

CROSS VALIDATION OF RYFF SCALES OF PSYCHOLOGICAL WELL- BEING: TRANSLATION INTO URDU LANGUAGE

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Abstract

The present study aimed to investigate the structural validity of an Urdu translation of 54- items Ryff scales of psychological well-being including; (six sub-scales: self-acceptance, positive relations, autonomy, environmental mastery, personal growth and purpose in life). Analyses were based on data from 261 men and women, with a mean age of 25.64 yrs between 18–60 years. The calculated internal item correlation coefficients of the translated scales were Cronnback's alpha= (0.853), and standardized item alpha= (0.855) significantly higher than the original Ryff scales. Besides confirming previously reported findings correlation among six subscales range between ($r= 0.57$ to 0.70). The present findings demonstrate the adequacy of the Urdu version of the Ryff scales as instrument for assessing psychological well-being among males and females in Karachi.

Keywords: Psychological well-being; Ryff scales; Urdu translation.

JEL Classification: Z0000

Subjective Well-being

Positive psychology is growing rapidly and has caught attention of psychological research specifically on what makes us happy, the pursuit of happiness, the strengths and virtues that enable individuals and communities to thrive, and how we can lead more fulfilling, satisfying lives.

To psychological researchers, happiness is a life experience marked by a preponderance of positive emotion. Feelings of happiness and thoughts of satisfaction with life are two prime components of subjective well-being (SWB).

The term ¹SWB refers to a broad category of phenomenon that includes people's evaluations of their lives, emotional responses, domain satisfactions, and global judgments of life satisfaction. Such an evaluation is often expressed in affective terms; when asked about subjective well-being, participants will often say, "I feel good" (Schwartz & Strack, 1999).

Structure of Subjective well-being

One goal of researchers who study subjective well-being (SWB) is to define the key features of the well-being construct. Literature on SWB reported that it ²consists of two distinctive components an ³*affective* part and a ⁴*cognitive* part.

¹ (Diener et al., 1999: p. 277)

² (cf. Diener, 1994: p. 106)

However, clarifying the structure of well-being has neither been easy nor straightforward as evidenced by the multitude of conceptual approaches that exist. For instance, Bradburn (1969) proposed that SWB is composed of two components, whereas others state that SWB consists of either ⁵five components, ⁶six components or ⁷seven components.

Despite the lack of agreement about the number of dimensions that compose SWB, a number of investigators agree that SWB contains a cognitive and an affective component.⁸ The affective component is best understood as a hedonic balance constituting one's overall emotional tone determined by an individual's level of positive and negative affect and the difference between these emotional states (Bradburn, 1969). Further, hedonic balance is the conceptual basis for the most well known instrument that measures the affective dimension of well-being⁹

The basis of the cognitive component of SWB emerged from studies examining adaptation to gain and recognise the contentment, or life satisfaction, approach. The logic behind this approach is that if one has a favorable evaluation in many life domains, such an evaluation will lead to an overall positive outlook on one's life and the experience of higher levels of SWB.

³ *affective* part, refers to both the presence of positive affect (PA) and the absence of negative affect (NA)

⁴ cognitive part is an information-based appraisal of one's life.

⁵ (Lawton, 1975)

⁶ (Neugarten et al., 1961; Ryff, 1989)

⁷ (Reker and Peacock, 1981)⁸

⁸(Andrews and Withey, 1976; Diener, 1984; Diener and Emmons, 1984; Liang, 1984⁸, 1985; Lucas et al., 1996; Stock et al., 1986).

⁹Affect Balance Scale (ABS; Bradburn, 1969).

Ryff's Scales of Psychological Well-being

According to Ryff (1989), well-being is not composed simply of positive affect, negative affect, and life satisfaction; rather, well-being is best conceived as a multidimensional construct made up of life attitudes. Based on tenets of humanistic psychology, with such constructs as purpose in life and autonomy, Ryff centers attention on normative criteria for mental health. The result is a means for assessing a person's level of positive functioning and psychological well-being. Ryff (1989) created the Scales of Psychological Well-Being (SPWB) based on an integration of mental health, clinical, and life span developmental theories. These dimensions are assumed to measure all aspects of wellbeing and include self-acceptance¹⁰, positive relations with others¹¹, autonomy¹², environmental mastery¹³, purpose in life¹⁴, and personal growth¹⁵ Ryff, 1989). Ryff and Keyes (1995) examined the structure of Ryff's six factor model using Structural Equation Modeling. The model that best fitted the data was one of six primary factors joined together by a single higher order factor defined as well-being. Ryff (1989) also performed factor analysis on the six subscales of the SPWB and found highest factor correlation between self-acceptance and environmental mastery (0.76), self acceptance and purpose in life (0.72).

