HAPPINESS, LOCUS OF CONTROL AND LEARNED OPTIMISM AMONG UNIVERSITY STUDENTS

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ABSTRACT:

Aim: Locus of control is a personality construct and an expectation about fundamental causes of events in a person's life, particularly, whether causes of events are internal and influenced by personal action, or external and influenced by outside forces such as luck, fate or other people." Learned optimism is a sense of enthusiasm, confidence and control, which develops once one achieves small successes. Happiness is a positive emotional state. It involves the detailed evaluation of one's current position in the world. The present research was executed to elucidate the role of self –efficacy and learned optimism in happiness of university students. Design: The sample consisted of 60 students studying post-graduate courses in a university. They were assessed by locus of control scale, learned optimism scale and happiness scale. Results: The results of correlation coefficient indicated that all of the studied variables were positively significantly correlated with happiness. Also, the regression analysis showed that locus of control and learned optimism could predict happiness significantly. The implications and limitations of the research are discussed. Conclusion: On the basis of the findings in the present study we may conclude that locus of control and learned optimism are influential factors in happiness of university students.
KEYWORDS: *locus of control, learned optimism, happiness and students in university.*

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 locus of control and learned optimism contribute to the happiness in university students.

LOCUS OF CONTROL

Locus of control is a personality construct and an expectation about fundamental causes of events in a person's life, particularly, whether causes of events are internal and influenced by personal action, or external and influenced by outside forces such as luck, fate or other people." Internal locus of control refers to the perception of positive and/or negative

events as being an outcome of one's own actions and thereby under personal control. External locus of control refers to the perception of positive and/or negative events as being unrelated to one's own behaviour in certain situations and therefore beyond person's control.

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 kind of actions he/s can 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 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.

April et al., (2012) studied the impact of locus of control on the level of happiness of an individual. The research results conclude that happiness is achieved by individuals with a balanced locus of control expectancy –a mix of internal and external locus of control, known as 'bi-local expectancy'.

Batik et al.,(2017) said that this research was conducted to study the forgiveness and subjective happiness level of university students in terms of gender, faculty, grade, residence, and parental attitudes, and to understand the role of forgiveness on subjective happiness. The results show that forgiveness was found as a determinant of subjective happiness.

Flynn et al., (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.

Hong (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.

Kumarvelu (2018) found that internal locus of control had a positive and significant relationship with academic achievement of school students.

Lyubomirsky et al., (2006) found out that happy people are able to achieve across various life divisions.

Pannells & Claxton (2008) studied the relationship between happiness, creative ideation, and locus of control among students .The results reveal that a significant difference on the happiness with individuals with internal locus of control, creative ideation was positively correlated with happiness and internal locus of control was positively correlated with creative ideation.

Sari et al.,(2019) found that internal locus of control and social support are negatively correlated with academic procrastination.

Saricam et al.,(2019)found that academic locus of control and positive thinking skills are predictors of grit among students.

Siddiquah et al., (2019) undertook a study to identify the effect of different variables on the locus of control of secondary school students. Results revealed that "external social" and "external other" loci of control of female students were significantly higher than the male students. "External other" locus of control of younger age group (12-to-14-year) and lower grade level (9th) students was significantly higher than the students of older age groups (16-to-17 and 18-to-19-year-old) and higher grade level (10th) students. "Internality" and "other externality" of arts group students were significantly higher than the science group students. Family income was found to have significant effect on "external social" locus of control. However, the effect was not decisive as "social externality" of students of only one low-income group was significantly higher than the students of a high family income group.

OBJECTIVES:

• To study the relationship between locus of control, learned optimism and happiness among students in University.

• To assess the role of Internal and external locus of control and learned optimism on happiness among students in University.

Hypotheses

• There is a positive and significant relationship between internal and external locus of control, learned optimism and happiness among students in University.

• There is a positive and significant contribution of internal and external locus of

control on happiness among students in University.

• There is a positive and significant contribution of learned optimism on happiness among students in University.

METHODS:

Sample

Participants: Sample of the study consisted of 60 students; their age range was 20 to 25.There are 30 males and 30 females. They were selected by random sampling technique from a University.

Tools

Locus of control Scale

Locus of control scale developed by Bhutia and Nongtdu(2018) was used. There are 40 statements based on one's behavior. There are five responses 1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree.

Learned Optimism Scale

Learned optimism scale developed by Pethe, Chaudhari, Dhar and Upinder Dhar(2000) was used. This scale has set of 22 statements related to one's behavior Five possible modes of responses are provided, such as: Strongly agree, agree, disagree and strongly disagree. Higher the scores, higher is the learned optimism.

