

A Correlational Study on Subjective Well-Being and Relationships amongst College Students

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Abstract

Happiness or subjective well-being among students can stimulate and incite students' motivation and engagement in the classroom, according to researchers. Over the past decades, fundamental change in underlying beliefs and theories in the context of teaching and learning has prompted invigorating consensus among researchers. However, positive relational maintenance with both lecturers and peers is regarded as one of the fundamental sources of happiness in which instrumental support, social, and emotional growth exist, according to the same disposition. This study used a survey questionnaire to determine the imminent issues linking the concept of well-being and positive relational maintenance in the context of student-lecturer and student-peer relationships, with the goal of probing the correlation between subjective well-being and student-lecturer and student-peer relationships. Both teaching and learning are important. The correlation study revealed that there is a substantial positive relationship between student lecturer and SWB, as well as student peer relationship and subjective well-being. Both teaching and learning are important. The correlation study revealed that there is a substantial positive relationship between student lecturer and SWB, as well as student peer relationship and subjective well-being.

Key Words - subjective Well-Being, relationships, teaching and learning

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I. INTRODUCTION

There has been a lot of research done on subjective well-being, and it has revealed a lot of progress in terms of people's affective and cognitive evaluations of their life. According to the findings of multiple subjective well-being studies, interpersonal relationships are strongly linked to Subjective Well-Being. In retrospect, the importance of social relationships and SWB can aid in a thorough understanding of students' motivation and involvement in the classroom, which affects their overall performance. It's difficult to quantify the concept of subjective well-being or happiness because it's very subjective and unique to each person's circumstances and experiences. In this case, a student's degree of happiness has always played a significant role in his or her academic and social performance. Previous research has found that previous research has looked into the underlying elements that determine a student's happiness, such as social relationships, financial stability, academic achievement, health, and religiosity, and how they affect their overall well-being and academic performance. In this context, academic performance is a well-known source of stress for university students, and research of school-aged children discovered that SWB is positively connected to reading, scientific, and mathematical literacy. Happiness is derived, at least in part, from an individual's scholastic ability as well as academic performance, according to a study conducted by researchers at the University of Nipissing. In a similar line, the importance of maintaining students' relationships with their classmates and academics. Faculty and satisfaction levels can also shape and influence their academic performance. These research topics were proposed to investigate the association between subjective well-being and student-lecturer and student-peer relationships: 1 .Is there a link between the student-lecturer connection and the students' subjective well-being? 2 What is the relationship between student-peer relationships and students' subjective well-being?

II. LITERATURE REVIEW

A . Student-Student Relationship

Happiness is defined as the psychological or emotional fulfillment experienced as a result of happy emotions. How can someone succeed intellectually if they are emotionally and socially distraught? The answer is shockingly straightforward: they can't unless they're naturally averse to human contact. But, realistically, what are the possibilities of that happening? In a classroom situation, the chances are small to none. According to one study, students are less likely to be academically attentive when they are stressed. Located in a learning environment that is emotionally insensitive [1]. A pupil would be unable to adequately utilize his or her time in such a situation since they are simply miserable. Being unhappy is toxic to the soul, and if unhappiness looms over a person for an extended period of time, they may experience a spiraling depression, which is the lowest emotional low a person can experience. Essentially, a student's happiness amongst their peers is not totally, nor is it strictly restricted by the social boundaries that regulate relationships and yield varying levels of satisfaction based on different levels of engagement amongst students. To begin with, building a connection necessitates communication. The level of communication between students has a direct impact on their pleasure and classroom experiences.

B. Student-Lecturer Relationship

A lecturer is a teacher who helps students apply their knowledge through classroom instruction and presentations. Lecturers play an important role in a student's formal education, from kindergarten through university. The majority of a student's day (about 5-7 hours) is spent with their teachers. To that end, it is critical to foster healthy relationships between students and teachers in order for kids to feel safe and secure in their learning environment, laying strong foundations for essential social and academic talents. Positive student-lecturer relationships are defined as having an atmosphere of amiability, intimacy, and productivity in this setting.

