

ANNEXURES

ANNEXURES

ANNEXURE I

Personal Information Sheet

Name :

Qualification :

Age :

Gender :

Family Parents Marital Status :

Parents living together

One Parent dead

Separated

Divorced

Socio economic Status :

Upper

Upper Middle

Upper Lower

Lower Middle

Lower

ANNEXURE II

Psychological Well- being Scale

S. NO	ITEMS	Strongly Disagree 1	2	3	4	5	Strongly Agree 6
1	I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.						
2	In general, I feel I am in charge of the situation in which I live.						
3	I am not interested in activities that will expand my horizons.						
4	Most people see me as loving and affectionate.						
5	I live life one day at a time and don't really think about the future.						
6	When I look at the story of my life, I am pleased with how things have turned out.						
7	My decisions are not usually influenced by what everyone else is doing.						
8	The demands of everyday life often get me down.						
9	I think it is important to have new experiences that challenge how you think about yourself and the world.						
10	Maintaining close relationships has been difficult and frustrating for me.						
11	I have a sense of direction and purpose in life.						
12	In general, I feel confident and positive about myself.						
13	I tend to worry about what other people think of me.						
14	I do not fit very well with the people and the community around me						

15	When I think about it, I haven't really improved much as a person over the years.						
16	I often feel lonely because I have few close friends with whom to share my concerns.						
17	My daily activities often seem trivial and unimportant to me.						
18	I feel like many of the people I know have gotten more out of life than I have.						
19	I tend to be influenced by people with strong opinions.						
20	I am quite good at managing the many responsibilities of my daily life.						
21	I have the sense that I have developed a lot as a person overtime.						
22	I enjoy personal and mutual conversations with family members or friends.						
23	I don't have a good sense of what it is I'm trying to accomplish his life.						
24	I like most aspects of my personality.						
25	I have confidence in my opinions, even if they are contrary to the general consensus.						
26	I often feel overwhelmed by my responsibilities						
27	I do not enjoy being in new situations that require me to change my old familiar ways of doing things.						
28	People would describe me as a giving person, willing to share my time with others.						
29	I enjoy making plans for the future and working to make them a reality.						
30	In many ways, I feel disappointed about my achievements in life.						

31	It's difficult for me to voice my own opinions on controversial matters.						
32	I have difficulty arranging my life in a way that is satisfying to me.						
33	For me, life has been a continuous process of learning, changing, and growth.						
34	I have not experienced many warm and trusting relationships with others.						
35	Some people wander aimlessly through life, but I am not one of them						
36	My attitude about myself is probably not as positive as most people feel about themselves.						
37	I judge myself by what I think is important, not by the values of what others think is important.						
38	I have been able to build a home and a lifestyle for myself that is much to my liking.						
39	I gave up trying to make big improvements or changes in my life a long time ago.						
40	I know that I can trust my friends, and they know they can trust me.						
41	I sometimes feel as if I've done all there is to do in life.						
42	When I compare myself to friends and acquaintances, it makes me feel good about who I am.						

ANNEXURE III

12 – Item Grit Scale

S.No	Items	Very much like me	Mostly like me	Somewhat like me	Not much like me	Not like me at all
1.	I have overcome setbacks to conquer an important challenge.					
2.	New ideas and projects sometimes distract me from previous ones.*					
3.	My interests change from year to year.*					
4.	Setbacks don't discourage me.					
5.	I have been obsessed with a certain idea or project for a short time but later lost interest.*					
6.	I am a hard worker.					
7.	I often set a goal but later choose to pursue a different one.*					
8.	I have difficulty maintaining my focus on projects that take more than a few months to complete.*					
9.	I finish whatever I begin.					
10.	I have achieved a goal that took years of work.					
11.	I become interested in new pursuits every few months.*					
12.	I am diligent.					

ANNEXURE IV

Brief Resilience Scale

S.No	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I tend to bounce back quickly after hard times					
2.	I have a hard time making it through stressful events					
3.	It does not take me long to recover from a stressful event					
4.	It is hard for me to snap back when something bad happens					
5.	I usually come through difficult times with little trouble					
6.	I tend to take a long time to get over setbacks in my life					

ANNEXURE V

Mindfulness Attention Awareness Scale

S.No	Items	Almost Always 1	Very frequently 2	Somewhat frequently 3	Somewhat infrequently 4	Very Infrequently 5	Almost never 6
1.	I could be experiencing some emotion and not be conscious of it until sometime later.						
2.	I break or spill things because of carelessness, not paying attention, or thinking of something else.						
3.	I find it difficult to stay focused on what's happening in the Present.						
4.	I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.						
5.	I tend not to notice feelings of physical tension or discomfort until they really grab my attention.						
6.	I forget a person's name almost as soon as I've been told it for the first time.						
7.	It seems I am "running on automatic," without much awareness of what I'm doing.						

8.	I rush through activities without being really attentive to them.						
9.	I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there.						
10.	I do jobs or tasks automatically, without being aware of what I'm doing.						
11.	I find myself listening to someone with one ear, doing something else at the same time.						
12.	I drive places on 'automatic pilot' and then wonder why I went there.						
13.	I find myself preoccupied with the future or the past						
14.	I find myself doing things without paying attention.						
15.	I snack without being aware that I'm eating.						

