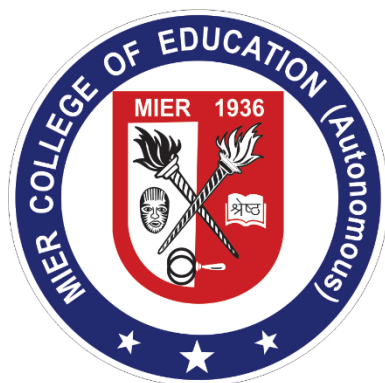


**A STUDY OF RELATIONSHIP BETWEEN RESILIENCE
AND PSYCHOLOGICAL WELL-BEING AMONG
YOUNG ADULTS**



DISSERTATION

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**Submitted
in partial fulfilment of the requirements for the
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CERTIFICATE

This is to certify that Ms. Zeenat Aabdiya student of B.A. Honours Psychology Semester V, Session 2021-2024, bearing Roll No 2108015 has worked under supervision of Ms. Sonika Kumari on Project entitled “A study of relationship between resilience and psychological well-being among young adults”. Her mini project is fit for submission, in partial fulfillment of their requirements for the award of the Degree in B.A. Honours psychology.

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CHAPTER 1

INTRODUCTION

Young adulthood is that period of human's life duration which is exactly amidst of adolescence and complete adulthood and which is confined to late adolescence and early adulthood (Arnett, 2000). Young adults are the individuals who choose to attend college or universities for their studies, do not have children, are not financially independent and many physical, social, psychological changes take place at this stage of life. In a psychological sense, young adults are expected to play new roles in the society, make adjustments, make plans to attain one's goals, understanding one's own emotion and psychologically embracing one's own self. Basically, it is the stage of "settling down." Arnett (2000) explained "emerging adulthood is the distinct period between 18 and 25 years of age where adolescents become more independent and explore various life possibilities." Young adulthood undergoes indifferent and uncertain continuous changes (Ludwig, 2010). Some psychologists consider that twenty plus have to encounter "identity exploration, instability, self-focus, and feeling in-between" (Marantz Henig, 2010). It was suggested that this span is "roleless role" the reason for this is young adults have to perform multiple tasks but are not controlled by any kind of "role requirements" (Arnett, 2000).

Conceptualized by the “psychology professor Jeffrey Arnett”, young adulthood diversely known as "transition age youth", (Sheidow & McCart, 2016) & (Alexander, Jemmott, Teitelman & D'Antonio, 2015) "delayed adulthood", (Johnson, Crosno & Elder Jr, 2011) "extended adolescence", "youthhood", (Engelberg, 2013) "adultolescence", and "the twixter years" (Smith, Christoffersen, Davidson & Herzog, 2012). Out of diverse terminologies, "emerging adulthood" has been admired by the psychologists and the government firms; the best approach to classify this human development span between adolescence and adulthood (Peters, 2013), (Davis, Koroloff & Ellison, 2012) & (Walker, 2015).

In accordance with different terminologies which provide the insight that this period of human life is basically a "last hurrah" of adolescence, "emerging adulthood" identifies the distinctiveness of this span of human development (Smith, Christoffersen, Davidson & Herzog, 2012). The phrase "young adulthood" advocates that the adulthood has been emerged however the majority of individuals in this span neither regard themselves as adolescents nor as full-fledged adults; basically, this is the stage of identity exploration (Arnett, 2000). In the earlier generations; completing schools, discovering some employment, getting united in wedlock, child bearing etc undoubtedly considered as stepping into adulthood but now a days after industrial revolution; the modern generation firstly pursue career then think of marriage. The standard

age of wedlock has been delayed and the time lag amidst of adolescence and full-fledged adulthood has been stretched (Milevsky, Thudium & Jillian, 2014). So, basically young adults at this stage are in the course of acquiring education, enjoying singlehood, exploring life, attaining goals and achieving ultimate well-being.

Young adulthood is one of the crucial phases of human development as every day young adults are striving for maximizing their level of well-being to live long, joyful and healthy life. Living a balanced life leads to improved health, personal growth, and improved quality of life. Mind, body and spirit; all of these need to be taken care to achieve balance in life. There are so many factors such as nutrition, exercise, sleep, leisure activities, self-regulation, stress-coping methods, nature connection, healthy relationships, psychological capital, vitality, socioeconomic status, society, career, success etc which affects one's well-being. If young adults take responsibility of their own well-being, they can improve their well-being on a daily basis though. One's state of well-being is influenced by certain factors including leisure activities or proper utilization of free time, nature connection or spending quality time in natural settings and psychological capital or benefits of being hopeful, efficacious, resilient and optimistic; so young adults should inculcate these things in one's own self for enhancing well-being.

Resilience

Life is full of challenges that may range from daily hassles to major life events. Resilience is an ability to thrive in the face of challenges or adverse circumstances. It is an important testament to human strength which enables people to bounce back while facing challenges. The word resilience has been derived from the Latin verb “resilire” meaning “to spring back”. Oxford English dictionary defines resilience as “being able to withstand or recover quickly from difficult conditions”.

According to Masten and Reed (2002), those who face high level of risk as well as show high level of competence are labelled as resilient individuals. The construct of resilience has been defined as a trait, capacity, process and as an outcome.

According to Masten et al. (1990) “It is the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances”.

Gorden et al. (1995) define resiliency as “an ability to succeed, mature, and gain competence in a context of adverse circumstances or obstacles”.

American Psychological Association (2014) gives a broad definition: “the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress such as family and relationship problems,

serious health problems, or workplace and financial stressors. It means bouncing back from difficult experiences”.

Resilience has been found to be related to well-being and happiness. Coutu (2002) describes three characteristics of resilient individuals. According to him resilient individual is one who accepts the reality, strongly believes that life is meaningful and has the ability to improve. Souri and Hasanirad (2011) in their study on medicine students found that resilience predicted psychological well-being, and optimism played a minor mediation role in this. Another study by Panchal et al. (2016) on undergraduates of age range of 18 to 25 years found a significant positive correlation of well-being and resilience. They also found resilience as a good predictor of well-being with 21% of variance.

Factor related to resilience

Several factors are found to modify the negative effects of adverse life situations. Many studies show that the primary factor is to have relationships that provide care and support, create love and trust, and offer encouragement, both within and outside the family. Additional factors are also associated with resilience, like the capacity to make realistic plans, having self-confidence and a positive self image, developing communications skills, and the capacity to manage strong feelings and impulses.

Another protective factor is related to moderating the negative effects of environmental hazards or a stressful situation in order to direct vulnerable

individuals to optimistic paths, such as external social support. More specifically, Werner (1995) distinguished three contexts for protective factors: (1) personal attributes, including outgoing, bright, and positive self-concepts; (2) the family, such as having close bonds with at least one family member or an emotionally stable parent; and (3) the community, like receiving support or counsel from peers.

Besides the above distinction on resilience, research has also been devoted to discovering the individual differences in resilience. Self-esteem, ego-control, and ego-resiliency are related to behavioral adaptation. For example, maltreated children who feel good about themselves may process risk situations differently by attributing different reasons to the environments they experience and, thereby, avoid producing negative internalized self-perceptions. Ego-control is "the threshold or operating characteristics of an individual with regard to the expression or containment" (Block & Block, 1980, p. 43) of their impulses, feelings, and desires. Ego-resilience refers to "dynamic capacity, to modify his or her model level of ego-control, in either direction, as a function of the demand characteristics of the environmental context" (Block & Block, 1980, p. 48).

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- The ability to cope with stress effectively and in a healthy manner
- Having good problem-solving skills
- Seeking help
- Holding the belief that there is something one can do to manage your feelings and cope
- Having social support
- Being connected with others, such as family or friends
- Self-disclosure of the trauma to loved ones
- Spirituality

- Having an identity as a survivor as opposed to a victim
- Helping others
- Finding positive meaning in the trauma

Focus on Adult Personal Resilience

Another distinction that needs to be made is that the present theory focuses on adult resilience. Howard, Dryden, & Johnson, (1999) present theory as pointed out by other writers and in numerous reviews; most research on resilience had been dedicated to the study of children. Cicchetti & Tucker, (1994) said that but resilience is not limited to children and, as a personal construct, resilience manifests throughout a person's life, such that there is an indisputable need to study and understand resilience among adults (Luthar, Cicchetti, & Becker, 2000). Bandura, (1989) said that Personal resilience being internal, the literature indicates that it is multifaceted, and suggests that it refers to being determined to survive, Rutter, (1987) said that being able to endure hardships, Bonanno, (2004) said that adapt to changing conditions , or Tugade & Fredrickson, (2004) according to recover from adversity . Thus, based on the literature, the concept is defined: "Adult personal resilience is a multifaceted construct that includes a person's determination and ability to endure, adapt, and recover from adversity." This reveals that there are four dimensions of adult personal resilience, which, in order to capture the domains of personal resilience derived from the literature, are named: Determination, Endurance, Adaptability,

and Recuperability. To build a more complete theory of adult personal resilience.

