Primed Orientation (Self and Other) and Life Satisfaction: Examining Coping Strategies as the Mediator and Education as the Moderator across Indo-Pakistan Border

[1]Tiwari, D.N., [2]Kumar, A., [3]Gautam, S., [4]Nayan, R., [5]Pandey, A.R.

[1]*Assistant Professor, Department of Applied Psychology, Ramanujan College, University of Delhi*
[2]*Assistant Professor, Department of Psychology, IGNOU, New Delhi*
[3]*Assistant Professor, Department of Applied Psychology, Ramanujan College, University of Delhi*
[4]*Assistant Professor, Department of Commerce, Ramanujan College, University of Delhi*
[5]*Assistant Professor, Department of Hindi, Ramanujan College,University of Delhi*

Abstract

Over the past few decades, the world has witnessed wars and conflicts between the nations and even within a nation. Harmony is needed before anything as it is the ground on which the strong pillar of a nation stands. In India, Jammu and Kashmir over the decades has witnessed huge amounts of violence and terrorism. This study has been done with the intent to explore the relationship between self and other orientation, life satisfaction, coping strategies and educational background. In a sample of 378 individuals (187 males and 191 females), a moderated meditational model was tested using influence of (self and other) on life satisfaction mediated by coping strategies and moderated by educational background. Results showed that Orientation (Self and Others) had a direct positive association with life satisfaction, ways of coping strongly mediate the relation between orientation (self and other) and life satisfaction and the educational background reduces the strength of the relationship between orientation and life satisfaction. Individual orientation towards self and others strongly influence and associate with their ways of coping and the level of life satisfaction which further mold with educational background.

Keywords: Orientation, Life Satisfaction, Coping Strategies, Education.

1. Introduction

The 21st century began with a series of conflicts across the world. The decade 2001-2010 was declared by the United Nation Organization (UNO) as the "International Decade for a Culture of Peace and Non-Violence for the Children of the World". However, it is very unfortunate that it has been a decade of mass violence and destruction across the world. One can simply infer that if an individual grows up with fear of violence and destruction then what kind of future world would have. In general, conflict and harmony both are principally 'psychological' in nature. The preamble of the constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO) states that "since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed" (cited by Gardner Murphy, 1953). For the last two decades, India has been one of the most violence vulnerable countries where frequent terrorist attacks occurred. The Indian territories, particularly, the state of Jammu and Kashmir, and seven North-Eastern States, are badly impacted by violence and terrorism. The adverse situations created by cross border infiltration compelled Jammu and Kashmir border inhabitants to compromise with their mental, social, political, religious, spiritual, and professional spheres of living. It

is evident that the border region population encounter different socio-cultural issues and challenges than the normal people who stay in the civilian regions of the country.

In psychology, it was seen while doing literature review that many studies have been done earlier to understand the influence of living in such conditions on mental health, wellbeing, lifestyle, conflict management and other factors by taking into consideration these factors separately or in conjunction with each other. Some of the factors which have not been explored uptil now are being understood here in a complex relationship. In the current view, self is an important part and resembles a group of ideas which are influenced by the social cues and guide one's behavior. As social environment is a major factor it influences and shapes self's structure, content and conduct. Individuals experience dissatisfaction and dissonance if there is disharmony with the social environment. One of the contemporary models of the self (Cervone 2005; McConnell 2011) rests on two basic assumptions. Firstly, self consists of two components, quality of unity of experiences through abstract generalizations and context specific schemas (McAdams 1997; Rosenberg 1997). Secondly, the functioning of self is unified into a feedback loop which is connected to behavior, self-reflection, affect and social response (Carver and Scheier 2002; Markus and Wurf 1987). It follows the fact that well-being is related to self- content and structural organization of its parts, it has two dimensions- Congruent and Incongruent Self. Congruent self has been part of discussions and research for quite a long time now. Congruent Self is defined as one in which its aspects are existing in harmony with the actual self (Rogers 1961). This state of harmony leads to two important psychological benefits which leads to life satisfaction. First, it leads to consistency among the elements which helps in facilitating a clear, unequivocal and efficient course of action (Jones and Gerard 1967). Second, it has a quality of wholeness, continuity and unity (Erikson 1968), and this is seen most frequently in Western Cultures (Suh, 2002). According to the vast research being done in the areas of social and personality psychology, it was found that self-congruence is attained when one cognitively aligns the hypothetical or idealized selves with the actual self (Higgins 1989;

Markus and Nurius 1986). Self-role congruence is considered much more important for healthy functioning than self- ideal congruence, the unsuccessful performance can lead to difficulty in claiming it as part of self. If there will be a disconnect between social feedback and various selves it can lead to arousal of negative emotion and affects personal integrity as well (Backman 1988; MacKinnon 1994). In a study it was found that if there is incongruence in self-role then it can lead to experiences of dysphoria as well (Hochschild 1983; Schlenker 1985) and another important piece of work has proved that when there is self-role congruence, it will lead to satisfaction and commitment in the self-role (Reich and Rosenberg 2004; Chassin et al. 1985; Reich 2000; Roberts and Donahue 1994; North and Swann 2009; Sheldon et al. 1997). Once again positive correlations were reported between self-congruence scores and satisfaction and role specific scores (Donahue and Harary, 1998).

