

## Psychological Well-Being of Player and Non-Player Students

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### ABSTRACT

The present study aims to find out the difference in psychological well-being of player and non-player students. Sample consists of 60 player and 60 non-player students, age ranges from 19 - 22 years old and they were selected by purposive sampling method. Ryff's Psychological Well-being scale was administered to the students. Result revealed that there is significant difference between player and non-player students with respect to their level of psychological well-being.

**Keywords:** *Psychological Well-Being, Player and Non-Player Students*

Well-being is considered as an important aspect of mental health. The World Health Organization has defined mental health as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, and is able to make a contribution to his or her community.” In college days, students get an opportunity to exert their abilities through curricular and extracurricular activities which contribute to their well-being. Lack of well-being may lead to heightened risk of burnout, demotivation and dropout from sport.

The term subjective well-being often is used as a synonym for happiness in the psychology literature. Theory of subjective well-being posited by Diener and others suggest that individual's appraisals of their own lives capture the essence of well-being. Diener defined subjective well-being as a combination of positive affect (in the absence of negative affect) and general life satisfaction (Snyder & Lopez, 2007). However, Ryff argued that well-being is more than happiness with life. She suggested that psychological well-being should be a source of resilience in the face of adversity and should reflect positive functioning, personal strength, and mental health.

Ryff and her colleagues developed a model of “Psychological Well-being (PWB)” which describes positive functioning across the life span and positive mental health. This model incorporates both hedonic and eudaimonic views of happiness. According to this model, well-being is a global combination of emotional well-being, psychological well-being, and social well-being. Emotional well-being includes life satisfaction, positive affect, and negative affect. A psychological and social well-being defines positive functioning.

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Received: March 20, 2022; Revision Received: March 27, 2022; Accepted: March 31, 2022

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Psychological well-being includes self-acceptance, personal growth, purpose in life, environmental mastery, autonomy, and positive relations with others. Social well-being incorporates social acceptance, social actualization, social coherence, and social integration.

Self-determination theory proposed by Ryan and Deci is another approach to well-being which is based on a eudaimonic view of happiness. SDT states that well-being and happiness result from the fulfilment of three basic psychological needs- autonomy needs, competence needs, relatedness need. These three needs together form the foundation of well-being and happiness.

Many researchers have studied mental health and well-being of players. In 2011, School of Sport Science, Exercise and Health conducted a health and well-being survey comprising past Australian Football League players (n=592), with an average age of 55.1 years and playing career of 7.7 years. This study found that past AFL players exhibited similar levels of mental health and well-being to their non-playing age cohort. In a study of 160 of 160 sport players, Sanyal (2016) found no significant differences between the sport players engaged in instrumental aggression and those engaged in hostile aggression with respect to psychological well-being. Gehlawat and Gehlawat (2012) compared mental health of player and non-player students. Results revealed a significant difference in the level of mental health between male players and non-players. Significant differences were also found between female player and non-player students with respect to their mental health. Both male and female players exhibited higher levels of mental health. Edwards et al. (2005) compared psychological well-being and physical self-perception of persons who regularly engage in various forms of physical activity, exercise and sport with a control of non-exercisers. Their findings indicated that persons engaging in regular physical activity perceived themselves as having more autonomy, personal growth, environmental mastery, purpose in life, positive relations with others, self-acceptance, sport competence and conditioning than non-exercisers. In a study conducted on Swedish table tennis players, Moldovan (2011) found no significant differences in goal orientations, perceived motivational climate and psychological well-being between elite and non-elite players.

### *Objectives*

1. To study the psychological well-being of player and non- player students.
2. To compare the psychological well-being of male player and male non-player students.
3. To compare the psychological well-being of female player and female non-player students.
4. To compare the psychological well-being of player and non-player students.

### *Hypotheses*

1. There would be significant difference in psychological well-being of male player and male non-player students.
2. There would be significant difference in psychological well-being of female player and female non-player students.
3. There would be significant difference in psychological well-being of player and non-player students.

## METHODOLOGY

### Sample

In the present study, sample consists of 60 player students (30 male player and 30 female player students) and 60 non-player students (30 male non-player and 30 female non-player students) selected from Sangli and Jaysingpur. Age of the students ranges from 19-22 years old. Researcher personally visited to college and got permission to administer the test on students.

