

WELL-BEING OF UNIVERSITY STUDENTS

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Abstract

The present study was undertaken with the purpose of studying the well-being of university students. For this purpose, University post-graduation students (N=100) from Central University of Punjab, Bathinda, were randomly selected as the sample of study. The data was collected with the help of General Well-being Scale (GWBS) by Chauhan, V.L. and Didwania, R.K. (2015). The scale was administered on the students from post graduate classes of Central University of Punjab, Bathinda. The data obtained was analysed using t-test. The results of the study revealed that approximately 59% of the students were found to have high well-being feelings. Further it was found that the mean scores of well-being of post-graduation students do not differ significantly with respect to their gender. However, a significant difference between the mean score of well-being of post-graduation students was found with respect to their stream.

Keywords: Well Being, University Students.

Introduction

Well-being is the state of mind where an individual feels healthy, happy, satisfied and content. It is a feeling of going through the different experiences of being positive in life. Moreover, it is experiencing the feelings of being well in everyday life and managing the ups and downs of life simultaneously. Different researchers have defined well-being in their own perspectives. According to (Shin and Johnson, 1978), well-being is considered to be a global assessment of a person's quality of life according to his own chosen criteria. Whereas, in Diener (2000)'s perspective, well-being is taken as subjective evaluation of one's current status in the world. More specifically he is of the view that well-being involves our experience of pleasure and our appreciation of life's rewards.

In today's competitive world, students are facing different academic challenges. Some of which makes them bold and strong whereas some makes them feel stressful, worried and anxious. Academic pressures of meeting grade requirements, test taking, the volume of material to be learned and time management has been shown to be a significant source of stress for students. (Kumarswamy, 2013). Fear of getting failure, building self-identity, high level of competition etc are some of the examples of the problems faced by students at the university level. In such circumstances, their wellbeing becomes the subject matter to be looked after. Present study focuses on studying the well-being of the university post-graduation students.

Objectives of the study

1. To study the well-being of university post-graduation students
2. To compare mean scores of well-being of male and female post-graduation students.
3. To compare mean scores of well-being of social science and science post-graduation students.

Hypotheses of the study

1. There is no significant difference in mean scores of well-being of male and female post-graduation students.
2. There is no significant difference in mean scores of social science and science post-graduation students.

Sample

University post-graduation students (N=100) from Central University of Punjab, Bathinda, were taken as the sample of the study.

Tool used

General Well-Being Scale by Chauhan, V.L. and Didwania, R.K. (2015) was used as a tool for data collection.

Results

Well-being of university post-graduation students

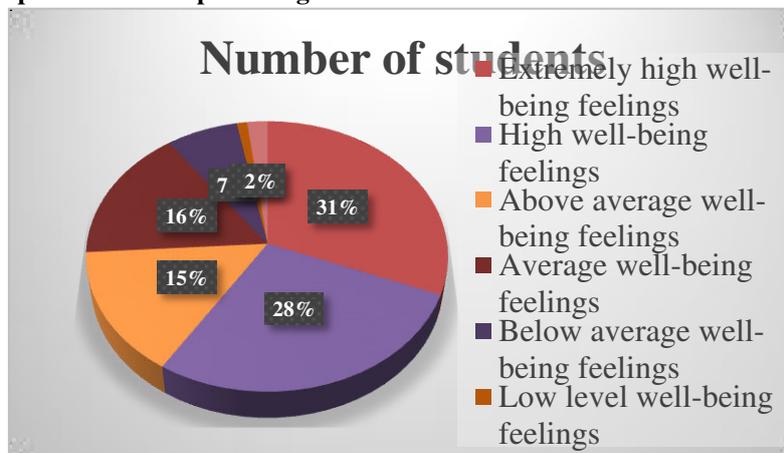
The first objective was to study the well-being of university post-graduation students. The group of students whose scores are +2.01 (z-score) and above, are considered to have extremely high well-being feelings. Likewise, the students whose scores are between +1.26 (z-score) to +2.00 (z-score), are graded as high well-being feelings. The students who lie between +0.51 (z-score) to +1.25 (z-score) have above average well-being feelings. The group of students who scored between +0.51(z-score) to -0.50 (z-score) are considered to have average well-being feelings. Likewise, the students whose scores are between -1.25 (z-score) to -0.51 (z-score) are considered to have below average well-being feelings. The students who lie between -2.00 (z-score) to -1.25 (z-score) have low levels of well-being feelings. The group which comes under the range of -2.01 (z-score) and below have extremely low well-being feelings. The percentage of students at different levels of well-being is shown in the following table:

