



General Well Being among Graduate and Undergraduate Students of Business Institute, Karachi: Retrospective Cross Sectional Study

Maryam Moula Bakhsh

Assistant Professor, Dow University of health Sciences Karachi
maryam.bakhsh@duhs.edu.pk

Dr. Faraz Ahmed Wajidi

Associate Professor, Dow University of health Sciences, Karachi

Tasmia Abeer Billoo

Medical Director and Head Pharmacovigilance, Sind Medical stores (SMS), Karachi

Kamila Mariam Iftikhar

Lecturer, Dow University of health Sciences, Karachi

Dr. Fauzia Imtiaz

Professor, Hamdard college of medicine and dentistry, Karachi

Abstract

Well-being is a significant aspect of students' achievement (Kutsyuruba et al., 2015). Business students, expected to be more independent and responsible for their work, require drive, perseverance, and focus to successfully complete various tasks (Seijts et al., 2022). The objective of this study was to evaluate the general well-being of graduate and undergraduate students at a Business Institute in Karachi, Pakistan. A cross sectional analytical study was conducted to assess the subjective well-being of students. The targeted population of this study comprised graduate and undergraduate students present at the business institute's health camp. The official register of participants from the registration desk was used as a sampling frame, and a random sampling technique was employed to select a sample. A self-administered structured questionnaire, including demographic variables and Six dimensions of general well-being (anxiety, depression, positive well-being, vitality, self-control, and general health), was used to collect data. Mean and SD were used for quantitative variables, while frequency and percentage were used for qualitative variables. Pearson correlation was used to assess the relationship between gender, graduate and undergraduate status, different age groups, and the six dimensions of general well-being schedule. The significant findings of the study provide insight into initiating efforts to foster positive feelings of subjective well-being among students. Furthermore, training and awareness programs are needed to be launched in universities to help students cultivate more Positive feelings of subjective well-being.

Key Words: General well-being, anxiety, depression, positive feelings, vitality, self-control



Introduction

For young individuals, entering a university signifies a time of transition. Students face new challenges throughout this shift, including deciding for themselves what to study and how to live, adjusting to the demands of an unstructured classroom, and engaging with a wide variety of new people (Hernández-Torrano et al., 2020). In recent years, there have been multiple studies targeting university students for research (Ho & Lim, 2021; Pfisterer et al., 2022). Over decades numerous studies have been conducted to assess the well-being of students (Kaya & Erdem, 2021; Morales-Rodríguez et al., 2020). Social, economic, and family factors serve as stressors, and students are exposed to these stressors every day. Rapid changes in physical, social, and financial status are the impending factors that affect their general health status. Self-assessment of health helps to recognize factors that affect students' well-being (Morales-Rodríguez et al., 2020).

The factors of Well-being can be divided into two broad categories: objective Well-being and subjective well-being. Objective Well-being is based on social and environmental factors, whereas subjective well-being can be measured by a person's emotions, feelings, and other cognitive factors (Helliwell & Barrington-Leigh, 2010; Li & Zhou, 2020).

According to studies, children and teenagers who have a normal mental state (according to societal and medical standards) have a better quality of life and perform well in school and other social settings (Friedrich et al., 2010) compared to those with poor mental states, home stress, and other factors (Friedrich et al., 2010). Past research on the relationship between mental health and academic achievement has reported that when students receive counseling on emotional and social behavior, their interaction with their peers improves along with their academic performance (Bas, 2021)

Many countries have reported cases of depression and anxiety, and studies have concluded that these are all due to low well-being factors, as it has been indicated that emotional conditions influence the physical health (Fernández-Abascal & Martín-Díaz, 2021; Gasteiger et al., 2021). Students are affected by their inner personal state and external conditions. There are multiple studies measuring external conditions such as income, work environment, and living conditions (Park & Choi, 2009). Limited studies have reported assessing subjective well-being or inner personal state in developing countries (Kaur et al., 2021; Wills, 2009). General well-being is one area of research that is highly neglected in Pakistan; extensive work and study are required to assess the well-being of Pakistani students. The General Well-Being Schedule measures a subjective emotion of psychological health (Kaur et al., 2021). The study will play a substantial role in the existing body of knowledge by assessing



subjective well-being via the General well-being schedule and assessing various aspects that contribute to the overall general well-being of an individual.