Psychological Well-Being (PWB)

Psychological Well-being (PWB) is an umbrella term that is usually described by the terms such as happiness, life satisfaction, peace and fulfilment. It combines hedonic and eudemonic approaches. Psychological well-being is determined by how well we function and adapt. Carr (2002) defines psychological well-being as the achievement of one's full psychological potential. According to Huppert (2009) "Psychological wellbeing is about lives going well. It is the combination of feeling good and functioning effectively". PWB includes an individual's cognitive and emotional evaluation of his/her life. Bradburn's (1969) explains psychological wellbeing by distinguishing between positive and negative effect. According to him the more the positive affect dominates over negative effect, the higher the psychological well-being experienced by an individual. Thus, there is affective domain of psychological well-being. Another view explains life satisfaction as the key indicator of well-being, thus showing the cognitive aspect (Bryant & Veroff, 1982). Ryff (1989) explained six dimensions of psychological well-being by combining affective and cognitive components of PWB. She developed an instrument that is popular among researchers. These dimensions are explained here:

- a) Autonomy: It relates to having independent attitudes free of fears and beliefs set forward by masses and regulating behaviour from within.
- b) Environmental mastery: It is the ability to alter or to manage one's life circumstances to suit one's own needs. It is done by creatively engaging in physical or mental activities.
- c) Personal growth: It is related to Maslow's theory of self-actualization (Ryff & Singer, 2008). It includes being open to new experiences and developing one's potentials to grow.
- d) Positive relations with others: It is related to having compatible and satisfying quality relationships and feeling mutual compassion with other individuals. The relations based on trust and ability to love others adds to the well-being.
- e) Purpose in life: It relates to having intentions, goals and self-direction. It relates to meaning making by overcoming obstacles in life.
- f) Self-acceptance: It refers to looking at oneself with a positive perspective by having a positive attitude towards oneself and one's past life.

Positive emotion mainly involves momentary experiences; subjective states of pleasure; directed toward attainment of personal desires; and aim to reach desired objectives. Eudaimonic theorists advised to facilitate that all the objectives or purposes do not lead to happiness when achieved, but a person can value them. Aristotle was the first one to oppose that "happiness as the mere

fulfillment of physical desires. He argued that true happiness is found in the expression of virtue. One should do what is worth of doing.” Seligman (2002) said that “positive emotion may also involve other components, such as, living a meaningful and engaged life and experiencing life in a way that promotes positive attitudes and meaning” (Diener and Diener, 1995). The “eudaimonic perspective” concentrates on “meaning, self actualization, and the realization of one’s potential.” Waterman (1993) recommended that “true happiness occurs when one’s life activities are consonant with deeply held values.” This means, individuals feel happy when they are fully engrossed in their lives and getting meaning out of it that ultimately boosts the growth and development of the individuals. Ryff and Singer (1998b, 2000) concluded that “positive emotion or well-being is more than the attainment of pleasurable pursuits.” Furthermore, Ryan and Deci (2000) advocated that “self-realization is a component of positive emotion and stated that autonomy, competence, and relatedness are basic psychological needs of the human beings that must be fulfilled for one to experience fullest psychological well-being”.

Mayer and Salovey (1997) proposed that “all individuals vary in their ability to process information of their emotional nature and in their ability to relate emotional processing to a wider cognition”. Heck and Oudsten (2008) and Salovey (2001) gave the idea that those individuals who are “able to understand

and regulate their emotions” are generally “able to maintain a better outlook on life” and also experiences better psychological well-being.

Psychological well-being can be explained as “positive mental health” (Edwards, 2005). The studies have been indicating “psychological well-being” as basically the complex multifaceted conceptualization (MacLeod & Moore, 2000; Wissing & Van Eeden, 2002) that flourishes constantly with a blend of “emotional regulation, personality characteristics; identity and life experience” (Helson & Srivastava, 2001). “Psychological well-being” can amplify by way of maturity, enlightenment, sociability & awareness and reduces through instability (Keyes, Schmotkin and Ryff, 2002).

The very term psychological well-being is generally being conceptualized as a blend of the hedonic perspective (positive emotional state like happiness) and the eudaimonic perspective (individual’s carrying out activities with optimum efficacy in personal & societal arenas; Deci & Ryan, 2008). Huppert (2009) noted that “Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively.” Individuals with greater levels of psychological well-being found to be contented, cheerful, extrinsically motivated, proficient & many more. In addition, Huppert (2009) concluded that “the consequences of psychological well-being to include better physical health, mediated possibly by brain activation patterns, neuro-chemical effects and genetic factors.” Willis and Martin (2005) acknowledged that

“psychological well-being is conceptualized as life satisfaction, purpose, mastery and future expectations.”

Factors influencing well-being

Each and every situation of human life is influenced by the state of well-being. There are so many factors which influences an individual's well-being and these are as follows:

- Peace of mind
- Interpersonal relationships
- Sound sleep
- Spirituality
- Yoga and meditation
- Leisure
- Vitality
- Optimistic outlook
- Positive capacities
- Nutritious and balanced diet
- Exercise
- Financial stability
- Meaning in life
- Mental health

- Career pursuits
- Happiness
- Nature connection
- Effective communication
- Social networks and many more

Well-being is not a solo concept rather it has two key elements including feeling good (such like happiness, enjoyment, contentment curiosity etc.) and functioning well within the world. Some of the significant attributes of well-being are experience of positive connect in relationships, have control over one's life and sense of meaning in life (Huppert, 2008).

Most of the definition of well-being highlighted its multi-dimensional nature and each of them acts and interact in such a way so that they contribute significantly towards the individual's quality of life. Above all these different dimensions, wellbeing also encourages individual to indulge actively to improve one's communication, develops meaningful relationships with significant others, establishes social networks which are supportive and maintain overall health.

Wellbeing and resilience

Wellbeing and resilience are important in preventing the onset of mental health problems as well as potentially lessening the severity of existing mental health problems. Wellbeing and resilience are vital to developing efficient

problem solving skills, building and maintaining interpersonal relationships and realistic goal setting, all of which greatly enhance an individual's ability to perform and contribute meaningfully in daily life.

Resilience is always important, but it can particularly equip people for times of change and stress such as:

- life transitions and changes, such as starting at a new school
- after the breakdown of a relationship, or a family
- if diagnosed with, or worried about a mental health problem (such as anxiety, or an eating disorder).

Good health is about more than just the absence of sickness. Focusing on wellbeing and building resiliency is important in establishing a holistic approach to health, addressing both physical and psychological states.

The World Health Organization defines wellbeing as “the state in which an individual realizes 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.

Resilience, which is directly related to wellbeing, is about having the ability to cope with and adapt to new situations. Having a sense of resilience and positive wellbeing enables a person to approach other people and situations with confidence and optimism, which is especially important for young people

given the enormous changes that occur with the transition into adolescence and adulthood.

In a practical sense developing and improving on setting realistic and achievable goals, problem solving and social skills all contribute to wellbeing and resiliency. Other important skills include identifying and becoming aware of one's own strengths and weaknesses.

Setting realistic, achievable and measurable goals is a great way to promote self-efficacy. Setting goals should be motivating. One way to increase motivation (and minimise feeling pressure or 'failure') is to set sub-goals, smaller and achievable related targets.

Understanding and avoiding negative self-talk as well as actively practicing positive self-talk, is an important tool for building self-esteem. Self-talk, which is essentially internal reflections on personal ability and/or image, can greatly influence self esteem and perceptions about personal ability.

Developing and focusing on interpersonal skills, especially learning how to engage with people from different backgrounds is a valuable tool for young people that will enhance self esteem and ability to maintain personal and fulfilling relationships. Schools and teachers should take an active role in promoting the wellbeing of young people, because this will help with behaviour management and academic outcomes, as well as contributing to a healthier and

happier school community. This is not just an issue for those with a role in student welfare or in teaching health subjects.

