The well-being of residential students of North-West University involved in Student Rag Community Service (SRCS)

M Roberts

orcid.org/ 0000-0001-7766-2879

Mini-dissertation accepted in partial fulfilment of the requirements for the degree Master of Science in Counselling Psychology at the North-West University

Supervisor: Prof H Coetzee

Graduation: May 2020

Student number: 25018426

DECLARATION STATEMENT

I, Monique Roberts, declare the originality of the research study titled ***The well-being of residential students of the North-West University involved in Student Rag Community Service (SRCS)***. The research and subsequent compilation of this mini-dissertation was done by me and no single or comprehensive unit has been plagiarised from another author. Any literature or academic material utilised in the compilation of this mini-dissertation was acknowledged and referenced according to the American Psychological Association (APA) 6th edition guidelines. The submission of the mini-dissertation is for examination purposes in partial fulfilment of the requirements for the degree Magister Scientiae in Counselling Psychology at the North-West University's Potchefstroom Campus. Furthermore, the necessary consent, permission and authorisation was obtained from the relevant NWU committees and involved parties before the commencement of this research.



3 October 2019

Monique Roberts
Student number: 25018426

Date



Prof. Hendri Coetzee
Supervisor

PERMISSION FOR SUBMISSION

I, Hendri Coetzee (the undersigned), hereby grant permission as the supervisor / co-author that this manuscript may be submitted by the first author, Ms Monique Roberts, for the purposes of a mini-dissertation in partial fulfilment of the requirements for the degree Magister Scientiae in Counselling Psychology. I acknowledge that the title registration and appointment of examiners were approved. She adhered to the guidelines and requirements set out in the Manual for M- and PhD studies. She conducted the literature review, collected and interpreted the data and drafted this manuscript by incorporating the suggestions from the supervisor / co-author.



Prof Hendri Coetzee

PREFACE

- The technical and editorial editing as well as the citations and referencing was done in accordance with the 6th edition Publication Manual as set out by the American Psychological Association (APA).
- The pages are numbered sequentially from the introduction onwards.
- The mini-dissertation was language edited by a language editor (proof thereof is attached as an annexure).
- Consent for submission was obtained from the supervisor, Prof Hendri Coetzee.
- The mini-dissertation was submitted through Turn-It-In and received a plagiarism report within an acceptable range (proof thereof is attached as an annexure).

ACKNOWLEDGEMENTS

This research process has been a rollercoaster ride and I would like to express my gratitude to the following people. Thanks to your involvement I can close the chapter of my student life on a high note with the successful completion of this mini-dissertation.

- First and foremost, thank you to my Lord and Saviour Jesus Christ for blessing me beyond belief. Thank you for Your grace, mercy and above all lighting the path to success. Thank you for proving me wrong whenever I had doubts. All the glory to You!
- To my dearest parents. None of this would be possible without you. I am overwhelmed with emotion as I write these words because I know I could never express to you how eternally grateful I am. Grateful for the opportunity to follow my passion and pursue my dreams knowing that you support me every step of the way. Thank you for allowing me to voice my frustrations, lending a helping hand and offering your wisdom and guidance where you could. Thank you for walking this path with me and celebrating each little success along the journey. The completion of this research is not my success, it is ours! You are my biggest inspiration in life and push me to be the best version of myself. You give me the confidence to know that nothing is insurmountable. I love you more than life itself.
- To my precious friends Jani, Paul and Sam. Your love and support during this process means the world to me. Thank you for your understanding and motivation. I appreciate each of you more than you know and wouldn't have survived these two years without you. You have become my family and I cherish our friendship dearly.
- To my supervisor, Prof Hendri. Despite the unforeseeable, you wholeheartedly became my supervisor. I want to thank you for your willingness to step into this role and guide me through this process. It was difficult at times and frustration was often the order of the

day, but you continuously encouraged me to push through and conquer each obstacle. I can't believe we finally made it! Thank you so much for your support, words of wisdom and unwavering belief. It was an honour to work with you and I wish you nothing but success in your future endeavours.

