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JAGAT GURU NANAK DEV

PUNJAB STATE OPEN UNIVERSITY, PATIALA

(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)

SKILL ENHANCEMENT COURSE

SEMESTER-III

BLAB32307T POSITIVE PSYCHOLOGY

Head Quarter: C/28, The Lower Mall, Patiala-147001

WEBSITE: www.psou.ac.in

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PREFACE

Jagat Guru Nanak Dev Punjab State Open University, Patiala was established in December 2019 by Act 19 of the Legislature of State of Punjab. It is the first and only Open University of the State, entrusted with the responsibility of making higher education accessible to all, especially to those sections of society who do not have the means, time or opportunity to pursue regular education.

In keeping with the nature of an Open University, this University provides a flexible education system to suit every need. The time given to complete a programme is double the duration of a regular mode programme. Well-designed study material has been prepared in consultation with experts in their respective fields.

The University offers programmes that have been designed to provide relevant, skill-based and employability-enhancing education. The study material provided in this booklet is self-instructional, with self-assessment exercises, and recommendations for further readings. The syllabus has been divided in sections, and provided as units for simplification.

The University has a network of 110 Learner Support Centres/Study Centres, to enable students to make use of reading facilities, and for curriculum-based counselling and practicals. We, at the University, welcome you to be a part of this institution of knowledge.

Dean Academic Affairs



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BACHELOR OF ARTS (LIBERAL ARTS)

SKILL ENHANCEMENT COURSE (SEC)

SEMESTER-III

(BLAB32307T) POSITIVE PSYCHOLOGY

MAX MARKS:100

EXTERNAL:70

INTERNAL:30

PASS:40%

Credits: 4

Objective:

The objective of the course is to help the learners draw insights from Positive Psychology to lead a happy, contented and fulfilled life and achieve success at their workplaces.

INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt any two questions each from the sections A, and B of the question paper, and any ten short answer questions from Section C. They have to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.

Section A

Positive Psychology: Nature; Dimension and Scope of Positive Psychology; Character strengths and Virtues.

Well-being: Nature and approaches: Hedonic and Eudemonic; Seligman's Perma.

Section B

Happiness: Physiological Perspectives on Happiness,

Psychological Meaning of Happiness, Setting Goals for Life and Happiness.

Biopsychosocial determinants of happiness; Role of emotions and motives in pursuing happiness.

Suggested Readings:

- Lopez, Pedrotti & Synder. (2018). *Positive Psychology: The scientific and Practical explorations of Human strengths*.
- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York: Oxford University.
- Boniwell, I. (2012). *Positive Psychology in a Nutshell: The Science of Happiness (3rd edition)*. London: Mc Graw Hill.
- Compton, W.C. & Hoffman, E. (2012). *Positive Psychology: The Science of Happiness and Flourishing*. Belmont: Wadsworth.
- Ivtzan, I., Lomas, T., Hefferon, K., Worth, P. (2016). *Second Wave Positive Psychology: Embracing the Dark Side of Life*. Routledge.
- Lomas, T., Hefferon, K., Ivtzan, I., (2014) *Applied Positive Psychology: Integrated Positive Practice*. SAGE Publications Ltd.



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SKILL ENHANCEMENT COURSE (SEC)

SEMESTER-III

(BLAB32307T) POSITIVE PSYCHOLOGY

COURSE COORDINATOR AND EDITOR: DR. PINKY SRA

SECTION A

UNIT NO:	UNIT NAME
UNIT 1	POSITIVE PSYCHOLOGY
UNIT 2	CHARACTER STRENGTHS AND VIRTUES
UNIT 3	WELL-BEING

SECTION B

UNIT NO:	UNIT NAME
UNIT 4	HAPPINESS: PHYSIOLOGICAL PERSPECTIVES
UNIT 5	PSYCHOLOGICAL MEANING OF HAPPINESS
UNIT 6	BIO PSYCHOSOCIAL DETERMINANTS OF HAPPINESS

BACHELOR OF ARTS (LIBERAL ARTS)
SEMESTER-III
SKILL ENHANCEMENT COURSE (SEC): POSITIVE PSYCHOLOGY

UNIT-1: POSITIVE PSYCHOLOGY

STRUCTURE

- 1.0 OBJECTIVES**
- 1.1 INTRODUCTION**
- 1.2 DEFINITIONS**
- 1.3 SCOPE**
- 1.4 NATURE**
- 1.5 POSITIVE PSYCHOLOGY IN ACTION**
- 1.6 AIM AND DIMENSIONS**
- 1.7 ASSUMPTIONS OF POSITIVE PSYCHOLOGY**
- 1.8 LIMITATIONS AND CONCERNS**
- 1.9 CONCLUSION**
- 1.10 SUGGESTED READING**
- 1.11 QUESTIONS FOR PRACTICE**

KEYWORDS: Positive psychology, PERMA, Flow, Assumptions of positive psychology

1.0 OBJECTIVES

After completing this unit, one should be able to define positive psychology and understand its main aims and objectives. One should be able to understand its significance at the subjective, individual level as well as at the group level. The basic assumptions underlying the whole concept

of positive psychology must be clear, as also the limitations of its application and study.

1.1 INTRODUCTION:

Positive psychology is a quite new branch of psychology the roots of which can be traced back to Martin E. P. Seligman's 1998 Presidential Address to the American Psychological Association (Seligman, 1998). As APA president, Seligman initiated a shift in psychology's focus toward more positive psychological topics, such as well-being, contentment, hope, optimism, flow, happiness, savouring, human strengths, and resilience.

In contrast with the classical focus of psychology on curing mental illness, positive psychology emphasizes understanding the factors that build strengths, help people to flourish and contribute to mental health, as well as on subjective wellbeing and happiness. All of these factors and processes may underlie optimal human functioning. The message of the positive psychology as a movement is to ensure that psychology is focused on betterment of all human beings and communities.

Psychology is not just the study of disease, weakness, and damage; it also is the study of strength and virtue. Treatment is not just fixing what is wrong; it also is building what is right. Psychology is not just about illness or health; it also is about work, education, insight, love, growth, and play. And in this quest for what is best, positive psychology does not rely on wishful thinking, self-deception, or hand waving; instead, it tries to adapt what is best in the scientific method to the unique problems that human behavior presents in all its complexity (Seligman, 2002, p. 4).

Considering the basic statement Seligman proposed, positive psychology has multiple definitions for example: -Positive psychology is a scientific field that studies the optimal functioning of individuals, groups, and institutions (Gable and Haidt, 2005). -Positive psychology is about scientifically informed perspectives on what makes life worth living. It focuses on aspects of the human condition that lead to happiness, fulfilment, and flourishing (The Journal of Positive Psychology, 2005). -It is nothing more than the scientific study of ordinary human strengths and virtues. Positive psychology revisits the average person, 'with an interest in finding out what works, what is right, and what is improving ... positive psychology is simply psychology.

Positive psychology does not, however, imply that other applied fields of psychology (e.g. clinical, social or health psychology) are negative, although the science of psychology has made great

efforts to understand what goes wrong in individuals, groups, and institutions while paying much less attention to understanding what is right 'with people. Psychologists need to recognize the importance and practical utility of focusing on positive emotions, positive relationships, positive traits, and positive human functioning.

According to Seligman (2002), positive psychology has three primary concerns. The first is to specify and measure positive traits that transcend particular cultures and politics and approach universality' (Seligman, 1998, p. 1). Understanding positive individual traits involves the study of strengths, such as the capacity for love and work, courage, compassion, resilience, creativity, curiosity, integrity, self-knowledge, moderation, self-control, and wisdom. The second goal is to promote positive experiences and emotions. Understanding positive emotions entails the study of contentment with the past, happiness in the present, and hope for the future. The third focus is on understanding positive institutions that entails the study of the strengths that foster better communities, such as justice, responsibility, civility, parenting, nurturance, the work ethic, leadership, teamwork, purpose, and tolerance (Positive Psychology Center). As a science it employs and develops assessments and research designs to establish trustworthy findings which can be related to practical application.

Positive psychology is the study of the conditions and processes that contribute to the better life and working of people, groups, and institutions. Positive psychology is a relatively new domain of psychology. It emphasizes the positive influences in a person's life or group's functioning. These may include but are not limited to character strengths, optimistic emotions, and constructive institutions. Positive psychology aims to help people identify happiness at all times

1.1 DEFINITIONS of POSITIVE PSYCHOLOGY

- Positive psychology as "the scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, environmental and global dimensions of life." (Martin Seligman and Mihaly Csikszentmihalyi, 2011)



- Positive psychology is the scientific study of what makes life most worth living (Peterson, 2008).

In short, positive psychology is a scientific approach to studying human thoughts, feelings, and behavior, with a focus on Positive rather than negative building the strengths in a person rather than making the strategy on the weaknesses, it believes in building the good in life instead of repairing the bad, and taking the lives of average people up to –greatll instead of focusing solely on moving those who are struggling up to –normalll (Peterson, 2008).

- *Positive psychology is the scientific and applied approach to uncovering people’s strengths and promoting their positive functioning” (Hugo Alberts,2012).*
- *Positive psychology is the “study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups and institutions (Gable and Haidt,2005).*

1.2 SCOPE OF POSITIVE PSYCHOLOGY:

The new positive psychology movement aims to develop a knowledge base focusing on human strengths to complement deficit-based approaches (Snyder & Lopez). This message of positive psychology is an optimistic one.

The subject of positive psychology can be studied at three different levels. There is a difference in focus among these three levels. These are:

- **SUBJECTIVE LEVEL:** Subjective level refers to our routine life and emotions there in. The subjective level centers around feelings of happiness, well-being, optimism, and similar emotions or feelings as they relate to your daily experience.
- **INDIVIDUAL LEVEL:** As clear for the name, individual level refers to a person's potential for happiness. This level focuses at the capacity for love and vocation, courage, interpersonal skills, aesthetic sensibility, perseverance, forgiveness, originality, future mindedness, spirituality, high talent and wisdom. (Joseph & Linley).
- **GROUP LEVEL:** As real life is more lived at a community level rather than a personal level; group level primarily deals with the issues of Institutions rather than individuals. At the group level it is about virtues and the institutions that move individuals towards better citizenship, responsibility, nurturance, altruism, civility, moderation, tolerance and work ethic (Joseph & Linley).

Positive psychology is strongly based on humanistic theory. The basis for this as a discipline of psychology is to have the humanistic approach in order to enhance the human potential. This branch of psychology strongly that recognizes the role human emotions, specifically the positive ones play in enhancing human potential. Positive psychology recognizes that people can adapt and change to adjust to life in highly creative ways, allowing them to feel good about life. Positive psychology aims to find out what is efficient and is working in the right manner giving humans their Independence the choice to their life choices. Positive psychology has a keen interest in finding out what works and what is right with individuals and the way they choose to live their life, work and relate (Joseph & Linley, 2006).

Following points describe the **key areas and subject matter of positive psychology**

- Positive Psychology's primary focus is on what people do right to obtain and maintain

optimum happiness, by striving to understand and help people develop qualities that lead to greater personal fulfillment. (Compton)

- Positive psychology aims to identify study and enhance those qualities that improve on the positive subjective experiences and adaptive personality traits of individuals (Robbins).

Positive psychology offers a **strengths-based approach** from which to practice. Many specific suggestions are outlined in Carr 2004. Clients are helped to identify their talents and explore ways to use these frequently to generate flow experiences. Flow experience occur when one becomes engaged in controllable but challenging tasks or activities that require considerable skill and which are intrinsically motivating such as reading, sports, involvement in creative arts and music, rituals and certain kinds of work. (Csikszentmihalyi). Positive psychologists may also help clients recognize and extend arenas within which they exert control of events that matter to them; judge themselves against their immediate local reference groups rather than false images in the media; explore the future from an optimistic perspective; develop positive skills for self-regulation such as meditation and maintaining long term friendships; and develop skills for managing relationship challenges such as empathy and forgiveness.

A strengths-based approach will complement the deficit-oriented models in which most clinicians have been trained and give patients and clients access to services in which their resilience rather than their shortcomings is privileged.

From a **scientific perspective**, positive psychology is a field full of possibilities for future research. There are huge opportunities for young scientists to modify old and build new complex bio-psycho-social theories about aspects of well-being. There are endless opportunities to empirically test hypotheses derived from these theories about the relationships between large sets of variables and well-being. For the young scientists, in the field of positive psychology, here are Nobel prizes waiting to be won.

1.3 NATURE OF POSITIVE PSYCHOLOGY:

Positive psychology is more about abstraction it actively partakes interest in subjective experiences such as subjective wellbeing/happiness, flow, joy, optimism and hope.

- Positive psychology has an interest in the thriving individual, paying particular attention to

character strengths and virtues such as courage, perseverance, open-mindedness and wisdom.

- The discipline of positive psychology is primarily focused on the promotion of the good life. The good life refers to those factors that contribute most predominantly to a well lived life. Qualities that define the good life are those that enrich our lives, make life worth living and foster strong character (Compton, 2005). Seligman (2002) defines good life as a combination of three elements: Positive connection to others or positive subjective experience; Positive individual traits and; Life regulation qualities.
- Positive psychology Is good wisdom that resides in wellbeing, happiness, flow, personal strengths, wisdom, creativity, imagination and characteristics of positive groups and institutions. The prime focus Moves to institutional group or community level rather than just making individuals happy, thereby perpetuating a self-centered, narcissistic approach.
- Positive Psychology leads to Win-Win situation as it combines individuals and group and how an individual can thrive in a group and how can a group thrive on the happiness of individuals thereby by forging a very positive strong relationship between community and individual. Positive psychology is concerned with the well-being of an individual both at a personal and group level
- Furthermore, positive psychology is focused on what makes individuals and communities flourish. Flourishing is defined as a state of positive mental health; to thrive, to prosper and to fare well in endeavors free of mental illness, filled with emotional vitality and to function positively in all situations.
- The aim of positive psychology is to catalyze a change in psychology from a preoccupation only with repairing the worst things in life to also building the best qualities in life. (Seligman & Csikszentmihalyi)

In short the nature of positive psychology is that of a normative science while it is largely practiced as an art.

CHECK YOUR PROGRESS - 1

Q1. How is positive psychology different from traditional fields of psychology?

Q2. Explain the scope of Positive Psychology.

Q3. List the main characteristics of Positive approach of Psychology.

1.4 POSITIVE PSYCHOLOGY IN ACTION:

The subject matter of positive psychology being defined now we need to move towards the key Action Plan as well as pointers as to practice positive psychology. The primary aim is to focus on gratitude. The cognitions and experience should be seen in a positive light

- Greater progress towards important personal goals (Emmons & McCullough). The personal goals must be given the prime importance in a movement towards the application of positive psychology in life
- Employing productive coping strategies (Wood, Joseph & Linley). Coping strategies such as humor or face off must have clear and results.
- Having more positive and beneficial social relationships (Bono et al). Corporation and imagination must form the basis of relationships.
- Better sleep duration and quality (Wood et al.). Since positive psychology focuses on well-being, physical wellbeing is as much a part of positive psychology, which is dependent upon a good sleep.
- Fewer symptoms of mental dysfunction (Emmons & McCullough). Positive psychology aims to do away with mental dysfunctions.
- Being less materialistic (Polak & McCullough) positive psychology believes in having a less materialistic approach
- Higher levels of positive emotions, vitality, hope, self-esteem, optimism and life satisfaction (McCullough et al). Positive psychology wants the humans to focus towards what they want to achieve
- Fewer symptoms of depression, anxiety and negative affect (Kashdan Uswatte & Julian). Positive psychology AIMS act substituting the symptoms of depression and anxiety and negativity with elation control and positivity.

In general, the **Goals of Positive Psychology** are as follows:

- To positively impact the client’s life—this goal is above all others, and all others feed indirectly into this goal. The main goal of positive psychology is to improve the client’s life.
- Increase the client’s experience of positive emotions.
- Help clients identify and develop their strengths and unique talents.
- Enhance the client’s goal setting and goal-striving abilities.
- Build a sense of hope into the client’s perspective.
- Cultivate the client’s sense of happiness and wellbeing.
- Nurture a sense of gratitude in the client.
- Help the client build and maintain healthy, positive relationships with others.
- Encourage the client to maintain an optimistic outlook.
- Help the client learn to savor every positive moment from his life and environment (Mentor Coach & Peppercorn).

1.5 AIM & DIMENSIONS OF POSITIVE PSYCHOLOGY:

The aim of positive psychology is to make the individual flourish, we flourish when we find fulfillment in life along with achieving more traditional objectives related to success when we are truly living the –good life (Seligman, 2011). Flourishing is the product of the pursuit and engagement of an authentic life that brings inner joy and happiness through meeting goals, being connected with life passions, and relishing in accomplishments through the peaks and valleys of life.¶

STATE OF FLOW: Positive psychology helps the individual to enter into a state of flow. The concept of flow was first scientifically explored and defined by Mihaly Csikszentmihalyi (our second –founding father¶ of positive psychology). He gathered more descriptions of this phenomenon, he observed six factors that characterize a flow experience viz;(Csikszentmihalyi, 1975).

- Intense and focused concentration on the present moment.
- The merging of action and awareness or being fully present in your actions.

- A loss of reflective self-consciousness (lack of attention to the self).
- A sense of personal control or agency in the situation.
- A distorted sense of time passing.
- Experiencing the activity or situation as intrinsically rewarding

Those who enter into a state of flow are totally immersed in what they are doing and this is the basis of mindfulness also.

The PERMA model: To focus on the well-being and well-being is defined with the help of PERMA model (Seligman, 2011). The PERMA model is a widely recognized and influential model in positive psychology. Seligman proposed this model to help explain and define wellbeing in greater depth.

-PERMA (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishments) is an acronym for the five facets of wellbeing according to Seligman,

This model gives us a comprehensive framework for understanding wellbeing as well as a foundation for improving wellbeing. If you're looking to enhance your own sense of authentic happiness and wellbeing, all you need to do is focus on experiencing more positive emotions; do more of the things that make you happy, and bring enjoyment into your daily routine; Working on upping your engagement; pursue hobbies that interest you, develop your skills, and look for a job more suited to your passions, if necessary; Improve the quality (and/or quantity) of your relationships with others; work on building more positive and supportive relationships with your friends, family, and significant other(s); Seek out meaning in your work; if you don't find it through your work, look for accomplishments in volunteering opportunities, personal hobbies or leisure activities, or acting as a mentor for others;

1.6 ASSUMPTIONS OF POSITIVE PSYCHOLOGY:

The most basic assumption of positive psychology is that human goodness and excellence are as authentic as disorders and distress and therefore deserve equal attention from mental health practitioners.

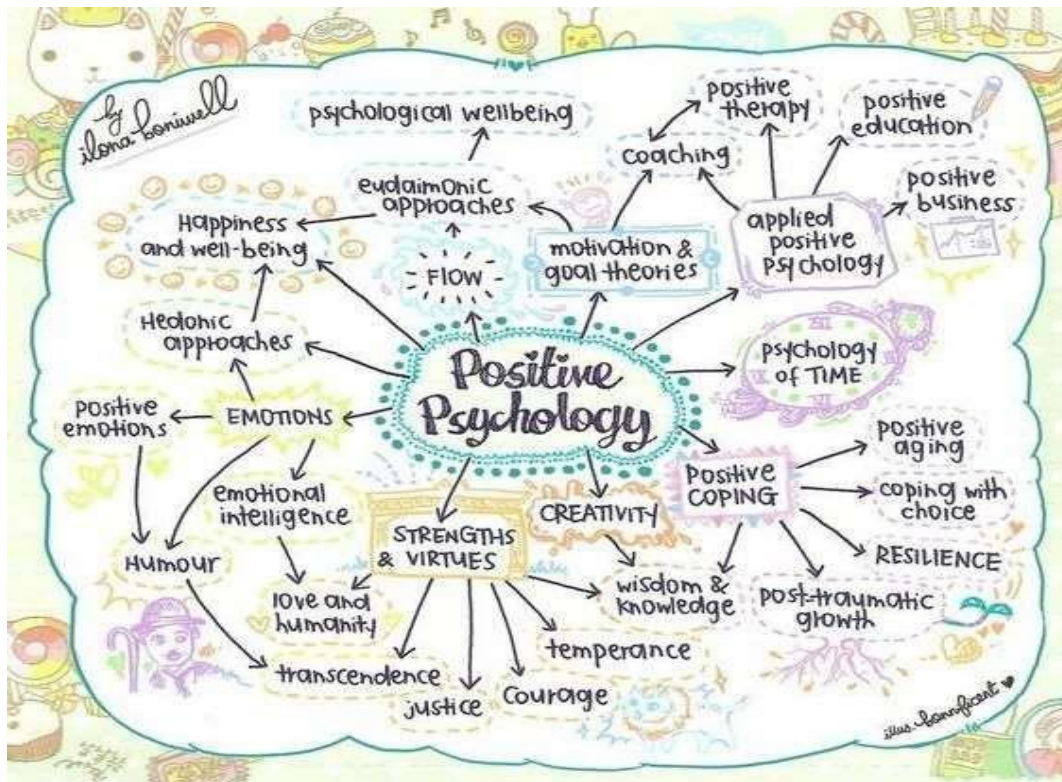
Since positive psychologists would argue that the role of the therapist is not to simply alleviate

distress and leave the person free from symptomatology, but also to facilitate wellbeing and fulfilment which is not only a worthwhile goal in its own right, it also serves as a preventive function that buffers against future psychopathology and even recovery from illness (Joseph & Linley). Another assumption is that every individual has the capacity to create a meaningful and purposeful life.