Benefits of Resilience and Wellbeing

While everyone encounters difficult times in life, resilient young people have skills and coping strategies to which others may not have access. Under difficult circumstances, resilient people can draw upon their social networks, their flexibility in finding solutions and their strong sense of self, to support them until times improve. Because of their skills and resources, as well as friendship and support networks, these people are more likely to be able to positively resolve personal problems and difficult events. As a result they will feel more positive and be able to effectively manage the social and emotional areas of their life, much of the time. This flows on to a reduced risk of mental health or behavioural problems, such as depression, anxiety, suicidal behaviour, substance abuse and antisocial behaviour. There is also emerging evidence that suggests that young people who have such skills and resources are more likely to achieve school success, both in terms of academic outcomes and personal development.

Wellbeing and resilience are linked

Over time the quality of anyone's life will depend on a certain amount of mental toughness. But are wellbeing and resilience two sides of the same coin or is it possible to be resilient but have low levels of wellbeing? If so, what

characteristics are likely to lead to low levels of wellbeing and high resilience, or equally important, high levels of wellbeing but poor resilience. And what are the implications of this for policymakers?

Wellbeing describes and captures a psychological state at a point in time. Wellbeing is a complex concept, which varies in different contexts and from individual to individual. It bundles together a number of different, but linked, psycho-social factors from fulfilment, to happiness and resilience, or mental toughness.

Resilience however is less about a point in time and is dynamic, taking into account the past and the future, a person can build resilience before they hit crisis and be more likely to cope with problems that may be around the corner.

SIGNIFICANCE OF THE STUDY

The study investigating the relationship between resilience and psychological well-being among young adults holds significant importance for several reasons. Firstly, in the contemporary landscape marked by various stressors such as academic pressure, economic uncertainty, and social challenges, understanding how resilience, the ability to bounce back from adversity, relates to psychological well-being is crucial. Young adulthood is a developmental stage characterized by numerous transitions and identity formation, making individuals particularly vulnerable to mental health issues. By elucidating the connection between resilience and psychological well-being, the study can provide insights

into potential protective factors that may buffer against the negative impacts of stressors, ultimately informing interventions aimed at promoting mental health among young adults. Moreover, the findings of this study can contribute to the existing body of knowledge on resilience and psychological well-being, potentially guiding the development of targeted interventions and programs tailored to enhance resilience and foster positive mental health outcomes among young adults. Overall, this research has the potential to offer valuable implications for clinical practice, policymaking, and the overall well-being of young adults in society.

STATEMENT OF THE PROBLEM

“A study of relationship between resilience and psychological well-being among young adults”

OPERATIONAL DEFINATION

- **Resilience:** Resilience refers to the psychological capacity of individuals to effectively adapt to and bounce back from adversity, challenges, or stressors they encounter in their lives. This includes the ability to maintain positive functioning and psychological well-being despite facing difficult circumstances. Resilience can be measured using validated psychometric instruments such as the Connor-Davidson Resilience Scale (CD-RISC) or the Brief Resilience Scale (BRS). These scales typically assess various

aspects of resilience, including the ability to cope with stress, adaptability, perseverance, and optimism.

- **Psychological Well-Being:** Psychological well-being encompasses individuals' overall mental health and subjective sense of satisfaction, fulfillment, and functioning in various domains of life. It reflects positive feelings, a sense of purpose, and the absence of significant psychological distress. Psychological well-being can be assessed using standardized measures such as the Psychological Well-Being Scale (PWB), the Warwick-Edinburgh Mental Well-being Scale (WEMWBS), or the Mental Health Continuum-Short Form (MHC-SF). These measures typically evaluate aspects such as life satisfaction, positive affect, personal growth, self-acceptance, autonomy, and mastery.
- **Young Adults:** Young adults are individuals typically ranging in age from late adolescence (around 18 years old) to early adulthood (up to approximately 30 years old). This developmental stage is characterized by significant transitions, identity exploration, and the assumption of adult roles and responsibilities. In the context of this study, young adults can be defined by specific age ranges or criteria determined by the researchers, such as individuals aged 18 to 25 years old, or those who have completed high school education and are not yet fully established in their careers or family life.

OBJECTIVES OF THE STUDY

1. To study the resilience among young adults of Jammu city.
2. To study the psychological well-being among young adults of Jammu city.
3. To study the relationship between the psychological well-being and resilience young adults of Jammu city.

HYPOTHESIS OF THE STUDY

1. There will be a significant relationship between psychological well-being and resilience.

DELIMITATIONS OF THE STUDY

- The study was delimited to 120 young adults from Jammu district.
- The study is quantitative in nature.

CHAPTER 2

REVIEW OF LITERATURE

Literature review is a search and evaluation of the existing literature and it provides important facts and studies related to the investigation. It assists and guides the researcher to know the current status of the problem, which one is going to study. It is expected to provide the guidelines for formulating the hypotheses to be tested in the study. A literature review is a description of a topic that has been published by accredited scholars and researchers. While scribbling through the literature review, the objective of the investigator is to explicitly present to the reader what knowledge and ideas have been accredited on a topic, and what are their strengths and weaknesses.

The discipline of Psychology is playing an influential part in building the individual's life blissful, prosperous and worth living. This science took some targets in the beginning of enactment of this subject as a separate identity. Primarily, its focus is creating a meaningful life for the individuals and secondly fostering the master minds. Positive Psychology is the sub-division of the discipline psychology which centers on the building positive capacities in the individuals. The maximum emphasis of this subject matter is on humans as a positive resource. If these resources or capacities are accelerated or positively influenced then the individuals can outshine at any moment in one's life and can

lead a blissful and prosperous life. Earlier the focus was on eradicating the disabilities but now the focus has been shifted on developing the strengths which is really very helpful in fostering the overall well-being of the individuals and overcoming the life challenges with stability. This chapter provides the review of the variables being studied in the present research i.e., resilience and psychological well-being. It provides the review of the studies conducted in the past enabling the framing of the hypotheses of the present research study.

MacLeod et al. (2016) the purpose of this literature review was to provide an overview of resilience for the purpose of informing potential intervention designs that may benefit older adults. While numerous reviews have focused on various specific aspects of resilience, none have provided the necessary information required to design an effective resilience intervention. Research examining resilience suggests that older adults are capable of high resilience despite socioeconomic backgrounds, personal experiences, and declining health. Thus opportunities to inform interventions in this area exist. Research studies have identified the common mental, social, and physical characteristics associated with resilience. High resilience has also been significantly associated with positive outcomes, including successful aging, lower depression, and longevity. Interventions to enhance resilience within this population are warranted, but little evidence of success exists. Thus this review provides an

overview of resilience that may aid in the design of resilience interventions for the often underserved population of older adults.

Tandon (2017) examined that the psychological well-being is closely related to old age. The main purpose of this research was to assess the psychological well-being among the elderly. The study was carried out in Lucknow and the sample was selected following Multistage sampling technique. The sample for this study comprised 120 elderly individuals (60 females and 60 males respectively) comprising of elderly living in home and old age home. Psychological well-being scale developed by Sisodia and Choudhary (1999) was used to assess the psychological well-being level. Significant difference in psychological level was found among the elderly living in the families and old age home.

Roslan (2017) study attempted to determine the level of psychological well-being among postgraduate students. The study also aimed to assess the relationship between psychological well-being and demographic factors, such as age and field of study. Psychological well-being questionnaires were administered to a sample of 192 Master of Education students. The findings demonstrated that Master of Education students possessed a slightly high level of psychological well-being. Differences were found in students' psychological well-being across age groups, $F(4, 167) = 3.178, p = 0.01$, and field of study, $F(8, 163) = 2.668, p = 0.01$, respectively. According to the results, students in the

age group of 41 years and above possessed the highest level of psychological well-being ($M = 5$, $SD = 0.71$).

