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## **A Dimensional Analysis of Psychological Wellbeing among University Students**

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Special Issue - Volume.6 Issue 6, June – 2021

**Page No. 1**



## Abstract

The present piece of investigation is intended to assess the level of psychological well-being among university students. **Method:** The study is descriptive in nature with a sample size of 208 (107 males and 99 females) aged between (19-25) years. A convenient sampling technique was used to collect the data via online survey mode. The data were analyzed using statistics like percentage analysis. **Results:** About 17.30%, 66.35, 12.02% and 4.33 exhibited above average, average, below average and low levels of psychological wellbeing among university students respectively. **Suggestions:** This study suggested that it is essential for university administration to enhance psychological wellbeing among students so that it would be helpful in achieving academic excellence as well as general wellbeing.

**Keyword:** *Psychological Wellbeing, University Students.*

## Introduction

Psychological Well Being has been acclaimed in the field of Psychology because it forms an important component of one's life. The fourteenth Dalai Lama opines, "The purpose of life is to be happy". Since the time of one's birth, one desires happiness and does not want to suffer. Neither social conditioning nor education nor ideology affects this instinct (cited in Vanika & Sankhian). For young students, enrollment in the university acts as a transition phase in their lives. Students have to face new challenges single-handedly in this novel situation, be it the independent decision-making ability such as making independent decisions about their lives and studies, adjustment and academics in order to balance their proper learning environment and interpersonal relationship (Bashir, 2019). Moreover, being away from their support networks demands them to be more mentally strong (Cleary et al., 2011). Therefore, these situations are likely to influence the General well being of university students (Cooke et al., 2006; Bewick et al., 2010). Due to continuous problems, there is the probability of getting involved in one or the other psychological problems like stress, anxiety and depression and the degree of these psychological problems reach to the peak at the age of 25 years (Kessler

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An International Multidisciplinary Multilingual E-Conference on  
"INTERROGATING THE IDEA OF DEVELOPMENT: A 360 DEGREE  
INVESTIGATION"

Special Issue - Volume.6 Issue 6, June – 2021

Page No. 2



et al., 2007) therefore makes them prone to Vulnerability. Hence, it is not only necessary for the achieving academic excellence but is vital in other spheres of life as well.

## Psychological Wellbeing

Psychological well-being is frequently conceptualized as a combination of positive emotional states like it's relative happiness (the hedonic perspective) and the Maximum execution and implementation in social and individual life is called (the eudaimonic perspective) Deci & Ryan 2008. As a sum up by Huppert (2009, p.137) “Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively.” As per this explanation people with high psychological well-being exhibited satisfactory, calm and composed life. Huppert’s (2009) revise also claims the impact of PW which helps in maintaining their physical health, genetic factors, and neuro-chemical effects, and arbitrate likely by brain activation patterns. The study of Siddiqui and Khan (2016) suggested that an individual with high psychological well-being has a good and positive relationship with oneself and others, accepts the environment, has a desirable goal in life, can make their own decisions. Moreover, researchers suggested that nowadays psychological problems have grown day by day frequently among college students the highest level of mental problems had been recorded among undergraduates as in comparison to the general population (Sarokhani et al., 2013 & Yang, 2010). Therefore, psychological well-being does not help one to remain positive all the time but is bound by the underlying negative emotions in one’s life like failure, frustration and unforeseen events and it helps one to maintain balance in these though times, (Stamp et al., 2015) hence, promoting healthy and sound life style required for long term psychological well-being (Huppert, 2009).