Significance of the study:

The aim of the current study was to evaluate the general well-being of graduate and undergraduate students at a Business Institute in Karachi, Pakistan. This study would help provide insight for initiating efforts to generate positive feelings of subjective well-being among students. Additionally, the study may contribute to the ongoing discussion about the well-being of students in educational institutions and educational practices and regulations.

Literature Review

Well-being is a subjective term that encompasses various aspects of our personalities and lifestyles. This state arises when all aspects of our lives are in a balanced and stable situation, including the emotional, spiritual, and career aspects (Choudhury & Barman, 2014). There has been much research on the well-being of students compared to general well-being (Choudhury & Barman, 2014; Friedrich et al., 2010b) Researchers have stated that “Well-being is the degree to which a student feels good in the school Environment” (Hildebrandt & Kelber, 2005) and “Well-being is the degree to which a student is functioning effectively in the school community” (Soutter et al., 2014).

Some researchers have concluded that well-being comprises of a collection of social, physical, emotional, and cognitive well-being together (Huppert et al., 2009). The prominent factors studied include Positive attitude, flexibility, contentment with one’s life, and maximization of potential. Well-being is essentially the proper harmonious functioning of all these elements. This doesn't mean the individual is perfect; it is just a subjective concept. Each term can be used to assess well-being, which can be evaluated through self-appraisal based on the situation, varying from person to person (Chida & Steptoe, 2008; Ryan & Deci, 2001). Individuals have varying views of themselves that evolve according to situations. Psychologists say that consistent and reliable identities are important for healthy Well-being. Identity is the fact of being who or what a person or thing is or how they identify themselves, which develops as the person grows older (Durlak et al., 2011).

A study in California showed that individuals who have a troublesome home life riddled with stress and depression are likely to not perform well in class. Their capability to perform basic class functions such as reading, understanding, and mathematical performance tends to decline. The effect of encouragement and support increased their social and emotional situation by over 18% (Bas, 2021). If students are counseled on emotional and social