Aprajita & Devi (2018) studied that the young adults experienced more stress than others as they are striving to excel in his/her field whether it is at home or at work place. Stress has become a universal phenomenon in this modern era. Hence, an attempt was made to study the psychological well-being of working young adults in government sector from Hyderabad city. Exploratory research design was used for the study. 60 young adults (including 30 females and 30 males) who were working in government sector and consented to participate in the age group of 20-40 years were randomly selected. Psychological well-being scale by Sisodia and Chaudhary was used to examine the PWB of young adults. Frequencies, percentages, means, standard deviations and independent t- test were used to analyze the collected data. Results revealed that majority of the sample (83%) had moderate psychological well-being level, followed by low PWB i.e. 12 percent and few of them i.e. 5 percent had high PWB. The mean score of females is 122.2 which is much lesser than male i.e. 152.5. Results also stated that there is significant difference between gender and psychological well-being. This shows that women were facing more psychological problems than male because of their overburdened life and stressful work and family life.

Pourebrahim & Rasouli (2018) studied that the adulthood is associated with many challenges which requires adaptability. Differences between adults and the older adults are important to adapt with these challenges and facilitators of adaptation. The present study aimed to determine the difference between the meaning of life and psychological well-being through different age groups of adults, older adults and oldest olds. The present study is a causal-comparative study. Samples were 60 adults, 60 older adult and 60 oldest old men and women selected in Tehran through cluster sampling method and responded to Meaning of Life Questionnaire and Well-being Psychological Scale. The data were analyzed by multivariate variance analysis. In psychological well-being, the mean scores of the adults group were higher than the other two group and the higher age means resulted in decreasing in psychological wellbeing. No significant difference was observed in the component of purpose in life and variable of meaning of life among the male age groups. The mean scores of the adult women groups were higher than the two other groups based on psychological well-being and meaning of life. Among the women, higher age led to a decrease in the average psychological well-being. Based on the findings, higher age leads to a decrease in psychological well-being and the meaning of life. The findings indicated that psychological well-being varies among male and female age-groups. Therefore, further studies are needed to identify the resources which can help to adjust to going to ages and should be considered in mental health services to prevent the decline of psychological

well-being and meaning of life. In addition, the promotion of psychological well-being and the meaning of life should be considered in parallel with the life time.

Jakobsen (2020) Research on the relationship between resilience and loneliness is sparse. The construct of resilience has been conceptualized in multiple ways, including the measurement of resilience. The Resilience Scale for Adults (RSA) is a measure of protective factors. The present study examined whether resiliency moderates any negative relationship between loneliness and mental health and additionally examined the psychometric properties of the Danish translation of the RSA. The measure of loneliness correlated significantly and negatively with most facets of the RSA, except the subscales of family cohesion and structured style. The strongest correlation was the negative one between loneliness and SOC. The results indicated that people feeling lonely also experience their life as less meaningful. The study supports the existing six-factor structure of the Resilience Scale for Adults (RSA) in a Danish sample. The results indicate that all facets of resiliency were negatively related to loneliness. Also, the facets of perception of self and family coherence could explain a substantial amount of the variance associated with symptoms of depression in relation to loneliness.

Saldanha et al (2021) revealed that the psychological well-being is about lives going well. It is the combination of feeling good and functioning

effectively. Sustainable well-being does not require individuals to feel good all the time; the experience of painful emotions is a normal part of life, and being able to manage these negative or painful emotions is essential for long term well-being. Happiness in a broad sense is a label for a family of pleasant emotional states, such as, joy amusement, satisfaction, gratification, euphoria and triumph. Lockdown during pandemic has disturbed the psychological functioning of human beings. Psychological well-being and happiness would be disturbed due to condition of lockdown. Hence, the present study focuses to understand the psychological well-being and happiness among young adults under the condition of lockdown. The study was executed in two phases. Results show that there is significant relationship between psychological well-being and happiness among young adults. Thematic analysis shows that lockdown has an effect on young adults. Building strengths to handle tough situations is very important. Thoughtful, careful, adaptable and effective practices can help deal with lockdown during pandemic

Nishimi et al. (2021) examined that the psychological resilience—positive psychological adaptation in the context of adversity—is defined and measured in multiple ways across disciplines. However, little is known about whether definitions capture the same underlying construct and/or share similar correlates. This study examined the congruence of different resilience measures and associations with sociodemographic factors and body mass index (BMI), a

key health indicator. In a cross-sectional sample of 1,429 African American adults exposed to child maltreatment, we derived four resilience measures: a self-report scale assessing resiliency (perceived trait resilience); a binary variable defining resilience as low depression and posttraumatic stress (absence of distress); a binary variable defining resilience as low distress and high positive affect (absence of distress plus positive functioning); and a continuous variable reflecting individuals' deviation from distress levels predicted by maltreatment severity (relative resilience). Associations between resilience measures, sociodemographic factors, and BMI were assessed using correlations and regressions. Relatively low congruence between resilience measures suggests studies will yield divergent findings about predictors, prevalence, and consequences of resilience. Efforts to clearly define resilience are needed to better understand resilience and inform intervention and prevention efforts.

Azizah (2021) studied that the individual always experiences both pleasant and unpleasant events. Resilience is an individual's capacity to deal with unpleasant events, through developing ways to transform stressful circumstances into an opportunity for personal development. Increasing resilience is an important task to provide capacity in facing life's challenges and difficulties. This literature review aims to identify and provide an overview of the concept of resilience in adults. The research was conducted by reviewing research results published from 2008 to 2018 that obtained from Google Scholar

and also several journal databases such as Science Direct, SAGE, and Elsevier. Data search was done using keywords, including resilience and adult. The concept of resilience consists of understanding, influencing factors, aspects or dimensions, scales to measure resilience and therapy or interventions to increase resilience.

Sehrawat & Simon (2021) acknowledging the mental health needs of young people is necessary to provide for the development of their community. The present study was conducted to find out the relationship between emotional intelligence and resilience among adults. Emotional Intelligence is the ability to understand, use and manage your own emotion in a positive way to get free from stress, solve problems and to have an effective communication. Resilience is the ability to mentally and emotionally cope up in a crisis and return to normal. The researcher used convenient sampling method. The sample consisted of 100 adults 50- males and 50-female among the age groups of 18-24. The tools used were Emotional intelligence self-assessment tool and Connor-Davidson Resilience Scale. The results showed a significant positive correlation between Emotional Intelligence and Resilience. The results also showed that there was no significant difference between males and females emotional intelligence and resilience.

Hiebel et al. (2021) article aims to identify how the term “resilience” is addressed in adult health science due to ongoing criticism about the lack of

consistency in its conceptualization. Research on resilience in health sciences confronts three core difficulties: defining positive outcome for a processual construct, describing different trajectories within the process, and identifying mechanisms that mediate resilience. The definition of resilience in mental health research as a multidimensional adaptation process is widely accepted, and multiple research paradigms have contributed to a better understanding of the concept. However, the definition of a processual construct in a way that allows for high expert consensus and a valid operationalization for empirical studies remains a challenge. Future research should focus on the assessment of multiple cross-domain outcomes and international and interdisciplinary prospective mixed-method longitudinal designs to fill in the missing links.

Ferreira, Marques & Gomes (2021) studied that the resilience interventions have been gaining importance among researchers due to their potential to provide well-being and reduce the prevalence of mental disorders that are becoming an increasing concern, especially in Western countries, because of the costs associated. The purpose of this systematic review is to identify the intervention studies carried out in the last decade in adult population samples, evaluate their methodological quality and highlight the trends of these types of interventions. This review was performed using systematic literature searches in the following electronic databases: B-on, PubMed, PsycNet and Science Direct. The application of eligibility criteria resulted in the inclusion of

38 articles, of which 33 were randomized controlled trials and the other five were nonrandomized controlled studies. Although most studies showed statistical significance for their results, these were constrained by the great heterogeneity of the studies, the lack of power of the samples and their fair methodological quality. Therefore, it is important to consolidate the theoretical basis and standardize certain methodologies so that the effects of the interventions can be compared through a meta-analysis.