## Context and Review of Literature

Numerous studies had found that psychological well-being is closely related to life satisfaction; therefore, people with mental health problems are not satisfied with their lives. People may have their desires, wishes, and needs, so all these components play an important role in influencing the criteria of life satisfaction for each individual differently (Guney,

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An International Multidisciplinary Multilingual E-Conference on  
“INTERROGATING THE IDEA OF DEVELOPMENT: A 360 DEGREE  
INVESTIGATION”

Special Issue - Volume.6 Issue 6, June – 2021

Page No. 3



2009). The recent study by Czupala and Lunkiewicz (2020) was suggested that people with a high level of psychological well-being were attained by a higher level of self-efficacy, a greater capability to use a positive reframing strategy towards coping with stress, as well as a low predisposition towards behavioral and disengagement self-blaming. On the other hand, [Bucchianeri et al., \(2016\)](#); [Butler-Barnes et al., 2017](#)) suggested the complementary nature of psychological well-being and psychological constructs, like emotional intelligence, positive life experiences, and relative personality traits, which revealed positive correlation between psychological well-being and the level of education in terms *personal growth and purpose in life*. Similarly, [\(Mayordomo et al. 2016\)](#) investigated positive relation between the level of psychological well-being and age which may be a possibly beneficial adaptation to the social environment.

A research study conducted by [\(Garcia, Brooks, Morgan, & Moreno, 2015\)](#) suggests that well-being can be improved through the development of positive experiences in individual surroundings which can help them to achieve their directions and purpose in life and also help them to create their own goals. (Smith and Segal, 2011) found that mental health issues are the highest contribution to poor well-being. Therefore, Layard et al. (2013) summarized that psychological wellbeing can strengthen the general mental health, happiness, and satisfaction among students so they can relish the fully-functioning life.

### **The Importance of the Study**

Psychological well-being is an essential aspect for university students to adapt university environment (Bowman, 2010). In the year 2004, WHO declares mental health as “a state of well-being in which the individual realizes his or her abilities, can cope with the normal stresses of life and can become productive member of his or her community.” Numerous researchers had been investigated that psychological problems are increased among students during college life. (Bewick, Koutsopoulou, Miles, Slaa & Barkham, 2010; Cooke et al., 2006; Bewick et al., 2010). Students who get insufficient psychological well-being were found to be more prone to engage in negative activities like undesirable behavior, alcohol use, life dissatisfaction, even suicidal behavior, sleep disturbance, negative self-image, and

### **CONFERENCE PROCEEDING**

An International Multidisciplinary Multilingual E-Conference on  
“INTERROGATING THE IDEA OF DEVELOPMENT: A 360 DEGREE  
INVESTIGATION”

Special Issue - Volume.6 Issue 6, June – 2021

**Page No. 4**



low confidence (Chao, 2012). Basically, this study is aimed at exploring psychological well-being among university students. This investigation would be helpful for academic institutions, teachers and administrators to enhance psychological wellbeing.

### **The objective of the Study**

- To explore the levels of psychological wellbeing among university students.

### **Research question**

- Is there any difference among university students in terms of psychological wellbeing?

### **Method and Participants**

In the present research, a descriptive survey method was used to explore the levels of psychological well-being among university students. The sample of the study was 208 university students, among them 107 were males and 99 females. The data has been collected by online survey mode via convenient sampling technique.

### **Tools**

#### **The Ryff's Psychological Well Being Scale (1989)**

This tool comprises of 42 statements that assess six dimensions of psychological well-being (Autonomy, Environmental mastery, Personal growth, Positive Relations, Purpose in life, Self-acceptance). Every item has 6 options with a 6-point Likert-type scale having options like strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree and strongly agree.

### **Data analysis**

In the present study, quantitative data analysis was employed to analyze the data and the results are published in the form of descriptive statistics such as frequency and simple percentages.



