special emotional relationship that involves an exchange of comfort, care, and pleasure. Attachment is responsible for our greatest joys. Our physical and emotional well being is enhanced as much by supporting and caring connections with others. The quality of our relationships has equally powerful effects on mental health and happiness. Attachment provide an important coping resource through social support, fulfil needs for intimacy and sharing of life's burden through self-disclosure, and represent an ongoing source of enjoyment and positive emotions through interaction with others.

Attachment theory describes the dynamics of long-term relationships between humans. Its most important tenet is that an infant needs to develop a relationship with at least one primary caregiver for social and emotional development to occur normally. Attachment theory explains how many the parents' relationship with the child influences development. Attachment theory is an interdisciplinary study encompassing the fields of psychological, evolutionary, and ethological theory. Immediately after World War II, homeless and orphaned children presented many difficulties, and psychiatrist and psychoanalyst John Bowlby was asked by the UN to write a pamphlet on the issue which he entitled maternal deprivation. Attachment theory grew out of his subsequent work on the issues raised.

Infants become attached to individuals, who are sensitive and responsive in social interactions with them, and who remain as consistent caregivers for some months

during the period from about six months to two years of age; this is known as sensitive responsiveness. When the infant begins to crawl and walk they begin to use attachment figures (familiar people) as a secure base to explore from and return to. Caregivers' responses lead to the development of patterns of attachment; these, in turn, lead to internal working models which will guide the individual's perceptions, emotions, thoughts and expectations in later relationships. Separation anxiety or grief following the loss of an attachment figure is considered to be a normal and adaptive response for an attached infant. These behaviours may have evolved because they increase the probability of survival of the child.

Happiness lies in the attachment whether it is with anyone who belongs to us or is very close to us. Our family and friends play an important role in bringing happiness in our life, we are fundamentally social beings. We are fundamentally social being whose connection to others are vital to our happiness. David Myers referred to the contribution to health and happiness as a “deep truth” (1992). The “truth” of the well being relationship connection appears to be universal. Of the many factors that contribute to well-being, only relationships consistently predict happiness across widely differing cultures (Diener & Diener, (1995).

Relationships are always important in the life of an individual. Researchers have tried to explore the influence of attachment with significant people on the happiness. Close supportive relationship between parents and children, between siblings, and between extended family members enhance the social support available to all family members. This social support enhances subjective well being and from an evolutionary perspective we are ‘hard wired’ to derive happiness from this contact with our kinship network (Argyle, 2001).

STATEMENT OF THE PROBLEM

In the changing world maintenance of wellbeing and happiness is a challenge in front of individual in general and youth in specific. College life use to be one of the golden period and happiest days of life. But nowadays young adults are not able to maintain their happiness because of tough situations, over competitive environment and unpredictable future and they are vulnerable to anxiety, depression and stress. Sometimes they are so devoid of happiness and stability that they think of suicides also. So, it is a high time to explore the construct of the happiness among young adults so that we can identify the factors which are responsible for their happiness.

In order to conceptualize the dynamics of happiness among youth, it is essential to look at their psychological resources which are reflected through their personality and their social resources which are reflected through their attachment with parents and peers.

AIMS AND OBJECTIVES

Keeping in mind the nature and aim of present study, the following objectives were framed.

1. To study the gender difference on happiness, personality, parental and peer attachment.
2. To study the relationship between happiness of students and their personality.
3. To study the relationship between happiness of students and their parental attachment.
4. To study the relationship between happiness of students and peer attachment.

HYPOTHESIS

On the basis of previous studies and theoretical consideration, following hypotheses were framed:

1. There will be a significant gender difference on happiness, personality, parental attachment and peer attachment.
2. There will be a significant relationship between happiness of students and their personality.
3. There will be a significant relationship between happiness of students and their parental attachment.
4. There will be a significant relationship between happiness of students and their peer attachment.



Chapter II



REVIEW OF LITERATURE

REVIEW OF LITERATURE

The concept of happiness has always been a major area of interest to researchers working in the field of youth psychology. There has been a continuous effort by the researchers in defining, explaining and exploring the correlates. For convenience the studies have been summarised under the following:

- **Happiness and personality**
- **Happiness and attachment with parents and peers**

Happiness and Personality

Researchers have conducted various studies to examine the relationship between happiness and personality.

Argyle & Lu (1990) conducted the research on the happiness of extraverts. In this study they explored the hypothesis that it was due to the greater participation of extraverts in social activities. One hundred and thirty subjects were given the 29-item Oxford Happiness Inventory, the E-Scale of the EPQ, and 37-item scales for enjoyment and participation in social and other activities. Factor analysis of the last two scales found 4 and 5 factors respectively including two social factors in each case. It was found that extraverts enjoy and participate more in social activities, that happiness is correlated with extraversion and enjoyment and participation in social activities. Multiple regression showed about half of the greater happiness of extraverts can be explained by their greater participation in social activities.

Hong & Giannakopoulos (1994) studied the relationship of life satisfaction with life to personality characteristics. They administered a self-report questionnaire to 1,749 adults Australians between 17 and 40 years old to examine the predictive values of self-esteem, depression, locus of control, trait anger, religiosity, psychological reactance, and age in relation to life satisfaction. Results of independent regression analyses showed that all but psychological reactance were significant predictors of life satisfaction. In the stepwise analysis, self-esteem, depression, trait anger, locus of control, and religiosity were significant and together accounted for 26.3% of the total variance of life satisfaction? In both the stepwise and independent analyses, self-esteem and depression affected levels of satisfaction more than any other variables.

Lu (1995) conducted the research on the relationship between subjective well-being and psychosocial variable in Taiwan. He found that psychosocial factors that may influence subjective well-being were examined. A random sample of 581 Chinese adults living in a metropolitan Taiwanese city completed questionnaires concerning demographic variables, personality traits, life stress, and social support. The results of multivariate analyses indicated that (a) extraversion and social support were related to better mental health, whereas neuroticism and stress were related to poorer mental health; (b) older age, better education, and social support were related to higher life satisfaction, whereas neuroticism and stress were related to lower life satisfaction; and (c) older age, extraversion, and social support were related to higher, happiness whereas neuroticism was related to lower happiness.