- To my family. Thank you for your support throughout the entirety of my academic career. Thank you for celebrating with me, checking in on my well-being and always believing in me. I appreciate and love you guys so much.
- To my colleagues at *Ingryp*. The year as an intern has been quite tough. Thank you for your kindness, support and coffee on the *stoep*. Thank you for making me feel at home and for helping me grow as a psychologist and a person. It is an honour to be in the presence of like-minded people and to learn from you – not only about the field but about life. Thank you for the opportunity to get to know you beyond the office. *Ingryp* will always have a special place in my heart.
- Lastly, I would like to thank each of the 805 participants who completed the questionnaire. SRCS is such a big part of our student life and you proved the value thereof through your participation. I was blown away by the response and am grateful for the time you took to participate. Without you, this study would not have been successful.

ABSTRACT

Title: The well-being of residential students of the North-West University involved in Student Rag Community Service (SRCS)

Key words: well-being, community engagement, SRCS, student, volunteer, Mental Health Continuum, North-West University

Well-being can be defined as being engaged in life and expressing one's social, emotional, physical and intellectual potential in leading a life with purpose, meaningful relationships with others and proficiency and self-regard (Keyes, Ryff, & Shmotkin, 2002; Ryff & Singer, 1998). The study was conducted from the theoretical perspective of the Mental Health Continuum compiled by Keyes (2002; 2007) and Wissing (2014) who conceptualised well-being in terms of psychological well-being, emotional well-being and social well-being. Various studies have highlighted the benefits of community engagement but few studies have been conducted in the context of the North-West University (NWU).

The North-West University's Potchefstroom Campus is home to the largest student driven community engagement initiative in South Africa, called the Student Rag Community Service (SRCS). The aim of this study was to determine whether being involved in SRCS has an influence on the well-being of students living in residences on the Potchefstroom Campus.

A quantitative cross-sectional design and online structured questionnaire (Mental Health Continuum Short Form) was used to collect data from 793 respondents. The sample was determined by using a consecutive sampling technique. This technique was utilised to ensure that all students that were willing to participate were included in the sample and both those involved

in SRCS and those who are not involved as represented optimally. Subsequently the data was statistically analysed using SPSS-25.

This study found that involvement in SRCS had no significant effect on whether students flourished, languished or experienced moderate levels of well-being. A marginal difference was found in the social well-being with students involved in SRCS experiencing higher levels ($p < .05$). Additionally, this study found that age, year of study and academic faculty had no influence on well-being. Male students reported higher levels of well-being than female students. There were also differences in well-being between the 28 residences which were spread from marginal to largely significant differences. In comparison to the general population, students were found to be flourishing more and experiencing higher levels of well-being.

OPSOMMING

Titel: Die welstand van koshuisstudente van die Noordwes-Universiteit wat betrokke is by Student Jool Gemeenskapsdiens (SJGD)

Sleutel terme: welstand, gemeenskapsbetrokkenheid, SJGD, student, vrywilliger, Noordwes-Universiteit

Welstand kan gedefinieer word as betrokkenheid in die lewe en uiting gee aan sosiale, emosionele, fisieke en intellektuele potensiaal om in lyn met 'n doel te leef wat gepaard gaan met sinvolle verhoudings met ander, vaardigheidsoptimisering en selfrespek (Keyes, Ryff, & Shmotkin, 2002; Ryff & Singer, 1998). Die studie is uitgevoer vanuit die teoretiese perspektief van die *Mental Health Continuum* saamgestel deur Keyes (2002; 2007) en Wissing (2014) wat welstand gekonsepsualiseer het in terme van sielkundige welstand, emosionele welstand en sosiale welstand. Verskeie studies het die voordele van gemeenskapsbetrokkenheid beklemtoon, maar min studies is in die konteks van die Noordwes-Universiteit (NWU) gedoen.

