



ISSN: 0976-3031

Available Online at <http://www.recentscientific.com>

CODEN: IJRSFP (USA)

International Journal of Recent Scientific Research
Vol. 8, Issue, 8, pp. 19264-19268, August, 2017

**International Journal of
Recent Scientific
Research**

DOI: 10.24327/IJRSR

Research Article

MENTAL WELL-BEING BASED ON THE DISCREPANCY IN THE SATISFACTION WITH PERSONAL AND OTHER PERFORMANCE

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DOI: <http://dx.doi.org/10.24327/ijrsr.2017.0808.0658>

ARTICLE INFO

Article History:

Received 20th May, 2017

Received in revised form 29th
June, 2017

Accepted 30th July, 2017

Published online 28th August, 2017

Key Words:

Adolescent Well-Being, efficiency,
students, sex.

ABSTRACT

There is a need to advance theoretically in the search for variables that can explain a high or low level of Mental Wellbeing. In the present work the bet revolves around the Theory of Multiple Discrepancies and from this it raises the objective of determining if the discrepancy in the level of satisfaction with the personal academic performance and the one of the others is related to the level of Well-being Mental. To achieve this goal a cross-sectional, correlational and non-experimental study was carried out; A sample composed of 550 students from a higher education institution in the city of Durango, in the state of Durango, Mexico, to which the Warwick-Edinburgh Mental Well-being Scale was applied, compared the level of satisfaction With the personal academic average and the level of satisfaction with the academic average of the peers in students with low and high level of Mental Well-being. The results in the low group indicate a Pearson r value of .063 and a significance level of .817 and in the high group a Pearson r value of .434 and a significance level of .000 by which they indicate That the students with low level of Mental Well-being manifest a discrepancy between both questions, while those with a high level of Mental Well-being show agreement between both questions. In this sense, the theoretical hypothesis, at this level of the discrepancies, raised by this theory is contrasted.

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INTRODUCTION

The perspective on health promotion, and disease prevention, has been transformed in recent years, leading to a shift that allowed the transition from the idea of force-centered on the absence of disease to the idea of force-centered state of well-being, understood as that "in which the individual reaches his potential, can cope with the habitual stress of life, and is able to provide his contribution to his community" (World Health Organization, 2016).

This state of well-being has been denominated undifferentiated by the scholars in the field, in that sense, it is often called "Subjective Well-Being" (Diener, Emmons, Larsen & Griffin, 1985), "Psychological Well-Being" (Ryff, 1989), "Socioemotional Well-being" (Bericat, 2015) or "Mental Well-Being" (Stewart-Brown & Janmohamed, 2008), but currently, it is not possible to conclude an integral and extensive concept (Carvajal, Aboaja & Alvarado, 2015).

In 2008 a group of researchers from the Warwick and Edinburgh Universities funded by NHS Health Scotland

developed the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) for the measurement of adult mental well-being in the UK (Stewart-Brown & Janmohamed, 2008). This instrument was complemented with a conceptualization on Mental Well-being which comprises two perspectives: the subjective experience of happiness and satisfaction with life (hedonic perspective), and the positive psychological functioning, good relationships with others and self-realization (eudaimonic perspective) (Stewart-Brown & Janmohamed, 2008).

Since its elaboration this scale has been validated in multiple studies, both in its original version and in its short version (Carvajal, et al. 2015; Serrani, 2015; Ssw, et al. 2014; Taggart et al. 2013). Likewise, it has been possible to establish that the level of mental well-being is positively influenced by: a) the family of origin, the socioeconomic level of the household and physical health (Aileen, et al. 2011); b) the presence of a greater number of members in the household where they live, being employed in active (non-retired) and having a greater positive perception of their own physical health (Afonso,

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2015); c) when their neighborhood has very good aesthetic qualities, as well as the fact that their house and neighborhood represent a personal progress, and have a very good external appearance (Bond *et al.* 2012); and d) higher levels of physical capacity (Cooper *et al.* 2014).

In relation to intervention programs, studies have shown that Mental Well-Being increases as it receives attention based on case management from the Strength Model (García, 2013), or participates in a mindfulness program (Kuyken, *et al.* 2013). In the theoretical field, the various studies carried out, do not propose specific theories for the case of Mental Well-being, therefore some of them remain at an eminently conceptual level, while others resort to incorporate theories of surrounding concepts as would be the case of subjective welfare, happiness or satisfaction. With the idea of advancing in his theorizing in the present work, the theoretical model called "The Multiple Discrepancy Theory (TDM)" (Michalos, 2005) is incorporated, which has been used in the field of Subjective Well-being but it was originally developed in the field of satisfaction and happiness.

