Correlation between subjective wellbeing and some variables

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Abstract

The present study aims to identify the degree of subjective wellbeing among university students and its correlation with some variables. (2497) male students and (3538) female students were chosen to be the research community. The researcher built a subjective wellbeing scale based on (Diener, (1994) theory. It consisted of (44) items. After the researcher extracted the psychometric standard characteristics of the scale, It was applied to the research sample of (400 male and female students from University of Wassit. To analyze the research data, the researcher used the (SPSS) and he concluded that university students have a considerable degree of subjective wellbeing as there are no statistically significant differences in the correlation between the variable of subjective wellbeing and the variable of gender and major. In light of the results obtained by the researcher in the present study, he presented a set of recommendations and suggestions.

Keywords: Subjective wellbeing, university students.

Introduction

The research problem

In most countries of the world, the stage of youth is a source of inexhaustible energy, especially things related to their physical energy in general and intellectual ones in particular. However, investing the energies of the individual according to age groups, especially in third world societies, does not go in the right direction, which makes wastage and weakness in exploiting those energies in the correct manner (Al-Maamouri, 2011).

The individual seeks to achieve his/her goals, satisfy his/her needs, and reduce tensions to restore compatibility and balance through his/her ability to control his/her behavior, environment, thoughts, and feelings, when facing various life crises, which is reflected in the degree of his/her dealing with

the secretions of these crises (Al-Alousi, 2001). Who cannot control him/herself and cannot control his/her behavior, he/she cannot take responsibility for various situations (Hassan, 1998).

Although psychologists have studied a number of psychological variables such as fear, depression, anxiety, psychological, and mental disorders, they have somewhat neglected to study the positive aspects of human life, such as optimism and wellbeing. Recently, interest in these aspects began under the umbrella of positive psychology in pursuit of the predictors and strategies that develop them, including subjective wellbeing (Ahmed, 2006).

Subjective wellbeing is a human need as it is an integral part of a person's mutual interaction with the environment in a carefully planned manner (Abdulrahman, 1998).

Among the results of (Kuhl and Groupel's, 2009) study is that adequate awareness of the time available for work and social life has an impact on achieving subjective wellbeing if personal needs are satisfied during that time. On the contrary, conflict between work, study, and life negatively affects the level of subjective wellbeing due to frustration or failure to satisfy basic needs.

Most of the stress we feel results from our mental and emotional behaviors. What gets us tired is not only work, but it is a lack of appreciation, fear, or anxiety. We become tired because our emotions produce nervous tension in our bodies. This feeling negatively affects the aspects of subjective wellbeing (Kranji, 2002).

Hence, the research problem of the present study emerges from the urgent need to prepare a generation that has the ability to face all the pressures they are exposed to in light of the current scientific, technological, and civilized developments. Accordingly, the research problem becomes clear by answering the following question:

What is the strength and direction of the correlation between subjective wellbeing and some variables among university students?

The significance of the present study

Positive psychologists have drawn attention to the importance of the subject of subjective wellbeing on the grounds that it is an important element in the processes of self-building and the formation of the contents of the personality of the individual. Correlations between stimuli and responses are formed according to one of the following three principles, which are juxtaposition, similarity, and dissonance. Such connections are initially simple and few in number, but they increase in complexity and number in light of the continuous interaction opportunities (Zaghloul and Zagloul, 2007).

This interest moved to educational research when it was found that the concept of subjective wellbeing is of great importance in revealing psychological factors with the university environment, and that subjective wellbeing is one of the important dimensions in the human personality because it greatly affects human behavior (Hussein, 1997).

Subjective wellbeing is related to the individual's idea of happiness, satisfaction, and the ability to create a state of balance between positive and negative feelings that leads to a better enjoyment of life (LU, 1999).

