



Analysis of Self System and Meaning of Life among Youth

SUNIL GUPTA

Research Scholar (Ph.D.)

Department of Psychology, University of Delhi
Delhi (India)

Abstract:

The pattern of experiences and perceptions none as the self is in general available to awareness that is it can be made conscious. In terms of interpersonal perception, social stimuli are presumed to be mediated by schemata which map the relationship of self and others. Examples of social schemata include self above others, self with others, self similar or dissimilar to others, self more central than others, self close to others or self-connected with others, with the aid of these mappings of self and others decision making for interpersonal behavior is facilitated in new situations self others concepts make for stability under varied social conditions. The studies have been designed to compare the level of self-system and meaning in life among under graduate students of science and commerce background.

Keywords: Behavior, Interpersonal, Perception, Self-system, Social

Introduction

The individual perceive external object of experience and attaches meaning to them. The total system of perception and meaning make up the individual phenomenal field. These parts of the phenomenal field seen by the individual as “self”, “me” or I make up the self. The individuals do not have a self that controls behavior rather the self, represents and organized set of perception.

The pattern of experiences and perceptions none as the self is in general available to awareness that is it can be made conscious.

The concept of self has been deal with in varied ways by the different personality theorists Freud has called it ego, while Roger 1959 proposed a phenomenological theory of self Alloport 1961 labeled the self as the very “core of personality” Maslow (1954) reported the development of personality in terms of the self and believed that self-actualization was the highest need of the person.

The writing of James and Alloprt continue to influence some current approaches to the self-James distinction between I self and the me self is still alive. This I self may be viewed as a constructor of me self (Harter, 1988). A slightly different approach sees the I self as being aware that we are perceiving and thinking versus the me self as involving the self-referent thoughts themselves (Brown, 1998). A n earlier version of the I self is Allport (1961) idea of the self as rational copper, which assumes that each of us tries to use reason in dealing with environment.

We think of ourselves as people with frontiers, our personalities divided from each other’s as our bodies visibly are whatever ties of love and loyalty may bind us to other people. We remain centrally aware that we have an inner being of our own a unique biography and consciousness that we are individuals, Kitzinger, 1992.

2. The concept of self

“Self is organized consistent conceptual gestalt composed of perceptions of the characteristic of the ‘I’ or ‘Me’ and perceptions of the relationship of the ‘I’ or ‘Me’ to others and to various aspects of the life together with values attached to these perceptions”.

Ragers (1959)

“Self is the composite image of what we think we are what we think others thinking of us and what we would like to be”.
Burns (1980)

“Your self is your mental portrait of yourself. It is composed of knowledge of about yourself, expectations for your-self and evaluation of yourself”.
Colhom & Allotela (1978)

“Self can only exist indefinite relationship with other selves.”
Meed Mind (1934)

3. Ziller’s self-other orientation theory

Self-other orientation is interchangeably called self-system. In this present investigation Ziller self-other orientation has been applied Ziller’s self-other orientation or self-system theory is as follows.

According to the self other orientation theory of personality proposed by Ziller (1973), social adaption is presumed to be mediated by self other concepts. It is proposed that social stimuli are screened and translated into personal meaning through crude mappings of the self in relation to significant others.

The organism is a controlling agent rather than being controlled by the stimulus (Social stimuli – self other schemata – social response). The fundamental frame work of the theory of self other orientations is derived from **Brunswicke’s (1956)**, theory of perception.

In terms of interpersonal perception, social stimuli are presumed to be mediated by schemata which map the relationship of self and others. Examples of social schemata include self above others, self with others, self similar or dissimilar to others, self more central than others, self close to others or self-connected with others, with the aid of these mappings of self and others decision making for interpersonal behavior is facilitated in new situations self others concepts make for stability under varied social conditions. In this sense, self social constructs act to some degree, as defense mechanism or control mechanism as they might be labeled by ego psychologists. Through these concepts, the individual imposes himself on the situation or controls the situation to same extent and is there by capable of regulating or stabilizing the environment.

The examining self system in relation to meaning in life, a central construct of importance from this theory of social life is the responsiveness of the meaning in life of an individual.

