

Well-being of students in University: The student perspective

Monika Sangral¹ & Dr. Puneet Sandhu²

¹ Doctoral Student/ Research Scholar, School of Education, Lovely Professional University, Phagwara, Punjab, India, Email:monika.sangral@lpu.in

² Assistant Professor, School of Education, Lovely Professional University, Phagwara, Punjab, India, Email:-pntsandhu@gmail.com

ABSTRACT

This study attempted to determine the level of psychological well-being among university students. The study also aimed to assess psychological well-being and demographic factors, such as age and field of study. Psychological well-being questionnaires were administered to a sample of 63 university students. The findings demonstrated that university students possessed high level of psychological well-being. According to the results, university students possessed the highest level of psychological well-being ($M = 12.4$ $SD = 10.89$).

Keywords - Well-being, psychology, mental health, positive, happiness

1.1 INTRODUCTION

Having happy experiences and taking care of fundamental needs are important components of psychological well-being, which is a multifaceted and dynamic construct. The influence of psychological well-being on other dimensions, such as individual performance, satisfaction levels, or the characteristics of interpersonal interactions, has drawn attention from a variety of academic disciplines (Gao and McLellan, 2018; Ryff, 2018, 2019). According to Ryff (2014), Ferrari et al. (2015), Lun and Bond (2016), Friedman et al. (2017), Brim et al. (2019), and others, psychological well-being includes subjective, social, and psychological dimensions, health-related behaviours, and practises that give an individual's life purpose and enable them to reach their full potential. The majority of scholars concur that being happy is an indication of an It is defined as a combination of elements that inspire people to pursue the realisation of their expectations because it promotes healthy psychological functioning that enhances one's quality of life (Crous, 2017; Maurya and Ojha, 2017; Bojanowska and Piotrowski, 2019). Yough (2017) emphasises the importance of a person's personal circumstances in the context of their wellbeing; people are unable to change certain conditions, such as their physical gender or country of residence. Numerous studies have examined the connection between psychological well-being and individual non-modifiable features (Mota and Matos, 2015; Lun and Bond, 2016).

1.2 Positive Psychology

Positive psychology is the study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions (Gable & Haidt, 2005, p. 104). Positive psychology is about scientifically informed perspectives on what makes life worth living. It focuses on aspects of the human condition that lead to happiness, fulfilment, and flourishing (The Journal of Positive Psychology, 2005). Martin Seligman &

Mihaly Csikszentmihalyi define positive psychology as —the scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life. Sheldon and King (2001) define positive psychology as —nothing more than the scientific study of ordinary human strengths and virtues| Gable and Haidt (2005) defined positive psychology is —the study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups and institutions.| —Positive psychology is the scientific study of what makes life most worth living| (Peterson, 2008) According to American Psychological Association (APA), Positive Psychology is a field of psychological theory and research that focuses on the psychological states (e.g., contentment, joy), individual traits or character strengths (e.g., intimacy, integrity, altruism, wisdom), and social institutions that enhance subjective well-being and make life most worth living. Seligman's (2003) three pillars of positive psychology 1. Positive subjective experiences (such as joy, happiness, contentment, optimism, and hope) 2. Positive individual characteristics (such as personal strengths and human virtues that promote mental health); 3. Positive social institutions and communities that contribute to individual health and happiness.

1.3 What is wellbeing?

People and civilizations both perceive happiness as a condition of being. It is a resource for daily life and, like health, is influenced by social, economic, and environmental factors. The ability of individuals and communities to make a meaningful contribution to society is a key component of wellbeing. Monitoring the equal allocation of resources, general well-being, and sustainability are all aided by a well-being-centered approach. The level of a society's well-being can be gauged by how capable it is in overcoming obstacles, developing its capacity for action, and being resilient. In order to enhance wellbeing in relation to global health and

the 17 Sustainable Development Goals (SDGs), WHO collaborates with Member States and partners. A key underlying factor of policy consistency across sectors is well-being.

The Geneva Charter for Well-Being was endorsed by attendees of the 10th Global Conference on Health Promotion, which was organised by WHO and held in December 2021. It outlines 5 main areas for action:

Create public policy for the common good,

Achieve universal health coverage,

Deal with the digital transformation to counteract harm and disempowerment and to strengthen the benefits,

Value and preserve the planet and design an equitable economy that serves human development within planetary boundaries.