APPENDIX VI

Positive Psychology Interventions Outline

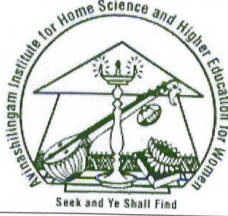
Session No	Day and Hours	Content	Objective
1.	2 hours	<ul style="list-style-type: none"> • Introduction of self and the participants (behind the name activity) • What, Why and How about the Psycho education program • Utility value of the program • Creating commitment in attending the program 	The participants will understand the time structure, process and expected outcomes of the program.
2.	2 hours	<ul style="list-style-type: none"> • Definitions • Famous personalities (videos) • Importance of these three in life 	The participants will appreciate the concepts of Grit, Resilience and Mindfulness.
3.	2 hours	<ul style="list-style-type: none"> • Basics • Science behind it • Current trends 	The participants will gain basics of the concepts of Grit, Resilience, and Mindfulness.
4.	2 hours	<ul style="list-style-type: none"> • Grit – Bucket list activity • Resilience – ACT Hexaplex • Mindfulness – Gratitude Activity 	The participants will start to personalize the concepts of Grit, Resilience, and Mindfulness.
5.	2 hours	<ul style="list-style-type: none"> • Grit – Interest • Resilience – Value clarification • Mindfulness- Eating meditation 	The participants will experience eating meditation and acknowledge the importance of Values and Interests in life.
6.	2 hours	<ul style="list-style-type: none"> • Grit – Interest • Resilience – Value clarification • Mindfulness- Breathing meditation 	The participants will identify their personal values and experience breathing meditation and interest.
7.	2 hours	<ul style="list-style-type: none"> • Grit – Practice • Resilience – Commitment to valued action • Mindfulness- Breathing meditation 	The participants will learn breathing meditation and think about the need of commitment and practice in life.
8.	2 hours	<ul style="list-style-type: none"> • Grit – Practice • Resilience – Commitment to valued action • Mindfulness - Body scan meditation 	The participants will experience body scan meditation and have solid views on practice and commitment to valued action.
9.	2 hours	<ul style="list-style-type: none"> • Grit – Purpose • Resilience – Defusion • Mindfulness - Body scan meditation 	The participants will self-reflect about their purpose. They will also learn body scan meditation and the concept of defusion.

10.	2 hours	<ul style="list-style-type: none"> • Grit – Purpose • Resilience – Defusion • Mindfulness - Mountain meditation 	The participants will experience Mountain meditation and enhance their ideas on defusion. They will also start thinking about the vision of their life.
11.	2 hours	<ul style="list-style-type: none"> • Grit – Hope • Resilience – Present • Mindfulness - Mountain Meditation 	The participants will learn mountain meditation and enter into the concept of present. They will connect their goals to a higher mission and positive emotion.
12.	2 hours	<ul style="list-style-type: none"> • Grit – Hope • Resilience – Present • Mindfulness - Mountain Meditation 	The participants will know to do Mountain meditation and Present techniques independently. They will also prioritize hope.
13.	2 hours	<ul style="list-style-type: none"> • Grit – Four Pillars Activity • Resilience – Self as context • Mindfulness - Loving Kindness meditation 	The participants will experience loving kindness meditation and get to know Self as Context and four pillar activity.
14.	2 hours	<ul style="list-style-type: none"> • Grit - Four Pillars Activity • Resilience – Self as context • Mindfulness - Loving Kindness meditation 	The participants will understand how to put their problems in Self as Context and learn loving kindness meditation and four pillars of grit deeply
15.	2 hours	<ul style="list-style-type: none"> • Grit – Growth mind set • Resilience – Acceptance • Mindfulness - Loving Kindness meditation 	The participant will explore the concepts of acceptance and growth mind set and start using loving kindness meditation
16.	2 hours	<ul style="list-style-type: none"> • Grit – Growth mind set • Resilience –Acceptance • Mindfulness – Open and Close Activity 	The participants will enjoy growth mind set and experience resilience and mindfulness activity
17.	2 hours	<ul style="list-style-type: none"> • Grit -Growth mind set • Resilience - Learning ABC • Mindfulness - Meditation 	The participants will experiment growth mind set and any one from of meditation. They will learn ABC technique
18.	2 hours	<ul style="list-style-type: none"> • Grit - Growth mind set • Resilience – Learning ABC • Mindfulness – Group Discussion 	The participants will discuss about mindfulness and use ABC, growth mindset techniques effectively.
19.	2 hours	<ul style="list-style-type: none"> • Rewinding past sessions • Connecting the whole process 	The participants will discuss among themselves and get help

		<ul style="list-style-type: none"> • Behavioral assignments • Grounding • Internalization • Commitment to practice 	from the scholar to strengthen their grit, resilience, and mindfulness.
20.	2 hours	<ul style="list-style-type: none"> • Group discussion • Mentoring • Identifying and forming the life goal with the help of Grit, Resilience and Mindfulness • Committing to the goal with an action plan • Feedback about the program 	The participants will set one goal for change in their life
	Total time	40 hours	

Annexure VII

INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3
of UGC Act 1956) Re-accredited with 'A+' Grade by NAAC.
Recognised by UGC Under Section 12 B
Coimbatore-641 043, Tamil Nadu, India

Chairman

Dr. S. Ramalingam
Principal, PSG Institute
of Medical Sciences
& Research, Coimbatore

Member Secretary

Dr.S.UmaMageshwari
Professor and Head,
Department of Food Service
Management & Dietetics

Members

Mr. K.Arulmoli (Legal Expert)
Dr.Subhashini K. Sripathi
Dr.A. Saraswathy
Ms.D.Kavitha
Dr.S. Muthulakshmi
Dr.G.Victoria Naomi
Dr. Judith Justin
Dr.Anitha Subash

Duplicate Approval Letter

23rd November 2020

To
Ms.Rajalakshmi. S.A
Department of Counselling Psychology
Avinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore – 641 043

Dear Rajalakshmi. S.A,

Ref: Your proposal No. IHEC/16-17/PSY/17 entitled "Efficacy of Psycho Education in Enhancing the Well-being of Single Parent Adolescents" submitted for approval of IHEC.

The Institutional Human Ethics Committee of our University hereby grants approval to your research proposal No. IHEC /16-17/PSY/05 entitled "Effectiveness of Positive Psychology Interventions in Enhancing the Psychological Well-Being among College Students of Single Parent Family" submitted by you. The Approval number for the same is AUW/IHEC/PSY-16-17/XPT-17.

We wish you all the best in your research endeavours.

Regards,

Dr.S.Uma Mageshwari
Dr.S.UmaMageshwari
Member Secretary



Duplicate Approval

PUBLICATIONS



Avinashilingam Institute for Home Science and Higher Education for Women

(Deemed to be University under Category A by MHRD, Estd. u/s 3 of UGC Act 1956)

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Coimbatore - 641 043, Tamil Nadu, India

Appendix L2

(Item No 5 of Check List) Details of Research Publications

S.No	Article	Journal	Other Details Vol/No/Page No/ Year	Published in UGC- CARE / Scopus Indexed/ Web of Science (*List of Journals in that category including the particular Journal to be attached)
1	Effectiveness of Psychological Interventions in Enhancing Resilience among College Students from Single Parent Family	Indian Journal of Adult Education	Vol.81.No.4 (III), December 2020 159-165	UGC- CARE
2	Efficacy of Psychoeducation in Enhancing Grit, Mindfulness and Resilience among College Students from Single Parent Family	Asian Journal of Multidimensional Research	Vol.8 Spl Issue 2, March 2019 135-142	UGC Journal

*Proof of list of Journals from Internet to be attached along with copies of reprints.

