SUMMARY

At the end of 20th century hence moving towards the threshold of 21st century, psychologists have focused their attention to explore the positive forces of life like hope, optimism, resilience, efficacy, life satisfaction, happiness and spirituality etc. among youth so that they can fully flourish in this golden period of life. There are some personal and social resources which either enhance or hamper the psychological growth of youth. How the social resources specifically socio-economic status affects the happiness, hope and resilience of Indian youth is really a matter of great concern, with these considerations, the present investigator selected the following problem.

Problem:

To study the impact of socio-economic status on the positive psychological states of undergraduates.

Objectives:

On the basis of above problem, the present study was carried out with the following objectives:

1. To find out the impact of socio-economic status on the happiness level of undergraduates.
2. To examine the impact of socio-economic status on the hope level of undergraduates.
3. To explore the impact of socio-economic status on the resilience of undergraduates.
4. To find out the correlation among happiness, hope, and resilience of undergraduates.

Hypothesis:

On the basis of above objectives, the following hypotheses were formulated in the present study:
1. There would be no significant difference in the happiness levels of undergraduates of high, middle, and low socio-economic status.

2. There would be significant difference in hope levels of undergraduates of high, middle, and low socio-economic status.

3. There would be a significant difference in resilience of undergraduates of high, middle, and low socio-economic status.

4. Positive significant relation would exist among happiness, hope, and resilience.

**Design:**

A multi group design was used in the present study to find out the impact of socio-economic status (IV) on positive psychological states, such as happiness, hope, and resilience of undergraduates (DVS).

**Sample:**

In the present study a sample of 250 youth of both sexes, belonging to different socio-economic status was selected from different colleges of both urban and rural areas of Faridabad, Delhi and Ghaziabad (U.P), selected on the basis of purposive sampling technique within age range of 18-23 yrs.

**Tools:**

In the present study, the following tools were used:

1. Socio-economic status scale (SESS, Dr. Rajbir Singh, Dr. Radhey Shyam and Satish Kumar, 2006, Dept. of psychology, M.D.U. Rohtak).

2. The Adult hope scale (Snyder's and Harris, 1991).

3. Resilience Scale (Dr. Gail Wagnild and Young, 1993).

**Procedure:**

Before giving the various tools to the respondents the researcher explained the purpose of testing that this information will only be used for research and academic purpose and shall not be used for any other purpose without their consent. Establishment of rapport and suitable general testing condition were prerequisite before starting the testing. The sample was divided
into three groups on the basis of SES as measured by socio-economic status scale. After measuring their SES, the happiness, hope and resilience scale were given to the youth with proper time gap interval. However there is no time limit for completion of test (scale), after finishing the test (scale), the proformas were taken back and scoring was done as per norms. After collecting the data the scores were subjected to statistical analysis.

**Analysis:**

The analysis of data had been done with the application of one-way ANOVA, t-test and Pearson’s - r and Exploratory data analysis (EDA) techniques by using SPSS 16.0.

**Main findings:**

SES plays a dominating role in determining youth’s happiness, hope and resilience. The present findings emphasized that low SES led to happiness. As youth belonging to high/middle SES were found to be less happy than those of low SES. In this way first hypothesis formulated as “There would be no significant difference in the happiness levels of undergraduates of high, middle, and low socio-economic status” is rejected. Further it was found that high SES youth had more hope and resilience levels than those of low SES. Thus second and third hypothesis stated “There would be significant difference in hope levels of undergraduates of high, middle, and low socio-economic status” and “There would be a significant difference in resilience of undergraduates of high, middle, and low socio-economic status”. respectively are confirmed. The correlation between hope and resilience was found to be positively significant, indicating that hopeful disposition and resilient capacity are somehow associated with each other.

However happiness was not found to be significantly correlated with either hope or resilience. In this way forth hypothesis stating “Positive significant relation would exist among happiness, hope, and resilience” is partially verified.

On the basis of above findings it may be inferred that SES plays a key role in determining youth’s positive psychological strengths.