ABSTRACT

The present study of Attitudes toward life of students is triggered by a conviction that meaning and purpose plays a powerfully generative role in development and its role has been recognized in research and practice. “Meaning” and “Purpose” could make a difference that they could motivate someone to do something and shape a person’s basic choices about how to live.

It has been noticed that young students lack motivation and healthy attitudes toward life, which leads to poor performance in examination and apathetic attitudes toward life. People somehow, have lost contact with their inner-self. They are consciously unaware of their purpose in life according to the demand of their inner self. They have little time to discover the meaning of their life, consequently, it creates conflicts and tensions. The entire human race may suffer from existential vacuum, if they do not find meaning and purpose in their life which demands serious consideration particularly in case of youth.

Quality of life is considered of a great importance, which for all practical purposes comes closer to material gain. As a result, discontentment and resulting distress, frustrations and aggression are to be found in most of
the individuals. But the youth needs education in healthy philosophy of life rather than a learning, striving only for material gain.

The meaning and purpose of life are two basic dimensions of Attitudes toward life. Most of the studies of Attitudes toward life are based on meaning and purpose in life. The most common work on purpose is a variety of studies using Crumbaugh and Maholick’s (1967) purpose in life test (PIL). The study, conducted by them revealed that a consistent progression of scores was found, with graduate students scoring highest and hospitalized patients scoring lowest. Various researches have been conducted to explore the relation between purpose and a number of maladaptive behaviors and outcomes. Studies suggest a relation between lower scores on PIL and drug involvement (Noblijasde la Flor, 1997; Padelford, 1974), young people’s participation in risky and antisocial behaviors (Sappington & Kelley, 1995; Sayles, 1994), and alcoholism (Schlesinger, Susman & Koenigsberg, 1990, Waisberg & Porter 1994).

Purpose in life has been related to young people’s participation in risky and antisocial action (Butler, 1968) and is a mediating factor between religiosity and happiness (French and Joseph, 1999). In a review of work on the construct, Yalom (1980, in Zika & Chamberlain 1992) found that a lack of meaning in life was associated with psychopathology, while positive life meaning was associated with strong religious beliefs,
membership in groups, dedication to a cause, life values and clear goals.


Damon (2003) observed that purpose during youth leads to a number of desired outcomes such as pro-social behaviour, moral commitment, achievement and high self-esteem.

It is clear from above paragraphs that a number of researches on meaning & purpose in life have been conducted related to different dimensions. But no study has been conducted on Attitudes towards life of young students, related to various dimensions of personality. Thus, the present researcher has made an attempt to explore attitudes toward life in relation to certain personality variables among undergraduate students.

OBJECTIVES

The present study aimed at achieving the following objective:

(1) To explore the relationship between dimensions of Life Attitudes and twenty Personality variables for the total sample.

(2) To assess the relationship between factors of Life Attitudes and Personality variables for the students of Science and Social Science stream.
(3) To examine the relationship between factors of Life Attitudes and Personality variables among male and female students.

(4) To determine the contribution of personality variables (independent variable) to factors of Life attitudes (dependent variable) in terms of accountable variance for the total sample.

(5) To find out the contribution of personality variables to life attitude factors in terms of accountable variance for students of science and social science stream.

(6) To determine the contribution of personality factors to dimensions of Life attitudes in terms of accountable variable among male and female students.

**HYPOTHESIS**

In the light of the above objectives following hypotheses were formulated.

(1) There will be no significant relationship between factors of Life Attitudes and Personality variables for the total sample.

(2) No significant relationship will be reflected between Life Attitude factors and personality variables for the students of Science and Social Science streams.
(3) There exists no significant relationship between the components of Life Attitude and Personality variables among male and female students.

(4) The personality variables (Independent variable) do not contribute significantly to factors of Life Attitudes (Dependent variable) for the total sample.

(5) There will be no significant contribution of personality variables to Life Attitude components for Science and Social Science students.

(6) There will be no significant contribution of personality variables to Life Attitude factors among male and female students.

For present investigation, the data was collected from 400 undergraduate students of science and social science streams studying at A.M.U., Aligarh. For data collection, the procedure of cluster sampling was adopted.

Two measures were employed to achieve the objectives of the present study. Life attitudes profile (LAP), developed by Recker and Peacock (1981) was used to assess the attitudes toward life, which covers seven dimensions – life purpose, existential vacuum, life control, death acceptance, will to meaning, goal seeking and future meaning to fulfill.
The personality of the students was measured by the Multidimensional assessment of personality (MAP) test. The test measures twenty dimensions of personality – Adaptability, Achievement motivation, Boldness, Competition, Enthusiasm, General ability, Guiltproneness, Imagination, Innovation, Leadership, Maturity, Mental health, Morality, Self-control, Sensitivity, Shrewdness, Self-Sufficiency, Suspiciousness, Social warmth and Tension.

The relationship between twenty personality variables and factors of life attitudes was obtained by product-moment correlation coefficients. To find out the contribution of twenty personality variables on factors of life attitudes, the technique of stepwise multiple regression analysis was employed. These analyses were conducted on total sample as well as on different groups.

Important findings of the present study are as follows:

- Leadership and Guiltproneness emerged as dominant predictors on different components of life attitudes.

- Maturity, tension and sensitivity contributed negatively to life attitudes in science students.

- Innovation contributed positively to life control in science students.

- General ability, morality and self-sufficiency affected significantly and positively to life attitudes among social science students.
- Enthusiasm contributed negatively to life attitudes among male students.
- Achievement motivation affected positively to life purpose among female students.

The findings of the present study revealed that two personality variables—leadership and guiltproneness—were found to be the important predictors of life purpose, death acceptance, will to meaning, and goal seeking dimensions of life attitudes profile. These findings have important implications. Every nation needs good leaders. So the training in leadership qualities makes a person more understanding towards his existence. Similarly, the training of the youths for assuming responsibility and guilt over being irresponsible is very necessary for the development of a healthy society.