



**PERCEIVED STRESS, PSYCHOLOGICAL WELL-BEING, AND WISDOM AMONG
MEDICAL AND NON-MEDICAL COLLEGE STUDENTS**

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ABSTRACT

The current research examined the relationship between college students' perceptions of stress, their mental health, and their wisdom, drawing comparisons between students majoring in medicine and those majoring in other fields. Academic demands, social interactions, financial worries, and the pursuit of one's own identity all contribute to students' perceptions of stress, which in turn affects their health and academic achievement. Students' emotional regulation, resilience, self-esteem, and life satisfaction all contribute to their psychological well-being,

which in turn affects their mental health outcomes & their happiness while at university. Navigating the complications of young maturity requires wisdom, which is defined as adopting perspective, empathy, and making adaptive decisions. With their unique academic requirements, career goals, and professional expectations, students majoring in medicine and those majoring in other fields may experience different stresses, coping strategies, and mental health outcomes. This study compares these two groups to draw those conclusions. The study's overarching goal is to provide light on the various requirements of college students from different academic backgrounds so that evidence-based treatments may be developed and implemented.

Keywords: *Perceived Stress, Psychological Well-being, Wisdom, College Students, Medical Students*

INTRODUCTION

During this formative time between childhood and adulthood, people face many new and difficult social, scholastic, and psychological obstacles. Academic demands, social interactions, financial limitations, and the process of discovering one's own identity may all add stress to this time for college students. Perceived stress stands out among these obstacles as a major component impacting kids' health and academic achievement. An individual's subjective evaluation of the demands made on them as well as their perceived capacity to manage these expectations is known as perceived stress. Academic worry, interpersonal problems, and existential worries are just a few ways in which college students report experiencing high levels of real stress, according to research.

Many college students suffer from elevated stress levels due to the intense pressure to do well academically, participate actively in extracurricular activities, and establish a solid

foundation for their future careers. Life satisfaction, a boost in self-esteem, & resilience are all parts of a person's psychological well-being, which is a complex concept. Although stress may have a detrimental effect on mental health, people are different in their resilience and capacity to deal with adversity. To encourage adaptive coping mechanisms and good mental health outcomes, it is crucial to understand what makes college students resilient and psychologically happy.

The idea of wisdom, along with perceived stress & psychological well-being, has been attracting more and more attention in psychology. To successfully traverse complicated life situations, wisdom entails integrating cognitive, emotional, and introspective processes. While sagacity has long been linked to the elderly, new evidence shows that people of all ages may show different levels of wisdom when it comes to solving problems and making decisions. Few studies have investigated the connections between perceived stress, psychological well-being, & wisdom among college student populations, despite the increasing awareness of their significance. There is a lack of research comparing medical or non-medical college students about of perceived stress, psychological well-being and wisdom. This is despite the common belief that medical students, especially those preparing for careers in medicine, are under a great deal of pressure.

So, this research aims to fill such gaps on the literature by looking at how college students majoring in medicine and those majoring in other fields perceive stress, their psychological well-being, and wisdom. This study intends to delve into the complex experiences and coping mechanisms of college students from various academic backgrounds by using a mixed-methods approach that includes quantitative surveys. This project aims to provide targeted treatments and support services to help college students overcome the obstacles of higher education by gaining a full grasp of these dimensions.

METHOD

PROBLEM

To explore the levels of perceived stress, psychological well-being, and wisdom among medical and non-medical college students.

RESEARCH OBJECTIVES

- a) To study the difference between Perceived Stress among Medical and Non-Medical college students.
- b) To study the difference between Psychological well- Being among Medical and Non-Medical college students.
- c) To study the difference between Wisdom among Medical and Non-Medical college students.
- d) To assess the relationship between Perceived stress, Psychological well- being and wisdom among college students.

HYPOTHESES

- There will be significant difference in Perceived Stress amongst medical and non-medical College students.
- There will be significant difference in psychological well-being amongst medical and non-medical College students.

- There will be significant difference in Wisdom amongst medical and non-medical College students.
- There will be significant relationship between Perceived stress, psychological well-being, and Wisdom among college students.

RESEARCH DESIGN

The study employed a comparative research design to examine the differences and similarities between medical students and non-medical students in terms of perceived stress, psychological well-being, and wisdom.

