

Received: 20 July 2024, Accepted: 28 August 2024

DOI: <https://doi.org/10.33282/rr.vx9i2.22>

RELATIONSHIP BETWEEN PSYCHOLOGICAL DISTRESS AND LIFE SATISFACTION AMONG UNIVERSITY STUDENTS

¹MOMINA WAHEED ALI, ²ZOONISH AZIZ

¹BS Psychology, Department of Psychology, University of Azad Jammu and Kashmir

²Department of Psychology, Lecturer at University of Azad Jammu and Kashmir

ABSTRACT

The objective of this study was to determine the relationship between psychological distress and life satisfaction in students of University of Azad Jammu & Kashmir, Muzaffarabad campus. A sample of 300 girls and boys was selected randomly from Muzaffarabad district. The Life Satisfaction Scale (SWLS) and the Kessler Scale of Psychological Distress (K10) were used for the research. The aim of the study was to verify the correlation between psychological stress and life satisfaction together with the demographic variable of gender. Their age range was between 18-25 years. Participants were asked about their age, gender and family structure. A quantitative research design was used in the study. Data were analyzed using SPSS (Statistical Package for the Social Sciences). Correlation and t-test were used to analyze the data. The result showed that there is a negative correlation between psychological stress and life satisfaction. Statistical analysis showed that boys achieve higher satisfaction with life and lower psychological problems than girls. The independent t-test finding that was applied determined significant differences in life satisfaction and psychological distress among college students with respect to gender.

Keywords: Life satisfaction and Kessler's psychological distress.

INTRODUCTION AND LITERATURE REVIEW

Most studies found that psychological distress was significantly correlated with life satisfaction (Chan et al., 2020; Kumar et al., 2016; Rustøen et al., 2010). When people's psychological distress is higher, they tend to detect low life satisfaction. Researchers have found that mental health has a significant effect on people's life satisfaction, and people with better and healthier mental health are more satisfied with their lives (Dessie et al., 2013; Swami et al., 2006). Psychological distress stands in contrast to life satisfaction by showing a negative emotional form (Lam & Zhou, 2020). Psychological distress also indicates unpleasant emotional responses to a stressful situation, such as feelings of being out of control and overwhelmed by the situation (Cohen & Williamson, 1988). The link between psychological distress and life satisfaction has been confirmed in previous studies, however, the findings of these studies have been mixed and inconsistent. Indeed, many studies have shown that psychological stress has a negative correlation with life satisfaction (Lam & Zhou, 2020). Maria-loanna and Patra (2020) also suggest that students who had more anxiety, psychological distress and depressive symptoms tend to be less satisfied with life. Yusoff B, et al., (2011) concluded that a mental health problem manifests itself in varying levels of anxiety, depression and stress, which has a significant impact on an individual's life satisfaction, social and interpersonal relationships. In addition, the incidence and severity of psychological problems were found to be at risk among university students. Their study sought to increase knowledge about psychological health and its relationship to life satisfaction among college students. The results of this study showed that students from all disciplines (medical, technical and social sciences) have significantly high levels of psychological distress. Regarding the field of education, depression was present at 25%,

anxiety at 32% and stress at 20% among engineering students. In social studies students, 21% depression, 30% anxiety and 17% stress. Medical students have 25% depression, 34% anxiety and 23% stress. Overall, medical students experience relatively more psychological distress compared to engineering and social science students. Similarly high prevalence (43.89) of depression and anxiety among medical students and another study found 60% to 70% psychiatric problems in medical students. This is due to the fact that the medical field has many challenges and high work pressure from long working hours and excessive stress leading to psychological disorders. Additionally, in the current study, life satisfaction has a significant negative correlation with depression, anxiety, and stress. These findings are consistent with previous research, which found that psychological distress was negatively related to college students' life satisfaction and that negative life events increased the risk of depression, anxiety, and stress.

PSYCHOLOGICAL DISTRESS

Psychological distress, often referred to as mental distress, is defined as “any range of symptoms and experiences related to a person's inner life; feelings that one is worried, confused or abnormal'. While everyone experiences a lack of energy or focus at times, and even feels restless from time to time, psychological distress often has a deeper impact on an individual. In fact, mental illness can accompany psychological distress. However, it is important to note that experiencing psychological distress does not always mean the presence of a serious mental health problem. Experiencing mental distress can be overwhelming, and many people want to work through it privately. However, according to the CDC, 78 percent of people who seek help in times of psychological distress are able to learn effective coping mechanisms and overcome the long-term effects (BetterHelp E.T, 2022).

