

A Study of Psychological Well-Being among Undergraduate Students in Terms of Type of Family and Stream of Study

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ABSTRACT

Psychological well-being is a state of an individual's mental health that realise learner potential and strengths. It multifaceted and multidimensional concept that prioritizes learner cognitive, affective, and psychomotor domains. Psychological wellbeing enhances coping mechanisms, career challenges, fosters adaptive behaviours, problem-solving and emotional regulation health rather than psychological distress, depression, and dysfunction. The present study aimed at surveying Psychological Wellbeing of undergraduate students. The investigator adopted quantitative research approach and descriptive survey design. The sample consisted of 392 undergraduate students from Kargil and Leh district of Union Territory of Ladakh selected through multistage stratified sampling technique. The investigator administered Psychological Wellbeing scale (Anjum Ahmed, 2021) to collect data. The research data were analyzed using 2×2 factorial design to test hypotheses for meaningful outcome. Results of statistical analysis exhibited that there was significant main effect of type of family on learner Psychological Wellbeing. Furthermore, the interaction effect of type of family and stream of study on Psychological Wellbeing was found non-significant.

(NCRB), over 12,500 students died by suicide in India in 2022 due to academic stress and failure in exams(NCRB, 2022). Psychological well-being acts as a core pillar for holistic student development, emotional state and individual's optimal functioning where the individual can realise their potential and strengths. It moves away from pure rote memorization to reduce stress, mandates institutional counseling, and prioritizes socio-emotional learning across cognitive, affective, and psychomotor domains. Psychological well-being expresses individual's positive functions general happiness, life satisfaction, mental and emotional health rather than psychological distress, depression, and dysfunction and draws attention to high levels of flexibility, positivity, and strong social bonds (National Education Policy, 2020).

Psychological well-being designates inclusive state of an individual's mental health and life satisfaction. It play a pivotal role in helping students recognize their strengths and weaknesses and in moderating stress, similarly, perceived social support, which refers to an individual's belief that support is available from family, friends, and significant others (Zimet et al., 1988).

Effective psychological functioning includes personal growth, having a sense of control or mastery, a sense of purpose, and meaningful social relationships (Huppert, 2009). Psychological wellbeing enhances coping mechanisms, buffers the emotional toll of academic challenges, and fosters adaptive behaviours such as problem-solving and emotional regulation. As a result, even in high-pressure academic environments, students with strong psychological wellbeing report lower stress levels, improved performance and realization of one's potential (Ryff & Singer, 2008; Stallman, 2010). Psychological wellbeing not only acts as a protective factor against stress but also enhances students' cognitive engagement, academic motivation and ability to cope with stress, achieve personal goals, and lead a balanced, meaningful life (Hako et al. 2024) that copes with the daily stresses of life,

Keywords: Psychological Wellbeing, family type, stream of study

Introduction

Present research work focus on Psychological well-being of undergraduate students. As per the data total 6.3 million youths 30% of the girls and 20% of the boys have anxiety disorders (National Institute of Mental Health, 2017). In 2017 reported of World Health Organization 3.6% of the world population is affected by anxiety, stress and depression disorders. These disorders begin from early childhood and can also be witnessed in later life (Global Disease Burden Study, 2015). According to the National Crime Records Bureau

works productively and efficiently, and contributes to society (WHO, 2025).

Kalvans, (2024) revealed that in contemporary era of challenges teacher in educational institutions and parents at home understood the factors associated with students' psychological well-being and should pay attention to contributes towards students' psychological needs. Chaudhry et al. (2024) explicated that conducive educational and social environment play vital role in promoting students' engagement and psychological well-being. Indreswari et al. (2022) Psychological well-being of individuals can develop their ability to deal with stress, achieve personal goals, and lead appropriate, meaningful life. Punia and Malaviya (2015) examined that psychological well-being and effective coping strategies are positively associated with functioning of mind, career success and personal development. Khan and Singh (2023) explicated that joint families students possessed better psychological well-being in comparison to their counterparts' extended Families students. Tripathi & Kashmira (2025) revealed that joint family had higher scores on psychological well-being as compared to nuclear families.

Research questions

The study is guided by the following research questions:

RQ1. Do undergraduate students differ in their levels of Psychological Wellbeing?

RQ2. Is there a significant effect in Psychological Wellbeing of undergraduate students belonging to different type of family and different academic stream?

Method

Research Design

The present study encompasses quantitative approaches using a descriptive survey design. The descriptive survey method

were appropriate when the objective of the study is tested by using pre-specified hypotheses and obtains pertinent and precise information regarding the existing conditions of the phenomena (Creswell & Creswell, 2018). The method executing for the present

research work concerned with attitudes and opinions of participants. In present research aimed to examine the level and difference in Psychological Well-Being among undergraduate students in UT of Ladakh.

Population and Sample

The target population for the present study consisted of eleventh class students. Population includes students enrolled in various government undergraduate college located in rural and urban area of Kargil and Leh district of Union Territory of Ladakh. A total sample of 392 students was selected from target population that the researcher plans to study. The sample included students from Type of Family i.e. nuclear and joint and academic stream i.e. science, social science and arts undergraduate students

Tools for Data Collection

The researcher administered Psychological Well-Being Scale developed by Anjum Ahmed (2021), to measure Psychological Well-Being of respondents. The tool consists of 43 items under eight dimensions. The value of reliability coefficient for the scale has high reliability value i. e., 0.71 (cronbach's alpha method) and 0.76 (dimension-wise reliability and the overall scale reliability coefficient).