¹⁰Self-Acceptance = positive evaluations of oneself

¹¹ Positive Relations with others = quality relations with others

¹²Autonomy = sense of self- determination

¹³ Environmental Mastery = capacity to effectively manage one's life and surrounding world

¹⁴Purpose in Life = belief in a purposeful and meaningful life

¹⁵ Personal Growth = sense of continued growth and development as a person

Subscales loaded on a general well-being factor with the remaining four subscales loading on two other factors. Specifically, personal growth, positive relations with others and purpose in life loaded on a factor believed to represent new dimensions of well-being with control (i.e., powerful others, chance).

Central to this discussion Kozma et al. (1991) reported that it is important to establish the construct validity of a measure by examining the extent to which the presumed components emerge in factor-analytic studies. It is also imperative that the items making up a measure load on the appropriate factors. Establishing the construct validity of a measure is one way to establish the usefulness of a scale. Therefore, the primary aim of this study is to establish the construct validity of the Ryff's SPWB 54-item (Urdu version).

It is hypothesis that an Urdu version of SPWB would validate the construct validity of Ryff scale.

Extensive research exists on the correlation of demographic and other environmental factors with happiness. These findings started with Cantril's (1965) study of 23,875 people in 11 countries, the research of Bradburn (1969) and Campbell, Converse, and Rodgers (1976) in the United States, and Inglehart's (1990) analysis of Eurobarometer studies of 16 countries with over 163,000 respondents. Veenhoven and colleagues (1994) later reviewed 603 such studies from 69 countries. It is concluded that demographic and environmental factors affect happiness at varying levels. ***Thus, further this study will provide insight on subjective psychological well-being in Pakistani context.***

Methodology

Ryff Scale of Psychological Well-being (RSPWB)

The *Ryff Scale of Psychological Well-Being (RSPWB)* 54-item, is a theoretically-grounded instrument that focuses on measuring six dimensions of psychological well-being: self-acceptance, personal growth, purpose in life, positive relations with others, environmental mastery, and autonomy (Ryff, 1989). Each dimensional scale contains 9 items equally split between positive and negative items. Items are scored on a 6-point scale ranging from strongly agree to strongly disagree.

Ryff's scales have been found to correlate positively with prior measures of well-being, such as the ¹⁶Affect Balance Scale and the ¹⁷Life Satisfaction Index. However, it is negatively correlated with measures of depression like ¹⁸Zung's Depression Scale. Internal consistency coefficients (alpha) for ¹⁹Ryff's six sub scales range from (0.82 to 0.90).

Translation of Ryff Scale into Urdu

Dr. Carol Ryff, consented the author to translate the scale into Urdu. Translation from English to Urdu and cultural adaptation of scale was performed in two steps. The scale was first translated by a bilingual expert working as assistant professor; Communication at Institute of Business Management. In the second step scale was examined by a Native Language expert working as lecturer at University of Karachi to avoid syntactic errors in translation.

¹⁶(Bradburn, 1969)

¹⁷ (Neugarten et al., 1961)

¹⁸ Zung's (1965)

¹⁹ (Schmutte and Ryff, 1997).

Sample:

Participants were university students, un/married, un/employed individuals in the vicinity of Karachi city. Three hundred participants completed questionnaires for the study. .Thirty nine questionnaires were excluded for data analysis due to incomplete responses. Two hundred sixty-one research participants made up the final sample. The sample contained 111 males and 150 females, whose mean age was 25.43 yrs ($SD = 3.76$; range: 18–48 years) and mean education of 14.22 years ($SD = 1.37$; range: 10–19 years).

Data Collection:

All respondents were asked to fill the RSPWB 54-item Urdu Version questionnaire either in groups or individually.

