



# Psychological well-being, self-perception and social motives among postgraduate students of North-Eastern Hill University, Tura, Meghalaya

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## *Abstract*

*The purpose of this study is to find out psychological well-being, self-perception and social motive of postgraduate students and to find out the correlation between psychological well-being, self-perception and social motive. The sample of the study consists 52 students from North-Eastern Hill University, Tura, Meghalaya by using convenience sampling. Psychological tools were; Psychological well-being scale by D.S. Sisodia and Pooja Chaudhary (2012), Self-perception scale by Agrawal (2015) and Social motive scale by Singh and Bhargava (2015). Mean & SD scores were computed and Pearson Product moment correlations were applied to find out the relationship between the groups. The results of the study showed that there were no significant relationship between psychological well-being and self-perception among postgraduate students. There was no significant correlation between psychological well-being and social motives and there was no significant relationship between self-perception and social motive among postgraduate students.*

**Keywords:** *Psychological well-being, Self-perception, Social Motive, Postgraduate students.*

## INTRODUCTION

Higher education is a significant contributor to the nation's overall growth and is responsible for creating learned people with the potential to show quality in diverse fields accompanied by an optimistic attitude, the students' sensitive interest in higher education eventually lead them to a successful career seeker and worker. In the 21st century, rapid growth, progress and transition have both positive and negative consequences, frequently neglecting their collective well-being, especially university students, as people attempt to make use of and embrace this event. Well-being one's state of ease, peace, satisfaction, fitness, protection, stability, security, wealth, benefit, as well as an individual's gain. Jung, Piaget, Freud, Bandura, Erickson and many others have given space in their early work. Psychological well-being refers to the degree to which individuals believe they have significant influence of their lives and behaviours (Riff et. al).

It encompasses four unique and distinct elements, including (a) enjoyable or optimistic well-being (e.g. pleasure, elation, enjoyment, mental health), (b) negative or psychological discomfort (e.g. remorse, embarrassment, sorrow, fear, concern, frustration, tension, depression), (c) life satisfaction (a global event) (Diener and Smith 1999). Psychological well-being is one that has stressed the importance of leveraging an individual's possibilities to ensure self-perception which represents some common sense and leads to the more general idea of self-concept and self-acceptance. Self-Perception influences the general psychological well-being of an individual. Many studies have shown that high self-perception is a healthy and successful factor in psychological well-being and that low self-perception is a vulnerable factor in psychiatric illness. The sensation of being important requires self-perception; this sense derives from a series of perceptions, beliefs, impulses, and experiences during life. In addition, psychological well-being and self-perception help to contribute to the social motivations of an individual. Social motivations contribute to various actions, and the intensity of the individual varies widely between individuals. Social motivations can cause a person to focus on their own social experience. Some findings have shown that the psychological well-being and self-perception of students affect the social motivation, learning, and academic success of a student.

### **NEED AND JUSTIFICATION OF THE STUDY**

The study of psychological well-being and its relation to self-perception and social motive allowed the researcher to make young people around conscious and enrich psychological well-being, to help offer a meaningful, fulfilling and fruitful life. The researcher felt the need to perform a study influenced by the observation and engagement with young people in everyday life and motivated by the relevant literature that opens the way to study the psychological well-being, self-perception and social motive of NEHU postgraduate students by properly examining their assessed behaviour and recognizing them along the way. The study of psychological well-being and its relationship to self-perception and social motivation also provides significant gains in understanding how to create more rewarding lives, both by helping individuals achieve their capacity and by helping to reduce negative well-being and unhealthy habits and also by identifying the relationship of psychological well-being with self-perception and social motive.

### **OBJECTIVES OF THE STUDY**

The study has been taken the following objectives:-

1. To study the Psychological Well-Being, Self-Perception and Social Motives of postgraduate students.
2. To study the relationship between Psychological Well-Being and Self-Perception of postgraduate students.
3. To study the relationship between Psychological Well-Being and Social Motives of postgraduate students.
4. To study the relationship between Self-Perception and Social Motives of postgraduate students.

### **HYPOTHESES OF THE STUDY**

Following are the hypotheses of present study:

1. Ho1: There is no significant relationship between Psychological Well-Being and Self-Perception of postgraduate students.
2. Ho2: There is no significant relationship between Psychological Well-Being and Social Motive of postgraduate students.

3. Ho3: There is no significant relationship between Self-Perception and Social Motive of postgraduate students.

## **DELIMITATIONS OF THE STUDY**

- a) The study is delimited to Postgraduate students in NEHU, Tura of Meghalaya state.

## **REVIEW OF RELATED LITERATURE**

The present study attempt to examine through the different studies conducted on the Psychological well-being, Self-perception and Social motive of college/university students. Various studies on psychological well-being were like Campbell (1976), Oishi et al. (1999), Ayden (1999), Sagiv and Schwartz (2000), Diener et al. (2003), Ryff & Singer (2006) studies revealed that psychological well-being has positive and significant effectiveness at the students' academic performance. The studies conducted by Sahu (2013), Wazid & Hasan (2014), Akhter (2015), Hasan (2015) on psychological well-being found significance relationship as well as no significance relationship between urban and rural, gender, and its different dimensions at school and college students. Williams, & McGee, (1991) studies on adolescents' self-perceptions of their strengths and showed that there was no statistically significant. A few studies were also conducted by Fareo (2011), Kenchappanavr (2012), Srinivas (2013), Dewangan (2015), Chitra and Karnan (2017) on self-perception regarding population, gender, level in various other construct and that study found there is no significance difference in different dimension of this variable. Corroll (1987) examined the relationship of power motive with narcissism, affiliation and intimacy and found that power motive is significantly and positively related to narcissism and need for intimacy. Winter (1988) found high power motive among women tend to choose and enter the same carriers as high power motive men. Sharma (1990) found that the teachers differed significantly with regard to their achievement motivation level and performance. Goodenow & Grady, (1993) found positive and significant relationship between achievement motivation and the self-learning strategies.

