

MEDIATIONAL INFLUENCES OF GRATITUDE ON SELF-CRITICIZING BEHAVIOR AND COMPETITIVE STATE ANXIETY

Thesis turned in to complete one aspect of the requirements for my degree,

MASTERS OF ARTS IN PSYCHOLOGY

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Under The Supervision and Guidance Of
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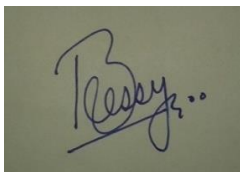
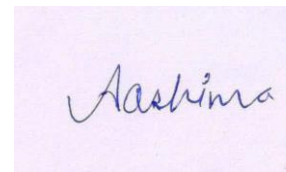
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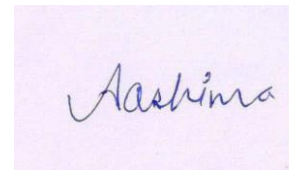
This is to certify that the dissertation entitled "Mediational Influence of Gratitude on Self criticizing Behaviour and Competitive State Anxiety" submitted in partial fulfilment of requirements for the award of the degree of Master of Arts in Psychology to Thapar Institute of Engineering and Technology, Patiala is a record of student work. The report has not been submitted for the award of any other degree or certificate at this or any other university or institute.

A handwritten signature in blue ink on a dark green background. The signature appears to be "Resay" with a flourish underneath.A handwritten signature in blue ink on a light purple background. The signature reads "Aashima".

This is to certify that the above statement made by the student concerned is correct and true to the best of my knowledge.

CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled, "Mediational Influence of Gratitude on Self criticizing Behaviour and Competitive State Anxiety" is submitted in partial fulfilment of requirements for the award of the degree of Master of Arts in Psychology to Thapar Institute of Engineering and Technology, Patiala, is an authentic record of my own work carried out under the supervision and guidance of Dr. Blessy Elizabeth David and refers to other researchers work, which is duly listed in the reference section. The content of the dissertation has not been submitted to any other university or institute for award of any other degree.

A rectangular box containing a handwritten signature in blue ink that reads "Aashima".

Date: May 2024

Place: Patiala

(Aashima Kathpalia)

This is to certify that the above declaration made by the student concerned is correct and true to the best of my knowledge.

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ABSTRACT

The study aimed to look into the mediational effects of gratitude on young adults' competitive state anxiety and self-critical/reassuring behaviour (dependent variable) in young adults aged (18-35). The study explored how effect of gratitude intervention on self-criticism and self-reassurance.

The initial sample consisted of 100 students (50 males and 50 females). From those, 30 individuals who scored highly on self-criticism were selected. These participants were divided randomly into the control group (15) and the experimental group (15). The experimental group received a 4-week intervention combining worksheets and exercises for self-esteem, gratitude, automatic negative thoughts, deep breathing, and mind-body relaxation, designed to decrease self-criticism and enhance a positive outlook to carry forward for themselves and their lives.

Pre-test and post-test assessments were conducted to measure self-criticism and competitive state anxiety. Data analysis used correlational, repeated measure T-test, and mediational methods. The study indicated a negative correlation between competitive state anxiety and gratitude. Self-critiquing and reassuring behaviours were negatively correlated. Gratitude does not mediate between self-criticizing/reassuring behaviour and competitive state anxiety. The indirect mediating effect of X on Y is small and not statistically significant. In the second phase, the results demonstrated full acceptance of hypotheses on the dependent variable except for two of them.

Keywords: mediation, self-criticism /reassuring behaviour, competitive state anxiety, gratitude.

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CHAPTER 1

INTRODUCTION

GRATITUDE

Research on gratitude took off in the 1950s, when psychologists and sociologists began to examine the impact that gratitude could have on individuals and groups. Since then, there has been a noticeable increase in interest in the subject as the potential health advantages become more and more precise. This is because morality positively impacts one's well-being and positive emotions. Gratitude is promoted as a desirable human quality having the power to improve one's own and others' lives, from ancient religious scriptures to current social scientific studies. Though gratitude is related to happiness and highly desirable life outcomes, it is far from a straightforward or spontaneous reaction to life experiences. "The appreciation of what is valuable and meaningful to oneself represents a general state of thankfulness and appreciation" (Sansone & Sansone, 2010). There is debate over the construct's nature among researchers in the field of gratitude. In part, thankfulness is a feeling that individuals experience after receiving assistance that they consider expensive, valued, and selfless (Wood, Maltby, Stewart, Linley, & Joseph, 2008). Given this, several academics have defined thankfulness as an attitude constantly centered on appreciating the good acts of others (c.f. McCullough, Kilpatrick, Emmons, & Larson, 2001). Nevertheless, this point of view does not sufficiently represent the aspects of life that people claim to be the source of their gratitude.

COMPETITIVE STATE ANXIETY

Anxiety is a state of mind that manifests as tense feelings, racing thoughts, and bodily symptoms like elevated blood pressure. The majority of the time, a forthcoming event with an uncertain outcome is what causes anxiety. A long-term personality-related disorder is called trait anxiety. Anxiety is typically a consistent personality feature in people with trait anxiety. State anxiety is the term used to describe the fleeting uneasiness associated with a specific situation or condition.(Inoue, T., & Jiro Masuya. 2023).

State anxiety is common among athletes because of the demands of sports. Especially before a big match, the pressure is on to win and be the best. Sports place numerous stressors on athletes, from training and competing to winning. Anxiety related to a competitive state arises when an athlete feels that the demands of their sport are more significant than their perceived abilities. While a bit of anxiety before a game gives us the push we need to tackle challenges, uncontrolled anxiety can wreak havoc on our performance in the ring. (Adams, L., Terry, S., & Roberts, M. 2021, September 10).

Competitive anxiety is the motifs examined most completely in sports psychology literature. This is substantially because of the perceived mischievous goods anxiety, on performance, creating the negative view most individualities hold of this conception. Anxiety is defined as passions of unease and pressure caused by the terrain or girding prospects that are related to 'arousal '. These demands are generally stressful, indicating to the athletes a perception of imbalance between the demand given and their capacities to fulfill it(1) . Dealing with competitive state anxiety is a main task for trainers because players and sports brigades cannot perform when they're under stress. Players couldn't perform as well as they generally could because of anxiety. Accordingly, their performance is affected during the competition, and they infrequently achieve palm(2). State anxiety is generally regarded as an unwelcome emotional

response related to stressful situations, in which the thrill element is one essential element(3). An essential distinction between thrill and anxiety is that anxiety involves an interpretation of the situation as hanging, whereas thrill is unconnected to any similar interpretations(4). also, anxiety has been suggested as a better predictor of performance issues than thrill when the tasks are more complex and contain a advanced cognitive cargo(5).(6) developed the multidimensional proposition. The multidimensional proposition proposes that anxiety has three subscales cognitive anxiety, physical anxiety, and tone- confidence. According to its description, cognitive anxiety is" the internal element of anxiety and is a result of negative prospects about success or negative tone- evaluation ."

SELF-CRITICISM AND SELF-REASSURANCE

The tendency to dwell on our imperfections, failings, and errors is known as self-criticism. Self-talk that is critical of oneself and demeaning to oneself is part of it. Self-criticism can be pervasive and relentless, which may result in emotions of worthlessness, remorse, and humiliation. Also with different mental health issues, it may increase anxiety, sadness, and other issues. Self-reassurance is the tendency to concentrate on strengths, achievements, and good attributes. It entails encouraging and elevating self-esteem through constructive self-talk. Self-reassurance is valuable for managing and overcoming problems, setbacks, and failures. Additionally, it can foster resilience, psychological well-being, and self-esteem.

