

Psychological Well-Being among Psychology and Non-Psychology Students

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ABSTRACT

This study intends to explore psychological wellbeing among psychology and Non-Psychology students. Psychological well-being is a core feature of mental health so the research aims to reveal the importance of stream of education in well-being. The present study involves 100 participants. 50 students were chosen from psychology and 50 students were chosen from other streams such as humanities, science, and social science from the colleges in Calicut. The analysis found that there is no significant differences in psychological well-being among psychology and non-psychology students.

I. PSYCHOLOGICAL WELL-BEING

Psychological Well-being refers to the simple notion of a person's welfare, happiness, advantages, interests, utility, and quality of life (Burris, Brechting, Salsman, & Carlson, 2009). It is a more sustainable practice and character driven view of well-being and refers to how people evaluate their lives.

Psychological well-being is viewed as a relatively complex notion with a variety of components that may contribute to it. Ryff (1989) extensively explored the meaning of psychological wellbeing and the definition closely paralleled with the Well-Being Manifestation Measure Scale (Masse, Poulin, Dassa, Lambert, Belair&Battaglini, 1998b).

Importantly, psychological wellbeing contributes to a range of critical outcomes in adult life, including increased social support, greater life satisfaction, and improved physical health (Bowman & Kitayama, 2009, Ryff, 2008). Psychological wellbeing encompasses the use of certain skills and perspectives that are useful for overcoming challenges and effectively navigating one's life

Components of psychological well-being:

1. Self-acceptance - A major source of well-being and living a happy life is self-acceptance, or the attitude we hold about ourselves. This relates to feeling satisfied with who you are, making peace with the past, and contentment with your current situation. Acceptance is about coming to terms with what we can't change or control.
2. Self-growth- Growing as a person and expanding your knowledge is a never ending process. We can grow as people every day if we're willing to be open to new experiences and seek out our potential. Self growth is about taking a curious and interested view of life and seeking out opportunities to expand as a person.
3. Purpose and meaning - There is a real sense of aliveness when we have direction and something to strive for. Purpose and meaning can come from using your natural strengths and talents, developing intimate relationships, and growing spiritually.
4. Autonomy - the sense that we are a distinct, unique person with our own identity, values, and purpose, and a sense that we can think and act for ourselves.
5. Connectedness - Having caring, trusting, and loving relationships in life.
6. Mastery - To adapt and modify ones circumstances to have healthy development.

Understanding and incorporating the above ideas can bring greater wisdom, self-awareness, and psychological well-being.

The theoretical origins of psychological wellbeing are grounded in Maslow's (1968) concept of self-actualization, Erikson's (1959) psychosocial stage model, and Jung's (1933) formulation of individuation, among others. Incorporating these perspectives, Ryff (1989) developed a model of psychological wellbeing that encompasses six dimensions autonomous functioning and decision making, mastery of one's environment, seeking opportunities for personal growth, maintaining positive relations with others, having a sense of purpose in life, and acceptance and thinking positively about oneself.

Psychological well-being is important in the life of a college student. Psychological well-being is beneficial for adults to live a healthy life, making it an important aspect of one's life in the college years (Molina-García, Castillo, & Queralt, 2011) and is a potentially important resource for successfully accomplishing this phase of life. As Ryff(1989) demonstrated, the skills and perceptions that comprise psychological wellbeing are crucial

for successfully engaging in meaningful relationship, navigating one's environment and realizing one's fullest potential throughout life span.

College life can frequently be chaotic and full of psychological stress. According to Chao (2012), college students' stresses have increased tremendously over the past decade. It is therefore important to understand factors that impact college students' psychological well-being. Recent research indicates that young adult college student's experience increased levels of depression, anxiety, and stress. (Mahmoud,2012). Student mental health problems are a growing concern on college campuses. Schwartz, S.J., & Castillo, L.G (2013).

The measurement of psychological well-being has advanced so much over the years that it is time to give a privileged place to people's well-being in policy debates for reducing distress, increasing life satisfaction and happiness level.

II. RESEARCH METHOD

Research methodology is the description, explanation and justification of various methods of conducting research. The method of a research work is the totality of the procedures followed by investigator to make it scientific and valid to the extent possible

OBJECTIVE:

To explore the difference of psychological well-being among psychology and non-psychology students.

HYPOTHESIS

There is a significant difference in psychological well-being among psychology and non-psychology students.

PARTICIPANTS:

The present study involves 100 participants. 50 students were chosen from psychology and 50 students were chosen from other streams such as humanities, science, and social science from the colleges in Calicut. Here the samples were selected purposive sample technique

TOOLS USED:

Psychological Well-being Scale(13 items)

Psychological well-being of the participants was measured using Psychological -Well-being scale developed by Manikandan and Mary Antony, 2015. This scale is used to measure how well and healthy an individual is psychologically. This is a 13 item instrument based on the theories developed by Deinner and which is a five point like scale with agreement format. This scale is introduced in Malayalam, language of Kerala.

RELIABILITY AND VALIDITY:

Reliability of the scale was established by calculating the Cronbach's Alpha and it was found to be 0.86 and the test-retest of 0.88. The authors of the scale reported a good face and content validity.

RESULT AND DISCUSSION

The analysis of data is the key process in research process. The data collected has to be processed and analyzed as outlined in the research plan. Statistical analysis helps the researcher to test the spelt out hypothesis from which conclusions can be drawn.

HYPOTHESIS:

There is a significant difference in psychological well-being among psychology and non- psychology students.

Table 4.1 shows the psychological well-being among psychology and non-psychology students

Sl.No	Variable	Groups	N	Mean	S.D	M.D	S.E.D	't' Value
1	Psychological well-being	Psychology student	27	47.6923	5.80186	-1.60499	1.67705	.957
		Non -psychology students	37	49.2973	7.49394			

From the table, it is found that the mean score of psychological well-being is 47.69(psychology students) and 49.29(non-psychology students). The calculated t-value is 0.957, which is not significant. That means there is no significant difference in psychological well-being among psychology and non-psychology students. Hence the hypothesis is not accepted.

The purpose of the study was to examine the psychological well-being among psychology students and non-psychology students. Result reveals that there is no difference in the well-being among both students of both streams. Today, as factors such as the course difficulty level , number of working days , teacher-student support and study support materials remain same across all subjects , students of all fields are subjected to roughly same amount of stressors. This could influence their psychological well-being consequently thinning down the margin of its difference between the two groups.

III. CONCLUSIONS:

There is a significant difference in the psychological well-being among psychology and non-psychology students. That is psychology students and non-psychology students are having almost similar psychological well-being.

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