Morales-Rodríguez (2021) Determining what factors influence the psychological well-being of undergraduate university students may provide valuable information to inform the development of intervention programs and targeted learning activities. The objective of this study was to investigate the correlation between psychological well-being in university students and their self-reported learning styles and methodologies, social skills, emotional intelligence, anxiety, empathy and self-concept. The final sample consisted of 149 Spanish university students, with an average age of 21.59 years ($SD = 4.64$). Psychological well-being dimensions, along with learning style and methodology preferences, social skills, level of social responsibility, emotional intelligence, state and trait anxiety, empathy and levels of self-concept were measured using a series of validated self-report scales. The results indicate that the total variance explained by the university students' psychological well-being factors were as follows: i) self-acceptance dimension ($R^2 = 0.586$, $F(6,99) =$

23.335, $p < 0.001$); ii) positive relationships dimension ($R^2 = 0.520$, $F(6,99) = 17.874$, $p < 0.001$); iii) autonomy dimension ($R^2 = 0.313$, $F(4,101) = 11.525$, $p < 0.001$); iv) environmental mastery dimension ($R^2 = 0.489$, $F(4,101) = 24.139$, $p < 0.001$); v) personal growth dimension ($R^2 = 0.354$, $F(4,101) = 13.838$, $p < 0.001$); and vi) purpose-in-life dimension ($R^2 = 0.439$, $F(4,101) = 19.786$, $p < 0.001$). The study findings may be used to inform new educational policies and interventions aimed at improving the psychological well-being of university students in the international context.

Chaturvedi (2022) found that when you have resilience, you harness inner strength that helps you rebound from a setback or challenge, such as a job loss, an illness, a disaster or a loved one's death. If you lack resilience, you might dwell on problems, feel victimized, become overwhelmed or turn to unhealthy coping mechanisms, such as substance abuse. Resilience won't make your problems go away — but resilience can give you the ability to see past them, find enjoyment in life and better handle stress. If you aren't as resilient as you'd like to be, you can develop skills to become more resilient. Resilience is the ability to adapt to difficult situations. When stress, adversity or trauma strikes, you still experience anger, grief and pain, but you're able to keep functioning — both physically and psychologically. However, resilience isn't about putting up with something difficult, being stoic or figuring it out on your own. In fact, being able to reach out to others for support is a key part of being resilient.

Resilience can help protect you from various mental health conditions, such as depression and anxiety. Resilience can also help offset factors that increase the risk of mental health conditions, such as being bullied or previous trauma. If you have an existing mental health condition, being resilient can improve your coping ability. Anxiety is your body's natural response to stress. It's a feeling of fear or apprehension about what's to come. The first day of school, going to a job interview, or giving a speech may cause most people to feel fearful and nervous. But if your feelings of anxiety are extreme, last for longer than six months, and are interfering with your life, you may have an anxiety disorder. It's normal to feel anxious about moving to a new place, starting a new job, or taking a test. This type of anxiety is unpleasant, but it may motivate you to work harder and to do a better job. Ordinary anxiety is a feeling that comes and goes, but does not interfere with your everyday life. In the case of an anxiety disorder, the feeling of fear may be with you all the time. It is intense and sometimes debilitating. This type of anxiety may cause you to stop doing things you enjoy. In extreme cases, it may prevent you from entering an elevator, crossing the street, or even leaving your home. If left untreated, the anxiety will keep getting worse. Anxiety disorders are the most common form of emotional disorder and can affect anyone at any age. According to the American Psychiatric Association, women are more likely than men to be diagnosed with an anxiety disorder.

Dhanabhakyaam & Sarath (2023) studied that the psychological well-being is a multifaceted and multi-dimensional construct that encompasses an individual's overall happiness, satisfaction with life, and mental and emotional health. It includes key components such as positive emotions, autonomy, positive relationships, low levels of negative emotions, purpose in life, life satisfaction, and personal growth. The definitions of psychological well-being have been debated among researchers, with the World Health Organization defining it as a state of mind where an individual is able to develop their potential, work productively, and cope with normal stresses of life. Psychological well-being is considered crucial for comprehensive health and happiness and has been linked to improved mental health, better physical health, and longer life expectancy. This study attempts to gain theoretical knowledge about psychological wellbeing and knowledge of the various studies conducted in the area of psychological wellbeing.

Fayaz & Saharan (2024) studied that the exposure to violence can have profound and lasting effects on individuals and communities, impacting various aspects of their lives. Understanding the relationship between exposure to violence and resilience is crucial for designing effective interventions and support systems. This study aims to identify resilience factors among adults living in such areas and rank them from most to least important. Two staged mixed-method approaches, including face-to-face interviews and the best-worst

method, were used to identify factors, assign weights, and rank them. A total of twenty-three sub-factors classified under seven broader factors were identified and ranked by triangulating the opinions of victims, experts, and scholars. Out of twenty-three sub-factors, the top-ranked six factors included family support, trusting higher powers, peer support, better interpersonal relationships, engaging in regular prayers, and better role models, which contributes fifty two percent to resilience formation. By promoting these factors, individuals and communities can better cope with the stress and trauma of violence, promote positive adaptation and growth, and build social support networks to help promote recovery and healing. Implications for practice, policy, and future directions are discussed.

Kochhar & Ghosh (2024) revealed that the resilience is referred to as the way of adapting well at the time of trauma, crisis, threats, adversity, tragedy, or symbolic sources of stress—such as family and relationship issues, serious health problems, or work and financial stressors. (American Psychological Association, 2012) Resilience revolves around the process of “bouncing back” from difficult experiences. The route to resilience is probably going to link one with a lot of emotional distress. Being resilient doesn’t mean that an individual won’t experience distress or difficulty. In contrast, few specific factors might make some individuals more resilient than others. Resilience consists of the components like behaviors, thoughts, and actions that one can learn and

develop. In the world today, every generation faces and has its own struggles. Young adults among them are vulnerable to numerous life-challenging issues. These issues also highlight their resilience level. It is potentially important to study the comprehensive development of resilience across the lifespan, which is also vital for mental health promotion. Resilience has been immensely understudied compared to disease and vulnerability. (Campbell-Sills, et al,2006,). So, in the present study, an attempt has been made to see the impact of res among young adults. 20 males and 20 females have been taken for this study and Psychological Resilience Scale for Youth by Rizwan Hassan Bhat and Shah Mohd. Khan have been used. Results indicate that the mean score of male subjects are higher compared to the female subjects (male= 75.45, female= 69.55). Which indicates that male subjects have shown more resilience compared to female subjects. Female subjects also showed slightly greater variability of scores compared to males (Male= 14.86, Female=15.17), has been reflected from their SD scores. t value has been found significant (t value= 1.24)-Mean scores are statistically significant at 0.05 level. The mean scores of both groups indicate that they belong to category D of this test which means they are both moderate in psychological resilience. Therefore, it maybe concluded that both the groups of males and females have shown average in psychological resilience where males have shown more resilience than females in the present study. The mean scores have been statistically significant.

Bhave et al. (2024) this study is part of a multicentric youth project conducted by Association of Adolescent and Child Care in India (AACCI). We examined resilience and its association with demographic variables like age, sibling status, academic course, engagement in extracurricular activities, perceived internet/social media usage and dependence, substance use and perception of control over one's life. We used a cross-sectional design with a sample of 17- to 21-year-old female college students from Delhi. We found that students who perceived control over their lives had high total scores on resilience measures. Students who used social media had higher total and relational resilience than those who did not use social media. Students who did not use social media had higher individual resilience. Those who did not see themselves as dependent on social media had higher total resilience and relational resilience. Those who did not see themselves as dependent on the internet had higher relational resilience. There were no significant relationships between resilience and the other demographic variables. Results from the current study shed light on factors contributing to resilience among adolescents. We can use these findings to develop training programs that promote adolescent well-being.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology encompasses the systematic approach and procedures utilized by researchers to conduct empirical investigations effectively. It serves as a comprehensive framework guiding the planning, execution, and analysis of research endeavors aimed at addressing specific research questions or objectives. Research methodology entails the selection and application of appropriate theoretical frameworks, research designs, data collection methods, sampling techniques, and data analysis procedures tailored to the nature of the research inquiry. It ensures that the research is conducted in a methodical, ethical, and rigorous manner, thereby facilitating the generation of credible, reliable, and meaningful findings. By providing a structured roadmap for researchers, research methodology facilitates the systematic exploration of phenomena, the testing of hypotheses, and the advancement of knowledge in various fields of inquiry. Additionally, adherence to established research methodologies enhances the transparency, validity, and reliability of research outcomes, contributing to the overall quality and credibility of scholarly endeavors.

Sampling

Sampling is the fundamental and vital essence of research. It is a fraction or a part of whole population. In educational research the sample helps to make generalization which remains valid for the entire population.

In the present study the sample was consisted of 120 young adults from Jammu city. The subjects were selected by using convenience sampling technique from Jammu city.

Locale of the study

The locale of the study was restricted to young adults of Jammu city. The proposed study is an assessment of relationship between resilience and psychological well-being among young adults Jammu city.

