

CONTENTMENT IN LIFE GENERATE HAPPINESS

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ABSTRACT

Contentment is subjective feeling of happiness, pleasure, satisfaction with life and work, sense of achievement, utility, belongingness and no distress, dissatisfaction and worry. It plays an important role for quality of an individual's life with regard to both the presence and relative frequency of positive and negative emotions overtime and one's overall satisfaction with life. The present study was designed to examine the significant aspects related to contentment among undergraduate and postgraduate girls from Banasthali Vidyapith. The study purposively conducted on 60 undergraduate and 60 postgraduate girls who were randomly selected for the study. In the process of investigation, Self- structured Questionnaire used to assess the level of contentment. The findings indicate significant relationship in some aspects: General well-being positive effect, Expectation achievement congruence and General wellbeing-negative affect whereas non significant relationship in Level of confidence, Transcendence, Family group support, Social support, Primary group concern, Inadequate mental mastery, Perceived ill-health and Deficiency in social contacts.

Keywords: *Contentment, General well-being, Perceived ill-health, Inadequate mental mastery, Level of confidence,*

I. INTRODUCTION

Contentment play important role for quality of an individual's life with regard to both the presence and relative frequency of positive and negative emotions overtime and one's overall satisfaction with life (Nadeem, 2015). Psychologists and sociologists focused that well-being as the ultimate goal of life. It is termed as general emotional functioning which is conceptualized within the construct of prejudiced contentment having high positive effect, low negative affect and high satisfaction with life. Obtaining a better understanding of what predicts low levels of prejudiced contentment in youth is important, data shows that subjective well-being can serve as a buffer against mental illness (Nansook, 2014). During adolescence particularly in view of the findings that interventions aimed at enhancing gratitude which appear to be effective in enhancing prejudiced contentment (Froh, 2008).

II. THEORETICAL BACKGROUND OF THE STUDY

Uthavakumar, et.al, (2010) found that forming, pursuing, and achieving life tasks constitute important determinants of prejudiced contentment. A principal life task foe emerging adults involves deciding about career goal. The research indicates that depression predicts prejudiced contentment and may be linked to lower levels of career decidedness. We tested whether or not career decidedness predicts

prejudiced contentment above and beyond the influence of depression and other personality traits. We also examined whether or not career decidedness partially mediates depression influence on subjective well-being when controlled for personality effects. Undergraduates (N=181; 65% female, 52% Asian) responded to measures of career decidedness, prejudiced contentment, and personality. The results largely confirmed predictions. A partial mediator model indicated a direct relationship between decidedness and subjective well-being not moderated by grade level, and an inverse relationship between the depression facet of neuroticism and both career decidedness and subjective well-being. The findings further support career interventions to increase decidedness during the first year of college.

Abdel-Khalek, (2013) examined the associations between mental health, prejudiced contentment and religiosity among Kuwaiti and American college students. A sample of 154 Kuwaiti and 154 American undergraduates (28 men, 125 women in both samples), # with a mean age of 20.8 years (SD=2.4), # and 21.8 years (SD=5.0), # respectively. The Arabic Scale Of Mental Health (ASMH),# The Rosenberg Self-Esteem Scale, The Arabic Scale Of Optimism And Pessimism, The Hopeless Scale, # and Self-Rating Scales assessing physical health, mental health and religiosity. The scales were administered in Arabic to the Kuwaiti students and in English to the American students .The findings indicate higher mean score on religiosity than did their American counterparts, whereas American students had higher mean scores on the ASMH, and the Self-Rating Scales of both mental and physical health. Significant correlations were found between the ASMH, self-esteem, optimism and religiosity (positive), whereas the correlations between these scales and pessimism and hopelessness were negative.

Nadeem Kirmani, (2015) stated that the aim of the present study was to examine gratitude, forgiveness and prejudiced contentment among college going students. The sample of 219 college going students were taken for the current study after having taken written informed consent from them using convenience sampling from one of the private universities at Jaipur city. The mean age of the sample was 24 years with standard deviation of 2.13. The number of boys was 131 and the number of girls was 88. The measures used were Gratitude Questionnaire-6 Item Version (GQ-6, Emmons & McCullough, 2003). The findings of the current study indicated significant differences in boys and girls on the measures of gratitude and forgiveness.

Khan et.al., (2014) examined the predictors of psychological strengths and prejudiced contentment for dealing with academic stress perceived by University Engineering students. Sample of 400 Malaysian (N=180 boys and N=220 girls) age varies 18 to 25 years and 400 Indian students (N=240 boys and N=160 girls) age varies 18 to 25 years from public universities were participated. Quantitative Method was used for data analysis. The findings show that gender, religiosity and socio-economic

status are significantly influencing psychological strengths and prejudiced contentment of both Indian and Malaysian students.

Jadhav, S.G, (2009) examined that whether Yoga Intervention has an effect on State and Trait Anxiety and also on the prejudiced contentment. Fifty, first year students were selected from Naturopathy and Yoga Sciences course. The data collection instruments were Spielberg's State Trait Anxiety Inventory and prejudiced contentment were administered in the beginning of the academic year and second time after a gap of one year. The data was analyzed by employing mean, standard deviation and 't' ratio. The results revealed a significant decrease in both State and Trait Anxiety levels and positive change in the prejudiced contentment of the students.

