



# A Study of Psychological Well-being among College Students of Darbhanga District

**Dr. Reeta Kumari**

Assistant Professor

Department of Psychology

M.K College, Laheriasarai, Darbhanga

## ABSTRACT

The study was conducted with the aim to find the impact of gender and location of the college students on psychological well-being. The sample for the study comprised of 100 college students from Darbhanga district in Bihar. In each 50 male students (25 urban and 25 rural male students) and 50 female students (25 Urban and 25 rural female college students). The scale was used for data collection psychological well-being scale by Bholge and Prakash (1995). Where gender and location were considered as independent variables and psychological well-being as dependent variables. 2x2 factorial design was used and data were analysis by Mean, SD and 't' values. Results revealed no significant difference between male and female, urban and rural college students on psychological well-being.

**Keywords:** *Psychological well-being, Gender, Location*

## INTRODUCTION

Psychological well-being refers to an individual's subjective experience of feeling good and functioning effectively. It encompasses both positive feelings and the absence of negative ones, as well as the ability to manage life's challenges. This includes having a sense of purpose, positive relationships, and personal growth. In recent years, there has been a rising interest in the psychological well-being of young people among researchers and practitioners, both in theory and in practice. While early interventions for mental health disorders are crucial for reducing their ongoing effects and long-term consequences. It has been emphasized that mental health is not simply the absence of psychological symptoms but also encompasses the presence of positive psychological states. Although there is an emphasis on the significance of positive psychological states in mental health, some scholars have pointed out that the majority of research has primarily evaluated psychological well-being using negative indicators of mental health, such as depressive symptoms, anxiety, or stress. Therefore, it is essential to evaluate psychological well-being, as it is integral to the creation of significant policies that focus on enhancing the quality of life for children and adolescents. Additionally, considering the impacts of adverse experiences, such as the COVID-19 pandemic, on young people's mental health and well-being, it is crucial for mental health professionals to recognize these effects and develop targeted interventions to support the psychological well-being of young people during and after such challenging experiences. The evaluation of youth well-being enables researchers to identify the factors within their home, school, environment, and society that foster their growth and success.

Furthermore, creating more suitable assessment tools that enable young people to express their well-being would enable the measurement of the overall quality of early childhood programs using broader metrics. Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. Mental health is a level of psychological well-being, or an absence of a mental disorder. It is the "psychological state of someone who is functioning at a satisfactory level of emotional and behavioral adjustment." From the perspective of positive psychology or holism, mental health may include an individual's ability to enjoy life and create a balance between life activities and efforts to achieve psychological resilience. According to World Health Organization (WHO) mental health includes "subjective well-being, perceived self-efficacy, autonomy, competence, intergenerational dependence, and self-actualization of one's intellectual and emotional potential, among others." WHO further states that the well-being of an individual is encompassed in the realization of their abilities, coping with normal stresses of life, productive work and contribution to their community? However, cultural differences, subjective assessments, and competing professional theories all affect how "mental health" is defined. Mental health is also used as a consumerist euphemism for mental illness, especially when used in conjunction with "concerns", "problems", or "clinic". Consequently, "mental health" is now being equated with mental illness without reference to the positive strengths associated with mental health, as above. Similarly, the term "behavioral health" is being used, incorrectly to refer to mental illness, as a consumerist approach to avoiding the stigma associated with the words "mental" and "illness". Consequently, some mental illness clinics are now identified by the inaccurate phrase behavioral wellness. A person struggling with his or her mental health may experience stress, depression, anxiety, relationship problems, grief, addiction, ADHD or learning disabilities, mood disorders, or other mental illnesses of varying degrees. Therapists, life coaches, psychologists, nurse practitioners or physicians can help manage mental illness with treatments such as therapy, counseling, or medication. Counselors who are trained and experienced in psycho-therapeutic techniques can treat patients. Psychiatrists may need to be involved during the treatment process. It is to be noted that psychotherapists cannot prescribe psychotic drugs, only a psychiatrist can. The new field of global mental health is "the area of study, research and practice that places a priority on improving mental health and achieving equity in mental health for all people worldwide." The literature on psychological well-being has progressed rapidly since the emergence of the field over five decades ago. As recent surveys show psychologists and other social scientists have taken huge steps in their understanding of the factors influencing psychological subjective well-being. Psychological well-being refers to how people evaluate their lives. According to Diener (1997), these evaluations may be in the form of cognitions or in the form of affect. The cognitive part is an information based appraisal of one's life that is when a person gives conscious evaluative judgments about one's satisfaction with life as a whole. The affective part is a hedonic evaluation guided by emotions and feelings such as frequency with which people experience pleasant or unpleasant moods in reaction to their lives. The assumption behind this is that most people evaluate their life as either good or bad, so they are normally able to offer judgments. Further, people invariably experience moods and emotions, which have a positive effect or a negative effect. Thus, people have a level of subjective well-being even if they do not often consciously think about it, and the psychological system offers virtually a constant evaluation of what is happening to the person. In this paper we have defined psychological well-being in terms of internal experience of the respondent and their own perception of their lives. We focused both on momentary moods and long term states of their mental well-being. Current social indicators can capture phenomena such as crime, divorce, environmental problems, infant mortality, gender equality, etc. Thus, they can capture aspects of quality of life that add to the description drawn by economic indicators. However, these social indicators fail to capture the subjective well-being of people because they do not reflect the actual experiences such as the quality of relationships, the regulation of their emotions and whether feelings of isolation and depression pervade in their daily life. On the other hand, economic indicators fail to include side effects and the trade offs of market production and consumption. For example, the