The central postulate of this theory asserts that the well-being expressed by the subject is a positive linear function of perceived discrepancies among: a) what one has now and what others have, b) what one has now and what one had in a better past time (3 years), c) what you have now and what you expected to have, d) what you have now and what you would expect to have in the future (5 years), e) what you have now and what you think you deserve, and f) what you have now and what you need. Variables such as age, sex, educational and income levels or social support, among others, directly and indirectly affect these perceived discrepancies and, therefore, also the well-being experienced (figure 1).

From this theory, it was decided to carry out the present investigation that allows to contrast another of the types of discrepancy posed by this theory: I now / Others now. It is not considered prudent to investigate more than one discrepancy simultaneously by the halo effect that may exist in the responses, or by contamination of them, when comparing and remembering previous responses to similar items and in the same domain of reference.

Based on this assessment, the main objective of this research is to determine if the discrepancy in the level of satisfaction with personal and other academic performance is related to the level of Mental Well-being; Likewise, the study pursues the following secondary objectives: to determine if the variables sex and age are related to the level of Mental Well-Being and to establish the descriptive profile of the variable Mental Well-Being in the studied population.

Method

Participants

In this cross-sectional, correlational and non-experimental study, a sample composed of 550 students from a secondary education institution in the city of Durango, Durango State, Mexico, was carried out. The selection of the sample was non-probabilistic of intentional type. As the application of the instrument was in their own classrooms and during school days the inclusion criteria were only if the student is enrolled in the school and have attended classes the day of the application of the instrument, while the criterion of exclusion was being absent that day.

The protocol was approved by the Research Committee of the university in which the first author has his full professorship,

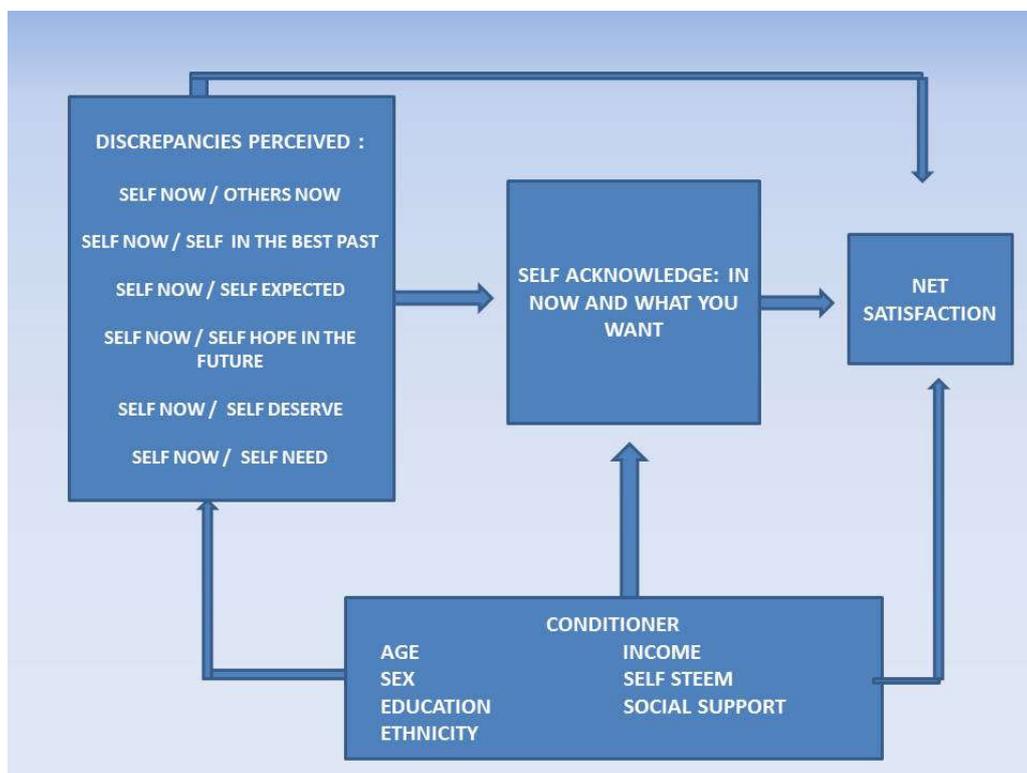


Figure 1 Central core of the theory of multiple discrepancies (Michalos, 2005).

with attachment to the protection of the rights and guarantees of the participants in the investigation, according to the American Psychological Association. The instruments were applied in the first week of March 2017.

Instrument

There were two translations into Spanish of the same instrument, with some small variants: a) one was validated in Chilean populations (Carvajal et al. 2015) and b) the other one was validated in Argentinean populations (Serrani, 2015). In the present research the one applied to Chilean population was used, that in turn was taken from a version used in Spain (Castellví et al. 2014).

