

**WELL BEING AMONG SENIOR SECONDARY SCHOOL
STUDENTS: ROLE OF GRIT, GOAL-ORIENTATION
AND ORIENTATION TO HAPPINESS**

Thesis Submitted for the award of the degree of

**DOCTOR OF PHILOSOPHY
in
EDUCATION**

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DECLARATION

I Amita Sharma hereby declare that the thesis entitled “Well being among senior secondary school students: Role of Grit, Goal-Orientation and Orientation to Happiness” submitted to Lovely Professional University for award of degree of Philosophy in Education, is my original research work and has been prepared by me in School of Education at Lovely Professional University under the guidance of Dr. Nimisha Beri. No part of this thesis has formed the basis for the award of any degree of fellowship previously.

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Date:

Amita Sharma

ABSTRACT

India is emerging as a worldwide hub of education, providing varied educational opportunities to the school students. Every state of the India has several Public and Private senior secondary schools for providing a general and specialized education. . Education prepares students for fulfilling their demands of goal, happiness and well being. Education positively influences the environment to generate the constructive change in habits, positive thoughts, behavior, strength, will power, attitude, well being to achieve their long-term goal of life. Happiness is the fundamental key of good life and well being. Happiness is defined as a subjective state of high level of life satisfaction. Orientation to happiness proposed by Peterson et al. (2005) refers that OTH is made up of three ways of happiness namely pleasant life, meaningful life and engaged life. Physical pleasure has been found to be associated to the short-term satisfaction with life but not in longer term. In many studies it has been found that hedonic tend to improve well being, life satisfaction and positive affect in short term but eudaimonia is more beneficial for long lasting goal. Well being generally includes global judgment of life satisfaction or feeling of joy and happiness. In general term well being includes the presence of positive moods and emotions (e.g., happiness) and the absence of negative emotions (e.g., depression and anxiety), satisfaction with life, fulfillment and positive functioning. In positive psychology grit refers to the character strength of the perseverance. Grit is the motivation to keep preserving towards one's goal (Duckworth, et al, 2007) that might be important for self-actualization view of well being. Grit is the future oriented motivation, pursuing long term goal, rather than being conscientious only in current and short-term endeavors (Duckworth et al, 2007). Motivation has been defined as the direction and intensity of individual attempts and efforts. From the various studies it has been clear that motivation should have harmony with the human goals in order to get essential motivation for doing a task. Psychologists use the term goal orientation to describe the personal characteristics of the individual. There are two types of goal orientation namely task-based goal orientation and self-based goal orientation. Orientation to happiness tends to lead improved well being and life satisfaction. Well being refers to the condition/state of a person or group being comfortable, healthy and happy. Well

being integrated with mental health and physical health results in prevention from disease and promotion of health. Two research paradigms on well being have emerged from distinct Greek philosophies: hedonism and eudaimonism (Ryan and Deci, 2001). The concept of hedonic well being included happiness and pleasure, minimizing suffering and misfortune (Diener, Scollon & Lucas 2004). Subjective well being deals with hedonic paradigm and cognitive and affective evaluation of person's life. In contrast, humanistic psychologist emphasis of good life as the organism valuing process is very strongly reflected towards the eudaimonism well being that emphasis on importance of growth towards self-fulfillment and actualization (Rayan and Deci 2001). Grit is as a passion and perseverance for achieving long-term goals. Duckworth' (2007) definition implies Grit is a two-pronged construct, consisting individual efforts and interest. Individual who was more successful and influential than their counterpart typically possessed traits above and beyond the ability and competence. Duckworth & et. al., (2007) define that Grit is conceptualized as stable traits or ability that does not require a positive feedback. Goal-Orientation is the degree to which an individual or an organization focuses on goal to achieve end results. In present study two term mastery and performance are used. A mastery goal is that in which individual engage him in achievement behavior and developing one's competence while in performance goal individual behave for the purpose of demonstrating one's competence. Happiness is a mental and emotional state of well being. It is defined by pleasurable, engaged and meaningful activities for an individual overall life satisfaction. Review of literature clearly show that Grit, Positive effects, Happiness and life satisfaction are significantly positively correlated. Grit also strong relationships to psychological well being, life satisfaction and harmony in life. In many studies it has been found that perseverance of efforts was moderate to strong relation to subjective well being, belief about well being and strength while consistency of interest had weak and negative correlations with these out comes. There is a positive relationship among grit, sustainable behavior and emotional and over all well being. Grit has positive implication for improving the sustainable behavior and well being of individuals. Review of literature revealed that students who were more focused on intrinsic goal had high well being as compared to those who were focused on extrinsic goal. Life goals mediated the relationship

between way of life and both psychological and subjective well being. Pleasant life was positively related with extrinsic goal and positive connection of these goals to subjective well being. The students who have full life are happier and value intrinsic Life Goal and better Self-control. On the other hand, who have empty lives have lower Well being, Self-control and value on extrinsic Life goal? From the various studies it has been found that student's psychological well being is positively related to their learning goal orientation and negatively related to their performance avoidance goal orientation. Mastery approach goals were positively correlated with psychological and social well being. Although, there is mastery and performance approach positively associated with well being. Many researches indicated that all the route of happiness pleasure, meaning and engagement have relationship with well being but meaning and engagement are stronger predictor than the pleasure and higher well being leads to higher. Thus there is dire need to explore this area as a way of advancing the same. Review of literatures confirms that in India such type of researches on senior secondary students are limited in the country. So present study attempt to study the relationship of Grit, Goal-Orientation, and Orientation to happiness and Well being together with the influences of these variables. In present study Senior Secondary School Students described as the students that are those who belong to Kangra, Mandi and Shimla division of Himachal Pradesh of India. Whereas, the well being is within experience of an individual, it depends upon the person's evaluation in the term of satisfaction or ongoing emotional reaction. Grit is a perseverance and passion for long term goals (Duckworth et al., 2007). It is implicated by the energetic working to challenges, along with preserving efforts and interest over the time in spite of facing barriers, hardship and failure in the way of progress. Goal-Orientation is the degree to which an individual and an organization focus on particular goal to achieve end results. Happiness is a mental and emotional state of well being. Orientation to Happiness is made of three pathways to happiness: pleasure, or the "pleasant life", meaning, or the "meaning full life", and engagement, or the "engaged life". The main objectives of present study are (1) To explore level of Well being, Grit, Goal-Orientation and Orientation to Happiness among senior secondary school students. (2) To find the difference in Grit, Goal-orientation, Orientation to Happiness and Well being with respect to gender and type

of school. (3) To study the interaction effect of gender and type of school on Grit, Goal-orientation, Orientation to Happiness and Well being. (4) To find the interrelationship of Grit, Goal-Orientation and Orientation to happiness with Well being. (5) To analyze the role of Grit, Goal orientation and Orientation to Happiness on Well being. A sample of 1200 students from senior secondary level including male and female students from private and government sectors were studied. The data was collected in the academic year 2019 (April, May and June) through administrated the four standardized scales: Grit scale (Self standardized), Orientation to Happiness (Self standardized), Well being Index by Vijayalaxmi Chouhan and Varsha Sharma (2016) and goal-orientation constructed by Sreekala E. (2013). The data was analyzed by both descriptive and inferential statistics techniques i.e. mean, SD, Percentage, ANOVA, t-test, Multiple correlation, Regression analysis.

Results highlighted that Female senior secondary students showed higher well being, grit, goal-orientation and orientation to happiness as compare to male students. And Government senior secondary students showed higher well being as compare to private schools. On contrasting private senior secondary students showed higher grit, goal-orientation and orientation to happiness as compare to Government schools. Comparison analysis revealed that female students possess the higher CI, PE, and overall grit, MGO, PGO, and overall GO, LP, LE and overall OTH as compare the male students but in case of LM male and female students don't differ significantly.. The students studying in the private senior secondary school show higher CI, PE and overall grit MGO, PGO, and overall GO, LM, LE, LP and overall OTH as compare to government students. In case of gender and type of schools have joint effect on CI and overall grit but don't interact in case of PE. On the other hands gender and type of school don't interact to MGO, PGO, and overall GO, LM, LE, LP and overall OTH of senior secondary school students. Female showed the dominance over male in case of social, spiritual, overall well being and self awareness and male shows higher EWB as compare to female students. Government school students show higher EWB, SWB, SPWB, SA, PHWB and overall well being as compare to private students. Gender and type of school showed the joint effect on SWB, SPWB, SA and overall well being but don't interact to EWB PWB and PHWB. Correlation analysis revealed a significant relationship of grit with EWB, PWB,SWB, SPWB, PHWB and overall

well being but in case of SA of well being is not significantly related. In case overall GO and WB relationship it showed the significant relationship with PWB, SWB, SPWB, PHWB and overall well being but it show insignificant relationship with EWB and SA of the students. Lastly, in case of relationship between overall OTH and WB it show the significant relationship to EWB, PWB, SWB, SPWB, SA, PHWB and over all WB. Regression analysis revealed that over all grit is significant predictor of WB. In case of over all GO and well being only PGO is the significant predictor of well being. When analyzing the overall OTH and WB it is found that overall OTH is the significant predictor of well being. Finding of the study may play a crucial role to provide timely help to senior secondary school students in their decision making process for coming life and leading them to appropriate field of interest. As this stage is a career deciding stage, and when students choose appropriate career according to their interest they take our society new limits. Administrators should try to developed conducive environment in order to produce gritty students, those have passion and perseverance of efforts, and they are able to persist in antagonistic competition of present society. Administrators also develop the mastery and performance goal-orientation programmed for the students by which they are focused on the self, performance approach orientation in related to adaptive and maladaptive pattern of learning. Present study may be helpful to recognize the factors which can boost the orientation to happiness among the students studying in government schools. Happiness is the main source of motivation and worthy goals. It encourages the virtue and strength rather than short cuts and associated to positive outcomes of both individual and society. One of the important implication from the study is that supervisors and teachers of senior secondary school students should adopt psychological intervention therapies which promote the health, well being of male, female and private school students, these therapies significantly decreased anxiety, distress, depressive symptoms and increased positive factors self efficacy, well being and optimism among the students. As grit an important factor of well being that tap into eudemonic element such as meaning, purpose and prosperity of life. Goal-orientation related to cognitions and emotions which leads to better learning and high level of well being among students.

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LIST OF ACRONYMS

| | |
|----------------|---|
| WB | Well being |
| EWB | Emotional Well being |
| PWB | Psychological Well being |
| SWB | Social Well being |
| SPWB | Spiritual Well being |
| SA | Self Awareness |
| PHWB | Physical Well being |
| WBI | Well being Index |
| GO | Goal-Orientation |
| Mastery GO | Mastery Goal-Orientation |
| Performance GO | Performance Goal-Orientation |
| OTH | Orientation to Happiness |
| SPSS-21 | Statistical Package for Social Science-21 |
| SSS | Senior Secondary School |
| ANOVA | Analysis of variance |
| CI | Consistency of Interest |
| PE | Perseverance of Efforts |
| GOMG | Goal-Orientation Mastery Goal |
| GOPG | Goal-Orientation Performance Goal |
| OTHLM | Orientation to Happiness Life Meaning |
| OTHLP | Orientation to Happiness Life Pleasure |
| OTHLE | Orientation to Happiness Life Engagement |

LIST OF APPENDICES

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Appendix B: Grit Scale

Appendix C: Gol Orientation Scale

Appendix D: Orientation to Happiness Scale

CHAPTER-I

INTRODUCTION

CHAPTER 1

INTRODUCTION

1.1 THEORETICAL ORIENTATION OF THE PROBLEM

India is emerging as a worldwide hub of education, providing varied educational opportunities to the school students. Every state of the India has several Public and Private senior secondary schools for providing a general and specialized education. For fulfilling the aforesaid purpose, educational institutions provide various program in different streams, where students are studying for their personal and professional growth. Education prepares students for fulfilling their demands of goal, happiness and well being. Education positively influences the environment to generate the constructive change in habits, positive thoughts, behavior, strength, will power, attitude, well being to achieve their long-term goal of life. To live good and happy life is the mutual goal and quest that bonds people across the globe. Happiness is essential for well being. Happiness can be stated as “a subjective state of high level of life satisfaction”. Orientation to happiness proposed by Peterson et al. (2005) refers to three ways of happiness namely pleasant life, meaningful life and engaged life. As per Diener, Sandvick & Pavot, (2009) “Experiencing pleasure has been found to increase positive effects and life satisfaction. Physical pleasure has been found to be associated to the short-term satisfaction with life but not in longer term. In many studies it has been found that hedonic tend to improve well being, life satisfaction and positive affect in short term but eudaimonia is more beneficial for long lasting goal. Meaningful life is based on eudaimonia, where pursuing activities that contribute to and connect something larger than oneself and provide a sense of purpose and meaning.” Engaged life describes how engaged are the person in their activities. It is characterized by flow wherein one successfully steers a chore in the aspect of challenges (Moneta & Csikszentmihalyi, 1996).

Well being generally includes global judgment of life satisfaction or feeling of joy and happiness. In general term well being is considered as the nonappearance of negative emotions (e.g., depression and anxiety), and the existence of positive moods

and emotions (e.g., happiness), satisfaction with life, fulfillment and positive functioning. Since few years psychologist are stressing on an increased focus on conducting research on happiness and positive emotions (Luthans, 2002). Subjective well being is the multidimensional construct consisting of three different components: positive effects, negative effects and people's cognitive evaluation of their life circumstances (Diener et al., 1997). Another important aspect of well being is the psychological well being, one's who maintaining a state of well being by building a "sense of acceptance of self, positive relation to others, feeling of mastering of environment, sense of autonomy, to follow along one's direction, sense of personal growth".

In positive psychology grit refers to the character strength of the perseverance. According to Duckworth et al, (2007) "Grit is the motivation to keep preserving towards one's goal that might be important for self-actualization view of well being. Grit is the future oriented motivation, pursuing long term goal, rather than being conscientious only in current and short-term endeavors." Therefore, grit is helping one to deal effectively with the life situation and and having attention for important and meaningful things even when component of successes is not existing instantly.

Motivation has been defined as the direction and intensity of individual attempts and efforts. The attempts direction means the method by which an individual is going to obtain a specific situation and intensity means number of efforts made by the individuals (Weinberg & Cold, 2011). From the various studies it has been clear that motivation should have harmony with the human goals in order to get essential motivation for doing a task. Psychologists use the term goal orientation to describe the personal characteristics of the individual with two dimensions: task-based goal orientation and self-based goal orientation. Each of them provides different motivation for doing various things.

Though researches on happiness and well being have increased over the last few years but still there is a gap in our acquaintance regarding what all are the factors which leads to happiness and well being. Orientation to happiness, grit and goal-orientation tends to lead towards improved well being and life satisfaction. There are

small numbers of studies that have examined the grit and orientation to happiness together.

1.1 a WELL BEING

Well being refers to the condition/state of a person or group being comfortable, healthy and happy. Well being is a constructive outcome that has meaning for a person and group as it reflects the perception of life going well by people. Good living condition is a basic fundamental unit of well being. Well being contains global judgment of life satisfaction or feeling joy and happiness. Well being integrated with mental health and physical health results in prevention from disease and promotion of health. The individuals who have higher well being are more prolific at work and contribute more to the communities. In modest term well being is described as adjudicating life positively and feeling good. Researchers have examined the different aspect of well being such as physical well being, spiritual well being, social well being, emotional well being, self- awareness development and activity, psychological well being, domain specific satisfaction and life satisfaction.

Ryan and Deci (2001) stated well being as “Optimal psychological functioning and experience. Two research paradigms on well being have emerged from distinct Greek philosophies: hedonism and eudaimonism”. The concept of hedonic well being included happiness and pleasure, minimizing suffering and misfortune (Diener, Scollon & Lucas 2004). Subjective well being deals with hedonic paradigm and cognitive and affective appraisal of individual’s life. In contrast, humanistic psychologist stress of good life as the organismal cherishing process which is very strongly reflected towards the eudaimonism well being that emphasize on standing of growth towards self-fulfillment and actualization (Rayan and Deci 2001). Subjective well being focuses on feeling of happiness and Psychologist defined that happiness is combination of life satisfaction and positive and negative effects. There are number of evidence that health and subjective well being reciprocally influences each other’s. “Generally Subjective well being (emotional well being) is a broad construct that refers to the evaluation of the quality of one’s life and includes both an affective and cognitive component” (Diener et.al., 1999). Affective components refer to experienced emotions of one’s life, an individual with high level of Subjective well

being reported with high level of positive affects and low level of negative effects. The cognitive components include the overall life satisfaction, such work, health and relationship.

“Psychological well being is a key approach with eudomonic paradigm suggesting that high psychological well being is attained when one has a inner resources in maintaining a state of well being by building a sense of acceptance of self, positive relation to others, feeling of mastering of environment, sense of autonomy, to follow along one’s direction, sense of personal growth, which refers to being a process constantly able to change along the fluctuation of life, and purpose in life, referring a feeling something greater than self”. (Ryff 1989; Ryff and Singer 2008)

Both Psychological and Subjective well being are important aspects of well being. According to both concepts of well being sperson have the highest form of well being when they are able to themselves regulate environment and no other moral is required (Kjell, 2012). “A person who has harmony in life feels restful with the surrounding without an impulse to change it “(Kjell, 2011).

Ryff (1998) identified the six dimension of psychological well being which are essential for mental health.

| | |
|---------------------------------------|---|
| Self-acceptance | <ul style="list-style-type: none"> • Having a positive view of oneself. • Acknowledging and accepting the multiple parts of oneself. • Feeling positive about one’s past. |
| Positive relations with others | <ul style="list-style-type: none"> • Having warm and satisfying relations with others. • Being concerned with the welfare of others. • Being empathic, affectionate, and intimate with others. • Understanding the reciprocity of relationship. |
| Autonomy | <ul style="list-style-type: none"> • Being independent and determining one’s own life. • Being able to resist social pressure to think or behave negatively. |

| | |
|------------------------------|---|
| | <ul style="list-style-type: none"> • Evaluating one’s life by internal standards. |
| Environmental mastery | <ul style="list-style-type: none"> • Being able to manipulate, control, and effectively use resources and opportunities. |
| Purpose in life | <ul style="list-style-type: none"> • Having goal in life and a sense of direction in one’s life. • Feeling that one’s present and past has meaning. • Having a reason for living. |
| Personal growth | <ul style="list-style-type: none"> • Feelings a need for continued personal improvement. • Seeing one’s as getting better and being open to new experiences. • Growing in self-knowledge and personal effectiveness. |

Physical health and well being seem to influence each other in several ways. Health refers to as well functioning of body, mind and capacity to participate in social activity. WHO (2017) defined “health as a state of complete physical, mental and social well being and not merely the absence of diseases”. Physical activity has been linked to physical, mental and social well being. It reduces the risk of fall and improves the cognitive performance. Many analysis on adolescent population shows that physical activity leads to less stress and lower level of depression (Norris, Carroll & Cochrane, 1992). Howell Kern and Lyulomirsky (2007) state that well being positively relate to both short-term outcomes and long-term physical outcomes. Positive well being is related to physical health aspect of well being such as happiness and optimism are related to longer life. Physical health significantly correlated with emotional, psychological and social well being. If physical activity is less it reduces the participation of human being in social activities and increases the risk of social isolation. According to Fratiglioni et al. (2000) social interaction is beneficial to health and well being and physical activities are the indirect means to stimulate and strengthen social ties.

Social well being deals to the positive social and mental health. According to Durkheim (1951) characteristics of social well being are “social integration, sense of

belonging, interdependence and a sense of shared consciousness and collective fate”. Social well being is the degree to which an individual feels that he is the part of a community and society. Social well being is a phenomenon focusing on the social task of the individual in their lives. According to the classical sociology of Keyes (1998) there are five gears of social well being: “social integration, social contribution, social coherence, social actualization and social acceptance”. These five components work together to overcome the social challenges and an individual functioning in their social world. Keyes (1998) model of social well being extends the Ryff’s traditional model of well being from intrapersonal to interpersonal.

Emotional well being is quality of life, which is essential component of social cohesion, peace, and stability in the living environment. It is the form of social well being when an individual feel that they are coping, equally control their lives and face challenges and take responsibilities. Social and emotional well being creates the foundation for healthy behavior and educational attainments (WHO, 2010).

Simply spirituality concentrated on the religious and soul but current studies adopt the wider definition which include all the aspect of individual life. Coward and Reed (1996) include the wellness which reflects a sense of well being which derived from wholeness and integration among all dimension of human being. According to Halely (1983) spiritual health is the relation to self, empathy in the society and relationship with God. It is a interconnectedness of body, mind and soul with the inner peace and meaning and purpose with self-transcendence, social and spiritual action with others. Spiritual well being is the relationship with oneself, others, God and environment. Therefore, spiritual well being can be defined as a state of positive feeling, behavior with oneself and others, sense of identity, joy, happiness, satisfaction, love respect, positive emotions, inner peace & harmony, purpose and direction of life.

A self-aware person is able to change their thought and interpretation that happen in the mind. Self-awareness is the ability to understand own needs, feeling, desire, habits, emotions that are important factor in achieving success. According to Goleman (1998) “people with this competence present themselves with self-assurance, have presence, can voice views that are unpopular and go out on limb for

what is right and are able to make sound decisions under pressures”. It can be defined as the realization of oneself as an individual entity (Crips & Turner, 2010). Self-aware people have great certainty about their feeling to manage their lives well and developing positive feeling to accomplish task. Self-awareness includes emotional self-awareness, accurate self-awareness and self-confidence. Accurate self-awareness is the competency by which an individual recognizes their strength, weakness, reflective learning from experiences and self-developing new perspectives. Self-confidence encompasses a strong sense of one’s value and competences. Self-confident people are able to take challenges and master new skills and achieve their goal.

1.1 b GRIT

Grit is a passion and perseverance for achieving long-term goals. Individual who was more successful and influential than their counterpart typically possessed traits above and beyond the ability and competence. Duckworth & et. al., (2007) define that Grit is conceptualized as stable traits or ability that does not require a positive feedback. “The spark that ignites passion, tenacity, and perseverance is defined as Grit. Grit is defined by levels of passion and perseverance toward goals (Duckworth, Quinn, & Seligman, 2009). Grit enhances the significance given to achievements and redefines the extent of efforts that people are willing to accept to reach their goals. Duckworth et al. (2007) also suggested that grit is influenced by personal beliefs about the impact of external causes, one’s own capabilities, and the attributions of undesirable and positive events.”

An individual with high grit maintains their determination and motivation over a long period despite experience with failure and adversity. Grit is that has some society value, we recognize it in others and ourselves. True grit is really about enjoying a challenge and seeing adversity and it makes a better person in long-run. Psychological literature suggested that sustained efforts and interest are different from individual talent but still vital to get success in life. Gritty individual behaves like a tortoise and maintain their tendency of effort & interest over time in adverse situation while less gritty individual has shown discourage, frequently undergo career changes and led off track more often by new passion. People with high level grit find

alternative actions that give rise to effective progress toward main objectives (Duckworth & Gross, 2014). An individual who is identified with consistency of efforts reflect the higher propensity to follow to goal over longer period of time without changing goal. Consistency of interest shows in the term of higher level of stamina of a particular interest. Second constituent perseverance of effort expressed in term of working diligently for achieving long term goal. Conceptually individual with grit tries to make consistent progress when faced with set back and obstacles and respond toward its domain of passionate interest.

Grit is very important for secondary students striving to attain school related goal, require sustain attention and self-regulation in the condition of tediousness and impediment. Students who are “good” but sometimes lack intrinsic motivation when it comes to school work and instead rely extrinsic rewards like grade or teachers praise (Duckworth et. al., 2011). Grit helps the students to approach learning process with big picture of thinking that provided mastery and process and view setback as a “bump in the road” (Duckworth 2006).

Angela Duckworth was of the view that talent or intelligence alone do not made the students efficacious but they require hard work, willpower and persistence too. Duckworth, Peterson, Matthew & Kelly (2007) examined “the quality that distinguished star performances across the number of field and found that number of achievers were not necessarily those who were the most talented but were the people who sustained the commitment and ambition. This observation led Duckworth coin the psychological construct called grit, which is defined perseverance and passion for long term goal (Duckworth, et al., 2007). Seeing as being successful is important to people, and that working hard and achieving one’s goal can also improve well being. This may be important area to research in relation to orientation to happiness”.

1.1.b.1 Relationship of Grit with Well being

Grit plays an important role in well being and life satisfaction as gritty people live a happy and quality life. Happiness and well being are to be the universal need of the humanity but additional goal in life is to be efficacious and attain extended term visions (Deci & Ryan, 2000). Attaining one’s goal lead to improve well being and

life satisfaction (Wiese, 2007). “Grit positively correlated to life satisfaction($r=.32$) positive affect ($r=.44$) and happiness ($r=.26$) and negatively correlated with negative affect ($r=-.14$), grit was positively correlated to psychological well being, life satisfaction and harmony in life (Titianen, 2014). He also found that sense of coherence and authenticity mediated the relationship of grit and well being. This finding suggests that an individual who is gritty about one’s goal pursuits can promote a sense of coherent world and make a authentic connection with the self which turn to increases the psychological well being”. Grit in combination with gratitude has been associated with plummeting suicidal ideation by increasing meaning in life (Kleinman, Adams, Kashdap & Riskkind, 2013). The results from above studies suggest that grit increases the passion, interest, hope, happiness, motivation, life satisfaction and well being in adverse situation and help individual to achieve long term goal.

1.1 c GOAL ORIENTATION

Goal-Orientation is the mark to which an individual or an organization focuses on goal to achieve end results. Goal orientation interact with motivational climate in such a way if motivational climate is strong, it does change the individual goal-orientation (Roberts, Treasure, A. & Kavussanu, 1997) whereas if motivational climate is weak or silent than goal remain unchanged. According to the achievement goal theory if a person is task-oriented than he would be focused on constant improvement and learning and their behavior would be adaptive to see the failure and he would be exerting efforts and interest in the task (Nicholls, 1989). On the other hand, in ego-involvement participants is less clear about their ability and achievement. Kasser and Rayon (2001) “distinguished between two types of life goals intrinsic and extrinsic. Intrinsic goal included personal growth, emotion intimacy and community services while extrinsic goal include financial success, physical attractiveness and social fame. Intrinsic goals are emerged from personal growth tendencies, in which individual move towards self-knowledge and deeper connections with the other member of the society”. According to the self-determination theory intrinsic goal directly satisfy our psychological needs for autonomy, relatedness and competence (Deci & Rayan, 2000). In disparity people who were concentrating on

extrinsic goals make themselves reliant on conditions of the time and society in which they live and may even become a prey of thing like attractiveness and position symbol.

“Goal orientations refer to the reasons or purposes for engaging in learning activities and explain individuals' different ways of approaching and responding to achievement situations (Ames & Archer, 1988; Meece, Anderman, & Anderman, 2006). It is approaching task to improve ability or demonstrate ability. Dweck (1986) argued that two key goals characterize most learners: learning goals (also called mastery goals and performance goals). Learners with learning goals strive to increase their competence and master skills (Ames & Archer, 1987); learners with performance goals strive to succeed and obtain favorable assessments from others. In a mastery-oriented climate, students emphasizes hard work and effort as determinants of success, attribute failure to internal, controllable characteristics (i.e., ‘I could have worked harder;’ Dweck & Leggett, 1988; Mueller & Dweck, 1998). In contrast, in performance-oriented climates, which promote superiority over others, and attribute failure to external circumstances or internal, uncontrollable characteristics (i.e., ‘I just don’t have enough ability;’ Dweck & Reppucci, 1973). Students in mastery-oriented climates also tend to enjoy challenging academic tasks more than students who are being exposed to performance-oriented climates, and generally perform better over time (Dweck & Leggett, 1988; Mueller & Dweck, 1998; Utman, 1997). Goal orientation refers to the approach a student employs when developing, enacting, and demonstrating competence or skills to others. The two distinct approaches of goal orientation are commonly referred to as performance and mastery orientations (Button, Mathieu, & Zajac, 1996; E. S. Elliot & Dweck, 1988; Nicholls, 1984). In an academic context, students who prefer a mastery approach goal (MaAP) orientation are interested in gaining deeper knowledge and see academic goals as a way of furthering their own academic acumen. In contrast, students who prefer performance approach goal orientations are more concerned with their ability to portray knowledge on the surface level and demonstrating their competence to others (e.g., Church, Elliot, & Gable, 2001; A. J. Elliot & McGregor, 2001; Vandewalle et al., 2001). Within mastery and performance orientations, there is a further distinction

commonly drawn between approach and avoidance, leading to four possible goal orientation types (Pintrich, 2003). Students with a preference for performance approach goal (PAP) orientations are focused on using their skills to demonstrate their abilities or competence to others. Conversely, students with a preference for performance-avoidance goal (PAV) orientations tend to avoid using their skills so that they will not risk demonstrating poor competence or failure if they do not successfully perform in a given situation.”

Do people differently oriented to happiness choose different goals? Bardar & Anic, 2010; Bardar, Rijavec & Miljkovic (2009) in their studies showed “that extrinsic goals are related to orientation to pleasure, while intrinsic goals are strongly related to the orientation to meaning. People who have pleasant lives are set to the extrinsic goals while they can easily lead to many pleasurable moments, on the other hand people who live meaningful lives will set more intrinsic goals, which provide them to opportunities to use their skills in challenging and meaningful activities. Motivation should have harmony with human goals in order to get essential motivation for doing a task. It has been seen that goal provide the enough motivation for reaching goals”. Psychologists use Goal Orientation in order to describe personal characteristics of individuals. They believe that people have two types of goal either Task- oriented or Ego-oriented.

“When individuals are task involved, they perceive the ability is processed in self-manner – emphasis is laid on task mastery exertion of efforts, and development of one’s skills or knowledge of activity. When ego-involved, striving is marked by demonstration of normative referenced high ability and perception of successful achievement when individual think they have exceeded or performed equally, or with less effort expended” (Balaguer, Dudo & Crespo, 1999). In the study two terms mastery and performance were used. A mastery goal is that in which individual engage himself in achievement behavior and developing one’s competence while in performance goal individual behave for the purpose of demonstrating one’s competence. When students are focused towards mastery goal they learn, understand, the skills need for doing their task and develop over past performance which is grounded on intrapersonal appraising norms. By contrast when students are concerned

with performance goal their main drive is to achieve outer performance which is based on an interpersonal standard and it deals to strong social comparison. Mastery goal has been associated with many positive and adaptive pattern of learning, deep processing strategies, interest, enjoyment, and persistence after failure (Dweck & Leggett, 1988; Elliot & McGregor, 2001; Kaplan & Maehr, 1999). In the findings of performance goal studies, it has been found that performance goal is associated to maladaptive behaviour such as narrow dispensation and negative effects (Dweck & Leggett, 1988; Kaplan & Maehr, 1999, Turner et al., 1998).

1.1.c.1 Relationship of Goal-Orientation with well being

According to the theories of motivation it is assumed that every individual devotes their large amount of their time to accomplish different goals important for themselves. When people are inquired, what make them happy, they often reference their life purpose and plans (Delle Fave, Brdar, Freire, Vell-Brodrick & Wissing, 2010). Goal-Orientation results in psychological well being which promote the personal growth, environmental mastery, positive relationship, life purpose, self-acceptance and autonomy (Ryff & Singer, 1998). A mastery goal (intrinsic goal) engages the individual to develop one's competence while performance (extrinsic goal) engages one to demonstrate competence. Kaplan & Maehr (1999) found that goal-orientation focus on better learning and psychological well being in middle school students by relating to emotions and cognitions. Reinboth & Duda (2004) study revealed that team athlete who perceive task-orientation have high level of well being.

1.1 d ORIENTATION TO HAPPINESS

According to the various concepts of happiness it is the main source of motivation as well as worthy goal. An authentic happy feeling is that which arises from the experiences of strength and virtues rather than short cut (Seligman, 2002; 2004). Seligman (2005) found that happiness is associated to positive outcomes both on individual and society level. As a whole better health and relationship with other are the cases of positive significances of happiness for the individual and society (Seligman 2002, 2004; Diener, Kesebir, & Lucas, 2008). Hasen (2009) found that

happiness is feeling good for right reason that matter. True happiness is that which is not based on false & illusionary belief, irrational standard of evaluation or values that are not truly one's own. Happiness is a mental and emotional state of well being. It is defined by pleasurable, engaged and meaningful activities for an individual overall life satisfaction. According to eudaimonia and hedonic theories happiness is utmost talked factor in well being research. Pleasant life is grounded on positive practices and lessen pain. Pleasure in casual conversation is to be happiness. This orientation to happiness contains of positive feelings about past, present and future and learning skills that build up the intensity of positive emotions and lessen the negative emotion (Hasen, 2009). In past positive emotions include fulfillment, pride satisfaction and serenity (Diener, 2000) whereas in future positive emotions are hope, optimism, confidence that have been reported buffer against depression (Seligman, 2002). Pleasure related to future, resulted good life in which individual develop their strength and virtues in activities that the individual is passionate about and enjoy (Norris & Vell-Brodick, 2008). Meaning is the second route to happiness and can be traced to the Aristotelian notion of eudaemonia. The definition of meaning in life range from coherence in one's life to goal directness and purposefulness that the individual experiences. Steger & Frazier, (2006) suggested that meaning in life can be achieved when one is meeting needs for value, purpose efficacy and self-worth. Meaning associated to work engagement, life satisfaction, happiness and healthy psychological functioning. (Khaneman, diener & Schwarz, 1999; Steger & Frazier, 2006). Peterson et al. (2005) specify that "meaningful life is lived with self-conscious sense of service to other people. A sense of meaning is positively associated with overall well being (Adams, 2000; Peterson et al., 2005; Zika & Chamberlian, 1992) and negatively associated with anxiety and depression (Ho, Cheung & Cheung, 2010). Meaning full life is based on the activities that contribute to something larger than us, and relate to the greater good of family, community and justice". Peterson et al., (2005) created a motivational framework with the addition of other distinct pursuit, engagement. Khan (1990) employ that engagement refers to a state in which an individual expresses their entire self: physically cognitively and emotionally. Bakker (2005) found that individual who perceive themselves positive, pursue their role that are directly to their

values which promote intrinsic motivation and engagement. An engaged person is more energetic, dedicated and enjoy their role which promote their happiness.

An individual who pursues all of three orientations to happiness is supposed to live a complete life while who do not have either of them live vacant lives. “Living a full life leads to the greatest life satisfaction, with engagement and meaning being better contribute to the subjective well being than pleasure”. (Peterson et al. 2005; Vella- Brodrick, Park & Peterson 2009).

1.1.d.1 Relation of Orientation to happiness with well being

“Happiness is important for health and well being and the people who have strength and talent maintain their well being and they are more resilient in the face of adversity” (Fredrickson, Mikels & Conway, Brown, Cohn, 2009; Tugade & Fredrickson 2004; Lyubomirsky et al. 2005). “If individual is happier, they understand themselves better, identify trigger and strength to become more successful and expand their well being and quality of life (Seligman, Rashid, & Parks, 2006)”. Although literature suggest that engagement and meaning are the best predictor of life satisfaction but all of three orientation to happiness leads to best outcomes of the individual. Kose (2014) study found that three orientation to happiness are relates to life satisfaction in Turkish students whereas in Russian sample merely meaning in life is the significant predictor of life satisfaction while pleasure and engagement not. In general, all the components of Orientation to happiness are to be self-determining and exclusive predictor of subjective well being and life satisfaction; engagement and meaning are sturdier predictor of well being than pleasure but joint effect of all the three components leads to highest level of well being and life satisfaction (“Peterson et al., 2005; Peterson, Ruch, Beerman, Park & Seligman, 2007”). In positive psychology subjective well being and life satisfaction are often used interchangeably with happiness which are more scientific term for those people who are associated with happiness (Seligman & Csikszentmihalyi, 2000). Schueller & Seligman (2010) also reported that people having high orientation to happiness show highest level of subjective well being.

1.2 REVIEW OF RELATED LITERATURE

Literature refers to the knowledge of the particular area of investigation of any discipline which involves the theory, practices and research of the related study. It also give the information about the writing the foundation of idea into the section of research work.

1.2 a GRIT AND WELL BEING

Singh & Jha (2008) explored the relationship between happiness, Life Satisfaction, Grit and Positive and Negative effects. The study was done on 254 under graduate students of technology. Correlation analysis and Regression analysis were used to find the results. The results indicated that Grit, Positive effects, Happiness and life satisfaction are significantly positively correlated. Negative effects showed a significant negative correlation with Grit Life Satisfaction and Happiness.

Salles, Cohen, & Muller, (2014) find the relationship between Grit and Resident Well being. The sample of 141 residents across a surgical specialist was taken. The results show that Grit was a predictor of later Psychological Well being.

Tiittanen, (2014) examined how Grit relates to the three aspects of Well being (Psychological Well being, Life Satisfaction and Harmony in life) and whether these relationships are mediated by Sense of coherence and Authenticity. This study was conducted in two different parts. Study first with 196 university students and study second with 396 non students. Structural equation modeling was used to test for direct and indirect effect between Grit and Well being. Statistical procedure-Pearson correlation, independent sample t-test, one-way ANOVA were conducted to investigate relationship among Socio-demographic variables Grit and others variables. Results of both studies were found to have strong relationship between Grit and three aspects of well being. Finding also gender differences in the relationship between Grit and Well being.

Machell, (2016) conducted a study for examining the influence of both Life events and Grit to predict the changes in adolescent well being over a period of one year. Sample conducted of 306 adolescent ages 15 to 18 years and from 18 countries.

Descriptive Statistics, Structural equation Modeling and Factor Analysis were used for drawing out the findings. The study found that positive and negative life events predicted the rate of change in adolescent, Satisfaction with the Life but not to meaning in Life. Grit positively correlated to initial level of well being. Results also revealed that Grit was negatively related to meaning in Life over one year and Grit related to negative Life events when envisaging change in Meaning in Life. Grit and life event influences adolescent well being.

Vinothkumar, & Prasad, (2016) focused on the “relationship between Grit, Resilience and Psychological Well being and moderate role of Resilience in relationship between Grit and Psychological Well being”. Sample comprises 170 adolescents belonging to the age of 14 to 17 years. Results showed that significant positive relationship between all variables.

Akbag & Ummeet (2017) examined the predictive role of grit and basic psychological needs satisfaction on subjective well being of 348 (200 female and 148 male) final year undergraduate students who work. Pearson product moment correlation, hierarchical-regression analysis and independent group t-test were used for analysis of data. Female showed higher level of subjective well being than males. Total score of basic psychological needs shows significant difference in favor of females. From the regression analysis it has been found that grit, basic psychological needs (autonomy, competence and relatedness) and gender were the meaningful predictor of subjective well being but satisfaction of these three needs were stronger than others and there is positive significant relationship between grit and satisfaction of these basic needs.

Jin & Kim (2017) investigated that how grit is related to the satisfaction of basic needs and subjective well being. Sample of 455 young adults was taken in the study. The results showed that grit is strongly related to both autonomy and competence needs and these needs mediated the effect of grit on subjective well being. Grit did not directly increase the satisfaction but decreases the depression.

Khan & Khan (2017) correlated the level of grit with higher level of happiness, life satisfaction of 100 professionals of different fields. Pearson correlation

test was used for analysis of data. The results exposed that grit, happiness and life satisfaction are positively correlated.

Arya & Lal (2018) identified sense of coherence and grit as important variable in contributing well being of the individual. Sample of 250 medical and engineering students were taken. The results revealed that there is positive relationship grit and well being and sense of coherence has the mediating role between them.

Spoeskes (2018) revealed that grit, all routes towards well being and well being are positively correlated.

Dam et al. (2019) assessed the burnout and well being and their relationship with grit. Total sample of 222 residents complete the survey but 173 met the criteria for burnout and 107 residents met the criteria for low well being. The results showed that residents with high grit score experience to have less burnout and low well being as compare to those with low grit have more burnout and low well being.

Disabato et al., (2019) conducted a study on international sample of 7617 participants from 6 to 7 countries of late adolescent. Researcher tried to find out how grit facet related to well being and personality strength. Results of the study found that perseverance of efforts was moderate to strong relation to subjective well being, belief about well being and strength while consistency of interest had weak and negative correlations with these out comes.

Jiang et al. (2019) examined the relationship of grit and subjective well being by using the need satisfaction as a mediator and conducted the two study. In study first there were 2963 adolescence and in study 2 78 participants. The results revealed that in the study first that grit was positively associated to subjective well being and their relation was mediated by need satisfaction. In study second multilevel within subject mediation indicated that daily grit promote the happiness by need satisfaction.

San Juan & Bance (2019) conducted the psychological intervention program on grit and psychological well being to alleviate acculturative stress among the Philippines students. Pearson Product moment and correlation coefficient were used for analysis of data. Results indicated that there is strong positive correlation between

grit and psychological well being and negative correlation of grit and psychological well being with acculturative stress.

Charkraborty et al (2020) examine the psychological well being and grit of management students and how their knowledge strength moderating their sense of psychological well being and grit. A cross sectional survey administrated on a sample of 650 management students aged from 22-26 years, out of which 450 students completed the Google form. Hierarchical Regression and correlation were used for analysis of data. Results revealed that psychological well being is the predictor of perceived grit and knowledge of strength has the moderating effect on psychological well being and grit.

Choi (2021) examined the relationship between grit, sustainable behavior and emotional well being on a sample of 273 under graduated students of south Korea. There were 95 male students and 178 female students. Factor analysis, Independent T-test, correlation and one way analysis of variance were used for data analysis. Results revealed that there is positive relationship among grit, sustainable behavior and emotional well being. Grit has positive implication for improving the sustainable behavior and well being of individuals.

Joshanloo, Jovanovic & Park (2021) explore the relationship between Hedonic well being (life satisfaction, positive and negative affect) and Eudaimonic well being (psychological and social well being) and other criterion variables like long term planning, sensation seeking, self-control, grit and intellectualism. There were 1310 Korean adults in the study. Descriptive statistics, correlation and regression were used for the analyses the data. Results indicated that all the criterion variable had strong relationship with psychological and social well being than the life satisfaction, positive and negative effects.

Kwon (2021) examined the relationship of grit and subjective well being beyond the conscientiousness and sense of control. 1008 participants were taken from United States and South Korea. Quota sampling was used. Descriptive analysis, correlation and hierarchical Regression were used for analysis of data. The results revealed that there is positive relationship between grit and subjective well being is largely driven by perseverance of effort than consistency of interest. This dimension

is the unique variance in subjective well being beyond the sense of control in both the country and variance beyond conscientiousness in the US sample.

Review Summary

Review reflect that grit has been found to be the strong predictor of happiness, life satisfaction, well-being, psychological needs, (Singh & Jha, 2008; Tiittanen, 2014; Machell, 2016; Vinothkumar & Prasad, 2016; Akbag & Ummeet, 2017; Khan & Khan, 2017; Arya & Llal, 2018; Spoeskes, 2018; Dam et. al, 2019 ; Jiang et al., 2019, San Juan & Bance, 2019; Charkraborty et al., 2020). Choi (2021); Joshanloo, Jovanovic & Park (2021) and Kwon (2021) found the positive relationship between grit and subjective well being driven by perseverance of efforts than consistency of interest.

1.2 b GOAL ORIENTATION AND WELL BEING

Schmuck, et al. (1999) examined the Aspiration for extrinsic and extrinsic goal and well being of German and U.S. college students. A Sample of 83 German and 125 U. S. students was taken for the analysis of data. Results indicated that German and U.S. students who were more focused on intrinsic goal had high well being as compared to those who were focused on extrinsic goal. Some cultural differences were also found in terms of specific goals of the students.

Brdar (2009) found out the relationship between intrinsic and extrinsic life goal and psychological and subjective well being. Sample of 776 students out of which 479 high school students and 297 college students (286 males and 490 females) aged from 15 to 20 years were taken for the study. Results showed that life goals mediated the relationship between way of life and both psychological and subjective well being. Pleasant life was positively related with extrinsic goal and positive connection of these goals to subjective well being and negative one to psychological well being.

Moldovan (2011) examined the relationship between dispositional Goal Orientation (task/ego) Perceived Motivational Climate and Psychological Well being. There were 85 participants competing on different level. Results indicated that no significant difference in Goal Orientation and Psychological Well being between elite

and non-participants. Results show that there is a positive correlation between task-orientation and self-esteem and ego-orientation and negative effects.

Anic, et al. (2013) compared Subjective Well being, Life Goals and Self-control of people with the different component of Happiness, there were 278 male and 484 female in the study and divided the students into four group of students who have hedonic and eudaimonia Orientation (full life), those who have empty life, those who have eudemonic and those who have hedonic life. Results showed that students who have full life are happier and value intrinsic Life Goal and better Self-control. On the other hand, who have empty lives have lower Well being, Self-control and value on extrinsic Life goals.

Abrishamkar, Shojaei, & Daneshfar (2014) examined the relationship between Psychological well being, Goal orientation and coaches' Motivation. Sample of 66 coaches with mean age and Pearson correlation, Smirnov-Kolmogorov test has been taken to analyze the data. Research finding indicate that there is significant relationship between ego-orientation and coaches. Motivation and a significant association between intrinsic motivation and task-orientation. Results revealed that there is positive and significant relationship observed between Psychological well being and intrinsic motivation and significant negative relationship between Psychological well being and extrinsic motivation.

Haga, & Nordin (2014) examined the goal-setting, perceived competence, goal-orientation and psychological well being in Swedish male football players at junior and senior level. The participants in the study were 121 male players. One-way ANOVA and Pearson's correlation were used for analysis of data. Results showed that junior had higher ego orientation as compared to senior. Results demonstrated significant correlation between goal-setting, perceived competence, task-orientation and goal-setting, task-orientation and well being, ego-orientation and perceived competence, perceived competence and positive well being, anxiety and negative self-confidence at both junior and senior level.

Wayment and Walters (2016) examined the ability of an interpersonal construct called athlete connectedness to mediate the relationship between task and

ego goal-orientation and well being. A sample 100 male and 106 female participants was analyzed. Results of structural equation model indicated the significant indirect effect of task and ego motivation on well being through athletic connectedness. There were 30 percent variances in well being and moderate effect size.

Sonneborn (2017) examined the two theories of goal orientation (self-determination theory and match perspective) and relationship between goal-orientation, well being outcomes and tendency to engage in risky drug and alcoholic behavior of undergraduates. Sample of 130 undergraduate students of private university aged from 18-22 years was taken for the study, but only 88 students completed the questionnaire. Following the self-determination theory individual who are more intrinsically goal oriented will have high well being out comes and less risky drug and alcoholic behavior. Results of the study showed that limited support to self-determination theory. Following the second match perspective hypothesis the small difference between perceived environmental goal-orientation will be associated to better well being and less risky drug and alcohol behavior but result not support to match perspective hypothesis.

Sosik, et al. (2017) examined the direct and indirect effect of students learning and performance goal orientation on their well being. Sample of 564 Thai university students were taken. The findings of the study found that students psychological well being was positively related to their learning goal orientation and negatively related to their performance avoidance goal orientation and this relationship was stronger for men as compared to women. Lastly it has been also found that difference between psychological well being of men and women become stronger with the increase in learning goal-orientation and low level of performance avoidance goal-orientation.

Prpa (2019) examine the relationship between achievement goals stemming (from different conceptions) to different indices of well being. A sample of 634 students mean age from 16.19 years were selected from Serbia. Hierarchical regression analysis was used to analyze the data. The results revealed that global goal measure proved to be the best predictors of subjective, social and psychological well being. There was the positive correlation between psychological indices and task

orientation whereas ego-orientation was positively correlated to psychological well being. Mastery approach goals were positively correlated with psychological and social well being. Although, there is mastery and performance approach positively associated with well being. Finding also revealed that personal improvement goal was positively correlated to well being indices while global ego enhancing goal correlated with psychological and social well being and negatively correlated to emotional and psychological well being.

Yi, Tian & Huebner (2019) examined the relationship between mastery goal orientation and subjective well being in elementary school students by using the mediating role of school cognitive and behavioural engagement. The sample comprised of 974 Chinese children who completed the self-reported questionnaire. Structural equation modeling was used for analysis of data. Results revealed that mastery goal orientation was related to well being and to promote the subjective well being of students encourage them to cultivate mastery goal orientation and cognitive and behavioral engagement.

Dubey (2020) examined the effect of learning (mastery approach and mastery avoidance) and performance (Performance approach and performance avoidance) goal orientation on life satisfaction and identify the goal orientation among undergraduate students. A sample comprised of 321 undergraduate students. Descriptive statistics, correlation, and multiple regressions were used for analysis of results. Results revealed that mastery goal orientation positively associated to life satisfaction. Finding also suggest the performance approach goal orientation to be preferred by the students which is followed by performance avoidance and mastery goal orientation respectively.

Supervia, Bordas & Lorente (2020) examined the relationship of Goal orientation (task & Ego), Optimism and life satisfaction in adolescence also mediating role of goal orientation on the relationship of optimism and life satisfaction on a sample of 1602 students out of which 871 were male and 731 were female from the nine different schools age between to 12-17 years. Random sampling was used for the selection of participant. Descriptive statistics and correlation were used to analysis of data. Results indicated that goal orientation correlated to life satisfaction and

optimism. Results also revealed that only task orientation mediates the relationship of optimism and life satisfaction.

Dam, Noordzij & Born (2021) examine the effect of achievement goal orientation (Mastery approach, mastery avoidance, and performance approach and performance avoidance goal orientation) on employee's flourishing (indicator of well being) through the job security. There were 275 participants in the study. Through the Structural equation modeling it has been found that mastery approach and avoidance positively predicted flourishing. Mastery goal orientation directly contributed to flourishing and quantitative job insecurity not negatively predicted flourishing but qualitative job insecurity negatively predicted to flourishing.

Tuominen et al (2021) examined the achievement goal orientation of sixth-seventh grade students, assess the change and stability in these profile in transition from elementary to lower secondary school and profile difference in academic achievement and academic well being on a sample comprising of 419 students. Independent sample t-test, descriptive statistics and correlation were used for analysis of data. Results indicated that students are more mastery oriented, across the transition show more adaptive pattern of motivation, academic achievement and well being.

