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The moderating role of positive and negative emotions in relationship between positive psychological capital and subjective well-being among adolescents

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Abstract

The current research was aimed to investigate the moderating role of positive and negative emotions between the relationship of PsyCap and subjective well-being (SWB) among adolescents. Sample was comprised 616 school adolescents of rural and urban areas. Urdu version of Trait Well-being Inventory by Fatima (2004) and PANAS (Watson, Clark & Tellegen, 1988) were used to measure the constructs, whereas PsyCap scale for adolescents was used to measure PsyCap (Afzal, 2013). Moderated hierarchical regression analysis depicted that low level negative emotions moderated the relationship of self-efficacy, hope and optimism with SWB. Further results of study also illustrated that high level of positive emotions strengthen the relationship between hope and SWB, whereas positive emotions did not yield significant moderating role in relationships between the optimism and self-efficacy with SWB.

Keywords: PsyCap; positive emotions; negative emotions; subjective well-being

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1. Introduction

Positive psychology can be defined as the psychology of human strength, resilience and optimal human functioning, which focuses on protective factors of human nature. Positive psychology claims that positive human traits and attributes are buffers against negative life events. Positive psychology enhances human functioning by recognizing strengths as well as deficiencies, and environmental resources in addition to stressors.

1.1 Psychological Capital (PsyCap)

PsyCap has been recognized as the most important and current construct of positive psychology, which embraces four core constructs, that are hope, resilience, efficacy and optimism (Luthans & Youssef, 2004; Luthans, Youssef, & Avolio, 2007). Each of these positive constructs meet the criteria for PsyCap of being grounded in theory and research with valid measures, being state-like and open to development, and having a positive impact on attitudes, behaviours, and performance (Luthans, et al., 2007). Among the core constructs of PsyCap, most important construct is hope. In positive psychology hope is conceived as firm toward goals and when necessary redirecting and adopting different paths to goals in order to get success (Luthans, et al., 2007, p. 3).

Like hope, optimism is also a major construct of PsyCap. Seligman (1998) defined optimism as an attribution or explanatory style, he termed optimistic to those who make internal, stable, and global attributions regarding positive events (e.g., goal achievement) whereas attribute negative events as external, unstable, and specific reasons for negative events (e.g., a missed deadline).

Self-efficacy is the construct in PsyCap that best meets all the enclosure criteria that makes the complete term Psychological capital. Stajkovic and Luthans (1998) define the concept of self-efficacy in the workplace as an individual's confidence about his or her abilities to enhance the motivation, and to mobilize cognitive resources specially those actions that are needed to successfully execute a specific task within a given context.

Aforementioned three constructs of PsyCap were studied in current study and their relationship with subjective well-being (SWB) a broad term which explains people, emotional responses, domain satisfaction, and global judgements of life satisfaction (Diener, Suh, Lucas, & Smith, 1999). Specifically, labelled SWB consists of two distinct components: first is the affective part, and other is the cognitive part. The affective part is a hedonic assessment related to feelings and emotions. And information-based appraisal of one's life on the basis of which people evaluate and judge their lives is the cognitive component of SWB (Diener, 1994).

1.2 PsyCap and Subjective Well-being

A growing number of research indicated that hope exerts positive influence on subjective well-being and on psychological well-being as well (Davidson, Wingate, Rasmussen, & Slish, 2009). Park, Peterson, and Seligman (2004) found that individuals having high level of hope tend to have a positive view about the future. And as a result of this belief they have a positive viewpoint about themselves that would help in the increase of their motivation with great sense of confidence. It can be safely concluded that individuals having high level of hope have more chances to succeed in their actions which in turn help them to gain a sense of fulfilment or satisfaction and hence increasing their subjective well-being.

In the same vein optimism is also positively associated with SWB. The role of optimism as a strength has

become topic of interest for researchers in recent few decades, as it found to provide benefit both physical and psychological well-being. Optimism reduces the level of stress by inducing positive emotions, (Scheier, Carver, & Bridge, 2001). It has been found previously that optimism is positively associated with adaptive coping and negatively correlated with negative emotions, which in turn can increase well-being of an individual (Andreson, 1996).