In other words, those individual who have a meaningful life is always aware of and sensitive to the opinion of others and acts properly. Several aspects of the self system, which are included in self system have formed the focus of studies of different researchers and psychologist.

The different correlates that have been included in the self system are self esteem, social interest, identification and complexity of the self concept, self-centrality, self confidence, self disclosure, self awareness, responsiveness and many others. Out of these multiples correlates of the self four self related correlates i.e. Self esteem, identification, complexity of the self concept and social interest has been chosen to examine the effect of self system and meaning in life.

These four facets are elaborated in the following sections.

3.1 Self-esteem

Self esteem is usually defined as the individual’s perception of his worth. It is such an important aspect of self concept that the two terms are often used synonymously meaning in life play a significant role in formulation of self-esteem. It is meaning in life which precedes the sense of self esteem in one life.

Self-esteem often explained in terms of the individuals “Confidence in himself”, “Personal Pride” or even his “Inferiority Complex”. Individuals evaluate themselves and behave on the basis of these evaluations.

James (1890) discussed self-esteem in a uniquely personal manner for him self-esteem was directly linked with success or failure.

Freud's (1914) use of the concept of self-esteem was overshadowed by his concern with the id, ego, super ego.

Diggory (1966) deduced **Freud's** concern with the self concept from this idea of "narcissism".

It was **Adler, 1927** who first made self esteem a major-construct in personality theory.

Ansbacher and Ansbacher (1956)

Repeatedly record Adler's emphasis upon the neurotic concern with the loss of self-esteem (inferiority complex) and one's striving for superiority. In Adler's approach self esteem was considered along with the concept of social interest and ego centrism, thereby introducing a competent approach to the study of the self-concept.

In the theory of self-social constructs, self-esteem has been viewed with in the social context of significant others.

4. Identification

It is associated with the perception of similarity between the self and the significant others, such as parent, teachers or friends. In a sense, identification may be associated with modeling behavior where significant others serve models for the self. Identification with parents is shown to be critical requirement in child development. Identification is assumed to reflect the social inclusiveness of the individual.

In a study by **Ziller Long, Ramana and Reddy (1968)**. On self other orientation of Indian and American young adults, Indian students were found to represent themselves as having higher self-esteem, meaning in life greater social interest, more-self centrality and closer identification with mother, father, teacher and friend.

5. Complexity of Self Concept

The third silent component of self system incorporated in-the present research is self complexity which is defined as the number of facets of the self perceived by the individual or the degree of differentiation of the self concept. In **Lewin's (1935)** terms, complexity becomes the number of parts perceived as composing the whole.

It has been proposed that the earliest stage of self awareness involves the separation on the self from the non self. Since this primary differentiating cognitive process concerning self identity is one of the earliest and most enduring, it may also serve as a modal for subsequent differentiating cognitive processes. The self can be further differentiated into an unlimited number of subparts following the basic category of self and non self, the infant begins to discriminate between social and material objects and among his feelings and emotions. The relationship of the self to others, particularly the parents provides inform action about the self. As the child strives for independence from the parents, he learns to discriminate the new aspects of the self to discover meaning or purpose in life. Group affiliation adds further information about the self through Comparisons and contrast with the members and with other group. Thus, the self is discovered successive approximations in an external internal directions.

Inherent in the developmental process is the tendency to-evaluate the self in comparison to others. (**Festinger, 1954**).

Through the process of social comparison the individual establishes a frame of social reference with the self as a point of reference. In the process the self is distinguished from others in terms of similarities and contrasts of opinions and abilities.

Expanding the theory of social comparison, it is proposed that meaningful encounters with a wide variety of others are associated with increased self dimensionality or complexity of the self concept. In order to establish similarities and contrasts with a wide variety of others, a more highly differentiated self social concept evolves. Each person with whom the self is compared presents one or more facets different from that of other persons. The perceiver tends to code. These factors as being included in excluded form the self differentiation. The inclusion of more facts within the self definition increases complexity of the self concept. Continues confrontation with diverse other is assumed to encourage close scrutiny of the self followed by the emergence to a more highly differentiated self concept.

