



Cultural Determinants Of Emotional Well-Being: A Case Study Of College Students In Bhagalpur

Dr. Shri Nandini

Univ. Dept. of Psychology, T.M. Bhagalpur University, Bhagalpur

Abstract: This study explores the cultural determinants of emotional well-being among college students in Bhagalpur, India, focusing on how cultural values, family support, socioeconomic status, and academic stress influence emotional health. The research highlights the role of collectivist cultural norms in shaping emotional responses and coping strategies. A total of 400 students from different backgrounds participated in the study, which used surveys to assess emotional well-being across various factors, including gender, urban vs. rural background, socioeconomic status (SES), peer/family support, and academic stress. Statistical analysis, including t-tests, revealed significant differences in emotional well-being scores based on socioeconomic status, peer/family support, and academic stress, with students from higher SES backgrounds, those with stronger social support, and those experiencing less academic stress reporting better emotional well-being. Conversely, gender differences were not statistically significant, and urban students reported lower emotional well-being than their rural counterparts. The findings underscore the importance of family and community support systems, particularly in collectivist societies like India, where emotional well-being is closely linked to social harmony and family expectations. These results suggest that interventions aimed at improving student mental health should focus on enhancing support systems, reducing academic stress, and addressing the challenges faced by students from lower socioeconomic backgrounds. Overall, the study contributes to a deeper understanding of how cultural values and social factors impact emotional well-being in Indian college students.

Keywords: Emotional well-being, cultural determinants, academic stress, family support, socioeconomic status, urban-rural divide, collectivism, mental health.

Introduction

Emotional well-being plays a critical role in shaping an individual's quality of life, academic success, and social functioning. It encompasses the ability to manage emotions, cope with stress, and maintain healthy relationships, thereby influencing one's overall mental health. In the context of young adults, particularly college students, emotional well-being is often a significant determinant of academic performance and social adjustment. In India, where cultural values are deeply ingrained in everyday life, these values may significantly shape how emotional well-being is understood and experienced.

Bhagalpur, a historic city in Bihar, represents a unique intersection of traditional and modern cultural elements, with its blend of rural and urban populations. This makes it an interesting locale to study the impact of cultural factors on emotional well-being. Rao & Nanda (2007) says, Cultural constructs, such as family dynamics, societal expectations, religious beliefs, and gender roles, shape how individuals express and regulate their emotions. According to Patel et al. (2010), these cultural influences are often compounded by the urban-rural divide in India, where rural students tend to have more close-knit family ties and community support compared to their urban counterparts, who experience greater academic pressure and social competition.

Moreover, research in Indian contexts has shown that cultural values such as respect for elders, social harmony, and collective well-being have a direct impact on the emotional well-being of individuals. Mishra and Tiwari (2015) note that students in rural India are often socialized to prioritize emotional restraint, which can influence their emotional expression and coping mechanisms. In contrast, urban students might face conflicting cultural pressures, balancing traditional familial expectations with the desire for personal achievement (Choudhury & Bhattacharyya, 2016).

This study seeks to explore how these cultural determinants specifically affect the emotional well-being of college students in Bhagalpur, examining the role of family, gender, and socio-cultural values in shaping their emotional health.

Objectives

1. To identify cultural values that contribute to emotional well-being among college students in Bhagalpur.
2. To analyze how cultural differences (such as rural vs. urban upbringing) affect emotional well-being.
3. To explore the role of traditional practices, social norms, and family structures in shaping emotional health.

Research Questions

1. How do cultural norms in Bhagalpur affect the emotional well-being of college students?
2. What role do family dynamics and social support systems play in emotional health?
3. How do urban and rural backgrounds influence emotional well-being in Bhagalpur?

Emotional Well-being: A Psychological Perspective

Emotional well-being refers to the positive state of an individual's emotional experiences, encompassing feelings of happiness, satisfaction, and fulfillment, as well as the ability to effectively manage and cope with negative emotions. Psychologically, emotional well-being is often seen as a crucial component of overall mental health, contributing significantly to a person's sense of life satisfaction and psychological resilience (Ryff, 1989). It involves a balance between experiencing positive emotions, such as joy and contentment, and effectively regulating negative emotions, such as anger and sadness.

