

## Educational Migration and Mental Health: A Study of Social Support and Well-Being among Higher Education Students

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This study examines the relationship between psychological well-being and social support of migrant and non-migrant students in higher education institutions of Uttar Pradesh. Data was collected using the Multidimensional Scale of Perceived Social Support by Zimet et al. and Ryff's Psychological Well-Being Scale. A purposive sampling method was used to collect a sample from 170 students (including 85 migrants & 85-nonmigrants) studying in Universities in Uttar Pradesh. The finding revealed that social support is positively correlated with self-acceptance ( $r = .192, p < .05$ ), positive relationships ( $r = .321, p < .01$ ), personal growth ( $r = .225, p < .01$ ), and purpose in life ( $r = .253, p < .01$ ) and with overall psychological wellbeing ( $r = .274, p < .01$ ) which is indicative of the fact that the social support is a crucial determinant as it not only reduces migrant students' emotional burden but it also contributes in the overall wellbeing of student.

**Keywords:** Educational Migration, Psychological Well-being, Migrant Students, Non-migrant Students, Social Support.

The phenomenon of educational mobility has spread over the world. After graduating high school or senior year, students want to relocate outside of their hometown in order to pursue better job development prospects and, on the one hand, to cultivate a sense of independence, freedom, and autonomy. In higher education institutions, migrant students encounter a critical changeover phase filled with many obstacles. When kids are admitted to college following school, they are excited. Pupils go into the youth developmental stage, which is a time of change, obligations, and difficulties. Students who are between the ages of 18 and 25 take advantage of all available chances, feel liberated from authority figures, and grow to be more independent. Students must adjust to a variety of psychosocial and sociocultural problems when they leave their home country. Students' general well-being is greatly impacted by these encounters. The support network in migrant cities is particularly important to migrant students as they navigate the new sociocultural environment.

Thus, the current study is an effort to comprehend the higher education institutions.

Migration is now a necessary component of the process of development. "Human aspirations for safety, dignity, and a better future are expressed through migration" (UNESCO, 2018, p. 2). People typically relocate from areas with limited resources to those with abundant resources. Political, ethnic, and/or religious motivations may be the driving forces for such a movement, which may be voluntary or involuntary. The majority of Indians migrate abroad to developed and Middle Eastern nations that provide greater employment prospects, higher salaries, and better working conditions. With about 17.5 million migrants, India accounted for the greatest share of the 272 million migrants worldwide as of 2019 (UN, 2019). 37 lakh people have relocated to pursue degrees in the past ten years, demonstrating that the depressing academic environment in the area is no longer preventing its youth from seeking

out better opportunities abroad (in India). Migration is primarily influenced by two factors: wages and the quality of education. It should be underlined that countries with the best educational systems are not invariably ones with the highest salaries. Consequently, it is imperative to examine whether the quality of higher education or income levels influence the direction of student flows. Migration of international students has grown dramatically, particularly from developing to industrialised countries.

In India, the number of people relocating from rural to urban areas has increased dramatically over time. Migration within a country specifically refers to the movement of people from one state to another (inter-state migration) in pursuit of work or educational opportunities. Given that the Indian subcontinent is mostly dependent on monsoon rains for agriculture, a number of push and pull factors, including low earnings in the non-agricultural sector, agricultural unemployment, and a lack of work opportunities, contribute to interstate migration (Andini & Rao, 2017).

The majority of interstate migrants from states with low social and economic development indices, such as Bihar, Rajasthan, Madhya Pradesh, Chhattisgarh, Jharkhand, and the northeast, are drawn to major economic urban growth magnets like Delhi, Mumbai (Maharashtra), Kolkata (West Bengal), and Bangalore (Karnataka). It would seem that the gloomy academic environment in their own state no longer discourages young people from earning their degrees abroad.

Karnataka drew more migrants than any other state in the country for educational purposes, with a total of 128 million. 011 million of the total migrants, however, were from Uttar Pradesh (Chhapial, 2014).