CHAPTER-2

REVIEW OF LITERATURE

Howard compared the levels of cognitive state anxiety, somatic state anxiety, and competitive trait anxiety for varsity athletes between team sports and individual sports. Results showed that competitive state Anxiety scores for team sports were significantly higher than individual sport athletes. Mohsen pour studied state anxiety among male athletes in individual and team sports and concluded that there was no significant difference between the somatic factors of the group and individual examinable items. However, athletes of major groups obtained lower cognitive grades than individual athletes. Anxiety levels before and during competition are not precise due to conflicting findings; various athletes have reported different levels of anxiety, from high to low. Behzadi and Adem reported significant differences in levels of competitive state anxiety among team sports and individual sports athletes .

Numerous studies have examined the connection between athletic performance and the degree and direction of competitive state anxiety. The multifaceted concept of competitive state anxiety consists of behavioral, physical, and cognitive elements. Sports performance has been proven to be significantly predicted by the direction of anxiety symptoms, regardless of whether they are thought to be beneficial or detrimental.

Research has indicated that athletes who view their anxiety symptoms as a help rather than a hindrance typically outperform their peers. Research has indicated that the most significant predictor of athletic performance is self-confidence.

In contrast, cognitive anxiety intensity is only a meaningful predictor of performance when it is viewed as a facilitator. Research has revealed a complicated and dynamic link, with changes occurring over time, between the direction and intensity of competing state anxiety and athletic performance. Overall, the research points to the direction of anxiety symptoms as a significant

predictor of athletic performance and suggests that treatments targeted at altering athletes' views of their anxiety symptoms may be successful in raising performance.

To investigate the relationships among Chinese athletes, the study "Perceived Stress, Competitive State Anxiety, Depression, and Sleep Quality in Chinese Athletes During the COVID-19 Pandemic" examined these variables. The study discovered that competitive state anxiety and depression significantly attenuated the positive correlation between perceived stress and poor sleep quality. These findings shed light on the connection between the COVID-19 pandemic-related perceived stress levels of athletes and the quality of their sleep.

The study "The impact of gratitude on depression and anxiety: The mediating role of criticizing, attacking, and reassuring the self examines the correlation between gratitude and mental health, focusing on the potential mediating effects of self-relating processes. The study examines the impact of gratitude on depression and anxiety symptoms in a sample of 410 Italian participants. The results show that gratitude significantly predicts fewer depression and anxiety symptoms. The three forms of self-relating (criticizing, attacking, and reassuring the self) partially mediate the effect of gratitude on depression and anxiety.

This implies gratitude might have a protective effect against pathology, not only due to its connection with enhanced interpersonal interactions but also because it implies with a more positive and compassionate way of relating to oneself.

It was found in the study "Causes and Strategies for the Slow Release of Physical Education College Entrance Examination Candidates" Competitive State Anxiety from the Perspective of "Conflict Theory" that Individuals who are participating in the physical education college entrance examination experience competitive state anxiety. This anxiety is caused by ontological conflict. According to the study, the conflict between a person's self-concept and the social expectations of the examination system is what leads to competitive state anxiety in

students taking the exam. This study shows, slow-release methods like mindfulness-based stress reduction, cognitive-behavioral therapy, and relaxation training may help candidates with competitive state anxiety for the physical education college entrance exam. Additionally, the research points to potential benefits for performance from therapies targeted at altering teens' perceptions of their anxiety symptoms.

This study, "Mediates Effect of Competitive State Anxiety on the Relationship between Mood States and Perceived Performance Experienced by Asian Male Baseball Players from Universities in Choking under Pressure Situations," looked at the relationships between mood states, competitive state anxiety, and perceived performance in Asian male baseball players from universities in choking under pressure situations during a game. The study found that mood states had no appreciable impact on perceived performance, but higher levels of anxiety associated with competitive states predicted lower perceived performance. The study discovered that there was anxiety regarding the competition between different states was entirely in charge of mediating the link between mood states and perceived performance.

The results indicate that psychological therapies should prioritize reducing competitive state anxiety to support athletes in achieving peak performance under pressure.

A study was conducted to assess the effect of Mindfulness Sports Performance Enhancement (MSPE) training on the competition state anxiety of Surabaya karate competitors. The study employed a quantitative experimental design and found that the average competitive state anxiety of the karate athletes significantly decreased as a result of the MSPE intervention. Advancements in tone- confidence were noted in the study, as were reductions in physical and cognitive anxiety. The results punctuate the significance of ongoing internal awareness training for athletes seeking to enhance their performance by reducing competition- related

anxiety. The study emphasizes the eventuality of MSPE training to address athletes' competitive state anxiety and offers perceptive information for interpreters and experimenters.

The study "Relations between competitive anxiety and self-confidence states and situational achievement of elite European junior female volleyball players" looked at the competitive anxiety, self-confidence, and situational achievement of these senior female volleyball players from Europe. The study revealed that cognitive anxiety had the highest level of influence on situational accomplishment, and there were noticeable variations in the components of state anxiety within the top-tier junior teams. Additionally, the study's conclusions showed a positive relationship between situational achievement and self-confidence, with the former serving as a partial mediator between the two variables and cognitive anxiety. The results indicate that therapies focused on improving self-assurance among elite European junior female volleyball players could potentially mitigate the negative consequences of cognitive anxiety on situational achievement.

The study "The Causes and Slow-Release Strategies of Examinee of Physical Education College Entrance Examination Competitive State Anxiety from the Perspective of 'Conflict Theory'" investigated the factors that contribute to competitive state anxiety in students taking the physical education college entrance exam, using conflict theory as the theoretical framework. According to the study, both internal and external contradictions are to blame for the competitive state anxiety that physical education students experience during college entrance exams. The reasons include the tension between the high cost of education and the challenging financial circumstances of the family, the discrepancy between the minimum score required and the current level of attainment and the tension between the test taker's social expectations and self-perception. According to the study, students taking the exam might find

that slow-release techniques like cognitive-behavioral therapy, mindfulness-based stress reduction, and relaxation training assist in alleviating their anxiety when taking competitive exams. The study emphasizes the potential of conflict theory to address competitive state anxiety in students, and it offers insightful information for practitioners and researchers.

The psychological well-being and symptom severity of self-compassion are correlated, indicating that self-compassion training can enhance work-related well-being outcomes for working populations. Furthermore, studies have linked a decrease in interpersonal problems, psychiatric symptoms, and personality pathology to an increase in self-compassion. Researchers have found that self-compassion interventions, such as cognitive-behavioral therapy, mindfulness-based stress reduction, and relaxation training, may help students preparing for physical education college entrance exams experience less competitive state anxiety. Furthermore, research indicates that teaching self-compassion can assist adolescents with long-term medical issues feel better and reduce anxiety related to competing in karate.

Competitive anxiety, self-efficacy, and situational achievement have all been examined in elite European junior female volleyball players; The findings indicate that cognitive anxiety is present the strongest predictor of situational achievement. In addition to highlighting the potential of self-compassion training and interventions to address competitive state anxiety and improve well-being outcomes in various populations, the literature offers insightful information for practitioners and researchers.

Gratitude is the act of expressing thanks for one's possessions or circumstances. According to studies, feeling and expressing gratitude involve particular brain regions. When given a task encouraging appreciation, people's brain scans reveal long-lasting modifications in the prefrontal cortex that increase sensitivity to subsequent instances of gratitude. Gratitude has

traditionally been seen as a powerful source of power and well-being for people and civilization. Religion and culture have an impact on it.

Studies indicate that anxiety related to competition is a common problem in athletic events and needs further research. An athlete's performance may be hampered by anxiety, either before or during an athletic competition. Research indicates that while anxiety is beneficial for certain athletes, it generally hurts performance for the maximum number of athletes. Experiencing intense competition anxiety can also have adverse effects on other parts of sports, including enjoyment, motivation, self-assurance, perceived risk of injury, and the decision to give up the sport. Sport psychology pays more attention to self-compassion because it is linked to positive outcomes, whereas rumination and repetitive negative thinking are linked to negative conditions like anxiety.