Human beings have been bestowed with the capacity and potential to create best out of any situation. All human beings have the potential to create a personally significant life. While the situation may not be in our control, our response to the same and how we perceive it is in our hands. We can move from a negative to positive attitude and response intentionally and consciously.

These goals and assumptions can be met with the help of various therapeutic approaches. There are multiple approaches which may evolve our personality and lead to significant change in our happiness levels. A stepwise simple approach, which is universally applicable, could be

- The use of the experience sampling method (or ESM), also referred to as a daily diary method
- The practice of keeping a gratitude journal
- Making a gratitude visit
- Focusing on building personal strengths instead of weaknesses.
- Wellbeing therapy
- Positive psychotherapy.



<https://mappalicious.com/2016/06/08/beautiful-overview-of-positive-psychology-infographic/>

1.7 LIMITATIONS AND CONCERNS IN POSITIVE PSYCHOLOGY

Critiques agree positive psychology may lead to improved mental health in many situations. But the field lacks the empirical evidence to support the claims made regarding its benefit while empirical research is being undertaken there is no legacy of research which establishes the primacy of positive psychology:

- Positive psychology has also been criticized for rejecting, denying or devaluing earlier work closely related to the field.
- The approach's emphasis on personal responsibility may lead some with mental health conditions or emotional distress to feel responsible for these concerns. It is widely known that mental health issues are not the fault of the person experiencing them.
- The approach is thought to be less helpful and possibly ineffective when used in the treatment of certain serious or chronic mental health issues. These may include schizophrenia or

traumatic brain injury.

- Research has shown that being optimistic and positive may not benefit everyone. Some people, who can be termed "defensive pessimists" thrive on the fact that they approach situations from a negative viewpoint. These people are better able to achieve success by first anticipating possible setbacks. From there, they work to avoid failure.
- A final criticism of positive psychology is that the approach is somewhat westernized. It primarily focuses on virtues and values that reflect the individualism of American society. This limited set of values may not accurately reflect the belief of other cultures. A more universal definition of terms may be necessary for many.

1.8 CONCLUSION:

Psychology is the scientific study of what makes life most worth living, focusing on both individual and societal well-being. It studies "positive subjective experience, positive individual traits, and positive institutions. It aims to improve the quality of life. It is a field of study that has been growing steadily throughout the years as individuals and researchers look for common ground on better well-being.

Positive psychology got a major impetus as a domain of psychology in 1998 when Martin Seligman chose it as the theme for his term as president of the American Psychological Association. It is different from past practices of psychology, which have tended to focus on mental illness and emphasized maladaptive behavior and negative thinking. It builds on the humanistic movement by Abraham Maslow, Rollo May, James Bugental and Carl Rogers, which encourages an emphasis on happiness, well-being, and positivity, thus creating the foundation for what is now known as positive psychology.

Positive psychology focuses on eudaimonia, an Ancient Greek term for "the good life" and the concept for reflection on the factors that contribute the most to a well-lived and fulfilling life. A positive psychologist's prime area of interest and concern is subjective well-being and happiness.

In a nutshell, Positive Psychology Focuses on the positive events and influences in life, including:

1. Positive experiences (like happiness, joy, inspiration, and love).
2. Positive states and traits (like gratitude, resilience, and compassion).

3. Positive institutions (applying positive principles within entire organizations and institutions).

CHECK YOUR PROGRESS - 2

Q1.Enumerate the basic assumptions underlying the work in the field of positive psychology?

Q2.What are important applications of Positive Psychology?

Q3.List the main limitations of Positive approach of Psychology.

1.9 SUGGESTED READINGS

- Adikwu, M. (2020, October 19). *What is Positive Psychology and How Can It Help?* Talkspace.Com. <https://www.talkspace.com/blog/positive-psychology-definition-guide-what-is>
- *What is positive psychology.* (2017, November 15). Dspsychology.Com. <https://dspsychology.com.au/what-is-positive-psychology/>
- Ackerman, C. E. (n.d.). *What is Positive Psychology & Why is It Important?* Positivepsychology.Com. Retrieved December 6, 2020, from <https://positivepsychology.com/what-is-positive-psychology-definition/>
- Baumgardner, S.R.&Crothers, M.K. (2009). *Positive Psychology.* Delhi: Dorling Kindersley India.
- Synder, C.R. and Lopez, S.J. (2000). *Positive Psychology: The Science of Happiness and Practical Explorations of Human Strengths.* SAGE Publication.

1.10 QUESTIONS FOR PRACTICE

Q1 What are important applications of Positive Psychology?

Q2 List the main limitations of Positive approach of Psychology.

Q3 How is positive psychology different from traditional fields of psychology?

Q4 Explain the scope of Positive Psychology.

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

SKILL ENHANCEMENT COURSE (SEC): POSITIVE PSYCHOLOGY

UNIT-2: CHARACTER STRENGTHS AND VIRTUES

STRUCTURE

- 2.0 OBJECTIVES**
- 2.1 INTRODUCTION**
- 2.2 DEFINITIONS**
- 2.3 VIA (VALUES IN ACTION)**
- 2.4 VIRTUES EXPLAINED**
- 2.5 CHARACTER AS A HOLISTIC CONCEPT**
- 2.6 PERMA BASICS**
- 2.7 THE PERMA THEORY OF WELL-BEING**
- 2.8 MEASURING PERMA**
- 2.9 PERMA APPLICATIONS**
- 2.10 BENEFITS OF PERMA**
- 2.11 CONCLUSION**
- 2.12 SUGGESTED READINGS**
- 2.13 QUESTIONS FOR PRACTICE**

Keywords: Character strengths, Virtues in Action, PERMA

2.0 OBJECTIVES:

After completing this unit, one should be able to:

- Understand the concept values and virtues and their role towards happiness

- Classify Strengths and their implications for happy life
- Be able to describe the various virtues and the psychological components associated with them
- Positive emotion (P), Engagement (E), Relationships (R), Meaning (M), and Accomplishment (A) can be understood in the context of PERMA
- Appreciate the measurement and applications of PERMA for personal growth and satisfaction.

2.1 INTRODUCTION

Our character is simply the sum total of what we are. There have been many generalizations trying to simplify but it contains primarily what we are composed of as a person. While often simplified as —gritll or —self-control, character is more than simply individual achievement or a person’s behavior. It is a broad and complex family of thoughts, feelings, and behaviors that are recognized and encouraged across cultures for the values they exhibit in people and society. Character is not just what we are; it is also what is inside us. Character strengths are something which makes Oness character is a strong pillar not only for the self but for the community. Hence character strengths may be defined as those traits of the personality’s characteristics which are not just ethical and moral but also lead to the fulfillment for the individual and the society.



2.2 DEFINITIONS

Character strength combined with moral integrity is a very significant part for the individual’s psychological makeup; it is generally referred to as good character. Despite the importance of good character, scholars had largely neglected this topic throughout most of the 20th century. Positive

psychology has refocused scientific attention on character aspects, identifying it as key to understanding the concept of psychological good life (Seligman & Csikszentmihalyi, 2000). Positive psychology further emphasizes building a fulfilling life by identifying individual strengths of character and fostering them (Peterson, 2006; Peterson & Park, 2003). Character strength characterised by good character is what we look for in leaders, what we look for in teachers and students, what we look for in colleagues at work, what parents look for in their children, and what friends look for in each other. Good character is not the absence of deficits and problems but rather a well-developed family of positive traits.

The character may be defined by multiple methods there have been different classifications for the same but with VIA (values in action) Classification Peterson and Seligman (2004) introduced a model of character that Includes both a vertical dimension, representing elements of the good character at different conceptual levels of abstraction (i.e., virtues, character strengths, and situational themes), and a horizontal dimension, distinguishing among different entries at each level of abstraction.

Virtues which are considered core characteristics valued by moral philosophers and religious thinkers – are most abstract and are generally divided into six types, namely **wisdom and knowledge, courage, humanity, justice, temperance, and transcendence**. These virtues are considered to be universal. Character strengths are at the mid-level of abstraction and they are seen to be the psychological ingredients defining the virtues. At the horizontal level, 24 such character strengths are distinguished, such as humility, hope, or appreciation of beauty and excellence. Situational themes are the specific habits that lead people to manifest given character strengths in given situations (Peterson & Seligman, 2004)

2.3 VIA (VALUES IN ACTION)

A signature piece of positive psychology is the VIA (values in action) hierarchical classification of 6 virtues and 24-character strengths. These character strengths are universal in nature and are found across cultures. Character strengths are positive, trait-like capacities for thinking, feeling, and behaving in ways that benefit oneself and others in the society. It influences in a manner that it leads to betterment of every member of community.

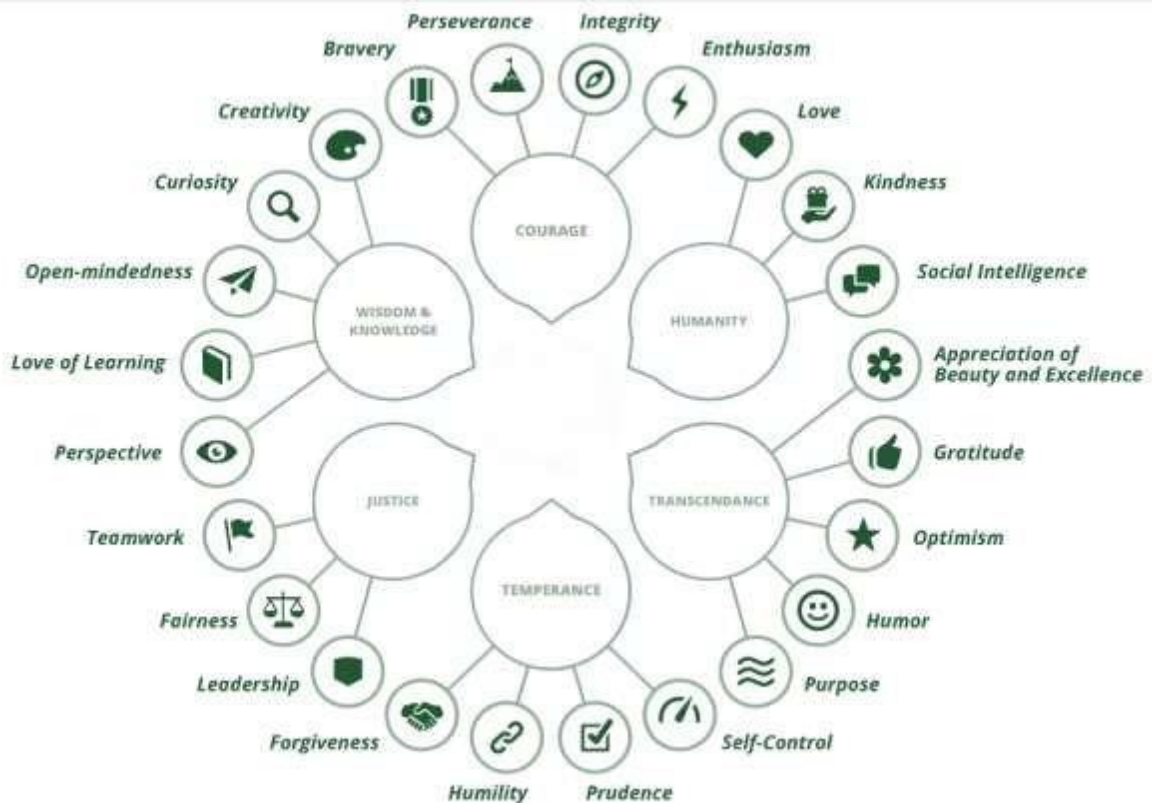
After reviewing a plethora of sources, including philosophical and religious traditions, Peterson

and Seligman assert that six virtues emerged as valued across traditions: wisdom, courage, humanity, justice, temperance, and transcendence. Character strengths, they claim, are: . . . the psychological ingredients – process or mechanisms – that define the virtues’ (Peterson & Seligman)

Seligman started with systematic scientific study of what was a good character based on character strength. The result was that value in action classification came into being. Values in action can be classified on the basis of the strength of character.

Values in Action are about focusing on what is good about the people and more specifically about the strengths of the character which are reflected in the virtues lifespan. They first identified components of good character and then devised ways to assess them.

This classification consists of 24 widely-valued character strengths, organized under six broad virtues (see figure).



VIA Classification of Strengths

2.4 : VIRTUES EXPLAINED

Virtue 1. Wisdom and knowledge.

- ***Creativity***: Creativity refers to being innovative and imaginative. It is thinking of novel and productive ways to do things
- ***Curiosity***: curiosity refers to the passion about learning about the things around you it is about taking an interest in all of ongoing human experience
- ***Open-mindedness***: open-mindedness refers to you being ready to adapt you new elements in the environment without relying on a similar experience earlier. It is also thinking things throughand examining them from all sides
- ***Love of learning***: learning is the basis for strengthening the character it is about mastering newskills, topics, and bodies of knowledge around your character
- ***Perspective***: Perspective is not just being able to understand anything but also being able toprovide wise counsel to others.

Virtue 2. Courage

- ***Honesty***: it is about integrity in the face of opposing circumstances honesty refers to speakingthe truth and presenting oneself in a genuine way
- ***Bravery***: bravery refers to you being able to take action and not shrinking from threat, challenge, difficulty, or pain
- ***Persistence***: persistence is a quality that humans have the basic need to finish what they startedand not leave thing in between and finishing what one starts
- ***Zest***: Zest is about having positive expectations from the life and thereby approaching life withexcitement and energy

Virtue3. Humanity

- ***Kindness***: kindness is innate human emotion referring to doing favors and good deeds forothers without any expectations in return
- ***Love***: it is an emotion of intimacy towards fellow human beings which values close

relationships with others

- **Social intelligence:** social intelligence refers to intelligence which is about being positive part of the society it is about being aware of the motives and feelings of self and others

Virtue4. Justice

- **Fairness:** Fairness refers to treating all people the same according to notions of Equality and justice
- **Leadership:** Leadership refers to taking responsibility of organizing group activities and seeing that they happen when you are capable of doing it
- **Teamwork:** Teamwork is a virtue refers to being a part of the team, being a follower and working well as a member of a group.

Virtue5. Temperance

- **Forgiveness:** Forgiveness is a virtue which is based on forgiving those who have done wrong to you or the society in the larger interest
- **Modesty:** Modesty is a virtue which teaches one that rather than be proud or having vanity, one should let one's accomplishments speak for themselves
- **Prudence:** Prudent is about being careful about one's choices; not saying or doing things that might later be regretted
- **Self-regulation:** Regulating what one feels and does without the external control taking a decision for you or forcing you

Virtue6. Transcendence

- **Transcendence** in positive psychology is about appreciation of beauty and excellence: noticing and appreciating beauty, excellence, and/or skilled performance in all domains of life
- **Gratitude:** Gratitude is a quality to show appreciation and being aware of and thankful for the good things that happen
- **Hope:** Hope is about keeping positive expectations keeping the best scenario in mind

and making efforts to achieve what you have visualized.

- **Humour:** Humour is the quality of seeing the fun in the situation which is otherwise not very favourable; it is to be able to laugh and joke; bringing smiles to other people
- **Religiousness:** religiousness is about taking actions and having coherent beliefs about the higher purpose and meaning of life

2.5 CHARACTER AS A HOLISTIC CONCEPT

An important assumption inherent in the VIA Classification is that character is plural rather than singular. To convey the multidimensionality of good character, we refer to its components as character strengths. Accordingly, we need to be cautious about searching for single indicators of good character. There is no reason to not assess a single component of good character—like kindness or hope or Modesty—but it would be incorrect to then treat this single component assessed in a particular way as the whole of good character. Individuals might be very kind or very hopeful but lack other components of good character. They can of course be described as kind or hopeful, but need other characteristics too.

Accordingly, character must be measured in ways that do justice to its breadth and complexity. Our project approaches character as a family of positive characteristics shown in feelings, thoughts, and actions, each of which may not be complete but partial. In everyday conversation, we may speak casually of character as something that a person has or does not have, but the components of character, the specific strengths above, are separable and furthermore exist in degrees. Someone may be high on one strength yet low on another and average on yet a third, which means that people's moral character is most sensibly described in terms of profiles of greater and lesser strengths (Walker & Pitts, 1998).

Virtues are the core characteristics valued by moral philosophers and religious thinkers: wisdom, courage, humanity, justice, temperance, and transcendence. Character strengths are the more specific psychological processes or mechanisms that define the virtues.

Good character is best captured by a full profile of its components. In order to practice positive psychology, one must have the complete profile of the subject. Identifying signature strengths and then using them in everyday life may provide a route to a psychological fulfillment (Seligman,

Steen, Park, & Peterson, 2005).

Subjective well-being and associated constructs such as life satisfaction, happiness, and optimism have numerous positive effects on health, success, education, and other important life outcomes. A key focus for Positive psychology is defining, understanding, and supporting human flourishing.

CHECK YOUR PROGRESS - 1

1. Describe the six virtues propagated by Positive Psychology
2. Explain the component character strengths of Transcendence as a virtue.
3. Calculate your PERMA score at <https://www.purposeplus.com/survey/perma-profiler/>

The site also helps you compare yourself on the basis of age, income and education.

2.6:PERMA BASICS:

Seligman's (2011) developed a new model of well-being which he called PERMA. PERMA theory of well-being describes a multi-dimensional approach in order to define what it means to flourish in life. The PERMA construct is an acronym formed from the first letters of each domain defined by Seligman as a determinant of wellbeing. It includes *Positive emotion (P)*, *Engagement (E)*, *Relationships (R)*, *Meaning (M)*, and *Accomplishment (A)*.

There are multiple definitions and theories surrounding human flourishing, but it can generally be defined as feeling good and functioning well in life. Subjective well-being is an important prerequisite for flourishing. Seligman's PERMA theory suggests that flourishing arises from above-mentioned five well-being constructs. The VIA Classification is descriptive and not based on any given theory. Still, it is a matter of interest how character strengths are created, increased, sustained, and displayed.

Character strengths are habits, evident in thoughts, feelings, and actions. Character is not hidden inside a person. No one is a -good kid deep down at heart unless he or she shows good character in behaviour and action.

Character strengths among youth and among adults are trait-like and relatively stable. Character strengths need development and, the least common strengths among young children and adolescents are those that require cognitive maturation: e.g., appreciation of beauty and excellence,

forgiveness, modesty, and open-mindedness

A variety of influences contribute to development of good character—genes, family, schools, peers, and communities. Historically speaking, according to Aristotle, virtues (character strengths) can be taught and acquired only by practice. Aquinas similarly argued that a virtue is a habit that people develop only by choosing the good and consistently acting in accord. Other scholars have made the same point that character must be developed by doing and not just by thinking or talking about it (e.g., Maudsley, 1898). These various notions about virtue imply that character can be cultivated by good parenting, schooling, and socialization and that it becomes instantiated through habitual action. Positive role models are also important for the development of good character (Bandura, 1977; Sprafkin, Liebert, & Poulos 1975).

A key concept in character strength is flow, when time seems to stand still and one loses one's sense of self, and concentrates intensely on the present. In positive psychology, flow describes a state of utter, blissful immersion in the present moment. When we focus on doing the things we truly enjoy and care about, we can begin to engage completely with the present moment and enter the state of being known as flow. We have a strong inner need for connection, love, physical and emotional contact with others. We enhance our own well-being by building strong networks of relationships around us with all the other people in our lives. We are at our best when we dedicate time to something greater than ourselves. This could be volunteer work, belonging to a community or a civic or religious group, or learning for a specific goal. These activities have a sense of purpose, a compelling reason why individuals do what they do.