Brebner, Donaldson, Kirby & Ward (1995) studied the relationship between happiness and personality. This study investigated relationships between measures of happiness and personality, using multiple regressions and a range of personality measures. Three happiness measures, the Oxford Happiness Inventory, the Personal State Questionnaire (version 5), and

the Life Orientation Test produced a multiple 0.381 with Psychoticism as the dependent variable. Multiple R values around 0.65 were obtained when the happiness measures were predicted from personality variables. Extraversion and Neuroticism were the main predictors as has been previously found.

De, Kristina, Cooper & Harris (1999) conducted the research on the happy personality: A meta-analysis of 137 personality traits and subjective. This meta-analysis used 9 literature search strategies to examine 137 distinct personality constructs as correlates of subjective well-being (SWB). Personality was found to be equally predictive of life satisfaction, happiness, and positive affect, but significantly less predictive of negative affect. The traits most closely associated with SWB were repressive-defensiveness, trust, emotional stability, locus of control-chance, desire for control, hardiness, positive affectivity, private collective self-esteem, and tension. When personality traits were grouped according to the Big Five factors, Neuroticism was the strongest predictor of life satisfaction, happiness, and negative affect. Positive affect was predicted equally well by Extraversion and Agreeableness. The relative importance of personality for predicting SWB, how personality might influence SWB, and limitations of the present review discussed.

Willem, Jose, Jan (1999) conducted the research on the satisfaction with life scale: appraisal with 1700 healthy young adults in Netherland. This study was a further attempt to extend the applicability of the SWLS in a different cultural context (The Netherlands) using a large sample of healthy young adults. In line with previous American and Dutch findings, figures on the internal structure of the SWLS were quite favourable. SWLS scores were also shown to be predictably associated with marital status, indices of general health, self-esteem, euphoria, dysphoria (-) and neuroticism (-). A high number of visits to the GP correlated significantly negatively with SWLS in males only. As anticipated, associations of the SWLS with biological sex, impulsivity, disinhibition and boredom susceptibility were negligibly

low. The frequently reported substantial positive correlation with sociability was not confirmed. Instead, significant but small correlations were observed, the yield of which was discussed in the context of findings showing that there were other aspects of extraversion that were more strongly related to satisfaction with life than sociability. These other aspects included assertiveness in males and positive emotion in females.

Never, Franz, Asendorpf, Jens (2001) studied the personality transaction in young adulthood. In this study, personality and social relationships were assessed twice across a 4-year period in a general population sample of 489 German young adults. Two kinds of personality–relationship transaction were observed. First, mean-level change in personality toward maturity (e.g., increase in Conscientiousness and decrease in Neuroticism) was moderated by the transition to partnership but was independent of other developmental transitions. Second, individual differences in personality traits predicted social relationships much better than vice versa. Specifically, once initial correlations were controlled for, Extraversion, Shyness, Neuroticism, self-esteem, and Agreeableness predicted change in various qualities of relationships (especially with friends and colleagues), whereas only quality of relationships with preschool children predicted later Extraversion and Neuroticism. Consequences for the transactional view of personality in young adulthood are discussed.

Steel, Piers, Schmidt, Joseph, Shultz & Jonas (2008) conducted the research on refining the relationship between personality and subjective well-being. In this study they focussed on individual measures of personality (e.g., the Neuroticism-Extroversion-Openness Personality Inventory; P. T. Costa & R. R. McCrae, 1992) and categories of SWB (e.g., life satisfaction). In addition, they took a multivariate approach, assessed how much variance personality traits account for individually as well as together. Results indicated that different personality and SWB scales can be substantively different and that the relationship between the two is typically much larger (e.g., 4 times) than previous meta-analyses have indicated.

Total SWB variance accounted for by personality can reach as high as 39% or 63% disattenuated. These results also speak to meta-analyses in generated.

Demir (2008) conducted the research on romantic relationship quality and personality as predictors of happiness among emerging adults. In this they investigated the predictive ability of romantic relationship quality in happiness above and beyond the influence of personality (Big Five) among emerging adults. Study 1 (n = 221) showed that global romantic relationship quality accounted for 3% of the variance in happiness while controlling for personality. Study 2 (n = 187) replicated this finding by assessing happiness and relationship quality with different scales. Second study also extended the first study in two ways. First, emotional security and companionship emerged as the strongest features of romantic relationship quality that predicted happiness. Second, identity formation moderated the relationship between relationship quality and happiness such that emerging adults were happier when they experienced high quality relationships at high levels of identity formation. Findings across the two studies were discussed in the light of the literature and suggestions for future research were made.

Ghaderi & Ghaderi (2012) conducted the survey on the relationship between big five factor, happiness and sport achievement in Iranian athletes. For the survey, 72 athletics (Consist of 21 national tem athletes, 25 professional athletes and 26 non- professional athletes) who were selected using a access sampling, were assessed using Big Five Factor Inventory (FFI) (Costa & McCrae , 1992). The results were analyzed by Pearson correlation quotient, regression and, ANOVA test. Results showed that in compare with non-professional athletes the amount of neuroticism was significantly less that national tem and professional athletics. The amount of extraversion, happiness and openness was significantly further that national tem athletics in compare with other groups, also results showed that the amount of agreeableness and conscientiousness was significantly further that national tem

athletes in compare with other groups. Results showed that in national tem athletics and professional athletes were negative and significant correlation between sport achievement with neuroticism, also positive and significant correlation between extraversion, agreeableness, conscientiousness, openness and happiness with sport achievement. The analyses data by regression showed that in national tem athletes and professional athletics, sport achievement predicted by agreeableness and conscientiousness. Most research in the field of these variables can represent brighter data.

Bahiraei, Eftekhareh, Matin, & Soloukdar (2012) conducted the research on relationship and impact of personality and happiness. In this research they found the significant relationship between the all personality dimensions and happiness among students. They also found that there is no significant difference between male and female students regarding their happiness and personality.

Wido & Bakkar (2013) conducted the research on why extraverts are happier: A construction study. The study contributed that literature on extraversion and momentary happiness by examined processes that might underlie this robust effect. The affective-reactivity hypothesis suggested that extraverts react more positively to rewarding situations as compared to introverts. According to the person-by-situation model, extraverts should enjoyed social interactions more than introverts do. Global reports of extraversion were combined with an ecologically valid Day Reconstruction Method (DRM) to assess time spent and happiness of 1364 participants during 13,973 activities. Multilevel results confirm that extraverts (versus introverts) experience a higher boost in momentary happiness when spending time on rewarding – but not pleasurable – activities, especially when rewarding activities are executed with others. These processes partly explain why extraverts are happier in the moment.