LIFE SATISFACTION

Life satisfaction (LS) is a measure of a person's well-being, assessed in terms of mood, satisfaction in relationships, achieved goals, self-concept and self-perceived ability to cope with life. Life satisfaction involves a favorable attitude toward one's life—rather than an evaluation of current feelings. Life satisfaction was measured in relation to economic situation, level of education, experience, place of residence and other factors. Life satisfaction is a key part of subjective well-being. Many factors influence subjective well-being and life satisfaction. Sociodemographic factors include gender, age, marital status, income and education. Psychosocial factors include health and illness, functional abilities, activity level and social relationships. People tend to gain life satisfaction as they age (Wikipedia Contributors, 2022).

OBJECTIVES OF THE CURRENT STUDY

1. To investigate the relationship between psychological distress and life satisfaction of university students.
2. To examine the difference in life satisfaction together with the demographic variable Gender.

Hypothesis

1. There is a negative correlation between psychological distress and life satisfaction in college students.
2. Male university students experience a lower level of psychological distress and a higher level of life satisfaction compared to female university students.

METHOD

Research design

This research is quantitative in nature and based on a cross-sectional design. Data will be collected through the Kessler Psychological Stress Scale and Life Satisfaction Scale.

Sample

Data were collected from 300 students (N=300), 150 males (n=150) and 150 females (n=150).

Data collected from Azad University of Jammu and Kashmir using convenient sampling and age ranges from 18 to 25 years.

Inclusion criteria

1. Inclusion criteria consists of respondents whose age range was 18-25.
2. University students were included in the sample.
3. Unmarried university students were part of the research.
4. Students of the nuclear family structure were part of the research.

Exclusion criteria

1. Exclusion criteria consist of the age range of the respondent under 18 and over 25 years.
2. Intermediate and postgraduate students were excluded from the sample.
3. Married graduates were not part of the research.
4. Students from a joint family structure were not part of the research.

STUDY MEASURES

1. Satisfaction with life scale

The Life Satisfaction Scale is a short 5-item instrument designed to measure global cognitive judgments of satisfaction with one's life. The scale usually requires only about one minute of the respondent's time, where respondents answer on a Likert scale. The questions are open to interpretation, so this scale is suitable for adults of various backgrounds. Diener, et al., (1985) conducted a series of validation studies that demonstrated the SWLS to be reliable and content appropriate for a wide variety of groups. The Life Satisfaction Scale is reported to have very good internal consistency with an alpha value of 0.87. The score consists of a raw score (between 5 and 35). Higher scores mean higher life satisfaction. Scorers can be divided into six categories of well-being: (30-35) extremely satisfied, (25-29) satisfied, (20-24) moderately satisfied, (15-19) moderately dissatisfied, (10-14) dissatisfied, (5 – 9) extremely dissatisfied (Pavot et al., 1991).

2. Kessler Psychological Distress Scale (K10)

The Kessler Psychological Distress Scale (K10) is a psychological screening tool designed to identify adults with significant levels of psychological distress. It is widely used in primary care settings to identify people with clinically significant psychological problems. Scores range from 10 to 50, with higher scores indicating greater severity of psychological distress. The K-10 shows good construct validity and reliability, with a Cronbach's alpha of 0.84. The total score can be divided into four levels of severity: A raw score of 19 or less is likely psychologically fine, 20–24 indicates mild psychological disturbance, 25–29 indicates moderate psychological disturbance, 30 or more indicates severe psychological disturbance (Brooks et al., 2006).

Procedure

A sample of 300 university students was taken. Informed consent was taken from the participants to obtain permission that they were willing to participate in the research. After receiving informed consent, participants were informed of the purpose of the research and assured that their information would be kept confidential. Questionnaires were given to the subject individually. The participant was asked to read the instructions carefully and indicate their response to each item, leaving no item unanswered. They were not forced to fill it. There was no time limit. At the end, they were thanked for their cooperation. After data collection, the data were statistically analyzed to meet the data objective.