<https://www.pinterest.ca/pin/280560251775550929/>

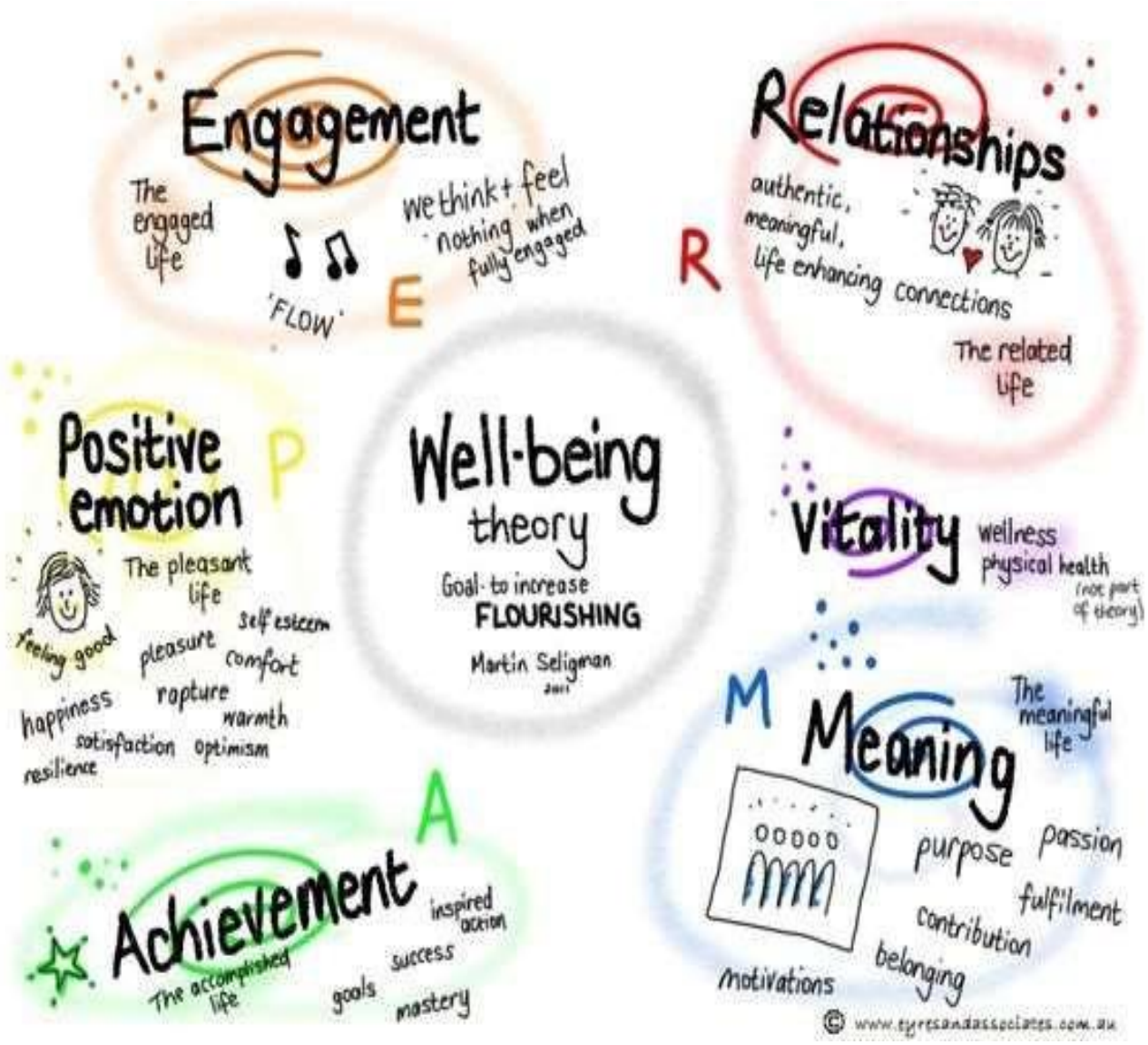
2.7: THE PERMA THEORY OF WELL-BEING:

The PERMA theory has quickly risen in the psychological discourse, although it is still in stage of infancy and empirical support and measure of the model are still needed. The basic model and theory of PERMA requires that each element of well-being must have the following three properties:

1. It contributes to well-being;
2. people pursue it for its own sake, not merely to get any of the other elements;
3. It is defined and measured independently of the other elements (exclusivity).

The **five elements** are defined, in Seligman's theory are as follows.

- a) **Positive Emotions.** Positive emotion encompasses hedonic feelings such as happiness, pleasure, and comfort. Positive emotions serve as a marker for flourishing. For example, student it may feel great about finishing the course successfully. For someone else it could be finding a well-paying job.
- b) **Engagement.** Engagement refers to a deep psychological connection (e.g., being interested, engaged, and absorbed) to a particular activity, organization, or cause. Complete levels of engagement have been defined as a state of flow. Where in flow state is a single-minded immersion, an optimal state of concentration on an intrinsically motivating task. For example, when we are playing some sport our engagement in the game could be very absorbing.
- c) **Relationships.** Relationships include feelings of integration with society or a community, feelings of being cared for by loved ones, and being satisfied with one's social network. Much of our experience as humans revolves around other people. Support from social relationships has been linked to less depression and psychopathology, better physical health, lower mortality, and other positive outcomes. Spending time energy caring for a loved one and drawing happiness out of it could be good example
- d) **Meaning.** Meaning refers to having a sense of purpose and direction in life, and feeling connected to something larger than the self. People who claim that they have more meaningful lives often also report being fairly happy and satisfied with their lives as a whole, although the meaningful life is not necessarily the happy one.
- e) **Accomplishment.** Across many cultures, making progress towards one's goals and achieving superior results can lead to both external recognition and a personal sense of accomplishment. For example, a mother who raises a beautiful, compassionate family might see her life as extremely successful, whereas her husband may define success as achieving a promotion at work



<https://discoveryinaction.com.au/the-perma-theory-of-wellbeing/>

2.8: MEASURING PERMA:

A theory of well-being is only as good as the ability to measure and test it empirically. To comprehensively measure the components of PERMA, Butler and Kern (2014) developed and validated the PERMA-Profil. To capture the specificity of the multiple dimensions, the PERMA-Profil uses a multidimensional approach that attempts to pinpoint each domain. Cross-Cultural Comparison of the PERMA Model of Well-being contains a questionnaire that includes 15 items that measure PERMA (three items per domain), as well as eight additional items

that assess physical health, negative emotion, loneliness, and overall happiness.

Seligman's model of well-being integrates components of hedonia (the experience of positive emotional states and satisfaction of desires) and eudaimonia (the presence of meaning and development of one's potentials) into one model.

2.9: PERMA APPLICATION:

(Positive emotions, Engagement, Relationships, Meaning, and Achievement) was developed as a conceptual model by Martin Seligman, PhD, as a guide to help individuals find paths towards personal flourishing. Seligman believes that strength in each of PERMA's areas can help individuals find lives of happiness, fulfillment, and meaning.

PERMA has also been used to develop programs that help individuals develop new cognitive and emotional tools. Effort is being made to check if this model can be taken even further and used as a framework for institutional leadership and culture change to help all students and workers.

Some of the initiatives consistent with promotion of PERMA can be exemplified and steps can be generated. A suggested itinerary can be as outlined below:

Positive Emotions:

1. ***Reduce unnecessary stressors.*** There should not be unnecessary competition or testing which could lead to a drop in anxiety and stress while not leading to a drop in outcomes. Programs to reduce non-value-added work should be supported throughout the enterprise.
2. Introduce and plan ***workshops to promote coping skills*** and discuss different coping mechanisms towards an effort to build resilience. Stress reduction programs in workshops help in reducing stress.
3. ***Transparency in goal setting and action*** leads to uh meaningful inputs from all parties the explanation in policy and procedure also creates positive emotions. Timely explanation and intervention are helpful too.

Engagement:

1. There is a need to actively create opportunities for all to engage fully in their work by ***focusing on meaningful work***. Red tape and other bureaucratic policies and processes

would be given lesser importance.

2. There is a possibility for all to **reflect on their actions** and whether their experience beliefs and barriers were impacting their cognitive and emotional actions and feelings. The idea is to build engagement with others and self to create spiritual assets.

Relationships:

1. Whenever and wherever possible try to increase opportunities for meaningful and productive relationships among the work group: **mentorship** can be created which would result in development of learning communities.
2. Promotion of **interdivisional and interdepartmental activities** to bring out the values and motivation to combat a culture of negativism and complaint.
3. **Support everyone** around you at the workplace to find greater meaning and richness in their work.

Meaning:

- (1) In order to provide the meaning to the life of the person we need to focus on the values and motivation for the work that is being undertaken. This will **replace the culture of negativism** and complaint.
- (2) Support and help need to be created for everybody to **find meaning and richness** in their work.
- (3) Try to find goodness and **praiseworthy** objects in the environment

Achievement:

- 1) Effort needs to be made to **promote a culture of innovation and advancement** while reducing barriers to individual initiative. Delegation and empowering others around you also lead to feeling of achievement even small victories need to be celebrated
- 2) At the workplace make an effort to **align incentives with institutional mission** and values.
- 3) **Celebrate and reward successes in achieving** institutional missions and goals. There is a need and effort should be made towards recognizing humanism and generosity of spirit.

2.10: BENEFITS OF PERMA:

Conceptual Model of Positive Emotions (P) Engagement (E) Relationships (R) Meaning (M) Accomplishment (A) Research has shown that PERMA model is effective in promoting good character and character strength it is also beneficial along the process of its implementation some of the common results are as under

- There is a latent enjoyment in the learning process under PERMA.
- This model leads to promotion of gratitude and compassion.
- PERMA model demonstrates interest and enthusiasm with each individual 's journey
- This model ensures that interests and likes are integral.
- This model results in community building via promoting individual, small group activities
- Another benefit of this model is a chance and opportunity for meaningful productive relationships.
- PERMA model results in motivation of the individual and furtherance of his values.
- This model also leads to reflection and self-evaluation.
- This model creates achievable yet challenging programs aiming at success.
- Lastly it leads to promotion of a culture that celebrates even small achievements.

2.11 CONCLUSION

Character strengths may be defined as those traits of the personality's characteristics which are not just ethical and moral but also lead to the fulfillment for the individual and the society. Universal virtues are generally divided into six types, namely wisdom and knowledge, courage, humanity, justice, temperance, and transcendence. The PERMA construct is an acronym formed from the first letters of each domain defined by Seligman as a determinant of well-being. It includes Positive emotion (P), Engagement (E), Relationships (R), Meaning (M), and Accomplishment (A). Seligman's model of well-being integrates components of hedonia (the experience of positive emotional states and satisfaction of desires) and eudaimonia (the presence of meaning and development of one's potentials) into one model.

CHECK YOUR PROGRESS - 2

SELF EXPLORATION:

The VIA Inventory of Strengths (VIA-IS) is a self-report survey suitable for adults ages 18 or older that comprehensively assesses the 24-character strengths. The VIA-IS can be completed in a single session, typically taking about 45 minutes. For children and youth aged 10-17, the VIA Inventory of Strengths for Youth (VIA-Youth) is suitable. Both of these surveys are available free online (www.authentic happiness.org or www.via strengths.org). Once individuals register on the website and complete the survey, feedback is given about their top strengths, what are called signature strengths.

2.12 FURTHER READINGS

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2.13 QUESTIONS FOR PRACTICE

- Q1 Define PERMA application and its benefits.
- Q2 Explain the PERMA theory of well-being.

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

SKILL ENHANCEMENT COURSE (SEC): POSITIVE PSYCHOLOGY

UNIT-3: WELL-BEING

STRUCTURE

3.0 OBJECTIVES

3.1 INTRODUCTION

3.2 WELL-BEING CATEGORIES

3.3 APPROACHES TO WELL BEING

3.4 MEASURING WELL BEING

3.5 VIEWS ON HAPPINESS

3.6 THE HEDONIC VIEW

3.7 THE EUDAIMONIC VIEW

3.8 CONCLUSION

3.9 SUGGESTED READINGS

3.10 QUESTIONS FOR PRACTICE

KEYWORDS: Well-being, Hedonia, Eudaimonia, psychological well-being (PWB), Social well-being (SWB)

3.0 OBJECTIVES:

After completing this unit, one should be able to:

- Understood Contextual, affective and cognitive components of wellbeing
- Be able to distinguish between Hedonia and Eudaimonia related wellbeing
- Become familiar with different approaches to wellbeing

- Be introduced to various measures of wellbeing
- Understand the inter-relatedness of happiness and wellbeing

3.1 INTRODUCTION:

Good mental health can easily be described in the terms of wellbeing. The World Health Organization (WHO, 2003) recognizes that mental health and its treatments need to be focusing more on prevention rather than on the absence of mental illness. They describe mental health as a –state of wellbeing in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to his or her community (WHO, 2004, p. 13).

Wellbeing has been recognized to lead to more meaningful productivity, improved physical health, and an increased immune system. Wellbeing is a protective factor which counteracts the effects of stress. A person who is adequately well beingness has optimal function in terms of focus and attention, emotional self-regulation, cognitive ability. Wellbeing in general helps in learning and retaining and acquiring new skills for any individual Mastery and generalization of skills learned, one's own purpose in life and hope are part of one's own psychological wellbeing.

The concept of wellbeing is not just limited to fixing the issues and problems in mental health rather it deals with positive models of psychology with focus on happiness and human flourishing. The long term benefits of positive psychology is a positive educational experience includes the normalization of self-inquiry and self-management of one's mental health from a young age, as young people move into their next stage of life namely adulthood, with increased self-awareness and emotional intelligence

Wellbeing cannot be just thought of as a single domain. It must not be thought as the sole absence of negative psychological states.

The model of wellbeing has been suggested to provide a framework based on principles of positive psychology where its effect can lead to increased health, life satisfaction, increased and promotion of creativity, and ultimately moral development and civic citizenship. Educational and care provisions under model of wellbeing nurture opportunities not exclusively for educational progress and learning or safety and welfare, but aiming to include the promotion of individual characters,

resilience in the face of adversities and general wellbeing.

Well-being is important for human flourishing. People supported by close friendships, family, and support groups have higher well-being, and are found to be less vulnerable to sickness and premature death. In contrast loneliness has been found to be an important risk factor for poor health outcomes and functional decline. Studies have also shown an association between positive affect and health outcomes, including lower incidence of morbidity and decreased reported symptoms and pain.

3.2 WELL-BEING CATEGORIES

The well-being definitions of different researchers have fallen into four distinct categories:

ORIENTATION BASED. This category of well-being is composed of the studies and definitions which is based on what a person is seeking from life and the reasons behind it. The orientation category includes the priorities, motives, values, goals and ideals that steer the person and his behaviour towards chosen ends. A person may be pursuing personal growth or could be seeking pleasure.

BEHAVIORAL. The definition regarding behavior category is generally of the actual activities that the individual is engaged in it is based on the action rather than thought and wishes. A person could be enjoying musicals or travelling.

EXPERIENTIAL. Experiences represent a person's momentary or typical subjective feelings, emotions, and cognitive-affective appraisals. Hence this category of wellbeing definitions focuses on the emotional aspects of wellbeing and the meaning therein.

FUNCTIONAL. Functioning represents how well a person is doing in life and how far the person has come, in terms of their abilities, accomplishments, healthy habits, and healthy long-term functioning. Functional category of definition of happiness are about outcome of happiness itself (e.g., prioritizing happiness, being skilled at savouring, being good at self-regulation, achieving maturity).

Summarizing, it can be said that orientation is what a person seeks, behavior is what a person does, experience is how well a person feels, and functioning is how well a person does. The first two categories of orientations and behaviors primarily represent ways of living, i.e., what a person

chooses to do in life. The second two categories of experiences and functioning are typically treated as well-being outcomes.

SUBJECTIVE WELL-BEING: Traditionally, national well-being has been defined through the lens of economic prosperity, often in terms of Gross National Product (GNP) or Gross Domestic Product (GDP) And Human Development Index (HDI). However, extensive research shows that GDP and GNP measures do not capture the full extent of well-being. As a result, subjective well-being (SWB) measures have recently emerged as a valid alternative to traditional measures of national well-being. Ed Diener suggests that subjective well-being measures have three hallmarks. First, the measure is subjective, residing with the experience of the individual. Second, it includes positive measures. Third, it includes a global assessment of all aspects of a person's life. Subjective well-being measures can provide invaluable information in the measurement of consumer preferences and social welfare, provided that the measures are reliable and valid.

In recent years, governments worldwide have shown increasing interest in using measures of subjective well-being in public policy and also in measuring national well-being. For example, since 1971, Bhutan has adjusted its national policy to focus on Gross National Happiness (GNH) instead of GDP. Instead of the traditional marker of prosperity, material growth, Bhutan's new approach to development measures prosperity through the principles of GNH, is including the spiritual, physical, social, and environmental health of its citizens and the natural environment.

Subjective theories of wellbeing are focused on subjective overall life evaluations, and comprise two main components **affect** {feelings, emotions and mood} and **life satisfaction**. Affect is divided further into positive and negative emotions, with subjective wellbeing experienced when a predominance of positive emotions occurs more than negative emotions. As people and perceptions are at the heart of the meaning of subjective wellbeing, subjective wellbeing has direct utility in describing and facilitating social and emotional wellbeing. The following contemporary models of wellbeing outline frameworks for exploring wellbeing.

In order to increase the clarity of the role of subjective well-being in public policy, Dolan,



Layard, and Metcalfe distinguished three broad types of SWB measures:

- (1) *Evaluation* – global assessments
- (2) *Experience* – feelings over short periods of time
- (3) *Eudaimonic* – reports of purpose and meaning

These different types of SWB measures correspond to different policy purposes, and could serve as a valuable tool in informing the design of public policy in a particular country. There is evidence that life satisfaction measured with subjective well-being measures is correlated with income, employment status, marital status, health, personal characteristics, and major life events. Different theories of well-being in mainstream economic theory overwhelmingly focus on fiscal conditions and overlook non-monetary rewards. However, according to evidence, both monetary and non-monetary factors affect the well-being of individuals and society.

3.3 APPROACHES TO WELL BEING:

As there is increasing awareness that positive affect is not just the opposite of negative affect, various scholars have argued for multiple constructs and dimensions being the foundational building blocks of well-being. Some of the most prominent are

Bradburn's (1969) as given hedonic balance' model suggests well-being is maximized by a high ratio of positive to negative affect

Diener's (1984) tripartite model of social well being contains three components: life satisfaction, positive affect, and negative affect. Diener's tripartite model of SWB model adds to Bradburn's emotional focus by including a cognitive component on the degree to which one's life is viewed as satisfactory or close to ideal.

Ryff's (1989) model of psychological well-being (PWB) articulates dimensions that are proposed to be more directly tied to the philosophical traditions of ancient Greeks and psychological theories from humanistic, existential, and developmental traditions.

Ryff and Keyes (1995) distinguishing are six core dimensions of well-being: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth.

Keyes (1998) suggests that due to the societal nature of life in general and the challenges that accompany it, well-being includes social dimensions such as coherence, integration, actualization, contribution, and acceptance. Keyes (1998) combined Diener's SWB dimensions with Ryff's PWB dimensions but felt neither captured a third, purportedly distinct type of well-being – social well-being (even though one of the PWB dimensions is about the depth of one's social relationships)

Kahneman (1999) distinguishes two aspects of well-being: subjective happiness which is primarily concerned with how happy the respondents state they are, while objective happiness is derived from tracking and aggregating the instant utility over the relevant periods.

Ryan and Deci (2001) characterize well-being as falling into hedonic and eudaimonic domains. The hedonic domain focuses on emotion, whereas the eudaimonic domain emphasizes the good life, with a focus on meaning and related well-being constructs.

Compton (2001) also argues for three types of well-being, identifying them as Social well being, personal growth, and religiosity; using terminology similar to Diener and Ryff but with different approach results.