environmental costs of industries certainly are not observed from the national accounts. Another disadvantage of economic and social measures in terms of their links to psychological well-being is that they are based on models of rational choice, whereby people follow a set of logical rules when making development plans. However, works by Kahneman (1994) in psychology and economics reveal that people do not always make rational choices and that these choices do not necessarily enhance psychological well-being.

### **Definitions and Dimensions of Psychological Well-being**

To define psychological well-being in a clear and straight forward manner is one of the major issues facing this field of study. Ryff (1989) identified six characteristics of psychological well-being: self-acceptance, autonomy, environmental mastery, personal progress, and pleasant connections. These characteristics are a person's sense of self-determination, control over their surroundings, capacity for personal development, ability to form satisfying relationships, and sense of purpose in life.

Diener et al. (2010) defined psychological well-being as a subjective evaluation of one's life that is categorized by affirmative emotions, engagement, and meaning. This definition encompasses a broad range of positive experiences, including happiness, satisfaction, and a sense of fulfillment.

Similar to this, Seligman (2002) put out the idea of "positive psychology," which sees psychological well-being as a confluence of fulfillment and enjoyment. This definition acknowledges that happiness is characterized by positive emotions, pleasure, and a sense of meaning and purpose in life rather than just the absence of unpleasant feelings or events.

### **Components of Psychological Well-being**

A person's overall life satisfaction, pleasant feelings, and low levels of negative emotions are all included in the broad and multidimensional concept of psychological well-being (Diener, Suh, Lucas, & Smith, 1999). Numerous essential elements of psychological well-being are well acknowledged in the literature.

- **Life Satisfaction:** An individual's overall assessment of their life and their emotions of joy and fulfillment are referred to as life satisfaction (Diener et al., 1985). It is regarded as being essential to well-being since it is intimately correlated with one's sense of meaning and purpose in life (Seligman & Csikszentmihalyi, 2000).
- **Positive Emotions:** Affirmative emotions such as joy, excitement, and contentment are an important component of well-being because they promote a sense of happiness and fulfillment (Diener et al., 1997). Positive emotions also help to counteract negative emotions and Stress, leading to improved overall well-being (Park & Peterson, 2006).
- **Low Levels of Negative Emotions:** A person's wellbeing can be greatly impacted by negative emotions including anxiety, despair, and rage (Ryan & Deci, 2001). Therefore, maintaining low levels of negative emotions is crucial for psychological well-being since it enables people to sustain pleasant feelings and prevents adverse effects on mental health (Keyes & Lopez, 2002).
- **Autonomy:** Autonomy refers to the ability to make decisions and act in a self-determined way (Ryff, 1989). Individuals who know-how high levels of autonomy are able to pursue their own goals and interests, which can lead to improved well-being (Waterman, 1993).
- **Positive Relationships:** Positive interpersonal connections with loved ones, friends, and romantic interests are crucial for psychological health (Frederick & Loewenstein, 1999). These connections give people emotional support, a sense of community, and support for happiness and wellbeing (Peterson & Seligman, 2004).
- **Purpose in Life:** An essential component of wellbeing is having a feeling of purpose in life, or a reason to live, as it gives people a sense of direction and meaning (Argyle, 1999). People are more likely to feel content and happy if they have a clear sense of purpose (Sheldon & King, 2001).
- **Personal Growth:** Personal growth states to an person's on-going process of development and self-improvement (Ryff, 1989). This can involve learning new skills, exploring new interests, and developing new relationships (Lucas et al., 1996). Personal growth is an important aspect of well-being because it helps individuals to maintain a sense of growth and throughout their lives, fulfillment (Diener et al., 1999).

