

**EFFICACY OF NEURO LINGUISTIC PROGRAMME
IN MANAGING SELF CRITICISM, OPTIMISM AND
ASPIRATION AMONG ORPHAN ADOLESCENTS**

**Thesis Submitted in
Partial fulfillment of the
Degree of Master of Philosophy (M. Phil.)**

**By
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January 2021

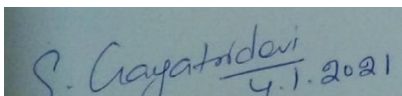
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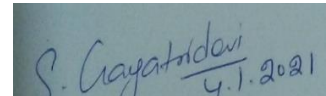
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Signature of the Head of Department



Signature of Guide

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“Gratitude makes sense of our past, brings peace for today, and creates a vision for tomorrow.”

To acknowledge is to be contented and blissful. I would like to admit my special marks of respect at the feet of **God Almighty**, for his immense blessings in making this study a success.

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DECLARATION

Declaration

I declare that the dissertation entitled "*Efficacy of Neuro Linguistic Programme in Managing Self Criticism, Optimism and Aspiration among Orphan Adolescents*" submitted by me for the degree of Master of Philosophy (M. Phil.) is the record of work carried out by me during the period from July 2019 to December 2020 under the guidance of **Dr. S. Gayatri Devi, M.A., M.Phil., Ph.D., Associate Professor and Head, Department of Psychology** and has not formed the basis for the award of any Degree, Diploma, Associateship, Fellowship, Titles in this University or any other University or other similar Institution of Higher Learning.

S. Gayatri Devi
4.1.2021
Signature of the Guide

V. R. Latha
Signature of the
Candidate

CERTIFICATE

Certificate

This is to certify that the dissertation entitled "*Efficacy of Neuro Linguistic Programme in Managing Self Criticism, Optimism and Aspiration among Orphan Adolescents*" submitted by **Lathaa, V. R.** for the degree of Master of Philosophy (M. Phil.) is the record of work carried out by her during the period from July 2019 to December 2020 under the guidance of **Dr. S. Gayatri Devi, M.A., M.Phil., Ph.D., Associate Professor and Head, Department of Psychology** and this work has not formed the basis for the award of any Degree, Diploma, Associateship, Fellowship, Titles in this University or any other University or other similar Institution of Higher Learning.

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Signature of the

Head of the Department

S. Gayatri Devi
4/1/2021

Signature of the Guide

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ABSTRACT

Abstract

Family is the extreme support for the individuals to cope with the problems in their life. Adolescent deprived of parental support experiences feeling of anxiety, fear and loneliness. Neuro Linguistic Programming is a Psychological method that involves analysing strategies used for successful individuals and applying them to reach their own goals. The study aimed to explore the effect of the Neuro Linguistic Programme in increasing the level of Optimism and Aspiration and Reducing the Level of Self Criticism. The sample consist of 49 participants in the age group of 13- 18 years were selected by Purposive Sampling Method. The data were collected using Socio Demographic Data, Forms of Self Criticising/Attacking and Self Reassuring Scale (FSCRS) by Gilbert et al. (2004), Life Orientation Test by Scheier and Carver (1985) and Measurement of Level of Aspiration by Dr. Mahesh Bhargava and Dr. M. A. Shah (2011). Neuro Linguistic Programme were administered for the participants. The results indicated there was no relationship between Self Criticism and Aspiration and Optimism and Aspiration among Adolescents. Neuro linguistic Programme improved the Level of Optimism and Aspiration and reduced the level of Self Criticism among Adolescents.

Key Words: Self Criticism, Optimism, Aspiration, Adolescents, Neuro Linguistic Programme.

INTRODUCTION

CHAPTER I

INTRODUCTION

Very Little is needed to make a happy life; it is all within yourself, in your way of thinking

– Marcus Aurelius Antoninus.

Adolescence stage is viewed as the transitional period between childhood and adulthood, whose cultural purpose is the preparation of children for adult roles (Larson and Wilson, 2004). Parents played an influential role in adolescence life and influenced their values and principles. Family is the utmost support for the individuals to cope with the problems in their life. Adolescent deprived of parental support experiences feeling of anxiety, fear and loneliness (Kulaksizoglu, 2001). In this stage, the individual will have confusion in their roles and responsibility. The individual will be agonized by affective behaviour and related to sense of self and self to self relating (Gilbert and Irons, 2005). It is associated with other psychological difficulties and affect in various forms as inferiority, depression, social anxiety, substance misuse and so on. The research concluded that family deprivation affects all levels of the mind from unconscious to self conscious and social relations (Shulga and Savchenko, 2016). Research concluded that adolescence living in the orphanage will have behavioural issues (Lassi, 2010).

Optimistic thinking style protects the individual against depressive symptoms and promotes mental health and physical health. An individual with negative aspects will tend to have a lack of motivation about their goals and have low energy in achieving their goals. They suffer from a positive attitude about their life and have not interested in their events. They tend to develop negative thoughts, substance abuse which may lead to psychological and behavioural issues.

Adolescence

The World Health Organization (WHO) defines adolescence as the period from 10-18 years of age. It is the transitional stage of both physical and psychological development. The experiences, knowledge and skills acquired during adolescence have significant implications for an individual's prospects in adulthood.

Transitions in Adolescence

The period from childhood to adolescence is the most challenging period of development. Adolescence experiences intense and uneven physical and emotional changes associated with puberty. Self identify is the most crucial concern that reflects and reinforces their attempts to face the crowd. In the adolescent period, individuals have difficulty in defining

self, due to the swift changes on the perception and emotional outbursts. People who have healthy transitions to adolescence exhibit the following characteristics,

- An adolescent has a positive, secure and integrated identity
- Have a commitment to learning and participating in school
- Adolescent makes healthy and appropriate behaviour choices
- Adapt to change and to learn to cope with adversity
- Adolescent exhibit social competency and strong interpersonal skills

Characteristics of Adolescence

- Young adolescents are eager to learn about topics which are interesting to share with peers during educational activities
- Adolescents develop the capacity of the abstract thought process
- Adolescents have a strong need to belong to a group with peer approval becoming more significant as adult approval decreases in importance
- The achievement level will be high when individual faces challenged and engaged
- Adolescents will be self-consciousness and being sensitive to personal criticism
- Adolescents have a belief that the issues, experiences and feelings are unique. Mood swings become common during this period, and it is unpredictable.
- Adolescents seek their sense of individuality and uniqueness (Schultz, 2017)

During the earlier stages of development, children spend more time with the family rather than the environment, but during adolescence, it is vice versa. An individual is poorly adjusted towards the behaviour and develop negative feelings from the physical and environmental factors like undesirable life events, the dissatisfaction of oneself. This negative feeling results in poor parent adolescent relationships (Wang, 2014).

Developmental Stages in Adolescent

Biological Development

- Physical development involves bodily changes, including growth, improved gross and fine motor skills and biological maturity. An individual will be more concerned towards their body, because of the carrying over of menstruation arises body pain, headaches and cramps
- Increased production of adrenal hormones affects skeletal growth, hair production and skin changes
- Development of secondary sex characteristics
- Secretion of a high level of androgen hormones increases the desire for sexual stimulation leading to sexual maturation

Cognitive Development

- Individual use concrete thinking in their early stage and they started to use abstract thinking. But in some stressful events, they started to use concrete thinking
- An individual understands the results produced by the actions and how the actions and decisions affect the future
- Adolescents are very self absorbed

Psychological and Social Development

- Recurrent changes in the mood
- Individual plan and follow the long term goals
- Individual think more morally and ethically about life
- Peer group become more important in life and that determines the individual behaviour
- Adolescence stage will be a shift from parent dependence into peer group dependence

Criticism

It is the judgement of the advantages and drawbacks of an individual or group.

Varieties of Criticism

Hitesh Bhasin (2019) describes about the varieties of criticism are

Aesthetic Criticism

The individual has critical judging about their beauty and taste. It includes issues of human sentiment and affects. It evokes pleasure as likes and pain as dislikes.

Logical Criticism

An individual will rise against any idea, argument or situation without any practical aspect. It does not make any rational sense.

Constructive Criticism

It is an improvement based criticism. An individual accepts this if it is clear, appropriate, specific and detailed.

Destructive Criticism

It is for the deterioration and it has a negative effect.

Positive Criticism

It is for the positive aspect of an event or situation that being ignored or overlooked. It is necessary to see the positive side of an event. It specified a positive alternative (i.e.) there are good reasons for thinking that it is better to do Y instead of X.

Negative Criticism

It referred to as attacks against a person. Individual rise against something, purposeful to prove that is wrong or illogical.

Self Criticism

It referred to the ability to evaluate the pros and cons of an individual's beliefs, actions, behaviour or thoughts which are from others point of view.

Self Criticism is about individual evaluating themselves and criticizing themselves as their faults. It has a severe impact on their life, self esteem, goal setting and relationship with others (Panayotova, 2016).

Self criticism is the tendency to repeatedly engaging in negative self evaluations concerning on standards and expectations, including harsh, chronic self disapproval, and combining with a fear of disapproval from others (Blatt, 2004).

In Personality Theory, Blatt focuses on self criticism and dependency. According to him the personality characteristics affected by depression and that are rooted in the development of individual self identity and interpersonal interactions. He concluded that self criticism as disrupted self identity. Self critic's experiences negative feelings and some individual seeks support from others (Mongrain, 1998).

In self criticism, learning is considered as essential element. To change one's behaviour, improve one's style and adjust to a new situation and it is necessary to recognize the errors an error. An individual can use a different path to change it. After this only, "Learn from one's mistakes" is possible. This learning process is considered self criticism as healthy and unhealthy when excessive or enforced self criticism.

Types of Self Criticism

Thompson and Zuroff (2004) constructed "The Levels of Self Criticism" tool and measures two types of Self Criticism

- Comparative Self Criticism
- Internalized Self Criticism

Comparative Self Criticism

Comparative self criticism effects on one's perception of oneself. In this type, comparing oneself to others and finding it to be lacking in comparison is a kind of significant issue. Those who engage in this type of self criticism base their self esteem on perceptions of how others feel about them and tend to view others as superior, critical or argumentative. Feeling that others view them in a negative way which affects their perception of themselves further brings insecurity in both personal and social life. For an example, an individual will compare his academic performance with another individual's and feel low about them.

Internalized Self Criticism

It has a harsher effect than any other criticisms done by others. In contrast, this type of negative self assessment involves the feelings that one cannot possibly live up to personal ideals or standards and continues to feel deficient in some manner or another. For people experiencing this kind of self criticism may be view success as failure. For an example, an individual received the second highest score in an examination, but feels unsuccessful, as anything lower than the first place signifies a failure to them. Both types of self criticism harm the individuals.

Critical thinking is a vital aspect for an individual to get rid of feeding negative messages that oneself experience within them. Each person has to be aware to direct the critical thinking in helpful ways. It is a way of thinking in which an individual does not accept the arguments and conclusion as simple as that instead, have an attitude involves enquiring such arguments and conclusions. It is an ability to reason what can or can not be done by the people. The people who are critical thinkers can evaluate the concepts.

Childhood Roots

- Self criticism has its initiation in childhood.
- Cultural norms may give rise to self critical individuals.

This inner critic tends to make an appearance early on in one's life, then that becomes a part of the personality. Children often internalize and exaggerate the expectations of parents, peers or society. The result may be a tendency to set impossibly high standards for themselves that only fuel the inner critic.

Indicators for Self Critical Thoughts

- Blaming themselves for the undesirable events
- Avoid taking risks
- An individual will not express their thoughts because they feel they have less knowledge
- Compare with others and feel low
- An individual is disappointed with their achievements
- Self harming behaviours
- The individual will not forgive them for their mistakes
- Constantly analyse on the errors
- An individual will not appreciate them for their success
- The individual will not accept the compliments from others
- Criticizing parents or caregivers will lead to inner critical thoughts

- If a person has body image issues, they may engage in self criticism
- An individual personally have many wrong ideas about themselves
- The individual will not know their good stuff in them
- It may lead to many psychopathological problems
- Feelings of loneliness will be developed

Good Qualities by Self Criticism

- Increase self awareness and ensure personal growth
- It is useful to change their unwanted behaviours
- It helps to find their weakness
- It is a vital component for learning
- An individual think in many perspectives to make a decision
- Listen to other thoughts and evaluate themselves
- The individual started to enjoy their failures and work for their success
- It helps them to move on a positive way
- Ensures personal growth
- It is a form of honesty