Die Noordwes-Universiteit se Potchefstroomkampus is die tuiste van die grootste studentegedrewe gemeenskapsbetrokkenheidsinisiatief in Suid-Afrika, genaamd die Studente Jool Gemeenskapsdiens (SJGD). Die doel van hierdie studie was om te bepaal of die betrokkenheid by SJGD 'n invloed het op die welstand van studente wat in koshuise op die Potchefstroomkampus woon.

'n Kwantitatiewe deursnitontwerp en aanlyn gestruktureerde vraelys (*Mental Health Continuum Short Form*) is gebruik om data van 793 respondente te versamel. Die steekproef is bepaal met behulp van 'n opeenvolgende steekproefnemingstegniek. Hierdie tegniek is gebruik om te verseker dat alle studente wat gewillig was om deel te neem aan die studie by die

steekproef ingesluit is en dat beide diegene wat betrokke is by SJGD en diegene wat nie betrokke is nie optimale verteenwoordiging het. Daarna is die data statisties ontleed met behulp van SPSS-25.

Hierdie studie het bevind dat betrokkenheid by SJGD geen noemenswaardige uitwerking gehad het op die mate waartoe studente floreer, of matige of lae vlakke van welstand ervaar nie. 'n Effense verskil is gevind in die sosiale welstand by studente wat betrokke was by SJGD. Hulle ervaar hoër vlakke ($p<.05$). Verder het hierdie studie bevind dat ouderdom, studiejaar en akademiese fakulteit geen invloed op die welstand het nie. Manlike studente het hoër vlakke van welstand as vroulike studente gerapporteer. Daar was ook 'n verskil in welstand tussen die 28 koshuise, verspreid van klein tot grootliks beduidende verskille. In vergelyking met die algemene bevolking, het dit geblyk dat studente meer floreer en hoër welstandsvlakke ervaar.

STRUCTURE OF MINI-DISSERTATION

The mini-dissertation is submitted in the non-article format as stipulated in the Manual for Master's and Doctoral Studies (NWU, May 2016) p. 16-20. The structure is as follows:

1. Title page
2. Abstract
3. Opsomming
4. Preface
5. Table of contents
6. Introductory chapter: This chapter includes a clear indication of the available literature, the problem statement, research question, hypotheses and the objectives of the research.
7. Sections of text:
    - Section 1: Methodology
    - Section 2: Ethical considerations
    - Section 3: Results
    - Section 4: Discussion of the results
8. Closing chapter: A summary and a conclusion which integrates the sections mentioned above.
9. Reflection chapter: A critical self- reflection, reflection on supervisor functionality and the research process in general.
10. Reference list: A comprehensive reference list is added to indicate the literary and academic material utilised in the compilation of this mini-dissertation.
11. Annexures