Wellbeing is related to self-content and to be more precise with the structural organization of traits of the self-concept. As these two are related it was also found that life satisfaction which is an important part of wellbeing was found to be a prerequisite of it (Diener et al. 1998, 2003). It is considered as relatively stable and is correlated with other dimensions but still distinct from them (positive and negative emotional states, optimism, neuroticism, and self-esteem) (Pavot et al. 1997; Lucas et al. 1996).

Having Satisfaction with one's life is determined by so many factors and they can be majorly categorized into internal (positive attitude, resilience etc.) and external factors (support system, events in life). Lifestyle Behaviors are related to coping strategies a person is using to cope with the stress. Some people choose to practice a healthy coping strategies (exercising, seeking social support etc) while some choose to engage in maladaptive behaviors (substance use, violence etc).

In one study it was found lifestyle and coping strategies are very much related and it was seen that if people are practising active coping strategies then life satisfaction will be high, and it is not only for present but it holds true for future life satisfaction as well (Dubey and Aggarwal, 2007). Study by Hamarat et al,

(2010) found results that life satisfaction and coping strategies are related there is no difference between coping strategies in different age groups (middle aged, young old and oldest-old). On the other hand, this study showed that self-appraisal measures and effectiveness of coping resources served as moderators of global life satisfaction and combined effects of stress perception and effectiveness of coping proved to be as better predictors of life satisfaction for younger adults while for the other two major age groups (middle aged and older adults) effectiveness of coping resources served as better predictors of life satisfaction. Coping refers to the intentional efforts an individual makes to deal with the stress be it physical or psychological. Coping strategies are the behaviors that one employs to deal with stressful and traumatic situations. Folkman and Lazarus (1980) gave three main strategies that people use for coping: Appraisal Focused Strategies, Problem Focused Strategies and Emotion Focused Strategies. People use it as per their orientation and its mechanism keep changing over time.

The situations that prevailed and are still prevailing in Kashmir have led to a lot of turmoil in the lives of people who are residing there from generations. Both Men and women have been the witnesses of uncountable and unimaginable challenges and misfortunes. It's not easy to deal with the stress and the trauma of being caught up at such a place where escape seems to be very difficult and hence it becomes very necessary to look for the coping patterns in the population living over there. As people living in Kashmere are going through a lot of psychological distress which directly affects lifestyles and social bonding to a larger extent (Wheaton, 2007) and stress has always shared a very close relationship with the coping strategies one is using, it is inevitable and has to be dealt. These people are dealing with conflicts constantly for more than three decades and have affected people of every age, gender and class. However, the people who are staying presently   have been the most affected victims (Khan et al, 2012). Residents of Kashmir have experienced events in which they were survivors, perpetrators of conflicts as well as peace builders. In all these situations they have faced both positive and negative events and accordingly their coping strategies differed as everyone's mental health is different and

each one of them will be coping in their own unique ways.

In Kashmir because of terrorism and militancy normal life is most of the time out of gear and education became its victim too, many of the schools there have been destroyed and it explains its low literacy rate, higher drop outs, low teacher student ratio etc. According to the 2011 Census Jammu and Kashmir has only 68.74 percent literacy rate and was ranked 30 in states and union territories list. It is very much required for both the genders to be educated as it is the most important tool which brings development and welfare (Gul & Khan, 2014). Education gives both opportunity and choice to people for taking decisions of their lives, to have the same rights, to be assertive of their roles and also to be more self-aware of themselves and then they will be able to make correct decisions for their physical and mental wellbeing that leads to prosperity in life. Study done by Ngoo, Tey and Tan (2014) found that standard of living, marital status and role of the government have a great influence on Life Satisfaction of individuals as compared to income. When income, gender and age were explored for their role in life satisfaction, it was found that as compared to the other two constructs education do have an influence but an indirect one.

As it is well known that Kashmir is considered as Heaven on Earth but it does not appear so to those who are living there in difficult conditions and fighting daily for their lives. The purpose of the study is an attempt to understand the role of the factors mentioned above in relation to each other as well as their influence as moderator and mediator since it has not been examined yet. It is seen that research studies done up till now in which the effect of education is also studied the results have been mixed and not very convincing and hence is a majorly identified research gap. This study is an attempt to understand and study the relationship between orientation to self and others with its impact on life satisfaction where education is working as a moderator while coping styles are working as a mediator.

The Present Study:

Against the above backdrop, it may be affirmed that most of the preceding researches have not investigated mediators or moderators of the

association between orientation (self and other) and life satisfaction. Hence, modest is acknowledged about how these two psychological variables were integrated. In this study, a conceptual model (see Figure 1), in which coping strategies mediated the relation between orientation (self and other) and life satisfaction, was tested, and educational background moderated these direct and indirect relationships. This study's main aims were to explore the interrelationships among orientation (self and other), life satisfaction, coping strategies, and educational background and to test a moderated mediation model of the influence of orientation (self and other) on life satisfaction mediated by coping strategies and

moderated by educational background. In the light of earlier findings, three hypotheses were proposed.

Hypothesis 1. Orientation (self and other) would be positively related to life satisfaction.

Hypothesis 2. Coping strategies would mediate the effect of orientation (self and other) on life satisfaction.