Subjective wellbeing can be understood as a reflection of the attempts to repeat the occurrence of emotions and their intensity. Therefore, we should take into account four elements of psychological comfort: satisfaction with life and its various fields, enjoyment and a sense of joy, and taking care of the anxiety, depression, general health, and psychological security it contains. It is more related to psychological compatibility represented by personal, social, academic, and professional harmony, which leads to emotional balance (Argyle Michael, 1997).

(Diener E, 2009) focuses on self-reported feelings that he identified in states of thinking, and looking at oneself with contemplation and wellbeing (Diener, et al 2009).

Subjective wellbeing is also related to enjoying life as it is one of the qualitative dimensions of the concept of quality of life, which is one of the basic dimensions of subjective wellbeing that reflects the individual's satisfaction with his/her life, enjoying it, and feeling of happiness and contentment (Reade, 2005).

(Sphtin, Segerstom's, 2010) study indicated that the practice of any positive reaction, no matter how slight, leads to an improvement in the performance of the body's immune system and thus a feeling of self-contentment, even if it is a kind word or a simple act towards others, which causes happiness to them) Al-Shennawi, 2011).

Subjective wellbeing is one of the ends and the supreme goal of life. It is the highest demand of human life for all individuals and societies (Al-Harbi, 2011).

In light of the foregoing, the significance of the present study can be summarized as follows:

1. The age group covered by the present study, university students, is important because this group plays an active role in building and progressing the country.

2. The present study tackles a concept that has not received sufficient attention in Iraqi and Arab studies in the field of psychological studies, which can help researchers to reveal the cognitive facts of university students' interests.

3. Designing and preparing psychological and educational programs that aim at preparing individuals for positive interaction in life situations and helping them to maintain and develop subjective wellbeing.

4. The present study provides a measuring tool for the subjective wellbeing variable that helps researchers to open new horizons in psychological research and studies.

5. Building a scale that has objectivity and high stability in topics that are important for students, such as subjective wellbeing.

The objectives

The present study aims at:

1. Identifying the degree of subjective wellbeing among university students.

2. Identifying the correlative relationship between subjective wellbeing and some variables among university students.

3. Identifying differences in the correlation between subjective wellbeing and some variables among university students.

The limits

The present study is limited to the students of University of Wassit, morning study for both genders, and scientific and humanitarian disciplines for the academic year (2020-2021).

Definition of terms

Subjective wellbeing

1. Diener (2000) defines subjective wellbeing as the cognitive and affective assessments of human life. It refers to people's emotional and cognitive appreciation of their lives. They report a lot of happiness when they feel many positive feelings and few negative feelings, when they engage in enjoyable activities, when they live a lot of pleasures and pains, and when they are satisfied with their lives. Personal evaluation is based on people's evaluation of themselves and their lives (diener, 2000).

2. (Benzur, 2003) defines it as a multidimensional construct that includes both affective and cognitive components and constitutes emotionally pleasant experiences, which is a positive influence and negative feelings experiences such as anxiety and dissatisfaction, which is a negative influence. Judgment of other people's life characteristics includes satisfaction with life in a specific area (Benzur, 2003).

The researcher adopted the definition of (Diener, 1994) as a theoretical definition of subjective wellbeing in the present study because it is based on his theory.

The procedural definition of subjective wellbeing is that it is the overall score obtained by the student through his/her responses on the scale of subjective wellbeing used in the present study.

Theoretical framework and previous studies

The theoretical framework

The concept of subjective wellbeing

Subjective wellbeing represents multi-dimensional assessments, including the individual's conscious judgments of life satisfaction, which is a cognitive assessment, and his/her emotional assessments of moods and emotional states, which is the positive and negative sentiments (Kim, 2004).

Subjective wellbeing is one of the pivotal concepts in positive psychology, which is of great interest for writers and researchers. (diener, 1984) is the first to pay attention to the concept of subjective wellbeing in psychological studies. The skills of subjective wellbeing in individuals acts are installed as a resistance to depression. It makes The individual feel satisfied with life. It is considered a way to develop creative thinking (Bauragohain And Mandal, 2015) The increase in subjective wellbeing is

negatively associated with depression, it provokes positive behaviors, it eliminates hostile behaviors, and it reduces or limits the factors leading to mental illness (layous and laybomirsky,2014).