Review Summary

Review analysis revealed that Schmuck et al (1999); Brdar (2009); examined the intrinsic and extrinsic goal and well being and found positive connection of these goals to subjective well being and negative correlation to psychological well being. Moldovan (2011); Abrishamkar, Shojaei, & Deneshfar (2014); Haga & Noedin (2014); Walters (2016); Sosik, et al (2017); Prpa (2019); Yi, Tian & Huebner (2019); Dam, Noordzij & Born (2021) examined the goal orientation (task/ego) and psychological well being and found that psychological well being of the students is positively related to learning goal orientation and negatively their performance avoidance goal orientation. Findings also showed that personal improvement goal was positively correlated to well being indices while global ego enhancing correlated with psychological and social well being and negatively correlated to emotional and psychological well being. Tuominen (2021) found that student are more mastery

oriented during the transition and show more motivation, academic achievement and well being.

1.2 c ORIENTATION TO HAPPINESS AND WELL BEING

Peterson, et al (2007) examined the link between character strength of orientation to happiness and life satisfaction among U.S. and German adults. A sample of 12,439 adults and 445 Swiss adults completed online and paper-pencil survey. Both the sample showed higher link between character strength and life satisfaction were associated with orientation to happiness. Results also showed that gratitude was the robust predictor of life satisfaction in U. S. sample and perseverance was most robust predictor in Swiss sample.

Vell-brodrick, Park, & Peterson (2009) compared the Orientation to happiness American and Australian participants and concluded that three orientations to happiness predicted Life Satisfaction positively and also found Engagement and Meaning have stronger relationship than Pleasure. Results indicated that American scored high on Orientation to Meaning than did Australian participants. These results suggest that Americans were typically religious than Australian.

Schueller, & Seligman (2010) conducted a online study in which 13,565 participants from 112 countries participated. Participants completed the measure of Orientation to Happiness, Subjective Well being and Objective Well being. “The results indicated that Pleasure, Meaning and Engagement were correlated with the Subjective Well being and Engagement and Meaning were stronger predictors of Subjective Well being than the Pleasure. Finding indicated that Engagement and Meaning was positively correlated to Objective Well being whereas Pleasure was negatively related. Results suggest that pursuing and engagement in meaningful activities may lead to high well being than Pleasure and that pursuing Pleasure may have negative consequence on education and occupation”.

Dlamini (2011) determined the relationship between orientation to happiness and subjective well being and also determined whether orientation to happiness hold predictive value for satisfaction with life. A sample of 175 teachers was used. Results showed that pleasure and engagement were positively correlated to satisfaction with

life. Orientation to pleasure had predictive value for life satisfaction and somatic symptoms, anxiety and severe depression had negative relationship with satisfaction with life

Hool (2011) found out the relation between character strength, life satisfaction and orientation to happiness of 1601 respondents from Nordic countries aged from 13 to 65 above. Frequencies and descriptive analysis, one-way ANOVA, Post-hoc test, correlation and Hierarchical multiple regression were utilized. Results showed that character strength robustly associated with subjective well being and small difference was found between gender and different age group. In the sample only meaning is significantly related to subjective well being whereas others orientation to happiness were not.

Kose (2014) examined the Orientation to Happiness and life staisfaction and found that all the three Orientation to Happiness related to Life Satisfaction in Turkish students whereas in Russian students only orientation to Meaning predicted the Life Satisfaction while Engagement and Pleasure did not predicted life satisfaction.

Wagener et al. (2014) examined the relation of adolescents' orientation to happiness to their well being and leisure time activities and connection of these activities towards well being and also examined the link between orientation to happiness and well being as mediated by characteristics of these activities. There were 1600 participants in the study from eight European countries. Results showed that we should encourage school teachers and parents to provide leisure time activities that enhance the adolescents' well being.

Cug (2015) tested the self-forgiveness, self-compassion, subjective vitality and orientation to happiness in predicting subjective well being among 820 university students. Results from structural equation modeling analysis revealed 76 percent variance in subjective well being. Results also indicated the subjective vitality was the strongest predictor in subjective well being and self-compassion, self-forgiveness, subjective vitality was mediated by pleasure orientation in predicting subjective well being

Sheldon et al. (2015) conducted the study on a sample of 755 participants, 10 Personality strength (Grit, Gratitude, curiosity, savoring, Control, Beliefs, Meaning in Life-Presence, Strength use and Engagement, Pleasure and Meaning based Orientation towards Happiness) were compared as predictors of 6 months increase in Goal attainment and moderator role of Goal attainment upon Subjective well being. Results showed that Grit was the only candidate strength that increased goal attainment and curiosity was only candidate strength that moderated attainment effect on well being. Goal attainment effects on Subjective well being when Meaning of Orientation increased.

Marija & Leshkovska (2018) found the inter correlation among Time Perspective, Meaning in life and Subjective well being in Macedonian undergraduate students. The results showed the subjective well being associated as with presence of meaning in life, orientation toward pleasure, sentimental toward past and lack of negative factor towards past. Study also indicated that presence of meaning in life and past negative factor significantly predicted student's subjective well being.

Tandler, Krauss & Proyer (2020) examined relationship between self and peer-rated orientation to happiness (life of meaning, engagement and pleasure), work related well being (work satisfaction and work stress) and coping strategies and also examine the mediating role of coping strategies on the relationship of orientation to happiness and well being at work. There were 372 participants between the ages of 18-65 years old, German Swiss adults in the study. Correlation, hierarchal multiple regression analysis and parallel mediation were used for analyzing the data. Results indicate that orientation to happiness related to higher level of one's work satisfaction (engagement lesser than meaning) but pleasure leads to lower stress. From the results it has been clear that higher well being leads to higher orientation to happiness. There is positive association found between self and peer rated orientation to happiness and adaptive coping strategies. Mediation results showed that engagement and work satisfaction mediated by control and negative coping, meaning and work satisfaction by positive coping and full mediation found between pleasurable life and work stress by negative coping.

Giuntoli et al (2021) explored different role of hedonic and Eudaimonic motives for activities in predicting functioning and well being. The objective of the study was to find out the correlation between different types of orientation to well being and positive experiences (flourishing, life satisfaction, positive effects), negative experiences (depression, anxiety, stress) and functioning (dispositional coping strategies) on a sample of 461 participants aged from 18-30 years. Multivariate linear model was used for analysis of data. Results revealed that pleasure orientation was positively related to positive experiences of well being and negatively to negative experiences. Pleasure orientations related to achieving the pleasant life while Eudaimonic orientation related to living well.

Oriol, et al (2021) examined the relationship between dispositional optimism and life satisfaction through using the various mediating construct (self control, grit, positive effect, gratitude and meaning in life) associated with both hedonic and eudaimonic well-being and conducted the three studies. In first study a sample of 275 secondary students were taken to assess the relationship between Optimism and Life satisfaction through the self control and grit. The results revealed that grit has a mediating effect on relationship but self control not. In second study examined the mediating effect of positive effect on dispositional optimism and life satisfaction on a sample of 1356 students. Results indicated the strong relationship between optimism and positive affect but not mediating effect of positive affects on their relationship. In third study conducted multiple mediations from gratitude and meaning in life over the optimism and life satisfaction on a sample of 371 students. Results revealed that strong relationship found between meaning in life and optimism and meaning in life and gratitude but there is moderate relationship between life satisfaction and optimism and gratitude and meaning in life.

Review Summary

Review reflects that orientation to happiness is linked positively with life satisfaction, subjective well being (Vell-brodrick, Park, & Peterson (2009); Schueller & Seligman (2010); Dlamini (2011); Hool (2011); Kose (2014); Wagener et al (2014); Giuntoli et al (2021)). Findings also revealed that pursuing engagement in meaningful activities leads to high level of well being than pleasure and that pursuing

pleasure have negative consequences on education and occupation. determine the relation between character strength, life satisfaction and orientation to happiness. Tandler, Krauss & Proyer (2020) found that orientation to happiness relates to higher level of one's work satisfaction

Sheldon et al (2015) conducted the study on personality strength (grit, gratitude, curiosity, savoring, control, belief, meaning in life-presence, strength use and engagement, pleasure and meaning based orientation towards happiness) and goal attainment and moderator role of goal attainment on subjective well being and found that only grit increases the goal attainment (meaning more than engagement) whereas pleasure ensure the low stress. Oriol, et al. (2021) found strong relation between meaning in life and optimism, meaning in life and gratitude and moderate relationship between life satisfaction optimism and gratitude and meaning in life.

A cross of the review of literature in the context of the present study pointed towards the well being of the senior secondary school students who face multiple challenges which constantly influence their educational outcomes, academic achievement and to achieve the long term goal of life. On the basis of the review of literature the existing researchable problems lead to study the Well-being among senior secondary school students: Role of grit, goal orientation and orientation to happiness.

1.3 SIGNIFICANCE OF STUDY

Well being is the good living condition of an individual and many sectors of society. We find many indicators of well being like quality of their relationship, their positive emotions, resilience and realization of their potential and overall satisfaction with life. Well being is integrated with mental health, positive emotions, self-perceived health and productivity. People with well being are more creative, successful in life, better cope with the difficulties and are quicker in making judgment and decision making.

Singh & Jha (2008) found that Grit, positive effects, happiness and life satisfaction are significantly positively correlated and negative effects show significant negative correlation with life satisfaction and happiness. Anic, Petra &

Marko, Tocić (2013) found that students who have full life are happier, value intrinsic life goal and have better self-control. Motivational orientation differentially related to the Grit and engagement strongly associated with perseverance of efforts whereas pleasure was more inversely associated with consistency of interest (Ross, C. et al. (2014). Sheldon, K. M. et al. (2015) revealed that Grit was only the character strength that increased goal attainment and curiosity. Ross, C. (2016) finds the positive relation of Grit, Orientation to Happiness and Psychological well being except Grit and pleasure. It is possible to improve physical and mental health of the individual by focusing on the strength of character and personality traits. To identify one's potential and cultivate one's strength is to promote well being. Grit emerges under the adverse situation and gritty individual preserve their strength in spite of setback. They are more future oriented and have better well being against the negative life events. Grit is internal source of strength which promotes the long-term goal and may be drive meaning in life, life satisfaction, happiness and success. Grit and its various facets are significant for well being (Lazarus & Folkman, 1984). Strength of grit might interact with life experience to impact well being because grit help in development of long-term purposeful goal and individual with higher level of grit are able to derive greater meaning and life satisfaction from positive events and they connect their goal to experience. Grit may affect the process of "categorizing and encounter and its various facet with its significance for well being" (Lazarus & Folkman, 1984). Consistency of interest & belief in one's ability to achieve their goal might help the adolescents to appraise life events in a way that maximize their potential benefits.

According to the goal achievement theory goal have two orientations task (mastery) and ego (performance) goals (Nicholls, 1989). Studies supported that in mastery goal orientation students report positive self-perceptions (Niemivirta, 1998) high engagement (Haydel & Roeser, 2002) high positive affects (Fortunato & Goldblatt, 2006) low anxiety and negative affect (Turner et al., 2008, Pintrich & Garcia, 1991) whereas in performance goal orientation students show lower self-perceptions (Niemivirta, 1998, Pintrich, 2000b), lower task value (Pintrich, 2000b), higher negative affect (Fortunato & Goldblatt, 2006), higher boredom (Daniel et al.,

2002). In broadly mastery goal linked with adjustment and well being while performance goal linked to adjustment problem and lower self-evaluations.

There are many ways to live happy but positive psychology revolves around three possible pathways: Pleasurable life, meaningful life and engaged life. Fredrickson (1998, 2000) suggested that pleasure that is related to positive emotions is prerequisite for curiosity and learning and it is directly converted to physical, intellectual and social well being. Meaning is another factor to improve happiness and well being in different origin. Meaningful life based on activities or goal turned person to himself family and society. Engaged life is based on activities in which individual is in a state of flow. People who pursue three orientations to happiness live full life and full life leads to life satisfaction, engagement and meaning and promote the development of well being.

The aim of current study was to examine the relationship of Grit, Goal-Orientation and Orientation to Happiness with Well being together with the influence of these variables. Gritty people become more successful in their life and extra engaged in their task they do, feeling added pleasure in their life and or living the added meaningful life. School is the central concern in the lives of the students because this is important for student's self-evaluation and socio-emotional functioning. It has been suggested that student interest, goal and psychological need should be related to high engagement, adaptive motivation and well being (Eccles & Midgley, 1989). Mastery and performance both the goals influence the thought, action and well being of the students in different origin.

This study used the variables Grit, Goal Orientation and Orientation to Happiness as the antecedents of Well being. This study provided a significant contribution to the academic industry. This study provided a conceptual foundation for Student Well being. An enhanced and increased understanding of Student Well being is fundamental to student mental health, physical health, positive emotions, happiness, satisfaction with life, goal orientation, motivation, higher engagement in task learning and academic success.

1.4 STATEMENT OF THE PROBLEM

In the light of aforementioned discussion, the under investigation reads as following: **Well Being among Senior Secondary School Students: Role of Grit, Goal-Orientation and Orientation to Happiness**

1.5 OPERATIONAL DEFINITION OF THE TERMS USED

1.5 a Well being

The well being is within experience of an individual, it depends upon the person's evaluation in the term of satisfaction or ongoing emotional reaction. In the present study it is a measure on the scale of well- being index constructed by Vijayalaxmi Chouhan and Varsha Sharma (2016). It includes six dimensions namely emotional well being, psychological well being, social well being, spiritual well being, self-awareness and physical well being.

1.5 b GRIT

Grit is a passion and perseverance for achieving long term goals. In the present study it is a measure on the scale of Grit constructed by Duckworth et al (2007). It includes two dimensions consistency of interest and perseverance of efforts for long term goal.

1.5 c GOAL ORIENTATION

“Goal orientations refer to the reasons or purposes for engaging in learning activities and explain individuals' different ways of approaching and responding to achievement situations”. In the present study it is a measure on the scale of goal-orientation constructed by Sreekala E. (2013). It includes two dimensions namely mastery and performance goal-orientation.

1.5 d ORIENTATION TO HAPPINESS

Orientation to Happiness is defined by pleasurable, engaged and meaningful activities for an individual overall life satisfaction. In this study OTH is a measure on the scale of OTH by Peterson et al. (2005). It includes three types of orientation to happiness i.e. pleasure, meaning and engagement.

1.6 OBJECTIVES OF THE STUDY

1. To explore level of Well being, Grit, Goal-Orientation and Orientation to Happiness among senior secondary school students.
2. To find the difference in Grit, Goal-orientation, Orientation to Happiness and Well being with respect to gender and type of school.
3. To study the interaction effect of gender and type of school on Grit, Goal-orientation, Orientation to Happiness and Well being
4. To find the interrelationship of Grit, Goal-Orientation and Orientation to happiness with Well being.
5. To analyze the role of Grit, Goal orientation and Orientation to Happiness on Well being

1.7 HYPOTHESES OF THE STUDY

1. There exists no significant difference among senior secondary school students in Grit with respect to gender.
2. There exists no significant difference among senior secondary school students in Grit with respect to type of school.
3. There exists no interaction effect of gender and type of school on Grit
4. There exists no significant difference among senior secondary school students in Goal-Orientation with respect to gender.
5. There exists no significant difference among senior secondary school students in Goal-Orientation with respect to type of school
6. There exists no interaction effect of gender and type of school on Goal-orientation
7. There exist no significant difference among senior secondary school students in Orientation to Happiness with respect to gender.
8. There exists no significant difference among senior school students in Orientation to Happiness with respect to type of school.

9. There exists no interaction effect of gender and type of school on Orientation to Happiness
10. There exists no significant difference among senior secondary school students in Well being with respect to gender.
11. There exists no significant difference among senior secondary school students in Well being with respect to type of school.
12. There exists no interaction effect of gender and type of school on Well being
13. There exist no significant relationship of Grit, Goal-Orientedness and Orientation to Happiness with Well being among senior secondary school students.
14. There exists no role of Grit, Goal-Orientedness and Orientation to Happiness on Well being among senior secondary school students

1.8 DELIMITATIONS OF THE STUDY

The present study is delimited to the following area.

- 1) It was delimited to the co-educational senior secondary school students of Himachal Pradesh state of India.
- 2) It was delimited to the districts of Himachal Pradesh having population more than 10% of total population of H. P.

CHAPTER-II

METHOD AND

PROCEDURE

CHAPTER II

METHODOLOGY

Method is a procedure for handling set of problem and it also describe the various steps to be adopted in solving the research problem. Methodology consists of the identification of problem, hypotheses procedure, techniques, measurement, and method of data collection, interpreting the results and drawing the conclusion. It is complete mapping strategy of a research problem.

“Research methodology or design is a mapping strategy. It is essentially a statement of the object of the inquiry and strategies for collecting the evidences, analogy and reporting finding”. Therefore, it is a planning stage of selecting the problem and completing it keeping in view the objectives of the problem.

2.1 METHODOLOGY

The present study was conducted on Well being among Senior Secondary School Students: Role of Grit, Goal-Oriented and Orientation to Happiness by implementing descriptive method of research. This study was designed to obtain desired information about the influences of Orientation to Happiness on Grit, Goal-Oriented and Well being relationship. Descriptive method is helpful in investigating the phenomena in natural setting.

In the first step, the constructs for which standardized tool were not available were designed and prepared. There norms were prepared for analysis of the raw data. A set of all the tools was prepared for the distribution to sample. In second step the tools which were made in other parts of the world were adapted in Indian scenario.

In third step, Investigator selected the senior secondary school students of Himachal Pradesh from the 3 districts i.e. Kangra, Shimla, and Mandi.

In fourth step, data was collected from both male and female senior secondary students by personally visiting the schools in senior secondary level of education after seeking the prior permission from the principal or Heads of schools. Approximately 1200 students from senior secondary level including male and female students from

private and government sectors were studied. Lastly, whole data was analyzed in the light of objectives and results were interpreted using appropriate statistical technique.

2.2 SAMPLE

In order to achieve the objectives of the study multi stage cluster sampling was used. At every stage Cochran formula (1963) was used for sample selection. The study was conducted on senior secondary school students of Himachal Pradesh.

2.2 a Population

As per census data 2011, the total population of Himachal Pradesh is 6,856,509 and districts wise population of Himachal Pradesh is as follows: -

Table 2.1 : District wise population of Himachal Pradesh.

| Districts | Population (2011, census) | Percentage of Population |
|--------------|---------------------------|--------------------------|
| Shimla | 813,384 | 11.86% |
| Solan | 576,670 | 8.41% |
| Sirmour | 530,164 | 7.73% |
| Kinnaur | 84,298 | 1.23% |
| Chamba | 518,844 | 7.57% |
| Kangra | 1,507,223 | 21.98% |
| Una | 521,057 | 7.60% |
| Mandi | 999,518 | 14.58% |
| Bilaspur | 382,056 | 5.57% |
| Hamirpur | 454,293 | 6.63% |
| Kullu | 437,474 | 6.38% |
| Lahaul&Spiti | 31,528 | 0.46% |

2.2 b Sample for study

On the basis of population percentage, the first cluster of the districts with more than 10% of total population of Himachal Pradesh were taken. Hence 3 districts were taken from Himachal Pradesh namely Kangra, Shimla and Mandi having population: -

Table 2.2.1 : Table showing districts with more than 10% population of total population of Himachal Pradesh.

| Districts | Population (2011, census) | % of Population |
|-----------|---------------------------|-----------------|
| Kangra | 1,507,223 | 21.98 % |
| Mandi | 999,518 | 14.58 % |
| Shimla | 813,384 | 11.86 % |

The state Himachal Pradesh is divided in 12 districts which are grouped into 3 divisions namely Kangra, Shimla and Mandi. These 3 districts also represent the 3 division of Himachal Pradesh.

Table 2.2.2: Table showing districts under each division.

| | |
|-----------------|--|
| Shimla Division | Shimla, Solan, Sirmour and Kinnaur |
| Kangra Division | Chamba, Kangra and Una |
| Mandi Division | Mandi, Bilaspur, Hamirpur, Kullu and Lahaul &Spiti |

As in Himachal Pradesh there are 1816 (74.3%) government senior secondary schools and 627 (25.6%) private schools, therefore ratio of 3:1 is taken therefore from these three districts second cluster of 18 (6 from each district) government schools and 6 (2 from each district) private schools were selected randomly. The number of girls and boys enrolled in these schools are 56105 boys and 51034 girls in class XI. Almost the enrolment of boys and girls is equal therefore the number of boys and girls taken for study sample were equal (source STATISTICS OF SCHOOL EDUCATION 2010-2011). As per Cochran formula (1963) of sample calculation the sample required for both boys and girls is 658 (1316 boys and girls) to have a confidence level of 99% but keeping in mind the error prevention strategies before they occur, the third cluster of students was selected randomly from each 24 schools, the initial sample collected for study was from 1440 students (60 students-30 boys and 30 girls from each of the 24 schools), but 72 students returned unfilled or incomplete forms, therefore after removing those forms the sample remained was 1368, but during data cleaning process data of 168 sample was removed, hence came with a final sample of 1200 students.

Table showing number of schools and students from each district

| Name of the Districts | Government Schools | Male students | Female students | Private Schools | Male students | Female students |
|-----------------------|--------------------|---------------------|---------------------|-----------------|---------------------|---------------------|
| Kangra | 6 | 30 from each school | 30 from each school | 2 | 30 from each school | 30 from each school |
| Mandi | 6 | 30 from each school | 30 from each school | 2 | 30 from each school | 30 from each school |
| Shimla | 6 | 30 from each school | 30 from each school | 2 | 30 from each school | 30 from each school |

2.2 b SAMPLING DESIGN

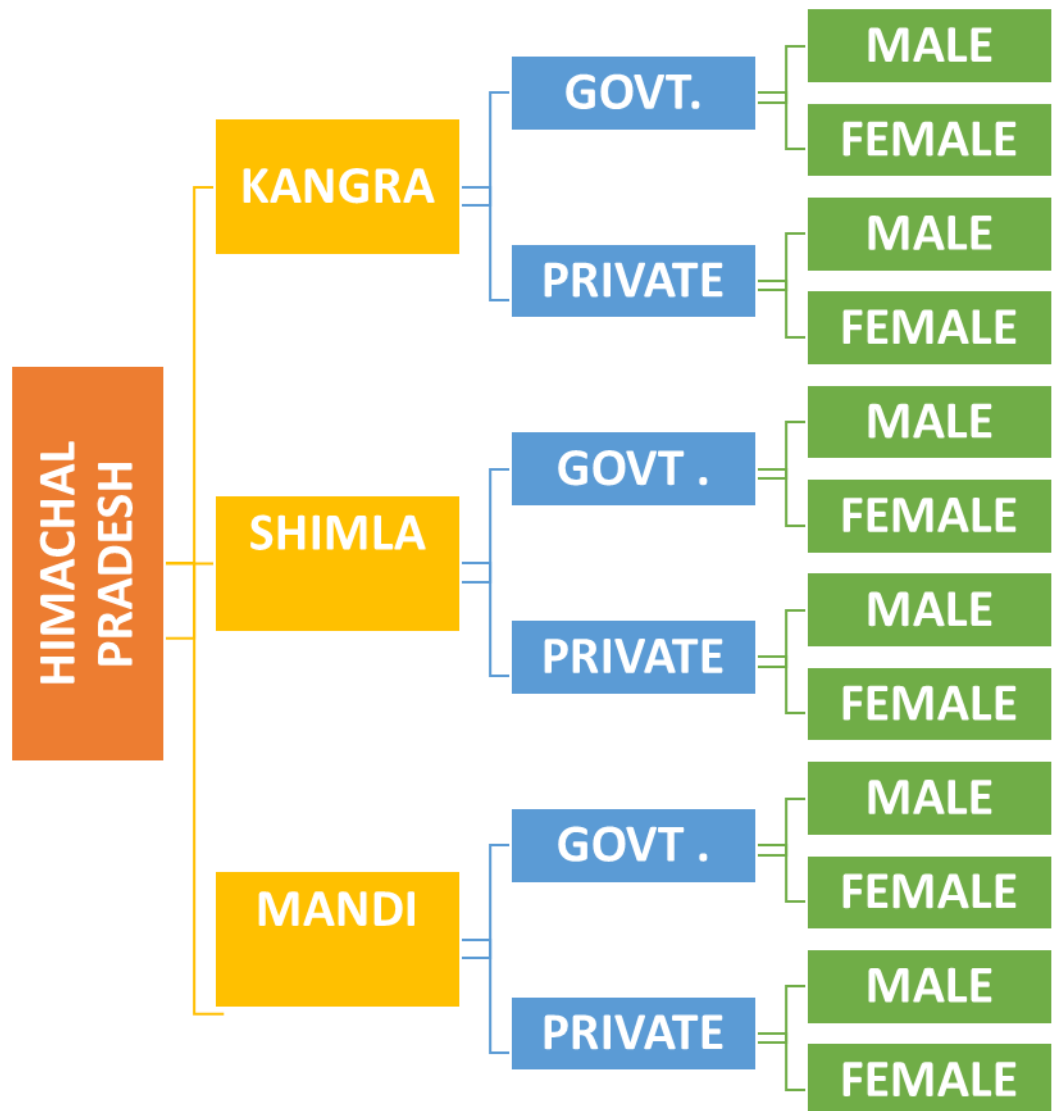


Figure 2.2 Final Sample Design

2.3 DESCRIPTION OF THE TOOLS

After selection of final sample, the investigator prepared the schedule of data collection at the convenience of provider. The participants were asked to fill out complete set of data following standardized measure: Grit Scale, Goal-orientation Scale, Orientation to Happiness Scale and Well being Scale.

2.3.1 GRIT SCALE

To assess the Grit of secondary school students in Indian context, Grit scale developed by Duckworth et al., (2007) was re-standardized by the investigator. In re-standardized process Confirmatory Factor Analysis was carried out along with composite reliability, Cronbach's Alpha, and Construct Validity. Various steps of re-standardized are listed below. Grit is an instrument that measure "perseverance and passion for long term goals" and it uses 5 point Likert- type scale (1=not at all like me to 5= very much like me).

2.3.1 a Need for adaptation

In present research the psychometric properties of 'Grit' for senior secondary school level of education has been explored, as in developing country like India there is lack of such type of scale and it is need of hour to explore how much the backbone (students) of a growing country like India are passionate for their long-term goals of life despite of facing hurdles of overpopulation, corruption, and poverty.

2.3.1 b Participants

Participants of the present study were students enrolled in various public and private senior secondary schools of Kangra, Mandi and Shimla districts of Himachal Pradesh India. The survey was distributed personally along with proper instruction by employing convenient sampling technique. Respondents were asked to respond a five-point scale (1 = not at all like me to 5 = very much like me). A total of 650 questionnaires were distributed in both type of secondary schools and only 610 surveys were returned by the respondents. Out of 610 surveys 70 forms were discarded during the cleaning process resulting in a total sample of 540 respondents. The sample of the present study includes 54% of males and 46% of females. The respondents of the present study fall in the age group of 15 to 17 years. Further 41%

of the sample comes from rural areas and 59% of students belongs to urban areas. 53% of the sample comes from private institutions and 47% of sample is enrolled in public institutes.

2.3.1 c Measures

The grit was assessed with the help of a 12-item scale developed by Duckworth, Peterson, Matthews, and Kelly, (2007). The 12 items of the grit were rated on a 5-point scale (1 = Not like me at all, 5 = Very much like me). The statements were distributed in two factors namely Consistency of Interests and Perseverance of Effort. The “Consistency of Interests” was tapped with the help of six items (e.g. “I often set a goal but later choose to pursue a different one”), and “Perseverance of Effort” was also scaled with the help of six items (e.g. “I have achieved a goal that took years of work”). The grit is a highly reliable and valid scale validated on the 6 different samples. Highlighting its importance, the authors of the grit argues that the grit accounted for the 4% of variance in success outcomes of an individual.

2.3.1 d Adaptation Analysis

The alternative model of grit was tested by employing confirmatory factory analysis (CFA) in AMOS 19.0, for this purpose Maximum likelihood techniques were engaged. The purpose of employing CFA is to test whether observed variables of an instrument loads on its primary factors based on theory or prior research (Byrne, 2010). In significant sense, CFA also analyses that measurement are errors, random or not. The assessment of model fit was based on various goodness of fit statistics like CMIN/DF (Chi-square/df) value less than 2, which is less sensitive to sample size (Ullman, 2001), RMR (standardized root mean square residual) tests how well model fits with data, CFI (comparative fit index) and RMSEA (root mean square error of approximation) explains how well present model fits with respect to other previous models. According to Hu, and Bentler (1999) the value closer or less than of RMR = 0.08, CFI = 0.90 and RMSEA = 0.06 indicates a good model. The results of the confirmatory factors revealed that the model fit indices of grit were found sufficiently acceptable on Indian sample as all the indices satisfies the threshold mark, the

calculated model fit indices were CMIN/DF = 2.245, GFI = .966, AGFI = .948, CFI = .908 RMSEA = .048 and RMR = .069. (Figure 1).

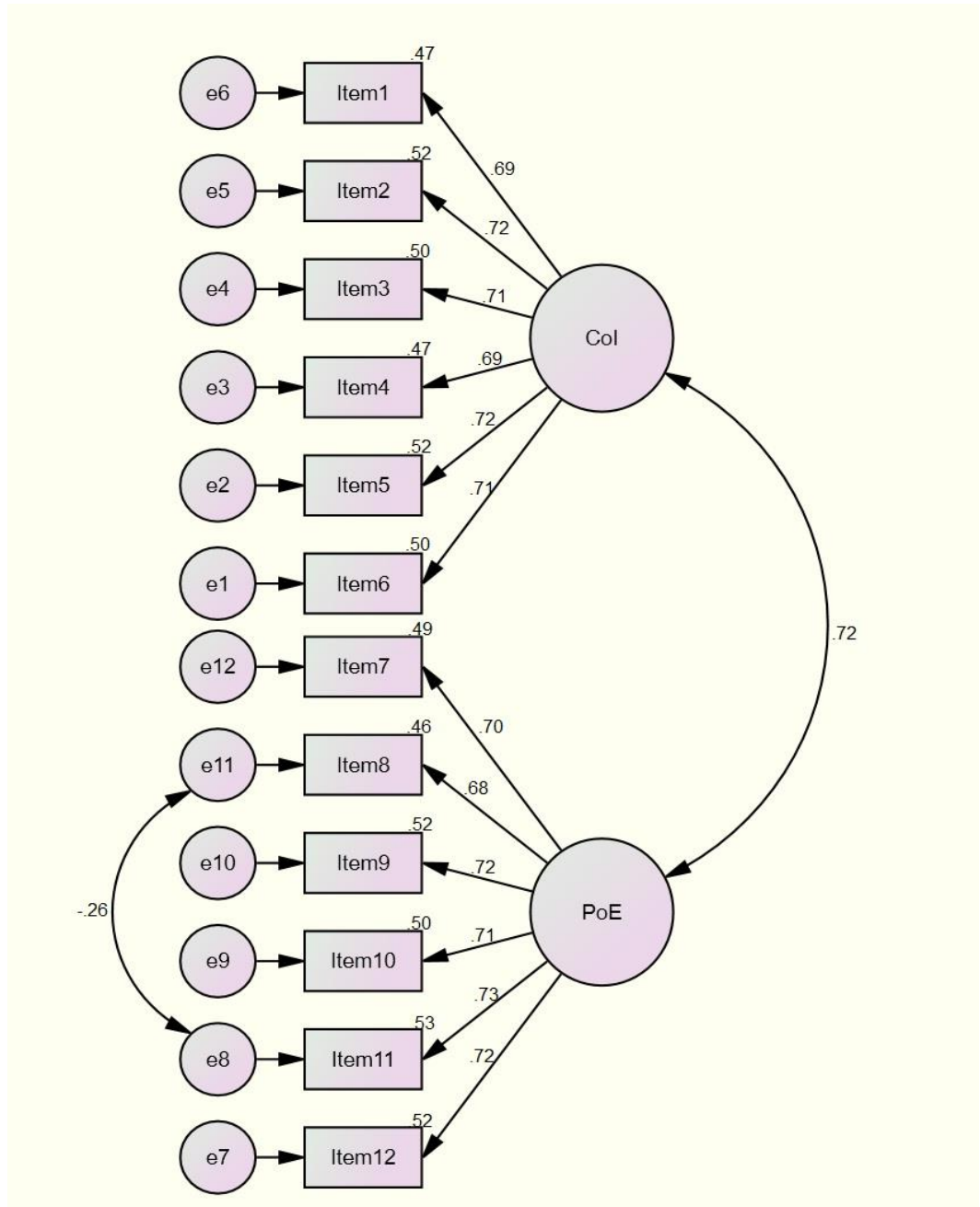


Figure 2.3 : Confirmatory Factor Analysis for Grit scale.

2.3.1 e Unidimensionality and reliability

The results revealed that the grit scale is a unidimensional construct as each observed variable belongs to only one fundamental construct (Bollen 1989).The

results further revealed that the grit scale possesses a good reliability as the calculated value of Cronbach's alpha for dimension **consistency of interests** is 0.697, for **perseverance of effort** is 0.701 and for complete scale is 0.724 and the value of composite reliability ranges from .85 to .86, reflecting a high internal consistency of the construct (Nunnally and Bernstein 1994).

Construct Validity: Construct validity of an instrument can be established by measuring Average Variance Extracted of all the fundamental factors of a model (Hair Anderson, Tatham and Black, 1998). Table 1 revealed that the factors measuring the construct of grit exhibits an AVE score of .50, which according to Fornell and Larcker (1981) provides sufficient evidences of construct

Table 2.3.1 : Table showing description of Items, loading, composite reliability and Cronbach's alpha for grit scale.

| Factors | Items | Loading | Average Variance Extracted | Composite Reliability | Alpha Dimension wise | Cronbach's Alpha |
|---------------------------------|--------------|----------------|-----------------------------------|------------------------------|-----------------------------|-------------------------|
| Consistency of Interests | Item1 | .69 | .50 | .85 | .697 | .724 |
| | Item2 | .72 | | | | |
| | Item3 | .71 | | | | |
| | Item4 | .69 | | | | |
| | Item5 | .72 | | | | |
| | Item6 | .71 | | | | |
| Perseverance of Effort | Item7 | .70 | .50 | .86 | .701 | |
| | Item8 | .68 | | | | |
| | Item9 | .72 | | | | |
| | Item10 | .71 | | | | |
| | Item11 | .73 | | | | |
| | Item12 | .72 | | | | |

Reliability on study sample

To test whether the Grit scale is reliable to use on the sample collected from different districts of Himachal Pradesh, investigator calculated Cronbach's Alpha to check whether is it feasible to use the present scale on the study sample or not. For the

present scale, Alpha has been calculated using SPSS 21 and the calculated value ' α ' is presented in the table below.

Table 2.3.2 : Table showing value of Cronbach's Alpha on the study sample.

| No of respondents | No of Items | Value of Alpha |
|-------------------|-------------|----------------|
| 1200 | 12 | 0.710 |

2.3.1.f Norms for Grit

In order to develop the norms for Grit scale a sample 540 students were collected from three districts of Himachal Pradesh i.e. Shimla, Kangra, and Mandi, by employing convenient sampling technique. The age of the students was 13 years and above. The descriptive statistics of the respondents was calculated and presented in table below:

Table 2.3.3: Table showing descriptive statistics

| Sr. No | Dimensions | Mean | SD | N |
|--------|--------------------------|--------------|--------------|------------|
| I | Consistency of Interests | 19.35 | 3.73 | 540 |
| II | Perseverance of Efforts | 20.63 | 3.16 | 540 |
| | Total Score | 39.99 | 5.549 | 540 |

On the basis of descriptive statistics z-score norms has been prepared and their levels of interpretation has been presented in the table below:

Table 2.3.4 z-Score norms for Consistency of Interests

| Raw Score | Z-Score | Raw Score | Z-Score |
|-----------|---------|-----------|---------|
| 9 | -2.76 | 20 | 0.17 |
| 10 | -2.50 | 21 | 0.44 |
| 11 | -2.23 | 22 | 0.70 |
| 12 | -1.96 | 23 | 0.96 |
| 13 | -1.69 | 24 | 1.24 |
| 14 | -1.43 | 25 | 1.51 |
| 15 | -1.16 | 26 | 1.77 |
| 16 | -0.89 | 27 | 2.04 |
| 17 | -0.62 | 28 | 2.31 |
| 18 | -0.36 | 29 | 2.58 |
| 19 | -0.09 | 30 | 2.84 |

Table 2.3.5 z-Score norms for Perseverance of Efforts

| Raw Score | Z-Score | Raw Score | Z-Score |
|-----------|---------|-----------|---------|
| 10 | -3.35 | 21 | 0.11 |
| 11 | -3.04 | 22 | 0.42 |
| 12 | -2.72 | 23 | 0.74 |
| 13 | -2.41 | 24 | 1.06 |
| 14 | -2.09 | 25 | 1.37 |
| 15 | -1.78 | 26 | 1.69 |
| 16 | -1.46 | 27 | 2.00 |
| 17 | -1.14 | 28 | 2.32 |
| 18 | -0.83 | 29 | 2.63 |
| 19 | -0.51 | 30 | 2.95 |
| 20 | -0.20 | | |

Table 2.3.6 z- Score norms for total Grit scale

| Raw Score | Z-Score | Raw Score | Z-Score | Raw Score | Z-Score |
|-----------|---------|-----------|---------|-----------|---------|
| 23 | -3.06 | 37 | -0.53 | 48 | 1.44 |
| 26 | -2.52 | 38 | -0.35 | 49 | 1.62 |
| 27 | -2.34 | 39 | -0.17 | 50 | 1.80 |
| 28 | -2.16 | 40 | 0.002 | 51 | 1.98 |
| 29 | -1.98 | 41 | 0.18 | 52 | 2.16 |
| 30 | -1.80 | 42 | 0.36 | 53 | 2.34 |
| 31 | -1.62 | 43 | 0.54 | 54 | 2.52 |
| 32 | -1.43 | 44 | 0.72 | 55 | 2.70 |
| 33 | -1.25 | 45 | 0.90 | 56 | 2.88 |
| 35 | -0.89 | 46 | 1.08 | | |
| 36 | -0.71 | 47 | 1.26 | | |

Table 2.3.7 : Interpretation of levels of Grit scales

| S. No | Grade | Level | Range of z-score for COI | Range of z-score for POE | Range of z-score for total grit |
|-------|----------|----------------|--------------------------|--------------------------|---------------------------------|
| 1. | A | Very High | 1.78 & Above | 2.01& Above | +1.99& Above |
| 2. | B | <i>High</i> | <i>0.98 to 1.77</i> | <i>0.75 to 2.00</i> | <i>+0.91 to +1.98</i> |
| 3. | C | <i>Average</i> | -1.15 to 0.97 | -1.13 to 0.74 | -0.18 to +0.90 |
| 4. | D | Low | -2.22 to -1.16 | -2.08 to -1.14 | -1.08 to -0.17 |
| 5. | E | <i>VeryLow</i> | <i>-2.23 & Below</i> | <i>-2.09 & Below</i> | <i>-1.09& Below</i> |

2.3.2 GOAL-ORIENTATION SCALE

To assess the Goal-orientation of student's investigator used Goal Orientation Scale developed by Sreekala E. (2013). Goal Orientation Scale comprises of 42 items covering two types of orientations Mastery Goal Orientation which is based on six components (Focus on learning, Mastery of task, Developing skills, Improving competency, Task accomplishments, and Gaining insight) and Performance Goal Orientation based on three factors (Extrinsic goal orientation, Relative ability, and Work avoidance). Dimension wise distribution of items has been presented in table below.

Table 2.3.8 showing dimension wise item distribution of Goal orientation scale

| S. No | Type of Goal Orientation | Components | S. No of Items | Total |
|-------|------------------------------|----------------------------|---------------------|-----------|
| 1. | Mastery Goal Orientation | Focus on learning | 3, 7, 16, 18, 28. | 5 |
| | | Mastery of task | 9, 14, 23, 24, 26. | 5 |
| | | Developing skills | 10, 13, 19, 21. | 4 |
| | | Improving competency | 8, 11, 15, 22. | 4 |
| | | Task accomplishments | 2, 4, 6, 17, 25. | 5 |
| | | Gaining insight | 1, 5, 12, 20, 27. | 5 |
| 2. | Performance Goal Orientation | Extrinsic goal orientation | 30, 32, 34, 40, 42. | 5 |
| | | Relative ability | 29, 33, 37, 41. | 4 |
| | | Work avoidance | 31, 35, 36, 38, 39. | 5 |
| | Total | | | 42 |

2.3.2.a Scoring

Present scale is self-reporting instrument that asks students to rate their responses on 5 point Likert scale ranging from 5 as "Strongly Agree (SA)", 4 as "Agree (A)", 3 as "Undecided (UD)", 2 as "Disagree (D)" and 1 as "Strongly Disagree (SD)". Summation of the scores of relevant items on separate scales gives the score for Mastery goal orientation and Performance goal orientation. A composite score of goal orientation scale ranges from 42 to 210 which indicate the lowest to highest level of goal orientation.

2.3.2.b Reliability

The split-half method of reliability was employed to check the reliability of the goal orientation scale. Present scale was split into two equal subsets to obtain two comparable items. The division was carried by placing even numbered items in one subset and odd numbered items into another subset, after that correlation between two halves was calculated. This was done separately for Mastery and Performance orientation.

The calculated correlation value of Mastery and Performance goal orientation was found to be 0.768 and 0.713 respectively. The reliability coefficient of the scale was computed by using Spearman-Brown prophecy formula. The coefficient of reliability for Mastery Goal orientation and Performance Goal orientation was found to be 0.868 and 0.832 respectively. Therefore, the scale is considered to be reliable enough to measure goal orientation.

2.3.2.c. Reliability on study sample

To test whether the Goal orientation scale is reliable to use on the sample collected from different districts of Himachal Pradesh, investigator calculated Cronbach's Alpha to check whether is it feasible to use the present scale on the study sample or not. For the present scale, Alpha has been calculated using SPSS 21 and the calculated value ' α ' is presented in the table below.

Table 2.3.9 : Table showing value of Cronbach's Alpha on the study sample.

| No of respondents | No of Items | Value of Alpha |
|--------------------------|--------------------|-----------------------|
| 1200 | 42 | 0.80 |

2.3.2.d Validity

Each item of present scale has been evaluated by several experts on the basis of which the items of the present scale were selected, therefore present scale possesses a very high level of content validity.

2.3.2.e Norms for Goal Orientation Scale

Present scale is applicable to the students of age group of twelve to eighteen. The Goal orientation scale has two dimensions Mastery comprising of 1 to 28 items and Performance comprising of 29 to 32 items. The descriptive statistics for Goal Orientation scale based on 200 students is presented below.

Table 2.3.10 : Norms for Goal Orientation

| Sr. No | Dimensions | Mean | SD | N |
|---------------|--------------------|---------------|--------------|------------|
| I | Mastery | 91.00 | 12.36 | 200 |
| II | Performance | 4.50 | 6.74 | 200 |
| | Total Score | 136.50 | 19.10 | 200 |

On the basis of descriptive results Z-score norms has been prepared for each dimension and also for the total scale, which are presented in table below:

Table 2.3.11: z-score norms for Mastery goal orientation.

| Raw Score | z-Score | Raw Score | z-Score | Raw Score | z-Score | Raw Score | z-Score |
|------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|
| 59 | -2.58 | 75 | -1.29 | 91 | 0.00 | 107 | 1.29 |
| 60 | -2.50 | 76 | -1.21 | 92 | 0.08 | 108 | 1.37 |
| 61 | -2.42 | 77 | -1.13 | 93 | 0.16 | 109 | 1.45 |
| 62 | -2.34 | 78 | -1.05 | 94 | 0.24 | 110 | 1.53 |
| 63 | -2.26 | 79 | -0.97 | 95 | 0.32 | 111 | 1.61 |
| 64 | -2.18 | 80 | -0.88 | 96 | 0.40 | 112 | 1.69 |
| 65 | -2.10 | 81 | -0.80 | 97 | 0.48 | 113 | 1.77 |
| 66 | -2.02 | 82 | -0.72 | 98 | 0.56 | 114 | 1.86 |
| 67 | -1.94 | 83 | -0.64 | 99 | 0.64 | 115 | 1.94 |
| 68 | -1.86 | 84 | -0.56 | 100 | 0.72 | 116 | 2.02 |
| 69 | -1.77 | 85 | -0.48 | 101 | 0.80 | 117 | 2.10 |
| 70 | -1.69 | 86 | -0.40 | 102 | 0.88 | 118 | 2.18 |
| 71 | -1.61 | 87 | -0.32 | 103 | 0.97 | 119 | 2.26 |
| 72 | -1.53 | 88 | -0.24 | 104 | 1.05 | 120 | 2.34 |
| 73 | -1.45 | 89 | -0.16 | 105 | 1.13 | 121 | 2.42 |
| 74 | -1.37 | 90 | -0.08 | 106 | 1.21 | 122 | 2.50 |

Table 2.3.12: z-Score Norms for Performance Goal orientation

| Raw Score | z-Score | Raw Score | z-Score | Raw Score | z-Score | Raw Score | z-Score |
|------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|
| 26 | -2.89 | 36 | -1.40 | 46 | 0.07 | 56 | 1.55 |
| 27 | -2.74 | 37 | -1.26 | 47 | 0.22 | 57 | 1.70 |
| 28 | -2.59 | 38 | -1.11 | 48 | 0.37 | 58 | 1.85 |
| 29 | -2.44 | 39 | -0.96 | 49 | 0.51 | 59 | 2.00 |
| 30 | -2.29 | 40 | -0.81 | 50 | 0.66 | 60 | 2.15 |
| 31 | -2.15 | 41 | -0.66 | 51 | 0.81 | 61 | 2.29 |
| 32 | -2.00 | 42 | -0.51 | 52 | 0.96 | 62 | 2.44 |
| 33 | -1.85 | 43 | -0.37 | 53 | 1.11 | 63 | 2.59 |
| 34 | -1.70 | 44 | -0.22 | 54 | 1.26 | 64 | 2.74 |
| 35 | -1.55 | 45 | -0.07 | 55 | 1.40 | 65 | 2.89 |

Table 2.3.13 : z-Score Norms for complete Goal orientation Scale

| Raw Score | z-Score | Raw Score | z-Score | Raw Score | z-Score | Raw Score | z-Score |
|------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|
| 86 | -2.64 | 111 | -1.33 | 136 | -0.02 | 161 | 1.28 |
| 87 | -2.58 | 112 | -1.28 | 137 | 0.02 | 162 | 1.33 |
| 88 | -2.53 | 113 | -1.23 | 138 | 0.07 | 163 | 1.38 |
| 89 | -2.48 | 114 | -1.17 | 139 | 0.13 | 164 | 1.44 |
| 90 | -2.43 | 115 | -1.12 | 140 | 0.18 | 165 | 1.49 |
| 91 | -2.38 | 116 | -1.07 | 141 | 0.23 | 166 | 1.54 |
| 92 | -2.32 | 117 | -1.02 | 142 | 0.28 | 167 | 1.59 |
| 93 | -2.27 | 118 | -0.96 | 143 | 0.34 | 168 | 1.65 |
| 94 | -2.22 | 119 | -0.91 | 144 | 0.39 | 169 | 1.70 |
| 95 | -2.17 | 120 | -0.86 | 145 | 0.44 | 170 | 1.75 |
| 96 | -2.12 | 121 | -0.81 | 146 | 0.49 | 171 | 1.80 |
| 97 | -2.06 | 122 | -0.75 | 147 | 0.54 | 172 | 1.86 |
| 98 | -2.01 | 123 | -0.70 | 148 | 0.60 | 173 | 1.91 |
| 99 | -2.96 | 124 | -0.65 | 149 | 0.65 | 174 | 1.96 |
| 100 | -1.91 | 125 | -0.60 | 150 | 0.70 | 175 | 2.01 |
| 101 | -1.86 | 126 | -0.54 | 151 | 0.75 | 176 | 2.06 |
| 102 | -1.80 | 127 | -0.49 | 152 | 0.81 | 177 | 2.12 |
| 103 | -1.75 | 128 | -0.44 | 153 | 0.86 | 178 | 2.17 |
| 104 | -1.70 | 129 | -0.39 | 154 | 0.91 | 179 | 2.22 |
| 105 | -1.65 | 130 | -0.34 | 155 | 0.96 | 180 | 2.27 |
| 106 | -1.59 | 131 | -0.28 | 156 | 1.02 | 181 | 2.32 |
| 107 | -1.54 | 132 | -0.23 | 157 | 1.07 | 182 | 2.38 |
| 108 | -1.49 | 133 | -0.18 | 158 | 1.12 | 183 | 2.43 |
| 109 | -1.44 | 134 | -0.13 | 159 | 1.17 | 184 | 2.48 |
| 110 | -1.38 | 135 | -0.07 | 160 | 1.23 | 185 | 2.53 |

Table 2.3.14: Interpretation of levels of Mastery, Performance and Goal Orientation

| S. No | Range of z-score | Grade | Level |
|--------------|-------------------------|--------------|----------------------|
| 1. | +2.01 & Above | A | Extremely High |
| 2. | +1.26 to +2.00 | B | <i>High</i> |
| 3. | +0.51 to +1.25 | C | <i>Above Average</i> |
| 4. | - 0.50 to + 0.50 | D | Average/Moderate |
| 5. | -0.51 to -1.25 | E | <i>Below Average</i> |
| 6. | -1.26 to -2.00 | F | <i>Low</i> |
| 7. | -2.01 & Below | G | Extremely Low |

2.3.3 ORIENTATION TO HAPPINESS SCALE

To tap the Orientation to Happiness of secondary school student's investigator re-standardized Orientation to Happiness scale by Peterson, Park, and Seligman (2005) in Indian context. It is instrument that measure the Orientation to Happiness (pleasure, meaning and engagement) and it uses 5 point Likert- type scale (1=not at all like me to 5= very much like me); it includes 18 items. For this purpose various psychometric properties of Orientation to Happiness were explored and are presented below.

2.3.3.a Population

The targeted population of present research comprises of senior secondary students selected from three districts Shimla, Kangra, and Mandi of Himachal Pradesh India. A total of 600 questionnaires were personally distributed in both public and private senior secondary schools. The responses were personally collected using purposive sampling technique. Out of 600 responses 60 questionnaires were discarded due to missing information resulting in a sample of 540 responses. Out of 540 respondents 47% respondents were males and 53% respondents were females. Age of the respondents ranged from 15 to 17 years. 43% of the respondents belongs to rural area and 57% belongs to urban areas, further 51% of the sample comes from public secondary schools and 49% to private from private secondary schools.