Group administration of RSPWB 54-item was undertaken at the Institute of Business Management (IoBM), Karachi Foundation School (KFS) and Meezan Bank. 120 students from the Freshman Introductory Psychology class at IoBM, 34 teachers and management staff at KFS and 45 employees from Meezan Bank were conveniently selected at random to complete the questionnaire. 68 questionnaires were dispatched to postal addresses in the vicinity of Karachi and the author received 24 completed questionnaires. The rest of the data was collected by distributing the questionnaire in the locality of Karachi city.

Results

Demographic profiles of participant suggest that sample was largely comprised of (73.3%) unmarried and (25.6%) married individual from general population, with average age of 25.43yrs between (18-60 years).A large group of respondent were between 17-25yrs of age (38.3%) while others were (19.1%). Educational qualification of majority of research participant were grouped into under graduation (Intermediate=28%,A-levels=13%) and (Masters=31%).On the other hand, the rest of the participant

were graduate (20%), professionals such as doctors, Engineers (05%) and matric (03%). The gender profile of research participant showed a bit larger female composition (57.6%) than male (42.4%).

The construct validity of RSPWB 54-item was tested against RSPWB's Urdu Version. Estimated internal item correlation coefficients of the translated scales were (Cronbach's alpha ($\alpha=0.853$), and standardized item alpha ($\alpha=0.855$) see table 1. Inter-correlation among six subscales range between ($r=0.57$ to 0.70) correspondingly: autonomy and environment mastery ($r=0.54$), autonomy and personal growth ($r=0.64$), autonomy and positive relation ($r=0.45$), autonomy and purpose in life ($r=0.34$), autonomy and self acceptance ($r=0.53$), environmental mastery and personal growth ($r=0.58$), environmental mastery and positive relations ($r=0.54$), environmental mastery and purpose in life ($r=0.47$), environmental mastery and self acceptance ($r=0.46$), positive growth and positive relations ($r=0.55$), positive growth and purpose in life ($r=0.42$), positive growth and self acceptance ($r=0.46$), positive relations and purpose in life ($r=0.48$), positive relations and self acceptance ($r=0.38$), purpose in life with self acceptance ($r=0.51$) were significant at 0.01 level (see table 3). Obtained α value suggests that probability of individual item responses on six subscales were consistently same with the total responses (See Table 2).

Considerably low inter correlations depicted among subscale of Autonomy and purpose in life scale²⁰ and positive relations and self acceptance scale²¹. This is contrary to Ryff's six factor model for subjective psychological well-being. It remains debatable; Do the items intended to measure each theoretical domain? 54-items are enough to measure subjective psychological well-being? Is there an overlap of items pertaining to more than one domain? This may recommend that Subjective Psychological well-being in Pakistani context comprises of less than six subscales.

²⁰ Autonomy and purpose in life scale ($r=0.34$)

²¹ Positive relations and self acceptance scale ($r=0.38$)

However considerably strong inter correlation among subscales appeared between autonomy and personal growth ($r=0.64$), and personal growth and environmental mastery ($r=0.58$). These validate Ryff's theory of six factor psychological well-being measure. Psychological well-being is greater, as majority of respondent were unmarried undergraduates between 17-25yrs of age.²² This also suggests dominate of factors that determine psychological well-being in Pakistani context.

Ryff's theory of PWB equates autonomy with self-determination, independence, internal locus of control, individuation, and internal regulation of behavior. While other authors assumed that autonomy is related to the western concept of liberty and freedom. However present study suggests that the attribute of autonomy also exist in non-western cultures. Such as item 35 on RSPWB "*I have confidence in my opinions, even if they are contrary to the general consensus*" reveals higher consistency than other individual items on the subscale of autonomy ($r=0.46$).

Likewise, it is reported previously that personal growth is the ability to grow and expand as a person who is considered as sense of individual's well-being rather than moral imperative.²³

Even though inter correlation among all six subscales: autonomy, environmental mastery, personal growth, purpose in life, positive relations and self acceptance with total subjective psychological well-being was strongly larger than the individual items on six subscale. Inter correlation range between ($r=0.70$ to $r=0.79$).