According to studies, self-compassion may help athletes feel less worry about performances. Before the competition, mentally tough athletes reported reduced levels of somatic and cognitive anxiety also increased self-confidence. According to the IZOF theory, some people function better at moderate or high arousal levels, while others differ. The impact of personality traits on anxiety related to competition was investigated with a specific spot, as well as all athletes. The findings demonstrated that, compared to team athletes, individual athletes experienced noticeably higher levels of competitive anxiety. Before and during official and scheduled competitions, coaches and officials should consider athletes' anxiety related to sports competitions. Training sessions and preparation exercises can play a significant role in reducing athletes' anxiety.

More than 90% of American teenagers and adults report that showing appreciation makes them "extremely happy" or "very happy," widely acknowledged as the source of happiness worldwide. Because of its potential to provide someone with a perception of significance and

a relationship with people better than themselves—other people, societies, or religious powers—it is considered a crucial advantage for personalities who grow and thank it as a power of character greatness. The last ten years of research have revealed various positive characteristics for the best possible development of gratitude.

Treating oneself with love and understanding, especially when experiencing challenges, is the essence of self-compassion. Research has demonstrated that self-compassion training can effectively mitigate sadness, anxiety, and stress while enhancing general well-being. The effects of a recent self-help compassion training program on well-being were examined in a randomized controlled experiment (RCT). Random assignments were made to place the study participants in the intervention group, which got compassion training, or the control group, which didn't receive any intervention. At the start of the study, after eight weeks and twelve weeks, the participants completed questionnaires to assess their levels of self-compassion, self-criticism, self-attacking, gratitude, and well-being.

Gratitude's effect on depression and anxiety has been investigated, with particular attention to the mediating functions of self-criticism, self-attack, and self-assurance. Research has shown that gratitude significantly predicts fewer symptoms of depression and anxiety in the general population. It has been determined that self-criticism, self-attacking, and self-reassurance are the three self-relating processes that may mediate this relationship. While self-criticism has been connected to the threat effect and susceptibility to mental health problems, compassionate self-validation and self-assurance have been linked to the affiliative effect and the growth of well-being. The ability to assess them independently enables a more thorough understanding of the various roles of self-criticism and self-assurance. The findings highlight the importance of compassionate self-affirmation and self-validation in the context of gratitude, as well as how they may reduce symptoms of depression and anxiety.

The findings of various research studies regarding competitive state anxiety in athletes have had contradictory results. Pigozzi showed that athletes' skill level is essential in controlling anxiousness [7]. The study [8] verified that elite athletes exhibit reduced levels of competitive state anxiety compared to non-elite athletes. Studies [9] and [10] have demonstrated that the type of sport, whether it is an individual or team sport, as well as the gender of athletes, are influential determinants in determining their performance.

The study "Self-criticism and self-reassurance in individuals with recurrent depression: Effects of mindfulness-based cognitive therapy and relationship to relapse" investigates the correlation between self-criticism and the likelihood of experiencing repeated bouts of depression. The study also investigates the impact of mindfulness-based cognitive therapy (MBCT) on self-criticism and self-reassurance in patients suffering from depression. The research indicates that engaging in self-criticism is associated with a heightened likelihood of experiencing repeated episodes of depression. Additionally, it suggests that mindfulness-based cognitive therapy (MBCT) can affect how individuals see themselves, potentially decreasing the probability of a relapse. The results emphasize the capacity of MBCT to target self-criticism and enhance self-reassurance in people experiencing recurring depression.

An investigation was conducted to determine if personality traits could serve as indicators of positive experiences in life, which can help lessen depression. The study examined a longitudinal mediation model in which a greater sense of gratitude and purpose in life results in more favorable life experiences, reducing depression. 797 adult participants from 43 countries completed online surveys five times to make up the sample. For three and six months, lower levels of depression were correlated with elevated levels of appreciation and life purpose. Increases in positive life events moderated the impact of personality strengths on depression for few months but not for the full six months. It is theorized that pursuing goals and feeling good motivate thankfulness and significance in life's impacts on fortunate occurrences.

According to the study, therapies focusing on meaning and gratitude may help people experience remission from depression.

A study examined how 51 NCAA Division I student-athletes responded to a 90-minute "Attitude of Gratitude" workshop. The workshop examined the connections between American college student-athletes' perceptions of social support, burnout, sports satisfaction, and thankfulness. The findings showed a significant post-intervention reduction in psychological distress and athlete burnout and significant increases in gratitude, sports satisfaction, and perceived availability of sports support. The study suggested that gratitude interventions have been related to increased subjective well-being, reduced burnout, and increased satisfaction levels. A separate study discovered that expressing gratitude has a positive impact on athletes develop an optimistic attributional style, increases their subjective well-being, eliminates the adverse effects caused by negative emotions, and builds and maintains their psychological coping resources.

A meta-analysis and systematic review of gratitude interventions suggest that practicing gratitude can positively impact mental health, including reducing symptoms of anxiety and depression. Research suggests that cultivating appreciation for the good things, people, and circumstances in one's life through gratitude interventions may enhance psychological health and lessen symptoms of anxiety and depression. However, there is little evidence to support the effectiveness of gratitude interventions, and their effects on anxiety and depressive symptoms are only moderate. The effects of gratitude interventions on the consistency of well-being has not always been uniform, despite certain research indicating significant improvements in depression and perceived stress. It is therefore advised that people looking to lessen their symptoms of anxiety and depression seek out interventions that have stronger

evidence of efficacy for these conditions, even though gratitude interventions benefited mental health.

The literature study titled "Self-criticism and self-reassurance as mediators between mental health attitudes and symptoms: Attitudes toward mental health problems in Japanese workers" investigates the correlation between attitudes towards mental health and symptoms among Japanese workers. This study examines the intermediary functions of self-criticism and self-reassurance in relation to mental health attitudes and symptoms. It is based on the notion that Japanese workers had unfavourable attitudes towards mental health.

The significance of self-assurance, kindness, and gratitude in helping refugees adjust to their new workplace is examined in "New Country, New Work: The Importance of Self-Confidence, Benevolence, & Gratitude in Refugees' Workplace Adjustment." The research highlights the significance of these variables in the supervisor-refugee dynamic and their influence on the effective assimilation of refugees into the labor force. The study emphasizes the value of gratitude in helping refugees adjust to their new work environment and the significance of benevolence as a new relationship antecedent for supervisors of refugees. The research offers significant perspectives on refugees' obstacles in the labor market and the elements that may facilitate their effective adjustment and assimilation.

The research emphasizes the adverse perceptions of impoverished mental well-being among Japanese employees, with a significant number expressing feelings of disgrace when it comes to requesting assistance for psychological disorders. The study also examines the affect of self-compassion on well being of Japanese workers, proposing that higher levels of self-compassion could potentially enhance their mental well-being.

CHAPTER-3

RESEARCH GAP

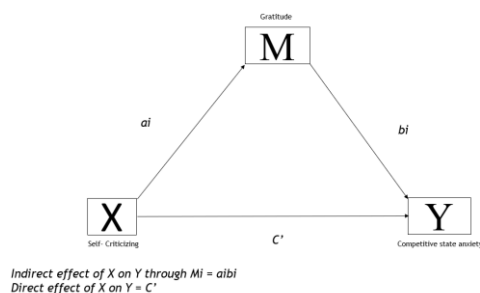
3.1 MOTIVATION FOR THE STUDY

Prior research has been conducted on these variables to explore the nature and extent of the mediation role of gratitude, competitive anxiety, and self-attacking and self-reassuring behavior, I focused on these variables together in my research .

3.2 RESEARCH DESIGN

The research design used in this study involves a non-experimental correlation design. This study involves quantitative analysis using mediation. The three variables are gratitude, Self-criticizing/ reassuring behavior, and competitive state anxiety.