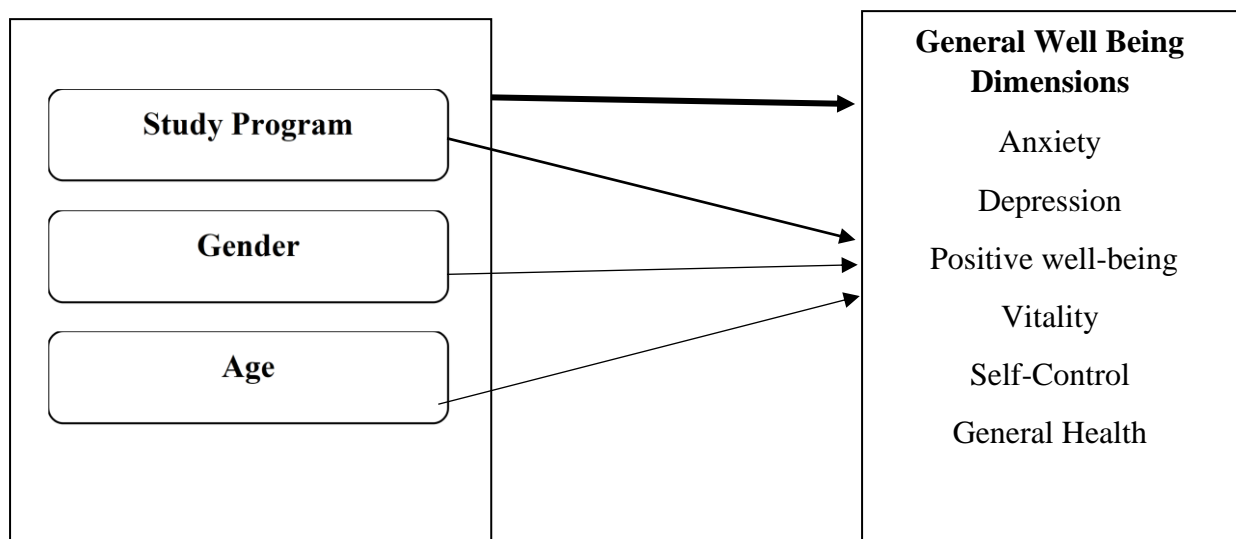


behavior, their interaction with their peers improves along with their academic performance (Durlak et al, 2011). Janet and Kaushik (2007) reported that Student Well-being also depends on attitude, satisfaction, experiences, and relationships. Past studies revealed that Students are more prone to be affected by inner personal state and external conditions. A study found that well-being among Jordanian students was positive and high (Hildebrandt & Kelber, 2005).

Another study reported that students who engage in multiple activities are more active and thus are subjective at a higher mood and able to function more easily. Hence, schools that interfere with work lead to an increase in their ability to function well and increase their well-being. They also reported that students who are employed and overburden experience feelings of low well-being compared to those who are not working; college students are more prone to having feelings of low general well-being (Lenaghan et al., 2007). Based on the literature review, the following hypotheses are proposed

1. There is a significant relationship between gender, age, study program and the six dimensions of General well-being schedule.
2. There is a significant difference in the general well-being among undergraduate and Graduate Students.
3. There is a significant difference in general well-being among male and female students.
4. There is a significant difference in general well-being among students of different age groups.

Figure 1
Conceptual Framework





Research Methodology

A cross sectional retrospective analytical study was conducted to assess the indicators of subjective feelings of psychological well-being and distress among students. To ensure the survey was comprehensive and covered a wide range, this research was conducted over a span of approximately four months. The health camp organized by the Business Institute was targeted because students attending the health camp are health-conscious and mostly aware of their general well-being. The targeted population of this study comprised graduate and undergraduate students present at the Business institute's health camp in Karachi. The total Population included 714 graduate and undergraduate students. The official register of participants from the registration desk was used as a sampling frame, and a random sampling technique was used to select a sample. Students attending health camp were included in the study. The sample size was calculated using the precision method, with a precession level set at $\pm 5\%$ on a 95% confidence interval and margin of error less than 5%. Our sample size was 250 students. Graduate and undergraduate students at the Business Institute of Karachi were included, while PhD students, faculty, management, and staff were excluded from the study.

Data Collection Tool and Procedure

A self-administered Structured questionnaire based on the General Well-being Schedule was used to gather data from the undergraduate and graduate students. The questionnaire included demographics items along with General well-being items. Six dimensions of General well-being, including anxiety, depression, positive well-being, vitality, self-control, and general health, were measured via the General Well-being schedule. Researchers reported a strong internal consistency of the General well-being Schedule, which is 0.85 (Dupuy, H.J., 1978). The questionnaires were filled in by the audience visiting the health camp desk at the business Institute. The students visiting the health camp were health conscious as well as slightly aware of the general well-being. That is why they were our core target population, and they responded with a keen interest when they were briefed about research.

Data Analysis Tools and Procedures

The Data were analyzed using SPSS 23 software. Mean and SD were used for quantitative variables, while frequency and % were used for qualitative variables. Pearson correlation was used to assess the relationship between gender, study program, different age groups, and the six dimensions of the General well-being schedule, which include Anxiety, depression, positive well-being, vitality, self-control, and general health. The Shapiro-Wilk test and estimates of Skewness and kurtosis were used to assess normality. Independent t-test and one



way ANOVA were used to find out the differences reported in general well-being among undergraduate and graduate students, male and female, and different age group of students.

