CHAPTER 5

CONCLUSION AND RECOMMENDATION

In this chapter, attempts have been to conclude the study findings and report the limitations of the present work as well as directions for future research.

Firstly, the valid 566 responses pertaining to the dimensions of positive psychology of students were analysis. Accordingly, related scale items were tested for the sample adequacy which provided support for applying EFA approach. Subsequently, eigenvalue above 1 was taken as a threshold for the factor extraction considering principal component analysis. The EFA extracted four relevant factors. Items under each factor were deeply evaluated and accordingly named as “positive purpose”, “positive mindfulness”, “optimism”, “positive health”. The items loadings under each factor were above minimum recommended value of 0.5. Further, the extracted factors were evaluated for descriptive and reliability concerns. The mean score of “positive purpose” factor is 1.85, 1.57 for the “positive mindfulness”, 2.37 for “optimism”, and 2.93 for the “positive health”. Further, the CITC values under each factor were evaluated and found above the minimum recommended threshold of 0.3. Besides, the CAITD values under each factor were are near to their related Cronbach’s alpha value.

In the next step, CFA was applied using AMOS to validate the extracted factors. The tested model was further evaluated for convergent validity, discriminant validity and model fit. The outcomes provided support for both aforementioned validities. Likewise, the tested model was found fit to the data. These results validate the
“positive purpose”, “positive mindfulness”, “optimism”, and “positive health” as four factors of positive psychology of students.

Majority of respondents are aware of positive psychology and feel that having a purpose in their life will give it a direction and motivating them. Respondents feel that whenever they go anywhere, they are always aware of the surrounding that might or might not affect them. Besides, respondents believe their past experiences prepare them for the future and being optimistic facilitates them in living an improved life. Likewise, experience inspires peoples and increase in age makes them more able to appreciate the people, events, and situations that have been part of their life history. Similarly, the respondents’ life is closer to their ideal, aware of what they have to do to reach their goals, and taking control of their life. Respondents’ living conditions are excellent and they are satisfied with their life. On the other hand, respondents believe that their illness has given a new start in their life and made them an improved person. Likewise, they feel comparatively happy than their peers and enjoy life regardless of what is going on, getting the most out of everything. Contradictory, the depressed respondents found unhappy. These results significantly contribute in building holistic understanding about positive psychology of students. Thus, the research findings can facilitate the policymakers and schools to deeply understand the dimensions of positive psychology of students and accordingly create policies and environment which can facilitate the overall development of the students.

Secondly, valid data on the dimensions of emotional indicators were analysed. In this line, before applying EFA and CFA, sample adequacy was assessed. The results confirmed the sample adequacy and threshold above 1 was taken into the account for the factor extraction under EFA approach. The EFA classified the scale items into six factors namely “anger”, “disgust”, “happiness”, “positive emotions”, “sad”, and
“fear”, respectively. Item loadings under each factor were found statistically significant. As a next step, descriptive statistics of factors were analysed and factors were evaluated for reliability concerns. The analysis confirmed the Cronbach’s alpha of each factor above minimum recommended threshold, and CITC. Further, CITC values were found above the minimum recommended threshold of 0.3 and CAITD values for each factor were found near to their related obtained Cronbach’s alpha value.

Further, extracted factors were validated using the CFA approach. As a next step, the CFA model was evaluated for convergent validity, discriminant validity and model fit. The results confirmed that the CFA model reached to minimum required values of convergent validity, and discriminant validity. Similarly, the model fit indices data indicated model fit. The outcomes further validate “anger”, “disgust”, “happiness”, “positive emotions”, “sad”, and “fear” as six factors represent emotional indicators of students. More in detail, the findings clarify that respondents prefer to be too joyful as joy is not followed by sadness, and lots of joy and fun will not cause bad things to happen or bad consequences. Whenever respondents are more cheerful and happy, they can expect bad things may occur in their life. Meanwhile, they believe that disasters often follow good fortune.

