

# RELATIONSHIP BETWEEN PSYCHOLOGICAL WELL-BEING, HAPPINESS AND ACADEMIC SELF-EFFICACY AMONG UNDERGRADUATE STUDENTS



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July 2023

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DEPARTMENT OF PSYCHOLOGY

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A Research Thesis submitted to the  
DEPARTMENT OF  
PSYCHOLOGY  
in partial fulfillment of the requirements for the degree of  
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Sciences Capital University of Science &  
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## DEDICATION

*I would like to dedicate this manuscript to my father, **Syed Muhammad Safdar Sherazi** who raise and nurture me. To my mother **Ms. Mamoona Safdar** for her unconditional love, support, and prayers. She has been a source of motivation and strength during moments of despair and discouragement. I would also like to dedicate this research to my brother **Muhammad Azfar** always having my back. He is the one who provides resources that are needed in making this research possible. I especially thank him for his continuous support and resilience during my education.*

## **DECLARATION**

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for any other degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other university or institution.

**Sadaf Safdar**

**BSP183006**

**(June,2023)**

## CERTIFICATE OF APPROVAL

It is certified that the Research Thesis titled “Relationship Between Psychological well-being, Happiness and academic self-efficacy among undergraduate students” carried out by Sadaf Safdar, Reg. No. BSP183006, under the supervision of Ms. Parveen Akhtar, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

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Capital University of Science & Technology, Islamabad

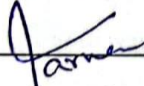
**Relationship Between Psychological well-being, Happiness, and Academic Self-efficacy among Undergraduate Students**

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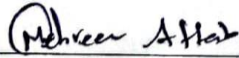
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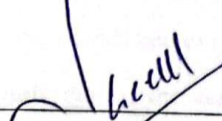
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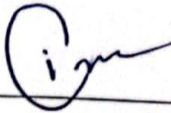
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## ACKNOWLEDGMENT

In the name of Allah S.W.T, the Most Gracious and Most Merciful.

All praises to **Allah**, the Almighty, on whom ultimately, we depend for sustenance and guidance. And His blessings for the completion of this research. My humblest gratitude to the **Holy Prophet Muhammad (SAW)** whose way of life has been a continuous guidance for us.

First and foremost, my sincere appreciation goes to my supervisor **Ms. Parveen Akhtar** who made this work possible. Her guidance and advice carried me through this huge journey of ups and downs. She has provided positive encouragement and a warm spirit to start this research. I would also like to thank our thesis coordinator **Ms. Irum Noureen**, our Head of Department **Dr. Sabahat Haqqani** for their guidance and invaluable assistance.

I also acknowledge my siblings, my friends and everyone, who have contributed by supporting my work and helping myself during the research progress till it is fully completed.



## Abstract

Psychological well-being is commonly defined as a collection of positive affective states such as happiness. Whereas happiness is also considered as a personality trait that can protect one's health and contribute significantly to one's future success and a student's belief in his or her own abilities to complete a given task and produce desired outcomes is operationally defined as academic self-efficacy. The aim of the present study was to explore the relationship of psychological wellbeing, academic self-efficacy, and happiness among undergraduate students. The study utilized a cross-sectional research design and collected data from a sample of 400 undergraduate students from (Rawalpindi and Islamabad) both male and female. Self-report questionnaires Oxford Happiness Questionnaire (OHQ), Ryff Scale of Psychological Well-being (PWB) and Academic Self-efficacy scale (ASE) were used. IBM SPSS 21 was used for statistical analyses. Spearman correlation and Mann-Whitney tests were executed due to non-normal distribution of data. The results showed a positive relationship between happiness and academic self-efficacy ( $r=.56$ ,  $p<.00$ ), weak positive relationship between psychological well-being and happiness ( $r=.12$ ,  $p<.01$ ), and a negligible relationship between academic self-efficacy and psychological well-being ( $r=.08$ ,  $p<.06$ ). There was no gender difference on wellbeing, happiness and academic self-efficacy  $p<.09$ ,  $p<.76$ ,  $p<.12$  respectively. These findings have important implications for promoting student well-being and academic success. One of the limitations is that it's a self-administered test which will cause biases. Future research can compare both college and university students' psychological well-being, happiness, and academic self-efficacy.

*Keywords:* Psychological wellbeing, Happiness, Academic self-efficacy, university students.

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**List of Abbreviation**

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APA	American Psychological Association
PWB	Psychological well-being
OHQ	Oxford Happiness Questionnaire
K-S	Kolmogrov-smimov test
SD	Standard deviation

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## Chapter 1. Introduction

Positive emotions play a crucial role in the lives of students and have a significant impact on their overall well-being, academic performance, and personal development. Positive emotions are essential for students as they contribute to enhanced learning, improved mental health, increased resilience, positive relationships, and long-term well-being. Encouraging and nurturing positive emotions in students can create a positive and thriving educational environment that supports their academic success and personal growth (Lyubomirsky et al,2005).

### **Psychological well-being**

Psychological well-being is about living a happy life. It is commonly described as a collection of beneficial impacts such as happiness (Deci & Ryan,2008). It can also affect individuals how they perceive their personal potential in a given situation. It is the combination of feeling good and performing well. People having higher level of psychological well-being report feeling happy, well-supported, capable, and satisfied with their lives, among several other reasons (Huppert,2009). From various angles psychological well-being has been studied, it shows that psychological well-being has an significant effect on other aspect such as persons performance, the level of one's satisfaction, and mutual interaction, in these aspects different academic fields have taken an interest in the concept (Ryff,2018).

Psychological well-being is considered as the outcome of a well-lived life and is an important feature in a student's successful transition to college/university life. The mostly construct that are included in dimensions are positive relationships, autonomy, environmental mastery, self-acceptance, personal growth, and life. Students at university

must adapt to a new learning environment and face increased academic pressure (Henn et al.,2016). As doing a comparison between the general population and students, students reported highest level of anxiety and lowest level of psychological well-being in their life (Hesketh,1999).

### **Happiness**

Happiness is defined as mental or emotional states of one's life (Diener,2005). Happiness is an especially important aspect of every individual. Happiness corresponds to how we feel both inside and outside of ourselves (Nawaz,2021). One of the key factors that determines one's subjective well-being is happiness (Honkanen et al.,2005). Happiness is difficult to define because it has multiple meanings in the literature and changes over time (McMahon,2006). The World Health Organization established happiness as a significant aspect of health because it is a crucial aspect of our daily life (Cohn et al., 2009). Studies report that happy people tend to work harder and be healthier (Veenhoven,1988).