Ethical consideration:

- Data was gathered after obtaining approval from the respective department of the business institute.
- Informed consent was obtained from all the participants of the study.
- Participants had the right to withdraw from the study at any time or choose not to answer any of the study questions.

Discussion and Analysis

The findings of the study depict that out of the 250 students who participated in the study, 67.6% of students were from the age group 18-25 years. 52 % were males and 84.8% were unmarried. Additionally, 51.6% were employed, and 50% represented both the undergraduate and graduate program. Furthermore, 49.2% had at least 1-3 years of experience. Students mean age and CGPA were 1.72 ± 0.86 and 3.09 ± 0.31 , respectively, as shown in Table 1.

Table 1
(A): Demographic Profile of the Respondents

Description	Mean±SD
CGPA	3.09±0.31
Age	1.72±0.86

Table 2
(B): Demographic Profile of the Respondents

Description	Frequency(n)	Percentage (%)
Age		
18-25yrs	169	67.6
26-35yrs	73	29.2
36-45yrs	7	2.8
46 and above	1	0.4
Gender		
Male	131	52
Female	119	48



Marital Status		
Married	33	13.2
Unmarried	212	84.8
Divorced	2	0.8
Separated	3	1.2
Employment Status		
Employed	129	51.6
Unemployed	121	48.4
Program		
Undergraduate Program	125	50.0
Graduate Program	125	50.0
Experience/Qualification		
1-3 years	123	49.2
4-6 years	68	27.2
7-9 years	20	8.0
Others	39	15.6

Prior to hypotheses testing, the normality of the data was assessed via estimates of skewness and kurtosis and the Shapiro Wilk test. The value of skewness and kurtosis were within ± 1 . The findings of the Shapiro Wilk test revealed $p\text{-value} > 0.05$, indicating that the data were normally distributed.

The findings of the Pearson correlation showed statistically significant correlation between most of the constructs at P-Values of 0.05 and 0.01, as presented in Table 3.

Table 3
Pearson Correlation of Variables

Variables	Gender	Age	Study Program	Anxiety Score	Depression Score	Positive Well Being	Self Control	Vitality Score	General Health Score	GWB Score
Gender	-	.128*	-.088	.227**	-.289**	-.125*	-.125*	.251**	-.026	-.190**
Age		-	.506**	.057*	.030	.017	-.022*	.044	-.028	.058*
Study Program			-	.124*	-.002	-.018	-.018	-.028	.063	.039
Anxiety Score				-	.460**	.218**	.212**	.252**	.258**	.576**
Depression Score					-	.343**	.238**	.380**	.287**	.563**



Positive Well Being	-	.494**	-.058	-.074	.263**
Self Control		-	.096	-.101	.357**
Vitality Score			-	.244**	.635**
General Health Score				-	.478**
GWB Score					-

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

GWB= General Well Being

The relationships between Gender and Age ($r = -0.128$), Anxiety Score ($r = -0.227$), Depression score ($r = -0.289$), Positive Well-being ($r = -1.25$), Self-Control ($r = -0.125$), Vitality Score ($r = -0.251$), General Health Score ($r = -0.026$), and General Well Being Score ($r = -0.190$) were significant. Age and Study Program ($r = 0.506$), Anxiety Score ($r = 0.057$), and Overall General Well Being Score ($r = 0.058$) depict a significant positive relationship. The study program and Anxiety Score ($r = 0.124$) also revealed a significant positive relationship. Depression Score significantly correlated with positive well-being ($r = 0.343$), Self-Control ($r = 0.238$), Vitality Score ($r = 0.380$), General Health Score ($r = 0.287$), Overall General Well Being Score ($r = 0.563$) at a P-value = 0.01. Positive Well-being also depicts a significant correlation with self-control ($r = 0.494$) and General Well-being Score ($r = 0.263$) at p-value 0.01. Self-control and General Well Being ($r = 0.357$) revealed a statistically significant positive relationship. The Vitality score showed a significant positive relationship with General health score ($r = 0.244$) and GWB score ($r = 0.635$). General Health score and GWB Score ($r = 0.478$) also showed a significant positive relationship

