

POSITIVE EMOTIONS, EGO-RESILIENCE AND PERSONAL STRIVINGS OF STUDENT TEACHERS

Theingi Win¹ and Khin Myo Thein²

Abstract

The primary purpose of this study was to investigate the relationship of positive emotions, ego-resilience and personal strivings of student teachers. Quantitative perspective was used in this study. Yangon University of Education (YUOE), Sagaing University of Education (SUOE) and University for the Development of National Races of the Union (UDNR) were purposefully selected for this study. A total of 750 student teachers attending at the first year to final year classes participated in this study. Adapted Version of Positive and Negative Affect Schedule (PANAS) developed by Watson, Clark & Tellegen (1988), Ego-Resiliency Scale (ER89) developed by Block & Kremen, (1996), Letzring et al., (2005) and Personal Strivings Assessment Packet (PSAP) developed by Emmons (1999) were used as research instruments. PANAS consists of 10 positive emotions and ER89 consists of 14-items. In PSAP, participants were asked to generate a list of 10 strivings. The participants were also asked to rate each of their strivings along six dimensions; importance, progress, personal growth, positivity, self-transcendence, and personal expressiveness (Emmons, 1999; Waterman, 1993; Beaumont, 2012 cited in Seaton, 2013). The results of independent sample t-test indicated that significant difference was found in ego-resilience of student teachers by gender. ANOVA results also found that there were significant differences in self-ratings of personal strivings by university. Again, significant difference was found in positive emotions by level of education. Moreover both positive emotions and ego-resilience were positively correlated with ratings of personal strivings. Therefore, it could be said that individuals who experience more positive emotions have higher ratings of personal strivings. Similarly, individuals who are higher in ego-resilience have higher ratings of personal strivings. Positive emotions and ego-resilience were also positively correlated with each other. In sum, regression analysis showed that both positive emotions and ego-resilience were the significant predictors of personal strivings in positive direction.

Keywords: Positive Emotions, Ego-resilience, Personal Strivings

Introduction

Human beings typically encounter a variety of difficulties and challenges during the course of their lives, ranging from daily hassles to major life events. It is common for individuals to feel that they have grown through difficult life circumstances. Human seems to be in the pursuit of happiness, continually striving to attain what they perceive to be “the good life”. Individuals achieve and maintain their well-being mostly from the life domain on which they place greatest importance (Oishi, 2000 cited in Ingrid, 2009). The goals that people strive for, the manner in which they strive for them influence their subjective well-being. When people describe their ideas about living happy and meaningful life, they usually discuss their life goals and wishes for the future. Therefore, psychologists see goal striving as vital to the well-being and good life (Seligman & Csikszentmihalyi, 2000). The good life entails to take either a hedonic or eudaimonic perspective. According to Ryan and Deci (2001) hedonism involves pursuing the pleasurable things that life has to offer, coupled with avoiding pain and discomfort. But eudaimonia involves cultivating and expressing inner virtues and fulfilling one's potential (King, Ells, & Burton, 2004 cited in Seaton, 2013; Waterman, 1993). Those who subscribe to a eudaimonic perspective view lasting happiness as something that goes beyond just experiencing moments of positive emotions.

¹ Senior Assistant Teacher, Basic Education High School- Daunggyi, Kyaunggon, Ayeyarwaddy Region

² Lecturer, Department of Educational Psychology, Yangon University of Education

It is believed that the experience of positive emotions can lead to greater or lasting happiness and can build one's enduring personal resources and character strength over time (Cohn, Fredrickson, Brown, Mikels, & Conway, 2009, Fredrickson & Joiner, 2002). Fredrickson's (1998) broaden-and-build theory of positive emotions suggests that positive emotions function to broaden an individual's array of thoughts and actions and thus, they expand attention, promote divergent thinking and encourage growth by providing new experiences. Individual differences in trait resilience (ego-resilience) predict the ability to capitalize on positive emotions (Tugade & Fredrickson, 2007). Ego-resilience individuals may be more effective at self-regulation with respect to the effective use of emotions. Thus ego-resilient individuals should be more likely to identify goals than are less resilient individuals. Moreover, they may actually be more effective in the use of positive emotions in striving toward such goals.

The university environment can be a challenging place, full of distractions and stressful events in the students' daily life. Student teachers also have goals in different domains of their life: work and school, home and family, social relationships. To accomplish their personal goals, they have to make different strivings to pursue happiness, well-being and the good life. It is important for them to become aware of their capacity to adapt to negative life circumstances and to maintain a positive outlook. Positive emotions depict well-going life, achieved goals and adequate resources (Clore et al., 2001 cited in Vulpe & Dafinoik, 2012). According to Fredrickson (1998), positive emotions build enduring aspects of character (such as ego-resilience) that afford lasting well-being. Ego-resilience individuals can dynamically and resourcefully regulate their level of self-control. Therefore, this study wants to investigate personal strivings of student teachers with positive emotions and ego-resilience.