Happiness is also considered as a personality trait that can protect one's health and contribute significantly to one's future success (Lyubomirsky et al.,2005). Individuals who are happy are more positive, have a high level of energy as well as a healthier lifestyle, are more creative, and successful than those who are unhappy. Similarly, when a student is happy during his or her educational experience, it will help them to be successful in all educational carrier (Hoggard, Lyubomirsky et al.,2005).

Happiness is a changing phenomenon that is influenced by emotions, life circumstances, time, and external factors induced by the surrounding environment. Many researchers have already recognized the need to assess people's happiness levels, and studies on the subject are available, people of today are happier than those of previous generations because of the modern way of life (Veenhoven,2010).

According to Graham et al. (2004), people who are happy with their lives are less likely to engage in dangerous or unhealthy behaviors.

Happier people get greater results in life, including enhanced coping skills, superior performance, physical health, and longevity. According to Piqueras et al. (2011) also asserted that happiness is a function of having a fulfilling life, being well, and living well.

### **Academic self-efficacy**

Self-efficacy is a significant belief in an individual's ability to perform those behaviors that are important for achieving academic goals (Bandura,1986). It is a belief that you are capable of doing tasks regardless of the outcome Self-efficacy is whether we believe we can do it is and outcome expectancy is whether we believe the outcome will be favorable, these are determined by our capabilities to accomplish a goal (Bandura,1997). The main concept of academic self-efficacy refers to one's own belief and justice in various academic duties (Berkovits,2014). Students' self- efficacy is strengthened when they are skillful and believe in oneself that they can do well by giving their best (Schunk,1995). Students with high self-efficacy for successful problem-solving keep a closer eye on their performance and stick with it for a longer period than students with low self-efficacy (Kandemir,2014).

Thus, a student's belief in one's own skills to accomplish a given goal and produce desired outcomes is operationally defined as academic self-efficacy, because according to the past experiences whether they are good or bad, observation of other classmate, educationist, or ideals who face the same experiences related to have same competency and will perform well or poorly, (Heslin & Klehe,2006).

According to Chung and Elias (2009) academic self-efficacy, family environment, and traditions all play a significant role. Furthermore, it is guaranteed that it will increase the students' self-efficacy. Bandura (1997) concluded that students interpret information

based on four major sources of self-efficacy beliefs. They are psychological and emotional state, mastery experience, vicarious experience, and social persuasion.

### **Literature Review**

Saldanha et al (2021) conducted a study on 105 adults to study psychological well-being and happiness among young adults under the condition of lockdown. The results of the study showed that there is a significant relationship between psychological well-being and happiness.

Alkhatib (2020) conducted a study to investigate the relationship between psychological well-being and self-efficacy and positive thinking on 350 students. The study's findings indicated a positive relationship between psychological well-being and self-efficacy as well as a positive relationship between psychological well-being and positive thinking, although gender differences had no effect on psychological well-being.

Khan and Mansoor (2020) conducted a study among 182 medical students in a university in Pakistan. It was concluded that happiness is significantly and positively associated with academic performance.

Mustafa et al (2020) conducted a study on 542 students to measure the relationship between psychological well-being and university students' academic achievement. The study findings show a significant relationship between academic achievement and psychological well-being.

Mahmoodi and Hassan (2019) conducted research on 290 students one of the aims was to find factors associated with the happiness among college students. Researcher concluded that male students were happier than female students. Furthermore, students who were interested in their college major had a higher level of happiness, and a low level of academic stress reported higher levels of academic self-efficacy.

Iri et al (2019) studied 280 students' structural relationship of happiness based on psychological well-being with self-efficacy intermediation and academic self-regulation in university students. According to the results, there is a direct relationship between psychological well-being, happiness, academic self-regulation and self-efficacy.

Kewalrami and Akhirwar (2018) conducted a study on 100 girls' effect of self-efficacy, happiness and perceived social support on academic performance. Between all three variables, a positive correlation was observed: self-efficacy, happiness, and perceived social support. Because the variables are interrelated, changes in any one of them can affect the others.

Salleh and Mustafa (2016) studied 300 adults to examine the difference of gender on psychological wellbeing. The results showed no significant results between male and female in psychological well-being.

Satici and Can (2016) studied on 1679 student to investigating academic self-efficacy of university students in terms of socio-demographic variable. For the student their perception regarding their success is an important factor in academic self-efficacy. The study's finding claims that students who consider themselves as more successful tend to higher academic self-efficacy as compared to students who consider themselves as unsuccessful.

Siddique (2015) conducted research on 100 students to check the impact on self-efficacy on psychological well-being among undergraduate students. Among the undergraduate students, self is considered as more positive and has powerful impact on psychological wellbeing. As a result, a high level of engagement and life satisfaction indicates that self-efficacy and psychological wellbeing are directly related to each other. If

one will be high, then other will be higher too. It was found that there was insignificant difference between Self-efficacy of Male and Female students.

Heizomi et al (2015) conducted on 403 students in Iran. The study aimed to measure students' happiness and psychological well-being. The results showed a significant relation observed between happiness and psychological well-being. It also showed that students having higher happiness scores have better school performance.

Mehmood and Gulzar (2014) conducted a study 182 adults to investigate the relationship between emotional intelligence and psychological well-being among Pakistani adolescents. The study's findings revealed a significant positive relationship between variables of Emotional intelligence and self-esteem were found to have a negative relationship Depression and intelligence.

Dogan et al (2013) studied on 340 participants on turkey, the role of psychological well- being, self-esteem, emotional self-efficacy and effect balance on happiness. The findings indicate that there are positive and significant relation between all the variables.

Kohler (2009) studied the relationship between academic self-efficacy and academic performance. The finding of the study concluded that, male score has lower score than female student. The difference was not significant. In both genders self-efficacy had an affective academic performance predictor.

Raul et al (2019) studied Happiness, perceived stress, psychological well-being, and health behaviors of thai university students. The finding of the study concluded that female have lower happiness and psychological well-being as compared to male students.

Zyl (2018) conducted a study to examine self-efficacy with relationship between and happiness among university students. The results showed that higher level of self-efficacy indicates higher level of happiness and life satisfaction on both male and females.

Study by Diener and Diener (1995) examine psychological well-being, including measures of subjective well-being, life satisfaction, and emotional well-being, generally find minimal gender differences. Both males and females have the potential to experience similar levels of psychological well-being, suggesting that gender does not play a substantial role in determining overall well-being,

A study conducted by Argyle (2001) on happiness indicated that males and females tend to report similar levels of happiness. While certain factors that contribute to happiness may vary between genders, such as the specific sources of happiness or the expression of emotions, overall happiness levels do not significantly differ based on gender.