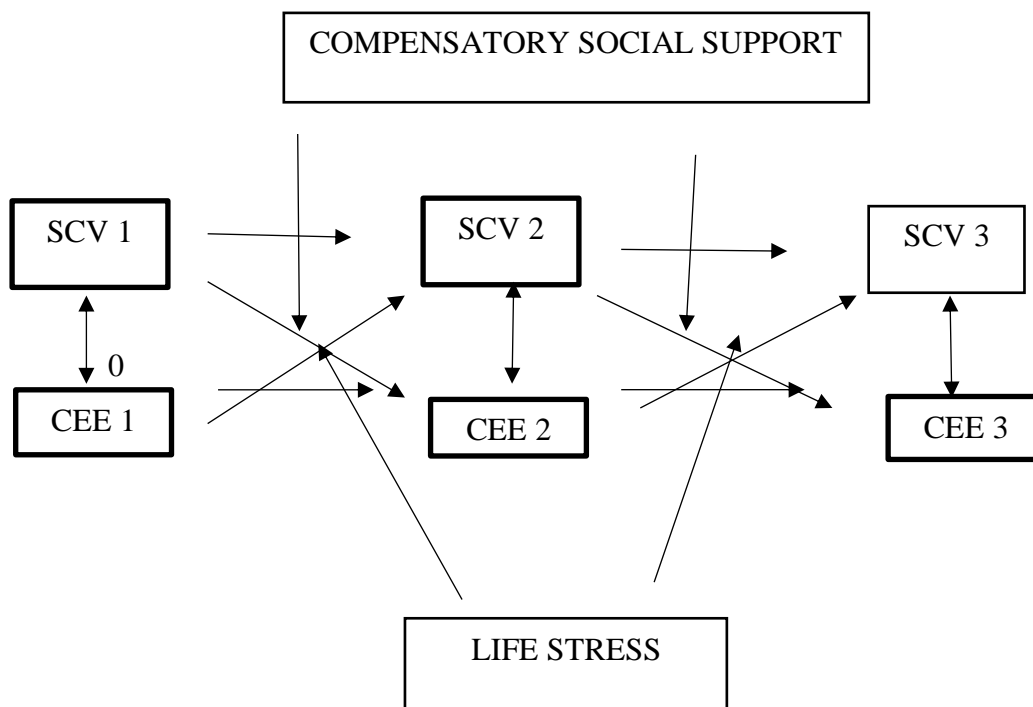
Disadvantages

- Prevent the individual from taking risks
- Asserts their own opinions and believing in oneself and one's abilities
- Shows severe impact on goal setting

Effects of Self Criticism on Mental Health

- Depression
- Social Anxiety
- Body Images Issues
- Worthlessness
- Guilty
- Self Harm
- Eating Disorders
- Loneliness
- Self Blame
- Feeling of Failures
- Lack of Confidence
- Depressed Mood

Axis of Criticism Model (ACRIM)



SCV – Self Critical Vulnerability

CEE – Critical Expressed Emotions

It presents an integrative view of the role of personality vulnerability in the development of the adolescent. This model focuses on the criticism level of adolescent both on self and others. According to the model, the vicious cycle between Self Critical Vulnerability and Critical Expressed Emotions impudence and is moderated by compensatory social support and the positive experience of life situation. The interaction between Self Critical Vulnerability and Critical Expressed Emotions is not evaluated it may accumulate risk throughout development and which is compounded to the vicious cycle. On the other side, the model provides multiple points for family, peer, and school based interventions to help the individual to prevent them from developing of depression, substance use, academic failure, and so on.

Self Criticism Theory

Blatt's Theory

Sidney Blatt (2004) proposed a Personality Theory which emphases on self criticism and dependency. He includes that personality is described in terms of two dimensions.

- Interpersonal relatedness
- Self definition

He concluded that these dimensions are the products of lifelong developmental process and disruption of self definition will lead to self criticism and relatedness to dependency.

Theories of Self

There are several theories for the demonstration of Self criticism. It refers to the anger that has twisted inward, which happens when a person is filled with aggression but is too afraid and insecure to let it out.

In another theory, people scold themselves act out of guilt and shame, or tries to shield themselves against criticism from others. Self defence strategy would be criticizing oneself in advance before anyone else has done it. The person subconsciously believes, will have a lower adverse effect on his feelings as compared to the criticism by another alone.

Optimism

Optimism as having hopefulness and confidence about the future or successful outcome of something, a tendency to take a favourable or hopeful view (Oxford English Dictionary, 1982). A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty (Winston Churchill, 1960). Optimism is not just the absence of pessimism and well being is not just the absence of helplessness (Peterson, 2006). It is responding to problems with a sense of confidence and high personal skills (Martin Seligman, 1998).

A Glass of Water Experiment

Susan Segerstrom conducted a study with a glass that contains 50% of water. The purpose of the study is to establish that situation may be seen in different ways depending on an individual point of view. While seeing this glass, an optimistic individual sees a glass containing 50% of water and except more but pessimistic individual sees a glass half empty and feel unworthy. Whereas realist individual will drink the water, and everything happens beyond the control of an individual. One Poll (2000) conducted a study on behalf of Borden Dairy with milk and concluded not only optimistic characteristics in an individual. They added some more personality types includes

For Glass Half Full Thinkers

- Optimistic
- Patience
- Assertive
- Competitive
- Extroverted
- Practical
- Adaptable
- Playful

For Glass Half Empty

- Pessimistic
- Laidback
- Introverted
- Sentimental
- Serious
- Rebellious

For Who Drinks Milk

- Assertive
- Introverted
- Playful
- Adaptable

Benefits of Optimism

Donald Latumahina (2019) reiterated about the benefits of optimism

- Except for the things to work out for the greatest
- An individual feels the good stuffs will happen in the future
- The individual feel that the future looks positive
- Positive attitudes about themselves and others
- An individual think that even good things can come from a negative situation
- Person perceive challenges or obstacles as opportunities to learn
- Individual feel gratitude for the virtuous things in their life
- An individual has a better relationship with others
- Fewer negative emotions than positive emotions
- The individual has better physical health and psychological health
- Easily cope with undesirable events in their life
- A person put more efforts to achieve their goals
- The research concluded it increases longevity
- It builds resilience, confidence, self esteem and other psychological well being
- It improves social life
- Realistic goals and expectations
- It increases the tolerance level of an individual

Types of optimism

- Dispositional Optimism
- Unrealistic Optimism
- Optimism as Attributional Style

- Comparative Optimism
- Situational Optimism
- Strategic Optimism
- Realistic Optimism
- Optimism Bias

Dispositional Optimism

It is denoting that a global expectation that more desirable things happen in future than undesirable things (Scheier & Carver, 1985). It is also describing as great optimism.

Unrealistic Optimism

It describes the objective mismatch between the expectations of dispositional optimism and actuarial evidence about the possibility of life events happening (Weinstein, 1989).

Optimism as Attributional Style

This type views optimism as a style of thinking about the cause. They have attributional style based on the situation. Good events are permanence, pervasiveness and internality whereas bad events impermanent, non pervasive and external to self (Buchanan & Seligman, 1995).

Comparative Optimism

It depends on the expectation of positive outcomes for the self compared with a similar other (Radcliffe & Klien, 2002).

Situational Optimism

It refers to the general expectation of a good outcome in a specific situation.

Strategic Optimism

It is a domain in specific denial of risk based on a confidence in having control (Ruthig, 2007).

Realistic Optimism

The tendency to maintain a positive attitude within the constraints of the existing measurable phenomena situated in the physical and social world (Sneider, 2001).

Optimism Bias

It helps an individual to remember and recall personally relevant health related information (Abele & Gendolla, 2007).

Theories of Optimism

Explanatory Style

Martin Seligman (1998) describes optimism in attribution style theories based on learned helplessness model, which later on evolved into explanatory style. This style refers to the tendency to use similar causal attributions for a wide variety of life events in an individual life.

Dimensions of Explanatory Style

- Personalization - Internal Vs External
- Permanence - Stable Vs Unstable
- Pervasiveness- Global Vs Specific

Internal vs External represents whether or not an individual believes that they have control or influence over situations. For an example, it is not my fault (internal), and it's someone's or else's fault, bad luck or whatever.

Stable vs Unstable refers to whether or not an individual will repeat the event for them or it will not occur for them. For an example, this will last forever (stable), and things will change over time (unstable).

Global vs Specific indicates whether, or not an individual believes that event will happen for all or only for them. For an example, everything in my life is a failure (Global), and I failed in this, but I can do better in other events (specific).

Types of Explanatory Style

Optimistic Explanatory Style

Explanations for negative outcomes characterize it as being due to unstable, specific and external cause while an individual perceives positive outcomes as due to stable, global and internal causes.

Pessimistic Explanatory Style

Explanations for positive outcomes characterize it as being due to unstable, specific and external cause while an individual perceives negative outcomes as due to stable, global and internal causes. This modern theory evaluates how it impacts on levels of optimism, pessimism and associated positive or negative emotional states. He refined and validated the theory by several methods by measuring the explanatory style, including The Attributional Style Questionnaire (Peterson, Semmel, Von & Seligman, 1982), The Children's Attributional Style Questionnaire (Kaslow, Tannenbaum & Seligman, 1978) and The Content Analysis of Verbatim Explanations Technique (Peterson, Schulman, Castellon & Seligman, 1992).

Learned Optimism

It is a concept that an individual can change their attitudes and behaviours by identifying and challenging the undesirable self talk, among other things. It is one of Positive Psychology concept, and it is the opposite of learned helplessness. In this phenomenon where the individuals believe they are incapable of changing their conditions after repeatedly experiencing a traumatic event.

The Dispositional Theory of Optimism

Charles Carver and Michael Scheier introduced the term dispositional optimism and proposed a theory on optimism as the Dispositional Theory of Optimism. It explains that optimism leads to positive consequences in life, and pessimism leads to stressful outcomes and increased dissatisfaction.

Basic Principles of the Dispositional Theory of Optimism

- Optimism is a built in a trait or personality disposition
- It is associated with reducing the depression, anxiety and stress
- Optimistic people are physically and emotionally healthy
- It increases resilience and coping strategies
- Accept themselves unconditionally, and they less engage in denial or avoidance defense mechanism

Aspiration

It is defined as hope or ambition of achieving something (Oxford English Dictionary). Aspiration means goals, desire for more than what people want to have in their present. It is the ego that makes an individual achieve more or has more than they possess (Kurt Lewin, 1944). It is the desire for personal achievement. It provides the motivation and determination to attain a particular condition.

In Knowledge, Attitude, Skills and Aspirations (KASA) hierarchical model, Aspiration as the heightened level of internal motivation of an individual for taking charge of behaviour or practice with the full comprehension of its content, value, and application for achieving the goals (Bennett, 1975).

Types of Aspiration

- Positive Aspiration - An individual has a desire to achieve success. It is a good motivator for an individual.
- Negative Aspiration - An individual who like to want to avoid the failures in their life.
- Realistic Aspiration - An individual has a goal which can be achieved in their life.
- Unrealistic Aspiration - An individual has a goal which cannot be achieved in their life.
- Immediate Aspiration - The goals are related to the near future.

- Remote Aspiration - The goals are related to the distant future.

In these types, immediate and realistic aspirations have more power of motivation than in unrealistic and remote aspirations.

Level of Aspiration

Kurt Lewin (1944) has developed the concept and stated that the cognitive orientation aspect of goal directed behaviour as the level of aspiration.

Hoppe (1930) describes the level of aspiration as the level of future performance in a task which an individual, knowing their level of past performance in the same task, clearly undertakes to reach the goal. An individual attempt for achieving the particular goal or level of motivation indicates the level of aspiration by Backer and Seigal (1957).

Dimensions of Aspiration

- Career Aspirations
- Educational Aspirations

Career Aspiration

It is defined as a long term career goal, plan, or dream that is far away in the future, instead of short term goal and in the current period. It is mainly based on their expectancy for success (Bandura, 2001).

Educational Aspirations

It is examined in various aspects to find out the educational disparities including Psychological, Sociological and Economic Perspectives (Domina, 2011).

Determinants of Level of Aspiration

- Environmental
- Personal

Environmental determinants include

- Parental Ambitions
- Social Expectations
- Social Value
- Competition
- Group Cohesiveness
- Cultural Norms and Expectations
- Peer Group Pressures
- Mass Media

Personal determinants include

- Wishes
- Past Experiences
- Values and Interest
- Sex
- Socio Economic Background
- Racial Background
- Success and Failure
- Personality and other Personal Characteristics
- Group Standards
- Rewards and Punishments
- Social Class
- Intelligence
- Family Pressures
- Self Interest

Benefits of Aspiration

- ✓ Increases self confidence
- ✓ Dislike failures in life
- ✓ Desire to achieve the realistic goals
- ✓ Increases the success
- ✓ Higher expectations and goals in life
- ✓ Strive for success

Theories of Aspiration

Lewin's Level of Aspiration

In field theory of personality Kurt Zadek Lewin (1940) encompassed about the level of aspiration. Individual's skills used at the level, at which they can succeed. In his view, he determined by two factors

- An individual relation to specific values
- An individual sense of realism regarding the possibility of reaching the goal

He also included that a successful individual will choose a goal which is capable for them and they can achieve their target once again.

Neuro Linguistic Programming

Richard Bandler and John Grinder (1970) proposed Neuro Linguistic Programming. It is interconnected with nervous system and language. Neuro Linguistic Programming is a Psychological method that involves analysing strategies used for successful individuals and

applying them to reach their own goals. It relates thoughts, language and patterns of behaviour learned through experience to specific outcomes (John Grinder & Richard Bandler, 1975).

Neuro Linguistic Programming is a communication model based on a subjective study of language, communication, personal change and development. Neuro Linguistic Programming reveals models of thinking, motivation and change. It reveals the way people receive and process information as well as how an individual process affects their behaviour. The important elements in Neuro Linguistic Programming are modelling, action and effective communication.

The Logical Levels of Changes

- Purpose and Spirituality
- Identity
- Beliefs and Values
- Capabilities and Skills
- Behaviours
- Environment

Techniques in Neuro Linguistic Programming

- Dissociation
- Content Reframing
- Anchoring
- Rapport
- Influence and Persuasion

Dissociation

In this technique, an individual will detach the feeling or emotion in particular events. When the individual feels comfortable with the events, they go back into the memory of the events. In this technique, an individual will feel like floating in the space, which makes them free from the stressful events.

Content reframing

Reframing means changing the way an individual perceives an event and so changing the meaning of the event. An individual will ask to reframe the uncomfortable events into comfortable events. Reframing helps the individual to see the world from different perspectives.

Anchoring

Anchoring is associating the emotion with physical action, in this technique, when an individual chooses the situation and revisits the emotion. When they experience full emotion, they choose their physical action. An individual can relate this action in various events.