Purposes of the Study

The main objective of the research is to study positive emotions, ego-resilience and personal strivings of student teachers. The specific objectives of this study are:

- To find out whether there is a difference in positive emotions, ego-resilience and personal strivings of student teachers by gender
- To examine whether there is a difference in positive emotions, ego-resilience and personal strivings of student teachers by university
- To assess whether there is a difference in positive emotions, ego-resilience and personal strivings of student teachers by level of education
- To assess the relationship between positive emotions and personal strivings of student teachers
- To examine the relationship between ego-resilience and personal strivings of students teachers
- To find out the relationship between positive emotions and ego-resilience of student teachers

Research Questions

- Are there significant differences in positive emotions, ego-resilience and personal strivings of student teachers by gender?
- Are there significant differences in positive emotions, ego-resilience and personal strivings of student teachers by university?

- Are there significant differences in positive emotions, ego-resilience and personal strivings of student teachers by level of education?
- Is there a significant relationship between positive emotions and ego-resilience of student teachers?
- Is there a significant relationship between positive emotions and personal strivings of student teachers?
- Is there a significant relationship between ego-resilience and personal strivings of student teachers?

Definition of the Key Terms

Positive Emotions: According to the broaden-and-build theory, although certain discrete positive emotions phenomenologically distinct, all share the ability to broaden people's momentary thought-action repertoires and build their enduring personal resources, ranging from physical, intellectual, and psychological resources (Fredrickson, 1998, 2001).

Ego-resilience: Ego-resilience is the characteristic ability to modify one's level of ego-control (ability to control impulses) to suit the demands of the environment (Block, 1993 cited in Letzring et al., 2005).

Personal Strivings: Personal strivings are what an individual is characteristically trying to accomplish (e.g., striving to be physically attractive or to be a kinder and more tolerant person) (Emmons, 1986, 1999).

Review of Related Literature

Positive Emotions

Negative emotions are associated with specific action tendencies (Fredrickson, 2001; Frijda, 2008 cited in Cohn, 2008). Negative emotions chiefly occur when the individual encounters a problem. They are often relevant to immediate survival or problem solving. Positive emotions seldom occur in response to a pressing threat. They are often relevant to finding opportunities and building resources (Fredrickson, 2001). It has long been unclear why positive emotions were present during times of stress or hardship and how these positive emotions are evolutionary adaptive (Fredrickson, 2001). First, even psychology described the stress process mainly in terms of negative emotions, sometimes positive emotions could co-occur with negative emotions (Folkman, 2008) or sometimes they could dominate (D'Zurilla & Nezu, 2010 cited in Vulpe & Dafinoik, 2012) when: (1) the stressful event is considered as an opportunity or a challenge; (2) the persons are thinking that they are able to cope with the problem; (3) the individuals use adaptive coping strategies (Schanowitz & Nicassio, 2006). The three perspectives representing a significant departure from traditional approaches to the study of positive emotions are (a) neglected relative to negative emotions (b) confused with related affective state and (c) functions linked to urges to approach or continue.

The Broaden-and-Build Theory of Positive Emotions

Traditional approaches to the study of emotions focused on a specific action tendency. Fredrickson developed an alternative model for positive emotions that better capture their unique effects. This model is called the broaden-and-build theory of positive emotions. Positive emotions appear to broaden peoples' momentary thought-action repertoires and build their

enduring personal resources (Fredrickson 1998, 2001). The theory advances two hypotheses: (1) the broaden hypothesis, which states that, positive emotions expand one's attention (Gasper & Clore, 2002), cognition (Fredrickson, 2004), and (2) the build hypothesis, which advocates that even short-lived positive emotions may have long term effects by enhancing physical, psychological, cognitive and social resources, (Cohen et al., 2009).

To form and establish her theory, Fredrickson (2004) identified the five core propositions:

- (a) positive emotions broaden thought and action repertoires
- (b) positive emotions undo lingering negative emotions
- (c) positive emotions fuel psychological resiliency
- (d) positive emotions build personal resources
- (e) positive emotions fuel psychological and physical well-being

Ego-resilience

Hinkle (1974) found that individuals could live through problems and they seemed to be "invulnerable". The term invulnerability has later been replaced with 'resilience'. Wagnild and Young (1990) conceptualized resilience as a personality trait of personal strength. Block (1980) adopted this view and examined resilience through a psychoanalytic lens. The result of this exploration was the term ego-resilience. The concept of ego-resiliency was introduced by Block (1980), together with the concept of ego-control. These two constructs constitute the foundations of Block's theory of personality. The Ego has the task of controlling impulses and facilitating the individual's adaptation to reality. Ego-control is responsible for controlling one's impulses in specific situations. Ego-resilience then functions as a dynamics capacity which systematically modifies control. The role of ego-resilience was proposed to maintain linkage between the ego structures. It also maintains the personality system within tenable adaptive bounds. Ego-resilience characterizes an enduring ability to adapt to new and changing environmental circumstances.