Pajares and Schunk (2001) 's study examining academic self-efficacy, which refers to beliefs in one's ability to succeed academically, indicate that gender differences in academic self-efficacy are generally small or non-existent. Both male and female students have the potential to develop similar levels of confidence in their academic abilities, indicating that gender does not play a significant role in academic self-efficacy.

### **Theoretical framework**

Self-efficacy is a significant belief in an individual's ability to perform those behaviors that are important for achieving academic goals (Bandura,1986). Negative emotions would result from a lack of self-efficacy in handling life circumstances to produce reasonable expectations and positive thinking about life situations. These people's inability to manage risks, high anxiety levels, and lack of self-efficacy will grow, and numerous environmental dangers and hazards will be lowering their pleasure. It is true that one can

increase with the increase of another. People's self-efficacy rises as their happiness does. Happiness is a source of self-assurance and an optimistic view of one's skills.

Research has shown that for the better performance and success of students, psychological well-being and self-efficacy are one of the main predictions. Research has also shown that those students who are happily motivated to participate in academic activities and have positive attitudes will lead them to be successful at university. It is reported that those students will have high levels of self-efficacy and well-being. (Khramtsova et al., 2007).

Theory of self-efficacy by Albert Bandura. The two sources' influences are formed by interpreting information from self-efficacy (Bandura, 1977).

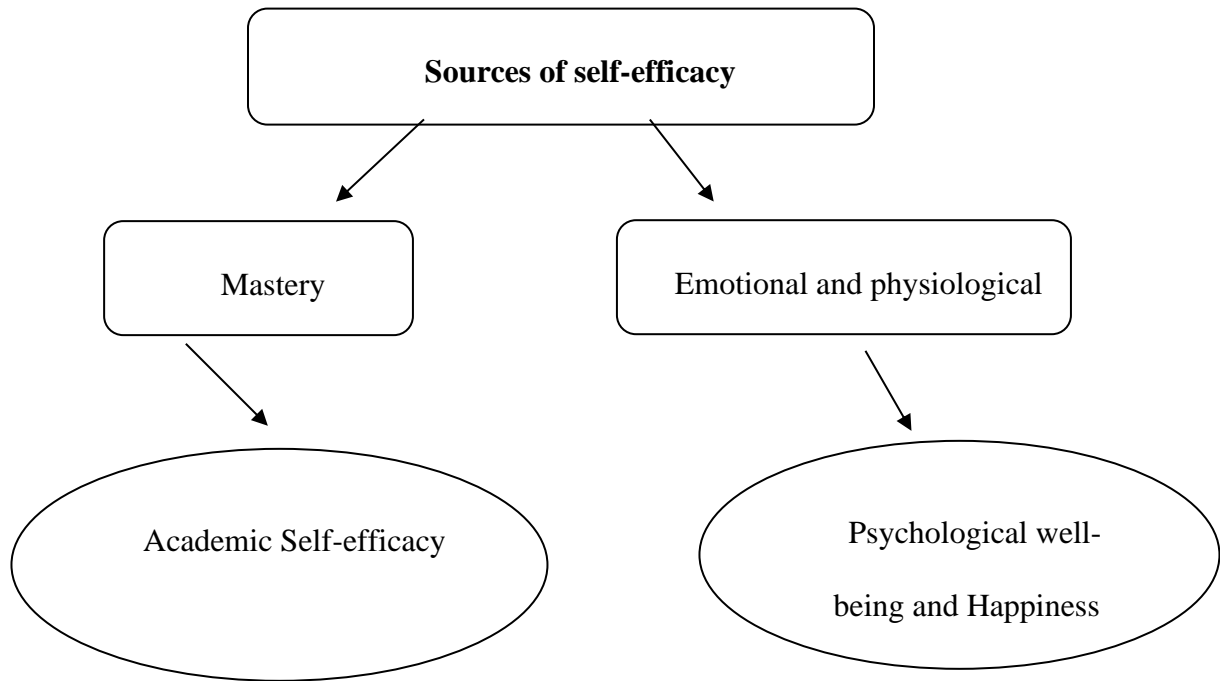
**Mastery Experiences:** Mastery experiences refer to the firsthand successes and accomplishments individuals have in specific domains, such as academics. When students consistently achieve positive outcomes in their academic endeavors, they develop a sense of competence and self-efficacy. These experiences contribute to their happiness and psychological well-being by boosting their confidence in their abilities to perform well academically.

**Emotional and Physiological States:** Emotional and physiological states can significantly influence self-efficacy beliefs and well-being. Positive emotional states, such as feeling happy, content, and motivated, can enhance academic self-efficacy by fostering a positive mindset and increasing optimism. Additionally, maintaining physical well-being through healthy habits, such as regular exercise and adequate sleep, can also positively impact self-efficacy beliefs and overall psychological well-being.



It's important to note that these sources of self-efficacy can interact and influence each other. For instance, a student who consistently experiences academic success (mastery experiences) may also receive positive feedback and support from their peers (social persuasion), leading to enhanced self-efficacy and increased happiness and psychological well-being.

**Figure 1**



## **Rationale**

Studying psychological well-being is important because student's psychological wellbeing is related to student overall health and social, mental, physical, and emotional health Seligman and Csikszentmihalyi (2000). Happiness is an important factor in the academic career of a student. University life can be demanding and stressful, leading to potential mental health concerns. Studying wellbeing enables researchers and institutions to assess the mental health status of undergraduate students, identify risk factors, and develop interventions to support their psychological well-being Diener (1984).

Studying happiness among undergraduate students is important because happiness is closely linked to academic engagement and success. Happy students are more likely to be motivated, participate actively in classes, and be open to learning experiences. Understanding the factors that influence happiness can help universities create positive and engaging learning environments that promote student success. Happiness is a critical component of overall wellbeing Diener et al (2005). Happy students tend to have better mental health, higher self-esteem, and greater resilience in the face of challenges. Studying happiness allows universities to implement strategies that enhance student well-being, develop resilience, and create a supportive campus culture Diener and Chan (2011).