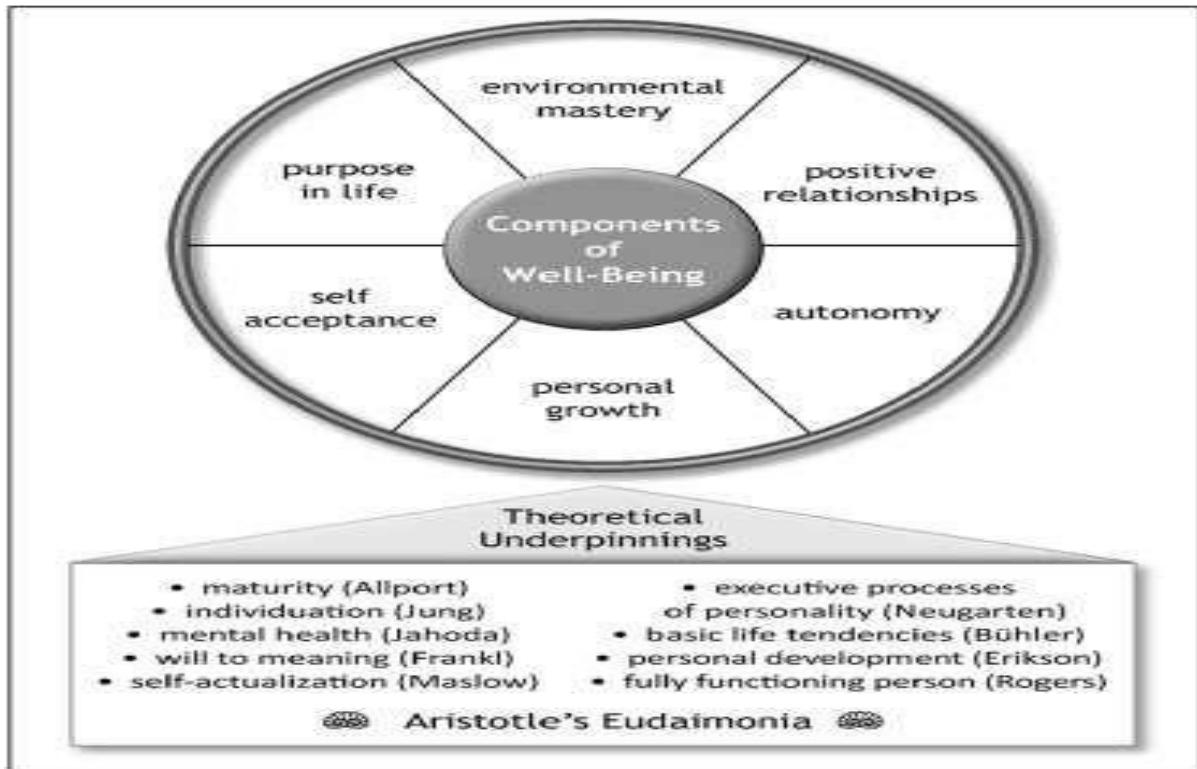
Seligman (2011) defined well-being in terms of five constructs: Positive Emotion, Engagement,

Relationships, Meaning, and Accomplishment (summarized by the acronym PERMA).

All of the above are together on this postulate that positive affect engenders success, and happiness precedes successful outcomes. They argue that positive affect may be the cause of many of the desirable characteristics and successes are correlated with happiness.

Well-being has been a longstanding topic of research interest. The central objective of positive psychology is to facilitate happiness and subjective well-being. Positive psychologists attempt to measure well-being from a positive-based standpoint (e.g., increasing subjective well-being, promoting mental health and personal thriving). The positive psychology movement characterizes well-being as —positive and sustainable characteristics which enable individuals and organizations to thrive and flourish

Many theorists have suggested that well-being has multiple domains, and is thus a multifaceted construct. Recently Huppert and So (2013) identified 10 items associated with flourishing. The multiplicity of approaches to the study of well-being has resulted in somewhat broad definitions of well-being, with researchers using the construct of well-being’ synonymously with satisfaction’, happiness’, or quality of life’.



<https://www.sciencedirect.com/science/article/abs/pii/S0883902617307899>

The concept of wellbeing has its roots into the works of multiple psychologists whose works formed the basis of wellbeing as is viewed in contemporary times; like Allport saw it as Maturity, Rogers as Fully Functioning Person, Maslow as Self –Actualizing individual and Jung as Individuated being.

3.4 MEASURING WELL-BEING

Measures of well-being play an increasingly important role in applied research. Within psychology the expanding role of overall measures of well-being indicates a greater interest in the determinants of positive functioning. Measuring well-being can be done in a number of ways there is no one size fits all ‘approach. In general, however, well-being measurement tends to be based on two principles:

- a) individuals, rather than groups, are the unit of measurement ‘, even if we are ultimately interested in the well-being of a particular group of people.
- b) Subjective, rather than objective, indicators provide the data. Subjective indicators ‘refers to questions which ask about feelings, experiences and judgments about life.

Subjective measures of well-being capture people’s feelings or real experience in a direct way. They do so by assessing well-being through ordinal measures. A number of questionnaires are available for gathering information on well-being. Most of these questionnaires focus on a single aspect of well-being (e.g., happiness, satisfaction, affect or mental aspect), while others aim to measure overall wellbeing using multidimensional scales.

List of well-known well-being measurements

- Oxford Happiness Inventory Argyle and Hills, 2002.
- Subjective Happiness Scale Lyubomirsky and Lepper, 1999.
- Approaches to Happiness Scale Peterson, 2003.
- Authentic Happiness Inventory Peterson, 2005.
- Satisfaction with Life Scale Diener, Emmons, Larsen and Griffin, 1985.

- PANAS (Positive and Negative Affect Schedule) Watson, Claek, Tellegen, 1988.
- Affect Balance Scale (ABS) Bradbum, 1969.
- Psychological Well-Being Scales Ryff, 1995.
- Psychological Well-Being Scale Diener and Biswas-Diener, 2009.
- Warwick-Edinburgh Mental Well-being Scale (SWEMWBS) Clarke et al., 2011.
- Friedman Well-being Scale Friedman, 1992.

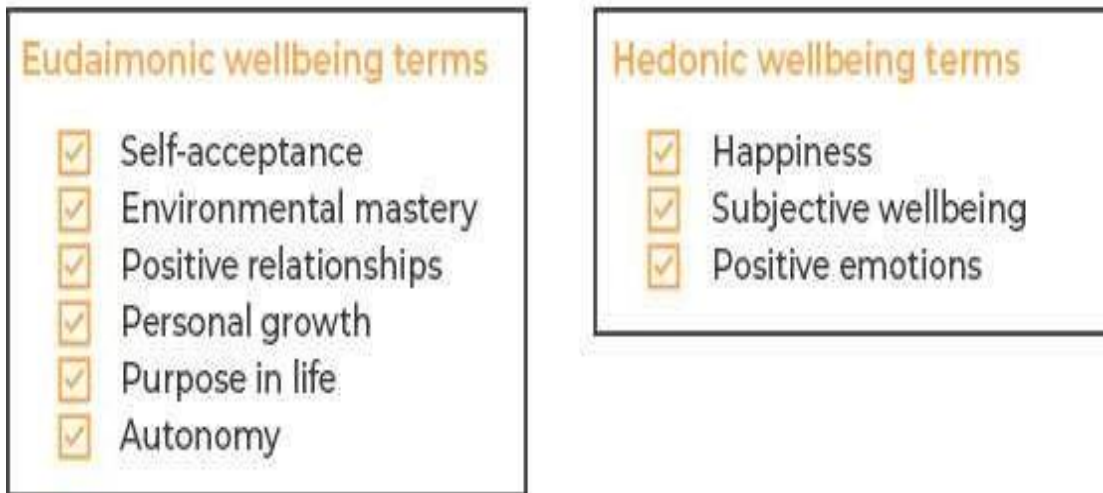
CHECK YOUR PROGRESS - 1

- 1) Define wellbeing. How is it measured?
- 2) Explain the various dimensions of wellbeing.
- 3) Describe the factors contributing towards wellbeing.

3.5 VIEWS ON HAPPINESS

Psychologists think of happiness in many different ways, but two ways are quite prevalent: **hedonic** happiness, i.e. to seek pleasure and enjoyment, and **eudaimonic** well being, to find meaning and purpose. Some psychologists mainly favour either a hedonic or an eudaimonic idea of happiness. Most however, agree that people require both hedonia and eudaimonia to flourish in life.

Quality of life is equally if not more important to most people than the quantity of life. As for quality of life, happiness might be number one on our list. Most people would likely hope for a happy and satisfying life, in which good things and pleasant experiences are more than bad ones. Happiness seems to be an important part of how people define a good life.



Defining the good life in terms of personal happiness is the general thrust of the hedonic view of well-being. Hedonic psychology parallels aspects of the philosophy of hedonism. While there are many varieties of philosophical hedonism dating back to the ancient Greeks, a general version of hedonism holds that the chief goal of life is the pursuit of happiness and pleasure.

Life satisfaction, the presence of positive affect, and a relative absence of negative affect as a wellbeing concept is widely accepted too.

3.6 THE HEDONIC VIEW

Equating happiness or well-being with hedonic pleasure is an old phenomenon. Aristippus, a Greek philosopher from the fourth century B.C., taught that the goal of life is to experience the maximum amount of pleasure, and that happiness is the totality of one's hedonic moments. His early philosophical hedonism has been followed by many others. Hobbes argued that happiness lies in the successful pursuit of our human appetites, and DeSade believed that pursuit of sensation and pleasure is the ultimate goal of life.

Hedonism, as a view of well-being, has thus been expressed in many forms and has varied from a relatively narrow focus on bodily pleasures to a broad focus on appetites and self-interests. Psychologists have a broad conception of hedonism that includes the preferences and pleasures of the mind as well as the body. The general view of hedonic psychologists is that well-being consists of subjective happiness and concerns the experience of pleasure versus displeasure.

Happiness is not reducible to physical hedonism, for it can be derived from attainment of goals

or valued outcomes in varied pursuits. The Foundations of Hedonic Psychology suggests that the terms well-being and hedonism are close substitutes by defining wellbeing in terms of pleasure versus pain, aiming to maximizing human happiness. Although there are many ways to evaluate the dimensions of pleasure vis a vis pain in human experience, most research within the new hedonic psychology has used assessment of **subjective well-being (SWB)**

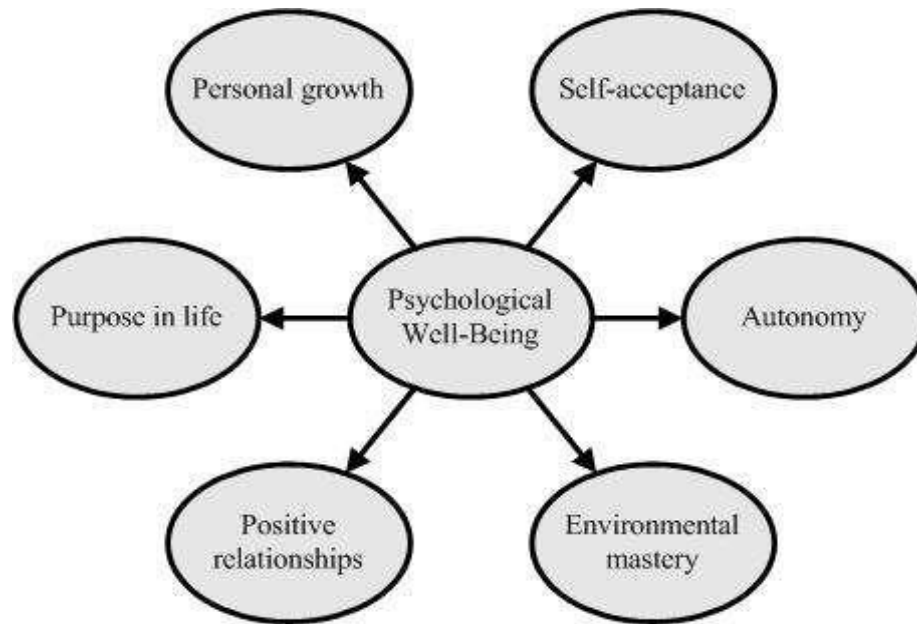
Happiness in SWB consists of three components: life satisfaction, the presence of positive mood, and the absence of negative mood.

This gives rise to concerns about the types of social activities, goals, and attainment leading to well-being. SWB has reigned as the primary index of well-being as the standard social science model, which is built on the assumption of an enormous amount of malleability to human nature. In its simplest form, hedonism suggests that happiness is a function of expecting to attain the outcomes one values, whatever those might be. The focus of hedonic psychology on pleasure versus pain also readily links it with behavioral theories of reward and punishment.

In hedonism, pleasure plays a central role. Psychological or motivational hedonism claims that our behavior is determined by desires to increase pleasure and to decrease pain. This may have societal implications. As just chasing happiness without ethical or moral constraints may hinder society's normal functioning. Taking this philosophy in short run may result in self-harm as well as decay of social system. This has led to certain psychologists favour normative or ethical hedonism, which is not about how we actually act but how we ought to act.

3.7 EUDAIMONIC VIEW

The negative connotations of hedonic view brought forth a different way to see happiness. Psychologists argued that there is more to life than hedonism and subjective pleasure. They believed that there is a deeper and more "authentic happiness" Aristotle, for example, considered hedonic happiness to be a vulgar ideal, making humans slavish followers of desires. He posited, instead, that true happiness is found in the expression of virtue—that is, in doing what is worth doing.



<http://positivepsychology.org.uk/the-concept-of-eudaimonic-well-being/>

Fromm stated that optimal well-being (*vivere bene*) requires distinguishing between those needs (desires) that are only subjectively felt and whose satisfaction leads to momentary pleasure, and those needs that are rooted in human nature and whose realization is conducive to human growth and produce *eudaimonia*, i.e. well-being.

There is distinction between purely subjectively felt needs and objectively valid needs. Desires can be harmful to human growth and not in accordance with the requirements of human nature. The term *eudaimonia* is valuable because it refers to happiness along with wellbeing

Eudaimonic theories maintain that not all desires or the outcomes that a person might value, would yield well-being when achieved. Even though they are pleasure producing, some outcomes are not good for people and would not promote wellness alongside happiness. Thus, from the eudaimonic perspective, subjective happiness cannot be equated with well-being.

Whereas pleasure is hedonically defined, the eudaimonic conception of well-being and happiness calls upon people to live in accordance with their true self. *Eudaimonia* occurs when people's life activities are most congruent and are fully engaged. Under such circumstances people would feel intensely alive and authentic, existing as who they really are.

Calling this **personal expressiveness (PE)** it was found that measures of hedonic enjoyment and

PE were strongly correlated, though they were distinct. PE was more associated with being challenged and exerting effort, whereas hedonic enjoyment was more related to being relaxed, away from problems, and happy. Ryff & Keyes spoke of –the striving for perfection that represents the realization of one’s true potential as **psychological well-being (PWB)** as distinct from **social wellbeing (SWB)**. They presented a multidimensional approach to the measurement of PWB that taps six distinct aspects of human actualization: autonomy, personal growth, self-acceptance, life purpose, mastery, and positive relatedness. These six constructs define PWB both theoretically and operationally and they specify what promotes emotional and physical health.

3.8 CONCLUSION

Evidence from a number of investigators has indicated that happiness is probably best conceived as a multidimensional phenomenon that includes aspects of both the hedonic and eudaimonic conceptions. Focus area of both hedonic and eudaimonic happiness is overlapping and distinct. While pursuing personal goals, doing well and feeling happy may be disconnected from finding meaning and acting with integrity. There is both divergence and convergence in the hedonic and eudaimonic indicators of happiness

Hedonia and Eudaimonia both these approaches talk of happiness and well being. The subject matter and contents have included positive affect, negative affect, life satisfaction, meaning experience, elevation and inspiration, feelings of self-connectedness, subjective vitality, and so on. It is becoming clear that happiness is a multi-faceted concept. The majority of researchers agree that the contents of happiness fall under hedonia and eudaimonia. Happiness can be analysed under the heads of hedonic experiences, eudaimonic experiences, hedonic functioning, and eudaimonic functioning. Generally speaking, hedonic contents involve pleasure, enjoyment, satisfaction, and comfort, painlessness and ease. While eudaimonic happiness resides in meaning, value, relevance to a broader context, personal growth, self-realization, maturity, excellence, ethics, quality, and authenticity, autonomy, integration.

These variables are associated with certain mindsets, including a balance of focusing on the self and others, a balance of focusing on the present and the future, a tendency to be guided by abstract and big-picture concepts, and a focus on cultivating and building what one values and envisions.

A greater degree of eudaimonia exists if all these contents are combined (e.g., if a person ensures that their authentic self-expression is also ethical). Most researchers believe that people need both hedonia and eudaimonia to flourish, and they are complementary psychological functions. Furthermore, a person may derive a hedonic benefit but a eudaimonic loss from an activity, and vice versa. It is therefore important to assess both hedonic and eudaimonic variables when studying happiness.

CHECK YOUR PROGRESS - II

Q1. Bring out the basics of Eudaimonic wellbeing.

Q2. Distinguish between Hedonic and Eudaimonic well-being.

Q3. Can an individual be high on both Hedonic and Eudaimonic wellbeing? Elaborate and explain.

3.9 SUGGESTED READINGS:

- Huta, V. (2016). An overview of hedonic and eudaimonic well-being concepts. *The Routledge handbook of media use and well-being*, 32-51.
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3.10 QUESTIONS FOR PRACTICE

Q1 Bring out the basics of Eudaimonic wellbeing.

Q2 Distinguish between Hedonic and Eudaimonic wellbeing.

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

SKILL ENHANCEMENT COURSE (SEC): POSITIVE PSYCHOLOGY

UNIT-4: HAPPINESS: PHYSIOLOGICAL PERSPECTIVES

STRUCTURE

4.0 OBJECTIVES

4.1 INTRODUCTION

4.2 THREE LEVELS OF HAPPINESS

4.3 PHYSIOLOGY OF HAPPINESS

4.4 PHYSIOLOGICAL PROCESSES

4.5 CHEMISTRY OF HAPPINESS

4.6 BI-DIRECTIONAL RELATIONSHIPS OF HAPPINESS

4.7 CONCLUSION

4.8 SUGGESTED READINGS

4.9 QUESTIONS FOR PRACTICE

Keywords: Happiness, levels of happiness, sources of happiness, biology of happiness

4.0 OBJECTIVES

After completing this unit, one should be able to:

- Understand the concept of happiness as also the dynamic core of this concept
- Realize the Cognitively and behaviorally sources of happiness, along with the multiple modes and hence be able to enhance happiness from different aspects of life

- Conceptualize the biological basis of happiness in terms of neuro-chemicals, and the neuro-physiological structures; and hence gain insight in the biology of happiness.

4.1 INTRODUCTION:

The term happiness is used in the context of mental or emotional states, including positive or pleasant emotions ranging from contentment to intense joy. The quest for happiness is one of the chief engagements of human beings. Since happiness is perceived differently by different people it becomes difficult to define happiness.

Happiness exists in both mind and body and hence we need to be happy in both simultaneously to achieve optimal happiness. To do this, we need to synchronize mind and body.

Happiness is an abstract concept which has been defined based on the culture and context. In general, it has been defined as the current experience and joy as an emotion and feeling. It is a good emotional condition as a whole in the present time. Happiness also has been described in terms of appraisal of quality of life on satisfaction it can also be seen as appreciation of one's life as a whole.

Happiness can include both of Subjective well-being which includes measures of current experience (emotions, moods, and feelings) and of life satisfaction. Sonja Lyubomirsky has described happiness as -the experience of joy, contentment, or positive well-being, combined with a sense that one's life is good, meaningful, and worthwhile. In general happiness include measures of subjective wellbeing, mood and eudaimonia.

4.1 THREE LEVELS OF HAPPINESS

1. **Level one:** The most immediate and direct state of happiness involves an emotion or feeling like joy or pleasure. The feeling comes about because a desired state is attained; there is not much cognition involved beyond the recognition that the desired thing has happened. Such feelings are transient.
2. **Level two:** When people say they are happy with their lives they usually don't mean that they are experiencing pleasure in their lives all the time. Rather, they mean that on reflection on the balance sheet of pleasures and pains, the balance is reasonably positive over the long term. This level of happiness is not so much concerned with pleasure and feelings as judgments

about the balance of feelings and can be summed up by terms such as contentment and life satisfaction.

3. **Level three:** This state cannot be easily measured as it involves a broader sense of happiness and perhaps can be summed up by Aristotle's ideal of the good life termed *eudaimonia* which refers to a life in which the person flourishes and fulfils their true potential.