As a result, pupils can be naturally driven and perform better academically. The cognitive ability of a pupil has an impact on how well they will achieve in school. At this point, a sense of autonomy, roughly defined as freedom from external influence, shifts the focus of study away from the teacher and onto the learner. When a learner is organically motivated to study, motivation exists. The high autonomy-supportive style was linked to high intrinsic motivation behavior in a study on motivation and teacher autonomy support in the classroom [17]. The study found that when the teacher used phrases like "you can" and "if you choose," students were more willing to participate in class. It also revealed that it promoted students' participation in things pertaining to their learning. Another study urged instructors to be expedition-teachers rather than tour guide-teachers because the former enables both the teacher and the student to view the learning experience as a new journey for both of them, whereas the latter entails teacher control over information transmission [18]. As a result, it is hypothesized that restricting a student's autonomy in the classroom may lead the student to conclude that they have little value to contribute in the classroom or that their opinions are simply ignored. [19] The student-lecturer interaction aids in offering significant emotional support to students. As they begin to build strong ties with their instructor, this aids in enhancing students' behavior and interaction at university. Poor student-lecturer relationships, on the other hand, can lead to conflict, leaving students unable to rely on their lecturers for assistance [20]. Students who receive emotional support are more likely to seek help and have stronger self-esteem. This is due to the warm and welcoming environment, which allowed students to feel less threatened by their instructor and more open to the idea of improving their own performance. [21] Aside from that, the teaching style is an important aspect of the student-lecturer connection. This is because it has an impact on students' learning environments since teachers play an important part in developing a good academic culture. Lecturers might, for example, encourage higher class participation by establishing consistent procedures and creating a feeling of community [22]. As a result, a suitable learning atmosphere is created for pupils to instill a positive learning culture.

III . RESEARCH METHODOLOGY

Aim of the Study:-

The aim of the present study is to find out the correlation between subjective Well-Being and Relationship amongst college Students

The objective of the study:-

- 1 . To find out the subjective Well-Being & Relationship between College Students – Students
- 2 . To find out the subjective Well-Being & Relationship between Students – Lecturer Relationship

3 . To evaluate the Correlation between College Student-Students & College Students –Lecture Relationship.

Tools for the Present Study:

A questionnaire was distributed online, and two items of Likert-type questions were used in the survey to determine the level of happiness, ranging from lowest, 1 = not a very happy person, to highest, 5 = a very happy person. It has a total of 11 items to assess the student-lecturer connection, with two multiple-choice questions and nine Likert-type questions scoring from lowest, 1 = strongly disagree, to highest, 5 = strongly agree. The poll also contained 11 Likert-type questions ranging from 1 to 5, with 1 indicating strong disagreement and 5 indicating strong agreement, to depict the relationship between students and peers. Cronbach alphas were calculated for each element to assure internal consistency reliability. After removing the multiple-choice questions and question number 9 from the student-lecturer relationship element, it was determined that this element had a Cronbach alpha of 0.870 internal consistency. After question number 11 was removed, the element of the student-peer relationship had an excellent internal consistency of Cronbach alpha of 0.889.

IV RESULTS

A. Participants

TABLE I GENDER OF THE PARTICIPANTS

Gender	Number	Percentage
Male	81	55.86
Female	64	44.13
Total	145	

The survey received responses from 145 college students. There were 44.13% percent males and 55.86% percent females among those who completed the poll (see Table I). Their ages range from sixteen to twenty-seven years. These university students were 19.7 years old on average (SD = 2.27).

B . Data Analysis

The SPSS statistical software suite was used to download and analyze the collected data. The two lowest points were combined as sad, while the two highest points were combined as happy, to determine the number of happy and dissatisfied college students.

TABLE II ITEMS DETERMINING THE LEVEL OF HAPPINESS

Item	Happy	Neutral	Unhappy	Total
1	98 (67.58%)	34 (23.44%)	13 (8.96%)	145
2	87(60.00%)	31 (21.38%)	27 (18.62%)	145

Table II shows the number of happy and dissatisfied people for the two things used to calculate happiness.

Around 70% of university students were satisfied with their lives. Only 8.6% of them expressed dissatisfaction with their lives. 65.2 %percent of pupils were satisfied compared to their friends, whereas 17.3% percent were upset. The number of 'Strongly Agree' and 'Agree' were combined as agreement, while the number of 'Strongly Disagree' and 'Disagree' were combined as disagreement, in order to show the number of agreement and disagreement of each item in the element of student lecturer relationship and student-peer relationship.

TABLE III STUDENT-LECTURER RELATIONSHIP ITEMS

	Agreement	Neutral	Disagreement	Total
1				
3	65 (44.82%)	52(35.86%)	28 (19.31%)	145
4	29 (20.0 %)	31 (21.38 %)	85 (58.62%)	145
5	93 (64.13%)	33 (22.76 %)	19 (13.10%)	145
6	102 (82.76%)	25 (17.24%)	18 (12.41%)	145
7	90 (62.06 %)	35 (23.14 %)	20 (13.79 %)	145
8	98 (67.69 %)	32 (22.6 %)	15 (10.34 %)	145
10	105 (72.41%)	27(18.62 %)	13 (8.97 %)	145
11	89 (61.37 %)	36 (24.82%)	20 (13.79 %)	145

In the context of the student-lecturer relationship, Table III illustrates the percentages of agreement and disagreement for each item. Surprisingly, just 20 students (19.4%) felt safe sharing personal information with their teachers when the situation demanded it. The majority of students (77.7%) said their instructors were willing to assist them in their studies.

