

Psychological well-being and mental health of students

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ABSTRACT

Psychological well-being and mental health is usually conceptualized as some combination of positive affective states such as happiness and functioning with optimal effectiveness in individual and social life. This study was conducted to investigate the difference in PGI General Wellbeing and Mental health in students of join and nuclear family. Total 120 samples of join and nuclear family were taken from Shree arykul vidhyalaya from Bhavnagar city (Gujarat). Their samples were taken along with the data collected with the help of 'PGI General Wellbeing scale.' This scale was constructed by S.K.Varma & Anita varma(1989). The original Hindi scale was translated and standardized in Gujarati by gaurang vyas (2009). And 'Mental health Inventory (MHI)' this inventory was constructed by Dr.Jagdish and Dr.A.K. Shirvastava(1983). The original Hindi inventory was translated and standardized in Gujarati by Bhavna Thummer (2009). The data was used to obtain the Psychological wellbeing and mental health measurement of the Subjects. The collected data was statistically analyzed with the help of 'F' and 'r' test. The results show that there is no significant difference between join and nuclear families' students on PGI General Wellbeing ($F = 1.07$). There is no significant difference between Male and Female students on PGI General Wellbeing ($F = 1.13$). There is no significant difference between type of family and gender on PGI General Wellbeing ($F = 1.76$). There is significant difference between join and nuclear family on Mental health ($F = 11.97$). There is significant difference between Male and Female students on Mental health ($F = 14.79$). There is no significant difference between type of family and gender on Mental health ($F = 2.66$).

Keywords: *psychological wellbeing, Mental health, Students, Gender, family*

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. Life is full of icons, particularly in the realm of health. It is often difficult to predict which person will become sick and which one will remain healthy. Therefore, an understanding of health is the basis of all health care. Health is a common theme in most cultures. Health is not perceived the same way by all members of a community giving rise of health i.e. it recognizes the strength of social, economic, political and environmental influence on health. It has been variously described as a unified or

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multidimensional process involving the well-being of the whole person in the well-being of the whole person in the context of his environment.

Mental health

Mental health is a dynamic state of internal equilibrium which enables individuals to use their abilities in harmony with universal values of society. Basic cognitive and social skills; ability to recognize, express and modulate one's own emotions, as well as empathize with others; flexibility and ability to cope with adverse life events and function in social roles; and harmonious relationship between body and mind represent important components of mental health which contribute, to varying degrees, to the state of internal equilibrium.

“An adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness.” -Karl Menninger (1947). “Simultaneous success at working, loving and creating with the capacity for mature flexible resolution of conflicts between instincts, conscience, important other people and reality.”-The American psychiatric Association (APA) (1980). “It is the capacity of an individual to form harmonious relationship with others and to participate in or contribute constructively to changes in social environment”. -The world health organization (WHO) (1950).

The world health organization define mental health as a “a state of well-being in which the individual realize his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” Mental health includes our emotional, psychological and social well-being. It affects how we think, feel and act. It also determines how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Psychological wellbeing

Further, psychological well-being refers to the extent to which people feel that they have meaningful control over their life and their activities. Nevertheless, psychological well-being problems have become increasingly common among the college students nowadays (Yang, 2010). High rates of mental distress had been reported among undergraduate students just like other undergraduates of different departments in higher institutions of learning (Gallagher, 2008; Mackenzie et al., 2011). The rate of the distress is higher among undergraduates compared to the general population (Sarokhani et al., 2013). Some of the causative factors associated to distress among students are uncertainty about their future employability and success, academic stress, being distant from their primary source of support (Ibrahim et al., 2013; Sarokhani et al., 2013).