Studying academic self-efficacy among undergraduate students is important because academic self-efficacy plays a crucial role in academic achievement. Students with higher levels of self-efficacy believe in their abilities to succeed academically, leading to increased motivation, goal setting, and perseverance Chemers and Garcia (2001). Academic self-efficacy is closely tied to career development. Students who believe in their abilities are

more likely to explore challenging academic pathways, pursue internships and experiential learning opportunities, and develop the skills necessary for future careers. Studying academic self-efficacy can inform career counseling and guidance programs that empower students to make informed career choices and successfully transition into the workforce Zimmerman and Bandura (1994). Academic self-efficacy contributes to students' psychological well-being. When students have confidence in their academic abilities, they experience less stress, anxiety, and self-doubt Pajares and Miller (1994). By studying academic self-efficacy, universities can identify factors that enhance or hinder students' belief in their academic capabilities, allowing for targeted interventions to promote their psychological well-being.

In summary, studying wellbeing, happiness, and academic self-efficacy among undergraduate students helps universities identify and address challenges related to student adjustment, mental health, engagement, and success. It improves retention and graduation rates and empowers students to achieve their academic and career goals while maintaining their well-being.

### **Objective**

1. To study the relationship between happiness and academic self-efficacy among undergraduate students.
2. To study the relationship between psychological wellbeing and academic self-efficacy among undergraduate students.
3. To study the relationship between happiness and psychological wellbeing among undergraduate students.
4. To study gender differences on happiness, psychological wellbeing, and academic self-efficacy among university students

## **Hypotheses**

H1: There will be a positive relationship between psychological well-being and academic self-efficacy among undergraduate students.

H2: There will be a positive relationship between happiness and academic self-efficacy among undergraduate students.

H3: There will be a positive relationship between psychological well-being and happiness among undergraduate students.

H4: There will be significant gender differences on psychological well-being, happiness, and academic self- efficacy among undergraduate students

## **Chapter 2. Method**

### **Research design**

The research design of the current study was cross-sectional.

### **Ethical considerations**

Permission was taken from the authority of universities. All the participants were informed about the aim and objectives of the study. The informed consent was taken from participants before the study was conducted. However, they were given the complete right to withdraw from the study at any time. Confidentiality of the participants would be maintained. They were assured that the information obtained from them would only be used for research purposes. The data will not be published anywhere mentioning their identity.

### **Population and Sample**

The sample of this study was undergraduates from twin cities of Pakistan (Rawalpindi and Islamabad). There were 400 male and female students.

### **Sampling techniques**

Convenient sampling technique was used in this study.

### **Inclusion criteria**

- Undergraduate students from Islamabad and Rawalpindi
- Both male and female participants

### **Exclusion criteria**

- Persons with physical disabilities like hearing and walking disabilities.

## **Instruments**

### **Demographic Sheet**

Demographics variables included gender, age, degree, university year, working status, living status and financial support. All the demographic variables were nominal.

### **Oxford Happiness Questionnaire (OHQ)**

The Oxford Happiness Questionnaire consists of 29 items (Hills, & Argyle, 2002). The OHQ has been used in a number of studies, including one on mindfulness and well-being (St-Louis et al., 2018). The PERMA model is a theoretical model of happiness that investigates the five domains of happiness. The frequency and magnitude of positive affect or joy over time, as well as the average level of satisfaction absence of negative emotions), life satisfaction, self-esteem, and joy (Argyle & Crossland, 1987). The minimum possible score is 1 and the maximum possible score is 6 (The average is around 4.30). OHQ demonstrated high scale reliability with alpha values of 0.91.

### **Ryff Scales Psychological Well-being (PWB)**

Ryff scale of Psychological Well-being consists of 42 items (Ryff & Keyes, 1995). The model of psychological well-being has six dimensions that have the potential to provide a comprehensive theoretical framework for investigating adolescents' positive functioning. The scale is comprised of 42 items which assess psychological well-being. Respondents rate statements on a Likert scale of 1 to 6, with 1 indicating strongly disagree and 6 indicating strongly agree. The test reliability coefficient was 0.82. Higher scores indicate greater psychological well-being.

### **Academic Self-Efficacy Scale (ASS)**

Academic self-efficacy scale consists of 10 items formulated by Zhou (2000). This scale is divided into 2 dimensions: self-efficacy learning ability and self-efficacy of

learning behavior which assess 2 dimensions of academic self-efficacy 5 items per dimensions. Respondents rate statements on a Likert scale of 1 to 5, with 1 indicates strongly disagree and 5 indicates strongly agree. The Cronbach alpha was 0.817.

### **Procedure**

The permission for data collection was taken from the university authorities. The participants, after receiving some general information about the study signed a consent form and demographic sheet. The sample of undergraduates (N =400) was taken from twin cities of Pakistan (Islamabad and Rawalpindi). By using convenient sampling method research went to different universities for data collection. Participants were informed about the study, and they were given a questionnaire with detailed instructions and a consent form. Participants were requested to ask questions in case of any confusion. The researcher asks them to answer each statement honestly. It took 10-12 minutes for each participant to fill out the questionnaire. In the end, participants were thanked for their cooperation.

## Chapter 3. Results

### Data analysis

The data analysis was carried out using the latest version of IBM SPSS 21 version. Descriptive analysis was done for demographics variables. Frequencies and percentages were calculated for categorical variables and mean, median, mode, standard deviation, skewness, kurtosis, and Kolmogorov Smirnov test (K-S) were used for continuous variables. Histograms are presented for pictorial representation of distribution of data. Spearman correlation analysis was conducted to measure the relationship between the variables: psychological well-being, happiness, and academic self-efficacy Reliability analysis by using Cronbach's alpha. Maan whitney for the difference of demographic variables.

The present study was aimed to analyze the relationship between psychological well-being, happiness, and academic self-efficacy among undergraduate students. This chapter presents the results of the study along with descriptive and inferential statistics.



**Table 1***Frequency and percentage table of Demographic Characteristics for Sample (N = 400)*

Variable	Categories	<i>f</i>	%
Age	18-21	132	33.2
	22-24	180	45.2
	25-28	86	21.6
Gender	Male	204	51.0
	Female	196	49.0
Study Major	Engineering	95	23.8
	Medical	64	16.0
	Business	102	25.5
	Social science	47	11.8
	Others	92	23.0
Study Year	1 <sup>st</sup>	44	11.0
	2 <sup>nd</sup>	80	20.0
	3 <sup>rd</sup>	94	23.5
	4 <sup>th</sup>	179	44.8
Living status	Home	239	59.5
	Hostel	103	25.8
	Apartment	58	14.5
Work status	Working	143	64.0

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	Non-working	256	99.9
Financial support	Full scholarship	28	7
	Partial scholarship	78	19.6
	Guardian/parents	204	22.0
	Self -Supported	88	99.5

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*Note.* *f* = Frequency, % = Percentage.