Recently, some components of subjective wellbeing have been developed through the theory of (Keyes, 2007), which indicates that subjective wellbeing consists of three dimensions: emotional wellbeing, social wellbeing, and psychological wellbeing. It is clear that the definitions of subjective wellbeing stem from two different aspects (klug, and maier, 2015):

The first dimension is synonymous with subjective wellbeing and happiness with regard to achieving pleasure and avoiding pain. This dimension explains that subjective wellbeing refers to how and why individuals describe their lives in a positive way, including cognitive judgments of life satisfaction and affective assessments of mood and emotions.

The second dimension is the aspect of radiance, which reflects the view of subjective wellbeing as consisting of thriving human potential. (Thabit, 2016) defines subjective wellbeing as an emotional state that is characterized by a high level of life satisfaction. It is also a feeling of happiness that includes two components: life satisfaction and happiness.

According to (Deiener, et al 2003), subjective wellbeing is a comprehensive and functional assessment of individuals about their lives and emotional experiences that include life satisfaction and health satisfaction. Positive feelings reflect how individuals respond to events and circumstances. It has become clear over the past few decades that subjective wellbeing is not a simple entity or a desirable structure, such as enjoyment, gratitude, contentment, and low negative sentiment, which includes anger, sadness, and anxiety. Diner defines it as individuals' assessments of their lives as a whole or of various aspects, including health, work, family, income, or the actual feelings of individuals in the public domain, whether positive feelings such as happiness and pleasure or negative feelings such as pain, anxiety, and anger (diener, 2008).

The concept of subjective wellbeing is one of the relatively recent concepts that agrees with the modern transition to positive psychology. Subjective wellbeing includes the cognitive judgments of individuals on their lives, whether on their lives in general, which is known as general satisfaction with life or On qualitative aspects of their lives, such as study, marriage, work, etc., which is called satisfaction with the field, which includes the individual's evaluations of his/her life since childhood, or his/her evaluations of a specific time frame of his/her life (Abu Zaid, et al 2019).

Characteristics of people who enjoy a high level of subjective wellbeing:

1. They have good relationships at work. They also have the ability to develop effective methods to overcome stressful conditions. Moreover, they have a low level of negative thoughts and behaviors (Boyce, 2009).

2. Tolerant people who overlook the mistakes of others tend to establish successful social relationships and seek social activities. Thus, they participate in social interactions on an ongoing basis. This high level of social participation may allow them to build stronger and deeper bonds with others (Datu, 2014).

3. They are more open and optimistic and they do not suffer from fears. They interpret ambiguous events positively and they look at the bright side in life. They re-evaluate negative situations (Yalcin and Malkoc, 2015).

4. They tend to lead a stable life where they become more humble and have a state of emotional stability over time (Batik et al, 2017).

5. They have various positive functions in different areas of life (Sofiati, et a, 2018).

Diener's Theory of subjective wellbeing (1984)

Subjective wellbeing is one of the important components of quality of life. Studies have confirmed that high contentment and life satisfaction improve the life of the individual (Diener and Ryan, 2009). It is the result of the person's ability to achieve self-realization and maintain a good life, which is the cornerstone of mental health (Wilson et al, 2008).

Diener (1984) considers subjective wellbeing to be the experience of higher levels of feelings or emotions and happy moods, lower levels of negative moods and emotional states, as well as high levels of life satisfaction (In Gallagher et al, 2009).

Many researchers such as (Pavot and Diener, 2008) and (In Gallagher et al, 2009) emphasized that subjective wellbeing includes three components:

1. Positive conscience

It is the happy sentiment that refers to feelings of joy, self-esteem, euphoria, enjoyment of life, joy and pleasure, and a decrease in feelings of sadness, anger, shame, and despair. It expresses the extent to which the individual feels enthusiasm, activity, and alertness (Shawqi, 2010).

