

The Relationship between Campus Social Life and Psychological Wellbeing among Babcock University Undergraduates

Ayodele, Kolawole Olanrewaju* Ezeokoli, Rita Nkiruka
Babcock University, Ilishan-Remo Ogun State, Nigeria
E-mail: ayodelek@babcock.edu.ng, ayodelewole@yahoo.com

Abstract

This study investigated the relationship between campus social life and psychological wellbeing among Babcock University undergraduates. The study adopted a descriptive survey research design of an ex-post facto type. Three research hypotheses were formulated and tested at 0.05 level of significance. Data were collected using two (2) standardized instruments. The questionnaires were administered on 300 participants comprises of 150 male and 150 female respectively that were randomly selected across two major fields (science-oriented and non-science oriented fields). Data were analyzed using descriptive analysis, t-test, and multiple analyses of variance. The findings of this study indicated that control of self/ event, happiness, social involvement, self-esteem, mental balance and sociability significantly correlated with undergraduate campus social life (correlations ranged from $r = .164$ to $r = .544$, $p < .01$). The study also indicated that psychological wellbeing accounted for 21.1% of the variance in the undergraduates' campus social life. Significant differences were observed in the degree of campus social life experienced by participants based on field of study ($t=4.482$, $p < .05$), and undergraduate's family structure ($t=2.007$, $p < .05$), but not on gender. It is therefore recommended that an increase in adolescent's wellbeing may lead to enhanced interpersonal relationship, which may also promote a meaningful and fulfilled life academically.

Keywords: Psychological well-being, campus social life, undergraduates, happiness, social involvement, self-esteem, mental balance.

Introduction

Success in life demands all aspects of psychological well being. Individuals who are physically, socially and psychologically stable are expected to understand themselves and cope with the challenges that life can bring (physically, mentally and psychologically fit). It has been observed that academics may form the basis of a student's future career but being a balanced student is not everything if the student failed to balance his or her academic life with social life, with one not adversely affecting the other. Therefore, for a more satisfying campus life, a student should aim to balance academic responsibilities together with an active social life. At times, campus life may be overwhelming to students irrespective of their age, gender, and level, especially in terms of class schedules, the mountain of homework and the pressure of deadlines. And, amidst it all finding time for recreation and social life may sound impossible.

Bizymom (1997) noted that campus social life is very different to that in high school because most campus students live away from home, experiencing an unsupervised lifestyle and independence for the first time. This also means that peer pressure and temptation to engage in activities the student normally refrains from are greater in campus. Some people are good at resisting temptation and maintaining a balance between healthy social lives and academic success.

Campus social life is the ability of the student to relate to and connect with other people in the world and not just the campus. It has to do with the student's ability to establish and maintain positive relationships with significant others - family, friends, co-students, faculty and staff. And when this is positively achieved by bringing overall development into the life of individual students, it could then be said that such student is psycho-sociologically balanced. This might be the reason Chobdee (2012) affirm that "The ability to acknowledge and share feelings of anger, fear, sadness or stress, hope, love, joy and happiness in a productive manner contributes to our wellness." A student social life on the campus is intimately linked to his/her psychological well-being.

Psychological well-being (PWB) on the other hand has been variously defined because it means different things to different people. The experience individual has is embedded within the construct of psychological well-being. Singh and Mansi (2009) citing Andrews & Withey (1976), Campbell et al., (1976) and Diener, (1984) noted that psychological well-being it's a reflection of person's evaluative reaction to his or her life - either in terms of life satisfaction (Cognitive evaluations) or affective balance or the extent to which the level of positive affect outweighs the level of negative affect in someone's life. Research over the years have also established that happy people experience a number of benefits ranging from physical health to better relationships to high-level performance (Huppert 2009; Lyubomirsky et al. 2005). In a nutshell, psychological well-being may be broadly seen as one of the most important aspects of efficient psychological functioning in human's life, which reflects self-growth (healthy functioning and life adjustment), life satisfaction, and happiness.