Psychological well-being of the individuals is possible to be affected from inner processes such as personality, and temperament, etc., Psychological well-being has recently been discussed upon the happiness of individuals within the framework of several variables. Ryff (1989) mentioned that psychological well-being was a concept to be evaluated within the scope of positive psychology. Ryff (1989) defined psychological well-being as individuals' having the power to struggle in order to establish the balance between their life anxiety and individual and social interests. According to him, well-being should be explained through an integrative understanding benefiting from life development, mental health and clinical viewpoint. Being different from happiness, well-being has been discussed as individuals' effort to realize their own real potential. For that reason, he was influenced, especially in his studies related to psychological well-being, from development psychology, the concepts of

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self-realization, maturity, and functionality. In reference to this viewpoint, Ryff (1995) expressed that happiness was not the key message, and happiness could be as result of a good life. The factors that can be expressed as good life or psychological well-being includes positive relationships with the others, environmental domination, autonomy, life purpose, personal development and self-acceptance. According to Ryff (1995), the concept of psychological well-being was a multi-dimensional structure including the life attitudes of individuals rather than a simple combination of positive-negative emotions and life satisfaction (subjective well-being).

Objectives of the study

1. To find out the effect of type of family and gender on psychological wellbeing and mental health.
2. To find out the interaction effect between type of family and gender on psychological wellbeing and mental health.
3. To find out the correlation between psychological wellbeing and mental health.

Hypotheses of the study

1. There will be no significant effect of type of family, gender on PGI General Wellbeing and mental health.
2. There will be no significant interaction effect of type of family and gender on PGI General Wellbeing and mental health.
3. There will be no significant correlation between PGI General Wellbeing and mental health on students of join and nuclear family.
4. There will be no significant correlation between PGI General Wellbeing and mental health on students of male and female.
5. There will be no significant correlation between PGI General Wellbeing and mental health of over all students.

METHODOLOGY

Participants

Total 120 Participants were selected for this study. There were 60 join family students and 60 nuclear family students. In each group there were 30 male and female. These Participants were selected from Shree Arykul Vidhyalaya Bhavnagar city in Gujarat. Participants with the help of stratified random sampling.

Design

The experimental design for this study was 2 x 2 factorial design. There were two independent variables and two dependent variables. The first independent variable was type of family that was varied at two levels i.e. join and nuclear. The second independent variable was gender that was also varied two levels i.e. male and female. The first dependent variable was Psychological wellbeing. The second dependent variable was mental health.

Type of family (A)/Gender (B)	Join Family (A1)	Nuclear Family
Male (B1) n=30	Join Family Male n=30	Nuclear Family Male
Female (B2) n=30	Join Family Female n=30	Nuclear Family Female

Measuring Instruments

The following list of the measuring instruments was used.

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1. **Information Schedule:** The information schedule was prepared by the investigators to collect information about the respondents such as type of family, gender, age and level of education.
2. **PGI General Wellbeing Scale:** “PGI General wellbeing scale” Constructed by S.K.Verma and Anita varma(1989). The original Hindi scale was translated and standardized in Gujarati by Gaurang Vyas (2009) the scale consists of 20 items. The reliability of the “PGI General Wellbeing test” was determined by Test-Retest method ($r = 0.88$). The validity of the “PGI General Wellbeing test” was determined by concurrent method ($r = 0.90$).
3. **Mental Health Inventory (MHI)** “Mental Health Inventory” Constructed by Dr.Jagdish and Dr.A.K.Shrivastva (1983). The original Hindi Inventory was translated and standardized in Gujarati by Dr Bhavna thummer (2009) has been used. The scale comprises 56 items, to be rated on four option choice answer. The reliability of the “Mental Health Inventory” was determined by Test-Retest method ($r = 0.70$) and Split-Half method ($r = 0.73$). The validity of the “Mental Health Inventory” was determined by concurrent method ($r = 0.54$).

Procedure

A very smooth, cooperative and fresh environment was created for collecting the data, the investigator approached individually to all participants. The ‘PGI General Wellbeing Scale’ and ‘Mental Health Inventory’ was given to the participants when participants fill up the scale, these were collected. The scoring was done according to the menial.

RESULTS

In order to study the effect of type of family and gender on PGI General Wellbeing and ANOVA Mental Health Inventory and Correlation were calculated.