2. Negative conscience

It is the unpleasant emotion, which refers to feelings of guilt, shame, sadness, anxiety, anger, and depression. It also includes feelings of fear. It expresses the extent to which the individual feels negative emotions and unpleasant moods such as nervousness (Batik et al, 2017).

3. Satisfaction with life

Satisfaction with life refers to the process by which an individual can evaluate the quality of his/her life on subjective bases and criteria. Thus, it is a conscious cognitive judgment of an individual's life (Garcia and Siddiqui, 2009).

The rationale for adopting Diener's theory of subjective wellbeing

Through the previous presentation of the theories obtained by the researcher, he relied on (Diener's) subjective wellbeing theory for the following justifications:

1. The researcher believes that the participants have no difficulty in answering the scale that was applied according to Diener's theory of subjective wellbeing.

2. In light of interpreting the variables of the present study, Diener's theory of subjective wellbeing falls into the focus of researchers' attention.

3. This theory gave clear explanations regarding subjective wellbeing.

Previous studies

Studies that dealt with subjective wellbeing

1. (Abu Zaid's (2019) study entitled Correlation between subjective wellbeing and optimism among university students.

The aim of this study is to reveal correlation between subjective wellbeing and optimism among university students, as well as to identify the dimensions of subjective wellbeing that predict optimism among university students. The study aimed to identify the effect of the factors of major (scientific/literary) and gender (male/female) in their joint effect on subjective wellbeing among university students. The study also aimed to determine the effect of the factors of major (scientific/literary) and gender (male/female) in their joint effect on optimism among university students.

The researcher applied the study to an initial sample of (120) male and female students. (97) male and (303) female students. The study sample was divided according to majors. The researcher used the general data form, the subjective wellbeing scale, and the optimism scale as psychometric tools. The results of the psychometric study indicated that there is a positive correlation between subjective wellbeing and optimism among university students. Some dimensions of subjective wellbeing predicted optimism among university students. The results also indicated that there is no correlation between major and gender and subjective wellbeing among university students. There is no correlation between major and gender and optimism among university students.

The present study included two samples: a sample of standardization of tools with 116 male and female students (16 males and 100 females), and the basic study sample with (200) male and female students (47 males and 153 females), all of whom were students of the Faculty of Education, Ain Shams University during the academic year 2011-2012 from different disciplines.

The study used a number of tools, including the scale of subjective tolerance, the scale of hope, the scale of empathy, the scale of self-esteem, the scale of happiness, the scale of life satisfaction, the scale of positive affection, and the scale of negative affection. The results of the study confirmed the contribution of both self-esteem and hope in predicting life satisfaction, the contribution of empathy, self-esteem and hope in predicting positive sentiment, and the absence of statistically significant differences between high and low hope in life satisfaction.

Research Methodology and Procedures

This chapter includes a presentation of the procedures carried out by the researcher to achieve the objectives of his research, such as defining the research methodology, its community, samples, and the method of selecting them, identifying the two research tools and procedures that were followed in

the measurement, as well as determining the statistical methods for processing the research data and determining its results. The following is a presentation of those procedures:

First; The research Methodology

The research method used in the present study is the descriptive associative approach, being the appropriate method in describing the phenomenon, identifying it, and clarifying its characteristics and the degree of its connection with other phenomena (Adas et al., 2016). It is a form of analysis that depicts the phenomenon, interprets it, and subjects it to scientific and accurate study (Franekle and Wellen, 1993).

Second; the research community

The research community is represented by the total sum of the elements or individuals who carry data about the phenomenon that the researcher seeks to study and generalize the results of the research (Dawoud and Abdulrahman, 1990). The community of the present study includes students from the faculties of University of Wassit, third grades, both genders. They are (6035) students, with (2497) males and (3538) females distributed over (16) faculties as shown in table (1).