The independent t-test was used to find the significant effect of study program (Undergraduate and Graduate) and gender (Male and Female Students) on General Well-being score. The findings of the study revealed an insignificant effect of study program on General well-being score. However, results of the study also revealed a significant effect of gender, with ($t(248) = 2.99$, p-Value = 0.003, 95% CI [0.88 - 4.27]) on General Well-being Score, as shown in Table # 03.



Table 4
Independent t-Test comparing Mean score of Male and Female Students

IV	Mean	SD	t-Test	P-Value
Difference				
Male	61.34	6.60	3.043	0.003
Female	58.70	6.98		

One way ANOVA was used to assess the effect of gender on general well-being score. There is a significant effect of age, with $(F(3, 246) = 1.78, p\text{-value} < 0.05)$ on general well-being score. Mean and SD are shown in Table 5.

Table 5
One Way ANOVA comparing Mean score of different Age Group Students

IV	18-25 Years	26-35 Years	36-45 Years	46 and above
Mean	59.38	61.48	59.17	61.40
SD	6.65	6.89	7.90	5.56

Conclusion and Discussion

Discussion

The aim of the current study was to evaluate the general well-being of graduate and undergraduate students at the Business Institute, Karachi, Pakistan. Findings of the study showed that male respondents accounted for 52%, with most respondents (67.6%) falling in the range of 18-25 years. Additionally, 50% represented both the undergraduate and graduate programs, while 51.6% were employed. 84.8% reported their marital status was unmarried and 49.2% had at least 1-3 years of job experience. The mean age and CGPA of the respondents were 1.72 ± 0.86 and 3.09 ± 0.31 , respectively.

Results of the Pearson correlation revealed a significant relationship b/w Gender and Age ($r = -0.128$), Anxiety Score ($r = -0.227$), Depression score ($r = -0.289$), Positive well-being ($r = -1.25$), Self-Control ($r = -0.125$), Vitality Score ($r = -0.251$), General Health Score ($r = -0.026$), and General Well Being Score ($r = -0.190$). Age also significantly correlated with Study Program ($r = 0.506$), Anxiety Score ($r = 0.057$), and Overall General Well-being Score



($r = 0.058$). The six dimensions of general well-being depicted significant correlation, as shown in table # 03. Findings of the current study were compatible with the results of a study conducted among Jordanian university students, which reported that 47% of university students described their general well-being very as good, whereas 29 % stated it as excellent, and 18% of participants students said it was good. Moreover, only 3% and 1% of the participating students' well-being were at fair and poor levels, respectively. They also reported well-being among Jordanian students was positive and high (Hamdan-Mansour & Marmash, 2007). Another study conducted among graduate and professional students to assess students' well-being, approximately 35 % of students reported depressive symptoms (Stecker, 2004).

This study revealed a significant effect of Gender ($t(248) = 2.99$, $p\text{-Value} = 0.003$, 95% CI [0.88 - 4.27]) and Age ($F(3, 246) = 1.78$, $p\text{-value} < 0.05$) on general well-being Score. Past studies (Hyun et al., 2007; Renk & Smith, 2007) reported significant differences in general well-being score among male and female students. Another study conducted among postgraduate students in Malaysia also supports the current study findings, showing significant differences among different age groups (Roslan et al., 2017). Yang (2010) reported that demographic variables depict a significant correlation with general well-being. In his study, 16.4% of variances of general well-being were explained by demographic variables among students, with a major contribution depicted by gender and types of degree. However, Ryff and Singer (1998) contradict the current study findings; they found no significant difference in general well-being among different age groups. Analysis of another study showed that there was no significant difference among the male and female students at the university; moreover, they scored moderate to high on six dimensions of the well-beings (Hildebrandt & Kelber, 2005)

The findings of the study revealed an insignificant effect of study programs on general well-being score. However, Roslan et al., (2017) study findings contradict the current study findings and reported significant differences in general well-being score across different fields of study. They focused on different fields of study, such as educational psychology students, curriculum, and design students, while this study merely focused on business students.