Hypothesis 3. The educational background would moderate the direct and indirect relationships between orientation (self and other) and life satisfaction through coping strategies.
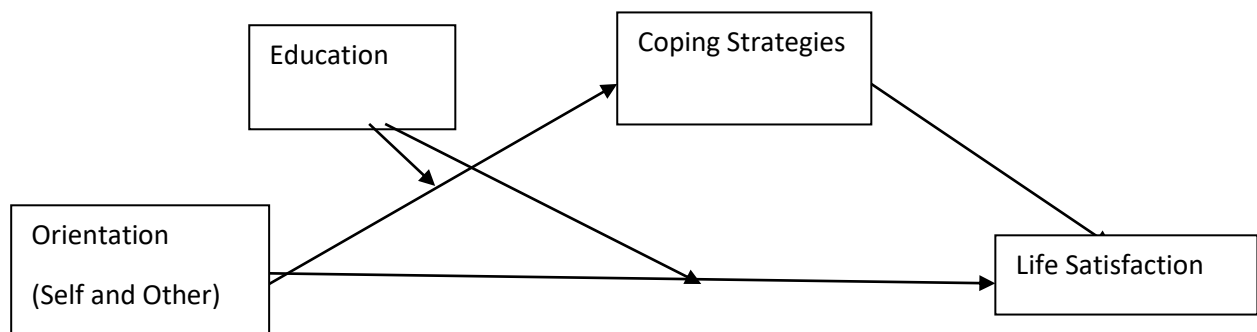

Figure 1. Theoretical Framework

2. Method

Sample and Procedure

A total of 378 individuals (187 males and 191 females) participated in this study. The mean age of the sample was 32.41 (SD= 13.52), ranging from 15 to 55. Out of 378 participants, 276 participants were educated whereas 102 participants were uneducated. They were drawn randomly from R.S. Pura, Naushera, and Jammu Region of Jammu and Kashmir, India. The majority of the participants belonged to the lower class and lower-middle-class socioeconomic background. To collect data, initially, rapport was formed with the participant, and demographic details were received. The prime was then introduced at the beginning of the survey. In the next part, measures of interest covering the present study were administered. Participants were randomly allocated to the self-oriented (SO) and other-oriented (OO) conditions through the random distribution of the survey packages, which consisted of self-oriented and other-oriented

prime manipulation. In case of difficulty in understanding the language the same was clarified. On average the administration took about one hour.

Measures of Interest

The measure of Coping Strategies - It is comprised of four subscales as described below:

Problem-Focused Strategies Subscale. Developed by the present researchers this subscale assesses one's approach to active problem-solving. It consisted of 16 items with 5-point rating scales, ranging from "very true" (1) to "very untrue" (5). The measure was intended to tap one's problem-focused coping strategies. An example of an item is "I plan and try to solve the problem accordingly". The coefficient alpha value of the measure was found as .92.

Emotion-Focused Strategies Subscale. The measure assesses one's level of striving for coping with stress or conflict by regulating

emotions. The measure is self-developed and consisted of 29 items with 5-point rating scales, ranging from "very true" (1) to "very untrue" (5). The measure aimed to tap the level of one's endeavor for attaining, maintaining, and sustaining repute at the societal level. An example of the items includes "I tell myself things that make me feel better." The coefficient alpha value of the measure was found as .95.

Spiritual-Religious Coping Strategies Subscale. It tries to measure the level of one's spiritual-religious coping strategies to reduce stress or to resolve conflicts. The measure is self-developed by the authors. It consisted of 5 items with 5-point rating scales, ranging from "very true" (1) to "very untrue" (5). The items were related to spiritual-religious contexts of coping with the problem while one uses them to face unwanted circumstances. An example of the items is "I involve myself in prayers and religious practices." The coefficient alpha value of the measure was found as .94.

Social Support Coping Strategies Subscale. The measure assesses the level of one's use of family and community as a resource aimed at facing adverse situations in life. The measure is self-developed by the authors. The measure consisted of 9 items with 5-point rating scales, ranging from "very true" (1) to "very untrue" (5). The measure aims at evaluating one's level of perceived social support in need while resolving the conflicts. An example of the items includes "I ask friends to be there always behind me". The coefficient alpha value of the measure was found to be .91.

Satisfaction with Life Scale. The measure was developed by Diener et.al. (1985). A 5-item scale was designed to measure global cognitive judgments of one's life satisfaction (not a measure of either positive or negative affect). The measure consisted of 5 items with 5-point rating scales, ranging from "very true" (1) to "very untrue" (5). An example of the items includes "In most ways my life is close to my ideal. ". The coefficient alpha value of the measure was found to be .58.

3. Results

Table 1 shows the scores on the various components of the measure of coping strategies

and measure of life satisfaction for the participants from self-oriented and other-oriented primed groups. Other-oriented primed group participants exhibited greater scores on all the components of coping strategies except the problem-focused dimension than their counterparts from the self-oriented primed group participants. Overall score on a measure of the coping strategies was found higher on other-oriented primed group participants. However, self-oriented primed group participants displayed better life satisfaction than other-oriented primed group participants.

