

ROLE OF THE CONFLICTIVE THOUGHTS AMONG WELLBEING OF STUDENTS.

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Abstract: -

The aim behind this investigation is to find out whether the Wellbeing of students are affected by Conflictive Thoughts, for this investigation Purposive randomized sampling technique was employed to select the participants. Sample of 120 undergraduate subjects were taken for this study from the population which was equally classified in which 60 students experienced higher level of Conflictive Thoughts (30 Male Students & 30 Female Students) & 60 students experienced lower level of Conflictive Thoughts (30 Male Students & 30 Female Students) from Maharashtra. To assess the Conflictive Thoughts the Conflictive Thoughts Analysis Inventory, constructed by C. G Deshpande were used. To measure the level of psychological well-being of the subjects, RYYF Scale of Psychological Well-Being was used, mean, S.D. and regression analysis was applied to find out the difference between groups. The result obtained through the study showed Conflictive Thoughts is significant predictor of Wellbeing of Students

Keywords: Conflictive Thoughts, Wellbeing of Students.

Introduction: -

Understudy wellbeing envelops the general soundness of an understudy, including their social, mental, physical, and enthusiastic wellbeing. Happiness and fulfilment with life are inseparably attached to understudy prosperity. Basically, understudy wellbeing is simply the manner in which they see and their life. Wellbeing is fundamental in light of the fact that their prosperity and scholastic greatness are interlaced. Schools ought to, in this way, not exclusively be a spot for students to learn. They ought to likewise be where students' wellbeing are focused on, while as yet conveying incredible guidance and learning exercises. The foundation of superb wellbeing and prosperity is quality instruction. Individuals expect data to forestall sicknesses and ailments to carry on with better and more useful lives. Youngsters and teens should eat an even eating routine and be solid to learn. Schooling is both an improvement gas pedal and a health intercession all by itself. It additionally assists students with obtaining the abilities, standards, and mentalities they need to live sound, satisfying lives. It likewise helps them in settling on insightful and all around informed choices, and being proactive in neighbourhood as well as worldwide worries. Conflictive thoughts are frequently an after-effect of dissatisfaction towards something. Since individuals can't pick what to do and what not to do, you frequently wind up having two conclusions on that thing. We should make an honest effort to get this issue.

Emmons, R. A., and King, L. A. (1988) inspected the impact of objective struggle and uncertainty on mental and actual prosperity through the individual endeavouring structure. 88 students in two investigations recorded 15 of their own strivings and evaluated them on how much struggle experienced among them and vacillation experienced about each. Journal and experience testing techniques were utilized to survey positive and negative effect and physical symptomatology. Struggle and vacillation were related with elevated degrees of negative effect, gloom, neuroticism, and psychosomatic grumblings. Struggle was additionally connected with wellbeing focus visits and ailments throughout the most recent year. A 1-year follow-up showed that contention and uncertainty appraisals were steady and that these evaluations anticipated psychosomatic objections over the long run. In a third report, students' thoughts and exercises were haphazardly inspected north of a 3-week time frame. Subjects were less inclined to follow up on conflict-ful and irresolute strivings however to invest more energy pondering these strivings.

Emmons, R. A. (1986) analyzed relations between qualities of individual objective strivings (e.g., significance, past fulfilment, exertion) and parts of abstract prosperity (positive and negative effect and life fulfilment). 40 students created arrangements of their own strivings and evaluated each endeavouring on a progression of aspects.

Students additionally recorded their temperaments and thoughts by utilization of an encounter testing technique on 84 events north of a 3-wk period. Positive influence was viewed as most unequivocally connected with endeavouring esteem and past satisfaction, though regrettable influence was related with low likelihood of future achievement, endeavouring indecision, and between-endeavouring struggle. Endeavouring significance and instrumentality (low struggle) were the most grounded indicators of life fulfilment. Potential clarifications for the associations between endeavouring satisfaction and positive effect and between it are examined to endeavour struggle and negative effect. It is presumed that the idea of individual endeavouring is a valuable heuristic gadget for understanding individual contrasts in abstract prosperity. The idea is proposed as an option in contrast to the conventional attribute way to deal with character.