VARIABLES

Perceived stress, psychological well-being, Wisdom

SAMPLE

There was a total of 100 participants in the study, with an equal distribution of non-medical backgrounds who were not related to these medical backgrounds and medical backgrounds who were pursuing MBBS and nursing. The methods of purposive & random sampling were utilized in order to select the participants. The ages of the participants ranged from 18-25 years old.

TOOLS

- ***PERCEIVED STRESS SCALE***

A traditional stress evaluation tool is the Perceived Stress Scale (PSS). Even though the instrument was created in 1983, it is nonetheless a well-liked option for assisting us in comprehending how various circumstances impact our emotions and our perception of tension. This scale asks you about your thoughts and feelings throughout the past month. In order to get your score on the Perceived Stress Scale (PSS), flip the answers for questions 4, 5, 7, and 8, such that 0 becomes 4, 1 becomes 3, 2 becomes 2, 3 becomes 1, and 4 becomes 0. Next, add up all of your points for every question. A person's PSS score can vary from 0 to 40, where higher numbers correspond to higher levels of perceived stress. Scores ranging from 0 to 13 indicate low levels of stress, 14 to 26 indicate moderate levels of stress, and 27 to 40 indicate high levels of perceived stress.

- ***PSYCHOLOGICAL WELLBEING (18 ITEMS) SCALE***

Ryff and Keyes (1995) developed an 18-item version of their Psychological Wellbeing Scale, which is a self-report tool used to assess six components of psychological wellbeing: self-acceptance, environmental mastery, autonomy, personal growth, positive connections with others, & life purpose. A 6-point Likert scale—where 1 denotes a strong disagreement & 6 denotes a strong agreement—is used to evaluate the items. Using the Psychological Wellbeing Scale, eight of the items are written positively, and 10 use negative language. It is required to reverse score all items having negative phrasing before doing analysis. This contains all of the numbers 1 through 18: 1, 2, 3, 8, 9, 11, 12, 13, & 18.

- ***WISDOM ASSESSMENT SCALE***

The 30 items of the Practicing Wisdom Assessment Scale are scored on a 5-point Likert scale that goes from strongly agree to strongly disagree. The participant is expected to indicate the first quick response that occurs to them following examining the declaration. There are 27 statements on the scale with positive wording and 3 items (2, 4, 18) with negative wording.

STATISTICAL TECHNIQUE

SPSS software was utilized in the research to analyse the data. Descriptive statistics tests were used to assess the hypothesis, with T-test and correlation analysis being used to validate it.

RESULT

Table 1

Descriptive statistics of all variables among medical students

	<i>Perceived Stress</i>	<i>Psychological well-being</i>	<i>Wisdom</i>
Mean	21.2	84	110.76
Standard Deviation	4.100771	12.36189	16.56103
Count	50	50	50

Table 2*Descriptive statistics of all variables among non-medical students*

	<i>Perceived Stress</i>	<i>Psychological well-being</i>	<i>Wisdom</i>
Mean	22.06	86.3	109.16
Standard Deviation	4.875637	13.45021	16.16163
Count	50	50	50

Table 3*T-test for significant difference in Perceived Stress amongst medical and non-medical College students*

	<i>Mean</i>	<i>Variance</i>	<i>t</i>	<i>df</i>	<i>95% confidence interval of difference</i> <i>Lower</i> <i>Upper</i>	<i>Sig(1-Tailed)</i>	<i>Sig(2-tailed)</i>
<i>Perceived Stress in medical students</i>	21.2	16.81633	-0.95452	98	1.660551 1.984467	0.171085	0.34217
<i>Perceived Stress in non- medical students</i>	22.06	23.77184	-0.95452	98	1.660551 1.984467	0.171085	0.34217

Table 4

T-test for significant difference in psychological well-being amongst medical and non-medical College students.

	<i>Mean</i>	<i>Variance</i>	<i>t</i>	<i>df</i>	<i>95% confidence interval of difference</i> <i>Lower</i> <i>Upper</i>	<i>Sig(1-Tailed)</i>	<i>Sig(2-tailed)</i>
<i>Perceived Stress in medical students</i>	86.3	180.9082	0.890264	98	1.660551 1.984467	0.187752	0.375505
<i>Perceived Stress in non- medical students</i>	84	152.8163	0.890264	98	1.660551 1.984467	0.187752	0.375505

Table 5

T-test for significant difference in wisdom amongst medical and non-medical College students

