

Psychological Well Being and Psychological Distress as Correlates of Educational Adjustment among University Girl Hostellers

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ABSTRACT

The aim of the present study was to investigate the impact of Psychological Well-being and Psychological Distress on Educational Adjustment among female Hostellers. The Universe of the Study was the University of Kashmir. Total sample comprised of 85 students from Habba Khatoon Girls Hostel, Rabia Basri Girls Hostel and Qurat-ul-Ain Hyder Girls Hostel who were pursuing different Courses in different faculties. Random Sampling was carried out to collect the data. Mental Health Inventory (MHI-38) was used to investigate Psychological Well-being and Psychological Distress which are both the significant dimensions of Mental health and are individually scored for the assessment of respective areas of Mental Health. Adjustment Inventory for College Students (AICS, 1995) by A.K.P. Singh and R.P Singh was used to collect data to assess Educational Adjustment of the sample for the present Study. Only Educational Adjustment was considered for analysis and correlated with Psychological Well-being and Psychological Distress. Pearson's correlation was used to find correlation between variables in the present Study. The results showed no significant correlation between Psychological Well-being and Educational Adjustment. Also no statistically significant correlation was found between Psychological Distress and Educational Adjustment.

Key words: Psychological Well being, Psychological Distress, Educational Adjustment.

Introduction

Psychological well-being is usually conceptualized as some combination of positive affective states such as happiness (the hedonic perspective) and functioning with optimal effectiveness in individual and social life (the eudaimonic perspective) (Deci & Ryan 2008). As summarized by Huppert (2009), "Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively." By definition therefore, people with high Psychological well-being report feeling happy, capable, well supported, satisfied with life, and so on. Huppert's (2009) review also claims the consequences of Psychological well-being to include better physical health, mediated possibly by brain activation patterns, neurochemical effects and genetic factors. An extensive theoretical literature has addressed the meaning of positive psychological functioning. This work includes Maslow's (Maslow, 1968) conception of self-actualization, Roger's (Roger, 1961) view of the fully functioning person, Jung's (Jung, 1933) formulation of individuation, and Allport's (Allport, 1961) conception of maturity. A further domain of theory for defining psychological well being comes from life-span developmental perspectives, which emphasize the differing challenges confronted at various phases of the life cycle. Jahoda's (Jahoda, 1958) positive criteria of mental health, generated to replace definitions of well-being as the absence of illness, also offer extensive descriptions of what it means to be in good psychological health. The dimensions of well-being those were focused and operationalized are: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance. All of these factors can be considered as key components that make up the definition of psychological well-being (Ryff, 1989).

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Psychological distress is lack of enthusiasm, problems with sleep (trouble falling asleep or staying asleep), feeling downhearted or blue, feeling hopeless about the future, feeling emotionally bored (for example, crying easily or feeling like crying) or losing interest in things (Decker, 1997; Burnette & Mui 1997). There are different theoretical perspectives of psychological distress like Interpersonal theories which attribute psychological difficulties to dysfunctional patterns of interaction (Carson, Butcher & Mineka, 1996). They emphasize that we are social beings, and much of what we are is a product of our relationships with others. Psychological distress is described as the maladaptive behavior observed in relationship which is caused by unsatisfactory relationships of the past or present. According to the cognitive model, negatively biased cognition is a core process in psychological distress (Barlow & Durand, 1999). And finally, as psychoanalytic model looks at pathology (Psychological distress) from an intrapsychic view, therefore, psychological distress in a person's life may be described as his attempt to cope with present difficulties using past childhood defense mechanisms, which may seem maladaptive and socially inappropriate for the present situation (Box, 1998; St. Clair, 1996). University is a stressful time for students due to adjusting to new educational and social environments as well as coping with developmental issues such as psychological autonomy, economic independence and identity formation (Furnham, 2004). A study conducted by Stallman, H. M. (2010) on Psychological distress in university students: A comparison with general population data revealed that Psychological distress is associated with disability and lower academic achievement.

Adjustment is a complex and multi-faceted concept. It refers to the dynamic processes that can ultimately lead to achievement of appropriate fit between the person and the environment. Adjustment involves ongoing learning cycles, which are usually triggered by significant, often negative, experiences (Anderson 1994; Kim 1995). These experiences are broadly focused on the environment (e.g. particular interactions with staff members and other students) or on the person (e.g. lack of confidence, homesickness), reflecting the person-environment fit perspective. While the characteristics and quality of the environment are very important, people are still seen as active agents who can potentially influence their environment and contribute to their own adjustment (Anderson 1994; Bandura, 1986)

Objectives:

1. To assess Psychological Well-being among University girl Hostellers.
2. To assess Psychological Distress among University girl Hostellers.
3. To assess Educational Adjustment among University girl Hostellers.
4. To study the influence of Psychological Well Being on the Educational Adjustment of University girl Hostellers.
5. To study the influence of Psychological Distress on the Educational Adjustment of University girl Hostellers.

Hypotheses:

H₀₁ There is no significant correlation between Psychological Well Being and Educational Adjustment among University girl Hostellers.

H₀₂ There is no significant correlation between Psychological Distress and Educational Adjustment among University girl Hostellers.