Personal Goals and Personal Strivings

Goals are defined as internal representations of desired outcomes (Austin & Vancouver, 1996). The goal construct has given form and substance to the amorphous concept of "meaning in life". Personal strivings, as personalized goals, represent choices that individuals make as they direct their lives toward particular outcomes. Emmons (1991) proved that people's choice of activities in daily life events and their mood were influenced by personal strivings.

The heuristic value of personal strivings predicated the levels of affective, cognitive, and physical well-being. Emmons (1996) organized the research findings on personal strivings and well-being into 3 domains: goal content (what a person is trying to do, for example striving for achievement or intimacy-related outcomes), goal orientation (how the person typically frames goals, for example in approach or avoidance terms), and goal parameters (e.g. structural properties of goal systems, for example conflict or independence within goal systems).

Ego-resilience, Positive Emotions, and Personal Strivings

Ego-resilient individuals have a superior ability to modify their behavior in the pursuit of important goals. They are more likely to set the types of goals that are consistent with eudaimonic perspective. Ego-resilience is also associated with higher levels of ego development. Ego-resilience involves positive adjustment in the face of challenges. Therefore, the capacity to experience positive emotions is posited to be a fundamental human strength and a key aspect of well-being.

Method

Sample of the Study

Three Universities of Education, Yangon University of Education (YUOE), Sagaing University of Education (SUOE) and University for the Development of National Races of the Union (UDNR) were selected for this study. A total of 750 students attending at the first year to final year classes participated in this study. The sample consists of 250 students (124 males and 126 females) from YUOE, 250 students (125 males and 125 females) from SUOE and 250 students (123 males and 127 females) from UDNR.

Instruments

This study included three instruments. In order to indicate how much the students felt positive emotions over the past four weeks, Adapted Version of Positive and Negative Affect Schedule (PANAS), (Watson, Clark & Tellegen, 1988) which consists of 10 positive items was used. The respondents indicated their positive affect on a five-point likert scale. Internal consistency (Cronbach's alpha) of PANAS was 0.834.

Then, students' ego-resiliency was measured by using Ego-resilience Scale (ER89), (Block & Kremen, 1996, Letzring et al., 2005) which comprises 14 items. This measure was coded by using four-point likert scale. Cronbach's alpha of ER89 was 0.735.

Emmons' (1999) Personal Strivings Assessment Packet (PSAP) was used to measure participants' personal goal strivings, or what an individual typically trying to accomplish. Participants were asked to generate a list of 10 strivings in responses to the sentence stem "I typically trying to...". Then participants were also asked to rate each of their strivings along six dimensions; importance, progress, personal growth, positivity, self-transcendence, and self-expressiveness (Emmons, 1999; Waterman, 1993; Beaumont, 2012 cited in Seaton, 2013) on a four-point likert scale. Cronbach's alpha of PASP was 0.845.

Procedure

All the items used in this study were adapted to Myanmar version. Expert review was conducted for face validity and content validity by the experts in the educational psychology field. Pilot study was conducted with the sample of 60 student teachers from Yangon University of Education in the first week of December. And then, the wording and phrases of some items was modified. The selected sample from selected universities was conducted in the last week of December. After collecting the required data, data analysis process was conducted.

Findings

To investigate positive emotions, ego-resilience and personal strivings of student teachers, descriptive statistics was carried out and the results were shown in table 4.1.

Table 4.1: Descriptive Statistics for Student Teachers' Positive Emotions, Ego-resilience and Personal Strivings

| Variables | N | Mean% | Minimum | Maximum | SD |
|--------------------|-----|-------|---------|---------|-------|
| Positive emotions | 750 | 68.25 | 20 | 184.44 | 13.74 |
| Ego-resilience | 750 | 69.73 | 39.29 | 100 | 9.79 |
| Personal Strivings | 750 | 70.97 | 39.67 | 100 | 10.46 |

According to table 4.1, the mean percentage of positive emotions was 68.25%. It could be assumed that the student teachers from three Universities of Education had high experience of positive emotions over the past four weeks. The mean percentage of ego-resilience was 69.73%. The result showed that the student teachers from three Universities of Education had high ego-resilience. They had high ability to modulate and monitor impulses and adaptively tuned to their environment. The mean percentage of personal strivings was 70.97%. It could be said that the student teachers had high personal strivings to accomplish their personal goals in different domains of their lives.

