© Journal of the Indian Academy of Applied Psychology
October 2009, Vol. 35, Special Issue, 23-32.

Effectiveness of Self Focused Intervention for Enhancing Students' Well-Being

Kamlesh Singh and Rajneesh Choubisa
Indian Institute of Technology, New Delhi

This study is a direct implication of the usage of a positive psychology based intervention module delivered in a classroom setting where the effects of the various strategies on the students were assessed. Presumably, participants, who have undergone the intervention programme, would be having a positive appraisal style. The students, who enrolled themselves for Positive Psychology course, participated in this study. Out of 90 participants, finally, 77 participants' qualitative and quantitative data were taken into account. The results have been obtained by a pre-test and post-test within group experimental design for checking the significant differences as a way to measure of effectiveness of the multi-component self focused intervention programme.

***Keywords**:* Positive psychology, intervention strategies, Psychological well-being

The whole concept of intervening in itself is not a new idea from the point of view of psychology where any such intervention is specifically designed to overcome specific kind of problems, for example, anxiety, depression or other kinds of psychopathologies. But, the positive behavior interventions took this idea one step forward where the aim is a kind of makeover of the individual with significant positive stride towards more fulfillment, flourishment and enrichment. There is a large amount of literature that empirically validates the efficacy of positive effects of various cognitive behavioral and psycho-educational interventions on the physical health of individuals, (Buchanan, Gardenswartz, & Seligman, 1999). The effect of the interventions has to go beyond the change in the behavior and the outcomes must extend beyond behavioral gains and strengthening a person's quality of life (Dunlap, Hieneman, Knoster, Fox, Anderson, & Albin, 2000; Kincaid, Knoster, Harrower, Shannon, & Bustamante, 2002). Apparently, there are few researches which have been done on adolescents and youths dealing with building resources for enhancing their subjective well-being and life-satisfaction (Diener & Diener 1995; Gilman & Huebner, 2000; Park & Huebner, 2003). Most frequently, relevant self-report inventories before and after of the delivery of intervention had been used for measuring effectiveness of programmes, (Seligman, Steen, Park, & Peterson, 2005).

Self management procedures have been considered to have many benefits including the likelihood of increased maintenance and generalization of obtained behavior change; they help students accept additional levels of responsibility for their own behavior, and are effective with a variety of students, (Kern, Dunlap, Childs, & Clarke, 1994). One of the most important components of the multi-component intervention is self-monitoring or self-management which refers to any action an individual takes to manage his own behavior. Through systematic direct instructions, students are taught to monitor and evaluate their own behavior.

The component of time management refers to planning and scheduling activities in a specific sequence so as to increase one's productivity and reduce stress (Lay & Schouwenburg, 1993). Effective time management strategies increase academic performance (Campbell & Svenson, 1992) and are frequently suggested by academic assistance personnel as aids to enhance achievement for college students. Although the time management strategy emphasize starting large tasks well before due dates, breaking down large tasks into small ones, and doing small tasks on a regular schedule, students regularly ignore these techniques and find themselves in great distress before exams, (Misra & McKean, 2000). Another related dimension which is generally overlooked is management of stress and stressors as college students differ markedly in the effectiveness of their adjustments to these stressors (Matheny, et. al., 2002). It has been established that cognitive-behavioral stress-management and health promoting interventions can reduce both perceived and physiologically measured stress irrespective of the method of delivery (Eisen, Allen, Bollash, & Pescatello, 2008; Lustria, Cortese, Noar & Glueckauf, 2009). Some stress management experts contended that person achieves more effective social interactions, his mental stress decreases and happiness increases, irrespective of the coping strategy used (Lazarus & Folkman, 1984; Hirokawa, Yagi & Miyata, 2002). The stress reduction strategies include simple mind-body intervention techniques such as; focusing attention on deep yoga breathing, repetitive focus on a word, imagery of relaxing scene, or body scan meditation etc., (Bughi, Sumcad & Bughi, 2006).

