Impact of Loneliness and Academic Stress on Psychological Well Being among College Students

Tahira Munir [1], Sameera Shafiq [2], Zahoor Ahmad[3], Sarfaraz Khan

[1, 2] Department of Psychology, [3]Department of Statistics, University of Gujrat, ,[4]
Department of Anthropology, Quaid-i-Azam University, Islamabad,
PAKISTAN.

[2] sameera.shafiq@uog.edu.pk

ABSTRACT

In this study relationship among loneliness, academic stress and psychological well being was measures among a sample of 165 students (67 males and 98 females) of first year selected by simple cluster sampling strategy. The participants were selected from two major colleges of Jalal PurJattan, Gujrat. The age range of respondents was 15-19 (M=16.4 and SD =0.9). The respondents gave responses on the three questionnaires developed by researchers based on literature review. Four measures, questionnaire to measure loneliness, questionnaire to measure academic stress, questionnaire to measure psychological well being were used including demographical profile. For the interpretation of results descriptive statistics, correlation, multiple stepwise regression analysis and t- test were used. The results showed significant correlation among loneliness, academic stress, and psychological well being. Loneliness, academic stress and family income were identified as the predictor of psychological well being. There were found no significant differences among male and female students. It was concluded that loneliness and academic stress were significantly negatively correlated with psychological well being and loneliness and academic stress were significantly positively correlated. Loneliness, academic stress, and family income of students play the role of indicators for psychological well being of students. The implications and the limitations of the study are discussed.

Keywords: Loneliness, Mental Health, Educational Stress, Students

INTRODUCTION

"What is hell—Hell is oneself. Hell is alone, the other figures in it merely projections. There is nothing to escape from and nothing to escape to. One is always alone"(Eliot 1950 as cited in Murphy &Kupshik1992 p. 3).

Loneliness is a unpleasant situation and a person experiences it when his social relationships are considerably poor. We all experience loneliness somehow, but some people experience it severely. People who experience it feel unfulfilled, much alone, and lack intimate relationships. That is why loneliness has been a highly explored variable in the researches across thirty years. The age range between twelve to twenty years is considered peak years in adolescence period in which loneliness is a common observable fact where college life is a transition in life for students to move from school to higher level for studies. A person might face loneliness because he or she has moved away from home, consequently with lowered ties with the familiar members and tried to develop new social relationships.

A common phenomenon shared by student is academic stress either due to the transition from school to college or due to the increased difficulty level of studies and assignments as per required in college. Academic stress means feeling like there are too many pressures and

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demands, worrying about tests and college work, and cannot manage work because schedule is just too busy Adolescence is a risky period of time where young people experience self organization and role uncertainty. For them, stress mainly comes from academic tests, interpersonal relations, relationship problems, life changes, and career exploration. Such stress may usually cause psychological problems. Students while studying in educational institutions have different expectations, goals, and values that they want to fulfill, which is only possible if the students' expectations, goals, and values are integrated with that of the institutions. But if it does not match then students may caught in academic stress.

Psychological well being is a term used in positive psychology is related to positive mood and presence of happiness and satisfaction in one's life. Seligman was first who introduced positive psychology. Primarily the focus of psychologists was on abnormal behaviors only but after the contemporary approaches, many people tried to study normal behaviors as well as to improve healthy conditions of life. The negative aspects of human nature were given importance because they played a crucial role in having negative impact on human health. However, in recent years it was observed that there is an increased concern toward the concept of well-being of people. Adolescence is a transitional period as mentioned earlier so students are more psychologically well who can mange their relations as well as their work. According to Cummins, 2003 (as cited in Connor, 2005) a huge number of researches have confirmed a finding that students have reported significant low level of satisfaction with their lives than adults in the general population. Personal well being is related to life satisfaction (Connor, 2005).

Loneliness and psychological well being are the most frequently studied variables but in this study loneliness, academic stress, and psychological well being are taken as variables. The purpose of the present study is to find out relationship among loneliness and academic stress on psychological well being of college students. According to Williams (1983) much of the research indicates that loneliness is felt more intensively in adolescence and late adolescence rather than the other developmental stages of life. So, the present study was conducted on college students because they had experience a transitional period from school to college. The objectives of the study are:

1.   To find out relationship between loneliness, academic stress, and psychological well being among students who has experienced a transitional period of life.

2.   To predict psychological well being on the basis of loneliness and academic stress level, as well as on the basis of demographical variables.