3.3 HYPOTHESES



PHASE 1: Quantitative study

H1: There is a negative correlation between gratitude and competitive state anxiety

H2: There is a negative correlation between gratitude and self-criticizing / reassuring behavior.

H3: There is a negative correlation between self-criticizing behavior and competitive state anxiety.

H4: Self-criticizing behavior X influences competitive state anxiety (Y), the independent variable.

H5: Self-criticizing behavior X significantly influences gratitude M, mediating variable.

H6: Gratitude has a substantial impact, M, on self-criticizing behavior, dependent variable.

H7: Gratitude mediates the correlation between self-criticizing behavior and competitive state anxiety.

PHASE 2: Intervention Plan

H1: There will be no statistically significant difference in self-criticism scores between participants before and after the intervention.

H2: There will be a significant difference in self-criticism among participants in the intervention program compared to those in the control group.

H3: There will be no statistically significant difference in competitive state anxiety scores between participants before and after the intervention.

H4: There will be a significant difference in competitive state anxiety scores among participants in the intervention program compared to those in the control group.

CHAPTER 4

METHODOLOGY

4.1 SAMPLE DESCRIPTION

A total sample of 100 young adults who belonged to the age group of 18–35 years was collected. In Part 1, among the collected samples, 50 belonged to Delhi and 50 to Patiala. Convenient sampling was used, and data was gathered via physical paper forms. The maximum samples were between the age groups of 20 and 22. The mean age was 22. Out of 100 participants, 89 were students, and 11 were working people. Part 2 included using purposive sampling to choose 30 participants randomly allocated to the experimental or control groups. In order to observe the impact of expressing gratitude intervention on self-criticism and self-reassurance in young adults.

4.2 RESEARCH VARIABLES AND DESIGN

Dependent Variable: Self-criticizing/attacking and Self-reassuring Behavior

Independent Variable: Competitive State Anxiety

Mediator: Gratitude

The research has two parts, and the first includes three variables. Three categories of variables are considered: independent, dependent, and mediating. Three independent variables exist Self-criticism/self-reassurance, competitive state anxiety, and gratitude. For my study, self-criticism is a dependent variable, whereas the mediating variable is gratitude. The second part of this research is made up of two variables, that is, dependent and independent variables. The dependent variable here is self-criticism/self-reassurance whereas the independent factor is competitive state anxiety.

4.3 Participants inclusion and exclusion criteria

Inclusion criteria:

- Age range should be within 18-35
- You can speak and understand the English language.

Exclusion criteria: The individual must not possess any preexisting medical condition

4.4 DESCRIPTION OF TOOLS

GRATITUDE SCALE

The GQ-6 scores purport to measure how much gratitude people experience daily. McCullough, Emmons, and Tsang (2002) found a correlation between the GQ-6 and a self-report test that asked participants to rate their performance on the three tasks.

They were described using adjectives like "grateful," "thankful," and "appreciative." The correlation between the two measures' scores was $r(N = 1182) = .65, p.001$. The correlation increased to $r(N = 1182) = .75, pp.001$, using structural equation modeling to reduce measurement error. Scores on the GQ-6 also showed a $r = .33, p.01$ correlation with peers' assessments of targets' dispositional gratitude levels. Those who scored highly on the GQ-6 claim to feel "grateful," "thankful," and "appreciative" for the advantages or blessings they have received. GQ-6 scores strongly correlate that measure how much gratitude people experience daily. McCullough, Emmons, and Tsang (2002) found a correlation between the

THE CSAI-2 - Competitive State Anxiety Inventory-2 (CSAI-2)

The CSAI-2 is a 27-item questionnaire designed to assess three dimensions of anxiety: cognitive anxiety, somatic anxiety, and character confidence. The scale in question is known as the Competitive State Anxiety Inventory-2 (CSAI-2), which is a sport-specific measure of state anxiety created by Martens, Vealey, and Burton in 1990. Anxiety is categorized into three factors: cognitive anxiety, bodily anxiety, and a related feature called tone-confidence. Tone, characterized by self-assurance, typically opposes cognitive worry and serves as another crucial element in stress management. To calculate the CSAI-2 score, consider all the scores for each item as they are, except for item 14, where you reverse the score. To clarify, if you select the number 3, consider it as worth 2 points (1 = 4; 2 = 3; 3 = 2; 4 = 1).

SELF-CRITICIZING/ATTACKING FORMS AND SELF-REASSURING SCALE (FSCRS)

The Forms of Self-Criticizing/Attacking and Self-Reassuring Scale (FSCRS) is a self-administered questionnaire that evaluates two types of self-criticism and one type of self-reassurance. The FSCRS consists of three subscales: insufficient self (IS), hated self (HS), and reassured self (RS). The subscales have 7 items each, and participants assess each item using a 5-point Likert scale that ranges from 0 (not resembling me at all) to 4 (resembling me extremely). To score the FSCRS, the sum of the scores for each subscale is calculated. Higher scores on the IS and HS subscales indicate higher levels of self-criticism, while higher scores on the RS subscale indicate higher levels of self-reassurance.

Here is a table that summarizes the scoring of the FSCRS:

Subscale	Score Range	Interpretation
Inadequate Self	0-28	Low level of self-criticism
Inadequate Self	29-42	Moderate level of self-criticism
Inadequate Self	43-56	High level of self-criticism
Hated Self	0-28	Low level of self-hatred
Hated Self	29-42	Moderate level of self-hatred
Hated Self	43-56	High level of self-hatred
Reassured Self	0-28	Low level of self-reassurance

Reassured Self	29-42	Moderate level of self-reassurance
Reassured Self	43-56	High level of self-reassurance

4.5 The intervention plan

Intervention is related to self-criticism/self-reassurance and is provided for four sessions. An intervention plan has been discussed. Each participant had individual sessions in the experimental or control group. (Lonczak, H. S. 2021, May 29).

SESSION 1: RAPPORT BUILDING AND OPENING SESSION:

- Please provide a brief description of yourself. What are some activities or experiences that bring you joy or hold significance for you? (Developing a comprehensive understanding of the client's personal background and characteristics.)
- Tell me about your typical day or week. This helps you understand their routine, responsibilities, and potential stressors.
- What are some activities or experiences that provide you pleasure or satisfaction doing outside of college or work?" This helps know about hobbies, providing potential common ground for connection.

Recognizing Their World:

- What are your preferences and dislikes for your present life stage? This opens the door to discussing challenges and opportunities specific to young adulthood.
- Who are the important people in your life? Understanding their support system can help assess resources and potential areas of concern.

- What are some things you're proud of achieving recently? Highlighting their strengths and accomplishments fosters a positive and confidence-building atmosphere.

Introduction to Gratitude and Self-Criticism.

GRATITUDE

- Introduce the concept of gratitude by asking light-hearted questions like: "What are some things that brighten your day?" or "What simple things do you appreciate in your life?"
- When was the last time you expressed gratitude to someone? How did it feel?
- Can you recall a time when gratitude helped you through a difficult situation?
- How can you incorporate more gratitude practices into your routine?

SELF CRITICISM

- Normalizing the experience: Validate that self-criticism is common and emphasize that it's okay to experience it. Normalize their feelings and avoid negativity.
- Shift the focus: Gently transition to the topic of self-criticism by asking, Can you describe what self-criticizing behaviour looks like for you? (Gathering specific examples.) When and where does it usually happen? Are there any particular triggers? (Identifying situational factors.)
- What impact does self-criticism have on you? (Exploring consequences on mood, behavior, and self-esteem.) Have you tried anything in the past to deal with self-criticism? What worked or didn't work? (Building on existing coping mechanisms.)