In addition, pioneers in the field of positive psychology found that happiness levels and overall well-being can be enhanced through several useful interventions involving multiple exercises (Fordyce,1977;1983).Out of few empirically validated simple positive psychological exercises and psycho-educational tasks, particularly 'doing good things' and 'visualizing best possible selves' have been found to have a credible impact on the well-being of individuals whereby their overall positive affect and life satisfaction were considerably increased by ensuing such strategies, (Seligman et al., 2005; Sheldon & Lyubomirsky, 2006).

Based on the documented research literature available on adolescents and youth pertaining to various domains that are perceived as problematic in nature and impedes the student s' effective functioning. Certain influential components for the intervention module have been identified and incorporated in the tailored multi-component intervention. The present study would focus upon the some student focused strategies and concurrently measuring their effectiveness. It is hypothesized that these strategies possess the potential to make student's lives more resilient and a significant enhancement in positive direction .Thus, this self enhancement and management intervention would be composed of simple psycho-educational tasks and exercises that suppose to increase resilience and well-being of the students.

Method

Sample:

90 Participants, who were enrolled themselves for Positive Psychology course (first author as course coordinator), were participated in this study. Out of them at the beginning of the intervention module, 13 did not filled up the post-intervention self report measures or had less then 75% attendance, were excluded, leaving a total of 77 students, (90.9 % Men, and 9.1% Women).The age range was 19-24 years (Mean=21.93; SD=1.93). All these students gave their consent to become part of the intervention and filled out Pre (Time-1) and Post (Time-2) testing self report measures, and submitted all assignments timely. They earned credits for the course.

Measures:

Brief Multidimensional Students Life Satisfaction Scale (BMSLSS): The BMSLSS (Seligson, Huebner & Valois, 2003) is a 6-item scale to assess student's life satisfaction. It consisted of six items, each representing one of the five life satisfaction domains (Family, Friends, School, Self, Living and Environment) plus an item referring to overall satisfaction. The six items were summed to create a total (i.e., general) life satisfaction score. The Cronbach's alpha coefficient of BMSLSS scale was found to be 0.75.

Meaning in Life Questionnaire (MLQ): It (Steger, Frazier, Oishi & Kaler, 2006) is a 10- item scale to assess two factors; the presence of and search for meaning in life. The response format was on a 7-point Likert scale format, ranging from 1= "Absolutely Untrue" to 7= "Absolutely true" The Cronbach's alpha reliability was for Presence (á=0.82) and Search (á=0.87) Meaning in life, (Steger et al., 2006) and equally reliable in Indian context (PMILQ á=0. 81 & SMILQ á=0.86), (Singh, 2008).

Cognitive and Affective Mindfulness Scale-Revised (CAMS-R): it is 12-item scale CAMS-R (CAMS-R; Feldman, Hayes, Kumar, & Greeson, 2003) measures everyday mindfulness and focuses on the degree to which examinees experience their thoughts and feelings. Items are rated on a 4-point Likert scale from 1 (rarely/not at all) to 4 (almost always). Scores on the scale are summed along for subscale dimensions. The four subscales were *attention* (Item no 1, 6 &12), *Present focus* (Item no 2, 7& 11), *awareness* (Item no 5, 8 & 9) and *acceptance* (Item no 3, 4 &10). Higher scores reflect greater mindfulness. Internal consistency across the 12 items scale was acceptable for two student samples (á = .74 to .80). The CAMS-R has exhibited acceptable convergent and discriminant validity with other measures of mindfulness, emotional clarity, avoidance, and over-engagement.