Existing literature revealed significant relationship between dispositional optimism and well-being (Lai, 2009; Zhu, 2003). Likewise people with high self-efficacy believe in themselves and they are confident to achieve what they want and due to this they have been found to experience higher SWB than people who have low self-efficacy (Caprara & Steca, 2005; Lent et al., 2005). According to Lent (2004) self- efficacy is the significant predictor of SWB. Shanggui and Yuehua (2004) investigated the general self-efficacy and subjective well-being and their relations in low SES college students in China. Results indicated that college students with low SES scored significantly lower on general self-efficacy and subjective well-being and they found non-significant gender differences. Furthermore, results of study depicted that Individuals with high level of general self-efficacy were also exist on high level of subjective well-being. It can be safe to conclude that GSE and SWB were positively correlated. From above mentioned evidences this fact can be derived that hope, optimism and self-efficacy are positively linked with SWB. Another study that provides evidence for the relationship between SWB and self-efficacy was conducted by Alfonso, (2013) among adolescents of private colleges, which yielded significant positive correlation between SWB and self-efficacy.

Focus of current research was not only to explore the relationship of PsyCap with SWB, instead emphasis of present scenario is on investigation of the moderating role of positive and negative emotions between the relationship of PsyCap and SWB. According to Baron and Kenny (1986) a moderator is a qualitative (e.g., sex, race, class) or quantitative (e.g., level of reward) variable that could affect the direction or strength of the relationship between an independent or predictor variable and a dependent or criterion variable. In current research positive and negative emotions were taken into consideration as a moderators.

1.3 Role of emotions in relationship between PsyCap and subjective well-being

In order to understand what positive and negative emotions are, Frederickson's theory (1998) of emotions is best one. Fredrickson was one of the renowned psychologists of positive psychology and "the broaden-and-build theory of positive emotions" Has been one of the most important theories of emotions (e.g. Fredrickson, 1998, 2001, 2004). The theory stated that experiences of positive emotions broaden people's momentary thought-action repertoires, which in turn serves to build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources (Fredrickson, 2001). Whereas, negative emotions narrow one's thought and actions hence produce negative effects on SWB, mental and physical health (Fredrickson, 2000).

As discussed earlier that SWB comprised of an affective (i.e. on-going evaluations of one's life) and a cognitive component (i.e. life satisfaction). According to many theorists affective component consists of positive and negative affect (pleasant and unpleasant mood). It means emotions play an important role in determining SWB, that's why in current research it was safe to propose that positive and negative emotions will play moderating role between PsyCap and SWB. But it cannot be stated that emotions are only component of SWB, they do have distinct value and have ability to affect SWB and happiness. This statement can be supported by research conducted to determine discriminant validity of these constructs and the results of that study find the fact that they are not only theoretically distinct, but also empirically separable (Lucas et al.1996). Thus, the empirical evidence suggests that positive affect, negative affect, and life satisfaction are empirically distinct constructs.

Yalimaz and Arslan, (2013) found positive relationship between SWB and positive emotions of university students and negative relationship between negative emotions and SWB. It is plausible to infer that increasing

the positive emotions of individuals and decreasing their negative emotions will affect their subjective well-being positively.

Now it is safe to conclude here that positive emotions will strengthen the relationship between PsyCap (hope, optimism and self-efficacy) and SWB, whereas negative emotions will weaken the relationship between PsyCap (hope, optimism and self-efficacy) and SWB. There is very little attention that has been given to the moderating role of positive and negative emotions between the relationship of PsyCap and SWB.

Very few researches demonstrated role of positive and negative emotions as moderator and there are rare evidences that exists related to moderating role of positive and negative emotions. Moskewitz and Epel (2006) examined role of positive emotion as moderator and found that the interactions of daily positive emotion with, appreciation of Life, and spiritual change were statistically significant such that higher scores on these subscales predicted a steeper (more adaptive) daily cortisol slope only for those women who also had higher levels of daily positive emotion. More specifically current study was intended explore moderating role of positive and negative emotions with adolescent sample, which could contribute in the domain of positive psychology and would help future researchers in exploring emotions or other constructs of positive psychology.