Scholar : *Rajalakshmi.S.A.*

Supervisor : *N.V. Anudhe*

S. Gayathri Devi

Checked By :

HoD/Dean

**EFFECTIVENESS OF PSYCHOLOGICAL INTERVENTIONS IN ENHANCING
RESILIENCE AMONG COLLEGE STUDENTS FROM SINGLE PARENT FAMILY**

Mrs Rajalakshmi.S.A PhD Research Scholar, Department of Psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore.

Dr Amudha Devi.N.V Assistant Professor, Department of Psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore.

Abstract

Resilience is the thwarting force which helps an individual to bounce back from the effects caused by adversities of life. College Students have to face the transitions and built up their development. College Students from Single Parent Family are facing these common challenges and also the absence of the family member. The present research aims to find out the effectiveness of Psychological Interventions in Enhancing Resilience among College Students from Single Parent Family. Pre and Post without control group experimental design was used. Brief Resilience Scale developed by Smith and et.al. (2008) was used to assess the level of Resilience among College Students from Single Parent Family. The sample consists of eighty one College Students from Single Parent Family. Psychology Interventions were given to the students. Purposive Sampling method was used. Percentage Analysis, Paired t test, ANOVA were computed. The results indicate that there is a significant increase in the Resilience level among Students from Single Parent Family.

Key words: College Students from Single Parent Family, Psychology Interventions, Resilience

Introduction

Family is the basic unit of society and plays a significant role in the formation of an individual. It is the most important influence in a person's life. From the first part of an individual's life every one depends on their parents and families to protect and provide for their needs. Parents and family forms an individual's first relationship. Marriage is the commitment that anchors the family. When that anchor got broken because of the couple's discord, its effect will linger in the extended families. The effect of one spouse dead is even worse compared with divorce or separation.

McIntyre, Herona, McIntyre, Burtona, Englera(2003) conducted a study with one hundred and five college students from divorced family to assess the impact of divorce on Social responsibility, other direction and associated with adjustment problems and distress. The results revealed that divorce, social responsibility and other direction got positively correlated with adjustment problems and distress. Divorce also leads to higher Social responsibility and increased distress in the College Students.

Lee, Wu, Chao, Chang, and Hwang (2021) examined the relationship and moderating effect between the variables, Interpersonal relationships, Resilience and Depressive symptoms through Structural equation modelling among four hundred and fifty school students. The results depict that Resilience and Interpersonal relationships were indirectly proportionate to Depression and Resilience partially mediated the connection between Interpersonal relationship and Depression.

According to a thematic analysis of a study to improve Resilience in Nursing College Students through training, the support from family and friends improved the professional vitality of the students (Moore, Montgomery, Cobbs, 2021). The Family's support serves as a protective factor. The absence of that protection has to prioritize. Resilience training, Counselling, Psychotherapy could be given for the deserving students. The modern technologies offer the space to provide internet interventions also. In a pilot randomized control study, the researchers administered internet interventions to three groups, namely, therapy with human; therapy with automation and waitlist group and the results revealed that therapy with human and automation had a significant enhancement in the Resilience levels of College Students (Enrique, Mooney, Salamanca-Sanabria, Lee, Farrell, and Richards, 2019).

College Students, being the younger generation, they are the backbones of the country. The stronger they become the nation will prosper. College Students from Single Parent Family requires more

attention so they will not become vulnerable members of society. If they have enough psychological space to catharsis and commit to a goal, they will be the most successful individuals because they have withstood an emotional turmoil at a very young age.

Single Parent Family is the family without a parent; their absence may be because of a parent's death, or the couple might decide to break the marriage, and they might have chosen legal divorce or living separately. Psychological Interventions is the package of different techniques of Positive Psychology concepts to develop the deserving students. The present study would be helpful to enhance the Resilience level in the College Students from Single Parent Family.

Objectives:

1. To assess the level of Resilience among the College Students from one parent dead families
2. To assess the level of Resilience among the College Students from divorced families
3. To assess the level of Resilience among the College Students from separated families
4. To assess the effect of Positive Psychology Interventions among the College Students with dead, divorced, separated parental status
5. To assess the significant difference between Positive Psychology Interventions Pre and Post phases of the experiment

Null Hypotheses:

- There is no significant difference in the Resilience of the College Students from one parent dead families
- There is no significant difference in the Resilience of the College Students from divorced families
- There is no significant difference in the Resilience of the College Students from separated families
- Positive Psychology Interventions will not enhance the level of Resilience among the College Students from Single Parent Family

Sample

Purposive sampling was used to select the participants. The data was collected from a reputed Engineering University, Coimbatore. The College Students were gathered and screened to identify the participants who match the inclusion criteria – College students from Single Parent family (one parent dead, divorced, separated). One-hundred and twenty suited the inclusion criteria and among them eighty one College Students were used in this study.