Positive Affect and Negative Affect Scale (PANAS). It measures the affective component of well being, Watson, Clark, & Tellegen, (1988). It is a 20-item scale that consists of a list of 20 affect adjectives, two sub-scales of positive affect (PA) and negative affect (NA), for which the participant was asked to indicate the extent to which "they feel this way generally", by circling one number from 1 to 5, where 1 = "very slightly or not at all" and 5 = ' 'extremely'. The Authors calculated Cronbach alpha coefficients in different samples range from á = 0.90 to á =0.96 for PA and from á = 0.84 to á = 0.87 for NA, Watson, Clark and Tellegen (1984).

Brief Self Report Scale of Self-Management Practices (BSRSSMP) : The Self-management scale (Williams, Moore, Pettibone, Thomas, 1992) when originally developed and validated was entitled Lifestyle approach (LSA). The factors of LSA viz. *Performance focus* (Item no. 2, 3, 6, 16 & 21), *goal directedness* (Item no. 1, 11, 15 & 18), *timeliness of task accomplishment* (Item no. 4, 13, 17 & 20), *organization of physical space* (Item no. 10, 19 & 22), *written plans* (Item no. 5, 8 & 14) & *verbal report* (Item no. 7, 9 & 12) obtained upon factor analytic procedures from original 48-item inventory possess substantive psychometric properties. These 22-items reflect effective self-management strategies, where participants were instructed to indicate how similar each item was to their personal lifestyle by using the following Likert format: (a) very different from me, (b) somewhat different from me, (c) uncertain, (d) somewhat similar to me, and (e) very similar to me. The internal consistency across the 22 items was 0.80.

Subjective Happiness Scale (SHS): The SHS (Lyubomirsky & Lepper, 1999) is 4-item inventory which measures happiness levels of an individual. A single composite score for global subjective happiness is computed by averaging responses to the four items (the fourth reverse-coded). Thus, the

possible range of scores on the Subjective Happiness Scale is from 1 to 7, with higher scores reflecting greater happiness. The Cronbach's alpha for 8 meta-analytic studies with US population ranged from 0.79-0.94.

Connor-Davidson Resilience Scale *(CD-RISC-10*): The CD-RISC-10 (Campbell-Sills & Sills, 2007) is a 10-item scale designed to assess resilience. It is short form of CD-RISC original test, Connor & Davidson, (2003). Response options range from 1 (*not true at all*) to 5 (*true nearly all the time*). Finally two factors hardiness and persistence were drawn. Total score was taken into account in the present study. Scores are determined by summing up each item. Reliability for the CD-RISC scale was .85.

Procedure:

The students were surveyed before (Time-1 or Pre-test) a sequential self-management intervention module and after (Time-2 or Post-Test) the tailored intervention session using standard administration practices. The entire class of (N=90) students have participated in the present research.The mandatory requirement for attending the module was made stringent (100% attendance) and later only the students with more than 75% of attendance throughout the intervention procedure were finally included in the study. The students, who were doing Positive Psychology course in semester system, had 3 hours lecture classes and 1 hour tutorial class per week. For tutorial class there was further division in four groups, 15-25 students were in each group. In lecture classes course was taught and in tutorial classes intervention module were discussed. A systematic methodological approach by the researchers following same delivery style was repeated for each of the four groups. Students gave their informed consent in the first introductory meeting and were actively involved in the discussions, psycho-educational tasks, cognitive exercises and behavioral assignments during the delivery duration of the intervention. Each session was of about 45 minutes' duration out of 1 hour assigned time. First 10 minutes for lecture class queries if someone had question in each tutorial class. The students have also given their feedback and suggestions for improving the importance and direction of the intervention strategies. The detailed account of the experimental design can be better understood per se from the tabulated information below.