Table 1

Coping Strategies and Life Satisfaction by Primed Orientation (Self and Other)

Variables Under Study	Orientation	
	Self-Orientation SO)	Other Orientation (OO)
1. Problem Focused	62.406 (12.953)	34.774 (12.461)
2. Emotion-Focused	63.320 (21.095)	114.350 (25.079)
3.Spiritual-Religious Focused	8.994 (7.105)	26.790 (8.328)
4. Social Support Focused	12.449 (10.526)	36.005 (11.575)
5. Total Coping Strategies	147.171 (27.545)	211.894 (31.946)
6. Life Satisfaction	11.497 (20.820)	4.496 (7.274)

Note. SDs are given in parentheses.

Spearman Correlation Test

The Spearman correlation test was used to analyze the variables, including self-oriented and other-oriented primed group interest, coping strategies, and life satisfaction (Table 2). The results of the Spearman correlation test showed that the scores on life satisfaction were significantly positively correlated with the total score of coping strategies (r = 0.720, p < 0.01). All the factors of coping strategies were significantly positively correlated with life satisfaction except problem-focused strategy. Problem-focused strategy was significantly negatively correlated with their life satisfaction (r = -0.694, p < 0.01). Orientation (self-oriented and other-oriented primed group) was significantly negatively correlated with problem-focused coping strategy (r = − 0.737, p < 0.01).

Table 2 Descriptive Statistics and Correlations among the Main Variables

Variables	M	SD	1	2	3	4	5	6	7
1. Orientation (OO, SO)	1.50	.50	1						
2. Problem Focused	48.44	18.77	-.737**	1					
3. Emotion-Focused	89.10	34.48	.741**	-.911**	1				
4. Spiritual-Religious Focused	17.98	11.80	.755**	-.924**	.928**	1			
5. Social Support Focused	24.32	16.16	.730**	-.907**	.909**	.958**	1		
6. Total Coping Strategies	179.79	44.02	.736**	-.868**	.978**	.953**	.950**	1	
7. Life Satisfaction	16.18	7.63	.611**	-.694**	.710**	.732**	.717**	.720**	1

Note. M =Mean; SD =Standard deviation; OO = other-oriented; SO =self-oriented;

*p ≤ .05. **p ≤ .01.

The Mediation of Coping Strategies on Orientation (Self-Oriented and Other-Oriented Interest) and Life Satisfaction

It was found that coping strategies were a significant mediator explaining the path from orientation (self-oriented and other-oriented interest) to life satisfaction. The results of the analysis which tested whether coping strategies mediated the relationship between orientation (self-oriented and other-oriented interest) and life satisfaction are shown in Table 3. At step 1, orientation (self-oriented and other-oriented interest) predicted life satisfaction ($\beta = 0.61$, $p < 0.001$). At step 2, orientation (self-oriented and other-oriented interest) predicted coping strategies ($\beta = -0.73$, $p < 0.001$). At step 3, orientation (self-oriented and other-oriented interest) and coping strategies predicted life satisfaction ($\beta = 0.17$, $p < 0.001$; $\beta = 0.59$, $p < 0.001$). These results showed that orientation (self-oriented and other-oriented interest) partially mediated the relationship between coping strategies and life satisfaction.

Table 3 Mediation Effect of Coping Strategies on Self-Oriented and Other-Oriented Group Interest and Life Satisfaction

Step	Dependent Variable	Independent Variable	B	SE	ß	t
Step 1	Life satisfaction	Primed Self and Other Orientation	9.32	.62	.61	14.92***
Step 2	Coping Strategies	Primed Self and Other Orientation	64.72	3.07	.73	21.05***
Step 3	Life	Primed Self and	2.70	.79	.17	3.39***

	satisfaction	Other Orientation				
		Coping Strategies	.10	.01	.59	11.28***

*p < 0.05; **p < 0.01;***p< 0.001

Moderated Mediation Results

The moderated mediation analysis investigating educational status (educated and uneducated) as a moderator of the direct effect of primed orientation (self and other) on life satisfaction and as a moderator of the indirect effect of orientation(self and other) on life satisfaction through coping strategies were examined using

Hayes's PROCESS (model 8). Table 3 indicates that there was a significant positive direct influence of orientation (self and other) on coping strategies; however, its direct effect on life satisfaction was not statistically significant. A significant moderating effect of educational status on the direct effect of orientation (self and other) on life satisfaction was found (Table 3).

Table 4: Results of the moderated mediation analysis investigating educational status as a moderator of the direct effect of orientation (self and other) on life satisfaction and as a moderator of the indirect effect of orientation (self and other) on life satisfaction through coping strategies.

Antecedent	Consequent									
	Coping Strategies (Mediator)					Life Satisfaction (Outcome)				
	ß	SE	t	LL	UL	ß.	SE	t	LL	UL
Orientation (self and other) (Predictor)	36.98	9.23	4.00	18.82	55.15	2.54	1.67	1.52	-.74	5.82
Educational Status (Moderator)	-35.83	10.85	-3.30	-57.17	-14.48	-1.15	1.95	-.59	-4.99	-2.67
Orientation (self and other) *Educational Status	21.84	6.87	3.17	8.33	35.36	.16	1.23	.13	-2.25	2.29
Coping Strategies (Mediator)	-	-	-	-		.10	.00	11.03	.08	.11
R²	.55					.53				
The conditional direct effect of orientation (self and other) on life satisfaction										
Educated	58.83	3.56	16.51	51.83	65.83	2.70	.83	3.25	1.07	4.34
Uneducated	80.68	5.87	13.72	69.12	92.23	2.87	1.27	2.24	.36	5.38
The conditional indirect effect of orientation (self and other) on life satisfaction										

