

To Study the Comparison between Stress, Life Satisfaction and Happiness between Transferable and Non-Transferable School Going Students

Vipan Chaudhary^{1*}

ABSTRACT

The investigation was aimed to study the level of stress, life satisfaction and happiness among students whose parents are in transferable job and students whose parents are in non-transferable job. The study was conducted on a sample of 60 which were divided into 30 children of transferable parent and 30 children of non-transferable parents. They were further subdivided equally into 15 males and 15 females under each section. The study was focused on age group of 14-16 years students. The scale of satisfaction with life by Diener, Cohen's perceived stress scale and self-import measures of happiness by Fordyce was used.

Keywords: *Stress, Life Satisfaction, Happiness Perceived Stress Scale*

Life satisfaction measures how people evaluate their life as a whole rather than their current feelings. Life satisfaction is when we think about the life as whole, life as big picture. Based on the research 'The Study of Life Satisfaction', quality of life is associated with living conditions, such as food, health, shelter, and so on (Veenhoven, 1996). By contrast, life satisfaction is defined as a state of emotion, like happiness or sadness. Life satisfaction and well-being can be defined and increased by engaging into activities one wants to flourish in. Life satisfaction is solely dependent on emotional states. Life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. It is one of three major indicators of well-being: life satisfaction, positive affect, and negative affect (Diener, 1984). Although satisfaction with current life circumstances is often assessed in research studies, Diener, Suh, Lucas, & Smith (1999) also include the following under life satisfaction: desire to change one's life; satisfaction with past; satisfaction with future; and significant other's views of one's life." (Beutell). Satisfaction is a state of mind. It is an evaluative appraisal of something. The term refers to both 'contentment' and 'enjoyment'. As such it covers cognitive- as well as affective-appraisals. Satisfaction can be both evanescent and stable through time. Life-satisfaction is

¹ Department of Psychology, PhD Scholar, Panjab University, Chandigarh, India

*Responding Author

Received: August 15, 2017; Revision Received: September 25, 2017; Accepted: September 30, 2017

To Study the Comparison between Stress, Life Satisfaction and Happiness between Transferable and Non-Transferable School Going Students

the degree to which a person positively evaluates the overall quality of his/her life as-a-whole. In other words, how much the person likes the life he/she leads?

Shin and Johnson (1978) define the life satisfaction that, it is a global assessment of person's quality of life by his own according to his or her own settled criteria of success. **Diener (1984)** Life Satisfaction is an overall assessment of one's feelings, attitudes, and behaviours by one's own from ranging positive to negative.

Stress

Stress (roughly the opposite of relaxation) is a medical term for a wide range of strong external stimuli, both physiological and psychological, which can cause a physiological response called the general adaptation syndrome, first described in 1936 by Hans Selye in the journal *Nature*. Selye was able to separate the physical effects of stress from other physical symptoms suffered by patients through his research. He observed that patients suffered physical effects not caused directly by their disease or by their medical condition. Selye described the general adaptation syndrome as having three stages:

1. *Alarm reaction*, where the body detects the external stimulus
2. *Adaptation*, where the body engages defensive countermeasures against the stressor
3. *Exhaustion*, where the body begins to run out of defenses.

Stress includes distress, the result of negative events, and eustress, the result of positive events. Despite the type, stress is addictive. If your dog dies and you win the lottery, one does not cancel the other, both are stressful events. Stress can directly and indirectly contribute to general or specific disorders of body and mind. Stress can have a major impact on the physical functioning of the human body. Such stress raises the level of adrenaline and corticosterone in the body, which in turn increases the heart-rate, respiration, blood-pressure and puts more physical stress on bodily organs. Long-term stress can be a contributing factor in heart disease, high blood pressure, stroke and other illnesses.

Some definitions of stress

Lazarus and Folkman (1984) who have defined it as "a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being." **Cox (1975)** considers that stress involves external stimuli, the physiological response to these stimuli, and psychological processes that mediate between stimulus and response. The psychological processes involve differences between individuals in their perception of the environmental demands and their own capacity to cope with them. "Environmental events or chronic conditions that objectively threaten the physical and/or psychological health or well-being of individuals of a particular age in a particular society," **Grant et al. (2003)**

Children from sole parent or separated families tend to have worse health, educational and behavioural outcomes than children from families with two cohabiting parents, although it is

To Study the Comparison between Stress, Life Satisfaction and Happiness between Transferable and Non-Transferable School Going Students

generally acknowledged that effect sizes are small and the differences are at least partially explained by economic and contextual factors (Amato 2004; Fergusson et al. 2007; Waldfogel et al. 2010; Osborne et al. 2012). Research has revealed that the vast majority of daily stressors experienced by adolescents pertains to conflicts with parents, peers, romantic partners, leisure time, the self, academic pressure, and the future (Seiffge-Krenke, Aunola & Nurmi 2009; Seiffge-Krenke et al. 2010; Stefanek et al. 2012). Girls tend to experience higher levels of daily stress compared to boys (Byrne, Davenport & Mazanov 2007; Jose & Ratcliffe 2004; Moljord et al. 2011; Piquart 2009; Stefanek et al. 2012), particularly in relation to interpersonal stressors (Charbonneau, Mezulis & Hyde 2009; Hampel & Petermann 2006; Seiffge-Krenke 2011).