Lyubomirsky, S., and Layous, K. (2013) inspected hypothesis and examination propose that individuals can expand their joy through basic deliberate positive exercises, for example, offering thanks or rehearsing consideration. Agents have as of late concentrated on the ideal circumstances under which positive exercises increment bliss and the instruments by which these impacts work. As per our positive-action model, elements of positive exercises (e.g., their measurements and assortment), highlights of people (e.g., their inspiration and exertion), and individual movement fit moderate the impact of positive exercises on prosperity. Besides, the model sets four interceding factors: positive feelings, good thoughts, good ways of behaving, and need fulfilment. Observational proof supporting the model and future bearings are examined.

Brosschot, J. F., Gerin, W., and Thayer, J. F. (2006) noticed additive discernment, as appeared in stress and rumination, is a typical reaction to push, however bio mental models of pressure and wellbeing have to a great extent overlooked it. These models have commonly cantered around physiological enactment that happens during pressure and have deficiently tended to impacts that happen fully expecting, or following, upsetting occasions. We contend that additive perception directs the wellbeing outcomes of stressors since it can drag out pressure related full of feeling and physiological initiation, both ahead of and following stressors. We survey proof that concern, rumination, and expectant pressure are related with upgraded cardiovascular, endocrinological, immunological, and neurovascular action. The discoveries yield primer help for our theory, recommending that additive comprehension could act straightforwardly on substantial sickness through improve actuation by means of the cardiovascular, insusceptible, endocrine, and neurovascular frameworks.

Rindfleisch, A., and Burroughs, J. E. (2004) centre our reaction around the two vital linkages in their article: (a) the connection between death uneasiness and realism and (b) the connection among realism and prosperity. In light of our own examination, as well as ideas and discoveries from different researchers across an expansive area of disciplines, we give a bunch of suggestions and inquiries with respect to the two linkages. Likewise, we highlight the changing idea of realism and the ramifications that these progressions hold for purchaser therapists.

Statement of the Problem: -

“To Study the Role of the Conflictive Thoughts among Wellbeing of Students”

Purpose and Objectives: -

1. To find out whether the Wellbeing of Students are affect by level of Conflictive Thoughts.
2. To investigate whether level of level of Conflictive Thoughts. may be influenced to Wellbeing of Students.

Hypotheses: -

- 1) Conflictive Thoughts i.e., High or Low Level with Gender is statistically correlated with Wellbeing of Students.
- 2) Conflictive Thoughts i.e., High Level of Low Level is significant predictor of Wellbeing of Students.
- 3) Gender is significant predictor of Wellbeing of Students.

Participants: -

Sample of 120 undergraduate subjects were taken for this study from the population which was equally classified in which 60 students experienced higher level of Conflictive Thoughts (30 Male Students & 30 Female Students) & 60 students experienced lower level of Conflictive Thoughts (30 Male Students & 30 Female Students) from Maharashtra region irrespective of area of living. The sampling was simple random (a type of probability sampling). All the subjects were similar kind of socio-economic status.

The distribution of effective sample

Variables	Students experienced higher level of Conflictive Thoughts	Students experienced lower level of Conflictive Thoughts	Total
Male Students	30	30	60

Female Students	30	30	60
Total	60	60	N = 120

Variables: -

- 1) High or Low Level of Conflictive Thoughts & Gender of the students are independent variable in this study.
- 2) Wellbeing of Students is dependent variables in this study.

Design: -

To attain objectives of the present study, 2 X 2 factorial design was employed to find out the significance differences between variables.