Table 1: Summary of Analysis of Variance for PGI General Wellbeing

Source of Variation	Sam of Square	df	Mean Sum of Square	‘ F’ Ratio	Level of Significance
A (Type of family)	13.34	1	16.14	1.07	N.S.
B (Gender)	16.14	1	13.34	1.13	N.S
A x B	8.52	1	8.52	1.76	N.S
Wss	1742.67	116	15.02	-	-
Total	1780.67	119	-	-	-

N.S. = Not Significant

Table 2: Summary of Analysis of Variance for Mental Health

Source of Variation	Sum of Square	df	Mean Sum of Square	‘ F’ Ratio	Level of Significance
A (Type of family)	29.01	1	29.01	11.97	0.01
B (Gender)	5135.21	1	5135.21	14.79	0.01
A x B	924.06	1	924.06	2.66	N.S.
Wss	40270.71	116	327.16	-	-
Total	46358.99	119	-	-	-

N.S. = Not Significant

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Table 3: Correlation between the PGI General Wellbeing and Mental Health among students

Variables	N	PGI General wellbeing and Mental Health 'r' Ratio	Level of Significance
Join family	60	- 0.06	N.S.
Nuclear family	60	0.10	N.S.
Male students	60	- 0.09	N.S.
Female students	60	0.08	N.S.
Over all students	120	0.12	N.S.

N.S. = Not Significant

Figure 1: Showing the mean scores of PGI General Wellbeing

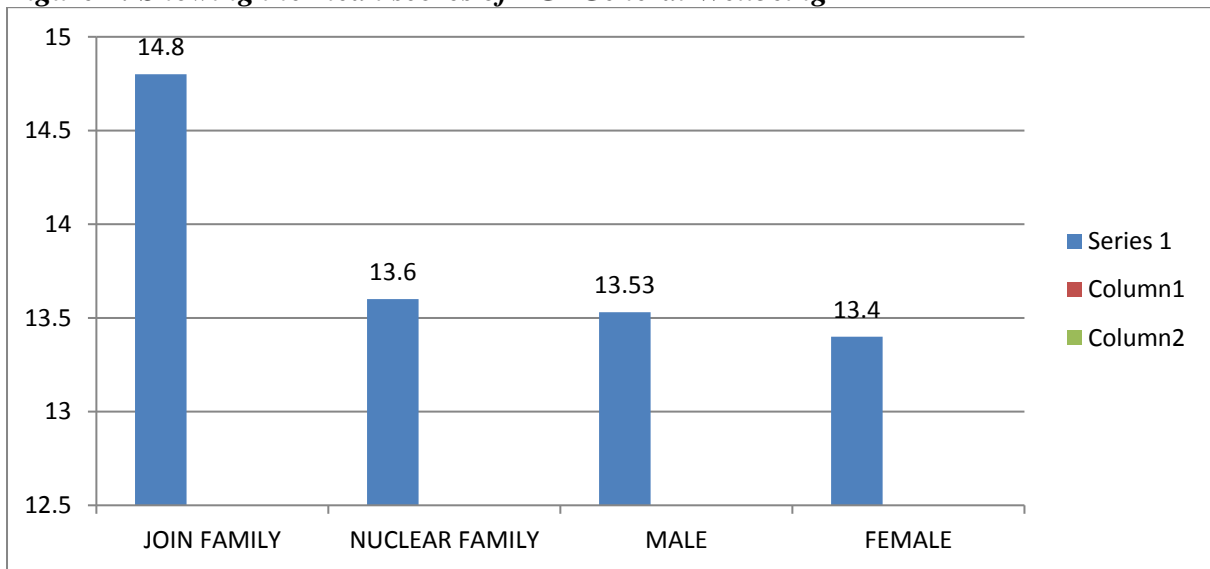
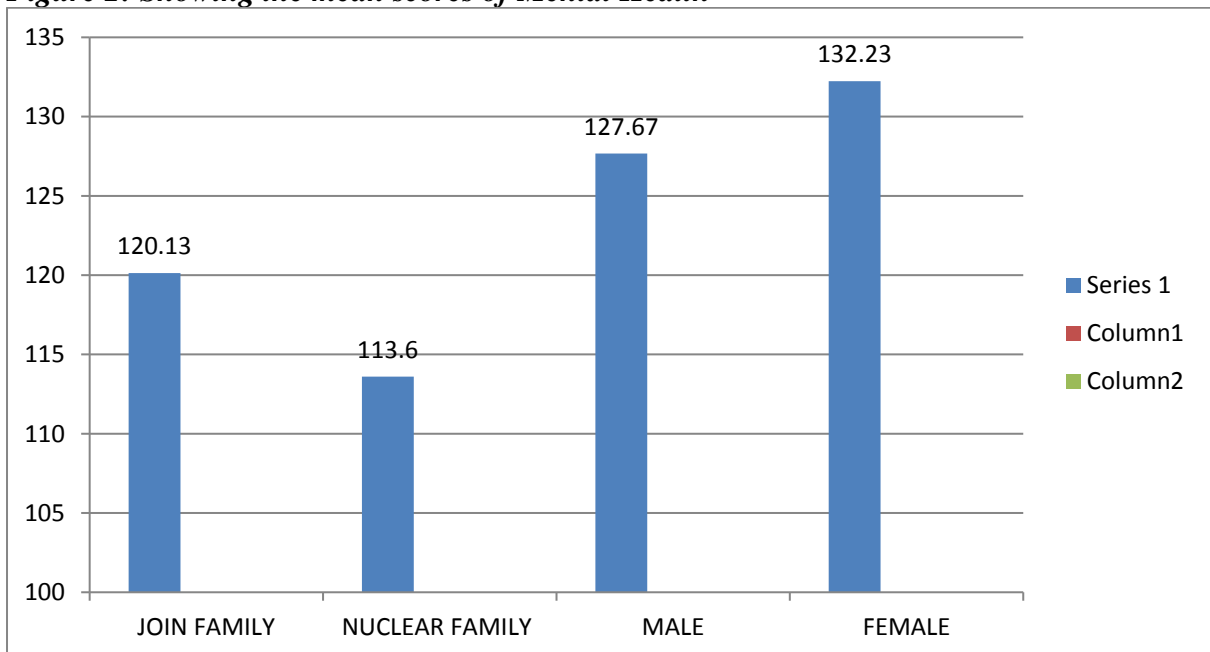