- **Environmental Mastery:** This aspect assesses the ability to create or choose situations that suit the needs and values; a sense of achievement, master a field and competence in one's own surroundings; the ability to play a role in a wide range of outside activities and make full use of chances given.
- **Purpose in Life:** This aspect assesses the ideas that gives life a purpose as well as ambitions and goals for living; having aim and a sense of direction; believing that previous and the current lives have value.
- **Positive Relations with Others:** This aspect assesses the relationships with people that are warm, fulfilling, and trustworthy; it involves care for others; a good sense of empathy, closeness and softness as well as knowledge of how relationships work on a give and take basis with others.

In summary, life satisfaction, pleasant emotions, low levels of negative emotions, autonomy, positive connections, a sense of purpose in life, and personal growth are all important aspects of psychological well-being (Diener et al., 1999). These elements are connected and work together to advance general fulfillment, happiness, and well-being (Seligman & Csikszentmihalyi, 2000).

### Measures of Psychological Well-being

There are several measures of psychological well-being, each with its own strengths and limitations. The most commonly used measures include the Ryff Psychological Well-being Scale (RPWBS), the Satisfaction with Life Scale (SWLS), and the Diener Satisfaction with Life Scale (DSL).S).

The RPWBS (Ryff, 1989) is a 42-item questionnaire that measures six dimensions of psychological well-being: autonomy, environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance. The scale has been found to be reliable and valid, and has been widely used in research on psychological well-being. The SWLS (Diener et al., 1985) is a 5-item questionnaire that measures global life satisfaction. The scale has been found to be reliable and valid, and is often used as a quick and simple measure of psychological well-being. The DSL (Diener et al., 2010) is a 5-item questionnaire that measures satisfaction with life. Like the SWLS, the DSL has been found to be reliable and valid, and is often used as a quick and simple measure of psychological well-being.

## REVIEW OF LITREATURE

In **Bhosale SJ's (2014)** investigation, the major focus was on investigating the subjective part of women's well-being in a range of occupational categories. The poll comprised a sample of 100 professional women from a range of occupations, including engineers, physicians, educators, administrators, and CEOs. They were given Sahoo's LOQ ("Life Orientation Questionnaire") to determine how content they were with their lives. The purpose of this research was to examine the differences between the good and negative affect experiences, life satisfaction, and total life functioning satisfaction among working women. According to the results, administrators reported the lowest levels of satisfaction, while physicians and educators reported the greatest. Engineers and executives were at the center. These findings revealed that working women's workplaces seemed to operate as protective factors against these detrimental impacts, despite the inherent difficulties and tensions they face daily.

**Bharathi H. et, al. (2015)** conducted a study examining the psychological well-being of men with type 2 diabetes, making a comparison between those with and without foot complications. The research includes a survey completed by 60 male participants aged between 40 and 60 years. The 1994 Bradley and Gamsu Well-Being Questionnaire were used in the study to collect demographic and medical data. The results showed a substantial difference in waist-to-hip ratio, age, and postprandial sugar levels between the two groups. Interestingly, diabetes and energy levels showed a negative association with foot issues in males, whereas depression and age were linked to foot difficulties in women. Age was significantly correlated with positive well-being in the group without foot problems, while HbA1C levels had a substantial positive linkage with positive well-being. Anxiety levels and postprandial blood sugar levels were positively connected, whereas age and energy levels were negatively correlated.

**Dadhania (2015)** researched to examine the emotional and psychological health of teenage boys and girls. The study employed random sampling, and the total sample size was 80 adolescents. Among these, 40 boys and 40 girls

in the 10<sup>th</sup> standard, selected randomly from the city of Junagadh, were evaluated using measures of psychological well-being and mental health tests. To determine whether disparities existed in psychological well-being and mental health, t-tests were employed and potential correlations were explored using the Karl Pearson 'r' approach. The outcomes revealed significant distinctions in the mental health and psychological well-being of both adolescent boys and girls. Furthermore, a positive correlation of 0.82 was established between these two variables.