Psychological wellbeing is indeed an important predictor that could contribute to social wellbeing of the students. From the above review, it could be seen that it is very difficult to separate individual's social life from his or her psychological wellbeing. It is therefore, pertinent in this study to predict student campus social life through their psychological functioning.

Correlates of Psychological Wellbeing and Campus Social Life

School has an essential role in a young person's life, especially as it balances his or her living through social interaction. In addition, every component of the school including the school climate, teachers, and significant others have an effect on an adolescent's wellbeing. Various studies have shown that the school in its totality has an influence on several factors related to an adolescent's wellbeing, which may affect their overall development (Adenuga & Ayodele, 2010; Chow, 2005; Landsford et al., 2005; Luopa et al., 2006; Kämpfi et al. 2012; Vuille & Schenkel, 2001). It has been observed over the years that wellbeing whatever its form is heritable (Vaillant, 2003), while Sohlberg et al., (2002) proved that several other factors, such as a person's temperament, ability to adjust to different circumstances, and efforts to reach goals, and human relationships (Luopa et al., 2006) have an effect on their level of wellbeing.

One of the most active research areas in recent years has been social support and social life. As noted from previous research (Lin 2001) individuals who build and sustain intimate relationships with family, friends and the community will surely experience positive and lasting benefits of social integration. Empirical research has consistently shown that social support is a strong predictor of psychological well-being (Harknett 2006; Henley, Danziger, & Offer, 2005; Hombrados-Mendieta, Garcí'a-Martí'n, & Go'mez-Jacinto, 2012; Ryan, Kalil, & Leininger, 2009).

Hombrados-Mendieta et al. (2012) citing Perlman (1982) defines loneliness as an unpleasant experience that occurs when individual's social network is qualitatively or quantitatively deficient. (Blazer 2002) on the other hand sees loneliness as an unpleasant subjective state of sensing a discrepancy between the desired amount of companionship or emotional support and that which is available in the individual's environment. It should be noted; however, that poor social relationship or interpersonal relationship has been associated with lower reported well-being (Mellor, Stokes, Firth, Hayashi, & Cummins, 2008). Deficiency in social relationship in term loneliness has been reported to have negative effect on young people (Adenuga & Ayodele, 2010; Kapikirian 2012; Pretty et al. 1996), as well as older individuals as reported by Stek, Vinkers, Gussekloo, Aartjan., Beekman, Beekman, ... (2005); Uchino (2006); Reblin & Uchino (2008). Kong & You (2011) and Stroebe et al. (1996) in their various study identified loneliness as a mediator variable between well-being and social support, while Genco'z and O' z lale (2004) reported that social support diminishes loneliness and has direct and indirect effects on well-being.

Numerous studies related to young people's state of mind, health and school experiences have been conducted (e.g. Luopa et al., 2006; Chow, 2005). One can then deduced from these studies that the college life of students is only one of many life domains that play an important role in overall happiness, life satisfaction, or subjective well-being. For instance, Chow reported a significant relationship between many of these other domains and life satisfaction of students at a university in Canada. Positive and negative affect invested in other domains (e.g., family, home, community, spiritual, social, and emotional) play a significant role too.

The studies on the influence of gender on adolescents' social life and psychological wellbeing have shown that girls more often than boys suffer from headaches, depression and tiredness (Luopa et al., 2006), loneness and unfulfilled cordial relationship (Adenuga & Ayodele, 2010), stomach cramps and lack of appetite (Takahashi et al., 2002); mental symptoms and less satisfactory lives (Landsford et al., 2005). This suggests that the number of students who find school work too stressful has increased during recent years (Kämpfi et al. 2012), while cultural differences may have an impact on the nature and the quality of symptoms. Also, Landsford et al., (2005) note that factors related to urban life may also have an effect on students' wellbeing.