Happiness and Attachment with Parents and Peers

Relationships are always important in the life of an individual. Researchers have tried to explore the influence of attachment on the happiness of a person. Close supportive relationship between parents and children, between siblings, and between extended family members enhance the social support available to all family members. This social support enhances subjective well being and from an evolutionary perspective we are 'hard wired' to derive happiness from this contact with our kinship network (Argyle, 2001).

Kim & Leonard (1991) proposed the new 4-group model of attachment styles in adulthood. Four prototypic attachment patterns are defined using combinations of a person's self-image (positive or negative) and image of others (positive or negative). In Study 1, an interview was developed to yield continuous and categorical ratings of the 4 attachment styles. Inter correlations of the attachment ratings were consistent with the proposed model. Attachment ratings were validated by the self-report measures of self-concept and interpersonal functioning. Each style was associated with a distinct profile of interpersonal problems, according to both self- and friend-reports. In Study 2, attachment styles within the family of origin and with peers were assessed independently. Results of Study 1 were replicated. The proposed model was shown to be applicable to representations of family relations; Ss' attachment styles with peers were correlated with family attachment ratings.

Miller & Lane (1991) conducted the research on Young adults' relationships with mothers and fathers are compared in a survey of undergraduates. Both men and women report spending more time with mothers than fathers. They indicated receiving more positive treatment from mothers and experiencing more positive emotion and closeness with them than fathers. Correlations between perceptions of treatment and experience of emotion were

moderately strong, as are those between treatment/emotion and intentions to model parents. Young adults expressed greater certainty in using mothers than fathers as models in childrearing, which was associated with experiencing more positive treatment and emotion with them. Since they reported no more negative treatment from fathers than from mothers, their closer connections with mothers are probably due to a more positive dynamic with mothers rather than a negative dynamic with fathers. These results were consistent with previous findings that individuation and well-being in adolescence are facilitated by close, positive relationships with parents rather than distanced one.

Man (1991) formulated the relative influence of peer and parental influence on the perceived life satisfaction of two groups of secondary students in Hong Kong. Data on 1906 students from 30 schools were collected through the use of a self-administered questionnaire. Respondents were asked to rate their level of satisfaction on 26 different domains of life on a seven-point scale, ranging from “very satisfied” to “very dissatisfied”, as well as their satisfaction with life in general. These 26 items were combined to form six summary indices of life satisfaction: school life, family life, acceptance by others, government, media, and living environment. Two independent variables were used in the analysis of life satisfaction: peer orientation, and parent orientation. Both are composite indices and measure the adolescent's attachment to and identification with his peers or parents. It was found that parent orientation is a better predictor of life satisfaction than peer orientation. Adolescents who are high on parent orientation are more satisfied with every domain of life. They are also more satisfied with life in general. The relationship between peer orientation and life satisfaction is not a clear-cut one. Adolescents with strong peer orientation are more satisfied with school, media, government, and acceptance by others, but are less satisfied with family. There is no significant relationship between peer orientation and environment. The younger

adolescents in our sample tend to perceive a higher level of satisfaction than the older adolescents in every domain of life as well as life in general.

Ambert (1994) conducted peer abuse research on and its effects. The sample consisted of two student cohort (1974 and 1989) including 90respondents each. Far more negative peer treatment than negative parental treatment was reported, along with reports of serious and lasting developmental problems generally attributed only to parental causality in the literature. These results were even more salient for the 1989 cohort than the 1974 one. Moreover, the data illustrate how peer abuse impacted negatively on the victims.

Holahan, Charles, Valentiner, David, Moos & Rudolf (1994) concluded that how parental support relates to psychological adjustment during the transition from adolescence to young adulthood in a college sample. Ss were 175 college students who had relocated geographically on beginning college. Ss were followed for 2 yrs, beginning from when they were, on average, 18 yrs of age. Social support from both mother and father and a non conflictual relationship between parents played an important adaptive role during the transition to young adulthood, as was hypothesized. Cross-sectional and prospective (controlling for initial sociable disposition and adjustment) structural equation models showed that initial parental support was associated with psychological adjustment 2 yrs later both directly and indirectly, through young adults' sociable disposition.

Perrone, Kristin, Webb & Jackson (2007) conducted the research on the relationship between parental attachment and satisfaction with work and family roles, as well as the relationship of these variables to life satisfaction. Results from a multiple regression analysis indicated that satisfaction with work and marriage, but not parenting satisfaction or parental attachment, was significantly related to life satisfaction. Responses to open-ended questions indicated that parental attachment relationships affected participants' career, marriage,

parenting, and life satisfaction in varied and complex ways. Implications for counsellors and directions for future research are discussed.

Alfred (1984) considered the effects of a father-identification upon the sex-role and peer intimacy of the college-age daughter. The first study concerns the masculinising quality of a strong primary father-identification (relative to a weak primary father-identification) and the diminished heterosexual orientation of the daughter. The second study explores the role of empathic skill in distinguishing between these two types of father-identified females.

Kimberl (2001) compared mothers' and fathers' direct involvement in adolescent girls' versus boys' peer relationships and to examine the links between parents' involvement and the qualities of adolescents' friendship and peer experiences. Data were collected during home visits and a series of seven nightly telephonic interviews. Parent's direct involvement was measured by parents' reports of their peer-oriented activities, parents' knowledge about adolescents' peer experiences, and parents' time spent with adolescents and their peers. Findings revealed that mothers were more knowledgeable about adolescents' peer relationships than were fathers and mothers with daughters reported the most peer-oriented activities and that both mothers and fathers spent more time with same-sex adolescents and their peers. Parents' direct involvement was differentially related to girls' versus boys' peer experiences.

Maureen Miner (2009) studied the effects of religious orientation, retrospective accounts of child-parent attachment and current accounts of attachment to God on trait anxiety and existential well being, based on questionnaire responses of a sample of 116 adults from Sydney, Australia. Small, significant effects of attachment to God on the prediction of adjustment were found above the effects of child-parent attachments. Intrinsic religious orientation mediated the relationship between attachment to God and adjustment. In addition,

groups were formed according to correspondence and compensation routes to secure religious attachment. Results gave preliminary support to a differentiation, rather than a surrogacy, model of compensation.