Happiness is considered to have commonality with the concepts of welfare adjustment and mental health in 1950's these were considered to be quite synonymous. The current related concepts with happiness include Life satisfaction which is conceived as the degree to which an individual judges the overall quality of his life-as-a-whole favourably. In simpler words: how well he likes the life he leads. The term -happiness may be used as a description of mental and emotional states. Next to this -overall evaluation, the appraisals of life-as-a whole can be done in terms of an affective aspect (hedonic level) and a cognitive aspect (contentment). Hedonic level is the degree to which the various affects person experiences are pleasant. Contentment is the degree to which an individual perceives his aspirations to have been met. i.e., to what extent one perceives oneself to have got what one wants in life.

Though many definitions of happiness have been proposed, most of them are in the terms of context of life satisfaction, subjective well-being, euphoria, flourishing and well-being. Among multiple theories, one of the leading theories comes from Seligman (2002), called *authentic happiness* theory.

4.2 PHYSIOLOGY OF HAPPINESS

HAPPINESS AND NEUROSCIENCES

A flourishing neuroscience of pathology has begun in the past 20 years. Psychologists have more than rudimentary ideas about what the neurochemistry and pharmacology of depression are. They have reasonable ideas about brain loci and pathways for the whole range of abnormal behaviours. Somehow, it has gone less observed that all of these pathological states have their opposites (LeDoux & Armony, 1999), i.e., the neurochemistry and anatomy of flow, good cheer, realism, future mindedness, resistance to temptation, courage, and rational or flexible thinking. Similarly, psychologists are learning and exploring genetic contribution of gene-environment interaction and covariance in the biology of positive experience and positive traits.

THREE SOURCES OF HAPPINESS are posited, namely as pleasure, as engagement, and as meaning. Tanzer and Weyandt, 2019 reviewed the brain activation and Meta analysis to explain the neurological basis of happiness. There were 14 brain regions that were identified as activating for all forms of happiness, structures across the telencephalon, diencephalon, and metencephalon. Specific brain regions that seem to be important to happiness in general are identified as claustrum, insula, basal ganglia, thalamus, prefrontal cortex, frontal gyrus, and temporal gyrus. Certain regions are often labeled as affective regions, namely, the amygdala and insula.

Happiness in general seems to be a whole brain process; however there are specialized regions that are more relevant to different varieties of happiness. Two regions identified as frequently activating across studies were the claustrum and thalamus. These regions coordinate and integrate signals throughout the brain (Crick and Koch 2005). Beyond multiple regions identified, the most frequently activated were specifically for the purpose of bringing together diverse signals. The clearest result of this analysis is that happiness involves many interconnected neural processes. By Seligman's (2002) theory, prototypes for people with different orientations to happiness and activities are listed for what these people tend to appreciate. People who tend to experience happiness as pleasure like to go out and party; people who tend to experience happiness as engagement like doing projects; and people who tend to experience happiness as meaning like volunteering. And this gets reflected in their neural activity.

HAPPINESS AS PLEASURE

Pleasure is defined as hedonic enjoyment, characterized as maximizing fun while avoiding discomfort. An example of this form of happiness is the feeling of going to a party; happiness is defined by the people, the music, and just having fun with no strings attached. Pleasure is characterized as the joy of throwing caution to the wind and having a good time. In line with this, there was increased activation of the basal ganglia and frontal gyrus with decreased activation of the prefrontal cortex and parietal lobule. Dopamine is a catecholamine created in the ventral segmental area (Rosenzweig et al. 1996), a region uniquely identified in happiness as pleasure. Lastly, Weems (2014) suggests that humor is a process by which the unpleasant and confusing is converted into the joyful. Studies of pleasure show proportionally high activity in the insula and amygdala regions. A large activity in the fusiform gyrus in research is indicative of neural processing of happiness in this region. The fusiform gyrus is involved in viewing happiness as

pleasure derived as a social experience. The basal ganglia activated for all forms of happiness, but activated more frequently for happiness as pleasure. Taking these findings together, there seems to be a dynamic relationship between how happiness is experienced and neural activity.

HAPPINESS AS ENGAGEMENT

Engagement is largely based on Csikszentmihalyi's (1990) concept of flow; it is defined as a state of focus such that time stands still when accomplishing a task that requires all of one's ability. Happiness as engagement is defined as focus on a task requiring all of one's ability to be accomplished. By this definition, engagement requires a certain amount of cognitive maintenance. The frontal gyrus and orbitofrontal cortex have been described as enabling cognitive focus and maintaining working memory (Gluck et al. 2016). Recruitment of these regions during happiness as engagement is fitting because of the overlapping conceptualizations. Decreased activity of the insula and amygdala paired with proportionally moderately increased activation of the cingulate cortex is noted.

Happiness as engagement requires directing attention, not allowing unrelated stimuli to distract from the task at hand. Reduced activity in brain regions that process urgent negative stimuli with activation of a brain region that facilitates executive functions is an appropriate fit for this phenomenology. There was identified unique activation of the dorsal raphe nucleus during experience of engagement which shows facilitating the learning of fear responses. This all implicates an emotional management network that allows for cognitive focus and happiness as engagement.

HAPPINESS AS MEANING

Meaning is defined as a connection to something broader than the self. An example of this is volunteering at a soup kitchen. Providing food to those in need is not particularly fun and does not require much skill, yet the simple task of volunteering one's time for the betterment of humankind is rewarding. Proportional to other forms of happiness, meaning tended to show increased activation in the prefrontal cortex and insula. The prominence of activation in the prefrontal cortex, which is the decision maker of the brain, and has been described as the seat of morality, provided insight into happiness as abstract phenomenon. Processing meaning may be more than a general function of cognitive control and sensory information organization, but a particularly specialized

ability to put things together in the big picture.

4.3 PHYSIOLOGICAL PROCESSES

Underlying factors for happiness are considered from two dimensions: endogenic factors (biological, cognitive, personality and ethical sub-factors) and exogenic factors (behavioral, socio-cultural, economical, geographical, life events and aesthetics sub-factors). Among all endogenic factors, biological sub-factors are the significant predictors of happiness.

At the physiological level happiness can be classified in two parts.

- a) How the happiness exhibits itself in the physiological processes
- b) how the physiological processes are related with happiness

HOW THE HAPPINESS EXHIBITS ITSELF IN THE PHYSIOLOGICAL PROCESSES

The aim is to understand the chemical processes behind the happiness, and the biological processes behind the happiness and how they manifest itself into the human body and moreso in different parts of the brain.

Region of the brain	Pleasure	Engagement	Meaning	Total
Basalganglia	26	8	6	40
Prefrontalcortex	8	12	18	38
Temporalgirus	13	11	12	36
Cingulate cortex	18	11	5	34
Frontalgirus	13	12	5	30
Insula	10	5	10	25
Amygdala	8	5	3	16
Thalamus	8	5	1	14
Orbitofrontalcortex	6	5	2	13
Hippocampus	4	6	1	11
Cerebellum	2	5	3	10
Parietallobule	2	7	1	10
Postcentralgirus	4	2	1	7

Fusiform gyrus	5	0	1	6
Junctions	1	3	2	6
Cuneus	2	1	2	5
Occipitalgyrus	0	2	3	5
Precentralgyrus	1	1	2	4
Lingualgyrus	2	1	0	3
Supplementary	2	1	0	3
Supramarginalgyrus	2	0	1	3
Calcarine v	1	0	1	2
Entorhinalcortex	1	0	1	2
Hypothalamus	2	0	0	2
Angular gyri	0	1	0	1
Dorsal raphenucleus	0	1	0	1
Geniculate	0	0	1	1
Periaqueductal gray	0	0	1	1
Pons	0	0	1	1
Retro splenial cortex	0	1	0	1
Righthemisphere	0	1	0	1
Ventral tegmental	1	0	0	1
Total	142	106	85	341

Source: Imaging Happiness: Meta Analysis and Review Present advancement in science of neurology and neuroimaging have given the possibility to study the brain while one is experiencing happiness. Similarly, we can study the chemicals behind and Pharmacology of happiness.

Blood Flow in the orbitofrontal cortex and dorsal striatum predicted learning within the law of effect paradigm. Additionally, a network of dopaminergic pathways starting in the ventral tegmental area traveling through the prefrontal cortex has been called the pleasure center, a neural circuit that facilitates reward evaluation and selection

Happiness has also been discussed in relation to depression. The neuropeptides dopamine and serotonin have been described as the main physiological communicators of happiness, treatment

of depression largely focusing on balancing these chemicals in the brain

A limitation of this approach is that it is a poor characterization of the phenomena of happiness. The behaviorists were in staunch opposition to the study of subjective phenomena and the absence of depression is not necessarily the same as the presence of happiness. There remains uncertainty as to how happiness as a subjective experience is processed in the brain

The physiological findings of some researchers identify biomarkers of love as neuropeptide oxytocin, activity in the vagus nerve, and the possible existence of human mirror neurons. There is activity in the anterior cingulate cortex and dopaminergic activity in the reward circuit in parallel. Most neuroimaging studies identified activity in the frontal cortex and anterior cingulate cortex while subjects were having happy thoughts

CHECK YOUR PROGRESS - 1

- Q1. What are the three sources of happiness?
- Q2. Enumerate the main areas of the brain involved in the emotion of happiness.
- Q3. Happiness is a psychological as well as a physiological phenomenon. Defend.

4.4 CHEMISTRY OF HAPPINESS

Our body is full of hormone secretions, chemicals essentially, which control our moods.

GET YOUR DAILY D.O.S.E. OF HAPPINESS

How to get your daily DOSE of happiness chemicals







<https://www.mindmypeelings.com/blog/daily-dose-of-happiness-chemicals>

According to neuroscience every feeling we have is a neuro-chemical event'. such as Danger, stress and anxiety trigger the release of adrenalin and cortisol. These narrow your focus, sharpen your thinking and temporarily increase your strength to enable you to run away fast

Dopamine is the motivation chemical'. Its release into the bloodstream is energising, increases our ability to focus and motivates us to take action. Serotonin is the feel good' chemical and is calming and rewarding.

Endorphins are the body's natural opiates. They control pain and create pleasure. They are released every time you laugh, relax and exercise. They also create more bonding in the brain so they can make you more intelligent. So, when you choose to be happy you also become more intelligent.

How Deficiency Affects You

<ul style="list-style-type: none"> • procrastination • low self-esteem • lack of motivation • low energy or fatigue • inability to focus • feeling anxious • feeling hopeless • mood swings 	<ul style="list-style-type: none"> • feeling lonely • stressed • lack of motivation • low energy or fatigue • disconnect of relationships • feeling anxious • insomnia 	<ul style="list-style-type: none"> • low self-esteem • overly sensitive • anxiety/panic attacks • mood swings • feeling hopeless • social phobia • obsession/compulsion • insomnia 	<ul style="list-style-type: none"> • anxiety • depression • mood swings • aches and pains • insomnia • impulsive behaviour
 DOPAMINE	 OXYTOCIN	 SEROTONIN	 ENDORPHIN

How to Increase Happiness Levels

<ul style="list-style-type: none"> • meditate • daily to do list • long term goals • food rich in L-Tyrosine • exercise regularly • create something: writing, music or art 	<ul style="list-style-type: none"> • physical touch • socializing • massage • acupuncture • listening to music • exercise • cold shower • meditate 	<ul style="list-style-type: none"> • exercise • cold showers • sunlight • massage 	<ul style="list-style-type: none"> • laughter/crying • creating music/art • eat dark chocolate • eat spicy foods • exercise/stretching • massage • meditate
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<https://www.mindmypeelings.com/blog/daily-dose-of-happiness-chemicals>

Oxytocin is a hormone that functions as a neurotransmitter in the brain and is generally related with relationships and bonding.

4.5 BI-DIRECTIONAL RELATIONSHIPS OF HAPPINESS

While studying the relationship between physiological processes and happiness, it has been found positive affective experiences not only signal personal well-being but also contribute to personal growth and development. Positive emotions broaden momentary thought-action repertoires. This broadening of momentary thought-action repertoires offers opportunities for building enduring personal resources, which in turn offers the potential for personal growth and physiological transformation by creating positive or adaptive spirals of emotion, cognition and action.

Some of the physiological areas, most of them exhibiting bi-directional relationship, which have been studied to be related to happiness are as follows:

- 1. LONGEVITY:** Evidence from longitudinal studies shows that happiness has important effects on longevity. Some longitudinal studies have found, positive emotions at the start of the study predicted who lived or died, and who showed greater functional independence or disability. After controlling for age, socioeconomic status, drug use and diseases, the happy participants were twice as likely to survive and to remain functionally independent compared with their unhappy counterparts.
- 2. PHYSICAL HEALTH AND EXERCISE:** In the short-term exercise induces positive mood states and in the long-term regular exercise leads to greater happiness (Argyle, 2001; Sarafino, 2002). The short-term effects of exercise are due to the fact that exercise leads to the release of endorphins, morphine like chemical substances produced in the brain. The longer-term increases in happiness associated with exercise are due to the fact that regular exercise reduces depression and anxiety, enhances the speed and accuracy of our work, improves our self-concepts, promotes fitness and leads to better cardiovascular functioning. Regular exercise also slows down or prevents weight gain with ageing.
- 3. WORK:** The link between happiness and productivity is bi-directional. Certain types of work situations facilitate happiness and happiness in turn facilitates greater productivity. Employment status is related to happiness, with employed people being happier than those who are unemployed, and people in professional and skilled jobs being happier than those in

unskilled jobs (Argyle, 2001). Job satisfaction and happiness are moderately correlated at about $r=0.4$ (Diener et al., 1999). This may be because work can potentially provide an optimal level of stimulation that people find pleasurable, an opportunity to fulfil their drive for curiosity and skills development, a social support network and a sense of identity and purpose.

OVERSTIMULATION OF HAPPINESS

Prevent overstimulation and increase the effects of happiness chemicals

“Too much of a good thing is a bad thing”



NORMAL

A short spike of happiness effects with a quick drop back to a normal state after the experience is over.

OVERSTIMULATION LEADS TO:

- desensitization of happiness effects
- tolerance to the amount you receive
- addiction towards the activity



SUPERNORMAL STIMULI

You're continually feeding yourself overstimulating activities and not allowing levels to drop to a normal state.

COMMON OVERSTIMULATING ACTIVITIES:

- scrolling through social media
- always eating fast food
- binge-watching a tv show all weekend

Prevent Overstimulation

Allow levels of happiness chemicals to drop to a normal level to help maintain sensitization.

- 1 Limiting Your Use by Stopping After Some Time
- 2 Limiting the Frequency of Use
- 3 Not Using it Like a Drug
- 4 Not Using it as an Escape Mechanism

Increase Happiness Receptors

Overstimulation causes receptors to be destroyed, which leads to desensitization.

- 1 Abstaining from Overstimulating Activities
- 2 High-Intensity Interval Training
- 3 Digital Detox
- 4 Cold Showers or Ice Baths

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<https://static1.squarespace.com/static/5cb61b1e29f2cc34d16e2bd6/t/6022ed9c37af8c675431ad0d/1612901799362/overstimulation-happiness-infographic.pdf>

RECENT DEVELOPMENTS

a) **Personality studies** of happiness show that happy people are extroverted and optimistic, and have high self-esteem and an internal locus of control. In contrast, unhappy people tend to have high levels of neuroticism. There is a strong link between temperament, and personality traits. Children who are happy are more likely to be having temperamentally high activity levels and positive affect become extraverted.

b) **Secure attachment**, an **authoritative parenting style** and **good role modeling** are probably important in the development of optimism, self-esteem, and an **internal locus of control**, all of which are associated with happiness.

c) Happiness is often described as stable across life (Lyubomirsky), yet the brain has documented **changes over the course of the lifespan** (Rosenzweig et al.). Investigating the physiological underpinnings of this is important. Moreover, the **prefrontal cortex**— here identified as very important for happiness—generally Imaging develops through young adulthood and shrinks slightly with age (Gluck et al.). These seemingly contradictory observations provide for complicated hypothesis formation. The **developmental symmetry of happiness and physiology** should be investigated further. There was one study that addressed age beyond controlling for it as a covariate.

Schreuders et al. looked at responses to rewards in adolescents and young adults. Consistently, the nucleus accumbens activated in response to rewards. That said, interest in reward—and highest activation of the nucleus accumbens—peaked in late adolescence, both then declining through early adulthood. Future studies should specifically consider age in the analysis or provide a within subjects follow up to investigate how **neurodevelopment relates to happiness**.

While assessing the physiology of Seligman's authentic happiness theory, the question was posed as to whether or not the three phenomena he describes are best understood as facets of the same neural process, or physiologically independent. The results were mixed. Though there were many regions that consistently activated for all forms of happiness, some regions tended to activate more frequently for specific forms of happiness. Ultimately, the results suggest that happiness is closely related to activity. Happy people had **widespread neurological activity**, and the regions involved were generally relevant to the behavioral activities being performed. Rather than viewing

happiness as an affective state, it should be taken **within the context of events and behaviors**.

4.6 CONCLUSION

Happiness exists in both mind and body and hence we need to be happy in both simultaneously to achieve optimal happiness. To do this, we need to synchronize mind and body. Three sources of happiness are posited, namely as pleasure, engagement, and as meaning. There seems to be a dynamic relationship between how happiness is experienced and neural activity. The neurological basis of happiness identifies 14 brain regions for activating all forms of happiness. Studies of pleasure show proportionally high activity in the insula and amygdala regions. Happiness as engagement requires directing attention, not allowing unrelated stimuli to distract from the task at hand. –Meaning tended to show increased activation in the prefrontal cortex and insula.

Happy people had widespread neurological activity, and the regions involved were generally relevant to the behavioral activities being performed. Rather than viewing happiness as an affective state, it should be taken within the context of events and behaviors.

CHECK YOUR PROGRESS - 2

- Q1. Happiness has a bi-directional aspect for humans. Elaborate and explain.
- Q2. Explain the role of serotonin in the happiness quotient of an individual.
- Q3. List some ways to enhance happiness.

4.7 SUGGESTED READINGS

- Argyle, M. (2013). *The psychology of happiness*. Routledge.
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4.8 QUESTIONS FOR PRACTICE

- Q1. Explain the role of serotonin in the happiness quotient of an individual.
- Q2. List some ways to enhance happiness.

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

SKILL ENHANCEMENT COURSE (SEC): POSITIVE PSYCHOLOGY

UNIT-5: PSYCHOLOGICAL MEANING OF HAPPINESS

STRUCTURE

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Keywords: Psychology of happiness, enhancing happiness, learned optimism.

5.0 OBJECTIVES: After completing this unit, one should be able to:

- Distinguish happiness from pleasure and enjoyment
- Distinguish the different sense of realizing happiness
- Learn ways that make individuals unhappy

- Understand learned optimism and know of ways to inculcate it.
- Understand the ways of enhancing happiness at personal level, as well as interpersonal level, through simple day to day activities along with constructive well planned goal setting.
- Realize Growth and Fixed Mindset for happy living.
- Realizing that happiness is not just an individual domain but has social implications for policy makers

5.1 INTRODUCTION

Positive psychology has emerged as a science of positive subjective experience, positive individual traits, and positive institutions. It promises to improve quality of life and prevent the pathologies that arise when life is empty and meaningless. The exclusive focus on disorders and pathology has dominated so much of psychology. This has resulted in a model of the human being lacking the positive features that make life worth living. Hope, wisdom, creativity, future mindedness, courage, spirituality, responsibility, and perseverance are ignored or explained as transformations of more authentic negative impulses.

The intent of Positive psychology is to generate a focus that enables happiness, the effects of autonomy and self-regulation. The basic issues it tries to solve are how optimism and hope affect health, what constitutes wisdom, and how talent and creativity come to fruition. Efforts are to understand and build the factors that allow individuals, communities, and societies to flourish.

HAPPINESS, PLEASURE AND ENJOYMENT: While in layman's language happiness, pleasure and enjoyment are used as close substitutes. They are very clearly distinct. Happiness is sometimes felt as enjoyment or pleasure. It is useful to distinguish positive experiences that are pleasurable from those that are enjoyable. Pleasure is the good feeling that comes from satisfying physical needs such as hunger, sex, and bodily comfort. Enjoyment, on the other hand, refers to the good feelings People feel enjoyment, when they break through the limits of normal equilibrium state and when they worked or stretched themselves beyond usual towards excellence. It could be a race, a song, charity or just good chat.

