



## Gender and Campus-Based Organization Type as Determinants of Students' Psychological Wellbeing at the University for Development Studies

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### **Abstract**

As academic demands, social transitions, and personal development challenges intersect within the university setting, students' psychological well-being has become a critical area of concern. In this context, involvement in campus-based organizations may play an important role, as such groups provide structured support systems where students can share experiences, seek guidance, and build meaningful relationships. These interactions can foster a sense of belonging, social connectedness, and emotional stability, all of which contribute positively to overall psychological well-being. The study sought to explain whether campus-based organizations involvement affects psychological wellbeing of students at University for Development Studies. A cross-sectional survey design was used and data collected from 374 sampled participants using simple random technique out of 5,643 population being undergraduate student members of campus-based organizations. Standard psychological well-being instrument was modified to include items on participation in campus organizations. An independent samples t-test was run to test gender differences in psychological well-being, and one-way Analysis of Variance (ANOVA) was used to analyze differences by campus-based organization type and amount of participation. Results showed a significant gender difference on psychological well-being,  $t(372) = 8.284$ ,  $p < 0.001$ , such that the male students were found to have higher levels of psychological well-being ( $M = 79.90$ ;  $SD = 12.95$ ) than the female counterparts ( $M = 68.71$ ;  $SD = 13.12$ ). The results also showed that the type of campus organization made a notable difference in their psychological well-being as noted by the one-way ANOVA result  $F(4, 369) = 7.234$ ,  $p < .001$ ; indicating that there are differences between organizational type and students' psychological well-being. Based on the findings, the study conclude that gender explains difference in the influence of campus based organizations on psychological wellbeing with male students doing better than their female counterparts. The study again concludes that the type of campus-based organization involvement is a significant determinant on the psychological well-being of students with sports/recreations and culture type of groups contributing better to the psychological wellbeing of students than the others. It is recommended that student affairs and support service units should support campus organizations to integrate supportive activities and monitor their impact to maximize students' mental health benefits across board.

**Keywords:** *University Students; Campus-Based Organization; Psychological Wellbeing*

## Introduction

University is a complex and dynamic environment with significant influences on students' mental well-being (Hobbs et al., 2022). One of the major stress that affects students mental health is academic Academic achievement pressure can occasionally give rise to overwhelming feelings of inferiority and self-doubt that are severe enough to affect students' mental health at the global level (Seppälä et al., 2020). In universities, we also find students from varying cultural and social backgrounds who would otherwise have never met. Although such diversity offers personal enrichment and opens new points of view, it can also result in isolation and struggles to build meaningful relationships at the social level, which is particularly difficult for first-year students or students from marginalized groups (Morales-Rodríguez et al., 2020). Life Integration without a supportive social network can cause an increased loneliness and anxiety.

Conversely, positive social engagement and the existence of mentorship courses or student support services have been found to enhance emotional resilience and psychological well-being (Huppert, 2009). Participation in co-curricular programs like off-campus engagement of student that increases emotional resilience. Such programs provide a path for students to involve in social, cultural, sporting activities that enhances feelings of social integration and wellbeing (Hermon & Hazler, 2022). Studies have shown that involvement in clubs, sports, leadership activities, or volunteering is associated with lower stress, higher self-esteem and a more positive social perception than students who are not involved (Anwar et al., 2021; Hermon & Hazler, 2022; Wu et al., 2024). Taking part in extra-curricular activities enables students to develop their skills and coping mechanisms for academic and personal problems, interactions and leadership (Panyukova & Panyukov, 2022). Additionally, involvement in a campus organization offers an organized support group to share experiences and ask for advice as well as building relationships that contributes to emotional balance (Burriss et al., 2019). Particularly in the University for Development Studies (UDS) where students have to face socio-economic and cultural change, extracurricular activities may be an important resource factor promoting psycho-social health and resilience.

Campus based organizations could be essential in offering the social support services for emotional needs to help students cope with psychological pressures (Sumague, 2023). As there are limited number of researches conducted to investigate these organizations, there is inadequate empirical evidence concerning their effectiveness in fulfilling this mandate (Alsubaie et al., 2019). Academic research revealed that engagement in campus-based organizations can develop a sense of belonging, which is needed for students' psychological well-being (Harper & Quaye, 2019; Lebrón et al., 2017; Menzies & Baron, 2019; Romanov & Zavertyayeva, 2020). However, such studies are often conducted in more developed universities where the problems confronting students may be quite different from those at UDS. Consequently, the applicability of these findings to the UDS setting is unknown forming a knowledge gap the present study aims to fill (Asante, 2019).