**Prabha and Magdalin (2016)** studied 285 female college students (aged 17 to 26) from different institutions in the Chennai area to see how much time they spent online affected their levels of comfort, social anxiety, psychological health, and feelings of isolation. The outcomes of the study suggested that there was no association between Internet addiction and social anxiety, loneliness, or psychological well-being among the female college students who took part in it. The study found no statistically significant differences between female students who used the Internet late at night and those who did not, in terms of mental health, social anxiety, or feelings of isolation. Despite the prevalence of social anxiety among male college students, there was no statistically significant correlation between Internet addiction and social anxiety among female college students. Furthermore, no connection could be shown between internet addiction and the mental health of college-aged women.

**Rehman et al. (2016)** studied 100 Kashmiri residents from Ganderbal and Srinagar. Fifty men and fifty women participated in the research. In particular, gender and residential status were used to assess if excessive Internet usage affects the mental health of young people in Kashmir. According to the findings, an unhealthy association exists between compulsive Internet use and one's overall psychological health. Furthermore addition, the study discovered a significant gender gap in the tendency for Internet addiction among young individuals, with boys displaying a greater propensity than girls. The degree to which individuals were dependent on the Internet did not change considerably based on their place of residence. The findings also revealed substantial differences in terms of the individual's psychological well-being. These differences were discernible in terms of gender and residential status. In particular, it was shown that there are disparities between male and female adolescents' psychological well-being, with female youth reporting greater levels of psychological well-being. Similarly, urban teens outperformed their rural counterparts in terms of psychological well-being among the participants.

**Shaheen and Shazeen (2016)** researched to examine the connection between the emotional intelligence and psychological health of a sample of students. A sample of one hundred students-50 boys and 50 girls-was used in their study. These students were chosen randomly from Senior Secondary Schools at AMU ("Aligarh Muslim University"), and their average age was 15 years. The Well-Being Manifestation Measure Scale and the Emotional Intelligence Scale were employed by the researchers to measure emotional intelligence and psychological well-being. This study's correlation analysis showed a strong and favorable relationship between psychological well-being and emotional intelligence. The study's findings also revealed that girls outperformed boys in emotional intelligence scores. On the whole psychological well-being scale, however, there was no discernible difference between the scores of boys and girls.

**Rezvan and Souza (2017)** carried out a study to investigate how parenting practices affect early and late adolescent mental health. Two participant groups-early adolescents, aged 10 to 14 and late adolescents, aged 15 to 19 were included in the 200-person sample used in the study. Each gender was equally represented among the participants, who were students from Mysore, Karnataka, India. According to the research, teenage mental health was not significantly impacted by parental practices. As opposed to their early teenage counterparts, late adolescents were found to report a greater prevalence of mental health issues. The conclusion emphasizes how developmental phases have a significant impact on early and late adolescents' general mental health.

**Rasal (2019)** performed a study to examine how parenting styles may influence the mental health of adolescents, especially exploring the interplay between various parenting styles and the two developmental periods of middle adolescence (15 to 17 years) and late adolescence (18 to 21 years). A total of 240 participants were chosen at random from Nashik, Maharashtra, with 120 people in each developmental period. Remarkably, the findings showed that parenting practices have a substantial effect on teenagers' mental health, especially when it comes to

aspects like self-assessment, environmental competency, personality development, group-oriented attitudes, and autonomy. Remarkably, it was also noted that teenagers in the medium period of development showed a higher ability to articulate self-evaluation than those in the late phase.

**Rathi (2007)** examined that male and female students of adolescence period did not differ significantly in their well-being. Gill (2007) found that there was no significant difference between male and female college students on psychological well-being. Jasraj kaur (2015) indicated that there was no significant difference between psychological well-being of male and female high schools students, Akter (2015) reported females to be higher on psychological well-being than male. Kotar (2013) found that there is no significant mean difference between the psychological well-being among the male and female college students.