Present study has keen concerns in the domain of positive psychology with adolescents, which will be helpful in the context of exploring positive aspects among them. As for now the focus of most researchers is on adolescents' prevailing problem behavior and the prevention of negative outcomes, such as juvenile delinquency, eating disorders, academic problems, and negative thinking, rather than taking interest on their strengths, abilities and the positive thinking, such as happiness, life satisfaction, well-being (Huebner, 2004; Larson, 2000; Rich, 2003). However, this point of view has been changing with growing body of research focusing on development of adolescents' strengths and abilities. This change in view is because of positive psychology by directing its attention towards the importance of research focusing on promoting positive factors, rather than preventing negative outcomes, among adolescence (Chafouleas & Bray, 2004; Huebner, 2004; Hunter & Csikszentmihalyi, 2003; Larson, 2000; Pajares, 2001; Rich, 2003; Roberts, Brown, Johnson, & Reinke, 2002).

On the basis of all these evidences it was hypothesized for current research that:

H1: Negative emotions will moderate the relationship between PsyCap (self-efficacy, hope and optimism) and SWB such as the low level of negative emotions will strengthen this relationship.

H2: Positive emotions will moderate the relationship between PsyCap (self-efficacy, hope and optimism) and SWB such as the high level of positive emotions will strengthen this relationship.

2. Method

2.1 Sample

The sample of study was comprised of adolescents (N = 640) students of 8th, 9th and 10th grades, which was further categorized into males (n = 320) and females (n = 320). Age of the sample ranged from 14 to 17 years (M = 15.53, SD = 1.12). Data were collected through purposive convenient sampling technique from public and private schools of rural and urban areas of Sargodha, Jhelum and Faisalabad districts.

2.2 Instruments

Following were the instruments used in current study:

Positive Psychological Capital - Positive Psychological Capital scale was developed by Afzal (2013) was

used in present study to measure PsyCap among adolescents. The scale composed of four sub-scales i.e. resilience, self-efficacy, hope, and optimism. The scale is based on 4 point Likert type format. Reliabilities coefficients computed by the author for PsyCap, resilience, self-efficacy, hope and optimism were .87, .84, .74, .67 and .68 accordingly.

Positive and Negative Affectivity Scale (PANAS) - The Positive and Negative Affectivity Scale (PANAS) (Watson, Clark, & Tellegen, 1988b) consisted of 20 words that describe different feelings and emotions. The scale was based on a 5-point Likert type response format i.e. 1 for strongly disagree to 5 for strongly agree. Half of the words describe positive affectivity and half of the scores describe negative affectivity. The alpha reliabilities reported by authors were .89 for positive affectivity and .85 for the negative affectivity accordingly.

Subjective Wellbeing Inventory - Trait Wellbeing Inventory (Dalbert, 1992) was used to measure subjective wellbeing. The inventory measures cognitive and evaluative aspects of subjective well-being. Reported alpha reliability of Life Satisfaction Scale was .89 and of Mood level scale was .74 (Fatima, 2004). Scale scores were obtained by averaging the scores across the items for each individual.

2.3 Procedure

For data collection purposive conveniently sampling technique was used. Sample of study i.e. adolescent students were selected from public and private schools of rural and urban areas. Participants of the study were personally contacted in their schools with the permission of school administration and principals. They were briefed about objectives of study and informed consent was taken from them. Scales of the study were given them along with written as well as verbal instructions. Participants were also assured of the confidentiality of the information provided by them, so that they could respond honestly and without hesitation.

3. Results

Table 1 shows internal consistency index (alpha coefficients) for all scales used in the study. Table 1 also indicates that all scales and sub-scales achieved satisfactory alpha level. Further Table 1 also represented the correlation matrix computed for all pairs of scores for total PsyCap, its four sub scales, NA, PA and SWB. The correlation matrix shows that PsyCap and its sub-scales have significant correlation with each other and with other scales used in the study.