Rapport

It is the foremost technique in Neuro Linguistic Programming. It is for establishing a rapport between the researcher and the clients. It helps for better communication and exploring thoughts and emotions.

Influence and Persuasion

Influence is optimizing the situation and encouraging the individual to work without forcing them. They work together towards the issues and with the vision of reality. Persuasion techniques are the same as influence technique. In this, they make an individual believe in some concept. Individual's negative thoughts will be changed to positive aspects of the situation or issues.

Uses of Neuro Linguistic Programming

In education set up

- An individual can learn easily
- It helps to overcome learning difficulties
- Increase Self Esteem
- Effective communication skills and good presentation skills
- Problem solving skills
- Increases individual performance and effectiveness
- Confidence level
- Motivation
- Establish achievable goals

Researchers concluded that Neuro Linguistic Programming techniques are used for treating some psychological problems include

- Anxiety
- Phobia
- Panic Disorders
- Depression
- Post Traumatic Stress Disorder
- Addiction
- Schizophrenia

- Borderline Personality Disorder
- Obsessions and Compulsions
- Attention Deficit Hyperactivity

Need for the study

The current scenario depicted that, the prevalence of Physical Abuse (75%), Emotional Abuse (85%) and Sexual Abuse (21 %) among adolescents across the state acts as a triggering factor of mental illness (Roy, 2019). Erikson stated that adolescence period is a difficult period in comparison with other developmental stages in human development. The study concluded that adolescent has some psychological problems such as to Conduct Disorder (34.90 %), Peer Problems (15.80 %), Emotional Problems (14.70 %), Hyperactivity (8.60 %) and low Prosocial Behaviour (3.40 %).

Worldwide more than 140 million children are considered as an orphan. Research showed that adolescents in the orphanage have low psychological well being than Non Orphanage Adolescents (Hailegiorgis et al., 2010). People in the Orphanage have a lack of emotional support to overcome their issues in their life. They have to sustain their life with their abilities and skills. Positive thoughts will help an individual to overcome their difficulties or adverse events in their life. Many intervention programmes help to overcome the adolescent's difficulties. Neuro Linguistic Programming is a technique used for analysing the problems and solving the issues in various aspects. It helps the individual to change their undesirable event into desirable event and reduce the pessimistic thoughts. It provides motivation and self improvement in an individual. It increases the aspiration level and desire to achieve their goals.

REVIEW OF LITERATURE

CHAPTER II

REVIEW OF LITERATURE

Chaulia and Chadha (2020) conducted a study on Effectiveness of Neuro Linguistic Programming on Various Dimensions of Academic Self Concept among Institutionalized Orphans. One hundred and forty participants living in orphanage were selected for the study and divided into two groups, the experimental group (70) and control group (70). The training programme based on Neuro Linguistic techniques were designed for the experimental group with 80 sessions. The results revealed that there was a significant difference in Academic Self Concept between experimental group and control group.

Anjomshoa, Devin, Esmailzadeh and Keshtidar (2020) investigated on Effects of Neuro Linguistic Programming Course on Job Stress, Positive Organizational Behaviour and Job Motivation in Physical Education Teachers. One hundred and fifty physical education teachers were screened using Job Stress of Steinmetz (2002), Kuthans Psychological Capital Questionnaire (2007) and Hackman Job Motivation Questionnaire (1976). After screening process, 40 participants were selected and Interventions were administered. The result suggested that there was a significant increase in Positive Organizational Behaviour and Job Motivation and decrease in Job Stress due to Interventions.

Barnett and Anderson (2020) examined on The Glass is Not Half Empty: Optimism, Pessimism and Health among Older Adults. Two hundred and seventy two participants in the age group of 59 to 95 were selected and administered by The Life Orientation Test Revised and The Short Form 8. The results revealed that optimism was highly associated with higher physical health and mental health, while pessimism was associated with lower physical health and mental health.

Mo, Chan, Wang and Lau (2020) examined on Gender difference in the association between internet addiction, self esteem and academic aspirations among adolescents: a structural equation modelling. The present study explored the association between time spent on online activities, internet addiction, self esteem and academic aspirations. Eight hundred and fifty nine participants from Hong Kong were selected for the study. The finding suggested that internet addiction has significant negative consequences on self esteem and academic aspirations among adolescents. In addition, the female participants reported that time spent on online activities had significant negative associations with academic aspirations whereas male participants who have internet addiction had significant negative association with aspirations.

Farzin (2020) conducted a study on The effect of Neuro Linguistic Programming Training on Self Presentation and Self Esteem of Climbers in Tehran Province. Experimental

Research Design was used for 30 participants and they were divided into 2 groups, fifteen participants in control group and fifteen participants in experimental group. Sport Confidence Inventory, State Sport Confidence Inventory and Sport Self Presentation Questionnaire were administered to the participants. The results showed that there was significant difference in the level of confidence between the control and experimental group and Neuro Linguistic Programming helped to increase the level of confidence of the participants in the Experimental Group.

Anjomsho, Mohaere and Shirazi (2020) scrutinized on Comparing the Effectiveness of Cognitive Behavioural Therapy and Neuro Linguistic Programming Strategies on Enhancing Resilience among High School Students in Kerman, Iran. Semi Experimental Design was used and 45 participants with high level of anxiety, stress and depression were randomly selected. The participants were divided into 3 groups Control Group, Experimental Group I and Experimental Group II. Experimental Group I was administered by Neuro Linguistic Programming Strategies and Experimental Group II by Cognitive Behavioural Therapy. The result showed that Neuro Linguistic Programming Strategies reduced the level of Anxiety, Stress and Depression where as in Cognitive Behavioural Therapy Reduced Stress and Depression of the participants.

Ifdil, Zola, Putri, Zatrahadi, Darmawati and Ardi (2020) conducted a study on Thanatophobia and its Treatment using Neuro Linguistic Programming. Single Subject Study method was used and participants with high and very high level of Thanatophobia with the use of Depression Anxiety Stress Scale and Observation Sheets as the recording instruments. Wilcoxon Signed Rank Test and Visual Representation were used for analysing the data. The result revealed that the Neuro Linguistic Programming reduced the level of Thanatophobia.

Hope, Holding, Filion, Sheldon and Koestner (2019) examined the Goal Contents Theory and Self Determination Theory suggested that arranging intrinsic aspiration over extrinsic aspiration leads to enhanced well being through greater satisfaction of basic psychological needs and self regulation. One thousand and four hundred participants were selected for the study. The study proved that relative intrinsic aspirations at baseline predicted experiencing greater need satisfaction, improved well being and increased autonomous goal motivation.

Koterva, Sheffield and Gordon (2019) studied on The Applications of Neuro Linguistic Programming in Organizational Settings: A Systematic Review of Psychological Outcomes. The aim of the article was to follow the preferred reporting items for systematic reviews and meta analysis guidelines and conduct a systematic review of empirical studies evaluating the

application of Neuro Linguistic Programming in Organizational Settings. The Literature search yielded 952 titles from which seven studies met all inclusion criteria. The finding indicated that Neuro Linguistic Programming was very effective in improving a wide range of work related psychological outcomes including self esteem and occupational stress.

Ahmadzadeh, Badami and Aghaei (2019) carried out on The Effectiveness of Neuro Linguistic Programming on Shooters Mental Skills and Shooting Performance. Twenty four male participants were selected and administrated by Ottawa Mental Skills Assessment Tool (OMSAT-3). Participants were divided into two groups, Control Group and Experimental Group. The experimental group received 2 hours and 50 minutes session for eight days. The result showed that there was positive significant in the effectiveness of Neuro Linguistic Programming on Shooters Mental Skills and Performance.

Vizoso, Gundin and Rodriguez (2019) demonstrated on Exploring Coping and Optimism as Predictors of Academic Burnout and Performance among University Students. Five hundred and thirty two Spanish Undergraduate Students were selected and assessed by Life Orientation Test, Cognitive Self Instruction, Maslach Burnout Inventory – Student Survey and Academic Performance was evaluated by Grade Point Average (GPA). The results indicated that Adaptive Coping and Optimism prevented Academic Burn Out and in addition, Emotional Exhaustion was significantly and negatively predicted Optimism.

Ahmad (2019) examined the Effectiveness of Neuro Linguistic Programming Techniques in Improving Emotional Intelligence. Thirty five participants in control group and 35 participants in Experimental Group were selected. Results indicated that there was a significant improvement in Emotional Intelligence in the Experimental Group.

Gong, Ren, Jiang and You (2019) conducted a study on The Associations among Self Criticism, Hopelessness, Rumination and Non Suicidal Self Injury in Adolescents: A Moderated Mediation Model. Nine hundred and fifteen participants were selected from Junior and Senior High Schools in china. The results revealed that self criticism was significantly associated with non suicidal self injury; rumination strengthens the associations between self criticism and hopelessness and the negative thoughts were connected with hopelessness and criticism.

Pedro, Branquinho, Canavarro and Fonseca (2019) explored on Self Criticism, Negative Automatic Thoughts and Postpartum Depressive Symptoms: The Buffering Effect of Self Compassion. Six hundred and eighty six women participants in the postpartum period (up to 12 months after delivery) were selected for the study. The results indicated that the effect of self criticism on depressive symptoms occurred sequentially, increasing the frequency of

negative thoughts. Research suggested that promotion of self compassion strategies to deal with postpartum cognition in order to prevent and treat postpartum depressive symptoms.

Webber and Smokouiski (2018) examined on Assessment of Adolescent Optimism: Measurement Invariance across Gender and Race/ Ethnicity. The aim of study was to (a) test the factor structure invariance of the school Success Profile Success Orientation Scale across gender and four racial / ethnic groups, (b) estimate group level differences in optimism. Two thousand sixty three adolescents South Eastern United States were selected for the study. The results revealed that female participants reported higher optimism than male participants.

Delbio and Illankumaran (2018) conducted a study on Second Language Acquisition through Neuro Linguistic Programming; A Psychoanalytic Approach. The aim of the study is to know the techniques of Neuro Linguistic Programming from the development of brain to bring some substantiation for psychological and anatomical way of language development. The Result indicated that Neuro Linguistic Programming techniques helped the brain to deal with the working mode and achieve the purpose. This technique helped to give solution to overcome the problems and self correction was motivated for the participants.

Dehestani, Mahdavi, Mohammadian and Zanganeh (2018) pointed up on Effectiveness of Neuro Verbal Planning on Test Anxiety and Self Efficacy of Students. Thirty Participants were selected based on structured interviews and implementation of the Sarahson Anxiety Inventory (1957) and Social Self Efficacy Scale (2000) and randomly assigned to Control and Experimental Group. The experimental group participants were administered by Neuro Verbal Planning for 8 sessions. The results showed that the Intervention was very effective in reducing test anxiety and not improved the self efficacy of the participants.

Ramezani, Mohammadi, Borji and Rahmani (2018) examined on The Effectiveness of Resilient Education on the Coping Style and Optimism of Unprotected and Neglected Children. Thirty female unprotected and neglected participants were randomly selected and allotted to Control Group (15) and Experimental Group (15). They were assessed by using Stress Coping Style Questionnaire (Becker & Endler, 1990) an Optimism Questionnaire (Carver & Bridge, 1994). Participants in experimental group received resiliency training for nine sessions. The results proved that Resiliency Training increased the Effective Coping Style and Optimism for unprotected and neglected children.

Shemesh, Heiman and Keshet (2018) conducted a study on The Role of Career Aspiration, Body Esteem and Gender in predicting sense of Well Being among Emerging Adults. Three hundred participants in the age range of 20 to 29 years were selected. The results

revealed that career aspiration predicated the well being for the men whereas body esteem predicated the well being for women.

Agger, Meece and Byun (2018) determined on The Influence of Family and Place on Rural Adolescents Educational Aspirations and Post Secondary Enrolment. The study focused on the participant's perception of family and place and how these perceptions related to their educational aspirations. The results indicated that female adolescents reported higher academic achievement, educational aspirations, parental expectations and family responsibility. In addition, the developmental resources of family and place related to adolescents' educational aspirations.

Roy, Morton and Bhattacharya (2018) conducted a study on Hidden Human Capital: Self Efficacy, Aspirations and Achievements of Adolescent and Young Women in India. It includes the Role of Non Cognitive Skills like Self Efficacy in examining the education and employment aspirations and outcomes of adolescent and young women in India (Jharkhand). The results showed that self efficacy also matters for their actual outcomes through increased aspiration and their actual attainments.

Katara and Balda (2018) investigated on Socio Economic Status as a predictor of educational aspirations among adolescents. Two hundred and forty participants in age group of 13 to 16 years were selected and administered by Educational Aspiration Scale (Form-P, Sharma and Gupta, 2015) and Self Prepared Interview Schedule for Socio Economic Status. The results showed that socio economic status were the strong predictors of the educational aspirations. In addition, family size were the negative predictors of educational aspirations and parental education and family income were the positive predictors of educational aspirations.

Davids, Roman and Kerchhoff (2017) reviewed on Adolescent Goals and Aspirations in search of Psychological Well Being: From the perspective of Self Determination Theory. Four hundred and fifty seven secondary school students were selected for the study and established the relationship between goals and aspiration, mental health behaviour and psychological well being. The result showed that the role of intrinsic goals and aspirations predicted psychological well being of the adolescents.

Asif (2017) examined the level of depression and self esteem among Orphan and Non Orphan Children. Fifty Orphan and 50 Non Orphan participants were randomly selected. The study revealed that there was positive relationship between depression and self esteem among orphan and non orphan adolescents. Orphan children obtained higher score on depression scale than non orphan children and non orphan scored higher on self esteem than orphan children.