Assuming that complexity of the self reflects the number of dimensions along which stimuli relevant to the self are order end (**Harvey, Hrnt and Schroder, 1961**) and that, the ordering and organizing of stimuli is facilitated by, attending a wide range of stimuli, it is anticipated that individuals with complex self concepts may be aware of or consider a great number of stimuli, as being potentially associated with the self. Which promote to know the significance of meaning in life. The complex individual is more inclined to words assimilation of self and others or perceiving similarities between self and others whereas. The simplex individual is inclined towards contrasting self and others. In general, then it is proposed that persons with more complex self concepts attend to a broader range of social stimuli, perceive more similarities between self and others are more responsive to others and more meaning in life.

Zojonc (1960), Simth (1967) found that persons with high complexity of self concept tend to be more popular, more meaning in their life and require more time to reach decision in an information search group decision making situation.

6. Social Interest

The under lying frame work proposes that a crucial consideration in self other orientation is the individuals expectation of support from another person. By those individual whose life have meaning in life perceiving them selves as included within a group of significant person gives stable guide and leads to regularity of individual behaviour in social situations. Social interest is assumed to involve inclusion of the self with others as opposed to being apart from others.

7. Meaning in Life

Meaning in life plays an important role in the identity crisis that young adult's face, as having a strong sense of meaning can determine whether or not young adults can journey through the identity crisis to words adulthood with success.

Young adults have long been regarded as a group of people who are searching for themselves to find some of identity and meaning in their lives. They have also been regarded as a undue group with a wide range of difficulties and problems in their transition to adulthood.

Reker, Peakcck and Wong (1987), define meaning as it "*Refers to making sense, order, or coherence out of one's existence and having a purpose and striving to word goal or goals.*"

The period of young adult can definitely be looked upon as a tithe of more struggle and turmoil than during childhood. It is a time ofeve lopment where they are striving to find their personal identity as they venture to word independence from their parents.

It is a measure of the extent to which individuals feel their lives are worth living.

Meaning in life may be motivating force, Providing direction and Purpose in coping with life experiences.

Meaning in life is regarded as a positive variable-an indicator of well being, a facilitator of adaptive coping or a marker of therapeutic growth and recovery.

The definition of meaning in life varies throughout the field, ranging from coherence in one's life, to goal directedness or purposefulness to *"the onto logical significance of life from the point of view of the experiencing individual."* *"What does my life mean?"* *life each person must create meaning in his or her life.*

Baumeister (1991) proposed that a feeling of meaning can be attained by first meeting needs for value, purpose, efficiency and self worth. Other have indicated the importance of everyday decision making and action or of self transcendence in the creation of meaning.

Meaningful living has been directly equated with authentic living and in eudemonic theories of well being, which focus on and psychological strengths.

Pleasant affect, meaning is important, whether as a critical component or as a result of maximizing one's potentials. **Frankl (1963)**. Argued that humans are characterized by a *"will to meaning"*, an innate drive-to find meaning and significance in their lives, and that failure to achieve meaning result in psychological distress. Research has supported this proposed link between lack of meaning and psychological distress. Having less meaning in life has been associated with greater need for therapy depression and anxiety and suicidal ideation and substance abuse as well as other forms of distress. Having more meaning has been positively related to work enjoyment. Life satisfaction and happiness among other measures of healthy psychological functioning.

Several counseling psychologists have commented on the importance of meaning in life and meaning related variables to the healthy personality, psychotherapy, health.

Some people also present with a desire to become actualized and achieve a deeper sense of meaning and purpose. Further, the crises with which clients most often present offer opportunities for growth and greater meaning or purpose in life may be one important outcome of therapy. In his monograph **Lent (2004)**.

Shortcoming in the meaning in life liters true concerns measures of meaning. Meaning in life scales have been criticized for being confounded on an item level with man of the variables the\ correlate with in their research application.

Frank's (1963) work, particularly man's search for meaning, has been given credit for the emergence -of meaning as an important variable it is surprising that the search for meaning in life has been all but neglected. Argued that the search for meaning is a fundamental human motivation.