Furthermore, the heterogeneous nature of UDS students spanning different ethnicities and socio-economic status begs whether engagement in campus organizations (i.e., Soria et al., 2014) is equally beneficial for all students. It would be interesting to find out whether such organizations are less likely to be engaged with (e.g., by gender of students) and if so, how this affects psychological well-being. The current study seeks to contribute to research by investigating these patterns and advancing our understanding of the effect of campus-based co-curricular involvement on various student subpopulations' well-being. There is limited available research on this topic in relation to the UDS context, which could mean that university leaders and policy makers lack complete data necessary to effectively work towards student well-being. In the absence of an understanding of the work that campus organizations do in students' lives, attempts to enhance psychological support services may prove futile.

The purpose of the study was to explain how gender and type of campus-based organization involvement moderates psychological wellbeing of students at University for Development Studies.

The specific objectives were:

1. To determine the effects of campus-based organizations on students' psychological well-being based on gender
2. To examine students' psychological well-being differences based on type of campus-based organization

### ***Research Hypothesis***

Ho1. There is no significant effects of campus-based organization involvement on psychological well-being of students based on gender.

Ho2. There is no significant effects of campus-based organization involvement on psychological well-being of students based on the type of organization.

### ***Literature Review***

#### **Theoretical Review**

The study is underpinned by the Social Support Theory, originally advanced by Sidney Cobb (1976), provides a foundational framework for understanding the relationship between social relationships and psychological well-being. Cobb conceptualized social support as information that leads individuals to believe they are loved, valued, and part of a network of mutual obligation. This foundational work was later expanded by Sheldon Cohen and Thomas Wills, who introduced the stress-buffering hypothesis. According to this model, social support protects individuals from the adverse psychological and physiological effects of stress by strengthening coping capacities and fostering resilience (Cohen & Wills, 1985).

The central proposition of the theory is that individuals who perceive themselves as cared for and embedded within supportive networks are more capable of managing stress and life challenges (LaCoursiere, 2021). Social support is therefore understood not merely as the existence of relationships, but as access to meaningful and protective interpersonal bonds that enhance psychological functioning (Hobfoll et al., 2020). Empirical evidence consistently demonstrates that both perceived and received support contribute significantly to improved mental health outcomes, including reduced stress and enhanced life satisfaction.

The theory further differentiates between three major forms of support: emotional, informational, and instrumental. Emotional support involves empathy, trust, care, and expressions of concern that strengthen feelings of belongingness and self-worth. Informational support includes advice, feedback, and guidance that facilitate effective coping and decision-making. Instrumental support refers to tangible assistance, such as providing practical help or resources (Ann, 2019; Nordin, 2022; Sarason et al., 2019). Within university environments, these forms of support are frequently embedded in campus-based organizations through peer mentoring, academic collaboration, and shared social engagement. Such supportive interactions have been directly linked to improved psychological outcomes, including lower perceived stress, greater self-esteem, and stronger social integration among students (Cohen & Wills, 1985).

Recent scholarship also highlights the gendered dimensions of social support processes. While social support functions as a protective factor for both male and female students, the mechanisms through which it influences well-being may differ (Meng et al., 2019). Female students often demonstrate stronger reliance on emotionally expressive and relational forms of support within organizational contexts. In contrast, male students may benefit more from support structures that reinforce competence, shared activity, and stimulation needs (Albrecht & Adelman, 2020). These differentiated patterns underscore the importance of examining how gender mediates the relationship between organizational involvement and psychological well-being.

In higher education settings such as the University for Development Studies, campus-based organizations can be conceptualized as micro-social systems that facilitate access to diverse forms of support. Through structured and informal interactions, these organizations provide platforms for emotional reassurance, informational exchange, and practical assistance, thereby reinforcing students' coping resources. Applying Social Support Theory in this context enables the localization of broader theoretical propositions to institutional environments, offering a framework for understanding how organizational participation influences mental health outcomes.

Despite its extensive empirical support, Social Support Theory has faced criticism for its implicit assumption that support is uniformly beneficial. Some forms of support may foster dependency, limit autonomy, or exert controlling influences that undermine well-being (Ganster & Victor, 2019). Nonetheless, the explanatory strength of the theory, particularly its integration of relational dynamics, stress processes, and psychological outcomes, continues to make it an appropriate and robust framework for examining the gendered and organization type impact of campus-based organizational involvement on students' psychological well-being.

## Empirical Review

### Gender Differences in the Effects of Campus-Based Organizations on Psychological Well-Being

Empirical literature examining gender differences in students' psychological well-being within campus contexts presents diverse findings, while also revealing limited integration of organizational participation as a central explanatory factor (Binfet et al., 2023; Etopio et al., 2019; Farozin et al., 2022; Koo, 2021; Prachurjya & Nisanth, 2024; Ramesh, 2017; Roothman et al., 2023; Sana, 2020; Sosik et al., 2022; Swartz & De Kock, 2016; Zain et al., 2023; Yudiani et al., 2024). While many studies confirm gender disparities in mental health outcomes, relatively few explicitly examine how participation in campus-based organizations may mediate or moderate these differences.

