In the present research, the author intended to study role of two independent variables – daydreaming and gender in stress resistance and optimism of adolescents. The obtained data were analyzed through appropriate statistics in the previous chapter. The results are discussed in the present chapter, wherein independent and joint role of these two dependent variables are discussed in regard to stress resistance and optimism, separately.

(A) ROLE OF FACTORS IN STRESS RESISTANCE

The present research aims at studying individual and joint role of daydreaming and gender in stress resistance of adolescents, which is studied with the help of stress resistance scale.

(A-1) INDIVIDUAL ROLE OF DAYDREAMING IN STRESS RESISTANCE

The first problem of the present research pertained to role of daydreaming in stress resistance of adolescent students. It had been hypothesized that positive daydreamer adolescent students would have more stress resistance than negative daydreamer adolescent students.

It is clear from Table 7 that average stress resistance score of positive daydreamer (M = 100.075, Figure 1) is higher than that of negative daydreamer (M = 96.915, Figure 1) adolescent students.
The obtained F-ratio for this difference ($F = 11.27$, Table 8) is significant at .01 level of significance for 1 and 236 degrees of freedom. Apart of it, protected t values (Table 9) were also computed to check significance of the differences between positive and negative daydreamers, respectively for males and females as regard to their stress resistance. It is clear from Table 9 that the obtained difference between positive and negative daydreamer females (MD = 5.72) is quite higher than the critical value of LSD i.e., 3.46 for .01 level of significance, while the obtained difference between positive and negative daydreamer males (MD = 0.60) is quite lesser than the critical value of LSD at .05 level of significance i.e., 3.13, and hence is not significant. It can be concluded that positive daydreamers truly showed greater stress resistance than negative daydreamers. However, it is very specifically true for females. Overall, the research hypothesis is accepted refuting the null hypothesis in this regard, that is positive daydreamers showed truly higher level of stress resistance than negative daydreamers.

Daydreams promote a sense of psychological well-being, whether it is for allowing unacceptable and unattainable instinctual wishes to be fulfilled,
experimenting with past current and future events or facilitating the release of emotions. This, in turn releases energy that has been building up as a result of the repression of their wishes.

Daydreaming increases stress resistance by supporting the process of learning from success and failures. Examination of alternative action in a success or failure experience allows one to learn planning strategies to be remembered for use in future similar situations. In addition, it allows the ongoing reinterpretation of past experiences in light of new information as if there was insufficient time to digest and experience when it occurred and thus nurturing the fertile ground for greater stress resistance (Muller & Dyer, 1985).

Singer (1975) asserts that daydreamer reduce boredom through the creation of novelty. They are also seen as providing ‘peaceful sanctuary’ by allowing the individual to enjoy flights of improbable fantasy. Singer (1981) further emphasizes that positive daydreaming are ability to imagine scenes of positive emotions and to minimize the effect of negative emotions. Muller & Dyer (1985) also claim that daydreaming supports emotion regulation, which can be reasoned to enhance stress resistance of a positive daydreamer.

Positive daydreaming can also be helpful for deciding future plans, and aspirations by allowing the daydreamer to try-out various roles for achieving desired objectives in one’s life. Apart of it, positive daydreaming often act as a substitute source of gratification at times of frustration and deprivation. For example, during examinations, students can show a higher level of stress resistance by visualizing positive outcome of the examination, which actually may help them to maintain their test-anxiety at a moderate level, which is truly a motivational source rather than an obstruction factor in achieving good scores. The undue and heightened stress without positive daydreaming becomes a strong source of high test-anxiety, which can be previewed by the students as threatening, leading to severe stresses and hampering examination performance. Positive daydreams can also be valuable
outlets for frustrated impulse, if a student has a momentary urge to escape appearing in exams, substituting positive daydreams for action may awared disaster by enhancing stress resistance of oneself through positive daydreaming. In contrasts, a negative daydreamer may adopt cognitive strategies which may play key role in enhancing the frustrating ideas and in turn reducing the stress resistance. Various psychological studies (Coon, 1983) confirm that releasing hostility through positive daydreams can reduce the impulse to behave aggressively.

Perhaps the greatest value of positive daydreaming is its contribution to creativity allowing for a tremendous flexibility and fluency of thoughts which spontaneously nurture a fertile ground for stress resistance, that is, ‘nothing is impossible’ to deal with it. In contrast, a negative daydreamer focuses his mind on unspecified and undesirable end of the effort made to achieve the goal, which in turn enhances the perceived intensity of stressor leading to poor stress resistance.