## **METHODOLOGY OF THE STUDY**

Descriptive method was used for the present study. 52 students were taken from a population of postgraduate students of North-Eastern Hill University, Tura, Meghalaya by using convenience sampling. The following standardized tools were used by the researcher to collect required data.

- A. Psychological Well Being Scale developed by Dr. Devendra Singh Sisodia and Pooja Choudhary (2012)
- B. Self-perception Measuring Scale developed by Agrawal (2015)
- C. Social motives Scale developed by Singh and Bhargava (2015)

## **STATISTICAL TECHNIQUES**

For this present study, correlation and descriptive statistics (Mean, Standard Deviation) was used to analyze the psychological well-being, self-perception and social motives among university students. Further, in order to find out correlation between psychological well being, self-perception and social motives among university students, Pearson Product Moment correlation (P.P.M.C) was applied. The results were tested at 0.05 and 0.01 level of significance.

**ANALYSIS AND INTERPRETATION OF THE DATA**

1. **Objective (1):** To study the Psychological Well-Being, Self-Perception and Social Motives of postgraduate students.

**THE TABLE SHOWING OVERALL MEAN AND S.D. OF PSYCHOLOGICAL WELL-BEING, SELF-PERCEPTION AND SOCIAL MOTIVE OF POSTGRADUATE STUDENTS IS GIVEN IN THE TABLE--**

**Table: 1** **Descriptive Statistics**

Variable	N	Mean	Std. Deviation
PSYCHOLOGICAL WELL-BEING	52	173.54	20.425

Table 1 indicated the descriptive statistics i.e. mean and standard deviation of the total sample were obtained to analyze the overall level of psychological well-being of university students. Concerning the overall level of psychological well-being, the mean level was in the moderate category ( $M = 173.54$ ,  $S.D = 20.425$ ). So, it is revealed a moderate level of psychological well-being among university students.

**Table: 2** **Descriptive Statistics**

Variable	N	Mean	Std. Deviation
SELF-PERCEPTION	52	22.81	3.248

The above table shows the descriptive statistics i.e., mean and standard deviation of the total sample were obtained to analyze the overall level of self-perception of university students. Concerning the overall level of self-perception the mean level was in the average category ( $M = 22.81$ ,  $S.D = 3.25$ ). So, it was found average levels of self-perception among university students.

**Table: 3** **Descriptive Statistics**

Variable	N	Mean	Std. Deviation
Positive(Achievement Motive)	52	17.17	5.652
Negative(Achievement Motive)	52	7.33	3.111
Positive(Power Motive)	52	15.46	5.658
Negative(Power Motive)	52	8.69	4.217
Positive(Social-contact motive)	52	15.65	4.656
Negative(Social-contact motive)	52	9.29	4.011
Valid N (list wise)	52	17.17	5.652

From the above table 3 it has seen that the Mean score obtained for each dimension of social motive among postgraduate students, it is clear that the Mean score of university students is 17.17 in positive Achievement motive with a S.D of 5.652, which indicates the weak level of achievement motivation as well as the Mean score of university students is 7.33 in negative Achievement motive with a S.D of 3.111, which indicates the average level of achievement motivation. The Mean score is 15.46 and 8.69 in positive/negative power motive with a SD of 5.658, 4.217 respectively, which indicates also the average and weak level of power motivation among university students. Again, the Mean score of postgraduate students is 15.65, 9.29 in positive/negative social-contact motive and S.D is 4.656, 4.011 respectively which indicates weak and

average of social-contact motivation. It can be observed that the means of different dimensions of social motive like achievement motive, power motive and social-contact motive revealed the overall weak motivation followed by average social motive among university students.

### RELATIONSHIP BETWEEN PSYCHOLOGICAL WELL-BEING AND SELF-PERCEPTION OF POSTGRADUATE STUDENTS

In pursuance of the objective 4, i.e. "To study the relationship between Psychological Well-Being and Self-Perception of postgraduate students", the co-efficient of correlation of the sample calculated by using Pearson's Product Moment Method is shown in table 4.

**Ho1:** There is no significant relationship between Psychological Well-Being and Self-Perception of postgraduate students.

**Table: 4**

**Showing the correlations between Psychological Well-Being and Self-perception for a sample of 52**

Variables		Psychological well-being	Self-perception
Psychological well-being	Correlation	1	.258
	Sig.		.065
	N	52	52
Self-perception	Correlation	.258	1
	Sig.	.065	
	N	52	52

Correlation is not significant at the 0.01 level

Correlation is not significant at the 0.05 level

It revealed from the above table 4 that the coefficients correlation (r) between Psychological well-being and self-perception of postgraduate students not significant positive correlations were found between the two variables, Psychological well-being (.258) and Self-perception (.258),  $p > 0.05$  for the entire sample of university students. This indicated that with decrease in Psychological well-being there is decrease in the self-perception in the entire sample. Thus, the null hypothesis 1 (Ho1), i.e. "There is no significant relationship between Psychological Well-Being and Self-Perception of postgraduate students." not rejected.

