ABSTRACT

The present research was planned to study the influence of major sources of stress and the effect of institutional climate on the psychological well-being and academic performance of the under-graduate students. The sense of well-being is a very important objective for the human survival but stress may hamper achievement of this objective. Hence, if the well-being of the individual is affected it affects the overall development of the individual. The well-being of the university-goers is not only influenced by various types of stressors they face in their family and with friends but also due to the institutional environment in which they study. The institutional climate has great relevance for the morale and satisfaction for its members. Therefore, this topic of this empirical research is “Influence of perceived sources of stress and institutional climate on psychological well-being and academic performance” has been chosen.

Chapter-I highlights detailed description of concepts and meaning of various dependent and independent variables.

Chapter-II is fully devoted to the review of literature on the independent and dependent variables.

Chapter-III deals with the methodology opted in carrying out research investigation. The study was conducted on the sample of university students selected randomly from various departments of
Aligarh Muslim University and Women's College. The sample consists of 150 male and 150 female students from the social science faculty of Aligarh Muslim University and Women's College. Keeping in view the purpose of research endeavour, PGI Well-Being Scale for measuring the psychological well-being of the students is used. Then, for measuring level of stress of the undergraduate students Life-stress scale is used. And for measuring the institutional climate Organizational Climate Questionnaire was used. Besides all these questionnaires biographical information blank was also provided.

The standard tools that were chosen for measuring the different variables were administered to the participants in small groups. After the data was collected appropriate statistical technique, that is, multiple regression analysis was done to obtain the result.

Chapter-IV contains detailed description of results and discussions systematically in various tables which were obtained by doing multiple regression analysis on the raw data. Results were supported by various studies done earlier.

We find the following results:

1. The psychological well-being of students is not affected by stress and institutional climate. These findings suggest that institutional climate and stress do not put any type of impact on the students'
well-being, even though there is vast literature suggesting stress and institutional climate as essential for the psychological well-being of the students.

2. The correlation between stress and academic performance reveals that stress has an adverse effect on college performance outcomes among students.

3. Institutional climate has no impact on the academic performance of the students. Though, this finding of the present study is contradictory to the findings of the earlier researchers who proved that institutional climate had a major influence on the academic performance of the students.

Chapter-V deals with the conclusion which is obtained from the dealing of the results in this study and the suggestions for the possibilities of future research.