²² A Small but significant correlation between education and SWB is indicated (Campbell et al., 1976; Cantril, 1965; Diener et al., 1993). In a meta-analysis of the literature, Witter, Okun, Stock, and Haring (1984) observed a median effect size of .13. This effect size was similar to education's influence upon life satisfaction (.15), morale (.15), and quality of life (.12). Education correlates with well-being moreso for individuals with lower incomes (Campbell, 1981; Diener et al., 1993), and in poor countries (Veenhoven, 1994a);

²³ (Bellah et al. 1985, p.47)

The results of the present study supported the tested hypothesis. The relationship between RSPWB and subscales result in a single factor measured as proposed by Ryff. Internal consistency Cronbach's α for the RSPWB 54-items an Urdu version was acceptable for the purpose of this present study. RSPWB 54-item an Urdu version measure individual's strength and weakness and attitude toward optimal functioning that is central to implications in clinical and academic setting such as counseling students and deciding career path to build optimal self attributes.

However findings suggest limitations that more work needs to be carried out to develop more replicable structure for subjective psychological well-being. Since, observed low inter correlations among subscale of Autonomy and purpose in life scale, Positive relations and self acceptance subscale don't appeared to authenticate six dimensional structure of Ryff Scale of Psychological Well-being to assess. This can be done by comparing RSPWB with other models of subjective psychological well-being to identify structure of Psychological Well-being in Pakistani context.

Over representation of certain subgroups in a small sample of (261) such as young people (between 17-25yrs) and Unmarried (73%) limits the generalized implication of RSPWB Urdu version to other Pakistani population. Beside this demographic variation of sample and data collection methods don't strongly support Ryff scale's validation in Pakistani context.

Further research should 1) examine the relationship between RSPWB Urdu version and other measures of Subjective well-being, 2) examine RSPWB in group and demographic variable such as employment, income level, education as predictor of subjective well-being and 3) examine potential positive relationship between internal locus of control, emotional intelligence and subjective psychological well-being.

Another limitation of the study is that participants were tested both individually and in groups. In future, all participants should be provided with uniform administration to eliminate any potential effect that may have on individual's judgment about subjective well-being.

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Correlations among six factor Model of Ryff's Psychological Well-being Scale (54-item)

Table 1: Item analysis Statistics SPSS out put

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.853	.855	6

Table 2: Descriptive Statistics for Ryff's Psychological well-being Six Subscales

Scales	Mean	Std. Deviation	N
Autonom	37.72	6.022	261
*E.Master	37.13	6.334	261
**P.Grow	32.19	5.502	261
***P.Rela	35.49	6.241	261
****P.I.L	32.07	6.514	261
*****S.A	35.54	5.508	261

Note: (Ryff's Psychological Well-being Scale 54-item 6 factor Model (Autonomy, *E. Mastery =Environmental Mastery, **P.Growth= Personal Growth, ***P.Relation=Positive Relation, ****P.I.Life= Purpose in Life, *****S.Accept= Self Acceptance) (N=261, Age= 25.64yrs)

Table 3: Inter-Item Correlation among Ryff's Psychological well-being Subscales

Scales	Autonomy	E.Mastery	P.Growth	P.Relation	P.I.Life	S.Accept	TPWB
Autonomy	1.000	0.545	0.648	0.454	0.349	0.534	0.73
E.Mastery	0.545	1.000	0.584	0.549	0.478	0.469	0.77
P.Growth	0.648	0.584	1.000	0.557	0.429	0.460	0.79
P.Relation	0.454	0.549	0.557	1.000	0.485	0.382	0.73
P.I.Life	0.349	0.478	0.429	0.485	1.000	0.512	0.70
S.Accept	0.534	0.469	0.460	0.382	0.512	1.000	0.71
TPWB	0.73	0.77	0.79	0.73	0.70	0.71	1.00

Note: TPWB= Total Psychological well-being (all correlations are significant at 0.01 level)

Table 4: Inter-Item Covariance among Ryff's Psychological well-being Subscales

Scales	Autonomy	E.Mastery	P.Growth	P.Relation	P.I.Life	S.Accept	TPWB
Autonomy	36.265	20.776	21.466	17.063	13.684	17.723	123.0
E.Mastery	20.776	40.121	20.352	21.690	19.726	16.360	138.0
P.Growth	21.466	20.352	30.271	19.129	15.368	13.931	120.0
P.Relation	17.063	21.690	19.129	38.951	19.733	13.126	127.0
P.I.Life	13.684	19.726	15.368	19.733	42.430	18.353	129.0
S.Accept	17.723	16.360	13.931	13.126	18.353	30.342	110.0
TPWB	123.0	138.0	120.0	127.0	129.0	110.0	789.23