	<i>Mean</i>	<i>Variance</i>	<i>t</i>	<i>df</i>	<i>95% confidence interval of difference</i> <i>Lower</i> <i>Upper</i>	<i>Sig(1-Tailed)</i>	<i>Sig(2-tailed)</i>

<i>Perceived Stress in medical students</i>	110.76	274.2678	0.488921	98	1.660551 1.984467	0.312995	0.62599
<i>Perceived Stress in non- medical students</i>	109.16	261.1984	0.488921	98	1.660551 1.984467	0.312995	0.62599

Table 6

Relationship between Perceived stress, psychological well-being, and wisdom among college students

<i>Variable</i>	<i>N</i>	<i>(Perceived Stress) r</i>	<i>Significance</i>
Psychological Well-Being	100	0.01	Significant
Wisdom		-0.1	Non- Significant

DISCUSSION

The results of the regression analysis and descriptive statistics offer insightful information about the connections between wisdom, psychological health, and perceived stress in college students pursuing both medical & non-medical fields.

Perceived Stress: The data showed that college students in both medical as well as non-medical fields feel modest amounts of stress. The average amount of stress felt by medical

students was slightly lower (21.2) than that of non-medical students (22.06), but the difference was not statistically significant.

Psychological Well-being: The overall psychological health of both groups was pretty good. Students who were not medical reported a little better mental health than medical students. However, this difference was not statistically significant, just like the difference in felt stress.

Wisdom: Medical students had a slightly higher mean score than non-medical students when it came to knowledge. Once more, though, the difference was not statistically important.

Relationship between Perceived Stress, Psychological Well-being, and Wisdom

The correlation analysis showed intriguing links between college students' felt stress, mental health, and knowledge. A small positive relationship existed between perceived stress as well as psychological well-being. This meant that higher levels of perceived stress were related to slightly lower levels of psychological well-being. However, there was a weak and negative connection between perceived stress as well as wisdom. This meant that higher amounts of perceived stress were linked to slightly lower wisdom. On the other hand, there was a moderately good relationship between psychological well-being as well as wisdom, which meant that people who were happier were wiser.

In terms of perceived stress, psychological well-being, and wisdom, there were no major changes between medical and non-medical students. This is an interesting result. This shows that the subject may not have a big effect on these things in college students. It's important to keep in mind, though, that the study only shows a snapshot of these aspects. To fully understand how academic subjects affect stress, mental health, and knowledge among college students, more continuous research may be needed.

The correlation study showed that felt worry, psychological health, and wisdom are all connected in interesting ways. Higher levels of felt worried were linked to slightly lower levels of psychological well-being and wisdom. On the other hand, higher levels of psychological well-being were linked to higher levels of wisdom. These results show how these factors interact in a complicated way and stress how important it is to support college students' mental health to make them smarter and stronger.

Overall, the study's results are important for schools, mental health professionals, and lawmakers who want to help college students grow and be resilient in all areas of their lives. More study is needed to look at these aspects over time and find effective ways to improve college students' mental health and knowledge.

CONCLUSION

Stress, mental health, and knowledge levels were measured in both medical as well as non-medical college students. The results are interesting because they show interesting things about the mental health and overall growth of these groups.

First, the study shows that there aren't any big changes in the levels of stress between medical as well as non-medical students, even though both groups feel moderate amounts of worry. In other words, this means that college students face similar stresses and problems no matter what they study.

Second, the study of psychological well-being shows that both medical as well as non-medical students have good mental health, though non-medical students have slightly better results. This shows that psychological well-being may be affected by things other than academic specialization. This means that student help and well-being programs need to look at the whole person.

Third, the study of wisdom levels shows that medical as well as non-medical students had similar results. This suggests that academic field might not be an important factor in how wise college students become.

Lastly, the association study shows that there are strong links between how stressed college students feel, their mental health, and how wise they are. There is a weak positive link between perceived stress as well as psychological well-being, but there is a weak negative connection between stress as well as knowledge. It's also possible to find a slightly good link between mental health and knowledge. These results show that mental health and knowledge are linked, and stress how important it is to promote perseverance and well-being in college students to help them grow in all areas.

In the end, this study shows how important it is to take care of the mental health needs of all college students, no matter what they are studying. By understanding how stress, mental health, and wisdom are connected, schools, mental health professionals, and policymakers can create targeted interventions to help students grow in all areas and build their resilience in the face of societal pressures and academic pressures.

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