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## IMPACT OF ORGANISATIONAL (COLLEGE) ENVIRONMENT ON PSYCHOLOGICAL WELL-BEING OF COLLEGE STUDENTS IN TIRUCHENDUR TALUK

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### ABSTRACT

*Psychological well-being is meant by the positive mental state which individual experience and it optimally affects the individual and social life. Psychological problems are most common nowadays especially in fields like IT, education etc. It is not new to here that students are very prone to psychological illness in this modern world. This quantitative study aims to assess how the organisational(college)environment influence the psychological wellbeing of the undergraduate students. The study was conducted with the undergraduate students at the colleges in Thiruchendur Taluk, Tamil Nadu (N= 100). The statistical methods are used to analyse the psychological well-being of the students. The findings here are, that the majority of the students expose to the "High level" of personal growth and "High" for autonomy and environmental mastery. The implications of the results of this study for interventions have also been discussed in this article.*

### KEYWORDS

autonomy, environmental mastery, psychological well-being, personal growth.

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### 1. INTRODUCTION

There is no question that the evidence of Covid are not limited to physical limits but also psychological and mental well-being (Duan and Zhu, 2020). During this period, it is normal for the people to expose the state of acute stress and depression (While and Nightingale, 2020). It is not new to here that students are very prone to psychological illness in this modern world (Yang, 2010). This quantitative study aims to assess the psychological wellbeing of the undergraduate students. The study was conducted with the undergraduate students at the colleges Govindammal Aditanar college and Aditanar college of arts and science in Thiruchendur Taluk, Tamil Nadu (N= 100). The statistical methods are used to analyse the psychological well-being of the students. The dimensions associated with psychological well-being like Autonomy, Environmental mastery, Personal growth, Positive relation with others and Purpose in life that influenced by the organisational(college) environment are studied and analysed in this study. This study seeks to explore the psychological well-being of undergraduate students and ascertain their mental health.

### 2. REVIEW OF LITERATURE

Dr. Meena Kumari and Jyoti, 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.

Jessica Franzen, Francoise Jermann, Paolo Ghisletta, Serge Rudaz, Guido Bondolfi, and Nguyen Toan Tran, Academic satisfaction strongly predicts depression, anxiety, stress, and psychological well-being. Training institutions should address the underlying factors that can improve students' satisfaction with their studies while ensuring that they have access to psychosocial services that help them cope with mental distress and enhance their psychological well-being.

P. Udhayakumar P. Illango (2018) revealed that the majority of the students were classified as experiencing 'high level' regarding positive wellbeing and 'high' regarding anxiety and depressed mood. Correlations were significantly positive for the positive wellbeing and anxiety scores as well as general health and self-control scores.

S. Roslan, N. Ahmad, N. Nabilla and Z. Ghiami, (2017) revealed that the master of education students experience high level of psychological well-being and students above 40 years expose high level of mental health.

Vinayak M. Honmore and M.G.Jadhav(2015) found that there is no significant difference among the undergraduate students of science and social science with respect to Gender and Choice of streams

### 3. IMPORTANCE OF THE STUDY

After the outburst of COVID-19, quarantine, social distancing, and economic crises have influenced physical and psychological health<sup>6</sup>. Such diminishing mental health is associated with outcomes of the student's life. The need of the current study is to analyse how the psychological well-being of the students is influenced by the organisational (college) environment.

### 4. STATEMENT OF THE PROBLEM

The study aimed to analyse the mental state of students and how the organisational environment plays a role in their psychological well-being. For the purpose of convenience, the respondents are selected from the colleges nearby. The research is framed as "Impact of organisational (college) environment on psychological well-being of college students in Tiruchendur taluk.

### 5. OBJECTIVES OF THE STUDY

The following research question was framed:

1. To portray the personal profile of undergraduate students.
2. To assess the dimensions of psychological well-being such as autonomy, environmental mastery, personal growth, positive relations and purpose in life.
3. To ascertain relationship between the subject dimensions and demographic variables.

### 6. HYPOTHESIS

1. There is no significant difference between gender and the dimensions of psychological well-being.
2. There is no significant difference between the area of study and dimensions of psychological well-being

### 7. RESEARCH METHODOLOGY

Descriptive research design is used in this study. The respondents are selected from the colleges Govindammal Aditanar college(self-finance) and Aditanar college of arts and science(aided) in Thiruchendur Taluk, Tamil Nadu. The sample of 100 respondents were taken for the study and they were selected using random

sampling method across the colleges. The responses (Primary data) were collected through Questionnaire. The statistical tools namely percentage analysis, T-Test, and Chi-square test are employed in this study.

**8. RESULTS & DISCUSSIONS**

**8.1 PERSONAL PROFILE OF RESPONDENTS**

The majority of the respondents (70.5%) ranged from the age group of 17 to 20 years. The majority (75%) of the respondent’s hail from a rural community. Majority of the students are from arts background (51%) and remaining (49%) are from a science background. The father was the main bread winner of the family in most families, and the majority (43.5%) were engaged in self-employment and others were employed as labourers in private concern. The reported total monthly family income ranged from Rupees 10000 to 25,000.

**8.2 PSYCHOLOGICAL WELLBEING OF THE STUDENTS**

Based on the median score the students are classified into high and low categories. With regard to the various dimensions of psychological wellbeing, Table 1 reveals that the overall psychological well-being of the students was “high” on the cumulative psychological well-being score (53%) as well as its dimensions namely Personal growth (63%), Positive relation (53%), purpose in life (50%), Self-acceptance (57%). Besides, high score for the other dimensions of psychological general wellbeing like autonomy (56%), and Environment mastery (58%).