Table 5: Summary Item Statistics Ryff's Psychological well-being Scales SPSS out put

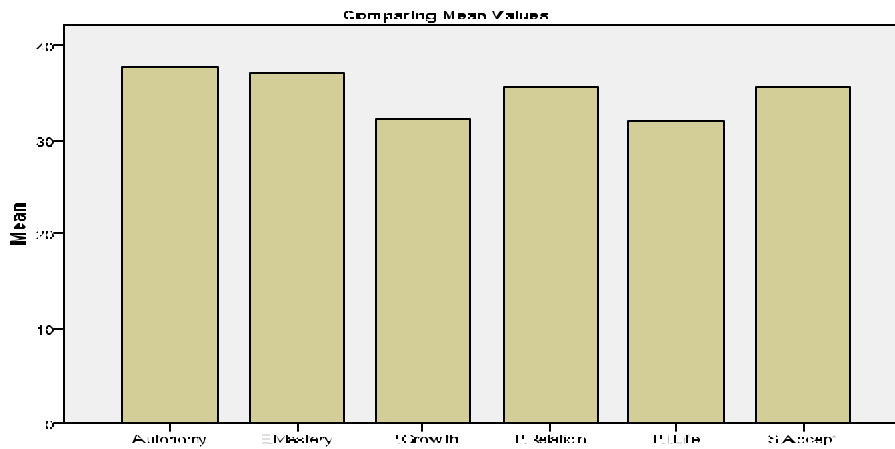
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	35.022	32.065	37.716	5.651	1.176	5.789	6
Item Variances	36.397	30.271	42.430	12.160	1.402	26.202	6
Inter-Item Covariances	17.899	13.126	21.690	8.563	1.652	7.973	6
Inter-Item Correlations	0.496	0.349	0.648	0.299	1.857	0.006	6

Table 6: Item-Total Statistic Ryff's Psychological well-being Scales SPSS out put

Scales	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Aoutunmy	172.42	537.652	.650	.515	.827
E.Mastery	173.00	517.412	.686	.478	.819
P.Growth	177.94	544.577	.703	.542	.818
P.Relation	174.64	534.907	.629	.427	.831
P.I.Life	178.07	539.180	.574	.388	.842
S.Accept	174.59	566.011	.607	.415	.835

((all correlation are significant at 0.01 level)

Mean Value 6 Factor Model of Ryff's Psychological Well-being Scale



Appendix B: Ryff's Psychological Well-being Scale Urdu Translation

6. PSYCHOLOGICAL WELL-BEING SCALES

۶۔ سائیکولوجیکل خوشحالی کا اسکیل

مندرجہ ذیل سوالات آپ اپنی زندگی کے بارے میں کیسا محسوس کرتے ہیں کے متعلق ہیں۔ برائے مہربانی یاد رکھیے کہ ان میں کوئی صحیح یا غلط جواب نہیں ہے۔ ہر سوال کے لیے دیے گئے نمبروں (اعداد) میں سے وہ نمبر (عدد) چنیے جو آپ کے اس بیان سے مخالفت یا موافقت کی بہترین ترجمانی کرتا ہو۔

۱۔ مکمل غیر متفق، ۲۔ کچھ حد تک غیر متفق، ۳۔ تھوڑا غیر متفق، ۴۔ تھوڑا متفق، ۵۔ کسی حد تک متفق، ۶۔ مکمل متفق۔