TABLE OF CONTENTS

DECLARATION STATEMENT ..... **II**

PERMISSION FOR SUBMISSION ..... **III**

PREFACE ..... **IV**

ACKNOWLEDGEMENTS ..... **V**

ABSTRACT ..... **VII**

OPSOMMING ..... **IX**

STRUCTURE OF MINI-DISSERTATION ..... **XI**

TABLE OF CONTENTS ..... **XII**

LIST OF TABLES ..... **XV**

LIST OF FIGURES ..... **XVI**

INTRODUCTION **1**

1.1 Literature overview 1

1.2 Research questions 12

1.3 Hypotheses 12

1.4 Aims and objectives 12

METHODOLOGY 13

2.1 Research approach and design 13

2.2 Population 13

2.3 Sampling 14

2.3.1 Sample size and motivation 14

2.3.2 Inclusion criteria 17

2.3.3 Exclusion criteria 18

2.4 Data collection procedure 19

2.4.1 Biographical information 19

2.4.2 Questionnaire 19

2.4.3 Process of sample recruitment 20

2.5 Data analysis 21

ETHICAL CONSIDERATIONS 23

3.1 Informed consent 23

3.2 Goodwill permission 23

3.3 Confidentiality and Privacy 24

3.4 Risks and Benefits 24

RESULTS 26

4.1 Subjective well-being 26

4.2 Comparison and correlations of results 28

DISCUSSION, SUMMARY AND CONCLUSION 35

5.1 Discussion of results 35

5.2 Conclusion 40

5.3 Limitations of the study 40

5.4 Recommendations for future studies 41

CRITICAL REFLECTION 42

6.1 Introduction 42

6.2 Topic 42

6.3 Personal 43

REFERENCE LIST 45

ANNEXURES 52

7.1 Declaration by language editor 52

7.2 Turn-It-In report 53

7.3 COMPRES approval letter 54

7.4 Ethics approval letter 56

7.5 Research Data Gatekeeper Committee approval 57

7.6 Goodwill permission from SRCS Executive Committee 58

7.7 Permission from residence primaria's template 59

7.8 Consent form 60

7.9 Questionnaire 64

7.10 Advertisement 65

LIST OF TABLES

Table 1: Names and distribution of North-West University residences 8

Table 2: Funds raised by Rag per year..... 9

Table 3: Correlation between SRCS involvement and well-being indicating descriptive statistics, p-values and effect size..... 29

Table 4: Correlation between gender and well-being indicating descriptive statistics, p-values and effect size 31

Table 5: Univariate Analysis of Variance (ANOVA) of the association between type of residence and well-being 33

LIST OF FIGURES

Figure 1: Sample gender distribution 15

Figure 2: Sample age distribution..... 16

Figure 3: Sample year of study distribution 16

Figure 4: Sample residence distribution 17

Figure 5: Sample faculty distribution 17

Figure 6: Sample involvement in SRCS distribution 18

Figure 7: MHC-SF three category diagnosis of positive mental health of the collective sample in comparison with other local populations 27

Figure 8: MHC-SF three category diagnosis of positive mental health of student involvement in SRCS..... 28

Figure 9: MHC-SF three category diagnosis of positive mental health of gender..... 30

Figure 10: MHC-SF three category diagnosis of positive mental health of year groups..... 32

Figure 11: MHC-SF three category diagnosis of positive mental health of faculties 34

Figure 12: 14 domain specific questions of the Mental Health Continuum Short Form..... 36

INTRODUCTION

1.1 Literature overview

This introduction serves the purpose of introducing the reader to the concepts explored in this research study. It provides the necessary context in an attempt to help the reader better understand the theoretical underpinning of well-being and the role engagement with the community plays in the experience thereof for students.

The World Health Organisation (WHO) (2014) defines well-being in terms of health stating that a person experiences well-being when he/she is able to reach his potential, cope with life stressors, produce productive work and contribute to society in a meaningful way. Seligman and Csikszentmihalyi (as cited in Wissing, 2014) views well-being as being satisfied and content with the past, experiencing happiness in the present and having hope and optimism for the future. According to Ryff and Singer (as cited in Wissing, 2014), well-being is optimised by being engaged in life, reaching one's potential, having purpose in life, maintaining positive connections with others and mastery of one's environment. Galvin and Todres (2011) adds a different perspective emphasising the domains in which well-being can be experienced. These domains are temporally, bodily, mood, spatially, inter-personally and in one's personal identity.

Well-being, in the context of this study, is defined as being engaged in life and expressing one's social, emotional, physical and intellectual potential in leading a life with purpose, meaningful relationships with others and proficiency and self-regard (Keyes, Ryff, & Shmotkin, 2002; Ryff & Singer, 1998). The study was conducted in a deductive manner working from the theoretical perspective of the Mental Health Continuum compiled by Keyes (2002; 2007) and Wissing (2014). The use of this model and the associated instrument of measure is ideal as it has been researched extensively and validated in the South African context (Keyes et al., 2008). Keyes conceptualises well-being in terms of three core components, namely: psychological well-being, emotional well-being and social well-being. Each of these components

has various facets which need to be present for an individual to experience optimal levels of well-being (Wissing, 2014).

