Self- efficacy and learned optimism as psychological correlates of happiness of students of University

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Abstract: *The present research was executed to elucidate the role of self -efficacy and learned optimism in happiness of university students. The sample consisted of 50 students studying post-graduate courses in a university. They were assessed by self-efficacy scale, learned optimism scale and happiness scale. The results of correlation coefficient indicated that all of the studied variables were positively significantly correlated with happiness. Also, the regression analysis showed that self -efficacy and learned optimism could predict happiness significantly. The implications and limitations of the research are discussed.*

Key Words: *self –efficacy, learned optimism, happiness and university students*

INTRODUCTION

Students are the greatest resource of a nation. They are to be given appropriate guidance and counseling so that they can lead their lives successfully. The need to be happy is an urgent requirement for students. They need happiness to lead life successfully. The present study is an attempt in making an understanding of how self-efficacy and learned optimism contribute to the happiness in students.

Self- Efficacy

Self- efficacy is the belief of people in their capabilities to produce desired effects by their own actions. It is what people can do with their skills under certain conditions. It begins in infancy and continues throughout life. It is based on the social cognitive theory which says human beings shape their own lives rather than accepting the environmental forces. The frontal and prefrontal lobes of human brain are centers in brain for self -efficacy. Self –efficacy is necessary for coping with various psychological problems. It influences physical health by increasing healthy behavior. It is a common factor in various psychotherapies.

Learned optimism

Learned optimism is a sense of enthusiasm, confidence and control, which develops once one achieves small successes. How an individual thinks about events in his /her life greatly affects the kinds of actions he / she take. Learned optimism is having a strong expectation that despite the inevitable setbacks and frustrations, events and experiences will eventually turn out alright.

Happiness

Happiness is a positive emotional state. It involves the detailed evaluation of one's current position in the world. It is the sum total of positive effect and general life satisfaction. It is flourishing of human beings and associated with living a life of virtue. The happiness level of a person is governed by three factors which are a set

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point for happiness, happiness relevant circumstantial factors, and happiness-producing activities and practices. There are two traditions on happiness. They are eudemonic and hedonic.

REVIEW OF RELATED LITERATURE:

Review of related literature is an important pre-requisite for actual planning and carrying out of any research work. The present section represents a brief review of the researches done in the area related to the present investigation.

Sonja Lyubomirsky etal. (2006) found out that happy people are able to achieve across various life divisions.

Hong, Fu-Yuan (2017) said that the main purpose of this research was to examine the relationships among school principals' transformational leadership, school academic optimism, teachers' academic optimism and teachers' professional commitment. The results revealed that principals' transformational leadership has a positive effect on school academic optimism and teachers' academic optimism. The academic optimism prevailing in an institution has a positive effect on teachers' academic optimism. The transformational leadership of the head of the institution and academic optimism of faculty members have a positive effect on professional commitment of the teaching staff.

Batik, Meryem etal(2017) said that this research was conducted to study the forgiveness and subjective happiness level of university students The results show that forgiveness was found as a determinant of subjective happiness.

Flynn, Deborah M etal (2015) explored the relationship between happiness, and six other life domains: Academic Success, Financial Security, Familial Support, Living Environment, Self-Image and Social Relations The results show that these domains determined student's happiness.

Terri M. Landon etal (2006) found out that lower self-efficacy has been linked to childhood psychological problems.

OBJECTIVES

1. To assess the role of self –efficacy, learned optimism and happiness among students in a University.
2. To study the relationship between self-efficacy learned optimism and happiness among students in a University.

Hypotheses

1. There is a positive and significant contribution of self-efficacy towards the happiness of students in a University.
2. There is a positive and significant contribution of learned optimism towards the happiness of students in a University.
3. There is a positive and significant relationship between self-efficacy, learned optimism and happiness of students in a University.

Methods

Sample: The sample consisted of 50 students studying post-graduate courses in a University. The sample was divided into 25 males and 25 females. They were of the age group 20-25.They were drawn by snowball sampling from a University.

Tools

1. Self - efficacy scale : The scale was developed by Mathur and Bhatnagar. This scale has a set of 22 statements drawn from everyday life experiences. There are five modes of answering : strongly agree, agree ,undecided ,disagree and strongly disagree. Higher is the score , higher is the level of self-efficacy.

2. Learned optimism scale: The scale was developed by Pethe, Dhar, Upinder Dhar and Chaudhuri. The scale has 22 statements and there are five modes of answering : strongly agree, agree , undecided , disagree and strongly disagree. Higher is the score , higher is the level of learned optimism.

3. Happiness scale: The scale was developed by Rastogi and Moorjani. The scale has 62 statements and there are five modes of answering: strongly agree, agree, undecided, disagree and strongly disagree. Higher is the score, higher is the level of happiness.

Procedure

The students were asked to complete the questionnaires of self-efficacy, learned optimism and happiness. They were also informed that there anonymity will be preserved and their responses kept confidential. After this the questionnaires were collected and scored manually.

RESULTS

Table 1 Descriptive statistics and correlation coefficients among independent variables with dependent variable (n=50)

Variables	M(SD)	Happiness
Self -efficacy	85.12 (11.27)	.785[**]
Learned optimism	101.74 (13.69)	.957[**]
Happiness	268.96 (68.43)	

[*]p<0.01

As shown in Table 1, the mean and standard deviation of self-efficacy, learned optimism and happiness were 85.12(SD =11.27), 101.74(SD=13.69) and 268.96 (SD=68.43) respectively. The table shows the correlation coefficients of self-efficacy and learned optimism with happiness. All correlations were positive and statistically significant. (ps <0.01)

Table 2 effects of self-efficacy and learned optimism on happiness

Variables	MR	RS	F P	B	t	P
Intercept	.985	.970	748.208 P<.001	-261.762	-18.801	.000
Self-efficacy				2.288	9.162	.000
Learned optimism				3.303	16.607	.000

[*]p<0.01,[*]p<0.05

A multiple regression was run to predict happiness from self-efficacy and learned optimism. The result showed that the prediction model was fitted and the variables statistically and significantly predicted happiness, $F=748.208$, $p<0.01$,$R^2=.970$. Furthermore , the unstandardized co-efficient (Bs) showed that self -efficacy and learned optimism significantly predicted happiness . Also , the general form of equation to predict happiness from self-efficacy and learned optimism is predicted happiness = -261.762 +(2.288 x self –efficacy)+(3.303 x learned optimism)

DISCUSSION

This study aimed at predicting happiness from self-efficacy and learned optimism. As expected the results of the correlation analysis showed that self-efficacy and learned optimism were positively correlated with happiness. Also, the multiple regression model predicted that both the variables self-efficacy and learned optimism significantly predicted happiness .A person high in self- efficacy will have more faith in himself/herself and will be able to do work with greater efficiency and promptness and thus have more happiness. Similarly, a person with high level of learned optimism will be able to cultivate more positive emotions and thus have more optimistic outlook to life and thus will be happier.

CONCLUSION

Consequently, it is concluded that self-efficacy and learned optimism are positively correlated with happiness. Both the independent variables are having significant variance on the happiness of University students. The people with high levels of self-efficacy and learned optimism are having higher levels of happiness.

SUGGESTION

The findings of the study reveal the influence of self –efficacy and learned optimism on happiness of university students. However additional researches are needed to study the moderating factors of happiness among different professions, culture as well as age groups

The findings of this research could be compared with those found in other area of the world to decode similarities and differences.

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CONFLICT OF INTEREST

The author declared no conflict of interests.

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