2 X 2 Research Design

		A	
		A1	A2
B	B1	A1B1	A2B1
	B2	A1B2	A2B2

- **A = Conflictive Thoughts**
 - **A1** = Students experienced higher level of Conflictive Thoughts.
 - **A2** = Students experienced higher level of Conflictive Thoughts
- **B = Gender**
 - **B1** = Male
 - **B2** = Female

Measurement Tools: -

1. **Conflictive Thoughts Analysis Inventory:** - To assess the Conflictive Thoughts the Conflictive Thoughts Analysis Inventory, constructed by C. G Deshpande were used.
2. **Wellbeing:** - To measure the level of psychological well-being of the subjects, RYYF Scale of Psychological Well-Being was used. This Scale is developed by, Dr.Carol Ryff & Keyes, C University of Wisconsin. This scale consists of total 54 questions (medium form). Ryff scale of psychological well-being consolidated previous conceptualizations of eudemonic well-being into a more parsimonious summary.

Procedure: -

After having the sample selected, the researcher administered the tests on 120 subjects and recorded the scores of the tests. Thus, the collected data were analyzed by statistical techniques.

Statistical Treatment: -

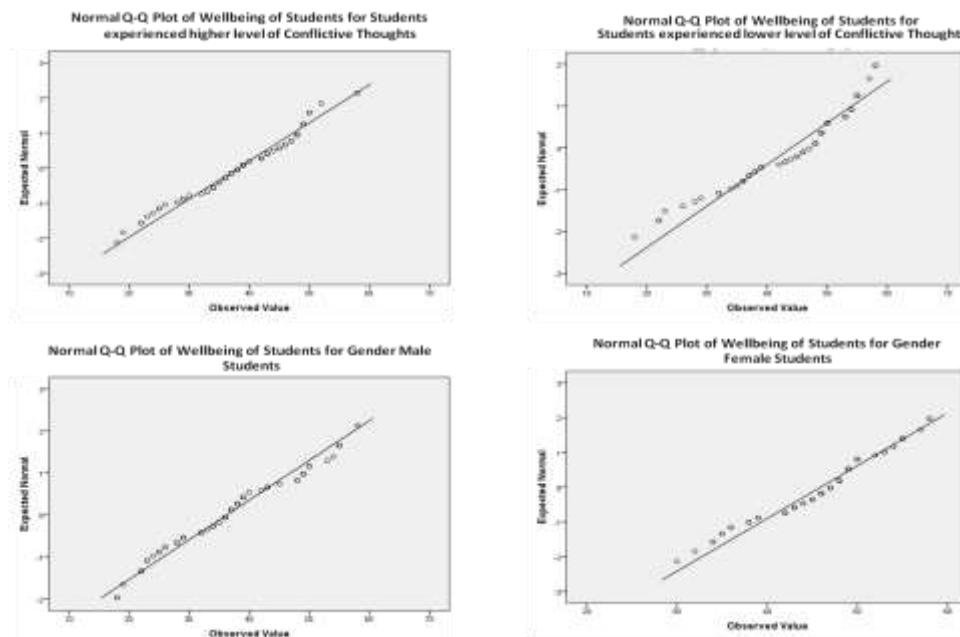
The sample was available for statistical analysis consisted of 120 subjects after data collection. For each subject, initially data of each group was separately scrutinized by employing descriptive statistics. The statistical analysis was mainly consisted of Mean, S.D. Multiple Regression Analysis on Variables.

Result Analysis: -

Table 1.1 Summary of Descriptive Analysis of Psychological Measures i.e., Wellbeing of Students and Conflictive Thoughts with Gender.

Psychological Measures (DV)	Psychological Measures (IV)	Mean	SD	Kolmogorov-Smirnov^a (Z)	P
Wellbeing of Students	Students experienced higher level of Conflictive Thoughts	38.20	9.19	0.077	0.01
	Students experienced lower level of Conflictive Thoughts	44.02	10.08	0.154	0.01
	Male Students	36.27	10.59	0.098	0.01
	Female Students	45.95	6.58	0.120	0.01

Figure 1.1 Graphical Representation of Normal Q-Q Plot of Psychological Measures i.e., Wellbeing of Students and Conflictive Thoughts with Gender.



