



Relationship between quality of life, psychological distress and coping response among students of Jammu & Kashmir and Bhopal studying at higher educational institutions in Bhopal.

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Abstract: *The aim of the study was to examine the relationship between quality of life, psychological distress and coping response among students of Jammu & Kashmir and Bhopal studying in higher educational institutions of Bhopal. The sample was collected from Bhopal district itself who were studying in universities and purposive random sampling technique was used for data collection and data collected from the respondents was subjected to statistical analysis and results of the study found that there is significant positive relationship between quality of life, psychological distress and coping response.*

Key words: *Higher Education System, psychological distress, quality of life, coping response.*

1. INTRODUCTION:

Higher Education is that kind of learning which took place in university or colleges and comprises study programmes beyond senior secondary level of schooling, it is that form of learning process where education is imparted in universities that included both public and private, other colleges besides professional non-professional and other technical training institutes or courses. These institutes which impart learning are approved by the higher education department by the recommendations of state, central or UGC norms and are liable to award degrees, diplomas and other certificate courses. The main aim or purpose behind imparting higher education is to provide teaching of wide spread knowledge about any area of enquiry, sharing of information, research in new domains which will next provide contribution in the area of community, society, national or global area (Mishra, K.R. 2021).

The future of any country's development and progress is shaped and polished in its classrooms and higher education institutes; it is higher education which shapes the reconstruction of well developed nation as it focuses on improvised quality of life, qualitative self improvement and research standards. In the global era of advanced science and technology; it's the higher education which determines the level of progress, prosperity, safety and security of people. The modern education system developed after opening of Hindu College in Calcutta in 1817. India is experiencing widespread expansion of higher education and highest growth of colleges and universities now days as our constitution has also given it a special place to education system in concurrent list in which both centre as well as state can make laws for growth of education system in our country (Begum, F. S.M. 2017).

The development of higher education has been most profound but least celebrated social revolutions of the last one century. The higher education had put forth a greater effect on empowerment of the nations in their societies, economies, living standards, work place conditions, cultural integration and dependency of life. No single phenomenon have such impact on science and technology except higher education which contributed greatest influence on above factors that ultimately lead to the major indicator in the upliftment of any country (Peter, S. 2010).



The Indian Higher Education system is one of the largest such system in the world. It was first mentioned during the 10th (2002-2007) five year plan period. Higher education covers a wide range of higher learning institutions including colleges, hospitals, research centres and universities. These higher learning institutions could be organised in different ways, commonly within a university and in separate institution as university and other tertiary learning institutions. Generally, higher education is a set that constitutes the university, which is subset of higher education. However, in some contexts higher education and university are used interchangeably. Nevertheless, they do not cover the same reality. Higher education denotes more holistic resonance as it encompasses all post-secondary or tertiary courses and institutions. Higher education is defined as an organised tertiary learning and training activities and institutions that include conventional universities such as arts, humanities and science faculties and more specialised university institutions in agriculture, engineering, science and technology. The field of higher education also includes post-secondary institutions such as poly techniques, colleges of education etc. Under the umbrella of higher education come all forms of professional institutions (Alemu, K.M. 2018).

India is set to forge a bright future and to contribute significantly to the higher goals of world peace, human unity and universal welfare even though it has wide population explosion, large illiterate people and under economic population. The theme of higher education in India was fashioned in the Vedic, ancient rishis and sages. The Gurukul system of education flourished during Vedic and upnashidic era, ancient universities like Takashashila, Nalanda and Vikramshila were established in 4th and 5th century where art, craft, architecture, painting, philosophy, astronomy, literature, Buddhism, Hinduism, Jainism, arthashastra, were the main subjects taught here. After the arrival of Britishers in 18th century there was rapid growth in education in India with the perspective of western system of education as William Bentinck is known as father of modern western education in India, followed by the recommendations of Lord Macaulay's (1833) introduction of English in colleges and Wood's dispatch of 1854. Lord Canning in 1857 started functioning of Calcutta, Madras and Bombay universities. Lord Rippon in 1882 also appointed Hunter commission for the educational reforms in India. After independence, Kothari education commission (1964-66) was major initiative towards further development in the field of higher education followed by National Policy of Education of 1986 and 2020 which strengthens the pillars of higher education in India at the highest levels (Patil, V. 2018).