To investigate student teachers' self- ratings of personal strivings, descriptive statistics was carried out and the results were shown in table 4.2.

Table 4.2 Descriptive Statistics for Student Teachers' Self-ratings of Personal Strivings

| Self-ratings of Personal Strivings | N | Mean | Minimum | Maximum | SD |
|------------------------------------|-----|-------|---------|---------|------|
| Importance | 750 | 40.06 | 11 | 88 | 6.92 |
| Progress | 750 | 32.68 | 15 | 56 | 5.84 |
| Positivity | 750 | 37.77 | 19 | 61 | 5.92 |
| Personal Growth | 750 | 34.06 | 18 | 65 | 6.02 |
| Self-transcendence | 750 | 33.79 | 16 | 71 | 7.01 |
| Personal Expressiveness | 750 | 34.56 | 12 | 77 | 7.71 |

Table 4.2 showed that mean score of importance was the highest in six ratings. The mean score of positivity was the second highest. The mean scores of personal growth, self-transcendence and personal expressiveness were nearly identical. However, they are lower than importance and positivity ratings and higher than progress rating. The mean score of progress is the lowest.

To find out whether there was gender difference in positive emotions, ego-resilience and personal strivings of student teachers, mean comparison of male and female student teachers were described in table 4.3.

Table 4.3 Descriptive Statistics and Independent Sample *t*-test for Student Teachers' Positive Emotions, Ego-resilience and Personal Strivings by Gender

| Variables | Gender | N | Mean | SD | <i>t</i> | <i>df</i> | <i>p</i> |
|--------------------|--------|-----|-------|-------|----------|-----------|----------|
| Positive Emotions | Male | 371 | 30.68 | 6.51 | -1.37 | 748 | .891 |
| | Female | 379 | 30.74 | 5.86 | | | |
| Ego-resilience | Male | 371 | 39.52 | 5.15 | 2.327* | 748 | .020 |
| | Female | 379 | 38.59 | 5.75 | | | |
| Personal Strivings | Male | 371 | 213.3 | 30.68 | .424 | 748 | .672 |
| | Female | 379 | 212.5 | 30.07 | | | |

Note:**p* < 0.05

According to the results of table 4.3, there was significant difference in ego-resilience at 0.05 level by gender. It could be interpreted that male student teachers had higher ability to regulate impulses and adapt the level of self-control in the presence of various stressors than female student teachers.

To find out whether there was gender difference in self-ratings of personal strivings of student teachers, descriptive statistics and the independent sample *t*-test were conducted. The mean comparisons of male and female student teachers were described in table 4.4.

Table 4.4 Descriptive Statistics and Independent Sample *t*-test for Student Teachers' Self-ratings of Personal Strivings by Gender

| Self-ratings of Personal Strivings | Gender | N | Mean | SD | <i>t</i> | <i>df</i> | <i>p</i> |
|------------------------------------|--------|-----|-------|------|----------|-----------|----------|
| Importance | Male | 371 | 39.45 | 7.58 | -1.712 | 748 | .087 |
| | Female | 379 | 40.49 | 5.95 | | | |
| Progress | Male | 371 | 33.42 | 5.84 | 3.448* | 748 | .001 |
| | Female | 379 | 31.96 | 5.71 | | | |
| Positivity | Male | 371 | 37.70 | 5.94 | -4.8 | 748 | .632 |
| | Female | 379 | 37.87 | 5.78 | | | |
| Personal-growth | Male | 371 | 34.39 | 5.93 | 1.393 | 748 | .164 |
| | Female | 379 | 33.75 | 6.01 | | | |
| Self-transcendence | Male | 371 | 33.78 | 6.95 | .09 | 748 | .928 |
| | Female | 379 | 33.77 | 7.04 | | | |
| Personal Expressiveness | Male | 371 | 34.55 | 7.92 | -1.3 | 748 | .896 |
| | Female | 379 | 34.59 | 7.46 | | | |

Note:**p* < 0.05

The results of independent sample *t*-test showed that there was significant difference in progress rating at 0.05 level by gender. It could be interpreted that male student teachers were more satisfied with their progress towards each of their strivings than female student teachers. But, significant differences were not found in others self-ratings of personal strivings by gender.

Table 4.5 showed that the mean comparison of positive emotions, ego-resilience and personal strivings of student teachers from Universities of Education included in this study.

