



CORRELATES OF FLOURISHING AMONG YOUNG ADULTS

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DECLARATION

I declare that the dissertation entitled “*Correlates of Flourishing among young adults*” has been prepared by me under the guidance of Dr Shruti Shourie, Associate Professor of the department of Psychology, D.A.V. College, Sector 10, Chandigarh, India. No part of this report has previously formed the basis for any degree or fellowship award.

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“When we focus on our gratitude, the tide of disappointment goes out”.

- Kristin Armstrong

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- Simrat Kaur Narang

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LIST OF ABBREVIATIONS

VARIABLES	
IDLSVS	Individual difference level subjective vitality scale
SLSVS	State vitality level subjective vitality scale
NAER	Nonacceptance of emotional responses
DEGB	Difficulty engaging in goal-directed behavior
ICD	Impulse control difficulties
LAERS	Limited access to emotion regulation strategies
LEA	Lack of emotional awareness
LEC	Lack of emotional clarity
DERS	Difficulties in Emotion Regulation Scale

ABSTRACT

Flourishing among young adults is a major concern these days, the new challenges and opportunities they must take up while stepping into a new stage of development should be given emphasis. With growing complexities faced in this stage of development the need to identify flourishing and predictors of flourishing is important. The purpose of this study was to identify the correlates of flourishing viz. Individual difference level (Subjective vitality) and State level (Subjective vitality), Mindfulness, DERS and its components viz. non-acceptance of emotional responses, Difficulty engaging in goal-directed behavior, Impulse control difficulties, Lack of emotional awareness, Limited access to emotion regulation strategies, Lack of emotional clarity and Positivity. The sample of the study comprised 100 females and 100 males in the age group of 18-23 years. Flourishing scale (Diener et al., 2010), Subjective Vitality scale (Ryan and Frederick, 1997), Cognitive and Affective Mindfulness Scale- Revised CAMS-R (Feldman et al., 2006), Difficulties in emotional regulation scale DERS (Gratz & Roemer, 2004) and the positivity scale (Narvaez, 2006) were used in the study. The results showed gender differences among flourishing and the correlates of flourishing. Flourishing emerged to have a positive and significant correlation with Individual difference level Subjective vitality, State level Subjective vitality, Mindfulness and Positivity in a total sample of females and males. Flourishing emerged to have a negative correlation with NAER-DERS, DEGB-DERS, ICD-DERS, LEA-DERS, LAERS-DERS, LEC-DERS and DERS in a total sample of females and males. There were differences in intercorrelations among female sample (N=100) and male sample (N=100). The study indicates the relevance and importance of flourishing as a key factor to live a healthy and happy life alongside identifying the factors and interventions that help an individual flourish.

Keywords: *Flourishing, Subjective Vitality, DERS, Mindfulness, Positivity, Emotional Regulation, Goal-directed behavior.*

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CHAPTER 1 INTRODUCTION

Psychology is the study of human behavior, mental processes and experiences. Development is the core of an individual and every Individual goes through different stages of development throughout life. Influenced by genetic and environmental factors development takes place from conception to death. One of the important stages of development is young adulthood. Young adulthood could be described as a period of character building of the young generation. When an individual steps into the period of young adulthood he/she undergoes a series of physiological and psychological changes. The age range of young adults is 18-25 years. It can be said that young adults act as a bridge between the earlier generation and the forthcoming generation. Self-exploration, independence and identity formation are some of the areas of focus during this age. The period of transition from adolescence to adulthood comes along with emotional, physical, cognitive growth.

Young adults begin to settle in their life. There are certain social roles expected from individuals at this stage of development. The choice of friends and partners, choosing certain religious practices, picking a career path and establishing oneself are some of the important aspects in this stage of development. Individuals at this stage might complete their school, enter a new job, build a family or move out of their house.

Havighurst (1972) mentions some developmental tasks among young adults:

- Achieving autonomy: Establishing oneself as independent.
- Establishing identity: Figuring out the likes, preferences and dislikes of oneself.
- Developing emotional stability: Emotional stability is one of the signs of maturing.
- Establishing a career: Getting a direction towards a career and pursuing that.
- Finding intimacy: Building close and long-term relationships.
- Becoming part of a group or community: Begin to be a part of various communities or groups.
- Establishing a residence and learning how to manage a household: Understanding and balancing a budget while maintaining the house.
- Becoming a parent and rearing children: Adjusting in marriage and building a family.

Levinson (1978) mentioned a theory of development in his book 'The Seasons of a Man's Life'. He believed that young adults

have a future image which motivates them. This future image is called 'the dream'. Women had a 'Split dream' a future image of both family and work life. According to Levinson (1978), transition period lasts about 5 years and settling down for about 7 years. Transition of an early adult (17-22 years) involves getting out of the house, leaving family, taking decisions about career and education. This transition is followed by another stage of emerging as an adult (22-28 years) which involves finding romantic relationships and being responsible for an occupation. A young adult is not exposed to life experiences when he/she enters the stage of young adulthood from adolescence.

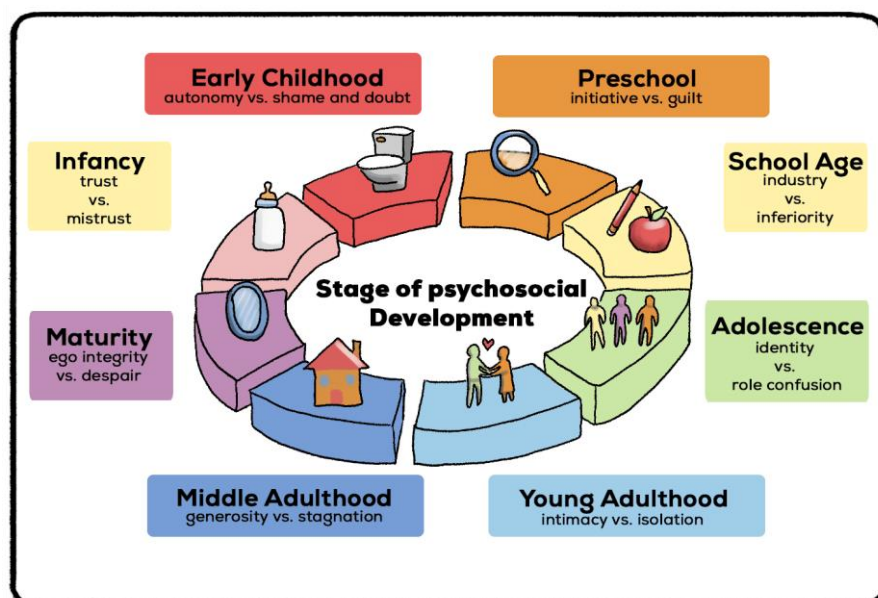


Figure 1 Erikson's Stages of Development

Source: Psychology, 2023.

Erikson (1950) proposes that the main task at the age of young adulthood is to establish romantic relationships and not feel secluded from others. He gave 8 stages of development that every individual goes through. The resolution of the 5th stage 'identity vs role confusion' affects the developmental issues of the 6th stage 'intimacy vs isolation' where he talks about young adults. Establishing one's own identity is extremely important, and individuals might go through challenges while establishing that identity. If an individual has issues with identity formation, he/she might find it difficult to establish romantic relationships. Young adults might fear losing sense of self while getting close to someone.

When a secure, happy and safe relationship is established it leads to gaining the virtue- love. If a secure appropriate relationship isn't formed, it may lead to feelings of loneliness or isolation. In early adulthood intimacy might come through friendships and later moving on to romantic partners.

An adult's emotional, physical and cognitive growth is important, but it also brings along sexual growth. All human beings are sexual beings. Understanding and accepting one's sexuality is crucial.

Chess and Thomas (1984) found that children who were easy with temperament became well-adjusted adults whereas children who were difficult with their temperament were not very well-adjusted adults.

Research has shown that highly reactive children have temperamental stability as they grow into young adults and shyness in infants can lead to social anxiety in adults (Bohlin & Hageküll, 2009).

Davidson and Begley (2013) reported that young adults were identified as strongly inhibited toddlers using fMRI (Functional Magnetic Resonance Imaging) and showed high activation of amygdala as compared to uninhibited toddlers.

Longitudinal studies show that there are various changes in some of the traits of adults. Neuroticism and openness to experience decrease with time and conscientiousness increases. These studies also suggest that adult personality traits give a direction to important life outcomes. (<https://doi.org/10.1037/0022-3514.65.1.176>) Hazan and Shaver (1987) emphasize on 3 types of attachment styles of young adults, Secure, anxious/ambivalent and avoidant.

Attachment in Emerging/Young Adulthood

<i>Secure</i>	I find it relatively easy to get close to others and am comfortable depending on them and having them depend on me. I don't often worry about being abandoned or about someone getting too close to me.
<i>Avoidant</i>	I am somewhat uncomfortable being close to others; I find it difficult to trust them completely, difficult to allow myself to depend on them. I am nervous when anyone gets too close, and often, love partners want me to be more intimate than I feel comfortable being.
<i>Anxious/Ambivalent</i>	I find that others are reluctant to get as close as I would like. I often worry that my partner doesn't really love me or won't stay with me. I want to merge completely with another person, and this sometimes scares people away.

Figure 2 Attachment in emerging/young adulthood

Source: Adapted from Hazan, C., & Shaver, P. 1987

Bartholomew (1990) questioned the view of attachment styles in adults and mentioned that there are 2 dimensions which best describe attachment styles in young adults: Attachment-related anxiety and Attachment-related avoidance.

Attachment-related anxiety involves an individual worrying about their partner really loving them. Individuals scoring high on this are fearful of rejection or abandonment from their partner.

Attachment-related avoidance involves the tendency of an individual to open with others, be able to trust other people and depend on them. Individuals scoring high on this dimension are likely to get uncomfortable while opening with others and might develop fear of losing their sense of autonomy because of dependency.

These two dimensions would further lead to 4 attachment styles in adults (Bowlby, 1969).

1. **Secure Attachment:** People who fall in this category score low on both attachment-related avoidance and high score on attachment-related anxiety. They don't feel insecure about their partner's love for them. Individuals with secure attachment can trust their partner (Bowlby, 1969).
2. **Dismissing Attachment:** These individuals have a low score on attachment-related anxiety and high score on attachment-related avoidance. They have trust in themselves but not others. They avoid dependency on other people and don't share their goals, fears and dreams with other individuals. Having to depend on others makes them uncomfortable (Bowlby, 1969).
3. **Preoccupied Attachment:** These individuals have a low score on attachment-related avoidance and high score on attachment-related anxiety. They have a tendency of being jealous and worried about being loved by their partner. They sometimes end up thinking that they don't get as much love from their partner as they should (Bowlby, 1969).
4. **Fearful-avoidant Attachment:** People who fall in this category score high on both attachment-related avoidance and attachment-related anxiety. They feel insecure about their own social skills to maintain relationships and don't trust other people. Despite wanting to have a close relationship with others it is hard for them to get close with others emotionally (Bowlby, 1969).

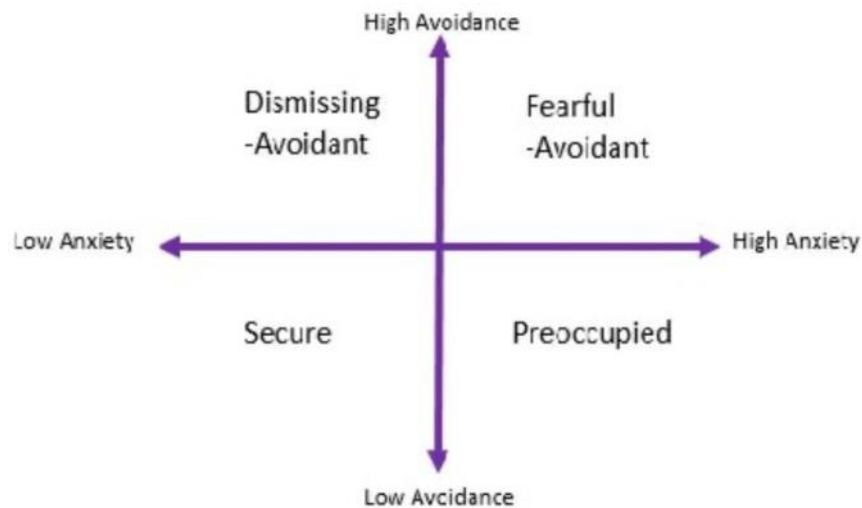


Figure 3 Attachment Styles in adults

Source: Adapted from Fraley et al., 2015. p. 355

As Individuals go through the transition from adolescence to adulthood, they undergo certain changes. Following are some developmental changes in young adults (*Growth and Development, Ages 18 and Over-What Parents Need to Know - Advocates for Youth, 2021*).