Binfet et al. (2023) explored canine-assisted interventions targeting male-only and female-only groups. Using qualitative and quantitative self-reported measures, the authors found that stress reduction benefits were evident across genders, though perceptions of impact varied subtly. Although the intervention demonstrated short-term stress relief, the study did not investigate broader or long-term organizational participation effects, nor did it compare diverse campus organizational contexts. Etopio et al. (2019), using a U.S. national college sample and mediation analysis, found that perceived campus safety partially explained poorer mental health outcomes among women. Their findings underscore the importance of contextual campus factors in shaping gendered well-being outcomes. However, organizational participation was not directly examined as a potential protective mechanism, limiting insight into how campus-based groups might buffer gender disparities.

Similarly, Farozin et al. (2022) investigated psychological well-being among university students during the COVID-19 pandemic using ANOVA analyses. Results indicated that female students reported lower well-being scores, with educational level serving as a moderating factor. While the study

offers valuable context-specific evidence, it did not assess campus-based organizational involvement, leaving unanswered questions about whether such participation mitigates gendered mental health differences. Again, Koo (2021), employing qualitative interviews with students of color, highlighted the role of campus climate and belongingness in psychological well-being. Although gender was considered, the primary focus was race and ethnicity, and campus organizations were not analyzed as distinct mechanisms influencing gendered outcomes. Prachurjya and Nisanth (2024) similarly identified gender differences in psychological well-being among high school students, with urban girls reporting higher well-being. However, the absence of a higher education context and organizational variables limits applicability to university settings. Ramesh (2017) also conducted comparative research among Indian college students using standardized well-being scales and t-tests, identifying significant gender differences across several well-being dimensions. Roothman et al. (2023) likewise reported gender-specific well-being patterns within a South African university context using multivariate statistical analyses. While both studies contribute valuable gender-focused insights, neither incorporated campus-based organizational variables, restricting understanding of how organizational involvement interacts with gender to shape psychological outcomes.

Sana (2020) confirmed gender differences in psychological well-being among Indian students using survey and descriptive statistics, but similarly omitted organizational engagement. Sosik et al. (2022) examined goal orientations and gender among Thai college students, finding gender-moderated associations between goal orientation and well-being. However, the emphasis on individual-level factors overshadowed the potential role of social and organizational contexts (Lease & Dahl, 2003). Zain et al. (2023) analyzed gender and self-efficacy within campus organizations, identifying interaction effects related to organizational role enactment. Although informative regarding gendered experiences in organizational settings, psychological well-being was not directly measured. Yudiani et al. (2024) explored gender disparities in lecturers' mental status, but the faculty-focused sample and absence of student organizational variables limit relevance to student populations.

Collectively, these studies confirm gender differences in psychological well-being and highlight the importance of contextual campus factors such as safety and climate. Nevertheless, organizational participation is seldom positioned as a mediating or moderating mechanism in the gender–well-being relationship. Consequently, there remains a significant empirical gap in systematically examining how campus-based organizations influence psychological well-being across gender groups within higher education environments.

#### Effects of Campus-Based Organizations on Psychological Well-Being by Type of Organization

Research examining organizational type as a determinant of psychological well-being demonstrates that participation outcomes vary depending on the nature of the campus group (Ballard et al., 2020; Kim et al., 2021; M. Kim et al., 2020; Knifsend, 2020; Lau et al., 2023; Ni & Wang, 2019; Özyer & Polatci, 2022; Rusmana & Rahman, 2019; Turton et al., 2023). Although findings are generally positive, most studies focus on single organizational categories, limiting comparative insight.

Ballard et al. (2020) found that moderate involvement in political activism predicted higher psychological well-being, based on regression analyses of survey data. However, the study's exclusive focus on political organizations precluded comparisons with other organizational forms. Kim et al. (2021), through an experimental design, demonstrated that participation in campus forest activities significantly improved physiological and psychological well-being indicators. While highlighting the benefits of nature-based initiatives, the study did not examine broader organizational categories. In athletic contexts, M. Kim et al. (2020) found that active participation in sports organizations positively predicted school satisfaction and well-being using structural equation modeling. Yet, by concentrating on student-athletes, the study did not account for non-athletic organizations. Knifsend (2020) reported

that higher intensity of extracurricular involvement predicted improved psychosocial well-being, though distinctions among specific organizational types were not deeply elaborated.

