

Effects of Counselling on Happiness Levels among Adolescents

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ABSTRACT

This research explores the impact of counselling interventions on happiness levels among adolescents. Happiness, a multidimensional construct encompassing subjective well-being, life satisfaction, and positive affect, is a fundamental aspect of mental health and overall quality of life. Happiness Scale (HS-RHMJ) by Rastogi and Moorjani was used, which evaluates happiness across Career Well-being, Subjective Well-being, Social Well-being, Spiritual Well-being and Emotional Well-being dimensions. The data is collected from 30 adolescents during pre-counselling and post-counselling sessions. Counselling is proposed as a potential avenue for enhancing happiness by addressing underlying psychological factors, promoting coping skills, and fostering positive psychological growth. Using a quantitative research design, pre- and post-intervention assessments measure changes in happiness levels among participants who receive 6 hours (one hour per day) counselling interventions. Statistical analysis which includes paired-sample t-test is conducted to evaluate the impact of counselling on happiness levels. The result indicates that there is significant effect of counselling in increasing happiness ($p < 0.01$). The study aims to provide empirical evidence supporting the effectiveness of counselling in promoting happiness and well-being among individuals, with implications for mental health interventions and positive psychology practices.

Keywords: *Counselling, Happiness Levels, Adolescents*

Adolescence is a pivotal stage of development characterized by profound physical, emotional, and cognitive changes. Amidst these transformations, the pursuit of happiness emerges as a central concern for adolescents, shaping their attitudes, behaviours, and overall well-being. Happiness, broadly defined as subjective well-being, encompasses a sense of fulfilment, life satisfaction, and positive emotions experienced in daily life. While adolescence is often associated with excitement and exploration, it also presents numerous challenges, including academic stress, peer pressure, identity formation, and emotional turmoil, which can impact adolescent happiness.

In recent years, there has been a growing recognition of the importance of mental health and well-being in adolescence, with increasing attention given to the role of counselling in promoting happiness among adolescents. Counselling, a form of psychotherapy that provides support, guidance, and intervention to individuals experiencing psychological

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distress or seeking personal growth, offers a promising avenue for enhancing adolescent happiness. By addressing underlying issues, building coping skills, and fostering positive psychological development, counselling interventions aim to empower adolescents to navigate the challenges of adolescence and cultivate a sense of happiness and fulfilment.

Despite the potential benefits of counselling for adolescent happiness, empirical research on this topic remains limited and fragmented. While some studies suggest positive outcomes associated with counselling interventions, others report mixed or minimal effects. Moreover, the mechanisms underlying the relationship between counselling and adolescent happiness are not well understood, raising questions about the efficacy and specificity of counselling approaches in promoting happiness among adolescents.

Against this backdrop, the present research seeks to investigate the effect of counselling on happiness among adolescents. Drawing upon principles of positive psychology and evidence-based counselling practices, this study aims to provide empirical insights into the effectiveness of counselling interventions in enhancing adolescent happiness. By employing a quantitative research design and rigorous methodological approach, including pre- and post-intervention assessments and a randomized controlled trial methodology, this study aims to contribute to the existing literature by elucidating the impact of counselling on adolescent happiness in a systematic and comprehensive manner.

The findings of this research have the potential to inform counselling practices, mental health interventions, and youth development programs aimed at promoting happiness and well-being among adolescents. By elucidating the mechanisms underlying the relationship between counselling and adolescent happiness, this study seeks to advance our understanding of the factors that contribute to adolescent well-being and resilience. Ultimately, the goal is to empower adolescents to lead fulfilling and meaningful lives, characterized by a sense of happiness, purpose, and flourishing.

REVIEW OF LITERATURE

Gentzler, et. al., (2019) proposed that in western societies, happiness is often prioritized, yet excessive emphasis on it may lead to negative outcomes, as seen in adults. This study expands on this by examining its impact on youth across three age groups. Findings indicate a consistent link between valuing happiness and higher depressive symptoms, moderated by perceived stress and age. Associations with well-being were inconsistent. These results underscore the risk of excessive happiness pursuit in youth and emphasize the need for prospective research in understanding depression risk.

Nima, et al., (2012) explores how adolescents' personality traits and intentional happiness strategies predict Subjective Well-Being (SWB) one year later. Findings reveal that temperament (Harm Avoidance) and character (Self-directedness) dimensions significantly predict SWB. Additionally, engaging in active leisure and instrumental goal pursuit positively influence SWB. The mediation analysis indicates that the strategy of Mental Control mediates the relationship between personality dimensions and SWB. These results shed light on the complex interplay between personality, happiness strategies, and well-being in adolescents.