Wim, Susan, Inge & Muriel (2007) studied the psychological importance of best friend and intimate partner in the personal network of adolescents and early adults, and links between relationships and emotional problems as well as links between relationships themselves. A series of hypotheses derived from the “intimate partner (IP) general saliency perspective” and “the intimate partner (IP) early adult saliency perspective” was tested. The IP general saliency perspective predicts that the relationship with intimate partner is psychologically more meaningful than the relationship with best friend in adolescence and early adulthood. The IP early adult saliency perspective predicts that the relationship with intimate partner does not have superior psychological value in adolescence and acquires it in early adulthood. Data of Waves 1 and 3 of a six-year longitudinal study of 1041 adolescents and early adults, aged 12—23 at Wave 1, were used. Results showed that when early adults and adolescents make the shift from best friend to intimate partner, relational commitment becomes stronger and emotional problems become smaller, supporting the IP general saliency perspective. Results also showed that only in early adulthood was a stronger commitment to intimate partner related to less emotional problems, and more parental support was linked to stronger relational commitment to intimate partner. These findings clearly support the IP early adult saliency perspective. In sum, when adolescents and early adults make the transition to the intimate partnership they enter a psychologically more meaningful relationship. When individuals enter early adulthood the psychological value of the intimate partner relationship becomes more salient: the quality of the intimate relationship becomes more stable and linked to emotional adjustment.

Ozturk & Mutlu (2010) concluded that Individuals have to communicate healthy with each other for being happy in their life. However, it always cannot be as expected. Sometimes university students' have difficulty about an interactive communication in social environment. This difficulty can be related to lots of factors. Some of them are individuals' happiness level, subjective well-being level, attachment style and also social anxiety level. The purpose of this study was to investigate the relationship between subjective well-being, attachment style, happiness in relationship and social anxiety. This research was conducted on 305 students. The data was analyzed using SPSS 16.0. Results indicated that there is a significant positive correlation between subjective well-being and happiness in relationship.

Oh & Park (2011) investigated the mediating effect of interpersonal relationship on the relationship between attachment and subjective well-being of university students. They conducted a survey on 336 university students in Andongsi and Cheongjusi. The data were analyzed by Pearson's productive correlation, hierarchical regression analysis and Sobel test. The results were as follows: First, affective well-being made an effect by avoidant attachment and anxiety attachment, and was more affected by interpersonal relationship than anxiety attachment including mediating variable of interpersonal relationship. Second, there was a significant effect in cognitive well-being only by anxiety attachment. Including mediating variables of interpersonal relationship, cognitive well-being affected by interpersonal relationship only. Third, interpersonal relationship mediated partially the relationship between attachment and affective well-being, and perfectly between attachment and cognitive well-being.

Knoester (2012) elaborated the significance of social integration into a family for parent and offspring well-being. The study assessed the extent to which changes in the psychological well-being of young adults engender changes in their parents' psychological well-being, and vice versa. The results suggested that the relationship is reciprocal; changes

in a young adult's psychological well-being affect the psychological well-being of a parent. Similarly, changes in a parent's feelings of well-being affect those of a young adult offspring. The findings provided evidence that children and their parents continue to influence one another's well-being as both generations age.

Demir & Davidson (2013) studied toward a better understanding of relationship between friendship and happiness: Perceived Responses to Capitalization Attempts, Feelings of Mattering, and Satisfaction of Basic Psychological Needs in Same-Sex Best Friendships as Predictors of Happiness. In this study they found that Friendship is a consistent correlate of happiness, yet less is known about the associations of friendship specific experiences and feelings with happiness. In this study (n = 4,382) the roles of perceived responses to capitalization attempts, perceived mattering to and satisfaction of basic psychological needs in same-sex best friendships in happiness among men and women were investigated. Findings showed that although all of the friendship variables were positively associated with happiness to varying degrees, basic needs satisfaction emerged as the strongest predictor of happiness. Additional analyses revealed that competence need satisfaction was the most important need predicting happiness. Importantly, these findings were gender invariant. The findings were discussed in light of theory and empirical literature and suggestions were made for future research.

Hamzah, Raba'ah, Krauss, Eric, Suandi, Turiman, Hamzah, Azimi, Ezhar (2013) conducted the research on the moderating effect of parent and peer influences on hedonistic behaviour among undergraduate students in Malaysia. This study assessed the moderating influence of parental and peer attachment on hedonistic behaviour among a sample of youth in Malaysia. Used Bronfenbrenner's theory of human ecology and Armsden and Greenberg's attachment model, this study examined the direct and indirect influence of religiosity and worldview on the development of hedonistic behaviour as moderated through parental and

peer attachment. Drawing on a quantitative survey of 408 Malaysian university students (M age = 21.0, SD = .40). The results further showed the unique moderating effect of trust and alienation within peer attachment. The results were discussed in light of Malaysia's unique socio-cultural setting. Implications from the findings were also discussed.

In sum, from the review of literature we have found that happiness is influenced by many factors especially personality, parents and peer attachment. So that present study is an endeavour to find out the correlates of happiness among young adults is a time when an individual settling down in his career and family. It is very important to understand how personality and parent and peer attachment significantly related to the happiness of the young adults.



Chapter III



METHODS

METHODS

RESEARCH DESIGN

The course of this study first was to select the sampling group to carry out the study. In this case, sample includes a group of young adults of the age 18-25 years. The study then included the selection of the appropriate methods like scales to access the variables to be measured. Following the assessment of the variables, a right statistical approach was taken to authenticate the results for their significance. At last, the proposed hypothesis as well as the old literature was crosschecked with the original results to elucidate the purposeful result.

- Sample
- Psychological measures
- Administration of Psychological Measures
- Statistical Analyses

SAMPLE

For the present study, a sample of 160 young adults in the age range of 18-25 years was taken in which there were 80 males and 80 females. The stratified random sampling technique was used to collect the data and sample was taken from the four different schools of Lovely Professional University (School of Education, School of Engineering, School of Journalism and School of Management).