Data Analysis Techniques

The investigator employed appropriate descriptive and inferential statistical techniques on the raw data for testing the hypothesis to draw reliable and meaningful results about the population. Descriptive statistics such as mean, standard deviation and z-standard value of skewness, and kurtosis was used to examine the nature of data. Percentage-Wise Analysis and Two-way ANOVA were used to analyse data.

Analysis and Interpretation

Table 1. Descriptive Measures for Normal Distribution of Psychological Well-Being of undergraduate students

N	Skewness	Kurtosis	S.E. Mean	Z value	standard value of Z	Result
392	0.703	1.755	0.48	1.41	±1.96	Normally Distributed

Assumption of data normality on variable Psychological Well-Being was checked through descriptive measure. The z-standard value calculated fall between -1.96 and +1.96 which ensures that data distribution on Psychological Well-Being does not significantly deviate from normality (Ghasemi & Zahediasl, 2012; Kwak & Park, 2019). Present outcome asserting the use of parametric statistical techniques.

RQ1. Do undergraduate students differ in their levels of Psychological Wellbeing?

The classification criteria were developed to categorized the obtained scores of Psychological Wellbeing into three levels namely low, moderate and high. These levels were based on the distribution of scores on a normal probability curve using formula of mean $\pm$ SD (σ).

Table 2. Classification of Psychological Wellbeing Levels Based on Score Range

Level	Scores Range	Percentae
Low Psychological Well-Being	118.62 & below	12.5%
Moderate Psychological Well-Being	118.62-151.12	69.13%
High Psychological Well-Being	151.12 & Above	18.36%

To classify undergraduate students according to their level of Psychological Well-Being obtained scores of the respondents were categorized into three levels namely low, moderate and high. Outcome indicates that 49 (12.5%) students possess low level of Psychological Well-Being, 271 (69.13%) students have moderate level of Psychological Well-Being, whereas 72 (18.36%) students falls under the domain of high level of Psychological Well-Being respectively.

RQ2. Is there a significant effect in Psychological Wellbeing of undergraduate students belonging to different type of family and different stream of study?

Two-way ANOVA factorial design were used to ascertain the significant difference in Psychological Wellbeing of students in term of family type and stream of study.

Table 3. Two-way ANOVA (2 $\times$ 2 factorial design) for the scores of Psychological Well-Being of undergraduate students with respect to Type of Family and Stream of study

Source of Variation		Mean	Sum of Squares	df	Mean Square	F-ratio	Sig.
Type of Family	Nuclear	138.01	832.97	1	832.98	4.21	0.04*
	Joint	139.98					
Stream	Arts	138.77	379.01	2	188.91	0.93	0.388
	Science	138.01					
	Social Science	139.67					
Gender $\times$ Stream (interaction)			297.96	2	148.89	0.73	0.475
Error			176209.01	386	200.11		
Total			17245088	392			

Table 3 explicates a significant main effect of type of family on Psychological Well-Being $F(1, 508) = 4.21, p < 0.05$, for undergraduate students. The analysis showed that variation in type of family causes a statistically significant difference in Psychological Well-Being. Joint family undergraduate students ($M = 139.98$) scored higher than nuclear family

undergraduate students ($M = 138.01$) in Psychological Well-Being. The stream-wise analysis revealed through F ratio ($F = 0.93$) that main effect were observed to be non-significant on Psychological Well-Being of undergraduate students (Arts ($M = 138.77$), Science ($M = 138.01$), and Social Science ($M = 139.67$)). It stipulates that stream-wise variation causes a

statistically non-significant difference in Psychological Well-Being. The two-way interaction effect of type of family and Stream of study on Psychological Well-Being is found to be non-significant for undergraduate students as indicating through F value = 0.73. The outcome revealed that Type of Family and Stream of study showed non-significantly interact with each other in Psychological Well-Being. Similar outcomes were observed by some other researchers (Khan & Singh, 2023, Tripathi & Kashmira, 2025).

Findings of the Study

- Out of total 392 undergraduate students 49 (12.5%) students encompass low level of Psychological Well-Being, 271 (69.13%) students possess moderate level of Psychological Well-Being, whereas 72 (18.36%) falls in category of high level of Psychological Well-Being.
- The study found statistically significant difference between Joint family and nuclear family on the measure of Psychological Well-Being.
- Non-significant interactional effect was found between type of family and stream of study on the Psychological well-being of undergraduate students.

Conclusion

Psychological well-being is a core pillar of mental and emotional health that requires ongoing attention and care. Psychological well-being promotes positive emotions, personal growth, thoughts and feelings that make students resilient, competent and contribute to student career success. To enhance students' psychological well-being, higher institutions of learning must fostering positive emotions, resilience-focused, relationships, accomplishment and mental health promotion efforts to assist students. It helps students in positive functioning, self-realization, and the ability to face life's challenges. Trained counselors can assist students as per their caliber, potential, attitudes and capacity to channelize their energy in the right direction that contribute to student career success and purpose and meaning in life. Mental health professionals empower students to control impulsivity, resolve conflicts, adapt to different situations and remain self-motivated. Specific intervention programmes are devise, and execute as per difficulties with their psychological wellbeing to understand their strengths, desires, weaknesses. Policymakers should make it obligatory that intervention programmes must be conducted in appropriate ways to meet the needs of young millennial.

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