- **Physical Development:** An individual reaches the stage of physical maturation and gains secondary sexual characteristics. Height and weight might increase. Cardiac functioning, reproductive system, muscle strength and sensory abilities also develop.
- **Cognitive Development:** Young adults can understand abstract concepts and are aware of their limitations. Securing level of autonomy and taking crucial decisions begins at this age.
- **Emotional Development:** Establish empathy and get aware of their emotions as well as the emotions of other people. Develop intimacy and romantic relationships with other individuals.
- **Sexual Development:** Individuals Identify and understand their sexual orientation. The emphasis is now more on other people.

Young adults go through a lot of rapid changes. Stepping into adulthood can bring a lot of important decisions, roles, responsibilities and expectations along with it. This stage is the best to take up most of the responsibilities. Transition from dependent to independent is not very easy. Many people find it difficult to get out of their house and live with their parents for long. Some people remain detached from romantic relationships. During the process of

change young adults go through some challenges. Some of them are listed below (n.d.)

1. **Identity formation:** A lot of young adults get separated from their parents and try to establish their own identity. They try to understand their values, goals, and personality. Individuals step forward to take up their own decisions and establish themselves. A lot of individuals go through an identity crisis and find it difficult to understand who they are and what they want to achieve in life.
2. **Intimate Relationships:** It can be difficult for some individuals to deal with breakups. Some individuals might even find it difficult to get into an intimate or romantic relationship. Not being able to form stable relationships may lead to hopelessness and loneliness. Changing friend groups and having to meet new people because of new career choices can also be challenging. The stage of young adulthood can be exciting and confusing at the same time. Some individuals might feel left out if they are not able to form new friendships or maintain the existing ones.
3. **Career and Work:** Getting hands on work and picking a career for oneself can be challenging. Competing with others, making certain adjustments, fulfilling the expectations of people at work and from self can be stressful. There might be constant hardship to find a well-paid job, pick a good career option.
4. **Marriage, Family and Parenthood:** Finding a partner, understanding what they like, the decisions they take, values they incorporate. Settling into another family adapting to new changes can get hard sometimes. Parenthood is a beautiful feeling and involves a lot of joy and love to welcome a new family member. Being a new parent can be quite exhausting. It might come with changes in the behavior of a partner or may also disrupt work because a newborn needs complete undivided attention. Availability of help, social support, and existing children in the family, happiness and well-being of the couple are some factors which affect parenthood.

From the above discussion we can conclude that young adults must go through certain challenges which shape them into better individuals. They can develop different capabilities in the areas of cognitive, emotional and social development. Individuals can flourish by facing and overcoming these challenges which implies that they are able to feel satisfied and are able to live to their fullest potential.

Positive Psychology focuses more on the strengths rather than weaknesses. It puts

emphasis on bringing an individual to a positive state of mind. It helps inculcate contentment and satisfaction in an individual's life.

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

According to Seligman and Csikszentmihalyi (2000), positive psychology is "the scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life."

Seligman (2011) introduced a model of well-being called the PERMA model. According to this model Positive emotions, engagement, relationships, meaning and accomplishment are the components of well-being.

All these components when combined can lead to flourishing and safeguard individuals from psychological distress.

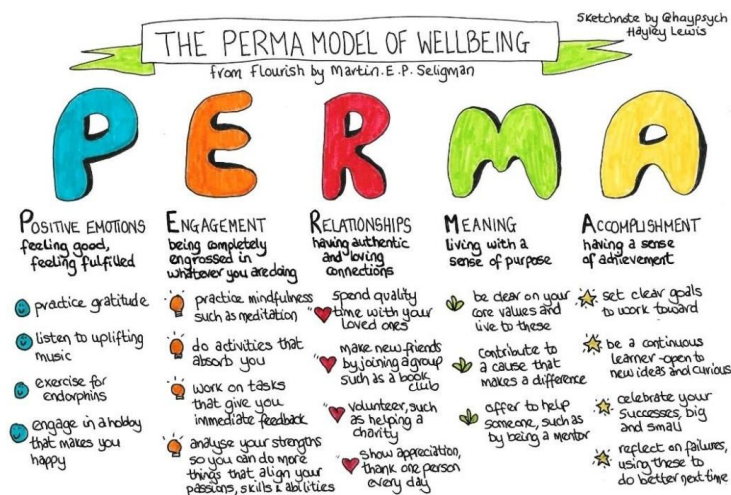


Figure 4 PERMA MODEL

Source: Ellul, 2023.

Following are the components explained in detail:

1. **Positive Emotions:** There are different types of emotions and positive emotions like joy, hope, love, compassion are indicators of flourishing. Individuals who are optimistic find it easy to bounce back from any stressful situation in life as compared to individuals who are pessimistic. Positive emotions can help an individual cope up with the negative emotions and promote resilience. There are many ways in which young adults engage in

activities that bring up positive emotions (Seligman, 2011).

2. **Engagement:** It refers to being mindful of the present moment and completely involving oneself in it. This dimension is in the direction of the concept of Flow which includes being completely engaged with one activity at a time. Individuals who use their character strengths can practice engagement (Seligman, 2011).
3. **Positive Relationships:** Support, love and care from people around can inculcate a sense of happiness and fulfillment in an individual's life. Relationships in this model refer to the idea that human beings are social creatures (Seligman, 2011). They look forward to strong connections and relationships which promote better health.
4. **Meaning:** Having a purpose or meaning in life helps to have a clear sense of focus in life. Every individual might have a different concept of finding a purpose in life. People who can find meaning grow towards flourishing (Seligman, 2011).
5. **Accomplishment:** Having a sense of mastery over something gives an individual a good sense of power and confidence, being able to work and reach towards one's goals gives a sense of pride. Achieving internal goals could give a better sense of gains (Seligman, 2011).

The term Flourishing was coined by Martin Seligman- the founder of positive psychology. The PERMA model very well explains what contributes to an Individual's flourishing.

To flourish is to find fulfillment in our lives, accomplishing meaningful and worthwhile tasks, and connecting with others at a deeper level—in essence, living the “good life” (Seligman, 2011).

Every individual has a different journey, and everyone goes through different struggles and challenges throughout life. The ability to get through these struggles is the ability to flourish. Investing in creativity, finding meaning in life, being connected with life goals and healthy relationships are some of the elements which promote happiness and flourishing.

There is no unified factor or element which defines flourishing, there are many characteristics that emerge in flourishing. Some of them are mentioned below:

1. **Happiness:** Happiness comes from a lot of positive emotions like joy, love, hope etc. Having to experience positive emotions often can add to flourishing.

2. **Optimism:** Having a sense of hope regarding the future is another essential characteristic of flourishing.
3. **Resilience:** The ability to bounce back and cope up even after major setbacks is the ability of being resilient.
4. **Engagement:** Being able to get mindful of the present moment and engaging in it completely is another characteristic that promotes flourishing.
5. **Purpose:** Being able to find a meaning or purpose in life and looking forward to each new day.
6. **Physical Health:** Mind and body are related. Having good physical health and having the ability to be free from illness.
7. **Accomplishment:** Little progress also matters a lot. Taking little steps to move ahead in life in order to achieve goals.
8. **Relationships:** Having trustworthy and healthy relationships and social connections.

According to Keyes (2016), *“even if we could find a cure for mental illness tomorrow, it does not mean that most people would necessarily be flourishing in life. In other words, we cannot treat our way out of the problem of mental illness; we must also promote a life of balance in which people can achieve happiness and realize lives in which they can flourish.”*

Flourishing is not a factor which an individual might have; rather it is a process to understand what all activities and characteristics can help an individual flourish in life and reach a state of thriving and growth. It is a multifaceted concept.

According to Keyes (2009), “Flourishing is the combination of high emotional, psychological and social well-being levels.” An individual is said to be happy and content with his/her life if these are present in high degrees. People who explore flourishing might usually have an internal locus of control.

Philosophy talks about two perspectives in context to flourishing (hedonic and eudaimonic)

- **Hedonic perspective:** Originated back in the 4th century B.C and advocated by a Greek philosopher Aristippus. According to this perspective, the ultimate purpose of life is happiness. An individual tries to maximize pleasure and minimize pain they consider happiness as a

delight of mind and body. Indulging in social interactions, forming connections, participating in joyful activities etc (Diener et al., 1999).

- ***Eudaimonic perspective:*** Aristotle came up with this perspective back in 4th century B.C. If an individual is living his/her life honestly, he/she can attain a level of happiness.

People use their full potential and get a meaning and purpose in life. According to this perspective self-actualizing is the topmost goal and leads to a state of flourishing (Ryan & Deci, 2001).

Emotional well-being is considered a part of hedonic happiness whereas psychological and social well-being of eudaimonic happiness.

There are some internal and external factors that contribute to an individual's ability to flourish.

INTERNAL FACTORS

1. ***Self-efficacy:*** An individual's belief and confidence in self to be able to accomplish a goal or complete a task.
2. ***Mental health:*** Being able to manage and cope with stressful situations in life can promote better mental health.
3. ***Gratitude:*** Looking out for good in each day and acknowledging it.
4. ***Growth Mindset:*** Grabbing opportunities and having a mindset to move forward and grow in life.
5. ***Motivation:*** Having a drive to do something in life and being disciplined.

EXTERNAL FACTORS

1. ***Education access:*** Having the right to get education and learning new skills can help an individual gain a lot.
2. ***Basic needs met:*** Hunger, thirst, safety, healthcare and shelter are some basic human needs which should be met for an individual to grow.
3. ***Economic stability:*** Poverty may cause a hindrance in the individual's journey to flourish. Having an adequate number of economic resources can be really helpful to an

individual.

4. **Supportive upbringing:** Good parenting and supportive upbringing can help an individual develop a sense of trust and be emotionally intelligent.

5. **Work-life balance:** In the hectic working hours finding a space for leisure is very important. Striking a work-life balance can help an individual stay in a better headspace.

Flourishing is a state where individuals don't just exist, but they thrive to their fullest potential. It doesn't simply mean being happy all the time but being able to inculcate habits which could help an individual get through stressful situations with ease.

Following are a few strategies that could help an individual flourish:

1. **Foster personal growth:** Self-reflection is a tool which can safeguard individuals and help them gain a deep understanding of self. Identifying one's goals, dreams, strengths and areas of improvement can develop a sense of personal growth.

2. **Practice self-care:** Eating healthy, getting adequate amount of sleep, exercise and meditation are some basic things which involve self-care. Self-care is a process which helps individuals and motivates them to look after their emotional, physical, spiritual and mental health.

3. **Helping others:** Being there for other people and helping them when they are in need. Showing random acts of kindness towards other individuals.

4. **Increase positive emotions:** Putting in conscious effort to experience positive emotions.

Indulging into activities that promote positive well-being and happiness. Taking out time for things that bring joy and happiness.

5. **Cultivate optimism:** Reframing thoughts and changing negative statements to positive. Looking out for the good in everything can help cultivate optimism. Being confident and hopeful for future goals and activities.

6. **Embrace challenges:** View challenges and hardships as opportunities to move forward and foster growth in life.

A lot of studies have been done to investigate the Big five personality traits model (OCEAN) Schotanus-Dijkstra et al. (2015) investigated the factors that contribute to

flourishing. They took data from the Netherlands Mental Health Survey and found out that individuals who flourish tend to be conscientious, outgoing (extraverted), and emotionally stable (low neuroticism). The study also showed that social support and positive life experiences are important for flourishing, even after accounting for background factors and personality traits. Finally, the researchers concluded that flourishing is distinct from simply feeling happy (hedonic well-being) and is more closely related to living a meaningful life (eudaimonic well-being).

In other words, flourishing is a state of happiness and well-being that is associated with positive personality traits, social support, and positive life experiences. It is different from simply feeling happy, and it is more closely related to living a meaningful life.

Huppert and So (2013) identified ten positive key areas some of which were emotional stability, resilience, optimism, vitality, meaning, self-esteem, positive relationships etc. Using data from a European survey, they came up with three main factors: positive functioning, positive characteristics and positive appraisal. They mentioned that individuals with high scores on these areas could lead themselves to flourishing.

Happiness is considered as the starting point (Hedonic well-being) followed by a sense of fulfillment and purpose in life as the second factor (Eudaimonic well-being).