Table-A: Experimental Design of the Intervention Module (Sessions & Description)

Session and Theme	Description
1. Introduction	The importance and need of self-management strategies were discussed after a brief welcome and round of introduction. The information pertaining to the course was provided to the student participants.
2. Continue...	After all queries, Students gave their consent to be a part of the intervention program.
3. Pre-Testing	The student participants filled up demographic information forms and relevant self report inventories as mentioned in the measures section pertaining to life satisfaction, affects, happiness, resilience etc.
4. Phase I: Self-Management(Introspect & retrospect your life)	In this session, students were given a brief introduction on the topic and the role it plays in maintaining their lives. They were acquainted with the positive empowering effects of **self-talk** on the routine activities and the tasks in the long run. Importance of **accurate self knowledge** (Emotional, Cognitive& Behavioral) in our life. Apart from that questions such as their **purpose in life** and behavioral

	manifestations of various selves; **perceived self, Ideal self and actual self** were discussed. (Roger's view was shared)
5. Continue...	*A retrospection of the previous week's activity was done and its feedback was taken from the group.* In this session, students were told to write few lines on the questions such as; **Where are you spending your energy? What is important to you- Immediate or Delayed Gratification? (Skinner's Immediate vs. Delayed Gratification experiment shared with them.) Are you happy with your way of leading your life?** The answers of these questions were discussed within the groups and effective strategies were sought in response to overcome the troubles and impediments while making correct decisions in student life.
6. Continue...	*Retrospection and feedback of previous week* In this session, students were made aware about the **distinction between internal and external locus of control as a key to self management.** They were given insights from case studies about the importance of realistic appraisal of situations and the **power of optimism**. They were told to take responsibility for their actions and not to ignore or avoid them. Besides, they were shown ways through examples that how they can learn from different environments.
7. Continue...	*Retrospection and feedback of previous week* In this session, the effects of **Progressive muscles relaxations, physical exercises and meditation as self management activity** were discussed.
8. Continue...	*Retrospection and Introspection about previous week* **Ways of boosting their morale and self-esteem** discussed and suggested. Besides, the students were asked to; **Write about their best possible selves. Write about three good things happened and done by them.** And, ways they indulge in kind of activities to entertain and **invoking humor**. Finally, **Happy thoughts Happy emotions** reciprocity was discussed* (Assignment no.1)
9. Interpersonal focused Strategies	In this session, students were told to develop a sense of **gratitude** to whatever they have got in life, let off their grudges and be **forgiving** by nature. The students also discussed the importance of positively pacifying effects **of altruistic** kind acts and **empathy** to others apart from what/how they can contribute to the society and induce self benefits.
10. Continue…	Students were asked to review their religions/ customs/ traditions and how they are enhancing/ inhibiting their flow. Example, *samma yachna (*asking to forgive them on this occasion) in *Jainism.* In recognition of the importance of gratitude, members of the United Nations General Assembly declared (2000) as **the International Year of Thanksgiving.*** (Assignment no.2)
11. Self Management	*Retrospective session and feedback of previous week* In this session, **Time Management, Stress Management, and relationships Management, (emotional Intelligence' perspective)** were focused and strategies from psychology literature were shared with them.*(Assignment no.3)
12.	Topics suggested by students and analysis of some vignettes regarding students' problems. Students were asked to recall, review, evaluate and to give their suggestions on the program. * (Assignment no.4)

13.Post Testing	In this session, the students were gone through the post testing.
14. Conclusive/valedictory session	In this session, the researcher interacted with the student participants and thanked for their active participation in the intervention study and was debriefed.
Main Assignments:	
1. Case study	Students were given an assignment of writing a case study (Impressive and role model) and discuss the significance and share it with rest of the group. Also, they were told to draw conclusive inferences and its impact on their lives.
2. Social Issue	Students were asked to identify some of their surrounding customs and traditions which facilitate/ inhibit their flow.
3.Time management / Stress management	After sharing Psychological strategies for Time management / Stress management, students were asked to rate themselves on 7 point scale and prepare most suitable strategies for themselves.
4. Review the Sessions	Final Assignment about remembering, rating, evaluating, adding more suggestions.

*Brain storming sessions, where first author gave her psychological input and students discussed their experiential perspective. Second author assisted through out the course under his teaching assistance ship. One week time for submitting assignments was given to them. Assignments were evaluated and they earned credits accordingly. However major part evaluated through assigned examinations and marks distribution was decided in the first class with students' consent.

