

Relationship Between Life Satisfaction And Mental Health Among College Students Of Hardoi District Of Uttar Pradesh

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ABSTRACT

This study investigates the levels of life satisfaction and mental health, as well as the relationship between life satisfaction and mental health among college students in Hardoi district of Uttar Pradesh. The sample consisted of 120 participants aged between 17 to 21, who were selected using a random sampling technique. The study utilizes the Life Satisfaction Scale by Q. G. Alam and Ramji Srivastava, as well as the Positive Mental Health Inventory, developed by Dr. C. D. Agashe and R. D. Helode, for assessing mental health. The mean and standard deviation were used to determine the significance of life satisfaction and mental health. The relationship between the relevance and strength of the two variables was assessed using Pearson correlation analysis. The findings revealed a significant, perfect positive correlation between life satisfaction and mental health ($r = 1.00, p < 0.01$), indicating that individuals who were more satisfied with their lives also experienced better mental health. The study suggests that changes in life satisfaction are similarly associated with changes in mental health.

Keywords: *Life satisfaction, Mental health, College students, correlation.*

1. INTRODUCTION

Life satisfaction is a personal assessment of the overall quality of one's life. It is an individual's subjective evaluation of their overall level of life satisfaction and contentment with their experiences. A cognitive aspect of subjective well-being, it coexists with affective states, including both positive and negative ones. As published in the World Health Organization (WHO) manual entitled "Impact of economic crises on mental health," children hard-hit by economic crises experience mental disorders the most. Thus, they end up depressed, stressed, have suicidal thoughts, and are generally unsatisfied with their lives.

Mental health is a state of mental well-being that enables people to cope with the stresses of life, recognize their abilities, learn effectively, work productively, and contribute to their community. It has intrinsic and instrumental value and is integral to our well-being (WHO). 'A person's ability to interact with others in a way that promotes subjective well-being, the best possible development and use of their cognitive, affective, and relational mental abilities, the accomplishment of both individual and group goals that are consistent with justice, and the achievement and maintenance of conditions of fundamental equality is known as mental health (Kornhauser, 1965).

In 2005, the World Health Organization defined mental health as "a state of well-being in which every individual realizes his or her own potential, copes with the normal stresses of life, works productively and fruitfully, and can contribute to her or his community" (Yang, Y., and others 2024). The importance of pleasant emotions, a sense of control, and positive functioning is emphasized in this definition, which acknowledges mental health as a component of overall health that ranges from optimal wellness to severe illness (Galderisi et al., 2015).

The whole and harmonious functioning of the entire personality is referred to as "mental health," which, like all other concepts presented thus far, provides satisfaction and a sense of fulfilment. Ultimately, all conceptions are abstractions, albeit arbitrary ones, to varying degrees. Because of the Aristotelian ethical concept known as eudaimonism (from the Greek word for happiness, eudaimonia), which holds that happiness is the ultimate good and that righteous deeds lead to personal well-being, life satisfaction is frequently regarded as a desirable objective in and of itself (Beutell, 2006). In a more contemporary setting, well-being is said to be inherent in characteristics such as moral ideals, personality traits, social interactions, health, occupational situations, personal welfare, and liberty. On the other hand, cross-cultural studies have become more prevalent

in the past decade, and perceptions of national characteristics—such as societal, political, and economic ones—have also drawn increasing attention. Regrettably, these studies, which often categorize cultures as individualistic or collectivistic, have primarily compared nations and frequently attribute observed differences to the cultures prevalent in those nations. Given that psychological well-being has a relationship with performance ratings that goes beyond the impact of composite work satisfaction (Wright & Cropanzano, 2000). Further research will be conducted on the relationship between life satisfaction and work-related factors, including job satisfaction, employment status, and contract type. Studies about the relationship.