Flourishing influences the academic achievement of an individual. Research reported that flourishing individuals can complete their education and end up in better jobs. They also show very less absenteeism and work very well at the tasks given to them. The same study established that high flourishing individuals find it easy to get peer support and have great relationships and communication with their colleagues and supervisors (Lyubomirsky et al., 2005)

Positive psychology as a field of psychology puts focus on the strengths and virtues of an individual. It can be very well said that psychology doesn't only study mental illnesses but also studies about the strengths of an individual. It looks towards the growth side of a human being. This chapter introduced our main variable: flourishing. In conclusion, flourishing can be described as the ability to live life to the fullest, finding meaning in life, finding happiness and having the ability to bounce back to life. Psychology has seen a shift from focusing only on the problems to focusing on the strengths of human beings. Our next chapter will focus on the different variables which could affect an individual's ability to flourish.

The last chapter gave an insight on the main variable: Flourishing. The present chapter puts light on the correlates of flourishing namely Subjective vitality and its dimensions viz. Individual difference level (Subjective vitality) and State level (Subjective vitality), Mindfulness, DERS and its components viz. Non Acceptance of emotional responses, Difficulty engaging in goal-directed behavior, Impulse control difficulties, Lack of emotional awareness, Limited access to emotion regulation strategies, Lack of emotional clarity and Positivity.

2.1 SUBJECTIVE VITALITY

Subjective vitality refers to a state in which an individual feels awake and full of life. It is an important aspect of well-being. The feeling of having enough resources to deal with stressful life events can help an individual feel better. The interplay of eudaimonic processes puts emphasis on subjective vitality among individuals.

Following are some somatic and psychological influences of subjective vitality:

SOMATIC INFLUENCES

- ***Physical Health:*** Chronic illnesses, pain, or fatigue can significantly drain your energy levels and make it difficult to feel vital. Conversely, good physical health provides a strong foundation for experiencing vitality.
- ***Sleep:*** Both quantity and quality of sleep play a crucial role. Insufficient or poor sleep can leave you feeling sluggish and depleted, while getting enough restful sleep can significantly boost your energy and sense of vitality.
- ***Exercise:*** Regular physical activity has been shown to increase energy levels and feelings of vitality. Exercise promotes better sleep, reduces stress hormones, and strengthens the body, all of which contribute to a more vibrant experience of life (Ryan & Frederick, 1997; Ryan & Deci, 2008).

PSYCHOLOGICAL INFLUENCES

- ***Mental Health:*** Mental health conditions like depression or anxiety can significantly impact energy levels and motivation, hindering feelings of vitality. Conversely, good mental health allows you to approach life with more zest and engagement, promoting subjective vitality.

- ***Autonomous Motivation:*** This refers to feeling a sense of control and purpose in your actions. When you feel motivated by your own desires and values rather than external pressures, it fosters a sense of agency and fuels vitality. Engaging in activities you find meaningful can significantly enhance your subjective vitality (Ryan & Frederick, 1997; Ryan & Deci, 2008)

It's important to remember that these factors are interconnected. For instance, poor sleep can worsen mood, making it harder to exercise, which can then impact physical health and overall vitality. Conversely, taking care of your physical health through good sleep, exercise, and healthy eating can improve your mental well-being and autonomous motivation, leading to a more vital experience of life.

Subjective vitality is linked to healthy functioning and well-being of an individual (Ryan & Deci, 2001). Individuals having high subjective vitality have a great psychological functioning and are quite resilient. They have a healthy level of functioning (Juhl & Routledge, 2015).

Psychology talks about mind body connection, and it is very important to take care of one's physical health along with psychological health. Considering the nutritional habits and physical exercise of young adults it is important to understand that these factors can contribute to a high level of subjective vitality in individuals. A study showed the relationship of physical activity with subjective vitality. It was seen that students who were involved in certain physical activities scored higher levels of subjective vitality as compared to others (Kukić et al., 2022).

Studies have shown that good attention, activeness and productivity is seen in individuals having a high level of subjective vitality. They are good at dealing with stressful life events and maintain a good sense of self-control therefore having better health (Dubreuil et al., 2014; Kasser & Ryan, 1999; Martela & Ryan, 2016; Ryan & Frederick, 1997; Swencionis et al., 2013).

Feeling low energy doesn't necessarily mean that a person is in the state of subjective vitality but could be a state of well-being and feeling energetic always is also not an indication for example one might be energetic while being angry or frustrated. Mental, social and physical factors come into play (Dodge et al., 2012; Seligman, 2011).

Eudemonic well-being, or subjective vitality, is the capacity for an individual to utilize

energy in a way that allows them to interact with their surroundings in a flexible and adaptive manner.

Overall well-being and the state of physical health are positively correlated with subjective vitality. Previous research including older adults has demonstrated gains in subjective vitality for those who adhere to planned or prescribed physical activity programs.

Results of a study show that engaging in self-directed physical activity during leisure time may be a useful strategy for giving people rapid increases in their subjective vitality. These increases might encourage adaptive behaviors that improve long-term health and wellbeing. Research and theory implications are presented (Dodge et al., 2022).

Five primary characteristics of vitality: it is positive, dynamic, adaptive, subjective, and influenced by both psychological and physical energy. External events can impact an individual's internal source of vitality, in addition to physiological and psychological aspects (Ryan & Frederick, 1997; Lavrusheva, 2020).

2.2 MINDFULNESS

Although Buddhism and Eastern philosophy are the sources of mindfulness, religion is not necessary for practicing it. Anybody can gain from mindfulness, regardless of their religious convictions. Mindfulness is a creative, incredibly successful, tried-and-true method for cultivating self-awareness and flourishing. It's an extremely simple word. It implies that the mind is paying close attention to everything that is going on, including what you're doing and the environment you're in. The fundamental human capacity to be totally present, aware of our surroundings and our actions, and to avoid becoming too reactive or overwhelmed by them is known as mindfulness. Acceptance is another aspect of mindfulness, which is paying attention to our thoughts and feelings without passing judgment on them or, for example, holding the belief that there is a "right" or "wrong" way to feel or think at any particular time. When we engage in mindfulness practices, we train our minds to focus on the sensations we are experiencing right now rather than on the past or the future.

“Mindfulness is a condition that contributes to a mental state defined by non-judgmental awareness of one's experiences, thoughts, physiological states, consciousness, and surroundings, while fostering tolerance, inquiry, and compassion” (Kabat-Zinn, 2003).

To ground yourself in your body and the present moment, it frequently entails focusing

on sensations. It can be used in formal meditation or in daily tasks such as walking, cooking, or cleaning. A full mind, on the other hand, indicates that you are not anchored in the here and now. The mind's natural tendency is to reason, evaluate, and solve problems. That's what it does. This implies that the mind, if left to its own devices, will continuously search for fresh stimuli, new ideas, and fresh perspectives on the world. One technique to gradually retrain the mind to become present-focused is through mindfulness practice. It's like taking charge of your thoughts instead of allowing it to rule you. Clinical psychologists' current conceptualizations of mindfulness emphasize two main, fundamental components of mindfulness: accepting and nonjudgmentally observing one's present-moment experiences.

2.2.1 TYPES OF MINDFULNESS PRACTICES

2.2.1a) *BODY-SCAN MEDITATION*

In body scan meditation (BSM), the focus is gradually moved from the feet to the head, feeling in various body parts and sensations. People who use this technique can become more conscious of their moods, emotions, and bodily sensations. It is a great technique to release physical stress that a person may not even be aware about. Sometimes, one can become so engrossed in stress that he/she could fail to recognize the connection between emotional state and physical discomfort, such as tense muscles, headaches, and back and shoulder pain. An individual can bring awareness to every region of your body by mentally scanning themselves, noting any aches, pains, tension, or overall discomfort. The objective is to learn more rather than to eliminate the suffering (Scott, 2022).

2.2.1b) *BREATHING MEDITATION*

Using breathing meditation, a straightforward yet effective mindfulness practice, one may focus their attention on the here and now by using breath as an anchor. The main idea is to focus on breathing and become aware of the feelings associated with taking in and releasing air. An individual can sense the passage of their breath throughout their body, the temperature of the air entering nostrils, and the rise and fall of chest or abdomen. Non-judgmental Awareness is practiced where the idea is to regulate breathing, the idea is to watch it with acceptance and wonder. If one's thoughts stray, gently bring them back to your breathing without passing judgment. One can bring awareness to the current moment by concentrating on their breathing. This encourages serenity and clarity by assisting in letting go of regrets about the past or anxieties about the future (Scott, 2022).

2.2.1c) *LOVING KINDNESS MEDITATION*

One well-known self-care strategy for enhancing wellbeing and lowering stress is loving kindness meditation (LKM). Daily practitioners of loving kindness meditation may experience improvements in their capacity for forgiveness, sense of connectivity to others, acceptance of themselves, and other outcomes. This strategy is challenging because it requires you to be kind to others as well as to yourself. It usually takes work to allow oneself to be loved, either by yourself or by others (Scott, 2022).

2.2.1d) *OBSERVING-THOUGHT MEDITATION*

When we experience negative emotions, we typically have a notion that goes along with them. Furthermore, even though we talk about exercising self-control when it comes to how we express our emotions, this is challenging due to the way ideas arise in our minds. Non-judgmental Awareness is a type of awareness like breathing meditation in that the objective is to examine one's thoughts with interest and objectivity rather than to control them. One can just become aware of the ideas that come to mind, detached from their meaning or emotional significance. Watching the parade of thoughts and picture the various thoughts that are going past in an individual's head as automobiles, buses, and people on a busy street. As an observer, one is merely observing the traffic flow from the sidewalk without participating in it. Letting Go of Attachment is another part where whenever an idea comes to mind, accept it and then allow it to gently drift away from, like a cloud moving through the sky. Avoiding dwelling on the idea or trying to ignore it (Scott, 2022).

Mindfulness is a powerful tool that can enhance your overall psychological well-being. By cultivating present-moment awareness and a non-judgmental attitude, you can experience a calmer mind, more positive emotions, and greater control over your thoughts and behaviors.

A study shows that various good psychological outcomes are brought about by mindfulness, such as better behavioral regulation, decreased psychological symptoms and emotional reactivity, and higher subjective well-being (Keng et al., 2011).

A study of first-time meditators who underwent 40 days of mindfulness meditation training had significant changes in brain structure, including gray matter volume and cortical thickness that were linked with lower depression scores when compared with non-meditators (Yang et al., 2019).

A research involving fifty long-term meditation practitioners ranging in age from 24 to 77 discovered that meditators had noticeably reduced annual rates of brain tissue loss, particularly in areas of the brain linked to mood regulation, nervous system processing, and emotional/cognitive input (Kurth et al., 2021).

According to a study, incorporating mindfulness and meditation practices throughout the epidemic proved to be an affordable means of enhancing anxiety treatment. The study also found that people of all ages and skill levels can benefit from mindfulness and meditation techniques (Behan, 2020).

According to a study, this meta-analysis is the first to demonstrate the benefits of regular mindfulness practice for anxiety and depression, even in the absence of a more comprehensive therapy framework (Blanck et al., 2018).

2.3 DIFFICULTIES IN EMOTIONAL REGULATION

Feelings are a natural aspect of our daily existence. They are experienced by all. However, for some people, experiencing these feelings might be overpowering and akin to an uncontrollable roller coaster. Considering the transition that young adults have to go through it might be difficult for them to identify, accept and regulate their emotions. It is typical for someone to experience one or more intense emotions. These frequently include low self-worth, self-blame, rage, despair, overwhelm, or frustration. When one experiences emotional overload, there may be a strong desire to take action to lessen the intensity. The ability to properly control and react to an emotional experience is commonly referred to as "emotion regulation." Emotion control techniques are frequently employed by people unknowingly to deal with challenging circumstances throughout the day. To adjust to the demands of our surroundings, most young adults employ a range of emotion control techniques and are competent in their application in various contexts. Of these, a few are healthy, and some are not. Healthy coping mechanisms don't hurt, they can aid in calming down intense feelings, which frequently makes it possible to comprehend the emotional experience's trigger better. The incapacity to consistently apply appropriate coping mechanisms to lessen or regulate unpleasant feelings is referred to as "Emotional Dysregulation". People who frequently experience what feels like overpowering, powerful negative feelings are far more likely to rely on harmful practices, including self-injury, even if everyone periodically uses less than ideal emotion control techniques. It is crucial to understand that issues do not necessarily result from experiencing an emotion. The way this

emotion is interpreted has the power to intensify emotions and make one feel as though they are intolerable. This is referred to as a "vicious emotional cycle." Our behavior, ideas, and emotions are all interconnected (*The Cornell Research Program on Self-Injury and Recovery*, n.d.).

Emotion regulation conceptualizations that are comprehensive cover a variety of aspects of the self-regulation process, such as: (a) emotional awareness; (b) acceptance of emotions; (c) goal-directedness in the face of negative emotions; and (d) adaptability in the application of emotion regulation strategies to meet situational demands and personal goals (Gratz and Roemer, 2004).