Happiness

A formal definition of happiness; we know it when we feel it, and we often use the term to describe a range of positive emotions, including joy, pride, contentment, and gratitude. Many of them use the term interchangeably with “subjective well-being,” which they measure by simply asking people to report how satisfied they feel with their own lives and how much positive and negative emotion they’re experiencing. In her 2007 book *The How of Happiness*, positive psychology researcher Sonja Lyubomirsky elaborates, describing happiness as “the experience of joy, contentment, or positive well-being, combined with a sense that one’s life is good, meaningful, and worthwhile.” It captures the fleeting positive emotions that come with happiness, along with a deeper sense of meaning and purpose in life—and suggests how these emotions and sense of meaning reinforce one another.

Set point theory

Researchers have shown that our enduring level of happiness (H) is composed of our happiness set point (s), life circumstances (C) and intentional and volitional activities (v). The equation proposed by Martian Seligman known as equation of happiness is $H = S + C + V$. Sonja Lyubomirsky further attached percentage of these components. She suggested that our set point which is our predisposition to get affected by genes is 50%, life circumstances like stress, marital status, unemployment accounts for 10% and volitional activities i.e., activities that we like to do to change our happiness is 40%.

According to **Myers and Diener (1995)** happiness includes experience of joy, contentment, positive wellbeing combined with the feeling that life is good meaningful and worth living. According to **Carr (2004)**, happiness is a psychological scale characterised by high level of satisfaction with life, a high level of positive affect and a low level of negative affect. Findings have shown that higher levels of happiness among adolescents are associated with higher levels of physical activity (Moljord et al. 2011; Piqueras 2011), higher self-esteem (Baumeister et al. 2003; Cheng & Furnham 2003), more success in social relationships (Diener & Seligman 2002; Proctor, Linley & Maltby 2010), and better academic achievement (Proctor, Linley & Maltby 2010). Higher levels of happiness are also associated with fewer psychological problems (Proctor, Linley & Maltby 2010; Suldo & Huebner 2006) and

To Study the Comparison between Stress, Life Satisfaction and Happiness between Transferable and Non-Transferable School Going Students

behavioral problems (Suldo & Huebner 2006). Studies shows that adolescents' perceptions of happiness can change from year to year, from season to season, and from day to day (Csikszentmihalyi & Hunter 2003), as well as that sources of happiness are found to change as adolescents progress through adolescent development (Chaplin 2009). Though what makes adolescents happy varies according to the individual, empirical findings have shown that friendships play essential roles in adolescents' happiness (Chaplin 2009; Cheng & Furnham 2002; Csikszentmihalyi & Hunter 2003; Demir et al. 2007; Demir & Weitekamp 2007; Diener & Seligman 2002; O'Higgins, Sixsmith, & Gabhainn 2010), as well as family factors (Chaplin 2009; van de Wetering et al. 2010), romantic relationships (Demir 2008; Diener & Seligman 2002), and leisure-time factors (Chaplin 2009; Csikszentmihalyi & Hunter 2003; van de Wetering et al. 2010).

The association of gender and adolescents' level of happiness. A number of studies have revealed significant differences in happiness scores between boys and girls. Empirical findings have shown that girls often report being unhappier compared to boys (Levin, Currie & Muldoon 2009; Moljord et al. 2011), while other findings suggest that girls report being happier (Crossley & Langdrige 2005; Piqueras 2011). At the same time, studies have also found no gender differences in adolescents' level of happiness (Csikszentmihalyi & Hunter 2003; Mahon, Yarcheski & Yarcheski 2005; Natvig, Albrektsen & Qvarnstrøm 2003; van de Wetering et al. 2010).

Statement of the Problem

To study the comparison between stress, life satisfaction and happiness between transferable and non-transferable school going students.

REVIEW OF LITERATURE

Distress due to neglect, lack of physical intimacy and lack of affection by parents who migrated for work for at least six month resulted in low school performance, drop-out from school, conflicts with teachers and peers, anxiety, low self-esteem, a tendency to feel depressed, apathy, suicidal behavior, and substance abuse among the left-behind children (Valtolina and Colombo, 2012).