This scale is composed of 14 items written as affirmations referring to feelings or thoughts that the person has had in the last two weeks. Each item has 5 response options, with a score of 1 to 5. The 1 indicates that that experience never happens to the respondent and the 5 that always happens to respondent. All items are written under the same directionality, so that a higher score indicates a greater Mental Well-Being. In the present investigation the scale has the following psychometric properties:

- Cronbach alpha reliability of .88, and are liability .82 in the halved method according to the Spearman-Brown formula.
- In the internal consistency analysis, performed from the Pearson r statistic, the results showed that all items positively correlated (with a significance level of .00) with the overall score obtained by each respondent, being the correlation coefficient Lower than .49 and the highest of .76.
- In the analysis of contrasted groups, based on Student's t-statistic, the results showed that all items presented a significant difference between the high and low groups with a significance level of .00. This indicates that all items allow to discriminate properly between a high and a low level of Mental Wellbeing.
- In the factor analysis Bartlett's sphericity test was significant at .000, and the KMO sample adequacy test reached a value of .918. An estimation of the commonalities of the items that constitute the scale was made; For the purpose of the present analysis, those that presented commonalities higher than .3 were considered as acceptable items, except for items 1,3,4,5 and 13 (table 1). In the factorial analysis, the maximum likelihood method was used, requesting the extraction of a single factor; This decision was taken based on the sedimentation graph (Cattell criterion) and considering that the validation carried out originally mentions that the scale is unidimensional (Stewart-Brown & Janmohamed, 2008). The analysis indicates the existence of a single factor that accounts for 36% of the total variance; Also, all items could be located in this component with saturations greater than .35 (Table 2). The goodness of fit test reports a .00 significance level.

At this scale, four items were added: two items referring to sociodemographic variables: sex and age; And two items that inquired about aspects related to their academic performance and the discrepancy sought: I now (level of satisfaction with their academic average) and Others now (level of satisfaction

with the academic average of their peers); These last two items had a response scaling of ten values where one indicated nothing satisfied and ten very satisfied.

Table 1 *Comunalidades por ítem of WEMWBS*

Items	Initial	Extraction
1.- I have felt optimistic about the future	1.000	.275
2.- I have felt useful	1.000	.311
3.- I have felt relaxed	1.000	.247
4.- I have felt interest for others	1.000	.165
5.- I have had enough energy	1.000	.235
6.- I have dealt well with the problems	1.000	.369
7.- I could think clearly	1.000	.385
8.- I have felt good about myself	1.000	.569
9.- I have felt close to the others	1.000	.424
10.- I have felt safe (with confidence)	1.000	.544
11.- I have been able to make my own decisions	1.000	.434
12.- I have felt wanted and valued	1.000	.497
13.- I have become interested in new things	1.000	.177
14.- I have felt happy	1.000	.461

Source: self made

Table 2 *Factor matrix without rotation of WEMWBS*

Items	Factor
	1
1.- I have felt optimistic about the future	.524
2.- I have felt useful	.558
3.- I have felt relaxed	.497
4.- I have felt interest for others	.407
5.- I have had enough energy	.484
6.- I have dealt well with the problems	.608
7.- I could think clearly	.620
8.- I have felt good about myself	.754
9.- I have felt close to the others	.651
10.- I have felt safe (with confidence)	.737
11.- I have been able to make my own decisions	.659
12.- I have felt wanted and valued	.705
13.- I have become interested in new things	.420
14.- I have felt happy	.679

Source: self made

Process

Once the questionnaire was applied, the database was constructed in the SPSS version 23 program. Firstly, descriptive statistics were obtained based on the mean as a measure of central tendency and the standard deviation as a measure of dispersion. Subsequently, the analyses were performed between the level of Mental Well-being and the variables gender and age. In the first case the Student's t was used and in the second case Pearson's r coefficient. In both cases the decision rule was $p > .05$.

In a second moment the average was obtained by respondent and later a new variable was inserted, distinguishing two groups: in the low group the students that obtained a mean inferior to 2.5 were located ($f=170$), whereas in the high group the students who obtained a Mean greater than 2.5 were located ($f=170$). With the response scaling of five options and having been coded with values 1, 2, 3, 4 and 5, 2.5 represented the natural environment, and from there the groups that presented a low and high level of Mental Well-being were identified.

Once the two groups were identified, two alternative databases were constructed. One for each group. From each of these bases, the correlation analysis was made based on Pearson's r coefficient between the level of satisfaction with their academic average and the level of satisfaction with the academic average

of their peers. The decision rule was $p > .05$ indicating the correlation between the two measurements and the non-correlation discrepancy between the two measurements. The underlying hypothesis was that the concordance between the two measures would only occur in the high group.