2.3.1) ***COMPONENTS OF DERS***

2.3.1 a) ***Nonacceptance of Emotional Responses (NONACCEPTANCE)***

Imagine someone who has just broken up and is wracked with sadness. A high nonacceptance person may try to hide their melancholy by immersing themselves in their work or engaging infrequent social interactions. They could become even more distressed if they criticize themselves for feeling down. They may be unable to process the feelings and move on in a healthy way because of their avoidance.

2.3 1b) ***Difficulty engaging in goal-directed behavior (GOALS)***

Imagine a nervous student who is studying for a test. An anxious person who thrives on challenges and goals may find it difficult to focus on the subject matter. It could be hard for them to concentrate and remember information if their mind is always racing to the worst-casesituations. Despite their best efforts, this may result in academic difficulties.

2.3.1 c) ***Impulse Control Difficulties (IMPULSE)***

Think of someone feeling angry after a traffic jam. Someone with high impulsivity might yell at other drivers or speed recklessly to vent their anger. This can have dangerous consequences and create further problems.

2.3.1d) ***Lack of emotional awareness (AWARENESS)***

Imagine someone feeling irritable and snapping at others for seemingly minor reasons. Someone with low emotional awareness might not recognize their underlying frustration or hunger that's causing the irritability. They might blame others for their

reactions, hindering communication and resolution.

2.3.1e) *Limited access to emotion regulation strategies (STRATEGIES)*

Consider someone feeling stressed about work deadlines. Someone lacking healthy coping mechanisms might resort to unhealthy habits like overeating or social isolation to deal with the stress. These behaviors provide temporary relief but can create further problems in the long run.

2.3.1f) *Lack of emotional clarity (CLARITY)*

Imagine someone feeling overwhelmed and tearful. Someone with low emotional clarity might struggle to differentiate between sadness, anger, and frustration. They might not understand why they're feeling this way, making it difficult to address the root cause of the emotions.

A study revealed that, in addition to being disorder-free, flourishing is linked to the advantages of emotion control. This builds on earlier research on the relationship between thriving and emotion regulation, which did not account for the impact of mental health (Richard-Sephton et al., 2023).

Positive emotions are felt by all individuals at different stages and situations in life. The way they are felt differs. Research found that women were more likely than males to feel compassion, and their positive emotions were more closely correlated with their social connections, friends, and family. Men were more likely than women to experience positive emotions like pride. The results indicate that there are notable distinctions between how men and women perceive and feel happy emotions. In general, it was seen that men were happier than women (Shamim & Muazzam, 2018)

Research has shown gender differences in dimensions of emotional regulation. Men scored significantly higher on the DERS subscales for impulsivity, lack of emotional awareness, and non-acceptance of emotional responses than did women. However, with a mean difference of 1.714 and 1.045, respectively, the difference was only statistically significant for impulsivity ($p=0.014$) and non-acceptance ($p=0.035$). Conversely, it was found that females had comparatively more difficulties with emotional regulation, goal-directed conduct, and emotional clarity; the last three characteristics showed a statistically significant difference (P value 0.003). The overall DERS score did not significantly differ

between the gender groups of men and women. (Kaur et al., 2022)

2.4 POSITIVITY

Positive emotions, like joy, curiosity, contentment, love, and the like, undoubtedly represent times in people's lives when they are not troubled by negative emotions, such as anxiety, melancholy, wrath, and despair. Flourishing is also a result of positive emotions. Furthermore, they act in this way throughout the long haul in addition to the immediate, enjoyable moment. The lesson here is that it is worthwhile to nurture happy feelings throughout time, not just as final goals in and of themselves but also as a strategy for achieving psychological development and enhanced wellbeing. Being cheerful or optimistic in life is a practice or inclination that is known as positivity. Positivity involves thinking positively, feeling positively, and acting positively, such as by being kind and giving. Thinking positively, feeling positively, and acting positively are the components of positivity.

An optimistic mindset is one that is filled with optimism, confidence, and a good outlook on life. Optimists often see obstacles as teaching opportunities or transient setbacks. Even on their worst days, they know that "tomorrow will probably be better." An individual might encounter more good things in life than others, feel less stressed, and even reap greater health advantages if you have an optimistic outlook on everything (Scott, 2022).

Optimists frequently have some essential traits in common. Some of them could be having a feeling that the future will hold excellent things, anticipate the finest possible outcome, have confidence in your ability to overcome obstacles in life, think things are looking up for the future, believe that negative situations can sometimes lead to positive things, view difficulties or barriers as teaching opportunities, are appreciative of all the blessings in your life, constantly searching for methods to take advantage of possibilities, think well of both oneself and other people and acknowledge faults but move on from them.

Although the precise reasons of optimism are not entirely understood, several things most certainly contribute. Optimism can be influenced by a person's upbringing, culture, genetics, and other external factors.

A twin study revealed that 25% of genetics are accountable for optimism (Plomin et al., 1992). According to a different study, optimism increases during early adulthood, levels out between the ages of 55 and 70, and then declines as an adult gets older (Chopik et al., 2020).

Studies have also demonstrated that neurophysiology plays a role in determining optimism and pessimism. In the brain, pessimistic traits are linked to activity in the right hemisphere, whereas optimistic attitudes are linked to activity in the left hemisphere (Hecht, 2013).

Optimism can have such a big impact on your physical and emotional health, it's crucial. Studies have indicated that adopting an optimistic outlook can yield several benefits, including enhanced well-being, increased productivity, reduced stress levels, and longer life expectancy.

Research consistently demonstrates that optimists have higher odds of maintaining better physical health than pessimists, with the former having a 50% reduced chance of cardiovascular disease and the latter having higher cancer survival rates (Conversano et al., 2010).

Pessimistic swimmers who were made to feel they had performed worse than they had were more likely to do poorly in the future, according to another study. Positive swimmers were immune to this weakness (Stanula et al., 2012).

Optimists lived noticeably longer in a retrospective analysis of thirty-four healthy Hall of Fame baseball players who competed between 1900 and 1950. According to other research, patients with optimism rather than pessimism and hopelessness had a higher quality of life after being diagnosed with breast cancer (Applebaum et al., 2013).

Research showed that optimism was strongly and positively connected with thriving and all Big Five dimensions at small to medium levels, indicating that optimism is particularly crucial to human flourishing. Additionally, at modest to large levels, flourishing was strongly and favorably connected with each of the Big Five dimensions. These relationships imply that optimism plays a significant role in determining thriving (Yıldırım & Çeçen, 2020).

Focusing on human strength and weakness, being interested in resilience and vulnerability, and being concerned with promoting wellness rather than treating disease are all aspects of positive psychology. Optimism is not blindly embraced; it is not contentment or even happiness; it is not the absence of obstacles and disappointments.

Optimism has been studied by Seligman and his colleagues in terms of a person's

distinctive explanatory style—that is, how they explain the reasons behind unfortunate events (Buchanan & Seligman, 1995).

The present chapter gave us an insight to the different predictors of flourishing and how one variable can have effect on the other. It gave us light into the different studies done on the correlates. The upcoming chapter will navigate us towards the main aim, sample and design of the study.

Young adulthood is a critical developmental stage, where one is at the threshold of adult personal and professional life. Individuals choose new careers, end up in jobs, take up new challenges and opportunities, set their work-life balance, step out of their house, build new connections etc. The transition from adolescence to adulthood can bring quite a lot of distress. The joy and excitement of this age can be dulled by the distress and emotional turmoil. In today's times, a lot of youth are struggling with meaninglessness and languishing in their lives. This drift away from flourishing can have a long-term negative impact on the well-being and flourishing of the young adults. Positive psychology focuses on the strengths and virtues of a human being rather than the deficits and illnesses. The present study aims to investigate the correlates of flourishing among young adults. To understand and chalk out intervention plans and put emphasis on understanding the factors that affect flourishing and how we can help individuals to flourish in their lives. A very few studies uncover the correlates and predictors of flourishing. There is a lack of exploration into individual's strengths and the positive areas that contribute to flourishing and well-being. Considering the challenges young adults face, it is necessary to explore and create more knowledge of flourishing and incorporating interventions to keep the mental, physical, social and emotional well-being of an individual in place.¹

A positive correlation of subjective and psychological well-being is seen with physical health. An individual having a good psychological well-being is said to have fewer physical issues (Keyes, 2005; 2007).

India is on the 126th rank on the World Happiness Index. Young adults are likely to get mental health disturbances and stepping into a new world full of opportunities and challenges can get difficult. Proper nutrition, sleep, social support and emotional support are some factors which could help an individual deal better.

To conclude, the investigation and studies on flourishing and its predictors are still on

the primary stage considering that, this study is conducted to understand the factors associated with flourishing and planning interventions to help individuals get through this challenging transition from adolescence to young adulthood.

RESEARCH GAPS

The review of literature shows that there hasn't been much study done on the relationship of flourishing with Individual difference level and state level version (Subjective vitality).

There hasn't been much investigation on the relationship of psychological well-being with positivity and optimism. It is important to understand the importance of flourishing and its predictors, especially in young adults as they go through a shift and have to take up new roles, responsibilities and challenges.

RESEARCH QUESTIONS

1. GENDER DIFFERENCES

- 1a) Are there any gender differences on Flourishing?
- 1b) Are there any gender differences on Individual difference level (Subjective vitality)?
- 1c) Are there any gender differences on State level (Subjective vitality)?
- 1d) Are there any gender differences on Mindfulness?
- 1e) Are there any gender differences on NAER (DERS)?
- 1f) Are there any gender differences on DEGB (DERS)?
- 1g) Are there any gender differences on ICD (DERS)?
- 1h) Are there any gender differences on LEA (DERS)?
- 1i) Are there any gender differences on LAERS (DERS)?
- 1j) Are there any gender differences on LEC (DERS)?
- 1k) Are there any gender differences on DERS?
- 1l) Are there any gender differences on Positivity?

2. INTER-CORRELATION

- 2a) Is flourishing related to Individual difference level (Subjective vitality) in a total sample of females and males?
- 2b) Is flourishing related to State level (Subjective vitality) in a total sample of females and males?
- 2c) Is flourishing related to Mindfulness in a total sample of females and males?
- 2d) Is flourishing related to NAER (DERS) in a total sample of females and males?
- 2e) Is flourishing related to DEGB (DERS) in a total sample of females and males?
- 2f) Is flourishing related to ICD (DERS) in a total sample of females and males?
- 2g) Is flourishing related to LEA (DERS) in a total sample of females and males?
- 2h) Is flourishing related to LAERS (DERS) in a total sample of females and males?
- 2i) Is flourishing related to LEC (DERS) in a total sample of females and males?
- 2j) Is flourishing related to DERS in a total sample of females and males?
- 2k) Is flourishing related to Positivity in a total sample of females and males?

OBJECTIVES OF THE PRESENT STUDY

1. GENDER DIFFERENCES

- 1a) To study gender differences on Flourishing.
- 1b) To study gender differences on Individual difference level (Subjective vitality).
- 1c) To study gender differences on State level (Subjective vitality).
- 1d) To study gender differences on Mindfulness.
- 1e) To study gender differences on NAER (DERS).
- 1f) To study gender differences on DEGB (DERS).
- 1g) To study gender differences on ICD (DERS).

1h) To study gender differences on LEA (DERS).

1i) To study gender differences on LAERS (DERS).

1j) To study gender differences on LEC (DERS).

1k) To study gender differences on DERS.

1l) To study gender differences on Positivity.

2. INTER-CORRELATION

2a) To study the relationship between Flourishing and Individual difference level (Subjective vitality) in a total sample of females and males.

2b) To study the relationship between Flourishing and State level (Subject vitality) in a total sample of females and males.

2c) To study the relationship between Flourishing and Mindfulness in a total sample of females and males.

2d) To study the relationship between Flourishing and NAER (DERS) in a total sample of females and males.

2e) To study the relationship between Flourishing and DEGB (DERS) in a total sample of females and males.

2f) To study the relationship between Flourishing and ICD (DERS) in a total sample of females and males.

2g) To study the relationship between Flourishing and LEA (DERS) in a total sample of females and males.

2h) To study the relationship between Flourishing and LAERS (DERS) in a total sample of females and males.

2i) To study the relationship between Flourishing and LEC (DERS) in a total sample of females and males.

2j) To study the relationship between Flourishing and DERS in a total sample of females and males.

- 2k) To study the relationship between Flourishing and Positivity in a total sample of females and males.