2.3.3 b Measures

The orientation to happiness was measured with an 18-item scale developed by Peterson, Park, & Seligman, (2005). All the 18 items were rated on a 5-point frequency (1 = Not like me at all, 5 = Very much like me). The items were divided in three factors life of meaning, life of pleasure, and life of engagement. ‘Life of meaning’ was scaled by 6 items (e.g. “My life serves a higher purpose”). ‘Life of engagement’ was assessed with 6 items (e.g. “Life is too short to post phone the pleasure it can provide”), and ‘Life of engagement’ is also measured with 6 items (e.g. “Regardless of what I am doing, time passes very quickly”).

2.3.3 c Analysis and interpretation

In order to examine the stability of 18 item of 3 factor scale of orientation to happiness, the researcher employed confirmatory factor analysis (CFA) using AMOS 19, CFA is a distinct case of structure equational modeling (SEM) (Joreskog and Sorbom 2004). The analysis of CFA for present study confirmed three dimensions factorial structure of orientation to happiness valid and adequately applicable on sample of developing countries like India. The initial model indices of confirmatory factor analysis were CMIN/DF = 1.961, RMR = .075, GFI = .940, AGFI = .929, CFI = .890, RMSEA = .048, the results revealed that value of CFI was below the threshold mark, the other model indices like GFI, AGFI, RMR were acceptable. Researcher used modification indices and subjective judgements to improve the model. Few covariance were drawn and the final model fit of the confirmatory factor analysis was CMIN/DF = 1.809, RMR = .070, GFI = .955, AGFI = .941, CFI = .909, RMSEA = .039 (Figure 1).

Further the results highlighted that construct orientation to happiness possess adequate construct validity. According to Hair Anderson, Tatham and Black, (1998) construct validity of an instrument can be established by measuring the average variance extracted (AVE) of all the factors of the model. The three factors measuring orientation to happiness possesses an AVE of .50 (Table 1) providing sufficient evidence for construct validity (Fornell and Larcker 1981). Further in-order to establish reliability of the construct orientation to happiness researcher calculated

composite reliability and internal consistency of the construct (refer to Table 1). The results revealed that range of Cronbach's alpha form three factors ranges from .691 to .700 which is acceptable (George, and Mallery 2003) and for complete scale the calculated value was found .718, further the value of composite reliability ranges from .84 to .85 reflecting the construct possesses adequate reliability (Nunnally and Bernstein 1994).

Table 2.3.15: Table showing description of Items, loading, composite reliability and Cronbach's alpha for orientation to happiness scale.

| Factors | Items | Loading | Composite Reliability | Average Variance Extracted | Dimension-wise Cronbach's Alpha | Cronbach's Alpha for whole scale |
|---------------------------|-------|---------|-----------------------|----------------------------|---------------------------------|----------------------------------|
| Life of Meaning | LoM1 | .69 | .85 | .50 | .691 | .718 |
| | LoM2 | .70 | | | | |
| | LoM3 | .71 | | | | |
| | LoM4 | .72 | | | | |
| | LoM5 | .72 | | | | |
| | LoM6 | .71 | | | | |
| Life of Pleasure | LoP1 | .71 | .84 | .50 | .698 | |
| | LoP2 | .74 | | | | |
| | LoP3 | .68 | | | | |
| | LoP4 | .66 | | | | |
| | LoP5 | .71 | | | | |
| | LoP6 | .73 | | | | |
| Life of Engagement | LoE1 | .68 | .85 | .50 | .700 | |
| | LoE2 | .70 | | | | |
| | LoE3 | .72 | | | | |
| | LoE4 | .67 | | | | |
| | LoE5 | .72 | | | | |
| | LoE6 | .75 | | | | |

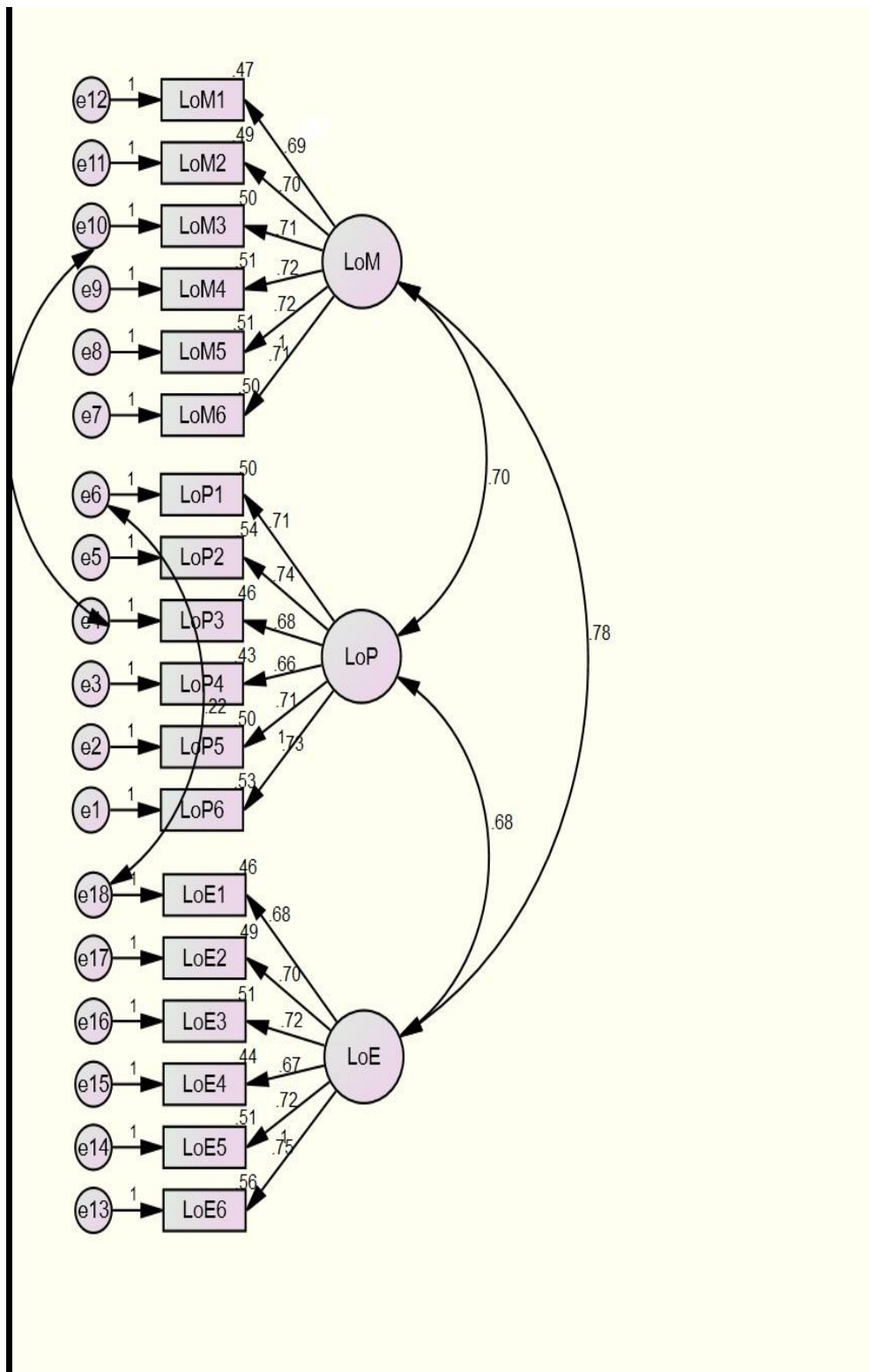


Figure 2.4: Confirmatory factor analysis of orientation to happiness.

2.3.3.d Norms for Orientation to Happiness

For the purpose of developing norms a sample of 540 respondents was collected from three districts Shimla, Kangra, and Mandi of Himachal Pradesh India, by employing convenient sampling technique. The sample falls in the age group of 13 years and above. The descriptive statistics of the sample is presented in the table below:

Table 2.3.16: Table for descriptive statistics

| Dimension | N | Mean | Std. Deviation |
|---------------------------------------|----------|-------------|-----------------------|
| Life of Meaning | 540 | 22.21 | 4.327 |
| Life of Pleasure | 540 | 21.71 | 4.564 |
| Life of Engagement | 540 | 20.32 | 4.318 |
| Total Orientation to Happiness | 540 | 108.15 | 18.027 |

The individual score on orientation to happiness scale ranges from 18 to 90, on the basis of descriptive statistics presented in above table, z-score norms has been prepared and their levels of interpretation has been presented in the table below.

Table 2.3.17: Z-Score norms for Dimension Life of Meaning.

| Raw Score | z-score | Raw Score | z-score | Raw Score | z-score |
|------------------|----------------|------------------|----------------|------------------|----------------|
| 8 | -3.28 | 17 | -1.20 | 24 | 0.41 |
| 11 | -2.59 | 18 | -0.97 | 25 | 0.64 |
| 12 | -2.35 | 19 | -0.74 | 26 | 0.87 |
| 13 | -2.12 | 20 | -0.51 | 27 | 1.10 |
| 14 | -1.89 | 21 | -0.27 | 28 | 1.33 |
| 15 | -1.66 | 22 | -0.04 | 29 | 1.56 |
| 16 | -1.43 | 23 | 0.18 | 30 | 1.80 |

Table 2.3.18: Z-Score norms for Dimension Life of Pleasure.

| Raw Score | z-score | Raw Score | z-score | Raw Score | z-score |
|------------------|----------------|------------------|----------------|------------------|----------------|
| 8 | -3.00 | 16 | -1.25 | 24 | 0.50 |
| 9 | -2.78 | 17 | -1.03 | 25 | 0.72 |
| 10 | -2.56 | 18 | -0.81 | 26 | 0.94 |
| 11 | -2.34 | 19 | -0.59 | 27 | 1.15 |
| 12 | -2.12 | 20 | -0.37 | 28 | 1.37 |
| 13 | -1.90 | 21 | -0.15 | 29 | 1.59 |
| 14 | -1.68 | 22 | 0.06 | 30 | 1.81 |
| 15 | -1.46 | 23 | 0.28 | | |

Table 2.3.19: Z-Score norms for Dimension Life of Engagement.

| Raw Score | z-score | Raw Score | z-score | Raw Score | z-score |
|------------------|----------------|------------------|----------------|------------------|----------------|
| 8 | -2.85 | 16 | -1.00 | 24 | 0.85 |
| 9 | -2.62 | 17 | -0.76 | 25 | 1.08 |
| 10 | -2.39 | 18 | -0.53 | 26 | 1.31 |
| 11 | -2.15 | 19 | -0.30 | 27 | 1.54 |
| 12 | -1.92 | 20 | -0.07 | 28 | 1.77 |
| 13 | -1.69 | 21 | 0.15 | 29 | 2.00 |
| 14 | -1.46 | 22 | 0.38 | 30 | 2.24 |
| 15 | -1.23 | 23 | 0.62 | | |

Table 2.3.20: Z-Score norms for total OTH

| Raw Score | z-score | Raw Score | z-score | Raw Score | z-score |
|------------------|----------------|------------------|----------------|------------------|----------------|
| 48 | -3.33 | 94 | -0.78 | 121 | 0.71 |
| 56 | -2.89 | 95 | -0.72 | 122 | 0.76 |
| 59 | -2.72 | 96 | -0.67 | 123 | 0.82 |
| 65 | -2.39 | 97 | -0.61 | 124 | 0.87 |
| 66 | -2.33 | 98 | -0.56 | 125 | 0.93 |
| 71 | -2.06 | 99 | -0.50 | 126 | 0.99 |
| 72 | -2.00 | 100 | -0.45 | 127 | 1.04 |
| 73 | -1.94 | 101 | -0.39 | 128 | 1.10 |
| 74 | -1.89 | 102 | -0.34 | 129 | 1.15 |
| 75 | -1.83 | 103 | -0.28 | 130 | 1.21 |
| 77 | -1.72 | 104 | -0.23 | 131 | 1.26 |
| 78 | -1.67 | 105 | -0.17 | 132 | 1.32 |
| 79 | -1.61 | 106 | -0.11 | 133 | 1.37 |
| 80 | -1.56 | 107 | -0.06 | 134 | 1.43 |
| 81 | -1.50 | 108 | -0.00 | 135 | 1.48 |
| 82 | -1.45 | 109 | 0.04 | 136 | 1.54 |
| 83 | -1.39 | 110 | 0.10 | 137 | 1.60 |
| 84 | -1.33 | 111 | 0.15 | 138 | 1.65 |
| 85 | -1.28 | 112 | 0.21 | 139 | 1.71 |
| 86 | -1.22 | 113 | 0.26 | 140 | 1.76 |
| 87 | -1.17 | 114 | 0.32 | 141 | 1.82 |
| 88 | -1.11 | 115 | 0.37 | 142 | 1.87 |
| 89 | -1.06 | 116 | 0.43 | 143 | 1.93 |
| 90 | -1.00 | 117 | 0.49 | 144 | 1.98 |
| 91 | -0.95 | 118 | 0.54 | 146 | 2.09 |
| 92 | -0.89 | 119 | 0.60 | 148 | 2.21 |
| 93 | -0.84 | 120 | 0.65 | 150 | 2.32 |

Table 2.3.21: Interpretation of levels of Orientation to Happiness

| S. No | Level of OTH | Grade | Range of z-score for LOM | Range of z-score for LOP | Range of z-score for LOE | Range of z-score for Total OTH |
|-------|--------------|-------|--------------------------|--------------------------|--------------------------|--------------------------------|
| 1. | Very High | A | +1.82 & Above | +1.82 & Above | +1.99 & Above | +1.99 & Above |
| 2. | High | B | +0.89 to +1.81 | +0.95 to +1.81 | +0.86 to +1.98 | +1.00 to +1.98 |
| 3. | Average | C | -1.19 to +0.88 | -1.02 to +0.94 | -1.01 to +0.85 | -0.99 to +0.99 |
| 4. | Low | D | -2.11 to -1.00 | -2.12 to -1.03 | -2.14 to -1.00 | -1.99 to -1.00 |
| 5. | Very Low | E | -2.00 & Below | -2.13 & Below | -2.15 & Below | -2.00 & Below |

2.3.4 WELL BEING INDEX

In present study well being of the students is assessed using Well being Index by Chouhan & Sharma (2016). Well being Index comprises of 50 items out of which 32 items were of positive nature and 18 were of negative nature covering six dimensions Emotional well being, Psychological well being, Social well being, Spiritual well being, Self-awareness, and Physical well being. Domain wise distribution of the items is presented in the table below.

Table 2.3.22: Dimension wise distribution of items of Well being Index.

| S. No | Dimension | Nature of Item | No. of items | Total items | Total |
|--|---------------------------|----------------|-------------------------------|-------------|-------|
| 1 | Emotional well being. | Positive | 19, 40, 45 | 03 | 06 |
| | | Negative | 4, 11, 29 | 03 | |
| 2 | Psychological well being. | Positive | 9, 10, 13, 23, 33, 42. | 06 | 09 |
| | | Negative | 20, 36, 50. | 03 | |
| 3 | Social well being. | Positive | 2, 8, 12, 17, 25, 26, 27, 32. | 08 | 15 |
| | | Negative | 16, 31, 38, 39, 46, 47, 49. | 07 | |
| 4 | Spiritual well being. | Positive | 15, 28, 34, 35. | 04 | 05 |
| | | Negative | 24 | 01 | |
| 5 | Self-awareness. | Positive | 1, 5, 6, 14, 21, 22 | 06 | 09 |
| | | Negative | 43, 44, 48 | 03 | |
| 6 | Physical well being. | Positive | 3, 7, 18, 30, 37. | 05 | 06 |
| | | Negative | 41 | 01 | |
| Positive = 32 + Negative = 18. Total items | | | | | 50 |

2.3.4.a Scoring

Present scale comprises of 50 items related to 6 dimensions viz, emotional well being, social well being, psychological well being, spiritual well being, self-awareness and physical well being. Present scale is based on five point Likert scale and each items of present scale is rated on five sequential points; always = 5, often = 4, sometimes = 3, rarely = 2, and never = 1, for positively worded items and reverse for negative items. The scoring procedure for the positive and negative items is provided in table below.

Table 2.3.23 : Scoring procedure for well being index.

| Nature of item | Always | Often | Sometimes | Rarely | Never |
|----------------|--------|-------|-----------|--------|-------|
| Positive | 5 | 4 | 3 | 2 | 1 |
| Negative | 1 | 2 | 3 | 4 | 5 |

2.3.4 b Reliability

The reliability of the present scale was determined by calculating test-retest reliability on a sample of 100 respondents following in age group of 13 years and above. The scale was re-administered on the sample after a gap of 15 days. The calculated coefficient of correlation was found to be 0.71 which is found significant at .01 level of significance, providing a sufficient evidence that scale is highly reliable.

Table 2.3.24 : Test-retest reliability coefficient of Well being index.

| Well being index | Reliability type | Value |
|------------------|---|-------|
| | Test-retest reliability (15 days of interval) | 0.71 |

2.3.4 c Reliability of Well being Index on study sample

To test whether the well being index is feasible to use on the study sample collected from different districts of Himachal Pradesh, investigator calculated Cronbach's Alpha to check it's feasibility. For the present scale, Alpha has been calculated using SPSS 21 and the calculated value ' α ' is presented in the table below.

Table 2.3.25: Table showing value of Cronbach's Alpha on the study sample.

| No of respondents | No of Items | Value of Alpha |
|-------------------|-------------|----------------|
| 1200 | 50 | 0.82 |

2.3.4 d Validity

Apart from face validity as all the items of the scale are concerned with the variable under focus, the scale has high content validity. It is evident from the assessment and rating of the experts that the items of the scale are directly related with the concept of the well being. In order to determine validity from coefficient of reliability (Garret 1981), the reliability index was calculated between the score of present scale and General Well being scale of Chouhan and Didwania (2015). The later has indicated high concurrent validity on account of being 0.85.

2.3.4.e Norms for Well being Index

Dimension-wise descriptive statistics for well being index based on 540 respondents is present in Table below.

Table 2.3.26 : Dimension-wise descriptive statistics of well being Index.

| Dimension | N | Mean | SD |
|---------------------------|------------|---------------|--------------|
| Emotional well being. | 540 | 23.22 | 3.11 |
| Psychological well being. | 540 | 36.74 | 3.59 |
| Social well being. | 540 | 59.46 | 6.36 |
| Spiritual well being | 540 | 21.48 | 2.68 |
| Self-awareness | 540 | 36.48 | 4.70 |
| Physical well being | 540 | 24.73 | 3.32 |
| Overall well being | 540 | 202.13 | 16.74 |

On the basis of statistical results presented in table above z-Score Norms have been developed and the same have been present below.

Table 2.3.27 : z-Score Norms for Emotional well being.

| Raw Score | z-Score | Raw Score | z-Score | Raw Score | z-Score |
|-----------|---------|-----------|---------|-----------|---------|
| 9 | -4.56 | 19 | -1.35 | 25 | 0.57 |
| 13 | -3.28 | 20 | -1.03 | 26 | 0.89 |
| 15 | -2.64 | 21 | -0.71 | 27 | 1.21 |
| 16 | -2.32 | 22 | -0.39 | 28 | 1.53 |
| 17 | -1.99 | 23 | -0.07 | 29 | 1.85 |
| 18 | -1.67 | 24 | 0.24 | 30 | 2.17 |

Table 2.3.28 : z-Score Norms for Psychological well being.

| Raw Score | z-Score | Raw Score | z-Score | Raw Score | z-Score |
|-----------|---------|-----------|---------|-----------|---------|
| 25 | -3.26 | 32 | -1.32 | 39 | 0.62 |
| 26 | -2.99 | 33 | -1.04 | 40 | 0.90 |
| 27 | -2.71 | 34 | -0.76 | 41 | 1.18 |
| 28 | -2.43 | 35 | -0.48 | 42 | 1.46 |
| 29 | -2.15 | 36 | -0.20 | 43 | 1.74 |
| 30 | -1.87 | 37 | 0.07 | 44 | 2.02 |
| 31 | -1.59 | 38 | 0.34 | 45 | 2.29 |

Table 2.3.29 : z-Score Norms for Social well being.

| Raw Score | z-Score | Raw Score | z-Score | Raw Score | z-Score |
|-----------|---------|-----------|---------|-----------|---------|
| 37 | -3.52 | 52 | -1.17 | 64 | 0.71 |
| 41 | -2.89 | 53 | -1.05 | 65 | 0.86 |
| 42 | -2.74 | 54 | -0.85 | 66 | 1.02 |
| 43 | -2.58 | 55 | -0.70 | 67 | 1.18 |
| 44 | -2.42 | 56 | -0.54 | 68 | 1.33 |
| 45 | -2.27 | 57 | -0.38 | 69 | 1.49 |
| 46 | -2.11 | 58 | -0.23 | 70 | 1.65 |
| 47 | -1.95 | 59 | -0.07 | 71 | 1.81 |
| 48 | -1.80 | 60 | 0.08 | 72 | 1.96 |
| 49 | -1.64 | 61 | 0.24 | 73 | 2.12 |
| 50 | -1.48 | 62 | 0.39 | 74 | 2.28 |
| 51 | -1.32 | 63 | 0.55 | | |

Table 2.3.30 : z-Score Norms for Spiritual well being.

| Raw Score | z-Score | Raw Score | z-Score | Raw Score | z-Score |
|-----------|---------|-----------|---------|-----------|---------|
| 10 | -4.27 | 16 | -2.04 | 21 | -0.18 |
| 12 | -3.53 | 17 | -1.67 | 22 | 0.19 |
| 13 | -3.15 | 18 | -1.29 | 23 | 0.56 |
| 14 | -2.78 | 19 | -0.92 | 24 | 0.93 |
| 15 | -2.41 | 20 | -0.55 | 25 | 1.30 |

Table 2.3.31 : z-Score Norms for Self-awareness.

| Raw Score | z-Score | Raw Score | z-Score | Raw Score | z-Score |
|-----------|---------|-----------|---------|-----------|---------|
| 21 | -3.29 | 30 | -1.37 | 38 | 0.32 |
| 23 | -2.86 | 31 | -1.16 | 39 | 0.53 |
| 24 | -2.65 | 32 | -0.95 | 40 | 0.74 |
| 25 | -2.44 | 33 | -0.74 | 41 | 0.96 |
| 26 | -2.22 | 34 | -0.52 | 42 | 1.17 |
| 27 | -2.01 | 35 | -0.31 | 43 | 1.38 |
| 28 | -1.80 | 36 | -0.10 | 44 | 1.59 |
| 29 | -1.59 | 37 | 0.10 | 45 | 1.81 |

Table 2.3.32: z-Score Norms for Physical well being.

| Raw Score | z-Score | Raw Score | z-Score | Raw Score | z-Score |
|------------------|----------------|------------------|----------------|------------------|----------------|
| 12 | -3.83 | 19 | -1.72 | 25 | 0.07 |
| 14 | -2.45 | 20 | -1.42 | 26 | 0.38 |
| 15 | -2.93 | 21 | -1.12 | 27 | 0.68 |
| 16 | -2.62 | 22 | -0.82 | 28 | 0.98 |
| 17 | -2.32 | 23 | -0.52 | 29 | 1.28 |
| 18 | -2.02 | 24 | -0.22 | 30 | 1.58 |

Table 2.3.33 : z-Score Norms for overall well being Index.

| Raw Score | z-Score | Raw Score | z-Score | Raw Score | z-Score | Raw Score | z-Score |
|------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|
| 149 | -3.17 | 181 | -1.26 | 201 | -0.06 | 221 | 1.12 |
| 151 | -3.05 | 182 | -1.20 | 202 | -0.00 | 222 | 1.18 |
| 153 | -2.93 | 183 | -1.14 | 203 | 0.05 | 223 | 1.24 |
| 158 | -2.63 | 184 | -1.08 | 204 | 0.11 | 224 | 1.30 |
| 160 | -2.51 | 185 | -1.02 | 205 | 0.17 | 225 | 1.36 |
| 163 | -2.33 | 186 | -0.96 | 206 | 0.23 | 226 | 1.42 |
| 164 | -2.27 | 187 | -0.90 | 207 | 0.29 | 227 | 1.48 |
| 166 | -2.15 | 188 | -0.84 | 208 | 0.35 | 228 | 1.54 |
| 168 | -2.03 | 189 | -0.78 | 209 | 0.40 | 229 | 1.60 |
| 169 | -1.97 | 190 | -0.72 | 210 | 0.46 | 230 | 1.66 |
| 171 | -1.85 | 191 | -0.66 | 211 | 0.52 | 232 | 1.78 |
| 172 | -1.79 | 192 | -0.60 | 212 | 0.58 | 234 | 1.90 |
| 173 | -1.74 | 193 | -0.54 | 213 | 0.64 | 235 | 1.96 |
| 174 | -1.68 | 194 | -0.48 | 214 | 0.70 | 236 | 2.02 |
| 175 | -1.62 | 195 | -0.42 | 215 | 0.76 | 237 | 2.08 |
| 176 | -1.56 | 196 | -0.36 | 216 | 0.82 | 238 | 2.14 |
| 177 | -1.50 | 197 | -0.30 | 217 | 0.88 | 239 | 2.20 |
| 178 | -1.44 | 198 | -0.24 | 218 | 0.94 | 240 | 2.26 |
| 179 | -1.38 | 199 | -0.18 | 219 | 1.00 | 241 | 2.32 |
| 180 | -1.32 | 200 | -0.12 | 220 | 1.06 | | |

Table 2.3.34: Norms for interpretation of levels of well being

| Level | Range of z-score for Emotional WB | Range of z-score for Psychological WB | Range of z-score for Social WB | Range of z-score for Spiritual WB | Range of z-score for Self-awareness | Range of z-score for Physical WB | Range of z-score for Overall WB |
|----------------|--|--|---------------------------------------|--|--|---|--|
| Extremely High | 2.50 & Above | 2.84 & Above | 2.93 & Above | 2.79 & Above | 2.91 & Above | 2.78 & Above | 2.99 & Above |
| High | 1.86 to 2.49 | 2.02 to 2.83 | 1.97 to 2.92 | 1.67 to 2.78 | 1.81 to 2.90 | 1.88 to 2.77 | 1.97 to 2.98 |
| Above Average | 0.90 to 1.85 | 0.90 to 2.01 | 0.87 to 1.96 | 0.93 to 1.66 | 0.96 to 1.80 | 0.98 to 1.87 | 0.95 to 1.96 |
| Average | -1.02 to 0.89 | -1.02 to 0.89 | -1.04 to 0.86 | -1.29 to 0.92 | -1.16 to 0.95 | -1.12 to 0.97 | - 1.01 to 0.94 |
| Below Average | -1.98 to -1.03 | -2.15 to -1.03 | -2.11 to -1.05 | -2.04 to -1.30 | -2.01 to -1.17 | -2.02 to -1.13 | -2.02 to -1.02 |
| Low | -3.27 to -1.99 | -2.99 to -2.16 | -2.74 to -2.12 | -3.15 to -2.05 | -2.86 to -2.02 | -2.45 to -2.03 | -3.04 to -2.03 |
| Extremely Low | -3.28 & Below | -3.00 & Below | -2.75 & Below | -3.16 & Below | -2.87 & Below | -2.46 & Below | -3.05 & Below |

2.4 STATISTICAL TECHNIQUE

The collected data was analyzed by using descriptive statistics. Software package SPSS-21 was used for computerized data analysis.

1. Factor analysis were applied for the standardization of tools.
2. Descriptive statistics like mean, S.D. and percentage were used to understand the nature of data.
3. ANOVA and t-test were applied to find the significant differences (Grit, Goal-orientation, and Well being) with respect to gender and type of school.
4. Multiple correlation, regression analysis techniques were used to make the required prediction about the rate of dependence of dependent variable on independent variables.

CHAPTER-III
ANALYSIS
AND
INTERPRETATION

CHAPTER III

ANALYSIS AND INTERPRETATION

Present chapter is concerned with the analysis and interpretation of data. Analysis and interpretation are considered heart of research in any research endeavor. It helps a researcher to achieve the formulated objectives by testing framed hypotheses of a research work by analyzing the specific data set. Analysis and interpretation are a process which assigns sense of significance to the collected data in-order to determine the significance, conclusions and implications of the obtained results. To achieve the objectives of any investigation it is obligation of a researcher to process the collected data scientifically and systematically. Besides, analysis and interpretation of data is referred as computation, calculation and declaration of results based on various factors viz.-viz. exploring the pattern of relationships, differences, effects and so on which exists among the variables and are tested in the light of set hypotheses. Raw data is a meaningless stock of information unless it is not systematically classified, scientifically analyzed and rationally concluded. Analysis is the process which breaks entire study into constituent parts. This process helps in the processing of data i.e. inspecting, cleaning and transforming the data with the purpose of discovering valuable information from it.

Analysis and interpretation help in determining significance, conclusions and implications of the study. According to Johnson & Christensen (2004) analysis is a value generation process from raw data. It has a clear purpose of transformation of raw data into reliable evidence regarding progress of intervention and its performance. In this context Burns & Grove (2003) publicize, “*Data analysis is a mechanism for reducing and organizing data to produce findings that require interpretation by the researcher*”. In present study data was collected with the help of four standardized scales Grit, Goal Orientation, Orientation to Happiness and Well being Index. The scoring of data was carried out by following predetermined scoring procedure and then it was tabulated along with certain demographic variables. The analysis of tabulated data was carried out with the help of SPSS 21 and spreadsheet, by applying various descriptive and inferential statistical techniques such as, Mean, SD,

Percentage, 2-way ANOVA, Multiple Correlation, and Multiple Regression analysis. The data analysis is carried as per following breakups.

3.1 Descriptive Analysis

3.2 Comparative Analysis

3.3 Multiple Correlation Analysis

3.4 Multiple Regression Analysis

3.0 NORMALITY/DATA CLEANING

In the process of collection and acquisition of data chances of error like typos, missing values, replicated entries, missing formats and violation of data integrity rules is oblivious (Ilyas, & Chu, 2019). According to state of data science survey 2017 dirty data is one of the common barrier faced while dealing with data. Preparation, curation, unification, and cleaning of data are considered basic factors that unleash the value of data (www.nytimes.com 2014). Chu, Ilyas, Krishnan, & Wang, (2016) stated that detecting and repairing faulty data is one of the perennial challenge in data analysis, and its failure can lead to inaccurate and unreliable decisions and conclusions. Therefore, before proceeding with the data analysis is mandatory for every researcher to undergo data cleaning process in-order to assure the quality of data by diagnosing, monitoring, and eliminating aberrations from data. To ensure the clarity in data the researcher analyzed the data for identification of outliers and missing values with the help of SPSS 21. Researcher calculated and studied various descriptive statistics like Skewness, Kurtosis, histogram, Normality plots, Q-Q plots etc. During the said process 168 outliers were identified and deleted. Further, Kolmogorov, Shapiro-Wilk and Levene Test of Homogeneity were also calculated to ensure the normality and equal variance of the data and is presented in Table below.

Table 3.0: Normality Test

| Tests Variables | Kolmogorov-Smirnov ^a Test | | | Shapiro-Wilk Test | | | Levene's Test of Homogeneity of Variances | | | |
|--|--------------------------------------|------|-------------|-------------------|------|-------------|---|-----|------|-------------|
| | Statistic | df | p-value | Statistic | Df | p-value | Levene Statistic | df1 | df2 | p-value |
| Grit | .975 | 1200 | .100 | .979 | 1200 | .186 | 1.332 | 23 | 1175 | .061 |
| GO | .993 | 1200 | .100 | .969 | 1200 | .170 | 1.510 | 23 | 1175 | .058 |
| OTH | .987 | 1200 | .100 | .981 | 1200 | .188 | .923 | 23 | 1175 | .567 |
| WBI | .963 | 1200 | .986 | .979 | 1200 | .182 | .919 | 23 | 1175 | .573 |
| *. This is a lower bound of the true significance. | | | | | | | | | | |
| a. Lilliefors Significance Correction | | | | | | | | | | |

The value of Skewness ranges from -.524 to .584 and Kurtosis ranges from -.729 to .616 that falls in the acceptable range of normal univariate distribution of -2 and +2 (George & Mallery, 2010). Also p-value of Grit, Goal Orientation, Orientation to Happiness and Well-being Index is greater than threshold value of 0.05, providing sufficient indication for data normality & homogeneity of equal variance.

3.1 SECTION I: DESCRIPTIVE ANALYSIS

The section under consideration deals with the descriptive analysis of the collected data. The analysis is carried out with the help of SPSS-21 and Microsoft Excel, various descriptive techniques like mean, standard deviation, percentage were used to analyze the data. Present section comprises four sub-sections, one sub-section for each study variable i.e., 3.1.1 for Well being, 3.1.2 for Grit, 3.1.3 for Goal Orientation, and 3.1.4 for Orientation to Happiness.

3.1.1 DESCRIPTIVE ANALYSIS OF WELL BEING OF SENIOR SECONDARY SCHOOL STUDENTS ON THE BASIS OF DIFFERENT LEVELS AND MEAN SCORE

3.1.1.1 Distribution of data on different levels of Well being

To explore the distribution of data in different levels of well being percentage of the sample was calculated in different levels of well being.

Table 3.1 Percentage wise distribution of data on different levels of Well being

| Levels→ Dimensions↓ | | Extremely High | High | Above Average | Average | Below Average | Low | Extremely Low | Total |
|--------------------------------|----------|---------------------------|-------------|--------------------------|----------------|--------------------------|-------------|--------------------------|--------------|
| Emotional WB | N | 1 | 17 | 150 | 900 | 82 | 50 | 0 | 1200 |
| | % | 0.08 | 1.42 | 12.5 | 75 | 6.83 | 4.17 | 0 | 100 |
| Psychological WB | N | 0 | 8 | 244 | 762 | 161 | 21 | 4 | 1200 |
| | % | 0 | 0.67 | 20.33 | 63.5 | 13.42 | 1.75 | 0.33 | 100 |
| Social WB | N | 0 | 11 | 222 | 807 | 113 | 38 | 9 | 1200 |
| | % | 0 | 0.92 | 18.5 | 67.25 | 9.42 | 3.16 | 0.75 | 100 |
| Spiritual WB | N | 0 | 6 | 2 | 1052 | 107 | 25 | 8 | 1200 |
| | % | 0 | 0.5 | 0.17 | 87.67 | 8.91 | 2.08 | 0.67 | 100 |
| Self- awareness | N | 0 | 0 | 228 | 850 | 79 | 41 | 2 | 1200 |
| | % | 0 | 0 | 19 | 70.84 | 6.58 | 3.41 | 0.17 | 100 |
| Physical WB | N | 0 | 1 | 165 | 875 | 106 | 32 | 21 | 1200 |
| | % | 0 | 0.08 | 13.75 | 72.92 | 8.83 | 2.67 | 1.75 | 100 |
| Overall WB | N | 0 | 8 | 226 | 795 | 121 | 46 | 4 | 1200 |
| | % | 0 | 0.67 | 18.83 | 66.26 | 10.08 | 3.83 | 0.33 | 100 |

A perusal of Table No. 3.1 shows the percentage-wise distribution of total sample on different dimensions and overall well being index of senior secondary school students. The analysis of the table showed that highest percentage 75% of sample reported average level of emotional well being followed by the above average 12.5% level. The table further revealed that 6.83% of the sample reported below average emotional well being. Going deeper the results revealed that out of total sample only 4.17% respondents reported low emotional well being and 1.47% of total sample reported high emotional well being followed by a meager i.e., 0.08% percentage in extremely high level of emotional well being. Further the analysis reveals that 0% of respondents reported extremely low level of emotional well being.

In case of psychological well being the analysis of table 3.1 reveals that highest percent i.e. 63.5% of total sample reported average level of psychological well being followed by above average level 20.33% of psychological well being. The analysis of table further revealed 13.42% of total sample reported below average level of psychological well being. The analysis of table 3.1 further revealed that 1.75% of total sample reported low level psychological well being. The analysis further revealed that 0.67% of sample reported high level of psychological well being and a meager percentage 0.33% of respondents reported extremely low level of psychological well being.

On analyzing social well being dimension, the analysis of table 3.1 revealed that highest percentage of total sample i.e., 67.25% reported average social well being. 18.5% of respondents reported above average level of social well being. The table further revealed that 9.42% of respondents reported below average social well being followed by a 3.16% of respondents who reported low level of social well being. The perusal of table 3.1 also revealed that 0.92% and 0.75% of respondents reported high and extremely low level of social well being respectively.

Moving further, the analysis of table 3.1 revealed that 87.67% of respondents reported average level of spiritual well being. The analysis of the table also revealed that 8.91% of total sample reported below average level of spiritual well being. The results further revealed that 2.08% and 0.67% of total sample reported low and extremely low level of spiritual well being respectively. In case of above average levels the analysis of table 3.1 reveals that 0.17% and 0.5% of total sample reported above average and high level of spiritual well being respectively.

Moving deeper with the analysis the table 3.1 reveals 70.84% of sample reported average level of self-awareness. While observing above average levels only 19% of respondents reported above average level of self-awareness and none of the respondents reported in high and extremely high levels of self-awareness. On the other hand, analysis of table 3.1 revealed that 6.58%, 3.41% and 0.17% of respondents reported below average, low and extremely low level of self-awareness respectively.

In case of physical well being highest number of percentages i.e. 72.92% of sample reported average level of physical well being. The analysis further revealed that 13.75% of respondents reported in above average level of well being. The analysis of table 3.1 also showed that a meager percentage of 0.08% reported high level of physical well being and none of the respondents reported in extremely high level of physical well being. In case below average levels the analysis revealed that 8.83%, 2.67, and 1.75% of respondents reported in below average, low and extremely low levels of physical well being respectively.

While, exploring the overall percentage of senior secondary school students in different level of well being index, the analysis revealed that maximum percentage i.e.

66.26% of respondents reported average level of well being index. The perusal of table 3.1 also showed that 18.83% of respondents reported above average well being and a meager percentage of 0.67% of total sample reported high well being. In case of below average levels the results revealed that 10.08%, 3.83% and 0.33% of respondents adapted below average, low and extremely low levels of well being respectively.

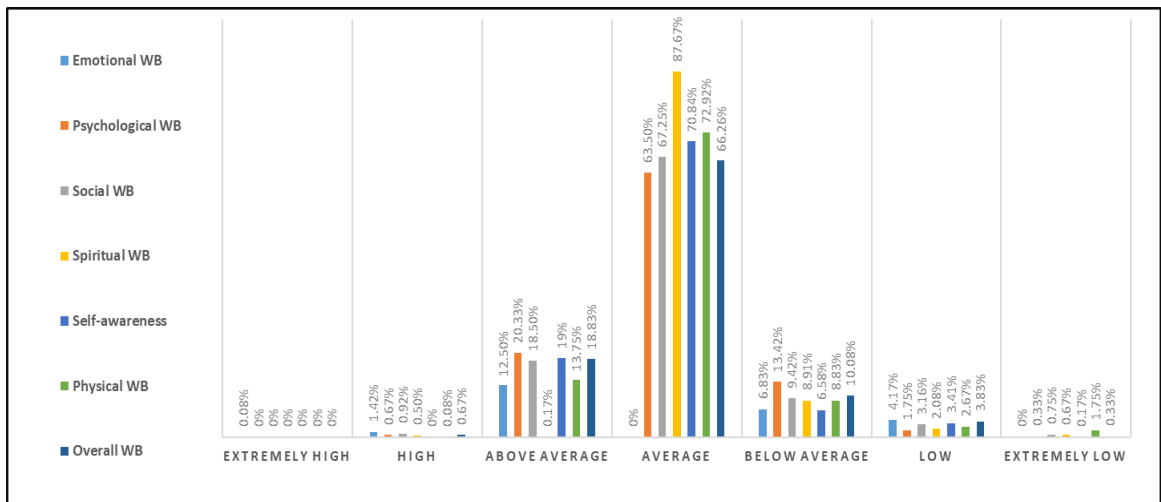


Figure 3.1 Percentage-wise distribution of overall data on different levels of well being

3.1.1.2 Descriptive analysis of data on Well being

Table 3.2 Gender and Type of School wise mean and standard deviation on different dimensions and overall well being of senior secondary school students.

| Variable | Category | N | WB Total | | EWB | | PWB | | SWB | | SPWB | | SA | | PHWB | |
|----------------|----------|-----|----------|-------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|
| | | | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Gender | Male | 600 | 202.65 | 16.75 | 23.94 | 3.24 | 36.77 | 3.70 | 58.78 | 6.05 | 21.30 | 2.74 | 36.63 | 4.48 | 25.20 | 3.30 |
| | Female | 600 | 202.81 | 16.79 | 23.28 | 3.24 | 36.57 | 3.71 | 59.27 | 6.06 | 21.64 | 2.74 | 36.95 | 4.49 | 25.08 | 3.31 |
| Type of School | Private | 300 | 198.06 | 16.75 | 22.97 | 3.24 | 36.42 | 3.70 | 58.63 | 6.05 | 20.84 | 2.74 | 34.86 | 4.48 | 24.32 | 3.30 |
| | Govt. | 900 | 202.65 | 16.65 | 23.39 | 3.23 | 36.54 | 3.70 | 59.21 | 6.09 | 21.63 | 2.73 | 36.94 | 4.49 | 25.06 | 3.30 |

Analysis of table 3.2 shows mean score of male senior secondary school students on total well being (N=600) is 202.65 with standard deviation 16.75 and that of female senior secondary school students (N=600) is 202.81 with standard deviation 16.79. The table further shows that students studying in private senior secondary schools (N=300) have mean score 198.06 with standard deviation 16.75, while students studying in Government senior secondary schools (N= 900) have mean score 202.65 with standard deviation 16.65.

In case of emotional well being (dimension) the mean score of male senior secondary school students is 23.94 with standard deviation 3.24 and that of female senior secondary school students is 23.28 with standard deviation 3.24. The analysis of the table also shows that mean score of students studying in private senior secondary schools is 22.97 with standard deviation 3.24 and that of students studying in government senior secondary schools is 23.39 with standard deviation 3.23.

Further the analysis of the table shows that mean score of male senior secondary school students is 36.77 with standard deviation 3.70, whereas mean score of female senior secondary school students is 36.57 with standard deviation 3.71 in case of dimension psychological well being. The table also shows that mean score of students studying in private senior secondary schools is 36.42 with standard deviation 3.70 and mean score of students studying in government senior secondary schools is 36.54 with standard deviation 3.70.

While in case social well being dimension the table shows that mean score of male senior secondary school students is 58.78 with standard deviation 6.05 and that of female senior secondary school students is 59.27 with standard deviation 6.06. The analysis of table 3.2 also shows that mean score of students studying in private senior secondary schools is 58.63 with standard deviation 6.05 and that of students studying in government senior secondary schools is 59.21 with standard deviation 6.09.

Moving further with the analysis the table 3.2 showed mean score of male senior secondary school students is 21.30 with standard deviation 2.74 and that of female senior secondary school students is 21.64 with standard deviation 2.74 on dimension spiritual well being. The students of private senior secondary schools have mean score of 20.84 and standard deviation 2.74 and students studying in government senior secondary schools have mean score of 21.63 with standard deviation 2.73 on dimension spiritual well being.

In case of self-awareness dimension the table shows that mean score of male and female senior secondary students is 36.63 and 36.95 with standard deviations 4.48 and 4.49 respectively. The table also shows that mean score of private senior secondary school students is 34.86 with standard deviation 4.48 and that of government senior secondary school students is 36.94 with standard deviation 4.49.

Moving further the table shows mean of male senior secondary school students is 25.20 with standard deviation 3.30 and that of female senior secondary students is 25.08 with standard deviation 3.31 on dimension physical well being. The mean score of students studying in private senior secondary schools is 24.32 with standard deviation 3.30 and mean score of students studying in government senior

secondary schools is 25.06 with standard deviation 3.30 on dimension physical well being.

In case of gender the overall results on well being reveals that female senior secondary school students reported higher well being on dimensions like social well being, spiritual well being, self-awareness and on overall well being. On the other hand, male senior secondary school students reported higher emotional, psychological and physical well being. Further in case of type of school the results revealed that government senior secondary school students reported higher mean scores emotional, social, spiritual, physical, self-awareness dimensions and as well as total well being. While in case of psychological well being the students of private and government senior secondary schools showed meager difference in their mean scores. For graphical representation of mean differences refer to figure 3.2.

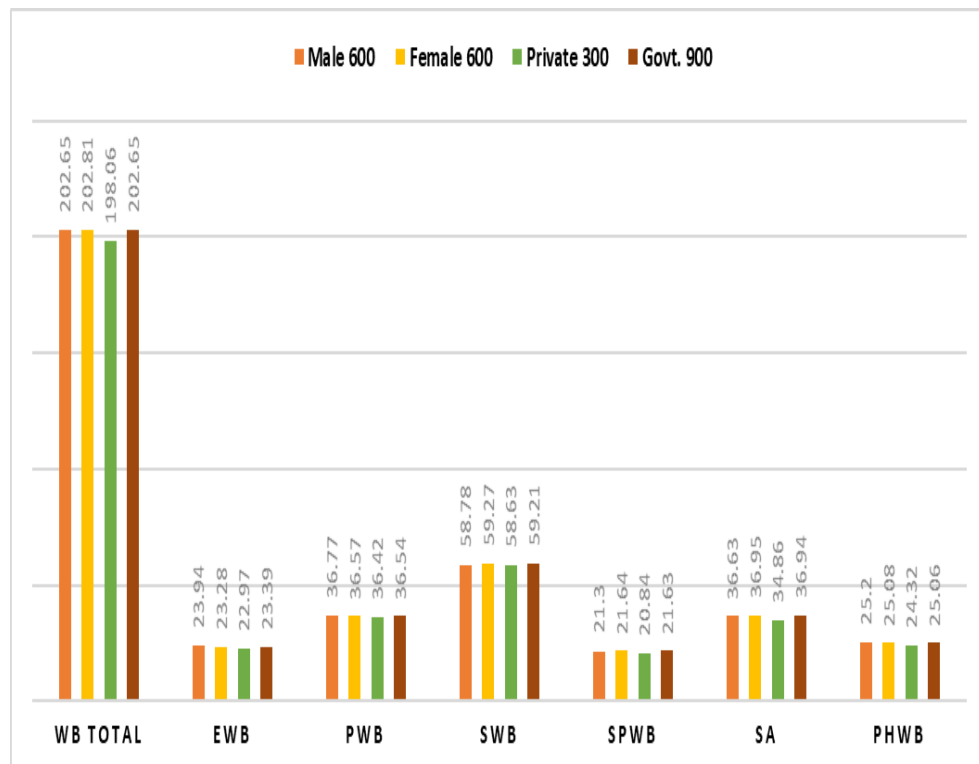


Figure 3.2 Type of well being adapted by different categories of gender and type of school.

3.1.2 DESCRIPTIVE ANALYSIS OF GRIT OF SENIOR SECONDARY SCHOOL STUDENTS ON THE BASIS OF DIFFERENT LEVELS AND MEAN SCORE

3.1.2.1 Distribution of data on different levels of Grit

Table 3.3. Table showing percentage wise distribution of total sample on different levels of grit.

| Levels→ Dimensions↓ | | Very High | High | Average | Low | Very Low | Total |
|--------------------------------|----------|------------------|--------------|----------------|--------------|-----------------|--------------|
| Consistency of Interests | N | 37 | 146 | 841 | 171 | 5 | 1200 |
| | % | 3.08 | 12.17 | 70.08 | 14.25 | 0.42 | 100 |
| Perseverance of Efforts | N | 20 | 295 | 742 | 125 | 18 | 1200 |
| | % | 1.67 | 24.58 | 61.84 | 10.41 | 1.5 | 100 |
| Grit Total | N | 48 | 176 | 392 | 440 | 144 | 1200 |
| | % | 4 | 14.67 | 32.66 | 36.67 | 12 | 100 |

Analysis of table 3.3 shows percentage-wise distribution of total sample on different dimensions and overall grit score of senior secondary school students. The analysis of data revealed that 3.08% of senior secondary school students showed very high level of consistency of interests, followed by a 12.17% of students reporting high level of consistency of interests. The analysis of the table further revealed that highest percentage of students i.e. 70.08% reported average level of consistency of interests. As far as below average levels are concerned the analysis of the table revealed that 14.25% of students reported low level of consistency of interests and a meager percentage i.e. 0.42% of students reported very low level of consistency of interests.

On similar lines, the analysis of table 3.3 shows that out of total sample 24.58% of respondents reported high level of perseverance of efforts and only 1.67% of total sample reported very high level of perseverance of efforts. The analysis of table 3.3 further shows that highest percentage i.e. 61.84% of respondents reported average level of perseverance of effort. While analyzing below average levels the analysis shows 10.41% of total sample reported low level of Perseverance of efforts and only 1.5% of total sample reported very low level of perseverance of efforts.

Exploring the percentage of overall scores on grit of senior secondary school students it has been observed that highest percentage of sample i.e. 61.84% reported average level of grit. The analysis further revealed that 36.67% of sample reported low level of grit and 14.67% of total sample reported high level of grit. The analysis also revealed that 12% of sample reported very low level of grit and only 4% of sample reported very high level of grit, for further clarification refer to figure 3.3.

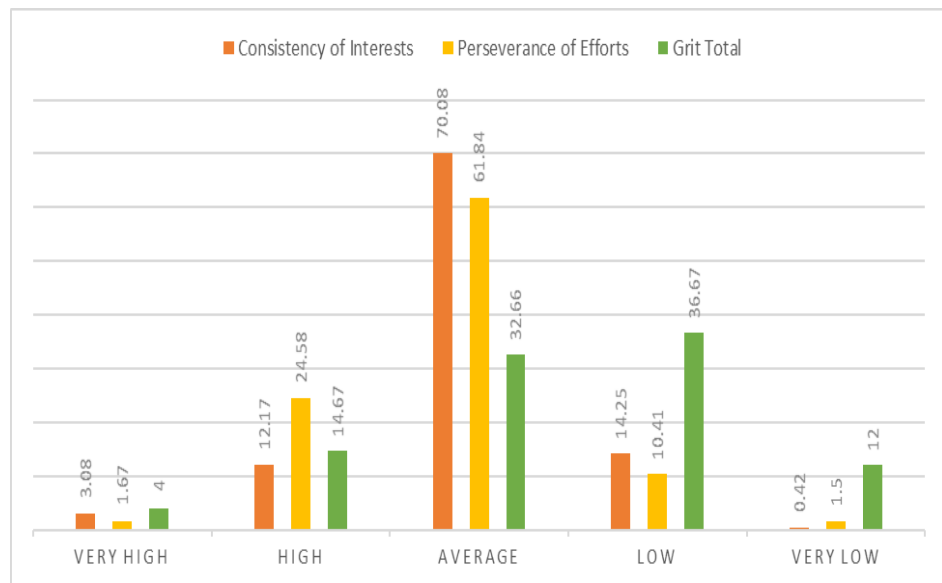


Figure 3.3. Figure showing percentage-wise distribution of overall sample in different levels of grit.

