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Psychological And Subjective Well-Being In College-Bound Students: Relationships

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Abstract

Holistic happiness among the youth squared with global trends. And main contributing happiness elements is psychological and subjective well-being. In present time college going students faced lots of issues academic presser, career choices, day to day stress, peer presser, difficult to manage college and personal life and they more focused on materialistic things as source of happiness. Whoever students less focused on holistic happiness (psychological and subjective well- being). So, the aim of this study to explore relationship among domains of psychological well-being and over all subjective well-being. And also find out psychological well -being was a good predictor of subjective well-being. The sample of the present study comprised 100 purposively selected young adults (both male and female) studying in the colleges of Varanasi city (U.P. India). Participants completed the psychological well-being scale (PWBS) and subjective well-being inventory (SWBI). Correlation analysis assess relationship between psychological and subjective well-being and multiple correlation analysis measure the psychological well- being predict the subjective well- being. The results showed subjective well- being positively correlated to domains of PWB such as satisfaction (r= .331, p< .01), efficiency (r=.466, p<.01), sociability (r=.444, p<.01), mental health (r=.444, p<.01), interpersonal relation (r=.358, p<.01) and total psychological well-being (r= .469, p<.01). and the standardized beta coefficient (β=1.97) indicates a strong and positive impact of the predictor on psychological well-being. The model explains 22% of the variance in psychological well-being (R2=.220), which suggests that a meaningful proportion of the variation in psychological well-being is accounted for by the predictor.

Key point: subjective well-being and psychological well-being, college going students

Psychological well-being (PWB) encompasses an individual's comprehensive emotional and cognitive functioning, marked by the experience of positive emotions, a sense of purpose, opportunities for personal development, and the capacity to effectively navigate life's challenges. It highlights not only the absence of mental disorders but also the presence of psychological strengths and optimal functioning across various aspects of life.

Core Components of Psychological Well-being is frequently understood through the framework of Carol Ryff's Six Dimensions of Psychological Well-being (Ryff, 1989):

Self-acceptance: A favourable view of oneself, which includes acknowledging and embracing personal strengths and weaknesses. Personal growth: An ongoing sense of development and the realization of one's potential. Purpose in life: The perception that life possesses meaning, purpose, and direction. Positive relationships: The capacity to establish and sustain fulfilling interpersonal connections. Autonomy: The ability to think and make decisions independently, resisting external influences. Environmental mastery: The skill to manage life effectively and cultivate a supportive environment.

Subjective well-being (SWB) pertains to an individual's self-assessment of their overall happiness and life satisfaction, integrating both emotional and cognitive elements. It reflects how individuals perceive and

evaluate their lives, including the presence of positive emotions, the absence of negative emotions, and overall life satisfaction.

Components of Subjective Well-being as outlined by Diener (1984):

Life satisfaction: A cognitive appraisal of one's overall life quality, encompassing specific areas such as work, relationships, and health. Positive affect: The frequency and intensity of enjoyable emotions, including joy, enthusiasm, and contentment. Negative affect: The frequency and intensity of unpleasant emotions, such as sadness, anxiety, and anger, with lower levels contributing to higher subjective well-being.

Gender significantly influences the subjective and psychological well-being of young adults, with numerous studies revealing marked differences between males and females. Evidence suggests that young women generally report lower psychological well-being than their male counterparts. A study focusing on Dutch sexual minority youth identified that gender nonconformity is associated with diminished psychological well-being, with experiences of stigmatization acting as a mediating factor in this relationship. The role of gender emerges as a critical element in understanding the subjective and psychological well-being of young adults. Although both genders encounter various challenges, young women appear to be especially susceptible to mental health issues and reduced well-being. These observations highlight the necessity for gender-sensitive strategies in mental health interventions and support services tailored for young adults, as well as the imperative for additional research to explore the root causes of these gender-related disparities.

A longitudinal study conducted in England indicated that girls face a heightened risk of mental health challenges, reporting significantly greater mental health difficulties and lower subjective well-being compared to boys (Yoon et al., 2022). This pattern remained evident even after accounting for a range of socio-demographic and resilience factors, underscoring a troubling developmental trend in the mental health of adolescent girls.

Research indicates that psychological constructs, including self-efficacy, emotional intelligence, and resilience, are pivotal in influencing the subjective well-being of college students. For example, emotional intelligence has been positively correlated with both psychological well-being and academic success, with this correlation being particularly pronounced among postgraduate students (Shengyao et al., 2024). Likewise, self-efficacy has emerged as a key predictor of psychological well-being, demonstrating a positive relationship with it (He et al., 2023).