Table1: Distribution among Age of Males along with Frequency.

| YOUNG ADULT MALES | |
|--------------------------|-----------|
| Age (in years) | Frequency |
| 18 | 9 |
| 19 | 2 |
| 20 | 21 |
| 21 | 13 |
| 22 | 9 |
| 23 | 13 |
| 24 | 5 |
| 25 | 8 |
| N | 80 |

Table 2: Distribution among Age Females along with frequency

| YOUNG ADULT FEMALES | |
|----------------------------|-----------|
| Age (in years) | Frequency |
| 18 | 9 |
| 19 | 6 |
| 20 | 22 |
| 21 | 15 |
| 22 | 6 |
| 23 | 16 |
| 24 | 5 |
| 25 | 1 |
| N | 80 |

PSYCHOLOGICAL MEASURES

Following tests were used in the present study to collect the required information from the subjects. A brief description of the tests is given below-

➤ **The Oxford Happiness Inventory (OHI)**

- Argyle, Martin, & Crossland (1989)

➤ **Ten Item Personality Inventory (TIPI)**

- Gosling, S. D., Rentfrow, P. J., & Swann, W. B. (2003)

➤ **Inventory of Parent and Peer Attachment (IPPA)**

- Armsden and Greenberg, 1987

➤ **The Oxford Happiness Inventory (OHI) - Argyle, Martin, & Crossland (1989)**

The Oxford Happiness Questionnaire (OHQ), has been derived from the Oxford Happiness Inventory, (OHI). The OHI comprises 29 items, each involving the selection of one of four options that are different for each item. . The OHQ includes similar items to those of the OHI, each presented as a single statement which can be endorsed on a uniform six-point Likert scale. The revised instrument is compact, easy to administer and allows endorsements over an extended range.

Psychometric properties

When tested against the OHI, the validity of the OHQ was satisfactory and the associations between the scales and a battery of personality variables known to be associated with well-being, were stronger for the OHQ than for the OHI. Although parallel factor analyses of OHI and the OHQ produced virtually identical statistical results, the solution for the OHQ could not be interpreted. The previously reported factorisability of the OHI may owe more to the way the items are formatted and presented, than to the nature of the items themselves. Sequential orthogonal factor analyses of the OHQ identified a single higher order factor, which suggests that the construct of well-being it measures is uni-dimensional.

➤ **Inventory of Parent and Peer Attachment (IPPA) - Armsden and Greenberg (1987)**

Armsden and Greenberg (1987) developed IPPA to assess the quality of perceived parent and peer attachment. Attachment to parents and peers is defined as a general feeling of trust, an adequate level of communication, and the absence of feelings of alienation. The IPPA is composed of three separate 25 item self-report questionnaire. Each questionnaire asks the same questions regarding father, mother and closest friend in mind. Responses were recorded on five-point scale ranging from “almost never or never true” (1) to “almost always or always true” (5). It is scored by reverse scoring the negatively worded items and then summing up the response values in each section. Scores can range from 25 to 125. Higher scores indicate more attachment.

IPPA is based on Bowlby's (1980) theoretical formulations concerning attachment behavior. The measure assesses both positive and negative affective and cognitive dimensions related to attachment. The three dimensions used to measure attachment are-

- 1) **Trust** refers to the extent to which adolescent believe the attachment figure recognizes and appreciate the adolescent's wants and needs. Children build trust in relationships by learning that others are consistently there for them.
- 2) **Communication** measures how the adolescent view the attachment figure in terms of understanding and sensitivity to his or her feelings. Healthy communication creates strong emotional bond between parents and children.
- 3) **Alienation** assess for emotional detachment and anger directed towards the attachment figure. When one senses that the attachment figure is not available, attachment becomes less secure and individual become alienated.

Psychometric properties

The authors report internal consistency (Cronbach's alpha) as .87 for mother attachment, .89 for father attachment and .92 for peer attachment. Satisfactory convergent validity has been demonstrated by correlations with constructs such as family conflict, support and cohesion (Armsden and Greenberg, 1987). Research has also demonstrated the predictive validity of IPPA is evidenced by its strong correlation with adjustment measures (Armsden and Greenberg, 1987). The test has been used successfully by Daisy and Tung (2010) and Kaur (2009) in Indian context.

➤ **Ten Item Personality Inventory (TIPI) - Gosling, S. D., Rentfrow, P. J., & Swann, W. B. (2003)**

The TIPI was designed to assess the constellation of traits defined by the Five Factor Theory of Personality. The factor structure used by the TIPI is described below under sub-scales. Questions 10 items using 7-point ratings (1 = disagree strongly to 7 = agree strongly) Sub-scales 5 sub-scales:

- 1) **Openness** is characterized by originality, curiosity, and ingenuity. This factor is sometimes referred to as Culture because of its emphasis on intellectualism, polish, and independence of mind. This factor is also sometimes referred to as Intellect because of its emphasis on intelligence, sophistication, and reflection
- 2) **Conscientiousness** is characterized by orderliness, responsibility, and dependability. This factor is sometimes referred to as Dependability. Extraversion is characterized by talkativeness, assertiveness, and energy.
- 3) **Extroversion** is marked by pronounced engagement with the external world. Extroverts enjoy being with people, are full of energy, and often experience positive emotions. They tend to be enthusiastic, action-oriented, individuals who are likely to say "Yes!" or "Let's go!" to opportunities for excitement.
- 4) **Agreeableness** is characterized by good-naturalness, cooperativeness, and trust. While this factor is most commonly called Agreeableness, it can also be seen as a combination of friendliness and compliance
- 5) **Emotional stability** refers to the state of being able to have the appropriate feelings about the common experiences and being able to act in a rational manner. Stability means to be emotionally and physically predictable and not readily moved. People

that are emotionally stable are able to tolerate the day to day strains and stresses by not getting emotionally upset, anxious or angry.

Psychometrics properties

Although somewhat inferior to standard multi-item instruments, the instruments reached adequate levels in terms of: (a) convergence with widely used Big-Five measures in self, observer, and peer reports, (b) test- retest reliability, (c) patterns of predicted external correlates, and (d) convergence between self and observer ratings. .

1. Recode the reverse-scored items (i.e., recode a 7 with a 1, a 6 with a 2, a 5 with a 3, etc.).

The reverse scored items are 2, 4, 6, 8, & 10.