Table 1 shows the frequencies of demographic characteristics of study sample. Male (204) has greater frequency than female (196). Most of the samples aged 22-24 have the greater frequency which is 180 with the percentage of 45.2% than other ages. The highest frequency of study major is Business which is (102) with 25.5.% and lowest is social science (47) with 11.8%. Study year, most of the students were in the 4th year of their degree (44%). The living status of students living at home 239 with 59.5 %. It indicated that most of the students' lives in their homes. Most of the students were non-working. Further table showed the financial support for student's full scholarship frequency guardian/parents 204 with 22.0%. it indicates that most of the students are financially supported by their guardian/parents for their education.

## Measures

Table 2 presents the mean, median, mode, standard deviation, skewness, kurtosis, k-s and normality test of psychological well-being, happiness, and academic self-efficacy.

**Table 2**

*Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis and Kolmogorov-Smirnov test statistics (N=400).*

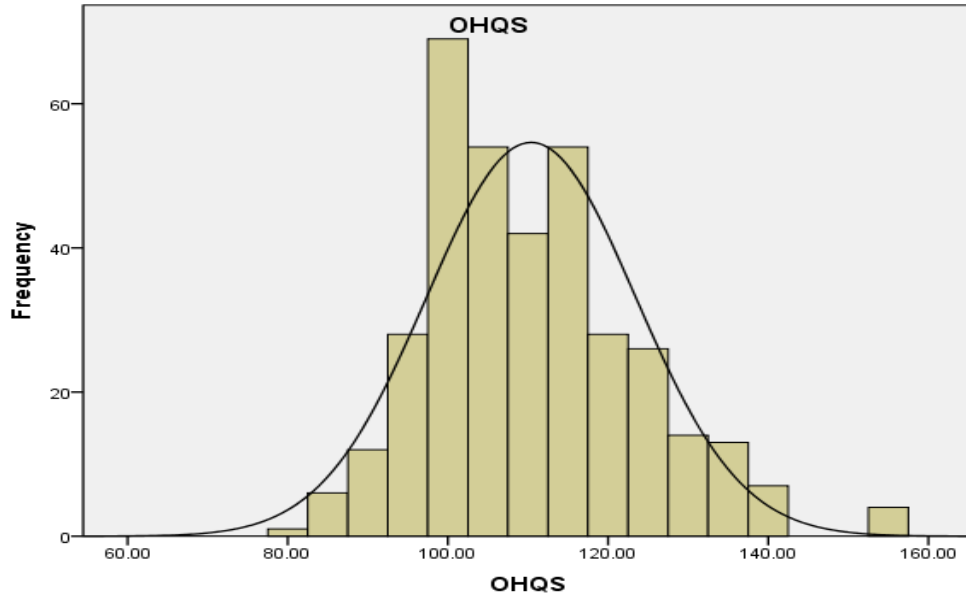
Variables	M	Median	Mode	SD	SK	K	K-S	<i>p</i>
OHQ	110.56	109	103.00	13.11	.68	.57	.09	.00
ASE	35.67	36	44.00	7.58	-.25	-.83	.10	.00
PWB	173.68	168	161.00	28.34	.03	-.80	.06	.00

*Note:* OHQ=Oxford Happiness Questionnaire, ASE= Academic Self-efficacy, PWB=Psychological Wellbeing M=mean, SD=standard deviation, K=kurtosis, Sk=Skewness, k-s=kolmogorov-smirov, *p*=significance.

Table 2 showed the descriptive statistics of scale (OHQ, ASE, PWB). OHQ of the respondents shown in table k-s= .09, *p*=.00. ASE k-s .10, *p*=.00. Similarly, for PWB of k-s=.0, *p*=.00. it means that k-s normality test indicates that data is non normally distributed.