Individuals moving across national and regional borders are referred to as migrants

(Kancharla & M, 2019). Moving is influenced by a variety of social, economic, and political factors, including employment, marriage, and education. Parents, students, educational institutions, and the government are some of the parties involved in this process. In recent years, migration to India has surged dramatically as a result of economic liberalism's ambitions for rapid urbanisation after the 1990s. Cities that are growing faster than others are attracting an increasing wave of migrants. According to the 2011 census, 37% of Indians, or 4536 crore people, have left their hometown. The population has grown significantly since the 2001 census, when it was estimated to be around 3145 crore people (census, 2011). According to the 2011 census, there were 35,12,456 people who came to the country for school: 60% of them were men, and the number is still rising. At least one out of every 100 migrants relocates in order to pursue their educational objectives, claim Kancharla and M (2019).

With approximately 9,33,354 migrants (16 percent of all migration due to education), Andhra Pradesh (including Telangana at the time of calculation) was ranked as the top choice for educational migration, followed by Maharashtra with approximately 7,55,000 migrants in the same category (Kancharla & M, 2019). Many individuals also migrated to Karnataka, Tamil Nadu, and Uttar Pradesh in search of education. It should be mentioned that the majority of the movement that took place in Andhra Pradesh and Maharashtra was within the state's districts; in Andhra Pradesh, internal migration accounted for about 97% of all migrations (census, 2011).

The high intra-state migration rates may be caused by some districts' restricted educational resources, which compelled locals to relocate in order to receive an education. Nearly 81.6 percent of the population that relocated for schooling were

people between the ages of 10 and 29 (Kancharla & M, 2019). According to the 2011 census, 57.5 percent of them were in the 10–19 age range. For those over 30, the numbers begin to decline because they are more likely to have finished their studies by that point and go elsewhere in search of work. Cities have distinct infrastructure because of disparate population densities in different parts of the nation. Because resources are concentrated in urban areas due to urbanisation, migrants are compelled to travel there in pursuit of employment possibilities.

The most important states from the perspective of migration for education are Delhi, Maharashtra, Karnataka, Uttar Pradesh, Bihar, Andhra Pradesh, Kerala, West Bengal and Rajasthan. Of these states, Delhi, Maharashtra, Karnataka are the main destinations (i.e. attracting migrants from other states) whereas Bihar, Uttar Pradesh, Kerala, Andhra Pradesh, West Bengal and Rajasthan are the main sources of migrants (Chandrasekhar & Sharma, 2014). Education, skills, labour market segmentation and differences in income levels were key determinants for migration. Cost of living, tuition fees and financial aids provided by the local state government can increase the enrolment within the state. Demand for private universities tends to be at a higher level of price sensitivity than their public counterparts (Bezmen & Depken, 1998).

Evidence from the literature suggests that there are more migrant undergraduate students enrolled in private universities than in public ones (Gossman, Nobbe, Patricelli, Schmid, & Steahr, 1968; Lankford & Taylor, 1971). The dearth of private schools in the states of origin and the rate of student movement are positively correlated, according to Gossman and his colleagues (1968). Carbone (1973) asserts that migrants are willing to pay greater tuition for more prestigious colleges. Baharun et al.

(2011) assert that the learning environment is the primary factor influencing migration, with the political climate, student concerns, educational costs, facilities, and location coming in second and third.

The internal movement is causing “internal brain drain,” which leads to regional imbalances, which is why student migration has become more prominent. Adequate human resource availability is a prerequisite for regional growth. States that cannot control the large-scale migration of students to other states or that do not implement measures to draw in a talent pool to support regional economic growth will see an increase in their gross domestic product. Poverty that worsens public health, a skewed gender ratio, low literacy, and other detrimental societal repercussions could arise from this. Internal brain drain can have significant long-term effects in a federal country like India. Other states may eventually become less developed and poorer, while other states may grow densely inhabited, which would increase the burden on the local infrastructure and strengthen their economies. This makes internal brain outflow a vital area of study that shares characteristics with exterior brain drain (Sharma, 2014)

Students’ growing concerns about their safety are largely due to the rising crime rates in many Indian states. The states with the highest rates of crime see the largest migrations. Many students are moving away from their hometowns due to the rising cost of schooling. To make educational compromises, these students usually go to places where living and educational expenses are lower than where they were born. The low financial condition of the family is the cause of this.