2. Take the average of the two items (the standard item and the recoded reverse-scored item) that make up each scale.

Example using the Extraversion scale: A participant has scores of 5 on item 1 (Extraverted, enthusiastic) and 2 on item 6 (Reserved, quiet). First, recode the reverse-scored item (i.e., item 6), replacing the 2 with a 6. Second, take the average of the score for item 1 and the (recoded) score for item 6. So the TIPI Extraversion scale score would be: $(5 + 6)/2 = 5.5$

ADMINISTRATION OF PSYCHOLOGICAL MEASURES

A rapport was established with the subjects before administering the tests. The subjects were assured that the information was being collected purely for research purpose and would be kept confidential. The tests were administered to students during their free period. The instructions were provided to students as based on manuals. The questions and doubts were cleared from time to time. All the tests were filled up by the Students

themselves. Scoring was done according to the instructions available in the respective manuals.

STATISTICAL ANALYSIS

Various parametric statistical techniques were used keeping in mind the objectives of the study.

1. t-test was applied to study the gender differences on emotional autonomy, paternal and maternal attachment, parenting styles, peer attachment, peer pressure, and psychosocial adjustment.
2. Pearson product moment correlation coefficients were computed to study the relationship of emotional autonomy with other variables in the study.

STATISTICAL TECHNIQUES

Following statistical techniques was used in order to analyse the data.

- Independent sample T- test.
- Pearson's product moment correlation.



Chapter IV



Result and Discussion

DIFFERENCE BETWEEN MEANS T-RATIOS (GENDER DIFFERENCE)

One of the objectives of the research was to study the gender difference in happiness. For this purpose t-ratio analysis was used to know any significant differences in the males and females regarding their happiness. Table No.3 shows the means, standard deviations, and t-ratios of all the measured variables for both the males and females.

From the Table no. 3 we can see that in the present study males and females do not significantly differ from each other in any of the dimensions of personality, attachment with parents and peers and happiness. It may be due to the fact that in today's scenario males and females are given opportunities for growth and development and to be happy. Parents, teachers and society all are equally supportive to both males and females nowadays. Now, there is less gender discriminations as compared to earlier times. The present study also confirm to this fact that males and females are equally able to express their happiness, personality, attachment with significant others. Therefore, we can say that our hypothesis- 1 is rejected.

Table 3: Showing t-ratio of Variables under Study with happiness for the males and females Sample (N=160)

| S. No. | Variables | Males | | Females | | t-ratios |
|--------|----------------------|----------|----------|----------|----------|----------|
| | | Mean | S.D. | Mean | S.D. | |
| 1 | Happiness | 120.9625 | 15.37748 | 120.9125 | 17.19523 | .019 |
| 2 | Trust Parent | 40.5000 | 7.19705 | 39.6375 | 6.81072 | .779 |
| 3 | Communication Parent | 29.1750 | 5.67423 | 29.6750 | 5.98051 | -.542 |
| 4 | Alienation Parent | 18.0875 | 5.47305 | 16.3625 | 5.67081 | 1.958 |
| 5 | Trust Peer | 36.6625 | 6.51375 | 36.7000 | 7.11817 | -.035 |
| 6 | Communication Peer | 28.8875 | 5.35096 | 28.4750 | 6.55643 | .436 |
| 7 | Alienation Peer | 20.1750 | 4.76213 | 18.9750 | 4.81289 | 1.585 |
| 8 | Extraversion | 8.7875 | 2.62266 | 8.8000 | 2.68328 | -.030 |
| 9 | Agreeableness | 10.1000 | 2.61253 | 9.8500 | 3.00253 | .562 |
| 10 | Conscientiousness | 9.6625 | 2.62868 | 9.7000 | 2.66434 | -.090 |
| 11 | Openness | 10.2375 | 2.77987 | 10.1000 | 2.48336 | .330 |
| 12 | Emotional Stability | 9.2375 | 3.08629 | 9.5000 | 2.97245 | -.548 |

*Significant at .05 level = 2.576

**Significant at .01 level = 1.960

A number of studies have reported that both males and females are equally likely to feel happy and satisfied with their lives. Dimensions of personality should be having a logical gender difference. In our study the logical expected results are not up time. There may be a response error in the study which is hidden from the reach of the researcher. Hence the study could not identify any significant difference in the personality of students based on their gender. On the other hand, attachment is vague variable where gender difference is always inconsistent.

Several studies found that there is significant difference in attachment style based on gender where results found to be projecting male as highly attachment seeking and sometime female as the same. This inconsistency may not relay upon. Such as gender difference in vague variable like attachment may be dynamic in nature also attachment is a pure social psychological construct which is determined by various other factors like development, personality, birth order and family environment. The influence of an individual can be given least difference and prevailing role will be trivial.

Michalos (1991) conducted the study of 18,000 college students representing 39 different countries found no significant gender differences on happiness. **Inglehart (1990)** conducted the study on 170,000 people in 16 nations and found that women and men reported approximately the same levels of happiness.

Bahiraei, Eftekhareh, Matin, & Soloukdar (2012) conducted the research on relationship and impact of personality and happiness. They found that there is no significant difference between male and female students regarding their happiness and personality.

CORRELATIONS

Pearson product moment correlation is the most common and appropriate parametric technique to know the relationship between two variables. One of the objectives of the present research was to examine the relationship of happiness with other variables included in the study. Therefore, Pearson's product moment correlations were computed between happiness and the different dimensions of attachment with parents and peers (trust, communication and alienation) and different dimensions of personality (extraversion, agreeableness, conscientiousness, openness and emotional stability). Correlations were computed for males and females respectively.

For both males and females, the correlation matrix reveals that happiness has significantly correlates positively with trust parent, communication parent, trust peer, communication peer, extraversion, agreeableness, openness and emotional stability and significantly correlates negatively with alienation parent and alienation peer.