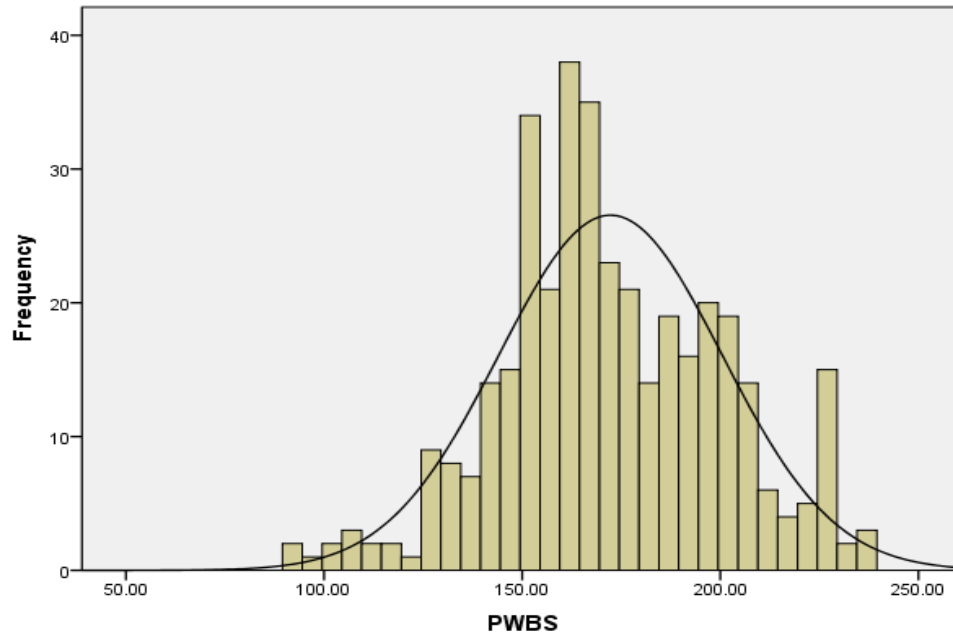
**Figure 2**

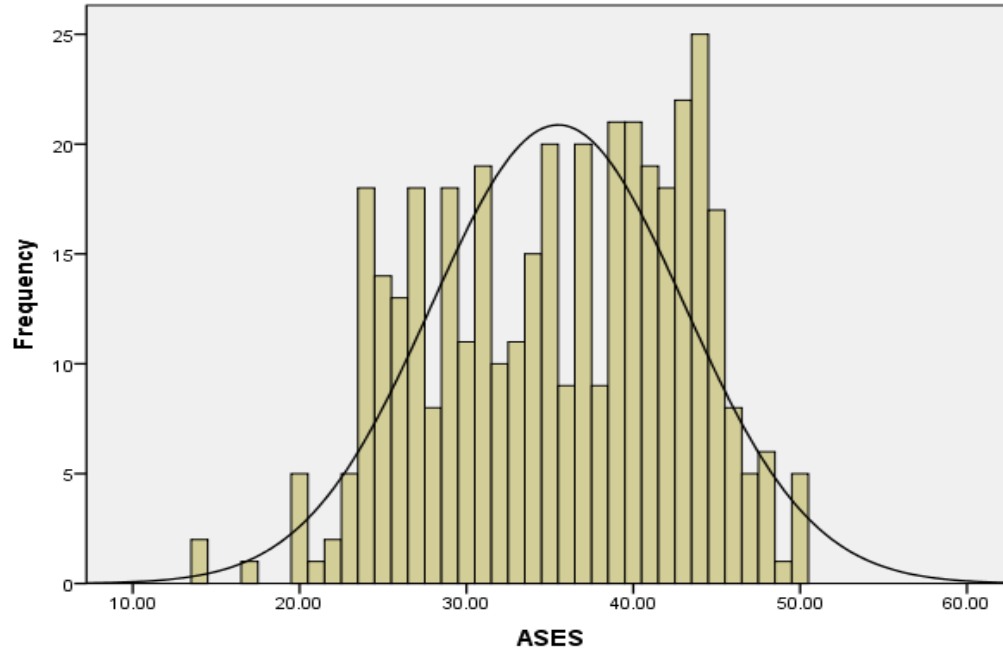
**Oxford Happiness Questionnaire**



**Figure 3**

**Psychological well-being**



**Figure 4****Academic self-efficacy**

**Table 3**

*Cronbach's alpha reliability coefficient with mean and standard deviation of scales Sample (N =400)*

Scale	Item	M	SD	Range		<i>a</i>
				Potential	Actual	
OHQ	29	110.56	13.11	29-174	80-157	.66
ASE	10	35.67	7.58	10-50	14-50	.86
PWB	42	173.68	28.34	42-252	92-235	.88

*Note: OHQ= Oxford Happiness Questionnaire, ASE= Academic Self-efficacy, PWB= Psychological well-being,*

*M = Mean, S.D = Standard Deviation, a= Cronbach alpha reliability.*

Table 3 the reliability of scales, it shows the strong reliability for PWB as  $\alpha$  .88 and

ASA as  $\alpha$  .86 which considered as a very good. Reliability for OXQ is .66.

**Table 4***Spearman Correlation of Variables used in study Sample.*

<b>Variable</b>	<b>n</b>	<b>M</b>	<b>SD</b>	<b>1</b>	<b>2</b>	<b>3</b>
1.Psychological well-being	375	173.68	28.34	-	.12**	.08
2. Happiness	336	110.56	13.11	-	-	.56**
3.Academic self-efficay	400	35.67	7.58			

*Note: 1=PWB.2=OHQ, and 3=ASE, PWB=Psychological well-being, OHQ=Oxford Happiness Questionnaire, ASE=Academic Self-efficacy, M=Mean, SD=Standard Deviation.*

Table 4 showed the relationship between variables PWB and OHQ ( $r = .12^{**}$ ) OHQ and ASE ( $r = .56^{**}$ ) PWB and ASA ( $r = .08$ ).

**Table 5**

*Maan Whitney U test of gender difference on OHQ,PWB,ASE scale use in the study*

Variable	Male		Female		U	Z	p
	N	Mean rank	N	Mean rank			
OHQ	181	177.8	177	181.1	15721.0	-.30	.76
PWB	192	188.5	183	187.4	17469.5	-.09	.09
ASE	204	209.1	196	191.1	18226.0	-1.5	.12

*Note: N= No of participants, OHQ= Oxford Happiness Questionnaire, PWB=Psychological well-being, ASA=Academic Self-efficacy, p= significance value, U= Mann Whitney test value.*

Mann Whitney U test (Table 5) there is no significant gender differences on happiness ( $U= 15721.0$ ,  $z= -3.0$ ,  $p= .76$ ), psychological wellbeing and ( $U= 17469.5$ ,  $z= -.09$ ,  $p= .92$ ) and academic self-efficacy ( $U= 18226.0$ ,  $z= -1.5$ ,  $p= .12$ ).



## Chapter 4. Discussion

The present study aims to investigate the relationship between psychological well-being and happiness and academic self-efficacy among undergraduate students. Another objective of the study is to find the gender difference among these three. The study utilizes cross-sectional design with the sample of 400 undergraduate participants. Convenient sampling was used to select the sample of the study.

**H1:** There will be a positive relationship between psychological well-being and academic self-efficacy. The finding of the study showed an insignificant and in-negligible relationship between psychological well-being and academic self-efficacy. There are many factors which may influence or have an impact on these findings such as biological factors such as genetics, brain chemistry, and hormonal balance can influence psychological well-being. Individual differences in temperament and resilience can also play a role. Social Support and Feedback: Supportive relationships with peers, teachers, and mentors, as well as constructive feedback, can bolster academic self-efficacy and positively impact psychological well-being. Chemers et al. (2001) A positive self-perception and acceptance of oneself, including one's strengths and weaknesses, contribute to psychological well-being. Developing self-esteem and self-acceptance involves cultivating a realistic and compassionate view of oneself Duckworth, et al. (2007). Other factors such as social support, personal values, and overall life satisfaction also contribute to psychological well-being in the academic context. Additionally, the relationship between psychological well-being and academic self-efficacy can vary across individuals and cultures.

**H2:** There will be a positive relationship between psychological well-being and happiness. The finding of the study showed a weak positive relationship between psychological well-being and happiness. Saldanha et al (2021) conducted a study on 105

adults to study Psychological Well-Being and Happiness among Young Adults under the Condition of Lockdown. The results of the study showed that there is a significant relationship between psychological well-being and happiness. Heizomi et al (2015) conducted on 403 students in Iran. The study aimed to measure students' happiness and psychological well-being. The results showed a significant relation observed between happiness and psychological well-being. It also showed that students having higher happiness scores have better school performance. Happiness, broadly defined as experiencing positive emotions and life satisfaction, is often considered a key component of psychological well-being.