Roman, Davids, Moyo and Lens (2017) scrutinized the Role of Parenting Styles and Basic Psychological Needs in the Adoption of Goals and Aspirations of Learners, as well as for their Psychological Well Being. A Cross Sectional Design was used and 853 learners from Public Schools were selected and administered by Parenting Style and Dimensions, Psychological Needs Scale, Aspiration Index and the Positive and Negative Affect Schedule. The findings indicated that the Parenting Style and Basic Psychological Needs influenced the Life Aspirations and Psychological Well Being of Learners in developing country content.

Naim (2017) found out the Effectiveness of Neuro Linguistic Programming in Organizations and Institutions. The study revealed that overview of all facets to an elevator for a success oriented work life. It also underlines the concepts answering the lead questions and development soft skills for achieving Professional Heights.

Akbarzade and Ahar (2017) explored on Effect of Neuro Linguistic Programming on Mental Toughness in Veteran and Disabled Athletes. Thirty male veteran and disabled athletes were selected and administered by Mental Toughness Questionnaire (Sheard). The participants were randomly allotted to the Experimental Group (n=15) and Control Group (n=15) and Neuro Linguistic Programming training were given to the experimental group. The results revealed that the Mental Toughness was higher for the Experimental Group than the Control Group.

Xavier, Gouveia and Cunha (2016) experimented the Non Suicidal Self Injury in Adolescence: The Role of Shame, Self Criticism and Fear of Self Compassion. Seven hundred and eighty two adolescents in the age range of 12 to 18 years from middle and secondary schools were selected and assessed by Self Reports measures include External Shame, Self Criticism, Fear of Self Compassion, Daily Peer Hassles, Depressive Symptoms and Non Suicidal Self Injury. Result showed that the most pathological form of self criticism was strongly associated with Non Suicidal Self Injury.

Davids, Ryan, Yassin, Hendrickse and Roman (2016) determined the effects of family structure and functioning on basic psychological need fulfilment, life goals and aspirations of adolescents on a South African setting. Four hundred and fifty seven participants were selected and administered by Family Assessment Device, Aspirations Index and Psychological Need Scales. The results showed that two parent family structure predicts higher level of satisfaction on psychological needs and high pursuit on extrinsic goals among adolescents than in one parent family structure. In one parent family structure pursuits intrinsic goals by adolescents.

Intiaz and Kamal (2016) examined on Rumination, Optimism and Psychological Well Being among the Elderly: Self Compassion as a Predictor. Two hundred and nine participants

of elderly people were assessed using Self Compassion Scale (Neff, 2003), Ruminative Response Scale (Nolen, Hoeksema & Morrow 1991) and Warwick Edinburgh Mental Well Being Scale (Tennant, 2007). The result indicated that the compassion of other age group towards the elderly people served to promote optimism, well being and fight against their ruminating tendencies and also suggested that people with low self compassion tend to have low level of optimism and well being.

Cenk and Demir (2016) explored on The Relationship between Parenting Style, Gender and Academic Achievement with Optimism among Turkish Adolescents. One thousand three hundred and fifty three participants consisted of 708 males and 645 females were administered by The Life Orientation Test and Parental Attitude Scale. The results revealed that participants with higher academic achievement had higher level of optimism than those who had lower level of academic achievement.

Parveen, Maqbool and Khan (2016) examined on Optimism as Predictor of Psychological Well Being among Adolescents. One hundred and twenty adolescent participants (sixty male and sixty female) were selected by using Random Sampling Method. The results showed that there was no gender difference among the participants based on optimism and psychological well being.

Seitova, Kozhasheva, Gavritova and Abdykarimova (2016) investigated the problems of using Neuro Linguistic Programming in Teaching. Methodological recommendations were given to the participants. The results designated that Neuro Linguistic Programming technology was underdeveloped in teaching but then enables to detect the sensory preference of the students, established mutual understanding with students and achieving better learning results. This learning improved the performance of the students in both learning and life.

Fakehy and Haggag (2016) conducted a study on The Effectiveness of a Training Programme using Neuro Linguistic Programming to reduce Test Anxiety in Consideration of Biological Feedback. The Pretest and Posttest Experimental Design was used and 30 participants in the age 19 years with high test anxiety were selected and randomly assigned to Experimental and Control Groups. The techniques were given for 3 months, with duration of 40 to 60 minutes per week. The results indicated that Neuro Linguistic Programming reduced test anxiety and undesirable biological changes when applied to the experimental group.

Maslakpak, Farhadi and Fereidoni (2016) examined on The Effect of Neuro Linguistic Programming on Occupational Stress in Critical Care Nurses. Sixty Participants were selected and administered the intervention for 18 sessions or 180 minutes. The results showed that the

use of Neuro Linguistic Programming increased the coping with stressful situations and reduced the adverse effects of Occupational Stress.

Abdivarmazan and Sylabkhor (2016) conducted a study on Effectiveness of Training of Neuro Linguistic Programming Strategies on Reducing Social Anxiety. Thirty participants with Social Anxiety Disorder were screened using Liebowitz Social Anxiety Scale (1987) and randomly assigned to Experimental and Control Group. The experimental group received 10 sessions of Neuro Linguistic Programming Strategies. The results reiterated that there was significant difference between Experimental and Control Groups indicating that Neuro Linguistic Programming Strategies were very effective in reducing the Social Anxiety.

Lakshkarian and Sayadian (2015) scrutinized on The Effect of Neuro Linguistic Programming techniques on Young Iranian EFL (English as a Foreign Language) Learner's Motivation, Learning Improvement and on Teacher Success. Sixty Participants from junior schools in Iran were randomly assigned into two groups of thirty each. The results indicated that the Neuro Linguistic Programming Techniques in EFL(English as a Foreign Language) setting by enables the teacher to communicate better with student, strengthen the learning environment and developed positive interaction that increased the Academic Effectiveness, Motivation and Proficiency of Learners.

Gonzalez, Hernandez and Torres (2015) evaluated the relationship between Academic Stress, Social Support, Optimism Pessimism and Self Esteem in College Students. One hundred and twenty three students in the age range of 20 to 31 years old pursuing 3rd year Psychology were selected for the study. They were administered by Rosenberg Self Esteem Scale, the Life Orientation Optimism Questionnaire, the Frequency and Satisfaction with Social Support Questionnaire and the Student Stress Inventory - Stress Manifestation. Results showed that there was a significant proof that the emotional manifestations of stress were predicted by optimism and pessimism.

Salami (2015) examined on Implementing Neuro Linguistic Programming in Changing Students Behaviour: Research Done at Islamic Universities in Aceh. Even though Islam teaches them to be honest, it does not influence their attitude and behaviour. There were some students who cheat in spite of their knowledge regarding their religion. So, Neuro Linguistic Programming was given for the participants before attending their final exams. After the implementation of Neuro Linguistic Programming Techniques, the frequency of cheating reduced drastically.

Albalawi (2014) explored on Effectiveness of Neuro Linguistic Programming on Enhancing University Students Quality of Life. Sixty participants were randomly selected and

screened using World Health Organization Quality of Life Instrument. The participants were divided into Experimental and Control Group and administered by Neuro Linguistic Programming to the Experimental Group for 5 weeks; ten sessions of 50 minutes. The finding supported the usefulness of the Neuro Linguistic Programming on enhancing the Quality of Life among University Students.

Wake and Leighton (2014) conducted a Pilot Study using Neuro Linguistic Programming in Post Combat Posttraumatic Stress Disorder. One hundred and six participants from the Military and Emergency Services were screened using Depression Anxiety Stress Scale and NLP Wheel of Life Scale. After Screening 29 participants were selected for the intervention. The finding suggested that stress was reduced for the participants after Neuro Linguistic Programming.

Singh and Mishra (2014) compared between Optimism and Pessimism among Adolescents a Gender Based. One hundred and forty female participants and 80 male participants were selected and administered by Optimistic Pessimistic Attitude Scale (DS Parashar, 1998). The study reveals that there was no significant difference based on gender.

Issazadegan, Dasturi and Abdeli (2013) conducted a study on The Effectiveness of Neuro Linguistic Programming Strategies on Self Efficacy, Anxiety and Achievement Motivation among Boy Students. Participants were eighty six male students in Tabriz were selected by using Cluster Random Sampling Method and screened by using Sherer's General Self Efficacy Scale, Beck Anxiety Questionnaire and Hermans Achievement Motivation Questionnaire. Forty three participants were selected for Experimental Group and 43 participants were for Control Group. The Experimental Group received 13 weekly sessions (40 minutes each). The results showed that there existed a significant difference between the pre test and post test scores. Neuro Linguistic Programming strategies had positive and meaningful effect and increased the Self Efficacy and Achievement Motivation and decreased the Anxiety.

METHOD

CHAPTER III

METHOD

The Procedures about the study, '**Efficacy of Neuro Linguistic Programme in Managing Self Criticism, Optimism and Aspiration among Orphan Adolescents**' was carried with the following steps

- Objectives
- Hypotheses
- Area
- Sample
- Institutional Human Ethics Committee
- Inclusion Criteria
- Exclusion Criteria
- Tools
- Procedure
- Experimental Design
- Analysis of Data

Objectives

The main objectives of the study are as follows:

- ✓ To assess the level of Self Criticism, Optimism and Aspiration among Adolescents.
- ✓ To find out the relationship between Self Criticism and Aspiration and Optimism and Aspiration among Adolescents.
- ✓ To study the efficacy of Neuro Linguistic Programme in enhancing Aspiration and Optimism and managing Self Criticism among Adolescents.

Hypotheses

- ✓ There will be a significant relationship between Self Criticism and Aspiration among Adolescents
- ✓ There will be a significant relationship between Aspiration and Optimism among Adolescents
- ✓ There will be a significant improvement in the level of Optimism among Adolescents through Neuro Linguistic Programme
- ✓ There will be a significant improvement in the level of Aspiration among Adolescents through Neuro Linguistic Programme
- ✓ There will be a significant reduction in the level of Self Criticism among Adolescents through Neuro Linguistic Programme

Area

Selected Participants are from Don Bosco Illam in Coimbatore for the study. The reasons for choosing this area are as follows:

- Availability of the required number of samples for the study
- Permission and Facilities provided by the authorities to conduct the Action Research
- Convenience in transport
- The openness of the students to participate in the study

Sample

The study consists of 90 students in the age group of 12 to 18 years were identified for the study. The Researcher used the Purposive Sampling Method to collect the data. A Purposive Sampling is a Non Probability Sampling Method and it is selected based on characteristics of a population and objective of the study (Ashley Crossman, 2018).

Institutional Human Ethics Committee

The Institutional Human Ethics Committee of our university hereby grants approval to the research proposal No. IHEC/19-20/PSY/23 entitled “Efficacy of Neuro Linguistic Programme in Managing Self Criticism, Optimism and Aspiration among Orphan Adolescents” submitted. The Approval number for the same is AUW/IHEC/PSY-19-20/XMT-23.

Inclusion Criteria

- Adolescents in the age range of 12 to 18 years were selected
- Adolescents with a low and moderate level of Aspirations and Optimism were selected
- Adolescents with a high and moderate level of Self Criticism
- Adolescents who are willing to participate
- Adolescents who are not having their parents

Exclusion Criteria

- Adolescents who are not willing to participate
- Adolescents having a High Level of Aspirations and Optimism
- Adolescents having a Low Level of Self Criticism
- Adolescents below the age of 12 years and above 18 years will not be included

Operational Definition

Self Criticism

Self Criticism is the concept that identifies the mistakes of an individual by themselves. In some cases, they recover themselves or else they tend to feel bad about themselves.

Optimism

Optimism is a beneficial effect on the event or situation in one's life. An individual will see on the favourable side of the event or situation.

Aspiration

Aspiration refers to one's enthusiasm for attaining their goal.

Consent Form (Annexure I)

The Researcher developed the Consent Form and it helps to understand the willingness of the participants.

Socio Demographic Status Profile

The Researcher developed the Socio Demographic Status Profile was used for gathering information about the participants, including initials, age, gender and place of living.

Forms of Self Criticising/Attacking and Self Reassuring Scale (FSCRS) -Gilbert et al. (2004)

Gilbert, Clarke, Hempel, Miles and Irons (2004) developed the Forms of Self Criticising/Attacking and Self Reassuring Scale (FSCRS). The self criticism and the ability to self reassure individuals are mainly measured. The scale consists of 22 items, which measures diverse ways people think and feel about themselves when things go wrong for them. The form comprises of three components, namely – Inadequate Self, Hated Self and Reassure Self. The responses are given on a 5 point Rating Scale. Cronbach alpha score for Inadequate Self is 0.90, Hated Self and Reassured Self were 0.86 respectively.

Life Orientation Test by Scheier and Carver(1985)

It consists of 12 items self report questionnaire measuring generalized positive outcomes expectations. The test retest was conducted and the reliability scores are 0.79 and 0.72. Initial validation studies demonstrated that it has adequate internal consistency (Cronbach alphas = 0.76) and temporal stability. Convergent and discriminant validity were also supported.