SESSION 2

CHALLENGING THE INNER CRITIC - THERAPY AND PRACTICES/GAMES

"One Good Thing" exercise: Ask young adults to share one positive aspect of their day at mealtimes or group gatherings, promoting daily appreciation.

Three blessings" practice: Have clients identify three blessings they experienced since the last session, no matter how small. This helps shift focus towards the positive and encourages gratitude for everyday occurrences.

Acceptance and Commitment Therapy (ACT): ACT helps us accept our thoughts and feelings, even the negative ones, without letting them control us. We learn to focus on living our values and taking action towards our goals, even in the presence of self-criticism. (Hayes, S. C., Luoma, J. B., Bond, F. W., Masuda, A., & Lillis, J. , 2006)

SESSION 3

INTEGRATING SELF-COMPASSION AND GRATITUDE

Goal Setting for Self-Esteem Goal setting is invaluable in all aspects of our lives. A worksheet can help you capture aspects of your life that currently feel bad and assign goals to fix them or reduce their impact. Selva, J. (2018, March 16).

Consider each area of your life. Capture any negative aspects in the left-hand column. Then, in the right-hand column, create a concrete goal describing something you could change.

Promote self-compassion: Foster self-compassion and understanding, recognizing that everyone has flaws and mistakes.

Develop healthy coping mechanisms: identify and practice a way to cope with stress and negative emotions, reducing reliance on self-criticism.

Strengthen self-worth: Explore the client's core values and beliefs about themselves, building a stronger sense of self-worth independent of external validation.

SESSION 4

CLOSING A COUNSELLING SESSION ON GRATITUDE AND SELF-CRITICISM:

1. Recap & Reflection: Briefly summarize the key takeaways from the session, especially regarding gratitude practices and strategies for managing self-criticism. Ask the young adult how they feel about the session and what resonated most with them.

2. Action Plan & Reinforcement: Review the chosen gratitude exercises and self-compassion practices. Ensure they feel confident and comfortable implementing them into their daily routine. Suggest some good self help books, or apps like: Gratitude or Reflectly.

3. Encouragement: reminding them of their strengths and the benefits of prioritizing self-care and personal growth. Ask them if they need any other help from you? Terminating the session with an empowering note to build their confidence .

What feels bad	Corresponding goal
My education is poor	Enrol in an evening class
I don't spend much time with my family	See them once a month

4.6 PROCEDURE

The research was done to analyze the extent of a comparative study on, the moderating role of gratitude, competitive state anxiety, self-criticizing/attacking, and self-reassuring behavior among youth. Recent studies and research were examined to guide and build a conceptual framework. Data was collected after reviewing the literature to build on the existing knowledge. Tools for the variables were selected, considering the tests' validity, reliability, and psychometric properties. Forms were distributed offline. A consent page detailing the participation requirements for inclusion and the confidentiality clause was attached to the form. On the first page of the form, demographic information about the participants was gathered. The form also briefly explained the questionnaire's purpose and guidelines for completing it. Once the sample size was satisfied, the data was downloaded onto an Excel document for further analysis.

4.7 DATA ANALYSIS

Phase 1

The responses were scored according to the norms given in the manual for the tools. Tools were then recorded in an Excel sheet, and with the help of SPSS software, correlation analysis, and mediation analysis were done.

Phase 2

The post-intervention phase follows the intervention; the experimental group used the appropriate intervention module, whilst the control group was assigned a single work on a weekly basis which did not influence self-criticism in any way of the individuals in the control group in any way. Self-criticism/self-reassurance and competitive state anxiety were two variables included in the study . Repeated measure T-tests and correlation were used in the analysis was done with the help of SPSS23, an acronym for "Statistical Package for the Social Sciences.

CHAPTER-5

ANALYSIS OF RESULTS

This chapter is focused on the results obtained using mediation statistical analysis. The result tables were obtained via SPSS version 22 for Windows to provide a thorough perspective of the analysis conducted.

DESCRIPTIVE STATISTICS

The objective of this study was to investigate the correlation between self-criticizing behaviour, competitive state anxiety, and gratitude.

The data was collected using a questionnaire measuring the correlation, and the mediation analysis was conducted using SPSS.

Table 1: Descriptive statistics

	N	Mean	Std. Deviation
Gratitude	100	31.26	6.44
Self-criticizing/reassurance	100	45.31	11.76
Inadequate self	100	16.79	8.00
reassure self	100	20.88	6.90
hated self	100	7.63	5.95
Competitive state Anxiety	100	67.55	9.68
Cognitive Anxiety	100	23.02	6.62
Somatic Anxiety	100	19.80	6.97
Self-confidence	100	24.72	6.47

These are the descriptive statistics of the data and the different scales used in the study.

The total number of participants used in the study is 100. The gratitude scale's mean is 31.26, whereas the standard deviation is 6.44. The mean for the self-criticizing and self-reassuring scales is 45.31, whereas the standard deviation is 11.76.

It is divided into three factors: inadequate self, the mean is 16.79, and the standard deviation is 8.00. The second factor is reassurance; the mean is 20.88, whereas the standard deviation is

6.90. For the third factor, the hated self, the mean is 7.633, whereas the standard deviation is 5.95. The last scale is the competitive state anxiety scale. The mean for this scale is 67.55, whereas the standard deviation is 9.68. This scale also consists of factors.

The first is cognitive anxiety (23.02), and the standard deviation is 6.62. The second factor is somatic anxiety; the mean is 19.80, and the standard deviation is 6.97. The third factor is self-confidence, which is 24.72, whereas the standard deviation is 6.47.

Table 2: Correlational analysis for different variables Gratitude, Self-criticizing/reassuring, and competitive state anxiety

Correlations									
	Gq	csa	ssa	sc	cst	is	rs	hs	sct
GQ	1								
csa	-.257*	1							
ssa	-.284**	.639**	1						
sc	.346**	-.520**	-.610**	1					
cst	-.149	.796**	.749**	-.127	1				
is	-.351**	.600**	.577**	-.490**	.498**	1			
rs	.423**	-.295**	-.331**	.527**	-.088	-.301**	1		
hs	-.275**	.387**	.532**	-.333**	.426**	.605**	-.405**	1	
sct	-.130	.431**	.468**	-.193	.503**	.810**	.177	.681**	1

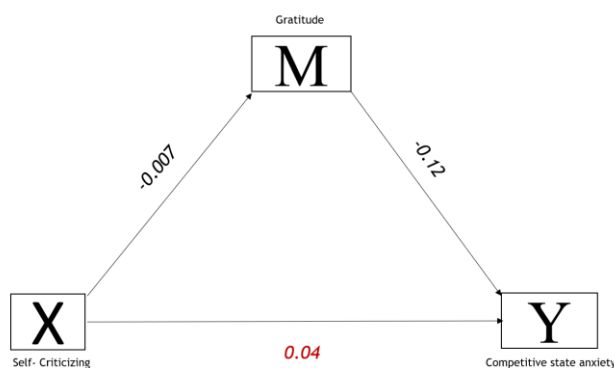
*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

There is a relationship between self-criticizing and self-reassuring behavior, competitive state anxiety, and gratitude. The first factor, or GQ, is gratitude. Competitive state anxiety and its subscales—Csa for cognitive state anxiety, Ssa for somatic state anxiety, Sc for self-confidence, and Csa for total competitive state anxiety. The third factor is self-criticizing and

self-reassuring behavior, where Is is the inadequate self, Rs is the reassured self, hs is the hated self, and the last one is the total of this factor.