3.1.2.2 Descriptive analysis of data on Grit

Table 3.4 Gender and Type of School wise Mean and standard deviation on Grit and its dimensions of senior secondary school students.

| Variable | Category | N | Grit Total | | Consistency of Interests | | Perseverance of Efforts | |
|----------------|----------|-----|------------|------|--------------------------|------|-------------------------|------|
| | | | Mean | SD | Mean | SD | Mean | SD |
| Gender | Male | 600 | 37.85 | 5.92 | 17.49 | 4.66 | 20.35 | 4.19 |
| | Female | 600 | 38.72 | 6.50 | 17.69 | 4.89 | 21.02 | 4.23 |
| Type of School | Private | 300 | 40.42 | 7.67 | 18.83 | 5.32 | 21.59 | 4.22 |
| | Govt. | 900 | 37.57 | 5.49 | 17.17 | 4.51 | 20.39 | 4.18 |

The perusal of table 3.4 shows that mean score on overall grit of male senior secondary school students (N = 600) is 37.85 with standard deviation 5.92 and that of female senior secondary school students (N = 600) is 38.72 with standard deviation 6.50. The analysis of the table also shows that mean score on overall grit of students studying in private senior secondary schools (N = 300) is 40.42 with standard deviation 7.67 and that of students studying in government senior secondary schools (N = 900) is 37.57 with standard deviation 5.49.

In case of dimension consistency of interests, analysis of the table 3.4 shows that mean score of male senior secondary school students is 17.49 with standard deviation 4.66 and that of female senior secondary school students is 17.69 with standard deviation 4.89. Further the analysis of the table also showed that mean score of students studying in private senior secondary schools is 18.83 with standard deviation 5.32 and that of students studying in government senior secondary schools is 17.17 with standard deviation 4.51.

Moving further with the analysis on perseverance of effort dimension the table 3.4 showed that mean score of male senior secondary school students is 20.35 with standard deviation 4.19 and that of female senior secondary school students is 21.02 with standard deviation 4.23. While observing the demographic factor type of school the analysis of the table revealed that students studying in private senior secondary schools possesses mean score of 21.59 with standard deviation 4.22 and students studying in government senior secondary schools have mean score 20.39 with standard deviation 4.18.

The overall results on grit reveals that female senior secondary schools' students possesses slightly higher grit with a meager difference of less than 1 in mean scores on consistency of interests score as compare to male senior secondary school students. Whereas in case of type of school students studying in private senior secondary schools reported higher mean scores on consistency of interests, perseverance of effort and overall grit score as compare to the students studying in government senior secondary schools. For further understanding refer to figure 3.4

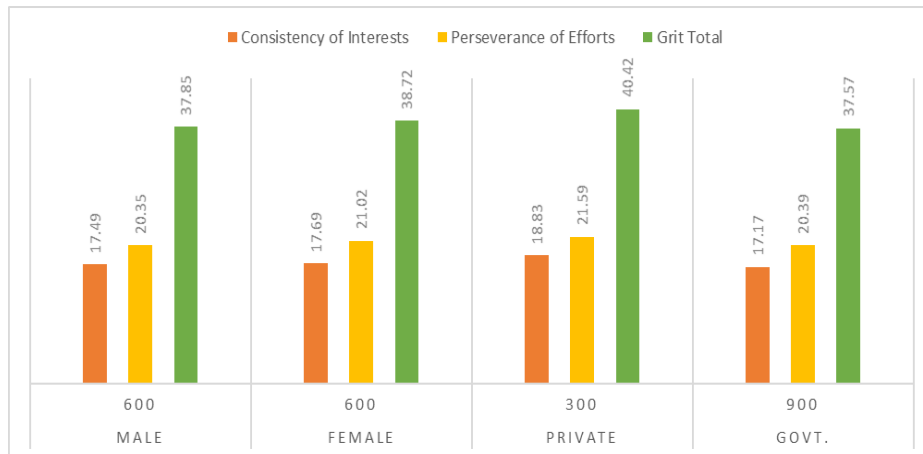


Figure 3.4 Type of grit adapted by different categories of gender and type of school.

3.1.3 DESCRIPTIVE ANALYSIS OF GOAL ORIENTATION OF SENIOR SECONDARY SCHOOL STUDENTS ON THE BASIS OF DIFFERENT LEVELS AND MEAN SCORE

3.1.3.1 Distribution of data on different levels of Goal-Orientation.

Table 3.5 Table showing percentage-wise distribution of total sample in different levels of goal orientation.

| Levels→ Dimensions↓ | | Extremely High | High | Above Average | Average | Below Average | Low | Extremely Low | Total |
|------------------------|---|----------------|--------------|---------------|--------------|---------------|-------------|---------------|------------|
| Mastery GO | N | 8 | 140 | 290 | 295 | 371 | 88 | 8 | 1200 |
| | % | 0.67 | 11.67 | 24.17 | 24.58 | 30.91 | 7.33 | 0.67 | 100 |
| Performance GO | N | 39 | 102 | 171 | 491 | 312 | 68 | 17 | 1200 |
| | % | 3.25 | 8.5 | 14.26 | 40.91 | 26 | 5.67 | 1.41 | 100 |
| Total GO | N | 12 | 162 | 240 | 318 | 378 | 83 | 7 | 1200 |
| | % | 1 | 13.5 | 20 | 26.5 | 31.5 | 6.92 | 0.58 | 100 |

Analysis of table 3.5 shows percentage-wise distribution of total sample on mastery, performance and overall goal orientation score of senior secondary school students. The analysis of data revealed that only 0.67% of senior secondary school students showed very high level of mastery goal orientation, preceded by 11.67% of students reporting high level of mastery goal orientation. The analysis of the table

further revealed that above average and average levels possess almost similar percentage of respondents i.e. 24.17% and 24.58% respectively. While analyzing below average levels of mastery goal orientation the analysis of the table revealed that 30.91% of students reported below average level and 7.33% of students adapted low level of mastery goal orientation. A meager percentage i.e. 0.67% of students reported extremely low level of mastery goal orientation.

In case of performance goal orientation, the analysis of table 3.5 reveals 3.25% of students reported in extremely high level. 8.5% of total sample reported high level of performance goal orientation and 14.26% of students reported above average performance goal orientation. The analysis also revealed that highest percentage of students i.e. 40.91% reported average level of performance goal orientation. While analyzing below average level the analysis revealed that 26%, 5.67% and 1.415 of students reported below average, low and extremely low level of performance goal orientation.

On analyzing the percentage of overall score on different levels of goal orientation the results revealed that highest percentage of students i.e. 31.5% reported below average goal orientation followed by (26.5%) average level. The analysis further revealed that 20%, 13.5% and 1% of students reported above average, high and extremely high levels of goal orientation respectively. The analysis of table 3.5 also revealed that 6.92% and 0.58% of students reported low and extremely low levels of goal orientation respectively. For graphical representation refer to figure 3.5.

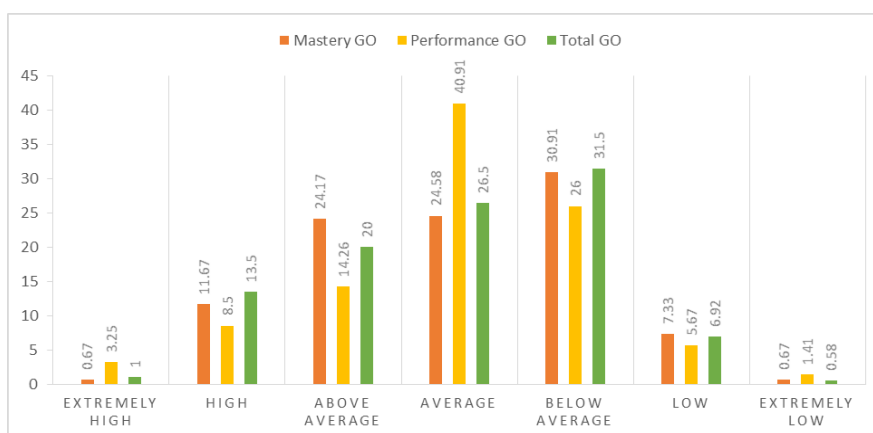


Figure 3.5 Figure showing percentage-wise distribution of overall sample in different levels of goal orientation.

3.1.3.2 Descriptive analysis of data on Goal-Orientation.

Table 3.6 Gender and Type of school wise descriptive statistics of different dimension and overall goal orientation.

| Variable | Category | N | Total Goal Orientation | | Mastery | | Performance | |
|----------------|----------|-----|------------------------|-------|---------|-------|-------------|------|
| | | | Mean | SD | Mean | SD | Mean | SD |
| Gender | Male | 600 | 145.49 | 20.66 | 98.30 | 15.81 | 47.18 | 6.97 |
| | Female | 600 | 152.69 | 21.02 | 104.38 | 16.68 | 48.31 | 6.94 |
| Type of School | Private | 300 | 162.25 | 18.69 | 112.52 | 14.35 | 49.73 | 7.82 |
| | Govt. | 900 | 144.70 | 20.07 | 97.62 | 15.50 | 47.08 | 6.54 |

The analysis of table 3.6 reveals that mean score of total goal orientation of male senior secondary school students (N = 600) is 145.49 with standard deviation 20.66 and that of female senior secondary school students (N = 600) is 152.69 with standard deviation 21.02. In case of type of school the mean score of students studying in private senior secondary schools (N = 300) is 162.25 with standard deviation 18.69 and that of students studying in government senior secondary schools (N = 900) is 144.70 with standard deviation 20.07.

The mean score on mastery goal orientation of male senior secondary school students is 98.30 with standard deviation 15.81 and that of female senior secondary school students is 104.38 with standard deviation 16.68. The analysis also reveals that mean score of students studying in private senior secondary schools is 112.52 with standard deviation 14.35 and that of students studying in government senior secondary schools is 97.62 with standard deviation 15.50.

The analysis of table 3.6 further revealed that mean score on performance goal orientation of male senior secondary school students is 47.18 with standard deviation 6.97 and that of female senior secondary school students is 48.31 with standard deviation 6.94. Further in case of type of school the analysis reveals that mean score of students studying in private secondary senior secondary schools is 49.73 with standard deviation 7.82 and that of students studying in government senior secondary schools is 47.08 with standard deviation 6.54.

The overall results reveal that female senior secondary school students adapted higher mastery, performance and overall goal orientation as compare to male senior secondary school students. While in case of type of school the results revealed that students are studying in private senior secondary schools showed higher mastery, performance and overall goal orientation over the students studying in government senior secondary schools. For further clarification refer to figure 3.6

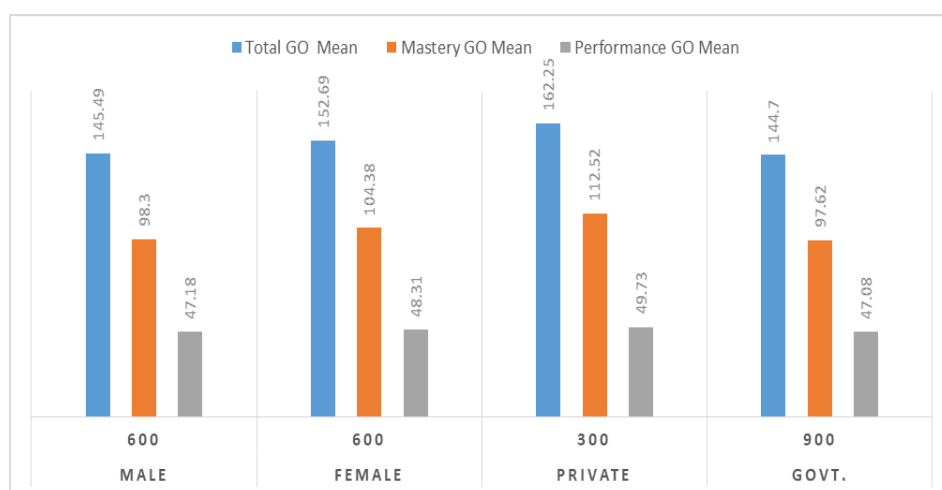


Figure 3.6 Type of goal orientation adapted by different categories of gender and type of school.

3.1.4 DESCRIPTIVE ANALYSIS OF ORIENTATION TO HAPPINESS OF SENIOR SECONDARY SCHOOL STUDENTS ON THE BASIS OF DIFFERENT LEVELS AND MEAN SCORE

3.1.4.1 Distribution of data on different levels of Orientation to Happiness.

Table 3.7 Table showing percentage-wise distribution of total sample in different levels of orientation to happiness.

| Levels→ Dimensions↓ | | Very High | High | Average | Low | Very Low | Total |
|------------------------|---|-------------|--------------|--------------|--------------|-------------|------------|
| Life of Meaning | N | 42 | 198 | 840 | 85 | 35 | 1200 |
| | % | 3.5 | 16.5 | 70 | 7.08 | 2.92 | 100 |
| Life of Pleasure | N | 67 | 131 | 838 | 148 | 16 | 1200 |
| | % | 5.58 | 10.92 | 69.84 | 12.33 | 1.33 | 100 |
| Life of Engagement | N | 54 | 195 | 792 | 144 | 15 | 1200 |
| | % | 4.5 | 16.25 | 66 | 12 | 1.25 | 100 |
| Total OTH | N | 63 | 123 | 869 | 125 | 20 | 1200 |
| | % | 5.25 | 10.25 | 72.41 | 10.42 | 1.67 | 100 |

The analysis of table 3.7 revealed that 3.5% of total sample endorsed very high level of orientation to happiness from life of meaning. 16.5% high level of orientation to happiness from life of meaning. The analysis also revealed that highest percentage of students reported average level of orientation to happiness from life of meaning. On analyzing low levels, the results revealed that 7.08% and 2.92% of students reported low and very low levels of orientation to happiness from life of meaning respectively.

The analysis on the orientation to happiness from life of pleasure domain reveals that 5.58% of students reported very high level of orientation to happiness from life of pleasure and 10.92% of total sample reported in high level of orientation to happiness from life of pleasure. The analysis further revealed that highest number of sample adapted average level of orientation to happiness from life of pleasure. The analysis of below average levels reveals that 12.33% and 1.33% of sample reported in low and very low level of orientation to happiness from life of pleasure.

Moving deeper with analysis the table 3.7 reveals that 4.5% of students adapted very high level of orientation to happiness from life of engagement and 16.25% of students showed high level of orientation to happiness from life of engagement. The perusal of table 3.7 also shows that 66% of total sample reported average level of orientation to happiness from life of engagement. In case of below average levels the analysis of the table reveals that 12% of sample adapted low level of orientation to happiness from life of engagement and only 1.25% of total sample reported very low level of orientation to happiness from life of engagement.

On exploring the percentage of overall score on orientation to happiness the analysis of table 3.7 reveals that highest percentage of students i.e. 72.41% reported average orientation to happiness. The analysis also reveals that high and low levels possesses almost similar percentage i.e. 10.25% and 10.42% of students respectively. While analyzing two extremely poles of orientation to happiness it is found that 5.25% of students showed very high level of orientation to happiness and only 1.67% of students reported very low level of orientation to happiness. For graphical representation refer to figure 3.7.

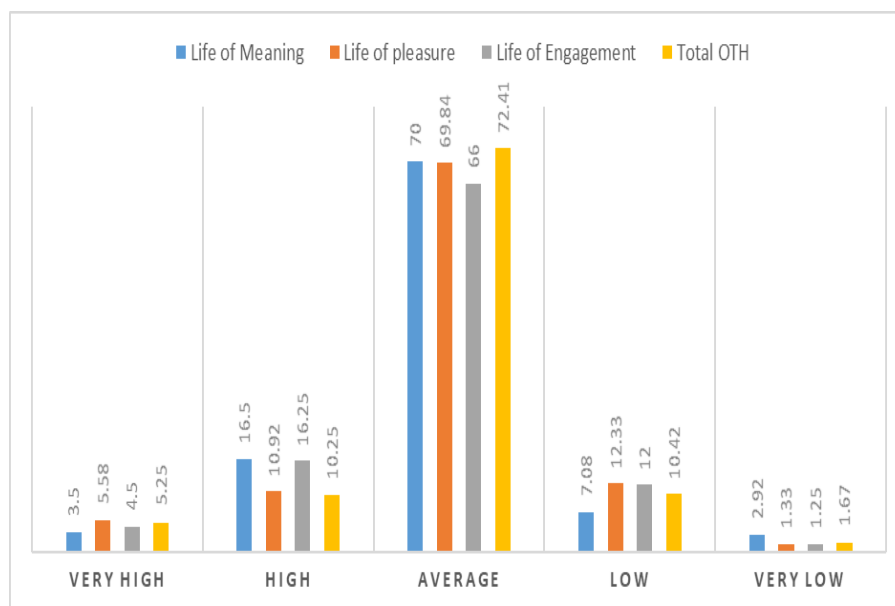


Figure 3.7 Percentage-wise distribution of overall sample in different levels of orientation to happiness.

3.1.4.2 Descriptive analysis of data on Orientation to Happiness.

Table 3.8 Table showing Gender and Type of school wise descriptive statistics on different dimension and overall orientation to happiness.

| Variable | Category | N | Orientation to Happiness Total | | Life of Meaning | | Life of Pleasure | | Life of Engagement | |
|----------------|----------|-----|--------------------------------|-------|-----------------|------|------------------|------|--------------------|------|
| | | | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Gender | Male | 600 | 60.12 | 8.98 | 20.93 | 3.84 | 20.16 | 3.77 | 19.02 | 3.72 |
| | Female | 600 | 62.33 | 9.67 | 21.45 | 3.87 | 21.04 | 4.05 | 19.83 | 3.78 |
| Type of School | Private | 300 | 63.88 | 10.58 | 22.19 | 4.24 | 21.64 | 4.27 | 20.04 | 4.23 |
| | Govt. | 900 | 60.34 | 8.79 | 20.86 | 3.67 | 20.26 | 3.76 | 19.22 | 3.58 |

The perusal of table 3.8 revealed that mean score on overall orientation to happiness of male senior secondary school students (N = 600) is 60.12 with standard deviation 8.98 and that of female senior secondary school students (N = 600) is 62.33 with standard deviation 9.67. The analysis of the table also showed that mean score of students studying in private senior secondary schools (N = 300) is 63.88 with standard

deviation 10.58 and the mean score of students studying in government senior secondary schools is (N = 900) is 60.34 with standard deviation 8.79.

Moving further with the analysis the table 3.8 reveals that mean score on dimension life of meaning of male senior secondary school students is 20.93 with standard deviation 3.84 and that of female senior secondary school students is 21.45 with standard deviation 3.87. Further the analysis of the table showed mean score of students studying in private senior secondary schools is 22.19 with standard deviation 4.24 and that of students studying in government senior secondary schools is 20.86 with standard deviation 3.67.

In case of analysis on dimension life of pleasure, the mean score of male senior secondary school students is 20.16 with standard deviation 3.77 and that of female senior secondary school students is 21.04 with standard deviation 4.05. The analysis also revealed that mean score of students studying in private senior secondary schools is 21.64 with standard deviation 4.27 and that of students studying in government senior secondary schools is 20.26 with standard deviation 3.76.

Further analysis of table 3.8 revealed that mean score of male senior secondary school students on dimension life of engagement is 19.02 with standard deviation 3.72 and mean score of female senior secondary school students is 19.83 with standard deviation 3.78. The analysis also revealed that mean score of students studying in private senior secondary schools is 20.04 with standard deviation 4.23 and that of students studying in government senior secondary schools is 19.22 with standard deviation 3.58.

The overall results revealed that female senior secondary school students reported higher mean scores on all the three dimensions i.e. life of meaning, life of pleasure, life of engagement and overall orientation to happiness as compare to male senior secondary school students. In case of type of school demographic the results revealed that private senior secondary school students reported higher mean scores in dimensions life of meaning, life of pleasure, life of engagement and overall orientation to happiness. For further clarification refer to figure 3.8.



Figure 3.8 type of orientation to happiness adapted by different type of gender and type of school.

3.2 SECTION II: COMPARATIVE ANALYSIS

Section II deal with the comparative analysis of study variables. The analysis is carried out with the help of SPSS-21. In order to analyze significant differences among mean scores of different dimensions and overall scores of grit, goal orientation, orientation to happiness and well being 2-way Analysis of variance (ANOVA) has been applied. The analysis of variables under study has been carried out on the basis of two categorical variables gender and type of school. Present section covers four sub-sections for four study variables, i.e. 3.2.1 for grit, 3.2.2 for goal orientation, 3.2.3 for orientation to happiness and 3.2.4 for well being index.

3.2.1 COMPARISON BETWEEN DIFFERENT DIMENSIONS AND OVERALL SCORE OF GRIT OF SENIOR SECODARY SCHOOL STUDENTS ON THE BASIS OF GENDER AND TYPE OF SCHOOL

3.2.1.1 Summary of 2x2 analysis of variance (ANOVA) on the scores of different dimensions and overall Grit with respect to gender and type of school.

In order to study main effects gender and type of school along with interaction effect, 2-way analysis of variance (2x2 factorial design comprising of 2 types of gender i.e. male and female and 2 types of schools i.e. private and government) was applied on mean scores of different dimensions and overall score of Grit.

Results of descriptive analysis for Consistency of Interest based on 1200 senior secondary school students (sample) is given in table 3.9 below.

Table 3.9 Descriptive Statistics Grit CI with respect to different types of gender and schools

| Dependent Variable: Grit CI | | | | |
|-----------------------------|----------------|--------|----------------|------|
| Gender | Type of School | Mean | Std. Deviation | N |
| Female | Govt. | 17.022 | 4.5511 | 450 |
| | Private | 19.707 | 5.3351 | 150 |
| | Total | 17.693 | 4.8948 | 600 |
| Male | Govt. | 17.347 | 4.4721 | 450 |
| | Private | 17.953 | 5.1765 | 150 |
| | Total | 17.498 | 4.6611 | 600 |
| Total | Govt. | 17.184 | 4.5122 | 900 |
| | Private | 18.830 | 5.3206 | 300 |
| | Total | 17.596 | 4.7784 | 1200 |

Table 3.10 Summary of 2 way ANOVA (2x2) for interaction between gender and type of school with regard to Grit CI.

| Dependent Variable: Grit CI | | | | | |
|-----------------------------|-------------------------|------|-------------|-----------|--------|
| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
| Corrected Model | 863.515 ^a | 3 | 287.838 | 12.984 | .000 |
| Intercept | 291834.047 | 1 | 291834.047 | 13164.388 | .000 |
| Gender | 114.847 | 1 | 114.847 | 5.181 | .023* |
| Type of School | 609.267 | 1 | 609.267 | 27.484 | .000** |
| Gender * Type of School | 242.840 | 1 | 242.840 | 10.954 | .001** |
| Error | 26513.464 | 1196 | 22.168 | | |
| Total | 398913.000 | 1200 | | | |
| Corrected Total | 27376.979 | 1199 | | | |

a. R Squared = .032 (Adjusted R Squared = .029)

Main Effect Gender

The analysis of table 3.10 revealed that F-value for difference between consistency of interests of male and female senior secondary school students is $F(1,1196) = 5.181, p = .023$, is found significant at 0.05 level of significance. The results indicate that male and female senior secondary students differ significantly on the mean scores of consistencies of interests. It has been observed from table 3.10 that male and female senior secondary school students differ in the level of consistency of interest. It is assumed that different type of gender i.e. male and female varies in their opinion of distraction by new ideas and projects, change interest, dedication to achieve set goals, maintaining focus and pursuit of interest when they came across new projects or ideas. Further the analysis of table 3.9 revealed that mean scores of consistencies of interests favors female senior secondary school students. The results illustrate that female senior secondary school students possesses more consistency of interests as they reported new ideas and projects doesn't distract them from their assigned one, they also reported that their interests don't fluctuate from year to year, and they pursue their set goals with more dedication and accomplish them before taking new assignments. Presented results are in line with the results reported by Kaur (2019); Christen & Knezek (2014). Kaur (2019) reported females maintain their line of pace in case hard-work, commitment and dedication in order to achieve long term goals. She further reported that females overcome the barriers that intercepts their way of success and don't feel discouraged. Similarly, Christen & Knezek (2014) stated that females reported higher scores on three primary scales, which includes consistency of interests over time, study habits and persevering in pursuit of a goal. However, Sigmundsson, Haga, & Hermundsdottir, (2020) reported that male possesses higher interest over the time, much effort on the work than female.

Main Effect Type of School

The analysis of table 3.10 revealed that F-value for the difference between consistency of interests of students studying in private and government senior secondary schools is $F(1, 1196) = 27.484, p = .000$, which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of

consistency of interests. Perusal of table 3.10 highlights one of the crucial findings of the present study i.e. senior secondary school students differ significantly on their level of consistency of interests on the basis of type of school. Moving deeper with the results table 3.9 reveals that students studying in private senior secondary schools show higher levels of consistency of interests as compared to students studying in private schools, they showed less distraction due to new ideas in their project works as compared to students studying in govt. secondary schools. Further results also revealed that students studying in private senior secondary schools are more persistent than students of govt. secondary schools. The results also showed that private school students are more project centered and obstinate as compared to their counterparts. Students studying in private schools remain firm on their set goals and remain more focused till the completion as compared to students studying in govt. secondary schools. Supporting present results 'India Today' in their news feed 'education today' (2020) argued that parents prefer to enroll their children in private school citing English language and higher accountability as reasons behind their motivation. Further Tomassini (2012) in his report argued that Indian private schools' students showed higher proficiency scores as compared to public school students. Supporting the argument Duckworth, Peterson, Matthews, & Kelly, (2007) reported that students studying elite universities earn higher academic grade points as compared to their counterparts.

Interaction Effect (Gender x Type of School)

The perusal of table 3.10 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on consistency of interests is found $F(1,1196) = 10.954, p = .001$, which is found significant at 0.01 level of significance. The results revealed that perception of senior secondary school students on scores of consistencies of interests as a result of interaction of various sub-groups i.e. gender and type of school has a joint effect on mean scores of consistency of interests. In order to examine significant difference among sub-groups i.e. gender (male and female) and type of school (private and government) of senior secondary school students on mean scores of grit CI t-test for different sub-groups were conducted and reported in table 3.11.

Table 3.11 Table showing summary of t-values for the sub-groups analysis with respect to consistency of interests of senior secondary school students.

| Groups | Statistics | Groups | Statistics | t-value | Sig. |
|--|-----------------------------------|--|-----------------------------------|----------------|---------------|
| Male students studying in Private SSS | M = 19.95 SD = 5.17 N = 150 | Female students studying in Private SSS | M = 19.70 SD = 5.33 N = 150 | 2.88 | .004** |
| Male students studying in Government SSS | M = 17.34 SD = 4.27 N = 450 | Female students studying in Government SSS | M = 17.02 SD = 4.55 N = 450 | 1.07 | .281 |
| Male students studying in Private SSS | M = 17.95 SD = 5.17 N = 150 | Male students studying in Government SSS | M = 17.34 SD = 4.47 N = 450 | 1.28 | .200 |
| Male students studying in Private SSS | M = 19.95 SD = 5.17 N = 150 | Female students studying in Government SSS | M = 17.02 SD = 4.55 N = 450 | 2.09 | .037* |
| Female students studying in Private SSS | M = 19.70 SD = 5.33 N = 150 | Female students studying in Government SSS | M = 17.02 SD = 4.55 N = 450 | 5.98 | .000** |
| Female students studying in Private SSS | M = 19.70 SD = 5.33 N = 150 | Male students studying in Government SSS | M = 17.34 SD = 4.47 N = 450 | 5.32 | .000** |

The analysis of table 3.11 revealed that t-value for four sub-groups i.e. Male Students studying in Private schools and Female Students studying in Private schools ($t = 2.88, p = .004$), Male students studying in Private schools and Female students studying in Government schools ($t = 2.09, p = .037$), Female students studying in Private schools and Male students studying in Government schools ($t = 5.98, p = .000$) and Female students studying in Private schools and Male students studying in Government ($t = 5.32, p = .000$) is found significant at 0.05 and 0.01 level of significance. The table 3.11 further revealed that t-value for two sub-group i.e. Male Students studying in Government schools and Female students studying in Government schools ($t = 1.07, p = .281$), and Male Students studying in Private schools and Male Students studying in Government schools ($t = 1.28, p = .200$) is found insignificant at 0.05 level. The analysis of table 3.10 revealed that sub-groups

of senior secondary school students i.e. type of school and gender interacts significantly on the mean scores of consistency of interest of senior secondary school students. Further the table 3.11 reported the t-analysis for interaction effect and revealed that male students studying in private senior secondary schools scored higher on consistency of interest than the male and female students of government senior secondary schools. Likewise female students of private senior secondary schools reported higher scores on consistency of interest not only over the government male and female senior secondary school students but also than male students of private senior secondary schools. It means that female students studying in private senior secondary schools do not get distracted with new ideas and projects. They show consistency in their interest and maintain it. They have been observed with certain idea or project till its completion. They believe in their set goals and don't choose to pursue a different one until its achievement.

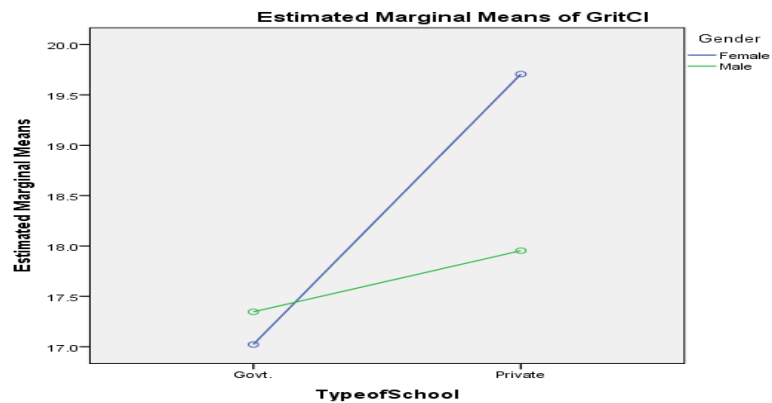


Figure 3.9. Figure showing interaction effect of gender and type of school on scores of consistency of interests of senior secondary school students.

Results of descriptive analysis for Perseverance of efforts based on 1200 senior secondary school students (sample) is given in table 3.12 below.

Table 3.12 Descriptive Statistics Grit PE with respect to different types of gender and schools

| Gender | Type of School | Mean | Std. Deviation | N |
|--------|----------------|--------|----------------|------|
| Female | Govt. | 20.720 | 4.1263 | 450 |
| | Private | 21.947 | 4.4175 | 150 |
| | Total | 21.027 | 4.2307 | 600 |
| Male | Govt. | 20.060 | 4.2230 | 450 |
| | Private | 21.233 | 4.0158 | 150 |
| | Total | 20.353 | 4.1997 | 600 |
| Total | Govt. | 20.390 | 4.1856 | 900 |
| | Private | 21.590 | 4.2294 | 300 |
| | Total | 20.690 | 4.2270 | 1200 |

Table 3.13 Summary of 2 ways ANOVA (2x2) for interaction between gender and type of school with regard to Grit PE

| Dependent Variable: Grit PE | | | | | |
|-----------------------------|-------------------------|------|-------------|-----------|--------|
| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
| Corrected Model | 460.173 ^a | 3 | 153.391 | 8.752 | .000 |
| Intercept | 396522.090 | 1 | 396522.090 | 22623.269 | .000 |
| Gender | 106.090 | 1 | 106.090 | 6.053 | .014* |
| Type of School | 324.000 | 1 | 324.000 | 18.486 | .000** |
| Gender * Type of School | .160 | 1 | .160 | .009 | .924 |
| Error | 20962.507 | 1196 | 17.527 | | |
| Total | 535114.000 | 1200 | | | |
| Corrected Total | 21422.680 | 1199 | | | |

a. R Squared = .021 (Adjusted R Squared = .019)

Main effect Gender

In case of perseverance of efforts, the analysis of table 3.13 revealed that F-value for the difference between scores of male and female senior secondary school students is $F(1,1196) = 6.053$, $p = .014$, which is found significant at 0.05 level of

significance. The results indicate that male and female senior secondary school students differ significantly on the mean scores of perseverance of efforts. From the analysis of table 3.13 it has come to fore that male and female senior secondary school students differs significantly on the mean scores of perseverance of efforts. Although results from table 3.12 revealed that female senior secondary school students showed higher levels of perseverance of efforts as compared to their counterparts, it was assumed that female students have more capacity to overcome the setbacks, they did not get easily discouraged, they are found more hard-workers, and they also reported higher levels of dedication, goal achievement and diligence. On the other hand male senior secondary school students reported discouragement due to setbacks in a project, they are also found less dedicated towards achieving a goal. The present findings are in keeping with the finding's other studies like Kaur (2019); Christen & Knezek (2014). Kaur (2019) reported that female possesses higher level of perseverance of efforts as they don't get discouraged with any kind of barrier in the way of their goal rather, they invest their efforts to overcome it with the same perseverance and effort with which they started the goal as compare to the male. On similar lines, Hool (2011) reported that females possess higher perseverance of effort than male because they finish every task whatever they start with same efforts till the end. On the other hand, Sigmundsson, Haga, & Hermundsdottir, (2020) reported that males have higher feeling to achieve the goal which is related to individual involvement, effort, hard work and commitment than the female.

Main effect Type of School

The analysis of table 3.13 revealed that F-value for the difference between perseverance of efforts of students studying in private and government senior secondary schools is $F(1, 1196) = 18.486, p = .000$, which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of perseverance of efforts. Perusal of table 3.13 highlights one of the important finding of the present study i.e. senior secondary school students differs significantly on their level of perseverance of efforts on the basis of type of school. Moving deeper with the results table 3.12 reveals those students studying in private senior secondary reported

more perseverance of efforts as compared to their counterparts. It is assumed that students studying in private senior secondary schools are stronger to overcome setbacks and they also are more able to in case of conquering faced challenges of a project as compare to students of government senior secondary schools. Further it is also assumed that students of private senior secondary schools are more hard workers and also shows higher levels of determination as they reported that they finish whatever is assigned to them and are more diligent as compare to their counterparts. Goyal and Pandey (2008) considered poor quality of education imparted in public schools as a major reason for rapid growth in number of private schools, they also argued that firm belief of accountability and better education in private schools among parents played a significant role in raising image of private schools. Further the Probe Report (1999) notes that teachers working in private schools is accountable to managers (who holds the power of dismissing) and through them to parents (who can withdraw their children). While in government schools possesses a weak chain of accountability as teacher is having job security with handsome salary and promotions irrespective of job performance. Likewise, Pandey, Goyal, & Sundararaman (2008) reported that students enrolled in government schools don't acquire basic skills of literacy and numeracy. Goyal & Pandey (2009) reported that higher perseverance, engagement, attendance and activity are the major reasons for these results. As perseverance of effort is strongly related with self-efficacy, task values, and goal orientations and perseverance of effort appeared as a significant predictor semester grade (Muenks, Yang, & Wigfield, 2018).

Interaction Effect (Gender x Type of School)

In case of perseverance of efforts table 3.13 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on perseverance of efforts is found $F(1,1196) = .009, p = .924$, which is found insignificant at 0.05 level of significance. The results revealed that perception of senior secondary school students on scores of perseverance of efforts as a result of interaction of various sub-groups i.e. gender and type of school functions independently. The perusal of table 3.13 revealed that interaction effect between gender and type of school don't influence the perseverance of efforts of senior

secondary school students, the results indicate that sub groups of senior secondary school students in case of type of school and gender have similar opinion regarding overcoming of setbacks to conquer important challenges, investing of their efforts and hardworking nature. They reported similar level of determination for finishing whatever they begin and also reported similar levels of diligence.

Results of descriptive analysis for Grit total based on 1200 senior secondary school students (sample) is given in table 3.14 below.

Table 3.14 Descriptive Statistics of Grit total with respect to different types of gender and schools.

| Gender | Type of School | Mean | Std. Deviation | N |
|--------|----------------|--------|----------------|------|
| Female | Govt. | 37.742 | 5.5564 | 450 |
| | Private | 41.653 | 8.0909 | 150 |
| | Total | 38.720 | 6.5038 | 600 |
| Male | Govt. | 37.407 | 5.4390 | 450 |
| | Private | 39.187 | 7.0562 | 150 |
| | Total | 37.852 | 5.9292 | 600 |
| Total | Govt. | 37.574 | 5.4975 | 900 |
| | Private | 40.420 | 7.6786 | 300 |
| | Total | 38.286 | 6.2356 | 1200 |

Table 3.15 Summary of 2 ways ANOVA (2x2) for interaction between gender and type of school with regard to Grit total.

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-------------------------|------|-------------|-----------|--------|
| Corrected Model | 2303.535 ^a | 3 | 767.845 | 20.722 | .000 |
| Intercept | 1368705.007 | 1 | 1368705.007 | 36937.417 | .000 |
| Gender | 441.700 | 1 | 441.700 | 11.920 | .001** |
| Type of School | 1821.867 | 1 | 1821.867 | 49.167 | .000** |
| Gender * Type of School | 255.467 | 1 | 255.467 | 6.894 | .009** |
| Error | 44317.424 | 1196 | 37.055 | | |
| Total | 1805587.000 | 1200 | | | |
| Corrected Total | 46620.959 | 1199 | | | |

a. R Squared = .049 (Adjusted R Squared = .047)

Main effect gender

The analysis of table 3.15 further revealed that F-value for the difference between overall grit of male and female senior secondary school students is $F(1,1196) = 11.920, p = .001$, which is found significant at 0.01 level of significance. The results indicate that male and female senior secondary school students differ significantly on the mean scores of overall grit. Therefore, data provides sufficient evidence for rejection of null hypothesis, ***“There exists no significant difference among senior secondary school students in Grit with respect to gender”***. Perusal of table 3.15 revealed that secondary school students differ significantly in their levels of grit on the basis of gender. Further the results from the table 3.14 revealed that mean difference favored the female senior secondary school students. The results illustrate that female senior secondary school students possesses higher levels of grit, as the novel ideas and projects doesn't distract them from their assigned one, they also reported that their interests don't fluctuate from year to year, and they pursue their set goals with more dedication and accomplish them before taking new assignments. They also reported more capacity to overcome the setbacks, they did not get easily discouraged, they are found more hard-workers, and they also reported higher levels of dedication, goal achievement and diligence. Present findings are in line with the findings of Kaur (2019); Christen & Knezek (2014). Kaur (2019) reported they reported that female have higher level of Grit because they are maintain interest over time and perseverance of efforts, they don't get discouraged with any kind of barrier that intercepts their way while pursuing goals rather they put all the effort to overcome it with the same perseverance and effort with which they had started it. Also, they are hard worker and possess ability to work with zeal than the male. She also reported that females do maintain their line of pace in case of hard-work, commitment and dedication in order to achieve long term goals. Similarly, Christen & Knezek (2014) stated that females reported higher scores on three primary scales, which includes consistency of interests over time, study habits and persevering in pursuit of a goal. On similar lines, Hool (2011) reported that females possess higher perseverance of effort than male because they finish every task whatever they start with same efforts till the end. On the other hand, Sigmundsson, Haga, & Hermundsdottir, (2020) reported that males possess higher feeling of goal

achievement that is related to individual involvement, effort, hard work and commitment as compare to females the female.

Main effect Type of School

The analysis of table 3.15 further revealed that F-value for the difference between overall grit of students studying in private and government senior secondary schools is $F(1, 1196) = 49.167, p = .000$, which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of overall grit. Therefore, data provides sufficient evidence for rejection of null hypothesis, ***“There exists no significant difference among senior secondary school students in Grit with respect to type of school”***. From the analysis of table 3.15 it has come to fore that government and private senior secondary school students differs significantly on the levels of overall grit. The analysis of table 3.14 revealed that private senior secondary school students reported higher mean scores as compare to students of government senior secondary schools. It is assumed that students studying in private senior secondary schools are more determinants as they reported higher levels of consistency and devotedness towards assigned projects and also reported less distraction by new projects and ideas. They further reported that their interest in assigned task doesn't change from time to time; neither they feel loss of interest in their work. They further reported that they didn't feel difficulty in maintain focus on their project work. These students also reported higher capability of overcoming setbacks and challenges and also are found hard workers as compare to their students studying in government senior secondary schools. Supporting the results Ravitch (2014) and Stokas (2015) reported that despite tremendous level of grit, statistically an average child succeeds less as compare to an affluent student, not due to lack of individual efforts but due to set of social systematic conditions which restricts equal opportunities. Potentially the child ends up in believing that his/her failure is due to lack of intrinsic efforts and not attending the elite private schools. Further Muenks, Yang, & Wigfield, (2018) reported that grit is related (weakly) with the future oriented motivation variables. They further reported that perseverance of effort is strongly related with self-efficacy, task values, and goal orientations and perseverance of effort appeared as a significant

predictor semester grades. As Pandey, Goyal, & Sundararaman (2008) reported that students enrolled in government schools don't acquire basic skills of literacy and numeracy. Further Goyal & Pandey (2009) reported that higher perseverance, engagement, attendance and activity are the major reasons for elevation in image of private schools.

Interaction Effect (Gender x Type of School)

Further the table 3.15 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on overall grit is found $F(1,1196) = 6.894, p = .009$, which is found significant at 0.01 level of significance. In order to examine significant difference among sub-groups i.e. gender (male and female) and type of school (private and government) of senior secondary school students on mean scores of overall grit t-test for different sub-groups were conducted and reported in table 3.16.

Table 3.16 Table showing summary of t-values for the sub-groups analysis with respect to overall grit of senior secondary school students.

| Groups | Statistics | Groups | Statistics | t-value | Sig. |
|--|-----------------------------------|--|-----------------------------------|---------|---------------|
| Male students studying in Private SSS | M = 39.18 SD = 7.05 N = 150 | Female students studying in Private SSS | M = 41.65 SD = 8.09 N = 150 | 2.81 | .005** |
| Male students studying in Government SSS | M = 37.40 SD = 5.43 N = 450 | Female students studying in Government SSS | M = 37.74 SD = 5.55 N = 450 | .915 | .360 |
| Male students studying in Private SSS | M = 39.18 SD = 7.05 N = 150 | Male students studying in Government SSS | M = 37.40 SD = 5.43 N = 450 | 3.20 | .001** |
| Male students studying in Private SSS | M = 39.18 SD = 7.05 N = 150 | Female students studying in Government SSS | M = 37.74 SD = 5.55 N = 450 | 2.56 | .010* |
| Female students studying in Private SSS | M = 41.65 SD = 8.09 N = 150 | Female students studying in Government SSS | M = 37.74 SD = 5.55 N = 450 | 6.60 | .000** |
| Female students studying in Private SSS | M = 41.65 SD = 8.09 N = 150 | Male students studying in Government SSS | M = 37.40 SD = 5.43 N = 450 | 7.25 | .000** |

The analysis of table 3.16 revealed that t-value for five sub-groups i.e. Male Students studying in Private schools and Female Students studying in Private schools ($t = 2.81, p = .005$), Male Students studying in Private schools and Male students studying in Government schools ($t = 3.20, p = .001$), Male Students studying in Private schools and Female Students studying in Government schools ($t = 2.56, p = .010$), Female students studying in Private schools and Female students studying in Government schools ($t = 6.60, p = 000$) and Female students studying in Private schools and Male students studying in Government ($t = 7.25, p = 000$) is found significant at 0.05 and 0.01 level of significance. The table 3.16 further revealed that t-value for one sub-group i.e. Male students studying in Government schools and Female Male students studying in Government schools ($t = .915, p = .360$) is found insignificant at 0.05 level, hence in the light of results null hypothesis, ***“There is no significant interaction effect of gender and type of school on the grit of senior secondary schools students”***, is not completely rejected. The analysis of table 3.15 revealed that sub-groups of senior secondary school students i.e. type of school and gender interacts significantly on the mean scores of overall grit of senior secondary school students. Further the table 3.16 reported the t-analysis for interaction effect and revealed that male students studying in private senior secondary schools scored higher on overall grit than the male and female students of government senior secondary schools. Likewise female students of private senior secondary schools reported higher scores on overall grit not only over the government male and female senior secondary school students but also than male students of private senior secondary schools. It means that they have more tendencies to overcome setbacks in-order to conquer an important challenge and don't discourage by setbacks. They are least distracted by new ideas and projects and shows consistency in interest from year to year.

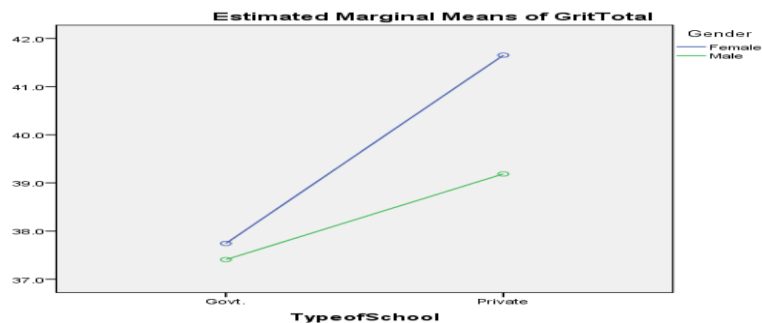


Figure 3.10 Figure showing interaction of gender and type of school on scores of grit total of senior secondary school students.

3.2.2 COMPARISON BETWEEN DIFFERENT DIMENSIONS AND OVERALL SCORE OF GOAL ORIENTATION OF SENIOR SECODARY SCHOOL STUDENTS ON THE BASIS OF GENDER AND TYPE OF SCHOOL

3.2.2.1 Summary of 2x2 analysis of variance (ANOVA) on the scores of different dimensions and overall Goal Orientation with respect to gender and type of school.

In order to study main effects gender and type of school along with interaction effect, 2-way analysis of variance (2x2 factorial design comprising of 2 types of gender i.e. male and female and 2 types of schools i.e. private and government) was applied on mean scores of different dimensions and overall score of Goal Orientation.

Results of descriptive analysis for Mastery Goal Orientation based on 1200 senior secondary school students (sample) is given in table 3.17 below.

Table 3.17 Descriptive Statistics of Goal orientation mastery goal with respect to different types of gender and schools.

| Gender | Type of School | Mean | Std. Deviation | N |
|---------------|-----------------------|-------------|-----------------------|----------|
| Female | Govt. | 100.942 | 16.2433 | 450 |
| | Private | 114.727 | 13.4413 | 150 |
| | Total | 104.388 | 16.6854 | 600 |
| Male | Govt. | 94.302 | 13.9861 | 450 |
| | Private | 110.313 | 14.9353 | 150 |
| | Total | 98.305 | 15.8196 | 600 |
| Total | Govt. | 97.622 | 15.5083 | 900 |
| | Private | 112.520 | 14.3554 | 300 |
| | Total | 101.347 | 16.5339 | 1200 |

Table 3.18 Summary of 2 way ANOVA (2x2) for interaction between gender and type of school with regard to GOMG

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-------------------------|------|-------------|-----------|--------|
| Corrected Model | 61318.324 ^a | 3 | 20439.441 | 91.745 | .000 |
| Intercept | 9935944.551 | 1 | 9935944.551 | 44598.703 | .000 |
| Gender | 6872.410 | 1 | 6872.410 | 30.848 | .000** |
| Type of School | 49937.351 | 1 | 49937.351 | 224.150 | .000** |
| Gender * Type of School | 278.890 | 1 | 278.890 | 1.252 | .263 |
| Error | 266451.462 | 1196 | 222.786 | | |
| Total | 12653146.000 | 1200 | | | |
| Corrected Total | 327769.787 | 1199 | | | |

a. R Squared = .187 (Adjusted R Squared = .185)

Main Effect Gender

The analysis of table 3.18 revealed that F-value for the difference between mastery goal orientation of male and female senior secondary school students is $F(1,1196) = 30.848$, $p = .000$, which is found significant at 0.01 level of significance. The results indicate that male and female senior secondary school students differ significantly on the mean scores of mastery goal orientation. The perusal of table 3.18 highlighted another crucial finding of the present study i.e. senior secondary school students significantly differs in their mastery goal orientation on the basis of gender. Further the results presented in table 3.17 revealed that mean difference favors female senior secondary school students over their male counterparts, it is assumed that female students like the subject matter when it really challenging to them, they consider work is more important than the marks. They also reported they feel pleased when they work hard, they reported a feeling success if they get a new idea about how things work, they like to learn the materials which are really challenging. Female students always attempt to relate what they learn to the everyday life, they also reported that they perform to the best of their abilities, they feel successful when they think about the things they have learned and try to understand the things instead of just memorizing. These students always try to overcome their mistakes by putting much effort. They consider mistakes as an opportunity to learn, they put more efforts in their work and made a working plan for the tasks and are ready to take up new

activities to improve my achievement. Similar type of resulted has been reported by Kayis & Ceyhan (2015); Hall et al., (2015); D'Lima & Kitsantas (2014) and Patrick & Pintrich (1999). Kayis & Ceyhan (2015) reported that female students put more effort into improving their ability and knowledge and embrace mistakes as an opportunity to improve learned material. Similarly, Hall et al., (2015) report that female are motivated to learn mastery skills which results more likely to attempt harder task and invest more effort to achieve higher knowledge while male participants prefer easier and comfortable tasks. On similar lines, D'Lima & Kitsantas (2014) report that female are more intrinsically motivated. They find satisfaction in mastery material and perform at higher personal level than the male students. Adding to the list, Patrick & Pintrich (1999) report that female are more mastery oriented because they report more use of cognitive strategies as compare to their male counterparts.