The unequal distribution of resources, which forces students to seek out high-quality education outside of their homes, is the main cause of the rise in student migration inside

India (2019). Young people are likely to be drawn to Indian states or cities with strong employment markets and high wages. Facilities for higher education are most likely found in regions with robust employment markets and abundant human capital. There are four sorts of migratory streams: urban-rural, urban-urban, rural-rural, and rural-rural. Moreover, the stream could be intra-district, intrastate, or interstate. States with significant impoverished populations, such as Uttar Pradesh, Bihar, Rajasthan, Madhya Pradesh, and Orissa, have historically had higher fertility and lower literacy rates.

Furthermore, these states are home to a significant portion of India's population. Given how difficult it is to get a solid basic and secondary education in these areas, the dearth of higher education institutions is not surprising. Human capital is consequently moved to other nations or areas. The most important states from the perspective of education migration are Delhi, Maharashtra, Karnataka, Uttar Pradesh, Bihar, Andhra Pradesh, Kerala, West Bengal, and Rajasthan. Delhi, Maharashtra, and Karnataka are the main destinations, or states that attract migrants from other states, while Bihar, Uttar Pradesh, Kerala, Andhra Pradesh, West Bengal, and Rajasthan are the main states from which migrants come.

### **Impact of Educational Migration on Students in Higher Educational Institutes**

Although educational migration is not new, its popularity is gradually growing. Because of the changes in society and the adaptive processes that go along with them, migration can be an unpleasant process. On the other hand, social support can simplify the adaptation process, reduce the impacts of stress, and improve the general well-being of migrants. Migration has garnered significant attention in recent years. The political, economic, and social conditions that many developing countries face are causing

people to want to move outside in search of better opportunities and living conditions.

From a psychological standpoint, moving may be a very stressful experience. Often, the very nature of migration causes problems such as language barriers, communication barriers, social changes, economic hardships, unemployment, social discrimination, and the loss of social and familial support. These factors can all be significant contributors to stress and mental health problems (Zarza and Sobrino, 2007). Certain protective variables, however, have been shown to lessen the negative impacts of stress and help people deal with stressful situations more skilfully. Among these elements is social support (Lett et al., 2005). When someone needs help, they will be able to get it.

Social help can take many forms, including emotional, informational, and practical. The stress-buffering hypothesis thus suggests that social support can protect individuals from the negative effects of a stressful event, provided that the social resources available are suitable for the event's demands (Cohen, 2004). Social assistance is important when it comes to immigrants' sociocultural adjustment to their new countries. Social support is negatively connected with psychological symptomatology and positively associated with well-being, according to a number of studies (Jibeen, 2011; Jibeen & Khalid, 2010; Tonsing, 2013).

Social support has been demonstrated to improve people's physical health and helps them find meaning in life (Finch & Vega, 2003). Research demonstrates that victims of ethnic prejudice suffer from poor mental and physical health (Agudelo-Suárez et al., 2009; Gil-González et al., 2014; Williams, Neighbours, & Jackson, 2003) as well as subjective well-being (Hernández et al., 2005). Other research has looked at how social support could shield people from some

of the harm caused by ethnic discrimination (Fernández, Silván-Ferrero, Molero, Gaviria, & García-Ael, 2015; Finch & Vega, 2003; Jasinskaja-Lahti, Liebkind, Jaakkola, & Reuter, 2006; Singh et al., 2015).

Students are searching for better options these days as awareness of educational and career alternatives grows. Additionally, there is a decrease in gender disparities and a rise in the migration of female students. Students always experience significant stress and adjustment challenges in addition to the advantages of moving to a different city. According to the literature, young adults face difficulties as they move from school to college. It may also be more difficult if it is coupled with a shift in location, culture, and social circles. Over the past few decades, university students' interest in mental health and wellbeing has increased dramatically. Three interconnected issues are probably at blame for this.

First, despite the fact that university students report mental health levels comparable to those of their non-university counterparts (Blanco et al., 2008), recent research indicates that during the past ten years, university students worldwide have experienced an increase in the severity of mental health issues and help-seeking behaviours (Wong et al., 2006; Hunt and Eisenberg, 2010; Verger et al., 2010; Auerbach et al., 2018; Lipson et al., 2019). These patterns have been dubbed a "mental health crisis" in higher education by some scholars (Kadison & Di Geronimo, 2004; Evans et al., 2018).