- ۱۔ زیادہ تر لوگ مجھے محبت کرنے والا اور چاہنے والا مانتے ہیں۔ ----
- ۲۔ عموماً میں محسوس کرتا کرتی ہوں کہ میرے نالا نے میرے تاج میں ہیں۔ ----
- ۳۔ میں ان کاموں کا کارکن ہونے میں جو میرے دائرہ اختیار کو پھیلا ہیں۔ ----
- ۴۔ جب میں اپنی زندگی کی کہانی کو نظر ڈالتا ہوں تو خوش ہوتا ہوں۔ شہ طرح حالات نے کرو نہیں بدلیں۔ ----
- ۵۔ قریبی تعلقات کو برقرار رکھنا میرے لیے مشکل اور مایوس کن ہے۔ ----
- ۶۔ میں اپنے خیالات کے ظہار سے کبھی نہیں ڈرتا یا ہے وہ زیادہ تر لوگوں کے خیالات سے مختلف ہی ہوں۔ ----
- ۷۔ میں روز مرہ ضروریات زندگی سے اکثر تنگ جاتا رہتا ہوں۔ ----
- ۸۔ میں مستقبل کے بارے میں توقع نہیں سوچتا سوچتی اور اپنی زندگی کو ہر روز جیتا رہتی ہوں۔ ----
- ۹۔ عموماً میں اپنے بارے میں پر اہتمام اور مثبت محسوس کرتا کرتی ہوں۔ ----
- ۱۰۔ میں اکثر تنگ محسوس کرتا کرتی ہوں کیونکہ میرے چند دوست ہیں جن سے میں اپنی تحریریں اور پربٹانیاں بانٹتا رہتا ہوں۔ ----
- ۱۱۔ میرے فیصلے دوسروں کے عمل سے متاثر نہیں ہوتے۔ ----
- ۱۲۔ میں اپنی جماعت اور ادارہ گرد کے لوگوں کیساتھ زیادہ موافقت نہیں رکھتا رکھتی ہوں۔ ----
- ۱۳۔ میں عالی نظر رکھتا رکھتی ہوں، کیونکہ مستقبل عموماً میرے لیے مشکلات لاتا ہے۔ ----
- ۱۴۔ مجھے محسوس ہوتا ہے کہ دوسروں کو اپنی زندگی میں میرے مقابلے کچھ زیادہ حاصل ہوا ہے۔ ----
- ۱۵۔ میں دوستوں اور کمر و اولوں کیساتھ باہمی گفتگو سے لطف اندوز ہوتا رہتی ہوں۔ ----
- ۱۶۔ میں پریشان رہتا رہتی ہوں کہ لوگ میرے بارے میں کیا سوچتے ہیں۔ ----
- ۱۷۔ میں اپنی روزمرہ کی ذمہ داریوں کو کافی اچھی طرح سے پورا کرتا کرتی ہوں۔ ----
- ۱۸۔ میں نئے طریقوں سے کام کرنے کی کوشش نہیں کرتا کرتی۔ میری زندگی ایسی طریقتے سے اچھی ہے۔ ----
- ۱۹۔ دوسروں کی رضامندی سے زیادہ میرے لیے اپنی ذات سے مطمئن ہونا ضروری ہے۔ ----
- ۲۰۔ مجھے اکثر اپنی ذمہ داریوں کا زیادہ بوجھ محسوس ہوتا ہے۔ ----
- ۲۱۔ میں سوچتا سوچتی ہوں کہ نئے تجربے کرنا ضروری ہیں، جو یہ واضح کرتے ہیں کہ آپ کیسے اپنے اور دنیا کے بارے میں سوچتے ہیں۔ ----
- ۲۲۔ مجھے میرے روزمرہ کے کام اکثر بے تھک اور غیر ضروری نظر آتے ہیں۔ ----
- ۲۳۔ مجھے اپنی شخصیت کے بہت سے پہلو پسند ہیں۔ ----

