



Research Paper

A Study of Psychological Well-being among Post-graduate Students in Patiala, Punjab

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ABSTRACT: The present study intends to investigate the psychological well-being among post graduate students. A total of 200 boy and girl students pursuing masters in arts and science had been chosen from different colleges which are affiliated to Punjabi university Patiala comprised the sample of study. Ryff's psychological well-being Scale (PWB) was used to assess the psychological wellbeing of students. The findings of study revealed that male and female students of post-graduation have equal psychological well-being. Science and arts students of post-graduation did not differ significantly on psychological well-being.

KEYWORDS: Psychological well- being, Post graduate students, Arts, Science

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I. INTRODUCTION

Human behaviour is a complex riddle. Every human being tries to understand this riddle. Before jumping to the topic, one must know about the word 'Psychology'. Psychology is a science that seeks to understand and predict human behaviour. 'Well-being' is one of the highest qualities in human life. Human life is very crucial for his/her mental stability. 'Contentment' and 'joyfulness' are the two central tendency of positive psychology. But if we are talking about psychological well-being, it is achieved by those people who developed an Optimistic attitude in their life. Those people who give priority to their psychological well-being, they are able to overcome their physical threats. Those people are able to maintain a healthy relationship in their lives. Psychological well-being creates a large impact on someone's 'satisfaction' and 'happiness'. Young people in their adolescence age dreaming about success. 'Ryff' model focuses on the six main factors that are autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance of psychological well-being provide a base for assessing the psychological well-being.

Need of The Study: In this modern world, Students especially of post graduate courses faces many challenges such as academic pressure, financial stress, work life balance and social isolation. There is a need for finding out the specific areas of concern, so that a support system can be developed to tailor the needs of students. It can lead to improvements in mental health services on campuses as well as enhancement in academic performance, career success. A large number of research studies on psychological wellbeing are present, but there is dearth of research studies on psychological well-being of post graduate students in Patiala district, Punjab and seems to be need of the hour. So, the present work is an attempt to investigate the psychological well-being of postgraduate students.

Statement of the Problem: "A study of psychological well-being among post graduate students in Patiala, Punjab"

II. REVIEW OF RELATED LITERATURE

Kamurul Md Shah, Jaharvdin Padhi, Jasmi Abu Talib, Farah Mukhtar (2020) investigated the psychological well-being of the higher learning institutions and the Malaysia Ministry of education to find the most appropriate and effective method of students psychological well-being in building a generation that is capable of achieving strong self-development and ready for future challenges.

Xugung Jin and Yuan Ye (2022) study highlighted the significance of fine arts education in Chinese students. In this study, student studying in this field should be made more aware of the importance of fine arts education and its link with psychological wellbeing.

Muhammad Mujtaba Asad, Darakshan Erum, Prathamesh Churi (2023) the findings related that there is weak association between techno-stressors and the psychological well-being of learners.

Noomen Bahri (2023) found that there is significant difference between males and females in all measures of the multiple factors of psychological well-being.

Objectives

1. To analyse the psychological well-being among post graduate students.
2. To compare the psychological well-being of boys and girl post graduate students pursuing studies in arts and science faculties.

Hypothesis

1. There is no significant difference between the psychological wellbeing of boys and girls.
2. There is no significant difference between the psychological wellbeing of post graduate students pursuing studies in arts and science faculties.

Limitations: The study was delimited to those students who are pursuing their post-graduation in different colleges affiliated to Punjabi University Patiala. The subjects are also specified mainly – fine Arts, Music, Physics and Mathematics only.

III. METHODOLOGY

Purposive sampling was used in selecting the sample. The sample of study comprises 200 Post graduate students pursuing studies in different faculties of Arts and Science from the colleges affiliated to Punjabi university, Patiala. colleges affiliated from Punjabi University, Patiala. Ryff's psychological well-being Scale (PWB) 42 item version was used to collect data. The data was analysed by using t-test.

IV. RESULTS AND DISCUSSION

Table-1: Descriptive statistical summary of psychological well-being among Postgraduate students

Variable	Number	Mean	Median	Mode	SD
Psychological Well-being	200	172.76	173	198	19.56

It is understood from Table 1 that the post graduate student has psychological wellbeing score of 172.73 out of 252 that is 68.5 percent. It is concluded that the Post graduate students of Patiala district possess moderate psychological wellbeing.

Table-2: Genders Differences in the Psychological Well-being of Postgraduate Students

Gender	Mean	SD	t-ratio
Boys	169.98	20.82	1.12*
Girls	174.02	19.02	

*Non-significant at 0.05 level

It can be seen from the table 2 that mean score of psychological wellbeing of post graduate boys is 169.98 with SD 20.82 as compared to mean score of post graduate girls which is 174.02 with SD 19.02. The t-value testing the significance of mean difference psychological well-being of boys and girls came out to be 1.12 which is not significant at 0.05 level. This shows that boys and girls do not differ significantly in psychological wellbeing. So, the hypothesis, "There is no significant difference between psychological well-being of post-graduation boys and girls." is accepted. The results of the present study revealed that there is no significant gender difference in psychological wellbeing of post graduate students. This may be because both boy and girl post graduate students receive similar facilities, opportunities and environment in colleges. This finding got empirical support from R. Waghmare (2016), Shaikh, A., A. & Qureshi, A., S. (2022), Aggarwal, et al (2024).