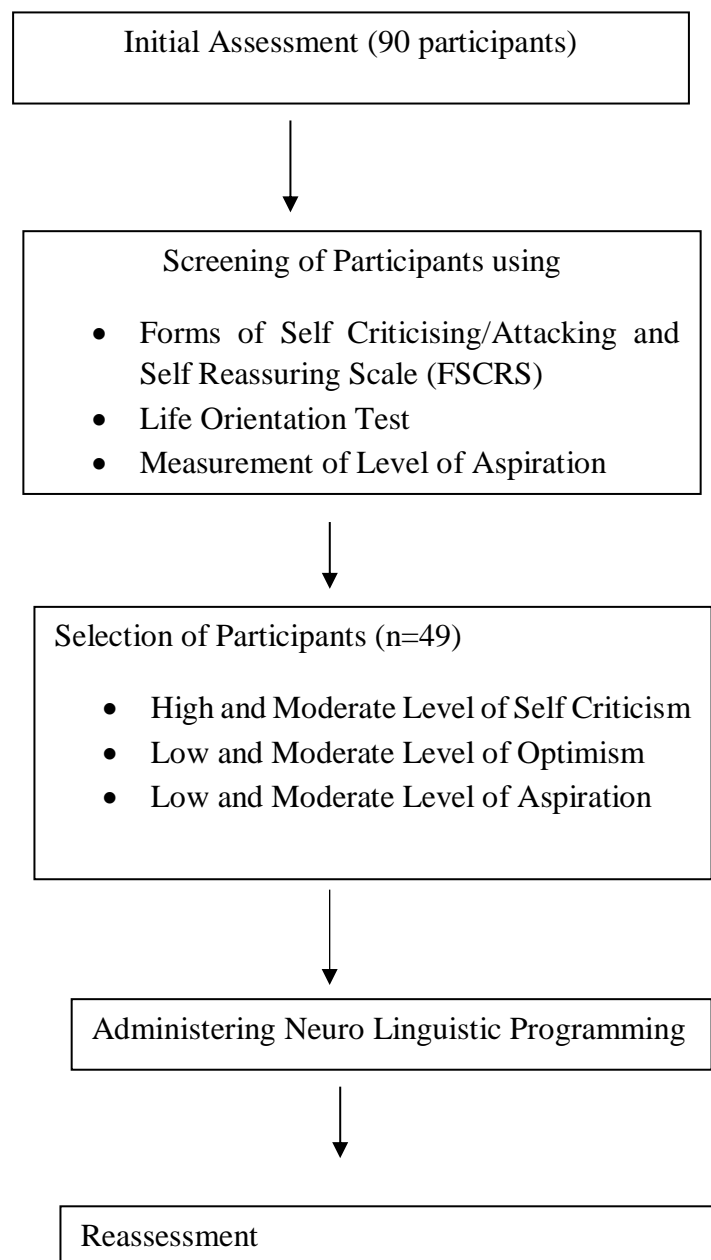
Measurement of Level of Aspiration by Dr. Mahesh Bhargava and Dr. M. A. Shah (2011)

It consists of ten trail sheets with fifty circles. The experiment is a simple task, and has to draw four lines which should resemble a human face. These scale determinants by two factors environmental and personal. The reliability is calculated by test retest method and split half method. The scores include 0.86, 0.74 and 0.78 respectively. The validity scores indicated that test is significant at 0.01 level hence the test has the satisfactory validity.

Procedure

The Researcher built the rapport with 45 students. The participants signed the consents before proceeding with the therapy. The researcher collected Socio Demographic Status Profile from the participants. The pre test was used to collect the data from 90 participants based on the results; they were assigned to the Experimental Group. The Neuro Linguistic Programme was given for 12 sessions with the duration of one hour, weekly twice. The intervention session is completed and after 5 days the Reassessment with the same questionnaires was given to the participants.

Experimental Design



Psychological Intervention

Neuro Linguistic Programming involves analysing strategies used for individuals to be successful and to reach their goals. It relates thoughts, language and patterns of behaviour learned through experience to specific outcomes (John Grinder & Richard Bandler, 1975).

The students were instructed to introduce themselves in the group. Researcher administered Neuro Linguistic Programming and activities were given. It includes SWOT Analysis to help them to know about their strength, weakness opportunities and threats. It is a useful tool that helps to set goals and act on it. Researcher was asking them to share the events, which made them feel happy and enthusiastic about the events.

Rapport

This is primary responsibility for the researcher for creating a space between participant and researcher. It is an important technique to establish a better communication with the researcher. It makes the participant to feel supported in an accepting environment giving them a chance to explore their thoughts and emotions. The Researcher will respond when the participant starts their conversation and shows non verbal clues that the Researcher is interested in listening to their talk.

Deep Breathing Practice

In Deep Breathing Practice, the participant was asked to sit erect, breathe in slowly and breathe out gradually. This was repeated 5 times with their eyes closed.

Dissociation

In this technique, an individual will detach the feeling or emotion in particular events. Initially, they have difficulty in recalling the event again but when session proceeds, they started to recall easily. Participant is asked to close their eyes, concentrate on their breathing and relax themselves. The Researcher asked to think a negative event, which made you felt bad or hurt. Identify the emotion what you felt during the situation. Imagine the situation again, and recall what happened during that situation. Imagine that you can float out of our body and look back at yourself, encountering the entire circumstance from an observer perspective. During the initial stage, an individual cannot find any changes in their emotions when the process continues for 2 to 3 sessions, they can notice that the emotions change dramatically. Same events should think to notice the changes in the feeling about the event. The intensity of feeling about the event started to reduced and they can see the changes in feeling about the event.

Content Reframing

The Participant will ask to reframe the unconformable events into comfortable events. Participant is asked to close their eyes, concentrate on their breathing and relax themselves. The Researcher asked the participant to think an event, which made you felt bad or hurt. Imagine the situation again, and recall exactly what happened during that situation. Reframe this adverse event, into positive aspects. The Researcher will ask the participant to think in different aspects, so that this event may change into a positive event. This practice was given for 3 to 4 times. The Researcher requested to have different situation and think in different perspectives.

Association

Anchoring is associating the emotion with physical action. Participant is asked to close their eyes, concentrate on their breathing and relax themselves. The Researcher asks the participant to recall a positive or happy event in the life and identify the emotions the participant felt during that situation. Decide on where he would like to place this anchor on the body and the researcher asked the participant to gently press the right thumb finger using the left hand. Now, the researcher asked to associate the emotions with physical action. This technique is continued for 5 to 6 sessions. The Researcher asked to think different event which made them to feel happy and suggested the participant to use this physical action when they feel low. The participant practises this technique and they reported the changes in feeling when do in their bad situation.

Analysis of Data

The Mean, Standard Deviation, Pearson Correlation and t-test was computed to analyse the data using SPSS (Statistical Package for the Social Sciences).

RESULTS AND DISCUSSION

CHAPTER IV

RESULTS AND DISCUSSION

The Purpose of the study is to explore the, “**Efficacy of Neuro Linguistic Programme in Managing Self Criticism, Optimism and Aspiration among Orphan Adolescents**”. Adolescents deprived from their family are affected in all levels of the mind from unconscious to self conscious and social relations. Research concluded that adolescence living in the orphanage will have behavioural issues (Lassi, 2010). People in the Orphanage have a lack of emotional support to overcome their issues in their life. They have to sustain their life with their abilities and skills. They are in need of positive thoughts and motivation in their life. Positive opinion about their life will lead to better life.

The study consists of 90 participants who are living in an orphanage. Participants are assessed by Forms of Self Criticising/Attacking and Self Reassuring Scale (FSCRS) - Gilbert et al. (2004), Life Orientation Test by Scheier and Carver (1985) and Measurement of Level of Aspiration by Dr. Mahesh Bhargava and Dr. M. A. Shah (2011). The selected participants (n=49) were administered Neuro Linguistic Programme for 12 sessions. The results are in the following sessions

Session I present the results of percentage analysis of Demographic data such as age and gender.

Session II presents the results of Mean and Standard Deviation of Psychological Variables before and after Intervention Programme.

Session III presents the results of correlation values between the variables among adolescents

Session IV presents the results of efficacy of Neuro Linguistic Programme in enhancing Aspiration and Optimism and managing Self Criticism among Adolescents.

Session V presents the Level of Self Criticism, Optimism and Aspiration by the Adolescents.

Session I

Session I present the results of percentage analysis of Demographic data such as Age and Gender.

Table I**Demographic Variables of the Adolescents N=49**

Variable		N	Percent
Age	13- 15	29	59
	15 – 18	20	41
Gender	Male	35	71
	Female	14	29

Percentages are rounded off

Table I shows the demographic data collected from the participants and it is very important for the study and helps to gather information. The participants in the age range of 13 to 18 years and 59% belong to 13 to 15 years and 41% belong to 16 to 18 years; 71% were male participants and 29% were female participants.

Session II

Session II presents the results of Mean and Standard Deviation of Psychological Variables Before and After Intervention Programme.

Table II**Mean and Standard Deviation of Psychological Variables Before and After Intervention Programme**

Psychological variables	Before		After	
	Mean	Standard Deviation	Mean	Standard Deviation
Self Criticism	17.22	6.78	15.67	5.65
Optimism	8.53	2.97	9.65	2.04
Goal Aspiration	1.02	1.47	1.08	1.44
Attainment Aspiration	0.04	1.66	0.50	1.45

Session III

Session III presents the results of correlation values between the variables among adolescents

Table III**Correlation between Self Criticism and Goal Aspiration among Adolescents N=49**

Variables		Self Criticism	Goal Aspiration
Self Criticism	Pearson Correlation	1	0.01NS
	Sign (2-tailed)		0.97
Goal Aspiration	Pearson Correlation	0.01NS	1
	Sign (2-tailed)	0.97	

NS= Not Significant

Table III shows that correlation between the variables Self Criticism and Goal Aspiration among Adolescents calculated by Pearson's Product Moment Correlation Method is not statistically significant and it implies that there is no correlation between the variables. An individual goal is not affected by the disrupted self identity. In spite of thinking about their faults and weakness, they work on their goals. In other aspects, individual do not recognize their mistakes and not ready to change their abilities or skills to pursue their goals.

Based on the result the Alternate Hypothesis, "**There will be relationship between Self Criticism and Goal Aspiration among Adolescents**" is rejected.

Table IV**Correlation between Self Criticism and Attainment Aspiration among Adolescents**

N=49

Variables		Self Criticism	Attainment Aspiration
Self Criticism	Pearson Correlation	1	0.12NS
	Sign (2-tailed)		0.39
Attainment Aspiration	Pearson Correlation	0.12NS	1
	Sign (2-tailed)	0.39	

NS = Not Significant

Table IV shows that correlation between the variables Self Criticism and Attainment Aspiration among Adolescents calculated by Pearson's Product Moment Correlation Method. The t value is 0.12 and it is not statistically significant. An inadequate thought about themselves do not influence the achievement level of an individual. The harsh and critical opinions about themselves will not affect the aspiration of an individual. Goal and attainment are not inclined by the self critical thoughts.

Based on the results Alternate Hypothesis, “**There will be a significant relationship between Self Criticism and Attainment Aspiration among Adolescents**” is rejected.

Table V

Correlation between Optimism and Goal Aspiration among Adolescents N=49

Variables		Optimism	Goal Aspiration
	Pearson Correlation	1	0.12NS
Optimism	Sign (2-tailed)		0.43
	Pearson Correlation	0.12NS	1
Goal Aspiration	Sign (2-tailed)	0.43	

NS= Not Significant

Table V shows that correlation between the variables Optimism and Goal Aspiration among Adolescents calculated by Pearson’s Product Moment Correlation Method. The t value is 0.12 and it is not statistically significant. Negative thinking of an individual does not disturb the goal progress of an individual. The inspiring words of motivation by others do not influence the individual, to attain their goals. Their failures are not influenced them to attain their success. Hence the Alternate Hypothesis, “**There will be a significant relationship between Optimism and Goal Aspiration among Adolescents**” is rejected.

Table VI

Correlation between Optimism and Attainment Discrepancy Score among Adolescents N=49

Variables		Optimism	Attainment Aspiration
	Pearson Correlation	1	0.01NS
Optimism	Sign (2-tailed)		0.64
	Pearson Correlation	0.01NS	1
Attainment Aspiration	Sign (2-tailed)	0.64	

NS= Not Significant

Table VI shows that correlation between the variables Optimism and Attainment Aspiration among Adolescents calculated by Pearson’s Product Moment Correlation Method and the value is 0.01 indicates there is no relationship between variables. Positive belief of an individual will not contribute a way for the achievement. They have certain goals and work it

for their success. Negative and positive thoughts are not affecting the individual for their success. Hence the Alternate Hypothesis, “**There will be a significant relationship between Optimism and Attainment Aspiration among Adolescents**” is rejected.

Session IV

Session IV presents the results of efficacy of Neuro Linguistic Programme in enhancing Aspiration and Optimism and managing Self Criticism among Adolescents.

Table VII

Neuro Linguistic Programme in enhancing Self Criticism among Adolescents **N=49**

Variables	Therapy	Mean	Standard deviation	t value
Self criticism	Before intervention	17.22	6.79	4.93**
	After intervention	15.67	5.65	

** = Significant at 0.01 level

Table VII shows the Neuro Linguistic Programme in enhancing Self Criticism among Adolescents and the t value is 4.93 and it clearly indicates that significant difference in Self Criticism Before and After Intervention. Self Criticism is about individual evaluating themselves and criticizing themselves as their faults. Reframing technique in Neuro Linguistic Programme helps the individual to see the world from different perspectives and individual with undesirable thoughts about themselves will used reframing technique by changing it into desirable thoughts. Anchoring Technique is associating the positive event with physical action and individual can relate the negative events with this physical action and change the events into positive emotions. Delbio and Illankumaran (2018) conducted a study on Second Language Acquisition through Neuro Linguistic Programme; A Psychoanalytic Approach. This technique helped to give solution to overcome the problems and self correction was motivated for the participants. Hence the Alternate Hypothesis, “**There will be a significant reduction in the level of Self Criticism among Adolescents through Neuro Linguistic Programme**” is accepted.