Results

The various components of intervention were focusing on involvement and intermittent participation of the students in some liberating and thought provoking discussions on the topics enlisted in the intervention module.

Tabe-1: Qualitative analysis of the Self Management Intervention Module

S.No	Intervention Component	Endorsement Level (No of students)	Positive Aspects	Impetus Required	Suggestions/ Remarks
1	Time management	50 (65%)	Prioritizing, Scheduling, Setting goals for the day Biological clock, Long term & Short term goals.	Internet addiction Irresistible temptations Distractions. professionals, Seminars,	Motivational videos, Avoiding Overlapping, More Interactive, problem orientation, Talks with Conferences, Workshops, Case-study, Practical Examples, Field trips, Short plays, Stories etc.
2	Stress management	51(66%)	Yoga, Meditation, Positive thinking, Play /Humor, Helped in concentration.	Dealing with failures, setbacks, Practice sessions, Disturbed sleeping habits.	
3	Three good Things	4(05%)	Satisfying daily activities, Diary writing.	Bad/Negative happenings or experiences.	
4	Self Talk	35(45%)	Motivational tool, Confidence booster, Improves Communication skills, Purposeful life, Self-analysis, Life-style.	Environmental factors, Accurate perception of self, Negative self-talk.	Self-defeating,
5	Best Possible Self	2 (03%)	Commitment, Control, Challenge, Self-efficacy, Self-esteem.	Struggle between real -self and Ideal-self.	

The qualitative part of the study analyzed through content analysis, where students after discussing the import ance of the strategies realized that planning, prioritizing and scheduling things can help them improve their time-management skills. The students were preferred aspects of the intervention strategies while carrying out the positive p sycho-educational exercises and assignments based on these dimensions. A qualitative analysis of the various positive aspect s and the suggestions for further improvement of the intervention module has been shown in *Table-1,* which was obtained during the feedback at the end of the each session and by last assignment (Review the programme). The most significant components of the intervention were time management, stress management, self-talk, three good things and best possible selves respectively, which were liked by the participants in the study and most of the student participants have endorsed that they have been following or have st arted following the strategies for better self-management. Many of them claimed that following these strategies as per a system have helped them considerably in how they are living their lives until now . It has given a sense of commitment and challenge to them and boosted their confidence levels as such with improved communication ability. They have started prioritizing their work for the sake of good health by regulating their circadian rhythm. The student participants have shown keen interest in inculcating these strategies but there are few impediments for which students require deliberate attention subsequent with professional help and support. Seminars, workshops, case studies, detailed interactive discussions related to solution of similar problems, field trip s, motivational videos and innovative role playing methodologies were preferred among some of the valuable and practical suggestions.

They can set their long term and short term goals and persevere towards them by making written plans before executing them. Being away from home (most of them hostellers) and without any parental check they need to do it on their own for the sake of maintaining their educational st andards and also social-relationships. However, they thought that there are certain aspects of college life which cannot be controlled for and sincere effort is needed to intervene for these temptations. Self-talk and it s gainful ef fects were also discussed to help overcome and maintain homeostasis. Students were made aware of the positive ef fects of yoga, meditation, cracking jokes and other stress management techniques. They reported that the self talk and self-management exercises were very motivational and have boosted their confidence levels. Although, looking at the cognitive behavior nature of the intervention strategies that have been adopted all ef forts were made to make the program as simple as it can be, though there were cert ain recommendations by the students for further improving the delivery of the program.