There are some limitations that need to be addressed. The study was a cross sectional study, so establishing casual effect would not be possible. Future studies need to consider prospective cohort or longitudinal studies to assess the effects on the six dimensions of



general well-being. Furthermore, the data were gathered from a health camp of a business institute. There is a need to conduct studies among students from different disciplines such as medicine and arts. Another limitation was the sample size, which was 250. A study needs to be replicated with a larger sample size.

Conclusion and Recommendation

In summary, significant differences were reported in general well-being across different age groups and genders. Training and awareness programs are effective methods to increase the feeling of general well-being and the positive perception of oneself. They successfully aid in enhancing feelings and perceptions of well-being. Appropriate support from healthcare organizations and adequate funding will aid in the implementation of training programs and awareness sessions throughout the region, hence helping to enhance feelings of well-being among students.

References

- Bas, G. (2021). Relation between student mental health and academic achievement revisited: A meta-analysis. In *Health and academic achievement-new findings*. IntechOpen.
- Chida, Y., & Steptoe, A. (2008). Positive psychological well-being and mortality: a quantitative review of prospective observational studies. *J Psychosomatic medicine*, 70(7), 741-756.
- Choudhury, S. R., & Barman, A. (2014). Holistic model of subjective well-being-a proposed model and exploration of contents. *J ZENITH International Journal of Multidisciplinary Research*, 4(3), 259-278.
- Das, K. V., Jones-Harrell, C., Fan, Y., Ramaswami, A., Orlove, B., & Botchwey, N. (2020). Understanding subjective well-being: perspectives from psychology and public health. *J Public Health Reviews*, 41(1), 1-32.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *J Child development*, 82(1), 405-432.
- Fernández-Abascal, E. G., & Martín-Díaz, M. D. (2021). Longitudinal study on affect, psychological well-being, depression, mental and physical health, prior to and during the COVID-19 pandemic in Spain. *J Personality Individual Differences*, 172, 110591.
- Friedrich, A. A., Mendez, L. M. R., & Mihalas, S. T. (2010a). Gender as a factor in school-based mental health service delivery. *J School Psychology Review*, 39(1), 122-136.
- Gasteiger, N., Vedhara, K., Massey, A., Jia, R., Ayling, K., Chalder, T., . . . Broadbent, E. (2021). Depression, anxiety and stress during the COVID-19 pandemic: results from a New Zealand cohort study on mental well-being. *J BMJ open*, 11(5), e045325.
- Hamdan-Mansour, A. M., & Marmash, L. R. (2007). Psychological well-being and general health of Jordanian university students. *Journal of Psychosocial Nursing Mental Health Services*, 45(10), 31.



