

The effect of positive intervention on satisfaction with life of college students.

Abstract:

The purpose of this study was to focus on the effect of positive intervention on satisfaction with life of college students. Initially, the sample of 250 students were screened using the mental health Inventory. From them, 40 students with poor mental health and low satisfaction with life were randomly divided for the control and experimental group. The treatment in terms of positive intervention was given to experimental group for one month. The results indicate that positive intervention significantly enhance satisfaction with life from pre test to the post test scores.

Key words: Positive intervention, satisfaction with life.

Introduction:

The number of adolescents in the total population in India is large, and they are quite a heterogeneous group in terms of gender, age, caste, class, region, religion etc. They include affluent, poor, migrants, drop-outs, school going at different levels of education etc. One recent study found that adolescents who engaged in suicide ideation were more likely in the past year than adolescents who did not engage in suicide ideation (Liu & Tein, 2005)

Life satisfaction refers to a person's General happiness, freedom from tension, interest in life etc. satisfaction with life is negatively effected by death of spouse, marital separation, personal injury or illness, death of close family member, failure in life goals, change in financial status, change in sleeping habits etc.

Initial studies have examined the extent to which a few categories of school related factors (school climate, intelligence, ability, academic achievement and over all appraisals of one's happiness with school) are correlated with student's life satisfaction.

Kaur (2011) positive psychology is a very recent field in psychology which focuses on strengths and virtues of the individuals which enables them to thrive . It was founded in 1998 by martin seligmen, mihaly csikszetihaly, and ray fowler (seligmen, 2002). positive psychology finds its root in the humanistic psychology of the 20th century, which focused heavily on happiness and fulfillment. It has been influenced by the efforts of Allport's (1958) work in positive individualistic characteristics.

Additionally Maslow's (1968) interests in exploring positive human experiences, as well as many others who have looked to an understanding of why people require positivity and associations around it. Flow is a key concept in positive psychology which means that it is a state of absorption in one's work, characterized by intense concentration, loss of self-awareness, a feeling of being perfectly challenged (Neither bored nor overwhelmed), and a sense that "time is flying" in today's world. People are working very hard to achieve there goals and are faced with dilemmas, difficult decisions and all sorts of negativity in their lives. Positive psychology helps them to focus on the positive aspects in their lives which helps them take better decisions and lead a peaceful life.

Grateful individuals report higher positive mood, optimism, life satisfaction, vitality, religiousness and spirituality and less depression and envy than less grateful individuals (Mc Cullough, Emmons, & Tsang, 2002).

Recent research suggests that people reliably differ according to the type of life that they pursue and, further, that the most satisfied people are those who orient their pursuits toward all three [a) positive emotion & pleasure (the pleasant life)]; [b) engagement (the engaged life)]; and [c) meaning (the meaning for life)] with the greatest weight carried by engagement and meaning (peterson, park & seligton, 2005)

Material and Methods

Sample:

Tools:

1) Mental Health Inventory:]

MHI has been designed to measure mental health (positive) of normal individuals by Dr. Jagdish and Dr. A.K. Srivastava. Its has 56 items with 6 dimensions. The reliability index of different dimensions of mental Health Inventory ranges from .71 to .75 and the construct validity of the inventory was found to be .54 the scale is helpful in screening the individuals with poor mental health who may need assistance and counseling for their happier life and excellent future.

2) Satisfaction with life scale (Diner, Emmones, Larson & Griffin 1983). It measures person's global satisfaction with their life's. All items show high factor loading on a single common factor. And the scale has a very high alpha & test-retest reliability. It consists of 5 statements regarding nature of overall satisfaction with one's life.

Result and Discussion:

Comparison between the experimental group initial, experimental group immediate post-testing and experimental group post-testing after 3 months on SWLS

Variables	Exp (1) (Pre-test)	Exp (2) (Immediate effect)	Exp (3) (Delayed effect)	Comparison group's	t values	P
SWLS	M =	M =	M =	1&2 =	1.59	NS
	SD =	SD =	SD =	1&3 =	3.06	0.01
				2&3 =	1.08	NS

Results seen front the table clarifies that, satisfaction with life (18.75, to 21.95 to 23.9) have increased as a result of positive intervention but no significant immediate effect was found.

The 5 character strengths most highly related to life satisfaction are hope ($r = .53$), zest ($r = .52$), gratitude ($r = .43$), curiosity ($r = .39$), and love ($r = .35$). These strengths consistently and repeatedly show a robust, consistent relationship with life satisfaction (Park, peterson & seligman, 2004). The correlations given were from a sample of 3907 individuals.

The character strengths least related to life satisfaction (weak association) are Modesty/humility, creativity, appreciation of beauty and excellence, judgment/open-mindedness, and love of learning (park, petersson, & seligman, 2004).

The pursuit of meaning and engagement are much more predictive of life satisfaction than the pursuit of pleasure (peterson, park, & seligman, 2005).

When an individual has a physical disorder, there is less of a toll on life satisfaction if they are high on the character strengths of bravery, kindness, and humor, when an individual has a psychological disorder, there is less of a toll on life satisfaction if they are high on the character strengths of appreciation of beauty and excellence and love of learning (Peterson, Park, Seligman, 2006).

Strengths of character most associated with life satisfaction were associated with an orientation of pleasure, engagement, and meaning ("the full life"); Peterson et al., 2007).

The character strengths most associated with the meaning route to happiness are religiousness, gratitude, hope, zest and curiosity (Peterson et al., 2007).

The character strengths most associated with the engagement route to happiness are zest, curiosity, hope, perseverance, and perspective (Peterson et al., 2007).

Random assignment to a group instructed to use 2 signature strengths or use 1 signature strength and 1 bottom strength revealed significant gains in satisfaction with life compared with a control group but no differences between the 2 treatment groups (Rust, Diessner, & Reade, 2009).

There is a strong connection between well-being and the use of signature strengths because strengths helps us make progress on our goals and meet our basic needs for independence, relationship, and competence (Linley et al., 2010).

Pavot and Diener (2008) since its introduction, the satisfaction with life scale (SWLS: Diener, Emmons, Larsen & Griffin) has been heavily

used as a measure of the life satisfaction component of subjective well-being. Scores on the SWLS have been shown to correlate with Measures of Mental health and to be predictive of future behaviors such as suicide attempts.

Yadav et al. (2012) designed the study to find the relationship between happiness and life satisfaction among three age groups. The groups were, below 20 yrs, between 30-40 yrs. and above 50 yrs. Satisfaction with life scale by diener et al. (1985), and a statement 'select the face that best fits you most of the time' with five face figures (Self constructed) have been taken to assess the happiness were used for collection of the relevant data. The tests were administered to 99 subject in the three age group (33 in each group). A correlation design was used to see the relationship between happiness and life satisfaction. It was found that the correlation coefficient for all the age groups were high and statistically significant. The study concluded that there exist positive and strong correlation between happiness and life satisfaction.

It has also seen from the table that, there was a significant effect for adherence to the exercises on satisfaction with life scores when pre and post scores (follow up after 3 months) were compared.

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