Meaning in life as the sense made of and significance felt regarding. The nature of one's being and existence. This definition represents an effort to encompass all of the major definitions of meaning and allows respondents to use their own criteria for meaning. Ballista and almond (1973) argued for a *"relativistic"* theory of meaning in life, in which no predetermined constraints are placed on how people may desire meaning in their lives.

Their approach was also consistent with arguments that each individual uniquely constructs his or her own life's meaning.

In 1997, **Michael F. Steger and Frazier** we designed and conducted a new type of study, *"Meaning in life in persons with multiple sclerosis"*.

The study analyzed possible influencing factors of meaning in life such as:

- Level of functional ability in day to day activities of life.
- Sources of social support in daily life.
- Types of coping methods in dealing with stress.
- Religious attitudes and beliefs.
- Personal beliefs and attitudes that give meaning in life.

It could be argued that these destructive forms of behavior could be related to both a loss of meaning in life and facets of self system (Self-esteem, Complexity of self concept, Identification & Social Interest) in young adults. These destructive forms of behavior can also be tied in with meaning. Many young people get involved destructive forms of behavior as a result of absence meaning in life **Fabry 1968**. Points out that boredom is the result of life without meaning in life and self system (Self esteem, self complexity, Identification & Social interest) and challenge. There fore, it is equally important to any young adults discover both meaning and self system (Self esteem, Self-complexity, Identification & Social Interest) destructive forms of behaviors and to assist in fostering a sense of positive well-being.

Coinciding with the areas of self system (Self esteem, Social Interest, Identification, Self complexity), meaning and in life is moral development within young adults. Given the above implications with regard to the destructive forms of behavior that young adults engage in, it is important to help build both moral competency and values to deter against these behaviors. Since our colleges are the major environment where these behaviors are acted out, it is within colleges that moral development in life.

8. Review of the Literature

Review of literature shows that studies have been conducted on self system and meaning in life. Some of these are as follows:

Rogers (1959) that one's self system is one of the best predications of successful achievement. He also states that one's mastery experiences related to success is the major influence on one's self efficacy.

Cooper Smith, (1959) and Walters (1965) reveal that males scores high on self esteem. The obtain findings suggest the traditional view and earlier findings with passage of time several changes have taken place now a days parent have started. Showing more concern for these young adults self esteem. They for participate in decision making, communication and judgment.

Reker, Peakcock and Wong (1987), define meaning as it *“Refers to making sense, order, or coherence out of one's existence and having a purpose and striving to word goal or goals.”*

Reker, Peakcock and. Wong (1987) define meaning it regarding presence refers to making sense, order or coherence out of one's existence and having a purpose and striving toward goal or goals.

Lent (2004), Having more meaning in life has been positively related to work enjoyment life satisfaction and happiness among other measures of healthy psychological functioning.

9. Objectives

1. To ascertain the level of self System in science and commerce under graduate students.
2. To ascertain the level of meaning in life science and commerce under graduate students.
3. To explore the relationship between meaning in life and four facets of self system the term self system and self other orientation are used interchange ably in ziller's perspective.

10. Method of Study

Once the tools for the measurement of the variables were decided, the researcher contacted school authority for data collection. There are total 5 tools used for the investigation.

Data was collected on a sample of the study consist of 15 boys who were science stream student and 15 boys who were commerce stream students.

Essential information regarding are parent, religion, education was obtained from the respondents the respondents work instructed to read the instruction properly before filling the scales.

11. Instruction

11.1 Measures for Self-other Relatedness

Pursuing **Ziller's (1973)**, theory six measures developed by Ziller to Measure six facets of self system were used in the study. The measures have been translated in Hindi for the study.

11.2 Ziller's Self Esteem Scale (Appendix)

Ziller's Social self-esteem scale (1973) based on **Kelley's** role theory was, used to measure self esteem of the subjects. The measure involves presenting horizontal' array of circles and a list of significant others such as yourself. The task requires the subject to assign each person to a circle. The score is the weighted position of the self. There are six attempts with different significant others.

11.3 Scoring

While scoring, Circles are assigned numbers from left to right. The score ranges from 6 to 1. The final score is the sum of all the 6 circles, where self is the weighted position of the self position to the left is assumed to be associated with high self esteem and position to the right is associated with low self esteem. The tendency to attribute greater importance to the object placed at the extreme left position in a horizontal array has been **marked by Morgan 1994**.