2. LITERATURE REVIEW

- Mahmoud, J. S. R., Staten, R. T., Hall, L. A., & Lennie, T. A. (2012) analyze the relationship among young adult college students' depression, anxiety, stress, demographics, life satisfaction, and coping styles how well coping strategies, life satisfaction, and a few chosen demographics predict undergraduates' stress, anxiety, and depression. The study's measurements and a brief demographics information questionnaire were filled out by 508 full-time undergraduate students between the ages of 18 and 24. Adaptive coping did not significantly predict any of the three end variables. It is possible that the most effective way to lower stress, anxiety, and depression in this population is to reduce maladaptive coping mechanisms.
- Fergusson, D. M., McLeod, G. F. H., Horwood, L. J., Swain, N. R., Chapple, S., & Poulton, R. (2015) discovered there were significant correlations ($p < 0.01$) between the mental diagnoses of severe depression, anxiety disorder, suicidality, alcoholism, and substance abuse and repeated assessments of life satisfaction. The relationships between life satisfaction and major depression, anxiety disorder, suicidality, and drug dependence were still statistically significant ($p < 0.05$) even after fixed effects were used to account for unobserved sources of confounding. Overall, mean life satisfaction scores were over 0.60 standard deviations lower for people with three or more mental health disorders than for those without such issues. The causal relationship between mental health issues and life happiness was investigated using a structural equation model. Life satisfaction and mental health issues were found to be statistically significantly correlated ($p < 0.05$).
- Kumar, H., Shaheen, A., Rasool, I., & Shafi, M. (2016) discovered that there was a substantial ($P < 0.05$) relationship between psychological discomfort and life satisfaction among college students. According to additional research taking into account the field of education, depression was present in 25% of engineering students, anxiety in 32%, and stress in 20%. Stress is 17%, anxiety is 30%, and depression is 21% among social science students. 23% of medical students experience stress, 34% anxiety, and 25% depression. In general, medical students are more psychologically distressed than their engineering and social science counterparts.
- Bieda, A., Hirschfeld, G., Schönfeld, P., Brailovskaia, J., Lin, M., & Margraf, J. (2019). investigated the reciprocal associations between the constructs using a four-wave random intercept cross-lagged panel model in a student sample. The development of therapies to support positive mental health necessitates a deeper understanding of the temporal dynamics and interplay of protective and positive variables, as well as the reciprocal relationships between these positive constructs. At each previous time point, happiness was found to predict life satisfaction and good mental health; however, happiness may also predict life satisfaction and good mental health.

3. OBJECTIVE OF THE STUDY

1. To find out the level of life satisfaction among college students in Hardoi District of Uttar Pradesh.
2. To find out the level of Mental Health among college students in Hardoi District of Uttar Pradesh.
3. To find out the relationship between life satisfaction and Mental Health among college students in Hardoi District of Uttar Pradesh.

4. HYPOTHESIS OF THE STUDY

1. There is no significant relationship between life satisfaction and mental health among college students in Hardoi District of Uttar Pradesh.

5. METHODOLOGY

Participants:

For the current study, a sample of 120 college students from the various streams (arts, science, and commerce) in the district of Hardoi, Uttar Pradesh, was chosen. The participants ranged in age from 17 to 21 years old. To guarantee balanced representation, a random sampling technique was applied. A standardized questionnaire covering life satisfaction, positive mental health, and demographic information was used to gather data.

Tools used:

♣ **Life Satisfaction Scale:** To gauge a person's general level of life satisfaction, Dr. Q. G. Alam and Ramji Srivastava developed the Life Satisfaction Scale (2014), which the National Psychological Corporation in Agra subsequently released. The measure comprises 60 items covering six main areas: social, marital, economic, personal, health, and job satisfaction. A "yes" response indicates satisfaction in a particular category, and the responses are formatted as either "yes" or "no". Higher scores—which are determined by summing up all of the responses indicate greater life satisfaction. The scale, which was standardized using a sample of 875 adults from both rural and urban areas, has demonstrated good validity (ranging from 0.74 to 0.82) and reliability ($\alpha = 0.84$).

♣ **Positive Mental Health Inventory:** Dr. C. D. Agashe and Dr. R. D. Helode's (2008) Positive Mental Health Inventory was released by Psychoscan in Laxminagar, Wardha. College students' positive mental health was assessed using the Positive Mental Health Inventory (PMHI), a three-dimensional tool that gauges self-acceptance, ego strength, and philosophy of life. It consists of 36 questions, including 12 questions on self-acceptance, 12 questions about ego strength, and 12 questions about life philosophy. Using the Pearson method, the test-retest reliability coefficient was calculated for the full inventory using the same sample of 100 university students, with an equal number of males and females. With a test-retest reliability coefficient of 0.723, the results were statistically significant at the $p < 0.01$ threshold. Additionally, 308 college and university students were given these 36 items and Eysenck and Eysenck's (1976) N scale of the PEN inventory, which produced a correlation of 0.427 (significant at the 0.01 level). Therefore, it may be concluded that this inventory has strong construct validity.