Enjoyment is growth oriented and takes a person towards fulfillment and long-term results of

happiness, while pleasure is momentary phenomena. When humans work towards a purpose using their character strengths and Building personality on the way it leads to authentic happiness'. A positive, optimistic attitude toward oneself and to events in general helps enable a person to achieve his goals (Seligman, 2006 and 2007). Positive self-image, positive feelings and emotions are what gets combined into happiness. Happiness resides in multiple sectors coming together. Happiness includes but is not limited to contentment Pride hope confidence faithoptimism and purpose.

5.2 FIVE DIFFERENT SENSES OF 'HAPPINESS':

Happiness is both a state and action and since it is a very useful phenomena it has been used as all parts of expression. The way we use happiness as a latent construct can be summed up as follows

- 1) **HAPPY ABOUT:** This involves *an intentional object*. There is something that individual is actually feeling happy about. It could be the situation or it could be just the attitude towards a certain state of affairs. An individual takes a cognitive judgment about the situation and has a positive attitude towards it. The feel-good emotion that gets resulted, is what we call all -happy aboutll something. It is something that they see in a positive light and were looking forward to.
- 2) **FEELING HAPPY:** In another sense happy might mean feeling happy' which refers to some relatively short duration of time, e.g. I felt happy going for a walk. Feeling happy is about the mood of the moment. Feeling happy is ephemeral; it is for a small but certain period of time. it is an antonym of feeling low or sad, just a little depressed. T —Feeling happy refers to an emotion and, unlike -happy aboutll, it does not necessarily have an intentional object.

Many times, one may feel happy as a result of some specific reason, e.g., a job promotion, meeting an old friend or the birth of a child, but feeling happy may or may not have an external cause. One can just feel happy without having any reason to ascribe the happiness to. One may awake one morning realizing the day is like most days, yet just feel extra happy. Psychologists refer to this sort of state as '*positive affect* 'meaning the experience of positive emotions such as joy (Lyubomirsky, King and Diener, 2005).

- 3) **HAPPY DISPOSITION:** A third sense of happiness is having a happy disposition or a happy

persona. To possess a happy disposition' means that one is often and as a rule happy. Unlike -feeling happy, which refers to a relatively short span of time, a -happy disposition refers to a general characteristic. Happy disposition is more of a trait and is represented by kind of person who is happy in routine matters of life. It is not the people with happy disposition cannot be unhappy. There can be minor setbacks small negative life events which may temporarily disrupt that happiness. To have a happy disposition is to experience positive moods for a larger part of the time. Life has its miseries, and so most people's positive moods will sway and change, but an individual with a happy disposition is one who weathers the lows of life and experiences more positive moods than others.

Psychologists refer to the disposition to be happy as chronic positive affect' meaning the tendency to experience positive emotions over an extended period of time (Lyubomirsky, King and Diener, 2005). Quality of happiness is not different among the discussed concepts; it is about the *duration and frequency of one's positive moods*. Almost all of us experience at least some short-term pensive moods. Those who would be described as having the happiest disposition will have lesser and (or) shorter periods of pensive moods.

- 4) **HAPPY ABOUT ONE'S LIFE:** -happy about one's life has a clear object very much like ``happy about. Still the object is not something about others or the world, but about one's own life. To say that one is -happy about one's life is to have a positive attitude one's life, that is, one's life measures up favourably to one's expectations. It is not whether the expectations are high or low it is more about the perception of measuring up. Psychologists refer to this sense as *subjective well-being*, one in which individuals judge the overall quality of their lives as favourable (Veenhoven). The third and fourth senses of happy' are clearly at least logically distinct: the third sense refers to a subject's mood, while the fourth refers to a *cognitive judgment* about a subject's life. Interesting is that one might judge the overall quality of one's life in a favourable manner, yet lacks a happy disposition. It could simply be on the basis that the individual is judging self on the basis of some different criteria rather than on the overall basis. The opposite is also true that one could be happy about one's life just because the individual has fared really well on her expectations scale in just one realm. She might view her life in a favourable manner. Conversely, someone who does not judge her life in a favourable manner, for example someone in prison, might nevertheless be characterized as experiencing

positive chronic affect.

- 5) **IDEAL HAPPINESS:** Ideal happiness is best of both the Happy disposition and being happy about one's life. This can be thought of as an ideal happiness. Here in not only the person is happy about Once achievement but also has a *cognitive attitude of positive feedback* to self. This is the aim most people look forward to. Life here is also full of meaning and it has the positive approval of self and society.

5.3 PSYCHOLOGICAL DYNAMICS OF HAPPINESS

Positive psychology at the abstract level is about valued abstract experiences. It is an ideal scenario where there is hope and optimism for the future, there is happiness in the present and the past consists of well-being, contentment, and satisfaction.

At the personal level, it is about positive personal characteristics, and at the community level it is about the virtues and values that the society gives weightage to like affection, courage communication sensibility resilience charity and towards altruism responsibility ethics and wisdom.

While unfolding the psychological perspective of happiness, Seligman's '**Learned Optimism**' becomes the basic context with its two pivotal concepts of '*learned helplessness*' and '*explanatory style*' (Seligman, 2006).

Learned helplessness refers to the fatalist view of the things that action of an individual does not matter. It is about rejection and giving up. Explanatory style, can be categorized as either optimistic or pessimistic, is the manner in which you habitually explain to yourself the reasons events happen.

WHY PEOPLE BECOME UNHAPPY

by Anna Vital



set expectations unrealistically high



think they are special but can't explain why



measure happiness in the wrong units



get used to what they have and want more (hedonic adaptation)



confuse not being bad with being good



try to find meaning in being unhappy



hope that other people will make them happy



desire happiness less than fear of disappointment



find commiserators



believe happiness is a selfish pursuit



think that misery follows happiness



don't see the impact of their work



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Learned helplessness, is intimately related to a pessimistic explanatory style, a habitual way of explaining bad events that is defeatist, self-blaming and produces hopelessness and helplessness. Explanatory style is a habit of thought learned in childhood and adolescence and stems directly from your view of your place in the world whether you think you are valuable and deserving, or worthless and hopeless'. Explanatory style is the hallmark of whether you are an optimist or a pessimist'.

HOW TO OVERCOME LEARNED HELPLESSNESS

Learned helplessness (in people) is a phenomenon in which someone has been conditioned to anticipate discomfort in some way without having a way to avoid it or make it stop. After enough conditioning, the person will stop any attempts to avoid the pain, even if they see an opportunity to escape.

A STEP-BY-STEP PLAN

- 1. Recognize and accept your learned awareness and get to the root of it.*
- 2. Identify your limiting beliefs. Reframe them in a positive, optimistic light.*
- 3. Watch your self-talk. How do you talk to and about yourself? Change negative self-talk into positive.*
- 4. Improve your self-awareness through journaling.*
- 5. Set SMART goals.*
- 6. Change your environment in a way that helps you achieve your goals.*
- 7. Take one small action every day.*
- 8. Celebrate small wins and important milestones.*
- 9. Learn and implement self-care.*

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Learned helplessness remains a chronic and debilitating condition, a form of mental illness or abnormality, and it may require treatment. It is the chronic lack of confidence and self-belief that it perhaps describes in other words with pessimism'. For Seligman, the defining characteristic of pessimists is that they tend to believe bad events will last a long time, will undermine everything they do, and are their own fault'. Even tendencies toward pessimism', mere traces of pessimism' are debilitating. A pessimistic attribution style or learned helplessness is primarily disposition.

Positive psychology is an attempt to change the primary disposition and turn pessimists into optimists. It believes that optimism can be learnt like any other skill.

LEARNED OPTIMISM', Seligman believes can be achieved through persistence. It is about being able to face failure even when you have the talent and passion and had given the best. Learnt optimism is not about accepting defeat but to keep on facing the difficulties.

This way the explanatory style turns towards optimism; this is what takes individuals on the way to fulfill their potential. Individuals having intrinsic self-esteem and optimistic explanatory style are the individuals who identify as a reason for good events happening. There is an internal attribution rather than external attribution for the success of their actions. These individuals define and create their own happiness.

David Myers (2000) perspective is about the correlation between *religious faith and happiness*. Myers believes that truth must be imbibed inside the values if they are to survive across generations. He also believes that economic growth and income are strongly correlated with happiness as long as the affluence threshold is maintained. This has been found true across the cultures. In short, he believes happiness to be synonymous with positive quality of life.

Unlike Myers, Seligman employs a *morally-neutral* definition of happiness. His ideas of happiness are self-reports about levels of overall satisfaction. He strongly believes in voluntary actions that foster positive attitudes and experiences. Voluntary actions consisting of virtues and moral strength can significantly raise our happiness. Seligman quest is towards reshaping our attitudes across different time dimensions; he suggests we need to appreciate the present moment and need to increase our gratification. Gratifications are to be understood as -flow experiences: purposeful activities in which we exercise our virtues and strengths, receive immediate positive feedback, and act without anxious self-consciousness (Csikszentmihalyi, 1990).

The concept of engagement leads to positive emotions and feelings. As a person is fully absorbed, the feelings of well-being are automatically generated (flow). The purpose is to maximize the feelings of well-being which we derive from being absorbed in our work. This is the key to happiness.

The special insight of positive psychology is that it is the engagement and expression of a person's signature strengths' that specifically produces the authentic positive emotion'. Seligman has

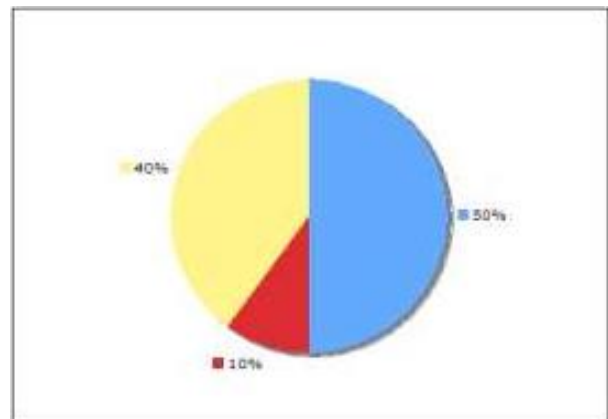
identified 24 positive personality traits, character strengths or signature strengths' and has grouped these into six core virtues. The virtues that most commonly and consistently characterize human cultures are: wisdom, courage, humanity, justice, temperance and transcendence

Barbara Frederickson's Broaden-and-Build theory of positive emotions attempts to build a broad behavioural repertoire of skills and resources. She puts emphasis on enjoyment, happiness, joy, awareness and encouragement via innovative and exploratory thoughts and actions. She finds -change as a positive input

5.4 BUILDING HAPPINESS

A study by Lyubmirsky (2007) has demonstrated that our level of happiness is made up of three main components:

1. SET POINT – 50%
2. CIRCUMSTANCES – 10%
3. INTENTIONAL BEHAVIOURS – 40%.



This clearly lays down that intentional behaviours can lead to meaningful happiness. Some of the basic methods to build happiness are as follows

- ❖ INCREASE POSITIVE EMOTIONS.
- ❖ REDUCE THE IMPACT OF NEGATIVE EMOTIONS.
- ❖ CHANGE THE SUBJECT (Thinking About Others Rather Than Ourselves).

The results of scientific research point to **three reliable ways to find happiness** (Carr)

1. **Cultivate relationships** which involve deep attachment and commitment.
2. **Involve yourself in absorbing work and leisure activities** in which you exercise your strengths, talents and interests.

3. **Cultivate an optimistic, future-oriented perspective on life** in which you expect the best and value the future more than the present.

At personal level the aim is to teach people how to be happier:

- by increasing positive feelings and learning how to feel more comfortable with the bad ones
- by learning that feeling good when things are bad is one of the fastest ways to make circumstances improve
- by making small changes in the way they think and act, and learning that these small changes can make a huge difference to their happiness.

CHECK YOUR PROGRESS - 1

- 1) What are the different senses of happiness'?
- 2) Explain the rationale behind efforts made to build ones' level of happiness.
- 3) Highlight the role of Learned Helplessness in lowered happiness.

5.5 STRATEGIES FOR ENHANCING HAPPINESS

Happiness enhancement is being undertaken at individual, at industry and at institutional level. Different community base training programs, workshops and soft skills trainings are being provided. There are programs to promote optimism via different concepts such as signature strengths, intrinsic motivation and flow. common strategies to enhance happiness are being discussed further

The prime domain for enhancing happiness is to ***create psychological wellbeing***.

For that relationships are prime.

- The strategy to enhance happiness in ***relationships*** is to find a companion with someone of similar nature whom you could forgive the faults of. Another strategy is to maintain contact with your extended family. similarly, if you close friendships and cooperation with acquaintances are suggested
- The second strategy is to find happiness by getting in ***sync with the environment***. The strategy

suggests securing physical and financial safety and comfort of yourself and family without getting on hedonic consumerism. it is suggested that you choose beautiful environment to live in and enjoy music arts and fine weather

- As a **healthy body** contains a healthy mind it is suggested that one should engage in regular physical exercise and maintain a good health and physical state.
- Another strategy to enhance happiness is to be productive. **Activity** should be increased in the areas by doing the task that are intrinsically pleasing and challenging one should work towards a plausible set of goals and should give oneself the credit when they get achieved
- **Recreation** is also used as a strategy to enhance happiness one must enjoy good nutritious food in moderation, take vacations and do team recreational activities with friends. physical exhilarating activities like dancing surfing skiing can be undertaken
- One must be ready to accept the fact that **material gains** are part and parcel of happiness but beyond the threshold do not lead to increased happiness as one gets habituated to material goods and situations that originally brought lots of excitement.
- Happiness enhancement occurs when one **stops comparing self** with media images and the reference groups which actually are not validated. This is particularly true in the present times as social media uses photoshopped images, comparing with whom may do more harm to your self-esteem than benefit. One should set standards consistent with one's abilities and resources.
- One should focus on **pleasant aspects** in all situations and assertively challenge distressing situations and negative people. One must stay away from pessimistic and perfectionist thinking and look for situations which can build happiness.
- One must use positive coping strategies like **humour** to face anxiety and stressful situation. empathy and courage go a long way to enhance happiness

5.6 METHODS USING GOALS AND ACTIONS TOWARDS HAPPINESS

1. **GOAL POWER:** Goals are an important part of the growth mindset and are an important way of using and building on signature strengths. A goal enables us to experience a sense of being while doing.' (Ben Tal-Shahar, 2007). Csikszentmihalyi(1990) explains that having

meaningful goals and a clear sense of purpose is essential to attaining flow and creating a better future.

2. **RESTRUCTURING ONE'S THINKING:** There are four key skills involved in restructuring one's thinking. The first step involves recognizing the negative thoughts that flit through one's mind when one is feeling low. Seligman observes that these thoughts can be pervasive and undermine one's mood. The second skill involves evaluating these thoughts. This means recognizing that the things you say to yourself may not be true. The third skill is generating more accurate explanations. The fourth skill is *decatastrophising* or stopping yourself planning for the worst because doing this can be a drain on your energy and ruin your mood. (Seligman, 2003)
3. **MINDFULNESS:** Mindfulness is about bringing your senses and hold attention to the present movement it is about living in the present without gossiping in your head about other things. Practiced on a regular basis mindfulness can:



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<https://selflovecircle.co.uk/how-to-practice-mindfulness/>

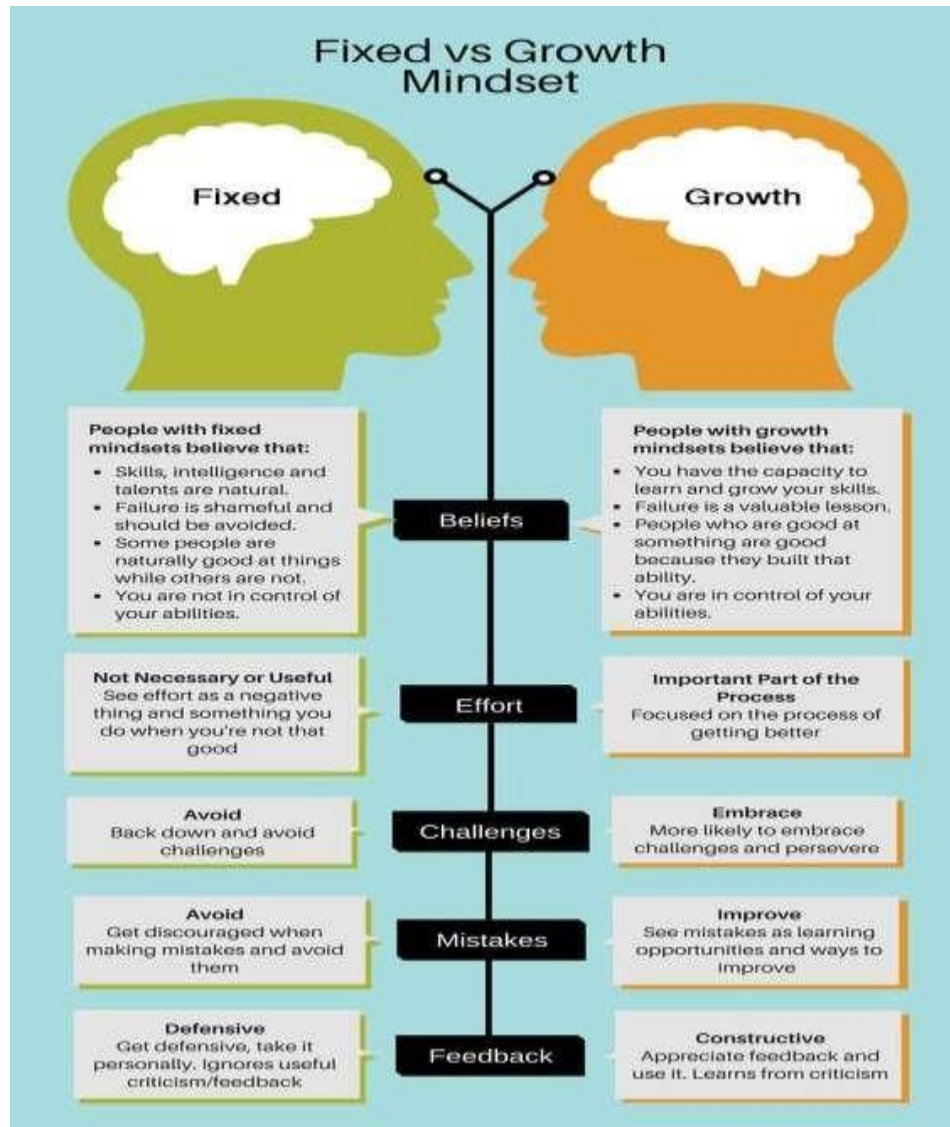
- ❖ improve attention skills
 - ❖ increase resistance to disease
 - ❖ build a stronger capacity to deal with the stress and difficulties of life.
4. **APPRECIATIVE INQUIRY**: A key approach to change in positive psychology is appreciative inquiry, originally developed by Professor Cooperryder. Appreciative inquiry is an approach to change that involves thinking about what is working well in a variety of situations and also appreciating the value of something that has worked well. In the programme this process is referred to as **What Works Well**: **WWW**. It is about creating Pathways by positive thoughts as channels in the brain. It is the opposite of worry and creates patterns in the brain which are full of happiness.
 5. **WISHING OTHERS WELL: WOW**: One of the core principles of positive psychology is that 'other people matter'. Relationships are central to most people. One of the strongest findings in the happiness literature is that happy people have closer relationships than less happy people and spend less time alone. Family and friends make people happy and happy people are more likely to make friends. The concept of an emotional bank account (Covey,) emphasizes the idea that relationships are something that we invest in. We can make deposits (things we do to build relationships) and withdrawals (things we do that may harm relationships).
 6. **PLEASANT ACTIVITY TRAINING**: It is about getting intentionally involved in building a list of the things that we really enjoy doing. It involves writing down the things that we enjoy doing and making a commitment to do them more often.
 7. **ACTIVE GRATITUDE**: A felt sense of wonder, thankfulness and appreciation for life. This involves a focus on the things an individual has rather than what they do not have. The process of counting your blessings on a regular basis somehow has the capacity to make them multiply.
 8. **FLOW**: Flow is a term coined by the Russian psychologist Dr Mihaly Csikszentmihalyi. Flow is about being engrossed in what you are doing and enjoying. Skill level catches the challenges of the task. It is also about persistence towards doing it in correct manner. Flow provides an important pathway to happiness.