THEORETICAL BACKGROUND

Different psychologists and scientist have presented different viewpoints on the variables of the study. Robert and Hugh (1999) explained the concept of loneliness with the help of existentialism theory in which loneliness is related to death when individual feels he is near to death experience. But the focus of the present study is on loneliness which people experience when they are in a transitional period of life, such as leaving one stage of life (school) and moving towards next (college).

Erickson's theory of psychosocial stages described the intimacy versus isolation stage during adolescence. He presented idea that if individual feel lonely hemight not be able to manage his life conditions. But if an adolescent have feelings of intimacy he would be constructive to oneself as well as to others (Ryckman, 2008, Schultz & Schultz, 2005).

Ainsworth and Bowl by (1991) explained attachment as an affecting connection to another person. It was there view that the initial attachment shaped by children with their caregivers has a great impact that continues throughout life. A child's attachment with his caregiver or mother is helpful in his or her survival. This theory again supported the notion that to be lonely may create problems for individuals. He gave the concept of need for belonging.

There are many causes due to which people can experience loneliness. These might include life events such as absence of friends or meaningful people during childhood and adolescence. Loneliness might be the consequence of dysfunctional communication, stress, anxiety, and depression or of a breakup, divorce, or loss of any important long-term relationship. It is stemmed both from the loss of a specific person and from the departure from social circles. It can also be a result of places with low population densities in which there are comparatively few people to interact with. Loneliness can also be seen as a social phenomenon, capable of spreading like a disease. Many people experience the feeling of loneliness when they enter in a new stage of like that means when they experience transitional period (Duck, 1992). This can result in stress but if there is a transition of an adolescent from school to college life then it can result in academic stress.

According to Lazarus stress is expressing negative primary appraisals and bodily responses to adverse environmental outcomes, typically followed by the negative emotions like sadness, anger, shame, guilt, embarrassment, etc.(as cited in Stein, Trabasso & Liwag, 1992).Many students experience academic stress in college because of workload management issues. In college work load is more than in schools, challenging classes, scheduling issues to match up, difficult tests and other academic barriers, independent system of the college learning structure, studying for long and hard hours (Scot, 2008).Murphy and Kupshik(1992) has described the relationship between social support, life events, and well being similar to t the relationship between loneliness, academic stress, and psychological well being as focused in the present study. Social influences have effect on well being of people either as a buffer or as a direct effect.

In the present study, there are three variables which are interconnected. The variables of study are loneliness, academic stress, and psychological well being. Loneliness is a feeling in which person experiences emotionally alone and thinks he/she has no friend around him/herself. If a person feels lonely he/she will have small social relationships or poor relationships, or in need for relations. Lonely people will feel that their dear ones are left out by them, so all these feelings will effect psychological well being. If a person feels emotionally alone he will have feelings of distress which would further affect his psychological well being. If he feels alone he will be less satisfied with his life conditions. Poor satisfaction with life will lead to negative emotions. But if a person shares much relationships and have many people to talk with then he will be satisfied with life and it will further lead to experience of healthy and positive emotions. But here the relationship among loneliness and academic stress as well as academic stress and psychological well being of students is explored. A student who feels himself lonely and experience the feelings like being alone, left out by friends, and feel he has poor relations will experience academic stress. Feelings of loneliness will result that student feel workload that there is no one to whom he can share his burden; he will feel poor relations with class fellows as well as with teachers. When he experience feelings of emotionally alone he will take class rooms and study related things as threatening. Because of poor relations lonely people cannot easily adjust in social situations so, in student case it will appear as academic stress and academic stress also lead to psychological distress. If a student feels uncomfortable with his studies and cannot manage his study burden and feels he cannot meet his self expectations it will lead to

experience of negative emotions, such as feeling of guilt, angry, tensed and fearful about his life. The loneliness and academic stress are positively related while loneliness and psychological well being are negatively related.

Mental health care is one of the basic facilities that the country has to provide to its people. But these facilities are too little and not easily available to the public in general. Pakistan spends very less of its budget on the health sector. The percentage of the budget spent on the health sector is one of the lowest percentages in the world, and on mental health there is much little work is doing. If there may be some services provided by government but people do not use because of ignorance. There are also little efforts to educate people about psychological well being. People do not know how to remain psychologically healthy and how to cope with negative emotions such as loneliness or stress.

Little is known about society's problems either related to their personal problems or related to their professions. In Pakistan, the same case is with the students. The study was significant on both theoretical and applied level. On theoretical level the present study helped to know the factors that are related to or cause psychological well being, academic stress, and loneliness of students. This study also integrated existing body of knowledge and also provided new dimensions for research. It also gave knowledge to people about the phenomena that in transitional period of life students need much attention because they feel more lonely which effect their studies as well as their psychological health.