So, positive daydreaming is generally associated with positive emotional adjustments, lower level of aggression and greater mental flexibility or creativity. A positive daydreamer uses the technique of equipping himself to cope with stressors around him in appropriate amount in terms of time and reality, will certainly be able to show quite a higher level of stress resistance as compared to a negative daydreamer who due to negative emotional adjustment, over aggression and rigidity may deprive himself to inculcate the capability to resist stressors around.

An adolescent student is always under constant pressure to achieve, produce and succeeds. Honeycutt (2003) asserts that positive daydreaming is beneficial to health and also improves our productivity. It also helps us to relax, relieve boredom, manage conflicts, boost productivity to achieve goals, and to maintain relationship, cement values and beliefs etc. All these genuinely help an adolescent student to be stress resistant during their life course wherein stresses are unavoidable.
Positive daydreaming provides an escape from one’s stressor, helps in reducing stress and channeling one’s thought towards a positive visualization. Thereby removing his mind from his immediate attendant situation – a source of intense stress – it is a great way to boost one’s mood and practice. One’s imagination in positive direction helps a person to be more stress resistant and thus deal with stressful situation in a constructive manner.

(A-2) INDIVIDUAL ROLE OF GENDER IN STRESS RESISTANCE

The second problem of the present research pertained to role of gender in stress resistance of adolescent students. It had been hypothesized that female adolescent students would show higher stress resistance than male adolescent students.

A perusal of Table 7 clarifies that average stress resistance scores of male adolescent students (M = 99.55, Figure 2) is higher than that of female adolescent students (M = 97.44, Figure 2).

![Figure # 2: Average Stress Resistance Scores Of Male And Female Adolescents (As Per Table 7)](image-url)
The obtained F-ratio for this difference is significant at .05 level of significance for 1 and 236 degree of freedom and provides empirical ground to conclude that male adolescent students truly showed higher stress resistance than female adolescent students. This finding is also supported by computed protected t values. It is interesting to note that the gender difference in the case of negative daydreamers (MD = 4.67, P<.01) is significant in favour of male adolescents while the gender difference in favour of female positive daydreamers (MD = 0.45, P>.05, Table 9) is not significant. It seems that negative daydreamer female easily get involved in negative emotional states i.e., anxiety and depression (Cummings et al., 2003), proning them to be poorer stress resistant than negative daydreamers males who inspite of their negative daydreaming show higher stress resistance due to their learned experience to deal with stressful situations, through larger exposures to external environment.

The significant findings in the present research is in favour of males, though against the research hypothesis, can be attributed to specific bio-social-cultural environment of male adolescents in Indian scenario. Biologically, males are more physically competent than females and this biological difference is well displayed during adolescent period. Though, females mature faster than males during adolescence, the dominance of feminine hormones in adolescents predispose them to be poorly adjusted in the situation, wherein physical activities are required to cope with stressors. Moreover, male adolescents, due to their better physical strength, find themselves at the privileged state to adept pre- and post-stress situations, through engaging in physical coping, which is quite near to problem focus strategies. Nolen-Hoeksema (2007) also observed that girls were specially vulnerable to depression during adolescence, such emotional swings can reflect serious problems.
The socio-cultural environment in Indian scenario also seems to favour male adolescents, who find quite a liberating environment for exposing themselves to vivid experiences of life, out of the house also. These vivid experiences help male adolescents to learn more and flexible coping strategies leading to higher level of stress resistance. In contrast, female adolescents find themselves at the deprived state in this regard. The pre-existing socio-cultural restraints peak during adolescent period of females as they seek sexual maturity, specially in Indian cultural background. These restraints deprive female adolescents from seeking vital experiences which otherwise would have been of great help to become stress resistant. Brooks-Gunn & Warren, (1989) also observed that social factors are accounted for two to four times as much variances as harmonal factors in young adolescent girls’ depression and anger.

Female adolescents’ emotional social-support coping strategies also seem to be of no help to them in the present competitive world in their educational sphere. Robins et al. (2002) have also shown that females are of poorer self-esteem than males, which can also be thought playing its key role in lowered stress resistance in female adolescents than males, who are found to possess higher self-esteem. The self-esteem form the core of self-concept and this psychological fact helps male adolescents to have a more positive self-concept than female adolescents, which predisposes them to be of higher stress resistance in comparison to female adolescents. All these facts may be reasoned to attribute for the findings of the present research, wherein males have been observed to show higher stress resistance than female adolescent students.

