



A Study Of Psychological Well-Being and Stress Of Indian And African Students

Dr. Shadab Ahamad Ansari¹ and Thitirat Buakhao²

¹ Associate Professor, Dept. of Applied Psychology, Galgotias University, Uttar Pradesh , India,

² Undergraduate Student, Dept. of Psychology, Galgotias University-India

Abstract

Background: Psychological well-being and stress have been studied among college students. Many studies have indicated that most college students suffering from stress and psychological well-being.

Materials and methods: The study was conducted on 80 college students. They were picked in a random basis, and they were asked to complete a questionnaire that included the Perceived Stress Scale (PSS) and Ryff's Psychological Well-being Scale (PWB). Out of 80 persons, 40 were Indian and another 40 were African. Data was analyzed using inferential statistics.

Result: According to the results of a study of 80 people, the stress score and psychological well-being score are almost similar.

Conclusion: When comparing the results among Indian and African students, it is shown that there is non-significant difference among these students.

Keywords: Mental health, Stress, psychological well-being.

Introduction

Psychological wellbeing and stress are significant concerns affecting students worldwide, including those from Indian and African backgrounds. As educational systems become increasingly competitive and demanding, it is crucial to address the unique challenges faces by students. By understanding and addressing the factors contributing to psychological wellbeing and stress, we can create a conducive environment that advances educational success and overall mental wellbeing for Indian and African students.

The psychological wellbeing and stress levels of students are critical aspects of their health and academic success. In recent years, there has been growing recognition of the unique challenges faced by students from diverse cultural backgrounds, including Indian and African students. Understanding the factors that influence their psychological wellbeing and stress is essential for developing impactful interventions and support systems that meet their needs and requirements. Indian and African students encounter distinct cultural, social, and educational contexts that shape their experiences and impact their mental health. Indian students often face intense academic pressure due to high expectations from families and society, driven by the importance placed on educational achievement as a pathway to success. The Indian educational system is highly competitive, placing significant emphasis on examinations and cultural norms, can lead to heightened stress levels and psychological challenges among Indian students.

African students often leave their home countries to pursue higher education opportunities, which can be accompanied by feelings of homesickness, isolation, and the need to adapt to a new cultural and educational environment. These factors, combined with the pressure to succeed academically and socioeconomic challenges, contribute to their experiences of stress and psychological strain. Psychological wellbeing encompasses various dimensions, including emotional, social, and cognitive aspects of mental health. It reflects an individual's subjective experience of positive emotions, life satisfaction, and a sense of purpose and meaning.

Conversely, stress refers to the psychological and psychological response to demanding or challenges situations. While a certain level of stress can be motivating and facilitate growth, excessive or chronic stress can have harmful impact on students' mental health, and overall wellbeing. Addressing the psychological wellbeing and stress of Indian and African students is crucial for fostering and inclusive and supportive educational environment.

OBJECTIVES:

1. To study the Psychological Well-Being of Indian and African students.
2. To examine the Stress Level of Indian and African students.

HYPOTHESES:

1. There is a difference in the extent of psychological well-being of Indian and African students.
2. There is a difference in the degrees of Stress Level of Indian and African students.

METHODOLOGY:

Sample:

80 undergraduates took part in this study. This sample consists of 40 Indian college students and 40 African college students. All the participants were taken on a random basis.

Figure 1: The figure represents the diagrammatic representation of sample of the research.

Tools:

The two questionnaires were used in these studies which were Perceived Stress Scale (PSS) and Ryff's Psychological Well-being Scale (PWB).

1. Cohen et al. (1983) developed The Perceived Stress Scale (PSS) as a 10-item list of questions that is commonly for evaluating stress degree of adolescents. It examines how much an individual perceived life in the previous months to be unexpected, uncontrollable and overpowering. The questions focus on feelings and thoughts of the past months. Undergraduate are asked the frequency of their experiences for a specific manner on a five-point scale ranging 0 – 4.
2. Ryff (1989) developed the Ryff's Psychological Well-being Scale questionnaire that is commonly used to assess psychological well-being levels of adults. It examines and measures multiple facets of psychological well-being. Participants are asked how do they agree on a certain manner, which the size to compare ranging is 1-6.

RELIABILITY AND VALIDITY

The Perceived Stress Scale (PSS) shows that the PSS has been found to have high congruity, with Cronbach's alpha coefficients usually ranging from 0.7 to 0.9. Test-retest reliability has also been found to be high, with correlation coefficients typically ranging from 0.60 to 0.85 over intervals of several weeks to several months. The PSS has been shown to have strong convergent validity,

meaning that it correlates positively with other measures of stress, anxiety and depression.

The Ryff's Psychological Well-being Scale (SWB) has also been thoroughly investigated, and the findings show that it has good validity for determining the signs of psychological well-being.

STATISTICALS ANALYSIS

Table – 1: Showing Descriptive Statistics on Stress of Indian and African Students

Mean	18.475	Mean	19.125
Standard Error	0.966	Standard Error	1.024
Median	19	Median	19
Mode	19	Mode	19
Standard Deviation	6.104	Standard Deviation	5.649

Table 1, shows the descriptive study and helps us in mean, median, mode and standard deviation of Indian (I) and African (A) students for stress.

