
Psychological Well-Being among University Students: A Comparative Study

Dr Zulfiqar Ullah Siddiqui^{1*}, Prof. Mohd Ilyas Khan²

Keywords: *Psychological Well-Being, University, Students*

Discovering new constructs in the field of psychological health, positive psychology has been successful to introduce new resistance resources for coping with the stressful events, especially at universities students. Positive psychology, as a modern approach, emphasizes on perception and interpretation of happiness and well-being and prediction of the factors related to them as well. Psychological well-being is a multi-dimensional concept; optimism, self-control, happiness, sense of interests, free of failures, anxiety and loneliness has been considered as the special aspects of well-being (Sinha & Verma, 1992). Mc Culloch (1991) shows that positive mood, positive emotions and social support play basic role in constructing psychological well-being.

The term “Psychological Well-Being” can be explained through two perspectives-the Hedonic and Eudaimonic Perspective of Well-Being, the former indicating emotional well-being and the latter indicating social well-being. (Deci and Ryan, 2008), Research has taken place in both perspectives, making Psychological Well-being, a much-researched topic.

According to psychological well-being theory, individual’s psychological health depends on his positive functioning in certain aspects of his life. Individual should have in positive relationship with others; should be dominant over the environment; should accept himself and his past; should has a goal and meaning in his life; should have personal development and the ability to make his own decisions (Özen, 2005). For this reason, there is a potential tension between psychological well-being, happiness, and development (Ryff and Singer, 1998).

¹ Post Doctoral Fellow (UGC New Delhi) in the Department of Psychology A.M.U., Aligarh (U.P) India

² Professor & Chairman Department of Psychology A.M.U., Aligarh (U.P) India

*Responding Author

Psychological Well-Being among University Students: A Comparative Study

According to Huppert (2009), “Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively.” An individual with high Psychological Well-Being is happy, capable, well-supported, satisfied with professional and personal life.

Psychological well-being takes an important part in personality and development theories both theoretically and practically. Psychological well-being, which guides clinical studies that will help advisors to make their advisees reach their goals, informs about the goals and purposes regarding psychology consulting (Christopher, 1999). The concept of subjective well-being generally refers to individual’s delight in life, in other words, happiness; psychological happiness points to self-development and obstacles in this sense that life brings about. Extensive analysis of psychological well-being includes individual’s relationship with life goals; if he is aware of his potential; the quality of his relationship with others; and what he feels about his own life (Ryff and Keyes, 1995).

Objectives

1. To examine difference between the mean scores of professional and non-professional courses on psychological well-being.
2. To examine difference between the mean scores of male and female students of professional courses on psychological well-being.
3. To examine difference between the mean scores of male and female of non-professional courses students on psychological well-being.
4. To examine difference between the mean scores of male and female of professional and non-professional courses students on psychological well-being.

Hypotheses

1. There will be no difference between the mean scores of professional and non-professional courses on psychological well-being
2. There will be no difference between the mean scores of male and female students of professional courses on psychological well-being.
3. There will be no difference between the mean scores of male and female of non-professional courses students on psychological well-being.
4. There will be no difference between the mean scores of male and female of professional and non-professional courses students on psychological well-being.

METHOD

Subjects

Subjects for the present study comprised of 100 students. They were selected on the basis of purposive random sampling. Subjects were divided on the basis of professional (MBBS, BUMS and MSW) and non-professional (B.A, B.Com and B.Sc) courses. Out of 100 students, 50

Psychological Well-Being among University Students: A Comparative Study

students were drawn from professional courses and 50 students from non-professional courses. The minimum age range of the students is 19 and maximum is 26.

Tool

PGI General Well-Being Scale (Verma & Verma, 1989) was used to measure the psychological well-being of the participants. This is a 20 item scale and the subjects were required to put tick (/) on the items applicable to them as they feel 'these days and in the past one week'. The total number of items ticked by the participants makes the total number of well-being score. Thus, the range of score on the scale is 0 to 20. The split-half reliability index by using Kudar-Richardson formula was reported to be 0.98 and test-retest reliability index was reported to be 0.91.

Procedure

First of all, the investigator obtained permission from the different Deans of the faculties and also chairmen of the concerned departments of Aligarh Muslim University, Aligarh for data collection from students of professional and non-professional courses. The investigator established rapport with the respondents and assured them their responses would be kept strictly confidential and would be utilized for the research purposes only. The investigator also explained the purpose of the data collection to the subjects.

Data Analysis

The data were analyzed by means of t test to examine differences between the mean scores of male and female students (Professional and Non-professional courses) obtained on psychological well-being scale. Statistical packages for social sciences (SPSS, 16.0 version) was applied for the purpose.