(A-3) JOINT ROLE OF DAYDREAMING AND GENDER IN STRESS RESISTANCE

The problems raised above are confined to the operation of a single factor at a time. But, it would be a lopsided study, if we do not delve into the interaction
between the two factors. In general, when a number of individuals or items are grouped according to general factors of classifications, and these factors are not independent, there is said to be interaction between them. The interaction is a measure of the extent to which the effect upon the dependent variable of changing the level of one factor depends upon the level of others. Thus, for the two treatments P and N, each of two levels (0, 1), the effects of four treatment combinations can be written as \( n_0p_0, n_0p_1, n_1p_0, n_1p_1 \). If the treatments are independent, the effect of varying ‘n’ from \( n_0 \) to \( n_1 \) would be the same with \( p_0 \) to \( p_1 \), the extent to which this is not so is a measure of interaction.

A model has been proposed for working-out expected interaction effect of daydreaming and gender on stress resistance/optimism in the present research (Table 1).

On the basis of this model weightages for four sub-groups, formed on joint basis of two types of daydreaming and two gender groups, have been determined (Table 2). Accordingly, it had been hypothesized that positive daydreamer females would show highest level of stress resistance, while negative daydreamer males would show lowest level of stress resistance. The other two sub-groups i.e., positive daydreamer males and negative daydreamer females, would fall in between the above two extreme groups in the same regard.

It is clear from Table 7 that highest average stress resistance score is of positive daydreamer female (\( M = 100.30 \), Figure 3), while it is the lowest in the case of negative daydreamer females (\( M = 94.58 \), Figure 3). Positive daydreamer males (\( M = 99.85 \), Figure 3) and negative daydreamer males (\( M = 99.25 \), Figure 3) stand in between these two extreme groups.
The obtained significant interaction F-ratio ($F = 7.40$, $P<.01$, Table 8) provides empirical ground to conclude that there does exist true joint role of daydreaming and gender in stress resistance of adolescent students.

Earlier, it has been found in the present research that positive daydreamers showed higher resistance ability than negative daydreamers and it too has been found that male adolescents showed higher stress resistance ability than female adolescent students.

The significant findings of the present research, though does not support the research hypothesis fully, is interesting to observe, as females have been found to excel males on overall basis, the highest average stress resistance score belongs to positive daydreamer female adolescent students. It is also quite interesting to note that lowest average stress resistance score also belongs to negative daydreamer females, while there is a little differences between positive daydreamer and negative daydreamer male adolescent students in respect of their stress resistance.
Moreover, there is little difference between positive daydreamer females and positive daydreamer males in the same regard.

Looking at the scenario in a different angle, it is clear that the difference between negative daydreamer male and female adolescent students is quite higher (MD = 4.62, Figure 4) than in the case of positive daydreamer male and female students (MD = 0.45, Figure 4). Hence, it can be said that negative daydreamer females who are at the lowest level of stress resistance are playing key role in raising this genuine interaction effects.

Figure # 4: Average Difference In Stress Resistance Scores Of Male And Female Adolescents Belonging To Positive Daydreamer And Negative Daydreamer Groups

Moreover, it is pertinent to note here that average difference in stress resistance scores of positive and negative male daydreamers (MD = 0.60, Figure 5) is quite lesser than that between positive and negative female daydreamers (MD = 5.72, Figure 5). It is clear that females play a key role in the difference. Further studies are recommended to throw more light on this aspect.
Figure # 5: Average Difference In Stress Resistance Scores Of Positive And Negative Daydreamers Belonging To Male And Female Groups

(B) ROLE OF FACTORS IN OPTIMISM

In the present research data were also collected to observe individual and joint role of daydreaming and gender in optimism of adolescent students. Optimism of the respondents was studied with the help of an optimism scale.

(B-1) INDIVIDUAL ROLE OF DAYDREAMING IN OPTIMISM

The problem of the present research here pertained to role of daydreaming in optimism of adolescent students. It had been assumed that positive daydreamers would show higher level of optimism than negative daydreamers.