In view of the foregoing, there is an urgent need to empirically ascertain the influence of psychological wellbeing on undergraduates' campus social life. Therefore, this study is to empirically ascertain the differential effects of the psychological wellbeing dispositions on undergraduates' campus social life. Also, the study will establish if there is any gender difference in undergraduates' campus social life and psychological wellbeing within Nigeria context.

Hypotheses

In order to achieve the purpose of this study, the following hypotheses were stated and tested at 0.05 level of significance.

1. There is no significant relationship between undergraduates' campus social life and psychological wellbeing.
2. There is no significant influence of psychological wellbeing on undergraduates' campus social life.
3. There is no significant demographic variables effect on undergraduates' campus social life.

Methodology

Research Design: The study adopted a descriptive survey research design of ex-post-facto type. This is so because this method enabled the researchers to carefully analyze the sampled population with a view to assessing the relationship between undergraduates' campus social life and psychological wellbeing.

Sample: The target population for this study comprised of all undergraduate students at Babcock University Ilishan-Remo, Ogun State, Nigeria. Samples of three hundred (300) students were selected through a stratified random sampling technique. The stratified sampling technique was used to group the students into two major strata (science and non-science oriented students).

The selection of the students was based on simple random sampling techniques. The mean age of the respondents was 18.1 while the standard deviation was 7.73 and the age range was 16-24 years.

Research Instruments:

1. **Wellbeing Manifestation Measure Scale (WBMMS)** developed by Masse, Poulin, Dassa, Lambert, Belair & Battaglin (1998). The scale contains 25 items with six factors measured on 5 continuum scale from never (1) to almost always (5). The six factors/subscales are control of self/ event, happiness, social involvement, self-esteem, mental balance and sociability. Masse et al. (1998) reported an overall Cronbach's alpha of .93 for the scale. This section of the WBMMS has demonstrated high internal consistency of Cronbach alpha of .87 in this study.
2. **Campus Social Life Scale (CSLS):** CSLS is a 30-item self-developed questionnaire used to measure undergraduate's ability student to relate to, connect and maintain positive relationships with significant others - family, friends, co-students, faculty and staff. Items were constructed in five-point likert format measured along 1 (strongly disagree) to 5 (strongly agree). This section of the CFBF has demonstrated high internal consistency of Cronbach alpha of .79 in this study.

Procedure: A set of questionnaires for assessing undergraduates' campus social life, psychological wellbeing and demographic data information were administered on the sample with the help of two other colleagues. A total of 300 questionnaires were distributed, adequately filled and returned for the data analysis. Therefore, 100% return of questionnaire was ensured.

Data Analysis : In order to facilitate the analysis of the statistics generated from the data, this study employs descriptive analysis, t-test and multiple Regression Statistical Analysis.

Results

Table 1: Inter-correlations between factors of psychological wellbeing and campus social life

	Control of self/event	Happiness	Social involvement	Self-esteem	Mental balance	Sociability	Campus life
Control of self/ event	-						
Happiness	.684**	-					
Social involvement	.312**	.269**	-				
Self-esteem	.448**	.447**	.203**	-			
Mental balance	.467**	.387**	.190**	.562**	-		
Sociability	.321**	.318**	.036	.334**	.453**	-	
Campus life	.358**	.544**	.164**	.368**	.253**	.256**	-

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

The correlations on Table 1 showed that control of self/ event, happiness, social involvement, self-esteem, mental balance and sociability significantly correlated with undergraduate campus social life (correlations ranged from $r = .164$ to $r = .544$, $p < .01$). Also, all the components of psychological wellbeing significantly correlated with one another except for sociability and social involvement ($r = .036$). The findings imply that undergraduates' campus social life and psychological wellbeing are positively related to each other.