Happiness Scale

Happiness scale developed by Rastogi and Moorjani (2017) was used. This scale has set of 62 statements related to one's behavior Five possible modes of responses are provided, such as: Strongly agree, agree, disagree and strongly disagree. Higher the scores, higher is the happiness.

Procedure The students were approached and asked to complete the questionnaires of self-efficacy, learned optimism and happiness. All the respondents were also told that their anonymity will be preserved and their responses will be confidential. After that questionnaires were collected from the respondents and scored manually.

RESULTS AND DISCUSSION

Ha1: There will exist a positive correlation between internal locus of control and the happiness in university students

Table 1: Pearson's correlation coefficient among the internal locus of control and the happiness in university students (n=60)

Measures	Internal locus of control	Happiness
Internal locus of control	1	0.405**
Mean	98.78	235.97
SD	9.482	10.797

** Significant at the 0.01 level * Significant at the 0.05 level

The Pearson's coefficient of correlation was computed to measure the relationship between internal locus of control and happiness in university students. It was found that internal locus of control had a significant positive correlation with happiness (r=.405, p=<0.01). The mean and SD scores on internal locus of control (M=98.78 & SD=9.482) and happiness (M=235.97, SD=10.797). Thus the hypothesis that there will exist a positive correlation between internal locus of control and the happiness in university students is accepted.

Ha2: There will exist a positive correlation between external locus of control and the happiness in university students

Table 2: Pearson's correlation coefficient among the external locus of control and the happiness in university students (n=60)

Measures	External locus of control	Happiness
External locus of control	1	0.430**
Mean	79.58	235.97
SD	7.872	10.797

** Significant at the 0.01 level * Significant at the 0.05 level

The Pearson's coefficient of correlation was computed to measure the relationship between external locus of control and happiness in university students. It was found that external locus of control had a significant positive correlation with happiness (r=.430, p=<0.01). The mean and SD scores on external locus of control (M=79.58 & SD=7.872) and happiness (M=235.97, SD=10.797). Thus the hypothesis that there will exist a positive correlation between external locus of control and the happiness in university students is accepted.

Ha3: There will exist a positive correlation between learned optimism and the happiness in university students

Table 3: Pearson's correlation coefficient among the learned optimism and the happiness in university students (n=60)

Measures	Learned optimism	Happiness
Learned optimism	1	0.535
Mean	85.25	235.97
SD	6.158	10.797

** Significant at the 0.01 level * Significant at the 0.05 level

The Pearson's coefficient of correlation was computed to measure the relationship between learned optimism and happiness of university students. It was found that learned optimism had a significant positive correlation with happiness (r=.535, p=>0.01). The mean and SD scores on learned optimism (M=85.25 & SD=6.158) and happiness (M=235.97, SD=10.797). Thus the hypothesis that there will exist a positive correlation between learned optimism and the happiness in university students is accepted.

Ha4: There will exist a predictive value of internal locus of control, external locus of control, learned optimism in relation to the happiness in university students.

Table 4: Stepwise multiple regression analysis predicting the happiness from internal locus of control, external locus of control and learned optimism (N=60)

Predictors	☐	R	R Square	Adjusted R Square	t-value	F
Internal locus of control	0.237				1.476	
External locus of control	0.444	0.503	0.253	0.213	2.482**	6.317**
Learned optimism	0.218				0.983	

** Significant at the 0.01 level   * Significant at the 0.05 level

Table 4 showed that stepwise regression revealed a significant model of happiness, F=6.317, p=.000, which explained 21% of the variance (Adjusted R^2=0.213). In the model, Internal locus of control (☐=0.237), t=1.476 (p<0.01), External locus of control (☐=0.444), t=2.482 (p<0.01) and Learned optimism (☐=0.218), t=0.983 (p>0.01) emerged as a significant predictor for happiness. Thus the hypothesis that there will exist a predictive value of learned optimism, internal locus of control and External locus of control in relation to the happiness in university students is proved.

CONCLUSION:

Consequently, it is concluded that locus of control (internal and external) and learned optimism are positively and significantly correlated with happiness. It is also concluded that locus of control (internal and external) and learned optimism are having significant variance on happiness of students. It means that the people having greater level of internal and external locus of control most probably experience better happiness and vice versa. Because, people who have high level of learned optimism are expected to tackle bad circumstances more conveniently as compare to low level of learned optimism. So that it may inferred that people are having high internal and external locus of control and high level of learned optimism may also have higher level of happiness.

SUGGESTION

The findings of study show a glimpse of the impact of student's locus of control and learned optimism on happiness. However, more researches are needed to study the moderating factors of happiness among different professions, culture as well as age groups. The findings of students could be compared with those found in other area of the world to decode similarities and differences.

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