



Psychological Well-Being among Engineer and Medical Students.

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Abstract:

The phrase “psychological well-being” is used to describe an individual’s emotional health and overall functioning. Researchers also have found that the absence of distress doesn’t necessarily indicate a person has high psychological well-being. High psychological well-being is about feeling happy and doing well. Studies have shown that people with higher psychological well-being tend to live healthier and longer lives. They are also more likely to enjoy a better quality of life. Kubzansky LD, (2018). Ryan and Deci (2001) pointed out that people high in happiness or subjective well-being tend to have attributional styles that are more self-enhancing and more enabling than those low in subjective well-being, suggesting that positive emotions can lead to positive cognitions which, in turn, contribute to further positive emotions. The aim was to study the psychological well-being among the medical and engineering students. 120 students of whom 60 students were engineering students and 60 were medical students studying in Bangalore colleges. With the consent of the students they were administered psychological well-being questionnaire by Bhogle,S & Jai Praksh, I. A purposive sampling technique was opted for the study. The mean, SD, and ‘t’ was computed using appropriate statistical measures. The results revealed that there was significant difference in psychological well-being among the medical and engineering students. The study also revealed gender difference with was regard to psychological well-being.

Key Words: Engineering, Medical, Psychological Well-Being, Students.

Introduction:

Psychological well-being is usually conceptualized as some combination of positive affective states such as happiness and functioning with optimal effectiveness in individual and social life (Deci and Ryan, 2008). Psychological well-being is beneficial for adults to live a completely healthy life, and making it an important aspect of one’s life in the younger age groups. Psychological well-being is the subjective feeling of contentment, happiness, satisfaction with life's experiences and of one's role in the world of work, sense of achievement, utility, belongingness and no distress, dissatisfaction or worry, etc. (Sisodia & Choudhary, 2012). Young people perceive themselves as making significant progress in their adolescence and have great expectations for the future so the scores in their self-assessments for the dimensions of purpose in life and personal growth are higher. To achieve well-being, individuals must encounter their needs in every dimension of health. Arulrajah (2000) conducted a study to determine the level of psychological well-being, pressure perception, stress coping style and social support among Malaysian university students. He found that coping with stress and social support had a positive relationship with psychological well-being.

Psychological dimension of well-being is the combination of positive affective state such as happiness and functioning with optimal effectiveness in individual and social life (Amalu, 2018). The Psychological well-being is a multi-dimensional concept it includes various aspects such as optimism, self-control, happiness, sense of interests, free of failures, anxiety and loneliness have been considered as the special aspects of wellbeing) (Bordbar et al., 2011). According to Ruff's the Psychological well-being is conceivably the most widely used construct among psychologists and mental health professional. The emergence and growth of positive psychology has led to an increase in well-being research, which has produced two theoretical approaches: hedonic and eudemonic Ryff's and Deci, (2017).

Students in Higher Educations worldwide encounter many factors that might affect their PWB. In USA, stress (as measured by the student stress survey and minority status stress scale) negatively impacted PWB among students at two public universities (Crudup, 2013). Furthermore, American first-year college students who were female, Latino/Hispanic, and older than traditional age; and those with high academic achievement were more likely to report greater PWB (Bowman, 2010). A longitudinal study of first-year students (n > 2000) revealed that PWB declined across time (Cooke et al., 2006). Specifically, PWB scores at the end of semester one and semester two were significantly lower than that at the baseline (before commencing the study) (Cooke et al., 2006).

Implementing psychological well-being education in higher education institutions enriches their academic offerings, improves the quality of their teaching strategies, and elevates it to a crucial component of their daily instruction and management. However, in recent years, there has been a worrying decline in college students' psychological health, as well as an uptick in their psychological issues and the emergence of extreme events brought on by these issues. (C. Attoe, et.al. 2016). As a result, both the students themselves and society as a whole have suffered serious consequences. (P. Carapia-Fierros, et.al.2021). It is impossible to attain the objective of all-around development without students having a healthy personality, healthy psychology, and harmonious interpersonal relationships. As a result, in order to strengthen psychological well-being education, higher education institutions are needed. (S. M. Suldo, et.al. 2016). The work of teaching college students about their psychological well-being is modern and relevant. New and better ways and means are required as a result of societal development. (S. J. Babb, et.al. 2022).

Methodology

Aim: To find the psychological well-being among engineer students.
To find the psychological well-being among medical students.

Objective:

To study the psychological well-being among engineer students
To study the psychological well-being among medical students

Hypothesis:

There will be no significant difference in psychological well-being among medical and engineer students

There will be no significant gender difference in psychological well-being among medical and engineer students.