Children with one or two parents migrating experienced more loneliness compared with children with no parent migrating (Su et al., 2013). A qualitative study conducted in Sri Lanka showed that post-migration periods were shown to be of mixed benefit to left-behind families and children who suffer the negative effects of parental absence.

Parents should seek out ways of strengthening contact with their left-behind children so that secure attachment relationships may develop or continue. One study also indicates that the individuals reporting a higher level of parent-child communication also reported a higher level of life and school satisfaction and happiness (Su et al., 2013).

To Study the Comparison between Stress, Life Satisfaction and Happiness between Transferable and Non-Transferable School Going Students

Outcomes among children left behind by one or both of their rural-to-urban migrant parents compared to those living in non-migrant families showed that left-behind children were disadvantaged in health behavior and school engagement (Wen and Lin, 2012).

Left-behind groups had a lower score of self-concept and more psychological problems than the control group. The factors associated with self-concept and mental health and psychological problems in left-behind children were gender, age, grade, and the relationships with parents, guardians and teachers (Wang et al., 2014).

Hypotheses

1. There is no difference between stress among children of transferable parents and children of non-transferable parents.
2. There is no difference between life satisfaction among children of transferable parents and children of non-transferable parents.
3. There is no difference between happiness among children of transferable parents and children of non-transferable parents.
4. There is no difference between males and females on stress
5. There is no difference between males and females on life satisfaction.
6. There is no difference between males and females on happiness.

METHODOLOGY

Sample

A sample size of 60 was taken among them 30 where children whose parents were in transferable job and 30 where those whose parents were in non-transferable job. Sample was further bifurcated into males and females in equal proportion. Sample belonged to an age group of 14-16 years.

Procedure

The subjects selected for this study were personally approached by the investigators in order to seek their co-operation in the filling the forms frankly without reservation. All the subjects were assured that their answer would be kept strictly confidential. Data collected were analyzed statistically using t test were calculated.

Test and Tools Used

1. For life satisfaction, Satisfaction with Life Scale by Diener was used. A 5-item scale designed to measure global cognitive judgments of one's life satisfaction (not a measure of either positive or negative affect). Participants indicate how much they agree or disagree with each of the 5 items using 7-point scales that ranges from 7 strongly agree to 1 strongly disagree.
2. To assess stress, Cohen's perceived a stress scale was used. The scales had 10 questions with each item which is rated a 5-point scale ranging from never (0) to almost always (4).

To Study the Comparison between Stress, Life Satisfaction and Happiness between Transferable and Non-Transferable School Going Students

- To assess the level of happiness, the subject has to rate himself on the scale given by Fordyce. In this the subject has to rate themselves on a continuum of 1-10.

Instructions

The following instructions were given to the subjects regarding stress scale,” The following questions ask about your feelings and thoughts during the past month. In each question, you will be asked how often you felt or thought a certain way. Although some of the questions are similar, there are small differences between them and you should treat each one as a separate question. The best approach is to answer fairly quickly. That is, don t try to count up the exact number of times you felt a particular way, but tell me the answer that in general seems the best. For each statement, please tell me if you have had these thoughts or feelings: never, almost never, sometimes, fairly often, or very often.”

The following instructions are given to subjects regarding life satisfaction scale,” Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding. • 7 - Strongly agree • 6 - Agree • 5 - Slightly agree • 4 - Neither agree nor disagree • 3 - Slightly disagree • 2 - Disagree • 1 - Strongly disagree.”

The instruction given for the happiness scale was,” Rate how happy you feel with your life.”

RESULTS

Table 1: Showing the mean and standard deviation

Group Statistics

	V1	N	Mean	Std. Deviation
Stress	non transferable	30	19.33	5.839
	Transferable	30	18.23	5.964
Life Satisfaction	non transferable	30	23.70	4.617
	Transferable	30	21.67	4.589
Happiness	non transferable	30	6.90	1.626
	Transferable	30	7.17	1.555

Table 2: Showing t- score of children of transferable parents and children of non-transferable parents on stress, life satisfaction and happiness

Stress	Non Transferable	.722
	Transferable	
Life Satisfaction	Non Transferable	1.711
	Transferable	
Happiness	Non Transferable	-.649
	Transferable	

To Study the Comparison between Stress, Life Satisfaction and Happiness between Transferable and Non-Transferable School Going Students

**Table 3: Showing mean and standard deviation
Group Statistics**

	Gender	N	Mean	Std. Deviation
Stress	Males	30	18.63	5.672
	Females	30	18.93	6.170
Life Satisfaction	Males	30	22.10	4.589
	Females	30	23.27	4.770
Happiness	Males	30	7.20	1.349
	Females	30	6.87	1.795

Table 4: Showing t-scores of males and females on stress, life satisfaction and happiness.

