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Article:	**Psychosocial Correlates of Psychological Well Being of Students: A Comparison of Coeducational and Segregated Educational Institutions**
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ABSTRACT

The study was aimed at assessing the relationship between emotional intelligence, creativity, psychological well-being and personality traits. Through purposive sampling technique, the study used the sample of 502 graduates including 250 (62 male and 63 female) from coeducational institutions i.e., Punjab University and Government Collage University and 250 from segregated educational institutions (63 male and 62 female). The study included the students from the age range from 18 to 24 years. The study used the Assessing Emotional Scale by Kaufman, Creativity Scale K-DOCS, Big-Five Personality Inventory and Mental Health Continuum-Short Form (MHC-SF). The results of the study indicated that emotional intelligence was correlated, psychological well-being and creativity. It was also found that the students who were studying in Coeducational system were more creative while the students in segregated educational institutions ad higher level of mental health. These findings suggests that gender, educational system/environment pays vital role in personality, emotional intelligence and mental health of young graduates.

Keywords: emotional intelligence, wellbeing, personality, educational system, creativity.

Introduction

Youth is the real hope for the nation's future and vital for progress by enhancing the mental well-being of young generation. Well-being characterizes not only psychological but also social and emotional well-being. It is influenced by many environmental, social and psychological factors. Poor mental health is the leading cause of deviant behaviors. It is also influenced by the individual environment in which they live and work, their personal traits and other personal, social and psychological factors (Weitzman et al., 2004). Good mental health of youth is important for their success and achievement in life. Psychological well-being is not only important for self-oriented goals but also give stamina to cope with stress leading to overall achievements in life (Parkes, 1990).

Emotional intelligence, being a part of positive psychology contributes in academic achievements, lower aggression and progressive relationships with others (Lam & Kirbay, 2002). Skills characterized by understanding and regulating emotions along with the capability to know, understand and managing emotions of self and others of self is named as emotional intelligence (Kotsou, et al., 2019).

Emotional intelligence is described as cognitive process with **e**motional perception and management as basic factors described by Emotional intelligence theory by Mayer and Salovey (2003) in which emotional perception is the ability to receive and interpret verbal and non-verbal signals among themselves and others. Emotional perception is facilitated by changes in environmental cues and events. Mayer et al. (1997) studied emotional content and associated signal of facial expressions and other types of figures, and confirming emotional identification by participants through virtual signs.

Emotional Social Intelligence (ESI) model introduced intra and interpersonal stress management along with general mood, to assist in problem solving among individuals (Bar-on, 2003). This claim was supported by neuropsychology, identifying areas in the brain as prefrontal cortex, amygdale, ventro-medial and somato sensory cortexes, assisting in emotional perception and decision making skills (Bar-on et.al., 2003).

Differences in personality traits are also precursors to emotional and social wellbeing. Personality is a Latin word originated from word persona i.e., the mask used by actors to portray certain characteristics of the role their personality. Different ways of behaving, thinking, and feeling are relatively permanent traits of personality which differs on the basis of biological and environmental factors. Two basic personality traits are discussed widely as introverts and extroverts on the basis of their social interactions and motivations (Freyd, 1924).

Creativity is novel ideas and thinking patterns helping in the process of problem solving. Creative product, person, situation and process are basic components of creativity (Taylor & Barron, 1963). Creativity exercises in domains as technology, engineering and economics etc. It is a complex phenomenon unique and accurate product, solution and responses are produced (Amabile, 2012).

Stenberg and Lubart (1991) proposed that creative people have their own set of goals, directions and way of life. There are many aspects in creativity such as knowledge, thinking style,

abilities, attributes of personality and motivation, and environmental factors. Dr J.C. Kaufman and R. Beghetto presented 4 Cs model on creativity and described it as a lifelong process. First level is characterized by non-revolutionary but meaningful way of approaching a task, giving rise to independent thinking; second level proceeds first level with enhancement and more valuable ideas of approaching problems. Third and fourth levels of creativity are more advanced in which professional recognitions and historical invention or discoveries are made respectively (Beghetto & Kaufman, 2021).

Psychological wellbeing is the effective cognitive, social and emotional functioning of a person leading to productive life experiences (Rani & Rastogi 2018). It is defined as a satisfactory life through recognition of person's true potential (Trainor, 2019). Carol Ryff in his theoretical model on psychological wellbeing encompasses six categories which include but are not limited to environmental mastery, positive relations, self-acceptance and other domains which also contribute towards the measurement of this construct. High self-acceptance traces positive feelings about past experiences and present circumstances while low self-acceptance explains feels of dissatisfaction with oneself (Ryff & Keyes, 1995).