TABLE IV ITEMS IN STUDENT-PEER RELATIONSHIP ITEMS

Item	Agreement	Neutral	Disagreement	Total
1	67 (46.20 %)	47(32.41%)	31 (21.37 %)	145
2	85 (58.62%)	31 (21.38 %)	29 (20.0 %)	145
3	99 (68.27%)	30 (20.69 %)	16 (11.03%)	145
4	90 (62.06 %)	35 (23.14 %)	20 (13.79 %)	145
5	105 (72.41%)	27(18.62 %)	13 (8.97 %)	145
6	98 (67.69 %)	32 (22.6 %)	15 (10.34 %)	145
7	88 (60.69%)	45(31.03 %)	12(8.28 %)	145
8	89 (61.37 %)	36 (24.82%)	20 (13.79 %)	145
9	82 (56.55%)	43 (29.66%)	20 (13.79%)	145

Table IV shows the percentages of agreement and disagreement for each item in the student-peer connection factor. The majority of the participants were able to collaborate well with their peers. 71.8 percent of them have someone they can count on at all times. When they were depressed, 68.0 percent of college students had someone to cheer them up.

The happiness score, student-lecturer relationship score, and student-peer relationship score were produced by summing the items in each element in order to investigate the association between happiness and student-lecturer and student-peer relationships. Happiness was measured on a scale of 2 to 10, with a mean of 7.39 (SD = 1.74). The average student-lecturer connection score was 28.6 (SD = 6.14), with a range of 8 to 40. The average student-peer connection score was 35.5 (SD = 8.15), with a range of 10 to 50.

TABLE V PEARSON CORRELATIONS

Score	1	2	3
1	Happiness		
2	Student-Lecturer Relationship	0.268*	
3	Student-Peer Relationship	0.272*	0.374*

* At the 0.01 level, the correlation is significant (2-tailed)

The Pearson connections between happiness, student-lecturer relationship, and student-peer relationship are shown in Table V. With $r = 0.268$ ($p < 0.01$), a substantial positive association was discovered between satisfaction score and student-lecturer relationship. The satisfaction score was substantially connected with the factor of student-peer relationship, with $r = 0.272$ at $p < 0.01$.

DISCUSSION

The purpose of this research is to look into the relationship between happiness and student-lecturer and student-peer relationships. As a result of the outcomes of this study, lecturers will be better able to grasp college students' perspectives on happiness, student-lecturer relationships, and student-peer relationships. On the other hand, it assists instructors in considering the necessity of maintaining positive relationships with college students in the context of teaching and learning. The studied data revealed that the mean happiness, student-lecturer relationship, and student-peer connection scores were 7.39, 28.6, and 35.5, respectively. These ratings ranged from 2 to 10, 8 to 40, and 10 to 50, respectively. It showed that these college students, with whom they had developed close bonds with instructors and fellow students, were generally content. According to the findings, there is a favorable association between happiness and not just the student-lecturer relationship, but also the student-peer relationship. Previous research has shown that subjective well-being is linked to emotional connectedness to others. Because a number of studies have shown that good peer relationships can promote academic achievement and well-being, as well as the mutual reinforcement of well-being and academic achievement, these findings may inspire educational professionals and specialists to develop quality activities and programs to be integrated into their teaching and syllabus that can enhance the connection between lecturers and students.

Conclusions & Implications

The purpose of this research was to see if there was a link between happiness and student-lecturer relationships, as well as happiness and student-peer relationships. The majority of the participants were delighted, according to the results. There is a strong link between happiness and the relationship between students and lecturers. It also suggests that happiness and student-peer interaction are positively linked. As a

result, we can confidently assert that having a strong tie between students and lecturers, as well as a positive relationship between students and their peers, will assure the students' well-being.

The current study examined correlations among Subjective Well-being in a group of college Students-Students Group. The study revealed significant positive correlations among Student- Lecture Relationships in terms of Subjective well-being. This will not only improve their academic aspects of life but also improve their emotional well-being. This in turn adds to the social capital of the nation.

Improvement in the current study and Future Directions:

1. The sample needs to be increased to increase generalization in results.
2. Group comparisons in terms of students from different faculties, UG and PG and even gender differences need to be included in the future work.
3. Future work should use more vigorous research design and advanced statistical techniques like structural modeling and multiple regression to have more objective and statistically valid results.

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