From a psychological viewpoint, emotional well-being is not just the absence of distress but also the presence of adaptive emotional regulation, positive interpersonal relationships, and a sense of purpose or meaning in life (Diener et al., 1999).

Research by Keyes (2002) expanded on this by introducing the concept of *flourishing* - a state of optimal emotional well-being where individuals experience high levels of positive emotions, psychological functioning, and social engagement. Emotional well-being is also shaped by cultural, social, and environmental factors, with different societies emphasizing varying strategies for coping with emotions and achieving emotional balance.

Literature Review

Cultural values play a significant role in shaping emotional responses and coping mechanisms. According to Markus and Kitayama (1991), cultures that emphasize individualism tend to foster independence and self-reliance, which may affect emotional well-being differently from collectivist cultures that prioritize family ties and community support. This distinction is particularly relevant in the Indian context, where collectivist values often influence emotional regulation and mental health (Choudhury & Bhattacharyya, 2016).

Triandis (1995) suggested that in collectivist societies, emotional well-being is strongly linked to social harmony, group cohesion, and family expectations. In contrast, individualistic cultures often emphasize personal achievement and self-esteem, which could lead to greater personal emotional distress in the absence of social or familial support systems. In India, students' emotional health may be shaped not only by their individual experiences but also by the expectations placed upon them by family and society.

Family plays an essential role in emotional development, especially in collectivist societies. Research by Heath and Bell (2007) demonstrated that family structure and parental support are key factors influencing emotional well-being in young adults. In Bhagalpur, where extended family systems are still prevalent,

students often receive emotional support from parents, elders, and extended family members. This network of social support may buffer the effects of stress and contribute positively to emotional well-being (Rao & Nanda, 2007).

The rural-urban divide has been extensively studied in relation to emotional well-being. Patel et al. (2010) found that urban students often experience higher levels of stress due to academic pressures, career competition, and a lack of social support. In contrast, rural students benefit from closer family ties and community involvement, which can promote emotional stability. Bhagalpur, with its combination of urban and rural characteristics, offers a unique opportunity to study these differences in emotional well-being.

Gender is another cultural determinant that influences emotional well-being. In Indian society, traditional gender roles often dictate how emotions are expressed and managed. Mishra and Tiwari (2015) observed that female students in rural areas tend to exhibit more emotional restraint due to societal expectations of behavior, which may affect their emotional health. On the other hand, male students may experience emotional suppression due to expectations of masculinity, which could lead to poor emotional regulation (Yadav & Singh, 2014).

Methodology

This study adopts a mixed-methods approach, using both quantitative and qualitative data collection techniques.

Sample: The study will focus on a sample of 300 college students from various disciplines (Arts, Science, Commerce) enrolled in colleges across Bhagalpur. The participants will be selected through stratified random sampling to ensure diversity in terms of gender, rural-urban background, and socioeconomic status.

Data Collection: A structured questionnaire will be used to assess students' emotional well-being, using standardized scales such as the **Positive and Negative Affect Schedule (PANAS)** (Watson et al., 1988) and **Emotional Well-Being Scale (EWBS)** developed by **Verma (2010)**. The questionnaire will also gather demographic information such as age, gender, family structure, and educational background.

Data Analysis: Quantitative data will be analyzed using descriptive statistics and correlation analyses to identify patterns in emotional well-being across different demographic groups. To assess the impact of different socio-cultural variables on emotional well-being, **t-tests** were conducted to compare the means of emotional well-being scores across different groups based on gender, socioeconomic status, family support, and academic stress. The significance level for all statistical tests was set at **p < 0.05**.

Limitations: While the study provides valuable insights, several limitations should be noted. First, the cross-sectional nature of the study limits causal inferences. Second, the reliance on self-reported measures may introduce response biases, particularly with regard to emotional well-being and social support. Future research could consider longitudinal designs and qualitative methods to further explore the complex relationships between cultural factors and emotional well-being.

Results and Discussion

The results of the t-test analysis presented in Table 1 show several significant findings regarding the cultural determinants of emotional well-being among college students in Bhagalpur. The data reveals how various factors such as gender, urban versus rural background, socioeconomic status, peer/family support, and academic stress contribute to the emotional well-being of students.