Method:

Sample: The study is based on 85 students from three girl hostels of Kashmir University (Habba Khatoon Girls Hostel, Rabia Basri Girls Hostel and Qurat-ul-Ain Hyder Girls Hostel) who were pursuing different Courses in different faculties.

Tools Used:

- **Mental Health Inventory (MHI-38):** This inventory developed by C.T., Veit and J.E., Ware, (1983) consists of 38 items. The scoring is done on a six point Likert type scale excluding some items where scoring is done on five point Likert type scale. According to this inventory, the one who scores high is described as having high mental health and vice- versa. The validity is also adequate.
- **Adjustment Inventory for College Students (AICS, 1995):** Developed by Sinha, A. K. P. & Singh, R. P., Adjustment Inventory for College students has been designed for use with students of India. The test seeks to segregate normal from poorly adjusted college students of all grades in respect of five areas of adjustment (Home, Health, Social, Emotional and Educational). It consists of 102 items. Its reliability and validity is also adequate.

Statistical Analysis: The data was analyzed using various statistical techniques such as mean and SD. Further Pearson’s product moment correlation was used to find correlations.

Results & Interpretation:

Table 01: shows frequency distribution of Psychological Well-being among University Hostellers.

Variable	Low		Average		High	
	Frequency	%	Frequency	%	Frequency	%
Psychological Well-being	23	27.05	41	48.23	21	24.70

From the above data it is clear that 27.05% of the sample lies at the low level of Psychological Well-being while 48.23% lies at the average level of Psychological Well-being and the remaining 24.70% of the sample lies at the high level of Psychological Well-being.

Table 02: shows frequency distribution of Psychological Distress among University Hostellers.

Variable	Low		Average		High	
	Frequency	%	Frequency	%	Frequency	%
Psychological Distress	23	27.05	61	71.76	0	0

A perusal of the above table reveals that 27.05% of the sample lies at the low level of Psychological Distress while 71.76% lies at the average level of Psychological Distress and 0% of the sample lies at the high level of Psychological Distress.

Table 3: shows frequency distribution of Educational Adjustment among University Hostellers.

Variable	Excellent		Good		Average		Unsatisfactory		Very Unsatisfactory	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Educational Adjustment	1	1.17	15	17.64	17	20	28	32.94	28	32.94

From the above data it is clear that 1.17% of the sample lies at the excellent level of Educational Adjustment, 17.64% lies at the good level of Educational Adjustment, 20% of the sample lies at the average level of Educational Adjustment, 32.94% lies at the unsatisfactory level of Educational Adjustment and remaining 28.3% lies at the very unsatisfactory level of Educational Adjustment.

Table 4: Correlation between Psychological Well-being and Educational Adjustment among University Hostellers.

Variable	N	Mean	SD	r =
Psychological Well-being	85	51.82	11.69	0.36*
Educational Adjustment	85	9.65	4.41	

***Not Significant**

Table 4 depicts the correlation coefficient of Psychological Well-being and Educational Adjustment among University girl Hostellers. The result reveals that there is not any significant correlation between Psychological Well-being and Educational Adjustment as correlation coefficient ($r = 0.36$) is not significant at $p=0.05$ level of significance. In the light of above empirical evidences the hypothesis no. H_{01} which states "There is no significant correlation between Psychological Well Being and Educational Adjustment among University girl Hostellers" stands accepted.

Table 5: Correlation between Psychological Distress and Educational Adjustment among University Hostellers.

Variable	N	Mean	SD	r =
Psychological Distress	85	62.95	13.81	0.11*
Educational Adjustment	85	9.65	4.41	

***Not Significant**

Table 5 reveals the correlation coefficient of Psychological Distress and Educational Adjustment among University girl Hostellers. The result reveals that there is not any significant correlation between Psychological Distress and Educational Adjustment as correlation coefficient ($r = 0.11$) is not significant at $p=0.05$ level of significance. In the light of above empirical evidences the hypothesis no. H_{02} which states "There is no significant correlation between Psychological Distress and Educational Adjustment among University girl Hostellers" stands accepted.

Discussion & Conclusions:

The present study was aimed to examine Psychological Well Being and Psychological Distress as Correlates of Educational Adjustment among University Girl Hostellers.

- Findings revealed that 27.05% of the sample lies in the low level of Psychological Well-being while 48.23% lies in the average level of Psychological Well-being and the remaining 24.70% of the sample lies in the high level of Psychological Well-being.
- Regarding Psychological Distress findings revealed that 27.05% of the sample lies in the low level of Psychological Distress while 71.76% lies in the average level of Psychological Distress and 0% of the sample lies in the high level of Psychological Distress.

- Findings also revealed that 1.17% of the sample lies in the excellent level of Educational Adjustment, 17.64% lies in the good level of Educational Adjustment, 20% of the sample lies in the average level of Educational Adjustment, 32.94% lies in the unsatisfactory level of Educational Adjustment and remaining 28.3% lies in the very unsatisfactory level of Educational Adjustment.
- Significant correlation was not found between Psychological Well Being and Educational Adjustment among University girl Hostellers.
- Again any significant correlation was not found between Psychological Distress and Educational Adjustment among University girl Hostellers. This finding is contradictory with the study conducted by Stallman, H. M. (2010) on Psychological distress in university students: A comparison with general population data, which revealed that Psychological distress is associated with disability and lower academic achievement.

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