EFFECT OF LEARNED OPTIMISM ON WELL-BEING AMONG ADOLESCENTS

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ABSTARCT
The purpose of the investigation is to find the effect of Learned Optimism on Well-Being among adolescents during COVID 19 pandemic. Researcher hypothesized that that there would be significant impact of learned optimism on adolescents' well-being. More than two group research design was used. 553 adolescents studying in grade eight to second year of graduation formed the sample. The quantitative data was collected using the Learned optimism scale and Well-Being Index. The results concluded that the effect of learned optimism and gender on adolescents' well-being based on the quantitative analysis of self report responses given by the adolescents concluded that learned optimism has significant effect on well-being. The higher the level of learned optimism, the higher the well-being. Resilience and well-being are directly proportional to each other.

Keywords: well-being,wellness,positive psychology,learned optimism, education, adolescents, COVID 19, pandemic

1. INTRODUCTION
Adolescence - an age of individuality, growth, development, social, personal, emotional and economic awareness. This is the stage which makes adolescents face different streams like education, career, life skills, life choices, society, dreams, desires, likes, dislikes etc. Studies and psychologists say that this phase is one of the most difficult phases of human life. If child is exposed to care, positivity and taken from known to unknown by parents, educationists, psychologists and other professionals, he/she will develop a sense of optimism, belongingness, self-confidence, self belief and self responsible. Otherwise, this delicate phase may turn children into rebellious, disloyal, low esteemed, ignorant, lost and juvenile.

An American Psychological Association report revealed that 91 percent of Generation Z has felt physical or emotional symptoms of stress, such as depression or anxiety. This stress may be due to parental trends like over scheduling, effects of social media like negative social comparisons, and historical events like the great recession and mass shootings. Competition, comparison, trauma, loss

of loved ones, accident, domestic problems, economic crisis, poverty, family and many factors affect and influence adolescents.

The Sanskrit word for well-being is "Kalyanam". It refers to benediction and auspiciousness in Sanskrit language. Well-being according to dictionary is "With reference to a person or community: the state of being healthy, happy, or prosperous; physical, psychological, or *moral welfare."* *"In plural. Individual instances of personal welfare."*

Well-being can be defined in different ways, but commonly it includes the presence of positive emotions and moods (e.g., wellness, satisfaction, gratitude, contentment, and happiness), the absence of negative emotions (e.g., depression, anxiety, despair, and hopelessness), satisfaction with life, fulfillment and positivity. In simple terms, well-being is seeing life positively and feeling good. Researchers and psychologists have studied the scope and significance of well-being under its subsets like physical well-being, economic well-being, social well-being, development and activity, emotional well-being, spiritual well-being, psychological well-being, life satisfaction, self – awareness, domain specific satisfaction, engaging in activities and work.

There is no exclusivesingle factor effecting or influencing an individual's well-being, Generally, well-being is dependent and associated with fulfillment of basin needs/ resources, health, social and personal relationships, financial strength.

Well-being is a fundamental concept in positive psychology. Positive psychology is inclusive of Eudaimonia, 'doing good' attribute of happiness. Aristotle's defined eudaimonia as a "pursuit of virtue, excellence, and the best within us" (Huta& Waterman, 2014; pp. 1426). Aristotle believed that, "happiness came from living a life aligned with virtues" (Hursthouse, 1999)." Martin Seligman referred to "the good life" as "using your signature strengths every day to produce authentic happiness and abundant gratification." Martin Seligman referred to "the good life" as "using your signature strengths every day to produce authentic happiness and abundant gratification"

Theories of well-being try propagate the significance of different well-being forms. Hedonistic theories associated well-being with the balance of pleasure over pain. Desire theories relate well-being with desire-satisfaction: the higher the number of satisfied desires, the higher the well-being. Objective list theories condition that a person's well-being rely on a list of factors that may include both subjective and objective elements.

The World Health Organisation term well-being as "the state in which an individual realises his or her own abilities, can cope with normal stresses of life, can work productively, and is able to make a contribution to his or her own community". Wellbeing involves having positive self image and esteem.

There have been various studies having the relevancy , like Vacek, K.R at. el (2014) in his research study concluded that Hope, optimism, and self-esteem were significant predictors of subjective well-being.Ahmad Wani (2018) shared in his research that the respondents having pessimism had reported high depression and low psychological well-being than who had reported optimism.Souri and Hasanirad 2011depicted that psychological well-being is influenced by personal characteristics such as resilience. Results also showed that individual's optimism can to some extent provide for psychological well-being regardless of his/her degree of resilience. Agarwal and Melhotra 2019investigated the relationship between optimism, resilience and psychological well-being among young adults. The results depicted significant and positive relationship between all the variables. Chamuah 2019 concluded that University students' mental health can be significantly influence by self – esteem, resilience and learned optimism.