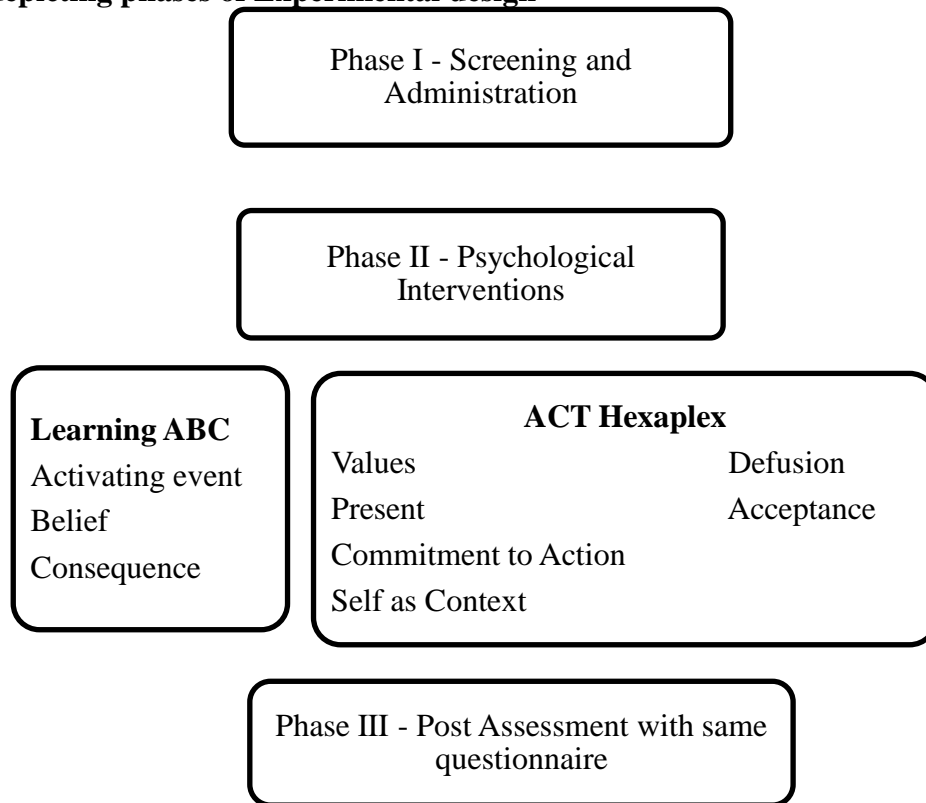
Brief Resilience Scale

Smith and et.al (2008) formulated Brief Resilience Scale with six items. The scale consists of five point Likert scale ranging from Strongly Agree to Strongly Disagree. The Cronbach's alpha value ranges from .08 to .09 which shows higher internal consistency and factorial loading 0.68 to 0.91.

Procedure

Pre and Post without control group experimental design was used in this study. In the first phase the College Students were screened and identified on the basis of inclusion criteria. During the second phase, the selected eighty one College Students were given Psychological Interventions for twenty sessions. Each session was of two hours. The same Brief Resilience Scale was administered again in the third phase.

Flow chart depicting phases of Experimental design



Psychological Intervention

Psychological Interventions use the techniques of Positive Psychology to promote ways to handle the negativity of everyday life. Psychological Interventions provides a large space for the students to create techniques that align the goal (Parks and Titova, 2016).

Learning ABC

Albert Ellis developed Rational Emotive Behavioural Therapy, and part of it is the ABC model. The fundamental postulate behind this model is the external events do not cause irrational behaviours but the individual's internal processes. According to the ABC model, rational or irrational beliefs may originate because of the following sequence of events. A is the activating event; B is the beliefs caused because of activating event and C is the consequences that may be of positive or negative. D is the disputation a person handling subjectively and E is the new effect caused because of the whole process. The ABC models primary function is to make the clients see the connection between the triggering event and the thoughts emotional processes caused because of it. Thus understanding these sequences of events will create Resilience among the College Students from Single Parent Family.

ACT Hexaflex

Acceptance Commitment Therapy is a psychological therapeutic process consisting of its theoretical from Behavioural Psychology and Relational Frame theory. Steven Hayes and et al. formulated the Acceptance Commitment Therapy Hexaflex or the Psychological Flexibility Model, and it consists of six dimensions, namely Values, Defusion, Present, Acceptance, Commitment and Self as Context. These six dimensions combined to create Psychological flexibility or the individual will lock in inflexibility, and the practitioners use metaphors and activities to achieve therapeutic change. Values are the choices made for a purpose and the opposite of lack of direction. Experiential avoidance is the escape mechanism to handle the unbearable amount of pain, leading to dysfunctions in life. Thus the alternative of experiential avoidance, Acceptance was a dimension. Cognitive Fusion is the tendency to confuse multiple unrelated factors into a single entity, and the Defusion techniques of Acceptance Commitment Therapy helps to unwind the fused thought processes. The mind parallels with time and the tendency of getting locked in past and worrying about the future; Acceptance

Commitment Therapy dimension, Present helps to handle the life moments directly. Self as the content is identifying oneself with traumatic experiencing and forming self from that dysfunctional views may lead to a stress reaction to higher Psychological issues. Self as the context is being aware of the incidences as a flow of experiences from a third-person point of view and placing oneself beyond regular life experiences. Finally, all dysfunctional behaviours, thinking, and feelings will lead an individual to get stuck in life, however, Acceptance Commitment Therapy exercises; metaphors will make an individual to Committed to Action (Hayes, 2020). So, learning Acceptance Commitment Therapy will enhance Resilience in the College Students from Single Parent Family.

Results

The results of the study were analyzed, tabulated and discussed below:

Table 1 Percentage Analysis of Demographic Variables

N=81

Demographic Variables	Sub groups	College Students from one parent dead	College Students from divorced families	College Students from separated families
Age	17	4%	6%	2%
	18	13%	14%	16%
	19	12%	7%	12%
	20	4%	5%	5%
Gender	Male	21%	14%	19%
	Female	12%	18%	16%
Socio economic Status	Upper	9%	13%	12%
	Upper Middle	11%	12%	14%
	Upper Lower	12%	7%	10%
	Lower Middle	Nil	Nil	Nil
	Lower	Nil	Nil	Nil

College Students were from 17-20 years of age. In the age group 17, 4% belongs to one parent dead; 6% divorced families and 2% separated families; from 18, there were 13% from one parent dead families; 14% from divorced and 16% from separated families; 12% from one parent dead families; 7% divorced families and 12 % from separated families belongs to 19 years and 20 year old participants were of 4% in dead parent family 5% in both divorced and separated families. Women College Students were less in number, 12% from one parent dead; 18% from divorced family and 16% from separated family. 21% from one parent dead; 14% from divorced family and 19% from separated family were Male College Students. From One parent dead parental status there were 9% Upper ; 11% Upper Middle and 12% Upper Lower Socio economic statuses. College Students from divorced families were of 13% from Upper class; 12% from Upper Middle class and 7% from the Upper Lower Class stratum. From Separated families there were 12% of Upper; 14% of Upper Middle and 10% of Upper Lower classes.