HYPOTHESES

Based on the review of literature, the following hypotheses are proposed:

1. GENDER DIFFERENCES

- 1a) Gender differences are expected on Flourishing.
- 1b) Gender differences are expected on Individual difference level (Subjective vitality).
- 1c) Gender differences are expected on State level (Subject vitality).
- 1d) Gender differences are expected on Mindfulness.
- 1e) Gender differences are expected on NAER (DERS).
- 1f) Gender differences are expected on DEGB (DERS).
- 1g) Gender differences are expected on ICD (DERS).
- 1h) Gender differences are expected on LEA (DERS).
- 1i) Gender differences are expected on LAERS (DERS).
- 1j) Gender differences are expected on LEC (DERS).
- 1k) Gender differences are expected on DERS.
- 1k) Gender differences are expected on Positivity.

2. INTER-CORRELATION

- 2a) Flourishing is expected to be positively correlated to Individual difference level (Subjective vitality), State level (Subject vitality), Mindfulness and Positivity in a total sample of females and males.
- 2b) Flourishing is expected to be negatively correlated to NAER (DERS), DEGB (DERS), ICD (DERS), LEA (DERS), LAERS (DERS), LEC (DERS) and DERS in a total sample of females and males.

Chapter 2

The last chapter discussed the hypotheses and objectives of this study. This chapter will talk about the design and procedure of investigation.

DESIGN

The primary aim of the investigation is to study the relationship of Flourishing and its correlates namely Subjective vitality and its dimensions viz. Individual difference level (Subjective vitality) and State level (Subjective vitality), Mindfulness, DERS and its components viz. Non Acceptance of emotional responses, Difficulty engaging in goal-directed behavior, Impulse control difficulties, Lack of emotional awareness, Limited access to emotion regulation strategies, Lack of emotional clarity and Positivity. For this purpose, a sample of young adults were contacted from different schools and colleges. Standardized scales are used to measure study variables namely Flourishing scale (Diener et al., 2010), Subjective Vitality scale (Ryan and Frederick, 1997), Cognitive and Affective Mindfulness Scale- Revised CAMS-R (Feldman et al., 2006), Difficulties in emotional regulation scale DERS (Gratz & Roemer, 2004) and The positivity scale (Narvaez, 2006).

SAMPLE

The sample comprises 200 young adults in the range of 18-23 years. Out of 200 young adults, 100 are males and 100 are females. They were approached randomly in different schools and colleges across Mohali, Chandigarh, Panchkula, Delhi, Mumbai, Pune, Bangalore and Kolkata.

INCLUSION CRITERIA

1. Only people aged between 18-23 years.
2. Individuals who are residents of India were included.
3. Those proficient in English.

EXCLUSION CRITERIA

1. Individuals diagnosed with any kind of psychopathology or undergoing treatment for psychological problems were excluded from the sample.
2. Individuals with any chronic illness or physical deformity were excluded.
3. Individuals who are not residents of India were excluded.

TESTS AND TOOLS

Following scales were used for the investigation:

1. Flourishing scale (Diener et al., 2010)
2. Subjective Vitality scale (Ryan & Frederick, 1997)
3. Cognitive and Affective Mindfulness Scale- Revised CAMS-R (Feldman et al., 2006)
4. Difficulties in emotional regulation scale DERS (Gratz & Roemer, 2004)
5. The positivity scale (Narvaez, 2006).

BRIEF DESCRIPTION OF THE TESTS

FLOURISHING SCALE (DIENER et al., 2010).

This scale was developed by Diener et al. (2010). This scale comprises 8 items, each answered on a 7-point scale where 1 means strongly disagree and 7 means strongly agree. The sum total of all items gives the final score. The minimum score on this scale is 8 and the maximum attainable score is 56. Higher score on this scale indicates a person having a high level of psychological strength and resources.

INSTRUCTIONS

“Below are 8 statements with which you may agree or disagree. Using the 1-7 scale below, indicate your agreement with each item by indicating that response for each statement. The 7-point scale is as follows (1) Strongly disagree, (2) Disagree, (3) Slightly disagree, (4) Neither agree nor disagree, (5) Slightly agree, (6) Agree and (7) Strongly agree”.

The internal consistency coefficient of the flourishing scale is 0.83 and the corrected item-total correlation ranges from 0.47 to 0.67. The factor loadings range from 0.60 to 0.78.

This scale has been used in India by Singh and Junnarkar (2015) and Dalaeen (2019).

SUBJECTIVE VITALITY SCALE (RYAN & FREDERICK, 1997).

This scale was developed by Ryan and Frederick (1997). This scale has 2 versions: The first version is about individual differences which mentions the ongoing characteristics of a human being. The second version of this scale evaluates the state of subjective vitality.

This scale comprises 2 parts of 7 items each answered on a 7 point scale where 1 means not at all true and 7 means very true. As it is recommended in the scoring that the second item should be omitted, the minimum score attainable is 6 and the maximum score attainable is 42.

INSTRUCTIONS

1. For individual difference level

“Please respond to each of the following statements by indicating the degree to which the statement is true for you in general in your life. Use the following scale: 1 not true at all, 2, 3, 4 Somewhat true, 5, 6, 7 Very true”.

2. State level version

“Please respond to each of the following statements in terms of how you are feeling right now. Indicate how true each statement is for you currently, using the following scale: 1 Not true at all, 2, 3, 4 Somewhat true, 5, 6, 7 Very true”.

This scale has been established to be reliable and valid. This scale has been used in India by Singh (2022).

COGNITIVE AND AFFECTIVE MINDFULNESS SCALE- REVISED CAMS-R (FELMAN et al., 2006).

This scale was developed by Felman et al. (2006). It is a 12 items unidimensional scale each answered on 4-point scale where 1 means Rarely/not at all and 4 means almost always. The 6th item is scored reverse. The minimum score attainable on this scale is 10 and the maximum score attainable is 40.

INSTRUCTIONS

“Please respond to each item by marking one box per row”. 1 Rarely/not at all, 2 Sometimes, 3 Often, 4 Always.

This scale has internal consistency and strong correlation across a variety of populations. It is a useful tool with both clinical and nonclinical samples.

This scale is used by Peter et al. (2023).

DIFFICULTIES IN EMOTIONAL REGULATION SCALE- DERS (GRATZ & ROEMER, 2004).

This scale was developed by Gratz and Roemer (2004). It is a tool consisting of 36 items with 6 subscales namely Nonaccept of emotional responses (6 items), Difficulty engaging in goal-directed behavior (5 items), Impulse control difficulties (6 items), Lack of emotional awareness (6 items), Limited access to emotion regulation strategies (8 items) and Lack of emotional clarity (5 items). Each item is answered on a 5-point scale where 1 means almost never and 5 means almost always. The total minimum attainable score on this scale is 36 and maximum attainable score is 180. **Reverse-scored items - 1,2,6,7,8,10,17,20,22,24,34**

INSTRUCTIONS

“Please indicate how often the following statements apply to you by writing the appropriate number from the scale below on the side of each item. Response categories are- 1 Almost never (0-10%), 2 Sometimes (11-35%), 3 About half the time (36-65%), 4 Most of the time (66-90%) and 5 Almost always (91-100%)”.

The scale has been used in studies among students and similar populations before (Mohammadi, 2020). High internal consistency ($\alpha = 0.93$) and an adequate test-retest reliability ($r = 0.85$) have been reported for the scale.

THE POSITIVITY SCALE (Narvaez, 2006).

This scale was developed by Narvaez (2006). This scale consists of 15 items on a 5-point scale where 1 means always agree and 5 means never agree. The minimum attainable score is 15 and maximum attainable score is 75. It was created considering the importance of optimism (Seligman, 1990). Reverse scoring was done for all items.

INSTRUCTIONS

“Please respond to each item by ticking one option per row”.

1 Always agree, 2 Usually agree, 3 Agree half of the time, 4 Rarely agree, 5 Never agree.

This scale has been established to be reliable and valid.

PROCEDURE

The present study was taken up to investigate the relationship of Flourishing and its correlates namely Subject vitality and its dimensions viz. Individual difference level

(Subjective vitality) and State level (Subjective vitality), Mindfulness, DERS and it's components viz. Non Acceptance of emotional responses, Difficulty engaging in goal-directed behavior, Impulse control difficulties, Lack of emotional awareness, Limited access to emotion regulation strategies, Lack of emotional clarity and Positivity. For this purpose, a sample of young adults were contacted from different schools and colleges.

A battery of these questionnaires is formulated and administered to a sample of 200 young adults. The sample consists of 100 males and 100 females in the age range of 18-23 years selected from Mohali, Chandigarh, Panchkula, Delhi, Mumbai, Pune, Bangalore and Kolkata. The subjects are given the questionnaire in a booklet form and some subjects are asked the questions in an interview format. The confidentiality of information they provide and that the use of information will be strictly for research purposes is ensured to them. The raw scores were obtained and tabulated after that SPSS software was used and focused on Descriptive statistics, t-ratio and Intercorrelations. The upcoming chapter will discuss the results obtained after the investigation.

Table 1: Means, Standard Deviations for the total sample (N=200)

Variable	TOTAL 200		FEMALES 100		MALES 100	
	Mean	SD	Mean	SD	Mean	SD
Flourishing	45.51	6.88	44.49	7.39	46.53	6.20
IDLSVS	29.78	6.75	27.25	6.75	32.32	5.75
SLSVS	27.20	8.68	24.57	8.84	29.83	7.70
Mindfulness	27.09	5.10	25.80	5.35	28.39	4.51
NAER	14.30	6.13	14.78	6.43	13.82	5.82
DEGB	14.84	4.39	15.55	4.52	14.14	4.16
ICD	14.63	4.95	15.59	5.12	13.67	4.61

LEA	15.80	4.84	15.58	4.94	16.03	4.75
LAERS	19.99	6.78	21.26	6.77	18.72	6.59
LEC	12.33	3.89	12.94	4.09	11.73	3.60
DERS	92.01	22.84	95.70	24.00	88.33	21.10
Positivity	57.10	8.55	56.15	9.01	58.05	7.99

The abbreviations mentioned in the table above are IDLSVS (Individual difference level- Subjective vitality scale), SLSVS (State level Subjective vitality scale), NAER (Nonacceptance of emotional responses), DEGB (Difficulty engaging in goal-directed behaviour), ICD (Impulse control difficulties), LEA (Lack of emotional awareness), LAERS (Limited access to emotion regulation strategies), LEC (Lack of emotional clarity), and DERS (Difficulties in Emotion Regulation Scale).

Table 2: *t*-ratios between Males and Females (N=200)

Variable	Females		Males		t
	Mean	SD	Mean	SD	
Flourishing	44.49	7.39	46.53	6.20	2.113*
IDLSVS	27.25	6.75	32.32	5.75	5.713**
SLSVS	24.57	8.84	29.83	7.70	4.485**
Mindfulness	25.80	5.35	28.39	4.51	3.697**
NAER	14.78	6.43	13.82	5.82	1.106
DEGB	15.55	4.52	14.14	4.16	2.294**
ICD	15.59	5.12	13.67	4.61	2.785**
LEA	15.58	4.94	16.03	4.75	.656

LEARS	21.26	6.77	18.72	6.59	2.686**
LEC	12.94	4.09	11.73	3.60	2.218*
DERS	95.70	24.00	88.33	21.10	2.306*
Positivity	56.15	9.01	58.05	7.99	1.577

* $p < 0.05 = 1.96$ ** $p < 0.01 = 2.62$

The abbreviations mentioned in the table above are IDLSVS (Individual difference level- Subjective vitality scale), SLSVS (State level Subjective vitality scale), NAER (Nonacceptance of emotional responses), DEGB (Difficulty engaging in goal-directed behaviour), ICD (Impulse control difficulties), LEA (Lack of emotional awareness), LAERS (Limited access to emotion regulation strategies), LEC (Lack of emotional clarity), and DERS (Difficulties in Emotion Regulation Scale)