Psychological well-being (PWB) is an essential component in a person's potential to function optimally on an individual level. PWB comprises of the following elements (Wissing, 2014):

- Self-acceptance occurs when a person has a positive attitude towards himself in the midst of acknowledging his limitations and less desirable characteristics. Both the good and bad qualities are accepted as being a part of the individual.
- Autonomy is maintained when an individual is able to maintain his individuality and independence despite social expectations and pressures which lead to self-regulatory behaviour that is goal-directed, based on personal values and standards.
- Personal growth occurs when an individual is continuously in the process of self-improvement and self-development in aid of optimally utilising his talents and capabilities. It also encompasses seeking opportunities for growth and new experiences.
- Positive relations stem from having relationships that are meaningful, satisfactory, display warmth and empathy, reciprocal concern, affectionate interactions and intimacy.
- Environmental mastery refers to one's ability to manage and master one's environment, overcoming challenges in the process, in the attempt to contour the environment to satisfy one's needs and experience meaning as a result.
- Purpose in life is experienced when a person is able to integrate his values and belief system with his goals and move in the direction of those goals in a purposeful manner.

Social well-being (SWB) refers to the individual's functionality in social situations and society in general. This well-being can be observed in the interactions that the individual has with others and the quality of relationships with the community. It is a subjective understanding of the

standard of functioning within one's social realm (Du Toit, Wissing, & Khumalo, 2014). SWB comprises of the following elements:

- Social coherence refers to someone's ability to make sense of his social context and the world at large. It means taking an interest in life and understanding how society functions whilst not being ignorant to life's hardships and unpredictability.
- Social actualisation is one's belief that a community or society has the potential to grow, develop and utilise the skills and talents of the community members to realise their ideals and create a better reality. It is the hope that accompanies the belief that a community has the ability to control its future and steer it towards its optimal state.
- Social integration occurs when a person has the sense that he belongs to a community. This can be based on similarities, values or his ability to contribute to the community. An individual feels supported despite his limitations or shortcomings.
- Social acceptance is experienced when an individual acknowledges the good and the bad that society has to offer and accepts it for what it is. This individual still remains trusting of people's capacity for good and has a favourable view of human nature.
- Social contribution occurs when an individual plays an active role in adding value to his society or community in such a way that it creates a sense of meaning and purpose. Behaviour is purposefully directed at serving the community in aid of improving the life quality of others or offering support in whichever regard it is deemed necessary (Du Toit et al., 2014).

Emotional well-being (EWB), often referred to as hedonic well-being is concerned with the balance between one's positive and negative emotions, being engaged in life and leading a life that results in satisfaction. This concept is about feeling good on an emotional level (Westerhof & Keyes, 2010). This aspect of well-being includes the following constructs:

- Positive emotions are essential ingredients in flourishing. Fredrickson (2001) states that positive emotions most likely lead to behaviour that causes a person to approach situations such as social interactions and pursue new goals rather than display avoidance behaviour.
- Interest in life means being in good spirits, full of life and excited to engage in what life has to offer (Wissing, 2014).
- Life satisfaction is a subjective judgement of one's quality of life over a lifespan. This is based on a person's personal ideals and expectations of what his life should amount to and what his priorities are (Haybron, 2008). Carson (1981) and Haybron (2005) (as cited in Haybron, 2008) add that life satisfaction is not necessarily dependent on one's perceived level of happiness as the one can exist without the other. It comes down, once again, to a person's perception and priorities.