### RELATIONSHIP BETWEEN PSYCHOLOGICAL WELL-BEING AND SOCIAL MOTIVES OF POSTGRADUATE STUDENTS

In order to achieve the **objective 5**, i.e. "To study the relationship between Psychological Well-Being and Social Motives of postgraduate students", the researcher computed the scores of participants in the five dimension of psychological well-being i.e. Satisfaction, Efficiency, Sociability, Mental Health, and Interpersonal Relations with the three dimensions (Positive/Negative) of social motive. The Pearson's Product Moment co-efficient of correlation was used to find out the relationship between Psychological well-being and social motive among postgraduate students is shown in table 5.

**Ho2:** There is no significant relationship between Psychological Well-Being and Social Motive of postgraduate students.

**Table: 5**

**Showing the correlations between Psychological Well-Being and Social Motive for a sample of 52**

It may be revealed from the above table 5 that the value of co-efficient of correlation between Psychological well-being and Social Motive of postgraduate students is 0.136. It represents no significant relationship between two variables. The obtained co-efficient of correlation is found to be no significant. Thus the null hypothesis (Ho2), i.e. "There is no significant relationship between Psychological well-being and Social Motive of postgraduate students" not rejected. It seems fair to interpret that the Psychological well-being and Social Motive of postgraduate students are not related to each other. It implies that significant bond of correlation does not exist between these two sets of variables, i.e., Psychological well-being and Social Motive of postgraduate students. Further, the results revealed that the **Life satisfaction**, dimension of psychological well-being was not significantly correlated with the total Social motive ( $r = .241$ ) and its dimensions i.e. Positive Achievement motive ( $r = .248$ ), Negative Achievement motive ( $r = -.109$ ), Positive Power motive ( $r = .209$ ), Negative Power motive ( $r = .072$ ) and significantly correlated between Life satisfaction and Positive Social-contact motive ( $r = .274^*$ ), Negative Social-contact motive ( $r = -.274^*$ ). Others, **Efficiency**, second dimension of psychological well-being was not significantly relationship

Psychological Well-being Variables		Social Motive Variables						
		Achievement Motive (Positive)	Achievement Motive (Negative)	Power Motive (Positive)	Power Motive (Negative)	Social Contact Motive (Positive)	Social Contact Motive (Negative)	Total Social Motive
Life Satisfaction	Correlation	.248	-.109	.209	.072	.274*	-.274*	.241
	N	52	52	52	52	52	52	52
Efficiency	Correlation	.283*	-.192	-.025	.043	.354*	-.396**	.097
	N	52	52	52	52	52	52	52
Sociability	Correlation	.046	.011	.090	-.090	.394**	-.488**	.027
	N	52	52	52	52	52	52	52
Mental Health	Correlation	.160	-.205	.110	-.025	.007	-.098	.037
	N	52	52	52	52	52	52	52
Interpersonal Relations	Correlation	.340*	-.292*	-.078	.056	.464**	-.436**	.108
	N	52	52	52	52	52	52	52
Total Psychological well-being	Correlation	.294*	-.219	.074	.020	.396**	-.446**	.136
	N	52	52	52	52	52	52	52

\*\* . Correlation is significant at the 0.01 level      Note-  $p < 0.01$  \*\*  $p < 0.05$  \*  $p > 0.01$   $p > 0.05$

\*. Correlation is significant at the 0.05 level

with the total Social motive ( $r = .097$ ) and its different dimensions i.e. Negative Achievement motive ( $r = -.192$ ), Positive Power motive ( $r = -.025$ ), Negative Power motive ( $r = .043$ ). While positively/negatively high correlated with Positive Achievement motive ( $r = .283^*$ ), Positive Social-contact motive ( $r = .354^*$ ) and Negative Social-contact motive ( $r = -.396^*$ ). Again, the third dimension of psychological well-being-

**Sociability** also not significant relationship with the total social motive ( $r = .027$ ) and its different dimensions i.e. Positive Achievement motive ( $r = .046$ ), Negative Achievement motive ( $r = .011$ ), Positive Power motive ( $r = .090$ ), Negative Power motive ( $r = -.090$ ). While positive/negative high significant correlated with Positive Social-contact motive ( $r = .394^*$ ) and Negative Social-contact motive ( $r = -.488^*$ ). The fourth dimension of psychological well-being-**Mental health** was also not significant relationship with the total social motive ( $r = .037$ ) and its dimensions i.e. Positive Achievement motive ( $r = .160$ ), Negative Achievement motive ( $r = -.205$ ), Positive Power motive ( $r = .110$ ), Negative Power motive ( $r = -.025$ ), Positive Social-contact motive ( $r = .007$ ) and Negative Social-contact motive ( $r = -.098$ ). Similarly, the fifth dimension of psychological well-being- **Interpersonal** Relations also not significant relationship with the total social motive ( $r = .108$ ) and its different dimensions i.e. Positive Power motive ( $r = -.078$ ), Negative Power motive ( $r = .056$ ). While positive/negative highly significant correlated with Positive Achievement motive ( $r = .340^*$ ), Negative Achievement motive ( $r = -.292^*$ ), Positive Social-contact motive ( $r = .464^{**}$ ) and Negative Social-contact motive ( $r = -.436^{**}$ ). Lastly, the results indicated that the total psychological well-being was significantly and not significantly correlated with the dimension of social motive i.e. Positive Achievement motive ( $r = .294^*$ ), Negative Achievement motive ( $r = -.219$ ), Positive Power motive ( $r = .074$ ), Negative Power motive ( $r = .020$ ), Positive Social-contact motive ( $r = .396^{**}$ ) and Negative Social-contact motive ( $r = -.446^{**}$ ) of overall postgraduate students.

Since there were not significant relationships between psychological well-being and social motive in the categories of overall postgraduate students for entire sample therefore, the hypotheses cannot be rejected. However, there were significant relationships between some different dimension of psychological well-being and Social motive among postgraduate students.