	ß	SE	LL	UL	
Educated	5.96	.51	5.04	7.04	
Uneducated	8.18	.71	6.77	9.62	
Index of moderated mediation					
Educational Status	Index		Boot SE	LL	UL
	2.21		0.55	1.20	3.35

We plotted the results for life satisfaction predicted by primed orientation (self and other) separately for educated and uneducated conditions (Figure 2). Simple slope tests displayed educational status as the significant moderator of the relationship between primed orientation (self and other) and life satisfaction. Moderated mediation analysis shows a negative relationship between the indirect effect and moderator. Although the effect of orientation (self and other) on life satisfaction through coping strategies diminish in both educated and uneducated conditions, the slope analysis reveals a greater negative relationship in the case of the uneducated condition.

Fig 2. Educational Status as a moderator of the relationship between primed orientation (self and other) and life satisfaction.

4. Discussion

The present study aimed to explore the interrelationships among orientation (self and other), life satisfaction, coping strategies, educational background and to test a moderated mediation model of the influence of orientation (self and other) on life satisfaction which was mediated by coping strategies and moderated by educational background. A good number of studies have been carried out in social science research to understand the variable "life satisfaction" with relation to other variables. Approach taken into consideration in the current study is to study self and other orientation by priming the participants in the above mentioned two ways.

The phenomenological approach to Life satisfaction tells us that the assessment and evaluation of life satisfaction should be in the eyes of the experiencer. In the present study Orientation (self and others) had a direct positive association with their life satisfaction, which strongly supports the first hypothesis. People's self-concepts shape almost every facet of individual life and they develop with the orientation to understand the internal and external world with whom an individual interacts throughout their life span. The social nature of the self emphasizes that the adaptation demands of the individuals are primarily social in nature and involves the deep rooted disputes between the self and significant others. When there is an intrinsic dispute between competing needs for mutuality and autonomy, self-orientation and other orientation, independence and dependence, it leads to emergence of conflict. People's level of life satisfaction depends on how people deal with daily demands and how much they can handle their emotions, in one of the studies it was also discussed that how people regulate their emotions (Diefendorff & Richard,2003) like suppression of emotions, which can be described as a technique which is employed mentally, helps in inhibiting emotion expressive behavior (Frijda, 2005; Gross, 1998), and has been found very often associated with negative effects of mental health such as physical complaints and depression(Wegner & Zanakos, 1994) which ultimately reduces the level of overall life satisfaction.

We all acknowledge the fact that a major force which has a strong influence on our behaviour

is Self-interest and individual's behaviour is usually guided by it (Holmes, Miller, & Lerner, 2002; Ratner & Miller, 2001); and we presume that others will also act in line with their self-interest (Miller & Ratner, 1998); and they even describe their behaviors as driven by this motive (Miller, 1999). Hence researchers usually assume that it is an extremely important factor for motivating the self-interest behavior and because it is an indispensable part sometimes researchers don't bother to ask whether people are actually motivated by self-interest. In one of the studies, it was argued that the strength of self-interest across contexts and individuals keep varying systematically, its meaning and relation to other interests keep changing over the lifetime; and, most importantly, how much self interest and other interests are guiding behaviors, people can report on this.

Stress is an integral part of our life as every individual tries to become more adjustable with the external environment as well as with themselves. We are surrounded by varied kinds of needs and desires in our lives be it biological, psychological, social need, desires and when these are not met and are not satisfied it leads to tension and creates stress (Tamini & Ansari, 2014). Also, people don't want to keep this stress and tension for a longer period of time so they usually put their efforts to overcome or reduce unpleasant emotions and increase positive emotions (Tamir, 2009). Earlier researchers have shown that people are always interested in decreasing pain and increasing the pleasure part and accordingly they engage in actions just for the sake of feeling good (Larsen, 2000). To have a good experience people always use different strategies to overcome or reduce the stress they experience in their life which we popularly understand and acknowledge as coping strategies (Deniz, 2006). These coping strategies people use according to their orientation to self or others and in the above discussion, it was seen that the orientation (self and other) has a direct positive relation with life satisfaction. The present study proposed one of the hypotheses in which ways of coping are considered as one mediating variable between the relation of orientation and life satisfaction. The moderated mediation analysis clearly displays the fact the ways of coping

strongly mediate the relation between orientation (self and other) and life satisfaction.

As we know mediating variable is a variable that acts as the cause of a relationship that means because of the ways of coping strategies people can have a different level of life satisfaction and similarly with different orientations people can have different ways of coping strategies (Dyson & Renk, 2006). With the help of moderated mediation analysis, we could draw a statement that the ways of coping strategies are a cause of the relationship between orientation (self and other) and life satisfaction which is strongly supported or approves the second hypothesis. The present study has confirmed the research of Matheny et al (2004) and Dubey and Agarwal (2007). Practicing coping strategies to manage stress helps in increasing life satisfaction and vice versa. It should be practiced regularly by the students, because if stress will not be managed at the right time it can work as a perpetuating factor for the emergence of mental disorders.