11.4 Ziller's Measure of identification (Appendix)

The, easier govern by **Ziller (1973)**, consists of 6 circles, the extreme right circle representing a significant other. There are 6 sets. The task requires the subject to mark any of the circle in the row which best represents himself.

11.5 Scoring

While scoring, circles are assigned numbers from left to right. The score ranges from 1 to 5. The final score is the sum total of all 6 selfs. Position of yourself to left marks low identification while position to the right symbolizes high identification with the so.

11.6 Ziller's Measure of Social Interest (Appendix)

In this measure, three circles for three significant others in the life of the individual, are shown within a rectangle. The three circles of significant other form an imaginary triangle within which the related to social interest. Six such presentation with different significant others wee repeated in the study. **Scoring** A score of is given when the self circle is located any where within the imaginary triangle of significant others, and a score of zero is given when the self circle is located any where else. The sum of scores of the six items represent the total social interest score.

11.7 Ziller's Measure of Self Complexity (Appendix)

The measure of s-elf complexity is an objective check list developed by **Ziller 1973**, consisting of log high frequency adjective selected from the **Thorndike and Lorge Word book(1944)**. **Ziller's** social self complexity of the subjects. The subject is asked to check each adjective which he thinks describes him.

11.8 Scoring

Measures of the self complexity is the total number of adjectives checked by the subject.

11.9 Measures for Meaning in life

Meaning in life questionnaire (**Steger, Frazier, Oishi and Kaler-2005**) Meaning in life questionnaire is the measure of the presence of and the search or absence of meaning in life.

Meaning in life questionnaire consists 10 statements with seven point rating scale. The rating gives to each response is 1 for absolutely untrue, for motley untrue, 3 for some what untrue 4 for can't say false, 5 for some what true, 6 for mostly the, 6 for absolutely true.

In terms of validity MIQ has been shown to be reasonably valid by item tests.

The MIQ represents high reliability and good internal consistency. The test retest stability coefficients are in the range of .78 for the MIQ — P and .82 for MIQ-S.

Utilized militate multi-method matrix analysis to explore the convergent and discriminate validities of life satisfaction, positive emotions (Like-self-esteem, identification, openers, joy etc.) and agreeableness including MIQ. Convergent validity was positively correlated with above mentioned variables ranging from .66 to 74.

Discriminate validity of the MJQ was found .65 to .71.

The meaning in life question naire was proper by

The Hindi version of the scale was prepared by the researcher with the help of experts.

Meaning in life questionnaire consist of ten statements having seven alternate response namely:

1. Absolutely untrue
2. Mostly untrue
3. Some what untrue
4. Can't say true/false
5. Some what true
6. Mostly true
7. Absolutely true.

Some of the items consist reversed scoring 1, 4, 5, 6 and 0 on presence and on search there is no reversed scoring 2, 3, 7, 8, 10. In this questionnaire a person could get a maximum score 70 and minimum score of 10.

12. Method of Analysis

According to the design of the study, data was collected and analyzed. The obtained data for self system meaning in life were statistically analyzed using mean and t-test and Pearson correlation.

13. Interpretation

The first chapters of this study relate with the conceptualization & review of literature the second chapter high light the method of the study of investigation in detail. The aspect has been made to ascertain. The level of self system in science and commerce under graduate students. To ascertain the level of meaning in life in science and commerce undergraduate students and also explore the relation ship between meaning in life and four facets of self system. The entire body of resilt obtain in the present investigation is presented in this chapter.