Descriptive analysis on measure of various considered constructs including Psychological Measures i.e., Psychological Measures i.e., Wellbeing of Students and Conflictive Thoughts with Gender of Students are computed as 38.20, 44.02, 36.27 & 45.95 respectively. As all these values fall in range of average, the students cannot be characterized with particular type of Variables affect their personal attributes.

Likewise, Kolmogorov-Smirnov (Z Test) was found as significant which further uncovered that information got on each viewed as mental builds is regularly conveyed for this thought about populace.

Multiple Regression Analysis: -

Result Table 1.2. Summary of Multiple Regression Analysis of Psychological Measures i.e., Wellbeing of Students and Conflictive Thoughts with Gender.

Psychological Measures	Model	Model Summary					Coefficients				
		R	R ²	R ^{2Δ}	F	P	B	SE	β	t	p
Wellbeing of Students	Model A	.565 ^a	.319	.308	27.43	.000 ^b					
	(Constant)						17.858	3.324		5.373	.000
	Conflictive Thoughts with Gender of Students						5.817	1.525	.291	3.814	.000
							9.683	1.525	.484	6.349	.000

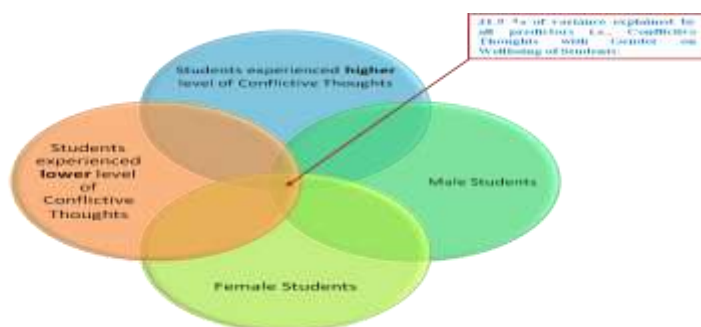
Multiple regressions were performed to Psychological Measures i.e., Wellbeing of Students and Conflictive Thoughts with Gender of Students. Correlations were weak $r = 0.319$, $p < .001$. All predictor variables i.e., Conflictive Thoughts with Gender of Students were statistically correlated on Wellbeing of Students which indicates that the data was suitably correlated with the dependent variable for examination through multiple linear regressions to be reliably undertaken.

Since a priori hypotheses i.e., Conflictive Thoughts i.e., High or Low Level with Gender is statistically correlated with Wellbeing of Students had been made to determine the order of entry of the predictor variables, a direct method was used for the multiple linear regression analysis.

Thus, stated hypothesis supported by results and it can conclude that the Regression coefficients of the Conflictive Thoughts i.e., High or Low Level with Gender is statistically correlated with Wellbeing of Students.

Evaluation of Model with the amount of variance explained: -

Figure No. 1.2. Showing Amount of Variance Explained for Conflictive Thoughts with Gender on Wellbeing of Students.

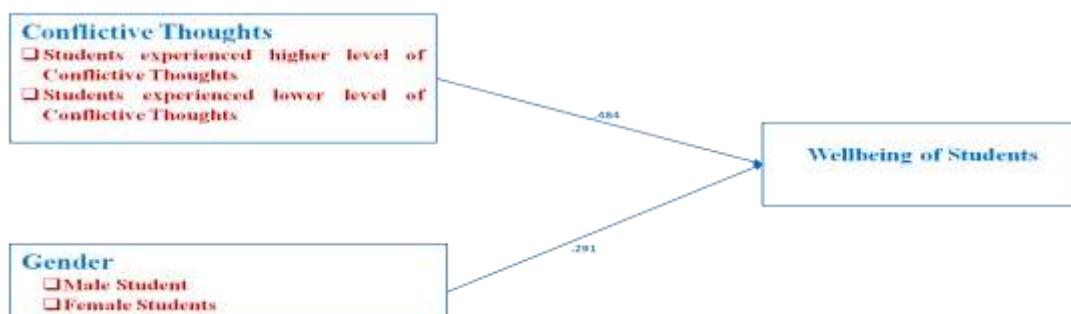


The two independent variables Conflictive Thoughts with Gender explained 31.9% of variance in Wellbeing of Students, Analysis of Variance ($F(2, 117) = 27.43, p < .01$) indicates that the model as a whole significant.