Ethical Considerations

Ethics has always been an integral part of any field of study, especially research. Ethics are even more important when the study is governed by the primary method of data collection. The main reason is that this particular method of data collection involves the participation of various participants who share their views and opinions to make the study beneficial (Resnik, 2018). However, the researcher for this study made ethics the highest priority of the study. The researcher included students from different universities as study participants. The researcher assured them that their shared information would not be used for any purpose other than this study. It is often observed that students mostly join or participate in such things because of peer pressure, but the researcher for this study made sure that no participation is forced to participate. Each participant was sedated before participating in the study. Consent forms have increased the level of simplicity. Consent was obtained from each participant via official consent forms. The reason for using a consent form is to provide reassurance to both the researcher and the

participants. In case of any misunderstanding, the form can be used as a legal document to resolve the issue. The consent form not only helped the researcher to obtain consent from the participants but also provided the participants with details regarding the study. This included the aim and objectives of the study along with the scope of the study. The purpose of including this information in the consent form is that the researcher wanted to let the participants know more about the study to which they were giving their time and effort.

Analysis

Quantitative questionnaire survey was used for the study mainly because the researcher wants to involve many participants in this study. The participants were also different because they belong to different provinces of the same country. Data analysis is the most important part of the method because here the collected data is analyzed using specific tools and techniques. This is the part where the data is led to the results of the study. After obtaining the required information, the data were carefully analyzed and interpreted. For data quantification, the data was coded and processed using software specifically SPSS (Statistical Package for Social Science). SPSS statistics is a software package used for statistical analysis. Quantitative questionnaire survey was used for the study mainly because the researcher wants to involve many participants for this study. The participants were also different because they belong to different provinces of the same country. Data analysis is the most important part of the method because here the collected data is analyzed using specific tools and techniques. This is the part where the data is led to the results of the study.

RESULTS

Table 1

Frequency and percentage across demographic variables (n=300)

Demographic information		Frequency	Percent
Age	18-25	300	100
Gender	Male	150	50
	Female	150	50
Family Structure	Joint	-	-
	Nuclear	300	100
Family Status	Middle Class	300	100
	Upper Class	-	-

Statistical analysis was done on the basis of information gathered from the sample of 300 (150 Males and 150 Females) students of University of Muzaffarabad AJK. Table shows that students are aged between 18-25 years. Gender male or female and family system joint or nuclear.

Table 2

Descriptive statistics and alpha reliability of Satisfaction with Life Scale (N=300)

Scale	N	M	SD	α	Range	
					Max	Min
SWLS	300	22.57	4.453	.791	35	5

Note: SWLS= Satisfaction with life Scale

The result of table 2 indicates the reliability of satisfaction with life scale, reliability determines that the result of instrument be stable and consistent. Reliability of the scale is determined by Cronbach's alpha (α) coefficient, which is one of the popular criteria of reliability in quantitative studies. The value .791 has obtained and this is an indication of good reliability of the scale.

Table 3

Descriptive statistics and alpha reliability of Kessler Psychological Distress Scale (N=300).

Scale	N	M	SD	α	Range	
					Max	Min
KPDS	300	29.98	10.22	.751	45	10

Note: KPDS= Kessler psychological distress Scale

The table 3 shows reliability of Kessler psychological distress scale. Reliability determines that the result of instrument be stable and consistent. Reliability of the scale is determined by Cronbach's alpha (α) coefficient, which is one of the popular criteria of reliability

in quantitative studies. The value .751 has obtained and this is an indication of good reliability of the scale.

Hypothesis 1: Table 4

Correlation matrix between Kessler Psychological Distress Scale and Satisfaction with Life Scale

Variables	KPDS	SWLS
KPDS		-.615**
SWLS		

Note: KPDS=Kessler psychological distress scale; SWLS=Satisfaction with life scale

Table 4 shows that highly significant correlation between psychological distress and life satisfaction. The result of the study indicate that there is a significant negative correlation between psychological distress and life satisfaction.

Hypothesis 2: Table 5

Results of t-test and descriptive statistics for Satisfaction with Life Scale and Kessler Psychological Distress Scale by Gender (N=300)

Gender

Variable	Males (N=150)		Females (N=150)		t	Df	P	Cohen's d
	M	SD	M	SD				
SWLS	30.10	2.806	15.03	5.978	-27.924	298	0.01	3.22
KPDS	22.57	8.166	37.40	5.697	18.245	298	0.01	2.106

Note: SWLS=Satisfaction with life Scale; KPDS=Kessler Psychological Distress Scale.