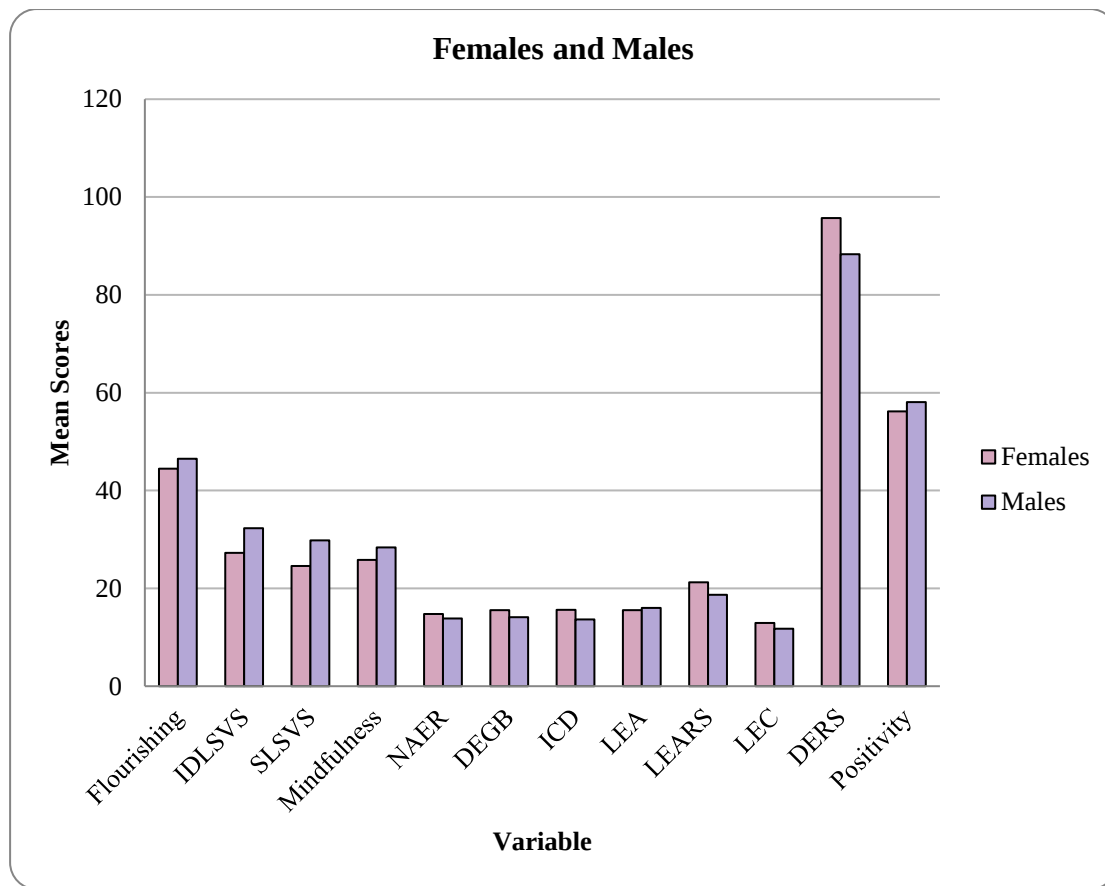


Figure 5 Showing the graph for Mean scores of Males and Females.

Table 3: *Inter-correlation matrix for total sample (N=200)*

Variables	1	2	3	4	5	6	7	8	9	10	11	12
Flourishing	1											
IDLSVS	.623**	1										
SLSVS	.551**	.723**	1									
Mindfulness	.536**	.575**	.493**	1								
NAER	-.201*	-.100	-.129	-.328**	1							
DEGB	-.257**	-.268**	-.267**	-.374**	.510**	1						
ICD	-.178*	-.241**	-.220**	-.357**	.592**	.527**	1					
LEA	-.404**	-.354**	-.279**	-.492**	-.183**	-.006	.034	1				
LEARS	-.311**	-.292**	-.265**	-.428**	.701**	.579**	.690**	.155*	1			
LEC	-.301**	-.315**	-.256**	-.493**	.521**	.345**	.494**	.415**	.560**	1		
DERS	-.370**	-.347**	-.325**	-.553**	.828**	.678**	.776**	.380**	.880**	.737**	1	
Positivity	.539**	.434**	.427**	.509**	-.246**	-.323**	-.328**	-.281**	-.392**	-.315**	-.436**	1

*p<0.05=0.195 **p<0.01=0.254

The abbreviations mentioned in the table above are IDLSVS (Individual difference level- Subjective vitality scale), SLSVS (State level Subjective vitality scale), NAER (Nonacceptance of emotional responses), DEGB (Difficulty engaging in goal-directed behaviour), ICD (Impulse control difficulties), LEA (Lack of emotional awareness), LAERS (Limited access to emotion regulation strategies), LEC (Lack of emotional clarity), and DERS (Difficulties in Emotion Regulation Scale).

Table 4: *Inter-correlation matrix for Female sample (N=100)*

Variables	1	2	3	4	5	6	7	8	9	10	11	12
Flourishing	1											
IDLSVS	.702**	1										
SLSVS	.570**	.702**	1									
Mindfulness	.598**	.569**	.450**	1								
NAER	-.368*	-.233*	-.195	-.454**	1							
DEGB	-.411**	-.408**	-.295**	-.461**	.482**	1						
ICD	-.294*	-.297**	-.248**	-.459**	.554**	.485**	1					
LEA	-.442**	-.440**	-.429**	-.550**	.380**	.198*	.114	1				
LEARS	-.424**	-.436**	-.296**	-.514**	.733**	.590**	.629**	.333**	1			
LEC	-.401**	-.349**	-.273**	-.530**	.526**	.350**	.406**	.508**	.557**	1		
DERS	-.518**	-.476**	-.379**	-.655**	.852**	.688**	.723**	.550**	.888**	.726**	1	
Positivity	.534**	.449**	.411**	.550**	-.404**	-.423**	-.438**	-.397**	-.538**	-.361**	-.577**	1

* $p < 0.05 = 0.195$ ** $p < 0.01 = 0.254$

The abbreviations mentioned in the table above are IDLSVS (Individual difference level- Subjective vitality scale), SLSVS (State level Subjective vitality scale), NAER (Nonacceptance of emotional responses), DEGB (Difficulty engaging in goal-directed behaviour), ICD (Impulse control difficulties), LEA (Lack of emotional awareness), LAERS (Limited access to emotion regulation strategies), LEC (Lack of emotional clarity), and DERS (Difficulties in Emotion Regulation Scale).

Table 5: *Inter-correlation matrix for Male sample (N=100)*

Variables	1	2	3	4	5	6	7	8	9	10	11	12
Flourishing	1											
IDLSVS	.503**	1										
SLSVS	.492**	.673**	1									
Mindfulness	.414**	.488**	.453**	1								
NAER	.038*	.127	-.003	-.144	1							
DEGB	-.017	.004	-.154	-.206*	.533**	1						
ICD	-.031	-.038	-.077	-.148	.633**	.544**	1					
LEA	-.386**	-.357**	-.164	-.488**	-.033	-.221*	.037	1				
LEARS	-.131	-.010	-.137	-.266**	.667**	.540**	.734**	-.010	1			
LEC	-.127	-.187	-.155	-.399**	.504**	.301**	.569**	.334**	.536**	1		
DERS	-.133	-.096	-.180	-.377**	.799**	.647**	.827**	-.207*	-.867**	.736**	1	
Positivity	.529**	.395**	.421**	.433**	-.035	-.175	-.160	-.162	-.200*	-.229*	-.223*	1

p<0.05=0.195 **p<0.01=0.254

The abbreviations mentioned in the table above are IDLSVS (Individual difference level- Subjective vitality scale), SLSVS (State level Subjective vitality scale), NAER (Nonacceptance of emotional responses), DEGB (Difficulty engaging in goal-directed behaviour), ICD (Impulse control difficulties), LEA (Lack of emotional awareness), LAERS (Limited access to emotion regulation strategies), LEC (Lack of emotional clarity), and DERS (Difficulties in Emotion Regulation Scale).

Young adulthood is a crucial stage of development. Individuals experience a major transition and get exposed to new challenges, opportunities and roles. Some individuals move out to take up new jobs whereas some start up new careers. Some individuals leave their homes and build a new family. In today's time a lot of young adults are going through emotional turmoil and distress because of the new set challenges and there are many other factors which contribute to this distress. Flourishing is an important factor and as we could understand in the previous chapters, individuals who are able to flourish are able to live a better life. The present study aims to investigate the correlates of flourishing among young adults. To study this a sample of 200 young adults in the range of 18-23 years was taken. Out of 200 young adults, 100 are males and 100 are females. They were approached randomly in different schools and colleges across Mohali, Chandigarh, Panchkula, Delhi, Mumbai, Pune, Bangalore and Kolkata. Standardized scales were used to measure study variables namely Flourishing scale (Diener et al., 2010), Subject Vitality scale (Ryan & Frederick, 1997), Cognitive and Affective Mindfulness Scale- Revised CAMS-R (Feldman et al., 2006), Difficulties in emotional regulation scale DERS (Gratz & Roemer, 2004) and the positivity scale (Narvaez, 2006). The raw scores were obtained and tabulated after that SPSS software was used and focused on Descriptive statistics, t -ratio and Intercorrelations.

Table 1 shows the Means, Standard Deviations for the total sample (N=200)

1. GENDER DIFFERENCES

A perusal of Table 2 reveals the gender differences that have emerged on study variables (N=200). The results are being discussed in the light of the proposed hypotheses: -

1a) *Gender differences are expected on flourishing.*

On flourishing, males (M=46.53, SD= 6.20) scored higher than females (M=44.49, SD=7.39) and the difference (t=2.113) is statistically significant ($p < 0.05$). Therefore, the hypothesis is substantiated.

Gender norms and expectations from society can have an impact on how individuals understand and describe success and go after their life goals which can impact how they feel about flourishing and thriving in life. Every human being is a social animal and having supportive and motivating social connections can be rewarding to an individual. During other life phases, such as emerging adulthood, gender differences in thriving may be more noticeable. Striving a work life balance can be difficult for women specially mothers which

in turn can hamper their ability to flourish and prevent them from thriving. Young adults face a lot of issues living up to beauty standards set by society, especially women are affected around the body image and beauty standards set by the society which could affect their flourishing.

1b) *Gender differences are expected on Individual difference level (Subjective vitality).*

On Individual difference level (Subjective vitality), males ($M=32.32$, $SD=5.75$) scored higher than females ($M=27.25$, $SD=6.75$) and the difference ($t=5.713$) is statistically significant ($p<0.01$). Therefore, the hypothesis is substantiated.

1c) *Gender differences are expected on State level (Subjective vitality).*

On State level (Subjective vitality), males ($M=29.83$, $SD=7.70$) scored higher than females ($M=24.57$, $SD=8.84$) and the difference ($t=4.485$) is statistically significant ($p<0.01$). Therefore, the hypothesis is substantiated.

There might be a difference between how men and women perceive, interpret and cope with stress depending on gender norms and traditions. Women could be more emotionally burdened, which makes them more stressed and hamper their well-being. Some women might be able to adapt healthy coping mechanisms and develop a healthy lifestyle. Women's subjective vitality may get affected by the changes in hormones that may occur during the menstrual cycle. An individual's personality type, nutrition, sleep pattern and physical conditions can have an impact on vitality.

1d) *Gender differences are expected on Mindfulness.*

On Mindfulness, males ($M=28.39$, $SD=4.51$) scored higher than females ($M=25.80$, $SD=5.35$) and the difference ($t=3.697$) is statistically significant ($p<0.01$). Therefore, the hypothesis is substantiated.

Men and women might put their attention in different ways. Mindfulness can assist to manage a thought of rumination which women could be more prone to. Men and women have different goals and objectives which affects their way of being mindful and practicing mindfulness.

1e) *Gender differences are expected on NAER (DERS).*

On NAER (DERS), females ($M=14.78$, $SD=6.43$) scored higher than males

($M=13.82$, $SD=5.82$) and the difference ($t=1.106$) is statistically not significant. Therefore, the hypothesis is not substantiated.

Women are more likely to report rumination than men (dwelling on unpleasant thoughts). This could be mistaken for not accepting one's feelings. Women may feel they shouldn't repress their emotions, but it doesn't imply they accept them completely. Men are trained to be strong and not really accept their emotions since childhood. The societal ideations and standards might interfere in an individual's ability to accept emotional responses and emotions.

1f) *Gender differences are expected on DEGB (DERS).*

On DEGB (DERS), females ($M=15.55$, $SD=4.52$) scored higher than males ($M=14.14$, $SD=4.16$) and the difference ($t=2.294$) is statistically significant ($p<0.01$). Therefore, the hypothesis is substantiated.

Young adulthood is an age filled with adapting to new changes, roles and expectations. In the realm of these changes, setting new goals might be impacted by the societal expectations and developmental tasks. Men may be driven toward agentic objectives like accomplishment and independence, whereas women may be driven toward community goals like having to assist other people and provide services. Women might have a hard time juggling between the poles of personal life and work obligations due to which they might find it difficult to attain a goal directed behaviour approach. They might find it hard to spare out time and effort to reach certain objectives and goals in life. Self-belief can be influenced by messages from society. It's possible that women are socialized to feel less capable of achieving their goals or to receive greater criticism when they do so, which lowers their motivation.