Table 2 Percentage Analysis of Resilience among College Students from Single Parent Families

N=81

Resilience	College Students from one parent dead		College Students from divorced families		College Students from separated families	
	Pre	Post	Pre	Post	Pre	Post
High	0	0	0	0	0	0
Moderate	74%	97%	73%	100%	71%	96%
Low	26%	3%	27%	0	29%	4%

College Students from one parent dead, divorced and separated families did not have high Resilience levels, Pre and Post intervention .There were 74% of them with Moderate Resilience and 26% had Low Resilience. After Psychological Interventions, only 3% had Low Resilience and 97% Resilience level had enhanced to Moderate. Pre intervention, College Students from divorced families had 27% Low and 73% Moderate Resilience levels and Post intervention, Moderate Resilience level raised to 100%. 71% of College Students from separated families had Moderate Resilience and 29% were of Low Resilience. Post intervention their Resilience level changed into 4% of Low and 96% of Moderate.

Table 3 Mean, S.D of Pre and Post in Resilience of the College Students from Single Parent Family

Family Structure	N	Pre		Post	
		Mean	S.D	Mean	S.D
Dead	27	3.15	0.79	3.63	0.41
Divorced	26	3.23	0.65	3.58	0.12
Separated	28	3.16	0.51	3.60	0.33

The College Students from Single Parent Family may not have space to connect and see all the impacts caused because of the missing parental figure. Post-intervention, they would see the connection of it with their academics, relationship with friends and the opposite sex and even their goals, and that was evident in the raise of Mean scores. The mean value for Resilience in College Students from dead parent status was 3.15 and Post intervention, Resilience got improved to 3.63. In the case of College Students from divorced families, Resilience of Pre intervention was 3.23 and Post intervention, it got increased to 3.58. The Resilience value is 3.16 for separated families improved to 3.60 after the Psychological Interventions. The results indicate that there is significant difference between Pre and Post phases.

Table 4: t Value among College students from Single Parent Families

Variable	Parental Status	Phases	Mean (SD)	t	Sig
Resilience	Dead	Pre	3.15 (0.79)	3.13	.004**
		Post	3.63 (0.41)		
	Divorced	Pre	3.23 (0.65)	6.29	.000**
		Post	3.58 (0.12)		
	Separated	Pre	3.16 (0.51)	3.95	.000**
		Post	3.60 (0.33)		

****Significance at 0.01 level**

The above table shows the t value to show the significant difference of Resilience among College students from different types of Single Parent Families. There was a significant difference in the score of College Students from dead parent family, In Resilience Pre intervention (M=3.15, SD =0.79) and Post intervention (M=3.63, SD =0.41), thus t (27) =3.13, p=.004. Post-intervention, the College Students from divorced families, were aware of their pressing issues and wanted to handle it by increasing the protective factors - may be increasing their relationship with extended families of both the parents. There was a significant difference in Pre (M=3.23, SD =0.65) and Post (M=3.58, SD =0.12) phases of Resilience among College Students from divorced families, thus t (26) = 6.29, p=.000. The College Students from Separated families had Pre Resilience level (M=3.16, SD =0.51) and Post intervention, Resilience got improved (M=3.60, SD =0.33), thus t (28) =3.95, p=.000.

Table 5 Approximate F for the Pre, Post phases of Resilience

Variable	Parental Status		Sum of Squares	Df	Mean Square	F	Sig.
	Dead	Between groups	3.21	1	3.21	8.02	.007**
		Within groups	20.79	52	0.40		

Resilience	Divorced	Total	24.09	53			
		Between groups	1.72	1	1.72	6.38	.014**
		Within groups	14.60	54	0.27		
	Total	16.33	55				
	Separated	Between groups	2.54	1	2.54	13.26	.001**
		Within groups	9.58	50	0.19		
		Total	12.13	51			

****Significance at 0.01 level**

The results indicated that Acceptance Commitment Therapy Hexaflex model's dimension Acceptance would have helped the College Students from one dead parent family because the tendency of experiential avoidance will be more due to the severity of losing significant other at a young age. Thus, there was a statistically significant difference between Pre and Post interventions groups of College Students with one parent dead determined by ANOVA ($F(1,52) = 8.02, p = .007$). In the case of College Students from divorced families, the Psychological Intervention helped to improve Resilience level, thus ANOVA ($F(1,54) = 6.38, p = .014$). The College Students from separated families Resilience level calculated by ANOVA ($F(1,50) = 13.26, p = .001$).

Discussion

College Students have to face the expectations from self and society, and amidst these challenges, they have to form their own identity and social space. However, the College Students from Single Parent Family have to handle the absence of a parent along with everyday adversities of the commoners. When faced with a loss of a parent, the family requires interfamilial support, religion, family hardiness, support from family and friends. These protective factors serve as Resilience providers to the Single Parent Family (Greeff and Fillis, 2009). So, Resilience, the thwarting force and bouncing back spirit in spite of all the adversities- become an essential skill to College Students from Single Parent Family. The current study aimed to assess and enhance the Resilience levels of the College Students from Single Parent Family through Psychological Interventions. Acceptance Commitment Therapy Hexaflex model and the ABC model were used as a therapeutic process to foster Resilience. So to improve the protective factors of College Students from Single Parent Family, Psychological Interventions were given.

The Mountain Meditation and the Loving Kindness Meditation used to improve the dimension of Present helped the College Students from Single Parent Family to relax and start thinking about their present life. This relaxation might be the reason for the change of the Low scorers of Resilience to have Moderate Resilience. Specifically, College Students from divorced families showed a drastic change from Low to Moderate Resilience after the Psychological Intervention.

It was found that they were not aware the loss of the parental figure as an activating event. By learning ABC, they were able to reconnect and understand the effect of the family's struggle. Paired sample t-tests analysis showed that there was an improvement in Resilience levels of the College Students from Single Parent Family. These findings were similar to the Psycho education given to the College Students from Single Parent Family where they were measured and trained in the Positive Psychology variables namely Psychological Well-being, Grit, Resilience and Mindfulness and post-intervention there was a significant increase in Resilience (Rajalakshmi and Devi, 2019).