On the applied level, this study helped to improve the condition of learning environment and makes students familiar with college life and increased the students' positive behavior towards life events. It helped for discovering the ways of effective conditions for students so they might not feel lonely. This study provided the base to take steps for the awareness that we should pay attention towards students' emotions to enhance their life satisfaction and psychological well being and to minimize academic stress in female as well as in male students.

This study is helpful in two dimensions. 1: To know how much our newly admitted students in college feels lonely and experience academic stress. 2: and how much these two negative feelings were related to psychological well being. In order to bring social change which increase the public's familiarity with mental health can be used to increase psychological health and to decrease stress and loneliness among students.

Most of these studies that have examined relationship between loneliness and well being have been based on data collected in western and mid-east countries and also, limited, old population. The present study aimed to explore relationship between loneliness, academic stress, and psychological well being among adolescents (college student).

Bugay (2007) found the relationship between loneliness and satisfaction level among 291 university students. Results of the study exposed that gender has an effect on loneliness and life satisfaction levels of the students. Thus, male students reported significantly less loneliness and significantly greater life satisfaction than female students. Highly negative correlation was found in between both variables.

Lasgaard and Elklit(2009)conducted a study to find out the level of loneliness in fourteen years old adolescence. Researchers concluded that dysfunctional social strategies and attributions in associated situations are directly related to loneliness. Leung (2002) conducted a study on college students to check the level of loneliness. It was explored that lonely students experience more negative emotions.

Dost (2006) conducted a research on 700 college students to examine the relationship of subjective well-being to gender, perceived economic status, perceived parental attitudes, satisfaction with physical appearance, religious belief, and locus of control. The study showed no significant gender difference in the subjective well-being levels of the students. There were significant differences in the subjective well-being levels of the students according to their perceived economic level, perceived attitude of parents, and satisfaction with physical appearance, religious belief, and locus of control.

Kafetsios(2007) explored the relationship between loneliness and social support among adult sample. He has explored gender differences related to social support and loneliness.There was not significant difference among males and females as reported by the researcher but females were more satisfied with social support as compare to males. While men's well being (perceived stress, mental health, loneliness, and emotional loneliness) was significantly associated with perceived support satisfaction. A study was conducted by Langeveld (2010) to examine the quality of sibling's relations and their impact on child's psychological well being. The findings of the research described that affective relations with siblings is a predictor to well being of child while conflicting relations among siblings leads to unhealthy emotions.

So there are many other researches that describe relationship among psychological well being and many other variables such as loneliness, and life satisfaction. Some researchers include life satisfaction within psychological well being while some deal it separately. So another research related to loneliness and social dissatisfaction was conducted in Irish.

Roiste(1998)measured the relationship between loneliness and social dissatisfaction in 665 Irish school children(10-12 year old) and also tried to determine gender differences and its prevalence among students. The results of the study showed that only few children reported the feelings of loneliness.

It was common to explore levels of loneliness and satisfaction of life of adults as well as widowed and retired people but later researcher also tried to explore these factors among young generation especially among students and those students who had experienced a transitional period such from college to university.

As we reviewed many researches which are related to psychological well being and loneliness. Some studies gave the association between both variables. Some other gave association with some other factors. Gender differences were also measured and well being was also measured in association with economic level. Same like research was conducted tocheck the association between humor style, social competence, and loneliness.

Ashley, (2010) conducted a study to explore the associations among humor styles, social competence and loneliness among a sample of 337 youngsters. It was showed by the research results that youngsters in Hong Kong used more maladaptive humor styles and less adaptive humor styles than did their counterparts in Hangzhou. In regard to gender differences, males used more maladaptive humor styles than did females. Adaptive styles of humor were positively associated with social competence and were negatively associated with loneliness, while maladaptive styles of humor were negatively associated with social competence and were positively associated with loneliness. The underlying relationships of social competence and loneliness with the effect of explicit types of humor styles found in that research provided useful ideas for intrusion and therapeutic purposes in promoting psychological well-being.

As above review gave us a picture that maladaptive humor styles are positively linked to loneliness in the same way loneliness may related to different psychological conflicts and illnesses such as depression, anxiety etc. If a person feels lonelier he may have more chances to caught inn psychological illnesses as compare to those who are less lonely.