Second, early adult psychological distress is linked to negative short-term outcomes like poor college attendance, performance, engagement, and completion (e.g., King et al., 2006; Antaramian, 2015) as well as long-term outcomes like dysfunctional relationships (Kerr and Capaldi, 2011), recurrent mental health issues, university

dropout, lower employment rates, and lower personal income (Fergusson et al., 2007). Third, it is generally acknowledged that universities present special chances to support young adults' mental health and wellbeing since they offer a unified, integrated environment that includes social, professional, and academic pursuits as well as health and other support services (Eisenberg et al., 2009; Hunt and Eisenberg, 2010).

Students' perceived stress and social support are two aspects that are particularly pertinent in the context of educational migration and its relationship to migrant students' general well-being. Studies show that students who relocate for school experience stress differently from those who stay in their home country. Their social support networks also differ from one another. The goal of this study is to compare the social assistance received by migrant and non-migrant students in Uttar Pradesh's universities and examine the effects this has on their wellbeing.

### **Educational Migration, Social support, and Well Being.**

The World Health Organisation defines quality of life as the impact of medical conditions as reported by patients on psychological, social, and physical aspects of functional health and wellbeing. A lesser degree of social support is associated with a lower quality of life, while research has shown that social support plays a strong role in managing adverse health effects and lowering stress. Helgeson (2003) discovered that social support and quality of life were strongly correlated. When people are under stress, they may feel closer to their friends, family, and other members of their social network, which can help them maintain a higher social standing.

Extensive research indicates that migrant workers frequently experience health

problems that affect their quality of life due to their work position. Due to the major changes in job and housing conditions brought about by migration, migrant workers' initial social support networks also experience significant adjustments. Studies have shown that the health of migrant students is significantly influenced by social support. Additionally, a strong social network can significantly lessen the stress that comes with migration and often enhances or safeguards their mental and physical well-being.

On the other hand, leading a healthy lifestyle can significantly reduce the incidence and mortality of a number of diseases while also improving people's quality of life and preserving health.

A study conducted by Korean older adults that looked at the connection between social support, loneliness, physical activity, and quality of life found that physical activity, as a vital component of lifestyle, greatly enhanced quality of life.

Mental health is a state of mental wellbeing that enables people to efficiently learn and work, manage life's challenges, realise their full potential, and give back to their communities.

It is an essential component of health and wellness that promotes our ability to make decisions, build relationships, and have an impact on the world both individually and collectively.

The right to mental health is an essential human right. Socioeconomic, collective, and individual development also depend on it.

One component of mental wellbeing is the absence of mental illnesses. On a complex continuum, each person experiences it differently, leading to varying degrees of discomfort and difficulty as well as potentially very diverse social and therapeutic outcomes.

Mental health concerns include mental disorders, psychosocial disabilities, and other mental states associated with self-harm risk, functional disability, or extreme distress.

Although it is not always or definitely the case, people with mental health disorders are more likely to have lower levels of mental well-being. (WHO, 2022).

The entrance to the university marks a period of transition for young people. Through this transition, students face new challenges, such as making independent decisions about their lives and studies, adjusting to the academic demands of an ill-structured learning environment, and interacting with a diverse range of new people. In addition, many students must, often for the first time, leave their homes and distance themselves from their support networks (Cleary et al., 2011). These challenges can affect the mental health and well-being of higher education students. Indeed, there is evidence that a strain on mental health is placed on students once they start at the university, and although it decreases throughout their studies (Macaskill, 2013; Mey and Yin, 2015), it does not return to pre-university levels (Cooke et al., 2006; Bewick et al., 2010). Also, the probabilities of experiencing common psychological problems, such as depression, anxiety, and stress, increase throughout adolescence and reach a peak in early adulthood around age 25 (Kessler et al., 2007) which makes university students a particularly vulnerable population.