- ۳۳۔ میرے پاس زیادہ لوگ نہیں جو مجھے سن سکیں، جب مجھے بات کرنی ہو۔ ----
- ۳۵۔ میں ان لوگوں سے متاثر ہونے کی کوشش کرتا کرتی ہوں، جو مثبت خیالات رکھتے ہوں۔ ----
- ۳۶۔ میں اکثر سوچتا رہتی ہوں کہ میں نے واقعی اتنی ترقی نہیں کی جتنی بحیثیت انسان کوئی اتنے سالوں میں کر سکتا ہے۔ ----
- ۳۷۔ میں بہتر تعین نہیں کر سکتا کر سکتی کہ میں زندگی میں کیا حاصل کرنے کی کوشش کر رہا رہی ہوں۔ ----
- ۳۸۔ میں نے ماضی میں کچھ غلطیاں کی ہیں، لیکن میں نے محسوس کیا ہے کہ جو سب ہوا اچھے کیلئے ہوا۔ ----
- ۳۹۔ میں عموماً اپنے ذاتی مشاغل اور آمدنی کا بہتر استعمال کرتا کرتی ہوں۔ ----
- ۳۰۔ میں عموماً اپنے لئے مقاصد کا تعین کیا کرتا کرتی تھی، لیکن اب یہ وقت ضائع کرنے جیسا ہے۔ ----
- ۳۱۔ میں کسی طرح سے مایوس ہوتا رہتی ہوں جو کام میا بیاں میں نے زندگی میں حاصل کیں۔ ----
- ۳۲۔ مجھے لگتا ہے کہ میرے مقابلے دوسروں کے پاس زیادہ دوست ہیں۔ ----
- ۳۳۔ میں مستقبل کی تدبیریں سوچنے اور ان کو حقیقت بنانے سے لطف اندوز ہوتا رہتی ہوں۔ ----
- ۳۴۔ لوگ میری شخصیت کو اس طرح بیان کر سکتے ہیں ان وقت دوسروں کیساتھ اپنا پندرہ کرنا کرتی ہوں۔ ----
- ۳۵۔ میں اپنے خیالات میں پراعتماد ہوں یا ہے وہ ناموافق کے برعکس ہوں۔ ----
- ۳۶۔ میں غلطی سے وقت کا اس طرح استعمال کرتا کرتی ہوں کہ ہر وہ کام کر سکوں جس کی ضرورت ہے۔ ----
- ۳۷۔ مجھے احساس ہے کہ میں نے بہت ترقی کی ہے آخر کار ایک انسان جیسے کرتا کرتی ہے۔ ----
- ۳۸۔ جو مقاصد میں نے اپنے لئے طے کیے تھے انہیں پورا کرنے میں کامیاب رہا رہی ہوں۔ ----
- ۳۹۔ مجھے دوسروں کیساتھ پراعتماد اور سرگرم رشتوں کا تجربہ نہیں ہے۔ ----
- ۴۰۔ دورانِ بحث اپنے خیالات کا اظہار میرے لئے مشکل ہے۔ ----
- ۴۱۔ میں نے حالات جن میں مجھے اپنے کام کرنے کے پانے نظر پڑے ہوں سے لطف اندوز نہیں ہوتا رہتی ہوں۔ ----
- ۴۲۔ کچھ لوگ ساری زندگی بے تھک گزار دیتے ہیں لیکن میں ان میں سے نہیں ہوں۔ ----
- ۴۳۔ میں اپنی ذات کے بارے میں شک نہیں سوچتا جیسا بہت سے لوگ اپنے بارے میں محسوس کرتے ہیں۔ ----
- ۴۴۔ اگر میرے دوست اور گھر والے غیر متعلق ہوں تو میں اکثر اپنی رائے بدل لیتا رہتی ہوں۔ ----
- ۴۵۔ میرے لئے زندگی مسلسل کیلئے تھری، اور آگے بڑھنے کا عمل ہے۔ ----
- ۴۶۔ میں کبھی کبھی محسوس کرتا ہوں کہ میں نے زندگی میں وہ سب کچھ کر لیا ہے جو کرنا چاہئے۔ ----
- ۴۷۔ میں جانتا ہوں کہ میں اپنے دوستوں پر اعتماد کر سکتا رہتی ہوں، اور وہ بھی جانتے ہیں کہ وہ مجھ پر اعتماد کر سکتے ہیں۔ ----
- ۴۸۔ ماضی کے اپنے انا رچڑھاؤ تھکے ہیں میں عموماً ان کو تبدیل کرنا نہیں چاہتا رہتی ہوں۔ ----
- ۴۹۔ میرے لئے اپنی زندگی کو ترتیب دینا مشکل ہے جو مجھے خوشی دے سکے۔ ----
- ۵۰۔ میں کافی عرصے سے اپنی زندگی میں بڑی تبدیلیاں اور بہتری لانے کی کوشش کر رہا رہی ہوں۔ ----
- ۵۱۔ جب میں اپنا مقابلہ اپنے دوستوں اور واقف کاروں سے کرتا کرتی ہوں تو میں اپنے بارے میں اچھا محسوس کرتا کرتی ہوں۔ ----
- ۵۲۔ میں اپنی اصلاح اس سے کرتا کرتی ہوں کہ میں کیا سوچتا رہتی ہوں، بجائے اس کے لوگ کیا سوچتے ہیں۔ ----
- ۵۳۔ میں اپنی خواہش کے مطابق کم اور طرز زندگی بنانے کے قابل ہوں۔ ----
- ۵۴۔ یہ سچ ہے کہ میں کسی تجربہ کار انسان کوئی تدبیریں نہیں سکھا سکتا رہتی۔ ----