Selection of the sample

A sample is a small proportion of a population selected for study. Sampling is the foundation of research. It is essential for all the statistical studies. The investigator demands a successful sample which would truly reflect the population. This is the basic characteristics of a good sampling. A good sample will produce a result very much approaching the population and generalization would be effective. There are many techniques for obtaining sample which may be representative of the whole population.

The adequacy of a sample depends upon the knowledge of the population as well as upon the method used in drawing the sample. Sample is both essential and advantageous. It saves the investigator time, money and energy. The size of sample varies from investigation to investigation and good sampling minimizes the error of estimation. There are various techniques for obtaining a sample but in this study, the sample was randomly selected. The sample consists of 120 adults of Jammu city. The subjects were selected by using convenience sampling technique from Jammu city. The final sample is selected randomly. The total sample of the study representing the population was 120 young adults of Jammu city.

Variables Studied

The following variables have been studied in the present study.

- **Independent variables:**
 - Male
 - Female
- **Dependent Variables:**
 - Resilience
 - Psychological well-being

Selection of the tools

For collecting new, unknown data required for the study of any problem one may use various devices. For each and every type of research, we need certain instruments together with new facts or to explore new fields. The instrument thus, employed as means are called tools. The selection of suitable instruments is of vital importance for successful research. Different tools are suitable for collecting various kinds of information for various purposes. According to Good, Bari and Scates (1941), it is very essential to see on the part of a research to test the effectiveness to the research tools which are being used for the data collection. In the present research the following tools have employed for the collection of the requisite data.

1. Resilience Scale (RS) by Wagnild & Young (1993) for the assessment of resilience.

Resilience Scale developed by Wagnild and Young (1993) is a twenty-five items scale which is devised to measure resilience through five components: equanimity, perseverance, self-reliance, meaningfulness and existential aloneness. Items are scored on a 7-point likert scale ranging from “1” (strongly disagree) to “7” (strongly agree) with the total score ranging from 25 to 175. The higher scores indicate higher levels of resilience. The scale possesses sound psychometric properties. The reliability and validity of the resilience scale has been evaluated on a number of different study samples, including undergraduate

and graduate students, with Cronbach's alpha coefficients ranging from .72 to .94 (Wagnild, 2009).

2. Psychological Well-Being (PWB) Scale by Carol Ryff (1989) to measure the level of psychological well-being.

The Ryff's scale of psychological well-being used in this study comprises of 54 items (medium form) assessing the PWB on the dimensions of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance (nine items per scale). Respondents rate statements on a six-points scale where "1" indicates strong disagreement and "6" indicates strong agreement. Positive items are scored in positive order like „1“ score was given to strongly disagree and "6" scores were given to strongly agree and scoring for certain items is done in a reverse order. The test possesses good psychometric properties with internal consistencies ranging between 0.87 and 0.93 and test-retest reliability coefficient ranging between 0.81 and 0.85.

Statistical techniques employed

The data obtained from the sample was pooled and tabulated. Appropriate statistical techniques were applied in accordance with the objectives and hypotheses of the study. The obtained data was analysed by using SPSS. Mean and standard deviation was applied for all the variables. Correlation applied to explore the differences in the variables of the study.

CHAPTER 4

RESULTS AND DISCUSSION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analysis is to reduce data into intelligible and interpretable form so that the relation of research problems can be studied and tested. Analysis of data can be done on the basis of hypothesis set. Descriptive statistics was used to describe the variables of this study. Correlation was used to examine the relationship between resilience and psychological well-being among young adults Jammu city.

Table -4.1 shows that resilience among young adults of Jammu city

Variable	Male		Female	
Resilience	Mean	S.D.	Mean	S.D.
	19.06	2.84	18.02	4.20

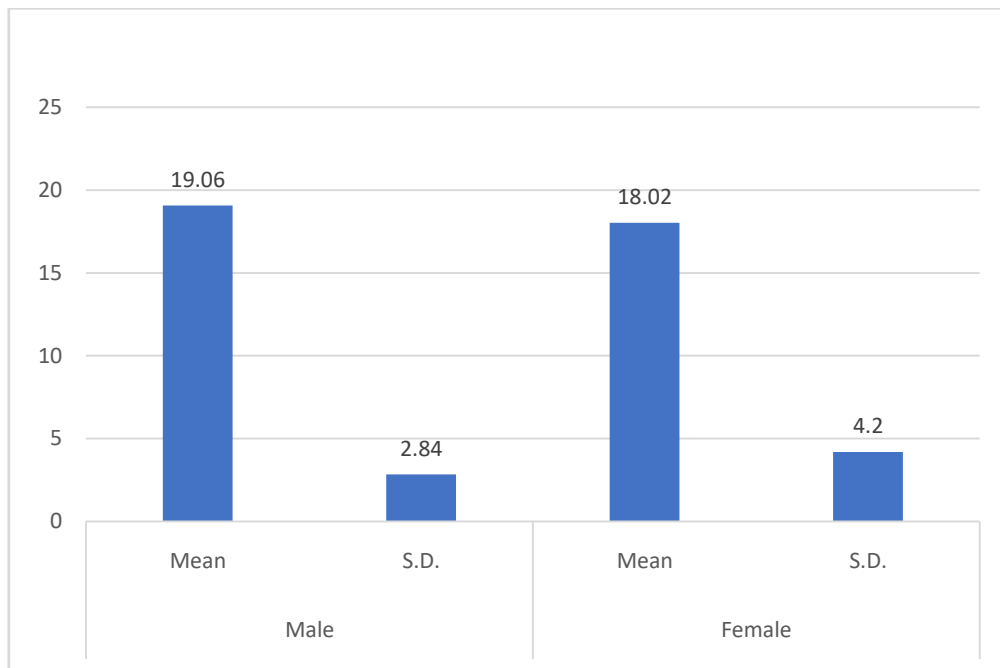


Fig 1 shows that resilience among young adults of Jammu city

This table represents the mean and standard deviation (S.D.) of resilience scores for males and females. Males, on average, have a slightly higher resilience score (19.06) compared to females (18.02). However, the resilience scores for females show greater variability (S.D. of 4.20) compared to males (S.D. of 2.84).

Table -4.2 shows the psychological well-being among young adults of Jammu city

Variable	Male		Female	
Psychological well-being	Mean	S.D.	Mean	S.D.
	9.20	2.21	7.04	2.32

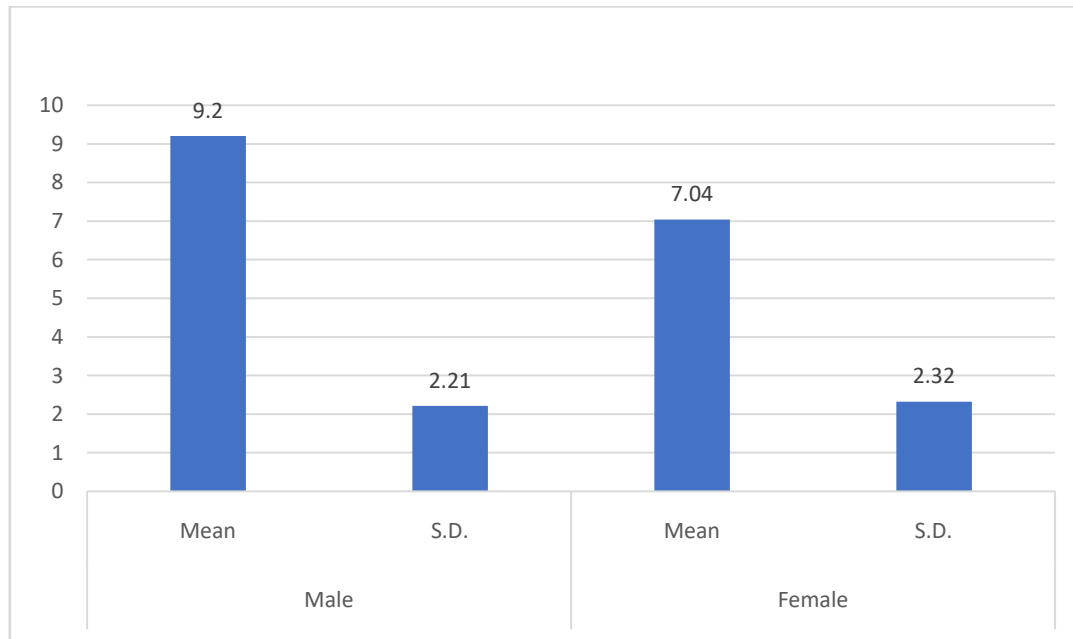


Fig 2 shows the psychological well-being among young adults of Jammu city

Above table represents the mean and standard deviation (S.D.) of psychological well-being scores for males and females. Males, on average, report a higher psychological well-being score (9.20) compared to females (7.04). The variability in psychological well-being scores is slightly higher among females (S.D. of 2.32) compared to males (S.D. of 2.21). This suggests that males generally report better psychological well-being than females in this sample.