**TABLE 1: DISTRIBUTION OF RESPONDENTS ON DIMENSIONS OF PSYCHOLOGICAL GENERAL WELLBEING INDEX**

| Dimensions            | Low | High | Median |
|-----------------------|-----|------|--------|
| Autonomy              | 44% | 56%  | 11     |
| Environmental mastery | 42% | 58%  | 10     |
| Personal Growth       | 37% | 63%  | 10     |
| Positive Relation     | 47% | 53%  | 12     |
| Purpose in life       | 50% | 50%  | 8.5    |
| Self-Acceptance       | 43% | 57%  | 11     |
| Overall Scores        | 47% | 53%  | 61     |

Source: Primary data

**8.3 CHI SQUARE TEST**

In order to identify the relationship between the dimensions of psychological well-being and the area of the study the chi square test has been carried out. It is seen that there is significant relationship between the dimensions namely autonomy, environmental mastery, personal growth, positive relation, purpose in life, self-acceptance and the area of study.

**RESULTS OF CHI-SQUARE TEST**

**TABLE 2: RELATIONSHIP BETWEEN THE DIMENSIONS OF PSYCHOLOGICAL WELL-BEING AND THE AREA OF THE STUDY**

| Dimensions            | C.V. | Results     |
|-----------------------|------|-------------|
| Autonomy              | 7.44 | Significant |
| Environmental mastery | 2.8  | Significant |
| Personal Growth       | 3.8  | Significant |
| Positive Relation     | 3.7  | Significant |
| Purpose in life       | 5.21 | Significant |
| Self-Acceptance       | 5.25 | Significant |

Source: Primary data

**8.4 RESULTS OF T-TEST**

To compare the gender with the various dimensions of psychological well-being t-test has been carried out. It is seen that there is no gender-based significant difference noticed in the dimensions such as Autonomy, Positive relation, Purpose in life, Self-Acceptance and total psychological general wellbeing score. The mean score comparison for the dimensions of psychological general wellbeing indicates a higher mean among the male students with respect to Autonomy, Positive relation, Purpose in life, Self-Acceptance and total psychological general wellbeing. There is, however, a significant difference for respondents classified according to their gender and other dimensions like Environmental mastery and Personal Growth. The mean score shows that the female students have high Environmental mastery score compared to their male counter parts and female students have high Personal growth score than the male students.

**TABLE 3: SIGNIFICANCE BETWEEN GENDER AND DIMENSIONS OF PSYCHOLOGICAL WELL-BEING**

| S. No. | Gender                                  | Mean  | Standard Deviation | Inference from t-test |
|--------|---|-------|--------------------|-----------------------|
| 1      | <b>Autonomy</b>                         |       |                    | Not Significant       |
|        | Male                                    | 11.16 | 2.649              |                       |
| 2      | <b>Environmental mastery</b>            |       |                    | Significant           |
|        | Male                                    | 9.49  | 2.524              |                       |
| 3      | <b>Personal Growth</b>                  |       |                    | Significant           |
|        | Male                                    | 9.1   | 3.478              |                       |
| 4      | <b>Positive Relation</b>                |       |                    | Not Significant       |
|        | Male                                    | 11.67 | 2.364              |                       |
| 5      | <b>Purpose in life</b>                  |       |                    | Not Significant       |
|        | Male                                    | 9.00  | 3.447              |                       |
| 6      | <b>Self-Acceptance</b>                  |       |                    | Not Significant       |
|        | Male                                    | 10.88 | 2.798              |                       |
| 7      | <b>Overall psychological well-being</b> |       |                    | Not Significant       |
|        | Male                                    | 61.21 | 9.794              |                       |
|        | Female                                  | 63.73 | 10.844             |                       |

Source: Primary data

## 9. FINDINGS

The descriptive analyses indicated that students involved in this study possess high levels of overall psychological general well-being. The autonomy level was high with the rural students, whereas the urban students had better personal growth and overall psychological general wellbeing. The students from rural background had better general health status than the students who hail from urban areas. Similarly, the students from rural areas had higher level self-acceptance than the urban students. There is significant relationship between the dimensions namely autonomy, environmental mastery, personal growth, positive relation, purpose in life, self-acceptance and the area of study and there is no significant gender differences in terms of autonomy, positive relation, purpose in life, self-acceptance and overall psychological general well-being were seen in this study. However, the gender of the students differentiated them in terms of environmental mastery and personal growth. A higher level of environmental mastery score was found among the female students. The female student's personal growth score was significantly higher compared to their male counterparts.

## 10. SUGGESTIONS

1. The colleges have to come up with some measures in order to deal with anxiety of the students.
2. Colleges can set up counselling centres for students with the help of professionals.
3. Lead staff members can make arrangements for meeting with the students to enable them to speak about their difficulties in the college environment.
4. Colleges can assign mentor for four to five students each and enables them to share their anxieties and extend support to them psychologically.
5. Colleges can benefit the students by conducting a regular workshop for students on stress management, communication skill, personal growth etc.
6. Colleges can do survey on the psychological well-being of the students periodically and they can design new programmes in order to improve the well-being of the students.

## 11. CONCLUSION

The study has found that most the respondents have positive correlation between organisational environment and dimensions like autonomy, personal growth, purpose in life and positive relation. The high rates of anxiety and depression among the college students have major implications, not only with psychological health that will also affect the general well-being, development in career, educational fulfilment and quality of life of the students.

## 12. LIMITATIONS

The study is limited to Tiruchendur taluk and it covers only two colleges in that radius.

## 13. SCOPE FOR FURTHER RESEARCH

The research can be further extent to the study on the influence of colleges in the psychological well-being of teachers.

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