Main Effect Type of School

The analysis of table 3.18 revealed that F-value for the difference between mastery goal orientation of students studying private and government senior secondary schools is $F(1,1196) = 224.150, p = .000$, which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of mastery goal orientation. The examination of table 3.18 revealed that senior secondary school students differ significantly in their mastery goal orientation on the basis of type of school. Further the perusal of table 3.17 revealed that students studying in private senior secondary schools reported higher levels of mastery goal orientation as compare to their counterparts due to the reason that students of private secondary schools reported a sense of hard-work as they like the challenging subject matter, they like to learn the challenging materials, feel pleased when by work hard, they had a feeling that hard work can definitely get them success. These students work very hard to master all the subject matter, always try to do work correctly and overcome mistakes by putting much effort; they always try to find out what they want to learn in each subject. These students spend extra time and effort to understand difficult subjects and try to master whatever is taught in the classroom. Further students of private secondary schools also reported that they understand the work is

more important than the marks they get and they always attempt to see how what they learn relates to the everyday life and try to perform to the best of their abilities. Therefore it is clear from the present findings that private senior secondary school students are more on learning oriented and they prefer learning outcomes over other factors. Further literature on goal orientation also suggests that mastery goal orientation is interchangeably used with learning goal orientation (Song, Kalet, & Plass, 2016). Therefore present are supported by a host of researchers like Ginn (2004), Song et al., (2016), Jiang, Elen, & Clarebout (2009); Sins, van Joolingen, Savelsbergh, & van Hout-Wolters (2008); Sungur, (2007). Ginn (2004) reported that students studying in private universities reported higher learning goal orientation as compare to students studying in public university. Further, Song et al., (2016) reported that mastery goal orientation directly effects learners learning outcomes. Supporting Song et al., Jiang et al., (2009); Sins et al., (2008); and Sungur, (2007) reported that mastery goal orientation of students is positively related with their learning performance and students with higher mastery goal orientation are likely to show higher learning outcomes than their counterparts. Likewise, Navarez (2011) credited caring behaviors of private school teachers like willingness to learn, rewarding, anxiety reduction and appropriate criticism for improved mastery goal orientation among students.

Interaction Effect (Gender x Type of School)

The perusal of table 3.18 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on mastery goal orientation is found $F(1,1196) = 1.252, p = .263$, which is found insignificant at 0.05 level of significance. Therefore, the results revealed that main effects i.e. gender and type of school functions independently. The results revealed that perception of senior secondary school students on scores of mastery goal orientation as a result of interaction of gender and type of university for various sub-groups does not differ significantly. The perusal of table 3.18 revealed that interaction effect between gender and type of school don't influence the mastery goal orientation of senior secondary school students, the results indicate that sub groups of senior secondary school students in case of type of school and gender showed similar opinion regarding

various elements of mastery goal orientation like subject matter, importance of work and marks obtained, hard work, success, ideas learning material, difficulties, abilities, pursuit of knowledge, understanding, novelty of ideas, mistakes, achievements, difficulties and responsibilities. Contradictory results were found by Turkcapar (2015) who found that govt. students are higher in mastery and performance than female.

Results of descriptive analysis for Performance Goal Orientation based on 1200 senior secondary school students (sample) is given in table 3.19 below.

Table 3.19 Descriptive Statistics of Goal orientation Performance goal with respect to different types of gender and schools

| Gender | Type of School | Mean | Std. Deviation | N |
|--------|----------------|--------|----------------|------|
| Female | Govt. | 47.753 | 6.7130 | 450 |
| | Private | 49.980 | 7.3826 | 150 |
| | Total | 48.310 | 6.9475 | 600 |
| Male | Govt. | 46.420 | 6.3139 | 450 |
| | Private | 49.480 | 8.2622 | 150 |
| | Total | 47.185 | 6.9729 | 600 |
| Total | Govt. | 47.087 | 6.5469 | 900 |
| | Private | 49.730 | 7.8257 | 300 |
| | Total | 47.748 | 6.9800 | 1200 |

Table 3.20 Summary of 2 way ANOVA (2x2) for interaction between gender and type of school with regard to GOPG

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-------------------------|------|-------------|-----------|--------|
| Corrected Model | 1990.873 ^a | 3 | 663.624 | 14.066 | .000 |
| Intercept | 2109030.063 | 1 | 2109030.063 | 44703.097 | .000 |
| Gender | 189.063 | 1 | 189.063 | 4.007 | .046* |
| Type of School | 1572.123 | 1 | 1572.123 | 33.323 | .000** |
| Gender * Type of School | 39.063 | 1 | 39.063 | .828 | .363 |
| Error | 56425.620 | 1196 | 47.179 | | |
| Total | 2794205.000 | 1200 | | | |
| Corrected Total | 58416.493 | 1199 | | | |

a. R Squared = .034 (Adjusted R Squared = .032)

Main effect Gender

Further the analysis of table 3.20 revealed that F-value for the difference between performance goal orientation of male and female senior secondary school students is $F(1,1196) = 4.007$, $p = .046$, which is found significant at 0.05 level of significance. The results indicate that male and female senior secondary school students differ significantly on the mean scores of performance goal orientation. Perusal of the table 3.20 revealed that senior secondary school students differ significantly in their performance goal orientation on the basis of gender. Further the analysis of table 3.19 revealed that mean difference favored female secondary school students, it might be because female school students feel successful when they do the work better than the other students, they do their school work to avoid trouble and feel happy if they were the only who could answer the teacher's questions in the class. They also reported that they try to show to their parents that they are better in class; they do not go to new topics if they don't understand the present one. They try to perform better than others, they feel successful when they know more than other students and they do their school work correctly to get special treatment from my teachers. Supporting present findings de Bilde, Vansteenkiste, & Lens (2011) and Kadiravan, (2012) reported that female students use more self-regulated learning strategies as compare to male students. They further argued that female students reflect more on their learning experiences and apply self-assessments in order to monitor their learning outcomes. While Fouladechang et al., (2009) found that male have the greater performance goal because they demonstrating the ability and emphasizing the besting of others than the females.

Main Effect Type of School

The analysis of table 3.20 further revealed that F-value for the difference between performance goal orientation of students studying private and government senior secondary schools is $F(1,1196) = 33.323$, $p = .000$, which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of performance goal orientation. The analysis of table 3.20 revealed that senior secondary school students differ significantly in their performance goal orientation on

the basis of type of school. Further the perusal of table 3.19 revealed that students studying in private senior secondary schools reported higher levels of performance goal orientation as compare to their counterparts due to the reason that students of private secondary schools reported they feel successful when they do the work better than the other students in my class, do their school work to get good marks, and to avoid trouble/punishment. They further reported that feel happy when were able to answer the teacher's questions in the class, they do not go to new topics if they don't understand the present topic, they try to perform better than others and they try to learn more materials apart from what their teacher teaches in the classroom. They give importance to the meaningfulness of the subject matter they work on; they also feel successful when they know more than other students and they also do their school work correctly to get special treatment from my teachers. Therefore it is clear that students studying in private senior secondary schools shows strong desire for performance approach of goal orientation. In this regard various researches suggests that more the performance goal orientations of students more will be their learning performance (Schmidt & Ford, 2003 and Ablard & Lipschultz, 1998). Similarly Hsieh, Sullivan, & Guerra (2007) on the basis of three dimensional classification reported that performance goal orientation approach positively affects students learning performance. Further Ginn (2004) reported that students studying in private university reported higher performance goal orientation as compared to their counterparts. Likewise, Navarez (2011) credited private school teachers caring behaviors like willingness to learn, rewarding, anxiety reduction and appropriate criticism for such results.

Interaction Effect (Gender x Type of School)

Similarly the analysis of table 3.20 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on performance goal orientation is found $F(1,1196) = .828, p = .363$, which is found insignificant at 0.05 level of significance. Therefore, the result revealed that main effects i.e. gender and type of school functions independently. The results revealed that perception of senior secondary school students on scores of performance goal orientation as a result of interaction of gender and type of school for various sub-

groups does not differ significantly. It is assumed that sub groups of senior secondary school students in case of type of school and gender possesses similar opinion regarding various elements of performance goal orientation like success, school work, good-marks, trouble/punishment, better performance, new topics, meaningfulness, and special treatment. Present findings are in line with the findings of Contradictory results were found by Turkcapar (2015) found that govt. students higher in mastery and performance than female.

Results of descriptive analysis for Overall Goal Orientation based on 1200 senior secondary school students (sample) is given in table 3.21 below.

Table 3.21 Descriptive Statistics of Goal orientation total with respect to different types of gender and schools

| Gender | Type of School | Mean | Std. Deviation | N |
|--------|----------------|---------|----------------|------|
| Female | Govt. | 148.696 | 20.5652 | 450 |
| | Private | 164.707 | 17.5780 | 150 |
| | Total | 152.698 | 21.0244 | 600 |
| Male | Govt. | 140.722 | 18.7673 | 450 |
| | Private | 159.793 | 19.5068 | 150 |
| | Total | 145.490 | 20.6633 | 600 |
| Total | Govt. | 144.709 | 20.0761 | 900 |
| | Private | 162.250 | 18.6990 | 300 |
| | Total | 149.094 | 21.1456 | 1200 |

Table 3.22 Summary of 2 way ANOVA (2x2) for interaction between gender and type of school with regard to GO total

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-------------------------|------|--------------|-----------|--------|
| Corrected Model | 85345.104 ^a | 3 | 28448.368 | 75.480 | .000 |
| Intercept | 21200345.880 | 1 | 21200345.880 | 56249.153 | .000 |
| Gender | 9341.223 | 1 | 9341.223 | 24.784 | .000** |
| Type of School | 69230.380 | 1 | 69230.380 | 183.683 | .000** |
| Gender * Type of School | 526.703 | 1 | 526.703 | 1.397 | .237 |
| Error | 450773.256 | 1196 | 376.901 | | |
| Total | 27211003.000 | 1200 | | | |
| Corrected Total | 536118.359 | 1199 | | | |

a. R Squared = .159 (Adjusted R Squared = .157)

Main Effect Gender

Moving further with the analysis, table 3.22 revealed that F-value for the difference between overall goal orientation of male and female senior secondary school students is $F(1,1196) = 24.784, p = .000$, which is found significant at 0.01 level of significance. The results indicate that male and female senior secondary school students differ significantly on the mean scores of overall goal orientation. Therefore data provides sufficient evidence for rejection of null hypothesis ***“There exists no significant difference among senior secondary school students in Goal-Orientation with respect to gender”***. The perusal of table 3.22 highlighted another crucial finding of the present study i.e. senior secondary school students significantly differs in their overall goal orientation on the basis of gender. Further the results presented in table 3.21 revealed that mean difference favors female senior secondary school students over their male counterparts, it is assumed that female students like the subject matter when it really challenging to them, they consider work is more important than the marks. They also reported they feel pleased when they work hard, they reported a feeling success if they get a new idea about how things work, they like to learn the materials which are really challenging. Female students always attempt to relate what they learn to the everyday life, they also reported that they perform to the best of their abilities, they feel successful when they think about the things they have learned and try to understand the things instead of just memorizing. These students I always try to overcome my mistakes by putting much effort. They consider mistakes as an opportunity to learn, they put more efforts in their work and made a working plan for the tasks and are ready to take up new activities to improve my achievement. Female school students feel successful when they do the work better than the other students; they do their school work to avoid trouble. They also reported that they like to prove to their parents that they are better in class; they do not go to new topics if they don't understand the present one. They try to perform better than others, they feel successful when they know more than other students and they do their school work correctly to get special treatment from my teachers. Present findings are in line with the findings of Boyd (2017); Kayis & Ceyhan (2015); D'Lima & Kitsantas (2014); de Bilde, Vansteenkiste, & Lens (2011) and Kadhiravan, (2012). Boyd (2017) reported that female are significantly higher in goal-oriented because they are motivated to

perform well in academic setting, as well as in work approach than male. Kayis & Ceyhan (2015) reported that female students put more effort into improving their ability and knowledge and embrace mistakes as an opportunity to improve learned material. D'Lima & Kitsantas (2014) report that female are more intrinsically motivated. They find satisfaction in mastery material and perform at higher personal level than the male students. de Bilde, Vansteenkiste, & Lens (2011) and Kadhiravan, (2012) reported that female students use more self-regulated learning strategies as compare to male students.

Main Effect Type of School

Further the analysis of table 3.22 revealed that F-value for the difference between overall goal orientation of students studying private and government senior secondary schools is $F(1,1196) = 183.683, p = .000$, which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of overall goal orientation. Therefore, data provides sufficient evidence for rejection of null hypothesis "*There exists no significant difference among senior secondary school students in Goal-Orientation with respect to type of school*". The perusal of table 3.22 revealed that senior secondary school students differ significantly in their overall goal orientation on the basis of type of school. Further the perusal of table 3.21 revealed that students studying in private senior secondary schools reported higher levels of overall goal orientation as compare to their counterparts due to the reason that students of private secondary schools reported, sense of success as they feel successful when they learn something interesting and what they learn makes them want to find out more, they think about the things they have learned. They try to understand the things instead of just memorizing; they find their ability increasing as learn something new and continue to do a work till they learn. They like to work on a meaningful subject matter, they like to work on new and challenging tasks, and they don't consider mistakes as a demotivation rather as an opportunity and always plan the things they had to do. The results also revealed that they feel successful when they do the work better than the other students in my class, do their school work to get good marks, and to avoid trouble/punishment. They further reported that feel happy

when were able to answer the teacher's questions in the class, they do not go to new topics if they don't understand the present topic, they try to perform better than others and they try to learn more materials apart from what their teacher teaches in the classroom. They give importance to the meaningfulness of the subject matter they work on; they also feel successful when they know more than other students and they also do their school work correctly to get special treatment from my teachers. Correlating the present findings Ginn (2004) reported that while comparing the goal orientation among public and private university students it was found that private university students reported higher learning goal orientation, performance goal orientation and overall goal orientation as compare to their counterparts studying in public university. Further Lubienski, & Lubienski, (2013) argued that students studying in private schools mostly belongs to privileged backgrounds with greater educational support as compare to the students enrolled in public schools. On similar lines Navarez (2011) reported that level of caring behaviors (willingness to listen, anxiety reduction, rewarding good behavior, and appropriate criticism) among private high school teachers possesses moderate rating in determining different categories like mastery, performance, social and overall goal orientations of students.

Interaction Effect (Gender x Type of School)

In case of overall goal orientation perusal of table 3.22 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on overall goal orientation is found $F(1,1196) = 1.397, p = .237$, which is found insignificant at 0.05 level of significance. Therefore, the results revealed that main effects i.e. gender and type of school functions independently, hence the data do not provide sufficient evidence to reject null hypothesis. ***“There is no significant interaction effect of gender and type of school on the Goal Orientation of senior secondary schools students”***. The results revealed that perception of senior secondary school students on scores of overall goal orientation as a result of interaction of gender and type of school for various sub-groups does not differ significantly. The results indicate that sub groups of senior secondary school students in case of type of school and gender showed similar opinion regarding various elements of overall goal

orientation like subject matter, importance of work and marks obtained, hard work, ideas learning material, difficulties, abilities, pursuit of knowledge, understanding, novelty of ideas, mistakes, achievements, responsibilities, success, school work, good-marks, trouble/punishment, better performance, new topics, meaningfulness, and special treatment. Present findings are in contradiction with the findings of Turkcapar (2015) who found that govt. students higher in mastery and performance than female.

3.2.3 COMPARISON BETWEEN DIFFERENT DIMENSIONS AND OVERALL SCORE OF ORIENTATION TO HAPPINESS OF SENIOR SECODARY SCHOOL STUDENTS ON THE BASIS OF GENDER AND TYPE OF SCHOOL

3.2.3.1 Summary of 2x2 analysis of variance (ANOVA) on the scores of different dimensions and overall Orientation to Happiness with respect to gender and type of school.

In order to study main effects gender and type of school along with interaction effect, 2-way analysis of variance (2x2 factorial design comprising of 2 types of gender i.e. male and female and 2 types of schools i.e. private and government) was applied on mean scores of different dimensions and overall score of Orientation to Happiness.

Results of descriptive analysis for Life of Meaning (Orientation to Happiness) based on 1200 senior secondary school students (sample) is given in table 3.23

Table 3.23 Descriptive Statistics of OTHLM with respect to different types of gender and schools

| Gender | Type of School | Mean | Std. Deviation | N |
|---------------|-----------------------|-------------|-----------------------|----------|
| Female | Govt. | 21.178 | 3.8738 | 450 |
| | Private | 22.300 | 3.7502 | 150 |
| | Total | 21.458 | 3.8708 | 600 |
| Male | Govt. | 20.551 | 3.4394 | 450 |
| | Private | 22.093 | 4.6909 | 150 |
| | Total | 20.937 | 3.8454 | 600 |
| Total | Govt. | 20.864 | 3.6744 | 900 |
| | Private | 22.197 | 4.2408 | 300 |
| | Total | 21.198 | 3.8654 | 1200 |

Table 3.24 Summary of 2 way ANOVA (2x2) for interaction between gender and type of school with regard to OTHLM

Dependent Variable: OTHLM

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-------------------------|------|-------------|-----------|--------|
| Corrected Model | 490.897 ^a | 3 | 163.632 | 11.232 | .000 |
| Intercept | 417208.340 | 1 | 417208.340 | 28638.737 | .000 |
| Gender | 39.063 | 1 | 39.063 | 2.681 | .102 |
| Type of School | 399.334 | 1 | 399.334 | 27.412 | .000** |
| Gender * Type of School | 9.923 | 1 | 9.923 | .681 | .409 |
| Error | 17423.296 | 1196 | 14.568 | | |
| Total | 557115.000 | 1200 | | | |
| Corrected Total | 17914.193 | 1199 | | | |

a. R Squared = .027 (Adjusted R Squared = .025)

Main Effect Gender

The analysis of table 3.24 revealed that F-value for the difference between life of meaning of male and female senior secondary school students is $F(1,1196) = 2.681, p = .102$, which is found insignificant at 0.05 level of significance. The results indicate that male and female senior secondary school students doesn't differ significantly on the mean scores of life of meaning as a measure to orientation to happiness. The examination of table 3.24 revealed that senior secondary school students don't differ significantly in their life of meaning as a measure to orientation to happiness on the basis of their gender. Further the perusal of table 3.23 revealed that male senior secondary schools students reported higher levels of life of meaning as a measure to orientation to happiness as compare to their counterparts but this difference is not found statistically significant it might be due to the reasons that both the gender reported same feelings as both the genders feel their life serves a higher purpose. Both male and female students feel that they have accountability to make the world a healthier place; they also reported that their life possesses a lasting meaning. Further both genders also show sense of responsibility as they feel what they do, matters to society, and they consume lot of time in understanding about what life means. Present findings are supported by Beri, Beri, & Sharma (2021) who reported

that both the genders showed same perceptions regarding the life of meaning as a measure to their orientation to happiness. Likewise, Steger, Oishi, & Kashdan, (2009) reported that meaning of life is one of the important construct for determining adjustment outcomes, however potential difference in meaning of life in case of genders is not clear. Similarly, Bano (2014) reported that students of both gender reported similar levels of Life of meaning as both the genders perceive life of meaning as a universal phenomenon that is independent of gender.

Main Effect Type of School

The analysis of table 3.24 revealed that F-value for the difference between life of meaning of students studying private and government senior secondary schools is $F(1,1196) = 27.412, p = .000$, which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of meaning orientation to happiness. Further the analysis of table 3.23 revealed that students studying in private senior secondary schools showed higher levels of life of meaning it is assumed that private senior secondary school students believes that their life serves a higher purpose. They are good at choosing what to do as they always take into account whether it will benefit other people or not, they feel that they have responsibility to make the world a better place, they also reported that their life has a lasting meaning. Further they also show sense of responsibility as they feel what they do matters to society, and they spent lot of time thinking about what life means and how they fit into its big picture. Present findings are in line with the findings of Beri et al., (2021) who reported that students studying in private secondary schools possess higher life of meaning as compare to their counterparts. Students of private secondary schools showed care for other people, possesses firm belief in equality, freedom, justice and responsibility towards their fellow beings.

Interaction Effect (Gender x Type of School)

The perusal of table 3.24 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on life of meaning is found $F(1,1196) = .681, p = .409$, which is found insignificant at 0.05 level of significance. Therefore, the results revealed that main effects i.e. gender and type of school

functions independently. The results revealed that perception of senior secondary school students on scores of life of meaning as a result of interaction of gender and type of school for various sub-groups does not differ significantly. It is assumed that sub-groups of gender and type of school possess similar type of feelings regarding various elements of life of meaning, like sub-groups of both demographic variables feel that their life serves a higher purpose. They are good choosing what to do as they always take into account whether it will benefit other people or not, both sub-groups feel that they have responsibility to make the world a better place, they also reported that their life has a lasting meaning. Further they also shows sense of responsibility as they feel what they do matters to society, and they spent lot of time thinking about what life means and how they fit into its big picture.

Results of descriptive analysis for Life of Pleasure (Orientation to Happiness) based on 1200 senior secondary school students (sample) is given in table 3.25 below

Table 3.25 Descriptive Statistics of OTHLP with respect to different types of gender and schools

| Dependent Variable: OTHLP | | | | |
|---------------------------|-----------------------|-------------|-----------------------|----------|
| Gender | Type of School | Mean | Std. Deviation | N |
| Female | Govt. | 20.760 | 3.9648 | 450 |
| | Private | 21.893 | 4.2254 | 150 |
| | Total | 21.043 | 4.0578 | 600 |
| Male | Govt. | 19.760 | 3.4782 | 450 |
| | Private | 21.387 | 4.3222 | 150 |
| | Total | 20.167 | 3.7700 | 600 |
| Total | Govt. | 20.260 | 3.7608 | 900 |
| | Private | 21.640 | 4.2745 | 300 |
| | Total | 20.605 | 3.9394 | 1200 |

Table 3.26 Summary of 2 way ANOVA (2x2) for interaction between gender and type of school with regard to OTHLP

Dependent Variable: OTHLP

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-------------------------|------|-------------|-----------|--------|
| Corrected Model | 672.743 ^a | 3 | 224.248 | 14.955 | .000 |
| Intercept | 395012.250 | 1 | 395012.250 | 26342.921 | .000 |
| Gender | 127.690 | 1 | 127.690 | 8.516 | .004** |
| Type of School | 428.490 | 1 | 428.490 | 28.576 | .000** |
| Gender * Type of School | 13.690 | 1 | 13.690 | .913 | .340 |
| Error | 17934.027 | 1196 | 14.995 | | |
| Total | 528086.000 | 1200 | | | |
| Corrected Total | 18606.770 | 1199 | | | |

a. R Squared = .036 (Adjusted R Squared = .034)

Main Effect Gender

Moving further with the analysis, results presented in table 3.26 revealed that F-value for the difference between life of pleasure as a measure to orientation to happiness of male and female senior secondary school students is $F(1,1196) = 8.516$, $p = .004$, which is found significant at 0.01 level of significance. The results indicate that male and female senior secondary school students differs significantly on the mean scores of life of pleasure as a measure to orientation to happiness. While analyzing means table, table 3.25 revealed that female senior secondary school students possess higher mean values of life of pleasure as a measure to orientation to happiness. It is assumed that female senior secondary school students enjoy their life more as compare to male senior secondary school students as female students feel that life is too short to postpone the pleasure provided by it, they don't hesitate to go out of their way in-order to feel euphoric, while choosing what to do these students always take into account whether it will be pleasurable or not. Further, female senior secondary school students also agree with the statement "Life is short-eat dessert first", they prefer & love the things that excite their senses, and they also reported that the pleasurable life is only the good life. Present findings are in line with the host of

researches like; Beri et al., (2021); Zhou, Liu, Fan, Xia, Zhu, & Zhu (2019); Sena-Esteyes, Mota, and Malfeito-Ferreira (2018); Seidlitz and Diener (1998); Gross and John (1995) and Carver and white (1994). Beri et al., (2021) reported that female students possess higher life of pleasure than male senior secondary school students as a measure of orientation to happiness. Zhou, Liu, Fan, Xia, Zhu, & Zhu (2019) reported that females possess more pleasure anticipation which is related to their future goals and showed more pleasure feelings in terms of taste. Sena-Esteyes, Mota, and Malfeito-Ferreira, (2018) reported that women appreciate more sweetness which reflects the pleasure level as compare to males. Similarly, Seidlitz and Diener (1998) reported that females have higher pleasure levels as they vividly recall positive memories and events as compare to males. Gross and John (1995) reported women possess more positive emotions as compare to their counterparts. Further, Carver and white (1994) found that females show higher pleasure experiences as they reported higher responsiveness in trait reward as compare to males.

Main Effect Type of School

Moving further with the analysis of table 3.26 results revealed that F-value for the difference between pleasure orientation to happiness of students studying private and government senior secondary schools is $F(1,1196) = 28.576$, $p = .000$, which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of life of pleasure. While analyzing table 3.25 the results revealed that students studying in private senior secondary schools possesses higher level of life of pleasure as orientation to happiness. It is assumed that these students enjoy their life more as compare to their counterparts studying in government senior secondary schools, because these students reported that they feel life is too short to postpone the pleasure provided by it, they don't hesitate to go out of their way in order to feel euphoric, while choosing what to do, these students always take into account whether it will be pleasurable or not. Further, these students also agree with the statement "Life is short-eat dessert first", they prefer & love the things that excite their senses, and they also reported that, the pleasurable life is only the good life.

Present findings are in line with the findings of Beri et al., (2021) who reported that students studying in private secondary schools possess higher life of meaning as compare to their counterparts. Students of private secondary schools showed care for other people, possesses firm belief in equality, freedom, justice and responsibility towards their fellow beings.

Interaction Effect (Gender x Type of School)

Similarly, the perusal of table 3.26 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on life of pleasure is found $F(1,1196) = .913, p = .340$, which is found insignificant at 0.05 level of significance. Therefore the results revealed that main effects i.e. gender and type of school functions independently. The results revealed that perception of senior secondary school students on scores of life of pleasure as a result of interaction of gender and type of school for various sub-groups does not differ significantly. It is assumed that both sub-groups possess similar type of opinions on various elements of life of pleasure like they feel life is too short to postpone the pleasure provided by it, they don't hesitate to go out of their way in-order to feel euphoric, while choosing what to do, these students always take into account whether it will be pleasurable or not. Further, these students also agree with the statement "Life is short-eat dessert first", they prefer & love the things that excite their senses, and they also reported that, the pleasurable life is only the good life.

Results of descriptive analysis for Life of Engagement (Orientation to Happiness) based on 1200 senior secondary school students (sample) is given in table 3.27 below

Table 3.27 Descriptive Statistics of OTHLE with respect to different types of gender and schools

| Gender | Type of School | Mean | Std. Deviation | N |
|--------|----------------|--------|----------------|------|
| Female | Govt. | 19.711 | 3.6981 | 450 |
| | Private | 20.200 | 4.0234 | 150 |
| | Total | 19.833 | 3.7845 | 600 |
| Male | Govt. | 18.733 | 3.4051 | 450 |
| | Private | 19.893 | 4.4438 | 150 |
| | Total | 19.023 | 3.7223 | 600 |
| Total | Govt. | 19.222 | 3.5861 | 900 |
| | Private | 20.047 | 4.2345 | 300 |
| | Total | 19.428 | 3.7738 | 1200 |

Table 3.28 Summary of 2 way ANOVA (2x2) for interaction between gender and type of school with regard to OTHLE

Dependent Variable: OTHLE

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-------------------------|------|-------------|-----------|--------|
| Corrected Model | 375.099 ^a | 3 | 125.033 | 8.954 | .000 |
| Intercept | 346960.268 | 1 | 346960.268 | 24847.075 | .000 |
| Gender | 92.801 | 1 | 92.801 | 6.646 | .010* |
| Type of School | 152.934 | 1 | 152.934 | 10.952 | .001** |
| Gender * Type of School | 25.334 | 1 | 25.334 | 1.814 | .178 |
| Error | 16700.738 | 1196 | 13.964 | | |
| Total | 470028.000 | 1200 | | | |
| Corrected Total | 17075.837 | 1199 | | | |

a. R Squared = .022 (Adjusted R Squared = .020)

Main Effect Gender

Going deeper with the analysis, results presented in table 3.28 revealed that F-value for the difference between life of engagement as a measure to orientation to happiness of male and female senior secondary school students is $F(1,1196) = 6.646$, $p = .010$, which is found significant at 0.05 level of significance. The results indicate that male and female senior secondary school students differs significantly on the mean scores of life of engagement as a measure to orientation to happiness. The perusal of table 3.27 revealed that female senior secondary school students reported higher life of engagement as a measure to orientation to happiness as compared to male senior secondary school students. It might be due to the reason that female secondary school students reported that their while working time passes very quickly, regardless of whatever they do they seek-out situations that challenge their skills and abilities, they also reported that whether at work or play, they feel “in a zone” and are conscious of themselves. Further, these students also reported that they are always absorbed in their work, whenever they had to choose what to do, they always take into account whether they can lose themselves in it and they are rarely distracted by what is going on around them. Correlating the present findings Lietaert, Roorda, Laevers, Verschueren, & De Fraine, (2015) reported that in terms of education girls were found more engaged as compare to boys and also reported higher teacher support. Likewise, Beri et al., (2021) reported that female senior secondary school students reported higher life of engagement as compare to their male counterparts. Similarly, Kinzie, Gonyea, Kuh, Umbach, Blauch, & Korkmaz, (2007) reported that female students invests more time and efforts in academic activities like studying, preparing and presentations. Female students also communicate frequently with their instructors, usually participates in community projects and report more memorizing, higher gains in personal development, and shows more concern regarding their career plans as compare to male students. On similar lines Woodfield, Jessop, and McMillan (2006) and Zusman, Knox, and Lieberman (2005) reported that females demonstrate good academic behaviours like study habits and attendance as compare to male students. Further, Kuh (2003) suggested that on average females are found more engaged as compare to males. On the other hand Harper, Carini, Bridges, & Hayek (2004) reported that educational and career goals of female students are substantially lower

as compare to their counterparts. Historically black colleges and university undergraduate males reported more willingness to get enrolled professional schools especially Ph.D. programs and female students aspire more for to lower-prestige careers like nursing, teaching, secretarial positions etc.

Main Effect Type of School

Similarly, the analysis of table 3.28 also revealed that F-value for the difference between life of engagement of students studying private and government senior secondary schools is $F(1,1196) = 10.952, p = .001$, which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of life of engagement. The analysis of table 3.27 further revealed that private senior secondary school students reported higher levels of life of engagement this might be due to the reason that private senior secondary schools students reported higher scores on various elements of life of meaning like, passing of time, challenge, skills, abilities, absorption, dedication etc. further these students also reported that their time passes very quickly regardless of whatever they do, they seek out situations that challenge their skills and abilities, they also reported that whether at work or play, they feel “in a zone” and are conscious of themselves. Further, these students also reported that they are always absorbed in their work, whenever they had to choose what to do, they always take into account whether they can lose themselves in it and they are rarely distracted by what is going on around them. Present findings are correlated by Beri et al., (2021) who reported that students studying in private institutions are more dedicated and absorbed in their work and possesses higher skills, abilities and consciousness as compare to their counterparts. Muthuri, et al., (2021) reported that pursuit of engagement contributed significantly to the happiness in private organizations.

Interaction Effect (Gender x Type of School)

On similar lines the perusal of table 3.28 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on life of engagement is found $F(1,1196) = 1.814, p = .178$, which is found insignificant at 0.05 level of significance. Therefore, the results revealed that main effects i.e. gender

and type of school functions independently. The results revealed that perception of senior secondary school students on scores of life of engagement as a result of interaction of gender and type of school for various sub-groups does not differ significantly. It might be due to reasons that these sub-groups possess similar feelings on various components of life of engagement like, these students reported that their time passes very quickly, regardless of whatever they do, they seek out situations that challenge their skills and abilities, they also reported that whether at work or play, they feel “in a zone” and are conscious of themselves. Further, these students also reported that they are always absorbed in their work, whenever they had to choose what to do; they always take into account whether they can lose themselves in it and they are rarely distracted by what is going on around them.

Results of descriptive analysis for Overall Orientation to Happiness based on 1200 senior secondary school students (sample) is given in table 3.29 below

Table 3.29 Descriptive Statistics of OTH total with respect to different types of gender and schools

Dependent Variable: OTH Total

| Gender | Type of School | Mean | Std. Deviation | N |
|---------------|-----------------------|-------------|-----------------------|----------|
| Female | Govt. | 61.649 | 9.4205 | 450 |
| | Private | 64.393 | 10.1406 | 150 |
| | Total | 62.335 | 9.6703 | 600 |
| Male | Govt. | 59.044 | 7.9120 | 450 |
| | Private | 63.373 | 11.0268 | 150 |
| | Total | 60.127 | 8.9827 | 600 |
| Total | Govt. | 60.347 | 8.7912 | 900 |
| | Private | 63.883 | 10.5876 | 300 |
| | Total | 61.231 | 9.3941 | 1200 |

Table 3.30 Summary of 2 way ANOVA (2x2) for interaction between gender and type of school with regard to OTH total

Dependent Variable: OTH Total

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-------------------------|------|-------------|-----------|--------|
| Corrected Model | 4418.537 ^a | 3 | 1472.846 | 17.373 | .000 |
| Intercept | 3472445.903 | 1 | 3472445.903 | 40960.075 | .000 |
| Gender | 738.934 | 1 | 738.934 | 8.716 | .003** |
| Type of School | 2814.303 | 1 | 2814.303 | 33.197 | .000** |
| Gender * Type of School | 141.214 | 1 | 141.214 | 1.666 | .197 |
| Error | 101392.522 | 1196 | 84.776 | | |
| Total | 4604869.000 | 1200 | | | |
| Corrected Total | 105811.059 | 1199 | | | |

a. R Squared = .042 (Adjusted R Squared = .039)

Main Effect Gender

The analysis of table 3.30 also revealed that F-value for the difference between overall orientation to happiness of male and female senior secondary school students is $F(1,1196) = 8.716$, $p = .003$, which is found significant at 0.01 level of significance. The results indicate that male and female senior secondary school students differ significantly on the mean scores of orientation to happiness. Therefore, data provides sufficient evidence for rejection of null hypothesis ***“There exists no significant difference among senior secondary school students in Orientation to Happiness with respect to gender”***. Further the analysis of mean table, table 3.29 revealed that female senior secondary school students reported higher orientation of happiness as compared to their male counterparts as they feel that their life serves a higher purpose. They are good choosing what to do as they always take into account whether it will benefit other people or not. Further, these students also agree with the statement “Life is short-eat dessert first”, they prefer & love the things that excite their senses, and they also reported that, the pleasurable life is only the good life. These students also reported that their time passes very quickly regardless of whatever

they do, they seek out situations that challenge their skills and abilities, they also reported that whether at work or play, they feel “in a zone” and are conscious of themselves. Further, these students also reported that they are always absorbed in their work, whenever they had to choose what to do, they always take into account whether they can lose themselves in it and they are rarely distracted by what is going on around them. Therefore, it appears that all three orientations to happiness are important but that engagement and meaning are most significant.

Supporting present findings Beri et al., (2021) reported that female students showed higher levels of orientation to happiness as compare to male students as female students are showed more efforts in taking responsibilities, making choices, seeking challenging situations, possesses higher skills, abilities and consciousness as compare to male students. Similarly, Zhou, Liu, Fan, Xia, Zhu, & Zhu (2019) reported that females possesses more pleasure anticipation which is related to their future goals and showed more pleasure feelings in terms of taste. Similarly, Sena-Esteyes, Mota, and Malfeito-Ferreira, (2018) reported that women appreciate more sweetness which reflects the pleasure level as compare to males. Further, Kinzie, et al., (2007) reported that female students invests more time and efforts in academic activities like studying, preparing and presentations. Female students also communicate frequently with their instructors, usually participates in community projects and report more memorizing, higher gains in personal development, and shows more concern regarding their career plans as compare to male students. On similar lines Woodfield, et al., (2006) and Zusman, et al., (2005) reported that females demonstrate good academic behaviours like study habits and attendance as compare to male students. Further, Kuh (2003) suggested that on average females are found more engaged as compare to males. On the other hand, ruling-out the gender differences among students Villavicencio-Aguilar, Chacón-Andrade, & Durón-Ramos, (2020) reported that male and females students showed similar type of orientation to happiness.

Main Effect Type of School

On similar lines, the analysis of table 3.30 revealed that F-value for the difference between overall orientation to happiness of students studying private and government senior secondary schools is $F(1,1196) = 33.197, p = .000$, which is found

significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of overall orientations to happiness. Therefore, data provides sufficient evidence for rejection of null hypothesis, ***“There exists no significant difference among senior school students in Orientation to Happiness with respect to type of school”***. The analysis of table 3.29 revealed that private senior secondary school students reported higher orientation to happiness as compared to their counterparts studying in government senior secondary schools. It might be due to the reason that private senior secondary school students reported higher scores on different elements of orientation to happiness like purpose of life, making choices, taking responsibilities, having euphoric nature, excitement of senses, being pleasurable, seeking of challenging situations, skills, abilities, consciousness etc. further these students feel life is too short to postpone the pleasure provided by it, while choosing what to do, these students always take into account whether it will be pleasurable or not. Further, these students also agree with the statement “Life is short-eat dessert first”, they prefer & love the things that excite their senses, and they also reported that, the pleasurable life is only the good life. They feel their life serves a higher purpose. They are good at choosing what to do as they always take into account whether it will benefit other people or not, they feel that they have responsibility to make the world a better place, they also reported that their life has a lasting meaning and they spent lot of time thinking about what life means and how they fit into its big picture. Also these students reported that their time passes very quickly, regardless of whatever they do, they reported that whether at work or play they feel “in a zone” and are conscious of themselves. Further, these students also reported that they are always absorbed in their work, whenever they had to choose what to do, they always take into account whether they can lose themselves in it and they are rarely distracted by what is going on around them. Correlating present findings Beri et al., (2021) reported that private senior secondary school student’s reported higher orientation to happiness as compare to students studying in government senior secondary schools as they pursue all the three orientations to happiness that leads to living full life and in-turn living full life leads to satisfaction. Muthuri et al., (2021) credited various facilities and factors like, income, timely salary, working environment and physical facilities of

private organizations (hospitals) as major reasons for higher levels of orientation to happiness.

Interaction Effect (Gender x Type of School)

The perusal of table 3.30 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on overall orientation to happiness is found $F(1,1196) = 1.666, p = .197$, which is found insignificant at 0.05 level of significance. Therefore, the results revealed that main effects i.e. gender and type of school functions independently, hence the data do not provides sufficient evidence to reject null hypothesis, *“There is no significant interaction effect of gender and type of school on the Orientation to Happiness of senior secondary schools students”*. The results revealed that perception of senior secondary school students on scores of overall orientations to happiness as a result of interaction of gender and type of school for various sub-groups does not differ significantly. It might be due to the reason that individuals of both the subgroups possesses similar feeling on various dimensions of orientation of happiness like purpose of life, responsibility, meaning of life, dedication, absorption, skills, abilities, challenges etc. these students have similar opinions like, they feel their life serves a higher purpose. They are good choosing what to do as they always take into account whether it will benefit other people or not, they feel that they have responsibility to make the world a better place, they also reported that their life has a lasting meaning, they spent lot of time thinking about what life means and how they fit into its big picture. These students feel life is too short to postpone the pleasure provided by it, they don't hesitate to go out of their way in-order to feel euphoric, while choosing what to do, these students always take into account whether it will be pleasurable or not. Further, these students also agree with the statement “Life is short-eat dessert first”, they prefer & love the things that excite their senses, and they also reported that, the pleasurable life is only the good life. They also reported that their time passes very quickly, regardless of whatever they do, they seek out situations that challenge their skills and abilities, they also reported that whether at work or play, they feel “in a zone” and are conscious of themselves. Further, these students also reported that they are always absorbed in their work, whenever they had to choose what to do, they

always take into account whether they can lose themselves in it and they are rarely distracted by what is going on around them. It appears that all three orientations to happiness are important.

3.2.4 COMPARISON BETWEEN DIFFERENT DIMENSIONS AND OVERALL SCORE OF WELL BEING OF SENIOR SECODARY SCHOOL STUDENTS ON THE BASIS OF GENDER AND TYPE OF SCHOOL

3.2.4.1 Summary of 2x2 analysis of variance (ANOVA) on the scores of Well being with respect to gender and type of school.

In order to study main effects gender and type of school along with interaction effect, 2-way analysis of variance (2x2 factorial design comprising of 2 types of gender i.e. male and female and 2 types of schools i.e. private and government) was applied on mean scores of different dimensions and overall score of Well being.

Results of descriptive analysis for Emotional well being based on 1200 senior secondary school students (sample) is given in table 3.31 below.

Table 3.31 Descriptive Statistics of EWB with respect to different types of gender and schools

Dependent Variable: EWB

| Gender | Type of School | Mean | Std. Deviation | N |
|---------------|-----------------------|-------------|-----------------------|----------|
| Female | Govt. | 22.660 | 3.3851 | 450 |
| | Private | 22.587 | 3.1733 | 150 |
| | Total | 22.642 | 3.3309 | 600 |
| Male | Govt. | 24.136 | 2.8137 | 450 |
| | Private | 23.360 | 3.5564 | 150 |
| | Total | 23.942 | 3.0321 | 600 |
| Total | Govt. | 23.398 | 3.1972 | 900 |
| | Private | 22.973 | 3.3869 | 300 |
| | Total | 23.292 | 3.2494 | 1200 |

Table 3.32 Summary of 2 way ANOVA (2x2) for interaction between gender and type of school with regard to EWB

Dependent Variable: EWB

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-------------------------|------|-------------|-----------|--------|
| Corrected Model | 575.272 ^a | 3 | 191.757 | 18.978 | .000 |
| Intercept | 483812.988 | 1 | 483812.988 | 47882.280 | .000 |
| Gender | 284.484 | 1 | 284.484 | 28.155 | .000** |
| Type of School | 40.534 | 1 | 40.534 | 4.012 | .045* |
| Gender * Type of School | 27.738 | 1 | 27.738 | 2.745 | .098 |
| Error | 12084.644 | 1196 | 10.104 | | |
| Total | 663662.000 | 1200 | | | |
| Corrected Total | 12659.917 | 1199 | | | |

a. R Squared = .045 (Adjusted R Squared = .043)

Main Effect Gender

The analysis of table 3.32 revealed that F-value for the difference between emotional well being of male and female senior secondary school students is $F(1,1196) = 28.155$, $p = .000$, which is found significant at 0.01 level of significance. The results indicate that male and female senior secondary school students differ significantly on the mean scores of emotional well being. The perusal of table 3.32 highlighted another crucial finding of the present study i.e. senior secondary school students significantly differs in their emotional well being on the basis of gender. Further the results presented in table 3.31 revealed that mean difference favors male senior secondary school students over their female counterparts, it is assumed that male students feel their life is full of happiness, they are happy with the care and support they get, they like to share their feelings with their close friends. These students neither get easily irritated nor do they lose control over their temper and also, they don't report feeling of hopeless. Presented results are in line with the results of Bluth & Blanton, (2014) reported that female high-school students showed lower scores on positive measure like life satisfaction and compassion and higher scores on

negative ones like perceived stress and negative effect as compare to male students thereby reflecting lower state of emotional well-being. Further, Tumukaya (2011) reported that male respondents show higher level of emotional well-being as compare to females by exhibiting higher levels of satisfaction and happiness as compare to their counterparts. Sax (2008) credited certain measures of campus environment like living on campus, proportion of female faculty and awareness workshops on racial/cultural awareness enhances emotional well-being in males. On the other hand Hool (2011) reported that females show higher in Emotional well-being as they are more caring and supportive, have purpose and meaning in life than the male.

Main Effect Type of School

The analysis of table 3.32 revealed that F-value for the difference between emotional well being of students studying private and government senior secondary schools is $F(1,1196) = 4.012, p = .045$ which is found significant at 0.05 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of emotional well being. The analysis of table 3.32 highlighted an important finding of the present study i.e. senior secondary school students significantly differs in their emotional well being on the basis of type of school. Further the analysis of table 3.31 revealed that mean difference favors students studying in government senior secondary schools over their counterparts studying in private senior secondary schools, it is assumed that students studying in government senior secondary schools feels life is full of happiness, they are happy with the care and support they get, they like to share their feelings with their close friends. These students neither get easily irritated nor do they lose control over their temper and also, they don't report feeling of hopeless. Present findings are supported by Homma, & Saewyc, (2007) who argued that students studying in public school reported that higher self-esteem reduces the emotional distress thereby enhancing their emotional well-being. Similarly, Lahat, & Ofek, (2020) revealed that people of public organizations report higher level of emotional well-being as compare to the people working in private organization in six out of seven countries. On the other hand, Uwakwe, (2005) who reported that students studying in private secondary school reported higher emotional well-being.

Interaction Effect (Gender x Type of School)

The perusal of table 3.32 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on emotional well being is found $F(1,1196) = 2.745, p = .098$, which is found insignificant at 0.05 level of significance. Therefore, the results revealed that the sub-groups of main effects i.e. gender and type of school works independently. The exploration of table 3.30 highlighted an important finding of the present study i.e. that interaction effect between gender and type of school don't influence emotional well being of senior secondary school students, the results indicate that sub groups of senior secondary school students in case of type of school and gender have similar opinion regarding feelings of happiness, care and support, sharing of their feelings, friendship, loosing of control, regulating their temper, and feeling of hopelessness.

Results of descriptive analysis for Psychological well being based on 1200 senior secondary school students (sample) is given in table 3.33 below.

Table 3.33 Descriptive Statistics of PWB with respect to different types of gender and schools

| Dependent Variable: PWB | | | | |
|-------------------------|----------------|--------|----------------|------|
| Gender | Type of School | Mean | Std. Deviation | N |
| Female | Govt. | 36.427 | 3.6483 | 450 |
| | Private | 36.233 | 3.0945 | 150 |
| | Total | 36.378 | 3.5165 | 600 |
| Male | Govt. | 36.827 | 3.8417 | 450 |
| | Private | 36.620 | 4.1005 | 150 |
| | Total | 36.775 | 3.9055 | 600 |
| Total | Govt. | 36.627 | 3.7495 | 900 |
| | Private | 36.427 | 3.6316 | 300 |
| | Total | 36.577 | 3.7199 | 1200 |

Table 3.34 Summary of 2 way ANOVA (2x2) for interaction between gender and type of school with regard to PWB

Dependent Variable: PWB

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-------------------------|------|-------------|-----------|------|
| Corrected Model | 56.213 ^a | 3 | 18.738 | 1.355 | .255 |
| Intercept | 1200777.640 | 1 | 1200777.640 | 86855.350 | .000 |
| Gender | 34.810 | 1 | 34.810 | 2.518 | .113 |
| Type of School | 9.000 | 1 | 9.000 | .651 | .420 |
| Gender * Type of School | .010 | 1 | .010 | .001 | .979 |
| Error | 16534.733 | 1196 | 13.825 | | |
| Total | 1622014.000 | 1200 | | | |
| Corrected Total | 16590.947 | 1199 | | | |

a. R Squared = .003 (Adjusted R Squared = .001)

Main Effect Gender

Further the analysis of table 3.34 revealed that F-value for the difference between psychological well being of male and female senior secondary school students is $F(1,1196) = 2.513$, $p = .113$, which is found insignificant at 0.05 level of significance. The results indicate that male and female senior secondary school students don't differ significantly on the mean scores of psychological well being. The examination of table 3.34 highlighted one of the important findings of the present study i.e. senior secondary school students don't differ significantly on their psychological well being on the basis of gender. Also the results presented in table 3.33 revealed that there is negligible mean difference between scores of male and female senior secondary school students in their psychological well being. It might be due to the reason that students of both genders reported an optimistic attitude about their future, similarly both genders also feel full of energy, they show constructivism by reporting good personality feelings and are ready to accept challenges and feel nothing is impossible in life, they show signs of satisfaction as they reported they are satisfied with their life. Further both genders also reported that their labor has never gone unrewarded, they showed signs of good adjustment as they reported that

financial disturbances don't make them fearful and they are happy with what they have.

Presented results are in line with the host of researches like Hasan (2019); Ashok (2017); Tumukaya (2011); Waghmare (2016) and Rathi (2007). Hasan (2019) reported that both the genders possess similar feelings of enjoyment in life; both the genders create a balance between life activities and effort to achieve the psychological resilience. Similarly, Ashok (2017) found similar type of psychological well-being among male and female students, as both the genders have equal right, opportunities and family acceptance without any discrimination. Likewise, Tumukaya (2011) reported that both male and females do not differ in their level of Psychological well-being because both the genders feel similar level of life satisfaction and maintain the balance between positive and negative effects. On similar lines, Waghmare (2016) and Rathi (2007) found that there is no significant difference in male and female in Psychological well-being. On the other hand Akhtar (2015) reported that female have higher psychological well-being than the male because they have better and comfortable family life, good interpersonal relationship, effective communication with the others and lower expectation than the males. While, Gomez Baya et al., (2018) found that female reported lower psychological well-being because of the feelings of carrying heavy work load, stress, negative family support.

Main Effect Type of School

The analysis of table 3.34 further revealed that F-value for the difference between psychological well being of students studying private and government senior secondary schools is $F(1,1196) = .651, p = .420$ which is found insignificant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools don't differ significantly on their mean scores of psychological well being. The analysis of table 3.34 highlighted another important finding of the present study i.e. senior secondary school students don't significantly differs in their psychological well being on the basis of type of school. Further the analysis of table 3.33 revealed that mean difference slightly favors students studying in government senior secondary schools over their counterparts studying in private senior secondary schools but this difference is statistically found insignificant, it is

assumed that students studying in both type of schools possesses similar type of opinions regarding various elements of psychological well being like both type students showed optimistic attitude about their future, they also feel full of energy, they reported similar levels of constructivism by reporting good personality feeling, they are ready to accept challenges and feel nothing is impossible in life, they showed signs of satisfaction as they reported they are satisfied with their life. Further they also reported that their labor has never gone unrewarded, they showed signs of good adjustment as they reported that financial disturbances don't make them fearful and they are happy with what they have. Present findings are in-line with the findings of Bhat (2018) who reported that students studying in government and private senior secondary schools exhibited similar type of psychological well-being. Similarly, Rapheal & Paul (2014) reported that students studying in government and private schools possesses similar type of psychological well-being as they reported same type of Sociability, Satisfaction, Efficiency, Interpersonal relationship, and Mental Health.

Interaction Effect (Gender x Type of School)

Similarly, the perusal of table 3.34 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on psychological well being is found $F(1,1196) = .001, p = .979$, which is found insignificant at 0.05 level of significance. Therefore, the results revealed that the sub-groups of main effects i.e. gender and type of school works independently. The perusal of table 3.33 highlighted another important finding of the present study i.e. that interaction effect between gender and type of school don't influence psychological well being of senior secondary school students, the results indicate that sub groups of senior secondary school students in case of type of school and gender have similar opinion regarding optimistic attitude, feel of energy, constructivism, personality, accepting challenges, signs of satisfaction, reward, adjustment, financial disturbances, and happiness.

Results of descriptive analysis for Social Well being based on 1200 senior secondary school students (sample) is given in table 3.35 below.