Procedure:

To establish a good connection, the subjects were first explained the purpose of the study. Every participant was contacted individually and given assurances regarding the confidentiality of their data. Following the development of a rapport, each participant provided information relevant to the study. Each subject was approached separately and asked to complete the questionnaires, which included the Positive Mental Health Inventory and the Life Satisfaction Scale. The sample for this study was chosen explicitly from Hardoi, Uttar Pradesh. Every participant was asked to adhere to the standard instructions provided on the survey. The questions were scored in accordance with the guidelines. These results were tallied, and appropriate statistics were used in accordance with the goals.

Statistical Analysis:

The descriptive statistics analysis performed included the mean and standard deviation of life satisfaction and mental health levels.

1. Level of life satisfaction among college students in Hardoi District of Uttar Pradesh.

Table 1. Interpretation of levels of life satisfaction among college students in Hardoi District of Uttar Pradesh based on the life satisfaction scale.

Range of Raw Score	Range of z-score	Level of Life Satisfaction	Number of Students (N=120)	Percentage %
101 & above	+2.01 & above	Extremely High Life Satisfaction	1	0.83%
92-100	+1.26 to +2.00	High	10	8.33%
84-91	+0.51 to +1.25	Above Average	18	15.00%
73-83	-0.50 to + 0.50	Average Life Satisfaction	45	37.50%
65-72	-1.25 to -0.51	Below Average	26	21.67%
56-64	-2.00 to -1.26	Low	14	11.67%
55 & below	-2.01 & below	Extremely Low Life Satisfaction	6	5.00%

Fig -1 Bar Diagram representing the level of Life Satisfaction

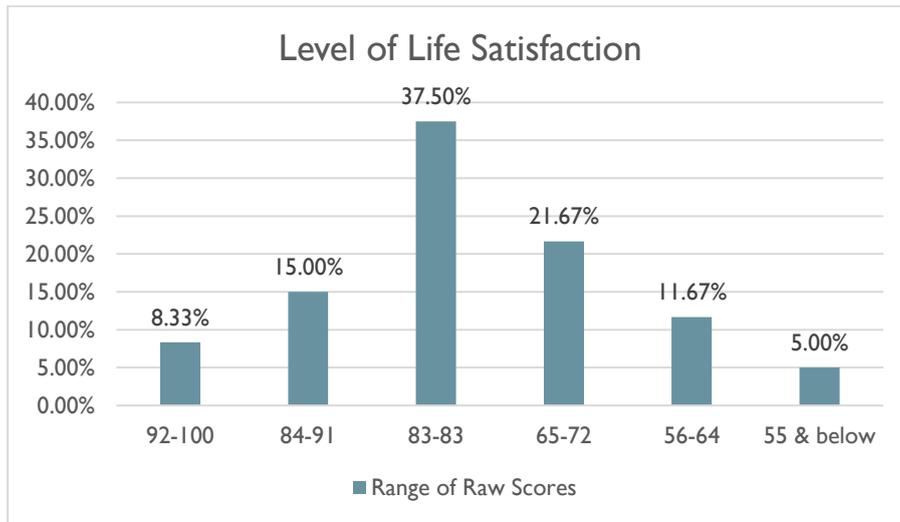


Table-1 and fig-1 indicates that 0.83% college students have Extremely High level of life Satisfaction, 8.33% students have High level of life satisfaction, 15.00% have above average level of life satisfaction, 37.50% students have Average level of life satisfaction, 21.67% students have Below Average level of life satisfaction, 11.67% students have Low level of life satisfaction and 5.00% students have Extremely low level of life satisfaction. From above discussion it may be said that majority of the college students i.e. 37.5% college students have Average level of life satisfaction.

2. Level of Mental health among college students in Hardoi District of Uttar Pradesh.

Table 2. Interpretation of levels of Mental health among college students in Hardoi District of Uttar Pradesh based on Positive Mental Health Inventory.

Range of Raw Score	Level of Life Satisfaction	Number of Students (N=120)	Percentage %
25 & above	Very High positive M.H.	10	8.33%
21-24	High Positive M.H.	43	35.83%
18-20	Moderate positive M.H.	37	30.83%
15-17	Low positive M.H.	22	18.33%
14 & below	Very Low positive M.H.	9	7.50%