**Tony Jose and Akhila Thomas (2005)** indicated that there is no significant difference between psychological well-being and resilience among Psychology students and Engineering students. The result also shows that there is no significant difference between well-being with respect to the gender of the participants whereas. Bryant found gender pattern in spirituality among college samples while **Ryff and Keyes (1995) and Roothman and colleagues (2003)** found no difference between the males and females in this aspect. Psychological well-being is a broad and multifaceted construct that refers to an individual's overall experience of positive emotions, satisfaction with life, and sense of purpose. The study of psychological well-being has been an active area of research in psychology for several decades, with the goal of gaining a deeper understanding of the factors that contribute to its development and maintenance. One of the earliest and most influential models of psychological well-being was proposed by Seligman and Csikszentmihalyi (2000), who defined it as the result of two dimensions: positive emotion and engagement in meaningful activities. According to this model, individuals who experience frequent positive emotions and are actively engaged in activities that are meaningful to them are likely to have higher levels of psychological well-being. Other researchers have expanded on this model by including additional dimensions of psychological well-being, such as positive relationships (Diener et al., 2010), personal growth (Linley & Joseph, 2004), and a sense of purpose (Ryff, 1989). These dimensions are considered to be critical to the development and maintenance of psychological well-being and are often taken into account in studies on this topic. Studies have found that both individual and environmental factors can impact psychological well-being. For example, research has shown that personality traits, such as openness and conscientiousness, are associated with higher levels of well-being (Costa & McCrae, 1980). Additionally, environmental factors, such as access to green space and social support, have been found to have a positive impact on well-being (Oishi & Diener, 2001). A growing body of research has explored the effects of mindfulness-based practices, such as meditation and yoga, on psychological well-being. These studies have demonstrated that these practices can have positive effects on mood, stress levels, and overall well-being (Brown & Ryan, 2003). Cognitive-behavioral therapies, such as cognitive-behavioral therapy (CBT), have also been found to be effective in promoting well-being, particularly for individuals with depression and anxiety (Cuijpers et al., 2013). Research has also shown that physical activity is positively associated with psychological well-being (Babyak et al., 2000). Physical activity has been shown to reduce stress, improve mood, and increase feelings of self-esteem and confidence (Lancaster & Strath, 2013). Exercise has also been found to be effective in the treatment of depression, with studies demonstrating its efficacy comparable to that of medication and psychotherapy (Babyak et al., 2000). In summary, the literature on psychological well-being is extensive and growing. It is clear that psychological well-being is a complex construct that is influenced by a variety of individual and environmental factors, and that intervention such as mindfulness-based practices, cognitive-behavioral therapies, and physical activity can have positive effects on well-being. Nevertheless, much more research is needed to gain a full understanding of the nature of psychological well-being and the most effective strategies for promoting it.

## Objectives:

- To examine the psychological well-being among male and female college students.
- To examine the psychological well-being among urban and rural college students.

## Hypotheses:

- There is no significant difference between male and female college students dimension on psychological well-being.
- There is no significant difference between urban and rural college students dimension on psychological well-being.

## METHODS

The present study sample 100 was selected from college students of Darbhanga district in Bihar. The effective sample consisted of 100 subjects out of which 50 male students (25 urban and 25 rural students) and 50 female students (25 urban and 25 rural students). Stratified random sampling method was employed to select the unit of sample. The subject selected in this sample will be used in the age group of 18 years to 21 years.

### Gender

	Male	Female	Total
Urban	25	25	50
Rural	25	25	50
Total	50	50	100

### Psychological Well-being Scale

Psychological well-being Questionnaire by Bhogle and Prakash (1995) was used to measure Psychological well-being. The questionnaire contains 28 items with true and false response 10 alternative. It covers 13 dimensions of psychological well-being. The maximum possible score is twenty eight and minimum is zero. High score indicates high level of psychological well-being. The test-retest reliability coefficient is 0.72 and internal consistency coefficient is 0.84.

### Procedure

*The following research methodology was used in the present study.*

The primary information was gathered by giving personal information from to each to each student. The students were called in a small group of 10 to 15 students. To fill the inventories subjects were given general instructions belongs to each scale. The students provided the psychological well being scale.

### Data analysis

The data were analyzed as follows.

The Mean and SD with graphical representation for Gender (Male and Female College Students) on psychological well-being was analyzed. A simple design was selected to adequate of statistical analysis of ANOVA in order to examine the roll of main as well as subsequently on students psychological well being.

## RESULTS

**TableNo.01 Show the mean, SD and F value of psychological well-being and Gender.**

Gender	Mean	SD	N	DF	Mean Difference	F	Sign
Male Students	18.10	2.30	50	98	0.72	0.95	NS
Female Students	18.75	1.95	50				

Observation of the table No.01 indicated that the mean value of two classified group seems to differ from each other on psychological well-being. The mean and SD value obtained by the male college students 18.10, SD 2.30 and Female College students was 18.75, SD 1.95, but on the basis of mean observation it would that mean difference 0.72 Both group 'F' ratio was 0.95 at a glance those female college student shows miner high score than Male college students.