## Results and Discussion

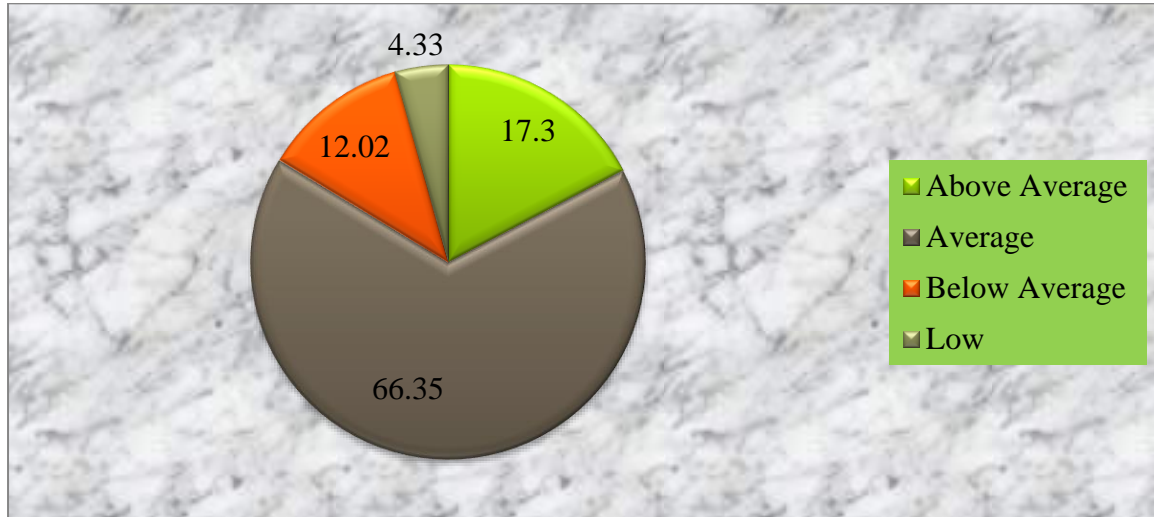
The research was aimed to explore the levels of psychological well-being among university students. In this regard, data were analyzed using simple percentage analysis. Therefore, the stated analysis is given comprehensively in the following Tables.

**Table: 1 Percentage- wise levels of Psychological Wellbeing among University Students.**

Sr. No.	Levels of Psychological Wellbeing	N	Percentage
01	High Psychological Wellbeing	00	00
02	<b>Above Average Psychological Wellbeing</b>	<b>36</b>	<b>17.30</b>
03	Average Psychological Wellbeing	138	66.35
04	<b>Below Average Psychological Wellbeing</b>	<b>25</b>	<b>12.02</b>
05	Low Psychological Wellbeing	09	4.33
<b>Total</b>		<b>208</b>	<b>100%</b>

Levels of psychological well-being among university students are highlighted in the table given below. It is clear that 00% (n=00) of the students shown high level, whereas, 17.30% (n = 36) students are involved in an above average, Moreover, 66.35% (n = 138) students reported average level of psychological wellbeing, 12.02% (n = 25) students show a below-average level and 4.33% (n = 09) are reported low level of psychological wellbeing. The observation of the finding suggested that the highest percentage of the respondents fall in average level of psychological wellbeing.

**Table: 1.2 Graphical representation of different levels of Psychological wellbeing among University Students.**



**Dimension-wise levels of Psychological Wellbeing among University Students**

This analysis is about the dimensions of psychological wellbeing among university students which includes (Autonomy, Environmental mastery, Personal Growth, Positive Relations, Purpose in life and Self-acceptance).

**Table: 2 Dimension-wise levels of Psychological Wellbeing among University Students**

Levels		High	Above Average	Average	Below Average	Low	Total
Dimensions							
<b>Autonomy</b>	N	4	30	142	32	00	<b>208</b>
	%	1.92	14.42	68.27	15.39	00	
<b>Environmental mastery</b>	N	4	19	156	24	5	<b>208</b>
	%	1.92	9.14	75	11.54	2.40	
<b>Personal Growth</b>	N	00	38	129	35	6	<b>208</b>
	%	00	18.27	62.01	16.83	2.89	
<b>Positive Relations,</b>	N	00	4	163	37	4	<b>208</b>
	%	00	1.92	78.37	17.79	1.92	