Canan and Sule (2022) experimental study aimed to investigate the impact of laughter therapy on happiness and self-esteem among 5th grade students. Laughter therapy sessions were conducted twice a week for 4 weeks with an intervention group while a control group

Effects of Counselling on Happiness Levels among Adolescents

received no intervention. Data were collected using questionnaires assessing happiness and self-esteem. Results revealed a significant increase in happiness levels in the intervention group compared to the control group, but no significant difference in self-esteem between the groups. The findings suggest that laughter therapy can effectively enhance the happiness of students, advocating for its implementation in school settings to promote student well-being.

Considering the importance of happiness of adolescents the present research paper is undertaken with following objective.

Objective

The objective of the present research paper is as follows:

- To study the effect of counselling on happiness among adolescents.

Hypothesis

The hypothesis of the present research paper is as follows:

- There is significant effect of counselling on happiness among adolescents.

METHODOLOGY

Sample

The sample comprises 30 adolescents selected through convenience sampling from Udaipur, located in Rajasthan.

Tool

The Happiness Scale (HS-RHMJ) by Himanashi Rastogi and Janki Moorjani (2017) was used, evaluates happiness across five dimensions: Career Well-being, Subjective Well-being, Social Well-being, Spiritual Well-being and Emotional Well-being. It consists of 62 items segregated in Career Well-being (14 items), Subjective Well-being (14 items), Social Well-being (11 items), Spiritual Well-being (11 items) and Emotional Well-being (12 items) employing a five-point response scale from "strongly agree" to "strongly disagree." Higher scores signify greater psychological well-being. The scale demonstrates strong reliability, the split half reliability coefficient was found 0.88 and with high validity (0.91) with external criteria test of Subjective Happiness Scale.

Procedure

The Happiness Scale was initially administered for pre-testing, followed by post-testing after six counselling sessions. Each counselling session, lasting one hour, totalled six hours of intervention. These sessions were conducted daily, concluding the counselling process over six consecutive days.

Counselling Schedule

Day 1: Session I	
Assessment and Goal Setting	20 mins
Exploration of Strengths and Values	40 mins
Day 2: Session II	
Cognitive Restructuring	60 mins
Day 3: Session III	
Gratitude and Positive Psychology Interventions	60 mins
Day 4: Session IV	
Mindfulness and Relaxation Techniques	60 mins

Effects of Counselling on Happiness Levels among Adolescents

Day 5: Session V	
Social Connection and Support	30 mins
Goal Setting and Action Planning	20 mins
Monitoring Progress and Adjusting Strategies	10 mins
Day 6: Session VI	
Integration and Maintenance	40 mins
Follow-Up and Support	20 mins

Counselling Procedure

Increasing happiness among adolescents through counselling involves a tailored and supportive process designed to address individual needs, foster positive emotions, and enhance overall well-being. Here are the steps involved in counselling to increase happiness among adolescents:

1. *Assessment and Goal Setting*: The counselling process had begun with an initial assessment to understand the adolescent's current level of happiness, identify factors contributing to low mood or dissatisfaction, and establish personalized goals for counselling. Adolescents had been encouraged to reflect on their feelings, life circumstances, and areas where they sought improvement in terms of happiness and well-being.
2. *Exploration of Strengths and Values*: Counselling had focused on identifying and leveraging the adolescent's strengths, talents, and values to enhance happiness and fulfilment. Adolescents had explored their interests, passions, and positive attributes, gaining insight into what brought them joy and meaning in life. Emphasis had been placed on aligning activities and goals with personal values to promote authentic happiness.
3. *Cognitive Restructuring*: Cognitive-behavioural techniques had been employed to challenge and reframe negative thought patterns and beliefs that contributed to unhappiness or low self-esteem. Adolescents had learned to identify irrational thoughts, such as self-criticism or catastrophizing, and replace them with more balanced and positive perspectives. By shifting their mindset, adolescents could cultivate a more optimistic outlook and increase their overall happiness.
4. *Gratitude and Positive Psychology Interventions*: Counselling had incorporated principles of positive psychology, including gratitude exercises, acts of kindness, to enhance positive emotions and well-being. Adolescents had been encouraged to cultivate a gratitude practice, where they had reflected on and expressed appreciation for the positive aspects of their lives. Positive psychology interventions had promoted a focus on strengths, resilience, and the pursuit of meaningful goals, contributing to greater happiness.
5. *Mindfulness and Relaxation Techniques*: Mindfulness-based interventions had been integrated into counselling to cultivate present-moment awareness, reduce stress, and enhance overall well-being. Adolescents had learned mindfulness practices, such as deep breathing, body scans, and mindful meditation, to cultivate a sense of calm, clarity, and inner peace. By learning to observe their thoughts and emotions without judgment, adolescents had been able to respond more skilfully to challenges and increase their happiness.
6. *Social Connection and Support*: Counselling had emphasized the importance of social connection and supportive relationships in promoting happiness among adolescents. Adolescents had been encouraged to nurture their friendships, seek out positive social interactions, and cultivate a sense of belonging within their communities. Group counselling or peer support programs had been utilized to