In order to carry out these initiatives, WHO continues to collaborate with Member States.

2. MODELS OF MENTAL HEALTH

2.1 Dual factor model of mental health

In a dual-factor model of mental health (cf. Greenspoon & Saklofske, 2001), assessments of positive indicators of Wellness (i.e., subjective well-being—SWB) are coupled with traditional negative indicators of illness (i.e., psychopathology) to comprehensively measure mental health. In contrast, a dual-factor model of mental health incorporates both indicators of positive subjective well-being (SWB) and measures of psychopathological symptoms to comprehensively determine an individual's psychological adjustment

2.2 Complete state model of health

The history of public health conventionally begins with John Snow and the cholera outbreak of 1854. This story has become canonical because its central themes are also the themes of public health; surveillance, investigation, and prevention of the spread of a pathogen. Although mental health professionals do not typically tackle tangible pathogens, they conceive of their work similarly. This goal is to track, prevent and cure mental illness.

Despite its intuitive appeal, this pathogenic view is incomplete because a person may be free of mental illness without being fully healthy. For a complete perspective, the pathogenic perspective must be complemented with the salutogenic perspective. Sufferings must be eliminated, and flourishing must be promoted. The merger of these two perspectives constitutes the complete state model of mental health (Keyes, 2005a).

3.2 Broaden and build theory of positive emotions

The broaden-and-build theory describes the form and function of a subset of positive emotions, including joy, interest, contentment, and love. A key proposition is that these positive emotions broaden an individual's momentary thought-action repertoire: joy sparks the urge to play, interest sparks the urge to explore, contentment sparks the urge to savour and integrate, and love sparks a recurring cycle of each of these urges within safe, close relationships. The broadened mindsets arising from these positive emotions are contrasted to the narrowed mindsets sparked by many negative emotions (i.e. specific action tendencies, such as attack or flee). A second key proposition concerns the consequences of these broadened mindsets: by broadening an individual's momentary thought-action repertoire—whether through play, exploration or similar activities—positive emotions promote discovery of novel and creative actions, ideas and social bonds, which in turn build that individual's personal resources; ranging from physical and intellectual resources to social and psychological resources. Importantly, these resources function as reserves that can be drawn on later to improve the odds of successful coping and survival.

Three Key Strengths of Positive Psychology/ Other Components of Positive Psychology supporting Wellbeing

Forgiveness, gratitude, and humility are three key strengths that have been the focus of sustained research programs within positive psychology.

1. Forgiveness

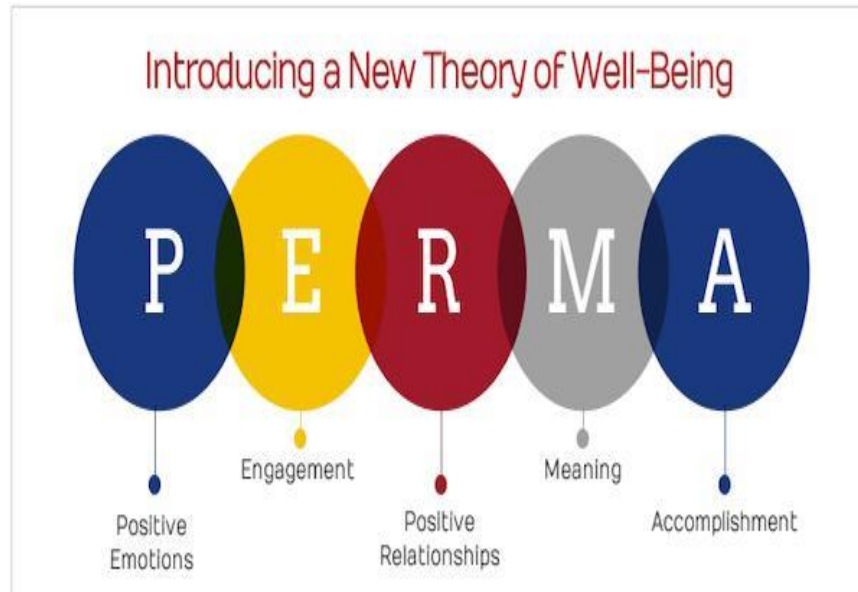
Long-term, healthy relationships between people, whether they be between couples or nations, dyads, or collectives, depend on forgiveness. Self-forgiveness can aid one in finding inner peace, peace with others, and peace with God on a personal basis. Guilt and self-loathing can emerge from wrongdoing towards other people. Hatred and intolerance can be fostered by resentment. Victim and offender both suffer. On the other hand, forgiving can lead to recovery. It is the fundamental cornerstone of loving connections with other people. The relationship between two parties might suffer irreparable harm when one person or nation harms the other. Long-term chances for peace may look bleak because it seems like conflict is ingrained in human nature. Forgiveness provides an alternative. If a victim is able to forgive the offender, the relationship may be repaired and even prevented from ending. The core of forgiveness is that it offers a chance for a relationship to mend after being harmed by the offence of the offending party. Thus, forgiveness is a potent pro-social action. On a social level, forgiveness might be the essential component required for achieving world peace because it can help relationships repair. Culligan's 2002, "Forgiveness may