The current study also emphasized the fourth variable which is a demographic variable "educational background". Moderation analyses were computed to see whether educational background plays a moderator role in the relationship between Orientation and Life Satisfaction and ways of coping strategies were placed as a mediator variable. With the help of the slope analysis above, the relationship was presented in the result section which tells us that the educational background reduces the strength of the relationship between orientation and life satisfaction and it was found more with the uneducated sample group. In the post-industrial word achieving a higher level of education is a valued outcome (Eryılmaz, 2010). It has a direct and positive influence on well-being of a person (Witter, Okun, Stock, & Haring, 1984), as we believe that people who are educated are better informed hence they make better decisions, have a broader understanding about varied things, hold good jobs, are well off financially and that's why lead better lives. In the recent literature review in which the work domain was linked to life satisfaction, Erdogan, Bauer, Truxillo, and Mansfield (2012) noted that work "is a source of need gratification, particularly for financial needs" (p. 1052) and, like others who reviewed the correlates and predictors of subjective well-

being (e.g., Diener, Suh, Lucas, & Smith, 1999; Heller, Watson, & Ilies, 2004), identified amongst the predictors of life satisfaction- job satisfaction as the most prominent one.

The variable that acts as a moderator in relationships among two other variables, influences the strength of relationships between two variables. In this study the educational background of the sample is playing a moderator role in the relationship between Orientation and Life Satisfaction as discussed in the above paragraph although educational background affects the above relationship negatively which is comparatively high in the uneducated group. It has been found that living conditions, situations, resources, and varied events - all sum up to form how much satisfied or dissatisfied one is with their lives (Ilies et. al., 2018) A good number of previous studies found that education contributes to the increasing job, financial, and health satisfaction, through perceptual-, knowledge-, and behavioral-based mechanisms (e.g. Rakshase, 2009).

Ethical Statements

Disclosure of potential conflicts of interest: The authors declare that they have no conflict of interest.

Research involving human participants and/or animals: 'Not applicable' for this study.

Informed consent: Informed consent was obtained from all individual participants included in the study.

Data Availability: The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

References

[1] Amin S., Khan, A.W. (2009). Life in conflict: Characteristics of Depression in Kashmir. International Journal of Health Sciences, 3(2): 213–223.

[2] Backman, C. W. (1988). The self: A dialectical approach. In L. Berkowitz (Ed.), Advances in experimental social psychology (Vol. 21, pp. 229–260). New York: Academic Press.

[3] Beutell, N. (2006). Life Satisfaction, a Sloan Network Encyclopaedia Entry. Journal of Sloan Work and Family, 2(3): 1125-1127.

[4] Bhardwaj, K.V., Rani, M. (2017). Personality, coping and well-being in Kashmiri migrants' employees and non-migrants employees: A comparative study. Indian Journal of Positive Psychology 2017, 8(4), 100-110.

[5] Bhatt, M. A. (2013). A Correlation of PTSD and different coping strategies among residents of Kashmir. Indian Journal of Health and Wellbeing. 4(3), 482- 486.

[6] Brougham, R., Zail, C., Mendoza, C. and Miller, J. (2009). Stress, Sex Differences and Coping Strategies among College Students, Current Psychology, 28, pp: 85-97.

[7] Carver, C. S., & Scheier, M. F. (2002). Control processes and self-organization as complementary principles underlying behavior. Personality and Social Psychology Review, 6, 304–315.

[8] Carver, C. S., & Scheier, M. F. (2002). Control processes and self-organization as complementary principles underlying behavior. Personality and Social Psychology Review, 6, 304–315.

[9] Chassin, L., Zeiss, A., Cooper, K., & Reaven, J. (1985). Role perceptions, self-role congruence, and marital satisfaction in dual-worker couples with preschool children. Social Psychology Quarterly, 48, 301– 311.

[10] Chipperfield, J. G, and Havens, B. (2001). Gender Differences in the Relationships between Marital Status Transitions and Life Satisfaction in Later Life. Journal of Marriage and the Family, 12 (3):176-186.

[11] Clark, M., & Anderson, B. (1967). Culture and aging. Springfield, IL: Charles C.

[12] Deniz, M. E. (2006). The relationships among coping with stress, life satisfaction, decision making styles and decision self-esteem: an investigation on turkish university students. Social Behavior and Personality: An International Journal, 34, 1161-1170.

[13] Diefendorff, J. M., & Richard, E. M. (2003). Antecedents and consequences of emotional display rule perceptions. Journal of Applied Psychology, 88(2), 284–294

[14] Diener Ed., Emmons, A. R., Larsen, R. J., & Griffins, S. (1985). The Satisfaction with Life Scale, Journal of Personality Assessment, 49 (1), 71-75.

[15] Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. Annual Review of Psychology, 54, 403–425.

[16] Diener, E., Sapyta, J. J., & Suh, E. (1998). Subjective well-being is essential to well-being. Psychological Inquiry, 9, 33–37.

[17] Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. Psychological Bulletin, 125, 276–302.

[18] Donahue, E. M., & Harary, K. (1998). The patterned inconsistency of traits: Mapping the differential effects of social roles on self-perceptions of the big five. Personality and Social Psychology Bulletin, 24, 610–619.