### RELATIONSHIP BETWEEN SELF-PERCEPTION AND SOCIAL MOTIVES OF POSTGRADUATE STUDENTS

The relationship between Self-perception and Social motives were investigated by using the Pearson's Product Moment correlation 'r'. The co-efficient correlation was analysed at both 0.05 and 0.01 level of significance. The relationship of the specific variables can be observed is shown in the table 6. So, in order to carry out the work in the light of objective 6, the investigator computed the scores of respondents in the two Self-perception i.e. self- acceptance and self-regard with the three dimensions (positive/negative) of Social motive among postgraduate students. The null hypotheses were also tested.

**Ho2:** There is no significant relationship between Self-perception and Social Motive of postgraduate students.

**Table: 6**

**Showing the correlations between Self-perception and Social Motive among postgraduate students for a sample of 52**

Self-perception Variables	Social motive Variables						
	Achievement motive (Positive)	Achievement motive (Negative)	Power motive (Positive)	Power motive (Negative)	Social contact motive (Positive)	Social contact motive (Negative)	Total Social motive

Self Acceptance	Correlation	.071	.167	.007	.194	.359**	-.196	.235
	Sig.	.617	.237	.959	.169	.009	.163	.093
	N	52	52	52	52	52	52	52
Self regard	Correlation	.008	-.008	-.090	-.109	.213	-.283*	-.096
	Sig.	.957	.955	.528	.443	.129	.042	.497
	N	52	52	52	52	52	52	52
Total Self-perception	Correlation	.055	.148	-.033	.081	.408**	-.321*	.136
	Sig.	.697	.295	.814	.566	.003	.020	.336
	N	52	52	52	52	52	52	52

\*\* . Correlation is significant at the 0.01 level.

Note-  $p < 0.01$  \*\*  $p < 0.05$  \*  $p > 0.01$   $p > 0.05$

\* . Correlation is significant at the 0.05 level.

It may be revealed from the above table 6 that the value of co-efficient of correlation between Self-perception and Social motive of postgraduate students is  $r=0.136$ ,  $p=.336$ . It represents no significant relationship between two variables. The obtained co-efficient of correlation is found to be non significant. Thus the null hypothesis ( $H_0$ ), i.e. “There is no significant relationship between Self-perception and Social motive of postgraduate students” is accepted. It seems fair to interpret that the Psychological well-being and Social motive of postgraduate students are not related to each other. It implies that significant bond of correlation does not exist between these two sets of variables, i.e., Psychological well-being and Social motive of postgraduate students. Further, the results revealed that the **Self-Acceptance**, dimension of self-perception was not significantly correlated with the total Social motive ( $r = .235$ ), ( $p=.093$ ) and its dimensions i.e. Positive Achievement motive ( $r = .071$ ), ( $p=.617$ ), Negative Achievement motive ( $r = .167$ ), ( $p= .237$ ), Positive Power motive ( $r = .007$ ), ( $p=.959$ ), Negative Power motive ( $r=.194$ ), ( $p=.169$ ), Negative Social-contact motive ( $r= -.196$ ), ( $p=.163$ ) and significant highly positive correlated between self-acceptance and Positive Social-contact motive ( $r=.359^{**}$ ), ( $p=.009$ ). Similarly, the second dimension of self-perception i.e. self-regard was also not positively significant relationship with the total social motive ( $r = -.096$ ), ( $p=.497$ ) and its different dimensions i.e. Positive Achievement motive ( $r = .008$ ), ( $p=.957$ ), Negative Achievement motive ( $r = -.008$ ), ( $p=.955$ ) Positive Power motive ( $r = -.090$ ), ( $p=.528$ ), Negative Power motive ( $r= -.109$ ), ( $p=.443$ ), Positive Social-contact motive ( $r= .213$ ), ( $p= .129$ ) while negatively significant correlation with Negative social-contact motive ( $r = -.283^*$ ), ( $p=.042$ ). Lastly, the results indicated that the total psychological well-being was also not significantly correlated with the dimension of social motive i.e. Positive Achievement motive ( $r = .055$ ), ( $p=.697$ ), Negative Achievement motive ( $r = .148$ ), ( $p= .295$ ), Positive Power motive ( $r = -.033$ ), ( $p=.814$ ), Negative Power motive ( $r= .081$ ), ( $p= .566$ ), while highly positive/negative significant relationship with Positive social-contact motive ( $r= .408^{**}$ ), ( $p= .003$ ) and Negative social-contact motive ( $r = -.321^*$ ), of overall postgraduate students for entire sample.

In conclusion, since there were not significant relationships between self-perception and social motive in the categories of overall postgraduate students for entire sample therefore, the hypotheses fail to be rejected. However, there were significant relationships between some different dimension of self-perception and social motive among postgraduate students.