Table 4.5 Descriptive Statistics and ANOVA Result of Positive Emotions, Ego-resilience and Personal Strivings of Student Teachers by University

| Variable | University | N | Mean | SD | F | p |
|--------------------|--------------|-----|-------|-------|---------|------|
| Positive emotions | University 1 | 250 | 30.43 | 7.189 | .401 | .670 |
| | University 2 | 250 | 30.81 | 5.622 | | |
| | University 3 | 250 | 30.90 | 5.624 | | |
| Ego-resilience | University 1 | 250 | 39.40 | 5.362 | 1.677 | .188 |
| | University 2 | 250 | 39.20 | 5.284 | | |
| | University 3 | 250 | 38.54 | 5.778 | | |
| Personal Strivings | University 1 | 250 | 215.3 | 31.45 | 5.079** | .006 |
| | University 2 | 250 | 207.7 | 30.28 | | |
| | University 3 | 250 | 215.6 | 31.8 | | |

Note: **p < 0.01

ANOVA results showed that there was significant difference in personal strivings of student teachers at 0.01 level among three universities of education. To find out which University had the greatest difference in personal strivings, Post Hoc test was executed by Tukey HSD method (see Table 4.6).

Table 4.6 The Result of Tukey HSD Multiple Comparison for Student Teachers' Personal Strivings by University

| Variable | (I)University | (J)University | Mean Difference (I-J) | p |
|--------------------|---------------|---------------|-----------------------|------|
| Personal Strivings | University 1 | University 2 | 2.51* | .02 |
| | University 3 | | 2.62* | .014 |

Note: *p < 0.05

The result of Post Hoc Test showed that personal strivings of student teachers from University 1 and University 3 were significantly higher than those of University 2 at 0.05 level. Therefore, the student teachers from University 1 and University 3 had higher personal strivings when compared with the student teachers from University 2.

To investigate whether there were significant differences in self-ratings of personal strivings by university, descriptive statistics and one way ANOVA was described in table 4.7.

Table 4.7 Descriptive Statistics and ANOVA Result of Student Teachers' Self-ratings of Personal Strivings of by University

| Self-ratings of Personal Strivings | University | N | Mean | SD | F | p |
|------------------------------------|--------------|-----|-------|------|----------|------|
| Importance | University 1 | 250 | 41.15 | 6.59 | 4.876** | .008 |
| | University 2 | 250 | 39.09 | 7.09 | | |
| | University 3 | 250 | 39.68 | 6.61 | | |
| Progress | University 1 | 250 | 32.19 | 5.97 | 8.623*** | .000 |
| | University 2 | 250 | 31.94 | 5.56 | | |
| | University 3 | 250 | 33.91 | 5.74 | | |

| Self-ratings of Personal Strivings | University | N | Mean | SD | F | p |
|------------------------------------|--------------|-----|-------|------|---------|------|
| Positivity | University 1 | 250 | 38.36 | 5.69 | 3.077* | .047 |
| | University 2 | 250 | 37.12 | 5.77 | | |
| | University 3 | 250 | 37.88 | 6.06 | | |
| Personal-growth | University 1 | 250 | 34.12 | 5.79 | 2.789 | .062 |
| | University 2 | 250 | 33.44 | 5.92 | | |
| | University 3 | 250 | 34.66 | 6.17 | | |
| Self-transcendence | University 1 | 250 | 34.12 | 7.11 | 4.647* | .010 |
| | University 2 | 250 | 32.67 | 6.85 | | |
| | University 3 | 250 | 34.54 | 6.90 | | |
| Personal Expressiveness | University 1 | 250 | 35.37 | 7.71 | 5.034** | .007 |
| | University 2 | 250 | 33.36 | 7.65 | | |
| | University 3 | 250 | 34.98 | 7.56 | | |

Note: *p < 0.05, **p < 0.01, ***p < 0.001

ANOVA result found that there were significant differences in importance, progress, positivity, self-transcendence and personal expressiveness ratings of personal strivings except personal growth ratings. To find out which University had the greatest difference in different ratings, Post Hoc test was executed by Tukey HSD method (see Table 4.8).

Table 4.8 The Result of Tukey HSD Multiple Comparison for Student Teachers' Ratings of Personal Strivings by University

| self-ratings of personal strivings | (I)University | (J)University | Mean Difference (I-J) | p |
|------------------------------------|---------------|---------------|-----------------------|------|
| importance | University 1 | University 2 | 3.62* | .010 |
| | | University 3 | 2.95* | .044 |
| Progress | University 3 | University 1 | 3.43** | .003 |
| | | University 2 | 3.95*** | .000 |
| Positivity | University 1 | University 2 | 2.59* | .038 |
| Personal growth | University 3 | University 2 | 2.53* | .049 |
| Self-transcendence | University 3 | University 2 | 3.63* | .010 |
| Personal expressiveness | University 1 | University 2 | 4.09** | .008 |

