



*Journal of Advances and
Scholarly Researches in
Allied Education*

*Vol. VII, Issue No. XIII,
January-2014, ISSN 2230-
7540*

STUDY OF PSYCHOLOGICAL WELL-BEING AMONG COLLEGE STUDENTS OF PUNJAB

AN
INTERNATIONALLY
INDEXED PEER
REVIEWED &
REFEREED JOURNAL

Study of Psychological Well-Being among College Students of Punjab

Navdeep Kaur

Surjeet Memorial College of Education Ferozepur City (Punjab)

Abstract – The purpose of the present study was to investigate the impact of type of faculty, sex and residential status of the college students on Psychological Well-being. The sample for the study comprised of 200 arts and 200 science college student from ferozepur city. The students in the sample were selected from various arts and Science College of ferozepur .city. Personal data sheet and Singh and Gupta (2001), Psychological Well-being scale were used to collect the required data. 2x2x2 factorial design was planned. Where type of Stream, sex and residential status were considered a independent variables and Psychological Well-being as dependent variables. Accordingly, 2x2x2 ANOVA was carried out to test the hypothesis. Results revealed no significant difference between the male and female students. There was higher level of Psychological Well-being among the students of science stream and students residing at their homes as compared to the students of arts stream and students residing at hostels respectively.

Keywords – Psychological Well-being, students,

-----X-----

INTRODUCTION

Colleges are institutions or organizations which prepare students for the degree. In some cases, colleges prepare students for the degree of a university of which the college is a part. In other cases, college are independent institutions which prepare students to sit as external candidates at other universities or have authority to run courses that lead to the degrees of those universities. In general use, a college is an institution between secondary school and university

A holistic approach to well-being was adopted for this research scan. Research shows that socio-economic status (SES) has a significant impact on student achievement and well-being. The research on student well-being considered here is on non-SES factors that affect student well-being and that can be supported in the school setting. The various indicators of well-being can be positioned into the following research framework: (1) physical, (2) cognitive, or (3) psycho-social. Since what happens in a school and classroom can both influence and affect student well-being.

PHYSICAL WELL-BEING

Certain physical symptoms in students (e.g. stomach aches, headaches, back problems) are negatively associated with well-being and are significantly affected by the physical school environment (Awartani, Whitman & Gordon, 2008). When schools provide a

safe school environment, students report a more positive view of their emotional and physical safety and well-being. Physical also refers to physical senses, sensory experience, general health status, and safety. Physical safety means not having to worry about being hurt, either physically or psychologically.

Significant evidence demonstrates the relationship between school physical well-being and learning. Physical well-being in the school and classroom include organizational conditions and policies and programs, like daily physical activity and healthy eating policies and programs indicators related to well-being.

The physical school environment also includes the buildings and grounds, routes to and from the school, and materials and equipment used by staff and students.

COGNITIVE WELL-BEING

Facets of schooling, quality programs, curriculum, leadership, teaching, achievement and student engagement, affect overall student well-being. Well-being is enhanced when schools can provide opportunities for students to: (1) select learning strategies to pursue and achieve their goals; (2) nurture and support their abilities to handle even difficult tasks; and (3) experiment, learn new things and take risks. Students' views about their

competence and self-efficacy also influence their achievement and goal-setting (Awartani, Whitman & Gordon, 2008).

PSYCHO-SOCIAL WELL-BEING

A positive psycho-social environment at school affects the mental health and well-being of young people and improves student learning. Emotional well-being is a predictor of effective social behaviour, a key component of well-being and academic competence. When students acquire skills for social and emotional learning and the ability to maintain positive relationships, their well-being is improved (Awartani, Whitman & Gordon, 2008).

Student social and emotional well-being is improved in an environment where bullying, harassment, violence and physical punishment are discouraged. Having at least one intimate friend is strongly correlated with positive well-being and positive relations with peers in general are also a protective factor of well-being.

Other characteristics of a positive psycho-social environment include a warm and friendly atmosphere that rewards learning, the promotion of cooperation, supportive, open communications, and equal opportunities for all students. Lastly, when students feel that their school is a caring community of which they are a part, they are less likely to engage in risk behaviours such as smoking, drinking, drug use and early sexual initiation. Students who feel connected to their school also perform better academically.

One of the most important connections noted through many international studies focusing on student well-being is that of students' feeling of connection to their teachers and overall school community. Students' learning in such conditions of positive social and emotional environments exhibit fewer risk behaviours and overall more positive well-being and academic performance (Awartani, Whitman & Gordon, 2008).

A collection, body, or society of persons engaged in common pursuits, or having common duties and interests. A society of scholars or friends of learning, incorporated for study or instruction, especially in the higher branches of knowledge.

Psychological Well-being indicates physical and mental wellness. Sinha (1990) has stated that psychological well-being is difficult to define. It has been taken to consist of discomfort or desirability and from any disturbance of mental functions. It is a somewhat malleable concept which has to do with people's feelings about everyday life activities. Such feelings may range from negative mental states or psychological strains such as anxiety, depression, frustration, emotional exhaustion unhappiness, dissatisfaction to a state which has been identified as positive mental health (Jahoda, 1958; Warr, 1978).

A research in psychological well-being of college students has gained momentum since a long time. Studies on indicators of psychological well-being demonstrate greater anxiety (Dhillon and Jasra, 1992) and depression (Venkoba Rao, 1989; Mathur and Sen, 1989; Baum and Boxley, 1983), Lower life satisfaction (Chadha, 1991; Bhardwaj, Sen and Mathur, 1991), and more adjustment problems among the male and female college students both. (Singh, Singh and Dawra, 1983; Chandrika and Ananthraman, 1982).