Lau et al. (2023) examined social jetlag and found that campus-life activities potentially mitigated negative psychological outcomes. However, the emphasis on circadian rhythms limited organizational specificity. Research in workplace settings by Ni and Wang (2019) and Özyer and Polatci (2022) demonstrated that perceived organizational support positively predicted psychological well-being through structural equation modeling. While informative, generalizing these findings to student campus organizations requires caution. Intervention-based evidence from Rusmana and Rahman (2019) showed that wellness-focused campus groups significantly improved psychological health using quasi-experimental pre–post analyses. Turton et al. (2023), employing mixed methods, found that both Greek and religious organization memberships were positively associated with social well-being and sense of purpose, though through distinct pathways. Nonetheless, the limited range of organizational categories studied restricts comprehensive understanding.

### Conceptual Framework

Figure I: Conceptual framework

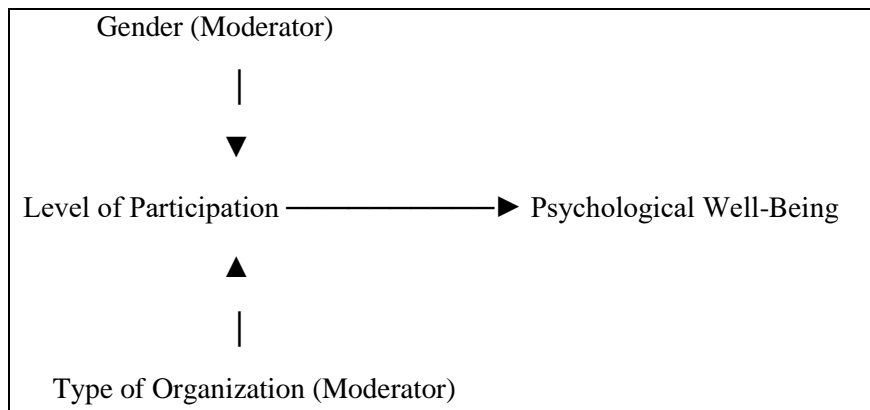


Figure 1 illustrates the conceptual framework of the study, grounded in Social Support Theory (Cobb, 1976; Cohen & Wills, 1985). Social Support Theory posits that individuals derive psychological benefits from being embedded in supportive social networks, particularly through emotional, informational, and instrumental resources that buffer stress and enhance well-being. Within the university context, campus-based organizations function as structured social systems through which such support is accessed and exchanged. Accordingly, the model proposes that students' level of participation in campus-based organizations is positively associated with their psychological well-being, as greater involvement may increase exposure to supportive interactions, sense of belonging, and identity affirmation. However, consistent with the theory's recognition that the perception and utilization of support may vary across social groups and relational contexts, the framework conceptualizes gender and type of organization as moderating variables. Gender may shape how students perceive, seek, and benefit from social support within organizational settings, thereby influencing the strength of the participation–well-being relationship.

Similarly, different types of organizations may provide distinct forms and intensities of social support (e.g., emotionally oriented versus task-oriented structures), which may condition the psychological returns of participation. By incorporating these moderating effects, the model advances a context-sensitive application of Social Support Theory, allowing for examination of how organizational engagement translates into psychological well-being under varying gendered and structural conditions.

In sum, evidence in the literature indicates that participation in campus-based organizations is associated with enhanced psychological functioning. However, most studies isolate single organizational types (e.g., political, athletic, religious, wellness) or emphasize participation intensity rather than structural characteristics. There remains a need for systematic, comparative research that examines multiple organizational categories simultaneously to clarify how different forms of campus engagement uniquely influence students' psychological well-being. Such an approach would advance understanding of organization-specific mechanisms and contribute to more targeted mental health interventions within higher education contexts.

## Methods

A cross-sectional survey design was employed to collect data at a single point in time, providing a snapshot of student engagement in campus-based organizations and their psychological well-being (Knifsend, 2020). This design allows for timely assessment of relationships between variables without requiring longitudinal follow-up. The study population comprised all students at the University for Development Studies (UDS) Dungu Campus who are members of campus-based organizations. The campus hosts a diverse array of groups, including academic, professional, political, and recreational/sports, spiritual, and community/special interest associations, offering a rich context to explore psychological outcomes of out-of-class involvement.

The sample was drawn from 50 campus associations, categorized as religious, academic program-based, political, socio-cultural/regional, and leadership-oriented, with a total membership of 5,643 students. Yamane's (1967) formula was used to determine the minimum required sample size:

$$n = \frac{N}{1+N(e^2)}$$

where  $n$  = required sample size,  $N$  = population size (5,643), and  $e$  = margin of error (0.05 for 95% confidence level). Substituting values yielded a target sample size of approximately 374 respondents, ensuring adequate representation across all categories of student associations while maintaining feasibility for data collection.