Note: *p < 0.05, **p < 0.01, ***p < 0.001

The result of Post Hoc Test showed that positivity and personal expressiveness ratings of student teachers from University 1 were significantly higher than those of University 2 at 0.05 and 0.01 level. It could be assumed that the strivings of student teaches from University 1 involve a concern with enhancing positivity and having fun or laughing, or avoiding or minimizing stress or negativity more than the strivings of student teachers from University 2. The result found that importance rating of student teachers from University 1 was significantly higher than both University 2 and University 3. It could be assumed that the student teachers from University 1 had higher ratings in importance of each of strivings than the ratings of others. The personal

growth and self-transcendence ratings of student teachers from University 3 were significantly higher than those of University 2 at 0.05 level. The result showed that the strivings of student teachers from University 3 involve a concern for improving aspects of themselves or cultivating their inner potential more than the strivings of student teachers from University 2. The progress rating of student teachers from University 3 was significantly higher than both University 1 and University 2 at 0.01 and 0.001 level. The result showed that the student teachers from University 3 were more satisfied with the amount of progress they had been making towards each of their strivings than the student teachers from both University 1 and University 2.

Table 4.9 showed the mean comparison for positive emotion, ego-resilience and personal strivings of student teachers by level of education.

Table 4.9 Descriptive Statistics and ANOVA Result of Student Teachers' Positive Emotion, Ego-resilience and Personal Strivings by Level of Education

| Variables | Level of Education | N | Mean | SD | F | p |
|--------------------|--------------------|-----|--------|-------|---------|------|
| Positive emotions | First | 150 | 31.05 | 6.978 | 4.234** | .002 |
| | Second | 150 | 29.09 | 6.313 | | |
| | Third | 150 | 30.36 | 6.017 | | |
| | Fourth | 150 | 31.39 | 5.423 | | |
| | Fifth | 150 | 31.67 | 5.815 | | |
| Ego-resilience | First | 150 | 38.51 | 5.597 | 1.175 | .320 |
| | Second | 150 | 38.67 | 5.683 | | |
| | Third | 150 | 39.09 | 5.142 | | |
| | Fourth | 150 | 39.73 | 5.360 | | |
| | Fifth | 150 | 39.24 | 5.605 | | |
| Personal Strivings | First | 150 | 213.36 | 33.43 | 1.417 | .227 |
| | Second | 150 | 211.64 | 33.1 | | |
| | Third | 150 | 208.7 | 31.07 | | |
| | Fourth | 150 | 217.7 | 28.63 | | |
| | Fifth | 150 | 213.6 | 30.2 | | |

Note: **p < 0.01

ANOVA result found that there was significant difference in positive emotions of student teachers by level of education.

To obtain more detailed information of which level of education had significant differences in positive emotions, Post Hoc Test was conducted by Tukey's multiple comparison procedure (see Table 4.10)

Table 4.10 The Result of Tukey HSD Multiple Comparison for Student Teachers' Positive Emotion by Level of Education

| Variable | (I) Level of Education | (J) Level of Education | Mean Difference (I-J) | p |
|-------------------|------------------------|------------------------|-----------------------|------|
| Positive Emotions | First | Second | 4.34* | .047 |
| | Fourth | | 5.11* | .011 |
| | Fifth | | 5.73** | .003 |

Note: * P < 0.05, ** p < 0.01

The result of Post Hoc Test showed that there were significant differences between first year and second year student teachers, fourth year and second year student teachers and fifth year and second year student teachers in positive emotion. It could reasonably be concluded that the student teachers from first year, fourth year and fifth year displayed more positive emotions over the past four weeks than the student teachers from second year.

To find out whether there were differences in student teachers' self-rating of personal strivings by level of education, descriptive statistics and one way ANOVA were conducted. The results were mentioned in the following table 4.11.

Table 4.11 Descriptive Statistics and ANOVA Result of Student Teachers' Self-ratings of Personal Strivings by Level of Education