Table VIII

Neuro Linguistic Programme in enhancing Optimism among Adolescents **N=49**

Variables	Therapy	Mean	Standard deviation	t value
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Optimism	Before intervention	8.53	2.97	5.20**
	After intervention	9.65	2.04	

**= Significant at 0.01 level

Table VIII shows the Neuro Linguistic Programme in enhancing Optimism among Adolescents. The t value indicates that there is a significant difference in Optimism before and after Intervention among adolescents. Optimism is having hopefulness and confidence about the future or successful outcome of something, a tendency to take a favourable or hopeful view. Parveen, Maqbool and Khan (2016) examined on Optimism as Predictor of Psychological Well Being among Adolescents and concluded that optimism is an important aspect in an individual's life. Individual with high pessimist thought is considered as an individual with low optimistic thoughts. Neuro Linguistic Programme Technique improves the level of optimism in an individual to lead their life with good Mental and Physical Health. An individual will ask to reconstruct the unconformable events into comfortable events and they will be started to see an opportunity in a negative situation. Hence the Alternate Hypothesis, **“There will be a significant improvement in the level of Optimism among Adolescents through Neuro Linguistic Programme”** is accepted.

Table IX

Neuro Linguistic Programme in enhancing Goal Aspiration among Adolescents N=49				
Variables	Therapy	Mean	Standard deviation	t value
Goal Aspiration	Before intervention	1.02	1.48	3.66**
	After intervention	1.09	1.44	

** = Significant at 0.01 level

Table IX shows the Neuro Linguistic Programme in enhancing the Goal Aspiration among Adolescents. The t value is 3.66 and clearly indicates that there is a significant difference in Goal Aspiration before and after intervention among adolescents. Aspiration means goals, desire for more than what people want to have in their present. Adolescent need goals in their life to achieve the success. This technique helps them in setting their goal and motivates them to achieve with their abilities and skills. Changing the view about failure and motivating them for the success in their life. Lakshkarian and Sayadian (2015) indicated that the Neuro Linguistic Programming Techniques in EFL setting by enables the teacher to

communicate better with student, strengthen the learning environment and developed positive interaction that increased the Academic Effectiveness, Motivation and Proficiency of Learners. Hence the Alternate Hypothesis, “**There will be a significant improvement in the level of Goal Aspiration among Adolescents through Neuro Linguistic Programme**” is accepted.

Table X

Neuro Linguistic Programme in enhancing Attainment Aspiration among Adolescents

N=49

Variables	Therapy	Mean	Standard deviation	t value
Attainment Aspiration	Before intervention	0.05	1.67	2.27*
	After intervention	0.50	1.46	

*** = Significant at 0.05 level**

Table X shows the Neuro Linguistic Programme in enhancing Attainment Aspiration among Adolescents. The values indicate that there is a significant difference in Attainment Aspiration before and after Intervention among adolescents. Aspiration is defined as hope or ambition of achieving something. Individual needs both intrinsic and extrinsic motivation to achieve their goals. If individual fails in their goals, they have to think in different aspects to achieve their goals. Issazadegan, Dasturi and Abdeli (2013) conducted a study on The Effectiveness of Neuro Linguistic Programme Strategies on Self Efficacy, Anxiety and Achievement Motivation among Boy Students and concluded that there existed a significant difference between the pre test and post test scores. Neuro Linguistic Programming strategies had positive and meaningful effect and increased the Self Efficacy and Achievement Motivation and decreased the Anxiety. Hence the Alternate Hypothesis, “**There will be a significant improvement in the level of Attainment Aspiration among Adolescents through Neuro Linguistic Programme**” is accepted.

Session V presents the Level of Self Criticism, Optimism and Aspiration by the Adolescents.

Figure I show the level of self criticism among adolescents

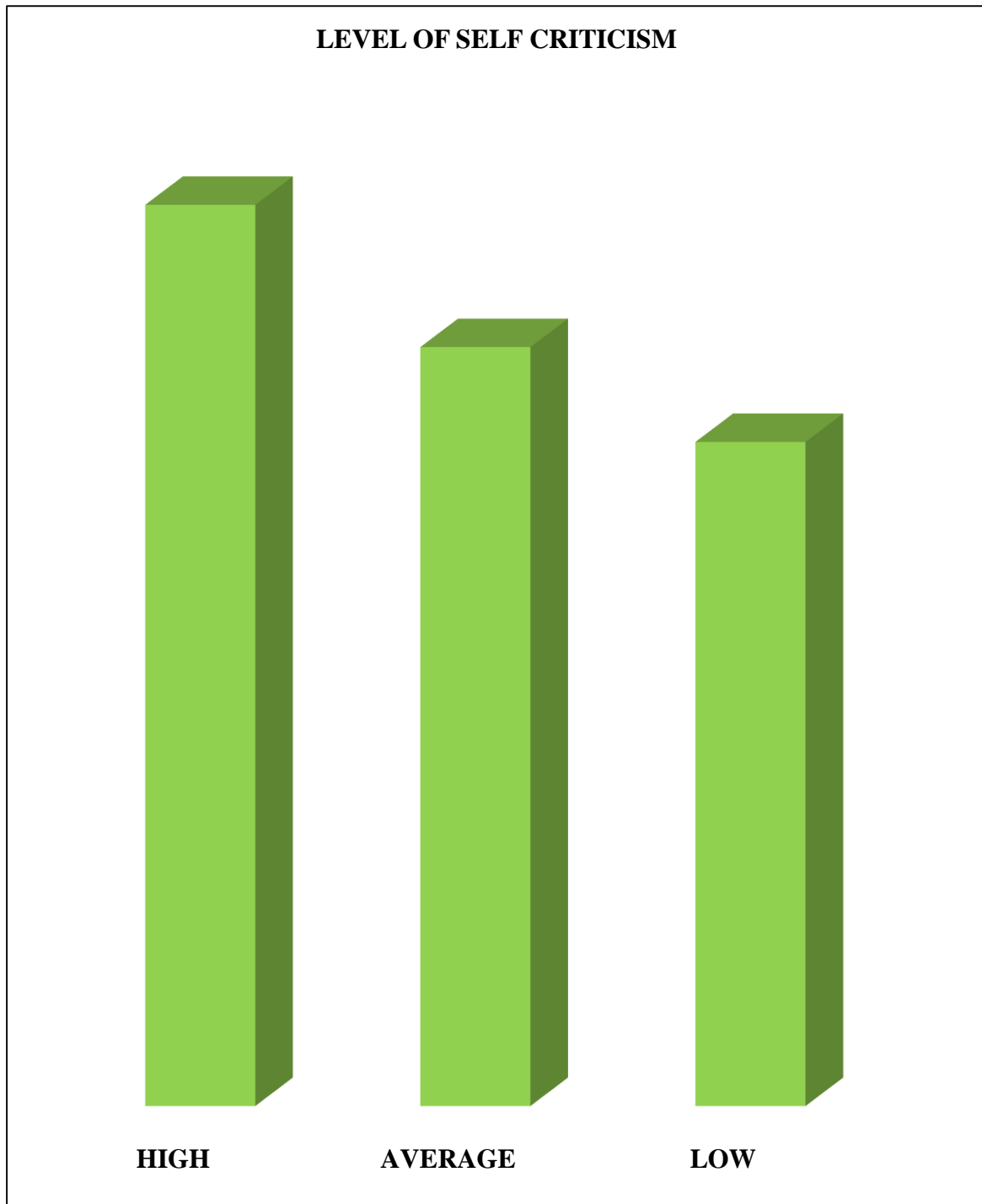


Figure II show the level of Optimism and pessimism among adolescents

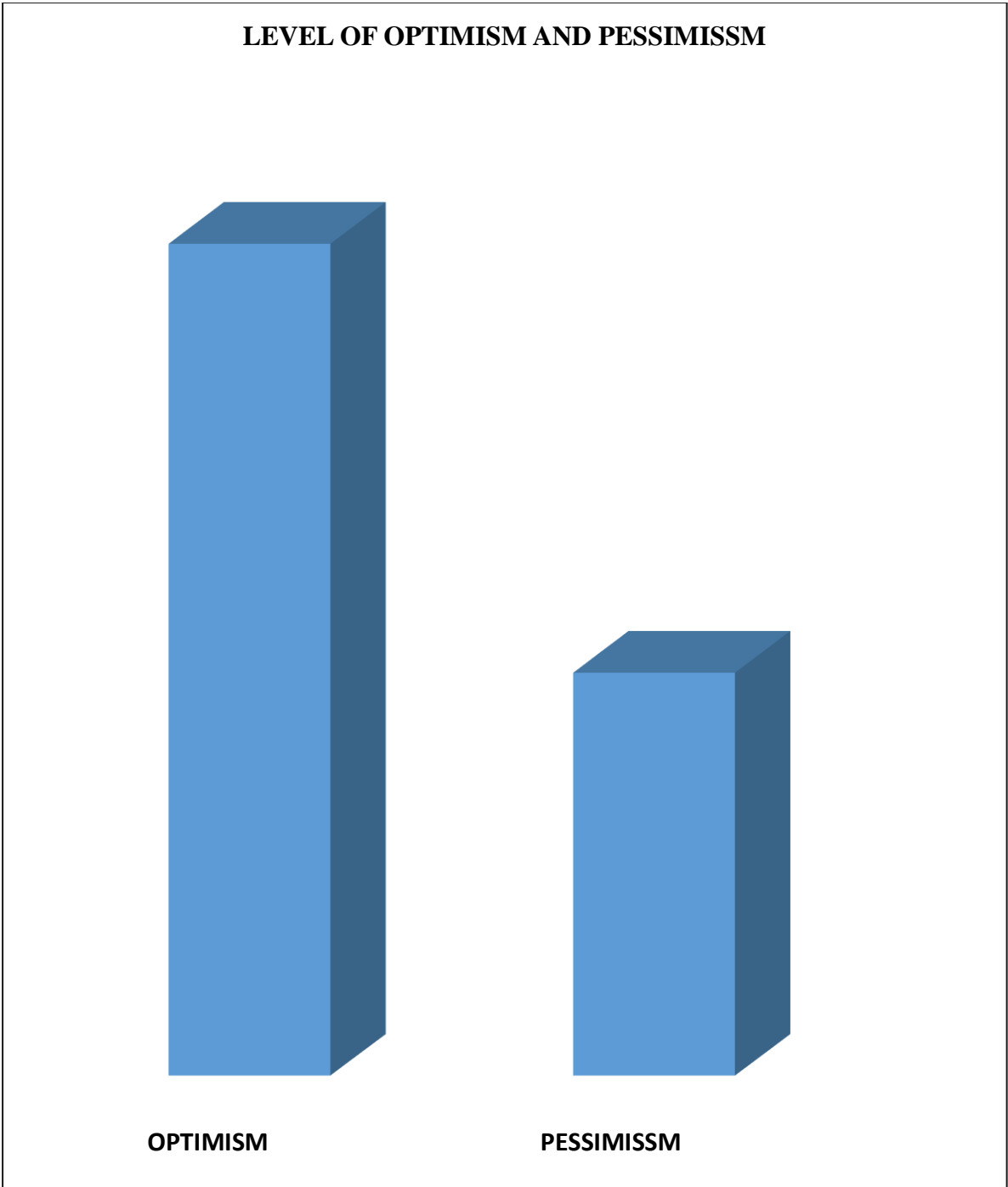
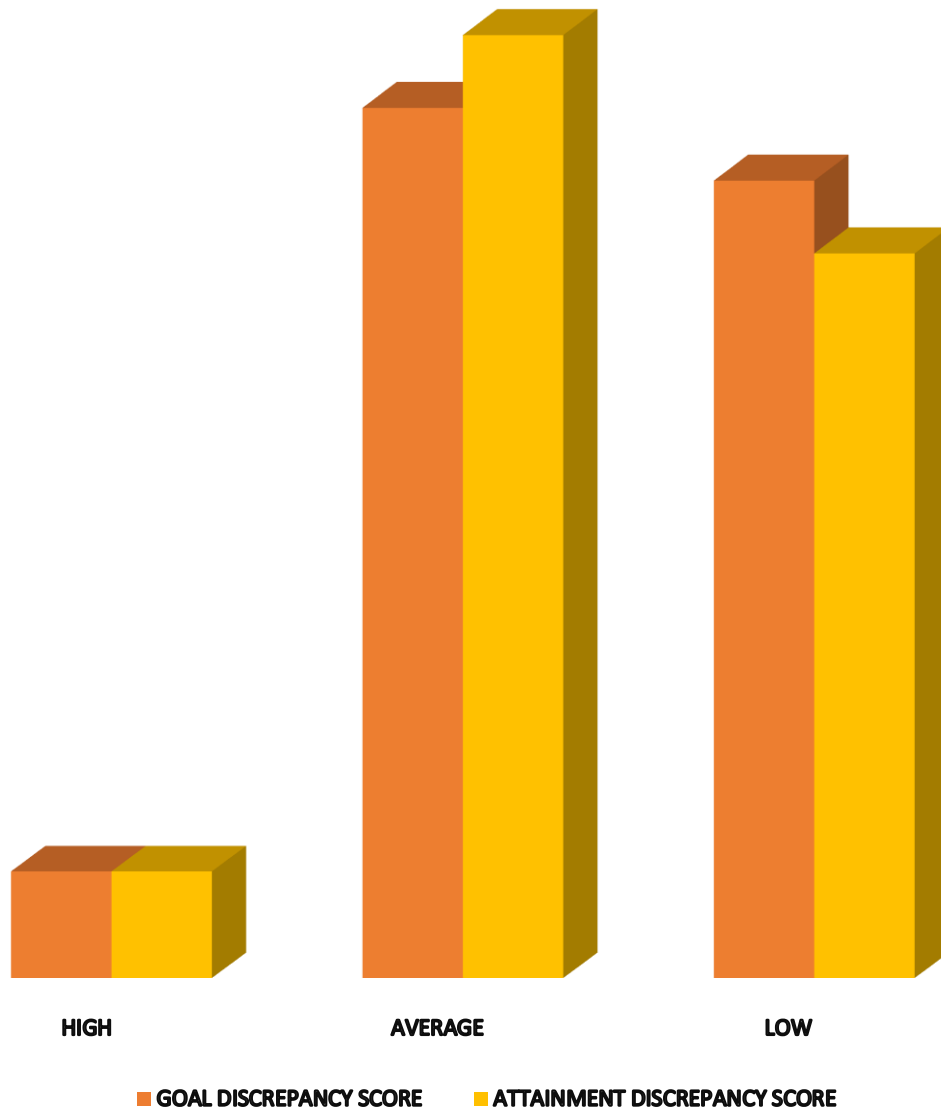