ultimately be the most powerful weapon for breaking the dreadful cycle of violence.”

2. Gratitude

A sense of appreciation or thankfulness after obtaining a benefit is known as gratitude. There have been several significant discoveries in the field of thankfulness science. Growing data demonstrates the numerous psychological, physical, and interpersonal advantages of thankfulness throughout life (Wood, Froh, & Geraghty, 2010). Gratitude is essential because it motivates us to act righteously as well as making us feel good. According to the idea that virtue is both its own reward and produces other rewards, gratitude heals, energises, and transforms lives in a variety of ways (Emmons, 2007).

PERMA Theory of Well-Being



It is Dr. Seligman’s PERMA Theory of well-being that seeks to provide an explanation for these fundamental queries. Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (thus PERMA) are the five building blocks that enable flourishing, and there are methods to raise each one. Each of these five fundamental components will contribute to the well-being of various persons to differing degrees. A successful life for one individual may not be successful for another. There are numerous paths to a **prosperous existence**. To put it another way, research on the elements that promote thriving can help people make more informed decisions to live a happier life that is consistent with their beliefs. In other words, we are not telling people what choices to make or what to value.

3. Humility

People who are more humble than others are more likely to succeed in life and throughout a wider range of spheres. Take a look at a few results from recent research studies and polls. Those who claim to feel modest when praised claim that the experience motivated them to be kind to others, exert more effort, and push themselves. Most people perceive humility favourably, and humble people are more admired. Jurors find modest lawyers more pleasant and modest teachers more effective. It is important to have a strong work ethics when they are more humble to others. Higher grades are correlated favourably with humility in the classroom (Exline & Hill, 2012).

Positive emotion: -

This path to wellbeing is hedonic, or it increases happy emotion. Within certain parameters, we can raise our positive emotions towards the past (e.g., by practising gratitude and forgiveness), the present (e.g., by appreciating the present moment and practising mindfulness), and the future (e.g., by fostering hope and optimism).

This route to well-being has a cap on how much good emotion a person can experience, unlike the other routes to well-being discussed below. In other words, our emotions often fluctuate within a range and positive affectivity is partially heritable. Many people have low levels of happy feeling by nature. Knowing that there are alternative paths to happiness might be freeing because

conventional ideas of happiness tend to focus on pleasant emotion.

Engagement

Engagement is the process by which someone gives all of their abilities, focus, and talents to a difficult endeavour. Mihaly Csikszentmihalyi asserts that this results in an experience known as "flow" that is so fulfilling that individuals are prepared to partake in it for its own sake as opposed to what they will gain from it. The action itself is a reward. When one's skills are just right for a hard task, in pursuit of a distinct objective, with rapid feedback on progress towards the goal, flow is experienced. In such an activity, self-awareness vanishes, concentration is completely consumed in the present, and the perception of time is warped in hindsight, e.g., time stops. Flow can be felt in a wide range of activities.