| Self-ratings of personal strivings | Level of Education | N | Mean | SD | F | p |
|------------------------------------|--------------------|-----|-------|------|--------|------|
| Importance | First | 150 | 39.88 | 7.37 | .387 | .818 |
| | Second | 150 | 40.32 | 7.92 | | |
| | Third | 150 | 39.55 | 6.78 | | |
| | Fourth | 150 | 40.12 | 5.81 | | |
| | Fifth | 150 | 39.99 | 6.03 | | |
| Progress | First | 150 | 33.93 | 6.51 | 2.972* | .019 |
| | Second | 150 | 32.10 | 6.07 | | |
| | Third | 150 | 31.81 | 5.10 | | |
| | Fourth | 150 | 32.76 | 5.52 | | |
| | Fifth | 150 | 32.80 | 5.63 | | |
| Positivity | First | 150 | 38.11 | 6.09 | 1.207 | .306 |
| | Second | 150 | 37.56 | 6.25 | | |
| | Third | 150 | 37.15 | 6.04 | | |
| | Fourth | 150 | 38.49 | 4.98 | | |
| | Fifth | 150 | 37.61 | 5.83 | | |
| Personal growth | First | 150 | 33.95 | 6.42 | 1.386 | .237 |
| | Second | 150 | 33.61 | 5.68 | | |
| | Third | 150 | 33.49 | 5.88 | | |
| | Fourth | 150 | 34.91 | 5.86 | | |
| | Fifth | 150 | 34.39 | 5.98 | | |
| Self-transcendence | First | 150 | 33.65 | 7.88 | 1.388 | .236 |
| | Second | 150 | 33.66 | 7.08 | | |
| | Third | 150 | 32.99 | 6.95 | | |
| | Fourth | 150 | 34.85 | 6.24 | | |
| | Fifth | 150 | 33.73 | 6.66 | | |
| Personal expressiveness | First | 150 | 33.83 | 7.58 | 2.028 | .089 |
| | Second | 150 | 34.39 | 8.55 | | |
| | Third | 150 | 33.79 | 7.45 | | |
| | Fourth | 150 | 35.97 | 6.81 | | |
| | Fifth | 150 | 34.89 | 7.80 | | |

Note: *p<0.05

According to table 4.11, ANOVA result found that there was only significant difference in progress rating of student teachers by level of education. To obtain more detailed information of which level of education had significant differences in self-ratings of personal strivings, Post Hoc Test was conducted by Tukey's multiple comparison procedure (see Table 4.12)

Table 4.12 Results of Tukey HSD Multiple Comparison for Student Teachers' Positive Emotions by Level of Education

| Self-ratings of Personal Strivings | (I) Level of Education | (J) Level of Education | Mean Difference (I-J) | p |
|------------------------------------|------------------------|------------------------|-----------------------|------|
| Progress | First | Second | 1.833* | .049 |
| | | Third | 2.12* | .041 |

Note:* P< 0.05

The results of Post Hoc Test showed that there were significant differences between first year and second year student teachers and first year and third year student teachers in progress rating at 0.05 level. It could be interpreted that first year student teachers were more satisfied with their progress towards each of their strivings than second year and third year student teachers.

The following table 4.13 presented the correlations among positive emotions, ego-resilience and each personal strivings ratings.

Table 4.13 The Relationship of Positive Emotions, Ego-resilience and Ratings of Personal Strivings

| Variables | PE | ER | IM | PR | PO | PG | ST | PEX | PS |
|-----------|----|--------|--------|--------|--------|--------|--------|--------|--------|
| PE | - | .298** | .159** | .228** | .191** | .244** | .218** | .206** | .260** |
| ER | | - | .200** | .298** | .278** | .359** | .305** | .282** | .321** |
| IM | | | - | .356** | .583** | .369** | .393** | .370** | .647** |
| PR | | | | - | .559** | .698** | .521** | .452** | .732** |
| PO | | | | | - | .665** | .665** | .606** | .847** |
| PG | | | | | | - | .757** | .657** | .859** |
| ST | | | | | | | - | .772** | .868** |
| PEX | | | | | | | | - | .824** |
| PS | | | | | | | | | - |

**Correlation is significant at the 0.01 level (2-tailed)

Note: PE=Positive Emotion, ER=Ego-resilience, IM=Importance, PR=Progress, PO=Positivity, PG=Personal Growth, ST=Self-transcendence, PEX=Personal Expressiveness, PS= Personal Strivings

Table 4.13 showed that the inter-correlation among positive emotion, ego-resilience and ratings of personal strivings. It could be seen that both positive emotion and ego-resilience were positively correlated with all personal strivings ratings. So, it could be said that the student teachers who experience more positive emotions had higher ratings of personal strivings. In this way, the student teachers who are higher in ego-resilience had higher ratings of personal strivings. Positive emotions were also positively correlated with ego-resilience. It could be said that the student teachers who experience more positive emotions had higher ego-resilience. Moreover, all the variables were correlated with each other. Therefore, to investigate the predictive power of positive emotion and ego-resilience to personal strivings of student teachers, multiple regression analysis was conducted (see Table 4.14).