III. RATIONALE OF THE STUDY

Prejudiced contentment refers to how people experience the quality of their lives and includes both emotional reactions and cognitive judgments. There are several reasons which are helpful to use subjective well-being as a complement to other more objective measures of life circumstances.

Prejudiced contentment measures play an important role in complementing quality of life measures based on people's objective life circumstances. The prejudiced contentment of individuals tends to be stable overtime and is strongly help to form different favorable personality traits in a person. It has been assumed that college students showed that those who found to engage in large amounts of social activity were the happiest and possessed high prejudiced contentment. It has been also found that the extroverted and introverted college students were happiest when engaged in 'extroverted activities' and possessed high subjective well-being.

IV. OBJECTIVES

- To study contentment level of undergraduate girls
- To study contentment level of postgraduate girls
- To compare level of contentment among undergraduate and postgraduate girls

V. METHODOLOGY

Sample and its selection: Sample size of present study was 120, 60 Undergraduate (B. SC. 1st year (20), B.SC. 2nd year (20) and B.SC 3rd year (20) and 60 Postgraduate girls (M.SC 1st year (30) and M.SC. 2nd year (30) from Banasthali Vidyapith were selected for the study. The sample was selected by random chit lottery method.

Tool and its description: After reviewing some research papers related to prejudiced contentment the investigator develop prejudiced contentment Scale to access aspect of subjective well-being in adolescent girls. Questionnaire consist 32 questions related to : General well-being positive affect,

Expectation achievement congruence, Level of confidence, Transcendence, Family group support, Social support, Primary group concern, Inadequate mental mastery, Perceived ill-health, Deficiency in social contacts and General well-being negative affect. Self-structured Questionnaire Schedule was constructed for studying prejudiced contentment.

VI. RESULTS AND DISCUSSION

Once the study has been conducted the next step involves the recording of results.

It deals with the recording and analysis of data which has been collected through the period of study. The findings of the study have to be compiled concrete and systematic form in order to draw conclusion and interpretation is essential for understanding abstract principle establishment of explanatory concept, hypothesis of experimental research. The results analyzed statistically along with the interpretation presented under the following sub head:

- A. Comparison of mean scores, standard deviation and t-value of prejudiced contentment of undergraduate and postgraduate girls.

The t-value was calculated to find out differences between two groups.

Table: 1-Comparison of mean scores, standard deviation and t-value of contentment level between undergraduate and postgraduate girls

Aspects related to feeling of contentment	Undergraduate Students		Postgraduate Students		t-value
	Mean	S.D	Mean	S.D	
General wellbeing Positive affect	5.03	1.32	5.63	1.33	0.01 *
Expectation achievement congruence	4.93	1.35	5.33	1.15	0.05 *
Level of confidence	3.15	1.03	3.31	0.87	0.31NS
Transcendence	1.71	0.49	1.85	0.48	0.06 NS
Family group support	1.38	0.66	1.45	0.90	0.65 NS
Social support	6.35	1.79	6.33	1.50	0.94 NS
Primary group concern	5.5	1.33	5.55	1.21	0.80 NS
Inadequate mental mastery	9.31	1.21	9.58	1.23	0.25 NS
Perceived ill-health	10.06	2.13	9.85	2.16	0.61 NS
Deficiency in social contacts	7.41	1.35	6.95	1.45	0.09 NS
General wellbeing negative affect	6.9	1.49	6.23	1.36	0.01 *

Note – NS= Non significant, *= Significant

Table 1-Data reveals that the t-value of the General Wellbeing–Positive Affect 0.01, Expectation Achievement Congruence and General Wellbeing-Negative Affect was found to be 0.05 and 0.01 respectively; the t-value indicates that there was a significant difference. It depicts that the calculated values of t-value is less than the table value at 5 percent level of significant difference.

The Level of confidence 0.31, Transcendence 0.06, Family Group Support 0.65, Social Support 0.94, Primary Group Concern 0.80, Inadequate Mental Mastery 0.25, Perceived Ill-Health and Deficiency in Social Contacts 0.61 and 0.09 respectively, the t-value indicates that the difference was not significant. It depicts that the calculated values of t-values was more than the table value at 5 percent level of significant difference.

Data unveils that the three aspects related to contentment have significant difference: General Wellbeing- Positive Affect, Expectation Achievement Congruence and General Wellbeing- Negative Affect, which proved that all the three aspects affected by the level of maturation of the students.

VII. MAJOR FINDINGS AND CONCLUSIONS

- On the basis of the study, it may be concluded that it was important for undergraduate and postgraduate girls to have positive future expectation to increase their level of contentment
- Professionals giving psychological help can benefit undergraduate and postgraduate girls for developing better future
- Consultants can give help to achieve goals, interpret possible future situations positively and develop optimistic thinking.

VIII. SUGGESTIONS FOR FURTHER STUDY

- Study can be conducted on larger samples so that generalization of result over a large population is possible.
- Cross-cultural studies could also be conducted.
- Study could be conducted among: Boys and Girls, Rural and Urban areas, Private and Government colleges, and Different phases of life span and Different personality traits.

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