India's education system is often praised as one of the major and main contributor in the social, political, Cultural, geographical and economic upliftment of the country. Presently about 12.4% of the students enter higher educational institutions in and abroad the country. India's higher education system is the third leading in the world after China and USA as per the student's enrolments and occupying top most position in the no. of higher educational institute (Gupta, N. & Gupta, D. 2012).

India has one of the largest numbers of higher education in the world. Higher education in India represents one of the largest systems of tertiary education in the world; it has demonstrated ability for rapid expansion has grown since independence. Since independence it has enormously expanded in terms of quantity and diversity of fields of knowledge. However, it has remained relatively unchanged insofar as the structure, the system of management and even functional objectives are concerned (Swamy, K.V.C. 2010).

Barkatullah University: Barkatullah University previously and formally known as Bhopal University got established in 1970s and is located in the capital city (Bhopal) of Madhya Pradesh, later in the year 1988 it renamed as Barkatullah Vishwavidyalaya in the remembrance of great freedom fighter who belonged to Bhopal, campus covers an area of 400 square kilometre having various teaching, non-teaching and administrative blocks and is located along Hoshangabad highway. The campus have many offshoots branches which also play a significant role in imparting higher education to the students coming from various other states of the country particularly from north India providing various professional, technical and research courses (bubhopal.ac.in).

Psychological distress:

Psychological distress is largely defined a state of emotional suffering characterised by symptoms of depression (lost interest, sadness, hopelessness) and anxiety (restlessness, feeling tense); By psychological distress we mean the unpleasant subjective states of depression and anxiety, which have both emotional and physiological manifestations, we call emotional component as mood and physiological component as, malaise (Mirowsky, J. & Ross, E, C. 2002).



Quality of Life:

The World Health Organisation defines quality of life as “an individual’s perception of his/her position in life in the context of culture and value system in which that individual lives and in relation to goal expectations, standards and concerns”, (WHOQOL Group 1994).

Coping Response:

Coping refers to “constantly changing cognitive and behavioural efforts to manage specific external and internal demands that are appraised as taxing or exceeding the resources of the person”, (Lazarus & Folfman 1984).

2. Review of Literature:

Cofini, V. et al. (2022) Investigated a study on the e-learning, stress, quality of life and coping trends among Italian university students, and results revealed that e-learning satisfaction could lead to better quality of life, learning satisfaction was positively related to the age and course attendance, like wise stress, coping responses and quality of life play a significant positive role in the learning satisfaction of the students.

Pandya, A., & Lodha, P. (2022) did a study on mental health consequences and coping approaches adopted by the higher education institutions post covid pandemic and came to the conclusion that pandemic has adverse impact on the mental health of university students and there is strong need of coping approaches to deal with the mental health issues, further concluded who stays away from family conditions were more subjected to psychological distress and were in great need of coping responses.

Rice, K. et. al. (2021) carried out a research on psychological distress and coping response among technical and further educational institutes to measure the student’s success level in Australia and found that higher levels of stress was found at the start of semester and students often found unable to use avoidance or better coping strategies which ultimately lead to poor academic success and in general the students were experiencing maladaptive behaviour and poor quality of life.

Agteren, V. J. et al. (2019) reported a research on mental health, psychological distress and well-being among students in higher education institutes and data provided by the students indicated that there were high level of evidences of psychological distress as they were experiencing low scores on other variables, further domestic or local students were showing good mental health and better coping responses to those of students who had migrated from other places.

Yildiz, C. E. et al. (2011) examined a study on psychological distress and quality of life among international university students in Turkey and found that there was negative significant correlation between stress and quality of life; psychological distress signs were taking place due to different cultures, languages and other personal factors.

Kousar, R. (2010) conducted a study on level of perceived stress, academic burden and use of various coping strategies by university students and came to conclusion that students use various cognitive, emotional and behavioural coping responses to avoid stress in order to meet the expectations of the society and self imposed expectations, further students experienced moderate level of stress due to heavy workload in academics due to lack of time, task management, grades competition. Those who use avoidance and cognitive behavioural coping responses towards stress were found to be well adjusted and show moderate level of standards in their daily mental health.