Table 1: Showing percentage of students at different levels of well-being (N=100)

Level of Well-being	Number of students	Percentage
Extremely high well-being feelings	31	31
High well-being feelings	28	28
Above average well-being feelings	15	15
Average well-being feelings	16	16
Below average well-being feelings	7	7
Low level well-being feelings	1	1
Extremely low well-being feelings	2	2

The analysis in the table 1 shows that 31% of students were found to have extremely high well-being feelings and 28% of students have high well-being feelings. Likewise, 15% and 16% of students were found to have above average well-being feelings and average well-being feelings respectively. Moreover, the results also revealed that 7%, 1% and 2% of the students were found to have below average, low level and extremely low well-being feelings respectively. The results showed that approximately 59% of the students were found to have high well-being feelings.

Graphical presentation of percentage of students at different levels of well-being (N=100)



Gender wise comparison of mean scores of well-being of post-graduation students.

The second objective was to compare mean scores of well-being of male and female post-graduation students. The data was analysed with the help of t-test and results are given in Table 2.

Table 2: Gender wise Mean, S.D, N and t-value of well-being of post-graduation students.

Gender	M	S.D.	N	t-value
Male	181.32	23.45	50	1.94
Female	188.56	22.61	50	

From Table 2 it can be seen that the t-value is 1.94 which is not significant, and shows that the mean scores of well-being of university post-graduation students do not differ significantly with respect to their gender. Therefore, the null hypothesis that there is no significant difference in mean scores of well-being of male and female post-graduation students is not rejected. It may, therefore, be said that both male and female post-graduation students were found to the same level of well-being to some extent.

Stream wise comparison of mean scores of well-being of post-graduation students.

The third objective was to compare mean scores of well-being of social science and science post-graduation students. The data was analysed with the help of t-test and results are given in Table 3.

Table 3: Stream wise Mean, S.D, N and t-value of well-being of post-graduation students.

Stream	M	S.D.	N	t-value
Social Science	190.94	20.97	50	3.32**
Science	178.94	23.96	50	

** Significant at .01 level

From Table 3 it can be analysed that the t-value is 3.32 which is significant at 0.01 level with df=48. It shows that the mean scores of well-being of university post-graduation students differ significantly with respect to their stream. Therefore, the null hypothesis that there is no significant difference in mean scores of well-being of social science and science post-graduation students is rejected. Further the mean score of well-being of social science post-graduation students is 190.94 which is significantly higher than that of science post-graduation students whose mean score of well-being is 178.94. It may, therefore, be said that social science post-graduation students were found to have well-being significantly higher than those of science post-graduation students

Discussion

It can be discussed from the results of the present study that high well-being feelings were found in approximately 59% of the sample, which indeed shows that almost 40% of the sample is under average well-being. It may be possible as students at university level face different mental health problems such as fear of getting failure, competition, bullying, overburdened due to studies etc. Such problems are a mark of question to find out the reasons to take preventive measures to improve the well-being of the students.

With respect to gender, when the mean scores of the well-being of post-graduation students was compared, it was found to be not significant. Udhayakumar and Illango (2018) also revealed that, in terms of anxiety, general health, self-control, vitality and overall psychological general well-being, there are no significant gender differences. Thus, it may be said that gender does not play any role in the wellbeing of post-graduation students. However, on the contrary, when a significant difference between the mean score of well-being of post-graduation students was tested with respect to their stream, it was found to be significant. Ansari, Labeeb, Moseley, Kotb, and El-Houfy (2013) viewed that Engineering students were more likely to feel that their studies and examinations were more of a burden, and these burdens were associated with psychosomatic complaints. It may be said that social science post-graduation student’s well-being is high because they tend to be more indulged in dramatic, literary and artistic activities. However, on the contrary, science stream students find themselves occupied in laboratory work, project work, practical etc. which could be one of the factors that they stay stressful and have low wellbeing as compared to Social science students. Thus, it could be researched out to

understand what are various factors that contribute to the well-being of the students. This kind of research on well-being would facilitate mentors, head of the departments, administrators etc to understand the well-being needs of university. Further, it would also prove to be suggestive for the curriculum development authorities to introduce new intervention techniques to improvise the students' well-being.

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