Acceptance Commitment Therapy Hexaplex model helped the College Students from Single Parent Family to think about Psychological flexibility and how it is possible through the six dimensions namely Present, Acceptance, Values, Defusion, Commitment and Self as context. The results showed that there was a significant difference in the post-intervention of Resilience means of different forms of College Students from Single Parent Family. The results of the current study are similar to a semi-experimental Pretest posttest with control group design conducted on twenty-four incompatible married women. They were given ACT intervention for twelve ninety minutes in

counselling sessions, to improve the conflict resolution in their marriage life and the results showed that there was a significant improvement in Conflict resolution in the control group (Farahanifar, Heidari, Davodi and Aleyasin, 2019).

Limitations and Recommendations

The current study was focusing on Pre and Post phases without control group, so the future research may include Follow-up phases with control group design to sustain the Resilience levels and efficacy of Psychological Intervention. Purposive Sampling was used and only one Engineering University was covered. The interested researchers can cover more colleges in different districts, so that they can generalize the results authentically.

Conclusion

The level of Resilience of College Students from different parental status like one parent dead, divorced and separated was assessed. Psychological Interventions were given and the results showed that there was significant increase in the Resilience level of College Students of all parental statuses. Thus, the researchers recommend the Government authorities to grant permission and allocate budgets to train Psychological Interventions to all Counsellors, Psychologists and make it mandatory in Colleges and Universities.

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EFFICACY OF PSYCHO EDUCATION IN ENHANCING GRIT, MINDFULNESS AND RESILIENCE AMONG COLLEGE STUDENTS FROM SINGLE PARENT FAMILY

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ABSTRACT

Youth experiences are more turbulent in nature; they undergo rapid physical, psychological and social changes; they are forced to make important decisions etc. Among youth – college students from Single Parent Family experiences both the turbulence of the age and family. Among different schools of psychology, Positive Psychology brings out and also develops the positive side of the individual; makes him/her to focus on it rather on the negative issues and stabilizes the self. The objective is to find out the significant difference among college Students from Single Parent family in enhancing Psychological well-being, Grit, Resilience, and Mindfulness through Psycho Education. 20 college students (17 to 21 years) from single parent family attended the study and the inclusion criteria is Single parent – either one of the parents are dead, separated or divorced. Purposive sampling, before and after without control design were used. Grit Scale, Mindfulness Attention Awareness Scale, Brief Resilience Scale and Psychological well-being scale were the tools used to collect the data. Techniques to enhance Resilience, Mindfulness and Grit are formulated into the Psycho education program. Each session constitutes 2 hours and 20 sessions were conducted. Paired T test and Descriptive statistics were calculated using SPSS package. There was a significant difference in the enhancement of Mindfulness, Resilience and Grit, proving the efficacy of Psycho education among the single parent child.

KEYWORDS: *Enhancement, Mindfulness, Structure, Inclusion*

Introduction

Family is the basic unit of society. Family plays a major role in forming the personality of an individual. The structure of the family requires both man and woman. The rate of broken families is increasing. Single parent families have become a common scenario. (Pearce, Chassin, and Curran (2017) .The effect of broken family will be felt by all the members of the family. Adults of the family will feel more negative emotions; have to tackle the additional responsibilities and also their own negative thinking. Children will show poor academic performance, behavioural issues, more unhealthy emotions (Motataianu, 2015).

When faced with the death of a parent or sibling, the children bereavement at the loss will be high and if that grief process is not handled properly, it will lead to low resilience in adolescents(Kennedy, Chen, Vladimarsdotirr, Montgomery, Fang and Fall, 2018).Gritty adolescents show high level of self control and well-being and the resilient adolescents shows more growth mindset. It was also concluded that the level of grit will increase with age and the girls were more grittier than boys by Kannagara, Allen, Waugh, Nahar, Khan, Rogerson, and Carson (2018).

Adults are able to cope well from the effects of being a single parent, by forming another trajectory relationship. Even then, youth in the family suffers a lot. One study has investigated, how the well-being of adolescents were affected by the mother and father trajectories after the divorce. It was found that adolescents scored low well-being when mother was involved in unstable and problematic partners and scored low when father got involved in stable and strong relationships by Bataits, Pasteels and Mortelmans (2018). Children perception of divorce was studied in the sample of 5 to 12 years whose family has underwent divorce before six months. Their drawings shows that the children were not able to accept the separation and they used both the parents in their drawings and they felt isolation according to Giosta and Mitrogiorgou (2016).

Seven week intervention program was given to undergraduate music students of South Africa and the main focus of the program was integration of mindfulness and psychological skills training. Owing to the training, psychological skills, psychological well-being, mindfulness and performance anxiety of the participants got improved was explained Steyn, Maree and Warrens(2016).

In a conceptual research paper, it was clearly stated that the adverse effects of childhood stress and trauma caused because of loss of loved one, divorce, dead, parental fights or any such incidents will leave a mark in the psyche of child. Mindfulness based training will help these affected, to reduce the stress and trauma and also improves short and long term outcomes and improve health outcomes in the adulthood (Ortiz and Sibinga, 2017).

Thus the researcher has decided to work on the college students from single parent family. In this study, Single parent family means - one of the parent might be dead, divorced or separated from the family. Positive Psychology focuses on bringing out the positive experiences and knowledge inside the individuals to the out-front. This approach will be more suitable to the college students from single parent family, who has gone through many darker sides of the life. Thus, the variables- Psychological well-being, Resilience, Grit and Mindfulness were taken. Psychological well-being is the state of equilibrium or balance, which will have an effect by life events or challenges. Grit is the perseverance and passion for long-term goals. Resilience is the thwarting capacity of an individual in spite of their adverse life situations. Mindfulness is a particular kind of attention that is characterized by intentional, present moment focus, and the observation of experience without evaluation.

A program called Girls First conducted in the Bihar, India used a specially designed curriculums (Girls first resilience curriculum and Girls First health curriculum) to improve the Psycho social resilience and adolescent health outcomes. The participants showed improvements in resilience, gender equality and definitely on healthy habits in the study done by Leventhal, DeMaria, Gillham, Andrew, Peabody and Leventhal(2016). Thus, the researcher decides upon conducting Psycho education program to improve resilience, mindfulness, psychological well-being and grit for college students from single parent family.