Quantitative analyses

Second step was to calculate the significant differences in the effects of delivered multi domain self management intervention as to know how standardized positive psychology constructs were affected following a brief period of intervention. The results for the same have been evaluated by a paired sample t-test as shown in table-2, as mentioned, two subscale dimensions of self-management Timeliness of Task accomplishment ($t=1.95$ $p<.05$) and written plans for change ($t= -2.36$; $p<.05$) is significant apart from the resilience levels of student participants before and after the intervention program. Besides one more component of self management is approaching significance. The major outcome of the self-management intervention is that these have enhanced the resiliency power ($t=-3.58$; $p<001$) of the student participants which lead us to say that they are now better equipped to deal with adversities that are hampering them to lead a self enhanced and managed student life.

Table-2: Mean, SD and t-test values (N=77).

S.No	Pairs of Self-report Measures	Mean± SD (Time 1)	Mean ±SD (Time 2)	t-value (df=76)
1	Pre -Post BMSLSS	30.84±4.5	30.29±4.4	1
2	a) Pre-Presence-Post Presence (MILQ)	23.32±6.0	24.17±5.5	-1.46
	b) Pre-Search-Post-Search (MILQ)	22.56±6.7	22.10±7.4	0.65
3	Pre -Post CAMSR	30.64±4.6	31.87±4.5	1.61
	a) Pre- Post Attention	7.70±2.0	7.65±1.9	0.25
	b) Pre- Post Present focus	8.08±1.7	7.83±1.7	1.44
	c) Pre—Post Awareness	7.40±1.6	7.77±1.8	-1.65
	d) Pre – Post Acceptance	8.26±1.9	8.62±2.0	-1.84
4	Pre -Post Positive Affect (PA)	32.36±6.3	32.83±7.1	-0.63
5	Pre -Post Negative Affect (NA)	18.23±6.5	18.87±6.5	-0.81
6	Pre –Post BSRS	68.82±11.1	69.99±9.5	-1.33
	a) Pre- -Post Performance Focus & Efficiency	15.38±3.5	15.45±3.5	-0.22
	b) Pre Goal Directedness-Post Goal Directedness.	14.66±3.1	14.67±2.3	-0.45
	c) Pre - Post Timeliness of Task accomplishment	12.52±3.2	13.04±2.9	-1.95*
	d) Pre - Post- Organization of physical space.	9.68±3.4	9.87±3.5	-0.71
	e) Pre- Post Written Plan for Change	7.99±2.05	8.66±2.2	-2.36*
	f) Pre-Verbal support - Post-Verbal support	8.75±2.3	8.29±1.9	1.59
7	Pre -Post GHS	18.64±3.8	19.08±3.7	-1.11
8	Pre -Post CDRISC-10	36.48±4.7	38.09±4.9	-3.58***

* p<.05, *** p<.001

Note: BMSLSS- Brief multidimensional student's life satisfaction scale; MILQ- Meaning in Life Questionnaire; CAMSR- Cognitive and Affective Mindfulness scale-Revised; BSRS- Brief Self report scale for self management practices; CDRISC-10-Connor-Davidson resilience scale.

Discussion

In this study, we explored the effectiveness of a multi-component intervention module delivered to a group of students in a classroom situation. This was a pre-post within group design where student participants completed standardized self-report measures just prior to the start of the intervention program and at the completion of the delivery of the tailored intervention module. According to Rimer and Kreuter (2006) tailoring is a process for creating individualized communications by gathering and assessing personal data related to a given health outcome in order to determine the most appropriate strategies to meet that person's unique needs. The identification of the domains was selected on the basis of interaction with the students and reviewed literature and suitable strategies were planned and included in the tailored intervention module.

All the components of the multi-component self management intervention module *(Table-A)* were taken into consideration and incorporated keeping in mind the students' confrontation of problems and their ways of dealing with them. The chosen components were mainly focusing on management of impeding factors like lack of stress and time management, which when taken care of, significantly improves one's performance, makes an individual more resilient and enhances their subjective well-being and self management skills, (Clauss-Ehlers & Wibrowski,2007; Eisen et al.,2008).