Simple random sampling was used to select participants, giving each student an equal and independent chance of selection. This probability-based approach minimized selection bias, enhanced generalizability, and ensured that the sample profile reflected the broader population of UDS students involved in campus-based organizations. A structured questionnaire, adapted from Ryff (1989), was used to collect data on students' psychological well-being at the University for Development Studies. The instrument allowed for efficient and consistent data collection across a large and diverse campus population, ensuring comparability and reliability of responses.

The questionnaire comprised two sections. Section A collected demographic information, including gender, age group, type of organization (school- or community-based), level of participation (active/passive), year of study, tenure in the organization, and organizational role. These variables contextualized participants' responses and facilitated subgroup analyses. Section B assessed psychological well-being and campus engagement using a six-point Likert scale (1 = Strongly Disagree to 6 = Strongly Agree). Items measured Ryff's six domains of psychological well-being (autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance) and aspects of organizational involvement, including engagement, leadership development, and communication skills. Half of the items were negatively worded and reverse-coded to minimize response bias (Kilgo et al., 2016). Content validity was ensured by adapting items from Ryff's (1989) widely used psychological well-being scale, covering six theoretical domains. Section A items were also reviewed to

ensure relevance for demographic and organizational categorization. Expert validation was conducted by academic supervisors and educational research specialists to refine clarity and relevance, establishing face and content validity. A pilot study with 40 students at Tamale Technical University tested reliability. Internal consistency was high, with Cronbach's alpha = 0.89. Previous studies using Ryff's scale also report Cronbach's alpha values between 0.80–0.90 (Abbott et al., 2006; Kafka & Kozma, 2002; Lindfors et al., 2006; Springer & Hauser, 2006).

These procedures ensured both validity and reliability of the instrument (Amirzadeh et al., 2024; Robertson & Scott Evans, 2020; Greco, 2018).

Ethical guidelines were strictly followed to protect participants' rights, privacy, and dignity (Michael & Ebube Chinwe, 2022; O'Grady, 2024). Informed consent was obtained from all participants, who were assured that participation was voluntary and could be withdrawn at any time (Tolich, 2025). Anonymity and confidentiality were maintained by excluding identifying information and securing data in locked and password-protected storage. Adapted materials were appropriately acknowledged to avoid plagiarism (Abduel & Magingila, 2023).

Questionnaire data were coded and analyzed using SPSS. Negatively worded items were reverse-coded. Descriptive statistics (means, standard deviations, frequencies, and percentages) summarized demographic data. To address research objectives, Gender differences in psychological well-being were analyzed using independent-samples t-tests (Thompson, 2022). Differences across organization types (academic, religious, cultural/ethnic, political, sports/recreational) were examined using one-way ANOVA (Chadli et al., 2021).

Differences by participation level (active, passive, leadership /executive) were also analyzed via one-way ANOVA, with Tukey's HSD test for post hoc comparisons. All statistical tests used a significance level of 0.05. This approach ensured rigorous, reliable, and interpretable analysis of the associations between campus-based organizational participation and students' psychological well-being.

### Demographic Characteristics of Respondents

Table 1: *Gender Distribution of Respondents*

Gender	Frequency	Percentage %
Male	200	53
Female	174	47
Total	374	100

Source: Field Data, 2026

Table 1 presents the gender distribution of the study respondents. Of the total 374 participants, 53% (n = 200) were males, while 47% (n = 174) were female. This relatively balanced representation ensures that findings can be meaningfully interpreted across gender groups within the sample.

Table 2: *Age Distribution of Respondents*

Age group	Frequency	Percentage %
Under 20	95	25
20 – 24	108	29
25 – 29	81	22
30 – Above	90	24
Total	374	100

Source: Field Data, 2026

Table 2 displays the age distribution of respondents. The largest group of participants was aged 20 to 24 years ( $n = 108$ ), followed by those aged 30 and above ( $n = 90$ ), under 20 years ( $n = 95$ ), and 25 to 29 years ( $n = 82$ ). This distribution indicates a predominantly young adult sample with diverse age representation across typical university student age ranges.

Table 3: *Distribution of Respondents by Type of Campus-based Organization*

Organization type	Frequency (n)	Percentage %
Social/Ethnic	80	21.3
Academic	76	20.3
Political	75	20.1
Sports/recreation	75	20.1
Religious	68	18.2
Total	374	100

Source: Field Data, 2026

Table 3 presents the distribution of respondents across different types of campus-based organizations. Social-ethnic-cultural groups accounted for the highest participation (21.3%,  $n = 80$ ), closely followed by academic organizations (20.3%,  $n = 76$ ). Political and sports & recreation organizations each comprised 20.1% of the sample ( $n = 75$  for each), while religious organizations had the lowest representation (18.2%,  $n = 68$ ). These findings indicate a relatively balanced involvement of students across various types of campus organizations, reflecting heterogeneity in organizational participation within the sample.