RESULTS

The distribution of the students, according to the integrated sociodemographic variables, was as follows: a) 61.2% correspond to males and 38.8% to females, and b) The minimum age was 15 years and the maximum 21, being the average 17 years.

In the item "level of satisfaction with their academic average", an average of 5.37 was obtained in the low group with a standard deviation of 2.39; while the high group obtained: an average of 6.90 with a standard deviation of 1.78.

In the item "the level of satisfaction with the academic average of his peers" the low group obtained an average of 6.06 with a standard deviation of 1.61; while the high group obtained: an average of 6.99 with a standard deviation of 1.67. The descriptive results of the items that make up the Warwick-Edinburgh Mental Well-being Scale are presented in Table 3. As it can be seen, the characteristics of mental well-being that occur most frequently in the population surveyed are "I have been able to take my own decisions" and "I have been happy"; While the ones that occur less frequently are "I have had energy to spare" and "I have felt relaxed". The overall mean of the whole scale is 3.71, which converted into a percentage has a value of 74%.

Table 3 Descriptive data of the items of WEMWBS

Items	Half	Typical deviation standard
1.- I have felt optimistic about the future	3.73	.886
2.- I have felt useful	3.78	.957
3.- I have felt relaxed	3.18	.993
4.- I have felt interest for others	3.38	.950
5.- I have had enough energy	3.02	1.095
6.- I have dealt well with the problems	3.65	.823
7.- I could think clearly	3.61	.854
8.- I have felt good about myself	3.99	1.025
9.- I have felt close to the others	3.57	.939
10.- I have felt safe (with confidence)	3.82	.939
11.- I have been able to make my own decisions	4.24	.821
12.- I have felt wanted and valued	3.98	.938
13.- I have become interested in new things	3.98	.914
14.- I have felt happy	4.15	.920

Note: the highest stockings are marked with bold and the lowest with italics
Source: selfmade

In the case of the relationship between the sex variable and the level of Mental Well-being the analysis reports a t-value of 3.57, with 537 degrees of freedom and a significance level of .000, indicating that the level of Mental Well-Being is presented differently in men and women, being greater in the case of men.

In the analysis of the relationship between the age variable and the level of Mental Well-being, a Pearson r value of -.045 was found, with a significance level of .298, indicating the non-relation between both variables.

The results of the correlation analysis, between the items level of satisfaction with their academic average and the level of satisfaction with the academic average of their peers, in the low group are as follows: Pearson's r value of .063 and a level of Significance of .817 indicating the non-relation between these two variables.

In the case of the correlation analysis, between both items in the high group, the results indicated a value of Pearson's r of .434 and a level of significance of .000 indicating that there is a positive relation between these two variables.

DISCUSSION AND CONCLUSION

Adolescence, without a doubt, is a crucial stage that lays the foundation for adult mental well-being; in that sense it is important to investigate the level and features with higher prevalence of Mental Well-being in adolescents. In the present research, and despite the fact that the WEMWBS does not have a cut-off level to divide the population among those who have a good or poor level of Mental Health (Stewart-Brown & Janmohamed, 2008), the following scale of values must be used to determine their level: from 0 to 33% low level, 34% to 66% moderate level and 67% to 100% high level. From this parameter it can be affirmed that the students surveyed present a high level of mental well-being which is reflected in the fact that in the last two weeks they feel that they have been able to make their own decisions and also they have been happy.

Regarding the non-relation between the level of Mental Well-Being and the age variable, it is consistent with the previous studies (Aileen et al. 2011; Carvajal et al. 2015; Ssw et al. 2014), showing that the WEMWBS shows invariability in relation to the age of the respondents. However, in relation to the relationship between the level of Mental Well-being and the gender variable, it differs from the previous studies, due to the fact that they indicate the non-relation between the two variables (Aileen et al. 2011; Afonso, 2015; Carvajal et al. 2015; Ssw et al. 2014), as a result more studies about this topic are required.

Regarding the question: what generates or influences in that high level of mental well-being? The bet on the present work revolved around the theory of multiple discrepancies so we inquired the level of discrepancy I now / others now, in the field of academic performance of the students surveyed. The results indicate that the students with low level of Mental Well-being manifest a discrepancy between both questions, while those with a high level of Mental Well-being show agreement between both questions.

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How to cite this article:

Arturo Barraza Macías and Salvador Barraza Nevárez. 2017, Mental Well-Being Based on the Discrepancy In The Satisfaction With Personal and Other Performance. *Int J Recent Sci Res*. 8(8), pp. 19264-19268.
DOI: <http://dx.doi.org/10.24327/ijrsr.2017.0808.0658>