Table 1

Means, SD, Alpha Reliabilities & Correlation Matrix for all the Variables Used in the Study (N = 616)

Variables	1	2	3	4	5	6	7	*α*	*M*	*SD*
1	--	.80**	.67**	.47**	-.30**	.47**	.46**	.86	103.13	13.04
2	--	--	.45**	.25**	-.24**	.35**	.36**	.70	20.78	3.80
3	--	--	--	.15**	-.15**	.38**	.37**	.67	26.54	3.53
4	--	--	--	--	-.40**	.13**	.21**	.60	20.93	3.72
5	--	--	--	--	--	-.04	-.22**	.78	20.86	6.95
6	--	--	--	--	--	--	.42**	.70	36.04	6.11
7	--	--	--	--	--	--	--	.80	40.48	6.03

Note. 1 = PsyCap; 2 = Self-efficacy; 3 = hope; 4= optimism; 5 = Negative Affectivity; 6 = Positive Affectivity; 7= Subjective Well-being
**$p < .01$

Model 1 of the Table 2 comprises a model in terms of product of self-efficacy and positive emotion. Step 3demonstrated interaction effect of both variables on outcome variable. The model was found to be statistically non-significant {$\Delta R^2 = .000$, F (2, 614) = .010, $p = .92$} and product of both variables were not predicting SWB {$\beta = -.00$, $t = -0.01$, $p = .92$}. Although the product of these variables contributed for 22.5% variance in SWB, but the variance remained same as it was before interaction effect. Step 3 of model 2 computed the product of NA and self-efficacy. The model 2 was found to be statistically significant {$\Delta R^2 = .008$, F (2, 614) = 5.86, $p < .01$} and it explained 15.6% variance in outcome variable, whereas negative emotions (NA) and self-efficacy

significantly predicted SWB in desired direction {β = -.09, t = -2.42, p < .01}.

The step 3 of model 3 accounted for product of independent and moderator variables on outcome variable. The model was found to be statistically significant {ΔR^2 = .006, F (2, 614) = 3.31, p < .01} and it explained 4.5% variance in outcome variable. In accordance with the hypotheses, the interaction term of negative emotions (NA) and hope significantly predicted SWB in desired direction {β = -.07, t = -1.97, p < .01}. Finally Table 2 demonstrated the interaction effect of positive emotions (PA) and hope on outcome variable. The model 4 was found to be statistically significant {ΔR^2 = .006, F (2, 614) = 3.87, p < .05} and it explained 7.3% variance in outcome variable. In accordance with the hypotheses, the interaction term of PA and hope significantly predicted SWB {β = .08, t = 1.96, p < .05}.

Table 2

Results for Moderating Role of Positive & Negative Emotions in Relationship between Subjective well-being with Self-efficacy & hope (N = 616)

		Subjective well-being	
	Predictor	ΔR^2	β
Model 1			
Step 1	Self-efficacy	.129	.35***
Step 2	PA		.33***
	Self-efficacy	.097	.24***
Step 3	PA × Self-efficacy	.000	-.00
	Total R^2	.225	
Model 2			
Step 1	Self-efficacy	.129	.35***
Step 2	NA		-.14***
	Self-efficacy	.019	.32***
Step 3	NA × Self-efficacy	.008	-.09**
	Total R^2	.156	
Model 3			
Step 1	Hope	.008	.09***
Step 2	NA	.030	-.17***
	Hope		.06
Step 3	NA × Hope	.006	-.07**
	Total R^2	.045	
Model 4			
Step 1	Hope	.008	.09***
Step 2	PA	.059	.26***
	Hope		-.01
Step 3	PA × Hope	.006	.08*
	Total R^2	.073	

Note. *p > .05, **p > .01, **p > .001, df = (2, 614)

According to Figure 1 the relationship between self-efficacy and happiness can be increased by low level of negative emotions. While, figure 2 is portraying the fact that low level of negative emotions is moderating between the relationship of hope and SWB. Figure 3 is demonstrating that high level positive emotions are playing the role of moderator between the relationship of hope and SWB. According to Figure 4 low level of negative emotions are strengthening the relationship of optimism with SWB.