[19] Dubey, A., & Agarwal, A. (2007). Coping Strategies and Life Satisfaction: Chronically Ill Patients' Perspectives, Journal of the Indian Academy of Applied Psychology, 33, 161-168.

[20] Dyson, R. & Renk, K. (2006). Freshmen adaptation to university life: Depressive symptoms, stress, and coping. Journal of clinical psychology. 62. 1231-44.

[21] Eaton, R. J. and Bradley, G. (2008). The role of gender and negative affectivity in stressor appraisal and coping selection, International Journal of Stress Management, 15(1), pp: 94-115.

[22] Erdogan, B., Bauer, T. N., Truxillo, D. M., & Mansfield, L. R. (2012). Whistle while you work: A review of the life satisfaction literature. Journal of Management, 38(4), 1038–1083.

[23] Erikson, E. H. (1968). Identity: Youth and crisis. New York: Norton.

[24] Eryilmaz, A. (2010). Development and Application of Three-Tier Heat and Temperature Test: Sample of Bachelor and Graduate Students. Eurasian Journal of Educational Research. 40. 53-76.

[25] Folkman, S., & Lazarus, R. S. (1980). An analysis of coping in a middle-aged community sample. Journal of Health and Social Behavior, 21(3), 219–239.

[26] Frijda, N.H. (2005). Emotion experience. Cognition & Emotion, 19, 473-498.

[27] Gilman R., and Huebner E.S., (2003). A review of Life Satisfaction Research with children and adolescents, School Psychology Quarterly, 18, 192-205.

[28] Gross, J.J. (1998). The emerging field of emotion regulation: An integrative review. Review of General Psychology, 2, 271-299.

[29] Gul, A.B.S., Khan, N. Z. (2014). Assessment and Understanding of Gender Equity in Education in Jammu and Kashmir. Review of Literature, 1(6), 20-32.

[30] Hamarat, E., Thompson, D., Steele, D., Matheny, K., & Simons, C. (2002). Age differences in coping resources and satisfaction with life Among MIDDLE-AGED, YOUNG-OLD, AND oldest-old adults. The Journal of Genetic Psychology, 163(3), 360-367.

[31] Heller, D., Watson, D., & Ilies, R. (2004). The role of person versus situation in life satisfaction: A critical examination. Psychological Bulletin, 130, 574–600.

[32] Higgins, E. T. (1989). Self-discrepancy theory: What patterns of self-beliefs cause people to suffer? In L. Berkowitz (Ed.), Advances in experimental social psychology (Vol. 22, pp. 93–136). New York: Academic Press.

[33] Hochschild, A. R. (1983). The managed heart: Commercialization of human feeling. Berkeley, CA: University of California Press.

[34] Holmes, J. G., Miller, D. T., & Lerner, M. J. (2002). Committing altruism under the cloak of self-interest: The exchange fiction. Journal of Experimental Social Psychology, 38(2), 144–151.

[35] Hupfer, E. M., and Detlor B (2007). Beyond gender differences: Self Concept Orientation and Relationship-building applications on the Internet. Journal of Business Research, 60, pp: 613- 619.

[36] Ilies, R., Yao, J., Curseu, P.L. and Liang, A.X. (2018), Educated and happy: A four-year study explaining the links between education, job fit, and life satisfaction. Applied Psychology, 68: 150-176.

[37] Illeris, K. (2003), Learning, Identity and Self Orientation in Youth. Sage Publications, 11(4):357-376.

[38] Jones, E. E., & Gerard, H. B. (1967). Foundations of social psychology. New York: Wiley.

[39] Khan, S., Maqbool, A., Abdulla, N. and Ken, M. Q. (2012) Pattern of ocular injuries in stone pelters in Kashmir valley, Saudi Journal of Ophthalmology, 26(3), 327-330.

[40] Larson, R. (1978). Thirty years of research on the subjective well-being of older Americans. Journal of Gerontology, 33, 109-125.

[41] Larson, R. W. (2000). Toward a psychology of positive youth development. American Psychologist, 55(1), 170–183.

[42] Lucas, R. E., Diener, E., & Suh, E. (1996). Discriminant validity of well-being measures. Journal of Personality and Social Psychology, 71, 616–628.

[43] MacKinnon, N. J. (1994). Symbolic interactionism as affect control. Albany, NY: State University of New York Press.

[44] Markus, H., & Nurius, P. (1986). Possible selves. American Psychologist, 41, 954–969.

[45] Markus, H., & Wurf, E. (1987). The dynamic self-concept: A social psychological perspective. Annual Review of Psychology, 38, 299–337.

[46] Matheny, B. K., Curlette, W. L., Aysan, F., Herrington, A., Gfroerer, C. A., Thompson, D., & Hamarat, E. (2004). Coping Resources, Perceived Stress, and Life Satisfaction among Turkish and American University Students. International Journal of Stress, 9, 81-97.

[47] McAdams, D. P. (1997). The case for unity in the (post)modern self: A modest proposal. In R. D. Ashmore & L. Jussim (Eds.), Self and identity: Fundamental issues. Rutgers series on self and social identity (Vol. 1, pp. 46–78). New York: Oxford University Press.

[48] McConnell, A. R. (2011). The multiple self-aspects framework: Self-concept representation and its implications. Personality and Social Psychology Review, 15, 3–27.