The purpose of this investigation is to find the effect of learned optimism on well-being among adolescents. Researcher's Hypothesis 1 stated that there would be significant impact of learned optimism on adolescents' well-being. Hypothesis 2 stated that there would be no significant impact of gender on adolescents' well-being.

OBJECTIVE
1. To analyse the effect of learned optimism on well-being of adolescents.

2. To analyse the effect of gender on well-being of adolescents.
3. To investigate the impact of learned optimism, and gender on the well-being of adolescents.
4. To find the relationship among learned optimism and gender on the well-being of adolescents.

HYPOTHESIS
1. There will be a significant impact of learned optimism on well-being of adolescent.
2. There will be a significant impact of gender on the well-being of adolescents.
3. There will be a significant positive effect of learned optimism and gender on the well-being of adolescents.
4. There will be significant positive relationship among adolescents' learned optimism, gender and well-being of adolescents.

2. METHODOLOGY
Study design
More than two group research design is used as learned optimism is measured at three levels, i.e. low, medium and high and gender is categorized as male and female.

Sample
Out of a population of 821, 553 adolescents between age group of 12 to 19, from Telangana state, India, comprised the sample.

Tools of the study
Well-Being Index *Vijayalaxmi Chouhan* and Dr. Varsha sharma (2016) to measure resilience and well-being respectively. Prof. (Dr.) Vijayalaxmi Chouhan and Dr. Varsha Sharma developed this psychological test. This test consists 50 statements among these 32 statements are positive and 18 are negative. All these statements are related to emotional well-being, social wellbeing, psychological well-being, spiritual well-being, self-awareness and physical well-being. This is five-point Scale. The items can be responded to by selecting from options. These options are- always, often, sometimes, rarely and never. Test-retest reliability of the scale is 0.71 and the validity of the scale is 0.85.
Psychological test - Learned optimism scale developed by by Pethe, Dhar, Upinder Dhar and Chaudhuri (2010) was used to measure learned optimism. The test consist 22 statements. No reverse scoring is needed. This is a five-point scale. The options are strongly disagree, disagree, neutral, agree and strong agree. Split-half reliability is 0.99.

Administration Procedure

Participants were instructed to be relaxed and circle the rating scale between one to five. "One being strongly disagree and five being strongly agree. They were asked to answer all questions. There is no right or wrong answer. They were requested to answer spontaneously after reading each item. There was no time limit; however it usually takes around 10 minutes."

3. RESULTS

Two-way ANOVA, correlation and multiple regression analysis is applied to test the hypotheses.

Table 1: Shows Mean, stand deviation and frequency of Resilience, Education on dependant variable Well-Being.

Learned Optimism		Mean	Std. Deviation	N
High	Male	194.22	16.403	46
	Female	198.17	11.731	121
	Total	197.08	13.250	167
Medium	Male	183.24	14.594	147
	Female	185.46	14.600	224
	Total	184.58	14.619	371
Low	Male	166.10	15.198	10
	Female	149.00	24.769	5
	Total	160.40	19.834	15
Total	Male	184.88	16.231	203
	Female	189.33	15.830	350
	Total	187.70	16.108	553

Table 1 shows that Independent Variable learned optimism and gender. Out of 553 samples, 167 participants have high learned optimism, 371 have medium and 15 have low learned optimism. The sample comprises 203 male and 350 female. Low Learned optimism and female has the least mean (149.00) (24.769).

Table2 : Shows Two-way Analysis of Variance of Learned Optimism and Gender on adolescents' Well-being

Source	SS	df	MS	F	P
Learned Optimism	25308.776	2	12654.388	61.919	.000
Gender	349.554	1	349.554	1.710	.191
Learned Optimism * Gender	1344.347	2	672.173	3.289	.038
Within	111790.387	547	204.370		
Total	19626088.000	553			

a. R Squared = .219 (Adjusted R Squared = .212)

A two-way ANOVA revealed that there was a statistically significant interaction between the effects of learning optimism and gender (F (2, 547) = 3.289, p = .038). Simple main effects analysis showed that learned optimism has statisticalsignificant effect on well-being (p <0.001). Hence, the hypothesis predicting significant impact of learned optimism on well-being of adolescent is accepted as warranted by the results.

Simple main effects analysis showed that gender shows that there is nostatistical significant effect on well-being (p = 0.191).Hence, the hypothesis predicting significant impact of gender on well-being of adolescent is not accepted as warranted by the results.

However Learned optimism and gender together show significant positive effect on well-being of adolescents (p<0.05), Hence, the hypothesis predicting significant impact of learned optimism and gender on well-being of adolescent is accepted as warranted by the results.

High learned optimism has high mean (196.195) contribute to higher well-being when compared to medium (184.349) and low learned optimism (157.55). Male have higher mean (181.185) than female (177.544), revealing that male have higher well-being than female.