	%	00	1.92	78.37	17.79	1.92	
<b>Purpose in life</b>	N	4	29	143	28	4	<b>208</b>
	%	1.92	13.95	68.75	13.46	1.92	
<b>Self-acceptance</b>	N	3	30	141	25	9	<b>208</b>
	%	1.44	14.42	67.79	12.02	4.33	

It is clear from Table 2 with autonomy, about 1.92% (n=4) of students fall in the high level of involvement in psychological wellbeing. About 14.42% (n=30) of university students shown an above-average level of autonomy. The highest percentage of the sample reported an average level i.e. 68.27% (n=142). About 15.39% (n=32) have below-average level, about 00% (n=00) of the students shown low level of autonomy. Results have shown that a highest percentage is reported in the average level of autonomy

On the other hand, in environmental mastery about 1.92% (n = 04) students reported a high level of environmental mastery. About 9.14% (n=19) shown an above-average level of environmental mastery. The highest percentage of respondents involved in the average level of environmental mastery is 75% (n=156). About 11.54% (n=24) fall below average level, there are 2.40% (n=5) students fall in the low level of environmental mastery. Results showed that a high percentage is reported in the average level of environmental mastery.

Further, it is clear from Table 2 that 0.0% (n=00) of university students are at a high level of Personal growth. Whereas, 18.27% (n=38) respondents reported an above-average level of Personal growth. Moreover, 62.01% (n=129) showed the average level, 16.83% (n=35) possess below-average level and 2.89% (n = 06) showed the low-level personal growth. Furthermore, in Positive Relations, 0.0% (n=00) are in high level, 1.9% (n = 04) fall in above average, 78.37% (n=163) exhibit in average level, 17.79% (n=37) are in below average and 1.92% (n=04) university students reported low level of positive relations.

In the above table it is revealed that 1.9% (n = 04) participants fall in high level of purpose in life, 13.95% (n = 29) fall in above average level, highest percentage is reported in average

## CONFERENCE PROCEEDING

An International Multidisciplinary Multilingual E-Conference on  
 "INTERROGATING THE IDEA OF DEVELOPMENT: A 360 DEGREE  
 INVESTIGATION"

Special Issue - Volume.6 Issue 6, June – 2021





level which is 68.75 % (n= 143). Similarly, 13.46 (n=28) fall in below average and 1.9% (n = 04) fall under the category of low level in the dimension of Purpose in life. In Self-acceptance 1.44% (n = 03) students reported high level, 14.42% (n =30) above average, likely in other dimensions students' possess high percentage in average level i.e. 67.79 % (n =141). About 12.02% (n =25) are in above average, 4.33% (n =09) students are in low level of Self-acceptance.

### Conclusions and Implications

1. The aim of the study was to measure the levels of psychological wellbeing among university students. It varies widely among university students, these variations in the level of psychological wellbeing following in the spectrum of high, above average, average, below average and low.
2. The percentage-wise distribution of university students are 17.30%, 66.35, 12.02% and 4.33 exhibited above average, average, below average and low level respectively. The highest percentage of the sample reported an average level of psychological wellbeing which means that students have average sense of responsibility, satisfaction and life style.
3. The study suggested that it is the responsibility of higher authority of universities and administrators to find out the ways and means to develop psychological well-being among Students so that they can realize their true potential and can prove beneficial for their academic excellence and general wellbeing.

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An International Multidisciplinary Multilingual E-Conference on  
"INTERROGATING THE IDEA OF DEVELOPMENT: A 360 DEGREE  
INVESTIGATION"

Special Issue - Volume.6 Issue 6, June – 2021



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An International Multidisciplinary Multilingual E-Conference on  
"INTERROGATING THE IDEA OF DEVELOPMENT: A 360 DEGREE  
INVESTIGATION"

Special Issue - Volume.6 Issue 6, June – 2021

Page No. 10



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An International Multidisciplinary Multilingual E-Conference on  
"INTERROGATING THE IDEA OF DEVELOPMENT: A 360 DEGREE  
INVESTIGATION"

Special Issue - Volume.6 Issue 6, June – 2021

Page No. 11