OBJECTIVES OF THE STUDY

- To find out the level of Grit, Resilience, and Mindfulness among College Students from Single Parent family
- To find out the efficacy of Psycho Education Program among College Students from Single Parent family

Sample

Purposive sampling was used to select required samples for the study. This study was conducted in an Engineering College in Coimbatore, Tamil Nadu, India. The inclusion criteria was the sample has to be from Single parent family. Single parent family means either one of the parents will be dead, separated or divorced. College students with the age group of 17-21 were taken. Among 800 students, 30 students matched the criteria and 20 students showed willingness to join and learn from the program. Information about their identity was kept confidential and their freedom and willingness to stay or withdraw from the Psycho Education Program at any time was discussed and ensured.

Tools Used

Grit Scale

This 12-item Grit scale was formulated by Duckworth, et.al (2007). It consists of five point Likert scale ranging from, “Very much like me” to “Not like me at all”. For an example, to the item “I am diligent” and participants can choose the point which best describes their character. It has high internal consistency of 0.85.

Mindfulness Attention Awareness Scale

The trait MAAS scale is a 15 item version, designed to measure the mindfulness formed by Brown and Ryan (2003). Psychometric properties of the scale is good with high Cronbach’s alpha 0.80 to 0.90. MAAS has high reliability and validity criterion also. It has six point Likert scale ranging from almost always to Almost never. Items include “I snack without aware that I am eating”.

Brief Resilience Scale

This 6 -item scale was formulated by Smith and et.al (2008) to assess the resilience level of the subject. The scale has 5 point Likert scale ranging from Strongly disagree to Strongly agree. The Cronbach’s alpha value ranges from .08 to .09 which shows higher internal consistency and factorial loading 0.68 to 0.91 is good.

Psychological Well- being Scale

Carol Ryff’s 42- item Psychological Well-being Scale (1989) uses a score ranging from 1 to 6, with options like Strongly disagree to Disagree. It has six dimensions - Autonomy, Personal Growth, Positive Relations, Purpose in Life, Environmental Mastery and Self acceptance. Items are like

“Most people see me as loving and affectionate”. Internal factor correlations were high and greater than 0.8 and the scale validity and reliability is also good.

Procedure

Before and after without control group design was used in this study. In Phase I the sample were selected using purposive sampling. Standardized psychology tools were administered to them. In Phase II Psycho education program was conducted. Participants attended 20 sessions of program and duration of a session was 2 hour. During Phase III post assessment of psychology tools were done.

Psycho Education Program

The program was administered in a seminar hall equipped with audio and visual aids. The program was a combination of lecture method, activities, video screening, interactions and group discussions. Participants were encouraged to clarify their doubts and they were given behavioral assignments to self reflecting.

TABLE NO:1 OUTLINE OF THE PSYCHO EDUCATION PROGRAM

Session No	Content Outline
1.	Introduction and orientation to the program
2.	Definition and science behind Grit, Resilience, Mindfulness, Psychological well-being
3.	Theory and activities
4.	Resilience- ACT Hexaplex model, Mindfulness- Gratitude activity, Grit - Goals
5.	Mindfulness- Eating meditation, Resilience- Value Clarification, Grit- Interest
6.	Mindfulness- Breathing meditation; Resilience – Value Clarification; Grit - Practice
7.	Mindfulness- Breathing meditation; Resilience – Commitment to valued action; Grit - Purpose
8.	Mindfulness- Body scan meditation; Resilience – Commitment to valued action; Grit - Hope
9.	Mindfulness- Body scan meditation; Resilience – Present moment; Grit - Self reflection
10.	Mindfulness- Mountain meditation; Resilience – Present moment; Grit – activity
11.	Mindfulness- Mountain meditation; Resilience – Defusion; Grit - activity
12.	Mindfulness- Activity; Resilience – Defusion; Grit – Grit ladders
13.	Mindfulness- Loving Kindness meditation; Resilience - Acceptance; Grit - Growth mind set
14.	Mindfulness- Loving Kindness meditation; Resilience - Acceptance; Grit - Growth mind set
15.	Mindfulness- Loving Kindness meditation; Resilience - Self as context; Grit - Growth mind set
16.	Mindfulness- Loving Kindness meditation; Resilience - Self as context; Grit - Growth mind set
17.	Synopsis and Personal reflection- Rewinding past sessions, Connecting the whole process
18.	Grounding, Internalization, Commitment to practice
19.	Group discussion, Mentoring
20.	Goal setting process and feedback
	40 hours

Results

The results of the study are analyzed, tabulated and discussed below. Table 2 shows the demographic variables of the participants. 55% of the participants have lost one of their parents permanently. Kuppuswamy SES scale 2018 version is used to identify the socio economic status of the sample (Mohd, 2018) and the absence of upper lower and lower economic conditions in the participants is noted.

TABLE NO.2 DEMOGRAPHIC DETAILS OF THE SAMPLE

Demographic variables	Sub groups	No of participants	Percentage (%)
Age	17	6	30
	18	8	40
	19	4	20
	20	2	10
Sex	Male	12	60
	Female	8	40
Family status	One parent dead	11	55
	Divorced	9	45
Socio-Economic Status (Kuppuswamy SES Scale, 2018 Version)	Upper	4	20
	Upper middle	8	40
	Lower middle	8	40
	Upper lower	0	0
	Lower	0	0

Paired t test was conducted to compare the efficacy of psycho education before and after therapy in the college students from single parent family. Table 3 shows the mean and standard deviation of Grit before and after therapy in the college students from single parent family. Culture is the norms and values shared by the group of people. To develop grit one can join the people who shows gritty nature or create gritty culture among the people they relate (Duckworth, 2016). There was a significant difference in the scores of Grit, before therapy ($M=3.05, SD=0.70$) and ($M=3.29, SD=0.46$) conditions, thus $t(20) = -0.78, p=0.443$. Thus, the results suggest that Psycho education has created development in Grit in the college students from single parent family.

TABLE NO.3 SIGNIFICANCE OF DIFFERENCE BETWEEN GRIT BEFORE AND AFTER PSYCHO EDUCATION

Condition	Mean (SD)	t	Sig (2 tailed)
Before Psycho education	3.25 (0.70)	-0.78	.443
After Psycho education	3.39(0.46)		

Table 4 shows that there was a significant difference in before and after therapy scores of resilience among the participants ($M=3.17, SD=0.79$) and ($M=3.64, SD=0.39$) conditions, thus $t(20) = -3.24, p=0.004$. Though the t value is in negative direction, the values of mean and the statistically significant t value shows the efficacy of Psycho education in developing resilience among the participants. Each individual has innate resilience in them and by proper training they will know how to find the resilience within themselves (Reivich and Shatte, 2002).