(I) Learned Optimism	(J) Level	Mean Difference (I-J)	Std. Error	Sig.
High	Medium	12.50*	1.332	.000
	Low	36.68*	3.853	.000
Medium	High	-12.50*	1.332	.000
	Low	24.18*	3.765	.000
Low	High	-36.68*	3.853	.000
	Medium	-24.18*	3.765	.000

As mean difference between high learned optimism group and low learned optimism group, high learned optimism group and medium learned optimism group, and medium learned optimism group and low learned optimism group is significant at 0.01 level. It may be said that subjects at high learned optimism (196.195) have better well-being compared to subjects with low learned optimism (157.55).

Table 3: Shows Pearson Correlation analysis of Well-Being, Learned Optimism and Gender.

	Well-being	. Learned Optimism	Gender
1.Well-being	-		
2. Learned Optimism	.540**	-	
3. Gender	.133**	.172**	-

Pearson correlation coefficient was computed to assess the linear relationship between well-being, learned optimism and gender. There was a moderate positive statistical significant correlation between well-being and learned optimism, $r(551) = (.540)$,$p<.001$. There was very low positive statistical significant correlation between well-being and gender, $r(551)= (.133**)$, $p=.001$. There was a very low positivestatistical significant correlation between learned optimism and gender, $r(551) = (.172**)$, $p=.001$. Hence H4 is accepted.

Table 4: Multiple Regression Analysis of Learned optimism and Gender on adolescents' Well-Being.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.446ᵃ	.199	.196	14.440	.199	68.457	2	550	.000
a. Predictors: (Constant), Gender, LearnedOptimism									

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28546.621	2	14273.310	68.457	.000ᵇ
	Residual	114675.549	550	208.501		
	Total	143222.170	552			

a. Dependent Variable: WELLBEING
b. Predictors: (Constant), Gender, LearnedOptimism

Coefficients^a

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	207.644	3.262		63.646	.000		
	LearnedOptimism	-13.767	1.233	-.431	-11.167	.000	.978	1.022
	Gender	2.331	1.288	.070	1.810	.071	.978	1.022

a. Dependent Variable: WELLBEING

Table-7 shows multiple linear regression. It is used to test if learned optimism, gender can significantly predict well-being. The fitted regression model is: Well-being = --0.431(Learned Optimism) + 0.070(Gender). To analyse the hypothesis the researcher employed MRA of 95% confidence intervals. It was found that learned optimism significantly predict well-being (β = -0.431, t = -11.167, *P<0.001*). Hence hypothesis 1 is accepted. Gender did not predict well-being (β = 0.070, t = 1.810, P = 0.071. Hence hypothesis 2 is not accepted. The overall regression was statistically significant {$F_{(3, 536)}$ = 68.457, P< 0.001. Ajd R^2 = 0.196 and R^2 Change= 0.199}. Hence hypothesis 3 is accepted. The collinearity statistics show that Learned optimism and Gender have good tolerance and variance inflation factor (0.0.978, 1.022; 0.0.978, 1.022) respectively

4. DISCUSSION
The purpose of the investigation is to find the effect of learned optimism on well-being among adolescents. Researcher's H1 stated that there would be significant impact of learned optimism on adolescents' well-being. H2 stated that there would be no significant impact of gender on adolescents' well-being.
In line with the hypothesis it is found that there is significant effect of learned optimism on adolescents' well-being. However it is found that there is no statistical significant effect of gender on adolescent's well-being. Hence H1 and H2 both are accepted. The results depict that highlearned optimism is associated with higher well-being and vice a versa. The study showed the significance impact of interaction of leaned optimism and gender on well-beng of adolescents during COVID 19. Hence H3 is accepted. The correlation analysis drew significant relation between well-being, learned optimism and gender. And Learned optimism and gender predicted well-being of adolescents. Hence H3 and H4 are also accepted.

RECOMMENDATIONS
Further research is needed to establish significant empirical investigations in associations with other elements of positive psychology and multiple factors like educational, economic, family support, social environment etc that will broaden the scope and significance to enable adolescents get to learn optimism and face adversities as opportunity and become an effective self manager especially during difficulties.
There is an urgent need of psychologist and counselors to intervene into students though psychological counseling, psychometric tests to assess and assist accordingly.

LIMITATTIONS
The result is limited to only two independent variables, namely learned optimism and gender. However there are multiple elements, factors and dimenstions of positive psychology and various social, economic, domestic, educational factors that may affect or influence well-being.

CONCLUSION
The research aimed at finding the effect of learned optimism and education on adolescents' well-being based on the quantitative analysis of self report responses given by the adolescents, it is concluded that learned optimism has significant effect on well-being. The higher the level of

resilience, the higher the well-being. Resilience and well-being are directly proportional to each other.The present research extends previous research that are linked to learned optimism and well-being and can be applied in the context of school-based intervention programs to promote positive mental health in schools.

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