Table 2: Model Summary of the multiple Regression Analysis of the effect of undergraduates' psychological wellbeing on campus social life

Model	R	R ²	Adj. R ²	SE	Change Statistics				
					R ² Change	F Change	d f 1	d f 2	Sig. F Change
Predictor Variables	.463	.214	.211	14.719	.211	80.108	1	298	.000

- a. Predictor: (Constant): Psychological wellbeing
- b. Dependant Variable: Campus social life

The results in Table 2 revealed that psychological wellbeing significantly influence undergraduates' campus social life ($R = .463$; $R^2 = .214$; $Adj. R^2 = .211$; $F_{(1, 298)} = 80.108$; $P < .05$). This revealed that psychological wellbeing accounted for 21.1% of the variance in the undergraduates' campus social life. This finding rejected the hypothesis, which stated that there is no significant effect of psychological wellbeing dispositions on undergraduates' campus social life. Thus, psychological wellbeing is a good predictor of undergraduates' campus social life.

Table 3: Results of t-test on the means of the variables of interest across demographical variables

Variable	N	X	SD	X Diff	T-Cal	T-Cri	Df	Decision
Male	150	80.710	17.851	3.568	1.859	1.960	298	Not Significant
Female	150	77.142	15.042					
Science oriented	150	85.911	18.577	16.640	4.482	1.960	298	Significant
Non-science oriented	150	69.271	13.128					
Single parenting home	101	79.003	16.791	4.873	2.007	1.960	298	Significant
Double parenting home	199	83.876	14.086					

The demographical results presented in Table 3 revealed that the obtained value of t is 1.859 for the gender is less than the t- critical value of 1.96 at 298 degree of freedom and 0.05 level of significance. This implies that there is no significant gender difference in the undergraduates' campus social life. Further analysis of the result based on the respondents' mean scores reveal that male students with average mean score of 80.710 are significantly more benefited from campus social life than their female counterparts with mean score of 77.142. Significant differences were observed in the degree of campus social life experienced by participants based on field of study ($t=4.482$, $p < .05$), and undergraduate's family structure ($t=2.007$, $p < .05$). The implication of this is that demographic factors significantly influence undergraduates' campus social life except for gender.

Discussion of findings

This study examined the relationship between campus social life and psychological wellbeing among Babcock University undergraduates. The result revealed that control of self/ event, happiness, social involvement, self-esteem, mental balance and sociability significantly correlated with undergraduate campus social life (correlations ranged from $r = .164$ to $r = .544$, $p < .01$). This finding therefore corroborate the reports of Huppert (2009) and Lyubomirsky et al. (2005) that happy people experience a number of benefits ranging from physical health to better relationships to high-level performance.

Results of the demographical variables difference (gender, field of study, and family structure) on undergraduates' campus social life indicated no significant gender difference, while field of study and family structure difference were observed to be significant on the undergraduates' campus social life. This finding corroborates the findings of Adenuga & Ayodele (2010), Luopa et al., (2006) and Kämpfi et al. (2012) who reported the influence of gender on adolescents' social life and psychological wellbeing, which have shown that males more often than females increasingly benefited more from social life in terms of balanced life and mental health. Also, the difference observed in field of study, and family structure could be attributed to the facts that as adolescents grow their relationships with selves and others become increasingly influential based on their individuals homes and the environment they find themselves.

The results of the multiple regression analysis revealed that psychological wellbeing accounted for 21.1% of the variance in the undergraduates' campus social life. The magnitude of the relationship between the independent variable in predicting undergraduates' campus social life is reflected in the values of coefficient of multiple regression. The F-ratio value of 80.108 which is significant at .05 further attests to the fact that the predictive capacity of the independent variable could not be attributed to chance factor. This finding lend credence from the findings that social interactions provide the social support needed for each individual's physical and mental well-being (Myers & Diener, 1995; Tschann, Semmer & Inversion, 2004). Social interactions have also been found to evoke certain affective responses within individuals (Adenuga & Ayodele, 2010; Azeez, 2007).

