

## Impact of Psychological Well-Being among Graduate and Post-Graduate Youth

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### ABSTRACT

Psychological well-being is the combination of feeling good and functioning effectively. The study examined the psychological well-being in boys and girls student of graduate and postgraduate level. A total of 144 students were randomly selected from various colleges and P.G. departments of Veer Kunwar Singh University, Ara. Of these, 72 students (36 boys and 36 girls) were from graduate and 72 students (36 boys and 36 girls) from postgraduate. Psychological Well-Being Questionnaire (PWBQ) by Bhogle and Prakash were administered on the subjects. It was hypothesised that 1. There will be no differences between graduate and postgraduate students in the aspect of psychological well-being. 2. There will be no differences between boys and girls in the aspect of psychological well-being. And, 3. There will be no interaction effect of the psychological well-being in the types of education and sex. 2x2 factorial design was used and data were analysed by F-test. Result shows that first hypotheses is significant while 2nd & 3rd hypotheses were not significant.

**Keywords:** *Psychological Well-being, Happiness, Positive Thinking*

Now a day's we identify a totally different situation among the boy and the girl college going students. They are surrounded by several of the difficulties, not only related to the intense speed of the continuing competition, but also lots of new personal and social problem that causes physical as well as psychological weakness. The psychological well-being of the student gets affected in such relation and situation.

“Psychological well-being” is commonly defined as a set of hopeful affective emotions like pleasure and optimum performance in personal and sociable life, (Ryan & Deci 2008). According to Huppert's (2009), Psychological well-being refers to the quality of one's living. It's the combination of happiness and being able to operate efficiently.

Some scholars define psychological well-being as a collection of components or activities, such as emotional processes. (Emmons, Diener, Griffen & Larsen 1985; Flett & Karnmann (1983). Hillier and (1979) and Suominen et al. (2000), place a greater emphasis on physical processes and suggest emphasising on the link between a high quality of life and excellent physical health. Other researchers (Wisnicki & Ingram 1988; Epstein, 1992; Rubin &

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## Impact of Psychological Well-Being among Graduate and Post- Graduate Youth

Martin, 1995; Stephens et al., 1999) describe psychological well-being as a mental process that places a premium on life satisfaction as a primary indication of happiness. Others argue that well-being comprises spiritual processes such as living with a sense of purpose, which leads to optimal performance (Ellison, 1983; Adams, Steinhardt & Bezner, 1997; Ryff & Singer, 1998). Positive self-esteem and conscience, as well as quality and meaningful relationships with others, are proposed as self and social activities. (Roid & Fitts, 1989; McCrae & Costa, 1992; Adams et al., 1997; Singer & Ryff, 1998; Pretorius, 1998). As a result, it appears that “Psychological well-being” can be defined in terms of, cognitive, spiritual, self, affective, social and physical activities.

Colleges are educational institutions that help students prepare for a degree. In some situations, a college will educate a student for a certificate offered by the university to which the institution belongs in other cases, colleges are separate institutions that either educate pupils to appear as external applicants at other campuses or operate courses culminating to those universities' degrees. A college is an institution that stands between high school and university in general.

A student is recognized as an individual under the nineteen years who is enrolled in a full-time advance educational programme or an individual aged nineteen or older who is enrolled in an educational course of study at facility who is not receiving a training allowance. For a person aged nineteen or above to be treated as students, the course need not be one of advanced education. We can also say a student is one who is enrolled or attends classes at a school, college or university.

Striimpfer, (1995); Singer & Ryff, (1998) defined that All persons are similar but not identical, and relevant distinctions between individuals must be taken into account in order to enable all persons to attain self-actualization and highest capability (thereby encouraging optimum psychological well-being) while being given equal opportunity. Recent research on gender differences, including all those linked to "psychological well-being", has provided mixed results and a significant lack of consensus. “Because of various efforts are being made in modern society to empower all persons to reach self-actualization and utilise their full potential, gender disparities in "psychological well-being" are essential. This includes the concept of a "equal opportunities" society in a post-feminist setting, although social stereotypes still exist”. (Eagly, 1987; Connors, 1990; Sterk & Turner, 1994).