A perusal of Table 10 shows that average optimism score of positive daydreamers (M = 75.545, Figure 6) is higher than that of negative daydreamers (M = 73.82, Figure 6). Significance of this difference between the two groups in respect of their optimism was tested statistically while computing a two-way ANOVA, including another variable of gender (Table 11).
The obtained F-ratio for the difference of optimism of positive and negative daydreamer adolescent students is 4.77 and significantly higher than that being expected from chance fluctuation, the confidence level being .05 for 1 and 236 degrees of freedom. This significant F-ratio provides sound statistical ground to retain the research hypothesis regarding the difference in optimism of positive and negative daydreamers, rejecting the null hypothesis in this regard. It can be concluded that positive daydreamers truly showed higher level of optimism than negative daydreamers.

Apart of it, protected t value (Table 12), were also computed to check significance of the differences between positive and negative daydreamers, respectively for males and females in regard to their optimism level. It is clear from Table 12 that two differences, that is, between positive daydreamer females and negative daydreamer males (Md=2.70) and between positive daydreamer females and negative daydreamer females (Md=2.90) are quite higher than the critical value of LSD i.e. 2.63 for.05 level of significance, while the obtained differences between positive

Figure # 6: Average Optimism Scores Of Positive And Negative Daydreamers (As Per Table 10)
and negative daydreamer males (Md=0.55), and between positive daydreamer males and negative daydreamer females (Md=0.75) are quite lower than the critical value of LSD at .05 level of significance (LSD=2.63) and hence not significant. It can be concluded that positive daydreamers truly showed greater optimisms than negative daydreamer, however it is very specifically true for females only.

Daydreaming is said to be key to uphidden talents in people that they never thought possible. It has been suggested that positive daydreaming brings in many benefits to human behaviour. Accordingly, it helps to enhance the ability to solve problem quicker, to generate new and improved ideas, helps in eradicating the bad, useless thoughts, that sometime cloud one’s judgment, helps in exploring new heights that are not possible to the human existence presently, helps to alive how one’s own personal fantasies, helps in maintaining good relationship and organizing one’s thought, boost productivity level in one’s life and helps in focusing to one’s goals. All these positive aspects of positive daydreaming seems to help a person to remain optimistic even in adverse situation. In contrast, the negative daydreamers find themselves deprived of these high abilities of positive daydreamers. The negative daydreamers indulge in blaming behaviour, spacing out during important occasions, loose focus and forget important informations. Negative daydreaming also prones a person to undergo a bad depression. All of these situations, associated with negative daydreamers lead them to be low optimistic.

(B-2) INDIVIDUAL ROLE OF GENDER IN OPTIMISM

Another problem of the present research pertained to role of gender in optimism. It has been expected that female adolescent students would be more optimistic than male adolescent students.

A perusal of Table 10 clarifies that average optimism score of female adolescent students (M = 75.27, Figure 7) is marginally higher than that of male adolescent students (M = 74.10, Figure 7).
The obtained F-ratio for this difference (F = 2.21, Table 11) is not significant at any acceptable level of significance for 1 and 236 degrees of freedom. Apart of it, the gender difference has also been checked for its significance, while employing protected t test (Table 12). It is clear from Table 12 that out of four comparisons for gender differences only one difference between positive daydreamer girls and negative daydreamer boys (MD = 2.90) is significant at .05 level of significance. However, if impact of daydreaming is controlled then both the gender differences i.e., between positive daydreamer boys and girls (MD = 2.15) and between negative daydreamer boys and girls (MD = 0.20) are not found significant at any acceptable level of significance as both the difference values are lesser than the critical LSD value i.e., 2.63 for .05 level of significance.

All these insignificant findings provide sound statistical ground to refuse the research hypothesis and to accept null hypothesis in regard to gender difference in optimism. It can be said that male and female adolescent students do not differ genuinely in regard to their optimism level.
Though, as it had been hypothesized, female adolescent students have been found to excel male adolescent students in respect of their optimism, the obtained insignificant finding clearly depict that this excellence of females over boys in regard to their optimism is just by chance.

Due to changing scenario in favour of female adolescents in modern time at socio-cultural level, they have become more hopeful for better changes in their lives. At the same time this situation has brought more competition and struggle in front of male adolescents. This may be the reason for the trend of higher optimism in female adolescents in the present research. However, it seems that either changing situations are not so potent to exert positive impact on girls’ optimism, or it may also be possible that the girls themselves have not been enough enthusiastic and hopeful due to the impact of their past history, wherein they were left at hopeless socio-cultural situations. It may also be possible that boys might have taken the changing scenario in favour of females as challenges and remain still equally optimistic as modern time girl students looking at male dominating society. There are still lots of favourable situations for male adolescent students at home and outside the home too, which are quite helpful to them in keeping their optimism equal to female students, who are prevailing favourable situations from government and in media too. These may be the reasons for non-significant gender difference in the present research in regard to optimism.