Figure III show the level of goal and attainment aspiration among adolescents

LEVEL OF ASPIRATION



SUMMARY AND CONCLUSION

CHAPTER V

SUMMARY AND CONCLUSIONS

A study on “**Efficacy of Neuro Linguistic Programme in Managing Self Criticism, Optimism and Aspiration among Orphan Adolescents**” was conducted with the following objectives

- To assess the level of Self Criticism, Optimism and Aspiration among Adolescents.
- To find out the relationship between Self Criticism and Aspiration and Optimism and Aspiration among Adolescents
- To study the efficacy of Neuro Linguistic Programme in enhancing Aspiration and Optimism and managing Self Criticism among Adolescents

The study consists of 90 participants who are living in an orphanage. Participants are assessed by Forms of Self Criticising/Attacking and Self Reassuring Scale (FSCRS) - Gilbert et al. (2004), Life Orientation Test by Scheier and Carver (1985) and Measurement of Level of Aspiration by Dr. Mahesh Bhargava and Dr. M. A. Shah. The selected participants (n=49) were administered Neuro Linguistic Programme for 12 sessions. After Intervention, Reassessment were done for the same participants using the same questionnaires.

Hypotheses

- There will be a significant relationship between Self Criticism and Aspiration among Adolescents
- There will be a significant relationship between Aspiration and Optimism among Adolescents
- There will be a significant improvement in the level of Optimism among Adolescents through Neuro Linguistic Programme
- There will be a significant improvement in the level of Aspiration among Adolescents through Neuro Linguistic Programme
- There will be a significant reduction in the level of Self Criticism among Adolescents through Neuro Linguistic Programme

Conclusion

- Seventy one percent were males and 29% were females
- There is no relationship between Self Criticism and Aspiration; Optimism and Aspiration among adolescents
- Neuro Linguistic Programme reduced the level of Self Criticism among Adolescents
- Neuro Linguistic Programme improved the level of Optimism and Aspiration among Adolescents

Limitations

- Participants belonged to a Coimbatore only
- Participants are selected from Orphanage
- Extraneous variables such as health conditions are not considered

Recommendations

- Sample size to be increased proportionately
- Psychological intervention should be made as an mandatory in all Orphanage Home
- Counsellors or Psychologists should be appointed
- Longitudinal study should be carried out to validate the Neuro Linguistic Programme

Suggestions for Further Research

- Sample size can be increased to get true representatives of the population
- The other extraneous variable that influence Self Criticism, Optimism and Aspiration can be studied
- The research might be expanded to the diversified and cross cultural samples

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ANNEXURES

ANNEXURES

ANNEXURE I

Informed Consent Form

Consent to participate in a research study

Conducted by the Dept. of Psychology, Avinashilingam University for Women,
Coimbatore.

Title of the project: Efficacy of Neuro Linguistic Programme in Managing Self Criticism,
Optimism and Aspiration among Orphan Adolescents

Researcher: Ms.V. R. Lathaa , M.Phil Counselling Psychology,
Avinashilingam Institute for Home Science and Higher Education for Women,
Coimbatore – 641 043.

Research Guide: Dr. S. Gayatridevi , Associate Professor and Head , Department of
Psychology,
Avinashilingam Institute for Home Science and Higher Education for Women,
Coimbatore.

Consent Form

I am Ms.V. R. Lathaa , M.Phil Counselling Psychology, conducting a research study as a part of my curriculum for the completion of the course. The details collected through this study will be kept confidential and used for research purpose only. The participation in this study is entirely based on the willingness of the participant. The participation is Voluntary. Your Participation would be helpful for me in a great way. I thank each and every one for Participation.

Confidentiality Statement

The data collected from your students will be kept strictly confidential; I agree and allow my students to participate in this research.

Name : _____ Date : _____ Signature : _____

ANNEXURE II

SOCIO DEMOGRAPHIC STATUS

Name

Age

Gender

ANNEXURE III

FORMS OF SELF-CRITICISING/ATTACKING & SELF-REASSURING SCALE (FSCRS)

S.NO	STATEMENT	Not at all like me	A little bit like me	Moderately like me	Quite a bit like me	Extremely like me
1.	I am easily disappointed with myself.					
2.	There is a part of me that puts me down.					
3.	I am able to remind myself of positive things about myself.					
4.	I find it difficult to control my anger and frustration at myself.					
5.	I find it easy to forgive myself.					
6.	There is a part of me that feels I am not good enough.					
7.	I feel beaten down by my own self-critical thoughts.					
8.	I still like being me.					
9.	I have become so angry with myself that I want to hurt or injure myself.					
10.	I have a sense of disgust with myself.					
11.	I can still feel lovable and acceptable.					
12.	I stop caring about myself.					
13.	I find it easy to like myself					
14.	I remember and dwell on my failings.					
15.	I call myself names.					
16.	I am gentle and supportive with myself.					
17.	I can't accept failures and setbacks without feeling inadequate.					
18.	I think I deserve my self-criticism.					
19.	I am able to care and look after myself.					
20.	There is a part of me that wants to get rid of the bits I don't like.					
21.	I encourage myself for the future.					
22.	I do not like being me.					

ANNEXURE IV

LIFE ORIENTATION TEST

S.NO	STATEMENTS	I agree a lot	I agree a little	I neither agree nor disagree	I disagree a little	I disagree a lot
1.	In uncertain times, I usually expect the best.					
2.	It's easy for me to relax.					
3.	If something can go wrong for me, it will. (R)					
4.	I'm always optimistic about my future.					
5.	I enjoy my friends a lot.					
6.	It's important for me to keep busy.					
7.	I hardly ever expect things to go my way. (R)					
8.	I don't get upset too easily					
9.	I rarely count on good things happening to me. (R)					
10.	Overall, I expect more good things to happen to me than bad.					