## MAJOR FINDINGS OF THE STUDY

On the basis of the analysis of data and interpretations of the study, the following findings were drawn:-

- It was found that the overall university students have a moderate level of psychological well-being as per the obtained mean and standard deviations (Mean=173.54, S.D = 20.425).
- It was found that the average levels of self-perception among university students as per the obtained mean and standard deviation ((M = 22.81, S.D = 3.25).
- It is evident from the Mean & SD of score that the university students was found to have weak achievement motivation in the positive poles.
- It was found that the university students have average normal achievement motivation in the negative direction in their life.
- It is evident from the Mean & SD of score that the university students were found to have an average normal power motivation in the positive poles.
- It is evident from the Mean & SD of score that the university students was found to have a weak power motivation in the negative poles.
- It was found that the university students have weak social-contact motivation in the positive poles.
- It is clear from the Mean & SD of score that the university students were found to have an average normal social-contact motivation in the negative poles.
- There was no found significant relationship between Psychological Well-Being and Self-Perception among postgraduate students.
- There was no found highly positive/negative significant relationship between Psychological well-being and Social motive among postgraduate students.
- There was no found significant relationship between Life satisfaction (dimension of PWB) and total Social motive ( $r = .241$ ) with its dimensions i.e. Positive Achievement motive ( $r = .248$ ), Negative Achievement motive ( $r = -.109$ ), Positive Power motive ( $r = .209$ ), Negative Power motive ( $r = .072$ ) respectively, among postgraduate students.
- It was found positive/negative significantly correlated between Life satisfaction and Positive Social-contact motive ( $r = .274^*$ ), Negative Social-contact motive ( $r = -.274^*$ ).
- There was no found significantly relationship between efficiency, dimension of psychological well-being and total Social motive ( $r = .097$ ) with its different dimensions i.e. Negative Achievement motive ( $r = -.192$ ), Positive Power motive ( $r = -.025$ ), Negative Power motive ( $r = .043$ ) among postgraduate students.
- It was found positively/negatively correlated between efficiency and Positive Achievement motive ( $r = .283^*$ ), Positive Social-contact motive ( $r = .354^*$ ), Negative Social-contact motive ( $r = -.396^*$ ) respectively among postgraduate students.
- There was no significant relationship between sociability, dimension of psychological well-being and total social motive ( $r = .027$ ) with its different dimensions i.e. Positive Achievement motive ( $r = .027$ ), Negative Achievement motive ( $r = -.109$ ), Positive Power motive ( $r = .209$ ), Negative Power motive ( $r = .072$ ) respectively, among postgraduate students.

=.046), Negative Achievement motive ( $r = .011$ ), Positive Power motive ( $r = .090$ ), Negative Power motive ( $r = -.090$ ) among postgraduate students.

- It was found positive/negative highly significant correlated between sociability and Positive Social-contact motive ( $r = .394^*$ ), Negative Social-contact motive ( $r = -.488^*$ ) respectively among university students.
- There was no found positive significant relationship between mental health, dimension of psychological well-being and total social motive ( $r = .037$ ) with its dimensions i.e. Positive Achievement motive ( $r = .160$ ), Negative Achievement motive ( $r = -.205$ ), Positive Power motive ( $r = .110$ ), Negative Power motive ( $r = -.025$ ), Positive Social-contact motive ( $r = .007$ ) and Negative Social-contact motive ( $r = -.098$ ) among postgraduate.
- It was no found positive significant relationship between interpersonal relations, dimension of psychological well-being and total social motive with its different dimensions i.e. Positive Power motive ( $r = -.078$ ), Negative Power motive ( $r = .056$ ).
- There was found positive/negative highly significant correlated between interpersonal relations (dimension of PWB) and Positive Achievement motive ( $r = .340^*$ ), Negative Achievement motive ( $r = -.292^*$ ), Positive Social-contact motive ( $r = .464^{**}$ ), Negative Social-contact motive ( $r = -.436^{**}$ ) (dimension of SM) respectively among postgraduate students.
- It was no found positive significant relationship between total psychological well-being and with the dimension of social motive i.e. Negative Achievement motive ( $r = -.219$ ), Positive Power motive ( $r = .074$ ), Negative Power motive ( $r = .020$ ) among postgraduate students.
- It was found positive significant relationship between total psychological well-being and with the dimension of social motive i.e. Positive Achievement motive ( $r = .294^*$ ), Positive Social-contact motive ( $r = .396^{**}$ ) and Negative Social-contact motive ( $r = -.446^{**}$ ) among overall postgraduate students.
- There was no found significant relationships between total psychological well-being and total social motive overall in the categories among postgraduate students for entire sample.
- It was no found positive significant relationship between self-acceptance (dimension of SP) and the total social motive with its different dimensions i.e. Positive Achievement motive ( $r = .071$ ), ( $p = .617$ ), Negative Achievement motive ( $r = .167$ ), ( $p = .237$ ), Positive Power motive ( $r = .007$ ), ( $p = .959$ ), Negative Power motive ( $r = .194$ ), ( $p = .169$ ), Negative Social-contact motive ( $r = -.196$ ), ( $p = .163$ ) respectively, among postgraduate students.
- There was found positive significant correlated between self-acceptance (dimension of SP) and Positive Social-contact motive ( $r = .359^{**}$ ), ( $p = .009$ ) (dimension of SM) among postgraduate students.
- It was no found highly positive significant relationship between self-regard (dimension of SP) and the total Social motive with its different dimensions i.e. Positive Achievement motive ( $r = .008$ ), ( $p = .957$ ), Negative Achievement motive ( $r = -.008$ ), ( $p = .955$ ) Positive Power motive ( $r = -.090$ ), ( $p = .528$ ), Negative Power motive ( $r = -.109$ ), ( $p = .443$ ), Positive Social-contact motive ( $r = .213$ ), ( $p = .129$ ) respectively among postgraduate students.