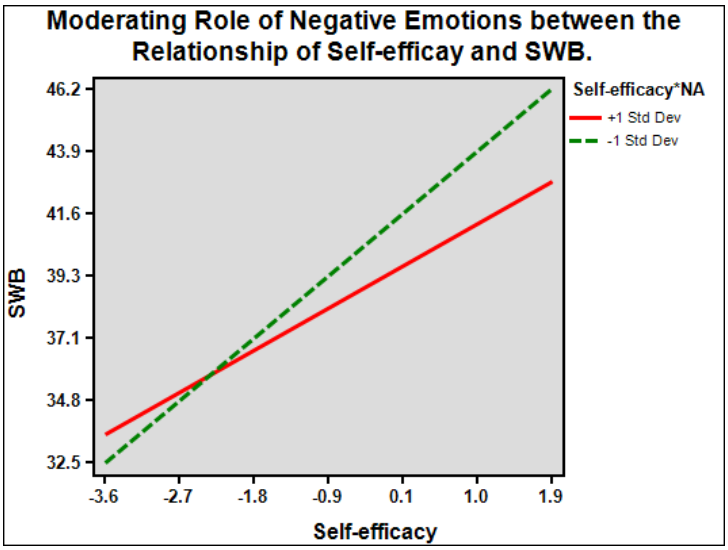

Figure 1

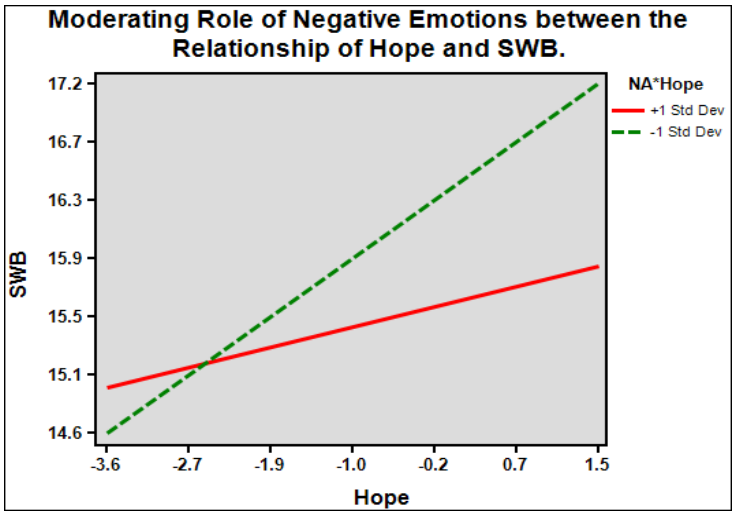

Figure 2

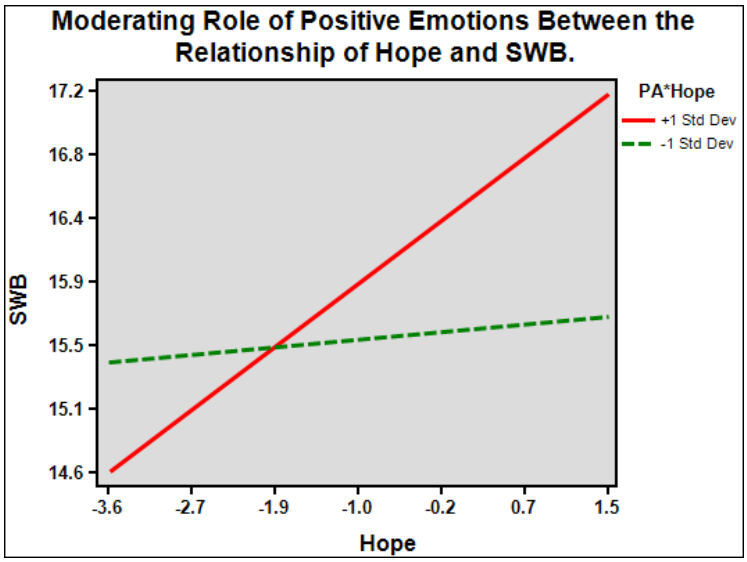

Figure 3

Table 3

Summary of the Results for Moderating Role of Positive and Negative Emotions in Relationship between Subjective well-being and Self-efficacy and hope (N = 616)