The above-mentioned factors paint a holistic picture of a person's well-being integrating various levels and giving a comprehensive indication of an individual's functionality (Wissing, 2014; Westerhof & Keyes, 2010). If all of the above are experienced at high levels, an individual will experience flourishing (Wissing, 2014). Wissing (2014) describes flourishing as experiencing high levels of well-being on the three core components (psychological -, social - and emotional well-being) which indicate that the individual is functioning optimally within his context.

Several international studies focus on the benefits (which includes various aspects, amongst them well-being) of community involvement / engagement for volunteers and the community (Thoits & Hewitt, 2001; Qunchao & Xinli, 2017). These benefits include an increased sense of competence, elevated mood, increased social interactions and sense of community, opportunities for skills development and having new experiences (D'Archangelo, 2009; Guerra, Demain, Figueiredo, & De Sousa, 2012; Paliavin & Siegl, 2007; Sallnow & Paul,

2015). In addition, studies have also found that differences exist in the experience of psychological well-being amongst racial groups and gender. Bucchianeri et al. (2016) reported that certain racial groups amongst adolescents are more at risk for poor psychological well-being and the associated disordered eating behaviours. The same conclusion was drawn about adolescent boys. Krause et al. (2018) found that in the midst of a constant variable (spiritual struggles), differences arose amongst racial groups in terms of their well-being. Black participants were observed to be experiencing better physical health as well as well-being. Aneshensel (1992) (as cited in McLeod & Owens, 2004) argued that age, gender and ethnicity/race is linked to social status which is accompanied by its unique set of stressors and available resources and has a significant impact on the experience of psychological well-being. For example a woman may experience lower levels of psychological well-being tan a man due to more stressors and social expectations in her context.

Limited research has been conducted that focuses on the well-being of the volunteers at the NWU's Potchefstroom Campus. The majority of these studies take a qualitative approach and focus primarily on the training of SRCS (Student Rag Community Service) project leaders (Weyers & Herbst, 2014), the experience of high school volunteers participating in these programmes (Simeon, Herbst, & Nienaber, 2014) and the subjective experience of the psychological benefits of volunteering on the project leaders (Schalkwyk, 2016). Weyers and Herbst (2014) found that implementing a community engagement training programme for student resulted in an increased knowledge base which influenced the behaviours and attitudes of the volunteers. Additionally, they found the students to be more effective leaders in the community and enhanced university endeavours characterised by well-trained and competent volunteers. Simeon, Herbst, and Nienaber (2014) found the impact of the SCRC programmes to be significant in the community. The Pick-a-Leader programme that they evaluated resulted in the empowerment, knowledge growth, skill development and leadership development of the

grade 11 pupils. The quality of the programme was listed as a main reason for the success of the initiative. Schalkwyk (2016) found that project leaders experienced autonomy, responsibility and accountability. The psychological benefits included insight, exposure to various cultural backgrounds, confidence, gratitude and compassion for others. In addition to the psychological benefits, the leaders learned time management and problem solving skills. All of the above findings are based on the experience of the participants and determined through qualitative methodologies.

This study aimed to quantitatively determine the well-being of residential students of the NWU Potchefstroom Campus that involved in SRCS and make a comparison to those who are not involved as to draw conclusions about the contribution of involvement in the SRCS to the level of well-being experienced.

This study was carried out in the context of the North-West University (NWU). The NWU is a tertiary institution with a long history. The NWU was established in 2004 with the merging of the University of North-West in Mahikeng, the Potchefstroom University for Christian Higher Education and the Sebokeng campus of the Vista University. These institutions were merged as a symbolic attempt at reconciliation as it ensured the integration of culture, language and the ethnicity. Upon the formal establishment of the NWU, it functioned on three campuses (North-West University [NWU], Our Campuses, 2019). These campuses are situated in Potchefstroom, Mahikeng and Vanderbijlpark.