## Results

Research Hypothesis 1: There is no significant effects of campus-based organization involvement on psychological well-being of students based on gender.

Table 5: *Descriptive Statistics of Students' Psychological Wellbeing Based on Gender*

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean
Psychological Wellbeing	Male	200	79.90	12.951	0.916
	Female	174	68.71	13.115	0.994

Source: Field Data, 2026

Table 5 presents the descriptive statistics for students' psychological wellbeing scores by gender. Male students ( $n = 200$ ) obtained a higher mean score ( $M = 79.90$ ,  $SD = 12.95$ ,  $SE = 0.92$ ) compared to female students ( $n = 174$ ), who reported a mean score of 68.71 ( $SD = 13.12$ ,  $SE = 0.99$ ). The results indicate that, on average, male students demonstrated higher levels of psychological wellbeing than female students. Although the standard deviations for both groups were relatively similar, suggesting comparable variability in scores, the difference in mean values reflects a noticeable disparity in psychological wellbeing across gender groups.

Further inferential analysis (e.g., an independent-samples t test) would be necessary to determine whether this observed difference is statistically significant.

Table 6: *Independent Sample t-test of Students Psychological Wellbeing Based on Gender*

T	Df	Sig. (2-tailed)	MD	SED	95% CI	
					Lower	Upper
8.284	374	< 0.001	11.187	1.351	8.532	13.843

Source: Field Data, 2026

An independent-samples t test was conducted to determine whether there was a significant difference in psychological wellbeing between male and female students. The analysis revealed a statistically significant difference,  $t(374) = 8.28, p < .001$ . The mean difference between groups was 11.19 (SE = 1.35), with a 95% confidence interval ranging from 8.53 to 13.84. Because the confidence interval does not include zero, the result indicates a reliable difference between genders.

Specifically, male students reported significantly higher psychological wellbeing scores than female students. The magnitude of the mean difference suggests a substantial gender disparity in psychological wellbeing within the sample.

Research Hypothesis 2: There is no significant effects of campus-based organization involvement on psychological well-being of students based on the type of organization

Table 7: *Descriptive Statistics of Psychological Well-being by Type of Campus-Based Organization*

Type of Org	N	M	SD	SE	95% CI	
					LB	UB
Academic	76	70.39	13.974	1.603	67.20	73.59
Religious	68	69.82	13.568	1.645	66.54	73.11
Cultural/Ethnic	80	77.35	12.720	1.422	74.52	80.18
Political	75	75.79	13.824	1.596	72.61	78.97
Sports/Recreational	75	79.55	14.443	1.668	76.22	82.87
Total	374	74.70	14.159	0.732	73.26	76.13

Source: Field Data, 2026

Table 7 shows descriptive statistics were computed to examine psychological well-being across different types of campus-based organizations. Among the groups, students in sports/recreational organizations (n = 75) reported the highest mean psychological well-being score (M = 79.55, SD = 14.44, SE = 1.67, 95% CI [76.22, 82.87]), followed by those in cultural/ethnic organizations (n = 80, M = 77.35, SD = 12.72, SE = 1.42, 95% CI [74.52, 80.18]). Students in political organizations (n = 75) had a mean score of 75.79 (SD = 13.82, SE = 1.60, 95% CI [72.61, 78.97]), while those in academic (n = 76, M =

70.39, SD = 13.97, SE = 1.60, 95% CI [67.20, 73.59]) and religious organizations (n = 68, M = 69.82, SD = 13.57, SE = 1.65, 95% CI [66.54, 73.11]) reported comparatively lower scores.

The confidence intervals for academic and religious organizations overlap, suggesting similar levels of psychological well-being in these groups. In contrast, the higher means and non-overlapping confidence intervals for sports/recreational and cultural/ethnic organizations indicate that students in these organizations may experience comparatively greater psychological well-being. Overall, across all respondents (N = 374), the mean psychological well-being score was 74.70 (SD = 14.16, SE = 0.73, 95% CI [73.26, 76.13]), highlighting moderate levels of well-being in the overall sample. These results suggest potential variation in psychological well-being depending on the type of campus-based organization, warranting further inferential analysis (e.g., one-way ANOVA) to determine statistical significance

Table 8: *One-way ANOVA of Psychological Well-being Based on Type of Organization*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5437.838	4	1359.459	7.234	< 0.001
Within Groups	69341.414	369	187.917		
Total	74779.251	374			

Field Data, 2026

A one-way ANOVA was conducted to examine whether students' psychological well-being differed based on the type of campus-based organization (Table 8). The analysis revealed a statistically significant effect of organization type on psychological well-being,  $F(4, 369) = 7.23, p < .001$ . This result indicates that there are significant differences in mean psychological well-being scores among students belonging to different types of campus-based organizations. The between-groups sum of squares (SS = 5437.84) relative to the within-groups variance suggests that the type of organization contributes meaningfully to variations in psychological well-being. Given the significant ANOVA, post hoc comparisons (e.g., Tukey HSD) would be necessary to determine which specific organizational groups differ significantly from each other.