Results indicate that GQ and CSA have a negative correlation of -0.257. This means that as GQ scores increase, CSA scores tend to decrease. GQ and SSA have a negative correlation of -0.284. This means that as GQ scores increase, SSA scores tend to decrease. GQ and SC have a positive correlation of 0.346. This means that as GQ scores increase, SC scores tend to increase. GQ and CST have a negative correlation of -0.149. This means that as GQ scores increase, CST scores tend to decrease. GQ and IS have a negative correlation of -0.351. This means that as GQ scores increase, IS scores tend to decrease. GQ and RS have a positive correlation of 0.423. This means that as GQ scores increase, RS scores tend to increase. GQ and HS have a negative correlation of -0.275. This means that as GQ scores increase, HS scores tend to decrease. GQ and SCT have a negative correlation of -0.130. This means that as GQ scores increase, SCT scores tend to decrease. Therefore, GQ correlates with all the variables and their subscales.

Table 3: Mediation analysis between competitive state anxiety and self-criticizing behavior, where the mediating factor is gratitude.



	GRATITUDE				SELF-CRITICIZING BEHAVIOR			
	B	SE	t	R-Square	B	SE	t	R-Square
constant	34.49	2.59	13.28	.0169	53.20	5.72	9.28	0.26
anxiety	-0.07	.05	-1.28		0.40	.07	5.52	
gratitude	-	-	-	-	-0.12	.01	-0.95	

Direct effect of Y competitive state anxiety that on X that is self-criticizing					
effect	SE	t	p	LLCI	ULCI
0.4051	0.0733	5.52	0.00	0.25	.55

Indirect effect of Y competitive state anxiety that on X that is self-criticizing					
effect	SE	t	p	LLCI	ULCI
0.0091	0.0138	0.66	0.511	-.0119	.0427

Table 3 represents the result of the mediational analysis exploring competitive state anxiety and self-criticizing behavior, where the mediating factor is gratitude.

The table shows the results of two multiple-regression analyses. The first analysis regresses gratitude on self-criticizing behavior, while the second regresses self-criticizing behavior on gratitude. In the first analysis, the coefficient for self-criticizing behavior is negative and significant, meaning that self-criticizing behavior implies lower levels of gratitude.

The R-square for the model is 0169, which indicates that self-critical behavior explains 1.69% of the variance in gratitude. In the second analysis, the coefficient for gratitude is negative and significant, meaning that gratitude is associated implies lower levels of self-criticizing behavior. The model's R-square is 26, which indicates that gratitude accounts for 26% of the variation in self-critical behavior.

These findings suggest a negative correlation between gratitude and self-criticism. This means that as gratitude increases, self-criticism decreases. The mediation analysis results also examine

X's direct and indirect effects on Y. The direct effect of X on Y is 0.4051, which is significant at the $p < 0.00$ level.

This means that a one-unit increase in X is associated with a 0.4051-unit increase in Y. GQ mediates the indirect effect of X on Y, and the indirect effect is 0.0091. This means that GQ partially explains the relationship between X and Y.

However, the indirect effect is not statistically significant, as the bootstrapped confidence interval includes zero. Overall, the findings suggest that X directly affects Y and that GQ partially explains the relationship between X and Y.

Table 4: Descriptive Statistics

Variables	N	Mean	Std. Deviation
Self-criticizing/self-reassurance	30	21.04	0.08
Inadequate self	30	15.13	9.59
Reassure self	30	17.53	7.61
Hated self	30	10.06	8.87
Competitive state anxiety	30	14.24	1.00
Cognitive anxiety	30	18.36	5.78
Somatic anxiety	30	17.03	5.95
Self-confidence	30	27.73	5.83

Table 4 presents descriptive data for different psychological factors that were evaluated after the assessment. Each variable lists the observations (N), mean, and standard deviation (standard deviation).

The total number of participants in the intervention study is 30. The mean for the self-criticizing and self-reassuring scales is 21.04, whereas the standard deviation is 0.08.

It is divided into three factors: inadequate self, a mean of 15.13, and a standard deviation of 9.59. The second factor is reassurance; the mean is 17.53, whereas the standard deviation is 7.61. For the third factor, the hated self, the mean is 10.06, whereas the standard deviation is

8087. The second is the competitive state anxiety scale. The mean for this scale is 14.24, whereas the standard deviation is 1.00. This scale also consists of factors. The first is cognitive anxiety at (18.36), and the standard deviation is 5.78. The second factor is somatic anxiety; the mean is 17.03, and the standard deviation is 5.95. The third factor is self-confidence, which is 27.73, whereas the standard deviation is 5.83.

Table 5: Correlational analysis for different variables of Self-criticizing/reassuring and competitive state anxiety

		Correlations				
	csa	ssa	sc	is	rs	hs
csa	1					
ssa	.257	1				
sc	-.293	-.377*	1			
is	.334	.307	-.173	1		
rs	-.056	-.182	-.225	-.266	1	
hs	.178	.195	.127	.353	-.331	1

*. Correlation is significant at the 0.05 level (2-tailed).

There is a relationship between self-criticizing and self-reassuring behavior and competitive state anxiety. The first is competitive state anxiety and its subscales—CSA for cognitive state anxiety, SSA for somatic state anxiety, SC for self-confidence, and the second factor is self-criticizing and self-reassuring behavior, where IS is the inadequate self, RS is the reassured self, HS is the hated self, and the last one is the total of this factor. The SSA variable shows a perfect positive correlation of 1.0 with itself. Additionally, it demonstrates substantial positive correlations with the IS variable (0.257) and the "HS" variable (0.195). The variable "SC" exhibits notable negative correlations with "IS" (-0.173) and RS (-0.377). IS exhibits significant positive relationships with CSA (0.334), SSA (0.307), and "HS" (0.353).

The data reveals strong negative co-relations between RS and SC (-0.377) as well as HS (-0.331). High self-esteem (HS) exhibits strong positive relationships with (IS) at a coefficient of 0.353 and with (SSA) at a coefficient of 0.195. Conversely, HS shows a large negative correlation with (RS) at a coefficient of -0.331.

Table 6: Regression Pre-Assessment (6.1)

Dependent variable: is

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	-2.659	2.995		-.888	.382
	csa	.890	.115	.816	7.740	.000
	(Constant)	6.561	4.401		1.491	.147
2	csa	.770	.114	.707	6.766	.000
	sc	-.283	.106	-.279	-2.671	.012

a. Dependent Variable: is

This table presents a regression analysis that assesses certain variables before an intervention or treatment, where the dependent variable is IS. It includes regression model statistics such as unstandardized coefficients, standardized coefficients (beta), t-values, and significance levels. The relationship between one dependent variable ("is") and potentially two independent variables ("CSA" and possibly "sc" in Model 2) is shown. Beta values in this table (.816 and .707) indicate a positive relationship between the independent variables ("CSA" and potentially "sc" in Model 2) and the dependent variable ("is").

Table 6.2:**Dependent Variable: rs**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	4.703	2.882		1.632	.113
	sc	.609	.124	.669	4.931	.000

a. Dependent Variable: rs

This table presents a regression analysis that assesses certain variables before an intervention or treatment. It includes regression model statistics such as unstandardized coefficients, standardized coefficients (beta), t-values, and significance levels. The beta value (1.632) indicates a positive relationship between SC and RS. The significance level (p-value: 0.0) suggests a statistically significant relationship between SSA and HS at the 5% level.

Table 6.3:**Dependent variable: hs**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	-.888	2.312		-.384	.704
	ssa	.492	.096	.685	5.152	.000

a. Dependent Variable: hs

This table presents a regression analysis that assesses certain variables before an intervention or treatment. It includes regression model statistics such as unstandardized coefficients, standardized coefficients (beta), t-values, and significance levels.

It shows the correlation between a single dependent variable, hs. The beta coefficient (0.685) suggests a favourable correlation between SSA and HS.