The NWU's core business practice and purpose is *"to excel in innovative learning and teaching and cutting-edge research, thereby benefitting society through knowledge*" (NWU, Our Purpose, para. 2). The university aims to utilise its resources and wealth of accumulated knowledge to the benefit of the surrounding community. This process is a two way engagement in that as much as the university invests in the community, it also uses the opportunity as a learning experience and focus on the expansion of resources. Various universities across the

country (including all three of the NWU campuses) engage in community service and have structures in place to optimise the engagement. The semantics and layout may differ between universities and campuses but the function remains the same. This study did not focus on academics and teaching and will thus not be discussed in depth. The focus was rather placed on the students of the Potchefstroom Campus that are associated with residences and if their involvement in community engagement contributes to their well-being.

For the purpose of this study, students were defined as individuals enrolled at the NWU's Potchefstroom Campus on a full-time basis at the time that the data collection was done. The diverse pool of students of the NWU Potchefstroom Campus has several options when it comes to being involved within the university's structures. One of these options is to become involved in the residences of the campus.

According to the latest statistics made available by the university, of the 22 792 contact students on the NWU Potchefstroom Campus, 4 353 students are associated with residences (NWU, Quick Stats, 2018/2019). For the purpose of this study, students associated with residences are referred to as residential students. The Potchefstroom Campus is home to 28 residences – 14 housing ladies and 14 men. Of the 28 residences, 22 provide permanent housing to students and are referred to campus residences. The other 6 residences are open to students who prefer private housing in town but still have a need to be affiliated with a residence and the associated activities. They are referred to as town residences. These residences are distributed as follows (NWU Accommodation, 2019):

Table 1

Names and distribution of North-West University Potchefstroom Campus residences

Campus residences		Town residences	
Ladies	Men	Ladies	Men
Eikenhof	Caput	Bellatrix	Heimat
Heide	De Wilgers	Dinki	Thaba-Jäh
Huis Republiek	Excelsior	LaVaria	Villagers
Karlien	Hombré		
Kasteel	Laureus		
Klawerhof	Over-de-Voor		
Minjonet	Patria		
Oosterhof	Puk Dorp		
Vergeet-My-Nie	Ratau Lebone		
Wag 'n Bietjie	Soetdorings		
Wanda	Veritas		

For the purpose of this study, students affiliated with residences were used because residences provide a framework for participation in community engagement. Each student involved within a residence has ample opportunity for involvement but also provide the researcher access to students who are not involved in community engagement within the same given structure.

Community engagement forms a large part of the university's purpose and mission statement. The Potchefstroom Campus of the NWU, previously known as the Potchefstroom University for Christian Higher Education, has been involved in community service since 1977 (Gouws, 2017). Student Community Service (SCS) was officially established and began functioning as an entity in 1979 with the appointment of its first director, Mr Syd Eckley. In 1991 a restructuring of SCS's services occurred and in 1992 Rag was included as a part of SCS in attempt to form a closer bond between the two initiatives (Gouws, 2017). From this point on it

was known as Student Rag Community Service (SRCS). Rag is the major fund raising division of the SRCS which makes engagement in the community possible. The first Rag in Potchefstroom was initiated in an attempt by students to bring joy to the town of Potchefstroom in the midst of World War II. This day came to be known as Peace Day and was later renamed to Rag and has become an annual initiative on the Potchefstroom Campus. Students build floats within a period of a week based on a specific theme for the year and take to the streets of Potchefstroom where the residents can view the floats and donate money in the process (Gouws, 2017). To illustrate the growth of Rag consider the following figures:

Table 2

Funds raised by Rag since 1959

Year	Amount raised
1959	R3 400
1979	R25 000
1980	R34 000
1990	R155 610
1992	R178 682
2002	R400 000
2017	R3 523 735
2019	R3 837 359

Note: Figures obtained from Nel (2019) and Gouws (2017)

In 2001, with the merging of the three institutions to create the NWU as it is known today, SRCS was registered as a non-profit organisation. The SRCS is currently the largest non-profit organisation driven solely by students in South Africa and as of 2006 the largest organisation of its kind in the world (Gouws, 2017).