Thus, it is concluded that the Conflictive Thoughts with Gender explained 31.9% of variance from each other in Wellbeing of Students.

Evaluation each of the IVs: -

Figure No. 1.3. Showing Amount of effect of Conflictive Thoughts with Gender on Wellbeing of Students.



In the final model all two predictor variables (Students experienced higher or lower Conflictive Thoughts with Gender i.e., Male & Female Students) were statistically significant on Wellbeing of Students.

Students experienced higher or lower Conflictive Thoughts with Wellbeing of Students recording a lower Beta value ($\beta = .291, p < .001$) than the Gender i.e., Male & Female with Wellbeing of Students ($\beta = .484, p < .01$).

Thus, it is concluded that the higher or lower Conflictive Thoughts highly affect on Wellbeing of Students than Gender.

Results are concordance with study of Burroughs, J. E., and Rindfleisch, A. (2002) saw that throughout the most recent ten years, realism has arisen as a significant examination point. Realism is for the most part considered the worth put on the procurement of material articles. Past exploration observes that elevated degrees of material qualities are contrarily connected with emotional prosperity. Nonetheless, generally little is had some significant awareness of the connection among realism and prosperity inside the more extensive setting of a singular's worth framework. In this article, we analyze the connection between material qualities and other significant life values. What's more, we attract on values hypothesis to inspect a clever conceptualization of why realism is contradictory to prosperity. In particular, our hypothesis suggests that the singular direction of material qualities clashes with aggregate situated values, for example, family values and strict qualities. This condition of values struggle makes mental strain, and this pressure is related with a decreased feeling of prosperity. Utilizing both an overview test of 373 grown-ups from across the United States and a trial investigation of 120 undergrads, we track down significant help for this clashing qualities point of view.

Customarily, positive feelings and thoughts, qualities, and the fulfilment of fundamental mental requirements for having a place, skill, and independence have been viewed as the foundations of mental wellbeing. Without questioning their significance, these foci neglect to catch a large number of the fluctuating, clashing powers that are promptly clear when individuals explore the climate and social world. Kashdan, T. B., and Rottenberg, J. (2010) audited writing to offer proof for the noticeable quality of mental adaptability in getting mental wellbeing. Hitherto, the significance of mental adaptability has been clouded by the confinement and detachment of exploration led on this theme. Mental adaptability traverses a wide scope of human capacities to: perceive and adjust to different situational requests; shift attitudes or conduct

collections when these methodologies compromise individual or social working; keep up with balance among significant life spaces; and know, open, and focused on ways of behaving that are harmonious with profoundly held values. In many types of psychopathology, these adaptability processes are missing. In order to make a more intelligible agreement, we integrate work in feeling guideline, care and acknowledgment, social and character brain research, and neuropsychology. Essential examination discoveries give understanding into the nature, corresponds, and outcomes of mental adaptability and applied research gives subtleties on promising mediations. All through, we stress dynamic methodologies that could catch this liquid build in reality.

Conclusions: -

- 1) **Conflictive Thoughts with Gender were statistically correlated with Wellbeing of Students.**
- 2) **Conflictive Thoughts is significant predictor of Wellbeing of Students.**
- 3) **Gender is significant predictor of Wellbeing of Students.**
- 4) **Conflictive Thoughts with Gender explained 31.9% of variance from each other in Wellbeing of Students.**
- 5) **Conflictive Thoughts highly affect on Wellbeing of Students than Gender.**

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