Table 9: *Post Hoc Comparison of Psychological Wellbeing Across Types of Campus-Based Organizations (Tukey HSD)*

(I) T of Org	(J) T of Org	MD (I-J)	SE	Sig.
Academic	Religious	0.571	2.288	0.999
	Cultural/Ethnic	-6.955*	2.196	0.014
	Political	-5.392	2.231	0.113
	Sports/Recreation	-9.152*	2.231	0.000
Religious	Academic	-0.571	2.288	0.999

	Cultural/Ethnic	-7.526*	2.261	0.008
	Political	-5.963	2.295	0.073
	Sports/Recreation	-9.723*	2.295	0.000
Cultural/Ethnic	Academic	6.955*	2.196	0.014
	Religious	7.526*	2.261	0.008
	Political	1.563	2.203	0.954
	Sports/Recreation	-2.197	2.203	0.857
Political	Academic	5.392	2.231	0.113
	Religious	5.963	2.295	0.073
	Cultural/Ethnic	-1.563	2.203	0.954
	Sports/Recreation	-3.760	2.239	0.448
Sports/Recreation	Academic	9.152*	2.231	0.000
	Religious	9.723*	2.295	0.000
	Cultural/Ethnic	2.197	2.203	0.857
	Political	3.760	2.239	0.448

Field Data, 2026

Post hoc comparisons using the Tukey HSD test were conducted to determine which types of campus-based organizations differed significantly in students' psychological well-being. As shown in Table X, significant differences were observed between several organizational groups.

Students in cultural/ethnic organizations reported significantly higher psychological well-being than those in academic (MD = 6.96, SE = 2.20,  $p = .014$ ) and religious organizations (MD = 7.53, SE = 2.26,  $p = .008$ ). Similarly, students in sports/recreational organizations had significantly higher psychological well-being compared to academic (MD = 9.15, SE = 2.23,  $p < .001$ ) and religious organizations (MD = 9.72, SE = 2.30,  $p < .001$ ).

No significant differences were found between cultural/ethnic and political organizations (MD = 1.56, SE = 2.20,  $p = .954$ ) or between sports/recreational and cultural/ethnic organizations (MD = 2.20, SE = 2.20,  $p = .857$ ). Similarly, differences between political organizations and academic, religious, cultural/ethnic, or sports/recreational organizations were not statistically significant.

These results suggest that participation in cultural/ethnic or sports/recreational organizations is associated with higher levels of psychological well-being compared to academic or religious organizations, while differences among other groups were not statistically meaningful.

## Discussion

The present study examined gender differences in psychological well-being among students involved in campus-based organizations. The results indicate a significant difference between male and female students,  $t(374) = 8.28, p < .001$ , with male students ( $M = 79.90, SD = 12.95$ ) reporting higher psychological well-being than female students ( $M = 68.71, SD = 13.12$ ). These findings suggest that gender significantly influences the psychosocial benefits associated with participation in campus-based organizations.

This result aligns with prior research demonstrating gender-based disparities in psychological well-being among university students. For instance, Farozin et al. (2022) reported that female students experienced significantly lower psychological well-being during the COVID-19 pandemic. Similarly, studies by Ramesh (2017), Roothman et al. (2023), and Sana (2020) found that female students often report lower well-being relative to male students. The consistency of these findings across diverse samples suggests that female students may experience unique challenges in higher education, including academic pressures, social expectations, and emotional stressors, which can negatively affect overall well-being even when engaged in structured campus organizations.

Unlike many previous studies that examined gender and psychological well-being in isolation, the current study contributes to the literature by investigating these differences within the context of campus organizational involvement. Earlier work has primarily focused on general campus climate, perceptions of safety, or individual psychological characteristics (e.g., Etopio et al., 2019; Koo, 2021; Sosik et al., 2022), rather than directly assessing the intersection of gender and structured organizational participation. The findings suggest that male and female students do not derive equal psychological benefits from involvement in campus organizations, with males experiencing comparatively greater advantages in terms of well-being.

Several factors may underlie these observed gender differences. Previous research has highlighted that variations in roles, responsibilities, and social positioning within campus organizations can contribute to disparate outcomes (Zain et al., 2023). Male students may be more likely to assume leadership positions or engage in roles that confer greater independence and social status, thereby enhancing their psychological well-being. Conversely, female students may encounter structural or social barriers, limiting the “psychological rewards” of organizational participation. These dynamics may include differential access to decision-making opportunities, increased performance expectations, or social pressures that reduce the well-being benefits of participation.