Table 5 shows findings of independent t-test that was applied to determine the significance differences of satisfaction with life scale with respect to gender. Boys score higher on life satisfaction and lower on psychological distress as compared to girls. It indicates that there is statistically significant difference between girls and boys on the scores of satisfaction with life scale (SWLS) and Kessler psychological distress scale (KPDS).

DISCUSSION

In this study, the relationship between psychological distress and life satisfaction of college students was investigated. The purpose of the study was to investigate the relationship between psychological stress and life satisfaction among university students of Muzaffarabad. A sample of 300 boys and girls was drawn and the sampling was convenience. Data were collected through the “Life Satisfaction Scale” and the “Kessler Psychological Distress Scale”. The reliability of the scale is determined by Cronbach's alpha coefficient, which is one of the popular reliabilities of quantitative studies. As shown in Table 2, the reliability of the SWLS is an alpha of 0.791, which is an indication of good reliability for life satisfaction. As shown in Table 3, the alpha

reliability of the KPDS is 0.751. These values show that there is a high reliability of the scales.

The first hypothesis was that there is a negative correlation between psychological distress and life satisfaction. To access life satisfaction, we used the Life Satisfaction Scale (SWLS) and for psychological distress, we used the Kessler Psychological Distress Scale, K10 (KPDS). The result showed that there is a negative correlation between psychological stress and life satisfaction. Our research findings confirm our hypothesis as the results are consistent with the findings of Guney S, Khalafat T, Boysan M (2010) Mental health problem is manifested by different levels of anxiety, depression and stress which has significant emphasis on individual's life satisfaction, social and interpersonal relationships. The second hypothesis shows that there is a significant difference in life satisfaction and psychological distress among college students with respect to gender. The results of our research are consistent with the hypothesis. As Table 5 shows, there is a significant difference between life satisfaction and psychological distress with respect to gender, so our hypothesis is confirmed. Walsh et al. (2020) found few gender differences in risk behavior predictors and risk factors to explain adolescent mental well-being, while the results obtained by Soares et al. (2019), evaluating youth aged 21 to 27, reported that boys show significantly higher levels of life satisfaction than girls.

CONCLUSION

There is evidence to suggest that psychological distress and life satisfaction are indeed correlated among college students. A higher level of psychological stress tends to be associated with a lower life satisfaction score. There is a significant difference between boys and girls in life satisfaction and psychological distress among university students.

RECOMMENDATIONS

Comprehensive research is being carried out during the completion of this project. The research conducted to fulfill this thesis will be very useful for researchers who want to investigate any field to link the effect of psychological stress and life satisfaction of university student. The current study provides an avenue for further research. It could be said that the result of this study provides a basis for further research on the relationship between psychological distress and life satisfaction among college students. After this data collection, we suggested that whenever someone wants to collect data on this particular topic, they need to take a large sample for conclusive data collection, assess the impact of psychological stress on academic performance and whether lower grades contribute to lower life satisfaction. In addition, conduct qualitative research such as interviews or focus groups to gain a deeper understanding of college students' experiences and perceptions of psychological distress and life satisfaction.

REFERENCES

- Andrews, G., & Slade, T. (2001). Interpreting scores on the Kessler psychological distress scale (K10). *Australian and New Zealand journal of public health*, 25(6), 494-497.
- Ashraf, F. (2021, March 31). *Correlates of Psychological Distress Among Pakistani Adults During the COVID-19 Outbreak: Parallel and Serial Mediation Analyses*. *Frontiers*. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.647821/full>
- Ashraf, F., Zareen, G., Nusrat, A., Arif, A., & Griffiths, M. D. (2021). Correlates of psychological distress among Pakistani adults during the COVID-19 outbreak: Parallel and serial mediation analyses. *Frontiers in Psychology*, 12.