Table 7: Regression post-assessment (7.1)

Dependent variable: is

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	.598	13.853		.043	.966
	csa	.451	.316	.272	1.429	.165
	ssa	.380	.316	.236	1.201	.241
	sc	-.008	.326	-.005	-.024	.981

a. Dependent Variable: is

This table summarizes the results of multiple linear regression analysis, examining The correlation between a single dependent variable (is) and three independent variables (csa, ssa, and sc). CSA: The beta value (0.272) indicates a weak positive relationship between CSA and IS. SSA: The beta value (0.236) suggests a weak positive relationship between ssa and is. SC: The beta value (-0.005) is close to zero, indicating practically no relationship between sc and is.

Table 7.2:

Dependent variable: rs

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	39.175	11.148		3.514	.002
	csa	-.113	.254	-.086	-.447	.659
	ssa	-.379	.255	-.296	-1.487	.149
	sc	-.473	.263	-.362	-1.800	.084

a. Dependent Variable: rs

This table summarizes the results of a multiple linear regression analysis. It illustrates the relationship between one single dependent variable ('rs') and three independent variables (csa, ssa, and sc). The beta value (-0.086) for 'csa' indicates a weak negative relationship between

CSA and RS. The beta value (-0.296) for 'ssa' suggests a weak negative relationship between SSA and RS. The beta value (-0.362) for 'sc' indicates a weak negative relationship between SC and RS.

Table 7.3:

Dependent variable: hs

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
	(Constant)	-13.530	13.167		
1	csa	.299	.300	.195	.328
	ssa	.373	.301	.250	.226
	sc	.424	.310	.278	.184

a. Dependent Variable: hs

This table is an overview of the results from a multiple linear regression analysis that investigates the correlation between one dependent variable (hs) and three independent variables (csa, ssa and sc). CSA: The beta value (0.195) indicates a weak positive relationship between csa and hs. SSA: The beta value (0.250) suggests a weak positive relationship between ssa and hs. SC: The beta value (0.278) indicates a weak positive relationship between sc and hs.

Table 8: Independent T-test, the difference between pre-test and post-test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	Lower	Upper
Pre Csa	Equal variances assumed	.033	.858	1.529	28	.138	3.66667	2.39854	-1.24653	8.57986	
	Equal variances not assumed			1.529	27.032	.138	3.66667	2.39854	-1.25447	8.58780	
Post Csa	Equal variances assumed	4.544	.042	-1.952	28	.061	-3.93333	2.01534	-8.06157	.19490	
	Equal variances not assumed			-1.952	22.583	.063	-3.93333	2.01534	-8.10664	.23997	
Pre Ssa	Equal variances assumed	.016	.900	2.103	28	.045	5.73333	2.72566	.15008	11.3165	

	Equal			-2.581	27.894	.015	-8.26667	3.20337	-14.82960	-1.70373
	variances not assumed									
Pre Rs	Equal	5.095	.032	1.085	28	.287	2.80000	2.58076	-2.48645	8.08645
	variances assumed									
	Equal			1.085	20.879	.290	2.80000	2.58076	-2.56887	8.16887
	variances not assumed									
Post Rs	Equal	.322	.575	.331	28	.743	.93333	2.82247	-4.84824	6.71491
	variances assumed									
	Equal			.331	27.736	.743	.93333	2.82247	-4.85071	6.71738
	variances not assumed									
Pre Hs	Equal	.018	.894	.271	28	.788	.60000	2.21338	-3.93390	5.13390
	variances assumed									
	Equal			.271	27.993	.788	.60000	2.21338	-3.93395	5.13395
	variances not assumed									
Post Hs	Equal	1.534	.226	-1.158	28	.257	-3.73333	3.22293	-10.33521	2.86855
	variances assumed									
	Equal			-1.158	25.389	.257	-3.73333	3.22293	-10.36593	2.89926
	variances not assumed									

The table presents the results of independent sample t-tests comparing pre-test and post-test scores on various components. The significance level (p-value) associated with each

comparison indicates the probability of observing such a difference by chance, assuming the null hypothesis (no difference between pre-test and post-test scores) is true. **Pre-CSA vs. Post-CSA:** shows a significance level of 0.042 (assuming equal variances). The p-value of 0.042 suggests a statistically significant difference in the pre-test and post-test CSA scores at the 0.042 alpha level, assuming equal variances. This suggests that the intervention likely had a measurable impact on CSA scores.

Pre-SSA vs. Post-SSA: shows a significance level: 0.061. The p-value of 0.061 is significant difference between pre-test and post-test SSA scores. However, it does not reach the conventional significance level (typically 0.05) for a definitive conclusion. **Pre-SC vs. Post-SC:** shows significance level: 0.576. The p-value of 0.576 suggests that there is no statistically significant difference between the pre-test and post-test SC scores. This indicates that the intervention had no meaningful impact on SC scores.

Pre-IS vs. Post-IS: shows significance level: 0.080. The p-value of 0.080 suggests a potential trend for a difference in pre-test and post-test IS scores. **Pre-HS vs. Post-HS:** shows a significance level 0.894. The p-value of 0.894 indicates no statistically significant difference between pre-test and post-test HS scores. This implies that the intervention had no substantial impact on HS scores.

Pre-RS vs. Post-RS: Significance level: 0.032. The p-value of 0.032 indicates a statistically significant difference between pre-test and post-test RS scores at the 0.032 alpha level. This suggests that the intervention likely had a measurable impact on RS scores.

CHAPTER 6

DISCUSSION

The objective of this study was to investigate the role of gratitude in mediating the relationship between self-criticizing behaviour and competitive state anxiety, which is a measure of an individual's sense of value. The objective of this research was to investigate the impact of self-perception on one's ability to comprehend the emotions of others. Studies have yielded inconclusive findings about the correlation among the three variables. Certain researchers assert a positive correlation, while others demonstrate a relatively insignificant correlation between the factors.

The hypothesis stated that there was a reverse correlation between competitive state anxiety and gratitude. The correlation coefficient was - 0.149, which is negatively significant. The result stated that gratitude correlated with all the variables and their subscales at a statistically significant value.

A separate study examined the function of self-criticism, self-attack, and self-reassurance in exploring the connection between gratitude and mental health. The study specifically investigated how self-related processes may act as mediators in this relationship. The findings indicate that gratitude is a strong predictor of depression and anxiety symptoms. The three modes of self-relating (criticizing, attacking, and reassuring oneself) serve as partial mediators of the influence of gratitude on sadness and anxiety. This implies that gratitude can potentially counteract the development of pathology, not only because it is linked to interpersonal interactions but also because it is connected to a constructive form of self-attachment.

The findings of our investigation did not provide evidence to support the assumption that the indirect mediating impact of X on Y is negligible and does not have statistical significance.

Self-criticism and competitive state anxiety have a strong reciprocal influence on each other, with a correlation coefficient of 0.04. The R-square for the model is 0.0169, which indicates that self-critical behavior explains 1.69% of the variance in gratitude. In the second study, the coefficient for gratitude exhibits a negative and statistically significant relationship, indicating that appreciation is linked to reduced levels of self-critical conduct. The model's R-square is 0.26, which indicates that gratitude accounts for 26% of the variation in self-critical behavior.

In the results of our study of Phase 2, we aimed for four hypotheses. The results demonstrated full acceptance of hypotheses on the dependent variable, except for two of them. Both hypotheses were rejected because there was a statistically significant difference in self-criticism scores between participants before and after the intervention. There was no statistically significant difference in competitive state anxiety scores among participants in the intervention program compared to those in the control group. It was found that self-criticism can only be decreased in the state of somatic state anxiety, likely having a measurable effect on cognitive state anxiety. Somatic state anxiety is also negatively correlated with an inadequate and hatred self. Three independent variables (CSA, SSA and SC). CSA: The beta value (0.195) indicates a weak positive relationship between CSA and HS. SSA: The beta value (0.250) suggests a weak positive relationship between SSA and HS. SC: The beta value (0.278) indicates a weak positive relationship between SC and HS.

Lastly, the difference in experience with self-criticism is also seen because interventions help the individual develop healthy coping mechanisms and strategies to handle criticism for a healthy life ahead.