**H3:** There will be a positive relationship between happiness and academic self-efficacy. The finding of the current study showed a positive relationship between happiness and academic self-efficacy. Kewalrami and Akhirwar (2018) conducted a study on 100 girls' effect of self-efficacy, happiness and perceived social support on academic performance. Between all three variables, a positive correlation was observed: self-efficacy, happiness, and perceived social support. Because the variables are interrelated, changes in any one of them can affect the others. Happiness and academic self-efficacy both play a role in shaping students' overall well-being and self-perception. When students experience happiness and possess a strong belief in their academic abilities, they develop a positive self-perception, which includes feelings of competence, confidence, and satisfaction in their academic pursuits. This positive self-perception contributes to their overall psychological well-being.

**H4:** There will be gender differences on psychological wellbeing, happiness and Academic-self efficacy. The finding of the current study shows that there was no gender difference on any of these variables. Studies examining psychological well-being, including measures of subjective well-being, life satisfaction, and emotional well-being, generally find

minimal gender differences. Both males and females have the potential to experience similar levels of psychological well-being, suggesting that gender does not play a substantial role in determining overall well-being Diener and Diener (1995). The research on happiness indicates that males and females tend to report similar levels of happiness. While certain factors that contribute to happiness may vary between genders, such as the specific sources of happiness or the expression of emotions, overall happiness levels do not significantly differ based on gender (Argyle,2001). Studies examining academic self-efficacy, which refers to beliefs in one's ability to succeed academically, indicate that gender differences in academic self-efficacy are generally small or non-existent. Both male and female students have the potential to develop similar levels of confidence in their academic abilities, indicating that gender does not play a significant role in academic self-efficacy. Pajares and Schunk (2001). It's important to note that the observed gender differences are often small in magnitude and can be influenced by various contextual factors, including cultural, social, and environmental influences.

### **Conclusion**

In conclusion, the present study found no relationship between psychological well-being and academic self-efficacy among undergraduate students. However, it did identify a positive relationship between psychological well-being and happiness, as well as a positive relationship between happiness and academic self-efficacy. Furthermore, no gender differences were observed in psychological well-being, happiness, or academic self-efficacy. These findings contribute to the existing literature on the subject and emphasize the importance of promoting happiness and well-being among undergraduate students for improved academic performance. Overall, this study highlights the importance of addressing psychological well-being and happiness in the context of undergraduate education. By

recognizing and nurturing students' mental health and academic self-efficacy, institutions can create an environment conducive to their overall well-being and academic success.

### **Limitations**

1. This study assessed academic self-efficacy across an entire degree program.
2. One of the limitations is that it's a self-administered test which will cause Biases.
3. Convenient sampling was used which lowers the generalizability of the results.

### **Implications**

1. More research into academic self-efficacy within core subject areas is needed, as it has the potential to better understand undergraduate psychological well-being and happiness in different course modules training program for both teachers and students can be designed to increase students' self-efficacy in academics.
2. Future research should continue to investigate the complex interplay between psychological well-being, happiness, and academic self-efficacy, considering additional factors such as socio-demographic variables, academic support systems, and personal characteristics.
3. Future research can compare both college and university students' psychological well-being, happiness, and academic self-efficacy.
4. The necessities to develop various intervention strategies that will strengthen undergraduate students by enhancing their academic self-efficacy, Happiness, and psychological well-being.
5. Longitudinal studies could provide further insights into the causal relationships between these variables over time.

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## **Annexures**

### **Appendix A: Information sheet**

I am Sadaf Safdar, a student of Psychology at Capital University of Science and Technology, Islamabad. I am doing a research study which aims to find out the relationship between psychological wellbeing, happiness and academic self-efficacy among undergraduate students, under the supervision of Ms. Parveen Akhtar.

To take part in this study, kindly read the information given below. If you want more information regarding this study, you can ask questions.

#### **Purpose of the Research**

The purpose of this research is to find the relationship between psychological wellbeing, happiness and academic self-efficacy.

#### **What is involved in the Study?**

This study is being conducted as a part of my degree. If you are willing to participate, you will be presented with a questionnaire having questions related to happiness, psychological well-being and academic self-efficacy. You are required to respond as accurately as possible and choose the option that you could best relate with. This process would take 20-25 minutes. You are free to ask any queries. Moreover, your participation is completely voluntary, and you are granted the right to withdraw from study at any stage without any penalty.

#### **Risks**

There are no foreseeable risks and harms in this study. In case of any discomfort or problem that arises due to this study, you can contact me at the information given at the end.

### **Privacy and Confidentiality**

Your information will be kept confidential and will be used for research purposes only. Overall results of the participants will be drawn, and the participants' identities will not be revealed in any way. Collective responses will be used in the research report.

### **Contacts for Questions or Problems**

In case of any query contact at:

[Bsp183006@cust.pk](mailto:Bsp183006@cust.pk) or [parveenakhtar@cust.edu.pk](mailto:parveenakhtar@cust.edu.pk)

**Appendix B: Consent form**

1.	I hereby confirm that I have read the above information carefully and I have read and understood the purpose of this study.	Yes	No
2.	I understand that my participation in this study is voluntary, and I have the right to withdraw from the study at any time without any of my rights being affected.	Yes	No
3.	I understand that information obtained as a part of this study will be kept confidential and will be anonymous and will be used only for research purposes.	Yes	No
4.	I agree to participate in this study.	Yes	No

**Signature of participant** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of researcher:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Appendix C: Demographic sheet

**Age** \_\_\_\_\_

### Gender

Male

Female

### Major

Engineering

Medical

Business

Social sciences

Others

### Year

1<sup>st</sup> year

2<sup>nd</sup> year

3<sup>rd</sup> year

4<sup>th</sup> year

### Living status

Home

Hostel

Apartment

### Work status

Working

Non-working

### Financial support for education

Full scholarship

Partial scholarship

Guardian/Parents

Self

## Appendix D: Oxford Happiness Questionnaire 29 items (OHQ)

### Instruction

Below are a number of statements. Please indicate how much you agree or disagree with each by entering a number in the blank after each statement, according to the following scale:

1 = Strongly disagree      6=Strongly agree

Statements	1	2	3	4	5	6
1. I don't feel particularly pleased with the way I am.						
2. I am intensely interested in other people.			-			
3. I feel that life is very rewarding.						
4. I have very warm feelings towards almost everyone.				-		
5. I rarely wake up feeling rested.						
6. I am not particularly optimistic about the future.						
7. I find most things amusing.						
8. I am always committed and involved.						
9. Life is good.						
10. I don't think that the world is a good place.						
11. I laugh a lot.						