RESULTS AND DISCUSSION

Table 1: Indicating difference between the mean scores of students (Professional and Non-professional courses) on psychological well-being

Courses	N	Mean	SD	t value	p
PROFESSIONAL	50	13.96	3.33	2.399	<.05
NON-PROFESSIONAL	50	12.22	3.89		

Table 2: Indicating difference between the mean scores of Male and Female students of Professional courses on psychological well-being

Gender	N	Mean	SD	t value	p
MALE	25	15.16	3.19	2.700	<.05
FEMALE	25	12.76	3.08		

Psychological Well-Being among University Students: A Comparative Study

Table 3: Indicating difference between the mean scores of Male and Female students of Non-professional courses on psychological well-being

Gender	N	Mean	SD	t value	p
MALE	25	11.52	3.93	1.280	>.05
FEMALE	25	12.92	3.79		

Table 4: Indicating difference between the mean scores of Male and Female students (Professional and Non-professional courses) on psychological well-being

Gender	N	Mean	SD	t value	p
MALE	50	13.34	3.99	.672	>.05
FEMALE	50	12.84	3.42		

As can be seen from the Table 1, significant difference was found between the mean scores of profession and non-professional courses students on the overall scores obtained on psychological well-being scale ($t= 2.399, p < .05$). Result showed that the mean score of professional courses students was found higher in comparison to non-professional courses students with regards to psychological well-being. It means professional courses students have better psychological well-being than non-professional courses students.

As shown in Table 2, significant difference was found between the mean scores of male and female students of professional courses on the scores obtained on psychological well-being scale ($t= 2.70, p < .05$). Result suggests that mean scores of male professional courses students was found higher than female students. It is clearly indicate that male professional students have better psychological well-being in comparison to female students.

As can be seen from the Table 3, significant difference was not found between the mean scores male and female students of non-professional courses on the scores obtained on psychological well-being scale ($t= 1.28, p > .05$). The hypothesis was confirmed.

As can be seen from the Table 4, significant difference was found between the mean scores of male and female students on the overall scores obtained on psychological well-being scale ($t= .672, p > .05$). Result revealed that the mean scores of male students were found higher than their counterparts on psychological well-being. The finding of our study is in consonant with the findings obtained by Akhtar (2015). He was also reported that significant gender differences were found in the level on psychological well-being of students.

CONCLUSIONS

1. Significant difference was found between the mean scores of professional and non-professional courses students on the overall scores obtained on psychological well-being scale.
2. Significant difference was found between the mean scores of male and female students of professional courses on the scores obtained on psychological well-being scale.
3. Significant difference was not found between the mean scores male and female students of non-professional courses on the scores obtained on psychological well-being scale.
4. Significant difference was found between the mean scores of male and female students on the overall scores obtained on psychological well-being scale.

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interests

The author declared no conflict of interests.

REFERENCES

- Abela, J. R., Cagnon H., & Auerbach, R. P. (2007). Hopelessness depression in children: an examination of the symptom component of the hopelessness theory. *Cognitive Therapy and Research, 31*, 401–417.
- Christopher, J. C. (1999). Situating psychological wellbeing: Exploring the cultural roots of its theory and research. *Journal of Counseling and Development, 77*, 141–152.
- Deci, EL, & Ryan, RM (2008). Hedonia, eudaimonia, and well-being: An introduction. *Journal of Happiness Studies, 9*, 1–11.
- Huppert, F. A (2009). Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and Well-Being, 1*, 137–164
- McCulloch, B.J. (1991). Longitudinal investigation of the factor structure of objective wellbeing: the case of the Philadelphia Geriatric (2nd Ed.) New York: Cambridge university press.
- Özen, Ö. (2005). Ergenlerin Öznel İyi Olus Düzeyleri. Yüksek Lisans Tezi, Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology, 69*(4), 719-727.
- Ryff, C.D. & Singer, B. (1998). The Contours of positive human health. *Psychological Inquiry, 9*(1), 1-28.
- Sinha, J.N.P. & Verma, J. (1992). Social support as a moderator of the relationship between alcoholism and psychological well-being. *Social and applied issues*.
- Verma, S.K. & Verma, A. (1989). Manual for PGI general well-being measure. *Lakhnow: Ankur Psychological Agency*.

How to cite this article: Z Siddiqui, I Khan (2016), Psychological Well-Being among University Students: A Comparative Study, *International Journal of Indian Psychology*, Volume 3, Issue 4, No. 66, ISSN 2348-5396 (e), ISSN: 2349-3429 (p), DIP:18.01.166/20160304, ISBN:978-1-365-39396-9