Relationships

They are essential for happiness. Our relationships frequently magnify the positive experiences that enhance our wellbeing, such as profound joy, significance, laughing, a sense of belonging, and pride in success. Relationships with other people can give life meaning and purpose. One of the finest ways to combat "the downs" of life and a dependable way to feel up is through support from and connection with people. According to research, showing kindness to others makes one feel better. From an evolutionary standpoint, the urge to interact with and help others is what drives us to be social beings. Building solid connections is essential to adaptability and is made possible by our ability to love, care, be kind, empathic, work in teams, cooperate, sacrifice ourselves, etc.

Meaning

Belonging to and serving something greater than oneself can give one a sense of meaning and purpose. A feeling of meaning can be enabled by a number of societal

institutions, including religion, family, science, politics, workplace organisations, justice, the community, and social causes (like being environmentally friendly).

Accomplishment

In a variety of contexts, including as the office, sports, games, hobbies, etc., people desire achievement, competence, success, and mastery for their own sake. Even though achieving a goal does not inevitably result in great feelings, meaningful connections, or success, people nevertheless seek it. Each of these five fundamentals supports wellbeing and: Pursued independently rather than as a means of achieving another goal is determined and assessed separately from the other components.

Resilience & burnout

HOW CAN BURNOUT BE PREVENTED OR REVERSED?

The negative side of resilience is burnout. As defined under the definition of resilience, resilience is "the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress." The Whole Health approach emphasises building resilience, which can be done in a variety of ways. The Circle of Health can serve as a paradigm for resilience.

Resilience arises through a combination of the following:

1. Having a clear understanding of what you require and value on a personal and professional level (Me in the Centre of the Circle)
2. Developing insight (by practising Mindful Awareness)
3. Taking care of yourself (the eight pro-active self-care circles)
4. Getting assistance from others, both locally and within an organisation (Professional Care and Community)



Method

A quantitative study was conducted at a university level students. Many courses are covered under this study I. e Doctorate, Bachelors, Postgraduate, Teachers training programs etc more than 50 department in this university. Almost all the students covered under this study.

respondents' response this. 7Point scale was used to collect data sent by email. The Tool was used to collect data is psychological well-being (18 items)

Answer Format: - 1 strongly agree 2. Somewhat agree 3 a little agree 4. Neither agree or disagree 5. Little disagree 6. Somewhat disagree 7. Strongly disagree

Data was collected through Google form in month of April 2023. Both males and females are participated. Total 63

TABLE 1.1

LEVEL OF PSYCHOLOGICAL WELL BEINGS OF UNIVERSITY STUDENTS IN AGE GROUP WISE

S.NO	Age group	Age
1	18-20	7
2	21-23	23
3	24-26	14
4	27-29	12
5	30-32	0
6	33-35	3
7	36-38	4
TOTAL		63

TABLE 1.2

PSYCHOLOGICAL WELL BEINGS OF STUDENTS IN GENDER WISE MALE

S.NO	MALE	FEMALE
1	28	35

TABLE 1.3

S.NO	COURSE NAME	NO OF STUDENTS ENROLLED
1	BACHELORS	29
2	MASTERS	13
3	CIVIL ENGINEERING	03
4	B.TECH	03
5	NURSE	01
6	ARCHITECTURE	01
7	PHD	09
8	MUSIC	01
9	OTHERS	03

TABLE
DESCRIPTION OF THE TOOL AND SCORING

STATMENT	ITEMS NO	STRONGLY AGREE	SOMEWHAT AGREE	A LITTLE AGREE	NEITHER AGREE OR DISAGREE	A LITTLE DISAGREE	SOMEWHAT DISAGREE	STRONGLY AGREE
POSITIVE	4,5,6,7,10,14,15,16	7	6	5	4	3	2	1
NEGATIVE	1,2,3,8,9,11,12,13,17,18	1	2	3	4	5	6	7

The analysis of the data by the procedure given in the tool. Scoring of the data through by divide the dimension wise. The Autonomy subscale items are Q15,Q17, Q18. The Environmental Mastery subscale Items are Q4, Q8, Q9. The Personal Growth subscale items are Q11, Q12, Q14. The Positive Relations with Others subscale items are Q6, Q13, Q16. The Purpose in Life Subscale items are Q3, Q7, Q10. The Self-Acceptance subscale items are Q1, Q2, and Q5. Q1, Q2, Q3, Q8, Q9, Q11, Q12, Q13, Q17, and Q18 should be reverse-scored. Reverse-scored .Reverse-scored items are worded in the opposite direction of what the scale is measuring

DATA ANALYSIS

The data from research instruments were numerically scored and quantified. The descriptive analysis such as mean, median, mode and standard deviation were

employed to determine students levels of psychological well beings.