Effects of Counselling on Happiness Levels among Adolescents

provide opportunities for adolescents to connect with others who shared similar experiences and interests.

7. *Goal Setting and Action Planning*: Adolescents had worked collaboratively with the counsellor to set specific, measurable, achievable, relevant, and time-bound (SMART) goals related to increasing happiness and well-being. Action plans had been developed to outline concrete steps and strategies for achieving these goals, incorporating behavioural changes, lifestyle modifications, and ongoing self-care practices.
8. *Monitoring Progress and Adjusting Strategies*: Throughout the counselling process, adolescents had regularly monitored their progress towards their happiness goals and reflected on any changes or insights gained. Counselling sessions had provided opportunities to review successes, address challenges, and adjust strategies as needed to ensure continued progress and growth.
9. *Integration and Maintenance*: Adolescents had been encouraged to integrate the skills and strategies learned in counselling into their daily lives outside of sessions. Homework assignments, journaling, or reflection exercises had been utilized to reinforce learning and promote ongoing self-awareness and personal growth. By incorporating these practices into their routines, adolescents had been able to sustain and build upon their progress towards increased happiness and well-being.
10. *Follow-Up and Support*: The counselling process had concluded with follow-up sessions to review achievements, address any remaining concerns, and provide ongoing support as needed. Adolescents had been encouraged to continue seeking support from trusted individuals, practicing self-care strategies, and engaging in activities that brought them joy and fulfilment beyond the counselling setting.

RESULTS AND DISCUSSION

Table 1 Showing Skewness and Kurtosis Measures for Pre and Post testing for dimensions of Happiness

	Pre-test		Post-test	
	Skewness	Kurtosis	Skewness	Kurtosis
Career Well-being	-0.513	-0.644	-0.129	-0.973
Subjective Well-being	-0.824	0.097	-0.025	-1.067
Social Well-being	-0.434	-0.933	0.043	-0.403
Spiritual Well-being	-0.392	-0.874	-0.051	-0.979
Emotional Well-being	-0.378	-0.798	-0.500	-0.648
Total Happiness	0.106	-0.801	0.038	-0.705

Table 1 demonstrates that the skewness and kurtosis measures for both Pre and Post testing across all dimensions of Happiness are below 1, suggesting a normal distribution of the data. Therefore, the paired 't' test is employed to compare Happiness measures at pre and post-testing situations of counselling and presented in table 2.

Table 2 Comparison of Happiness Measures at Pre and Post-testing Situations of Counselling

		Mean	N	Std. Deviation	Mean Difference	't'	p value
Career Well-being	Pre-test	43.867	30	8.827	5.067	8.409	0.000
	Post-test	48.933	30	6.908			
Subjective Well-being	Pre-test	40.833	30	7.358	3.000	4.931	0.000
	Post-test	43.833	30	5.363			
Social Well-being	Pre-test	35.533	30	8.153	4.767	6.330	0.000
	Post-test	40.300	30	6.109			
Spiritual Well-being	Pre-test	34.467	30	7.371	3.000	5.058	0.000
	Post-test	37.467	30	5.625			
Emotional Well-being	Pre-test	37.300	30	7.250	3.833	7.120	0.000
	Post-test	41.133	30	5.438			
Total Happiness	Pre-test	192.000	30	18.411	19.667	15.014	0.000
	Post-test	211.667	30	13.780			

Table 2 shows that the mean scores for the Career Well-being dimension of Happiness were 43.867 at the pre-testing situation and 48.967 at the post-testing situation. The 't' score calculated was 8.409, which was found to be significant at the 0.01 level ($p=0.000$, $p<0.01$). This indicates a significant difference in the Career Well-being dimension of Happiness between the pre-testing and post-testing situations. Moreover, the mean scores indicate that Career Well-being increases after counselling sessions for adolescents.