Table 3.35 Descriptive Statistics of SWB with respect to different types of gender and schools

| Gender | Type of School | Mean | Std. Deviation | N |
|--------|----------------|--------|----------------|------|
| Female | Govt. | 59.578 | 5.9508 | 450 |
| | Private | 60.400 | 6.2809 | 150 |
| | Total | 59.783 | 6.0402 | 600 |
| Male | Govt. | 59.424 | 5.4882 | 450 |
| | Private | 56.867 | 7.2526 | 150 |
| | Total | 58.785 | 6.0737 | 600 |
| Total | Govt. | 59.501 | 5.7215 | 900 |
| | Private | 58.633 | 7.0002 | 300 |
| | Total | 59.284 | 6.0750 | 1200 |

Table 3.36 Summary of 2 way ANOVA (2x2) for interaction between gender and type of school with regard to SWB

Dependent Variable: SWB

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-------------------------|------|-------------|-----------|--------|
| Corrected Model | 1111.057 ^a | 3 | 370.352 | 10.268 | .000 |
| Intercept | 3140043.067 | 1 | 3140043.067 | 87055.514 | .000 |
| Gender | 764.523 | 1 | 764.523 | 21.196 | .000** |
| Type of School | 169.434 | 1 | 169.434 | 4.697 | .030* |
| Gender * Type of School | 642.623 | 1 | 642.623 | 17.816 | .000** |
| Error | 43139.042 | 1196 | 36.069 | | |
| Total | 4261785.000 | 1200 | | | |
| Corrected Total | 44250.099 | 1199 | | | |

a. R Squared = .025 (Adjusted R Squared = .023)

Main effect Gender

Moving further with the analysis of table 3.36 revealed that F-value for the difference between social well being of male and female senior secondary school students is $F(1,1196) = 21.196$, $p = .000$, which is found significant at 0.01 level of significance. The results indicate that male and female senior secondary school

students differ significantly on the mean scores of social well being. The perusal of table 3.36 highlighted one of the other crucial finding of the present study i.e. senior secondary school students significantly differs in their social well being on the basis of gender.

Further the results presented in table 3.35 revealed that mean difference favors female senior secondary school students over their male counterparts, it is assumed that female senior secondary school students reported that their social relationships are satisfactory, they are satisfied with respect people gave them, and they always try to give space to others. They also reported that they actively participate in social activities, and have feeling of a good neighborhood, further they like to share their feelings with others and they respect their elders. Female students reported they are ready to extend their helping hand as they always try to help the needy. They never feel themselves as rejected members of their family and are always ready to participate in family functions. On the other hand, male senior secondary school students reported a feeling of over social responsibilities on the side of family. They feel they are forced to follow social norms and maintain social relationships for a long time, further these students also reported feeling of misunderstanding on the part of their parents. Presented results are in line with the findings of Akbag & Ummet (2017) who reported that female have higher level of social well-being than males as females are found more socially interacted, show higher social interest and possesses greater belonging needs than male counterparts. Similarly, Malihe, & Iesa, (2010) reported that female students who perform religious duties and activities showed higher social integration, acceptance, and contribution. They also reported that seeking religious direction in decision making predicts social coherence, social actualization, and social well-being among female students. Likewise, Eder (1985) examined peer relations among middle school female students and reported that social stratification developed during middle school resulted in hierarchical cliques. Female students considered relationships with popular girls as an important avenue for peer status giving rise to cycle of popularity for peer, self-esteem and friendship which is clear sign of social well-being among females. On the other hand Abdollah et al. (2008) found that male students had higher social well-being because they accept the other people,

integration to society and one's sense for potential and growth of the society than the female students.

Main Effect Type of School

Moving deeper with the analysis of table 3.36 revealed that F-value for the difference between social well being of students studying private and government senior secondary schools is $F(1,1196) = 4.697, p = .030$ which is found significant at 0.05 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of social well being. The analysis of table 3.36 highlighted one of the other important finding of the present study i.e. senior secondary school students significantly differs in their social well being on the basis of type of school. Further the analysis of table 3.35 revealed that mean difference favors students studying in government senior secondary schools over their counterparts studying in private senior secondary schools, it is assumed that students studying in government senior secondary schools feels their social relationships are satisfactory, they are satisfied with respect people gave them, and they always try to give space to others. These students also reported that they actively participate in social activities, and have feeling of a good neighborhood, further they like to share their feelings with others and they respect their elders. These students reported they are ready to extend their helping hand as they always try to help the needy. On the other hand, students studying in private senior secondary schools reported they a feeling of over social responsibilities on the side of family. They unwillingly follow social norms and are not interested in maintaining social relationships for a long time, further these students also reported feeling of misunderstanding on the part of their parents. Present results are supported by Wann, Waddill, Brasher, & Ladd, (2015) who reported that feel of recognition with school groups like identification with football team among students of government schools enhances social well-being as well as social connections among high school students. Supporting Phua, Reding, Grieve, Derryberry, & Paquin (2011) also reported same type of result regarding students.

Interaction Effect (Gender x Type of School)

On the other hand, the perusal of table 3.36 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on social well being is found $F(1,1196) = 17.816, p = .000$, which is found significant at 0.01 level of significance. Therefore, the results revealed that the sub-groups of main effects i.e. gender and type of school has a joint effect on mean scores of social well being. In order to examine significant difference among sub-groups i.e. gender (male and female) and type of school (private and government) of senior secondary school students on mean scores of social well being t-test for different sub-groups were conducted and reported in table 3.37

Table 3.37 Table showing summary of t-values for the sub-groups analysis with respect to social well being of senior secondary school students.

| Groups | Statistics | Groups | Statistics | t-value | Sig. |
|--|-----------------------------------|--|-----------------------------------|---------|---------------|
| Male students studying in Private SSS | M = 56.86 SD = 7.25 N = 150 | Female students studying in Private SSS | M = 60.40 SD = 6.28 N = 150 | 4.51 | .000** |
| Male students studying in Government SSS | M = 59.42 SD = 5.48 N = 450 | Female students studying in Government SSS | M = 59.57 SD = 5.95 N = 450 | .402 | .688 |
| Male students studying in Private SSS | M = 56.86 SD = 7.25 N = 150 | Male students studying in Government SSS | M = 59.42 SD = 5.48 N = 450 | 4.53 | .000** |
| Male students studying in Private SSS | M = 56.86 SD = 7.25 N = 150 | Female students studying in Government SSS | M = 59.57 SD = 5.95 N = 450 | 4.56 | .000** |
| Female students studying in Private SSS | M = 60.40 SD = 6.28 N = 150 | Female students studying in Government SSS | M = 59.57 SD = 5.95 N = 450 | 1.44 | .149 |
| Female students studying in Private SSS | M = 60.40 SD = 6.28 N = 150 | Male students studying in Government SSS | M = 59.42 SD = 5.48 N = 450 | 1.81 | .070 |

The analysis of table 3.37 revealed that t-value for three sub-groups i.e. Male Students studying in Private schools and Female Students studying in Private schools ($t = 4.51, p = .000$), Male Students studying in Private schools and Male Students studying in Government schools ($t = 4.53, p = .000$) and Male students studying in Private schools and Female students studying in Government schools ($t = 4.56, p = 0000$), is found significant at 0.01 level of significance. The table 3.37 further revealed that t-value for three sub-group i.e. Male Students studying in Government

schools and Female students studying in Government schools ($t = .402, p = .688$), Female students studying in Private schools and Female students studying in Government ($t = 1.44, p = .149$), and Female students studying in Private schools and Male students studying in Government schools ($t = 1.81, p = .070$), is found insignificant at 0.05 level. The analysis of table 3.36 revealed that sub-groups of senior secondary school students i.e. type of school and gender interacts significantly on the mean scores of social well being of senior secondary school students. Further the table 3.37 reported the t-analysis for interaction effect and revealed that female students studying in private senior secondary schools scored higher on social well being than the male and female students of government senior secondary schools. Likewise male students from government senior secondary schools reported higher social well being as compare to male students studying in private senior secondary schools. On the other hand, female students of government senior secondary schools reported higher scores on social well being over government male senior secondary school students. It means these students feel their social relationships are satisfactory, they are satisfied with respect people gave them, and they always try to give space to others. These students also reported that they actively participate in social activities, and have feeling of a good neighborhood, further they like to share their feelings with others and they respect their elders.

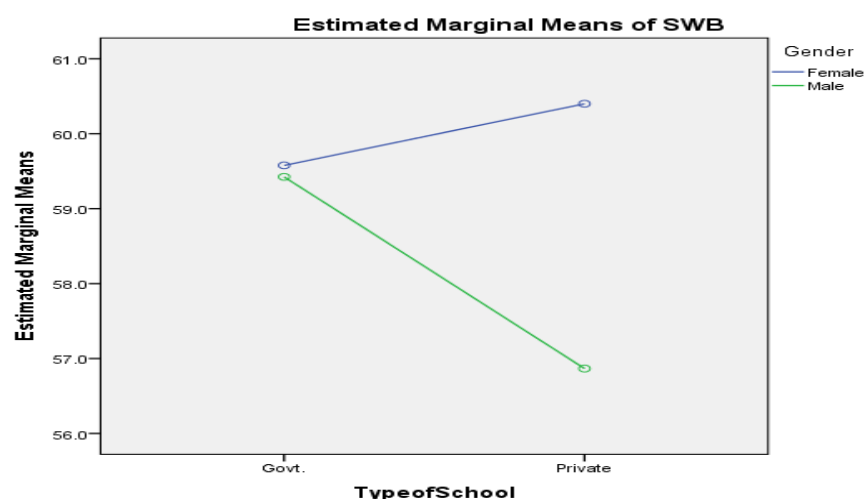


Figure 3.11 Figure showing interaction of gender and type of school on scores of social well being of senior secondary school students.

Results of descriptive analysis for Spiritual Well being based on 1200 senior secondary school students (sample) is given in table 3.38 below.

Table 3.38 Descriptive Statistics of SPWB with respect to different types of gender and schools

Dependent Variable: SPWB

| Gender | Type of School | Mean | Std. Deviation | N |
|--------|----------------|--------|----------------|------|
| Female | Govt. | 22.091 | 2.5768 | 450 |
| | Private | 21.687 | 2.5014 | 150 |
| | Total | 21.990 | 2.5621 | 600 |
| Male | Govt. | 21.742 | 2.5650 | 450 |
| | Private | 20.007 | 3.3568 | 150 |
| | Total | 21.308 | 2.8810 | 600 |
| Total | Govt. | 21.917 | 2.5754 | 900 |
| | Private | 20.847 | 3.0727 | 300 |
| | Total | 21.649 | 2.7463 | 1200 |

Table 3.39 Summary of 2 way ANOVA (2x2) for interaction between gender and type of school with regard to SPWB

Dependent Variable: SPWB

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-------------------------|------|-------------|-----------|--------|
| Corrected Model | 496.670 ^a | 3 | 165.557 | 23.168 | .000 |
| Intercept | 411458.103 | 1 | 411458.103 | 57578.713 | .000 |
| Gender | 231.547 | 1 | 231.547 | 32.402 | .000** |
| Type of School | 257.603 | 1 | 257.603 | 36.048 | .000** |
| Gender * Type of School | 99.667 | 1 | 99.667 | 13.947 | .000** |
| Error | 8546.629 | 1196 | 7.146 | | |
| Total | 571467.000 | 1200 | | | |
| Corrected Total | 9043.299 | 1199 | | | |

a. R Squared = .055 (Adjusted R Squared = .053)

Main effect Gender

Similarly the analysis of table 3.39 revealed that F-value for the difference between spiritual well being of male and female senior secondary school students is $F(1,1196) = 32.402, p = .000$, which is found significant at 0.01 level of significance. The results indicate that male and female senior secondary school students differ significantly on the mean scores of spiritual well being. The perusal of table 3.39 highlighted another important finding of the present study i.e. senior secondary school students significantly differs in their spiritual well being on the basis of gender.

Further the results presented in table 3.38 revealed that mean difference favors female senior secondary school students over their male counterparts, it is assumed that female students are more devoted towards religious commandments as they reported a firm belief in God and believe in 'simple living and high thinking', further these students think to be happy is the moral duty of everyone. They also reported that spirituality makes them peaceful and never led them to disturbance. Corresponding with present findings Alorani, & Alradaydeh, (2017) reported that female students show higher spiritual well-being than male students, because data showed that females have higher perceived social support and life satisfaction. Crediting higher religious motivation, socialization, and emotional factors among female students Rich (2012) reported that female students possess higher spiritual well-being as compare to their male counterparts. Similarly, Jafari, Dehshiri, Eskandari, Najafi, Heshmati, & Hoseinifar, (2010) reported that spiritual well-being higher in female than the male because spirituality reduces stress, developed positive feeling, thought, physical and psychological healthy life in female. Likewise, Sawatzky, Gadermann, & Pesut, (2009) reported that spiritual belief and religious attitude endorses psychological and social health, enhances social support engagement, and improves satisfaction with self, families, and friends. On similar lines Hammermeister, Flint, Alayli. Ridnour, & Peterson (2005) argued that higher spiritual well-being of female students may be because of the roles which are expected of them, being socialized, different life experiences and coping strategies.

Main Effect Type of School

Similarly in case of spiritual well being the analysis of table 3.39 revealed that F-value for the difference between spiritual well being of students studying private and government senior secondary schools is $F(1,1196) = 36.048, p = .000$ which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of spiritual well being. The analysis of table 3.39 highlighted one of the other important finding of the present study i.e. senior secondary school students significantly differs in their spiritual well being on the basis of type of school. Further the analysis of table 3.38 revealed that mean difference favors students studying in government senior secondary schools over their counterparts studying in private senior secondary schools, it is assumed that students studying in government senior secondary schools reported a firm belief in God, as they believe in 'simple living and high thinking', further these students think to be happy is the moral duty of everyone. They students feel spirituality makes them peaceful and never led them to disturbance. Present findings are in-line with the findings of Fisher, (2001) who reported that staff in the state schools expressed that their students showed higher levels in Personal, Communal, and Environmental domains of spiritual well-being as compare to students studying in independent school. Similarly, Ciarrocchi & Deneke (2004) reported that daily spiritual experiences of public college students enhances their favorable mental health.

Interaction Effect (Gender x Type of School)

Likewise in case of spiritual well being the analysis of table 3.39 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on spiritual well being is found $F(1,1196) = 13.794, p = .000$, which is found significant at 0.01 level of significance. Therefore, the results revealed that the sub-groups of main effects i.e. gender and type of school has a joint effect on mean scores of spiritual well being. In order to examine significant difference among sub-groups i.e. gender (male and female) and type of school (private and government) of senior

secondary school students on mean scores of spiritual well being t-test for different sub-groups were conducted and reported in table 3.40.

Table 3.40 Table showing summary of t-values for the sub-groups analysis with respect to spiritual well being of senior secondary school students.

| Groups | Statistics | Groups | Statistics | t-value | Sig. |
|--|-----------------------------------|--|-----------------------------------|----------------|---------------|
| Male students studying in Private SSS | M = 20.00 SD = 3.35 N = 150 | Female students studying in Private SSS | M = 21.68 SD = 2.50 N = 150 | 4.91 | .000** |
| Male students studying in Government SSS | M = 21.74 SD = 2.56 N = 450 | Female students studying in Government SSS | M = 22.09 SD = 2.57 N = 450 | 2.03 | .042* |
| Male students studying in Private SSS | M = 20.00 SD = 3.35 N = 150 | Male students studying in Government SSS | M = 21.74 SD = 2.56 N = 450 | 6.61 | .000** |
| Male students studying in Private SSS | M = 20.00 SD = 3.35 N = 150 | Female students studying in Government SSS | M = 22.09 SD = 2.57 N = 450 | 7.94 | .000** |
| Female students studying in Private SSS | M = 21.68 SD = 2.50 N = 150 | Female students studying in Government SSS | M = 22.09 SD = 2.57 N = 450 | 1.67 | .094 |
| Female students studying in Private SSS | M = 21.68 SD = 2.50 N = 150 | Male students studying in Government SSS | M = 21.74 SD = 2.56 N = 450 | .231 | .817 |

The analysis of table 3.40 revealed that t-value for four sub-groups i.e. Male Students studying in Private schools and Female Students studying in Private schools ($t = 4.91$, $p = .000$), Male students studying in Government schools and Female students studying in Government schools ($t = 2.03$, $p = .042$), Male students studying in Private schools and Male students studying in Government schools ($t = 6.61$, $p = .000$) and Male students studying in Private schools and Female students studying in Government ($t = 7.94$, $p = .000$) is found significant at 0.05 and 0.01 level of significance. The table 3.40 further revealed that t-value for two sub-group i.e. Female Students studying in Private schools and Female students studying in Government schools ($t = 1.67$, $p = .094$), and Female Students studying in Private schools and Male Students studying in Government schools ($t = .231$, $p = .817$) is found

insignificant at 0.05 level. The analysis of table 3.39 revealed that sub-groups of senior secondary school students i.e. types of school and gender interacts significantly on the mean scores of spiritual well being of senior secondary school students. Further the table 3. 40 reported the t-analysis for interaction effect and revealed that female students studying in private senior secondary schools scored higher on spiritual well being than the male. Likewise female students from government senior secondary schools reported higher spiritual well being as compare to male students studying in government senior secondary schools. On similar lines male students of government senior secondary schools reported higher spiritual well being as compare to male students of private senior secondary schools. On the other hand, female students of government senior secondary schools reported higher scores on spiritual well being over male senior secondary school students of private. It means these students reported a firm belief in God, as they believe in ‘simple living and high thinking’, further these students think to be happy is the moral duty of everyone. The students feel spirituality makes them peaceful and never led them to disturbance

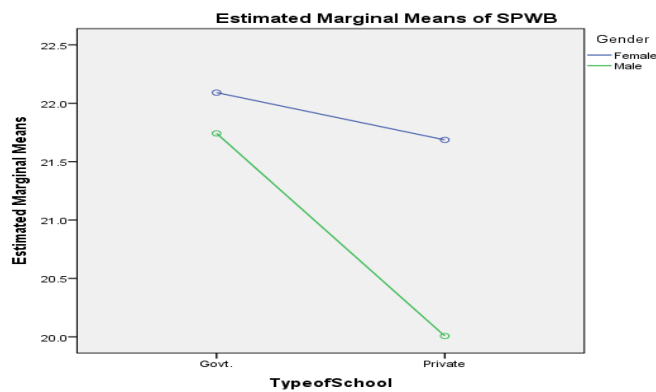


Figure 3.12. Figure showing interaction of gender and type of school on scores of spiritual well being of senior secondary school students.

Results of descriptive analysis for Self-Awareness based on 1200 senior secondary school students (sample) is given in table 3.41 below.

Table 3.41 Descriptive Statistics of SA with respect to different types of gender and schools

Dependent Variable: SA

| Gender | Type of School | Mean | Std. Deviation | N |
|--------|----------------|--------|----------------|------|
| Female | Govt. | 37.718 | 4.3732 | 450 |
| | Private | 35.973 | 3.9949 | 150 |
| | Total | 37.282 | 4.3448 | 600 |
| Male | Govt. | 37.598 | 4.2772 | 450 |
| | Private | 33.747 | 4.3967 | 150 |
| | Total | 36.635 | 4.6160 | 600 |
| Total | Govt. | 37.658 | 4.3235 | 900 |
| | Private | 34.860 | 4.3393 | 300 |
| | Total | 36.958 | 4.4922 | 1200 |

Table 3.42 Summary of 2 way ANOVA (2x2) for interaction between gender and type of school with regard to SA

Dependent Variable: SA

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-------------------------|------|-------------|-----------|--------|
| Corrected Model | 2136.294 ^a | 3 | 712.098 | 38.608 | .000 |
| Intercept | 1183236.321 | 1 | 1183236.321 | 64151.173 | .000 |
| Gender | 309.760 | 1 | 309.760 | 16.794 | .000** |
| Type of School | 1761.201 | 1 | 1761.201 | 95.487 | .000** |
| Gender * Type of School | 249.640 | 1 | 249.640 | 13.535 | .000** |
| Error | 22059.622 | 1196 | 18.445 | | |
| Total | 1663298.000 | 1200 | | | |
| Corrected Total | 24195.917 | 1199 | | | |

a. R Squared = .088 (Adjusted R Squared = .086)

Main Effect Gender

On similar lines the analysis of table 3.42 revealed that F-value for the difference between self-awareness of male and female senior secondary school students is $F(1,1196) = 16.794$, $p = .000$, which is found significant at 0.01 level of

significance. The results indicate that male and female senior secondary school students differ significantly on the mean scores of self-awareness. The analysis of table 3.42 highlighted one of the important findings of the present study i.e. senior secondary school students significantly differ in their self-awareness on the basis of gender.

Further the perusal of table 3.41 revealed that mean difference favors female senior secondary school students over their male counterparts, it is assumed that female students feel they lead a purposeful life, they also feel they are competent. They further reported feeling of happiness due to engagement in routine activities. They feel they are useful to others, and they always try to learn from experience of others. These students reported sufficient self-belief and they never despair regarding personal time in their busy schedule. They also reported they are neither disturbed by their past memories nor they dislike following the suggestion of others. Presented results are in line with Akbag & Ummet (2017) reported that female use their own capacity to fulfill their need and to overcome difficulties as compare to male therefore females reported higher level of Self-awareness. Similarly, Brytek-Matera, & Kozieł, (2015) reported that self-awareness of females fitness practitioners is connected with their interceptive body awareness and greater physical self. Likewise, Chun, (2018) reported that female adolescents reported self-awareness as most important factor for overcoming phone addictions. On similar lines Kwon, Kim, Cho, & Yang, (2013) reported that female students are likely to be more aware regarding smart phone addiction as compare to male students.

Main Effect Type of School

On similarly lines the analysis of table 3.42 revealed that F-value for the difference between self-awareness of students studying private and government senior secondary schools is $F(1,1196) = 95.487, p = .000$ which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of self-awareness. The analysis of table 3.42 highlighted another important finding of the present study i.e. senior secondary school students significantly differ in their self-awareness on the basis of type of school. Further the analysis of table 3.41 revealed

that mean difference favors students studying in government senior secondary schools over their counterparts studying in private senior secondary schools, it is assumed that students studying in government senior secondary schools feels they lead a purposeful life, they also feel they are competent. They further reported feeling of happiness due to engagement in routine activities. They feel they are useful to others, and always try to learn from experience of others. These students reported sufficient self-belief and they never despair regarding personal time in their busy schedule. They also reported they are neither disturbed by their past memories nor they dislike to follow the suggestion of others. Present results are in line with the findings of Ibrahim, Wambiya, Aloba, & Raburu, (2014) who crediting the guidance and counselling services reported that majority of the students studying in public schools showed reflective awareness in terms of their careers. Similarly, various researchers reported that students of public schools showed higher levels of awareness among different domains related to their physical health like oral hygiene (Mhaske, Yuwanati, Keswani, & Jain, 2018), aspects and transmission of HIV (Chatterjee, Baur, Ram, Dhar, Sandhukhan, & Dan, 2001) and non-communicable diseases (Divakaran, Muttapillymyalil, Sreedharan, & Shalini, 2010). Likewise, Wanga & Ombima (2012) reported that effective career counseling enhances self-awareness among public school students by helping them to acquire different skills helpful in exploring the world of work in relation to their knowledge and helps them to make career decision, employ strategies to attain successful career, satisfaction and also helps them to comprehend the relation among education, training, personal qualities, and world of work.

Interaction Effect (Gender x Type of School)

Similarly, in case of self-awareness the analysis of table 3.42 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on self-awareness is found $F(1,1196) = 13.535, p = .000$, which is found significant at 0.01 level of significance. Therefore, the results revealed that the sub-groups of main effects i.e. gender and type of school has a joint effect on mean scores of self-awareness. In order to examine significant difference among sub-groups i.e. gender (male and female) and type of school (private and government) of senior

secondary school students on mean scores of self-awareness t-test for different sub-groups were conducted and reported in table 3.43.

Table 3.43 showing summary of t-values for the sub-groups analysis with respect to self-awareness of senior secondary school students.

| Groups | Statistics | Groups | Statistics | t-value | Sig. |
|--|-----------------------------------|--|-----------------------------------|----------------|---------------|
| Male students studying in Private SSS | M = 33.74 SD = 4.39 N = 150 | Female students studying in Private SSS | M = 35.97 SD = 3.99 N = 150 | 4.59 | .000** |
| Male students studying in Government SSS | M = 37.59 SD = 4.27 N = 450 | Female students studying in Government SSS | M = 37.71 SD = 4.37 N = 450 | .416 | .677 |
| Male students studying in Private SSS | M = 33.74 SD = 4.39 N = 150 | Male students studying in Government SSS | M = 37.59 SD = 4.27 N = 450 | 9.48 | .000** |
| Male students studying in Private SSS | M = 33.74 SD = 4.39 N = 150 | Female students studying in Government SSS | M = 37.71 SD = 4.37 N = 450 | 9.61 | .000** |
| Female students studying in Private SSS | M = 35.97 SD = 3.99 N = 150 | Female students studying in Government SSS | M = 37.71 SD = 4.37 N = 450 | 4.32 | .000** |
| Female students studying in Private SSS | M = 35.97 SD = 3.99 N = 150 | Male students studying in Government SSS | M = 37.59 SD = 4.27 N = 450 | 4.09 | .000** |

The analysis of table 3.43 revealed that t-value for five sub-groups i.e. Male Students studying in Private schools and Female Students studying in Private schools ($t = 4.59, p = .000$), Male students studying in Private schools and Male students studying in Government schools ($t = 9.48, p = .000$), Male students studying in Private schools and Female students studying in Government ($t = 9.61, p = 000$), Female Students studying in Private schools and Female students studying in Government schools ($t = 4.32, p = .000$), and Female Students studying in Private schools and Male Students studying in Government schools ($t = 4.09, p = .000$) is found significant at 0.01 level of significance. The table 3.43 further revealed that t-value for one sub-group i.e. Male students studying in Government schools and Female students studying in Government schools ($t = .416, p = 677$) is found insignificant at 0.05 level. The analysis of table 3.42 revealed that sub-groups of senior secondary school students i.e. type of school and gender interacts significantly on the mean

scores of self-awareness of senior secondary school students. Further the table 3.43 reported the t-analysis for interaction effect which revealed that female students studying in private senior secondary schools reported higher self-awareness than the male. Likewise male students from government senior secondary schools reported higher self-awareness as compare to male students studying in private senior secondary schools. On the other hand, female students of government senior secondary schools reported higher scores on self-awareness over private male senior secondary school students. Similarly male students studying in government senior secondary schools reported higher self-awareness as compare to female students studying in private senior secondary schools. It means these students feel they lead a purposeful life and are competent. They further reported feeling of happiness due to engagement in routine activities. They feel they are useful to others, and they always try to learn from experience of others. These students reported sufficient self-belief and they never despair regarding personal time in their busy schedule. They also reported they are neither disturbed by their past memories nor they dislike to follow the suggestion of others.

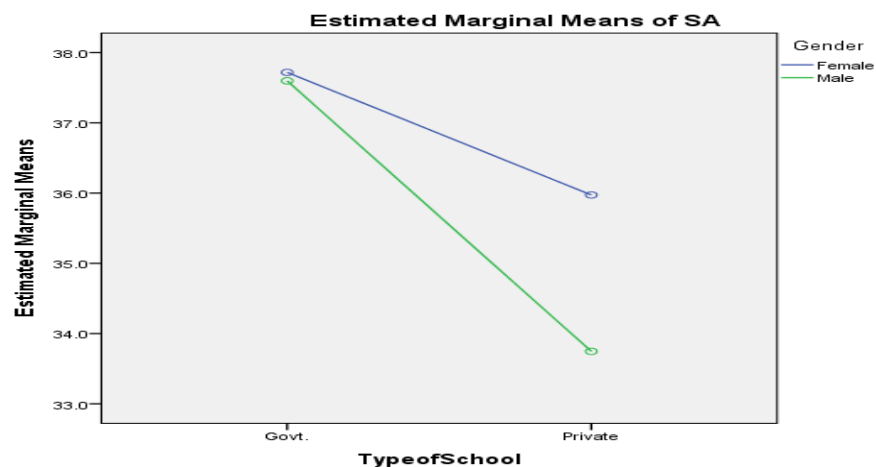


Figure 3.13. Figure showing interaction of gender and type of school on scores of self-awareness of senior secondary school students.

Results of descriptive analysis for Physical Well being based on 1200 senior secondary school students (sample) is given in table 3.44 below.

Table 3.44 Descriptive Statistics of PHWB with respect to different types of gender and schools

Dependent Variable: PHWB

| Gender | Type of School | Mean | Std. Deviation | N |
|--------|----------------|--------|----------------|------|
| Female | Govt. | 25.198 | 3.4003 | 450 |
| | Private | 24.287 | 3.2281 | 150 |
| | Total | 24.970 | 3.3786 | 600 |
| Male | Govt. | 25.487 | 3.2072 | 450 |
| | Private | 24.360 | 3.2217 | 150 |
| | Total | 25.205 | 3.2451 | 600 |
| Total | Govt. | 25.342 | 3.3065 | 900 |
| | Private | 24.323 | 3.2197 | 300 |
| | Total | 25.088 | 3.3132 | 1200 |

Table 3.45 Summary of 2 way ANOVA (2x2) for interaction between gender and type of school with regard to PHWB

Dependent Variable: PHWB

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-------------------------|------|-------------|-----------|--------|
| Corrected Model | 252.761 ^a | 3 | 84.254 | 7.806 | .000 |
| Intercept | 555000.167 | 1 | 555000.167 | 51419.751 | .000 |
| Gender | 7.380 | 1 | 7.380 | .684 | .408 |
| Type of School | 233.580 | 1 | 233.580 | 21.641 | .000** |
| Gender * Type of School | 2.614 | 1 | 2.614 | .242 | .623 |
| Error | 12909.051 | 1196 | 10.794 | | |
| Total | 768421.000 | 1200 | | | |
| Corrected Total | 13161.812 | 1199 | | | |

a. R Squared = .019 (Adjusted R Squared = .017)

Main Effect Gender

While in case of physical well being the analysis of table 3.45 revealed that F-value for the difference between physical well being of male and female senior secondary school students is $F(1,1196) = .684, p = .408$, which is found insignificant at 0.05 level of significance. The results indicate that male and female senior secondary school students don't differ significantly on the mean scores of physical well being. The review of table 3.45 highlighted another important finding of the present study i.e. senior secondary school students significantly differ in their spiritual well being on the basis of gender. Further the results presented in table 3.44 revealed that mean difference favors male senior secondary school students over their female counterparts, it is assumed that male students eat healthy and balanced food, they have a deep and sound sleep. Further these students reported they regularly do exercise and love to learn new skills, they feel they are physically fit and never feel physical exercise produce weakness. On the other hand, female students are mostly busy in maintaining homes and provide a helping hand to their mothers in kitchen and other household chores females take the responsibility of cooking, washing, cleaning etc. they remain mostly busy in their homes and didn't find time for exercise and other physical activities as compared to males. They also mostly remained confined in homes due to societal atmosphere. Lapa, (2014) reported that male have higher participation in physical activities, exercise which improve the positive mood and help in the development of physical and mental well-being as compare to the females. Similarly, Lindsey, (2012) reported that 90% male students scored higher levels of physical well-being, physical strength, fitness, sports skills, stress reduction, and balance from recreational activities due to higher feeling physical well-being as compared to their female counterparts. Likewise, Lindsey & Sessoms (2006) reported that 89% of the male students possess a feeling of benefit from their physical fitness and also 90% of male students have feeling of benefits from higher physical well-being.

Main Effect Type of School

Likewise the analysis of table 3.45 revealed that F-value for the difference between physical well being of students studying private and government senior

secondary schools is $F(1,1196) = 21.641, p = .000$ which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of physical well being. The analysis of table 3.45 highlighted an important finding of the present study i.e. senior secondary school students significantly differs in their physical well being on the basis of type of school. Further the analysis of table 3.44 revealed that mean difference favors students studying in government senior secondary schools over their counterparts studying in private senior secondary schools, it is assumed that students studying in government senior secondary schools reported they eat healthy and balanced food, they have a deep and sound sleep. Further these students reported they regularly do exercise and love to learn new skills, they feel they are physically fit and never feel physical exercise produce weakness. Present results are supported by Ridner, Newton, Staten, Crawford, & Hall, (2015) reported that physically active students reported higher mean scores of well-being as compare to those who were physically less active. Also, students who didn't meet guidelines of physical activities showed significant lower mean scores on well-being and higher tobacco usage, signs of depression and need of mental health services. Similarly, Bray, & Born, (2004) who reported that physical activities of a student are associated with his/her psychological well-being. They further reported that physically active students scored better on subscale measure vigor, fatigue, and tension, therefore physically active students possess better physical as well as mental health. Further, Rethorst, Wipfli, & Landers, (2009) and Wipfli, Rethorst, & Landers, (2008) reported that each and every aspect of health is affected by the physical activity and physical activities lowers the levels of physical and mental problems.

Interaction Effect (Gender x Type of School)

Moving further with the analysis the perusal of table 3.45 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on physical well being is found $F(1,1196) = .242, p = .623$, which is found insignificant at 0.05 level of significance. Therefore, the results revealed that the sub-groups of main effects i.e. gender and type of school works independently. The perusal of table 3.45 highlighted an important finding of the present study i.e. that

interaction effect between gender and type of school don't influence physical well being of senior secondary school students, the results indicate that sub groups of senior secondary school students in case of type of school and gender have similar opinion regarding the eating of healthy and balanced food, having a deep and sound sleep. Further these students also reported similar opinions regular exercise and love towards learning new skills, they feel they are physically fit and never feel physical exercise produce weakness.

Results of descriptive analysis for Overall Well being based on 1200 senior secondary school students (sample) is given in table 3.46 below.

Table 3.46 Descriptive Statistics of WBI with respect to different types of gender and schools

Dependent Variable: WBI Total

| Gender | Type of School | Mean | Std. Deviation | N |
|---------------|-----------------------|-------------|-----------------------|----------|
| Female | Govt. | 203.671 | 16.9233 | 450 |
| | Private | 201.167 | 17.0756 | 150 |
| | Total | 203.045 | 16.9820 | 600 |
| Male | Govt. | 205.213 | 14.9639 | 450 |
| | Private | 194.960 | 19.1381 | 150 |
| | Total | 202.650 | 16.6943 | 600 |
| Total | Govt. | 204.442 | 15.9834 | 900 |
| | Private | 198.063 | 18.3707 | 300 |
| | Total | 202.847 | 16.8329 | 1200 |

Table 3.47 Summary of 2 way ANOVA (2x2) for interaction between gender and type of school with regard to WBI

Dependent Variable: WBI Total

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-------------------------|------|--------------|------------|--------|
| Corrected Model | 12579.655 ^a | 3 | 4193.218 | 15.330 | .000 |
| Intercept | 36452412.507 | 1 | 36452412.507 | 133262.704 | .000 |
| Gender | 1223.834 | 1 | 1223.834 | 4.474 | .035* |
| Type of School | 9155.300 | 1 | 9155.300 | 33.470 | .000** |
| Gender * Type of School | 3377.547 | 1 | 3377.547 | 12.348 | .000** |
| Error | 327151.438 | 1196 | 273.538 | | |
| Total | 49716261.000 | 1200 | | | |
| Corrected Total | 339731.093 | 1199 | | | |

a. R Squared = .037 (Adjusted R Squared = .035)

Main Effect Gender

The analysis of table 3.47 also revealed that F-value for the difference between overall well being of male and female senior secondary school students is $F(1,1196) = 4.474$, $p = .035$, which is found significant at 0.05 level of significance. The results indicate that male and female senior secondary school students differ significantly on the mean scores of overall well being. Therefore, data provides sufficient evidence for rejection of null hypothesis *“There exists no significant difference among senior secondary school students in Well being with respect to gender”*. The perusal of table 3.47 highlighted another important finding of the present study i.e. senior secondary school students significantly differs in their overall well being on the basis of gender. Further the analysis of table 3.46 revealed that mean difference favors female senior secondary school students over their male counterparts, it is assumed that female senior secondary school students reported higher mean scores on elements of different dimensions of well being like they reported feeling of satisfactory social relationships, active participation in social

activities, feeling of good neighborhood, extending of helping hand, participation in family functions, belief in God and simple living and high thinking, peacefulness, purposeful life, competency, happiness, engagement in routine duties, sufficient self-belief, usefulness, learning from experiences. On the other hand, male students reported feeling of over social responsibility, they complain of compulsion of maintaining long time social relationship, shows the feeling misunderstanding. Correlating the present findings Meisenberg, & Woodley, (2014) investigated socio cultural conditions favoring higher happiness and life satisfaction in females across 90 countries and reported that countries having high Muslim population proportion, low Catholics proportion and negligible communist history reported higher subjective well-being among women as compare to males. Similarly, Graham, & Chattopadhyay, (2013) reported that women possess higher levels of well-being over men across and within countries of the world. Likewise, Inglehart, (2002) reported that women showed more inclination towards happiness under the age group of 45 years across 65 societies, Inglehart also reported that despite disadvantages in their income, status, and power, women reported higher levels of subjective well-being as compare to their counterparts.

Main Effect Type of School

Further the analysis of table 3.47 also revealed that F-value for the difference between overall well being of students studying private and government senior secondary schools is $F(1,1196) = 33.470$, $p = .000$ which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of overall well being. Therefore, data provides sufficient evidence for rejection of null hypothesis "*There exists no significant difference among senior secondary school students in Well being with respect to type of school*". The analysis of table 3.47 highlighted an important finding of the present study i.e. senior secondary school students significantly differs in their overall well being on the basis of type of school. Further the analysis of table 3.46 revealed that mean difference favors students studying in government senior secondary schools over their counterparts studying in private senior secondary schools, it might be due to reason that students studying in

government senior secondary schools reported higher scores on various elements of overall well being like happiness, care, support, feelings, control over temper, hopefulness, optimistic attitude, constructivism, satisfactory social relations, good neighborhood, respect from others, long term relationships, firm belief in God, moral duties, spirituality, engagement, feeling of happiness, sufficient self-belief, purposefulness, healthy food habits, and regular exercise. Present results are supported by PRABU, (2015) where he reported that the Government school student well being is better and academic stress is less than private school student. Present results are in-line with the findings of Casas, Bello, Gonza'lez, & Aligue, (2013) who reported that students studying in state run schools (public schools) possesses highest mean value of well-being. Present results differ from the Brazilian study in which students at state-run schools scored low on scales of well-being, it might be due to the fact that students enrolled in public schools of Brazil belongs to socio-economically disadvantaged families in underprivileged neighborhood (Alcantara, González-Carrasco, Montserrat, Viñas, Casas, & Abreu, 2016).

Interaction Effect (Gender x Type of School)

Further the analysis of table 3.47 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on overall well being is found $F(1,1196) = 12.348$, $p = .000$, which is found significant at 0.01 level of significance. Therefore, the results revealed that the sub-groups of main effects i.e. gender and type of school has a joint effect on mean scores of overall well being. To analyze significance of difference between different sub-groups i.e. gender (male and female) and type of school (private and government) of senior secondary school students on overall well being t-values for different sub-groups were calculated and reported in table 3.48.

Table 3.48 Table showing summary of t-values for the sub-groups analysis with respect to overall well being of senior secondary school students.

| Groups | Statistics | Groups | Statistics | t-value | Sig. |
|--|-------------------------------------|--|-------------------------------------|---------|---------------|
| Male students studying in Private SSS | M = 194.96 SD = 19.13 N = 150 | Female students studying in Private SSS | M = 201.16 SD = 17.07 N = 150 | 2.96 | .003** |
| Male students studying in Government SSS | M = 205.21 SD = 14.96 N = 450 | Female students studying in Government SSS | M = 203.67 SD = 16.92 N = 450 | 1.44 | .148 |
| Male students studying in Private SSS | M = 194.96 SD = 19.13 N = 150 | Male students studying in Government SSS | M = 205.21 SD = 14.96 N = 450 | 6.75 | .000** |
| Male students studying in Private SSS | M = 194.96 SD = 19.13 N = 150 | Female students studying in Government SSS | M = 203.67 SD = 16.92 N = 450 | 5.27 | .000** |
| Female students studying in Private SSS | M = 201.16 SD = 17.07 N = 150 | Female students studying in Government SSS | M = 203.67 SD = 16.92 N = 450 | 1.56 | .118 |
| Female students studying in Private SSS | M = 201.16 SD = 17.07 N = 150 | Male students studying in Government SSS | M = 205.21 SD = 14.96 N = 450 | 2.76 | .006** |

*Significant at *0.05 & **0.01 level of significance.*

The analysis of table 3.48 revealed that t-value for four sub-groups i.e. Male Students studying in Private schools and Female Students studying in Private schools ($t = 2.96$, $p = .003$), Male students studying in Private schools and Male students studying in Government schools ($t = 6.75$, $p = .000$), Male students studying in Private schools and Female students studying in Government ($t = 5.27$, $p = 000$) and Female Students studying in Private schools and Male Students studying in Government schools ($t = 2.76$, $p = .006$) is found significant at 0.01 level of significance. The table 3.48 further revealed that t-value for two sub-group i.e. Female Students studying in Private schools and Female students studying in Government schools ($t = 1.56$, $p = .118$), and Male students studying in Government schools and Female students studying in Government schools ($t = 1.44$, $p = .148$) is found insignificant at 0.05 level, hence in the light of results null hypothesis ***“There is no significant interaction effect of gender and type of school on the Well being of senior***

secondary schools students”, is partially supported, for further understanding refer to figure 3.14.

The analysis of table 3.47 revealed that sub-groups of senior secondary school students i.e. type of school and gender interacts significantly on the mean scores of overall well being of senior secondary school students. Further the table 3.48 reported the t-analysis for interaction effect which revealed that female students studying in private senior secondary schools reported higher scores on overall well being than the male students of private senior secondary schools. Likewise male students from government senior secondary schools reported higher well being as compare to male students studying in private senior secondary schools. On the other hand female students of government senior secondary schools reported higher scores on overall well being over private male senior secondary school students. Similarly male students studying in government senior secondary schools reported higher well being as compare to female students studying in private senior secondary schools. It means these students possesses a feeling of satisfactory social relationships, active participation in social activities, good neighborhood, extending of helping hand, active participation in family functions, firm belief in God, simple living and high thinking, peacefulness, purposeful life, competency, happiness, engagement in routine duties, sufficient self-belief, usefulness, learning from experiences. These students also reported they never had a feeling of over social responsibility nor they complain about compulsion of maintaining long time social relationship and they never had a feeling misunderstanding. The findings are in alignment with the findings of Lawrence (2017) where Findings show that higher secondary students significantly differ in their general well being in terms of gender, location of school, type of school, and nature of school. Girls are lower in their general well being than the boys. The students from rural area, government aided and co-education schools are better in their general well being.

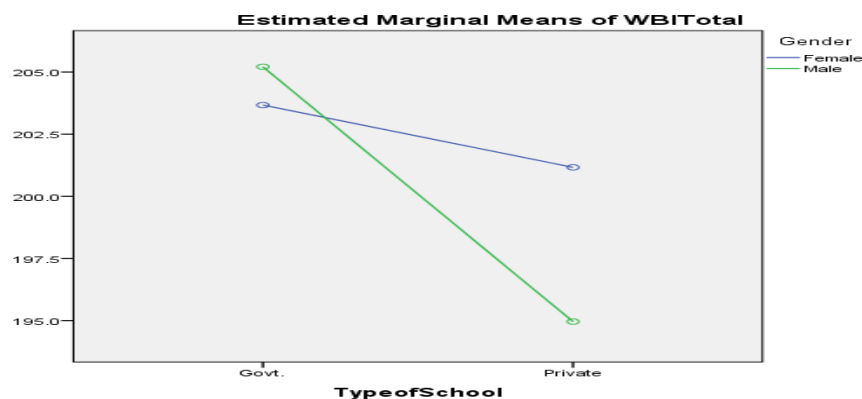


Figure 3.14 Figure showing interaction effects of gender and type of school on scores of overall well being of senior secondary school students.

3.3 SECTION III: CORRELATION ANALYSIS

Section III deals with the correlation analysis of study variables on the basis of collected data from senior secondary school students. In order to analyze significant relationships among scores of different dimensions and composite scores of independent variables i.e. grit, goal orientation, and orientation to happiness with dependent variable i.e. well being, bivariate Pearson’s coefficient correlation was applied with the help of SPSS-21. This section comprises three subsections 3.3.1 for grit and well being, 3.3.2 for goal orientation and well being, 3.3.3 for orientation to happiness and well being.

3.3.1 Relationship between different dimension and overall score of Grit and Well being of Senior Secondary School Students

Table 3.49 Table showing relationship among different dimensions and overall scores of Grit, and Well being of senior secondary school students.

| | | EWB | PWB | SWB | SPWB | SA | PHWB | WBI Total |
|-------------------|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Grit CI | Pearson Correlation | .055 | .080** | .120** | .061* | -.010 | .044 | .087** |
| | Sig. (2-tailed) | .057 | .006 | .000 | .033 | .738 | .130 | .002 |
| Grit PE | Pearson Correlation | .135** | .093** | .108** | .119** | .065* | .103** | .143** |
| | Sig. (2-tailed) | .000 | .001 | .000 | .000 | .024 | .000 | .000 |
| Grit Total | Pearson Correlation | .134** | .124** | .165** | .128** | .037 | .103** | .164** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .204 | .000 | .000 |

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

**. Correlation is significant at the 0.05 level (2-tailed).*

Perusal of table 3.49 revealed that p-value for consistency of interest and psychological well being ($r = .080^{**}$), consistency of interest and social well being ($r = .120^{**}$), consistency of interest and spiritual well being ($r = .061^*$) and consistency of interest and overall well being index ($r = .087^{**}$) is found .006, .000, .033 and .002 respectively which are found less than the threshold values of .01 and .05 levels of significance showing significant positive relationships. While, the p-value for consistency of interest and emotional well being ($r = .055$), consistency of interest and self-awareness ($r = .010$), and consistency of interest and physical well being ($r = .044$) is found .057, .738 and .130 respectively which are found greater than threshold value of .05 level of significance depicting insignificant relationships. But Analysis of table 3.49 revealed that though p value is significant but correlational value depicts very low positive association between them. Present findings are contradictory with the findings of Machell (2016) and Sigmundsson et al., (2019) where they reported that grit-consistency of effort is positively related to well being of adolescents and is important for the various indicators like meaning, purpose and flourishing in life of well being of adolescents. Similarly, Martela & Steger, (2016) reported that sense of coherence, purpose and significance among adolescents life is reflection of their meaning in life, as adolescents having a consistent goal are passionate likely believe their lives make sense, have a purpose, and fit within the world around them (Machell 2016). Sigmundsson, Haga, & Hermundsdottir (2020) found that passion which reflects the consistency of interest over long time have moderate relationship with mindset which related to well being among university students.

In case of perseverance of effort the perusal of table 3.49 reveals that p-value for perseverance of effort and emotional well being ($r = .135^{**}$), perseverance of effort and psychological well being ($r = .093^{**}$), perseverance of effort and social well being ($r = .108^{**}$), perseverance of effort and spiritual well being ($r = .119^{**}$), perseverance of effort and self-awareness ($r = .065^*$), perseverance of effort and physical well being ($r = .103^{**}$), perseverance of effort and overall well being index ($r = .143^{**}$) is found .000, .001, .000, .000, .024, .000 and .000 respectively which are found less than the threshold value of .05 and .01 level of significance showing presence of significant positive relationships. But the association as depicted by

correlation value (r) is very weak. Therefore, the well being is not influenced by perseverance of efforts. Present findings are in-line with host of researches like (Machell 2016; Datu Valdez, & King 2016; Disabato, Goodman, Kashdan, Short, & Jarden 2016; Sigmundsson et al., 2019). Machell (2016) found the perseverance of effort positively related to meaning in life at base line. Similarly, Datu et al., (2016) reported that the perseverance of effort predicts some of vital psychological outcomes like engagement and subjective well being among students of different educational levels. On similar lines, Sigmundsson et al., (2019) found that perseverance of effort have low relationship with mindset of adolescents which is related with the well being. Whereas, Disabato et al., (2016) publicized that perseverance of effort is significantly related with the subjective well being of adolescent and enhances their efforts to overcome the obstacles and setback.

Moving deeper with the analysis the resulted presented in table 3.49 reveals that p-value for overall grit score and emotional well being ($r = .134^{**}$), overall grit score and psychological well being ($r = .124^{**}$), overall grit score and social well being ($r = .165^{**}$), overall grit score and spiritual well being ($r = .128^{**}$), overall grit score and physical well being ($r = .103^{**}$), overall grit score and overall well being index ($r = .164^{**}$) is found **.000** which is found less than the threshold value of .01 level of significance showing presence of significant positive relationships. On the other hand p-value for overall grit score and self-awareness ($r = .037$) is found .204 which is insignificant at .05 level of significance depicting an insignificant relationship, but the correlation value for all domains is very weak. Therefore in the light of results the null hypothesis “*There exists no significant relationship between Grit and Well being of senior secondary school students*”, is rejected. Which means that there is a significant and positive but weak correlation between grit and well being. The results are related to Angad (2019) where he found that there was no relationship found between grit & mental well being among college students whose age ranged from 18 to 22 years. Spoeskes (2018) indicated that grit correlates positively with general well being, with grit and psychological well being showing a significant positive correlation. However, all found correlations are low. They analyzed that outcome of the correlation analysis shows that the relationship between

participant's level of grit and the individual's reported overall subjective well being is significant ($r(290) = 0.12, p = .04$). Further, their results indicate that grit significantly correlates with psychological well being ($r(290) = .19, p = .002$), but not with emotional well being and social well being. The results are in line with Tiittanen (2014) female showed significantly lower direct effects between grit and PWB than male did. As India have a patriarchal system, so there are more opportunities, occupations and support systems available to males. They may have been given more chances to reach success as males are mostly breadwinners in the long run. So they have no choice but to work hard, go through failures and develop better grit than their female counterparts. Therefore, this indicates that for female being gritty is not as strongly related to high PWB as it is for male.