First of all the, afford the make to identify scores on four facets of self other relatives (self system) in science and commerce young adults. The stream Wise mean scores; standard. Deviation and t-ratios a

long with the difference in mean scores on these facets of self system are reported in the following table:

Table1: Mean scores, standard division and t-ratios on four facets of self system for the science background (B.Sc.) and commerce background (B. Com.) under graduate students

Facets of self system	B.Sc.		B.Com		Mean difference	t-ratios
	Mean	SD	Mean	SD		
1.Self esteem	29.06	6.75	26.30	4.74	1.24	2.60**
2.Social Interest	21.40	3.10	22.50	3.15	1.10	1.52*
3.Identification	19.60	5.17	27.86	5.70	0.16	0.16*
4.Complexity of the self concept	49.10	19.29	38.60	9.94	10.5	2.83**

* <0.05 level

** <0.01 level

A perusal of the table depicts stream wise (B.Sc. and B.Com.) t-value for all the four facets of the self system out of all four facets, stream differences are statistically significant for two facets that is self esteem and complexity of the self concepts. If self esteem is taken into consideration mean scores indicate that science stream student's scores higher than commerce stream students on this facets (self esteem). This variation of mean scores reflect that sciences stream boys students are more able to bounce back from traumatizing situations well developed conceptual buffer for evaluating stimuli. Research on self esteem suggests that it is important facets in influencing a person's relation to avoid range of psychological situation Wyle (1991) self esteem has been found to be related to meaning in life and well being Janis and Gelfond (1995).

Pervious empirical research by Cooper Smith (1959) and Walters (1965) reveal that males scores high on self esteem the obtain finding with passage of time several change have taken place. Now a days parents have started showing more concern for there young adults self esteem education career and self-respects. They frequently participant in decision making, communication and judgment.

Harter (2000) in his study found that educational background likes science stream etc promote higher self esteem.

It may, there fore he concluded with reference to present finding that due to change in streams and in general it is said that science background students are higher on achievement and this feeling enhance the self esteem of science background students.

Another facet, which highlights marked difference, is complexity of the self concept, which suggests that science stream students are higher on complexity of the self concept then commerce stream students. Findings indicate that science background (B.Sc.) students re more inclined toward assimilation of self and others or perceiving similarities between self and others then commerce background (B.Com.) students.

It means that B.Sc. students with mere complex self concept attend to a broader range of social stimuli, perceive more similarities between self and others and are more responsive to others. It has been found that person with high complexity of the self concept tend to be more popular (**Ziller, Alexander and Lang, 1964**). They have had a wider range of social experiences and wider category widths and identify with wider range of others and require more time to reach decision in an information search group decision making situation.

Ridgeuaeay (1969), in his study obtained that the persons with high self esteem- were high on complexity of the self concept. Ridgeway thus confirms the findings obtained in the present study. The science background students (B.Sc.) secure higher score both on self esteem and complexity of the self concept than commerce (B.Com.) students.

According to self other orientation- theory, complexity of the self concept denotes that the person is ready to assimilate various different features of self in his system, making in more cognitively differentiated and comprehensive. These diverse features may be favorable as well as unfavorable. Inclusion of both in one's system enables the person to accept the himself as he is, instead of repenting for his limitations. Such self acceptance a an objective level tends to enhance one's self esteem. In the present study science background (B.Sc.) students score high both on complexity of the self concept and self esteem which seems to be consistent with Ziller's theoretical framework. Another variable under taken in the present study is meaning in life. The focus of the study is to explore the meaning in life between two groups (B.Sc. and B.Com.).

The researcher first of all obtained the mean scores, standard deviation and t-ratios on both the facets of meaning in life (Present and search) for science background (B.Sc.) and commerce background students (B.Com.). The stream wise mean scores, standard deviation—and t-ratio along with the difference in mean scores on both the facets of meaning in life are reported in the following table.

Table 2: Mean scores, standard deviation and t-ratios on meaning in life for the science background (B.Sc.) and commerce background (B.Com.) under graduate students

Facets of self system	B.Sc.		B.Com		Mean difference	t-ratios
	Mean	SD	Mean	SD		
b	17.46	3.16	24.64	4.52	0.20	2.25*
2.Search	27.80	3.85	22.40	5.88	0.40	2.67**

* <0.05 level

** <0.01 level

A perusal of the table reveals t-values for both the facts of meaning in life. On the both the facets of meaning in life (Presence and search) stream wise (B.Sc. & B.Com.) mean differences are statistically significant.

It first facet meaning in life i.e. presence is taken into consideration mean score indicates 1that the science background. (B.Sc.) students score higher than commerce background students (B.Com.). This variation of mean scores reflects that B.Sc. students are more able to understand the purpose or meaning in life. They possess a well develop conceptual buffer for evaluating stimuli.