- Babore, A., Trumello, C., Candelori, C., Paciello, M., & Cerniglia, L. (2016). Depressive symptoms, self-esteem and perceived parent–child relationship in early adolescence. *Frontiers in Psychology*, 7, 982. doi:10.3389/fpsyg.2016.00982
- BetterHelp Editorial Team. (2022, October 6). What Is Psychological Distress?/ *BetterHelp*.
<https://www.betterhelp.com/advice/grief/what-is-psychological-distress-an-overview/>
- Borrell LN, Kiefe CI, Williams DR, (2006) Self-reported health, perceived racial discrimination, and skin color in African Americans in the CARDIA study. *Social Science & Medicine* 63(6):1415–1427.
- Brooks, R. T., Beard, J., & Steel, Z. (2006). Factor structure and interpretation of the K10. *Psychological assessment*, 18(1), 62.
- Buetell, N. (2006). *Life satisfaction, a Sloan Work and Family Encyclopedia entry. Work and Family Researchers Network*. Retrieved from
<https://workfamily.sas.upenn.edu/glossary/l/life-satisfaction-definition>
- Cameron, E., Joyce, K., Delaquis, C., Reynolds, K., Protudjer, J., & Roos, L. (2020). Maternal psychological distress & mental health service use during the COVID-19 pandemic. *Journal of Affective Disorders*, (276), 765-774.
<https://doi.org/10.1016/j.jad.2020.07.081>
- Cao, W., Fang, Z., Hou, G., Han, M., Xu, X., Dong, J., & Zheng, J. (2020). The psychological impact of the COVID-19 epidemic on college students in China. *Psychiatry Research*, 287. <https://doi.org/10.1016/j.psychres.2020.112934>

- Chan, R. C. H., Mak, W. W. S., Ma, G. Y. K., & Cheung, M. (2020). Interpersonal and intrapersonal manifestations of HIV stigma and their impacts on psychological distress and life satisfaction among people living with HIV: Toward a dual-process model. *Quality of Life Research, 30*(1), 145–156. <https://doi.org/10.1007/s11136-020-02618-y>
- Cohen, S., & Williamson, G. (1988). Perceived stress in a probability sample of the United States. In S. Spacapan, & S. Oskamp (Eds.), *Social psychology of health* (pp. 31–67). Newbury Park, CA: SAGE.
- Dessie, Y., Ebrahim, J., & Awoke, T. (2013). Mental distress among university students in
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment, 49*, 71-75.
<http://internal.psychology.illinois.edu/~ediener/SWLS.html>
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment, 49*, 71–75.
- Dymecka, J., Gerymski, R., Machnik, A., & Machnik-czerwik, A. (2021). How does stress affect life satisfaction during the COVID-19 pandemic? Moderated mediation analysis of sense coherence and fear of coronavirus. *Psychology Health and Medicine*.
<https://doi.org/10.1080/13548506.2021.1906436>. Ethiopia: A cross sectional survey. *Pan African Medical Journal, 15*(1).

- G. (2020). Development and initial validation of the covid stress scales. *Journal of Anxiety Disorders*, 72(1), 102232. <https://doi.org/10.1016/j.janxdis.2020.102232>
- Gallagher, M. W., Smith, L. J., Richardson, A. L., D'Souza, J. M., & Long, L. J. (2021). Examining the longitudinal effects and potential mechanisms of hope on COVID-19 stress, anxiety, and well-being. *Cognitive Behaviour Therapy*, 50(3), 234–245. <https://doi.org/10.1080/16506073.2021.1877341>.
- Guney S, Khalafat T, Boysan M (2010) Dimensions of mental health: Life satisfaction, anxiety and depression: A preventive mental health study in Ankara University student's population. *Procedia Social and Behavioral Sciences* 2(2): 1210-1213.
- Headey, B. (2014). *Bottom-Up Versus Top-Down Theories of Life Satisfaction*. SpringerLink. https://link.springer.com/referenceworkentry/10.1007/978-94-007-0753-5_228?error=cookies_not_supported&code=68964d4a-8a8b-4dfc-91dad1859d84ecf
- Helliwell, J., Layard, R., & Sachs, J. (2017). *World Happiness Report 2017*. New York, NY, US: Sustainable Development Solutions Network.
- Judge, T.A.; Klinger, R. Job satisfaction. Subjective well-being at work. In *The Science of Subjective Well-Being*; Eid, M., Larsen, R., Eds.; Guilford: New York, NY, USA, 2007; pp. 394–413.
- Kang, L., Li, Y., Hu, S., Chen, M., Yang, C., Yang, B. X., Wang, Y., Hu, J., Lai, J., Ma, X., Chen, J., Guan, L., Wang, G., Ma, H., & Liu, Z. (2020). The mental health of medical

workers in Wuhan, China dealing with the 2019 novel coronavirus. *The Lancet*.