### Tools

**Ryff's psychological well-being scale (1989):** Ryff's psychological well-being scale was used to collect the data. It consists of 6 dimensions of psychological well-being namely autonomy, environmental mastery, personal growth, positive relations, purpose in life, self-acceptance. Each dimension contains 7 items and total scale has 42 items. A six-point answering scale was used for all scales, ranging from 1 (totally disagree) to 6 (totally agree). The Psychological Well-being Scale has a test-retest reliability ranging between 0.81 to 0.88. It also shows high internal consistency ranging between 0.86 to 0.88.

## RESULTS

**Table 1: Showing Mean, SD and t value of Male player and Male Non-player students with respect to psychological well-being.**

Group	N	M	SD	df	t value
Male Player Students	30	148.31	13.37	58	4.78*
Male Non- Player Students	30	183.6	22.53		

P > 0.01

From the above table no.1 it is quite clear that mean scores of psychological well-being of male players and non-players are 148.31 and 183.6 respectively and their standard deviation are 13.37 and 22.53 respectively. The calculated t-value is 4.78 with df is 58 which is significant at 0.01 level of significance.

Hence, hypothesis no.1 stating that there would be significant difference in psychological wellbeing of male player and male non-player students is accepted.

**Table 2: Showing Mean, SD and t value of Female player and Female Non- Player students with respect to psychological well-being.**

Group	N	M	SD	df	t value
Female Player Students	30	153.03	13.21	58	3.99*
Female Non- Player Students	30	193.3	17.45		

p>0.01

Table 2 revealed that the mean scores of psychological well-being of female player and female non-player students are 153.03 and 193.3 respectively and their standard deviation are 13.21 and 17.45 respectively. The calculated t-value is 3.99 with df =58 which is significant at 0.01 level of significance. Hence, hypothesis no. 2 stating that there would be significant difference in psychological well-being of female player and non-player students is accepted.

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**Table 3: Showing Mean, SD and t value of Player and Non-Player students on Psychological well-being.**

Group	N	M	SD	df	t value
Player Students	60	150.58	13.39	118	11.95*
Non- Player Students	60	188.45	20.57		

Table 3 revealed that the mean scores of psychological well-being of player and non-player students 150.58 and 188.45 respectively and their standard deviation 13.39 and 20.57 respectively. The calculated t-value is 11.95 with df =118 which is significant at 0.01 level of significance. Hence, hypothesis no.3 stating that there would be significant difference between player and non-player students with respect to their psychological well-being is also accepted.

### DISCUSSION

The aim of the present study was to examine differences between player and non-player students with respect to their level of psychological well-being. Results showed that there is significant difference between players and non-players with non-players (M=188.45) exhibiting higher level of psychological well-being as compared to players (M=150.58).

Another aim was to study level of psychological well-being of male player and non-player students. Results indicated that male non-players have higher level of psychological well-being as compared to male players. Female players (M=153.03) also exhibited lower level of psychological well-being as compared to female non-players (M=193.3). All these findings suggest that both male and female players suffer from low level of psychological well-being. This finding is not in line with previous findings. This study is pointing in a completely new direction as far as the psychological wellbeing of sport persons is concerned, specifically in our country.

Our results may reflect Indian society's unfavourable attitude towards sports. In our society, academics are always given more importance than sports. Even most of the parents do not encourage their children for participating and making career in sports. Even teachers and others believe that sport is for those who are not good at studies. All these factors may adversely affect psychological well-being of players.

Further studies to highlight these possible explanations should be undertaken.

### CONCLUSION

There is a significant difference in psychological well-being of player and non-player students. Both male and female non-player students show higher level of psychological well-being than player students.

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### **Acknowledgement**

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

### **Conflict of Interest**

The author(s) declared no conflict of interest.

**How to cite this article:** Chougule V. V. & Rajadnya C.V. (2022). Psychological Well-Being of Player and Non-Player Students. *International Journal of Indian Psychology*, 10(1), 1572-1576. DIP:18.01.161.20221001, DOI:10.25215/1001.161