Table 1: t-test Analysis Cultural Determinants of Emotional Well-Being

Variable	Group	N	Mean	SD	t-value	df	p-value	Interpretation
1. Gender	Male	180	68.5	12.4	1.96	398	0.05	No significant difference (p > 0.05)
	Female	220	70.2	11.8				
2. Urban vs Rural Background	Urban	200	66.1	14.3	2.45	398	0.01	Significant difference (p < 0.05)
	Rural	200	72.3	9.7				
3. Socio-economic Status	Low SES	120	63.4	15.2	4.31	398	0.0001	Significant difference (p < 0.05)
	Middle SES	200	70.1	10.3				
4. Peer/Family Support	High Support	250	74.2	8.9	5.62	398	0.0001	Significant difference (p < 0.05)
	Low Support	150	62.5	14.3				
5. Academic Stress	Low Stress	180	75.3	7.5	8.10	398	0.0001	Significant difference (p < 0.05)
	High Stress	220	60.2	14.1				

First, the gender analysis revealed no significant difference in emotional well-being between male (mean = 68.5) and female (mean = 70.2) students ($p = 0.05$). While females reported slightly higher emotional well-being scores, the p-value exceeds the threshold for statistical significance, indicating that gender does not play a significant role in shaping emotional well-being in this sample. This result is consistent with findings from Patel et al. (2010) and Mishra & Tiwari (2015), who noted that gender differences in emotional well-being in Indian contexts often depend on the specific cultural and social expectations faced by individuals. However, the differences observed in this study may be due to contextual factors rather than a universal trend.

Regarding urban versus rural background, a significant difference in emotional well-being was found ($p = 0.01$), with rural students (mean = 72.3) reporting significantly higher emotional well-being compared to urban students (mean = 66.1). This suggests that rural students may experience greater emotional stability, possibly due to stronger family support systems and more cohesive social networks. Rao & Nanda (2007) similarly found that rural students in India tended to have more robust social and family support, which could contribute positively to their emotional well-being, while urban students face heightened academic and social pressures that could negatively impact their emotional health. This finding is in line with Jain & Singh (2018), who argue that rural students tend to have more robust social and family networks, which contribute positively to their emotional well-being. In contrast, urban students face greater challenges related to individualism, academic performance, and social comparisons, which can negatively impact their emotional health.

The comparison between students from low (mean = 63.4) and middle (mean = 70.1) socioeconomic status (SES) backgrounds revealed a significant difference in emotional well-being, with middle SES students reporting better emotional health ($p = 0.0001$). This finding is consistent with Mishra & Tiwari (2015), who highlighted that financial stability, access to resources, and a greater sense of autonomy associated with higher SES contribute to better emotional well-being. Students from lower SES backgrounds often face increased stressors such as financial insecurity, limited access to mental health support, and greater academic pressure, all of which can negatively impact their emotional state.

Peer and family support emerged as a major determinant of emotional well-being. Students with high support (mean = 74.2) scored significantly higher than those with low support (mean = 62.5), with a p-value of 0.0001. This finding reinforces the importance of strong social networks in maintaining mental health. Research by Choudhury & Bhattacharyya (2016) also supports this, indicating that students in collectivist cultures like India, where family and community play a significant role in emotional regulation, tend to report better emotional well-being when they have robust support systems.

Finally, academic stress was found to significantly affect emotional well-being. Students experiencing low academic stress (mean = 75.3) had much higher emotional well-being scores compared to students experiencing high academic stress (mean = 60.2), with a highly significant p-value of 0.0001. This result is consistent with the work of Choudhury & Bhattacharyya (2016) and Mishra & Tiwari (2015), who

noted that academic stress is a major factor affecting the mental health of college students in India. The intense pressure to succeed academically often leads to anxiety, depression, and other mental health issues, which can diminish emotional well-being.

Conclusion

The findings of this study suggest that emotional well-being among college students in Bhagalpur is influenced by various socio-cultural and environmental factors. Rural students, those with higher socioeconomic status, stronger peer/family support, and lower academic stress reported significantly better emotional well-being. These results align with existing research in India, which highlights the role of social and cultural factors in shaping emotional health. Interventions aimed at improving the emotional well-being of students in India should focus on strengthening support systems, alleviating academic stress, and addressing the challenges faced by students from lower socioeconomic backgrounds.

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