Table 4.14 Multiple Regression Analysis of Positive Emotions, Ego-resilience and Personal Strivings

| Variables | B | β | <i>t</i> | <i>p</i> | <i>R</i> | <i>R</i> ² | Adj <i>R</i> ² | <i>F</i> |
|-------------------|--------|---------|----------|----------|----------|-----------------------|---------------------------|----------|
| Constant | 39.278 | | 14.34*** | .000 | .393 | .154 | .152 | 68.08*** |
| Positive emotions | .128 | .168 | 4.77*** | .000 | | | | |
| Ego-resilience | .329 | .308 | 8.75*** | .000 | | | | |

***Correlation is significant at the 0.001 level (2-tailed), constant= Personal Strivings

The result showed both positive emotion and ego-resilience were significant predictors of personal strivings in positive direction ($\beta=.168$, and $\beta=.308$, respectively, $p<0.001$). So, it could be said that the higher of student teachers' positive emotion and ego-resilience, the higher of student teachers' personal strivings. The adjusted R^2 value is .154. This indicated that approximately 15% of the variance in personal strivings could be explained from positive emotion and ego-resilience. The model equation to predict personal strivings from student teachers' positive emotion and ego-resilience was as follows;

$$R=39.278+.128\text{positive emotion}+.329\text{ego-resilience}$$

Conclusion

In justifying the result, both positive emotions and ego-resilience had positive impact on personal strivings. University students not only face the developmental challenges and stressors but also experiences unique stressors that may contribute to increased risk for negative outcomes. People who adjust effectively to stress, changes, and demand of the environment could possess less negative emotions in the face of difficulties and are satisfied with their over life. Resilience assists healthy, well-adjusted individuals to cope better with everyday hassles, preparing them for future challenges and possible adversity. Ego-resilient individuals would experience lower levels of perceived stress and would use more effective coping strategies to handle such stress. Ego-resilience works as a stress resistance mechanism. It reinforces the individual's ability to recover from negative emotional experiences and flexibly adjusts to stressful events and lead to individual's well-being and life satisfaction. Increased resilience could be useful in helping students confidently face challenges; successfully move forward, and beneficially managing their future professional life. Students' resilience could be promoted through giving continuous encouragement, enhancement of their self-esteem and self-confidence as well as promoting their independence. Moreover, academic/social activities, counseling and academic advisor support should be encouraged and promoted.

Moreover, educational settings are of specific importance for shaping human self-regulation and development. Both students' and teachers' positive emotions can be assumed to be central to attaining these educational goals. Positive emotions such as hope and pride were regarded as component of the motive to achieve success. Students' attention, motivation, use of learning strategies and self-regulation of learning are influenced by positive emotions. Based on the findings of the study, positive emotions transform people for the better and set them on path towards flourishing and healthy longevity. Positive emotions move people forward and lift them to the higher ground of optimal well-being. Positive emotions are also essential for human behavior and adaptation. They help to envision goals and challenges, open the mind to thoughts

and problem-solving, protect health by fostering resiliency. Resilient individuals are not only characterized by high positive emotionality, but also proactively cultivate positive affect by strategically eliciting positive emotions. The repeated experience of positive emotionality fosters and builds ego-resiliency. Thus positive emotions and ego-resilience mutually reinforce each other in contributing to personal strivings. Therefore, people, including student teachers should cultivate and increase positive emotions in their own lives as much as they can. Educators should also be aware of the importance of developing and enhancing the students' levels of ego-resilience to produce graduate professional teachers who are not only academically competent but also able to adapt to workplace adversities.

Limitations of the Study

This study had some limitations. First, the result showed that positive emotions were related to ego-resilience. It seems possible like as the suggestion that positive emotion builds the resources and character strengths (i.e., ego-resilience necessary for living well (Fredrickson, 1998). However, it is better to conduct a longitudinal study to determine whether experience of positive emotions led to higher levels of ego-resilience over time, or whether ego-resilient individuals simply experience more positive emotions.

Second, this study used an open-ended method for eliciting the strivings that the participants were trying to accomplish. The rating of personal expressiveness aided in capturing participants' perception of their strivings to some degree, however, this measure was not as comprehensive as a more qualitative technique would be.

Moreover, a total of 750 student teachers from three Universities of Education were selected as the sample for this study and the Colleges of Education are still left to be included in this study. The samples for this study were also not generalizable to other populations. If the broader selection for sample could be made, the results might be more representative.

Suggestion for Future Research

To confirm and validate the findings of this study, it is suggested that longitudinal studies may be undertaken. The present study has some necessities because of its recruited scope and selected sample. Therefore, more research should be done on teachers from Basic Education and Higher Education. Additional studies also need to investigate whether there are different parenting style, cultural background and personality effect on positive emotions, ego-resilience and personal strivings. Moreover, Qualitative research should be studied to investigate deeply about positive emotions, ego-resilience and personal strivings.

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