It is quite clear from the quantitative analyses that the meaning in life, happiness, life satisfaction and mindfulness are having a marginally higher mean in pre - post testing

which is insignificant. However, two subscale dimensions of self-management; Timeliness of Task accomplishment (immediately st art planned task, complete the t ask in time, Smaller divisions and completion of major tasks well in advance) and written plans for the change, have improved by the program supported by qualitative and quantitative data both. Furthermore, resilience a level which is contributed by ha rdiness and persistence factors, i nfer t o t he s tudents h ave b ecome more capable in dealing with uncomfort able and adverse conditions and learnt to bounce back from such adversities. The more the resilient an individual is, the more he/she is optimally functioning which in turn enhances one's performance and overall well-being.

The study has several limitations like; in absence of control group it is really difficult to evaluate temporal effect, primary purpose of the student p articipants was to earn credit s from the course, it might lead to less motivation f or e xperiential e xercises. Nevertheless, the process gives first person and third person experiences simultaneously during the course.The present study could be taken as a pilot study of the field and need to do s eries o f r esearches f or d eveloping standardized module and its validation.

References

Buchanan, G, M., Gardenswartz, C,A, R., & Martin E. P. Seligman. (1999). Ph ysical health following a Cognitive-behavioral intervention. *Prevention & Treatment*, 2.

Bughi, S, A., Sumcad, J., Bughi, S. (2006). Effect of Brief Behavioral Intervention Program. In Managing Stress in Medical Education from Two southern California Universities. Med. Educ. Online [Serial Online], 11-17.

Campbell, R.L, & Svenson, L.W. (1992). Perceived level of stress among university undergraduate students in Edmonton, Canada. *Perceptual and Motor Skills, 75*, 552-554.

Campbell-Sills, L. & S tein, M.B. (2007) Psychometric Analysis and Refinement of the Connor–Davidson R esilience S cale (CD-RISC): Validation o f a 10 -Item M easure o f Resilience. *Journal of Traumatic Stress*, 20, 1019–1028.

Clauss-Ehlers, C, S., & Wibrowski, C, R. (2007). Building Educational Resilience and Social Support: The Effects of the Educational Opportunity Fund Program among First- and Second-Generation College Students. *Journal of College Student Development, 48,* 574-594.

Connor, K. M., & Davidson, R. T. (2003). Development of a new resilience scale: The Connor Davidson Resilience Scale (CD-RISC). *Depression and Anxiety, 18,* 76-82.

Diener, E., and M. Diener. (1995). Cross-cultural correlates of life satisfaction and self-esteem. *Journal of Personality and Social Psychology, 68,* 653-63.

Dunlap, G., Hieneman, M., Knoster, T., Fox, L., Anderson, J., & Albin, R.W. (2000).Essential elements of in-service training in positive behavior support. *Journal of Positive Behavior Interventions*, *2*, 22-32.

Eisen, K, P., Allen, G, J., Bollash, M., & Pescatello, L, S. (2008). S tress management in the workplace: A comparison of a computer-based and an in-person stress-management intervention. *Computers in Human Behavior*, *24,* 486–496.

Feldman, G. C., Hayes, A. M., Kumar, S. M., & Greeson, J. M. (2003). Clarifying the construct of m indfulness: R elations w ith e motional avoidance, over-engagement, and change with mindfulness training. *Paper presented at the Association for the Advancement of Behavior Therapy*, Boston, MA.

Fordyce, M, W. (1977). Development of a program to increase personal happiness. J *ournal of Counseling Psychology. 24,* 511–21.

Fordyce, M, W . (1983).A program to increase happiness: Further studies. *Journal of Counseling Psychology. 30*, 483–98.

Gilman, R., and E. S. Huebner. (2000). Review of life satisfaction measures for adolescents. *Behaviour Change, 17*, 178-205.

Hirokawa, K., Yagi, A., & Miyat a, Y. (2002). An Examination of the Ef fects of S tress Management Training for Jap anese College Students of Social Work. *International Journal of Stress Management*, *9,* 113-123.