Table (1)

No.	Faculty	Major	Third grade		Total
			Males	Females	
1	Faculty of Engineering	Faculties of scientific majors	196	195	391
2	Faculty of physical sciences		135	21	156
3	Faculty of education for pure sciences		292	493	785
4	Faculty of Substance Engineering		25	71	96
5	Faculty of information technology		43	71	114
6	Faculty of sciences		88	190	278
7	Faculty of fine arts		143	237	380
8	Faculty of basic education	Faculties of humanitarian majors	1053	1473	2526
9	Faculty of Arts		93	154	247
10	Faculty of Islamic Education		45	117	162
11	Faculty of Law		92	23	115
12	Faculty of commerce and administration		94	123	217
13	Faculty of education		198	370	568

	for humanities						2497	3538	6035
Total							2497	3538	6035

Third; The research sample

The research sample means a part of the total research community that is selected according to scientific methods and specific rules so that it is a true representative of the original community (Al-Sammak, 1986). Its use enables the researcher to shorten all of the money, time, and effort (Dawoud and Abdulrahman, 1990). Therefore, a sample of (400) male and female students, distributed over eight faculties, were selected using a stratified random method with a proportional distribution of (6) scientific faculties and (2) humanitarian faculties. They constitute (6.6%) of the total research community. Choosing a sample from these faculties by the random stratified method with a proportional distribution makes it more representative of the original research community and gives freedom to the researcher to choose a number from each class in a random manner that is commensurate with the size of the research community (Al-Baldawi, 2004) as shown in Table (2).

Table (2) the research sample distributed over faculties, gender, and major.

No.	Faculty	Major	Females		Percentage	Males	Percentage	Total	Percentage
1	Faculty of education for humanities	Humanitarian	48		18%	21	16%	69	17%
2	Faculty of Law	Humanitarian	20		7%	11	9%	31	8%
3	Faculty of education for pure sciences	Scientific	31		11%	10	8%	41	10%
4	Faculty of Pharmacy	Scientific	25		9%	15	12%	40	10%
5	Faculty of sciences	Scientific	34		13%	35	27%	69	17%
6	Faculty of Engineering	Scientific	55		20	5	4%	60	15%
7	Faculty of Arts	Scientific	12		5%	11	9%	23	6%
8	Faculty of information technology	Scientific	47		17%	20	15%	67	17%
Tot			272	100		128	100	400	100

al			%					

Third; The research tool

Subjective wellbeing Scale

The researcher surveyed the literature and theoretical frameworks that dealt with the concept of subjective wellbeing to determine the characteristics of this concept, which may help in formulating the paragraphs of the scale, as well as looking at the foreign and Arab standards that are direct and close to the concept. Due to the novelty of the concept and the scarcity of direct studies, the available standards are few as follows:

Given that the researcher did not obtain an Iraqi or Arabic scale to measure the variable of subjective wellbeing that is compatible with the present study sample, the researcher resorted to relying on the theory of Edward Denyer 1994 in building the scale of subjective wellbeing among university students following the scientific steps specified in building scales.

Steps to build the subjective wellbeing Scale:

The process of building the subjective wellbeing scale proceeded within the specific scientific steps in building psychological scales. The concept was defined, its fields were defined, paragraphs were formulated for those fields, analyzed and the standard characteristics of the scale were extracted as follows:

1. Defining the concept

The researcher identified the theoretical premises on which he depends. In defining the concept of subjective wellbeing, the researcher relied on the theoretical definition of it as a cognitive assessment of the quality of life as a whole or a judgment of satisfaction with life. This includes the mood aspect and the cognitive aspect, etc.). According to the definition of the concept of subjective wellbeing, three areas of the scale were identified as follows:

1. Satisfaction with life

It is the individual's general cognitive judgments on his/her life as a whole as positive and satisfactory in light of his/her subjective criteria that he/she chooses for him/herself. The individual also expresses his/her unconditional acceptance of his/her past, present, or future life.

