The present investigation studied the prevalence of tendency towards Asakti-Anasakti across gender, socio-economic status and among yogic population. The correlates of Asakti and Anasakti in context of Orientations to Happiness and Well-being were studied separately for gender, socio-economic strata and the yogic sample. The predictive efficiency of Life Satisfaction, Positive Affectivity, Negative Affectivity, Psychological Wellbeing and the three Orientations to Happiness viz. engaged, meaningful and pleasure, for the prediction of Asakti-Anasakti was examined.

4.1 Sample

Yogic Sample

The yogic sample comprised of individuals who had been leading ashram life and following the principles of yoga. 65, unmarried individuals (in the age range 22-28 years) residing in various centers of Brahma Kumaris, Rama Krishna Mission and Hare Krishna temple ashram formed our yogic group. Out of 65 yogis, 37 were females and 28 were males. All the individuals in the yogic group led a pure yogic lifestyle and practiced meditation regularly. A typical day in the ashram life incorporates regulated sleep and work hours, rising early, morning Yoga class or self practice, talk or
discourses and satsangs, hands-on activities in the departments of
the ashram, Yoga Nidra (deep relaxation practice), meditation,
chanting (of Vedic mantras), singing devotional songs, gardening or
agriculture and personal time. In short, they lead a highly
structured and disciplined life.

General Sample

Since we had to ensure representation of youth population
from all three socio economic strata, screening test of SES (Socio
Economic Status Scale (Meenakshi, 2004)) was administered to
about 2000 students from various private and government colleges
of the tri-city of Chandigarh, Panchkula and Mohali. According to
the cut off scores for all three categories as mentioned in the
manual of Socio Economic Status Scale (Meenakshi, 2004), an
adequate representation from each strata was available from the
colleges covered for the purpose. 755 individuals were identified
with high SES, 995 with average SES and 250 with low SES.

Out of these, 250 students each were randomly selected from
high, average and low SES. These 750 students were contacted
again out of which 710 agreed to participate but 676 (230 from
high, 232 from average and 228 from low Socio-Economic Status)
completed all the tests. So, the final sample of general group
comprised of six hundred and seventy six individuals (316 males
and 360 females) in the age range of 18 to 24 which was
administered other scales. The students were tested most of the times individually and sometimes in group settings.

The exclusion criteria were:

1. Minimum qualification of the individuals is matriculation
2. Individuals belong to intact healthy families.
3. There is no evidence of major mishap in the last five years.

4.2 Tools Used

The following standardized tests and tools were employed in the present study TAA – Test of Asakti-Anasakti (Bhushan and Jha, 2005), Satisfaction with Life Scale (Diener et. al., 1985), Positive and Negative Affect Scale (Watson et al., 1988), Scales of Psychological Well-being (Ryff, 1995, The Orientations to Happiness Measure (Peterson, Park and Seligman, 2005) and Socio-Economic Status Scale (Meenakshi, 2004)

4.2.1 Test of Asakti-Anasakti (Bhushan and Jha, 2005)

The test of Asakti-Anasakti (TAA) was used to measure the level asakta and anasakta tendencies among individuals. The test comprises of 40 items representing some life situation, agreement
with which reflected dominance of Asakti-Anasakti on part of the subject. Against each statement the following four response categories were provided:

a) Always, b) Often, c) Seldom, and d) Never.

There are 30 positively scored items and 10 negatively scored ones. Agreement with positively scored items indicates manifestation of Asakti while the agreement with negatively scored items indicates manifestation of Anasakti. The possible scores on Asakti-Anasakti Test range from 40 to 160, higher scores indicating higher degree of Asakti on the part of the subject.

The scale is reported to have high psychometric properties with high reliabilities and validity.

The internal consistency and test-retest reliability coefficients have been reported to be 0.83 and 0.87 respectively. Predictive and Construct validity of the test are also high (Bhushan and Jha, 2005).

4.2.2 Satisfaction with Life Scale (Diener et. al., 1985).

The Satisfaction With Life Scale (SWLS) is a measure of life satisfaction developed by Ed Diener and colleagues (Diener, Emmons, Larsen & Griffin, 1985). Life satisfaction is one factor in the more general construct of subjective well being. Theory and
research from fields outside of rehabilitation have suggested that subjective well being has at least three components, positive affective appraisal, negative affective appraisal, and life satisfaction. Life satisfaction is distinguished from affective appraisal in that it is more cognitively than emotionally driven. Life satisfaction can be assessed specific to a particular domain of life (e.g., work, family) or globally. The SWLS is a global measure of life satisfaction.

The SWLS consists of 5-items that are completed by the individual whose life satisfaction is being measured. Respondents rate each item from 1 (Strongly agree) to 7 (Strongly disagree). Administration is brief--rarely more than a few minutes--and can be completed by interview (including phone) or paper and pencil response.