A research was conducted to examine the relationship between life satisfaction, loneliness, general health and depression among medical students in Malaysia. The findings of that research revealed that people who were satisfied with their life had less suicidal ideations and were less lonely and were not depressive people. Healthy people were also reported less depressive and lonely. So, all variables had clear effect and clear association on each others. Loneliness did not affect depression and life satisfaction but health played the role of mediating variable. Research was very useful according to clinical point of view that clinical psychologist can treat depressive patients by suggesting them to improve general health and also using family therapy by asking family members not to let alone depressive patients(Swami, Premuzic, Sinniah, Maniam, Kannan, Stanistreet, Furnham, 2006).

Researchers also have been trying to find out the factors or predictors that are important for stress among students. Gender differences were also measured to check that either females experienced more stress or males.

In Tiawan college students were assesses to identify stress sources. The findings of the research described by the researcher showed that there are gender wise differences about stress sources. Related to family factors male students experience more stress than females; students who were in high grades had more feelings of stressful routine. Stress source were identified by researcher were mental/physical factor, family factor, school factor, relationship factor, and social factor. But researcher missed an important factor that may be related to study burden and adjustment in college. Students of third year were observed experiencing more stress so an important factor may be that those students had come from another institution and then they were experiencing emotionally detached that's why they were experiencing more stress; that domain was to important to study but researcher only explore sources of stress ignoring such factors (Wen, 2010).

Another study was conducted on stress, adult attachment, and academic success among community college students. There were previous researches as well which explored relationship among above mentioned variables so researcher also tried to explore. Researcher collected data with the help of developed tool but it might be more helpful to explore these variables that researcher developed tool according to the context. A negative association between stress and attachment was explored. Results also exposed that stress and the two measures of academic achievement were inversely related for females. Further analyses revealed that the main effect of stress on grade point average was significant for females and that there was a trend toward attachment moderating stress effects for grade-point average. For females, attachment moderated stress effects for course completion. For males, there was a trend toward attachment moderating stress effects for course completion. Potential areas for future studies were discussed. So research described the gender differences in a beautiful way(Petro, 2008).

The hypotheses of the study are:

1.   The higher the level of loneliness, the higher will be the level of stress.
2.   The higher the level of loneliness, the lower will be the level of well being.
3.   The higher the level of stress, the lower will be the level of well being.

4.   Loneliness and academic stress will negatively affect the psychological well being

METHOD

Sample

There were 2 colleges in JalalpurJattan which were randomly selected from other colleges. Banat e Imam College was randomly selected from girl's colleges and Ibn e Imam College was from boy's colleges. There were total 165 (98 females and 67 males) with the age range from 15-19 years (mean age =16.44)student of first year selected from those colleges.

Two stage clusters sampling technique was used to draw sample from population. At first stage two colleges were randomly selected; one from boys and one from girls colleges. At second stage there were different sections of first year students; again 2 sections were randomly selected from each college. And the students of selected sections from each college were the participants of present study.

The sample was drawn from only first year students. Other classes were excluded because researcher aimed to check levels of loneliness, academic stress, and psychological well being. And it was considered that loneliness and academic stress are experienced more by first year students in college because they had experienced a transitional period in life; while leaving schools and entering in college and study requirements also changed with this entry as compare to school system.

Instruments

Four different measures were designed for the study. The responses on the scales were measured on likert type scale with 4 categories (strongly agree, agree, disagree, and strongly disagree).

Demographic sheet

As different socioeconomic factors effect directly to student's behavior or feelings. Therefore, demographic information about respondents was also collected on the variables of gender, previous degree marks, age, monthly income of family area, and family structure.

Loneliness Scale

Consisted of 12 statements developed by literature review on three most common loneliness domains namely (1) Private/ Emotional Loneliness, (2) Loneliness as connectedness, and (3) Relational Loneliness.

***Academic Stress* Scale**

Consisted of 11 statements developed by literature review, regarding workload management, classroom environment, and students-teacher interaction measuring level of academic stress.

Psychological well being (PWB) Scale

Consisted of 14 statements developed by literature review on three most common psychological well being domains: (1) satisfaction with life, (2) positive effect, and (3) negative effect.

Procedure

The college principles were first contacted by a telephone conversation to arrange a suitable date and time for the college visit after taking permission. As cluster sampling was used to

draw sample so researcher had to take information from two sections in Girls College and from two sections in Boys College. The questionnaires were distributed to the students selected at random from the attendance list. All participants filled up questionnaire in the presence of the teacher and the researcher. Researcher also made clear if there was any ambiguity in reading questions by students. Then researcher thanked the class, and teachers, for their co-operation. No student was upset or confused by the procedure. Then, the data was coded and analyzed. For the interpretation of results, SPSS version 16 was used.