Figure 2: Showing the mean scores of Mental Health



DISCUSSION

The result shows that in reference to selection for research PGI General Wellbeing, the difference from the point of view of type of family, gender is found significant, while the difference in respect of type of family and gender is found significant.

In respect of family, the difference between average regarding PGI General Wellbeing amongst students of joint and nuclear family is not significant. Therefore, hypothesis is accepted i.e. the type of family of student may be anyone, but there is no difference between their PGI General Wellbeing. Perhaps, the student may be thinking that because of updated upbringing system and society, he/she may become secure and happy; therefore, there may not be difference in PGI General Wellbeing of both. PGI General Wellbeing is not any mental position of individual; it requires to be attained by individual. The said aim cannot be achieved easily. Even if it is attained once, then also, it is also not so, that the said position will be maintained permanently (Patel, M.-1989).

In respect of gender, the difference between average regarding PGI General Wellbeing amongst male and female students is not significant. Therefore, hypothesis is accepted i.e. the gender does not effect in Life Satisfaction of the patient. Man and Woman are different form physical constitution and social-practical works. Therefore, though feeling and sentiments of both are different, any difference in PGI General Wellbeing is not found.

In respect of type of family and gender, the difference between averages regarding PGI General Wellbeing is significant. Therefore, hypothesis is accepted i.e. Type of family of students or gender may not anyone, but there is difference between their PGI General Wellbeing. Perhaps, because physical health can be ascertained easily. Here, it can be assumed that the effect of physical and mental position may be on PGI General Wellbeing and because of it the effect of type of family or gender may be on PGI General Wellbeing (Bhal, J. P. – 2016).

In respect of Mental Health, from the point of view of type of family of student selected for the research is found significant. From the view point of gender, the difference is significant, while the difference in respect of type of family and gender is found not significant.