TABLE NO.4 SIGNIFICANCE OF DIFFERENCE BETWEEN RESILIENCE BEFORE AND AFTER PSYCHO EDUCATION

Condition	Mean (SD)	t	Sig (2 tailed)
Before Psycho education	3.17 (0.79)	-3.24	.004
After Psycho education	3.64 (0.39)		

Table 5 shows that, in the mindfulness variable participants has scored (Before therapy - $M=3.50, S.D=0.81$; After therapy - $M=3.71, S.D=0.74$) the t value of -1.51 with $p=0.147$ for mindfulness. The results clearly revealed the enhancement of mindfulness in the participants. Due to the

mindfulness training, the participants had the chance to understand the importance of awareness that has the capacity to free mind, at least for one time less moment, from the toxicity of self, others and environment(Zinn,2012).

TABLE NO.5 SIGNIFICANCE OF DIFFERENCE BETWEEN MINDFULNESS BEFORE AND AFTER PSYCHO EDUCATION

Condition	Mean (SD)	t	Sig (2 tailed)
Before Psycho education	3.50(0.81)	-1.51	.147
After Psycho education	3.71(0.74)		

Table no.6 shows that the college students psychological well being scored, $M=3.80, SD=0.81$ before therapy. College students from different cultural backgrounds can be developed in well-being by providing effective counselling and training programs(Yamaguchi, Akutsu, Oshio, and Kim,2017). Psycho education training has increased $M=3.68, SD=0.74$. Thus, $t(20)=1.03$, $p=0.314$ proves that, there is a significant difference in the development of psychological well-being.

TABLE NO.6 SIGNIFICANCE OF DIFFERENCE BETWEEN PSYCHOLOGICAL WELL-BEING BEFORE AND AFTER PSYCHO EDUCATION

Condition	Mean (SD)	t	Sig (2 tailed)
Before Psycho education	3.80(0.81)	1.03	.314
After Psycho education	3.68(0.74)		

DISCUSSION

This study proposes that college students from single parent family needed more attention because of the adversities they face in the family. If they are not handled with adequate care, new responsibilities they are suppose to face in the near future-like career, family etc may be affected. These effects can be dealt effectively, if other factors are favorable. For example, the level of health disadvantages in the children from divorced family is high in sub national regions than in the urban regions where more women were divorced (Greenway and Clark,2017).

This study has used Psycho education as a tool to favour development in the college students from single parent family. The famous positive psychology concepts like Resilience, Grit, and Mindfulness were used in the program. Mindfulness based communication course training has helped to improve the everyday resilience and decreased the stress level in the undergraduate students (Ramasubramanian,2017).

This study was conducted with a small sample size($N=20$) and the results from the statistical analysis was modest. The authors will do future researches in the near future to develop the college students from single parent family through psycho education with different sample size, research designs and time conditions. Those researches will substantiate the findings of the current one.

Psycho Education Program has proved its validity by showing out the significant difference in Grit, Resilience and Mindfulness The researcher has received good feedback from the participants also and they showed more enthusiasm to attend future programs. Thus the objectives of the study has successfully achieved.

Limitations and Future Considerations

Due to Purposive Sampling, this study focused on all categories of single parent family, but the benefits of focusing only on one category say- college students from divorced family will be more. This study major objective is to prove the efficacy of Psycho Education - usage of before and after design with control group, would be more suitable to tabulate the purpose. While using, the control group, the heterogeneous errors can be minimized. Apart from all these, increasing the frequency of Psycho education program and continuing the same as longitudinal research would be more useful.

CONCLUSION

Studies having these 4 important concepts of positive psychology are limited. Few have combined resilience and mindfulness and few have tried psychological well being and resilience. The present research has tried to combine all these concepts and has succeeded in providing the knowledge on the same. In sum, Grit, Mindfulness, Resilience and Psychological well being in the college students from single parent family is enhanced. In short, this action research has thrown lights upon the beneficial effects of training Positive Psychology concepts in the participants.

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CHAPTER I INTRODUCTION

Family is the basic unit of society. An individual can satisfy Physiological needs: Safety and Security needs: Love and Belongingness Needs, and Self esteem through his family. Loyalty, Tolerance, Mutual Aid, and Assistance are the essential qualities to maintain a healthy family. Unfortunately, the number of dysfunctional and broken families is increasing. (Nichols, 2011). Family can be referred to as a group of people connected by blood, marriage, choice, and proximity. Marriage is the essential factor to create a family. Matrimony or wedlock can be formed by two individuals who wanted to live together socially, spiritually, and legally. They make a vow to share life's responsibilities and act as moral support to the other in life and death and treat the partner with dignity and respect (Kumari, 2016). Marriage is a systemic arrangement made by a man and woman to fulfill the needs like sex, intimacy, status, roles, norms, values, goals, and much more. (Kether, 2005) Couples redefine themselves based on marital communication; revisit their past; structure the present and formulate the shared future. Good communication, satisfactory sexual relationship, and shared decision making are the benchmarks of successful marriages. (Gelles, 1995)

Indian religions consider marriage as a bond decided by the Supreme power. It is a usual process to claim property and monetary benefits as dowry in arrange marriages. Love marriages and inter-caste marriages are different scenarios. Based on the family's religious and cultural beliefs, the couples must face rejection to honor killing (Sharma, Pouda, Pathak, and Sharma, 2013). Whether arranged or a love marriage, Single Parent Families are caused by divorce, death, and inter. Family functioning will vary based on the cause of the Single Parent Family.

According to the Family Life cycle model entailed by Separation or Divorce or Remarriage (Carter and McGoldrick, 1999), there were seven stages in the whole process. The Decision to Divorce might be taken by mutual consent, or one partner might force the another; Planning Separation will happen because it involves a lot of emotional and logistical issues; Separation from proximity will happen, and some couple will opt for legal separation; Post divorce period will start, and it may test the emotional strength of the whole family; entering a new relationship; planning a new relationship and establishing a new family were the final steps to developing a

Effectiveness of Positive Psychology Interventions in Enhancing the Psychological Well-Being among College Students of Single Parent Family

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