Table 3: Dimension-wise Comparison of Psychological Well-being among boy and girl Postgraduate Students

Dimensions of Psychological Well-being	Boys		Girls		t-ratio
	Mean	SD	Mean	SD	
Autonomy	27.98	4.90	27.98	4.90	0*
Environmental Mastery	26.86	5.05	27.54	3.85	0.71*
Personal Growth	29.06	5.17	29.44	5.50	0.32*
Positive Relation	27.56	5.77	29.33	4.99	2.15**
Purpose in Life	28.34	5.75	29.34	5.26	0.81*
Self-acceptance	29.18	5.90	30.39	5.00	0.98*

*Non-significant at 0.05 level

** Significant at 0.05 level

Table 2 presents a comparative analysis of psychological well-being dimensions between boy and girl students. In the dimension of Autonomy, boys recorded a mean score of 27.98 (SD = 4.90), while females had also a mean of 27.98 (SD = 4.90); the difference was statistically non-significant. For Environmental mastery, the mean scores were 26.86 (SD = 5.05) for boys and 27.54 (SD = 3.85) for girls, also showing no significant difference. In the area of Personal growth, boys scored a mean of 29.06 (SD = 5.17) compared to 29.45 (SD = 5.50) for girls, with the t-value again indicating no significant difference. On the other hand, in Positive relations .the mean for boys was 27.56(SD = 5.77), and for girls, 29.33 (SD = 4.99), which was statistically significant at 0.05 level of significance. For Purpose in life, boy students had a mean score of 28.34 (SD = 5.75), while girl students scored 29.34 (SD = 5.26); however, this difference was also non-significant. Lastly, in the dimension of Self-acceptance, boys scored 29.18 (SD = 5.90) and girls 30.39 (SD = 5.00), with no significant difference found. In conclusion, across all six dimensions of psychological well-being, Statistical difference was observed only in Positive relation dimension.in which girls have more positive relation than boys while no statistically significant differences were observed in rest of dimensions of psychological well-being between boy and girl Post Graduation students. This may be attributed to the fact that in today's time, boys and girls share similar career aspirations, with parents providing equal guidance and resources to both therefore have almost same psychological well-being.

Table 4: Psychological Well-being among Post- graduation students with respect to faculty

Faculty	Mean	SD	t-ratio
Science	174.24	20.69	0.76*
Arts	171.28	18.33	

*Non-significant at 0.05 level

It is observed from Table 4 that the mean score of the psychological well-being of science post graduate students is 174.24 with SD 20.69 as compared to mean score of arts students is 171.28 with 18.33 SD. To test the difference between the two-mean, t-value was calculated which was found to be 0.36 that is not significant at 0.05 level. Therefore, the hypothesis that “There is no significant difference between the psychological well-being of science and arts post graduate students” is retained. This may be because science and arts postgraduate students receive same environment in the colleges. This finding is supported by Bhatu, M.D. (2024),Somya. (2024).

Table 5: Dimension-wise Comparison of Psychological Well-being among Science and Arts Postgraduate Students

Dimensions of Psychological Well-being	Science		Arts		t-ratio
	Mean	SD	Mean	SD	
Autonomy	28.27	4.66	27.69	4.22	0.67*

Environmental Mastery	27.07	4.25	27.67	4.11	0.73*
Personal Growth	30.39	5.20	28.3	5.44	1.44*
Positive Relation	28.98	5.53	28.8	4.96	0.17*
Purpose in Life	29.05	4.86	29.14	5.89	0.08*
Self-acceptance	30.47	5.40	29.71	5.11	0.73*

*Non-significant at 0.05 level

It is inferred from the Table no 5 that in Autonomy dimension of psychological well-being the mean score of science students 28.27 (SD = 4.66), while arts students had a mean score of 27.69 (SD = 4.22). The t-value was found to be non-significant. In the dimension of Environmental Mastery the mean score of science students was 27.07 (SD = 4.25), and arts had a mean of 27.67 (SD = 4.11). The t-value was non-significant. No significant difference found between science and arts students in the positive growth ($t=1.44$), positive relation ($t=0.17$), purpose in life ($t=0.08$). Self -acceptance dimension ($t=0.73$) reported a non- significant difference between science and arts students. The mean score of science students (30.47) and arts students (29.71) were almost same.

Overall, as indicated in Table 5, there were no statistically significant differences between science and arts students across any of the dimensions of psychological well-being. This may be attributed that science and arts faculties provide similar conducive environment therefore have almost same psychological well-being.

V. CONCLUSION

The present study has investigated the psychological wellbeing of postgraduate students. The psychological well being of whole sample was moderate. However, there is no gender wise and stream wise difference observed. It is suggested that students should be educated about mental health, offering accessible and confidential counselling services on campus and mentorship programs for support.

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