Well-being, also known as wellness, prudential value, prosperity or quality of life, refers to what is intrinsically valuable relative to someone. So the well-being of a person is what is ultimately good *for* this person, what is in the self-interest of this person. Well-being can refer to both positive and negative well-being. In its positive sense, it is sometimes contrasted with ill-being as its

opposite. The term “subjective well-being” denotes how people experience and evaluate their lives, usually measured in relation to self-reported well-being obtained through questionnaires. (Wikipedia). subjective well-being (SBW) and psychological well-being (PWB). SWB is based on hedonic perspectives of pleasure and represents

One of the important correlates of student mental health is the family support. Migrant students leave their families and come to new places for education. Family support promotes mental health and protects against depression, unsupportive family may increase vulnerability for mental health difficulties; Kim, Bassett, & Voisin, (2019) found that weak parental support related to more depressive symptoms among adolescents. Furthermore, longitudinal studies indicate that low levels of family support during adolescence relates to more depression in young adulthood. Specifically, inconsistent parenting (especially nurturance and discipline) during childhood relates to psychological distress, including depression and anxiety in adolescence and young adulthood. Lack of sufficient personal space in the family may contribute to frequent parent- child conflicts and a surge in family pressure or even family violence. Children growing up in an environment with high family functioning have a low level of mental health problems

### **Objectives**

1. To understand the level of Perceived social support in both migrant and non-migrant students.
2. To explore the relationship between social support and psychological well-being of students (Migrants & Non-Migrants).
3. To understand the relationship between six dimensions of Psychological wellbeing (autonomy,

environmental mastery, personal growth, positive relations with others, purpose in life and self – acceptance) and social support.

### **Research Question**

1. To what extent the perceived social support in both migrants and non-migrants is associated?
2. To what extent there is relationship between social support and psychological wellbeing of all the students (Migrants and Non-Migrants)?
3. To what extent is there an association in six dimensions of psychological well-being and social support?

### **Method**

#### **Participant Eligibility and Recruitment**

Participants were recruited from Universities and Colleges of India; a few participants migrated from other cities and towns, while a few were studying in their home city and town.

#### **Students were eligible to participate if:**

- (1) Living away from their home for more than 6 months (*Migrants*) and also a few who were studying at their native place (*Non-Migrants*).
- (2) Were aged between 19 and 28 years.
- (3) Studying in Higher Education Institutes.

The researcher engaged in purposive sampling to ensure a variety of perspectives were represented in the participants. Participants were contacted through email, WhatsApp's and through other social profiles, with the help of Online Google Form data has been collected.

A total of 170 *potential participants* were collected, out of which 85 *were migrants & 85-Non-Migrants*

## Measures

*Multidimensional Scale of Perceived Social Support (MSPSS)* - This Scale is a psychological instrument that was designed to evaluate four social support functions, instrumental, informational, emotional and appraisal support. The Multidimensional Scale of Perceived Social Support (Zimet GD, Dahlem NW, Zimet SG, Farley GK, 1988) is a 12- item measure of perceived adequacy of social support from three sources: family, friends, & significant other; using a 5-point Likert scale (0 = strongly disagree, 5 =

strongly agree). Reliability of the scale is calculated using Cronbach's alpha which was 0.81 to 0.98 in non- clinical samples, and 0.92 to 0.94 in clinical samples.

*Psychological Wellbeing scale*- The 18 item version of the scale was developed by Ryff and Keyes, (1995). Scale measures six aspects of wellbeing and happiness which are autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Internal consistencies varied between 0.87 and 0.96, and test - retest reliability coefficients ranged between 0.78 and 0.97 for six subscales.

## Results

Table.1. Pearson Correlation Matrix across the study variable (N=170participants)

	Personal Growth	Positive Relation	Purpose in Life	Self-Acceptance	Total Psy-Wellbeing
Social Support	.225**	.321**	.253**	.192*	.274**

\* p < .05 (significant); \*\* p < .01 (highly significant)

As depicted in *Table 1* and as per our constructed research questions, the results of the investigation showed that social support and every aspect of psychological well-being were significantly positively associated. In particular, social support was positively correlated with self-acceptance (r =.192, p <.05), positive relationships (r =.321, p <.01), personal growth (r =.225, p <.01), and purpose in life (r =.253, p <.01). As shown in figure.1. They are correlated with social support which indicate that one who has strong interpersonal relationship experience greater well-being in their life. In this context, Social support and positive relation showed

the highest association, indicating that those who feel more supported by others are more likely to have satisfying interactions with others. Furthermore, there was a significant correlation (r =.274, p <.01) between social support and overall psychological well-being, suggesting that social support has a wide-ranging positive influence. The importance of social support in improving several aspects of psychological well-being is shown by these findings. Greater the connectivity with surrounding people, greater the psychological well-being experienced by them.