- It was found negative significant relationship between self-regard (dimension of SP) and Negative social-contact motive ( $r = -0.283^*$ ), ( $p = 0.042$ ) among postgraduate students.
- There was no found significant relationship between total self-perception and with the different dimension of social motive i.e. Positive Achievement motive ( $r = 0.055$ ), ( $p = 0.697$ ), Negative Achievement motive ( $r = 0.148$ ), ( $p = 0.295$ ), Positive Power motive ( $r = -0.033$ ), ( $p = 0.814$ ), Negative Power motive ( $r = 0.081$ ), ( $p = 0.566$ ) respectively, among postgraduate students.
- It was found highly positive/negative significant relationship between total self-perception and with the dimension of social motive i.e. Positive social-contact motive ( $r = 0.408^{**}$ ), ( $p = 0.003$ ), Negative social-contact motive ( $r = -0.321^*$ ) among postgraduate students.
- There was no found significant relationship between self-perception and social motive in the categories of overall postgraduate students for entire sample ( $r = 0.136$ ,  $p = 0.336$ ).

## DISCUSSION OF THE STUDY

### Psychological well-being

The results of the present study have shown moderate level of psychological well-being was found in university students this may be assigned to the postgraduate student experiences a moderate level of satisfaction, efficiency, sociability, mental health and interpersonal relations during their academic life of all the categories. In the first dimension (Satisfaction) of psychological well-being, the findings indicated that majority of students are moderately satisfied with their educational life. This may be due to the reality that students may have averagely normal felt satisfied with the life experiences prior to their present experience and life in the university. But, few postgraduate students scored high level of Satisfaction. This revealed that they are content with most domains of their lives, and that their experiences prior to university life are mostly in accordance with their expectation. The postgraduate students may have good educational records of present and past performance and may deal with good relationship with friend and closed ones. However, some university students have low level of Satisfaction. This results shows that university students are less satisfied in their life. These causes may be that students had to resist in different stage of life with fewer forecast for booming outcome. Since studies shows that Satisfaction has a close relationship with quality of life and standard of living, it indicates that for many of the university students do not have the comfortable life, hence lower satisfaction occur towards life. In the second dimension (Efficiency) of psychological well-being of university students that the result shows moderate level of Efficiency with their life. This may be due to the reality that on an average normal, university students could somehow plan pathway to desired goals and at the same time strive to perform well to certain level because students do have potentials to succeed. However, High level of efficiency among postgraduate students this may be due to the students' belief in their own power, skill and capabilities to produce desired effects by their own actions. This group of university students might have had a good academic standing in previous learning and qualifications as well as low level of efficiency university students reveals that may have a lot of challenges in their life which obstruct them to improve their ability to complete the task before them. Hence, the efficiency of

university students may be elevated in order to enhance their academic achievement. In the third dimension (Sociability) of psychological well-being that the result shows moderate level of university students this may be due to the quality or state of being sociable as well as associate with one's fellows during their academic life. In the fourth dimension (Mental Health) of Psychological well-being that the findings shows moderate level of mental health of university students this may be due to the fact that students may have moderate mental health and good mental health of students is a state of well-being in which a person is able to cope with everyday events, think clearly, be responsible, meet challenges, and have good relationship with others. Lastly, fifth dimension (Interpersonal relationship) of psychological well-being of university students was also found moderate level it means only 50% students have interpersonal relationship to each other during their academic life. Further, this may be due to the fact that postgraduate students have moderate level relationship and as having the ability to engage in warm and trusting relationships with the people in their environment. They are also viewed as affectionate, trustworthy, and empathetic. As most students seek social approval and social support, it is deemed important for them to have positive relations with others. This could be due to cultural influences on students' well-being.

### **Self-perception**

The second objective was to study the self-perception of the postgraduate students. The result shows average levels of self-perception among university students as per the obtained mean and standard deviation. It has also been observed that only few university students were found below average and above average level of self-perception. This is due to some psychological aspect like emotional, mental, physical change of university students. This change gives or paves the way for various problems. While during the adolescent stage the students normally find it difficult to adjust with home, school, peer and social setting which lead to unstable self-perception.

### **Social Motive**

The third objective was to study the social motive of the postgraduate students. The present investigator studied the overall status of social motives along with the statuses of its three dimensions separately namely achievement motives, power motives and social-contact motive. The overall status of Social Motives shows university students were weak socially motivated getting score during their academic life. At the same time, it was also revealed that few university students were moderately motivated in the societal context. So, discussion related to Achievement motive, discussion to Power motive and Social-contact motive which is presented bellow-

### **Discussion on Achievement Motives (Both Positive/Negative poles)**

Apart from the overall discussion of social motives, the separate discussion of the different dimensions of social motives also very noticeable. In case of achievement motives in the positive poles, it was revealed that only 7.7% of students have strong motive, 26.9% of them have average normal motive, 36.5% of students have weak motive and 28.8% of them have extremely weak motive level of social motive with their life. It is evident from the percentage of score that the university students are found to have weak achievement motivation in the positive poles. This may be due to the fact that university students with weak

level of Achievement motivation are discouraged by difficulties and escape problems because they generate annoyance and anxiety in them as well as this group may still need to be more interest, practical – minded, they usually tend not to volunteer for doing work unless they are told to do so.

In case of achievement motives in the negative poles, it shows that only 3.8% of students have strong motive, 61.5% of them have average normal motive, 25% of students have weak motive and 9.6% of them have extremely weak level of social motive with their life. It is clear from the percentage of score that the university students are found to have average normal achievement motivation in the negative poles. This may be due to the fact that university students with average level of achievement motivation are attracted to such task which are moderate in difficulties and contain some risk. Simple tasks, which have no chance of being unsuccessful, do not attract them. They like to recognize their ability in face of tasks with medium level difficulties as well as students' lacking Achievement motive shows more fear of being unsuccessful. Consequently, they always engage themselves in simple tasks where there is greater possibility of success.