Conclusion and recommendations

This study provides empirical evidence with regards to relativity effects of psychological functioning on students' campus social life. Specifically, the findings suggested that an increase in adolescent's wellbeing may lead to enhanced interpersonal relationship, which may also promote a meaningful and fulfilled life academically. Adequate knowledge and understanding on this area could help many parties, such as educators, counselors, and psychologist to design and develop proper intervention program to reduce psycho-sociological isolation among students. This study could be of great benefit to the students themselves by bringing about adequate self-acceptance, objective self-evaluation, improved psychological well-being, enhanced relationship with self and others, social competence, as well as rational and positive co-existence among people of the world.

References

Adenuga, R. A & Ayodele K. O. (2010) Psychological Dispositions associated with adolescents' social

- Interaction: An Empirical Assessment in Nigeria Context. *International Journal of Research in Education, Vol. 2, 8, 80-88*
- Azeez, R.O. (2007). Intelligence and Emotional Intelligence as Predictors of interpersonal Relationship Among Academic Staff of The Two State Universities in Ogun State. *The Counsellor, 23, 84-92.*
- Bizymoms, (1997). The Campus social life: College social life, Teens.
- Blazer, D. G. (2002). Self-efficacy and depression in late life: a primary prevention proposal. *Aging & Mental Health, 6, 315-324.*
- Brent, R. & Hill, P. (2013). *Psychology : turning that from upside down.* College of Liberal Arts and Sciences, University of Illinois.
- Brent R. & Hill P. (2012). *Examining concurrent and longitudinal relations between personality traits and social well-being in adulthood.* News Bureau, University of Illinois.
- Chobdee, J. (2012). *Seven Dimensions of Wellness.* Wellness program for coordinator and human resources, University of California, Riverside.
- Harknett, K. (2006). The relationship between private safety nets and economic outcomes among single mothers. *Journal of Marriage and Family, 68, 172-191.*
- Henley, J. R., Danziger, S. K., & Offer, S. (2005). The contribution of social support to the material wellbeing of low-income families. *Journal of Marriage and Family, 67, 122-140.*
- Hombrados-Mendieta, I, Garcí'a-Martí'n, M. & Go'mez-Jacinto, L. (2012). *The relationship between social support, loneliness, and subjective well-being in a Spanish sample from a multidimensional perspective.* Retrieved on June 6, 2013 from www.findarticle.com
- Kämpfi, K., Välimaa, R., Ojala, K., Tynjälä, J., Haapasalo, I., Villberg, J., & Kannas, L. (2012). *Koulukokemukset. Kansainvälistä vertailua 2010 sekä muutokset Suomessa ja Pohjoismaissa 1994-2010 – WHO-koululaistutkimus (HBSC-Study)* [School experiences. International comparison in 2010 and changes in Finland and Scandinavia. HBSC study]. Helsinki, Finland: Ministry of Education.
- Kapikirian, S. (2012). Loneliness and life satisfaction in Turkish early adolescents: The mediating role of self esteem and social support. *Social Indicators Research*, doi:10.1007/s11205-012-0024-x.
- Landsford, J.E., Antonucci, T.C., Akiyama, H., & Takahashi, K. (2005). A quantitative and qualitative approach to social relationships and well-being in the United States and Japan. *Journal of Comparative Family Studies, 36, 1-22.*
- Luopa, P., Pietikäinen, M., & Jokela, J. (2006). *Nuorten elinolot, koulutyö, terveys ja terveystottumukset 1996-2005.* [Adolescents' living surroundings, schoolwork, health and health habits]. Helsinki: Stakes.
- Luopa, P., Räsänen, M., Jokela J., Puusniekka, R., & Sinkkonen, A. (2005). *Kouluterveys* [School health]. Helsinki: Stakes.
- Mellor, D., Stokes, M., Firth, L., Hayashi, Y., & Cummins, R. (2008). Need for belonging, relationship satisfaction, loneliness, and life satisfaction. *Personality and Individual Differences, 45, 213-218.*
- Merisuo-Storm, T., Keskinen, S., Matsumoto, M., Aoki, K. & Nagai, M. (2012). Feelings of Wellbeing in Adolescents: A Cross-cultural Study of Finnish and Japanese Students. *Journal of Teacher Education and Educators, 1(1), 81-105*
- Moos, R. (2003). Social contexts: transcending their power and their fragility. *American Journal of Community Psychology, 31 (1-2), 1-13.*
- NHS (2013), *Choices: Youth health, your choices.* The information standard, Gov. UK
- Pretty, G., Conroy, C., Dugay, J., Fowler, K., & Williams, D. (1996). Sense of community and its relevance to adolescents of all ages. *Journal of Community Psychology, 24, 365-379.*
- Purnell, H. (2012). The top 8 ways to build a social life in college, College view, University of Tampa.
- Reblin, M., & Uchino, B. N. (2008). Social and emotional support and its implication for health. *Current Opinion in Psychiatry, 21, 201-205.*
- Ryan, R. M., Kalil, A., & Leininger, L. (2009). Low-income mothers' private safety nets and children's socio-emotional well-being. *Journal of Marriage and Family, 71, 278-297.*
- Ryff, C. (2010). *Psychological wellbeing.* University of Melbourne Communication, mls-web@unimelb.edu.au
- Seifert T.A. (2005). The Ryff Scales of Psychological Well-Being: Assessment notes Center of Inquiry, University of Iowa.
- Sohlberg, E., Diener, E., Wirtz, D., Lucas, R.E., & Oishi, S. (2002). Wanting, having, and satisfaction: Examining the role of desire discrepancies in satisfaction with income. *Journal of Personality and Social Psychology, 83(3), 725-734.*
- Stek, M. L., Vinkers, D. J., Gussekloo, J., Aartjan, T. F., Beekman, J., Beekman, A. T.... (2005). Is depression in old age fatal only when people feel lonely? *American Journal of Psychiatry, 162, 178-180.*
- The Centre for Bhutan Studies (2013). *Gross national happiness: psychological well-being.* Meeting of practioners and scholars on happiness 30-31 October 2012, Thimphy Bhutan