		Subjective well-being	
	Predictor	ΔR^2	β
Model 1			
Step 1	Optimism	.042	.21***
Step 2	NA	.022	-.16***
	Optimism		.14***
Step 3	NA × Optimism	.008	- .09**
	Total R^2	.076	
Model 2			
Step 1	Optimism	.045	.21***
Step 2	PA		.39***
	Optimism	.155	.16***
Step 3	PA × Optimism	.002	- .04
	Total R^2	.203	

Note. **p < .01, ***p < .001, df = (2, 614)

The Table 3 comprises a model 1 in terms of product of optimism and Negative emotion and step 3 showed the interaction effect of NA and optimism on outcome variable. The model was found to be significant {ΔR^2 = .008, F (2, 614) = 5.58, p< .01} and it explained 7.6% variance in outcome variable. In accordance with the hypotheses, the interaction term of negative emotions (NA) and optimism significantly predicted SWB in {β = -.09, t= -2.36, p< .01}. In step 3 of model 2 the interaction effect of PA and optimism on outcome variable yielded non-significant {ΔR^2 = .002, F (2, 614) = 1.84, p = .17} results. The product of these variables contributed for 20.3% variance in SWB.

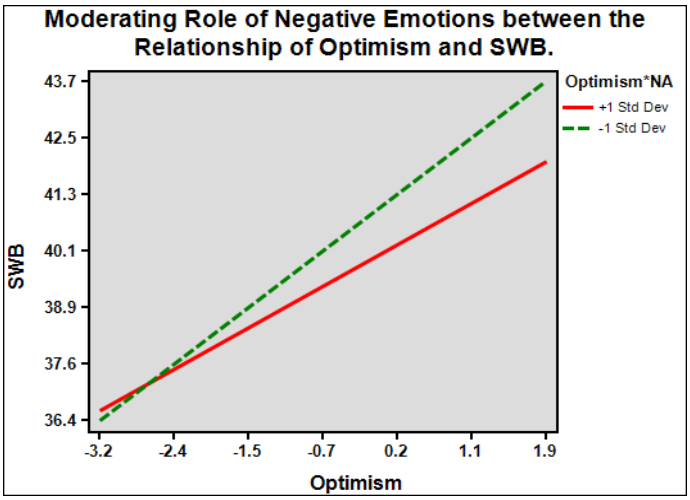

Figure 4

4. Discussion

Positive psychology deals with the study of the conditions and processes that enhance and contribute to the flourishing or optimal functioning of people, groups, and institutions. Positive psychology focuses on positive aspects of human nature, the ways people feel joy, show altruism, and create healthy families and institutions as

addressing the full spectrum of human experience. Further these positive topics of inquiry are important to understand in their own context as buffers against the problems, stressors, and disorders of life (Gable & Haidt, 2005). The present study was aimed at exploring the moderating role of positive and negative emotions between the relationship of PsyCap and SWB among adolescents. The conceptual framework was found to be widely researched in organizational settings but was not given considerable attention the settings with reference to schools.

Simple correlation is the foundation key in understanding the more complex statistical techniques (Goodwin & Leech, 2006); therefore, before stepping forward towards main analysis, correlation analysis was computed in order to check the trend of relationship between all variables used in current study the moderating role of positive and negative emotions between the relationships of PsyCap with SWB. Results of current study confirmed the first hypothesis of moderation (see Table 2) further the linear graph (see Figure 1) of interaction also demonstrated the fact that low level of negative emotions was strengthening the relationship between self-efficacy and SWB. Findings of current study portray the picture of adolescents' emotions that if they possess low level of negative emotions, this will in turn facilitate them in maintaining high level of self-efficacy and SWB (see Table 1).