Research on meaning in life with reference to presence plays on important role in the identity crisis that young adults faces, as having strong sense of meaning regarding presence can determine whether or not young adults can journey through the identity crisis towards adulthood success.

Reker, Peakcock and Wong (1987), define meaning it regarding presence refers to making sense, order or coherence out of one's existence and having a purpose and striving toward goal or goals.

Here, in the present study B.Sc, students strike to find their personal meaning and identity as the venture to ward independence from their parents. They measure extent to which their lives are worth living. Their lives have been directly equated with authentic livings which focus on personal growth and psychological strengths.

Frankle (1984) argued that human are characterized by a will to meaning, an innate drive to find meaning and significance in their lives and those failure to achieve meaning in life, result in psychological distress. Research has supposed this proposed link between talk of meaning and psychological distress.

Having more meaning id life has been positively related to work enjoyment life satisfaction and happiness among other measures of healthy psychological functioning (**Lent, 2004**).

In **1997**, (**Kaler, Oishi and Steger**) analyzed a new type of study “meaning life in persons with multiple sclerosis” and found possible. influencing factors of meaning in life such as.’

- Level of functional ability in day to day activities of life.
- Source of social support in dealing life.
- Types of coping methods in dealing with stress.
- Personal beliefs and attitude that glves meaning in life.

It could be argued that destructive form I behavior could be related to both loss of meaning in life and self other orientation. It may, therefore be concluded with reference to the present study that science background students have much capacity to face the social situation and they are aware much more to find out purpose in life rather than commerce background students (B.Com.). .

Another facet, which highlights marked difference, is search (facet of meaning in life). It second facet of meaning in life taken into consideration, mean scores indicates that the commerce background (B.Com) students store higher than science background students (B.Sc.). This variation of mean scores indicates the B.Com. Students are involved in search of meaning in life. B.Sc. students, meaning in life is present in their life is present in their life this is the reason they have scored less on this facet rather than B.Com. student.

B.Com. students are engaged to find out meaning in life. This is the reason they have scored higher than B.Sc. students. This stage has long been regarded as a group of people who are searching for themselves to find some of identity and meaning in their lives. The period of young adults can definitely be looked upon as a time of more struggle and turmoil than during childhood. **Maddi (1970)** argued that search for meaning is a fundamental human motivation. Less meaning in life has been associated with greater need for therapy depression and anxiety and suicidal ideation and substance abuse as well as other forms of distress.

The present work is on effort to explore the relation ship between self other orientation and meaning in life. The reason for seeking out such relationship have already been reported for this purpose, person method of correlation was applied where the four facets of self system.

Table 3: Showing relationship between fore facets of self esteem and two facets of meaning in life for the science background (B.Sc.) and commerce background (B. Com.) under graduate students

Facets of self-esteem	Facets of Meaning in life			
	Presence		Search	
	B.Sc.	B.Com	B.Sc.	B.Com
1.Self esteem	0.53**	0.28	0.25	0.26
2.Social interest	0.56**	0.36*	0.30	0.41**
3.Identification	0.28	0.33	0.29	0.30
4.Complexity of the self concept	0.77**	0.47**	0.30	0.77*

* <0.05 level

** <0.07 level

Observation of the above table brings out that self system in terms of various subscales has been found to be significantly contributing to the development of meaning in life. Only three subscale of self system have been found to be significant related with two facets of meaning in life. Now, the relationship of three facets (i.e. Self esteem social interest, complexity of the self concept) of self system with two subscales (i.e. presence and search) of meaning in life for two streams, science background (B.Sc.) and commerce background (B.Com.) could be discussed in detail.

It has been already said that self esteem is one of the important facets of self system of an individual. It is found to be positively related with presence, facets of meaning in life ($r = 0.53$, $P < 0.01$ level) only for science background (B.Sc.) students.

Finding are supporting froth Hacker, (1994.) according to **Hacker** person's who have meaning in life on mainly different level such as goals, values and preference are more likely to handle life situation. This enhances individual self esteem. Here science background students meaning in life (Presence positively, associated with self-esteem first facets of self system). Here it may be said that meaning in life. Place on important role in the development of self esteem. Science stream student have strong sense of meaning such as who am I? Where am I going in life?