### **Discussion on Power motive (Both Positive/Negative poles)**

While examining the findings of the research, In case of Power motives in the positive poles it was seen that the university students have only 1.9% strong power motive, 55.8% average normal motive, 25% weak motive respectively and 17.3% of them have extremely weak level of social motive with their educational life. It is evident from the percentage of score overall that the university students are found to have an average normal power motivation in the positive poles. This group's reason may be interested in his prestige as well as control and manipulation of others while students with an average power motive is more interested in his personal achievement and his aim is to win difficulties or to solve problems. While University students they also try to influence other person, group and strong desire for competing others as well as eagerness to know about one's influence on others.

In case of Power motives in the negative poles, it was revealed that postgraduate students have only 5.8% strong power motive, 40.4% average normal motive, 42.3% weak motive respectively and 11.5% of them have extremely weak level of social motive in their educational life. It is evident from the percentage of score overall that the university students have a weak power motivation in the negative poles. It may be due to the fact that university students have fear tendency of being unsuccessful in gaining goals or controlling the flow of information as well as lack of strong desire for competing others.

### **Discussion on Social-contact motive (Both Positive/Negative poles)**

While examining the findings of the research, In case of Social-contact motives in the positive poles it shows that the 1.9% university students have strong motive, 13.5% of them have average normal motive, 53.8% of students have weak motive and 30.8% of them have extremely weak motive level of social motive in their life. It is clear from the percentage of score that the university students were found to have maximum number weak social-contact motives in the positive poles. These causes may be due to the lack of establishing participation with others as well as making friendship.

In case of Social-contact motives in the negative poles it was revealed that 21.2% of university students have strong motive, 65.4% of them have average normal motive, 5.8% of students have weak motive and 7.7% of them have extremely weak level of social motive in their life. It is comprehensible from

the percentage of score that the university students were found to have an average normal social-contact motivation in the negative poles. This may be due to the fact that university students with average level of social-contact motives are less hearing others and less trying to fulfill their needs. They may be less attending in the club and less accepting membership of the institutions as well as parties. While when the strength of this motive is weak, people don't pay sufficient attention to interpersonal relations and when it is very strong they are so much involved in others that their productive work is adversely affected (Boyatgis, 1973).

### **Relationship between Psychological well-being and Self-perception**

From the study it was found that there is no significant relationship between Psychological well-being and self-perception among postgraduate students for the entire sample of university. This indicated that with decrease in Psychological well-being there is decrease in the self-perception. It seems fair to interpret that the Psychological well-being and self-perception of postgraduate students are not related to each other. It implies that significant bond of correlation does not exist between these two sets of variables and if the person is having weak psychological well-being, it is not necessary that the person might have a positive self-perception. Further, a correlation coefficient of 0.05 indicates that there is a negligible positive relationship between psychological well-being and self-perception. This implies that higher the psychological well-being, higher the self-perception but this relationship is not significant.

### **Relationship between Psychological well-being and social motives**

From the study, it was found that there is no significant relationship between psychological well-being and social motive in the categories of overall postgraduate students for entire sample therefore, the hypotheses cannot be rejected. It seems fair to interpret that the Psychological well-being and Social Motive of postgraduate students are not related to each other. It implies that significant bond of correlation does not exist between these two sets of variables. However, there were significant relationships between some different dimension of psychological well-being and Social motive among postgraduate students. While dimension of psychological well-being; Life satisfaction is not significantly relationship with the Achievement motive, Power motive and positively/negatively significant relationship with the Social-contact motive both in the positive/negative poles for the postgraduate students of NEHU at 0.01, 0.05 levels of significance. Further, it was found that the Efficiency is not significantly relationship with Achievement motive, Power motive and positively/negatively high correlated with Achievement motive, Social-contact motive both in the positive/negative poles for the postgraduate students at 0.01 levels of significance. While Sociability is also not significant relationship with Achievement motive, Power motive as well as positively/negatively high significant relationship with the Social contact motive of postgraduate students both in the positive/negative poles. The fourth dimension of psychological well-being-Mental health was also not significant relationship with the Achievement motive, Power motive and Social-contact motive of postgraduate students. Similarly, the fifth dimension of psychological well-being- Interpersonal Relations is also not significant relationship with the Power motive and positively/negatively high significant

relationship with Achievement motive and Social-contact motive both in the positive/negative poles for the postgraduate students of NEHU at 0.01, 0.05 levels of significance.

### **Relationship between Self-Perception and Social Motives**

From the present study it was found that the between self-perception and social motive is not significant relationship in the categories of overall postgraduate students for entire sample. It seems fair to understand that the Psychological well-being and Social motive of postgraduate students are not related to each other. It implies that significant bond of correlation does not exist between these two sets of variables. However, there is also significant relationship between some different dimension of self-perception and social motive among postgraduate students. Further, the results revealed that the Self-Acceptance is not significant relationship with the Achievement motive, Power motive, Social-contact motive and highly positive significant relationship with the Social-contact motive both in the positive/negative poles for the postgraduate students of NEHU at 0.01, 0.05 levels of significance. Similarly, the second dimension of self-perception i.e. self-regard is also not positively significant relationship with the Achievement motive, Power motive, Social-contact motive as well as negatively significant relationship with the social-contact motive among postgraduate students.

### **IMPLICATIONS OF THE STUDY**

The present study on the psychological well-being of postgraduate students in relation to self-perception and social motives has carried out about remarkable findings. In conclusion, the implications of the present study can be brought further by keeping in mind the findings from the postgraduate students of NEHU Tura campus, from whom the quantitative data were collected. So, the implications of the present study are as follows:

The findings imply that majority of students' Psychological well-being is moderate, therefore was not fully satisfying. Further, the finding implied that the students might not have balance mental health, sociable, associate with one's fellows, experienced or enjoyed educational, financial, relationship status in the past successfully. Moreover, students are becoming maladjustment due to imbalances as well as difficulty of the life. The problem becomes most evil and worst when a student has poor psychological well-being. They find it complexities to motivate their instincts. They led to astray in the midst of difficulties and hardships all around. So, psychological well-being plays a crucial role in the life of the individual.