Mean

I = 18.475, A = 19.125

Median

I = 19, A = 19

Mode

I = 19, A = 19

Standard Deviation

I = 6.104, A = 5.649

Table 2: Showing Descriptive Statistics on Psychological Well-Being of Indian and African Students

Mean	42.3	Mean	41.975
Standard Error	1.407	Standard Error	1.507
Median	44	Median	39
Mode	51	Mode	51
Standard Deviation	8.899	Standard Deviation	9.782

Table 2, shows the descriptive study and helps us in mean, median, mode and standard deviation of Indian (I) and African (A) students for psychological well-being.

Mean

I = 42.3, A = 41.975

Median

I = 44, A = 39

Mode

I = 51, A = 51

Standard Deviation

I = 8.899, A = 9.782

Table 3: T-Test Stress of Indian African Students

Two-Sample Assuming Equal Variances (t-test) - Stress		
	Indian Students	African Students
Mean	18.475	19.125
Variance	19.99	32.885
Obs.	40	40
Hypothesized Mean Difference	0	
Df	78	
t stat	0.324	
P(T<=t) one-tail	0.625	
T Critical one-tail	-1.664	
P(T<=t) two-tail	0.025	
T Critical two-tail	1.990	

Table 3 provides evidence that the difference between the two groups' rates of stress is not statistically significant at the level of 0.05.

Table 4: T-Test Psychological Well-being of Indian African Students

Two-Sample Assuming Equal Variances (t-test) – Psychological Well-being		
	Indian Students	African Students
Mean	42.3	41.975
Variance	108.5095	93.0286
Observations	40	40
Hypothesized Mean Difference	0	
Df	39	
t stat	-5.937	
P(T<=t) one-tail	0.000001	
T Critical one-tail	-1.685	
P(T<=t) two-tail	0.000001	
T Critical two-tail	2.021	

Table 4 justify that differences between the two groups' rates of stress is not statistically significant at the level of 0.05.

DISCUSSION:

Numerous research on the psychological well-being and stress of Indian and African students have been undertaken. Despite the fact that this study found that both Indian and African students have the same level of psychological well-being and stress, there are no significant differences in psychological well-being and stress among Indian and African students.

In this study, the descriptive data (Table-1) shows that the average mean of stress is almost same among Indian and African students i.e., 18.475 and 19.125 respectively and shows non-significant at the level of

0.05, which indicates all students have same level of stress.

Whereas the average mean of stress (Table-2) on Indian and African students is also the same I.e., 42.3 and 41.975 respectively and shows non-significant at the level of 0.05, which indicates all people has same level of psychological well-being.

This proves that our both hypothesis which are that there will be significant difference on psychological well-being and stress among Indian and African students are rejected.

CONCLUSION:

This study was performed with the aim to study the effect of psychological well-being and stress on Indian and African students. After doing this research, we have concluded that there is a non-significant relation at the level of 0.05 among Indian and African students, that being said, there are several reasons why some studies may find that Indian and African students have similar levels of psychological well-being and stress. Below are some of the factors which is very common and our results and discussion is also in the same line.

1. Students may have developed resilience and strength in the face of stigma. This resilience may help them cope with stress in life.
2. Some students may have developed coping mechanisms and social support help protect their overall psychological well-being and reduce the impact of stressors. They may have built a strong tie with friends and family who support them.

While some students may have equal levels of psychological well-being and stress, many nonetheless encounter major problems that affect their psychological well-being. Change of environment, discrimination, harassment and violence continue to be major stressors for many students, and may have an adverse effect on their psychological well-being. Hence, it is important to address and study the psychological well-being of college undergraduate.

REFERENCES:

- J. Franzen, F. Jermann, [...], and N. T. Tran, "Psychological distress and well-being among students of health disciplines: The importance of academic satisfaction", *International Journal of Environmental Research and Public Health*, 23 February 2021.
- D. Singh, K. Gupta, and A. Bakhshi, "Parental attachment and psychological well being in adolescents: Mediating role of self-esteem", *Indian Journal of Youth and adolescent Health*, July 2021.
- K. B. Afsana, and M. A., 2022.
- S. Campbell, and T. L. Osborn, "Adolescent psychopathology and psychological wellbeing: a network analysis apporch", 03 july 2021.
- Vanika, and Sankhian, "Psychological wellbeing among university students", *Government College of Education, Chandigarh*.
- Byrd DR and McKinney KJ. Individual, interpersonal, and institutional level factors associated with the mental health of college

students. J Am Coll Health.
2012;60(3): 185-193.

- Sehra, V. (2018). Quality of Community Life and Mental Health
- Dr. M. Dhanabhakyaam and Sarath M. Psychological Wellbeing
- A Study of Psychological Wellbeing of Adolescents in Relation to School Environment, Bilial Ahmad Bhat.
- Viner, R., & Booy, R. (2005). ABC of adolescence
- Van, O. S. J, Park, S. B. G, & Jones, P. B. (2001).