On the other hand, respondents did not consider themselves sad as compared to their peers. However, past experience make them feel sad. Even, small things and situations cannot easily makes them sad as well as they are aware of how to tackle the people/situation that make them feel sad. Further, the respondents believe that they are not well versed in making arguments and will not hit anyone even if they are being provoked. Even in the anger situation, respondents don’t break thing. Respondents have not threatened peoples in their network. Likewise, respondents are
amazed when peoples are nice to them. The study findings further claim that the
majority of respondents feel disgust when they see someone accidentally stick a
fishing hook through his finger as well as they drink from an acquaintances glass and
smell spoiled milk. In such a way, the outcomes considerably contribute in expand the
state of the art pertaining to emotional indicators of students. As the implications of
the results are concerned, it will assist parents, educational institutions and
policymakers to evaluate the emotional perspectives of students which can help in
building a healthy learning environment for the students.

Thirdly, the study further examined the impact of emotional indicators of the students
on their positive psychology. In this context, the SEM approach was taken into the use
that to what extent the constructs of emotional indicators namely “happiness”,
“positive emotions”, “fear”, “sad”, “anger”, “disgust”, and “positive psychology”
leads towards positive psychology. The results supported that happiness positively and
significantly impacts positive psychology. Further, results supported that positive
emotion positively impacts positive psychology, and sad negatively impacts positive
psychology. Besides, results found no support about the positive impact of the anger
on positive psychology. Furthermore, the study findings support that disgust
negatively impacts positive psychology, and fear has negatively impact on the positive
psychology.

More in detail, the impact of sad has been found highest on the positive psychology
followed by the impact of fear, happiness, positive emotions, anger and the impact of
the disgust on the positive psychology. These results facilitate in building
comprehensive understanding about to what extent different constructs of emotional
indicators can lead to positive psychology. The results may assist the understanding
that which emotional indicators are more/less important for positive psychology in
context to the students and accordingly. The research outcomes recommend that the ability to stimulate positive emotions can be a primary potency of the students in the path of positive psychology. Further study outcomes recommend that positive emotions not merely feel students good in current time but also foster the probability that students will feel good in their future. In other words, such emotions transform students for the better present as well as a better future.

Lastly, the study attempted to investigate the relationship positive psychology and students’ perception towards the education system. To examine this relationship, the SEM approach was taken into use. As previously mentioned, *positive mindfulness*, “positive purpose”, “optimism”, “positive health” are the four constructs represent to positive psychology. Accordingly, the individual impacts these four constructs on perception the towards education system were evaluated. The study confirmed that *positive mindfulness* has a positive impact on students’ perception towards education. Further, the study supported the positive impact of *positive purpose* on students’ perception towards education as well as the positive impact of *optimism* on students’ perception towards education. Lastly, the study also confirmed the positive impact of the *positive health* on students’ perception towards education.

As the potency of the impacts of independent constructs are concerned, *optimism* has the highest impact on the students’ perception towards education which is further followed by the impact of *positive purpose*, the impact of *positive health*, and the impact of the *positive mindfulness* on the perception towards education. The study also concludes that current education system does not teach them to be happy as the system is like a race where everyone is focusing only on results and does not teach us about how to be resilience in life. Similarly, the current education system does not teach about positive emotions and its impact on students’ health. Results are more
important in comparison to the process that has been followed to achieve them in the present system. Meanwhile, the majority of respondents feel that the current education system does not teach about positive relations, techniques of flourishing, and positive accomplishment.

Conclusively, the study findings may help to achieve the best in students as results students can live without limit. Advising and constructive psychotherapy can be accustomed to draw out the individual's qualities which can enable people to see how to accomplish great emotional well-being, joy and prosperity. In this line, thinking positive and being hopeful are the best indicators of prosperity. The study strongly recommends introducing positive psychology studies/chapters in schools and colleges. Further, the study recommend to open positive psychology centres across the country to support youth to get maximum in their life as the time when youth will flourish in their life, the country will automatically flourish. Quality advancements are required in the current education system to draw out the best from the students. Besides, various ground-breaking positive psychology hypotheses and procedures can be utilized to improve the learning background for the two understudies and educators.

**Limitations and future research directions**

Although this study provides novel insights to the state-of-art and advances the pertinent literature, nevertheless, it suffers from few limitations. Firstly, the survey respondents were selected from three cities. Therefore, further study can be carried out at a large scale through increasing the number of cities and survey respondents. Secondly, this study explores the aspects of students. Thus, it would be fruitful to include the respondents from other backgrounds to increase the generalization of
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research findings. This study is based on survey data. Therefore, the research is required to provide the compressive overview of the positive brain science research, research growth, and emerging research themes as well as research gaps available in the literature using bibliometric and network analyses.