CHAPTER 7

CONCLUSION, LIMITATIONS

7.1 Conclusion

Gratitude is a positive emotion that involves being thankful and appreciative and is associated with several mental and physical health benefits. When you experience gratitude, you feel grateful for something or someone in your life and respond with kindness, warmth, and other forms of generosity. Self-criticism is the tendency to engage in negative self-evaluation that results in feelings of worthlessness, failure, and guilt when unmet expectations are met. Competitive state anxiety is a feeling of nervousness or worry that occurs in the context of competition. Many studies hold gratitude holds a positive perception of life and can help people elevate their stress levels and quality of life. With that perspective in mind, the research hypothesized a negative correlation between the three variables. The statistical analysis of the data collected by this study depicted a significant correlation between the variables. The mediational and correlational influences were the major focus of this study, which narrowed the study's findings. Additionally, the study reveals a significant difference between self-criticism and other variables. The study demonstrates a negative correlation between self-confidence and inadequate self. These verdicts propose that interventions can be a tool for individuals struggling with self-criticism and low self-confidence. Promoting self-awareness, gratitude, coping strategies, breathing exercises, and interventions may help individuals build a healthy life and better understanding or awareness about themselves and others around them.

7.2 Limitations

1. The study design should be more sensitive to capture more depth about past events that happened in individuals' lives, impacted their behavior, and influenced adulthood.
2. This study cannot be generalized to a broader population, as most students are from Thapar University and belong to upper-middle-class economic status.
3. Since the study used self-report measures, which may be subject to biases and inaccuracies.
4. The relatively small sample size ($n = 15$) in the experimental group limits the generality of the findings to the larger population.

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APPENDICES APPENDIX A: CONSENT FORM (Pre-Assessment)

You are invited to participate in a research study exploring how gratitude moderates' relationship between anxiety and self-criticizing behavior. My name is Aashima Kathpalia. I am a student of Masters of Arts in Psychology, specializing in Counseling psychology from the THAPAR SCHOOL OF LIBERAL ARTS AND SCIENCE (TSLAS), at THAPAR INSTITUTE OF ENGINEERING AND TECHNOLOGY (TIET), Patiala. As a part of my dissertation, I am conducting a study under the guidance of Dr. Blessy Elizabeth David. Please read the instructions properly before filling out the responses.

Eligibility Criteria: You are between 18-35years of age. You can speak and understand the English language. Your participation is strictly voluntary and you are free to withdraw from this study at any point, and will not be penalized for the same. Once the study has concluded, you will also be debriefed about it. Your responses will be kept confidential and will only be used for the purpose of the study.

Your name will not be associated with any of the research findings.

Kindly participate by accepting the following:

Demographic Details

NAME:Initials (ex: Rahul Sharma RS).

AGE – _____ .GENDER - _____

CONTACT NUMBER - _____ EMAIL ADDRESS -

QUALIFICATION - _____

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind. There are a few questions available in the following section, along with their probable alternative answers. Kindly choose the one which represents your viewpoint the most, and in case the desired response is not available, then mark the statement nearest to your viewpoint. Kindly ensure you read each statement carefully and mark the answer for each question.

Please make sure that you answer each question honestly.

YOU'RE SIGNATURE - _____

APPENDICES APPENDIX A: CONSENT FORM (Intervention)

You are invited to participate in a post test of research study exploring positive psychology . Please read the instructions properly before filling out the responses. Once the study has concluded, you will also be debriefed about it. Your responses will be kept confidential and will only be used for the purpose of the study. Your name will not be associated with any of the research findings.

Name * Age * Contact Number/ Email ID *

Please make sure that you answer each question honestly.

YOU'RE SIGNATURE - _____

For any queries, feel free to contact me: akathpalia_ma22@thapar.edu

GRATITUDE

Instructions: Using the scale below as a guide, write a number beside each statement to indicate how much you agree with it. (1= strongly disagree, 2 = Disagree, 3 = Slightly disagree, 4 = neutral, 5 = slightly agree, 6 = agree, 7 = strongly agree)

1. I have so much in life to be thankful for.	1	2	3	4	5	6	7
2. If I had to list everything that I felt grateful for, it would be a very long list.	1	2	3	4	5	6	7
3. When I look at the world, I don't see much to be grateful for.	1	2	3	4	5	6	7
4. I am grateful to a wide variety of people.	1	2	3	4	5	6	7
5. As I get older, I find myself more able to appreciate the people, events, and situations that have been part of my life history.	1	2	3	4	5	6	7
6. Long amounts of time can go by before I feel grateful to something or someone.	1	2	3	4	5	6	7

COMPETITIVE STATE ANXIETY

Read each statement and circle the appropriate number to indicate how you feel right now, at this moment. There are no right or wrong answers. Do not spend too much time on any one statement. (1=Not At All, 2=Somewhat, 3=Moderately So, 4=Very Much So)

<u>I am concerned about this competition</u>	1	2	3	4
<u>I feel nervous</u>	1	2	3	4
<u>I feel at ease</u>	1	2	3	4
<u>I have self-doubts</u>	1	2	3	4
I feel jittery	1	2	3	4
I feel comfortable	1	2	3	4
I am concerned that I may not do as well in this competition as I could do	1	2	3	4
My body feels tense	1	2	3	4
I feel self-confident	1	2	3	4
I am concerned about losing	1	2	3	4
I feel tense in my stomach	1	2	3	4
I feel secure	1	2	3	4
I am concerned about choking under the pressure	1	2	3	4
My body feels relaxed	1	2	3	4
I am confident I can meet challenges	1	2	3	4
I'm concerned about performing poorly	1	2	3	4
My heart is racing	1	2	3	4
I'm confident about performing well	1	2	3	4
I'm concerned about reaching my goal	1	2	3	4
I feel my stomach sinking	1	2	3	4
I feel mentally relaxed	1	2	3	4
I'm concerned that others will be disappointed with my performance	1	2	3	4
My hands are clammy	1	2	3	4
I'm confident because I mentally picture myself reaching my goal	1	2	3	4
I'm concerned I won't be able to concentrate	1	2	3	4
My body feels tight	1	2	3	4
I'm confident coming through under pressure	1	2	3	4

SELF – CRITICISM/SELF- REASSURANCE

Read each statement carefully and circle the number that best describes how much each statement is true for you. Please use the scale below. (Not at all like me = 0 , A little bit like me =1 , Moderately like me = 2, Quite a bit like me =, Extremely like me = 4)

I am easily disappointed with myself.	0	1	2	3	4
There is a part of me that puts me down.	0	1	2	3	4
I am able to remind myself of positive things about myself.	0	1	2	3	4
I find it difficult to control my anger and frustration at myself.	0	1	2	3	4
I find it easy to forgive myself.	0	1	2	3	4
There is a part of me that feels I am not good enough.	0	1	2	3	4
I feel beaten down by my own self-critical thoughts.	0	1	2	3	4
I still like being me.	0	1	2	3	4
I have become so angry with myself that I want to hurt or injure myself.	0	1	2	3	4
I have a sense of disgust with myself.	0	1	2	3	4
I can still feel lovable and acceptable.	0	1	2	3	4
I stop caring about myself.	0	1	2	3	4
I find it easy to like myself.	0	1	2	3	4
I remember and dwell on my failings.	0	1	2	3	4
I call myself names.	0	1	2	3	4
I am gentle and supportive with myself.	0	1	2	3	4
I can't accept failures and setbacks without feeling inadequate.	0	1	2	3	4
I think I deserve my self-criticism.	0	1	2	3	4
I am able to care and look after myself.	0	1	2	3	4
There is a part of me that wants to get rid of the bits I don't like.	0	1	2	3	4
I encourage myself for the future.	0	1	2	3	4
I do not like being me.	0	1	2	3	4