In respect of type of family, the difference between average of Mental Health of joint and nuclear family students is significant. Therefore, hypothesis is not accepted. Perhaps it may be that nuclear families students may be not having as much as care-love-warm, but the joint families students have that care-love-warm from many members of family to this, therefore, there may be difference in Mental Health of both. The Mental Health is a mental position of individual. The individual may have to make his/her mental feelings stable or instable each moment with instable atmosphere. Here also, the same can be in the matter of Mental Health of students (Garrette, H. E. – 1968).

In respect of type of gender, the difference between average regarding Mental Health of male and female students is significant. Therefore, hypothesis is not accepted i.e. gender effects on Mental Health of students. A Male is strong by mind and do not bring his pain with speed, while a Female being full of feelings and sentimental breaks down speedily. Because of these reasons perhaps, there may be different between Mental Health of both (Kothari, M. – 1986).

In respect of type of family and gender, the difference between averages regarding Mental Health is not significant. Therefore, hypothesis is accepted i.e. type of family of students and

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gender may be anyone, but there is difference between their Mental Health. There is mutual relationship between mind and body. The mental health is dependent on body and health of body is dependent on mind. The will power of individual is cultivated fast due to healthy body, meaning thereby that it seldom happens that any individual will be fully organized each time in each situation (Pancholi, H. D. – 2009)

The results in respect of co-relation between PGI General Wellbeing and Mental Health shows that difference between co-relation in respect of male and female students of the join family, nuclear families' students is not significant and hypothesis is accepted. The co-relation between PGI General Wellbeing and Mental Health of join family students and male students is negative, while co-relation between PGI General Wellbeing and Mental Health of nuclear family, female students and overall students is positive. From the results attained here, it can be said that on attaining more age in most of individuals, the maturity in excitement increases, which effects on health of individual. The students being morally adult, he/she can become an appropriate guide to themselves. Further, it can be said that the type of family of student or gender is not a bar in mental status of students, because it can be that the student has capacity of proper special reactionary conduct in view of students own thought process and external elements working in his/her position (Mathur, S. S.-1985).

RESEARCH FINDINGS

Type of family

1. There is no significant difference between join and nuclear families' students in relation to PGI General Wellbeing is accepted. This suggests that the type of family does not play any significant role in the PGI General Wellbeing of students.
2. There is significant difference between join and nuclear families' students in relation to Mental Health is rejected. This suggests that the type of family does play any significant role in the Mental Health of students.

Gender

1. There is no significant difference between boys and girls students in relation to PGI General Wellbeing is accepted. This suggests that the gender does not play any significant role in the PGI General Wellbeing of students.
2. There will be significant difference between male and female patients in relation to Mental Health is accepted. This suggests that the gender does not play any significant role in the accepted of Students.

Limitations

In the present research only Shree arykul vidhyalaya of Bhavnagar City (Gujarat) has been included. Any other school has not been selected. Any other students except the 12th arts and commerce have not been taken. Therefore, the results of this research cannot be made applicable to any other students or students of any other school. There may be limitations prevailing because of Statistical Analysis in research. It cannot be clarified that participants give only true or good responses or not. The research paper is given final touch through Computer, therefore, linguistic or other mistakes arising because of its technical defect are found.

Implication for Further Research

The present research was carried out to study the PGI General Wellbeing and Mental Health amongst join and nuclear family students and to find out which elements affect their PGI General Wellbeing and Mental Health and in view of these effecting elements, the changes can be brought through advice. The research carried out may not be a standard of evaluation.

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There are many aspects of it viz. Social, Economical, Political, Religious, Educational, Family etc. The research can be carried out by selecting any one aspect from different aspects. The essence for research in the present study is students of joint and nuclear family, and the subject of their Mental Health and PGI General Wellbeing is centre point. This type of research can be carried out on students of any school/college of any City, District or State. The study effects found on students by taking different subjects other than PGI General Wellbeing and Mental Health can be carried out. The subject of PGI General Wellbeing and Mental Health can be widened. The research can be taken up regarding finding out quantum of PGI General Wellbeing and Mental Health by selecting different variables viz. different professional groups, gender, caste, level of education, age, residential area, etc.

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Conflict of Interest

The author declared no conflict of interest.

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