Kern, L., Dunlap, G., Childs, K. E., & Clarke, S. (1994). Use of a classwide self-management

program to improve the behavior of students with emotional and behavioral disorders. *Education and Treatment of Children*, *17*, 445-458.

Kincaid, D., Knoster, T., Harrower, J.K., Shannon, P., & Bustamante, S. (2002). Measuring the impact of positive behavior support. *Journal of Positive Behavior Interventions*, *4,* 109-117.

Lay, C.H., & Schouwenburg, H.C. (1993). Trait procrastination, time management, and academic behavior. *Journal of Social Behavior & Personality*, *84*, 647-662.

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer.

Lustria, M.L.L., Cortese, J., Noar, S.M., & Glueckauf, R.L. (2009). Computer-tailored health interventions delivered over the web: Review and analysis of key components. *Patient Education and Counseling*, *74,* 156-173.

Lyubomirsky, S., & Lepper, H. (1999). A measure of subjective happiness: Preliminary reliability and construct validation. *Social Indicators Research, 46,* 137-155.

Matheny, K, B., Curlette, W, L., Aysan, F., Herrington, A., Gfroerer, C, A., Thompson, D., & Hamarat, E. (2002). Coping Resources, Perceived Stress, and Life Satisfaction Among Turkish and American University Students. *International Journal of Stress Management*, *9,* 81-97.

Misra, R., & McKean, M. (2000). College Students' Academic Stress and Its Relation to their Anxiety, Time Management, and Leisure Satisfaction. *American Journal of Health Studies. 16,* 41-51.

Park, N., & E. S. Huebner (2003). *A cross-cultural study of the levels and correlates of life satisfaction among children and adolescents*. Unpublished manuscript, University of Rhode Island.

Rimer B.K., & Kreuter, M.W. (2006). Advancing tailored health communication: A persuasion and message effects perspective. *Journal of Communication*. *56,* 184–201.

Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist, 60,* 410–421.

Seligson, J. L., Huebner, E. S., & Valois, R. F. (2003). Preliminary validation of the Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS). *Social Indicators Research, 61*, 121-145.

Sheldon, K. M., & Lyubomirsky, S. (2006). How to increase and sustain positive emotion: The effects of expressing gratitude and visualizing best possible selves. *The Journal of Positive Psychology*, *1,* 73–82.

Singh Kamlesh (2008) Revalidation of a new instrument for 'Meaning-In-Life' in Indian context and comparison of cross cultural findings. Presented at XXXII Indian Social Sciences Congress, Jamia Millia Islamia University, New Delhi, December, 18-22.

Steger, M. F., Frazier, P., Oishi, S., & Kaler, M. (2006). The Meaning in Life Questionnaire: Assessing the presence of and search for meaning in life. *Journal of Counseling Psychology,* 53, 80-93.

Watson, D., Clark L, A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality & Social Psychology, 54,* 1063–1070.

Watson, D., Clark L.A. & Tellegen, A. (1984) Cross-cultural convergence in the structure of mood: A Japanese replication and a comparison with U.S. findings, *Journal of Personality and Social Psychology, 47,* 127–144.

Williams, R, L., Moore, C, A., Pettibone, T, J., & Thomas, S, P. (1992). Construction and Validation of a Brief Self-Report Scale of Self-Management Practices. *Journal of Research in Personality*, *26,* 216-234.

Received: 29 August, 2008
Revision Received: 18 August, 2009
Accepted: 21 September, 2009

Kamlesh Singh, PhD, Assistant Professor, Department of Humanities and Social Sciences, Indian Institute of Technology, New Delhi-110 016. E-mail: singhk@hss.iitd.ac.in;singhk.iitd@gmail.com

Rajneesh Choubisa, Research Fellow(ICMR-JRF), Department of Humanities and Social Sciences, Indian Institute of Technology, New Delhi-16.