Table 2 expresses that the mean scores for the Subjective Well-being dimension of Happiness were 40.833 at the pre-testing situation and 43.833 at the post-testing situation. The 't' score calculated was 4.931, which was found to be significant at the 0.01 level ($p=0.000$, $p<0.01$). This indicates a significant difference in the Subjective Well-being dimension of Happiness between the pre-testing and post-testing situations. Moreover, the mean scores indicate that Subjective well-being increases after counselling sessions for adolescents.

Table 2 illustrates that the mean scores for the Social Well-being dimension of happiness were 35.533 at the pre-testing situation and 40.300 at the post-testing situation. The 't' score calculated was 6.330, which was found to be significant at the 0.01 level ($p=0.000$, $p<0.01$). This indicates a significant difference in the Social Well-being dimension of happiness between the pre-testing and post-testing situations. Moreover, the mean scores indicate that Social Well-being increases after counselling sessions for adolescents.

Table 2 illustrates that the mean scores for the Spiritual Well-being dimension of happiness were 34.467 at the pre-testing situation and 37.467 at the post-testing situation. The 't' score calculated was 5.058, which was found to be significant at the 0.01 level ($p=0.000$, $p<0.01$). This indicates a significant difference in the spiritual well-being dimension of happiness between the pre-testing and post-testing situations. Moreover, the mean scores indicate that spiritual well-being improves after counselling sessions for adolescents.

Table 2 illustrates that the mean scores for the Emotional dimension of Happiness were 37.300 at the pre-testing situation and 41.133 at the post-testing situation. The 't' score calculated was 7.120, which was found to be significant at the 0.01 level ($p=0.000$, $p<0.01$). This indicates a significant difference in the emotional well-being dimension of psychological well-being between the pre-testing and post-testing situations. Moreover, the mean scores indicate that emotional well-being improves after counselling sessions for adolescents.

Table 2 demonstrates that the mean scores for the total happiness were 192.000 at the pre-testing situation and 211.667 at the post-testing situation. The 't' score calculated was 15.014, which was found to be significant at the 0.01 level ($p=0.000$, $p<0.01$). This indicates a significant difference in the happiness between the pre-testing and post-testing situations. Moreover, the mean scores indicate that happiness improves after counselling sessions for adolescents.

Through these steps, counselling had effectively supported adolescents in increasing their happiness and well-being, empowering them to lead fulfilling and meaningful lives. Counselling serves as a catalyst for increasing happiness among adolescents through multifaceted avenues. Firstly, it offers a nurturing environment where adolescents can freely express their thoughts and emotions without fear of judgment, fostering a sense of validation and support that contributes to their overall well-being and happiness. Secondly, counselling facilitates skill development by equipping adolescents with effective coping strategies, problem-solving techniques, and emotional regulation skills. As adolescents gain mastery over these skills, they feel more empowered to navigate life's challenges, leading to increased feelings of competence and happiness. Additionally, counselling encourages self-discovery by prompting adolescents to explore their values, strengths, and aspirations, fostering greater self-awareness and acceptance. By gaining insight into their identity and purpose, adolescents experience a deeper sense of fulfilment and happiness. Moreover, counselling promotes healthier relationships by enhancing interpersonal skills such as communication, empathy, and conflict resolution, leading to greater social support, connection, and happiness. By addressing underlying mental health issues and promoting positive outlooks on life, counselling empowers adolescents to lead fulfilling and meaningful lives, ultimately contributing to their happiness and well-being.

CONCLUSION

On the basis of the analysis of results the hypothesis “*There is significant effect of counselling on psychological well-being of adolescents*” is **accepted**.

Counselling for adolescents plays a crucial role in improving their happiness and overall well-being. By providing a safe and supportive environment, counselling enables adolescents to explore their thoughts, feelings, and experiences. Through various therapeutic techniques, such as cognitive restructuring, mindfulness, and positive psychology interventions, adolescents learn to manage stress, build resilience, and cultivate a positive outlook on life. Counselling also helps adolescents develop essential skills, such as emotional regulation, effective communication, and problem-solving, which empower them to navigate challenges and build healthier relationships. Moreover, counselling promotes self-discovery and personal growth, allowing adolescents to identify their strengths, values, and goals, leading to greater fulfilment and satisfaction. Overall, counselling equips adolescents with the tools and strategies they need to cope with adversity, enhance their mental health, and ultimately, lead happier and more fulfilling lives.

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Conflict of Interest

The author(s) declared no conflict of interest.

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