Present results are supported by number of studies like (Spoeskes 2018; Singh & Jha 2008; Vaionio & Daukantait 2015; Datta & Singh 2017; Juan 2019; Disabato et al., 2017; Vinothkumar & Prasad 2016; Joshanloo, Jovanvic & Park 2020; Sheldon et al., 2014; Choi, 2020; Tittanean 2014; Sharkey 2017; Ross 2016; Jim & Kim 2017; Arya & Lal 2018; Jiang et al., 2019 Salles & Mueller 2014). Spoeskes (2018) reported a significant positive low relationship between grit and well being and found that gritty individual gave more emphasis on engaged life to attain well being. Singh & Jha (2008) reported that grit have positive relationship with life satisfaction, happiness and positive effects of life. Vaionio and Daukantait (2015) found a positive relationship between grit and psychological well being, satisfaction with life and harmony in life. Datta & Singh (2017) found that spirituality help to reinforcing individual grit by drawing the positive meaning from his experiences, self-acceptance and social support. Juan (2019) found that strong positive relationship between the grit and Psychological well being and indicated those individuals who are well and happy preserves their long term goal. Disabato et al. (2017) reported that adolescent who continue their long-term goal despite of setback have better well being. Vinothkumar & Prasad (2016) found that there is positive significant relationship between grit and well being as a gritty individual manage to reach a state of good psychological well being they evaluate their life as a happier always and will continue striving for meaningful life. Joshanloo, Jovanvic & Park (2020) individual who

endorse psychological and social well being more, are found hard worker, believes in skills enhancing, focuses on personal growth and social contribution, they strive for long term. Sheldon et al. (2014) reported that grit linked to well being because gritty people strive for long term goal, they enjoy and believe what they are going. Choi (2020) found that grit is a psychological capacity of students to overcome stress, psychological frustration and promote the positive emotions, reduced the negative emotions and life satisfaction and positively related to emotional well being. Tittanean (2014) found that grit is positively associated with life satisfaction, harmony in life and psychological well being. Sharkey 2017 reported the higher grit is related to increased emotional well being decreased depression, anxious symptoms and promotion of positive outcomes. Ross (2016) found that gritty people report good level of well being through the meaningful and engaging pursuits than pleasurable fun. Arya & Lal (2018) and Jiang et al., (2019) found the positive correlation between grit and well being. Salles & Mueller (2014) reported that grit is linked to happiness and positive effects of life. While Dam et al. (2019) found that low well being and burnout related to low level of grit. The reasons for low correlation according to Chaturika et al (2018) is that Grit varies with age and is most closely associated with the concept of self-control.

Angad (2019) reported that in the Indian context, there may be many underlying factors which may or may not have contributed to this correlation. Much more research, including studies of an experimental design or change of sampling method are required to further investigate the relationship. To add further, mental well being is a complex construct having multiple dimensions than subjective well being which only measures in one dimension. Though subjective well being is positively correlated to grit but the present study failed to connect total well being with grit.

3.3.2 Relationship between different dimension and overall score of Goal Orientation and Well being of Senior Secondary School Students

Table 3.50 Table showing relationship among different dimensions and overall scores of Goal Orientation and Well being of senior secondary school students.

| | | EWB | PWB | SWB | SPWB | SA | PHWB | WBI Total |
|-----------------|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| GOMG | Pearson Correlation | .025 | .029 | .063* | .037 | -.040 | .038 | .037 |
| | Sig. (2-tailed) | .381 | .311 | .028 | .196 | .170 | .194 | .199 |
| GOPG | Pearson Correlation | .066* | .118** | .138** | .092** | .072* | .108** | .144** |
| | Sig. (2-tailed) | .022 | .000 | .000 | .002 | .012 | .000 | .000 |
| GO Total | Pearson Correlation | .042 | .062* | .095** | .059* | -.007 | .065* | .077** |
| | Sig. (2-tailed) | .150 | .032 | .001 | .040 | .804 | .024 | .008 |

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

**. Correlation is significant at the 0.05 level (2-tailed).*

Perusal of table 3.50 revealed that p-value for mastery goal orientation and emotional well being ($r = .025$), mastery goal orientation and psychological well being ($r = .029$), mastery goal orientation and spiritual well being ($r = .037$), mastery goal orientation and self-awareness ($r = .040$), mastery goal orientation and physical well being ($r = .038$), mastery goal orientation and overall well being index ($r = .037$) is found .381, .311, .196, .170, .194, .199 respectively which are found greater than the threshold value of .05 level of significance showing insignificant relationships. While p-value for dimension mastery goal orientation and social well being ($r = .063^*$), is .028 which is found less than the threshold value of .05 level of significance depicting a significant positive relationship. But the correlation value for all well being dimensions with goal orientation are very low showing very weak associations. Present results are in contradictions with the results of (Prpa, N 2019; Mastrotheodoros, S. et al., 2017; Pekrun et al, 2009; Deci & Ryan 2000; Schmuck, Kessar and Ryan 1999; Haga & Nordin 2014; Sonneborn 2017). Prpa, (2019) found that task motivated individual exert efforts, engage in the social situation, focus on achievement to develop the mastery in-order to improve learning which leads to well being (psychological and social well being). Similarly, Mastrotheodoros et al., (2017) reported that students with higher mastery orientation show best adaptation, high achievement approach and higher psychological well being. Likewise, Pekrun et al,

(2009) reported that mastery orientation approach is associated with better academic activities, optimistic emotions and greater self-esteem.

Further analysis of table 3.50 reveals that p-value for performance goal orientation and emotional well being ($r = .066^*$), performance goal orientation and psychological well being ($r = .118^{**}$), performance goal orientation and social well being ($r = .138^{**}$), performance goal orientation and spiritual well being ($r = .092^*$), performance goal orientation and self-awareness ($r = .072^*$), performance goal orientation and physical well being ($r = .108^{**}$), performance goal orientation and overall well being index ($r = .144^{**}$) is .022, .000, .000, .002, .012, .000, .000 respectively which are found less than the threshold value of .05 and .01 level of significance showing significant but very weak relationships. Present findings are in-line with host of findings like Sideridis, (2005). Reported that performance goal orientation of students is positively related with the effort, achievement, and persistence and is also helpful in reducing anxiety and depression among students. Supporting Sideridis, Tuominen-Soini, Salmela-Aro, & Niemivirta, (2008) reported that students goals related to their self-improvement and growth are positively related to various well being indices. Similarly, Prpa, (2019) reported that ego-orientation of an individual is very lightly related to his/her psychological well being and ego-oriented individual shows ability, and perceive success by outer performance.

The table 3.50 further reveals that p-value for overall goal orientation and psychological well being ($r = .062^*$), overall goal orientation and social well being ($r = .095^{**}$), overall goal orientation and spiritual well being ($r = .059^*$), overall goal orientation and physical well being ($r = .065^*$), overall goal orientation and overall well being index ($r = .077^{**}$) is .032, .001, .040, .024, .008, respectively which are found less than the threshold value of .05 and .01 level of significance showing significant relationships. While p-value for overall goal orientation and emotional well being ($r = .042$), overall goal orientation and self-awareness ($r = .007$) is .150 and .804 respectively which are greater than the threshold value of .05 level of significance depicting insignificant relationships, but all the associations are very weak in nature. Therefore in the light of results the null hypothesis “*There exists no significant interrelationship between Goal Orientation and Well being of senior*

secondary school students”, is rejected. The p value shows a significant positive relationship, though the relationship is weak. Tuominen et al (2020) reported that Success-oriented students were characterized by high multiple goals in both subjects, elevated costs, and high scores on both positive (engagement) and negative (burnout) well being indicators. As sometimes being more mastery and success oriented creates anxiety and stress and leads to low well being. Further in country like India the parental expectations impact goal orientation and in turn well being of children. Garcia, (2008) found that both goal orientations were positively associated with achievement and mental health in about an equal number of studies. However, the strength of this relation is relatively small, especially when self-reported goal orientations are assessed. As in this study also self reported goal orientations are assessed, it can be a reason for low correlationship.

Present findings are in contradiction with host of findings like Kaplan & Maehr (1999) found that goal orientation is related to emotions and cognition that lead to better learning and psychological well being in middle school students. Correlation present findings Kaplan & Maehr (1999) reported that goal orientation is related to emotions and cognition which leads to better learning and psychological well being in middle school students. Similarly, Moldovan (2011) reported that task involved individuals focus more on mastery of the task and possibly feel more positive effects than ego-oriented individual who experience unpleasant emotions. Likewise, Brdar (2009) reported that intrinsic goal enhances well being and satisfaction of the psychological needs. On similar lines, Schmuck, Kessar & Rayan (1999) reported that students who focused on intrinsic goal possesses higher well being.

3.3.3 Relationship between different dimension and overall score of Orientation to Happiness and Well being of Senior Secondary School Students

Table 3.51 Table showing relationship among different dimensions and overall scores of Orientation to Happiness and Well being of senior secondary school students.

| | | EWB | PWB | SWB | SPWB | SA | PHWB | WB Total |
|------------------|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------------|
| OTHLM | Pearson Correlation | .069* | .098** | .063* | .093** | .044 | .073* | .099** |
| | Sig. (2-tailed) | .016 | .001 | .028 | .001 | .126 | .011 | .001 |
| OTHLP | Pearson Correlation | .074** | .031 | .057* | .069* | .056 | .080** | .084** |
| | Sig. (2-tailed) | .010 | .289 | .048 | .017 | .051 | .006 | .004 |
| OTHLE | Pearson Correlation | .110** | .058* | .057* | .110** | .055 | .067* | .100** |
| | Sig. (2-tailed) | .000 | .044 | .050 | .000 | .056 | .020 | .000 |
| OTH Total | Pearson Correlation | .104** | .076** | .073* | .111** | .064* | .090** | .116** |
| | Sig. (2-tailed) | .000 | .008 | .012 | .000 | .027 | .002 | .000 |

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

**. Correlation is significant at the 0.05 level (2-tailed).*

Perusal of table 3.51 reveals that p-value for life of meaning and emotional well being ($r = .069^*$), life of meaning and psychological well being ($r = .098^{**}$), life of meaning and social well being ($r = .063^*$), life of meaning and spiritual well being ($r = .093^*$), life of meaning and physical well being ($r = .073^*$), life of meaning and overall well being index ($r = .099^{**}$) is .016, .001, .028, .001, .011, and .001 respectively which are found less than the threshold value of .05 and .01 level of significance showing significant positive relationships. While p-value for life of meaning and self-awareness ($r = .044$) is .126 which is found greater than the threshold value of .05 level of significance depicting insignificant relationships. But the correlational values are very weak in nature. Present results are in-line with the results reported by (Crompton et al., 1996; Grimm 2013; Brdar 2009; Kumano 2011; Marija & Leshkovska 2018; Kose 2014; Vella Brodrick et al., 2009). Compton et al. (1996) found that people having feeling of purpose and meaning possesses greater life satisfaction, higher optimism, positive effects, better physical health and self-esteem. Similarly, Grimm (2013) and Peterson et al., (2010) reported that meaning in life is related with the happiness, life satisfaction and positive affect. Likewise, Brdar (2009) reported that life of pleasure and engagement related to hedonic well being while life

meaning related to psychological well being. On similar lines, Kumano (2011) found that meaning and engagement have a powerful relationship with well being and life satisfaction but pleasure was not. Adding to the list, Marija & Leshkovska (2018) reported that meaning and subjective well being are associated to each other as happier individuals enjoy the positive emotions while perceiving the life as a purposeful. In addition, Kose (2014) found that meaning, engagement and pleasure are related to life satisfaction in Turkish and Russian sample. Adams (2000) and Zika (1992) found that meaning in life positively associated to well being

Analysis of table 3.51 reveals that p-value for life of pleasure and emotional well being ($r = .074^{**}$), life of pleasure and social well being ($r = .057^*$), life of pleasure and spiritual well being ($r = .069^*$), life of pleasure and physical well being ($r = .080^{**}$), life of pleasure and overall well being index ($r = .084^{**}$) is .010, .048, .017, .006, .004, respectively which are found less than the threshold value of .05 and .01 level of significance showing significant positive relationships. While p-value for life of pleasure and psychological well being ($r = .031$), life of pleasure and self-awareness ($r = .056$) is .289 and .051 which is found greater than the threshold value of .05 level of significance depicting insignificant relationships. But the associations are very weak in nature. Present finding is in line with Kose (2014) found that meaning, engagement and pleasure are not significantly related to life satisfaction in Turkish and Russian sample. Kumano (2011) found that meaning and engagement have a powerful relationship with well being and life satisfaction but pleasure was not.

Present results are not supported by Dlamini (2011) who reported that pleasure increases positive emotions that assist a sense of engagement which correlated to satisfaction with life. Similarly, Brdar (2009) reported that life of pleasure is related to hedonic well being and Kose (2014) found that pleasure are related to life satisfaction. Relating pleasure to desirable experiences Bramble (2015) argued that pleasure contributes to the lifetime well being but the intensity of desirable experiences is determined their objective value. Likewise, Schueller, & Seligman, (2010) referring pleasure orientation as a pathway to happiness, subjective, and objective well being, reported that this pleasure pathway is positively related with the subjective well being.

In case of dimension life of engagement the analysis of table 3.21 reveals that p-value for life of engagement and emotional well being ($r = .110^{**}$), life of engagement and psychological well being ($r = .058^*$), life of engagement and social well being ($r = .057^*$), life of engagement and spiritual well being ($r = .110^{**}$), life of engagement and physical well being ($r = .067^*$), life of engagement and overall well being index ($r = .100^{**}$) is .000, .044, .050, .000, .020, .000 respectively which are found less than the threshold value of .05 and .01 level of significance showing significant positive relationships. While p-value for the dimension life of engagement and self-awareness ($r = .055$) is .056 which is found greater than the threshold value of .05 level of significance depicting insignificant relationships. The values for correlation predicts very weak association. The findings are in line with Vella Brodrick et al., (2009) who found Meaning is the significant predictor of subjective well being while engagement is the significant predictor of positive effect but pleasure was not the significant predictor.

Present results are not in-line with the results of (Kumano 2011; Kose 2014; Vella Brodrick et al., 2009). Kumano (2011) found that meaning and engagement have a powerful relationship with well being and satisfaction. Similarly, Kose (2014) found that life of engagement is significantly related to life satisfaction across Turkish and Russian sample. Likewise, Vella Brodrick et al., (2009) found the strong relationship of meaning and engagement with life satisfaction over pleasure and meaning is the significant predictor of subjective well being while engagement is the significant predictor of positive effect. Further, Schueller, & Seligman, (2010) life of engagement is one of the pathway of happiness and subjective well being.

The analysis of table 3.51 also reveals that p-value for overall orientation to happiness and emotional well being ($r = .104^{**}$), overall orientation to happiness and psychological well being ($r = .076^{**}$), overall orientation to happiness and social well being ($r = .073^{**}$), overall orientation to happiness and spiritual well being ($r = .111^{**}$), overall orientation to happiness and self-awareness ($r = .064^*$), overall orientation to happiness and physical well being ($r = .090^{**}$), overall orientation to happiness and overall well being index ($r = .116^{**}$) is .000, .008, .012, .000, .027, .002, and .000 respectively which are found less than the threshold value of .05

or .01 level of significance showing significant relationships, but very weak correlational values. Therefore in the light of results null hypotheses “*There exists no significant relationship between Orientation to Happiness and Well being of senior secondary school students*”, is rejected. The correlation values are significant at 0.01 and 0.05 level (p value), though the correlation value is positive but it is weak. Anic & Tonicic (2013) found that there are people who do not endorse either of the orientations to happiness. They have the lowest subjective well being. Furthermore, they value life goals less than other people and have low self-control. However, orientations to happiness can also be conceived as reflections of different motivations (Huta & Ryan, 2010). In that case, people who do not endorse either of the orientations actually could lack any motivation, which opens up the opportunity to develop some programs to help them to become more motivated. Grimm & Kemp (2014) are of view that Overall, it appears more important for daily well being to have a balanced and strong portfolio of the three OTH than to have any one particularly dominant orientation.

Present findings are in opposition to a host of researches like (Ross 2016; Schueller & Seligman 2010; Peterson et al 2005; Kumano 2011; Wagener, et al., 2014; Grimm 2013; Kose 2014). Ross (2016) found that engagement and meaning were positively correlated to well being while negatively to pleasure. Kose (2014) found that meaning, engagement and pleasure are not related to life satisfaction in Turkish and Russian sample. Schueller & Seligman (2010) found that pleasure, meaning and engagement correlated to life satisfaction and emotional well being but meaning engagement stronger predictor than pleasure. Peterson et al., (2005) found that students who have the life satisfaction and better subjective well being live to full life (life of meaning, pleasure, and engagement) and happiest. Kumano (2011) found that meaning and engagement have a powerful relationship with well being and life satisfaction. Wagener, L.et al., (2014) reported that all the orientation of happiness linked to positive emotions, life satisfaction, leisure time activities and well being. Grimm (2013) found that daily activity can be pursued to increase everyday pleasure, engagement and meaning.

3.4 SECTION IV: REGRESSION ANALYSIS

Present section deals with the regression analysis of study variables on the basis of collected data from senior secondary school students. In order to analyze the extent of prediction of independent/predictor variables i.e. grit, goal orientation and orientation to happiness on dependent/criterion variable well being, multiple regression analysis was applied with the help of SPSS-21. Though the correlation was low, but the regression analysis was done as supported by researches like Stephen Politzer-Ahles (2019) that finding a significant correlation is not a pre-requisite for running regression. There are many cases where two variables might not show a strong bivariate correlation but may show a strong association in regression once other variables are controlled for. As cited by Prof Ssor Sylver (2018) “Some correlation coefficient in your correlation matrix are too small, simply, very low degree of correlation. In a layman's view, they seem useless and not important but statistically they are important however small. It is imperative to run a regression for such to show whether there is significant prediction even though at very degree of correlation”.

This section comprises three sub-sections 3.4.1 affect of grit and its dimensions on well being index 3.4.2 affect of goal orientation and its dimensions on well being index 3.4.3 affect of orientation to happiness and its dimensions on well being index of senior secondary school students.

3.4.1 Multiple regression analysis between independent variables i.e. Grit CI, Grit PE, Grit Total and dependent variable i.e. well being index of senior secondary school students.

Table 3.52 (A) Summary of regression analysis between Grit CI, Grit PE, Grit Total (independent variables) and well being index (dependent variable) of senior secondary school students.

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .164 ^a | .027 | .026 | 16.613 |

a. Predictors: (Constant), Grit CI, Grit PE, &Grit Total.

The perusal of table 3.52 (A) reveals that correlation coefficient of independent variables (Grit CI, Grit PE and Grit Total) and dependent variable (Well being Index) is .164. The analysis of table 3.52 (A) also reveals that calculated R^2 value i.e. coefficient of determination is .027, the results suggests that there is a significant relationship between independent and dependent variables and predictor variables i.e. Grit CI, Grit PE and Grit Total can explain 2.7% variance in criterion variable i.e. Well being Index.

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|------|-------------|--------|-------------------|
| 1 | Regression | 9112.339 | 1 | 9112.339 | 33.019 | .000 ^b |
| | Residual | 330618.753 | 1198 | 275.976 | | |
| | Total | 339731.093 | 1199 | | | |

a. Dependent Variable: WBI Total

b. Predictors: (Constant), Grit CI, Grit PE, & Grit Total

***Significant at .01 level of significance*

Perusal of table 3.53 (B) reveals that calculated F-value $F(1,1198) = 33.019$, $p = .000$ is found statistically significant at .01 level of significance confirming overall regression model is a good fit for present data. The analysis of the table also reveals predictor variables significantly predicts the criterion variable which, means proposed model of regression is a good fit and regression analysis is permissible and feasible.

Table 3.54 (C) Summary of Coefficient

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 185.921 | 2.984 | | 62.297 | .000 |
| | Grit CI | -.072 | .096 | -.079 | -1.718 | .086 |
| | Grit PE | .064 | .041 | .071 | 1.718 | .086 |
| | Grit Total | .442 | .077 | .164 | 5.746 | .000 |

a. Dependent Variable: WBI

***Significant at .01 level of significance*

Perusal of table 3.54 (C) symbolizes the regression coefficient for constant and predictor variables i.e. Grit CI, Grit PE and Grit Total. It is clear from the analysis of table 3.54 (C) that 'B' and 't' values for Grit CI (B=-.072 and t=-1.718) and Grit PE (B=.064 and t=1.718) are found insignificant at .01 and .05 level of significance and 'B' and 't' values for Grit Total (B = .442 and t = 5.746) is found significant at .01 level of significance, which means that Grit Total of senior secondary schools students is a significant predictors of their well being index, while other dimension i.e. Grit CI and Grit PE doesn't significantly predict well being of senior secondary school students. Regression equation formulated from all the variables is as follows:

$$\text{WBI Total} = \mathbf{185.921} - \mathbf{.072} \times \text{Grit CI} + \mathbf{.064} \times \text{Grit PE} + \mathbf{.442} \times \text{Grit Total}.$$

Therefore in the light of results the hypothesis "There is no significant affect of Grit on Well being of senior secondary school students", is rejected. The results of regression analysis clearly show that grit of senior secondary school students significantly contributes to their well being. It was assumed that increase in the overall grit transforms into positive effect on well being of senior secondary school students. It was assumed that overall grit contributes significantly to well being index, as secondary school students feel that it enhances various factors of well being for instance secondary school students believe that firm focus on their projected and ideas enhances happiness and hopefulness, their strong and unmovable interest improves optimistic attitude in them, pursuing of set goals increases constructivism in them, unchanged focus helps them in accepting challenges, overcoming the setbacks initiates feeling of nothing is impossible in life, sense of hard work and finishing of tasks successfully gives feeling of satisfaction in their life, these students also reported good level of diligence increases sense good adjustment, they further reported that goal achievement endorses feel of respect and love given by people, and so on. Present findings are in line with researches conducted by various researchers like Akbag, & Ummet, (2017) who reported that grit is a significant predictor of subjective well-being as people with this trait are consistent and persistent to achieve the long term goals, they have good control their emotions, feeling and also fight against barrier. Similarly Kaur, (2019) and Arya & Lal (2018) found that grit is the strongest predictor of psychological well-being. Likewise, Sharkey, (2017) found that

higher level of grit also promotes the increased level of emotional well-being which associated with decreased depressive and anxiety symptoms. On similar lines, Reed et al., (2013) reported that grit predicted the physical exercise which is associated to physical well being. Further, Datu 2015 suggested that gritty people possess more satisfaction in life and emotional well being, which is positively associated to their general well-being.

3.4.2 Multiple regression analysis between independent variables i.e. Goal Orientation MG, Goal Orientation PG, Goal Orientation Total and dependent variable i.e. well being index of senior secondary school students.

Table 3.55 (A) Summary of regression analysis between Goal Orientation MG, Goal Orientation PG, Goal Orientation Total (independent variables) and Well being (dependent variable) of senior secondary school students.

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--------------|-------------------|-----------------|--------------------------|-----------------------------------|
| 1 | .144 ^a | .021 | .020 | 16.665 |

a. Predictors: (Constant), GOMG, GOPG, & GO Total.

The perusal of table 3.55 (A) reveals that correlation coefficient of independent variables (Goal Orientation MG, Goal Orientation PG and Goal Orientation total) and dependent variable (Well being) is .144. The analysis of table 3.55 (A) also reveals that calculated R²value i.e. coefficient of determination is .021, the results suggests that there is a significant relationship between independent and dependent variables and predictor variables i.e. Goal Orientation MG Goal Orientation PG and Goal Orientation total can explain 2.0% variance in criterion variable i.e. Well being.

Table 3.56 (B) Summary of ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|--------------|------------|-----------------------|-----------|--------------------|----------|-------------------|
| 1 | Regression | 7039.612 | 1 | 7039.612 | 25.349 | .000 ^b |
| | Residual | 332691.481 | 1198 | 277.706 | | |
| | Total | 339731.093 | 1199 | | | |

a. Dependent Variable: WBI Total

b. Predictors: (Constant), GOMG, GOPG, & GO Total.

**Significant at .01 level of significance

Perusal of table 3.56 (B) reveals that calculated F-value $F(1, 1198) = 25.349$, $p = .000$ is found statistically significant at .01 level of significance confirming overall regression model is a good fit for present data. The analysis of the table also reveals predictor variable significantly predicts the criterion variable which, means proposed model of regression is a good fit and regression analysis is permissible and feasible.

Table 3.57 (C) Summary of Coefficient.

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 186.272 | 3.327 | | 55.987 | .000 |
| | GOMG | -.058 | .083 | .066 | -1.704 | .089 |
| | GOPG | .347 | .069 | .144 | 5.035 | .000 |
| | GO Total | -.074 | .097 | .082 | -1.704 | .089 |

Dependent variable: WBI

****Significant at .01 level of significance**

Perusal of table 3.57 (C) symbolizes the regression coefficient for constant and predictor variables i.e. Goal Orientation MG, Goal Orientation PG and Goal Orientation total. It is clear from the analysis of table 3.57 (C) that ‘B’ and ‘t’ values for Goal Orientation MG (B = -.058 and t = -1.704) Goal Orientation total (B = -.074 and t = -1.704) are found insignificant at .01 and .05 level of significance and ‘B’ and ‘t’ values for Goal Orientation PG (B = .347 and t = 5.035) is found significant at .01 level of significance, which means that Goal Orientation PG of senior secondary schools students is a significant predictors of their well being, while other dimension i.e. Goal Orientation MG and Goal Orientation Total doesn’t significantly predict well-being of senior secondary school students. Regression equation formulated from all the variables is as follows:

$$\text{Well being Index} = 186.272 - .058 \text{ X GOMG} + .347 \text{ X Goal Orientation PG} - .074 \text{ X GO total}$$

Therefore in the light of results the hypothesis “*There is no significant affect of Goal Orientation on Well being of senior secondary school students*”, is rejected. From the analysis it has come to fore that performance goal orientation is a significant predictor of well being of senior secondary school students, as it has been observed that students having higher performance goal orientation has higher levels of success as they feel that working better than the other students gives them hopefulness, these students feel hard work gives success and endorses feel of internal energy, they believe that doing school work for the sake of learning enhances optimistic attitude towards future, these students also reported that understand the present topics before moving further provides satisfactions. They, feel doing challenging things never goes unrewarded, they believe trying to perform better than others increases their competency, and these students believe exploring study materials apart from their teacher teach in the classroom enhances their self-belief. They believe giving importance to the meaningfulness of the subject matter improves their engagement, further these students also believe that more knowledge helps in improving their moral duties, they believe doing school work correctly to get special treatment from teachers enhances their self-belief. These findings are supported by Putri, & Saleh, (2020) who reported performance approach and performance avoidance goal orientation of school students significantly predict their school satisfaction, positive and negative effect which are primary ingredients of subjective well-being. Similarly, relating achievement with individual goals Elliot and Murayama (2008) argued that individual goals guide the future of an individual, focusing this perspective. Putri, & Saleh, (2020) reported that achievement goal orientation emphasizes on competencies of an individual. Further, Elliot and McGregor (2001) specified that competency is the key concept of achievement orientation and a standard used to assess student performance.

3.4.3 Multiple regression analysis between independent variables i.e. Orientation to Happiness LM, Orientation to Happiness LP, Orientation to Happiness LE, Orientation to Happiness Total and dependent variable i.e. Well being of senior secondary school students.

Table 3.58 (A) Summary of regression analysis between Orientation to Happiness LM, Orientation to Happiness LP, Orientation to Happiness LE, Orientation to Happiness Total (independent variable) and well being index (dependent variable) of senior secondary school students.

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .116 ^a | .014 | .013 | 16.726 |

a. Predictors: (Constant), OTHLM, OTHLP, OTHLE, & OTH Total

The perusal of table 3.58 (A) reveals that correlation coefficient of independent variables (Orientation to Happiness Life of Meaning, Orientation to Happiness Life of Pleasure, Orientation to Happiness Life of Engagement and Orientation to Happiness Total) and dependent variable (well being index) is .116. The analysis of table 3.58 (A) also reveals that calculated R² value i.e. coefficient of determination is .014, the results suggests that there is a significant relationship between independent and dependent variable and predictor variables i.e. Orientation to Happiness Life of Meaning, Orientation to Happiness Life of Pleasure, Orientation to Happiness Life of Engagement and Orientation to happiness total can explain 1.4% variance in criterion variable i.e. well being Index.

Table 3.59 (B) Summary of ANOVA.

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|------|-------------|----------|-------------------|
| Regression | 4591.357 | 1 | 4591.357 | 16.412** | .000 ^b |
| Residual | 335139.735 | 1198 | 279.749 | | |
| Total | 339731.093 | 1199 | | | |

a. Dependent Variable: WBI

b. Predictors: (Constant), OTHLM, OTHLP, OTHLE and OTH Total

**Significant at .01 level of significance

Perusal of table 3.59 (B) reveals that calculated F-value $F(1,1198) = 16.412$, $p = .000$ is found statistically significant at .01 level of significance confirming overall regression model is a good fit for present data. The analysis of the table also reveals predictor variables significantly predicts the criterion variable which, means proposed model of regression is a good fit and regression analysis is permissible and feasible.

Table 3.60 (C) Summary of Coefficient

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| | (Constant) | 190.093 | 3.185 | | 59.680 | .000 |
| 1 | OTHLM | .013 | .039 | .021 | .268 | .789 |
| | OTHLP | -.023 | .049 | .025 | -.491 | .623 |
| | OTHLE | .014 | .041 | .024 | .271 | .787 |
| | OTH Total | .208 | .051 | .116 | 4.051 | .000 |

Dependent Variable: WBI Total

****Significant at .01 level of significance**

Perusal of table 3.60 (C) symbolizes the regression coefficient for constant and predictor variables i.e. Orientation to Happiness Life of Meaning, Orientation to Happiness Life of Pleasure, Orientation to Happiness Life of Engagement and Orientation to Happiness Total. It is clear from the analysis of table 3.60 (C) that ‘B’ and ‘t’ values for Orientation to Happiness Life of Meaning (B = .013 and t = .268), Orientation to Happiness Life of Pleasure (B = -.023 and t = -.491), Orientation to Happiness Life of Engagement (B = .014 and t = .271) are found insignificant at .01 and .05 level of significance and ‘B’ and ‘t’ values for Orientation to Happiness Total (B = .208 and t = 4.051) is found significant at .01 level of significance, which means that Orientation to Happiness of senior secondary schools students are significant predictors of their well being Index. While other dimensions i.e. Orientation to Happiness LM, Orientation to Happiness LP, Orientation to Happiness LE doesn’t significantly predict well being of senior secondary school students. Regression equation formulated from all the variables is as follows:

$$\text{Well being Index} = 190.093 + .013 \times \text{OTHLM} - .023 \times \text{OTHLP} + .014 \times \text{OTHLE} + .208 \times \text{Orientation to Happiness Total}.$$

Therefore in the light of results the hypothesis “*There is no significant affect of Orientation to Happiness on Well being of senior secondary school students*”, is rejected. Regression analysis revealed that orientation to happiness of senior secondary school students contribute to their well being. Our estimates indicate that increase in the orientation to happiness transforms into positive effect on students well being. It was assumed that orientation to happiness contributes significantly to well being, as senior secondary school students feel it enhances various factors of their well being gets enhanced by the different factors of orientation to happiness like they believe choosing what to do while taking into account whether it will benefit other people enhances their social relationships and respect people gave them, they feel that responsibility to make the world a better place improves their optimistic attitude, they also reported that sense of responsibility helps in developing constructivism, these students feel pleasure provided by life provides happiness and control over temper, they believe that feeling euphoric provides satisfaction, these students also agree with that “Life is short-eat dessert first” improves their personality, they believe preferring & love the things that excite their senses enhances their competency. These students believe that seeking out situations that challenge their skills and abilities helps in increase in engagement in routine activities, further; these students also reported that being absorbed in their work improves their self-belief. Present results are supported by various researches present in literature like Schueller & Seligman (2010) reported Orientation to happiness have the positive impact on well being. Similarly, Peterson et al., (2005) reported that individuals having full life i.e. overall orientation to happiness reported highest degree of satisfaction. On similar lines, Kose (2014) found that all three orientations to happiness (overall orientation to happiness) are related to life satisfaction of individuals. Likewise, Peterson et al. (2005) found that meaning and engagement were the strong predictor of life satisfaction as compare to pleasure but an individual with all three orientation to happiness lives full life and have greater life satisfaction and improve the one’s well-being. In contrast, Diener et al., (1999); Myers (1992) reported that meaning and purpose of life are significant predictor of

well-being and Ross (2014) found that meaning and engagement are strongest predictor of well-being because there is strongest positive association found between meaning and well-being, engagement is the second and weak association between pleasure and well-being.

CHAPTER-IV
CONCLUSIONS,
IMPLICATIONS,
LIMITATIONS AND
SUGGESTIONS

CHAPTER IV

CONCLUSIONS, IMPLICATIONS, LIMITATIONS AND SUGGESTIONS

Present chapter deals with the main conclusions along with recommendations for concern people. Apart from that present chapter also highlights limitations and future research for present study which are given below.

4.1 CONCLUSIONS

Present section depicts an attempt to reflect brief summary of findings based on various statistical techniques applied during analysis of data.

4.1.1 DESCRIPTIVE ANALYSIS

Objective 1st : To explore level of Well being, Grit, Goal-Orientation and Orientation to Happiness among senior secondary school students

Objective 1(a): To explore levels of Well being.

Percentage wise distribution of total sample on various levels of well being showed that highest percentage of senior secondary school students falls in average level of well being index, followed by above average, below average, low, high and extremely low level of well being index. While observing dimensions wise distribution, senior secondary school students showed more inclination towards higher levels in various dimensions like emotional well being followed by physical well being, self-awareness, social well being, and psychological well being, excluding in spiritual well being senior secondary school students showed inclination towards lower levels of well being index.

In-case of level of well being overall and dimension-wise following conclusions have been drawn from the analysis:

- While analyzing secondary school student's Overall well being it has come to fore that they reported 0% (n=0) at extremely high level; 0.67% (n=8) at high level; 18.83% (n=226) at above average level; 66.26% (n=795) at average

level; 10.08% (n=121) at below average level; 3.83% (n=46) at low level and 0.33% (n=04) at extremely low level of overall well being. The majority of the secondary school students possess “Average” well being level followed by “Above Average, Below Average, Low, High, Extremely Low, and Extremely High” overall well being levels.

- In case of emotional well being 0.08% (n=1) of sample reported extremely high level; 1.42% (n=17) at high level; 12.25% (n=150) at above average level; 75% (n=900) at average level; 6.83% (n=82) at below average level; 4.17% (n=50) at low level and 0.0% (n=0) at extremely low level of emotional well being. The majority of the secondary school students possess “Average” emotional well being level followed by “Above Average, Below Average, Low, High, Extremely High, and Extremely Low” emotional well being levels.
- Concluding psychological well being 0.0% (n=0) reported extremely high level, 0.67% (n=8) high level, 20.33% (n=244) above average level, 63.5% (n=762) reported average, 13.42% (n=161) below average, 1.75% (n=21) low, and 0.33% (n=4) extremely low level of psychological well being. The majority of secondary school students reported Average psychological well being followed by Above Average, Below Average, Low, High, Extremely High, and Extremely Low” psychological well being levels.
- On social well being results showed that 0.0% (n=0) reported extremely high level, 0.92% (n=11) high level, 18.5% (n=222) above average level, 67.25% (n=807) average, 9.42% (n=113) below average, 3.16% (n=38) low, and 0.75% (n=9) extremely low level of social well being. The majority of secondary school students reported Average social well being followed by Above Average, Below Average, Low, High, Extremely Low, and Extremely High” social well being levels.
- Concluding spiritual well being results revealed that 0.0% (n=0) reported extremely high level, 0.5% (n=6) high level, 0.17% (n=2) above average level, 87.67% (n=1052) average, 8.91% (n=107) below average, 2.08% (n=25) low, and 0.67% (n=8) extremely low level of spiritual well being. The majority of secondary school students reported Average spiritual well being followed by

Below Average, Low, Extremely Low, Above Average, High, and Extremely High” social well being levels.

- In case of self-awareness dimension it has come to for that 0.0% (n=0) reported extremely high level, 0.0% (n=0) high level, 19% (n=228) above average level, 70.84% (n=850) average, 6.58% (n=79) below average, 3.41% (n=41) low, and 0.17% (n=2) extremely low level of self-awareness. The majority of secondary school students reported Average level of self-awareness followed by Above Average, Below Average, Low, Extremely Low, High, and Extremely High” self-awareness levels.
- Concluding physical well being results revealed that 0.0% (n=0) reported extremely high level, 0.08% (n=1) high level, 13.75 % (n=165) above average level, 72.92% (n=875) average, 8.83% (n=106) below average, 2.67% (n=32) low, and 1.75% (n=21) extremely low level of physical well being. The majority of secondary school students reported Average physical well being followed by Above Average, Below Average, Low, Extremely Low, High, and Extremely High” physical well being levels.

In-case of level of well being various conclusions drawn on the basis of demographic features of sample are as follows:

1. Female senior secondary school students reported higher well being index as compare to male students.
2. Government senior secondary school students showed higher well being index as compare private students.
3. Male senior secondary school students showed higher emotional well being as compare to female students.
4. Government senior secondary school students showed higher emotional well being as compare private students.
5. Male senior secondary school students reported higher psychological well being as compare to female students.
6. Government senior secondary school students showed higher psychological well being as compared to students of private senior secondary schools.

7. Female senior secondary school students showed higher social well being as compared to male senior secondary school students.
8. Government senior secondary school students showed higher social well being as compared to private senior secondary school students.
9. Female senior secondary school students showed higher spiritual well being as compared to their counterparts.
10. Government senior secondary school students reported higher spiritual well being as compared to private senior secondary school students.
11. Female senior secondary school students possesses higher self-awareness than male senior secondary school students.
12. Government senior secondary school students reported higher self-awareness than their counterparts studying in private senior secondary schools.
13. Male senior secondary school students reported higher physical well being as compared to female senior secondary school students.
14. Government senior secondary school students showed higher physical well being as compared to private senior secondary school students.

Objective 1 (b): To explore levels of Grit.

1. Concluding the overall grit, percentage wise distribution of sample on various levels of grit showed that 4.0% (n=48) reported very high level, 14.67% (n=176) high level, 32.66% (n=392) reported average, 36.67% (n=440) low, and 12% (n=144) very low level of overall grit. The majority of secondary school students reported Low level of overall grit followed by Average, High, Very Low and Very High,” grit levels.
2. In case of consistency of interest, 3.08% (n=37) reported very high level, 12.17% (n=146) high level, 70.08% (n=841) reported average, 14.25% (n=171) low, and 0.42% (n=05) very low level of consistency of interest. The majority of secondary school students reported Average level of consistency of interest followed by Low, High, Very High and Very Low,” consistency of interest levels.

3. In case of Perseverance of efforts, 1.67% (n=20) reported very high level, 24.58% (n=295) high level, 61.84% (n=742) reported average, 10.41% (n=125) low, and 1.5% (n=18) very low level of consistency of interest. The majority of secondary school students reported Average level of Perseverance of efforts followed by Low, High, Very High and Very Low,” Perseverance of efforts.

In-case of level of grit various conclusions drawn on the basis of demographic features of sample are as follows:

- Female senior secondary school students reported higher grit as compare to male students.
- Private senior secondary school students reported higher grit mean scores as compared to students of government schools.
- Female senior secondary school students showed higher consistency of interests as compared to their counterparts.
- Private senior secondary school students showed higher consistency of interests as compared to the government senior secondary school students.
- Female senior secondary school students possess higher perseverance of efforts as compare to male senior secondary school students.
- Private senior secondary school students possess more perseverance of efforts as compare to government senior secondary school students.

Objective 1 (c): To explore levels of Goal Orientation.

1. Concluding goal orientation of senior secondary school students’ percentage wise distribution of total sample on various levels of goal orientation revealed that 1% (n=12) reported extremely high level, 13.5% (n=162) high level, 20% (n=240) above average, 26.5% (n=318) reported average, 31.5% (n=378) below average, 6.92% (n=83) low, and 0.58% (n=07) extremely low level of overall goal orientation. The majority of secondary school students reported Below Average level of overall goal orientation followed by Average, Above

Average, High, Low, Extremely High and Extremely Low,” goal orientation levels.

2. In case of mastery goal orientation results revealed that 0.67% (n=8) reported extremely high level, 11.67% (n=140) high level, 24.17% (n=290) above average, 24.58% (n=295) reported average, 30.91% (n=371) below average, 7.33% (n=88) low, and 0.67% (n=08) extremely low level of mastery goal orientation goal orientation. The majority of secondary school students reported Below Average level of mastery goal orientation followed by Average, Above Average, High, Low, Extremely High and Extremely Low,” mastery orientation levels.
3. Concluding performance goal orientation results revealed that 3.51% (n=39) reported extremely high level, 8.5% (n=102) high level, 14.26% (n=171) above average, 40.91% (n=491) reported average, 26% (n=312) below average, 5.67% (n=68) low, and 1.41% (n=17) extremely low level of performance goal orientation goal orientation. The majority of secondary school students reported Average level of performance goal orientation followed by Below Average, Above Average, High, Low, Extremely High and Extremely Low,” performance orientation levels.

Exploring levels of goal orientation various conclusions drawn on the basis of demographic features of sample are as follows:

- Female senior secondary school students reported higher goal orientation as compare to male senior secondary school students.
- Private senior secondary school students reported higher goal orientation as compare to government senior secondary school students.
- Female senior secondary school students possesses higher mastery goal orientation as compare to male counterparts.
- Private senior secondary school students possesses higher mastery goal orientation as compare to government counterparts.
- Female senior secondary school students showed higher performance goal orientation as compare to male students.

- Private senior secondary school students showed higher performance goal orientation as compare to government students.

Objective 1 (d) : To explore levels of Orientation to Happiness.

1. Conclusion on overall orientation to happiness showed that 5.25% (n=63) reported very high level, 10.25% (n=123) high level, 13.75 % (n=165), 72.41% (n=869) average, 10.42% (n=125) low, and 1.67% (n=20) very low level of overall orientation to happiness. The majority of secondary school students reported Average overall orientation to happiness followed by Low, High, Very High, and very Low” overall goal orientation levels.
2. In case of Life of meaning 3.5% (n=42) reported very high level, 16.5% (n=198) high level, 70% (n=840) average, 7.08% (n=85) low, and 2.92% (n=35) very low level of life of meaning. The majority of secondary school students reported Average life of meaning followed by High, Low, Very High, and very Low” life of meaning levels.
3. In case of Life of pleasure 5.58% (n=67) reported very high level, 10.92% (n=131) high level, 69.84% (n=838) average, 12.33% (n=148) low, and 1.33% (n=16) very low level of life of pleasure. The majority of secondary school students reported Average life of pleasure followed by Low, High, Very High, and very Low” life of pleasure levels.
4. In case of Life of engagement 4.5% (n=54) reported very high level, 16.25% (n=195) high level, 66% (n=792) average, 12% (n=144) low, and 1.25% (n=15) very low level of life of engagement. The majority of secondary school students reported Average life of engagement followed by High, Low, Very High, and very Low” life of engagement levels.

In-case of levels of orientation to happiness following conclusions have been drawn on demographic variables from the analysis:

1. Female senior secondary school students reported higher orientation to happiness as compare to male students.

2. Private senior secondary school students reported higher orientation to happiness as compared to government students.
3. Female senior secondary school students possesses higher life of meaning as compared to their male counterparts.
4. Private senior secondary school students possesses higher life of meaning as compared to their government counterparts.
5. Female senior secondary school students showed more life of pleasure as compared to male senior secondary school students.
6. Private senior secondary school students showed more life of pleasure as compared to government senior secondary school students.
7. Female senior secondary school students exhibited more life of engagement as compared to male students studying in various senior secondary schools.
8. Private senior secondary school students exhibited more life of engagement as compared to students studying in various government senior secondary schools.

4.1.2 COMPARATIVE ANALYSIS

Objective 2nd : To find the difference in Grit, Goal-orientation, Orientation to Happiness and Well being of senior secondary school students with respect to gender and type of school.

Objective 3rd : To study the interaction effect of gender and type of school on Grit, Goal-orientation, Orientation to Happiness and Well being

4.1.2.1 Comparison between Different Dimensions and Overall Score of Grit of Senior Secondary School Students on The Basis of Gender and Type of School

1. For the gender differences of senior secondary school students, the F-ratio for differences in overall Grit and its dimensions i.e. consistency of interests and perseverance of efforts is 11.920 ($p < 0.01$), 5.181 ($p < 0.05$) and 6.053 ($p < 0.05$) respectively. The results revealed there is a significant difference in consistency of interest, perseverance of efforts, and overall grit of male and female senior secondary schools students, and female students possesses

higher consistency of interest, perseverance of efforts, and overall grit as compare to male students.

2. In case of type of school the F-ratio for differences in overall Grit and its dimensions i.e. consistency of interests and perseverance of efforts is 49.167 ($p < 0.01$), 27.484 ($p < 0.01$) and 18.486 ($p < 0.01$) respectively. The result revealed private and government senior secondary school students differ significantly on the scores of consistency of interest, perseverance of efforts and overall grit, and students studying in private senior secondary schools shows higher consistency of interests, perseverance of efforts and overall grit as compared to government senior secondary school students. This is one of major finding of present study from secondary school perspective as there is lack of such studies in Indian context.
3. The F-ratio due to interaction of gender and type of school on overall Grit and its dimensions i.e. consistency of interests, perseverance of efforts is 6.894 ($p < 0.01$), 1.954 ($p < 0.01$) and .009 ($p > 0.05$) respectively. The results revealed that gender and type of school has a joint effect on mean scores of consistency of interests and overall grit. While, gender and type of school don't interact in case perseverance of efforts.

4.1.2.2 Comparison between Different Dimensions and Overall Score of Goal Orientation of Senior Secondary School Students on The Basis of Gender and Type of School

1. A closer view of analysis revealed F-ratio on the basis of gender for mastery goal orientation, performance goal orientation and overall goal orientation of senior secondary school student's is 30.848 ($p < 0.01$), 4.007 ($p < 0.05$), and 24.784 ($p < 0.01$) respectively. Female senior secondary school students show higher mastery, performance, and overall goal orientation as compared to male senior secondary school students.
2. In case of type of school F-ratio for mastery goal orientation, performance goal orientation and overall goal orientation of senior secondary school student's is 224.150 ($p < 0.01$), 33.323 ($p < 0.01$), and 183.683 ($p < 0.01$)

respectively. The students of private senior secondary schools shows higher mastery, performance, and overall goal orientation as compared to their counterparts studying in government senior secondary schools.

3. The F-ratio due to interaction of gender and type of school on mastery goal orientation, performance goal orientation and overall goal orientation of senior secondary school student's is 1.252 ($p>0.05$), 0.828 ($p>0.05$), and 1.397 ($p>0.05$) respectively. It is found that gender and type of school don't interact in mastery, performance, and overall goal orientation of senior secondary school students.

4.1.2.3 Comparison between Different Dimensions and Overall Score of Orientation to Happiness of Senior Secondary School Students on The Basis of Gender and Type of School

1. After observing analysis on orientation to happiness of senior secondary school students, the F-ratio of life of meaning, life of pleasure, life of engagement, and overall orientation to happiness is 2.681 ($p>0.05$), 8.516 ($p<0.01$), 6.646 ($p<0.05$), and 8.716 ($p<0.01$) respectively. It has been observed that female senior female senior secondary school students show higher life of pleasure, life of engagement, and overall orientation to happiness as compared to their male counterparts. However, in case of life of meaning male and female senior secondary school students don't differ significantly.
2. On the other hand F-ratio for various dimensions and overall orientation to happiness of senior secondary schools students i.e. life of meaning, life of pleasure, life of engagement, and overall orientation to happiness is 27.412 ($p<0.01$), 28.576 ($p<0.01$), 10.952 ($p<0.01$), and 33.197 ($p<0.01$) respectively. It is concluded that senior secondary school students differs significantly on the basis of type school in all the dimensions and overall orientation to happiness. The results revealed that students studying in private senior secondary schools shows higher life of meaning, life of pleasure, life of engagement, and overall orientation to happiness as compared to government counterparts.

3. In case of interaction effect the F-ratio for various dimensions and overall orientation to happiness of senior secondary schools students i.e. life of meaning, life of pleasure, life of engagement, and overall orientation to happiness is 0.681 ($p>0.05$), 0.913 ($p>0.05$), 1.814 ($p>0.05$), and 1.666 ($p>0.05$) respectively. It is clear that gender and type of school don't interact in life of meaning, life of pleasure, life of engagement, and overall orientation to happiness of senior secondary school students.

4.1.2.4 Comparison between Different Dimensions and Overall Score of Well being of Senior Secondary School Students on The Basis of Gender and Type of School

1. Well being is another component of present study. The data analysis revealed that F- ratio on the basis of gender for various dimensions and overall well being of senior secondary school student's i.e. emotional, psychological, social, spiritual, self-awareness, physical and overall well being is 28.155 ($p<0.01$), 2.518 ($p>0.05$), 21.196 ($p<0.01$), 32.402 ($p<0.01$), 16.794 ($p<0.01$), 0.684 ($p>0.05$), and 4.474 ($p<0.05$) respectively. In case of emotional, social, spiritual, self-awareness and overall well being the senior secondary school students differs significantly on the basis of gender. Whereas psychological and physical well being senior secondary school students do not differ significantly on the basis of gender. Further it is also concluded that male senior secondary school student's shows higher emotional well being as compare to their counterparts. While female senior secondary school students showed dominance over their male counter parts in case of social well being, spiritual well being, self-awareness, and overall well being.
2. In case of type of school F-ratio for various dimensions and overall well being of senior secondary school student's i.e. emotional, psychological, social, spiritual, self-awareness, physical and overall well being is 4.012 ($p<0.05$), 0.651 ($p>0.05$), 4.697 ($p<0.05$), 36.048 ($p<0.01$), 95.487 ($p<0.01$), 21.641 ($p<0.01$), and 33.470 ($p<0.01$) respectively. Therefore it is concluded that senior secondary school students differs significantly on their emotional well being, social well being, spiritual well being, self-awareness, physical well

being, and overall well being. However senior secondary school students do not differ significantly in their psychological well being on the basis of type of school. Further it is also concluded that students studying in government senior secondary schools shows higher emotional well being, social well being, spiritual well being, self-awareness, physical well being, and overall well being as compare students studying in private schools.

3. In case of interaction effect the F-ratio for various dimensions and overall well being of senior secondary school student's i.e. emotional, psychological, social, spiritual, self-awareness, physical and overall well being is 2.745 ($p > 0.05$), 0.001 ($p > 0.05$), 17.816 ($p < 0.01$), 13.947 ($p < 0.01$), 13.553 ($p < 0.01$), 0.242 ($p > 0.05$), and 12.348 ($p < 0.01$) respectively. Therefore it is concluded that gender and type of school has a joint effect on mean scores of social well being, spiritual well being, self-awareness, and overall well being. While, gender and type of school don't interact in case emotional, psychological and physical well being.