Having a strong social support system and building trustworthy and encouraging relationships might be essential to achieving ones objectives. It may require women to put in more energy to create these networks, devoting time away from pursuing their goals.

1g) *Gender differences are expected on ICD (DERS).*

On ICD (DERS), females ($M=15.59$, $SD=5.12$) scored higher than males ($M=13.67$, $SD=4.61$) and the difference ($t=2.785$) is statistically significant ($p<0.01$). Therefore, the

hypothesis is substantiated.

Women's impulse control may be impacted by hormonal fluctuations during the menstrual cycle. It's usual to stereotype women to possess a greater degree of being aware of their emotions. They might grow more susceptible to snap judgments driven by intense feelings as a result. Women might indulge in unhealthy coping strategies for handling stress or unpleasant emotions include emotional eating and excessive spending.

1h) *Gender differences are expected on LEA (DERS).*

On LEA (DERS), males ($M=16.03$, $SD=4.75$) scored higher than females ($M=15.58$, $SD=4.94$) and the difference ($t=.656$) is statistically not significant. Therefore, the hypothesis is not substantiated.

Emotional intelligence includes variety of abilities, including self-awareness, social awareness, and emotional regulation. Men may perform worse than women in a particular skill—expressing emotions—but not always in general awareness. Looking at the societal stereotypes and standards, men may be discouraged from publicly expressing their feelings, which may give rise to the false belief that they are completely unaware of their feelings. It's possible that men are less likely to report on emotional experiences that are viewed as stereotypically "feminine". An individual is not always devoid of emotions just because he/she doesn't communicate them well. Men may feel the same feelings as women, but they may express them in different ways. Men's perceptions are influenced by societal standards on emotional expressiveness, which differ among cultures.

1i) *Gender differences are expected on LAERS (DERS).*

On LAERS (DERS), females ($M=21.26$, $SD=6.77$) scored higher than males ($M=18.72$, $SD=6.59$) and the difference ($t=2.686$) is statistically significant ($p<0.01$). Therefore, the hypothesis is substantiated.

Men and women manage their emotions in a different way depending on the cultural norms surrounding emotional expression and coping mechanisms. Emotional control can be affected by mental health conditions such as depression or anxiety in both males and females. Not only gender needs to be addressed, but the underlying issue as well.

1j) *Gender differences are expected on LEC (DERS).*

On LEC (DERS), females ($M=12.94$, $SD=4.09$) scored higher than males ($M=11.73$, $SD=3.60$) and the difference ($t=2.218$) is statistically significant ($p<0.05$). Therefore, the hypothesis is substantiated.

In many cultures, males and females are socialized differently starting at a young age. Girls may be raised to value empathy and nurturing actions, whereas boys may be encouraged to repress feelings like vulnerability, sadness or grief. These social expectations hold the power to influence how people perceive and communicate their emotions later in life. Due to the societal standards that support emotional expression, women, for instance, may feel more at ease talking about their feelings in comparison to men. Personal experiences, such as challenging relationships or traumatic experiences in the past, might affect an individual's emotional clarity. Like men, women who have undergone trauma or who don't have positive role models for expressing their feelings may find it difficult to see things clearly emotionally. Emotional expression could be greatly influenced by one's cultural background and family relationships. Emotional closure may be valued more highly in some cultures whereas emotional openness in others. In a similar vein, how individuals perceive and manage their emotions can be influenced by family dynamics, including the nature of parenting, attachment styles and communication. Mental health issues like anxiety, depression and personality issues can impact an individual's ability to get emotional clarity. Certain mental health illnesses are statistically more common in women, which may have an impact on their emotional clarity and well-being.

1k) *Gender differences are expected on DERS.*

On DERS, females ($M=95.70$, $SD=24.00$) scored higher than males ($M=88.33$, $SD=21.10$) and the difference ($t=2.306$) is statistically significant ($p<0.05$). Therefore, the hypothesis is substantiated.

1l) *Gender differences are expected on Positivity.*

On Positivity, males ($M=58.05$, $SD=7.99$) scored higher than females ($M=56.15$, $SD=9.01$) and the difference ($t=1.577$) is statistically not significant. Therefore, the hypothesis is not substantiated.

As Individuals step into young adulthood, they experience hormonal variations, such as

variations in testosterone in males and estrogen levels in females, may influence their experience of emotions, particularly optimism and positivity. For example, higher levels of oxytocin, have been linked to estrogen and could help women feel happier and more associated to others. People's expression and experiences of emotions may also be influenced by gender norms and societal expectations. Males and females may receive distinct socialization from an early age; males are frequently pushed to be stoic and independent, while females may receive more emphasis on nurturing behaviors and emotional expression. People's perceptions and reactions to both happy and bad situations might be influenced by these gendered preconceptions. As men and women develop through different stages of life, they experience certain challenges and when faced with stress and hardship, they may use different coping mechanisms. For instance, women are more likely to adopt emotion-focused coping techniques, such as writing expressively or reaching out to others. On the other hand, men might employ problem-focused coping mechanisms like avoidance or problem-solving more frequently. Attitudes and ideas regarding positivism and optimism can also be shaped by environmental factors and cultural norms. For instance, through group support and collaboration, societies that prioritize collectivism and interdependence may promote higher levels of positive and optimism.

2. INTERCORRELATION

2.1 INTERCORRELATION: TOTAL SAMPLE (N=200)

A perusal of Table 3 reveals intercorrelation between study variables for total sample. The results are being discussed in the light of proposed hypotheses:-

2.1a) Flourishing is expected to be positively correlated to Individual difference level (Subjective vitality), State level (Subjective vitality), Mindfulness and Positivity in a total sample of females and males.

Flourishing emerged to have a positive and significant correlation with Individual difference level Subjective vitality ($r=0.623$, $p<0.01$), State level Subjective vitality ($r=0.551$, $p<0.01$), Mindfulness ($r=0.536$, $p<0.01$) and Positivity ($r=0.539$, $p<0.01$) in a total sample of females and males. Therefore, the hypothesis is partially substantiated.

To flourish means to live a life that has meaning and purpose, not just to have no troubles and difficulties. Mindfulness is like a rich soil in which the seeds of hope and energy might

grow and bloom. One can learn important things by being in the present moment and objectively examining one's thoughts and feelings. An individual has the potential to limiting or interfering negative thought patterns or emotional responses by being mindful which in turn could lead an individual to flourish. Being aware of one's surroundings can help reduce the likelihood of mindlessly reacting to events or operating on autopilot. Practicing mindfulness can help an individual accept who they are and view themselves in a more kind way which could lead to a happier perspective. Mindfulness practices can make room for self-awareness which act as a foundation for constructing optimism.

Optimism is the engine that drives an individual's progress. Having faith in successful results motivates a human being to create significant and challenging objectives. Being optimistic encourages action taking behaviour and the will to overcome obstacles and challenges. It also enables an individual to view challenges as transient impediments rather than immovable barriers. A person may be more inclined to bounce back and carry on working towards the objectives set by him/her. It is easier to pay attention to the positive aspects of life by being positive even in the dire circumstances of life. Gratitude is a tool which helps an individual be appreciative of everything in life and can help gain insight to all the beautiful things happened in life realization of which in turn increases flourishing and well-being leading to a more happy and healthy life. Optimism keeps a person moving in the direction of a happy life by providing fuel for action and tenacity.

Flourishing is infused with the vitality and happiness of subjective liveliness. A high degree of subjective vitality is characterized by a desire to be totally present in events as well as an enthusiasm for life. An individual approach tasks with excitement and take pleasure and joy in small moments throughout the day. A feeling of direction and purpose is fostered by subjective vitality. Having a sense of purpose and fulfilment in the deeds that an individual does and having a connection to something greater than the individual. Those with high subjective vitality are more adept at identifying and valuing here-and-now. Their lives are enhanced as they relish and live moments and discover happiness in the small things. Through the development of self-awareness, gaining insight about oneself and being able to identify the negative thought patterns mindfulness can enhance an individual's optimism level and subjective vitality which can help an individual flourish.

Optimism stimulates subjective vitality by motivating an individual to participate and be active in joyful and fulfilling activities. Subjective vitality may help an individual be more aware by enabling a person to live in the present and truly live up to the moment without having thoughts about the past or future. All these can be considered as predictors that help an individual flourish in life.

2.1 b) Flourishing is expected to be Negatively correlated to NAER (DERS), DEGB (DERS), ICD (DERS), LEA (DERS), LAERS (DERS), LEC (DERS) and DERS in a total sample of females and males.

Flourishing emerged to have a negative correlation with NAER-DERS ($r=0.201$, $p<0.05$), DEGB-DERS ($r=0.257$, $p<0.01$), ICD-DERS ($r=0.178$, $p<0.05$), LEA-DERS ($r=0.404$, $p<0.01$), LAERS-DERS ($r=0.311$, $p<0.01$), LEC-DERS ($r=0.301$, $p<0.01$) and DERS ($r=0.370$, $p<0.01$) in a total sample of females and males. Therefore, the hypothesis is partially substantiated.

It is essential for an individual to be able to recognize their feelings and emotions. If an individual has trouble controlling his/her emotions, then it can be quite challenging to understand one's own sensations. Confusion and irritation may result from this, making it more difficult for one to successfully handle them. Having a healthy emotional expression system is essential to flourishing. Emotional Dysregulation can result in suppressing feelings or expressing them in undesirable ways using unhealthy mechanisms (such as fury or outbursts). Healthy coping strategies are taken up by those who thrive to manage stress and adversity. It can be difficult to manage tension, stress and anxiety which in return could hamper an individual's ability to flourish.

Negative emotions like anger, grief, and impatience can quickly become out of control when an individual lacks emotional regulation skills. This may further impair one's judgment, making it difficult to think appropriately, make decisions and solve problems which could also make it difficult for an individual to carry out daily tasks and indulge in daily chores. The inability to express emotions openly can lead to conflicts and issues in relationships with friends, family and others. Individuals who find it hard to express might feel that they are unable to communicate their feelings and connect with other people. Individuals might end up taking impulsive decisions because of heightened emotions which could cause damage later. Negative life experiences can make an individual stressed for a

long period of time which could impact his/her emotional regulation further impacting the ability to flourish.

Negative thoughts are frequently automatic in our minds and feed our emotions. CBT could assist in refuting these ideas and cultivating more realistic, balanced perspectives on circumstances. Cognitive Behavioral Therapy (CBT) provides an individual with useful tools to deal with challenging emotions, such as communication or relaxation techniques. A straightforward yet effective technique for controlling emotions is journaling. Putting down ideas and feeling that an individual experiences on a piece of paper can help an individual make sense of them and determine the predictors for them. Journaling might eventually assist an individual in recognizing patterns in emotional reactions. Some circumstances or triggers may always make an individual experience intense emotions.

2.2 INTERCORRELATION: FEMALE SAMPLE (N=100)

A perusal of Table 4 reveals intercorrelation between study variables for female sample. The results are being discussed in the light of proposed hypotheses:-

2.2a) Flourishing is expected to be positively correlated to Individual difference level (Subjective vitality), State level (Subjective vitality), Mindfulness and Positivity in a sample of females.

Flourishing emerged to have a positive and significant correlation with Individual difference level Subjective vitality ($r=0.702$, $p<0.01$), State level Subjective vitality ($r=0.570$, $p<0.01$), Mindfulness ($r=0.598$, $p<0.01$) and Positivity ($r=0.534$, $p<0.01$) in a sample of females. Therefore, the hypothesis is partially substantiated.

2.2 b) Flourishing is expected to be negatively correlated to NAER (DERS), DEGB (DERS), ICD (DERS), LEA (DERS), LAERS (DERS), LEC (DERS) and DERS in a sample of females.

Flourishing emerged to have a negative correlation with NAER-DERS ($r=0.368$, $p<0.05$), DEGB-DERS ($r=0.411$, $p<0.01$), ICD-DERS ($r=0.294$, $p<0.05$), LEA-DERS ($r=0.442$, $p<0.01$), LAERS-DERS ($r=0.424$, $p<0.01$), LEC-DERS ($r=0.401$, $p<0.01$) and DERS ($r=0.518$, $p<0.01$) in a sample of females. Therefore, the hypothesis is partially substantiated.

2.3 INTERCORRELATION: MALE SAMPLE (N=100)

A perusal of Table 5 reveals intercorrelation between study variables for male sample. The results are being discussed in the light of proposed hypotheses:-

2.3a) Flourishing is expected to be positively correlated to Individual difference level (Subjective vitality), State level (Subjective vitality), Mindfulness and Positivity in a sample of females.