Given the foregoing, the goal of this research was to see if there are any significant gender variations in physical, cognitive, affective, self-, spiritual and social dimensions of “psychological well-being”.

### ***Objectives***

The main objectives of the study are as under:

- To study the psychological well-being among graduate and postgraduate students.
- To study of the psychological well-being among male and female students.
- To study of the effect of interaction on psychological well-being among the types of education and sex.

### ***Hypothesis***

On the basis of objectives, the following hypothesis formulated:

## Impact of Psychological Well-Being among Graduate and Post- Graduate Youth

- There will be no difference between graduate and post-graduate students in aspect of psychological well- being.
- There will be no difference between boy and girl students in aspect of psychological well-being.
- There will be no interaction effect of the psychological well-being in the types of education and sex.

### METHODOLOGY

#### *Sample*

The present study was conducted on 72 (36 boys and 36 girls) students of graduate and 72 (36 boys and 36 girls) students of post-graduate, studying in various colleges of Veer Kunwar Singh University, Ara through incidental-come-purposive sampling. The Mean age of graduate students were 16.67 and postgraduate students were 19.13. The Mean of boys and girls were 17.36 and 18.06 sequentially.

#### *Research Tools*

The following tools and scales we are applied in this study:

- **Personal Data Sheet (PDF)**- This sheet was used to collect some personal information about respondents.
- **Psychological Well-Being Questionnaire (PWBQ)** - This questionnaire has developed by Bhogle & Prakash (1995). There are 20 sentences in this questionnaire and every sentence in this questionnaire has two options 'Yes' or 'No'. Every right answer gives one point and every wrong answer count zero marks.

#### *Statistical Tools*

I used Analysis of Variance (ANOVA), F-test for counting mean difference and interaction effect.

#### *Procedure*

All the respondents were conducted in their classroom according to their leisure hour. First of all, Personal Data Sheet was administered then Psychological Well-Being Questionnaire was administered one by one. All respondents were thanked for their co-operation.

### RESULTS AND DISCUSSION

Data were analysed keeping in mind the objectives of the present study and the hypotheses. The summary of the 2x2 analysis of variance based on the obtained psychological well-being scores.

*Table-1*

| Variance                      | BSS     | df  | Mean SS | F-test | p    |
|-------------------------------|---------|-----|---------|--------|------|
| <b>A (Types of education)</b> | 166.41  | 1   | 166.41  | 6.80   | >.05 |
| <b>B (Sex)</b>                | 3.12    | 1   | 3.12    | 0.13   | <.01 |
| <b>A x B</b>                  | 0.89    | 1   | 0.89    | 0.04   | <.01 |
| <b>SSW</b>                    | 3426.64 | 140 | 24.47   |        |      |
| <b>SST</b>                    | 3650.44 | 143 |         |        |      |

## Impact of Psychological Well-Being among Graduate and Post- Graduate Youth

**Table-2**

| Variables     | N  | Mean  | Difference of Mean |
|---------------|----|-------|--------------------|
| Graduate      | 72 | 16.87 | 2.26               |
| Post-graduate | 72 | 19.13 |                    |
| Boys          | 72 | 17.76 | 0.30               |
| Girls         | 72 | 18.06 |                    |

Results in the above table-1 revealed that the main effect of between group A (Types of education- Graduate and Post-graduate)-  $F= 6.80$ ,  $df=1$ ,  $p>0.05$  which does show significant difference to a level of 0.05. According to Table-2, it can be observed that Mean difference of Psychological well-being of graduate and post graduate students is 2.26. Data and analysis indicate that there is more psychological well-being in post-graduate students than graduate students.

Whereas, main effect of between group B (Boys and Girls)-  $F=0.13$ ,  $df=1$ ,  $p<.01$  and according to Table-2 Mean difference of boys and girls is 0.30 which does show there is no significant difference between boys and girls in the aspect of psychological being.

And, Interaction effect (A x B)-  $F=0.04$ ,  $df=1$ ,  $p<.01$  are showing not significant difference even to a level of .01. result shows, there is no significant interaction effect between types of education (Graduate and Post-graduate) and Sex (Boys and Girls).

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## Impact of Psychological Well-Being among Graduate and Post- Graduate Youth

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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