Literature Review

Research evidence has showed that well-being is directly affected by personal emotional intelligence and stress. Emotional intelligence and flow are basic components in protecting work related stressors and enhancing mental health of teachers (Lange et al., 2014). The undergraduate students have good interpersonal relationship and the ability to maintain social relationships when they have good mental health and emotional intelligence (Agu & Nwankwo, 2019).

Psychological wellbeing, emotional intelligence and personality traits plays vital role in students' life. A study on Spanish undergraduates indicated negative influence by neuroticism trait wh-ile extroversion accounts for more changes in PWB of students. It also concluded that EI alone has good relationship with all facet of PWB (Landa et al, 2010; Salami 2011).

Creativity is not only influenced by personality and emotions but also some genetic factor and environmental resources have great contribution in this area Kandler et al. (2016) reported the effects of genetic factors, cognitive abilities, personality factors and environmental resources on creativity. Two twin studies and multi self-rating studies reported extroverts perceives themselves to be more creative while factual creativity factual creativity was predicted by people who were more intelligent and open to experiences. Individual differences in creativity were mostly accounted by different environmental exposures and experiences (Navidinia & Hekmati, 2021).

People with fluid personality are more creative as compared to the people with crystallized personality trait. Personality has similarities with emotional intelligence and the evidence from previous researches has shown that personality and creativity are interrelated (Feist, 2019). Carmeli et al. 2014 reported that mediating process between EI and creativity of employees. The structural equation modeling (SEM) concluded that employees with high emotional intelligence shows generosity which also triggers vigor in employees and in the end all these characters enhance their creativity at working place.

Problem Statement

In Islamic country like Pakistan, many parents don't want their children to study in co-educational environment. Understanding developed through previous studies about inter-connectedness and equal effect of environment on students mental health and other psychosocial components, it is important to find more conducive educational system (either co-educational or segregated) to promote mental health among these students.

Rationale

There is a considerable amount of literature on psychological wellbeing among both clinical and non-clinical communities, showing how self-esteem and emotional stability positively contribute to the psychological wellbeing of the individuals (Awan & Sitwat, 2014). However, there is a gap in literature, comparing emotional intelligence, personality traits, creativity and psychological wellbeing among students belonging to co-educational and single sex educational institutes. There is no literature showing any knowledge about the connection between Personality traits, creativity and emotional intelligence in conjunction and also the presence of mediator/s to facilitate psychological wellbeing of young minds. This study is contributing in filling this gap in literature through assessing how these constructs predicts psychological wellbeing in co-educational and single sex institutes.

Aims and Objectives

1. To determine whether personality traits, creativity and EI predicts mental health of graduates.
2. To assess educational system differences of participants on these constructs
3. To access the variations caused by different universities environment on the students' mental health.

Hypotheses

- There would be relationship between personality traits, Emotional intelligence, creativity and psychological well-being.
- There would be significant gender differences among participants on EI, creativity, traits related to personality and psychological well-being.
- Emotional intelligence, creativity and personality traits would predict effects psychological well-being.
- There would be significant difference between different educational systems and other demographics variables of participants.

Method

Design and Participants

A correlational research design was conducted using 502 sophomores with equal gender representation, among which 50% belonged to co-educational institutions and 50% from segregated educational institutions. The participant's age range was from 18-24. Purposive sampling method was used for the data collection.

Instruments

Four questionnaires along with a demographic form were administrated in the present study. Creativity scale, developed by Kaufman (2012) as K-DOCS was administrated, the scale

assesses 5 domains of creativity. The sub-scale consists of fifty items with alpha reliability ranges from 0.83 to 0.87. to access emotional intelligence , "Accessing Emotions Scale" by Kun et al. (2010) was administrated. It consists of thirty three- items with 0.90 internal consistency while its test-retest reliability is 0.78 (Schutte et al. 2009). Big-five personality Inventory was used, its a 44 items-based scale, which includes 5 major domains of personality. The internal consistency for this scale as reported by Viswesvaran and Ones (2000), to be 0.78. The Mental Health Continuity-Short was administrated in order to measure the Psychological Wellbeing of participants. Internal consistent was of the scale was identified to be 0.81 (Keyes, 2005a).

Data Analysis

Data analysis was performed using Pearson Product Moment Correlation followed by tests for mean differences including ANOVA and Independent Sample t test. Moreover, mediation analysis was used to analyze the predictive associations along with mediating effects.