4.1.3 CORRELATION ANALYSIS

Objective 4th: To find the interrelationship of Grit, Goal-Orientation and Orientation to happiness with Well being.

4.1.3.1. Relationship between different dimension and overall score of Grit and Well being of Senior Secondary School Students.

1. After observing correlation analysis of grit and well being (overall and dimension wise) it is concluded that consistency of interest is significant related with psychological well being, social well being, spiritual well being and overall well being index ($r = .080, .120, .061, \text{ and } .087$ respectively) of senior secondary school students. In addition the results also revealed that consistency of interest is insignificantly related with emotional well being, self-awareness and physical well being ($r = .055, .010, \text{ and } .044$ respectively) of senior secondary school students.

2. The results on the correlation analysis of perseverance of effort with well being (dimension wise and overall) it is concluded that there is a significant relationship between perseverance of effort and emotional well being ($r = .135$), perseverance of effort and psychological well being ($r = .093$), perseverance of effort and social well being ($r = .108$), perseverance of effort and spiritual well being ($r = .119$), perseverance of effort and self-awareness ($r = .065$), perseverance of effort and physical well being ($r = .103$), perseverance of effort and overall well being index ($r = .143$) of senior secondary school students.
3. Moving further it is concluded that overall grit of senior secondary school students is significantly related with the emotional well being ($r = .134$), psychological well being ($r = .124$), social well being ($r = .165$), spiritual well being ($r = .128$), physical well being ($r = .103$) and overall well being index ($r = .164$). Further from the analysis it is also concluded that overall grit and self-awareness dimension of well being ($r = .037$) is not significantly related with another.

4.1.3.2. Relationship between different dimension and overall score of Goal Orientation and Well being of Senior Secondary School Students

1. After analysing interrelationship of goal orientation and well being (overall and dimension wise) of senior secondary school students it is concluded that there is no significant relationship between mastery goal orientation and emotional well being ($r = .025$), mastery goal orientation and psychological well being ($r = .029$), mastery goal orientation and spiritual well being ($r = .037$), mastery goal orientation and self-awareness ($r = .040$), mastery goal orientation and physical well being ($r = .038$), mastery goal orientation and overall well being index ($r = .037$). Further it is also concluded that mastery goal orientation and social well being ($r = .063$) of senior secondary school students shows a significant relationship.

2. Going deeper with results it is concluded that there exists a significant relationship between performance goal orientation and emotional well being ($r = .066$), performance goal orientation and psychological well being ($r = .118$), performance goal orientation and social well being ($r = .138$), performance goal orientation and spiritual well being ($r = .092$), performance goal orientation and self-awareness ($r = .072$), performance goal orientation and physical well being ($r = .108$), performance goal orientation and overall well being index ($r = .144$).
3. In case of overall goal orientation it is concluded that there is a significant relationship between overall goal orientation and psychological well being ($r = .062$), overall goal orientation and social well being ($r = .095$), overall goal orientation and spiritual well being ($r = .059$), overall goal orientation and physical well being ($r = .065$), overall goal orientation and overall well being index ($r = .077$). Further it is also concluded that there exists no significant relationship between overall goal orientation and emotional well being ($r = .042$), overall goal orientation and self-awareness ($r = .007$) of senior secondary school students.

4.1.3.3. Relationship between different dimension and overall score of Orientation to Happiness and Well being of Senior Secondary School Students

1. Concluding the results on orientation to happiness and well being, it is concluded that there exists a significant relationship between life of meaning and emotional well being ($r = .069$), life of meaning and psychological well being ($r = .098$), life of meaning and social well being ($r = .063$), life of meaning and spiritual well being ($r = .093$), life of meaning and physical well being ($r = .073$), life of meaning and overall well being index ($r = .099$). It is also concluded that life of meaning of senior secondary school students is not significantly related with their self-awareness ($r = .044$).
2. In case of life of pleasure it is concluded that there exists a significant relationship between life of pleasure and emotional well being ($r = .074$), life

of pleasure and social well being ($r = .057$), life of pleasure and spiritual well being ($r = .069$), life of pleasure and physical well being ($r = .080$), life of pleasure and overall well being index ($r = .084$). Whereas in case of life of pleasure and psychological well being ($r = .031$), and life of pleasure and self-awareness ($r = .056$) of senior secondary school students it is concluded that there exists no significant relationship between these variables.

3. While concluding the life of engagement of senior secondary school students it is concluded that there is a significant relationship between life of engagement and emotional well being ($r = .110$), life of engagement and psychological well being ($r = .058$), life of engagement and social well being ($r = .057$), life of engagement and spiritual well being ($r = .110$), life of engagement and physical well being ($r = .067$), life of engagement and overall well being index ($r = .100$). Further it is also concluded that life of engagement of senior secondary school students is not significantly related with their self-awareness ($r = .055$).
4. Moving towards overall orientation to happiness it is concluded that there is a significant relationship between overall orientation to happiness and emotional well being ($r = .104$), overall orientation to happiness and psychological well being ($r = .076$), overall orientation to happiness and social well being ($r = .073$), overall orientation to happiness and spiritual well being ($r = .111$), overall orientation to happiness and self-awareness ($r = .064$), overall orientation to happiness and physical well being ($r = .090$), overall orientation to happiness and overall well being index ($r = .116$).

4.1.4 REGRESSION ANALYSIS

Objective 5th: To study the role of Grit, Goal Orientation and Orientation to happiness on well being of senior secondary school students

4.1.4.1 Regression analysis between independent variables i.e. consistency of interest, perseverance of efforts, overall grit and dependent variable i.e. well being index of senior secondary school students.

Concluding results on consistency of interest, perseverance of efforts, and overall grit of senior secondary school students with their well being. It is concluded that overall grit ($R = .164$, $R^2 = .027$) of senior secondary schools students is a significant predictors of their well being index ($B = .442$, $p < 0.01$), while other dimension i.e. consistency of interest ($B = .072$, $p > 0.05$) and perseverance of efforts ($B = .064$, $p > 0.05$) doesn't significantly predict well being of senior secondary school students.

4.1.4.2 Regression analysis between independent variables i.e. mastery goal orientation, performance goal orientation, overall goal orientation and dependent variable i.e. well being index of senior secondary school students.

In case of mastery goal orientation, performance goal orientation, and overall goal orientation of senior secondary school students. It is concluded that performance goal orientation ($R = .144$, $R^2 = .021$) of senior secondary schools students is a significant predictors of their well being ($B = .347$, $p < 0.01$), while other dimension i.e. mastery goal orientation ($B = .058$, $p > 0.05$) and overall goal orientation ($B = .074$, $p > 0.05$) doesn't significantly predict well-being of senior secondary school students.

4.1.4.3 Regression analysis between independent variables i.e. life of meaning, life of pleasure, life of engagement, overall orientation to happiness and dependent variable i.e. Well being of senior secondary school students.

Analysing the results on life of meaning, life of pleasure, life of engagement, overall orientation to happiness of senior secondary school students. It is concluded that orientation to happiness ($R = .146$, $R^2 = .014$) of senior secondary schools students are significant predictors of their well being Index ($B = .208$, $p < 0.01$). While other dimension i.e. life of meaning ($B = .013$, $p > 0.05$), life of pleasure ($B = .023$, $p > 0.05$), and life of engagement ($B = .014$, $p > 0.05$) doesn't significantly predict well being of senior secondary school students.

4.2. IMPLICATIONS OF THE STUDY

1. Present study augmented the existing available literature in terms of grit, goal orientation, orientation to happiness, and well being. Apart from that

it also helped to gain profound understanding of different dimensions of grit, goal orientation, orientation to happiness, and well being of senior secondary school students in Indian context.

2. *Present study revalidated two scales of Grit and Orientation to Happiness.* Both the scale are adopted due to lake of appropriate measure in Indian context. Academicians can easily rely on these sector specific scales for exploring the levels of grit and orientation to happiness among students. The scales will also help academicians and school administrators in various ways.
 - i. Firstly, with the help of these scales academicians can easily identify the gaps and tap the grit and orientation to happiness of senior secondary schools students while helping them in their decision making process for coming life.
 - ii. Secondly these scales will be helpful to teachers to explore various factors like consistency of interests, perseverance of efforts, life of meaning, pleasure and engagement which could be helpful in predicting the future of the students and can help in leading them to appropriate field of interest.
 - iii. Further these scales will be helpful to counsellors focusing on substantial factors necessary for the right decision regarding the future of students with limited resources and time.
 - iv. These scales will also help academicians to assess and identify discrepancies and streamline their feedback in-order to make perfect decisions by comparing present and previous scores on grit and orientation to happiness.
3. *In present study female senior secondary school students showed higher consistency of interests, perseverance of efforts and overall grit as compare to their male counterparts. Also private senior secondary school students have higher consistency of interests, perseverance of efforts and overall grit:* Therefore present study will be helpful for

- i. administrators and educators in identifying the reasons behind the low consistency of interests and perseverance of efforts among male senior secondary school students and will help to enhance the same.
- ii. Secondly, by helping in enhancement of these factors i.e. consistency of interest and perseverance of efforts among male senior secondary school students it will contribute to their future also, as this stage is a career deciding stage among students and if students will choose an opposite career according their interest they can take our society new limits. As Von Culin, Tsukayama, & Duckworth, (2014) found that perseverance of effort is strongly associated with pursuing life of engagement, and consistency of interests is more inversely associated with pursuing pleasure over time.
- iii. One of the important implication for the administrators of government senior secondary schools from present study is that they need to adopt special measures to improve the levels of consistency of interests, perseverance of efforts and overall grit among their students, as interests and efforts and overall grit of students is considered one of the important personal resource of adolescents which boosts their future decision making capacity, their ability, their competence by helping them to achieve long term goals.
- iv. Also these factors are considered important outcomes beyond academic achievement and their effect depends on environmental conditions of adolescents in which they grow (Machell, 2017). Grit is considered passion and perseverance for achieving long-term goals and individuals who are more successful and influential typically possessed traits above and beyond the ability and competence.
- v. Present study indicates that government senior secondary school students possess low levels of grit. Therefore, there should be discrete monitoring on regular basis by the administrators, school heads and teachers for enhancement of these factors. Administrators should try to develop conducive environment in order to produce more gritty students and take necessary measures to improve the passion and

perseverance of these students so they may be able to persist in antagonistic competition of present society.

4. *Female senior secondary school students show better mastery, performance, and overall goal orientation as compared to male senior secondary school students. In case of type of school students of private senior secondary schools shows higher mastery, performance, and overall goal orientation as compared to their counterparts.* Therefore, present study will be helpful:

- i. Administration of government secondary schools need to keep an eye on the mastery, performance and overall goal orientation of their students especially males. Highlighting importance of goal orientation. Anderman, Austin, and Johnson, (2002) reported different types of goal orientations are related to performance, ability, and extrinsic incentives of students.
- ii. Administrators of government schools should develop research programs to enhance the mastery, performance and overall goal orientation of students. As Midgley et al., (2000) reported when students' are oriented to performance-approach goals, their purpose in an achievement setting is to determine their competence. The attention of the students is focused on the self, and performance-approach orientation is related with both adaptive and maladaptive patterns of learning.

5. *Female senior secondary school students showed better results in terms of life of pleasure, life of engagement and overall orientation to happiness. Also students studying in private senior secondary schools shows better results in all the dimensions i.e. life of meaning, life of pleasure, life of engagement and overall orientation to happiness.* Therefore present results suggests following implication:

- i. In case of gender one of the other important implication of present study is that authorities of school education need to monitor the orientation to happiness of male students in line with their career choices. Measures should be taken to improve the learning skills that

build up the intensity of positive emotions and lessen the negative emotion among male students. As past positive emotions include fulfilment, pride satisfaction and serenity, whereas in future positive emotions are hope, optimism, confidence that have been reported buffer against depression, pleasurable engaged and meaningful activities for an individual's overall life satisfaction.

ii. Present study may be helpful to recognize the factors which can boost the orientation to happiness among student community studying in government senior secondary schools. The study indicates that students from government schools possesses low life of meaning, life of pleasure, life of engagement and overall orientation to happiness as compare to students studying in private schools. Happiness is considered main source of motivation and worthy goals. It encourages virtue and strength rather than short cuts and is associated with positive outcomes of both individual and society (Seligman 2002, 2004, 2005). School authorities should take measures to reduce the false and illusionary belief among students and enhance their positive emotions (about past, present and future).

6. *Female senior secondary school students as compared to male students are better in social well being, spiritual well being, self-awareness, and overall well being. However male senior secondary school students are better in emotional well being than their counterparts. In case of type of school students studying in government senior secondary schools possess better emotional, social, spiritual, self-awareness, physical and overall well being as compared to private senior secondary school students.*

Therefore following implications are suggested:

i. One of the important implications from the present study is that supervisors, teachers of senior secondary schools should adopt positive psychological interventions like short well being therapies, non-directive therapy which will promote health and well being among male, female students and private senior secondary school students. These therapies and interventions are effective in increasing well being

and reducing depression (Moeenizadeh & Salagame, 2010). According to Manicavasagar et al., (2014), these interventions has been found effective in children and adolescents, e.g. Shoshani and Steinmetz (2014) conducted school-based positive psychology intervention on 537 Israeli adolescents, targeting six main components positive emotions, gratitude, optimism, goal fulfilment, character strengths, and positive relationships of positive psychology. They taught these interventions to teachers for implement. It was found that intervention significantly decreased negative factors like anxiety, distress, and depressive symptoms, and increased positive factors self-esteem, self-efficacy, well being, and optimism among students as compared to control group.

7. *Various dimensions and overall grit show significant relationship with different dimensions and overall well being of senior secondary school students. Except few like consistency of interest and emotional, self-awareness, and physical well being and overall grit and self-awareness.* Firstly, present study significantly contributes to limited body of research by exploring relationship between grit and well being overall and dimension wise of senior secondary school students. Secondly, present study indicated that grit has independent association with overall and different subscales of well being. According to Duckworth et al., (2007) grit is a reflection of commitment towards passionate pursuit. Further Machell, (2017) reported adolescents with consistent goal are passionate and seems to believe that their lives make sense, have a purpose, and fit in with the world around them. Therefore, present study will be helpful for academicians as well as administrators to rationalize the energy and interests of the students in proper way in order to develop virtuous human being of society. As grit may be an important indicator of well being that tap into eudaimonic elements such as meaning, purpose, or prosperity of life (Machell, 2017).
8. *Performance goal orientation and overall goal orientation possesses a significant relationship with overall well being and its sub-scales like*

psychological, social, spiritual, and physical well being. Apart from providing productive and useful insights present also highlights significant role of goal orientation in secondary school students. From theories of motivation, it is assumed that every individual devotes their large amount of time to accomplish different important goals. When people are asked what make them happy, they often mention their life goals and plans (Delle fave, et al., 2010). According to Ryff & Singer (1998) Goal-Orientation results in psychological well being which promote the personal growth, environmental mastery, positive relationship, life purpose, self-acceptance and autonomy. Kaplan and Maehr (1999), Reinboth & Duda (2004) reported that goal orientation is related to cognitions and emotions which leads to better learning and high levels of well being among students. Therefore, school teachers and heads should take necessary steps to enhance the goal orientation among secondary school students by increasing their active participation in various classroom activities projects, presentations, quizzes, answer writing, problem solving approach. Teachers should provide sufficient time to students so that they can apply and learn from the feedback provided, which can in-turn boost their personal growth, emotion intimacy and community services financial success, physical attractiveness and social fame.

9. *Various dimensions i.e. life of meaning, life of engagement, life of pleasure and overall orientation to happiness shows significant relationship with different dimensions and overall well being of senior secondary school students.* One of the other implications from present results is for parents and school teachers of senior secondary students. Parents and teachers should provide sufficient leisure time activities among adolescents' in-order to enhance compassion, forgiveness, subjective vitality. According to Cug (2015) these factors leads to subjective well being of students. Additionally, results of present study will be helpful in developing well being interventions for secondary school students. These interventions may be intended at reducing of negative experiences. Consequently, counselling centres will actively endorse the well being of students. As we

know in country like India there are limited mental health service and mostly students are either fearful or shy in-case of sharing their problems or visiting the counselling centres.

10. *Grit is a significant predictor of well being of senior secondary school students, analysis further revealed that private senior secondary school students show higher grit as compare to students studying in government schools.* One of the crucial implications for teachers and school administrators of government senior secondary schools from present is they need to enhance the personal resource (grit) of students studying in government schools so that the capacity of students to face setbacks, adverse situations and improve self-concordant goals, as it is a significant predictor of well being. According to Sheldon & Elliot, (1999) when people achieve goals congruent with their intrinsic values and behavioural tendencies, they experience more benefits to indicators of well being. As we know healthy, efficient, and competent human resources is major demand of societal growth and development. Therefore, there should be an increase in the process of increasing consistency among students, and they should be motivated to invest more and more efforts in routine their activities.
11. *Performance goal orientation and overall orientation to happiness has a significant relationship well being of senior secondary school students. Present results provide significant and useful insights to extant of literature and also highlights significant role of performance goal orientation and orientation to happiness in predicting well being of senior secondary school students.* One of the other implications from study is that these powerful contributing factors to well being of students may be used as therapeutic tools to assist students how to deal with hopelessness, interpersonal offences, distressing experiences, and lack of forgiveness. Therefore, present findings can provide deep understanding to teachers, and counsellors while measuring well being, developing interventions and remedial programs for students having well being issues.

4.3 LIMITATIONS

Limitations are those inherited influences of a research which are not in control of the researcher. These are those conditions, shortcomings which are beyond the researchers control and lays restrictions in different steps of research like methodology they might be in any phase of investigation like sampling, tools, analysis, reporting, statistical technique, time constraint and so on. However stating of these shortcomings may be very helpful to researchers they provide acknowledge difficulties and possible errors while interpreting the results. It is not necessary that limitations may be apparently visible at the beginning of a research but may develop with the passage and progress of research. Apart from adapting valid and reliable research procedure still present research has some limitations which are as follows:

- In present study only few public and private senior secondary schools from Himachal Pradesh were included for sampling therefore generalizability of the results cannot be claimed.
- Data collection from adolescents was a bit difficult issue due to their unreliable behavior as it is known as the age of stress and strain. Therefore, it was a big challenge for researcher to convince the adolescents for filling up the data.
- As the data has been collected from North India therefore findings of study may be applicable only in north Indian perspective because of specific culture and protocol.
- The study has outlined role of only couple of demographic variables i.e. gender and type of school through quantitative data, qualitative analysis is not done. Therefore, other demographic variables may be considered for future research and also the findings do not focus further multiple dependence relations using modelling through PLS. The qualitative analysis of results could have given deeper insight.

4.4. SUGGESTIONS FOR FUTURE RESEARCH

There is always a possibility for any research to be carried out with varied techniques, areas, variables and different associations. Any type of research

possesses a scope to explore more and more demographic factors and sub-dimensions. Therefore, based on the obtained outcomes, the researcher proposes the following suggestions for further research.

- First, present investigation was carried on quantitative aspect while qualitative aspect of the sample can also be considered.
- Second, Moderation analysis of orientation to happiness between grit and well being and goal orientation and well being of senior secondary school students can be explored in further researches.
- Third, India is secular country blessed with varied cultures, topographical variations, religions, traditions, populations, and economic groups. These variations of Indian society may provide varied and interesting results therefore future research can be conducted considering these variations.
- Fourth suggestion for future research is that study may further carried between different regions of India like comparison of Northern and southern or eastern and western Indian regions, tribal and non-tribal populations and so on.
- Fifth, role of personal, moral, religious values can be explored between the study variables. The study may be further extended to other levels of education like college, university, technical and so on.
- Sixth, as present study provides valuable contribution by analyzing various personal resources on well being. Though various personal characteristics may illuminate individual differences on well being index. Therefore, determining more personal variables like internal motivation, mindfulness, external motivation, resilience, self-belongingness, etc. may provide useful info in explaining well being of senior secondary school students.
- Seventh, orientation to happiness of secondary school students might be important for well being beyond having optimistic personal resources in day to day life. Related literature revealed most studies take orientation to happiness as an independent variable (Vella-Brodrick, Park, & Peterson 2009; Schueller & Seligman, 2010) also indirect effect of variables like coping, relationship satisfaction shall be explored in the diverse models illuminating the well being of senior secondary school students.

- Eight, future research could explore whether grit and goal orientation are malleable traits or they can be developed as a response to specific interventions. Also, importance of role of negative experiences should be explored in emergence of grit, as it may be an important factor in determining the development of grit among students.
- Collectively the results offer new insights in trajectories of student's well being and the demographic factors and personal resources that influence these patterns. It is expected others researchers of this area may further magnify present work by exploring large and more representative samples. Further research should endure exploration of borderline situations of the qualities considered to identify avenues for sensitive interventions which are dynamic fit between adolescents and their personal resources.

SUMMARY

SUMMARY

India is emerging as a worldwide hub of education, providing varied educational opportunities to the school students. Every state of the India has several Public and Private senior secondary schools for providing a general and specialized education. Education positively influences the environment to generate the change in the habits, thought, behaviour, well being and attitude of the students to achieve long term goals. Happiness is the fundamental key of good life and well being. Happiness is defined as a subjective state of high level of life satisfaction . Orientation to happiness proposed by Peterson et al. (2005) refers that OTH is made up of three ways of happiness namely pleasant life, meaningful life and engaged life. Physical pleasure has been found to be associated to the short-term satisfaction with life but not in longer term. In many studies it has been found that hedonic tend to improve well being, life satisfaction and positive affect in short term but eudaimonia is more beneficial for long lasting goal. Meaningful life is based on eudaimonia, where pursuing activities that contribute to and connect something larger than oneself and provide a sense of purpose and meaning. Engaged life describes how engaged are the person in their activities. Well being generally includes global judgment of life satisfaction or feeling of joy and happiness. In general term well being includes the presence of positive moods and emotions (e.g., happiness) and the absence of negative emotions (e.g., depression and anxiety), satisfaction with life, fulfillment and positive functioning. In positive psychology grit refers to the character strength of the perseverance. Grit is the motivation to keep preserving towards one's goal (Duckworth, et al, 2007) that might be important for self-actualization view of well being. Grit is the future oriented motivation, pursuing long term goal, rather than being conscientious only in current and short-term endeavors (Duckworth et al, 2007). From the various studies it has been clear that motivation should have harmony with the human goals in order to get essential motivation for doing a task. Psychologists use the term goal orientation to describe the personal characteristics of the individual. There are two types of goal orientation namely task-based goal orientation and self-based goal orientation. Each of them provides different motivation for doing various things. Orientation to happiness tends to lead improved well being and life

satisfaction. Well being refers to the condition/state of a person or group being comfortable, healthy and happy. Well being integrated with mental health and physical health results in prevention from disease and promotion of health. Individual with high level of well being are more productive at work and are likely to contribute more to the communities. Two research paradigms on well being have emerged from distinct Greek philosophies: hedonism and eudaimonism (Ryan and Deci, 2001). The concept of hedonic well being included happiness and pleasure, minimizing suffering and misfortune (Diener, Scollon & Lucas 2004). Subjective well being deals with hedonic paradigm and cognitive and affective evaluation of person's life. In contrast, humanistic psychologist emphasis of good life as the organismic valuing process is very strongly reflected towards the eudaimonism well being that emphasis on importance of growth towards self-fulfillment and actualization (Rayan and Deci 2001). Psychological well being is a key approach with eudomonic paradigm (Ryff. and Singer 2008) suggesting that high psychological well being is attained when one has a inner resources in maintaining a state of well being by building a sense of acceptance of self, positive relation to others, feeling of mastering of environment, sense of autonomy, to follow along one's direction, sense of personal growth, which refers to being a process constantly able to change along the fluctuation of life, and purpose in life, referring a feeling something greater than self (Ryff 1989; Ryff and Singer 2008). Physical health and well being seem to influence each other in several ways. Health refers to as well functioning of body, mind and capacity to participate in social activity. Social well being deals to the positive social and mental health. Durkheim (1951) social well being are social integration, sense of belonging, interdependence and a sense of shared consciousness and collective fate. It is a quality of one's relationship to the society and community. Emotional well being is quality of life, which is essential component of social cohesion, peace, and stability in the living environment. According to Hately (1983) spiritual health is the relation to self, empathy in the society and relationship with God. It is a interconnectedness of body, mind and soul with the inner peace and meaning and purpose with self-transcendence, social and spiritual action with others. Self-awareness includes emotional self-awareness, accurate self-awareness and self-confidence which help the individual to recognize own feeling and how they affect one's performance. Accurate self-

awareness is the competency by which an individual recognizes their strength, weakness, reflective learning from experiences and self-developing new perspectives. Grit is as a passion and perseverance for achieving long-term goals. Duckworth & et. al., (2007) define that Grit is conceptualized as stable traits or ability that does not require a positive feedback. An individual with high grit maintains their determination and motivation over a long period despite experience with failure and adversity. Grit helps the students to approach learning process with big picture of thinking that provided mastery and process and view setback as a “bump in the road” (Duckworth 2006). Goal-Orientation is the degree to which an individual or an organization focuses on goal to achieve end results. Kasser and Rayon (2001) distinguish between two types of life goals intrinsic and extrinsic. Intrinsic goal included personal growth, emotion intimacy and community services while extrinsic goal include financial success, physical attractiveness and social fame. Psychologists use Goal Orientation in order to describe personal characteristics of individuals. They believe that people have two types of goal either Task- oriented or Ego-oriented. In present study two term mastery and performance are used. A mastery goal is that in which individual engage himself in achievement behavior and developing one’s competence while in performance goal individual behave for the purpose of demonstrating one’s competence. . Happiness is a mental and emotional state of well being. It is defined by pleasurable, engaged and meaningful activities for an individual overall life satisfaction. Pleasure related to future, resulted good life in which individual develop their strength and virtues in activities that the individual is passionate about and enjoy (Norris & Vell-Brodrick, 2008). Meaning associated to work engagement, life satisfaction, happiness and healthy psychological functioning. (Kahneman, diener & Schwarz, 1999; Steger & Frazier, 2006). Peterson et al. (2005) specify that meaningful life is lived with self-conscious sense of service to other people. Khan (1990) employ that engagement refers to a state in which an individual expresses their entire self: physically cognitively and emotionally. An individual who pursues all of three orientations to happiness is said to live a full life while who do not have either of them live empty lives.

Review of literature clearly show that Grit, Positive effects, Happiness and life satisfaction are significantly positively correlated. Grit also strong relationships to psychological well being, life satisfaction and harmony in life. In many studies it has been found that perseverance of efforts was moderate to strong relation to subjective well being, belief about well being and strength while consistency of interest had weak and negative correlations with these out comes. There is a positive relationship among grit, sustainable behavior and emotional and over all well being. Grit has positive implication for improving the sustainable behavior and well being of individuals. Review of literature revealed that students who were more focused on intrinsic goal had high well being as compared to those who were focused on extrinsic goal. Life goals mediated the relationship between way of life and both psychological and subjective well being. Pleasant life was positively related with extrinsic goal and positive connection of these goals to subjective well being. The students who have full life are happier and value intrinsic Life Goal and better Self-control. On the other hand, who have empty lives have lower Well being, Self-control and value on extrinsic Life goal? From the various studies it has been found that student's psychological well being is positively related to their learning goal orientation and negatively related to their performance avoidance goal orientation. Mastery approach goals were positively correlated with psychological and social well being. Although, there is mastery and performance approach positively associated with well being. Many researches indicated that all the route of happiness pleasure, meaning and engagement have relationship with well being but meaning and engagement are stronger predictor than the pleasure and higher well being leads to higher. Thus there is dire need to explore this area as a way of advancing the same. Review of literatures confirms that in India such type of researches on senior secondary students are limited in the country.

SIGNIFICANCE OF STUDY

Well being is integrated with mental health, positive emotions, self-perceived health and productivity. People with well being are more creative, successful in life, better cope with the difficulties and are quicker in making judgment and decision making. Singh & Jha (2008) found that Grit, positive effects, happiness and life

satisfaction are significantly positively correlated and negative effects show significant negative correlation with life satisfaction and happiness. Anic, Petra & Marko, Tocić (2013) found that students who have full life are happier, value intrinsic life goal and have better self-control. Ross, C. (2016) finds the positive relation of Grit, Orientation to Happiness and Psychological well being except Grit and pleasure. Grit is beneficial for educational outcomes, meaning in life, Flourishing and Engagement (Datu, Valdez, King 2016). Grit may affect the process of “categorizing and encounter and its various facet with its significance for well being” (Lazarus & Folkman, 1984). Consistency of interest & belief in one’s ability to achieve their goal might help the adolescents to appraise life events in a way that maximize their potential benefits. According to the goal achievement theory goal have two orientations task (mastery) and ego (performance) goals. Studies supported that in mastery goal orientation students report positive self-perceptions (Niemivirta, 1998) high engagement (Haydel & Roeser, 2002) high positive affects (Fortunato & Goldblatt, 2006) low anxiety and negative affect (Turner et al., 2008, Pintrich & Garcia, 1991) whereas in performance goal orientation students show lower self-perceptions (Niemivirta, 1998, Pintrich, 2000b), lower task value (Pintrich, 2000b), higher negative affect (Fortunato & Goldblatt, 2006). positive psychology revolves around three possible pathways: Pleasurable life, meaningful life and engaged life. Fredrickson (1998, 2000) suggested that pleasure that is related to positive emotions is prerequisite for curiosity and learning and it is directly converted to physical, intellectual and social well being. Meaning is another factor to improve happiness and well being in different origin. Meaningful life based on activities or goal turned person to himself family and society. Engaged life is based on activities in which individual is in a state of flow. People who pursue three orientations to happiness live full life and full life leads to life satisfaction, engagement and meaning and promote the development of well being. This study uses the variables Grit, Goal Orientation and Orientation to Happiness as the antecedents of Well being. This study provides a conceptual foundation to enhanced and increased student well being, which is fundamental to improve student mental health, physical health, positive emotions, happiness, satisfaction with life, goal orientation, motivation, higher engagement in task learning and academic success.

STATEMENT OF THE PROBLEM

Well being among Senior Secondary School Students: Role of Grit, Goal-Orientation and Orientation to Happiness.

OPERATIONAL DEFINITION OF THE TERMS USED

Well being

The well being is within experience of an individual, it depends upon the person's evaluation in the term of satisfaction or ongoing emotional reaction. In the present study it is a measure on the scale of well-being index constructed by S.Vijayalaxmi Chouhan and Varsha Sharma (2016). It includes six dimensions namely emotional well being, psychological well being, social well being, spiritual well being, self-awareness and physical well being.

GRIT

Grit is a passion and perseverance for achieving long term goals. In the present study it is a measure on the scale of Grit constructed by Duckworth et al (2007). It includes two dimensions consistency of interest and perseverance of efforts for long term goal.

GOAL ORIENTATION

“Goal orientations refer to the reasons or purposes for engaging in learning activities and explain individuals' different ways of approaching and responding to achievement situations”. In the present study it is a measure on the scale of goal-orientation constructed by Sreekala E. (2013). It includes two dimensions namely mastery and performance goal-orientation.

ORIENTATION TO HAPPINESS

Orientation to Happiness is defined by pleasurable, engaged and meaningful activities for an individual overall life satisfaction. In this study OTH is a measure on the scale of OTH by Peterson et al. (2005). It includes three types of orientation to happiness i.e. pleasure, meaning and engagement.

OBJECTIVES OF THE STUDY

On the basis of aforementioned contextual background, the main objectives of present study are:

1. To explore level of Well being, Grit, Goal-Orientation and Orientation to Happiness among senior secondary school students.
2. To find the difference in Grit, Goal-orientation, Orientation to Happiness and Well being with respect to gender and type of school.
3. To study the interaction effect of gender and type of school on Grit, Goal-orientation, Orientation to Happiness and Well being
4. To find the interrelationship of Grit, Goal-Orientation and Orientation to happiness with Well being.
5. To analyze the role of Grit, Goal orientation and Orientation to Happiness on Well being

HYPOTHESES OF THE STUDY

On the basis of objectives of the study, the hypotheses are as following:

1. There exists no significant difference among senior secondary school students in Grit with respect to gender.
2. There exists no significant difference among senior secondary school students in Grit with respect to type of school.
3. There exists no interaction effect of gender and type of school on Grit
4. There exists no significant difference among senior secondary school students in Goal-Orientation with respect to gender.
5. There exists no significant difference among senior secondary school students in Goal-Orientation with respect to type of school
6. There exists no interaction effect of gender and type of school on Goal-orientation
7. There exist no significant difference among senior secondary school students in Orientation to Happiness with respect to gender.

8. There exists no significant difference among senior school students in Orientation to Happiness with respect to type of school.
9. There exists no interaction effect of gender and type of school on Orientation to Happiness
10. There exists no significant difference among senior secondary school students in Well being with respect to gender.
11. There exists no significant difference among senior secondary school students in Well being with respect to type of school.
12. There exists no interaction effect of gender and type of school on Well being
13. There exist no significant relationship of Grit, Goal-Orientedness and Orientation to Happiness with Well being among senior secondary school students.
14. There exists no role of Grit, Goal-Orientedness and Orientation to Happiness on Well being among senior secondary school students

DELIMITATIONS OF THE STUDY

The present study is delimited to the following area.

- 1) It was delimited to the co-educational senior secondary school students of Himachal Pradesh state of India.
- 2) It was delimited to the districts of Himachal Pradesh having population more than 10% of total population of H. P.

METHODOLOGY

The present study is conducted on Well being among Senior Secondary School Students: Role of Grit, Goal-Orientedness and Orientation to Happiness by implementing descriptive method of research. Investigator selected the senior secondary school students of Himachal Pradesh from the 3 districts i.e. Kangra, Shimla, and Mandi. 1200 students from senior secondary level including male and female students from private and government sectors were studied. In order to achieve the objectives of the study stratified sampling was used.

To assess the Grit of secondary school students in Indian context, Grit scale developed by Duckworth et al., (2007) is re-standardized by the investigator. In re-standardized process Confirmatory Factor Analysis was carried out along with composite reliability, Cronbach's Alpha, and Construct Validity. To assess the Goal-orientation of student's investigator used Goal Orientation Scale developed by Sreekala (2013). Goal Orientation Scale comprises of 42 items covering two types of orientations Mastery Goal Orientation which is based on six components (Focus on learning, Mastery of task, Developing skills, Improving competency, Task accomplishments, and Gaining insight) and Performance Goal Orientation based on three factors (Extrinsic goal orientation, Relative ability, and Work avoidance). To tap the Orientation to Happiness of secondary school student's investigator re-standardized Orientation to Happiness scale by Peterson, Park, and Seligman (2005) in Indian context. It is instrument that measure the Orientation to Happiness (pleasure, meaning and engagement) and it uses 5 point Likert- type scale (1=not at all like me to 5= very much like me); it includes 18 items. In present study well being of the students is assessed using Well being Index by Chouhan & Sharma (2016). Well being Index comprises of 50 items out of which 32 items were of positive nature and 18 were of negative nature covering six dimensions Emotional well being, Psychological well being, Social well being, Spiritual well being, Self-awareness, and Physical well being.

ANALYSIS AND INTERPRETATION

In present study data was collected with the help of four standardized scales Grit, Goal Orientation, Orientation to Happiness and Well being Index. The scoring of data was carried out by following predetermined scoring procedure and then it was tabulated along with certain demographic variables. The analysis of tabulated data was carried out with the help of SPSS 21 and spreadsheet, by applying various descriptive and inferential statistical techniques such as, Mean, SD, Percentage, 2-way ANOVA, Multiple Correlation, and Multiple Regression analysis.

Objectives 1 (a) To explore the level of well being.

While analyzing the secondary school students well being the highest percentage of students falls in average level of overall well being, emotional well being,

psychological well being, social well being, spiritual well being, self-awareness and physical well being. In case of level of well being on the basis of gender female reported higher overall well being, social well being, spiritual well being and self – awareness while male showed the higher emotional well being, psychological well being and physical well being. On the basis of type of school government senior secondary school students reported higher overall well being, emotional well being, psychological well being, social well being spiritual well being, self-awareness and physical well being.

Objectives 1 (b) To explore the level of grit.

In case of analyzing the grit of the secondary school students the highest percentage of students falls in low level of overall grit, and average level of consistency of interest and perseverance of efforts. In case of level of grit on the basis of gender female reported higher overall grit, consistency of interest and perseverance of efforts as compare to male students. On the basis of type of school private senior secondary school students showed the higher overall grit, consistency of interest and perseverance of efforts as compare to government senior secondary school students.

Objectives 1 (c) To explore the level of goal-orientation.

In case of analyzing the goal-orientation of the secondary school students the highest percentage of students falls in below average of overall goal-orientation, mastery goal-orientation and average level of performance goal-orientation. In case of level of goal-orientation on the basis of gender female reported higher overall goal-orientation, mastery goal-orientation and performance goal-orientation as compare to male counterparts. On the basis of type of school private senior secondary school students showed the higher overall goal-orientation, mastery goal-orientation and performance goal-orientation as compare to government senior secondary students.

Objectives 1 (d) To explore the level of orientation to happiness.

In case of analyzing the orientation to happiness of the secondary school students the highest percentage of students falls in average overall orientation to happiness, life of meaning, life of pleasure and life of engagement. In case of level of orientation to happiness on the basis of gender female reported higher overall orientation to happiness, life of meaning, more life of pleasure and engagement as compare to male counterparts. On the basis of type of school private senior secondary school students

reported the higher overall orientation to happiness, life of meaning, more life of pleasure and engagement as compare to government senior secondary students.

Objectives 2 & 3 (1) Comparison between Different Dimensions and Overall Score of Grit of Senior Secondary School Students on The Basis of Gender and Type of School

There is a significant difference in consistency of interest, perseverance of efforts, and overall grit of male and female senior secondary schools students and female students possesses higher consistency of interest, perseverance of efforts, and overall grit as compare to male students. The result revealed private and government senior secondary school students differ significantly on the scores of consistency of interest, perseverance of efforts and overall grit, and students studying in private senior secondary schools shows higher consistency of interests, perseverance of efforts and overall grit as compared to government senior secondary school students. Interaction results of gender and type of school on overall Grit and its dimensions revealed the there is a joint effect on mean scores of consistency of interests and overall grit. While, gender and type of schools don't interact in case perseverance of efforts.

Objectives 2&3 (2) Comparison between Different Dimensions and Overall Score of Goal Orientation of Senior Secondary School Students on The Basis of Gender and Type of School

Analysis revealed on the basis of gender for mastery goal orientation, performance goal orientation and overall goal orientation of male and female senior secondary schools students differ significantly. Female senior secondary school students show higher mastery, performance, and overall goal orientation as compared to male senior secondary school students. The result revealed private and government senior secondary school students differ significantly on the scores of mastery, performance, and overall goal orientation. The students of private senior secondary schools show higher mastery, performance, and overall goal orientation as compared to their counterparts studying in government senior secondary schools. Interaction results of gender and type of school don't interact in mastery, performance, and overall goal orientation of senior secondary school students.

Objectives 2& 3 (3) Comparison between Different Dimensions and Overall Score of Orientation to Happiness of Senior Secondary School Students on The Basis of Gender and Type of School

Analysis revealed on the basis of gender for life of meaning, life of pleasure, life of engagement, and overall orientation to happiness. It has been observed that female senior secondary school students show higher life of pleasure, life of engagement, and overall orientation to happiness as compared to their male counterparts. However, in case of life of meaning male and female senior secondary school students don't differ significantly. The results revealed that students studying in private senior secondary schools show higher life of meaning, life of pleasure, life of engagement, and overall orientation to happiness as compared to government counterparts. In case of interaction effects for various dimensions and overall orientation to happiness of senior secondary schools students. It is clear that gender and type of school don't interact in life of meaning, life of pleasure, life of engagement, and overall orientation to happiness of senior secondary schools students.

Objectives 2 & 3 (4) Comparison between Different Dimensions and Overall Score of Well being of Senior Secondary School Students on The Basis of Gender and Type of School

The data analysis revealed on the basis of gender for various dimensions and overall well being of senior secondary school students. In case of emotional, social, spiritual, self-awareness and overall well being the senior secondary school students differs significantly on the basis of gender. Whereas psychological and physical well being senior secondary school students do not differ significantly on the basis of gender. Further it is also concluded that male senior secondary school student's shows higher emotional well being as compare to their counterparts. While female senior secondary school students showed dominance over their male counter parts in case of social well being, spiritual well being, self-awareness, and overall well being. Students studying in government senior secondary schools show higher emotional well being, social well being, spiritual well being, self-awareness, physical well being, and overall well being as compare students studying in private schools. However

senior secondary school students do not differ significantly in their psychological well being on the basis of type of school. In case of interaction effect of gender and type of school has a joint effect on mean scores of social well being, spiritual well being, self-awareness, and overall well being. While, gender and type of schools don't interact in case emotional, psychological and physical well being.

Objective 4 (1) Relationship between different dimension and overall score of Grit and Well being of Senior Secondary School Students.

Correlation analysis of grit and well being (overall and dimension wise) it is concluded that consistency of interest is significant related with psychological well being, social well being, spiritual well being and overall well being index of senior secondary school students. In addition the results also revealed that consistency of interest is insignificantly related with emotional well being, self-awareness and physical well being of senior secondary school students. The results on the correlation analysis of perseverance of effort with well being (dimension wise and overall) it is concluded that there is a significant relationship between perseverance of effort and emotional well being psychological well being, social well being, spiritual well being ($r = .119$), self-awareness physical well being and overall well being index of senior secondary school students. Moving further it is concluded that overall grit of senior secondary school students is significantly related with the emotional well being, psychological well being, social well being, spiritual well being, physical well being and overall well being index. Further from the analysis it is also concluded that overall grit and self-awareness dimension of well being is not significantly related with another.

Objectives 4 (2) Relationship between different dimension and overall score of Goal Orientation and Well being of Senior Secondary School Students

After analyzing interrelationship of goal orientation and well being (overall and dimension wise) of senior secondary school students it is concluded that there is no significant relationship between mastery goal orientation and emotional well being , psychological well being, spiritual well being, self-awareness, physical well being, and overall well being index . Further it is also concluded that mastery goal orientation and social well being of senior secondary school students shows a

significant relationship. Results also revealed that there exists a significant relationship between performance goal orientation and emotional well being, psychological well being, social well being, spiritual well being, self-awareness, physical well being and overall well being index. In case of overall goal orientation it is concluded that there is a significant relationship between overall goal orientation and psychological well being, social well being, spiritual well being, physical well being and overall well being index. Further it is also concluded that there exists no significant relationship between overall goal orientation and emotional well being, and self-awareness of senior secondary school students.

Objectives 4 (3) Relationship between different dimension and overall score of Orientation to Happiness and Well being of Senior Secondary School Students

Results on orientation to happiness and well being, it is concluded that there exists a significant relationship between life of meaning and emotional well being, psychological well being, social well being, spiritual well being, physical well being and overall well being index. It is also concluded that life of meaning of senior secondary school students is not significantly related with their self-awareness. In case of life of pleasure it is concluded that there exists a significant relationship between life of pleasure and emotional well being, social well being, spiritual well being, physical well being, and overall well being index. Whereas in case of life of pleasure and psychological well being and self-awareness of senior secondary school students it is concluded that there exists no significant relationship between these variables. The life of engagement of senior secondary school students it is concluded that there is a significant relationship between life of engagement and emotional well being, psychological well being, social well being, spiritual well being, physical well being, and overall well being index. Further it is also concluded that life of engagement of senior secondary school students is not significantly related with their self-awareness. Moving towards overall orientation to happiness it is concluded that there is a significant relationship between overall orientation to happiness and emotional well being, psychological well being, social well being, spiritual well being, self-awareness, physical well being and overall well being index.

Objective 5th: To study the role of Grit, Goal Orientation and Orientation to happiness on well being of senior secondary school students

Objective 5TH (1) Regression analysis between independent variables i.e. consistency of interest, perseverance of efforts, overall grit and dependent variable i.e. well being index of senior secondary school students.

It is concluded that overall grit of senior secondary schools students is a significant predictors of their well being index, while other dimension i.e. consistency of interest and perseverance of efforts doesn't significantly predict well being of senior secondary school students.

Objective 5TH (2) Regression analysis between independent variables i.e. mastery goal orientation, performance goal orientation, overall goal orientation and dependent variable i.e. well being index of senior secondary school students.

The results concluded that performance goal orientation of senior secondary schools students is a significant predictors of their well being, while other dimension i.e. mastery goal orientation and overall goal orientation doesn't significantly predict well being of senior secondary school students.

Objective 5TH (2) Regression analysis between independent variables i.e. life of meaning, life of pleasure, life of engagement, overall orientation to happiness and dependent variable i.e. Well being of senior secondary school students.

The results concluded that orientation to happiness of senior secondary schools students are significant predictors of their well being Index. While other dimension i.e. life of meaning, life of pleasure, and life of engagement doesn't significantly predict well being of senior secondary school students.

CONCLUSION

Present study augmented the existing available literature in terms of grit, goal orientation, and orientation to happiness, and well being. Apart from that it also helped to gain profound understanding of different dimensions of grit, goal orientation, orientation to happiness, and well being of senior secondary school students in Indian context. By the helping in enhancement of these factors i.e.

consistency of interest and perseverance of efforts among male senior secondary school students it will contribute to their future. grit of students is considered one of the important personal resource of adolescents which boosts their future decision making capacity, their ability, their competence by helping them to achieve long term goals. One of the other important implication of present study is that authorities of school education need to monitor the orientation to happiness of male students in line with their career choices. Measures should be taken to improve the learning skills that build up the intensity of positive emotions and lessen the negative emotion among male students. As past positive emotions include fulfilment, pride satisfaction and serenity, whereas in future positive emotions are hope, optimism, confidence that have been reported buffer against depression, pleasurable engaged and meaningful activities for an individual's overall life satisfaction. School authorities should take measures to reduce the false and illusionary belief among students and enhance their positive emotions (about past, present and future). According to Sheldon & Elliot, (1999) when people achieve goals congruent with their intrinsic values and behavioural tendencies, they experience more benefits to indicators of well being. Additionally, results of present study will be helpful in developing well being interventions for secondary school students. Therefore, present findings can provide deep understanding to teachers, and counsellors while measuring well being, developing interventions and remedial programs for students having well being issues.

IMPLICATIONS OF THE STUDY

Present study revalidated two scales of Grit and Orientation to Happiness. Both the scale are adopted due to lake of appropriate measure in Indian context. These scales will be helpful to teachers to explore various factors like consistency of interests, perseverance of efforts, life of meaning, pleasure and engagement which could be helpful in predicting the future of the students and can help in leading them to appropriate field of interest. The study will contribute to their future also, as this stage is a career deciding stage among students and if students will choose an opposite career according their interest they can take our society new limits. One of the important implication for the administrators of government senior secondary schools

from present study is that to improve the levels of consistency of interests, perseverance of efforts and overall grit among their students, which boosts their future decision making capacity, their ability, their competence by helping them to achieve long term goals. Administrators should try to develop conducive environment in order to produce more gritty students and take necessary measures to improve the passion and perseverance of these students so they may be able to persist in antagonistic competition of present society. Administrators of government schools should develop research programs to enhance the mastery, performance and overall goal orientation of students. The attention of the students is focused on the self, and performance-approach orientation is related with both adaptive and maladaptive patterns of learning. Present study may be helpful to recognize the factors which can boost the orientation to happiness among student community studying in government senior secondary schools. It encourages virtue and strength rather than short cuts and is associated with positive outcomes of both individual and society (Seligman 2002, 2004, 2005). Kaplan and Maehr (1999), Reinboth & Duda (2004) reported that goal orientation is related to cognitions and emotions which leads to better learning and high levels of well being among students. Therefore, school teachers and heads should take necessary steps to enhance the goal orientation among secondary school students by increasing their active participation in various classroom activities projects, presentations, quizzes, answer writing, problem solving approach. Present study significantly contributes to limited body of research by exploring relationship between grit and well being overall and dimension wise of senior secondary school students. As grit may be an important indicator of well being that tap into eudaimonic elements such as meaning, purpose, or prosperity of life.

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APPENDICES

Dear Student

Here are some statements, which are concerned with Grit , Goal Orientation , Orientation to happiness and well being Index. Please read each statement attentively and put a (√) mark in any one response against the statement.

Please answer all the statements. There is no right or wrong answer. What you feel, is the right answer. This is purely for research purpose and all the information will be kept confidential. Please give your opinion correctly. I will be grateful for you help.

Personal Information

Name: _____

Gender: _____ **Age:** _____ **School:** _____

Program of study and year of admission:

Type of School : Govt Private

12. I feel successful when I learn something interesting
13. I feel Successful when something I learn makes me want to find out more.
14. I feel successful when I think about the things I have learned.
15. I try to understand the things instead of just memorizing .
16. I find my ability increasing when I learn something
17. I know if I work very hard I can definitely get Success.
18. I continue to do a work till I learn.
19. I always try to overcome my mistakes by putting much effort.
20. I like to work on a subject matter which is really meaningful.
21. I like to work on tasks which are new to me.
22. I consider mistakes as an opportunity to learn.
23. When I am doing my work correctly I put more effort in that.
24. I always plan the tasks I must do.

25. I am interested to take up new activities to improve my achievement.
26. I try to master whatever is taught in the class room.
27. I spend extra time and effort to understand difficult subjects.
28. I like to take responsibility in the classroom activities.
29. I feel successful when I do the work better than the other students in my class.
30. I do my school work to get good marks.
31. I feel successful when I don't have to try hard.
32. I do my school work to avoid trouble/punishment.
33. I feel happy if I were the only one who could answer the teacher's questions in the class.
34. I try to show to my parents that I am better than my classmates.
35. I do not go to new topics if I don't understand the present topic.
36. I feel successful when I don't have anything tough to do.
37. I try to perform better than others.

38. I learn only the materials teacher teach in the classroom.

39. I don't give importance to the meaningfulness of the subject matter I work on.

40. I feel successful when I get the highest marks.

41. I feel successful when I know more than other students.

42. I do my school work correctly to get special treatment from my teachers

13. Regardless of what I am doing, time passes very quickly.
14. I seek out situations that challenges my skills and abilities.
15. Whether at work or play, I am usually "in a zone" and not conscious of myself.
16. I am always very absorbed in what I do.
17. In choosing what to do, I always take into account whether I can lose myself in it.
18. I am rarely distracted by what is going on around me.