Table 4: Showing Correlations of Variables under Study with happiness for the males and females Sample (N=160)

| Sr. N. | Variables | Happiness |
|--------|----------------------|-----------|
| 1 | Trust Parent | .430** |
| 2 | Communication Parent | .382** |
| 3 | Alienation Parent | -.463** |
| 4 | Trust Peer | .303** |
| 5 | Communication Peer | .276** |
| 6 | Alienation Peer | -.297** |
| 7 | Extraversion | .273** |
| 8 | Agreeableness | .383** |
| 9 | Conscientiousness | .104 |
| 10 | Openness | .505** |
| 11 | Emotional Stability | .434** |

*=Significant at .05 level

**= Significant at .01 level

The correlation pattern shows that happiness significantly correlates positively with trust(r = .430) and communication with parents (r = .382) which suggests that trust and

communication are essential ingredient in attachment with parent. Which adults trust on their parent they feel secure and believe that their parents understand their needs and problems in their life. Communication with parent also contributes in the youth happiness because in communication they discuss their problems and get an approval and reassurance from them about their thoughts, ideas and opinions. De, Kristina, Cooper & Harris (1999) conducted the research on the happy personality. They concluded that happiness is closely related to trust.

Further, the correlation matrix shows significant negative association of happiness with alienation from parent ($r = -.463$) and alienation from peer ($r = -.297$) suggest that alienation is general refers to staying away from one's own self and society. Parent alienation refers to refers to several characteristics like, avoiding quality time with parent not seeking guidance for confronting problems and hiding of emotional conflict. These characteristics of individual will hamper the happiness. On the controversy happy people always want to stay with their family and peer physically and mentally. This regular interaction with family and peer leads to drawing of emotional conflicts and rejuvenating once psychological wellbeing. Peer alienation refers to avoiding friends and peers by not sharing their thinking and feeling. This may lead to excessive self-talk which may impair individual happiness.

The correlation matrix further shows positive correlation of happiness and extraversion ($r = .273$), agreeableness ($r = .383$), openness ($r = .505$), emotional stability ($r = .434$). In case of extraversion, we can say that people who are cheerful and enthusiastic about life are likely to prefer social interactions over more solitary activities. Relationships are one of the more significant sources of happiness.

Wido & Bakkar (2013) conducted the research on why extraverts are happier. Results of this study confirm that extraverts experience a higher boost in momentary happiness when spending time on rewarding activities, especially when rewarding activities are executed with others.

Argyle & Lu (1990) conducted the research on the happiness of extraverts. In this study they explored the hypothesis that it was due to the greater participation of extraverts in social activities.

Bahiraei, Eftekhare, Matin, & Soloukdar (2012) conducted the research on relationship and impact of personality and happiness. In this research they found the significant relationship between the all personality dimensions and happiness among students.

On the other hand, agreeableness reflects individual differences in concern with cooperation and social harmony. Agreeable individuals' value getting along with others. Openness describes a dimension of cognitive style that distinguishes imaginative, creative people from down-to-earth, conventional people. Open people are intellectually curious, appreciative of art, and sensitive to beauty. Openness to experience has been found to have modest yet significant associations with happiness, positive affect, and quality of life and to be unrelated to life satisfaction, negative affect and overall affect in people in general.

Conscientiousness concerns the way in which we control, regulate, and direct our impulses. Impulses are not inherently bad; occasionally time constraints require a snap decision, and acting on our first impulse can be an effective response.

Ghaderi & Ghaderi (2012) conducted the survey on the relationship between big five factor, happiness and sport achievement in Iranian athletes. This study showed that in national team athletics and professional athletes were positive and significant correlation between extraversion, agreeableness, conscientiousness, openness and happiness with sport achievement.

Bakhshipour.B. Panahiyan.S. Hasanzadeh.R. and Tamaddoni .A (2014) found that personality traits, extroversion, flexibility, agreeableness and conscientiousness had positive statistically meaningful relationship with happiness.

CONCLUSION

This study attempted to find out the relationship among happiness and personality, parents and peers attachment.

This study could not find any gender difference for the above mentioned variables. It has been found in result that happy people consistently engaged with their parents and peers and thus maintaining harmonious personality.

Hence, it is concluded that parent and peer attachment along with personality influences happiness of individual especially the adults.

It is suggested to the authorities of education institution to conduct the training programmes on maintaining attachment with parents and peers and to develop the personality of the students by doing. So, the happiness can be maintain in students constructively.

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APPENDICES

Name..... Class..... Course.....

Gender..... Age.....

INSTRUCTIONS

Below are a number of statements about happiness. Would you please indicate how much you agree or disagree with each by entering a number alongside it according to the following code:

You will need to read the statements carefully because some are phrased positively and others negatively. Don't take too long over individual questions; there are no 'right' or 'wrong' answers and no trick questions. The first answer that comes into your head is probably the right one for you. If you find some of the questions difficult, please give the answer that is true for you in general or for most of the time.

1=strongly disagree; 2=moderately disagree;

3=slightly disagree; 4=slightly agree; 5=moderately agree; 6=strongly agree.

1. I don't feel particularly pleased with the way I am.....
2. I am intensely interested in other people.....
3. I feel that life is very rewarding.....
4. I have very warm feelings towards almost everyone.....
5. I rarely wake up feeling rested.....
6. I am not particularly optimistic about the future... ..
7. I find most things amusing.....
8. I am always committed and involved.....
9. Life is good.....
10. I do not think that the world is a good place.....
11. I laugh a lot
12. I am well satisfied about everything in my life.....

13. I don't think I look attractive.....
14. There is a gap between what I would like to do and what I have done.....
15. I am very happy.....
- 16y. I find beauty in some things.....
17. I always have a cheerful effect on others.....
- 18y. I can fit in everything I want to.....
19. I feel that I am not especially in control of my life.....
20. I feel able to take anything on.....
21. I feel fully mentally alert.....
22. I often experience joy and elation.....
23. I do not find it easy to make decisions.....
24. I do not have a particular sense of meaning and purpose in my life.....
25. I feel I have a great deal of energy.....
26. I usually have a good influence on events.....
27. I do not have fun with other people.....
28. I don't feel particularly healthy.....
29. I do not have particularly happy memories of the past.....

INVENTORY OF PARENT AND PEER RELATIONSHIPS

The following statements ask about your feelings about your parents. Please read each statement and circle the one number that tells how true the statement is for you now.