9. **THINK GOOD-FEEL GOOD:** Optimism, flow and happy memories are essential to happiness.’ (Seligman, 2003). Emotional memories depend on how an experience concludes.’ (Frederickson, 2001)



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10. **APPRECIATE THE POSITIVE:** A thing of beauty is a joy forever said the poet. Appreciation of the beauty and excellence there is, being able to recognize, be present and appreciate positive experiences is something that we need to get better at’. Savoring and enjoying involves consciously engaging in thoughts or behaviours that increase the positive events or positive feelings. we can enjoy the exciting things even before they happen and by remembering them after they happen.



<https://www.aot.edu.au/infographics/fixed-vs-growth-mindset/>

11. **SIGNATURE STRENGTHS:** Seligman (2003) identified twenty-four signature (higher) strengths which are associated with moral traits such as integrity, valour and kindness. Building strengths and virtue is not about learning and training but about discovery, creation and ownership. Seligman writes that, 'positive emotion leads to exploration which leads to mastery and mastery leads not only to more positive emotion but also to an individual's signature strengths.' Being able to put a name to what one does well is intriguing and empowering.
12. **LEARNED OPTIMISM:** Learned optimism is about thinking accurately about challenges or adversities in a realistic and non-negative way. The A-B-C model can be used to cultivate

optimism. A stands for Adversity, B for Belief, and -C for Consequences (Ellis,1962). By repeatedly analysing and adopting optimism through A-B-C based thinking process, each experience can be turned into a positive one, till we learn to be optimistic spontaneously.

13. **HAPPINESS AS A GOAL:** Purely working for material listing gains may not result in increasing happiness. As one gets habituated after sometime the excitement of chasing material is no longer the same. This leads us to setting happiness as a goal rather than material achievements beyond a point.

14 GROWTH AND FIXED MINDSET: Neuroscientists have discovered the neuro-plasticity’ of the brain: its capacity to grow and develop into old age. Carol Dweck has introduced the concept of cognitive fitness’ – the ability to improve our brain and intelligence though developing a growth mindset’. A fixed mindset is based on the concept that our intelligence and ability is set in stone. A growth mindset means that it is worth having a go and persisting at challenges. Emerging research indicates the positive link between physical activity, brain health, cognition and memory. Thus, we can improve our cognitive fitness’ by doing puzzles, learning anew language or a new skill.

5.7 IMPLICATIONS FOR POLICY

Positive psychology has huge implications for **government policy**. Systems should be designed as to create more happiness for citizens. Governments should make it attractive for people to do the following:

- To make and maintain long-term friendships and family relationships including marriages, parent-child relationships, and kinship relationships
- To work in jobs that fit with people’s strengths, talents and interests
- To pursue absorbing leisure activities where people’s strengths, talents and interests can find expression
- To value the future more than the present.

Governments should not create policies which encourage an excessive focus on working long hours to increase wealth at the expense of important family relationships. They should develop flexible policies which support and reward people for maintaining high-quality long-term marriages,

looking after children and older members of the extended family, and fostering long-term friendships, which are often eroded by social mobility and pressure of work. Governments should develop policies relevant to educational, occupational and leisure settings that promote an ongoing life-long matching of people's strengths and talents to their educational, occupational, and leisure roles. Governments should legislate against advertisements which inaccurately convey that long-term happiness will come from acquiring more and more material products. Governments should develop national incentive systems which encourage valuing the future as a way of reducing accidents, rather than putting limited resources into trying to engineer a safer environment.

5.8 CONCLUSION

The intent of Positive psychology is to generate a focus that enables happiness, the effects of autonomy and self-regulation. Happiness enhancement can be undertaken at individual, at industry and at institutional level. Different community base training programs, workshops and soft skills trainings type programs to promote optimism via different concepts such as signature strengths, intrinsic motivation and flow are among common strategies to enhance happiness

Positive psychology has huge implications for government policy. Systems should be designed as to create more happiness for citizens.

CHECK YOUR PROGRESS - 2

Q1.How can happiness be increased even in the absence of change in the life circumstances?

Q2.Explain any five behavioral methods for enhancing happiness.

Q3.What can be done at socio-political level to enhance happiness at community level?

5.9 SUGGESTED READINGS

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5.10 QUESTIONS FOR PRACTICE

Q1 Explain any five behavioral methods for enhancing happiness.

Q2 What can be done at socio-political level to enhance happiness at community level?

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

SKILL ENHANCEMENT COURSE (SEC): POSITIVE PSYCHOLOGY

UNIT-6: BIO PSYCHOSOCIAL DETERMINANTS OF HAPPINESS

STRUCTURE

6.0 Objective

6.1 Introduction

6.2 Bio-Psycho-Social Factors Associated with High Levels Of Happiness Or Satisfaction

6.3 Interpersonal Factors for Happiness

6.4 Role Of Emotions

6.5 Emotional Intelligence and Happiness

6.6 Motivation And Happiness

6.7 Conclusion

6.8 Suggested Readings

6.9 Questions For Practice

KEYWORDS: Bio-psycho-social factors, pyramid of happiness, emotional intelligence

6.0 OBJECTIVES:

After completing this unit, one should be able to:

- Understand the Concept of happiness
- Describe the Biological, psychological, and sociological contributors towards happiness
- Make the models of factors inherently involved in pursuit of happiness

- Exhibit the dynamics of interpersonal factors at the micro and macro level alongwith the related research findings
- Understand the Broaden- and build theory of emotions and its implications forenhanced happiness
- Expand and elaborate on the pyramid of happiness as extrapolated from Maslow'shierarchy of needs
- The conceptual clarification of Emotional Intelligence and its components.
- Finally, to be able to integrate the role of emotions and motivation along with bio-psycho-social aspects of happiness

6.1 INTRODUCTION

Happiness is a state of flourishing that involves a sense of personal fulfillment within a shared moral framework. This definition recognizes that happiness is a relative rather than an absolute notion. It occurs in various environments and can arise from a variety of stimuli. Happiness also has many manifestations which can include calm reflection, curiosity, fascination, exhilaration and ecstasy. While we acknowledge that the meaning of these different states can vary across cultures, there is one unifying factor. When people are happy, they recognize it and appreciate its benefits.

Ancient Greek philosophers, such as Aristotle, argued that happy life was a fulfilling one. They also linked happiness to the exercise of **rationality** and full use of **cognitive capacities** so that one gets closest to a fulfilling life.

Taking a completely different stance, the Scottish philosopher David Hume focused attention on **moral goodness**. He questioned what gave people happiness and concluded that our actions can be judged by the extent to which they yield pleasure for either the individual or the community.

Other thinkers have stressed the **social and political dimensions** of happiness. Tolstoy and Gandhi, for example, took a broadly humanistic approach. The happiness of an individual, they suggested, should not be built on the unhappiness of others.

Happiness is intimately connected with our **health and quality of life** in the widest sense of those terms. The World Health Organisation (WHO) defines health as: a state of complete physical,

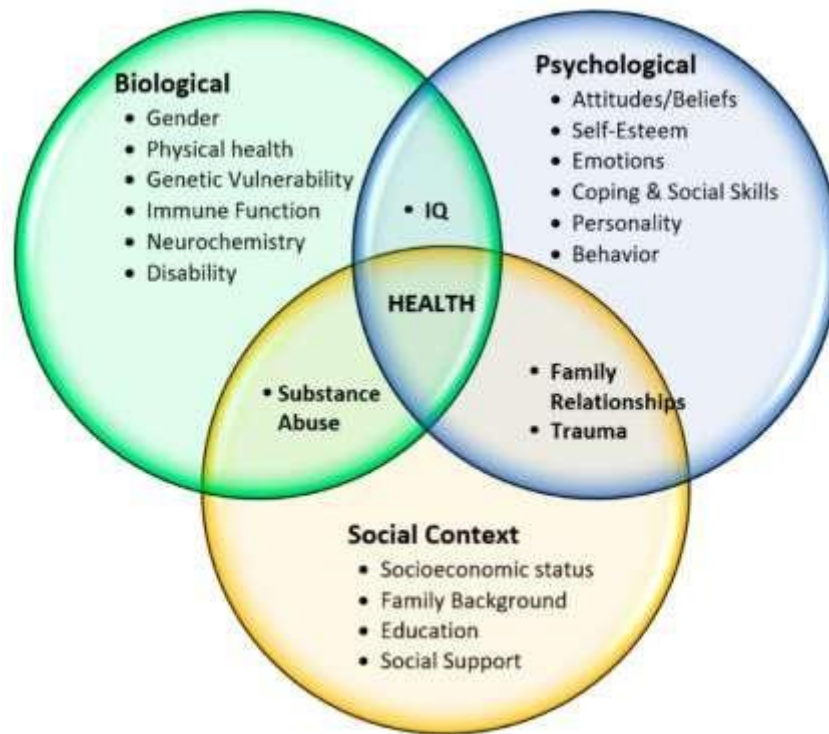
mental, and social well-being and not merely the absence of disease or infirmity. (WHO 1992) While this is quite an idealistic definition, one of the strengths of the WHO approach is that it sets a benchmark that has helped to shift attention away from illness and towards more positive notions of health and well-being. As such, it still continues to guide United Nations mental health policy.

Psychological definitions of health also take a holistic approach. Carol Ryff, for example, draws on research and a comprehensive review of the literature to postulate that well-being consists of six different dimensions – **self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life and personal growth**. Her analysis is helpful in that it identifies the qualities which contribute to personal flourishing and introduces ecological, rather than simply biological, factors. However, one of its weaknesses is that it focuses on the individual at the expense of **social and cultural factors**.

Rather than attempting to evaluate these different viewpoints, an effort is being made to unravel the bio-psycho-social factors that contribute to this feeling of goodness.

6.2 BIO-PSYCHO-SOCIAL FACTORS ASSOCIATED WITH HIGH LEVELS OF HAPPINESS OR SATISFACTION:

Identifying factors that contribute to happiness is not a simple matter (Diener). Pleasure and the pursuit of pleasure may sometimes, but not always, lead to happiness. As a species, we have evolved so that certain types of situations make us happy while others lead to the experience of distress. Individual differences in happiness may be partly accounted for by differences in personality which are partially genetically determined. There is also little doubt that certain kinds of environments are conducive to happiness or to providing people with opportunities to develop the skills required to achieve happiness. There are also important lessons to be learned from evolutionary psychology about obstacles to happiness and ways that these may be circumvented (Buss). There is a general perception that factors that contribute to sustained joy and contentment are money, attractiveness, material possessions, a rewarding occupation, a satisfying relationship



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Personality and happiness: Personality studies of happiness show that happy and unhappy people have distinctive personality profiles (Diener et al.). In western cultures happy people are extraverted, optimistic and have high self-esteem and an internal locus of control. In contrast, unhappy people tend to have high levels of neuroticism. Optimism, self-esteem and locus of control are personality traits which correlate with happiness. The relative contributions of optimism, self-esteem and locus of control to happiness is significant.

Cultural impact on happiness: Cultural factors partially determine the types of personality factors associated with happiness. In western individualistic cultures such as the USA, self-esteem and acting in a consistent way that is congruent with one's personal beliefs are personality factors associated with high levels of subjective well-being. However, subjective well-being is not correlated with these factors in eastern collectivist societies. Cultural values partially determine personality traits that affect subjective well-being (Triandis). Cultures in which there is social equality have higher mean levels of subjective well-being. Subjective well-being is greater in

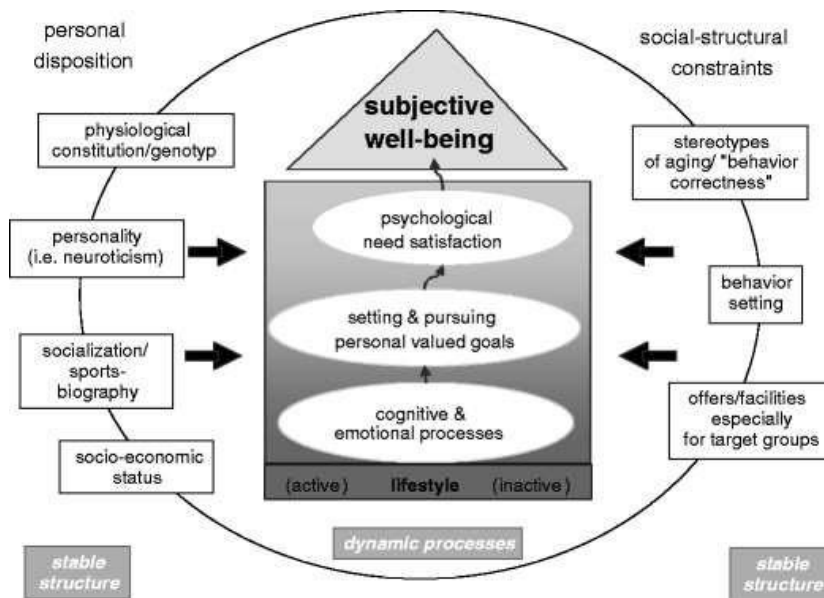
individualist cultures than in collectivist cultures

Secure attachment is an important precursor of personal strengths that contribute towards happiness (Thompson, 1999). Also, there is good evidence that parents who blend warmth with a moderate level of control in bringing up their children help them to develop self-esteem and an internal locus of control (Darling and Steinberg, 1993). Finally, optimistic children learn their optimism from their parents who adopt an optimistic explanatory style (Seligman, 1998).

Heritability of a happiness set-point: Lykken (1999), in the Minnesota Study of Twins Reared Apart, has shown that about half of the variance in current happiness or subjective well-being (assessed by the Well-Being scale of the Multidimensional Personality Questionnaire) is due to genetic factors. However, the set-point for happiness—that is the stable point around which people’s mood varies over periods such as a decade—is about 98 per cent genetically determined.

Socio-political factors have also been found to play an important role in determining happiness (Triandis, 2000). In cross-cultural studies associations have consistently been found between subjective well-being and living in a stable democracy devoid of political oppression and military conflict. Happiness is also associated with important features of government institutions. Subjective well-being is higher in welfare states; in countries in which public institutions run efficiently; and in which there are satisfactory relationships between the citizens and members of the bureaucracy.

Evolutionary basis for happiness: Evolution has ensured that we experience deep happiness under conditions that are good for the propagation of our particular genetic line. Mating, maintaining close kinship ties with family members, developing deep friendships with a relatively small number of people, maintaining co-operative coalitions with slightly larger groups, living in a safe and fertile environment, engaging in physical exercise, developing and using skills for goal-oriented activities and eating high-quality food all produce a sense of happiness probably because they contributed to our survival.



<https://eurapa.biomedcentral.com/articles/10.1007/s11556-008-0035-4>

6.3 INTERPERSONAL FACTORS FOR HAPPINESS:

Associations have been found between happiness and significant personal relationships; the quality of the environment in which people live; their involvement in physical activities; work practices; and involvement in certain recreational activities. Within the broad domain of relationships marriage, kinship, close friendships, cooperation with acquaintances and involvement in religion and spiritual practices are all associated with enduring happiness and well-being.

- (1) **Marriage and happiness:** Married people are happier than unmarried people, be they divorced, separated or never married (Myers, 2000). However, the least happy of all are people trapped in unhappy marriages. The happiness gap between married and unmarried women is the same as that for men. So, both men and women reap the same benefits in terms of personal happiness from marriage. There are two explanations for the link between happiness and marriage. One explanation is that more happy people get married while more unhappy people do not because happy people are more attractive as marital partners than unhappy people. Another explanation is that marriage confers a range of benefits on people that make them happy. Marriage provides psychological and physical intimacy, a context within which to have children and build a home, a social role as a spouse and parent, and

a context within which to affirm identity and create posterity.

- (2) **Family support and happiness:** Close supportive relationships between parents and children, between siblings, and between extended family members enhance the social support available to all family members. This social support enhances subjective well-being and from an evolutionary perspective, we are hard-wired' to derive happiness from this contact with our kinship network (Argyle, 2001; Buss, 2000). Keeping in regular contact with members of family, and planning a lifestyle allows maintaining closer physical contact with family enhances happiness among individuals.
- (3) **Friendships and happiness:** Maintaining a few close confiding relationships has been found to correlate with happiness and subjective well-being (Argyle, 2001, 2000). Happy people have the most distinctive attribute of having a rich and fulfilling social life. Confiding relationships are probably associated with happiness for three reasons. First, happy people may be more often selected as friends and confidants, because they are more attractive companions than miserable people. They also help others more than depressed people who are self-focused and less altruistic. Second, confiding relationships meet needs for affiliation and so make us feel happy and satisfied. Third, close friendships provide social support.
- (4) **Co-operation with acquaintances,** who are neither family nor close friends, is a potential source of happiness and a way of avoiding unhappiness due to loss of status and inequalities which inevitably arises from regular involvement in competition (Axelrod, 1984; Buss, 2000). Making a commitment to engage in equitable and reciprocal behaviour rather than exploitative behaviour; such reciprocal behaviour builds trust and a pro social personality, which have been found to be high on happiness.
- (5) **Religion-meditation and happiness:** Moderate correlations have been found between happiness and involvement in religious activity. This is so because firstly, religion provides a coherent belief system that allows people to find meaning in life and hope for the future (Seligman, 2002). Religious belief systems allow for making sense of the adversities, stresses and inevitable losses which occur over the course of the lifecycle and to be optimistic about an afterlife in which these difficulties will be resolved. Secondly,

involvement in routine attendance at religious services and being part of a religious community provides social support. Thirdly, involvement in religion is often associated with a physically and psychologically healthier lifestyle characterized by fidelity; prosocial altruistic behaviour (rather than criminality); and a commitment to hard work. Further, Meditation, which for some is a spiritual-religious practice, also contributes to better personal well-being and hence happiness.

(6) Physical space: Geographical location, housing, weather, can all have short-term positive effects on well-being. Strong positive feelings are associated with being in natural rather than artificial environments. People report positive feelings in geographical locations where there is vegetation, water and panoramic views (Ulrich et al., 1991). Such environments are both safe and fertile. Good weather induces positive moods. When the sun is shining, when it's warm but not too warm, and when there is low humidity, people report more positive moods (Cunningham, 1979). However, people do adapt to unfavorable weather conditions and across nations there is no correlation between the climate and national happiness ratings. Moderate correlations have been found between the quality of housing and life satisfaction.

(7) Money and happiness: People in economically disadvantaged nations have lower set-points for happiness. People in poorer countries are dissatisfied that they have not got the luxuries which they know from the media are available in the more affluent countries. However, increased wealth does not lead to increased power to become better off than one's neighbor, and hence is not seen as happiness enhancer. Social comparison theory states that personal happiness is based on the perceived discrepancy between our own situation and that of others (Wood, 1996). Downward comparison, where the standard to which we compare our own situation is lower, results in greater satisfaction than upward comparison. Also, the process and outcome of accumulating money may not be conducive to meeting social and psychological needs that enhance happiness once basic physical needs have been met. Thus, money as a tool to happiness is a complex phenomenon with limited direct contribution to happiness.

(8) Physical exercise leads to positive mood states but the link between physical health and happiness is quite complex. The immune systems of happy people work more effectively

than those of unhappy people (Kamen-Siegel et al., 1991; Segerstrom et al., 1998; Stone et al., 1994). In the short-term exercise induces positive mood states and in the long term regular exercise leads to greater happiness (Argyle, 2001; Sarafino, 2002). The short-term effects of exercise are due to the fact that exercise leads to the release of endorphins, morphine like chemical substances produced in the brain. The longer-term increases in happiness associated with exercise are due to the fact that regular exercise reduces depression and anxiety, enhances the speed and accuracy of our work, improves our self-concepts, promotes fitness and leads to better cardiovascular functioning. Regular exercise also slows down or prevents weight gain, reduces the risk of heart disease. In addition, people who exercise regularly often do so in the company of others, and so enjoy additional social support enhancing their overall level of subjective well-being.

(9) Employment status: Employed people are happier than those who are unemployed, and people in professional and skilled jobs being happier than those in unskilled jobs (Argyle, 2001). Job satisfaction and happiness are moderately related (Diener et al., 1999). This may be because work can potentially provide an optimal level of stimulation that people find pleasurable, an opportunity to fulfill their drive for curiosity and skills development, a social support network and a sense of identity and purpose.