In the present study was first hypothesis related psychological well-being and Gender. It was "There are no significant differences between Male and Female college students on demotion psychological well being. Gender effect represent the psychological well-being was no significant. This is no significant 0.05 and 0.01 levels because they obtained 'F' value are low than table values at 0.05 and 0.01. In the present study was found that male and female college students no differ from psychological well- being. The findings of the supported the first hypothesis, they are first hypothesis Accepted the present study. Finding was found that there is no significance difference between male and female on psychological well-being.

**TableNo.02 Show the mean, SD and F value of psychological well-being and Location.**

Location	Mean	SD	N	DF	Mean Difference	F	Sign
Urban Students	18.81	1.65	50	98	0.18	0.56	NS
Rural Students	19.05	2.11	50				

Observation of the table No.02 indicated that the mean value of two classified group seems to differ from each other on psychological well-being. The mean and SD value obtained by the urban college students 18.81, SD 1.65 and rural College students was 19.05, SD 2.11, but on the basis of mean observation it would that mean difference 0.18. Both group 'F' ratio was 0.56 at a glance those rural college student shows miner high score than urban college students.

In the present study was second hypothesis related psychological well-being and Location. It was "There is no significant difference between Urban and Rural college students on demotion psychological well being. Location effect represent the psychological well being was no significant. This is no significant 0.01 and 0.05 levels because they obtained 'F' value are low than table values at 0.01 and 0.05. In the present study was found that urban and rural college students not differ from psychological well being. The findings of the supported the second hypothesis, they are second hypothesis Accepted the present study. Finding was found that there is significance difference between Urban and Rural college students on psychological well being.

## CONCLUSION

There is no significance difference between psychological well-being than male and female college students. There is no significance difference between urban and rural college students on psychological well being.

## REFERENCES

- Akhter, S. (2015). Psychological well being in students of Gender difference. *The International Journal of Indian psychology*. 2 (4).
- Astin, A.& Astin, H.(2004).Spirituality in higher education: a national study of college students' search for meaning and purpose. Retrieved November 9, 2011.
- Bharathi H., Subhashini R. and Lavanya T. (2015) Psychological Well-Being of type 2 Diabetes men with and without foot Complications. *Indian Journal of Applied Research* Volume: 5 | Issue: 5ISSN - 2249-555X
- Bhosale S.J.(2014).Well-being of working women. *APJ Psychology Med*, Vol. 15(1),pp. 108-110.
- Dadhania, D.A. (2015). Mental Health and Psychological Well-being in Adolescence Boys and Girls.

*International Journal of Public Mental Health and Neurosciences*, Vol. 2 (3), pp. 10-12.

Honmore, V.M., and Jadhav, M.G. (2015). Psychological Well-Being, Gender and Optimistic Attitude among College Students. *The International Journal of Indian Psychology*, Vol. 3(1), pp.174-181.

Prabha. D. and Magdalin S. (2016). Loneliness, Social Anxiety and Psychological Well- being in Relation to Internet Addiction among Women College Students. *International Journal of Indian Psychology*, Vol. 3, (4) 63, ISSN 2348-5396 (e), ISSN: 2349-3429(p), DIP: 18.01.099/20160304, ISBN: 978-1-365-32518-2.

Rasal, P.V.(2019).Impact of parenting style on mental health of adolescents. *Journal of the Gujarat Research Society*, Vol. 21(14), pp. 1582-1589.

Rehman A., Shafi H. and Rizviet T. (2016). Internet Addiction and Psychological Well- being among Youth of Kashmir. *The International Journal of Indian Psychology*, Vol. 3(2), pp. 23-53.

Rezvan, A., and D'Souza, L. (2017). Influence of parenting styles on mental health of adolescents. *European Online Journal of Natural and Social Sciences*, Vol. 6(4), pp. 667-673.

Shaheen, S., and Shahzeen, H. (2016). Emotional intelligence in relation to psychological well-being among students. *International Journal of Indian Psychology*, Vol. 3(4), No. 63.

Rathi, Neerpal (2007) Meaning in life and psychological well-being in pre adolescents and Adolescents. *Journal of the Indian Academy of Applied Psychology*. 33 (3), 31-38.

Tony Jose and Akhila Thomas (2005) "Resilience and Psychological Well-being among Psychology Students and Engineering Students- A Comparative Study", *International Journal Scientific Research (IJSR)*, 4, (6), 498-499.

Ryff, C. & Keyes, C.(1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69 (4), 719-727.