Fig -2 Bar Diagram representing the level of positive mental health

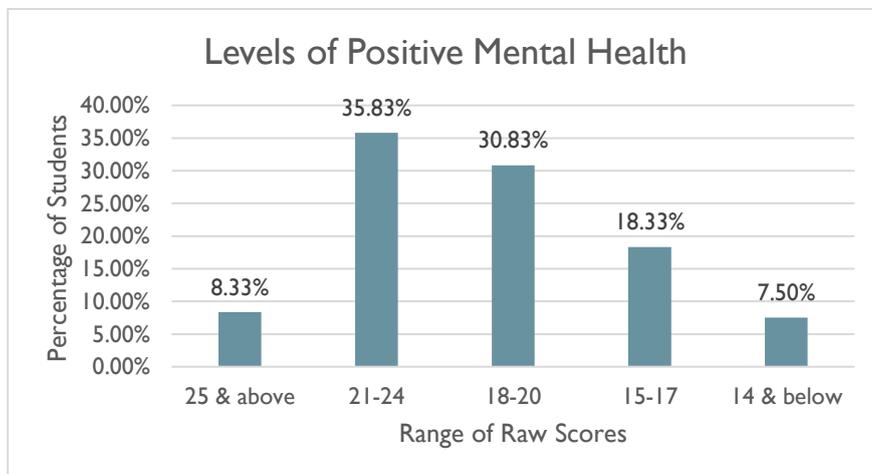


Table-2 and fig-2 indicates that 8.33% college students have Very High positive Mental Health, 35.83% students have High Positive Mental Health, 30.83% have Moderate positive Mental Health, 18.33% have Low Positive Mental Health, 7.50% have Very Low Positive Mental Health. From the above discussion it may be said that majority of the college students have 35.83% i.e. High and 30.83% i.e. Moderate level of Positive Mental Health.

Descriptive statistics with analysis and a correlation table

3. Relationship between Life Satisfaction and Mental Health among college students in Hardoi District of Uttar Pradesh.

The following hypothesis has been developed to comprehend the relationship between college students' life satisfaction and mental health in Uttar Pradesh's Hardoi District-

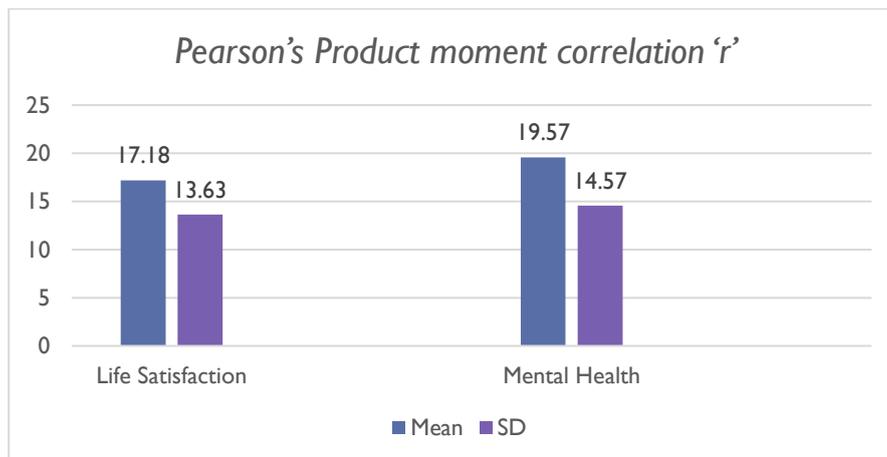
- There is no significant relationship between life satisfaction and mental health among college students in Hardoi District of Uttar Pradesh.

Table 3 Results of Pearson’s product-moment correlation ‘r’ between life satisfaction and mental health among college students.

Variable	N	Mean	SD	1	2
1. Life Satisfaction	120	17.18	13.63		
2. Mental Health	120	19.57	14.57	1.00**	--

**p>0.01

Fig -3 Bar Diagram representing the Product-moment correlation ‘r’ between life satisfaction and mental health



A Pearson’s *r* was computed to assess the relationship between Life Satisfaction and Mental Health. There is a statistically significant positive correlation ($r = 1.00, p < 0.01$) between life satisfaction and mental health. The correlation coefficient of ($r=1.00$) indicates a perfect positive relationship. The null hypothesis was rejected, $r(120) = 1.00, p < 0.01$, indicating a significant relationship between life satisfaction and mental health among college students in Hardoi District. This means that as life satisfaction increases, mental health tends to improve as well.

6. CONCLUSION

The study included 120 college students aged between 17 and 21. The mean life satisfaction score was 17.18, with a standard deviation of 13.63, and the mean mental health score was 19.57, with a standard deviation of 14.57. The study findings demonstrated a significant and perfect positive relationship between life satisfaction and mental health among college students in Hardoi District. The study suggests that changes in life satisfaction are similarly associated with changes in mental health.

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