Table 4.3 indicates the relationship between the psychological well-being and resilience young adults of Jammu city.

Variables	Mean	S.D.	N	r
Resilience	28.38276	6.38276	120	.200*
Psychological well-being	74.8707	7.34706		

*Correlation is significant at the 0.05 level (2-tailed)

Table 4.3 shows the relationship between resilience and psychological well-being. For the psychological well-being mean score is 74.8707 and the standard deviation is 7.34706 and the N is 120 and correlation is .200*. The resilience mean score is 28.38276, standard deviation is 6.38276 N is 116 and correlation is .200*. In the table the Pearson's Correlation coefficient 2-tailed was calculated and correlation is significant at the 0.05 level. Since there is significance at 0.05 levels the alternate hypothesis is accepted. So, psychological well-being directly proportional to resilience among young adults from which it can be inferred that higher the psychological well-being better the resilience.

Discussion

The objective of this study was to explore the pattern of the resilience among young adults of Jammu city. The result of this study shows that male participants has shown more resilience than female. Males, on average, have a

slightly higher resilience score (19.06) compared to females (18.02). However, the resilience scores for females show greater variability (S.D. of 4.20) compared to males (S.D. of 2.84).

L. Ryan and, L. Caltabiano (2009) also investigated Gender difference in level of resiliency. The results of this study indicated that there was no significant difference between the resilience levels of men and women in midlife which supported past study. Few studies that have focused on gender differences in resilience have found girls/women to be resilient than boys/males. Gender refers to the social differences, roles and expectations accorded to women and men. These roles are learned, can change over time and are influenced by culture, education, class, economic and political environments, the media, crisis and conflicts (UNESCO, 2000).

The result shows that male participant of deprived environment have showed more well-being in comparison to that of female participants. The variability in psychological well-being scores is slightly higher among females (S.D. of 2.32) compared to males (S.D. of 2.21). This suggests that males generally report better psychological well-being than females in this sample.

Warr and Jackson (1984) and (R. Feldman, 2014) who examined British unemployed males between the ages of 16 and 64 years (using age cohorts of 16-19, 20- 29, 30-39, 40-49, 50-59 and 60-64 years) and found that the middle-aged reported more financial strain and poorer psychological well-being. They

found that there was greater psychological deterioration for the men aged between 20-59 than those younger or older. Rowley and Feather (1987) compared young unemployed males (15-24 years) with middle aged unemployed males (30-49 years) and found poorer wellbeing in the older group, but found no differences in financial strain.

Psychological wellbeing, which can be characterized as hedonic (pleasure) and eudemonic (meaning, fulfilment) happiness, as well as resilience, is a key feature of mental health (coping, emotion regulation, healthy problem solving) Happiness is mostly determined by one's psychological well-being. It is in charge of one's pleasant sentiments, thoughts, and satisfaction. There are two aspects to psychological well-being. The first of these pertains to how much happiness and good feelings are experienced by humans. Subjective well-being is a term used to describe this component of psychological well-being. According to Diener (2000), the stress process hypothesis, both good and negative features of a relationship can have a significant impact on an individual's well-being. Family relationships are tools that can help a person manage with stress, participate in healthy behavior, and boost self-esteem, all of which lead to higher self-esteem.

People who experience psychological well-being seek for opportunities to laugh and engage in joyful conversations that can provide a welcome distraction during difficult times which aids developing the resilience of the individual.

Instead of having a fixed vision of family duties and norms, resilient families have a flexible structure that they can alter to match their needs and circumstances. This enables the family to adjust to changes that may arise as a result of a crisis or adversity. Families that are resilient are better able to deal with life's obstacles. As a result, increasing families' resilience during times of stress can help them maintain and improve their health and well-being. A climate of mutual trust encourages resilient people to share a spectrum of emotions, exhibit empathy, and provide comfort to one another. Thus, this study validates that importance of psychological well-being in develop resilience. This result can be a guiding factor how developing psychological well-being can help in recovering from an uncertainty by building resilience in the individual.

CHAPTER 5

CONCLUSION, IMPLICATIONS AND LIMITATIONS AND SUGGESTIONS

CONCLUSION

Developing strategies to face situations in an individual's life is one of the important aspects in order to lead a healthy and satisfactory life. Thus, the results of the present study indicate that there is no significant gender difference on resilience among male and female young adults. The factors such as social support i.e., their interpersonal relationships, their ability to appropriately identify the situations and deal with the same might provide females the higher ability to cope with stressful situations in a better way. And biological readiness amongst the females to go through major changes also prepares them to face life adversities in a better manner compared to males. Emotional expressiveness is an added factor that might also contribute to a females' higher ability to cope with stress compared to males.

Psychological well-being is a crucial aspect of an individual's overall health and happiness. It refers to the subjective experience of positive psychological states such as happiness, life satisfaction, and a sense of purpose. The concept of psychological well-being is multi-faceted and encompasses

different aspects of an individual's mental and emotional health, including positive relationships, personal growth and development, positive self-esteem, and a sense of control over one's life. Despite the challenges in arriving at a clear and concise definition of psychological well-being, researchers have proposed various definitions that highlight the multidimensional nature of the construct.

The components of psychological well-being include life satisfaction, positive emotions, low levels of negative emotions, autonomy, positive relationships, purpose in life, and personal growth. These components are interdependent and can impact each other, leading to improved overall well-being. Maintaining high levels of psychological well-being is essential for leading a fulfilling life and promoting overall health and happiness. Individuals who experience high levels of psychological well-being are more likely to experience positive emotions, engage in meaningful activities, and maintain satisfying relationships.

In conclusion, psychological well-being is an important aspect of mental and emotional health that requires on-going attention and care. Individuals can promote their psychological well-being by engaging in activities that promote personal growth, maintain positive relationships, and provide a sense of purpose and meaning in life. Additionally, individuals can seek support from mental health professionals if they experience

difficulties with their psychological well-being. By taking a holistic approach to promoting mental and emotional health, individuals can enhance their overall well-being and lead a fulfilling life.

By testing the hypothesis of the current study, we came to know that there is critical relationship between resilience and psychological well-being. And furthermore, results have concluded that, psychological well-being is influenced in resilience among young adults and higher the psychological well-being the better the resilience. The study confirms the results of the previous studies on relationship between psychological well-being and resilience in a different population, and resilience is affected if there is no psychological well-being.

IMPLICATIONS OF THE PRESENT STUDY

The implications of the findings in the present study can improve the insight of how psychological well-being impacts the resilience among young adults. Can be used in the clinical setting and in the counselling process. By knowing the one of the factors that psychological well-being impact on the adolescence and adult's gains insight to overcome or to make interventions to increase the resilience among adolescence and adults which can have huge impact on their mental health.

The present study has contributed to the field of positive psychology by examining the role of character strengths and resilience in the happiness and

psychological well-being of young adults. The variables studied in this research are character strengths, resilience, happiness and psychological well-being.

Another important finding of the present study established resilience as a significant correlate as well as a predictor of the happiness and psychological wellbeing of male as well as female young adults. Thus, programmes aimed at building resilience can be introduced in the educational settings with the help of professionals and experts in this field.

The present findings draw the attention of various stakeholders including parents, educationists, mental health workers and policy makers towards the fact that nurturing of strengths and building resilience is crucial to the happiness and well-being of young adults. In order to have resilient young adults with strong character strengths appropriate strategies should be incorporated during the early stages of development. This will further provide us with happier young adults with enhanced well-being.

LIMITATIONS AND SUGGESTIONS

1. The sample of the present study is comprised of 120 young adults from Jammu city. Study suggests that studies should be conducted on rural and urban, adults, college and students adults also. Moreover, the sample taken is young adults, studies should also be conducted with different age groups and different population groups with larger sample size.