However, the interplay between psychological and subjective well-being is complex. Materialism, for instance, can adversely affect both forms of well-being, with the satisfaction of basic psychological needs serving as a mediating factor in this dynamic (Chen et al., 2013). Furthermore, gender differences have been noted in the correlation between extraversion and subjective well-being, with self-esteem acting as a moderating variable in this context (Li et al., 2015). Overall, the relationship between psychological and subjective well-being among college students is intricate and shaped by a variety of psychological factors.

Constructs such as emotional intelligence, self-efficacy, resilience, and self-esteem significantly influence both psychological and subjective well-being. Gaining insights into these relationships is essential for formulating interventions aimed at improving the overall well-being of college students.

The present study

The present study attempts to examine gender difference and association among domains of psychological well-being such as satisfaction, efficiency, sociability, mantal health, interpersonal relation and subjective well-being among college going students. Also, predictive relevance of psychological well-being among college going students' subjective well-being was assessed.

Method

Sample

The sample of the present study comprised 100 purposively selected young adults (both male and female) studying in the colleges of Varanasi city and its neighbouring areas (U.P. India). Their age ranged from 18 to 30 years. All the participants possessed normal health and belonged to similar socioeconomic status.

Design:

The participants were assigned of the two groups male and female based on their gender and correlation design used for association between psychological and subjective well- being.

Tools

Psychological well-being scale (Devendra Singh Sisodia and Pooja Chaudhary 2012): It has fifty items and the items are rated on 5point scale. This is a popular scale for the measurement of the ability of psychological well-being. Reliability (0.90) and high validity (0.94). In this scale also have 5 sub- scales- 1) Satisfaction, 2) Efficiency, 3) Sociability, 4) Mental health, 5) Interpersonal Relation

Subjective well-being inventory (H. Sells and R. Nagpal, 1992). Consists 40 items. It has 11 components: (General well-being, positive effect, Expectation-achievement congruence, Confidence in coping, Transcendence, Family group support, social support, Primary group concern, Inadequate mental mastery, Perceived ill-health, Deficiency in social contacts)

Procedure

The principals of the colleges covered in the study were properly contacted for permission of data collection Warm rapport was established with the participants before the testing was started and they were taken in full confidence regarding the confidentiality of their responses. After the testing was over, they were seen off with warm and affectionate gestures.

Results

Socio-demographic characteristics study

Mean, and SD of gender differences in socio-demographic variables were computed and presented in table-1. Among 100 participants, 50 % were males (26.7) and 50 % of females (23.2) with a mean age of 24.9.

Table 1. provides descriptive statistics for two variables, psychological well-being and Subjective well-being, categorized by gender.

S.N.	Variable	Gender	N	Mean	Std. Deviation	Std. Error
1	Psychological well-being	Male	100	179	26.79	3.78
		Female		181	23.24	3.28
2	Subjective well-being	Male	100	85	10.69	1.51
		Female		87	10.46	1.45

The data presented in Table 1 illustrates the mean, standard deviation, and standard error for two variables—Psychological well-being and Subjective well-being—categorized by gender. Psychological Well-being: For males (N=100), the mean score was 179.00 (SD=26.79), with a standard error of 3.78. Females scored slightly higher with a mean of 181.00 (SD=23.24), and a standard error of 3.28. Subjective Well-being: For males (N=100), the mean score was 85.00 (SD=10.69, with a standard error of 1.51. In contrast, females had a marginally higher mean score of 87.00 (SD=0.46), with a standard error of 1.45.

Table 2. presents the Pearson correlation coefficients (r) between the Subjective well-being scale and various domains of well-being, including Satisfaction, Efficiency, Sociability, Mental Health, Interpersonal Relations, and Total Psychological Well-being. Significant correlations are indicated with double asterisks (p<.01).

Serial number	Variables	1	2	3	4	5	6	7
1	Subjective well-being scale	1	.331**	.466**	.262**	.444**	.358**	.469**
2	Satisfaction domain		1	.497**	.370**	.370**	.531**	.747**
3	Efficiency domain			1	.512**	.512**	.590**	.775**
4	Sociability domain				1	.640**	.569**	.804**
5	Mental health domain					1	.584**	.779**
6	Interpersonal relation domain						1	.834**
7	Total psychological well- being							1