Procedure

Ethical Approval for the study was attained through the Departmental Board of Studies of GC University, Lahore. Data were collected from the students of Punjab University and Government Collage University Lahore, and from different boys and girls colleges. The students were informed of the purpose of the study along with the consent form of their willful participation, which they had to sign to participate. The participants then filled the self-report questionnaires.

Ethical considerations

Informed consent was sought from all those who agreed to participate. Moreover, anonymity of participant's identifying information was ensured. Moreover, all other ethical concerns were addressed prior to the initiation of this study by the Institutional Ethics Review Board.

Result

Table 1

Demographic analysis

Descriptive analysis for Demographic Variables of the Sample (N =502)

Variables	*f (%)*	M(SD)
Gender		
Male	251(50)	
Female	251(50)	
Universities		
PU	125(24.9)	
GC	126(25.1)	
Boys collage	126(25.1)	
Girls collage	125(24.9)	
Education		
Coeducational	251(50)	
Segregated	251(50)	
Family system		
Joint	237(47.2)	
Nuclear	265(52.8)	
Age		20.97(1.44)
18-21	343	
22-24	159	

Table 2

Psychometric Properties of Study Variables

Scales					*Range*		
	K	*M*	*SD*	*α*	*Actual*	*Potential*	*Skew*
Creativity	50	145.5	25.9	.88	62	231	.19
PWB	14	39.97	12.02	.82	8	70	.11
Emotional Int.	33	109.58	16.45	.86	45	160	.001
Personality	44	137.33	12.51	.81	108	172	.30

Note: Reliability statistics was conducted to see the reliabilities of the Creativity, Psychological well-being, Emotional intelligence, and the Big five Inventory scales. All of the reliability statistics shown above were acceptable for the study

Table 3

Inter-Correlation among cumulative score of Creativity, Psychological Well-being, Personality and Emotional Intelligence. (N=502)

Variable	M	SD	1	2	3	4
1. Creativity	145.5	25.9	–	-.008	.063	.30**
2. PWB	39.97	12.02		–	.017	.24**
3.Personality	109.58	16.45			–	.85
4.EI	137.33	12.51				–

*Note. **p < .01*

Pearson Product Moment Correlation was used to assess the association among creativity, psychological wellbeing, personality and emotional intelligence. The results showed that there was a significant positive relationship between creativity and emotional intelligence(r=.30, p<.01) while psychological wellbeing also had positive relationship with emotional intelligence (r=.24, p<.01).

Table 4

Mean Differences of Educational System on Psychosocial Correlates Of PWB (N=502)

	Co-education (n=251)		Segregated (n=251)				
Variable	*M*	*SD*	*M*	*SD*	*t* (499)	*P*	Cohen's *d*
Creativity	150.19	25.95	140.8	25.0	4.08	.000	0.36
WB	37.64	12.46	42.3	11.1	-4.42	.000	0.39
Personality	136.95	12.52	137.7	12.51	-.68	.49	0.06
EI	108.86	16.27	110.3	16.62	-.98	.32	0.09

*Note. ***p<0.001 WB=well-being, EI= emotional intelligence.*

In table 4 there is significant mean difference between the sample belonging to segregated and co-education collages on the basis of their creativity and psychological wellbeing, (t=4.08, p<0.001), (t= -4.42,p<0.001) respectively.

Table 5
Stepwise Regression to Assess the Predictors of Psychological Well-being (N=502)

Predictors	Model 1		
	B	*B*	*SE*
Constant	25.99***		6.89
Emotional Int.	.19	.26	.03
R^2	.065		
ΔR^2	.065		

Step 1: F (3,498)=11.61, p< .000

Table 5 indicates the stepwise regression analysis to predict effect of creativity, emotional intelligence and personality traits on psychological wellbeing. The analysis shows that emotional intelligence successfully predicts 6.5% variance *(*ΔR^2= .065) in psychological wellbeing of students. However, creativity and personality traits did not have a role in the prediction of psychological wellbeing.

Table 6
Multivariate analysis to find the mean differences of demographics on psychosocial variants of the students.

Source	*λ*	*F*	*df*	Error df	*P*	η^2	Power
Gender	.95	6.67	4	475	.00**	.53	.99
Universities	.91	12.20	4	475	.00**	.93	1.0
Gender*universities	.96	3.94	4	475	.004**	.32	.90

*Note; λ= Wilk's Lamda **p<0.01*

Two way multivariate analyses was calculated. It indicates the main effect of SES, family system and age were non-significant on 4 psychosocial variants as PWB, EI, personality and creativity. It also indicates that gender and universities have significant effects on these variants λ (4, 475)=.95, p<0.01 and λ (4, 475)=.91, p<0.01. The interaction effect of universities and gender on psychological variants was also significant λ (4, 475)=.96, p<0.01.