Variables:

Independent variables: Engineer and medical students

Dependent variable: Psychological well-being

Sample:

The sample consisted of 120 engineer and medical students of which 30 each female student were enrolled in medical and engineering courses and 30 each male students were enrolled in medical and engineering courses respectively. The student's age ranged between 20-25 years. Students from different part of the country and residing in Bangalore were sample of the study

Inclusion Criteria:

Only engineer and medical students were considered for the study
The students from different part of the country and residing in Bangalore Students belonged to three different colleges

Exclusion Criteria:

Apart from engineer and medical course no other professional course students were considered for the study
Students below the age of 20 and above 25 were not considered for the study

Research design

A between group design with purposive sampling was opted for the study.

Tools:

Psychological well-being Questionnaire –Bhogle,S & Jai Praksh, I.(1995). Psychological well-being tool is a 28 item questionnaire in a forced choice (Yes/No) format. In the tool 10 statements are negative and rest 18 statements are positive. Scores are classified as (0-9) as low psychological well-being. (10-20) as intermediate psychological well- being and (21-28) as high psychological well-being. Higher the score, higher the psychological well-being. The psychometric properties are established for the scale, Test-retest reliability is 0.72 and split half co-efficient is 0.91 and alpha co-efficient is 0.84 (internal consistency).

Procedure:

The medical and engineer students attending the college regularly and coming from different parts of India but residing in Bangalore city were considered for the study. 120 students of which 60 were engineer students and 60 were medical students. Of the 60 engineer students 30 were females and 30 were male students. Likewise of the 60 medical students 30 were females and 30 were male students. The student's age ranged between 20 to 25 years. The students were met personally by the researcher and the need for study was explained in detail. Only after the consent of the students, the researcher administered the questionnaire with proper instructions. Any doubts regarding the questionnaire were clarified.

Analysis of the result:

The results were scored and independent t test was computed to study the psychological well-being of the engineer and medical students.

Table 1 shows the Mean SD and "t for psychological well-being of engineer and medical students

Variables	Group	Mean	SD	t
Psychological well-being	Engineer students	20.55	1.14	4.28**
	Medical students	18.33	1.08	
**Significant at 0.01 level				

Table 1 shows the mean, SD and 't' values of psychological well-being among engineer and medical students. The result shows that engineer students group has obtained mean score of 20.55, and SD of 1.14. The medical students group has obtained mean of 18.33 and SD of 1.08. The obtained 't' value is 4.28 which is significant at 0.01 level indicating that there is significant difference with regard to psychological well-being. The obtained result has been supported by the study carried out by Sharad Philip et.al. (2021) on medical students with regard to their psychological well-being. The results indicated that the medical students go through exceptional stress and had less psychological well-being compared to their age-matched peers. Another study conducted by P Sreelatha et.al. (2019) on psychological well-being in medical undergraduates in a rural medical college in South India the results revealed that the low psychological well-being was evident in most of the medical undergraduates.

Table 2 shows the Mean SD and 't' for psychological well-being of Male and Female medical students.

Variables	Groups	Mean	SD	't'
Psychological well-being	Male Medical students	20.86	1.13	5.47**
	Female Medical Students	18.5	1.00	
**Significant at 0.01 level				

Table 2 shows the mean, SD and 't' values of psychological well-being among male and female medical students. The result shows that male students group has obtained mean score of 20.86, and SD of 1.13. The female students group has obtained mean of 18.5 and SD of 1.00. The obtained 't' value is 5.47 which is significant at 0.01 level indicating that there is significant difference with regard to psychological well-being among the female and male students. The obtained result has been supported by the study conducted by Matteo Carpi, et.al.(2021). The results showed that the medical female students had lower perceived stress and low psychological well-being. Yet in another study on psychological well-being of the medical students carried out by authors Kong SW, et.al (2022) the results revealed that the female medical students had low psychological well-being.

Table 3 shows the Mean SD and 't' for psychological well-being of male and female engineering students.

Variables	Groups	Mean	SD	't'
Psychological well-being	Male Engineer students	20.23	1.07	6.83**
	Female Engineer Students	18.16	1.14	
**Significant at 0.01 level				

Table 3 shows the mean, SD and 't' values of psychological well-being among male and female engineering students. The result shows that the male engineering students group has obtained mean score of 20.23, and SD of 1.07. The female students group has obtained mean of 18.16 and SD of 1.14. The obtained 't' value is 6.83 which is significant at 0.01 level indicating that there is significant difference with regard to psychological well-being among the male and female engineering students. The obtained result has been supported by similar study conducted on university students by Walid El Ansari, et.al. (2013). The results of their study indicated that the female students had low psychological well-being compared to the male students. A research study was carried out by Prabodhan B. Kalamb (2019) on psychological well-being among male and female college going students. The results revealed that male college students had better psychological well-being than the female college students.

Conclusion

Psychological well-being is a core feature of mental health. It is a complex construct that concerns optimal psychological functioning and experience. Psychological well-being is more likely to live healthier and longer lives.

The obtained results of the present study indicate that there is a significant difference in psychological well-being among engineering and medical students.

The result indicates that there is a gender difference with regard to psychological well-being. The females have low psychological well-being compared to the males.

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