- Helliwell, J. F., & Barrington-Leigh, C. P. (2010). Measuring and understanding subjective well-being. *J Canadian Journal of Economics/Revue canadienne d'économique*, 43(3), 729-753.
- Hernández-Torrano, D., Ibrayeva, L., Sparks, J., Lim, N., Clementi, A., Almukhambetova, A., . . . Muratkyzy, A. (2020). Mental health and well-being of university students: A bibliometric mapping of the literature. *J Frontiers in psychology*, 11, 1226.
- Hildebrandt, E., & Kelber, S. T. (2005). Perceptions of health and well-being among women in a work-based welfare program. *J Public Health Nursing*, 22(6), 506-514.
- Ho, Y. Y., & Lim, L. (2021). Targeting student learning needs: The development and preliminary validation of the Learning Needs Questionnaire for a diverse university student population. *J Higher Education Research Development*, 40(7), 1452-1465.
- Huppert, F. A., Marks, N., Clark, A., Siegrist, J., Stutzer, A., Vittersø, J., & Wahrendorf, M. (2009). Measuring well-being across Europe: Description of the ESS well-being module and preliminary findings. *J Social Indicators Research*, 91, 301-315.
- Hyun, J., Quinn, B., Madon, T., & Lustig, S. (2007). Mental health need, awareness, and use of counseling services among international graduate students. *Journal of American College Health*, 56(2), 109-118.
- Kaur, P., Islam, N., Tandon, A., & Dhir, A. (2021). Social media users' online subjective well-being and fatigue: A network heterogeneity perspective. *J Technological Forecasting Social Change*, 172, 121039.
- Kaya, M., & Erdem, C. (2021). Students' well-being and academic achievement: A meta-analysis study. *J Child Indicators Research*, 14(5), 1743-1767.
- Khoso, F. J., & Alwi, S. K. K. (2022). Educators Perception about Leadership Competencies: A Comparison of Public and Private Universities of Pakistan. *Pakistan Languages and Humanities Review*, 6(1), 66-73
- Kutsyuruba, B., Klinger, D. A., & Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and well-being: a review of the literature. *J Review of Education*, 3(2), 103-135.
- Lenaghan, J. A., Sengupta, K. J. J. o. B., & Management, A. (2007). Role conflict, role balance and affect: A model of well-being of the working student. 9(1), 88-109.
- Li, F., & Zhou, T. (2020). Effects of objective and subjective environmental pollution on well-being in urban China: A structural equation model approach. *J Social science medicine*, 249, 112859.
- Morales-Rodríguez, F. M., Espigares-López, I., Brown, T., & Pérez-Mármol, J. M. (2020). The relationship between psychological well-being and psychosocial factors in university students. *International journal of environmental research public health*, 17(13), 4778.
- Park, J.-H., & Choi, H. J. (2009). Factors influencing adult learners' decision to drop out or persist in online learning. *Journal of Educational Technology Society*, 12(4), 207-217.
- Pfisterer, J., Rausch, C., Wohlfarth, D., Bachert, P., Jekauc, D., & Wunsch, K. (2022). Effectiveness of Physical-Activity-Based Interventions Targeting Overweight and Obesity among University Students—A Systematic Review. *International journal of environmental research public health*, 19(15), 9427.



- Renk, K., & Smith, T. (2007). Predictors of academic-related stress in college students: An examination of coping, social support, parenting, and anxiety. *Naspa Journal*, 44(3), 405-431.
- Roslan, S., Ahmad, N., Nabilla, N., & Ghiami, Z. (2017). Psychological well-being among postgraduate students. *Acta Medica Bulgarica*, 44(1), 35-41.
- Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual review of psychology*, 52(1), 141-166.
- Ryff, C. D., & Singer, B. (1998). The contours of positive human health. *Psychological inquiry*, 9(1), 1-28.
- Seijts, G. H., Monzani, L., Woodley, H. J., & Mohan, G. (2022). The effects of character on the perceived stressfulness of life events and subjective well-being of undergraduate business students. *Journal of Management Education*, 46(1), 106-139.
- Soutter, A. K., O'Steen, B., & Gilmore, A. (2014). The student well-being model: A conceptual framework for the development of student well-being indicators. *International Journal of Adolescence Youth*, 19(4), 496-520.
- Stecker, T. (2004). Well-being in an academic environment. *Medical education*, 38(5), 465-478.
- Wills, E. (2009). Spirituality and subjective well-being: Evidences for a new domain in the personal well-being index. *Journal of Happiness Studies*, 10, 49-69.
- Yang, Y.-T. T. (2010). *Stress, coping, and psychological well-being: Comparison among American and Asian international graduate students from Taiwan, China, and South Korea* University of Kansas].