Since its introduction in 1985, the Satisfaction With Life Scale (SWLS; Diener, Emmons, Larsen, & Griffin, 1985) has been heavily used as a measure of the life satisfaction component of subjective well-being and numerous studies have confirmed its reliability (alpha = .85; Diener et al., 1985) and validity (Pavot & Diener, 1993).

Scores on the SWLS have been shown to correlate with measures of mental health and to be predictive of future behaviors such as suicide attempts. In the area of health psychology, the SWLS has been used to examine the subjective quality of life of people experiencing serious health concerns.
4.2.3 Positive and Negative Affectivity Scale  
(Watson et al., 1985)

Positive and Negative Affect Schedule (PANAS) by Watson, Clark & Tellegen, 1988 was used to measure positive affect (PA; 10 items; e.g., “proud,” “alert”) and negative affect (NA; 10 items; e.g., “jittery,” “ashamed”). It is a 20-item self-report measure of positive and negative affect developed by Watson, Clark, and Tellegen. NA and PA reflect dispositional dimensions, with high-NA epitomized by subjective distress and unpleasurable engagement, and low NA by the absence of these feelings. By contrast, PA represents the extent to which an individual experiences pleasurable engagement with the environment. Thus, emotions such as enthusiasm and alertness are indicative of high PA, whilst lethargy and sadness characterize low PA (Watson & Clark, 1984)

Respondents rated whether they were experiencing 20 given adjectives from 1 (Very slightly or not at all) to 5 (Extremely). They are asked to rate the extent to which they have experienced each particular emotion within a specified time period, with reference to a 5-point scale. The scale points are: 1 ‘very slightly or not at all’, 2 ‘a little’, 3 ‘moderately’, 4 ‘quite a bit’ and 5 ‘very much’.

The PANAS is claimed to provide independent measures of PA and NA. Since its development the measure has been employed in research for diverse purposes. Its popularity may be attributed to its brevity and, perhaps more important, its close association with
an influential conceptualization of anxiety and depression: the tripartite model (Clark & Watson, 1991b).

The items were derived from a principal components analysis of Zevon and Tellegen’s (1982) mood checklist; it was argued that this checklist broadly tapped the affective lexicon.

The PANAS has been widely used, and research has demonstrated very good internal consistency, test-retest stability, and structural validity.

The reliabilities of the PANAS scales, as measured by Cronbach’s alpha, were .89 for PA and .85 for NA. The narrowness of the confidence limits associated with these coefficients indicate that they can be regarded as providing very accurate estimates of the internal consistency of the PANAS in the general adult population. Thus, both PA and NA scales can be viewed as possessing adequate reliability. The PANAS has been shown to possess adequate psychometric properties in a large sample drawn from the general adult population. The results from CFA modeling largely support the construct validity of the PANAS scales and the reliabilities of both scales were adequate.

4.2.4 Scales for Psychological Wellbeing (Ryff, 1995)

The Psychological Well-Being Scale measures six dimensions of eudaimonic functioning (Ryff, 1989). Self-Acceptance measures
the degree to which an individual possesses a positive attitude toward the self. Positive Relations with Others measures the propensity to have trusting relationships, empathy and compassion. Autonomy is measured in terms of one's sense of self-determination, independence, ability to resist social pressures, and self-regulate behavior. Environmental Mastery measures a sense of competency in managing the surrounding environment. Purpose in Life measures the degree to which an individual possesses goals, objectives and a sense of directedness. The final dimension, Personal Growth, measures the degree to which an individual holds values of lifelong development and openness to new experiences. The original scale was comprised of six, internally consistent 20-item subscales. Alpha's range from 0.86 for the Autonomy subscale to 0.93 for the Self Acceptance subscale.

(Ryff, 1989). To reduce response burden, we elected to use the brief, 9-item version of the subscales that has been used in the Wisconsin Longitudinal Study (Hauser and Sewell, 1992/1993). Observed coefficient alpha values for the PWB subscales in the present study ranged from 0.73 for the Autonomy subscale to 0.88 for the Purpose in Life subscale.

This self-report questionnaire includes seven questions for each of six dimensions (autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance). Responses are made on a six-point Likert scale labeled from 'disagree strongly' to 'agree strongly'. Twenty items are positively worded and 22 negatively worded. Prior to analysis,
negatively worded items were reverse scored so that high values indicated high well-being

4.2.5 Orientations to Happiness Scales (Peterson, Park and Seligman, 2005)

The Orientations to Happiness Scale (Peterson et al., 2005) is an attempt to develop measures of Seligman's (2002) belief that the "good life" is made up of three related yet distinct aspects: the pleasurable life, the meaningful life, and the engaging life. The pleasurable life refers to SWB. The meaningful life refers to the notion that there is more to life than hedonism and is related to Ryff's (1989) ideas on psychological well-being. The engaging life is an attempt to build on Csikszentmihalyi's (1990) notion that beneficial experiences are actually achieved when people are in a state of "flow" - i.e. are engaged in complex tasks that stretch their abilities and provide challenges but not insurmountable obstacles.