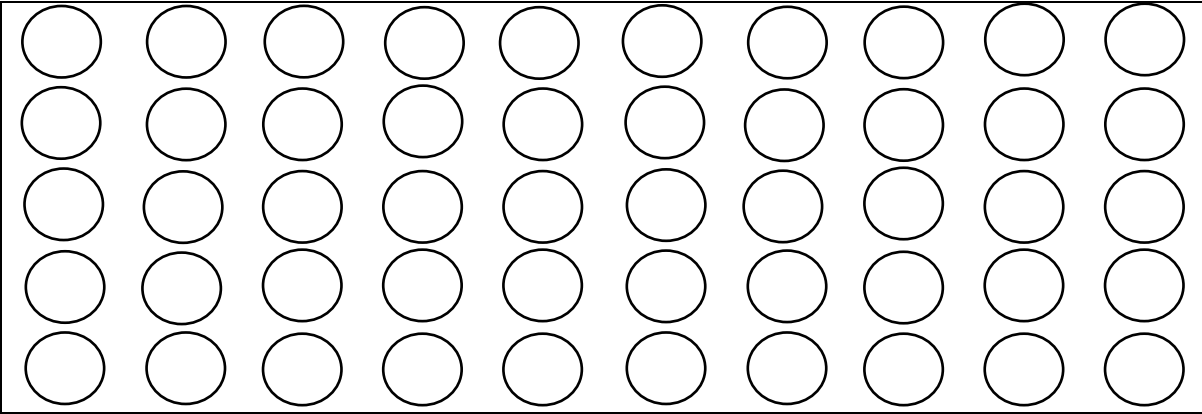
ANNEXURE V

MEASUREMENT OF LEVEL OF ASPIRATION

Practice

Time: 30 seconds

Expected score

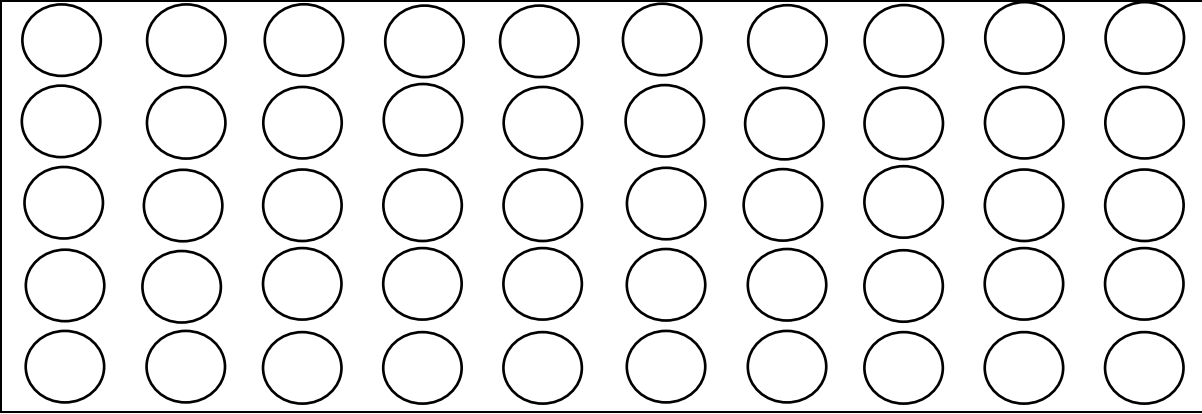


Actual Score

Trail No 1

Time: 30 seconds

Expected score

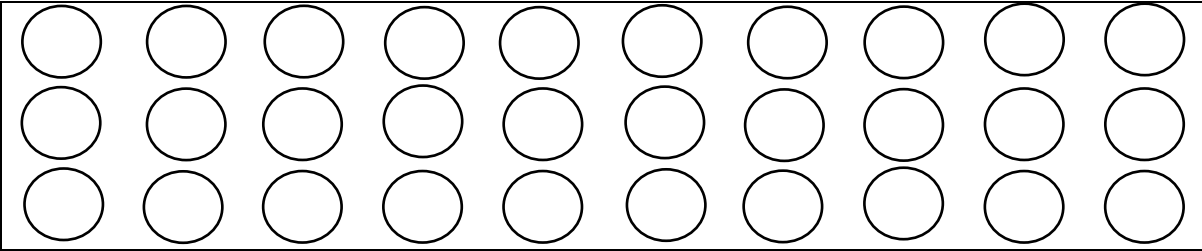


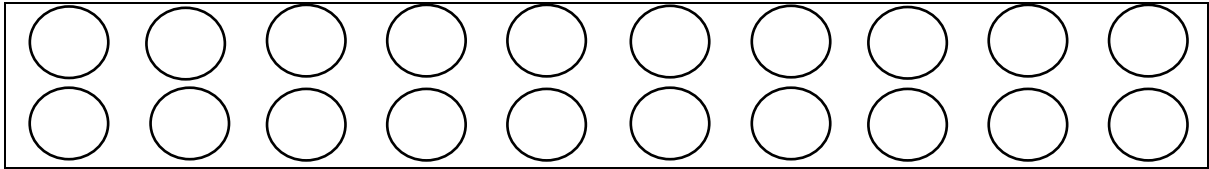
Actual Score

Trail No 2

Time: 30 seconds

Expected score



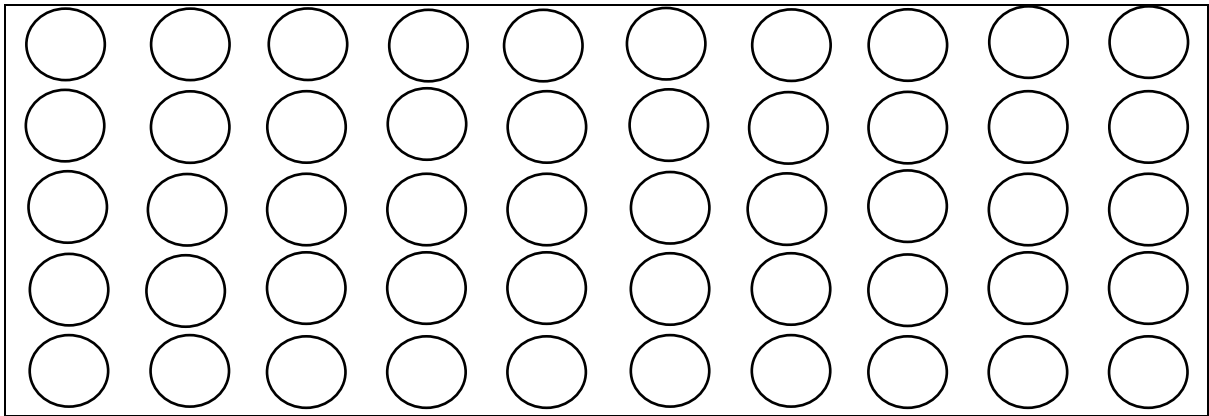


Actual Score

Trail No 3

Time: 30 seconds

Expected score

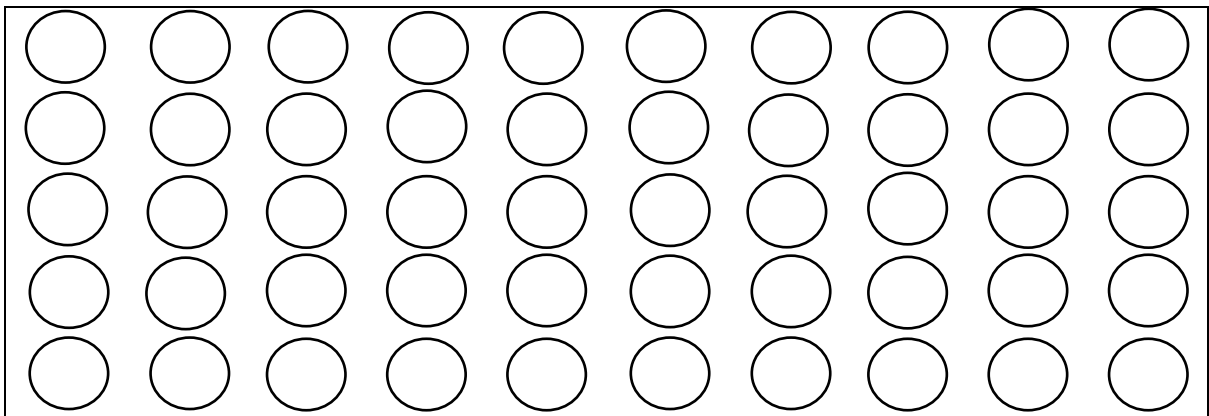


Actual Score

Trail No 4

Time: 30 seconds

Expected score

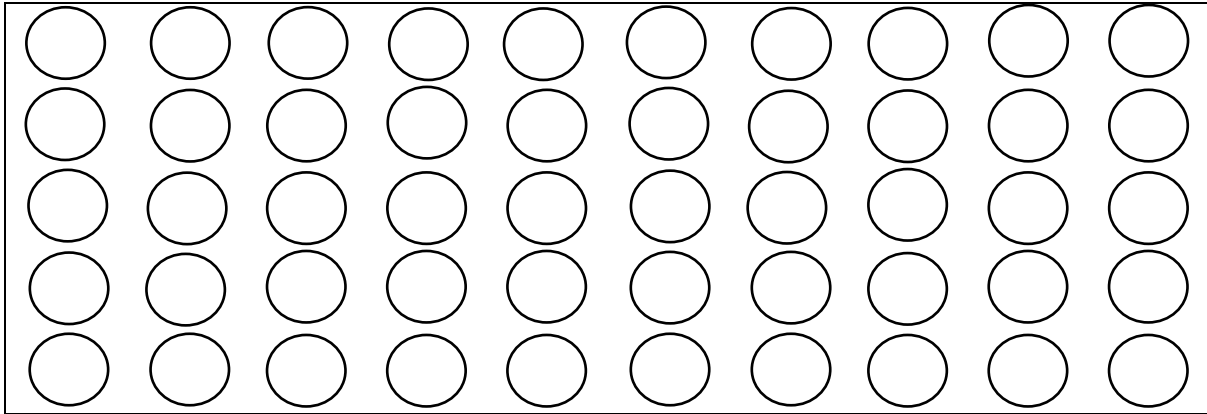


Actual Score

Trail No 5

Time: 30 seconds

Expected score

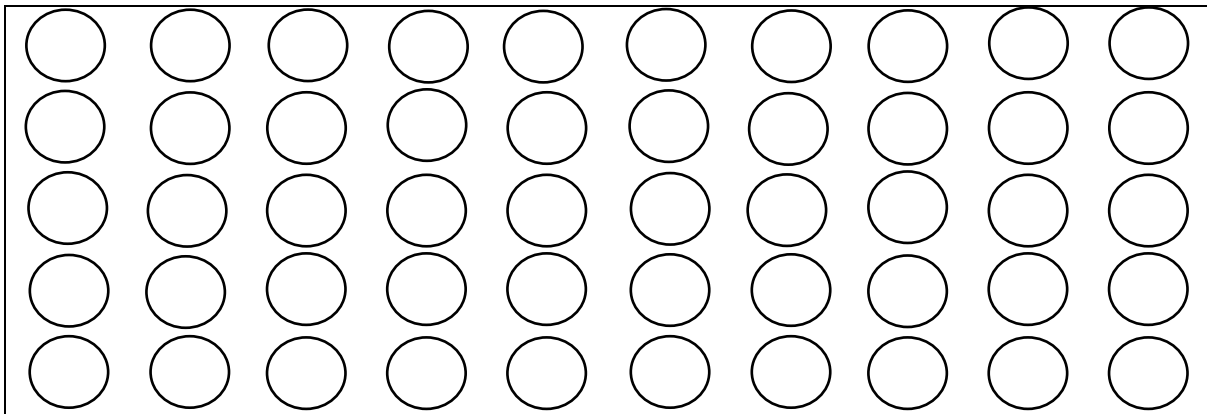


Actual Score

Trail No 6

Time: 30 seconds

Expected score

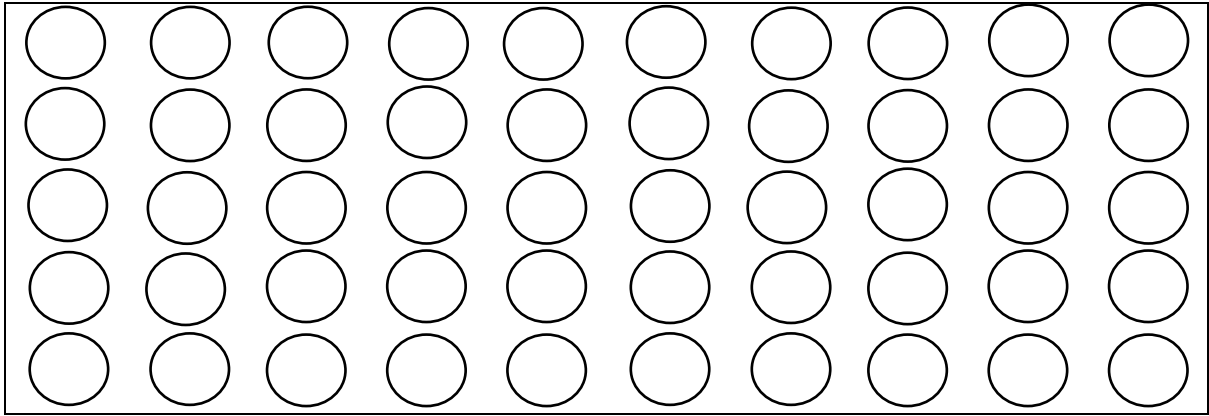


Actual Score

Trail No 7

Time: 30 seconds

Expected score

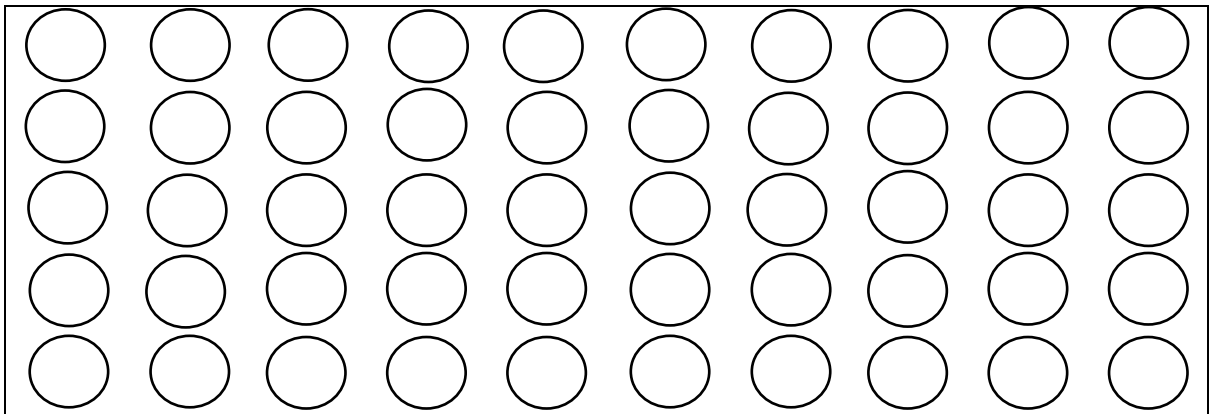


Actual Score

Trail No 8

Time: 30 seconds

Expected score

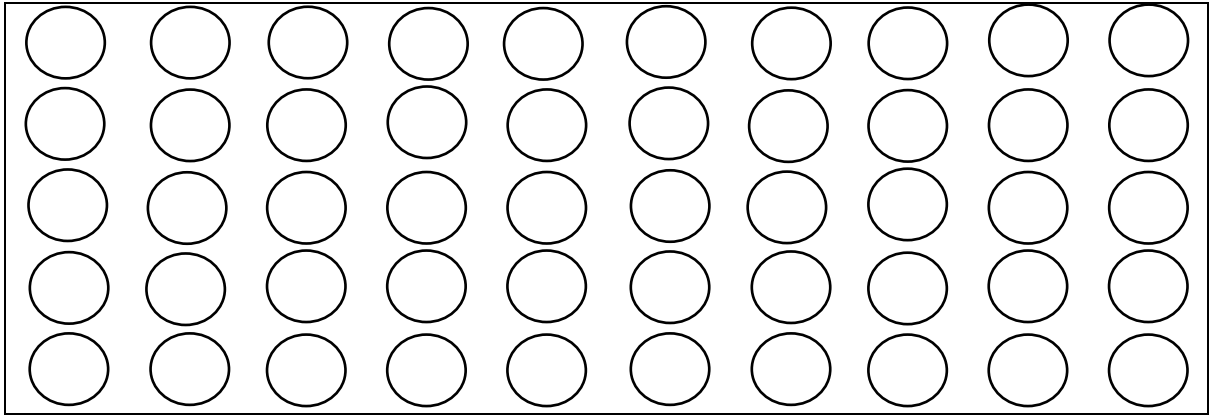


Actual Score

Trail No 9

Time: 30 seconds

Expected score

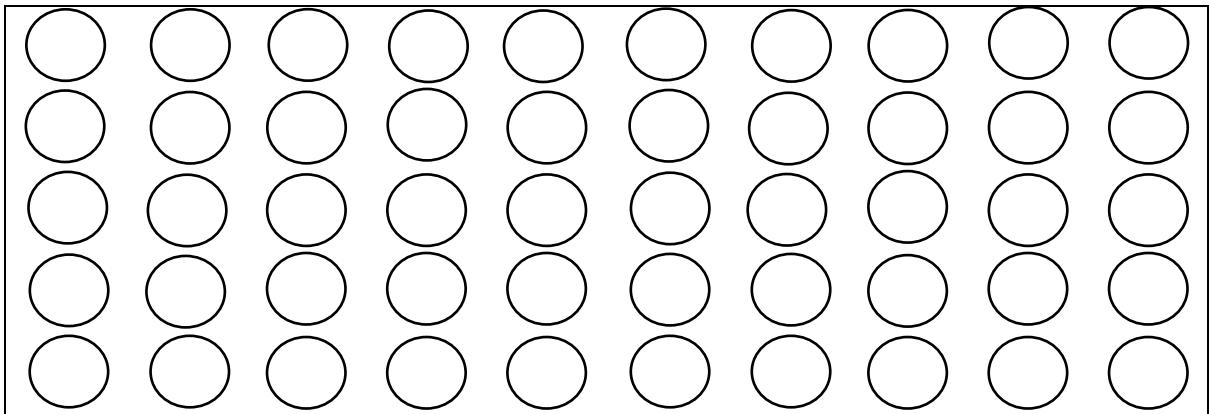


Actual Score

Trail No 10

Time: 30 seconds

Expected score



Actual Score

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

11th September 2020

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

To
Ms.V. R. Lathaa
Department of Psychology
Avinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore – 641 043

Dear V. R. Lathaa,

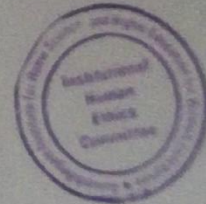
Ref: Your proposal No. IHEC /19-20/PSY/23 entitled "Efficiency of
Neuro Linguistic Programme in Managing Self criticism, Optimism
and Aspiration among Orphan Adolescents" submitted for approval
to the IHEC on 30.09.2019

The Institutional Human Ethics Committee of our University hereby
grants approval to your research proposal No. IHEC /19-20/PSY/23
entitled "Efficiency of Neuro Linguistic Programme in Managing
Self criticism, Optimism and Aspiration among Orphan
Adolescents" submitted by you. The Approval number for the same
is AUW/IHEC/PSY-19-20/XMT-23.

We wish you all the best in your research endeavours.

Regards,

S. Uma Mageshwari
Dr.S.UmaMageshwari
Member Secretary



11/10/2019

To

The Head of the department
Dept. of Psychology
Avinashilingam Institute of Home science &
Higher Education for Women
Coimbatore.

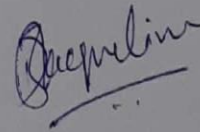
Respected Madam

Greetings from Coimbatore Don Bosco Anbu Illam

With regard to your request letter, We welcome and permit your student Ms. V.R. Lathaa,
19MPCPF004 to do her data collection for the thesis work at our institution.

Thanking You

Yours truly



Coimbatore Don Bosco Anbu Illam
Social Service Society
38, G.M. Nagar PO. Box 409,
BY PASS ROAD, UKKADAM
COIMBATORE - 641 001.