2. Positive sentiment

It is the happy sentiment that refers to feelings of joy, self-esteem, euphoria, pleasure, reduced feelings of sadness, anger, shame, and despair. It expresses the extent to which the individual feels enthusiasm, activity, and vigilance.

2. Preparing the scale items in their initial form

After defining the concept of subjective wellbeing accurately in light of the adopted theory and defining the domains of the scale, the researcher formulated the (44) paragraphs in its initial form

and (22) paragraphs for the first field and (22) paragraphs for the second field, depending on the theoretical framework in determining the number of Paragraphs of each dimension. Its formulation took into account the clarity of the paragraph and its ease of reading, avoiding complex and confusing linguistic expressions, avoiding negation of denial, and being suitable for the Iraqi environment and the research sample.

3. Measurement method

The researcher adopted Likert method as it is characterized by the ease of the correction process and allows the respondent to express the degree of his/her feelings accurately (Awda, 2002). Each subject is asked to choose one of the five alternatives.

4. Validity of Paragraphs of the Subjective wellbeing Scale

In order to verify the validity of the paragraphs of the subjective wellbeing Scale in its initial form to determine their suitability to the sample of the present study, the researcher presented it to a group of arbitrators specialized in the field of psychology and psychometrics (Appendix 5) to find out their orientations and the extent of their judgment on the validity of the paragraphs. With the modification of some ambiguous words in terms of the linguistic aspect, the researcher used the percentage and chi-square for one sample to analyze opinions.

The researcher was keen that the instructions of the scale be clear and easy to answer by the respondent. He chooses one from among the alternatives and puts a mark ($\sqrt{}$) on the appropriate choice, dictating the information related to each of gender and major and being accurate and objective when answering, with the researcher's confirmation of confidentiality of the respondent's answers and that his/her answer is for the purpose of scientific research.

5. Scale Correction and Total Score Calculation

The subjective wellbeing scale of (44) paragraphs was corrected with a five-fold gradient; always, often, sometimes, rarely, never. The alternatives get the values (1,2,3,4,5) respectively. The highest overall score can be obtained by the respondent through his/her answer on the scale is (200). The lowest score that can be obtained is (40). The value of the hypothetical average is (120).

6. Clarity of Instructions and Understanding of the paragraphs

To ensure that the paragraphs of the scale are clear and its instructions are accurate, in order to detect and identify ambiguity and lack of clarity in the paragraphs of the scale, and to calculate the response time that the respondent takes when answering the scale, the scale was applied to a stratified random sample of (60) male and female students.

It became clear that the paragraphs of the scale and its instructions are accurate and clear. The time taken to answer ranges between (16-25) minutes.

7. Statistical analysis of the paragraphs

The sample was analyzed in the following ways:

Discriminatory power of the vertebrae (the two-group method)

In order to extract the discriminatory power by (the two-peripheral group method) of the subjective wellbeing scale, the researcher relied on the same analysis sample of (400) and on the same steps followed in the previous scale. The results were that all paragraphs were statistically significant at the significance level of (0.05) and the degree of freedom of (214) except for the paragraphs (16, 18, 31, and 32). The calculated T value was less than the tabular value. This indicates that the paragraphs of the scale were distinct as shown in Table (14).

The relationship of the paragraph's score with the total score of the scale and the degree of the domain to which it belongs

The method of the relationship of the degree of the paragraph with the total degree of the scale is one of the most accurate methods that is relied upon in calculating the internal consistency of the paragraphs. Using the Pearson correlation coefficient, the results showed that all correlation coefficients are statistically significant at the significance level of (0.05) and the degree of freedom of (398). The tabular value is (0.098).