RESULTS

The results of the study are given below

Table 1. Demographics of respondents

Demographics	Categories	%
Gender	Males	40.61
	Females	59.4
Area	Rural	47.3
	Urban	52.7
Family Structure	Joint	53.9
	Nuclear	46.1

Table 1 shows percentages of the students for their gender, area of residence and family structure.

Table 2. Descriptive Statistics for demographic Variables

	Previous Degree marks(1100)	*Age of Respondent*	*Monthly income of Family (PKR)*	*Loneliness*	*Stress*	*PWB*
Mean	827.13	16.44	45363.64	30.15	30.26	29.43
Std. Deviation	93.23	0.98	48822.11	5.72	5.30	8.09
Minimum	515	15	2000	16	16	17
Maximum	986	19	250000	41	40	47

Table 2 shows the results for the mean, standard deviation, and range of demographic variables. So, descriptive statistics showed how much dispersion among variables, and also provide a look towards demographical variables. There were respondents with low family income and high family income, with different age, and with highly dispersed previous degree marks.

Table 3. Correlation among Loneliness, academic stress, and psychological well being (PWB)(N=165)

	Loneliness	*PWB*	*Academic Stress*	*Sig. (2-tailed)*
Loneliness	-	-.588[**]	.745[**]	.000
PWB	-	-	-.552[**]	.000

** p = 0.01.

Table 3 shows that loneliness was significantly negatively correlated with psychological well being (r = -.588), but withacademic stress, the correlation was positively significant (r =

.745). Academic stress was significantly negativelycorrelated to psychological well being(-.552).

Table 4. Multiple Stepwise Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	3.34	.017		196.74	
Loneliness	-.158	.017	-.588	-9.27	.000
(Constant)	3.34	.017		200.72	
Loneliness	-.107	.025	-.396	-4.25	.000
Stress	-.069	.025	-.257	-2.76	.006
(Constant)	3.34	.016		203.53	
Loneliness	-.110	.025	-.408	-4.43	.000
Academic Stress	-.070	.025	-.259	-2.82	.005
Monthly income of family	.039	.017	.145	2.36	.019

a. Dependent Variable: PWB

Table 4 shows the results for variables for multiple stepwise regression analysis. Loneliness, academic stress, and family income of students are important predictors for psychological well being of students. The analysis excluded variables such as age of respondents (partial correlation was -.065), and previous degree marks (partial correlation was -.10)which are not important predictor of psychological well being. The table shows that first variable selected by model was loneliness as predictor and then academic stress and at the last step family income of students were selected as indicator of psychological well being. The psychological well being of students was negatively affected by loneliness (-.110) and academic stress (-.070) and positively affected by family income (.039). All were significant at the 0.05 significant levels.

It can be concluded that psychological well being can be increased by decreasing loneliness and academic stress of students and by increasing economic level. The results gave us another analysis about family income. So, on the basis of results it can be said that economic level is also important to increase and decrease psychological well being of student.

Table 5. Variations in psychological well being explained by model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.588[a]	.346	.342	.21843	
2	.612[b]	.375	.367	.21411	
3	.629[c]	.396	.385	.21115	1.84

a. Predictors: (Constant), Loneliness,   b. Predictors: (Constant), Loneliness, Stress
c. Predictors: (Constant), Loneliness, Stress, Monthly income of Respondent   d. Dependent Variable: PWB

Table 5 shows the results about stepwise regression model and model 3 showing that about 39 percent variations(R Square = .396) in psychological well being of students was explained by regression model. There was almost no difference between r square and adjusted r square

(.396 and .385)that showed that there were less chances of prediction error. The table also shows that there was not any problem of auto correlation (Durbin Watson = 1.84). So, on the basis of above results psychological well being can be predicted by loneliness, academic stress, and family income.

Table 6. Acceptability of the model from a statistical perspective

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.108	1	4.108	86.101	.000[a]
	Residual	7.777	163	.048		
	Total	11.885	164			
2	Regression	4.459	2	2.229	48.631	.000[b]
	Residual	7.427	162	.046		
	Total	11.885	164			
3	Regression	4.707	3	1.569	35.191	.000[c]
	Residual	7.178	161	.045		
	Total	11.885	164			

a. Predictors: (Constant), Loneliness,   b. Predictors: (Constant), Loneliness, Stress
c. Predictors: (Constant), Loneliness, Stress, Monthly income of Respondent   d. Dependent Variable: PWB

Table 6 indicating that F value is significant that showed model is acceptable to predict psychological well being. The significant value is .000 which is less then 0.05 showed that variation explained by regression model is not due to chance.