Discussion

From last 2 decades there have been much research evidence that confirms the correlation among personality traits and EI on mental health. But there is less amount of literature to show their relationship with creativity and its impact on person's well-being, especially in indigenous context. The aim of the research was to access the impact of emotional intelligence, creativity, and personality traits on psychological wellbeing of graduate students. Also, the research was done to

access the gender, universities and educational distinction between these students and their impact on psychological well-being and other psychosocial correlates. In addition, the study aimed at contributing to the gap in literature on this area. The results of the study have provided new insight about the variables under study.

First, it was hypothesized that there will be relationship among participants in the terms of emotional intelligence, creativity, personality traits and psychological well-being. The consequence of the research suggested that there is important correlation among these variables except for psychological well-being with creativity and personality traits and also creativity have no connection with the personality traits vice versa (Adeyemo & Adeleye 2008). This shows that students who were high on emotional intelligence possess higher creativity and good mental health as well.

On the other hand, it has been found that different university students as well as different educational systems has significant impact on psychological well-being among students. It was found that students studying in different educational environments have different mental health levels. The outcomes exhibit creativity and psychological well-being are correlated along with and have significant educational systems differences. From literature we can correlate environmental differences with climate differences to show how environmental changes significantly effects person's well-being and mental health. In a study aiming to evaluate environmental changes' effects on individual's mental health, concluded that, extreme climate changes can cause emotional distress and anxiety among individuals (Fritze et al, 2008).

Secondly, it was hypothesized that there would be significant gender differences among participants on EI, creativity, traits related to personality and psychological well-being. The results of the study offered a partial confirmation of this hypothesis. Specifically, the findings showed that male and female students differed significantly with regard to creativity and wellbeing with those studying in co-educational institutions showing higher scores on creativity while those studying in segregated institutional settings exhibiting higher scores on wellbeing. Navindina and Hekmati (2021) analyzed how students engaged in co-educational settings exhibit higher scores on creativity due to the level of training, exposure to more challenging learning opportunities along with social and environmental influences. Moreover, Pahlke et al. (2014) has also confirmed positive effects of co-educational environments on the learning curve of students, their self-esteem along with other determinants of their academic achievement. Moreover, research evidence has also shown how those studying in segregated educational settings might score high on wellbeing. However, the supportive evidence in this regard is limited to studies conducted in South East Asian settings (Shah & Conchar, 2009).

It was also hypothesized that emotional intelligence, creativity and personality traits would predict effects psychological well-being. The findings of the present study partially confirmed this hypothesis as only emotional intelligence was found as having a role in the prediction of psychological wellbeing. Lin et al. (2016) have reported that emotional intelligence has a major role in the prediction of wellbeing of those engaged in single sex and mixed gendered settings. Moreover, they have informed how improved emotional intelligence is achieved in mixed gender

settings in comparison to single sex educational settings as also confirmed across the relevant literature (Zeidner et al., 2012).

Conclusion

It can be concluded that Emotional intelligence and creativity have major effects on individual's psychological well-being. It has been found that the students with higher level of EI are more mentally healthy and are more creative in their educational as well as in their personal life. The students with more mental health are more socially as well as educationally competent. It has been found that environmental resources play their vital role in emotional intelligence, creativity and other psychological variants. Environment in which individual process shapes their beliefs about themselves, their control over themselves and society, their productivity etc. Such external factors, directly and indirectly effect student's well-being and achievement in life.

Limitations:

The representation was restricted to government and semi-government universities and colleges of Lahore. The data were collected from one city only using purposive sampling. This might have resulted in oversampling of those engaged in co-educational settings and thus may lead to concerns regarding generalizability of the results.

Implications and Recommendations

The present study has contributed towards a great gap on the role of personality, creativity and EI in terms of influencing mental health among young adults. These findings can be used in educational settings. More specifically, educational institutions need to focus on emphasizing and providing higher levels of awareness and training to the educational faculty and the family of the students to ensure healthy and encouraging environment to enhance their emotional intelligence, polish their personality traits and to promote creativity among them for their healthy processing and achievement in their lives.. Also, educational psychologists can use these findings in terms of developing training programs for parents, teachers as well as the students themselves for this purpose.

These findings are very important to show how different educational environment and educational systems effects students' major mental capabilities and are responsible for their future actions. It shows that nor only 1 factor contributes towards building a healthy mind but many different aspects of individuals that can be internal as well as external factors in molding young minds. Moreover, the government and the media need to collaborate for enhancing psychosocial and emotional outcomes for students using legislative measures.

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