Product moment correlation calculated to determine the strength of relationship among Subjective well-being and domain of psychological well-being. Results (table-2) indicated that subjective well- being positively correlated to domains of PWB such as satisfaction (r= .331, p< .01), efficiency (r=.466, p<.01), sociability (r=.444, p<.01), mental health (r=.444, p<.01), interpersonal relation (r=.358, p<.01) and total psychological well-being (r= .469, p<.01). subjective well-being and domain of psychological well-being among college going students positively associated and found significant. Subjective well-being scale demonstrated significant positive correlations with all domains, ranging from r=.262r to r=.469, indicating moderate relationships. Total psychological well-being score was highly correlated with the Interpersonal relation domain (r=.834) and the Sociability domain (r=.804), suggesting strong relationships. All correlations were statistically significant at p<.01, indicating reliable associations between the variables. The subjective well-being scale exhibited notable positive correlations across all domains, with values ranging from r = .262 to r = .469, reflecting moderate associations. Furthermore, the overall psychological well-being score showed a robust correlation with the Interpersonal Relations domain (r = .834) and the Sociability domain (r = .804), indicating strong relationships.

Table 3. summarizes the results of a regression analysis examining the relationship between psychological well-being predictors on subjective well-being. The standardized beta coefficient (β), coefficient of determination (R2), standard error, t-value, and F-value are reported below:

Variable	β standardize	R^2	Std Error	t	F
Psychological well-being	1.97	.220	.037	5.256**	27.627

Note: N=*100,* df=*98, ***p<.001*

The regression analysis results highlight the relationship between the predictor variable and psychological well-being. The standardized beta coefficient (β=1.97) indicates a strong and positive impact of the predictor on psychological well-being. The model explains 22% of the variance in psychological well-being

(R2=.220), which suggests that a meaningful proportion of the variation in psychological well-being is accounted for by the predictor.

The standard error (SE=.037) reflects the precision of the regression coefficient estimate, while the t-value of 5.256 is statistically significant at p<.01. This significant t-value confirms that the predictor contributes meaningfully to the explanation of psychological well-being. Additionally, the model's F-value (27.627) is significant, indicating that the overall regression model fits the data well and is unlikely to have occurred by chance.

Discussion

The results in Table 1 indicate minimal gender differences found in both psychological well-being and subjective well-being. Women displayed slightly higher mean scores than men in both variables. The relatively small standard errors suggest reliable mean estimates for the respective groups. Some studies have also found that female college students generally suffer more psychological distress than their male counterparts. According to a study conducted among Chinese college students (Zhang et al., 2018), women reported a higher prevalence of psychological distress (94.07%) than men (89.11%). According to another study (Jiang et al., 2021), male students also performed better on measures of stress, anxiety, and depression. Nevertheless, the conflicting results imply that, while these differences were not statistically significant (2018), for example, perceived social support was more strongly associated with psychological distress in female college students, but resilience was more strongly associated with psychological distress in male students. There were also gender differences in the relationship between physical activity and happiness, with walking being positively associated with happiness in female students and vigorous physical activity and sedentary behaviour being positively associated with happiness in male students (Jiang et al., 2021).

Table 2. The analysis showed that the positive correlations between subjective and psychological well-being were statistically significant at p< .01, indicating reliable associations between variables. Many investigations have established a strong relationship between psychological well-being and subjective well-being among college students. Such as Shang et al. (2019) show a positive relationship between spirituality and subjective happiness, as well as meaning in life and life satisfaction, which are integral components of subjective well-being.

Some research presents conflicting or more nuanced results. Chen et al. (2009) found that although psychological well-being is negatively associated with college stress, the use of positive coping strategies can effectively reduce psychological health issues. Additionally, Lee et al. (2014) provide a more complex perspective, suggesting that online communication can increase or decrease subjective well-being depending on its effects on social self-efficacy and shyness.

Table 3. Analysis shows that the predictor is a significant and strong contributor to psychological well-being, Research suggests that an optimistic bias in affective forecasting, characterized by an overestimation of future positive emotional experiences, correlates with better perceived psychological well-being and increased resilience (Colombo et al., 2020). This tendency for optimism may make students less likely to cope with stress. negative affect and enables women to experience higher positive emotions, suggesting that subjective perceptions play an important role in shaping psychological well-being.

Conclusion

This study finding reveal that women displayed slightly higher mean scores than men in psychological and subjective well-being. And domains of psychological well-being -satisfaction, efficiency, sociability, mantal health, interpersonal relation are positively highly significant associated with subjective well-being. And also, psychological well-being significantly predicts of subjective well-being. The findings hold reliable for both educational, health psychologists and academic policy maker.

Limitation of the research

The main constraints of this research are the reliance on a single variable to assess the factors affecting subjective well-being and the limited sample size, which was drawn from a specific geographic region. Future investigations should consider additional elements such as optimism, resilience, spirituality, life satisfaction, family background, personality traits, and life experiences to achieve a more comprehensive understanding of the subject.

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