OBJECTIVES

1. To study the psychological well-being among the Arts and Science college students.
2. To study the psychological well-being among the Male and Female college students.
3. To study the psychological well-being among the Hostel and Home residential college students.

HYPOTHESIS

1. There is no difference between the Psychological well-being of the Arts and Science college students.
2. There is no difference between the Psychological well-being of the Male and Female college students.
3. There is no difference between the Psychological well-being of the Hostel and Home residential college students.
4. There is no interaction effect on the psychological well-being of the Sex and Stream of the college students.
5. There is no interaction effect on the psychological well-being of the Sex and residential status of the college students.
6. There is no interaction effect on the psychological well-being of the Stream and residential status of the college students.
7. There is no interaction effect on the psychological well-being of the Sex, stream and residential status of the college students.

SAMPLE

Sample in this study consisted of 400 subjects having 200 Arts and 200 Science College students from Bhavnagar city. These college students in the sample were selected from various Arts and Science college of Ferozepur city. Both male and female students consisted of 100 Male and 100 Female students each having 50 hostel students and 50 home residing students.

TOOLS

The following tools were used in the present study:

1. PERSONAL DATA SHEET :

A personal data sheet developed by the investigator was used to collect information about Type of Stream (Arts and Science), Sex and residential status.

2. WELL –BEING SCALE :

Well-being Scale by Singh and Gupta (2001), was used to measure Psychological well-being. . The scale is comprised of five sub-scale dimension i.e. physical, mental, social, emotional, and spiritual. The scale consists of 50 items pertaining to the dimensions and range of the score is 50-250. A high score is indicative of enhanced sense of well-being and vice-versa. The test –retest reliability of scale was .98 and split half reliability was found 0.96. The author has reported satisfactory validity of the questionnaire.

STATISTICAL ANALYSIS

In this study 'F' Test was used for statistical analysis.

RESULT AND DISCUSSION

The F value of psychological well-being of male and female students of arts and science faculties were 13.41, which shows significant difference at the level of 0.01 and the mean scores of psychological well-being of male and female college students of arts and science streams are 20.23 and 21.48 respectively. The difference between them is 1.25. From the results it can be concluded that science students have more psychological wellbeing than the arts students.

The F value of psychological well-being of the male and female students is 0.25, which does not show any significant difference at the level of 0.05 and the mean scores of psychological well-being of the male and female students are 20.73 and 20.98 respectively. Their difference is 0.25.

Further the F value of psychological well-being of male and female students residing in hostels and at homes is 158.37, which shows significant difference at the level of 0.01 and mean scores of psychological well-being among the male and female students residing at hostels and at homes are 18.69 and 23.02 respectively. The difference between the mean score of psychological well-being of the hostel students and students living at homes is 4.33 which shows psychological well-being is more in the students residing at homes.

The F value obtained from four interactions AxB and AxC was significant and the BxC and AxBxC with

respect to type of Stream (Arts and Science) Sex (Male and Female) and (Low and High) statistical, show no interaction therefore from these data it can be said that the type of Stream, sex and residence status and their interaction with one another do not affect our psychological well-being.

CONCLUSION

1. There is significant mean difference between the Psychological well-being of the arts and science students have more psychological well-being.
2. There is no significant mean difference between the Psychological well-being among the male and female college students.
3. There is significant mean difference between the Psychological well-being of the hostel residing students and students residing at homes as students residing at homes have more Psychological well-being.
4. There is significant mean interaction effect of the Psychological wellbeing in the type of Stream, and sex of the college students.
5. There is significant mean interaction effect of the Psychological well-being in the type of Stream and residence status.
6. There is no significant mean interaction effect of the Psychological well-being in the sex and residence status of the college students.
7. There is no significant mean interaction effect of the Psychological well-being in the type of Stream, sex and the residence status of the college students.

REFERENCES

- Bhogle, S. and Jay Prakash, I., (1995), Development of the psychological well-being questionnaire, *Journal of Personality and Clinical studies*, Vol. 11 (1&2), PP.5-9.
- Chandrika, P., and Ananthraman, R.N. (1982). Life changes and adjustment in old age. *Journal of Psychological Researches*, Vol.26, PP.137-141.
- Douglas, C.K.,(1980). *Adulthood and ageing*. Canada. Johan Wiley and sons.
- Dhillon, P.K., and Jasra, A. (1992). Personality, anxiety and self-concept: A study across age variation and social class. In P.K.

Dhillon (Eds.) Psychological aspects of aging in India (PP.119-136). New Delhi: Concept Publishing.

Jahoda, M. (1958). Current concepts of positive mental health. New York: Basic Books.

Mathur, D., and Sen, A. (1989). Depression in elderly and some of its psychological concomitants: A study of efficacy of the age-care centre. Indian Journal of Community Guidance Service, Vol.16, PP.27-39.

Patel, K.S. (2008). A study of psychological wellbeing and Death anxiety among institutionalized no institutionalized aged, Unpublished M.Phil. Thesis, Sardar Patel University, Vallabh Vidhyanagar.

Singh, J.G., Singh, S., and Dawara, V . (1983). Adjustment problem of old people. Indian Journal of Clinical Psychology, Vol.10 (1), PP.127-131.

Singh, D . (1990). Concept of psychological well-being: Western and Indian perspectives. NIMHANS Journal, Vol.8, PP.1-11.

Suvera, P.S.,(2001). Religious behavior, death anxiety and psychological well-being: A comparative study of institutionalized and non-institutionalized aged, Unpublished M.Phil. Thesis, Saurashtra University, Rajkot.

Venkoba Rao., A. (1989). Psychiatry of old age in India, Ahmedabad/Bombay: Torrent Laboratories/Sun Pharmaceuticals.

Warr, P.B. (1978). A study of psychological well-being. British.