Table .2. Dimensional Analysis of Variable by Pearson Correlation Matrix

	Gender	Autonomy	Environmental Mastery	Personal Growth	Positive Relation	Purpose in Life	Self-Acceptance
Gender	1	.177*	-	-	-	-	-
Autonomy	-	1	-	.590**	.157*	.285**	.413**
Environmental Mastery	-	-	1	-	.215**		.181*
Personal Growth	-	-	-	1	.276**	.435**	.592**

Positive Relation	-	-	-	-	1	.236**	.330**
Purpose In Life	-	-	-	-	-	1	.168*
Self-Acceptance	-	-	-	-	-	-	1

\* p<.05 (significant); \*\* p< .01 (highly significant); – indicate either missing data or not reported

In *Table.2*. The correlation matrix showed a number of noteworthy connections between the aspects of psychological well-being and the part gender plays. There was a significant correlation between gender and autonomy ( $r = .177, p < .05$ ), indicating that gender may have an impact on people's sense of independence and self-governance. It can be conveyed by this that female has less autonomy (freedom or independence) to perform things than the men's. As presented in figure.2. rise in graph indicates that there is high association, while flat lines indicate that there is downfall or no increase in the dimension. Out of all six-dimension, all the dimensions are positively associated with one another, Autonomy is the significant dimension in overall psychological well-being, it was highlighted by the strong and substantial connections it showed with positive relation ( $r = .157, p < .05$ ), self-acceptance ( $r = .413, p < .01$ ), personal growth ( $r = .590, p < .01$ ), & purpose in life ( $r = .285, p < .01$ ).

Environmental mastery was positively correlated with self-acceptance ( $r = .181, p < .05$ ) and good relations ( $r = .215, p < .01$ ), suggesting that people who successfully manage their environment are more likely to report higher levels of self-acceptance and stronger interpersonal connections. Reflecting its fundamental role in holistic psychological development, personal growth showed positive correlations with positive relations ( $r = .276, p < .01$ ), purpose in life ( $r = .435, p < .01$ ), and self-acceptance ( $r = .592, p < .01$ ). Both life purpose ( $r = .236, p < .01$ ) and self-acceptance ( $r = .330, p < .01$ ) were significantly correlated with positive relations, indicating that supportive interpersonal

interactions are linked to a greater feeling of meaning and self-worth. The interdependence of these psychological concepts was further highlighted by the modest but significant connection that was found between self-acceptance and life purpose ( $r = .168, p < .05$ ).

### Discussion

The current study sought to investigate the connections among social support, and aspects of psychological wellbeing, its dimension likewise self-acceptance, autonomy, environmental mastery, personal development, positive relationships, and life purpose. The correlation analyses' results offer crucial new information on the ways in which social and individual factors affect psychological health and wellbeing.

#### Social Support and Psychological Wellbeing

Social support was discovered to be substantially and favourably connected with every aspect of psychological wellbeing, as shown in the first correlation matrix. In particular, social support was most strongly correlated with positive relationships with others ( $r = .321, p < .01$ ), followed by total psychological health ( $r = .274, p < .01$ ), life purpose ( $r = .253, p < .01$ ), personal progress ( $r = .225, p < .01$ ), and self-acceptance ( $r = .192, p < .05$ ). Since social support lessens emotional strain and loneliness, it is essential. It has been suggested by researchers that those with strong social networks feel satisfied, happy, and like they have accomplished something in their lives. When kids move to a new place, they encounter many situations in their lives where they need someone to lean on. Some of these people

may be friends, teachers, co-workers, family, or relatives. Social relationships have a significant and varied role in each person's general development and growth at every age. Good social ties not only promote wellness but also academic achievement and pupils' overall best development. Numerous additional advantages of strong social support come from interpersonal ties with people of the same age as well as those of different ages.