Please be sure to rate each statement.

| | | Almost Never or never true | Not very often true | Some- times true | Often true | Almost Always or Always true |
|----|--|--|------------------------------|------------------------|---------------|--|
| 1 | My mother respects my feelings. | 1 | 2 | 3 | 4 | 5 |
| 2 | I feel my mother does a good job as my mother. | 1 | 2 | 3 | 4 | 5 |
| 3 | I wish I had a different mother | 1 | 2 | 3 | 4 | 5 |
| 4 | My mother accepts me as I am. | 1 | 2 | 3 | 4 | 5 |
| 5 | I like to get my mother's point of view on things I am concerned about. | 1 | 2 | 3 | 4 | 5 |
| 6 | I feel it's no use letting my feelings show around my mother. | 1 | 2 | 3 | 4 | 5 |
| 7 | My mother can tell when I am upset about something. | 1 | 2 | 3 | 4 | 5 |
| 8 | Talking over my problems with my mother makes me feel ashamed or foolish | 1 | 2 | 3 | 4 | 5 |
| 9 | My mother expects too much from me. | 1 | 2 | 3 | 4 | 5 |
| 10 | I get upset easily around my | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|---|---|---|---|---|---|
| | mother | | | | | |
| 11 | I get upset a lot more than my mother knows about. | 1 | 2 | 3 | 4 | 5 |
| 12 | When we discuss things, my mother cares about my point of view. | 1 | 2 | 3 | 4 | 5 |
| 13 | My mother trusts my judgment. | 1 | 2 | 3 | 4 | 5 |
| 14 | My mother has her own problems, so I don't bother her with mine. | 1 | 2 | 3 | 4 | 5 |
| 15 | My mother helps me to understand myself better. | 1 | 2 | 3 | 4 | 5 |
| 16 | I tell my mother about my problems and troubles. | 1 | 2 | 3 | 4 | 5 |
| 17 | I feel angry with my mother. | 1 | 2 | 3 | 4 | 5 |
| 18 | I don't get much attention from my mother. | 1 | 2 | 3 | 4 | 5 |
| 19 | My mother helps me to talk about my difficulties. | 1 | 2 | 3 | 4 | 5 |
| 20 | My mother understands me. | 1 | 2 | 3 | 4 | 5 |
| 21 | When I am angry about something, my mother tries to be understanding. | 1 | 2 | 3 | 4 | 5 |
| 22 | I trust my mother. | 1 | 2 | 3 | 4 | 5 |
| 23 | My mother doesn't understand what I am going through these days. | 1 | 2 | 3 | 4 | 5 |
| 24 | I can rely on my mother when I want to disclose something. | 1 | 2 | 3 | 4 | 5 |
| 25 | If my mother knows something is bothering me, she asks me about it. | 1 | 2 | 3 | 4 | 5 |

The following statements ask about your relationships with your **friends**. Please read each statement and circle the one number that tells how true the statement is for you now. Please be sure to rate each statement

| | | Almost Never or never true | Not very often true | Some- times true | Often true | Almost Always or Always true |
|----|--|--|------------------------------|------------------------|---------------|--|
| 1 | I like to get my friends' point of view on things I'm concerned about. | 1 | 2 | 3 | 4 | 5 |
| 2 | My friends can tell when I'm upset about something | 1 | 2 | 3 | 4 | 5 |
| 3 | When we discuss things, my friends care about my point of view | 1 | 2 | 3 | 4 | 5 |
| 4 | Talking over my problems with friends makes me feel ashamed or foolish | 1 | 2 | 3 | 4 | 5 |
| 5 | I wish I had different friends. | 1 | 2 | 3 | 4 | 5 |
| 6 | My friends understand me | 1 | 2 | 3 | 4 | 5 |
| 7 | My friends encourage me to talk about my difficulties | 1 | 2 | 3 | 4 | 5 |
| 8 | My friends accept me as I am | 1 | 2 | 3 | 4 | 5 |
| 9 | I feel the need to be in touch with my friends more often | 1 | 2 | 3 | 4 | 5 |
| 10 | My friends don't understand what I'm going through these days | 1 | 2 | 3 | 4 | 5 |
| 11 | I feel alone or apart when I'm with my friends | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|---|---|---|---|---|---|
| 12 | My friends listen to what I have to say | 1 | 2 | 3 | 4 | 5 |
| 13 | I feel my friends are good friends | 1 | 2 | 3 | 4 | 5 |
| 14 | My friends are fairly easy to talk to | 1 | 2 | 3 | 4 | 5 |
| 15 | When I am angry about something, my friends try to be understanding | 1 | 2 | 3 | 4 | 5 |
| 16 | My friends help me to understand myself better | 1 | 2 | 3 | 4 | 5 |
| 17 | My friends care about how I am feeling | 1 | 2 | 3 | 4 | 5 |
| 18 | I feel angry with my friends | 1 | 2 | 3 | 4 | 5 |
| 19 | I can rely on my friends when I want to disclose something | 1 | 2 | 3 | 4 | 5 |
| 20 | I trust my friends | 1 | 2 | 3 | 4 | 5 |
| 21 | My friends respect my feelings | 1 | 2 | 3 | 4 | 5 |
| 22 | I get upset a lot more than my friends know about | 1 | 2 | 3 | 4 | 5 |
| 23 | It seems as if my friends are irritated with me for no reason | 1 | 2 | 3 | 4 | 5 |
| 24 | I can tell my friends about my problems and troubles | 1 | 2 | 3 | 4 | 5 |
| 25 | If my friends know something is bothering me, they ask me about it | 1 | 2 | 3 | 4 | 5 |

Ten-Item Personality Inventory- (TIPI)

Here are a number of personality traits that may or may not apply to you. Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement. You should rate the extent to which the pair of traits applies to you, even if one characteristic applies more strongly than the other.

| | | | | | | |
|----------------------|------------------------|----------------------|-------------------------------|-------------------|---------------------|-------------------|
| Disagree Strongly | Disagree moderately | Disagree a little | Neither agree nor disagree | Agree a little | Agree moderately | Agree strongly |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

I see myself as:

1. _____ Extraverted, enthusiastic.
2. _____ Critical, quarrelsome.
3. _____ Dependable, self-disciplined.
4. _____ Anxious, easily upset.
5. _____ Open to new experiences, complex.
6. _____ Reserved, quiet.
7. _____ Sympathetic, warm.
8. _____ Disorganized, careless.
9. _____ Calm, emotionally stable.
10. _____ Conventional, uncreative.