Descriptive analysis

In this study, the level of psychological well-being was calculated by the sum of all the respondents by dimensions wise and its items was classified into six dimensions. Each item comes under the different dimension. Concerning the overall level of psychological well-being , the mean level was in the high category(M=12.4, S.D=10.89), as shown in table . Descriptive analysis was used to determine the level and pattern of students psychological well being on six of its dimensions (self acceptance, positive relations with other, autonomy, environmental mastery, purpose in life and personal growth).

TABLE
OVERALL LEVEL OF STUDENTS PSYCHOLOGICAL WELL BEINGS BY SUBSCALE

S. NO	MEAN	MEDIAN	MODE	S.D
1 AUTONOMY	14.7	14.64	14.52	11.52
2 ENVIRONMENTAL MASTERY SUBSCALE	12.5	15.7	22.1	10.56
3 PERSONAL GROWTH	11.6	14.5	21.5	11.56
4 POSITIVE WITH OTHERS	10.5	13.04	18.12	9.6
5 PURPOSE IN LIFE	13.7	12.5	10	11.6
6 SELF ACCEPTANCE	11.7	14.7	20.7	10.54
OVERALL	12.4			10.89

The findings indicated high score on the dimension of autonomy (M=14.7, S.D 11.52), followed by purpose in life(M=13.7, S.D=11.6) ,followed by environmental mastery subscale(M=12.5, S.D =10.56), followed by self-

acceptance (M=11.7, S.D=10.54), followed by personal growth, (M=11.6, S.D=11.56), and positive with others(M=10.5, S.D=9.6).

DISCUSSION AND RESULTS

The descriptive analysis revealed that the study's participants have rather good levels of general psychological health. The mean score for the first dimension, autonomy, is the highest, and it is followed by life purpose, environmental mastery, self-acceptance, personal progress, and positive relationships with others. The Autonomy rating came in first. The capacity to self-govern one's evaluations of their opinions and decision-making that coincide with those of other people was also extremely strong, even if the responses with high scores were related to confidence and these abilities. According to a study by Lyenger et al., people from certain cultures, especially those from the east, are more likely to favour decisions that their significant others make for them. Since the study's respondents were from an eastern culture. This clarifies the high level of favourable relationships with others and low levels of autonomy.

Students are believed to have objectives and goals that need to be fulfilled in their life, and they perceive daily endeavours' as meaningful, in the sense that each day should be bringing them closer to realising their goals. The participant scored the highest on items that indicated agreement with positive items, believing that students have objectives and goals that need to be fulfilled in their life. In this study, a high level of purpose in life was discovered. According to Pinquart et al., the reduction in sense of purpose increases with ageing. The increased percentage of young adults who participated in this study may have contributed to the high level of purpose in life found there. this research.

Positive items in the self-acceptance category scored highly as well. Students said they liked most aspects of their personality and felt good about themselves. As a result of this study's respondents, there was significant personal development. because of their intellectual knowledge. It makes sense that they have accepted their weaknesses and strengths as they have grown as individuals.

High response rates were recorded for items on the environmental mastery dimension, indicating that students can manage their duties and changing their surroundings to suit their tastes and moods. This discovery is consistent with one made by Ryff et al. in their study, which showed that the level of elderly people have a high level of environmental mastery. It is not unexpected that students' environmental competence was still only modest given that the respondents in this study were students aged 25 and under.

Students in this study were able to achieve a higher level of personal growth since their context as university students required them to deal with obstacles daily.

According to Terenzini et al.'s research, students' personal growth increased throughout the first year of their academic careers, which lends credence to this assertion. According to Schaefer et al. and Tedeschi et al., progress is obtained by maintaining constant adaptation when facing life crises or traumatic events since people who have experienced trauma can also manage themselves under pressure.

Low levels of the qualities of good relationships with others compared to other dimensions and rated. University students are thought to be able to interact with individuals in their environment in a warm yet untrusting manner. Because of this, they are less prone than those from individualistic cultures (such as western cultures) to value good relationships with others.

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