The finding of the present research is in consonance with that of Song (2003). Further studies are recommended on different samples to throw more light on this aspect of gender difference in respect of optimism.

(B-3) JOINT ROLE OF DAYDREAMING AND GENDER IN OPTIMISM

The last problem of the present research pertained to joint role of daydreaming and gender in optimism of adolescent students. It had been hypothesized that positive daydreamer females would show the highest level of
optimism, while negative daydreamer males would be the lowest in this regard. The other two sub-groups i.e., negative daydreamer female adolescents and positive daydreamer male adolescents would possess intermediate position in the regard.

A perusal of Table 10 clearly shows that the trend of the findings is absolutely in line with the hypothesis of the present research. It has been observed that highest optimism score is of positive daydreamer female adolescents ($M = 76.62$, Figure 8), while average optimism score of negative daydreamer male is the lowest ($M = 73.72$, Figure 8). The positive daydreamer male adolescent students and negative daydreamer female adolescent students have scored an average of 74.47, and 73.92 (Figure 8), respectively in the same regard.

![Figure # 8: Average Stress Resistance Scores Of Four Sub-Groups Formed On Joint Basis Of Daydreaming And Gender (As Per Table 10)](image)

The obtained interaction F-ratio ($F = 1.52$, Table 11) is not significant at any acceptable level of significance for 1 and 236 degree of freedom, which provides empirical ground to refute the research hypothesis, accepting the null hypothesis in regard to joint role of daydreaming and gender in optimism. In other words, it can be concluded that the four sub-groups formed on joint basis of daydreaming and
gender i.e., positive daydreamer males, negative daydreamer males, positive
daydreamer females, and negative daydreamer females, do not differ genuinely in
respect of their optimism level. More specifically, it can be said that the difference
between male and female positive daydreamers (MD = 2.15, Figure 9) did not vary
truly from the difference observed between male and female negative
daydreamers (MD = 0.20, Figure 9).

Figure # 9: Average Difference In Optimism Scores Of Male And Female
Adolescents Belonging To Positive And Negative Daydreaming Groups
(Interaction Effect, As Per Table 10)

It can also be concluded that the difference between male positive and
negative daydreamers (Md = 0.72) did not vary genuinely from the difference
observed for female positive and negative daydreamers (Md = 2.70, Figure 10).
Figure #10: Average Difference In Optimism Scores Of Positive And Negative Daydreamers Belonging To Male And Female Groups (Interaction Effect, As Per Table 10)
RECOMMENDATIONS

The process of daydreaming examines those life situations which have already occurred or are likely to occur and suggests the individual on what they really are or can be. Daydreaming can provide a way to “refocus, regroup and recommit” pent-up energies in one’s life with an objective to secure positive outcomes and changes.

Effective implementation of daydreaming can enable an individual to convert stumbling blocks into stepping stones. Daydreaming is an empowerment that speaks to the tripartite of man-spirit, soul and body to come together for the healing of the whole person.

Various non-psychoanalytic psychotherapeutic uses of guided imagery and daydreaming such as psychodrama, transactional analysis, Gestalt therapy, personal growth moment and psycho-synthesis can be used in psychotherapy for treating depression and other kinds of related ailments.

Creative daydreaming is a tool one can use to visualize oneself as a successful person. It could serve as an adaptive role in providing positive and pleasurable experiences for someone who is depressed. A person’s daydreams may provide an opportunity to explore positive and interesting realities, when the person’s own reality seems hopeless. In this sense, daydream can be used to promote hope and ensure that the person concerned envisions a better future for his or herself.

The future of daydreaming seems to be bright since it has applications to various other forms of therapy such as family therapy, substance abuse therapy, crisis counseling and many more. Daydream has the potential to become an integral part of various behavioral modification techniques including desensitization, noxious imagery in covert aversive therapy, symbolic modeling, self regulatory techniques and therapies.
The findings of the present research also indicate that positive daydreaming is helpful in enhancing stress resistance and optimism level of individuals which are core elements in preventing them from any stress disorders. Hence it is recommended that individual shall be trained for inculcating habit of positive daydreaming. The process of guided imagery is one such technique which can be used for this purpose. Further researches shall be done to develop intervention programme to transform negative daydreamer into positive daydreamer so that they can be more stress resistant and high optimists.