These results are in line with earlier studies showing how important social connections are for improving psychological functioning (Ryff, 1989; Keyes, 1998). Good social support networks can offer resources that assist resilience and self-development, a sense of belonging, and emotional validation, all of which can enhance general wellbeing. Due to their growing reliance on social media, students in the technological age are experiencing a lack of actual support in their lives. While they have many individuals on their social media profiles, they lack relationships in real life, something that was not the case in the past. These days, individuals use AI to solve their problems and overcome obstacles in their lives, and they are solely focused on that. According to the particularly strong association with positive interactions, social support may directly enhance the quality and enjoyment of interpersonal relationships, which in turn contributes to an individual's overall sense of wellbeing. There are many benefits to social support, and the proper kind of assistance can lead to the right path and enhance psychological wellbeing in general.

### **Gender and Autonomy**

Gender has a significant impact on their social support and general well-being. There is bias against certain genders, such as men, who are not constrained by any of them and have ample freedom to live life to the utmost. There is some correlation between freedom and gender. For example, women from all

social and cultural backgrounds face several restrictions and barriers; some are obvious, while others are not. They have limitations on their freedom of choice on what they can wear, where they can go, what they may study, and what they can eat for lunch or dinner. This study through light on how gender play crucial role in understanding the relation between people belonging from different gender and level of freedom or autonomy they get in their life which has role in making marked changes in overall wellbeing experienced by them.

Gender and autonomy were found to be significantly positively correlated in the second table ( $r = .177$ ,  $p < .05$ ), indicating that the degree of autonomy may vary by gender. Although the direction of this correlation—that is, which gender scored higher—was not made clear, the result suggests that gender might influence how people view and use self-determination. This is consistent with previous research that suggests socialisation processes may promote autonomy differently in men and women, maybe as a result of cultural expectations and norms. This can be reflected with the help of this study.

### **Connections between the dimensions of wellbeing**

Significant relationships were also found between the different aspects of psychological wellbeing Personal growth ( $r = .590$ ,  $p < .01$ ), self-acceptance ( $r = .413$ ,  $p < .01$ ), and life purpose ( $r = .285$ ,  $p < .01$ ) were all strongly correlated with autonomy, this suggests that people who believe they are self-directed and independent are more likely to grow, accept themselves, and find meaning in their lives. A robust, fully developed, and/or stabilised sense of wellbeing can aid in the understanding of meaningfulness.

Similarly, personal growth emerged as a core variable with high positive correlations to life purpose ( $r = .435$ ,  $p < .01$ ) and self-acceptance ( $r = .592$ ,  $p < .01$ ). Studying

interdimensional analysis of variables is necessary because it clarifies the function of one dimension in relation to another. These findings suggest that people's sense of continuous improvement is strongly tied to their views of their own worth and life goals. We know how one variable affects another, but we also need to look at the relationships between particular variables and how they affect people's general well-being.

These components reinforce each other in Ryff's (1989) multidimensional model of psychological health, which is supported by this interconnection. The majority of other wellbeing characteristics, such as environmental mastery ( $r=.215$ ,  $p<.01$ ), personal progress ( $r=.276$ ,  $p<.01$ ), life purpose ( $r=.236$ ,  $p<.01$ ), and self-acceptance ( $r=.330$ ,  $p<.01$ ), also showed a substantial correlation with positive connections. The significance of positive interpersonal interactions as a basis for more general psychological wellbeing is highlighted by this pattern.

### Conclusion

The current study investigated the connections between social support, and several aspects of psychological wellbeing, such as self-acceptance, autonomy, positive relationships, environmental mastery, personal growth, and purpose in life. The results show that social support is a major factor in improving psychological wellbeing in general. People who report higher levels of perceived social support also typically express stronger interpersonal relationships, a more defined sense of purpose, increased self-acceptance, and greater personal growth.

The study also showed a strong correlation between gender and autonomy, pointing to potential gender-based variations in the development of independence and self-determination. This indicates that pupils have a great need for a solid support system and set of values, which may cause them to alter.

Findings showed significant inter-correlations between psychological well-being components, particularly among autonomy, personal growth, self-acceptance, and life purpose, demonstrating the inter-connectivity of psychological conceptions. Taking everything into account, the study confirms the importance of social and personal resources in promoting mental health and wellness. It suggests that fostering independence and self-improvement and establishing social environments that are supportive can significantly affect an individual's mental health. These insights can direct the development of social support systems, educational programs, and mental health therapies aimed at enhancing wellbeing across a variety of populations.

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