The few studies suggesting a well-being advantage for female students (e.g., Prachurjya & Nisanth, 2024) may differ from the current findings due to variations in educational level, institutional context, and the absence of organizational variables in their designs. Additionally, many prior investigations focused on secondary school students or employed short-term interventions (e.g., Binfet et al., 2023), which limits the generalizability of their findings to sustained engagement in campus-based organizations at the university level. By focusing on university students already participating in campus organizations, the current study addresses a notable gap in the literature, highlighting that gender-based disparities in psychological well-being persist even within structured social contexts designed to support student development.

These findings have practical implications for higher education institutions. Campus-based organizations clearly exert psychosocial effects on students, but such effects appear to be gender-specific, with male students reporting higher overall psychological well-being. University administrators and student organization leaders should therefore implement gender-inclusive strategies to ensure equitable psychological benefits. Such approaches may include providing equitable access to leadership

opportunities, creating supportive organizational cultures, mitigating gender-specific stressors, and fostering environments where both male and female students can derive meaningful social and emotional benefits from participation.

The present study examined the relationship between students' psychological well-being and the type of campus-based organizations they belonged to. The results revealed a statistically significant difference across organizational types,  $F(4, 369) = 7.23$ ,  $p < .001$ , indicating that not all campus-based organizations contribute equally to students' psychological well-being. This finding highlights that the nature and focus of organizational involvement are critical factors in shaping student outcomes, rather than mere participation per se.

These results align with previous research emphasizing the influence of organizational connectedness on psychological outcomes. For example, Knifsend (2020) reported that involvement in extracurricular activities generally benefits psychological well-being, although the magnitude of these benefits varies depending on the type of activity, such as school-based versus non-school-based clubs. Similarly, Turton et al. (2023) found that both Greek and religious organization participation was positively associated with aspects of quality of life, but in different ways. The current study extends these findings by demonstrating that organizational type serves as a key differentiating variable in students' psychological well-being, rather than treating campus organizations as a single homogeneous category. The findings also corroborate research highlighting the psychological benefits of organizations that provide opportunities for physical activity, social interaction, and stress reduction.

Studies on physical activity groups (Kim et al., 2020) and nature- or recreation-based programs (Kim et al., in press) have shown that participation in these settings can enhance well-being, while Ballard et al. (2020) reported that involvement in political organizations may improve psychological well-being only when participation is moderate. However, much of the existing research has focused on single organizational types in isolation, limiting opportunities for direct comparisons across multiple settings. By examining several types of campus-based organizations simultaneously, the present study provides a more comprehensive understanding of how organizational context influences psychological well-being.

Moreover, research on organizational support in non-student populations (Ni & Wang, 2019; Özyer & Polatci, 2022) indicates that strong social support and clarity of roles contribute positively to well-being. Applied to the university setting, these findings suggest that some campus organizations may offer more emotional support, meaningful engagement, and a stronger sense of belonging than others. Students who are members of such supportive organizations may experience higher levels of psychological well-being, which is consistent with the significant differences observed in this study.

While prior studies, such as Rusmana and Rahman (2019), provide evidence that wellness-focused groups enhance student well-being, the absence of structured comparisons across organizational types limits the generalizability of their findings. Similarly, Lau et al. (2023) emphasized the benefits of active campus life in reducing psychological distress but did not differentiate outcomes according to organizational type. The current study addresses this gap by empirically demonstrating that the form, structure, and focus of campus organizations significantly influence students' psychological well-being, beyond mere participation.

Collectively, these results underscore that campus organizations vary in their potential to promote students' mental health. Organizational focus, structure, and activities appear to be key factors influencing the extent to which members derive psychological benefits. These findings have practical implications for higher education institutions. College and university administrators, as well as student affairs professionals, should intentionally design and support campus organizations to foster environments that enhance psychological well-being for all members. Strategies may include providing meaningful

engagement opportunities, promoting social support and inclusion, and ensuring that organizational climates are conducive to positive mental health outcomes.

### **Conclusion**

In conclusion, the current study underscores the importance of considering gender in research on campus organizational involvement and psychological well-being. While campus-based organizations offer significant psychosocial advantages, these benefits are not equally distributed across genders. Future interventions should aim to promote inclusive practices that support the well-being of all students, ensuring that organizational participation contributes to equitable developmental outcomes on university campuses.

In summary, this study contributes to the literature by highlighting that the type of campus-based organization matters for student psychological well-being. It moves beyond the question of whether participation alone is beneficial, demonstrating that the specific nature of organizational involvement such as opportunities for social interaction, leadership, or physical engagement plays a significant role in shaping students' psychosocial outcomes.

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