The relationship of the degree of one field to the other field and the total degree

This method gives a more homogeneous measurement (Esawy, 1985). To extract the relationship between the degree of each domain of the scale and its total score, the Pearson correlation coefficient was used. The results showed that all correlation coefficients are statistically significant at the level of significance of (0.05) and the degree of Freedom of (398). The tabular value is (0.098).

Standard (Psychometric) Characteristics of the subjective wellbeing scale

Reliability

The degree of scale reliability depends on the indicator of reliability because it gives quality to the scale and depends on measuring the attribute to be measured (Al-Dhahir, et al., 2002). The researcher verified the reliability of the scale in two ways:

1. Apparent reliability

The researcher extracted this kind of reliability by presenting the paragraphs of the scale and its alternatives and the method of correcting it to a group of arbitrators specialized in educational and psychological sciences to find out the extent of their agreement with the scale.

2. Construction validity

The construction validity was achieved in the subjective wellbeing scale when the researcher extracted some indicators, including the method of the two extreme groups and the relationship of the paragraph degree with the total degree of the scale.

3. Stability

The stability coefficient of the subjective wellbeing scale was calculated in two ways:

1. Test-Re-test

In order to extract stability by re-testing, the researcher applied the scale to the stability sample. After (15) days from the first application, the test was repeated on the same sample. Then, the Pearson correlation coefficient was calculated. Between the two applications, it reached (0.82), which is a good indicator of the scale's stability.

2. Alpha Chronbach coefficient

The researcher extracted this type of stability when he applied the scale to the same sample of (400) students. After analyzing the data, the value of stability reached (0.89), which is a good indicator of the stability of the subjective wellbeing scale.

Statistical descriptive characteristics of the subjective wellbeing scale

The scale has a number of descriptive statistics as shown in Table (3).

Table (3) Descriptive statistical characteristics of the research sample on the subjective wellbeing scale.

No.	Indicator	Value	No.	Indicator	Value
1	Arithmetic mean	135.58	5	Skewness	-0.74
2	Medium	137	6	Kurtosis	1.42
3	Mode	133	7	The least score	44
4	Standard deviation	20.65	8	The highest score	177

Description of the subjective wellbeing Scale in its final form

After the researcher completed the necessary procedures to verify the standard characteristics of the paragraphs of the subjective wellbeing Scale. It became ready for the final application, which included (40) paragraphs with a five-fold gradation; always, often, sometimes, rarely, never. The alternatives get the values (1,2, 3,4,5) respectively. The highest total score that the respondent can obtain through his/her answer on the scale is (220). The lowest score that can be obtained is (40). The hypothetical mean value is (132).

Fourth; The final application of the scale

After the researcher completed the preparation of the research tools and verifying the psychometric properties of the scale represented by reliability and stability, he applied them together on the research sample shown in Table (2) of (400) students at University of Wassit for the academic year (2020-2021). At the end of the application period, the researcher unpacked and corrected the data for each of the two scales and calculated the scores according to the criterion specified for each scale.

Fifth; Statistical means

In order to obtain the research objectives, the researcher used the (SPSS), using the following statistical methods:

1. Chi-square for one sample

It was used to find out the significance of the difference for the opinions of experts about the validity of the paragraphs of each of the two scales.

2. T-test for two independent samples

It was used to extract the discriminatory power of the paragraphs of each of the two scales using the two end groups.

3. Pearson's correlation coefficient

It was used to extract the relationship between the degree of the paragraph and the total score for each of the two scales, as well as the differences in subjective wellbeing according to the variables of gender (male / female) and major (scientific/human).

Presentation, interpretation, and discussion of the results

This chapter includes a presentation of the results obtained by the researcher in his research according to the objectives that were identified at the beginning of the present study. The results will then be interpreted in light of the theoretical framework and discussed according to previous studies. Then, a set of recommendations and suggestions will be presented as follows:

The first objective; to identify the degree of Subjective wellbeing among university students

To achieve this objective, the researcher applied the Subjective wellbeing Scale to the research sample of (400) individuals. The results showed that their average score on the scale was (135.58) degrees and a standard deviation of (20.65) degrees. When comparing this average with the hypothetical average of the scale of (108) degrees using the t-test for one sample, it was found that the difference was statistically significant in favor of the arithmetic mean. The calculated t-value was higher than the tabular t-value of (1.96) with a degree of freedom of (399) and a level of significance of (0.05) as shown in table (4).