The loneliness, academic stress, and family income of students are important indicators of psychological well being of student. Regression and residual rows' values showed that about half variation was explained by model (total= 11.88 and sum of square of regression row = 4.7).

Table7. Gender differences (67 males & 98 females) inloneliness, academic stress, and psychological well being

	Gender of Respondent	Mean	Std. Deviation	t	Sig. (2-tailed)
Loneliness	Male	29.75	5.76	-.750	.454
	Female	30.43	5.71		
Stress	Male	29.88	4.93	-.772	.441
	Female	30.53	5.55		
PWB	Male	29.29	8.35	-.180	.857
	Female	29.53	7.96		

Table 7 presented the results that there were no significant differences among male and female students related to loneliness, academic stress, and psychological well being.

DISCUSSION

All the three hypotheses and multiple regression analysis were used to identify the important predictors of psychological well being.

The first hypothesis of the study was to explore relationship between loneliness and psychological well being of students was obtained and there was found significant negative correlation between both (r= -.588). So, the first hypothesis was also checked. The findings of study (see table 3) were in line with Bugay (2007) who checked the levels of loneliness and satisfaction with life.

The second hypothesis of the study was to find out the relationship between academic stress and psychological well being of students was also obtained. Relationship between both was found significantly negative (r = -.552) as hypothesized (see table 3). Dost (2006) also conducted research in which it was shown that different events and characteristics of students are related to subjective well being. so academic stress as a factor negatively affect psychological well being of students.

The third hypothesis of the study was to explore relationship between loneliness and academic stress among students. So, findings of study presented (see table 3) that there was significantly positive correlation between loneliness and academic stress of students (r = .745). And the third hypothesis was also accepted for the results. The findings of the researches conducted by Leung, (2002) and Petro, (2008) matched with the present study as it was concluded that lonely students experience more negative emotions. So a student who experience feelings of loneliness will also experience negative emotions and negative emotions associated with stress. Students experience negative emotions such as they thought they will be failed in studies and this lead to stress among students, there are many other factors and negative emotions which lead to academic stress.

The fourth hypothesis of the study was to identify predictors of psychological well being, which were identified with the help of stepwise regression analysis. All related variables such as loneliness, academic stress, family income, age of respondents, and previous degree marks of respondent were entered in model but only loneliness, academic stress, and family income was identified as indicators of psychological well being (see table 4, 5, and 6). Again these findings are

No significant results were found as gender wise (see table 7). These findings of the study were not match with previous researches such as Bugay (2007) concluded that male students reported significantly less loneliness and significantly greater life satisfaction than female students. But the results of these findings were different. The reason might be that in present study sample was all those students who had experienced a life transitional period and they all reported in same way. College environment was new to them and system of learning structure was also new for them so boys and girls both were equal on loneliness, academic stress, and psychological well being scale.

The results of study showed that loneliness and academic stress need to minimize to enhance psychological well being of students.

LIMITATIONS AND SUGGESTIONS

The present study provided the significant results but it did not show perfect picture. Because of short time study was conducted in JalalpurJattan and sample size was 165. So, on the small sample size results cannot be generalized. Reliability and validity of questionnaire was not established as it was developed by researcher with the help of literature review. The study did not determine other variables such as personality type, and locus of control. This might be played an important role in loneliness, experience of stress, and psychological well being of students.

In future, more studies can be conducted with large sample size. Reliability and validity of questionnaire can be improved by further researches. It is suggested to college administrations to provide counseling services to the students to decrease the loneliness and stress and to increase their psychological well being. Students should be guided properly to deal with stressors and to manage life transitional stages of life.

CONCLUSIONS

The findings of present study concluded that loneliness and academic stress is positively associated with each other but is negatively associated with psychological well being.So, all hypotheses of the present study were accepted. Among students, academic stress, loneliness, and family income were important predictors of psychological well being. But there were no significant differences were found in genders. All male and female studentshave experienced the feelings of loneliness, academic stress, and psychological well being in same way. The results have significance for better understandingof social relations between students and their environment. The results have implications for the bettermentand the quality of life of students. Further, this research study is helpful to those students and researchers who are interested in exploring further domains regarding these two variables of the study, because very little work is done on these variables in Pakistan.

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