12. I am well satisfied about everything in my life.						
13. I don't think I look attractive.						
14. There is a gap between what I would like to do and what I have done.						
15. I find beauty in some things.						
16. I always have a cheerful effect on others.						
17. I can fit in (find time for) everything I want to						
18. I feel that I am not especially in control of my life						
19. I feel able to take anything on.						
20. I feel fully mentally alert.						
21. I feel fully mentally alert.						
22. I often experience joy and elation.						
23. I don't find it easy to make decisions.						
24. I don't have a particular sense of meaning and purpose in my life.						
25. I feel I have a great deal of energy.						
26. I usually have a good influence on events.						
27. I don't have fun with other people.						
28. I don't feel particularly healthy.						
29. I don't have particularly happy memories of the past.						

### Appendix E: Academic Self-efficacy Scale 10 items (ASE)

#### Instructions

Some statements concerning your beliefs about learning are given below. Five responses are given to each statement. 1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree.

Carefully read each statement and decide to what extent it is true in your case. Then mark 'X' in the column of the given response sheet against the serial number of the statement.

Statements	1	2	3	4	5
1. I believe I have the ability to get good grades in study.					
2. Compared with other students in the class, my learning ability is relatively strong.					
3. I think I can grasp what the teacher teaches in class in time					
4. I think I can put what I have learned into practice					
5. I like to choose challenging study tasks.					
6. When I think about a problem, I can relate what I have learned before and after.					
7. When I read books, I can relate what I read to what I already know.					

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
8. I always underline key points in my book or notebook to help with my studies.					
9. When I review for an exam, I can review what I have learned before and after.					
10. Even if the teacher didn't require, I will consciously do each chapter of the book after the exercise to test their knowledge of the situation.					

## Appendix F: Psychological Well-being Scale 42 items (PWB)

### Instruction

**Answer Format:** 1 = Strongly Agree ,6= Strongly Disagree

Statement	1	2	3	4	5	6
1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.						
2. In general, I feel I am in charge of the situation in which I live.						
3. I am not interested in activities that will expand my horizons.						
4. Most people see me as loving and affectionate.						
5. I live life one day at a time and don't really think about the future.						
6. When I look at the story of my life, I am pleased with how things have turned out						
7. My decisions are not usually influenced by what everyone else is doing						
8. The demands of everyday life often get me down.						
9. I think it is important to have new experiences that challenge how you think about yourself and the world.						
10. Maintaining close relationships has been difficult and frustrating for me						
11. I have a sense of direction and purpose in life.						

12. In general, I feel confident and positive about myself.						
13. I tend to worry about what other people think of me.						
14. I do not fit very well with the people and the community around me.						
15. When I think about it, I haven't really improved much as a person over the years.						
16. I often feel lonely because I have few close friends with whom to share my concern.						
17. My daily activities often seem trivial and unimportant to me.						
18. I feel like many of the people I know have gotten more out of life than I have.						
19. I tend to be influenced by people with strong opinions.						
20. I am quite good at managing the many responsibilities of my daily life.						
21. I have a sense that I have developed a lot as a person over time.						

	1	2	3	4	5	6
22. I enjoy personal and mutual conversations with family members or friends.						
23. I don't have a good sense of what it is I'm trying to accomplish in life.						
24. I like most aspects of my personality.						
25. I have confidence in my opinions, even if they are contrary to the general consensus.						
26. I often feel overwhelmed by my responsibilities.						
27. I do not enjoy being in new situations that require me to change my old familiar ways of doing things.						
28. People would describe me as a giving person, willing to share my time with others.						
29. I enjoy making plans for the future and working to make them a reality.						
30. In many ways, I feel disappointed about my achievements in life.						
31. It's difficult for me to voice my own opinions on controversial matters.						
32. I have difficulty arranging my life in a way that is satisfying to me.						
33. For me, life has been a continuous process of learning, changing, and growth.						
34. I have not experienced many warm and trusting relationships with others.						
35. Some people wander aimlessly through life, but I am not one of them.						



	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
36. My attitude about myself is probably not as positive as most people feel about themselves.						
37. I judge myself by what I think is important, not by the values of what others think is important.						
38. I have been able to build a home and a lifestyle for myself that is much to my liking.						
39. I gave up trying to make big improvements or changes in my life a long time ago.						
40. I know that I can trust my friends, and they know they can trust me.						
41. I sometimes feel as if I've done all there is to do in life.						
42. When I compare myself to friends and acquaintances, it makes me feel good about who I am.						

## Appendix G

## Support letter for data collectio



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Ref. CUST/IBD/PSY/Thesis-361  
February 14, 2023

## TO WHOM IT MAY CONCERN

Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

Ms. Sadaf Safdar Sherazi, registration number **BSP103006** is a bona fide student in BS Psychology program at this University from Fall 2019 till date. In partial fulfillment of the degree, she is conducting research on "Relationship between psychological wellbeing, Happiness and academic self-efficacy among undergraduate students.". In this continuation, the student is required to collect data from your institute.


Considering the forgoing, kindly allow the student to collect the requisite data from your institute. Your cooperation in this regard will be highly appreciated.

Please feel free to contact undersigned, if you have any query in this regard.

Best Wishes,

**Dr. Sabahat Haqqani**  
Head, Department of Psychology  
Ph No. 111-555-666 Ext: 178  
sabahat.haqqani@cust.edu.pk

## Appendix H

report			
ORIGINALITY REPORT			
19%	13%	11%	11%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	Maha Ahmed Hussein Alkhatib. "Investigate the Relation between Psychological Well-being, Self-efficacy and Positive Thinking at Prince Sattam bin Abdul Aziz University Students", International Journal of Higher Education, 2020 Publication	1%	
2	Submitted to Higher Education Commission Pakistan Student Paper	1%	
3	Submitted to Lovely Professional University Student Paper	1%	
4	<a href="http://www.ijip.in">www.ijip.in</a> Internet Source	1%	
5	<a href="http://digitalcommons.liberty.edu">digitalcommons.liberty.edu</a> Internet Source	1%	
6	<a href="http://journals.sbm.ac.ir">journals.sbm.ac.ir</a> Internet Source	1%	
7	Hassan Mahmoodi, Haidar Nadrian, Fahime Javid, Ghadriye Ahmadi, Rojia Kasravi, Publication	1%	
	Masomeh Chavoshi, Fariba Golmohammadi. "Factors associated with happiness among college students: do academic self-efficacy and stress predict happiness", International Journal of Happiness and Development, 2019 Publication		
8	Haleh Heizomi, Hamid Allahverdipour, Mohammad Asghari Jafarabadi, Abdolrasul Safaian. "Happiness and its relation to psychological well-being of adolescents", Asian Journal of Psychiatry, 2015 Publication	1%	