Psychiatry, 7(3), e14. [https://doi.org/10.1016/S2215-0366\(20\)30047-X](https://doi.org/10.1016/S2215-0366(20)30047-X)

Kessler, R.C., Andrews, G., Colpe, .et al (2002) Short screening scales to monitor population prevalences and trends in non-specific psychological distress. *Psychological Medicine*, 32, 959-956

Lam, K. K. L., & Zhou, M. (2020). A serial mediation model testing growth mindset, life satisfaction, and perceived distress as predictors of perseverance of effort. *Personality and Individual Differences*, 167, 110262. <https://doi.org/10.1016/j.paid.2020.110262>.

Marcussen, K., & Large, M. D. (2003). *Using Identity Discrepancy Theory to Predict Psychological Distress*. SpringerLink. https://link.springer.com/chapter/10.1007/978-1-4419-9188-1_11?error=cookies_not_supported&code=113a94ee-03f2-4036-9128-e255d316b685

Maria-loanna, A., & Patra, V. (2020). The role of psychological distress as a potential route through which procrastination may confer risk for reduced life satisfaction. *Current Psychology*.. <https://doi.org/10.1007/s12144-020-00739-8>.

Padmanabhanunni, A., & Pretorius, T. (2021). The loneliness–life satisfaction relationship: The parallel and serial mediating role of hopelessness, depression and ego-resilience among young adults in South Africa during covid-19. *International Journal of Environmental Research and Public Health*, 18(7).

- Pavot, W. G., Diener, E., Colvin, C. R., & Sandvik, E. (1991). Further validation of the Satisfaction with Life Scale: Evidence for the cross-method convergence of well-being measures. *Journal of Personality Assessment*, *57*, 149-161.
- Salvi, C., Iannello, P., Cancer, A., McClay, M., Rago, S., Dunsmoor, J. E., & Antonietti, A. (2021). Going viral: How fear, socio-cognitive polarization and problem-solving influence fake news detection and proliferation during COVID-19 pandemic. *Frontiers in Communication*, *5*(1). <https://doi.org/10.3389/fcomm.2020.562588>
- Soares, A. S., Pais-Ribeiro, J. L., & Silva, I. (2019). Developmental Assets Predictors of Life Satisfaction in Adolescents. *Frontiers in Psychology*, *10*, 236. <https://doi.org/10.3389/fpsyg.2019.00236>
- Stallman HM .(2010). Psychological distress in university students: a comparison with general population data. *Australian Psychologist* *45*(4): 249-257. <https://doi.org/10.1080/00050067.2010.482109>.
- Taylor, S., Landry, C. A., Paluszek, M. M., Fergus, T. A., McKay, D., & Asmundson, G. J.
- Thoits, P. A. (2010). Stress and health: Major findings and policy implications. *Journal of Health and Social Behavior*, *51*(Suppl), S41–S53.
- Veenhoven, R. (1996). The study of life satisfaction. In W. E. Saris, R. Veenhoven, A. C. Scherpenzeel, & B. Bunting (Eds.) *A Comparative Study of Satisfaction with Life in Europe* (pp. 11-48). Budapest, Hungary: Eötvös University Press.

Walsh, S. D., Sela, T., De Looze, M., Craig, W., Cosma, A., Harel-Fisch, Y., Boniel-Nissim, M., Malinowska-Cieřlik, M., Vieno, A., Molcho, M., Ng, K., & Pickett, W. (2020). Clusters of Contemporary Risk and Their Relationship to Mental Well-Being Among 15-Year-Old Adolescents Across 37 Countries. *Journal of Adolescent Health, 66*(6), S40–S49. <https://doi.org/10.1016/j.jadohealth.2020.02.012>

WHO. (2020). WHO Coronavirus Disease (COVID-19) Dashboard. Retrieved November 25, 2020, from <https://covid19.who.int/>.

Wikipedia contributors. (2022, November 20). *Life satisfaction*. Wikipedia. https://en.wikipedia.org/wiki/Life_satisfaction/10.3389/fpsyg.2021.689226/full

Yusoff B, Saiful M, Rahim A, Fuad A, Jmail YM (2011). The prevalence of final year medical students with depressive symptoms and its contributing factors. *Int Medical J* 18(4): 305.