In jobs that are satisfying there is a good person-environment fit, autonomy or decisional discretion. Happiness is experienced in completing intrinsically rewarding work tasks in which one uses well-developed skills and work that brings social benefits. Such jobs also involve considerable task-variety. Other factors associated with job satisfaction and happiness associated with work, include a clear role definition, supportive supervision, opportunities for interpersonal contact with colleagues, a socially valued position, physical safety and financial security (Warr, 1999). It has already been noted that happy people are more productive, so the link between

happiness and productivity are bi-directional. Certain types of work situations facilitate happiness and happiness in turn facilitates greater productivity.

(10) Goal attainment: People report greater happiness on days when they achieve highly valued goals than on days when they achieve less valued goals (Diener et al., 1999). These

goals may be determined by many factors including personality traits. In keeping with this, extraverts experience more happiness on days when they do exciting things and introverts experience more happiness on days where they do things that bring contentment. When people's goals and aspirations are more coherently organised so as to be consistent with each other this leads to greater happiness than when their goals and aspirations are less clearly thought out. Having conflicting goals or ambivalence about certain goals reduces happiness.

(11) Recreation and Happiness: Rest, relaxation, good food and leisure activities all have positive short-term effects on happiness (Argyle, 2001). During holiday periods people report greater positive moods and less irritability. Sports and leisure activities, especially involving dancing, music, volunteer charity work or all-consuming sports have been found to be conducive to well-being.

Increased well-being may be due to associated interaction with others, and a system for structuring time, activity and social relationships. Leisure groups that involve music, in addition induce positive moods. Thus, group-based leisure activities increase happiness by meeting certain needs such as: the needs for affiliation and altruism; the need for autonomous execution of skilled activity; the need for excitement; and the need for competition and achievement.

Life Events and Happiness

We are often incorrect when estimating how our long-term happiness would change for the better or worse in response to certain life events. For example, it is easy for many of us to imagine how euphoric we would feel if we won the lottery, were asked on a date by an attractive celebrity, or were offered our dream job. However, something similar to sensory adaptation often occurs when people experience emotional reactions to life events.

When an event that provokes positive or negative emotions occurs, at first, we tend to experience its emotional impact at full intensity. We feel a burst of pleasure following such things as a marriage proposal, birth of a child, acceptance to law school, an inheritance, and the like; individuals experience a surge of happiness after hitting the jackpot (Lutter, 2007). Likewise, we experience a surge of misery following widowhood, a divorce, or a layoff from work. In the long run, however, we eventually adjust to the emotional new normal; the emotional impact of the event

tends to erode, and we eventually revert to our original baseline happiness levels. The dramatic life events have much less long-lasting impact on happiness than might be expected (Brickman, Coats, & Janoff-Bulman, 1978).

CHECK YOUR PROGRESS - 1

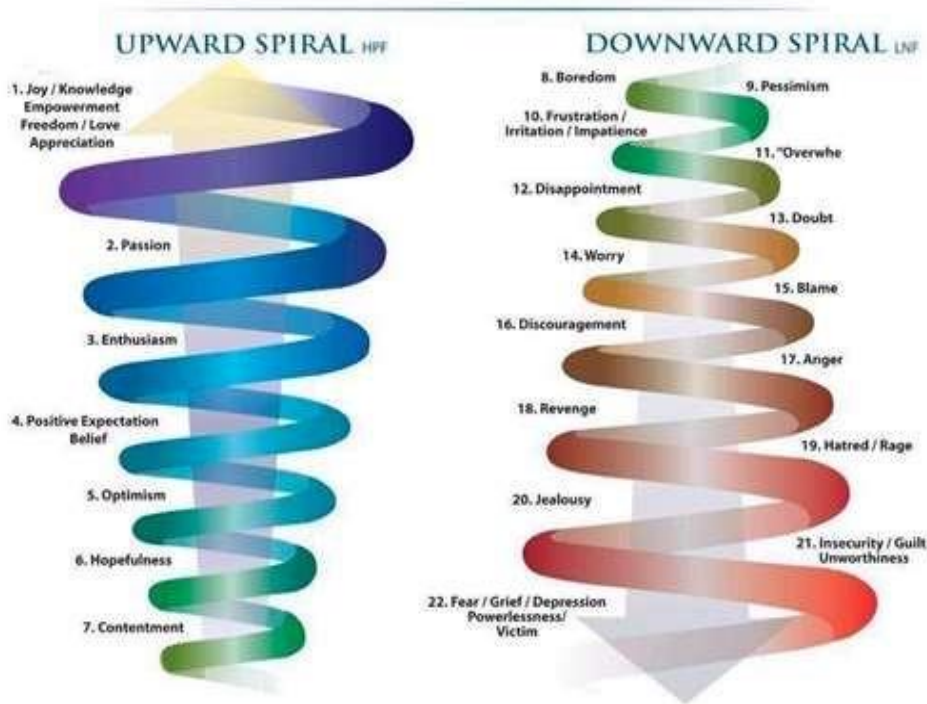
- 1) Bring out the relative significance of various interpersonal relationships on happiness.
- 2) Explain the dynamic relationship between employment and happiness.
- 3) Using WHO definition of health, bring out role of happiness in it.

6.4 ROLE OF EMOTIONS

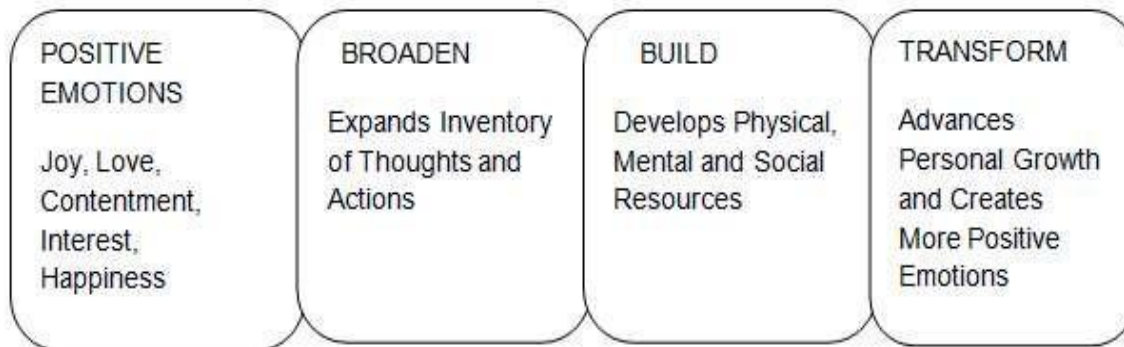
As happiness itself is an emotion what we are looking for is that how it is connected or related to other emotions. **‘Broaden- and-Build’ theory** proposed by Fredrickson (2000) suggests that positive emotions such as happiness and elation broaden our thought action repertoire and allow us to build psychological resources. Fredrickson supports her theory with empirical evidence assembled from her own work and that of other researchers (especially Isen) over several decades.

Positive emotions have a powerful impact on the scope of our thinking. People in a positive state of mind show an increased preference for variety and a greater willingness to accept difference. Exploration, imagination, inquisitiveness, playfulness and the ability to make relationships all appear to be enhanced. In real-world situations it is sometimes difficult to distinguish cause and effect. Happiness is felt through emotions that we experience. It actually promotes particular traits and dispositions. There is, in addition, the possibility of positive feedback. Thus, happiness leads to behaviours that generate a sense of well-being which in turn reinforces our original feeling of happiness. It is contended that positive emotions, though transient, enable us to build enduring personal resources ranging across physical, intellectual, social and psychological capacities leading to happiness.

In good times we strengthen our ability to deal with life’s difficulties and tragedies by laying down successful patterns of thought and response which we are able to draw upon in the future.



(Fredrickson, 2001)



<https://in.pinterest.com/pin/640777853214005660/>

People in a positive frame of mind also appear to be good at eliciting positive emotions in others. They thus create a condition of mutual support, which generates an upward spiral towards greater well-being and more fulfilling lives. Even fake positive emotions appear to bring benefits. Davidson and Ekman found that even pulling the face of happiness improves our mood. Whistling a happy tune really does seem to make a positive difference to our mindset.

The broaden-and-build theory of positive emotions proposes that positive emotions are evolved adaptations that function to build lasting resources. Unlike negative emotions, which narrow

attention, cognition, and physiology toward coping with an immediate threat or problem, positive emotions produce novel and broad-ranging thoughts and actions that are usually not critical to one's immediate safety, well-being, or survival. Over time, however, these novel experiences aggregate into consequential resources that can change people's lives. For example, idle curiosity can become expert knowledge, or affection and shared amusement can become a lifelong supportive relationship. Positive emotions forecast valued outcomes like health, wealth, and longevity because they help build the resources to get there. When a person is experiencing positive emotions and using such resources to meet life's challenges and opportunities, global life satisfaction can rise. Thus, from the vantage point of the broaden-and-build theory, positive emotions carry more causal weight than life satisfaction does.

As per Kraut happiness includes -the belief that one is getting the important things one wants, as well as certain pleasant affects that normally go along with this belief. Happiness has also been conceptualized as a positive inner experience, the highest good, and the ultimate motivator for all human behaviors (Argyle) and as -the degree to which an individual judges the overall quality of his or her life as a whole favorably. Three main components of happiness have thus been identified; namely, frequent positive affect or joy, a high average level of satisfaction over a period, and the absence of negative feelings such as depression and anxiety.

For this to be adequately utilized for long term personal benefits, the best construct to focus on and master, would be Emotional Intelligence.

6.5 EMOTIONAL INTELLIGENCE AND HAPPINESS

Emotional intelligence (EI), emotional quotient (EQ) and/ or emotional intelligence quotient (EIQ), is the supposed capability of individuals to recognize their own emotions and those of others, and adjusting emotions to adapt to environments. The three terms have been interchangeably used in literature.

Happiness is part of the emotional quiver that a person needs to take to world. So much so that 'Diagnostic Analysis of Non-verbal Accuracy' and Japanese & Caucasian Brief Affect Recognition test' are two tests which use happiness expression to measure emotional intelligence

The practice of knowing and understanding what makes you tick is called emotional intelligence

(EQ). It's a critical skill that happy people tend to have in common. In simpler words, people of high EQ have more control on their personal happiness.

High EQ individuals don't let what they cannot control affect what they can. Whether it's other peoples' feelings, old mistakes, or future events to come, emotionally intelligent people don't let things outside of their control hijack their happiness. Instead, they choose to focus on the positive impact they can make now.



<https://cgrowth.com/wellbeing-and-decision-making-skills/>

Emotionally intelligent people understand that happiness is worth short-term sacrifices. You could turn a blind eye now, and it may get you through the current situation, but the path of least resistance is full of regret; in other words, they fight for their happiness and beliefs.

They believe that life is a learning process i.e., emotionally intelligent people have a growth mindset. A growth mindset suggests that a person's potential is only limited by the amount of effort they're willing to put in not by luck or chance. Those with a growth mindset love to experiment and try new things. They look at failure as a part of the learning curve and not an indictment of their competency.

Every day, the negative voices in our heads tell us what we cannot do and that our fate is already sealed. Emotionally intelligent people don't listen and focus on their goals. Their life goal is flow and brings happiness.

Emotional intelligence (EI) is a concept increasingly recognized in the positive psychology literature. Emotional intelligence is one of the important factors that determine success in life and psychological wellbeing.



<https://www.stevegutuzler.com/costs-incivility-lack-respect-hurts-morale-bottom-line/>

A person who has emotional intelligence gives order and stability to his life in such a way that with high emotional intelligence, the person will experience less negative events in his/her life. Mayer and Salovey research shows that emotional intelligence is related to mental health components. There is a meaningful positive relationship between emotional intelligence and mental health.

6.6 MOTIVATION AND HAPPINESS

Maslow's Hierarchy of motivational needs is also recognized as the '*pyramid of happiness.*' It shows that there is a relationship between the gratification of needs and human happiness;

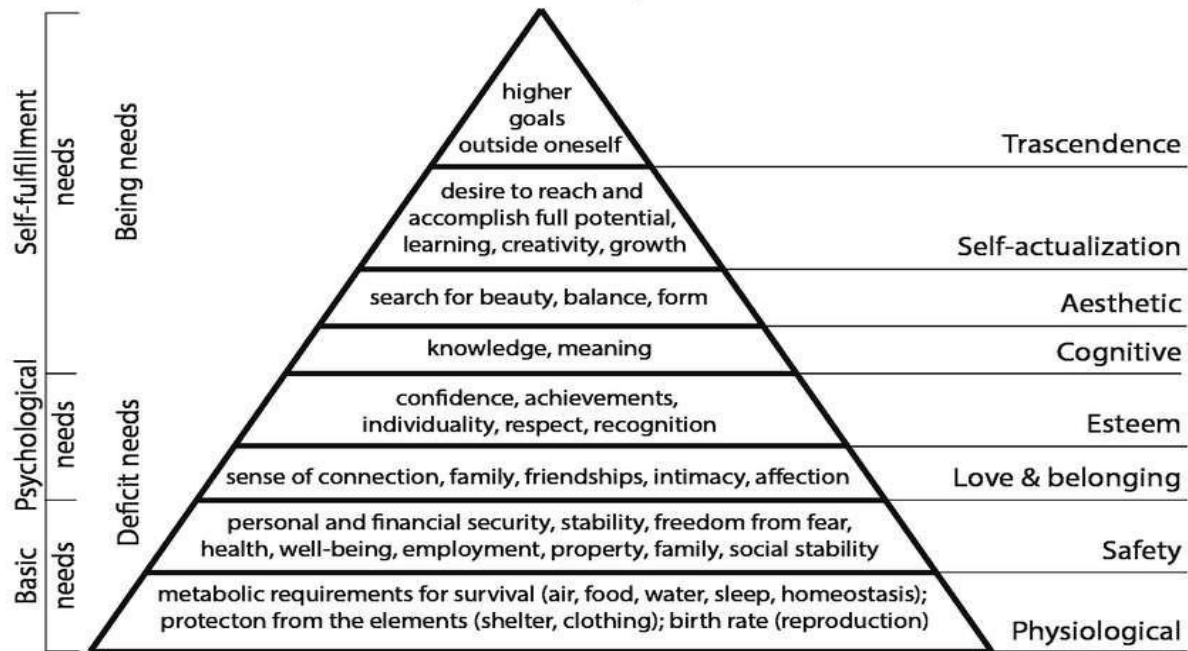
however, certain conclusions can be derived from his theory. According to Maslow, leading a good life will largely be determined by the amount of satisfaction experienced. The more needs that are satisfied, the happier people will be. Maslow's theory distinguishes between needs, which are hierarchically structured. If physiological needs are gratified, safety needs emerge, then love and belongingness becomes important, followed by self-esteem, and ultimately self-actualization.

Maslow called the lower four levels 'deficiency needs' (D-needs): if they're not met, it influences our psychological health and obstructs our tendency for growth, autonomy, identity, and excellence. The final, top level is the 'growth' or 'being needs' (B-needs).

In many cases, deficiency needs arise due to deprivation. When lower needs are unmet, they are said to motivate people more. Indeed, motivation to fulfill these needs becomes stronger the longer they are denied. Maslow's 'growth' or 'being' needs do not necessarily stem from a lack of something, but rather from a desire to grow as a person. Once these growth needs have been more or less satisfied, one could be thought to reach the top of the pyramid of happiness – the highest level of abstract satisfaction, known as 'self-actualization'.

He studied what sustains and propels self-actualizing people; those who are at the top of the happiness pyramid. He found that these people seek things like truth, goodness, beauty, excellence, and so on. Maslow later added other levels to the top half of the needs pyramid, including 'cognitive', 'aesthetic' and after 'self actualization', 'transcendence' needs.

After Physiological, Safety, Love and belonging, and esteem needs; he added two more phases of needs. Specifically, Cognitive needs: These include knowledge and understanding, curiosity, exploration, need for meaning and predictability. And Aesthetic needs: The appreciation and search for beauty, balance, form, etc. Transcendence needs remain the zenith. A human is motivated by values which transcend beyond the ego and personal self (e.g., experiences with nature, mysticism, aesthetic and faith, altruism, the power of kindness, etc.). According to Maslow, lower needs are more localized, tangible, and limited than higher needs, while gratification of higher needs is unlimited. Gratification of higher needs makes people more profoundly happy; but to reach higher need gratification, better environmental conditions (familial, economic, political, and educational) are needed. Thus, the craving or the push-pull force that keeps one going is actually basically the quest for the higher needs which encompass happiness.



Research on happiness tends to focus on either enabling mechanisms or personality characteristics. Enabling mechanisms refer to inner workings that allow a system to fulfill its functions (Averill & More). Enabling mechanisms such as motivation stimulate challenges, activities, and individual growth that in turn contribute to happiness.

Personality characteristics have a direct link to happiness too. Personality dimensions include: extroversion, agreeableness, and openness to experience. Flow and peak experiences are two additional concepts that are similar to happiness. Averill and More (2000) noted that the concept of flow in which a person's abilities match the demands of a task comes very close to happiness. So does Maslow's notion of -peak experience; however, flow and peak experiences are subjective phenomena that are much more focused on the moment than happiness.

Happiness is viewed more as a trait than as a transient emotional state (Lu & Lin, 1998). Maslow thinks that human needs are created and satisfied constantly, and people feel happy in the satisfying processes. Therefore, to understand needs is important to understand happiness.

Maslow argues that from low physical need to high spiritual needs, there are five need levels of people. The first level consists of the physiological needs such as food, clothing, shelter, health, reproduce. The second level consists of safety needs such as health, social security, environment security. The third level consists of Affiliation needs such as family, friendships, and social

relationships. The fourth level consists of Esteem needs such as honor, social position, job position. The fifth or the top level consists of self-fulfillment needs such as self-affirmation, ideal realization.

Viewing from the point of fundamental needs of people, Maslow explored the inherent relationships between needs and happiness, and argued that the satisfaction of needs is happiness. It started to get relevant theories developed from Hierarchy of needs to Hierarchy of happiness. This forms the basis of the transitions in which the views are as follows: firstly, individual happiness is determined by the satisfaction degree of the need at the same level. Secondly, although the needs always cannot be satisfied completely, when some thresholds of satisfaction degrees are achieved, people feel happy. Thirdly, only when the physical needs in lower level are satisfied, the spiritual needs in higher level generate. And then people will set into the pursuit of happiness in higher level only when the lower happiness is achieved to some extent. Fourth, in some specific situations, priority needs determine people's primary motivations. Therefore, the happiness of satisfying the priority needs would be achieved first. For example, water and foods are priority needs of a hungry man in desert, and his primary motivation is to look for water and foods. However, if he found an oasis full of water and foods, his physiological needs will be satisfied quickly, and he will feel temporarily happy in the sense of being. After that, safety needs become the new priority needs, and looking for a dwelling to achieve safety becomes the source of happiness and becomes the new primary task.

Thus, the needs and the associated motivation are the pillars on which happiness must stand and be held while one cherishes the ultimate positive emotion of happiness.

6.7 CONCLUSION

Happiness manifestations include calm reflection, curiosity, fascination, exhilaration and ecstasy. Certain kinds of environments are conducive to happiness or to providing people with opportunities to develop the skills required to achieve happiness. Associations have been found between happiness and broad domain of relationships marriage, kinship, close friendships, cooperation with acquaintances and involvement in religion and spiritual practices. The dramatic life events have much less long-lasting impact on happiness than might be expected. , positive emotions carry more causal weight than life satisfaction does.

Happiness is viewed more as a trait than as a transient emotional state while Maslow explored the inherent relationships between needs and happiness, and argued that the satisfaction of needs is happiness.

CHECK YOUR PROGRESS - 2

- 1) Which needs must be fulfilled before happiness can be attained?
- 2) On the basis of Pyramid of Happiness, explain the being needs.
- 3) Calculate and compare your emotional intelligence using the following links
 - ❖ <https://www.thecalculator.co/personality/EQ-Test-356.html>
 - ❖ <https://tools.positivepsychology.com/ei-exercises>
 - ❖ <https://www.ihhp.com/free-eq-quiz/>
 - ❖ <https://www.psychologytoday.com/us/tests/personality/emotional-intelligence-test>
 - ❖ <https://www.verywellmind.com/how-emotionally-intelligent-are-you-2796099>
 - ❖ <https://www.mindtools.com/pages/article/ei-quiz.htm>

6.8 SUGGESTED READINGS

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- Cassady, J. C., & Eissa, M. A. (2008). *Emotional intelligence: perspectives from educational and positive psychology* (Vol. 336). Peter Lang.

6.9 QUESTIONS FOR PRACTICE

- Q1 Bring out the relative significance of various interpersonal relationships on happiness.
- Q2 Explain the dynamic relationship between employment and happiness.