Posadzki, P. et al. (2009) put forth a survey on psychological conditions and quality of life among undergraduate students in Poland and simultaneously quantitative cross-sectional survey was conducted and came to the conclusion that students having poor coping responses were subjected to more psychological abnormal indicators and have a significant effect on the overall quality of life, limitations in the physical functioning and emotional problems.

Marshall, L. L., Allison, A., Nykamp, D. & Lanke, S. (2008) aimed to examine a research study on stress and health related quality of life among doctor of pharmacy students and draw the results indicating that as the level of stress increases the quality of life gets decreased and significant negative correlation was found between the two variables, further coping strategies were needed to reduce the levels of stress related issues.



3. MATERIALS: Questionnaire of quality of life, psychological distress and coping response, Manual, pen/pencil.

4. METHOD:

Sample: The present sample for the study consists of 30 male students studying at Barkatullah University, Bhopal; half of the sample was taken from Jammu and Kashmir and other from Bhopal city within the range of 20-35 years of age and studying in higher educational institutions.

Procedure: Data was collected on personal and individual basis from the students studying higher educational institutions of Bhopal; the students were directly contacted and were briefed about purpose or aim of the research and were assured that their credentials or data will be part of present research and needed to taken into consideration. Simultaneously questionnaires were given and sample was told to fill these questions accordingly.

5. DISCUSSION:

The present study aimed to analyze the relationship between quality of life, psychological distress and coping response among students belonging to Jammu & Kashmir and Bhopal studying in various higher educational institutes. The results found that quality of life was positively related with coping response, which indicated better coping response lead to improvement in health related well-being. The findings were incorporated with (Marshall, et. al. 2008), who founded that increased level of stress levels resulted in lowering the quality of life. (Yildiz, et al. 2011) similar results were found in the present study that negative relationship was found between increased level of stress and quality of life. (Posadzki, et al. 2009) also supported the results which revealed that poor coping response lead to the poor quality of life. (Agteren, et al. 2019) people appear to experience less coping response were more subjected to increased level of stress and poor quality of life.

Safree et al. (2010) also discovered that depression, anxiety, and stress are all adversely correlated with academic achievement, indicating that students' academic achievement is severely impacted by their stress, anxiety, and sadness levels. According to Murphy and Archer (1996), positive or excessive stress perception causes psychological and physical deterioration in pupils. This demonstrates that pupils who can successfully handle or manage their stress can perform significantly better than those who cannot manage or control stress daily. Unmanageable stress is also one of the main reasons why students miss classes and leave school, substantially negatively impacting academic performance.

6. ANALYSIS: Data collected from the sample was analysed and interpreted by using SPSS and other research related tool like Pearson correlation coefficient was used.

7. FINDINGS: Based on the statistical analysis, it was found that the higher score on quality of life variable and coping response lead to better quality of life, similarly psychological distress was correlated with quality of life and coping response indicating lower stress was positively correlated with better health and coping response.

8. RESULTS: The key result was that there was a significant difference between psychological distress, coping response and quality of life among students studying in various higher educational institutes. The results found that quality of life was positively related with coping response, which indicated better coping response lead to improvement in health related well-being. Further the values revealed that stress level was negatively correlated with both dimensions, as the level of stress increases the coping response and quality of life decreases.

Quality of life	Location				R
	Bhopal		Kashmir		
	S.D	87.66	S.D	89.43	
	Mean	17.06	Mean	14.34	

Table 1.

Psychological Distress	Location				R
	Kashmir		Bhopal		
	S.D	22.53	S.D	22.8	
	Mean	9.65	Mean	7.97	



Table 2.

Coping Response	Location				R
	Kashmir		Bhopal		
	S.D	72	S.D	69.6	
Mean	19.29	Mean	23.16		

Table 3.

9. RECOMMENDATIONS:

1. The field of the research should be widened and covered various geographical areas.
2. The sample collected for further research should include various academic, technical and professional institutions.
3. The study should include various socio-economic status and gender differences to make further contribution in present study.

10. CONCLUSION / SUMMARY:

After analysing the factors, it is concluded that all dimensions including quality of life, psychological distress and coping response have a significant relationship with each other. The coping response has significant relationship with quality of life, while increased level of stress have significant negative relationship with quality of life and coping response. Overall, it is concluded that quality of life has positive meaningful relationship with stress related issues and coping strategies.

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