This 18-item measure consists of six items measuring the degree to which one endorses each of three orientations to happiness: Engagement (e.g., “I am always very absorbed in what I do”); pleasure (e.g., “Life is too short to postpone the pleasures it can provide”); and meaning (e.g., “I have a responsibility to make the world a better place”)
So far, this scale has only been used as part of the Authentic Happiness on-line surveys completed by several hundred people.

The response distribution has been reported to be more normal than for the satisfaction with life scale, or SWLS (Peterson et al., 2005).

Internal reliability of all three scales was high (Cronbach’s α for pleasure=0.82, engagement=0.72 and meaning=0.82). However, all items are positive leaving the scales open to the possibility that a response bias towards saying “yes” or “no” will create artificially high inter-item reliability. No test-retest data has been reported.

4.2.6 Socio Economic Status Scale (Meenakshi, 2004)

The scale measures the composite variable of socio-economic status upon a point scale points ranging from 3 and 10 depending upon the component of variable under assessment. It is a comprehensive scale comprising of four sections namely:

Part I Education
Part II Profession
Part III Monthly income
Part IV Social status
It has been standardized on 1127 rural/urban students 14 years to 21 years.

The scale shows decent psychometric properties with Test-retest reliability of .82 and has high discriminative power.

A number of indigenous studies have successfully applied this scale (Meenakshi, 2004).

### 4.3 Procedure

The present investigation studied the prevalence of tendency towards Asakti–Anasakti across gender, socio-economic status and among yogic population. Also, the correlates of Asakti and Anasakti in context of Orientations to Happiness and Well-being were studied separately for gender, socio-economic strata and the yogic sample. The predictive efficiency of Life Satisfaction, Positive Affectivity, Negative Affectivity, Psychological Wellbeing and the three Orientations to Happiness viz. engaged, meaningful and pleasure, for the prediction of Asakti-Anasakti was examined. Sample comprised of two categories- yogic and general.

The yogic sample comprised of individuals who had been leading ashram life and following the principles of yoga. 65, unmarried individuals (in the age range 22- 28 years) residing in various centers of Brahma Kumaris, Rama Krishna Mission and Hare Krishna temple ashram formed our yogic group. Out of 65 yogis, 37 were females and 28 were males. All the individuals in the
yogic group led a pure yogic lifestyle and practiced meditation regularly. On the other hand, for general sample, since we had to ensure representation of youth population from all three socio economic strata, screening test of SES (Socio Economic Status Scale (Meenakshi, 2004)) was administered to about 2000 students from various private and government colleges of the tri-city of Chandigarh, Panchkula and Mohali. According to the cut off scores for all three categories as mentioned in the manual of Socio Economic Status Scale (Meenakshi, 2004), an adequate representation from each strata was available from the colleges covered for the purpose. 755 individuals were identified with high SES, 995 with average SES and 250 with low SES. Out of these, 250 students each were randomly selected from high, average and low SES. These 750 students were contacted again out of which 710 agreed to participate but 676 (230 from high, 232 from average and 228 from low Socio-Economic Status) completed all the tests. So, the final sample of general group comprised of six hundred and seventy six individuals (316 males and 360 females) in the age range of 18 to 24 which was administered other scales. The students were tested individually most of the times and in group settings sometimes.

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The following standardized tests and tools were employed in the present study TAA – Test of Asakti-Anasakti (Bhushan and Jha, 2005), Satisfaction with Life Scale (Diener et. al., 1985), Positive and Negative Affect Scale (Watson et al., 1988), Scales of Psychological Well-being (Ryff, 1995), The Orientations to Happiness Measure (Peterson, Park and Seligman, 2005) and Socio-Economic Status Scale (Meenakshi, 2004). Scoring for all the tests was done with the help of scoring keys as per all the instructions given in the scoring manuals of the test. The raw scores were then tabulated and subjected to various statistical analyses.

4.4 Scoring and Statistical Analyses

Keeping in view the objectives of the study, means, standard deviations, and t-ratios were calculated. A 2x3 Analysis of Variance was employed with gender and socio-economic status as the independent variables. Correlations were computed and Stepwise Multiple Regression Analysis was done to identify the predictors of Anasakti. Regression Analyses were run separately for the two groups viz. general and yogic.