Students mostly have average level of self-perception reflecting average self-regard and self-acceptance in trying new things. It implies that students were averagely familiar in exploring emotional, mental, physical change, novel thoughts themselves, values and feelings. They have preference for own routine of life's situations.

The findings revealed that majority of the university students have weak level of social motives. As social motives are very important in shaping attitude of an individual, stirring up of these motives will be helpful in shaping generous society which will be beneficial for mankind for keeping harmony and good relationship amidst materialistic and fast life age. Through the findings of the study revealed increase in Satisfaction, sociability, efficiency, mental health and interpersonal relationship of the students' psychological well-being it is found that there is also an increase in each dimension of Self-perception and

social motive. Likewise, no significant relationship between the variables reveals lower degree of psychological well-being, self-perception and social motive. Furthermore, when psychological well-being of students are augmented and boosted, the degree of self-perception and social motive are enhanced and directed in appropriate path especially with concern to self-regard, self-acceptance, achievement motive, power motive and social-contact motive. This indicates that the student university needs to know their adjustment capacity in work or play around them. They will be able to handle things better with their knowledge of their capacity. Students need to enhance their positive emotions and turn the anxiety, tension and stress into opportunities in life.

Social motives play a very important role in the education field. University student belong to that group which is the most crucial period of the development of an individual's personality, students of higher education stage are to enter the world of work and are to be mentally sound. Progress of any nation depends largely on Psychological well-being of its students. All intellectual creative, educational, social and cultural advancement are possible if the individual of the nation do possess well-being. Many students face psychological well being problems in their social aspect, emotional aspect with peers and in home with parents. A person should have motivated in such a way, so that he may accomplish his work in right way. It is parents' and teachers' duty to motivate students.

A person who is well motivated, have good psychological well-being. The young of today needs to be adequately motivated to prosper in life. Their success of life depends upon they think about themselves and how they develop psychological well-being. In other words, study habits are the instrument in determines the success in life. If the youth will highly motivated they will be, more stable and will have good adjustment in every walk of life.

## RECOMMENDATIONS

- a) The findings suggest that the postgraduate students need extra measures assistances to deal with anxiety and depression that they experience. Setting up students counseling center in university with the help of mental health and professionals like a social worker and psychologists will help the student to deal more effectively with mental health issues.
- b) Holding a monthly workshop for students on stress control, listening skills and assertive training will help to ensure psychological well-being.
- c) To consider their students 'welfare needs and to plan new university level programmes for enhancing students' satisfaction, efficiency, sociability, mental health and interpersonal relationships.
- d) Apart from instructional assistance for pupils through lectures, workshops and other capacity building departments the emotional support of the teacher needs to be expanded.
- e) Enhancing the self-perception of postgraduate students that a university can build various opportunities to enhance the confidence of each student and to improve their self-perception.
- f) Students with low and average level of self-perception may engage more academic and non-academic opportunities at the university, such as participating in programmes coordinated by different departments, listening to motivational discussions, paying more attention and affection to achievement and mastery in their field of study, etc.



- g) In order to improve social motivation, students can hear about the activities of the NSS/NCC, the environmental outreach projects, the commitment to nature and the many clubs that the university has and provides.
- h) The Achievement motivation will be improved if students improve their degree of intellect. The level of knowledge will be increased by motivating students to improve problem-solving skills, imagination, logic, etc. by engaging in diverse exercises and observing the imaginative work of various individuals. To date, the development of inspiration for achievement among students in the field of academic development should be encouraged.
- i) Social motivation can also be improved for students through better arranging multiple curricular and co-curricular events, such as conferences, intellectual presentations, meetings, forums, etc., and by enabling students to receive accurate and up-to - date knowledge through the review of magazines, newsletters, journals and periodicals.
- j) It is important to develop, maintain and develop the resources and possibilities for psychological well-being in order to students to succeed and flourish in their well-being.
- k) Self-perception and social motivation can be enhanced in a good way when dealing on psychological well-being.
- l) Students need to be more optimistic in life by adopting, making efforts and channelizing the qualities of good character to build up the psychological well-being of being satisfaction, of being social, of being efficiency, of being mentally health and of having interpersonal relationships.
- m) Deliberate steps still need to be taken to ensure that self-perception and social support are in the right path for any student who attends university courses.
- n) With respect to the relationship between psychological well-being and self-perception and social motivation, it can be proposed that students need to introspect and realize their capacity to respond to stress. In this way, they may work out to free themselves from discomfort and reduce their tension and fear.

## CONCLUSION

In conclusion, the present study has thrown away and means to consider the NEHU postgraduate students ' psychological well-being, self-perception and social motive. It is perceived as a prominent aspect of students because it has directed the overall academic success of students. Both females and males have been casualties of it. In the current study, however, very shocking findings have been revealed that there is no significant relationship among postgraduate students on different dimensions. The recommendations presented can contribute to the obvious benefit of NEHU students in improving their well-being, self-perception and social motivation. The researchers should go on with the results of the current study and spread the experiment in a related area so that there will be a pool of expertise and experience. In addition, the results of the study will undoubtedly assist the students and those concerned in building the well-being of not only the students, but also the teachers, as well as the role that teachers play in guiding students ' learning. The degree to which the research can lead is to the well-being of the university itself.

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