2. Since the study has used psychometric measures, further study may be conducted including a combination of these with qualitative measures to have a better insight and in-depth knowledge about the relationship of the studied variables.
3. The present study primarily emphasized exploring the relationships between the variables studied. The study suggests that future researches shall be conducted with large sample size and advanced statistical procedures shall be applied to study the mediating and moderating effect of the variables.
4. On the basis of the present findings, the study suggests that there is need for interventional studies aimed at cultivating and nurturing the character strengths and building the resilience so as to have happier young adults with enhanced Psychological well-being.

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APPENDIX

Demographic Details:

- 1. Name:**
- 2. Age:**
- 3. Locality**
- 4. Gender**
- 5. Qualifications**

CONSENT FORM

I, Zeenat Aabdiya the undersigned, voluntarily agree to participate in the research study titled “A study of relationship between resilience and psychological well-being among young adults”. I understand that my participation involves providing information through surveys and interviews, which will be used solely for academic purposes. I am aware that my responses will be kept confidential and that I can withdraw from the study and understand that there are no risks involved. By signing below, I acknowledge my informed consent to participate in this research.

Date:

Signature:

RESILIENCE SCALE

Please read the following statements. To the right of each you will find seven numbers, ranging from "1" (Strongly Disagree) on the left to "7" (Strongly Agree) on the right. Click the circle below the number which best indicates your feelings about that statement. For example, if you strongly disagree with a statement, click "1". If you are neutral, click "4", and if you strongly agree, click "7", etc.

Statements	Strongly disagree				Strongly agree		
When I make plans, I follow through with them.	1	2	3	4	5	6	7
I usually manage one way or another.	1	2	3	4	5	6	7
I am able to depend on myself more than anyone else.	1	2	3	4	5	6	7
Keeping interested in things is important to me.	1	2	3	4	5	6	7
I can be on my own if I have to.	1	2	3	4	5	6	7
I feel proud that I have accomplished things in life.	1	2	3	4	5	6	7
I usually take things in stride.	1	2	3	4	5	6	7
I am friends with myself.	1	2	3	4	5	6	7
I feel that I can handle many things at a time.	1	2	3	4	5	6	7
I am determined.	1	2	3	4	5	6	7
I seldom wonder what the point of it all is.	1	2	3	4	5	6	7

I take things one day at a time.	1	2	3	4	5	6	7
I can get through difficult times because I've experienced difficulty before.	1	2	3	4	5	6	7
I have self-discipline.	1	2	3	4	5	6	7
I keep interested in things.	1	2	3	4	5	6	7
I can usually find something to laugh about.	1	2	3	4	5	6	7
My belief in myself gets me through hard times.	1	2	3	4	5	6	7
In an emergency, I'm someone people can generally rely on.	1	2	3	4	5	6	7
I can usually look at a situation in a number of ways.	1	2	3	4	5	6	7
Sometimes I make myself do things whether I want to or not.	1	2	3	4	5	6	7
My life has meaning.	1	2	3	4	5	6	7
I do not dwell on things that I can't do anything about.	1	2	3	4	5	6	7
When I'm in a difficult situation, I can usually find my way out of it.	1	2	3	4	5	6	7
I have enough energy to do what I have to do.	1	2	3	4	5	6	7
It's okay if there are people who don't like me.	1	2	3	4	5	6	7
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RYFF SCALES OF PSYCHOLOGICAL WELL-BEING

The following set of statements deals with how you might feel about yourself and your life. Please remember that there are neither right nor wrong answers.

Circle the number that best describes the degree to which you agree or disagree with each statement.	Strongly Disagree	Disagree	Disagree Slightly	Agree Slightly	Agree	Strongly Agree
1. Most people see me as loving and affectionate.	1	2	3	4	5	6
2. I am not afraid to voice my opinion, even when they are in opposition to the opinions of most people.	1	2	3	4	5	6
3. In general, I feel I am in charge of the situation in which I live.	1	2	3	4	5	6
4. I am not interested in activities that will expand my horizons.	1	2	3	4	5	6
5. I live life one day at a time and don't really think about the future.	1	2	3	4	5	6
6. When I look at the story of my life, I am pleased with how things have turned out.	1	2	3	4	5	6
7. Maintaining close relationships has been difficulty and frustrating for me.	1	2	3	4	5	6
8. My decisions are not usually influenced by what everyone else is doing.	1	2	3	4	5	6
9. The demands of everyday life often get me down.	1	2	3	4	5	6
10. I don't want to try new ways of doing things—my life is fine the way it is.	1	2	3	4	5	6

11. I tend to focus on the present, because the future always brings me problems.	1	2	3	4	5	6
12. In general, I feel confident and positive about myself.	1	2	3	4	5	6
13. I often feel lonely because I have few close friends with whom to share my concerns.	1	2	3	4	5	6
14. I tend to worry about what other people think of me.	1	2	3	4	5	6
15. I do not fit very well with the people and the community around me.	1	2	3	4	5	6
16. I think it is important to have new experiences that challenge how you think about yourself and the world.	1	2	3	4	5	6
17. My daily activities often seem trivial and unimportant to me.	1	2	3	4	5	6
18. I feel like many of the people I know have gotten more out of life than I have.	1	2	3	4	5	6
19. I enjoy personal and mutual conversations with family members or friends.	1	2	3	4	5	6
20. Being happy with myself is more important to me than having others approve of me.	1	2	3	4	5	6
21. I am quite good at managing the many responsibilities of my daily life.	1	2	3	4	5	6
22. When I think about it, I haven't really improved much as a person over the years.	1	2	3	4	5	6
23. I don't have a good sense of what it is I'm trying to accomplish in my life.	1	2	3	4	5	6

24. I like most aspects of my personality.	1	2	3	4	5	6
25. I don't have many people who want to listen when I need to talk.	1	2	3	4	5	6
26. I tend to be influenced by people with strong opinions.	1	2	3	4	5	6
27. I often feel overwhelmed by my responsibilities.	1	2	3	4	5	6
28. I have a sense that I have developed a lot as a person over time.	1	2	3	4	5	6
29. I used to set goals for myself, but that now seems a waste of time.	1	2	3	4	5	6
30. I made some mistakes in the past, but I feel that all in all everything has worked out for the best.	1	2	3	4	5	6
31. It seems to me that most other people have more friends than I do.	1	2	3	4	5	6
32. I have confidence in my opinions, even if they are contrary to the general consensus.	1	2	3	4	5	6
33. I generally do a good job of taking care of my personal finances and affairs.	1	2	3	4	5	6
34. I do not enjoy being in new situations that require me to change my old familiar ways of doing things.	1	2	3	4	5	6
35. I enjoy making plans for the future and working to make them a reality.	1	2	3	4	5	6
36. In many ways, I feel disappointed about my achievements in my life.	1	2	3	4	5	6

37. People would describe me as a giving person, willing to share my time with others.	1	2	3	4	5	6
38. It's difficult for me to voice my own opinions on controversial matters.	1	2	3	4	5	6
39. I am good at juggling my time so that I can fit everything in that needs to be done.	1	2	3	4	5	6
40. For me, life has been a continuous process of learning, changing, and growth.	1	2	3	4	5	6
41. I am an active person in carrying out the plans I set for myself.	1	2	3	4	5	6
42. My attitude about myself is probably not as positive as most people feel about themselves.	1	2	3	4	5	6
43. I have not experienced many warm and trusting relationships with others.	1	2	3	4	5	6
44. I often change my mind about decisions if my friends or family disagree.	1	2	3	4	5	6
45. I have difficulty arranging my life in a way that is satisfying to me.	1	2	3	4	5	6
46. I gave up trying to make big improvements or change in my life a long time ago.	1	2	3	4	5	6
47. Some people wander aimlessly through life, but I am not one of them.	1	2	3	4	5	6
48. The past has its ups and downs, but in general, I wouldn't want to change it.	1	2	3	4	5	6
49. I know that I can trust my friends, and they know they can trust me.	1	2	3	4	5	6

50. I judge myself by what I think is important, not by the values of what others think is important.	1	2	3	4	5	6
51. I have been able to build a home and a lifestyle for myself that is much to my liking.	1	2	3	4	5	6
52. There is truth to the saying that you can't teach an old dog new tricks.	1	2	3	4	5	6
53. I sometimes feel as if I've done all there is to do in life.	1	2	3	4	5	6
54. When I compare myself to friends and acquaintances, it makes me feel good about who I am.	1	2	3	4	5	6