If second facet of self system, social interest is taken into consideration, it is found to be positively related with presence (facet of meaning in life) ($r = 0.86$, $p < 0.01$) for science background students. The third facet self system complexity of the self concept is also found to be positively related with presence (facet of meaning in life) ($r = 0.77$, $p < 0.01$) for science background students.

Here, it may be said that meaning in life (Presence) is a pay element in determining social interest and complexity of the self concept. Further mores in order to encourage a smooth transition from young adults to adulthood, good understanding of meaning in. life for young adults is important in determining their social interest and complexity of the self concept.

As young adults begin to face many questions with regards to their future and what is ahead, the element of meaning comes to the forefront.

Here, it may conclude that presence of meaning (facet of meaning in life) is considered as contributing factor to both social interest and complexity of the self concept.

It second facet meaning in life, search is into consideration, it is found to be positively related with social interest ($r = 0.41$, $p < 0.05$) and complexity of the self concept ($r = 0.77$, $p < 0.01$) (facet of self system) for commerce background students.

Here, it may be said that young adults face a struggle to find a meaning in life as it is the first time they are truly discovering what it is like to be human. Many young people set involved with destructive forms of behavior as a result of absence meaning in life.

For young adults, meaning is created by their effort in trying to establish a firm identity, meaningful, relationship and to be productive and creative individual.

In nutshell, it may be concluded that those young adults (Science background) who have scored higher on meaning in life, are higher on self esteem, and self complexity and vice-versa.

In essence it can be said that-the role of meaning in a young adult's life can be pivotal factor for a successful adulthood. These positive correlations contribute to the view that meaning in life are 1-fey attributes for establishing a self esteem.

14. Summary

The studies have been designed to compare the level of self-system and meaning in life among under graduate students of science and commerce background.

There are two main variables were taken in present's investigation:

1. Self System in the present study four facets of self others relatedness have been adopted. They are present in the following table:-

Self System	Definition
Self esteem	Individual perception of his work, confidence in his self her and personal pride.
Identification	The perception of similarity between the self and significant others. Such as parent teachers etc.
Self Interest	Involvement of the self with other's as opposed to being apart form others.
Self complexity	The number of parts perceived as composing the whole.

2. Meaning in Life- Reker, Peakcock and Wong (1987), define meaning it regarding presence refers to making sense, order or coherence out of one's existence and having a purpose and striving toward goal or goals.

15. Tools

- (A) Pursuing Ziller 1973 theories four measures developed by ziller's to measure fore facet of self esteem were used in the present study.
1. Self esteem
 2. Complexity of the self concept
 3. Social interest
 4. Identification
- (B) Meaning in life (Michael F. Steger and Patricia F. Razier University of Minnesota-twin cities campus and Singehiro Oishi University of Vergina and Matthew Kaler University of Minnesota-Twin cities campus).
- (C) The t-testing is done to ascertain the level of self-System in science and commerce under graduate students.
- (D) The t-testing is done to ascertain the level of meaning in life science and commerce under graduate students.
- (E) To see the relationship between meaning in life and four facets of self system the term self system and self other orientation are used interchange ably in Ziller's perspective.

16. The Major Finding of the Present study are

1. Science background male students are better than commerce background male student on meaning in life.
2. Science background male students score high on facet of self system i.e. self esteem, complexity of self concept and social interest.
3. Commerce background students are associated with search facet of meaning in life.
4. Those adolescents (science background) who score high on meaning in life are also high on facets of self esteem.

17. Limitation

1. The present study has been conducted only on males students i.e. science and commerce background students.
2. The present study has been conducted on a small sample.
3. The present study has been focused on demographic variables.
4. Effect of self system on meaning in life has not been focused in the present study.

18. Suggestion

1. Further researchers can conduct similar study on females students
2. Further researchers can see the gender differences on same work
3. Demographic variables can also be measured on similar study.
4. Comparing self system and meaning in life of urban and rural males and females.
5. Similar study can be conducted on a larger sample.

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