- Uchino, B. N. (2006). Social support and health: a review of physiological processes potentially underlying links to disease outcomes. *Journal of Behavioral Medicine*, 29, 377–387.
- Vaillant, G.E. (2003). Mental health. *American Journal of Psychiatry*, 160(8), 1373–1384.
- Vuille, J. C., & Schenkel, M. (2001). Social equalization in the health of youth. The role of the school. *European Journal of Public Health*, 11(3), 287–293.

Authors' Bio-information

Ayodele, Kolawole Olanrewaju NCE; B.Sc Edu; M.Ed, PhD

Ayodele, Kolawole holds a Bachelor of Science degree in Education from Ogun State University (now Olabisi Onabanjo University) Ago-Iwoye, Nigeria. He received his M.Ed in Remedial and Reformatory Counselling Psychology from the University of Ibadan, Ibadan, Nigeria. He obtained his PhD at Olabisi Onabanjo University, Ago-Iwoye, Nigeria. He is presently a Senior Administrative Officer in the Office of Institutional Effectiveness in Babcock University Ilishan, Nigeria. His current areas of interest are public health, adolescent psychology, educational, remedial and reformatory psychology and Emotional intelligence. He has written several articles in local and international journals.

Ezeokoli, Rita Nkiruka B.Ed.; M.Ed.; MSW, PhD

Ezeokoli, Rita Nkiruka is a lecturer in the School of Public and Allied Health, Department of Social Work at Babcock University Ilishan, Nigeria. She holds a Bachelor of Education, Master of Education, Master and PhD in Social Work at University of Ibadan. Her current areas of interest are counselling psychology, community development, and individual's wellbeing. She has written several articles in local and international journals.

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage:

<http://www.iiste.org>

CALL FOR PAPERS

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. There's no deadline for submission. **Prospective authors of IISTE journals can find the submission instruction on the following page:** <http://www.iiste.org/Journals/>

The IISTE editorial team promises to review and publish all the qualified submissions in a **fast** manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