There is ample of evidence that the adolescents who experience more extreme affect (both positive and negative) possess more fluctuation in their mood states in daily life than do their adult counterpart (Larson, Moneta, Richards, & Wilson, 2002). Emotions play very important among adolescents and if they contain low level of negative emotions then they can show better performance in daily life tasks. Shanggui and Yuehua (2004) investigated that college students with low SES scored significantly lower than their peers on general self-efficacy and subjective well-being and no significant gender differences were found. Result further indicated that Individuals with stronger general self-efficacy also had higher level of subjective well-being, which is indication of positive relationship between general self-efficacy (GSE) and SWB. These evidences indicated that self-efficacy play vital role in enhancing SWB of individuals. However, in current research it was assumed that this relationship will become stronger if there is absence or low level of negative emotions and present findings supported this assumption.

On the basis of prior evidences it was assumed that positive emotions will also play the role of moderator between the relationship of self-efficacy and SWB. The fact was derived on the bases of findings of present research that adolescents having low level of negative emotions has high level of self-efficacy, SWB, but present results did not confirmed the notion that positive emotions does matter in relationship of self-efficacy with SWB (see Table 6). The findings of present study can be plausibly explained in the way that positive emotions itself are the part of SWB, moreover there are some factors which has not been controlled in the present study e.g. SES, the environment provided the adolescents by their family, IQ and their mental health, which might contribute in changing the results of present study.

Another factor which can contribute vitally in the results of present study can be the presence of emotional problems among adolescents of Pakistan. As empirically found by Saleem and Mehmood (2012) that there are emotional and behavioural problems present among Pakistani adolescents, which can yield confounding effect in their school performance and also healthy functioning in all domains of life. Now a days Pakistan is surrounding with lots of problems like poverty, inflation, load shedding and the most terrible one is terrorism. These all factors can affect the emotional life of individuals and more exclusively in adolescents. It can be concluded here that in current conditions of Pakistan, it may be easy for adolescents to maintain low level of negative emotions then achieving optimal level of positive emotions which can increase their SWB and self-efficacy.

The results of current research also confirmed this moderating role of negative emotions in relationship of hope and SWB (see Table 2), and interaction graph depicted the findings (see Figure 2) that low level of negative emotions are strengthening the relationship of hope with happiness. Negative emotions like depression, anxiety, stress and fear are negatively correlated with well-being and presence of the negative emotions in any individual

decreases the level of well-being (Compton 2005). Interventions directing both stress and happiness have found that activities such as exercise, meditation, and written expression have been shown to decrease level of stress and in turn increase level of SWB (Lyubomirsky, Sousa, & Dickerhofo, 2006). Our Findings are supported by Schiffrin and Nelson, (2010) who found that participants who perceived higher levels of stress found to be less happy than those with lower levels of stress, which specify that negative emotions do decrease level of well-being.

Hope bears positive relation with SWB i.e. people having high level of hope are mentally more healthy than others. Kato and Synder (2005) witnessed to the fact that hope and subjective well-being were positively related and hope had negative correlations with stress response, hopelessness, depressive tendency, and trait anxiety, but possess positive correlation with feeling of happiness. Further it has been also observed from prior evidences that SWB has inversely related with negative emotions. So logically and theoretically it was assumed in current study that relationship between hope and SWB should be stronger if there is absence of negative emotions among adolescents. The linear graph (see Figure 2) of interaction clearly depicted that low level of negative emotions are strengthening the relationship of hope with SWB.

Current study also assessed the moderating role of positive emotions for the relationship of hope with SWB such as the high level of positive emotions will strengthen the relationship between hope and SWB". On the basis of existing evidences the hypothesis of moderation regarding positive emotions has been formulated in the present study. Our results confirmed this assumption (see Table 2) and it was obvious from the linear graph of interaction that high level of positive emotions increased the strength of relationship between SWB and hope among adolescents (see Figure 3). Adolescents who have positive expectation toward future also have high level of subjective well-being and this assumption was supported by Eryilmaz (2011) who found relationship between subjective well-being and positive expectations towards future among adolescents. Furthermore, it is plausible to stated, in the light of these findings, that the hope has significant function in increasing future expectation of adolescents and subjective well-being. In conclusion, increase in hope levels of adolescents can increase their subjective well-beings as well.