Table (4) the t-test for the difference between the sample mean and the hypothetical mean of the subjective wellbeing.

Sample size	Arithmetic mean	Standard deviation	Hypothetical mean	Calculated T-value	Tabular T-value	Degree of freedom	Level of significance
400	135.58	20.65	108	26.71	1.96	399	Significant

The results of the above table indicate that the research sample have a high level of Subjective wellbeing. This result can be explained in light of the theory of (Diener, 1994).

The second objective: to identify the significance of the differences in Subjective wellbeing according to the gender variable (male/female).

To achieve this objective, the researcher extracted the values of Pearson's correlation coefficients between patterns of patience and Subjective wellbeing for males and females separately. Then, the researcher used the Z test for Pearson's correlation coefficient to reveal the significance of the differences between the correlation coefficients as shown in Table (5).

Table (5) Results of the statistical difference test for Subjective wellbeing according to the gender variable (male/female).

Variables	Type	Number	Correlation coefficient	Standard value of correlation coefficient	Calculated Z-value	Tabular Z-value	0.05 level of significance
Subjective wellbeing	Males	174	0.66	0.793	0.54	1.96	Insignificant
	Females	226	0.69	0.848			

The above results indicate that there is no difference in the relationship between the patterns of patience and Subjective wellbeing according to the gender variable because the calculated Z value is less than the tabular Z-value of (1.96) at the (0.05) level of significance. The reason for this may be that male and female university students study in similar environments with high scientific and cultural elements, in addition to the positive social relations among them, their social integration, and their abilities to set goals and work to achieve them, which made them possess high and similar levels of correlation between them.

The third objective; To identify the significance of the differences in Subjective wellbeing according to the variable of major (scientific/human) as shown in Table (6).

Table (6) Results of the statistical test of differences for the variable of Subjective wellbeing according to the variable of major.

Variable	Major	Number	Correlation coefficient	Standard value of correlation coefficient	Calculated Z-value	Tabular Z-value	0.05 level of significance
Subjective wellbeing	Scientific	181	0.73	0.929	2.01	1.96	Significant
	Humanitarian	219	0.62	0.725			

The above results indicate Subjective wellbeing according to the variable of major in favor of the scientific major because the calculated Z value is higher than the tabular Z-value of (1.96) at the (0.05) level of significance.

Conclusions

In light of the results obtained by the researcher through data analysis and discussion, he concluded the following:

1. university students in general possess subjective wellbeing, whether it is in males or females, or in the scientific and humanitarian majors, which indicates that university students use the processes of subjective wellbeing in organizing and controlling their behaviors and achieving their goals. Moreover, for them to have a high level of subjective efficacy, University students have an enhanced opportunity of subjective wellbeing.

Recommendations

Based on the results of the present study, the researcher recommends the following:

1. Conducting a study showing the extent to which the subjective wellbeing variable is related to mental abilities of thinking patterns and intelligence.

2. Building a counseling program to enhance the patience patterns of the sample members.

3. Studying the variable of subjective wellbeing in other samples.

4. Conducting a study to show the extent to which the patterns of patience are related to emotional variables.

Suggestions

In light of the obtained results and to complement the present study, the researcher presents the following suggestions:

1. Conducting similar studies for other segments of society, such as teachers and counselors.

2. Conducting similar studies that take into account other demographic variables such as profession, marital status, economic level, and type of housing.

3. Conducting studies to identify the relationship between subjective wellbeing and other variables such as identity development, postponing gratification, and quality of decision-making.

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