Flourishing emerged to have a positive and significant correlation with Individual difference level Subjective vitality ($r=0.503$, $p<0.01$), State level Subjective vitality ($r=0.492$, $p<0.01$), Mindfulness ($r=0.414$, $p<0.01$), NAER-DERS ($r=0.038$, $p<0.05$) and Positivity ($r=0.529$, $p<0.01$) in a sample of males. Therefore, the hypothesis is partially substantiated.

2.3b) Flourishing is expected to be negatively correlated to NAER (DERS), DEGB (DERS), ICD (DERS), LEA (DERS), LAERS (DERS), LEC (DERS) and DERS in a sample of males.

Flourishing emerged to have a negative correlation with DEGB-DERS ($r=0.017$), ICD-DERS ($r=0.031$), LEA-DERS ($r=0.386$, $p<0.01$), LAERS-DERS ($r=0.131$), LEC-DERS ($r=0.127$) and DERS ($r=0.133$) in a sample of males. Therefore, the hypothesis is partially substantiated.

Research has shown that boys and girls are significantly different on emotional and psychological well-being. Boys although were seen a little better on social well-being. Overall, girls were seen to have higher flourishing than boys. (Kumar, 2022)

Research has shown gender differences in the three dimensions of mindfulness—observe, describe, and non-judge—which are nearly equally scored by male and female college students. The act with the awareness side of mindfulness was substantially higher scored by female students than by male students, whereas the non-judge feature of mindfulness was higher scored by male students than by female students (Kaur, 2020).

Emotional regulation plays a major role in flourishing. The preservation of ideal psychological wellness is significantly reliant on emotional regulation. It encompasses the range of techniques a person uses to affect how they perceive and react to an emotion.

Research has shown gender differences in dimensions of emotional regulation. Men scored significantly higher on the DERS subscales for impulsivity, lack of emotional awareness, and non-acceptance of emotional responses than did women. However, with a

mean difference of 1.714 and 1.045, respectively, the difference was only statistically significant for impulsivity ($p=0.014$) and non-acceptance ($p=0.035$). Conversely, it was found that females had comparatively more difficulties with emotional regulation, goal-directed conduct, and emotional clarity; the last three characteristics showed a statistically significant difference (P value 0.003). The overall DERS score did not significantly differ between the gender groups of men and women. (Kaur et al., 2022)

Positive emotions are felt by all individuals at different stages and situations in life. The manner in which they are felt differs. Research found that women were more likely than males to feel compassion, and their positive emotions were more closely correlated with their social connections, friends, and family. Men were more likely than women to experience positive emotions like pride. The results indicate that there are notable distinctions between how men and women perceive and feel happy emotions. In general, it was seen that men were happier than women (Shamim & Muazzam, 2018)

Negative symptoms can interfere with an individual's ability to be in the present moment. Research has shown factors like low negative symptoms, subjective vitality and regulated behavior to be positively related to mindfulness (Keng et al., 2011).

Life skills help an individual take considerate decisions, think creatively, build healthy connections, be mindful and present with their peer groups and cope better with stressful events and challenges. Healthy coping skills are a very important part of dealing or coming out of distress. As people go through tough times and learn to handle them, they develop a toolbox of skills that can come in handy for future challenges. Building healthy coping mechanisms can also help an individual flourish.

Coping well takes some mental gymnastics - being able to think clearly and adjust your approach instead of just reacting automatically with emotions. Mindfulness can help with this by making an individual more aware of how they feel and help them deal in a healthy way. Mindfulness may help gain better coping competence by making an individual more aware. (Baer, 2003).

People with strong coping skills tend to experience several positive outcomes and can lead to flourishing. They generally have higher well-being, a healthier way of dealing with emotions (emotion-focused coping), a more positive outlook on life (life orientation), and a strong belief in their own abilities (self-efficacy). They also feel more in control of their

health (internal health locus of control) and experience less stress, isolation (alienation), anxiety (neuroticism), unhealthy coping mechanisms, and a sense of powerlessness over their health (external-fatalistic health locus of control) (Schroder, 2004; Schroder & Ollis, 2012).

According to the study's findings, engaging in the Flourishing Families program yields multifaceted benefits for parents. Participation in the program facilitates an increase in interpersonal mindfulness during parenting, fostering deeper connections and understanding within family dynamics. Moreover, it prompts a notable shift in emotional equilibrium, wherein individuals report a greater prevalence of positive emotions while concurrently experiencing a reduction in negative ones. Additionally, the program empowers parents to enhance their self-awareness regarding personal strengths, equipping them with the tools to leverage these assets effectively within their familial roles (Laakso et al., 2023).

Research shows that compared to non-flourishers, flourishers use fewer maladaptive tactics that reduce the experience of positive emotions. This suggests that avoiding the minimization of good feelings may be more crucial for an individual's welfare than making an effort to enhance those (Richard-Sephton et al., 2023).

CONCLUSIONS

The following conclusions can be drawn out of this study:

1. Males and females can differ in their ability to flourish. The potential differences in the goals, activities and values of life. Gender roles and responsibilities can also have an impact on differences in the ability to flourish between males and females. The social area in which an individual operates, social support, social networks, peer relationships could also have an impact. Women are usually encouraged to express their emotions more freely, but men are frequently schooled to repress them. This may have an impact on how individuals handle obstacles and manage challenging emotions, which may have an effect on flourishing.
2. Flourishing has a positive relationship with Subjective vitality, Mindfulness and positivity. The activities that lead to a happy life are propelled by vitality. Being mindful involves focusing attention on the here and now without passing judgment. It makes it possible for flourishing people to appreciate the good things in life, grow from setbacks, and maintain a strong inner connection. Living a happy life is essential to thriving. It

entails feeling delight, thankfulness, and hope—all positive emotions. Positive people typically find purpose in life's experiences and are more resilient in the face of adversity. Giving even ten to fifteen minutes a day to practice any mindful technique like mindful breathing, mindful eating, mindful walking or guided meditations can bring about changes in individuals life. Physical movement and awareness of the present moment can be combined in practices such as yoga, tai chi, or mindful walks. Making time during the day to appreciate the flavor and aroma of your favorite cup of coffee. Breathe deeply a few times before an important event can help relax mind and body. Making time for activities that provide an individual with energy and fulfillment, such as developing and indulging in hobbies, volunteer work, or quality time with loved ones and close connections can lead to flourishing. Attempting new activities might develop one's interest and make one feel more alive. Trying a new pastime, going somewhere new, or enroll in a new class. Paying attention to the physical experiences is a common component of mindfulness exercises. This can assist you in identifying the physical manifestations of various emotions, such as tightness in the chest for anger or a racing heart for anxiety.

3. Flourishing has a negative relationship with difficulty in emotional regulation. Individuals who have a lack of clarity of emotions, find it difficult to regulate their emotions or accept them can hamper their ability to flourish and lead a happy, satisfied life. An individual with Emotional Dysregulation may experience overwhelming feelings of despair, rage, or frustration. It may get difficult for an individual to follow their dreams, keep up good connections, and discover a purpose in life. Someone who is afraid of intense emotions may steer clear of opportunities for growth on both a personal and professional level. This prevents them from developing and from having experiences that lead to flourishing. Emotional Dysregulation can impair judgment and cause impulsive or unhealthy decisions. This may have detrimental effects on a number of facets of life that are necessary for flourishing. An individual can train one's attention to focus on the internal experiences through the use of techniques such as mindfulness meditation. One can enhance comprehension of their emotional terrain by just monitoring one's thoughts and feelings without becoming engrossed in them.

LIMITATIONS

There are several limitations to this study:

1. The sample taken could be increased.
2. Nonresidents of India could be included in the sample.
3. People who are not proficient in English could have been included with the help of an interview method.

SUGGESTIONS AND IMPLICATIONS

The findings of the current study could have implications for future research. As the study indicated the positive relationship of subjective vitality, mindfulness and positivity with flourishing, intervention strategies can be introduced to increase these levels. Regular exercise and sleep can help an individual improve overall well-being. Relaxation techniques like yoga, meditation and mindful breathing can help an individual relax and reduce stress levels. Gratitude journaling can help an individual reflect on the good part of life and increase a sense of gratitude in them. Going out for walks and being in nature can help an individual stay grounded and connected. Introducing basics of MBCT (mindfulness based cognitive therapy) and stress management techniques can help individuals curb stress and deal better with challenging situations. Teaching acts of kindness and being kind to oneself in schools and colleges.

Moving mindfully might involve focusing on your breathing patterns and the feelings in your body, such as when you walk, run, or practice tai chi. Mindful eating involves taking time and focusing on the flavor, texture, and aroma of your food. When eating, savor every meal and stay away from screens and other distractions. Remind yourself to practice mindfulness throughout the day by setting a timer on your phone or using a mindfulness app. Both in-person and online mindfulness classes and groups are available which can be helpful for an individual. Making connections with people who share mindfulness practice can be encouraging and supportive. Conducting different workshops and interactive seminars to help individuals be more aware of themselves.

Discovering new interests and things one used to like. From volunteering or spending time in nature to art and music could be considered to help an individual increase subjective

vitality and fulfilment in life. Setting and achieving goals provides a sense of purpose and accomplishment. Establish challenging, value-aligned short- and long-term objectives. Celebrate each step of the journey a person has come so far on. Subjective vitality can be markedly enhanced by the sense of making a difference in the world. Giving time, contributing to a worthy cause, or serving as a mentor to others. Exercise on a regular basis increases energy levels and releases endorphins, the feel-good chemicals in the brain. Discovering one's passion for physical activities, be it swimming, dancing, or team sports. Learning new things and stepping outside of one's comfort zone may maintain mental acuity and pique interest. Subjective vitality is also dependent on strong social ties. Joining a club, spending time with loved ones, or engaging in enjoyable and fulfilling social activities can help individuals. Prioritizing healthy eating and quality sleep is also necessary to feel vital and function properly.

Having a positive mindset and being optimistic is seen to have a positive effect on flourishing and in order to do the same an individual can evaluate negative thoughts and understand if there is any evidence present to support that thought or whether it is true and feasible. Humans have a tendency to put focus on the negative events first, in such times making an effort to recognize and value the good things is really important. Thinking or reminding oneself of at least 3 things no matter how minor or major which a person is grateful for can help shift focus and refocus on the good things in life. Taking out time to imagine oneself achieving and accomplishing life goals and objectives can inculcate positivity and optimism.

The present study also indicated a negative relationship of difficulty in emotional regulation with flourishing. Emotional regulation is a very important area of well-being and flourishing. Paying attention to one's triggers, emotions and how one feels is necessary. Introducing techniques like wheel of emotions or emotional cup can help individuals be aware of their emotions. Identification and acceptance of emotions can further lead to planning interventions to regulate emotions which can further lead to a state of flourishing. Helping individuals identify healthy coping mechanisms and get them a way to understand alternative thoughts to cognitive distortions can help an individual stay in a balanced state of wellness. Our bodies frequently reveal information about our feelings. Recognize the bodily signs of the various emotions, such as tightness in the chest for anger or a racing heart for anxiety an individual is better able to control his/her emotions. Trying to get minimum of 7-8 hours of sleep every night and consuming wholesome food helps to nourish the body and

mind. Aim for seven to eight hours of good sleep every night. Engaging in physical activities can help release endorphins and stabilize one's mood. Getting into exercise, aerobics, dance, pilates, yoga, gym, walking, jogging or any other physical activity at least for 30 minutes 4 times a week can be helpful. An individual can also seek out professional help and support from a good therapist and learn different skills and techniques which can help the individual develop better understanding of self, maintain healthy coping mechanisms and be mindful of one's emotions and triggers. Connecting with peers and other people can help vent out emotions.

To sum up, this thesis investigated the psychological aspects of flourishing. We explored the relationship between subjective vitality, emotional regulation, mindfulness, and positivity in creating a fulfilling existence. According to the research, thriving (also known as subjective vitality) requires a strong sense of purpose, meaningful activities, and the cultivation of positive social connections. Moreover, mindfulness—the capacity to stay in the present moment and objectively notice thoughts and emotions—seems to play a big role. Additionally, practicing thankfulness, keeping an optimistic mindset, and concentrating on life's positive parts (positivity) can all greatly contribute to flourishing. Nonetheless, this condition is hampered by Emotional Dysregulation. The good news is that people can foster increased well-being by learning healthy coping strategies and emotional intelligence. These results provide insightful information for fostering flourishing at the individual and societal levels. People may reach their full potential and lead more contented lives by encouraging behaviors that develop positivity, emotional control, mindfulness, and a sense of purpose. Subsequent investigations may focus on treatments and initiatives intended to address these elements and foster flourishing across a range of demographics.

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