Stress	Males	-.196
	Females	
Life Satisfaction	Males	-.965
	Females	
Happiness	Males	.813
	Females	

DISCUSSION

The investigation was aimed to study the level of stress, life satisfaction and happiness among students whose parents are in transferable job and students whose parents are in non-transferable job. The study was conducted on a sample of 60 which were divided into 30 children of transferable parent and 30 children of non-transferable parents. They were further subdivided equally into 15 males and 15 females under each section. The study was focused on age group of 14-16 years students. The scale of satisfaction with life by Diener, Cohen's perceived stress scale and self-import measures of happiness by Fordyce was used.

Table2: shows the t scores for level of stress, life satisfaction and happiness among students whose parents are in transferable job and whose parents are not in transferable job.

The t score of stress came out to be .722 which is less than the table value at both the 0.05 and 0.01 level of significance i.e. 2.0 and 2.60 respectively. Therefore, we accept our hypothesis that there is no difference between stress among children of transferable parents and children of non- transferable parents.

The t score for life satisfaction came out to 1.711 which is less than the table value at both the 0.05 and 0.01 level of significance i.e. 2.0 and 2.60 respectively. Therefore, we accept our hypothesis that there is no difference between life satisfaction among children of transferable parents and children of non- transferable parents.

The t score of happiness came out to be -.649 which is also less than the table value at both the 0.05 and 0.01 level of significance i.e. 2.0 and 2.60 respectively. Therefore, we accept our hypothesis that there is no difference between happiness among children of transferable parents and children of non- transferable parents.

To Study the Comparison between Stress, Life Satisfaction and Happiness between Transferable and Non-Transferable School Going Students

Table 4: shows the level of stress, life satisfaction and happiness among males and females.

The t score for stress for males and females on stress came out to be -.196 which is less than the table value at both the 0.05 and 0.01 level of significance i.e. 2.0 and 2.60 respectively. Therefore, we accept our hypothesis that there is no difference between males and females on stress. The t score of males and females on life satisfaction came out to be -.965 which is less than the table value at both the 0.05 and 0.01 level of significance i.e. 2.0 and 2.60 respectively. Therefore, we accept our hypothesis that there is no difference between males and females on life satisfaction.

The t score of males and females on happiness came out to be .813 which is less than the table value at both the 0.05 and 0.01 level of significance i.e. 2.0 and 2.60 respectively. Therefore, we accept our hypothesis that there is no difference between males and females on happiness.

CONCLUSION

Parents should seek out ways of strengthening contact with their left-behind children so that secure attachment relationships may develop or continue. One study also indicates that the individuals reporting a higher level of parent–child communication also reported a higher level of life and school satisfaction and happiness (Su et al., 2013).

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest: The author declared no conflict of interest.

REFERENCES

- Buetell, N. (2006). *Life satisfaction, a Sloan Work and Family Encyclopedia entry*. Retrieved May 10, 2007, from the Sloan Work and Family Research
- Cohen, S. and Hoberman, H.M. (1983) Positive Events and Social Supports as Buffers of Life Change Stress. *Journal of Applied Social Psychology*, 13, 99-125.
- Francis, A, Rosa, P. L., Sankaran, L, Rajeev. *social work practice in mental health cross cultural perspectives*, Publisher: Allied Publishers., pp.204-21.
- Lyumorsiky, S. (2008). *The how of happiness*. New York: Penguin Publishers.
- Seligman, M. (2002). *Authentic happiness*. New York: The free Press.
- Su, S., Li, X., Lin, D., Xu, X. and Zhu, M. (2013). Psychological adjustment among left-behind children in rural China: The role of parental migration and parent-child communication. *Child Care Health Dev*, 39(2), 162–170. doi: 10.1111/j.1365-2214.2012.01400.x

To Study the Comparison between Stress, Life Satisfaction and Happiness between Transferable and Non-Transferable School Going Students

- Valtolina, G.G. and Colombo, C. (2012). Psychological well-being, family relations and developmental issues of children left behind. *Psychol Rep*, 111(3), 905–928. doi: 10.2466/21.10.17.pr0.111.6.905-928
- Wang, Ling, L., Su, H., Cheng, J., Jin, L. and Sun, Y.H. (2014). Self-concept of left-behind children in China: A systematic review of the literature. *Child Care Health Dev*. doi: 10.1111/cch.12172
- Wen, M. and Lin, D. (2012). Child development in rural China: Children left behind by their migrant parents and children of nonimmigrant families. *Child Dev*, 83(1), 120–136. doi: 10.1111/j.1467- 8624.2011.01698.x

How to cite this article: Chaudhary V (2017). To Study the Comparison between Stress, Life Satisfaction and Happiness between Transferable and Non-Transferable School Going Students. *International Journal of Indian Psychology*, Vol. 4, (4), DIP:18.01.150/20170404, DOI:10.25215/0404.150