[49] Miller, D. T. (1999). The norm of self-interest. American Psychologist, 54(12), 1053–1060.

[50] Miller, D. T., & Ratner, R. K. (1998). The disparity between the actual and assumed power of self-interest. Journal of Personality and Social Psychology, 74, 53–62.

[51] Ngoo, Y. T., Tey, N. P., & Tan, E. C. (2014). Determinants of life satisfaction in Asia. Social Indicators Research, 124(1), 141-156.

[52] North, R. J., & Swann, W. B., Jr. (2009). Self-verification 360: Illuminating the light and dark sides. Self and Identity, 8, 131–146.

[53] Pavot, W., Fujita, F., & Diener, E. (1997). The relation between self-aspect congruence, personality, and subjective well-being. Personality and Individual Differences, 22, 183–191.

[54] Ratner, R. K., & Miller, D. T. (2001). The norm of self-interest and its impact on social action. Journal of Personality and Social Psychology, 81, 5–16

[55] Reich, W. A. (2000). Identity structure, narrative accounts, and commitment to a volunteer role. Journal of Psychology: Interdisciplinary and Applied, 134, 422–434.

[56] Reich, W. A., & Rosenberg, S. (2004). Reflected self-image and commitment to a career role. Self and Identity, 3, 115–123.

[57] Roberts, B. W., & Donahue, E. M. (1994). One personality, multiple selves: Integrating personality and social roles. Journal of Personality, 62, 199–218.

[58] Rogers, C. R. (1961). On becoming a person. Boston: Houghton Mifflin.

[59] Rosenberg, S. (1997). Multiplicity of selves. In R. D. Ashmore & L. Jussim (Eds.), Self and identity: Fundamental issues. Rutgers series on self and social identity (Vol. 1, pp. 23–45). New York: Oxford University Press.

[60] S. (2010). Psychiatric morbidity in adult Kashmiri migrants living in migrant camps at Jammu. Indian Journal of Psychiatry, 52(2), 154-158.

[61] Saundra, H. S., Hughey, A.W. (2003). African American Women at Midlife: The Relationship between Spirituality and Life Satisfaction. Journal of African American Women, 18(2): 133-147.

[62] Schlenker, B. R. (1985). Identity and self-identification. In B. R. Schlenker (Ed.), The self and social life (pp. 65–99). New York: Plenum Press.

[63] Sheldon, K. M., Ryan, R. M., Rawsthorne, L. J., & Ilardi, B. (1997). Trait self and true self: Cross-role variation in the big-

five personality traits and its relations with psychological authenticity and subjective well-being. Journal of Personality and Social Psychology, 73, 1380–1393.

[64] Shin, D. C., Johnson DM 1978, 'Avowed Happiness as an overall assessment of the quality of life'. Social Indicators Research, 475-492.

[65] Sousa L, and Lyubomirsky, S. (2000). Life Satisfaction. In: J Wore (Ed.): Encyclopaedia of Women and Gender. Sex Similarities and Differences and the Impact of Society on Gender. New Jersey, Prentice Hall, pp. 667-676.

[66] Stogdill, R.M. (1959). Individual behaviour and group achievement. London: Oxford University. Press.

[67] Suh, E. K. (2002). Culture, consistency, and subjective well-being. Journal of Personality and Social Psychology, 83, 1378–1391.

[68] Tamini, B. K., & Ansari, A. (2014). Relationship of stress coping strategies and life satisfaction among students, International Journal of Psychology, 8(1), 156-165.

[69] Thappa, J., Shah, H., Hussain, A., Chowhan, A., Kaur, H., Bharti, M., Banal, R. (2010). Psychiatric morbidity in Adult Kashmiri migrants living in a migrant camp at Jammu. Indian Journal of Psychiatry, 52(2), 154.

[70] Thomas. DFID (2005). Girls' Education: Towards a Better Future for All. London: Department for International Development.

[71] University Students, International Journal of Social Sciences, 5 (2). 11-18.

[72] Wani, Z.A. & Margoob, M.A. (2006). Family study of adult PTSD patients in South Asia experience from Kashmir. JK Practitioner 13.

[73] Watson E.W., Johnson L. and Merritt D. (1998). Team Orientation, Self - Orientation and Diversity in Task Groups: Their Connection to Team Performance over time. Group & Organization Management. 23 (2), 161-188.

[74] Wegner, D. M., & Zanakos, S. (1994). Chronic thought suppression. Journal of Personality, 62(4), 615–640.

[75] Wheaton, B. (2007). The twain meets: distress, disorder and the continuing conundrum of categories (comment on Horwitz). Health no. 11, 303-319.

[76] Witter, R. A., Okun, M. A., Stock, W. A., & Haring, M. J. (1984). Education and subjective well-being: A meta-analysis. Educational Evaluation and Policy Analysis, 6(2), 165–173.

[77]

[78] Cervone, D. (2005). Personality architecture: Within-person structures and processes. Annual Review of Psychology, 56, 423-452.

[79] Tamir, M., & Ford, B. Q. (2009). Choosing to be afraid: Preferences for fear as a function of goal pursuit. Emotion, 9(4), 488–497.

[80] Rakshase, B.N. (2009). Occupational Stress and Mental Health among Police Officers in Maharashtra. Indian Journal of Psychology and Mental Health, 5(2), 20-28.