There has been plethora of research revealing the fact that positive emotions play important role in determining life satisfaction of people belongs to different nations (Kuppens, Realo, & Diener, 2008). It can be safe to assume that the high level of PA and lower level of NA will enhance the positive relationship between PsyCap and SWB. Another aim of present study was to see the moderating role of negative emotions in the relationship of optimism and SWB such as the low level of negative emotions would strengthen the relationship of optimism with SWB. Results of present study endorsed this notion (see Table 3). The linear graph of interaction demonstrated (see Figure 4) low level of negative emotions is strengthened the relationship of optimism with SWB. The fact can be derived on the behalf of findings of present study that if adolescents are having lower level of negative emotions then they can achieve high level of optimism and SWB. These findings are persistent with the theoretical link developed in current study between these variables.

As adolescence is a period in which important development occurs and many developmental tasks have to be fulfilled to have a positive sense of well-being (Erikson, 1968). At this stage of life, youth is required to act in accordance with social roles, engaging with peers and members of the opposite sex and to accomplish the requirements of schooling and making important decisions regarding their future career. Adolescents' well-being appears to be very important during this period of life because happy transition from adolescence into adulthood can help to cope with later negative life events (Özdemir, 2012). So presence of positive constructs of PsyCap and positive emotions can help adolescents in order to cope with daily life stress.

Among limited studies related to SWB and optimism, important findings were found related to life satisfaction which is considered to be an important component of SWB (e.g. Heo & Lee, 2010). Yalimaz and Arslan, (2013) found the relationship between SWB, positive and negative affect. They found positive relationship between SWB and positive emotions of university students and negative relationship between

negative emotions and SWB. These results showed that increasing the positive emotions of individuals and decreasing their negative emotions will affect their subjective well-being positively.

On the bases of this theoretical assumption finally our study focused on positive emotions as moderator between the relationship of optimism with SWB such as the high level of positive emotions will strengthen the relationship of optimism with SWB, but results did not confirmed this assumption (see Table 3), which indicate that the presence of positive emotions does not affect the relationship of SWB and optimism. As discussed above that in Pakistan it is not easy for adolescents to acquire high level of positive emotions because they are facing many emotional and behavioural problems like parental rejection, social anxiety, malevolent aggression which are effecting their academic achievement (Somoro & Clarbour,2012). It can be logically concluded that adolescents maintain low level of negative emotions instead to achieving high level of positive emotions.

As mentioned earlier that life satisfaction is an important component of SWB. These finding can be maintained with the help of prior research indications. Similar results were found in the study by Kpikiran, (2011), who found that positive emotions do not play the role of moderator between the relationship of life satisfaction and optimism. It can be concluded from above arguments that have been made in the favour of this hypothesis that negative affectivity does not have a preventive function over the optimism and SWB.

5. Conclusions

In conclusion results of present study revealed that only the negative emotions moderate the relationship of self-efficacy with SWB. In case of hope both positive and negative emotions were found to play moderating role between the relationship of hope and SWB among adolescents, whereas, in relationship of optimism with SWB significant moderation of negative emotions was obtained and positive emotions moderated between relationship of optimism and happiness rather than the relationship of optimism and SWB.

5.1 Limitations and Suggestions

Use of self-report measures in current study was a noticeable a limitation; self-report measure can cause problems in a sense that most often people hide their true opinion and present themselves as fake good or fake bad which they are not assumed to be actually. This study presents some research on PsyCap and emotions with adolescent's sample but it is merely a starting point. There is the need for additional research to build a solid body of knowledge and create clear expectations regarding how these constructs work in other settings because till now PsyCap has been mostly investigated in industrial settings.

5.2 Implications

Present study does have certain practical implications in helping educationist, consolers to resolve the issues and problems of adolescents in the way that they can plan intervention strategies to increase positive emotions and minimize negative emotions of adolescents so that they could live and enjoy their life to an edge with healthy thinking. Further school psychologists can investigate and tackle problems of adolescents and can resolve them by enhancing PsyCap. Moreover, guidance and counselling related adolescents problems will be helpful in educational setup to polish the self-development and motivational aspects of adolescents.

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