The Potchefstroom Campus was focused on in this study due to the magnitude of student involvement and the impact it has on the surrounding community (Gouws, 2017). The SRCS is governed externally by the SRCS Advisory Board (established in 2010) which oversees the

finances, manages the projects and provides the necessary guidance and accountability to students. The Advisory Board works in collaboration with Student Campus Council (SCC) Chairperson for SRCS. The Chairperson elects an Executive Committee to assist him in the coordination and regulation of the projects and other functions of the SRCS.

The SRCS organisation consists of 87 community outreach projects. These projects are distributed between the 28 residences of the campus, the 9 academic faculties and the rest are referred to as "Puk Projects". Any student can apply to be involved as either a project leader or a volunteer in the Puk Projects. The projects are divided into four main categories, namely:

- Early child development
- Child and youth development
- Vulnerable youth and adults
- Outreach programmes

These projects are aimed at the improvement of the quality of life of the Potchefstroom community (NWU Community Engagement, 2019) by actively involving the students of the NWU Potchefstroom Campus. According to the NWU's statistics, approximately 2500 student volunteers take part in the SRCS's projects on an annual basis (NWU SRCS Background, 2019).

The functioning and operation of the projects can be illustrated using the residences as example. Each of the 28 residences on the NWU's Potchefstroom Campus are assigned to one of the sub-projects to ensure mass involvement from students living in residences. The residences' student occupants are solely responsible for their allocated project. As part of their involvement, the students are required to conduct a needs analysis, do regular site visits, raise funds, and plan and implement interventions that ensure sustainability by creating a network of resources that the community can use. Some projects focus on fundraising on campus specifically. These projects include initiatives hosted by the students such as *Barefoot Day* (which focuses on the collection

of clothing), *Tinned Food Day* (which focuses on the collection of canned foods and other basic necessities) and bus tours for first year students (which introduces them to the projects driven by the university), to name a few (NWU Community Engagement, 2019). These projects are aimed at utilising the campus students as a resource to collect food, clothes, blankets, shoes etc. to distribute to needy communities in the Potchefstroom area and to less fortunate students on the campus. The projects create awareness amongst students about the needs of their fellow students and the greater surrounding community.

This study aimed to determine whether being involved in Student Rag Community Service (SRCS) on the Potchefstroom Campus of the North-West University contributes to or plays a role in the well-being that residential students experience regardless of the level of well-being. SRCS involvement in general is taken into account and not specific subsections or programmes. By using a quantitative approach, it was be possible to determine with relative certainty whether being involved in community engagement plays a role in residential students' well-being. The results of this study gave an indication that being involved in SRCS may increase the well-being of students, and it can be used to spearhead investigation into possible hypotheses about why this could be the case.

Students participate in SRCS for various reasons including social responsibility, the need to provide a service to those that are less fortunate, development of one's own attributes and skills etc. This study has the potential to identify a new contributing factor to why people should get involved in SRCS projects and what they could possibly benefit intrinsically from it. Wissing (2014) is of the opinion that the model and the instrument of measure can be used to gather information of the well-being that a community is experiencing as a base to inform practises in promoting mental health. If students are aware of the additional possible benefits of being involved in SRCS projects, their views of volunteerism may be positively influenced resulting in higher levels of involvement of students and an expansion of the resource pool

available to the SRCS, which could result in more effective implementation of the projects. This is merely a projected positive contribution that the study could make to the SRCS community.

1.2 Research questions

Based on the literature reviewed above, the following research question was formulated: What is the well-being of residential students of the North-West University Potchefstroom Campus involved in Student Rag Community Service (SRCS) in comparison to those that are not involved?

1.3 Hypotheses

Alternative hypothesis: Residential students involved in SRCS will experience higher levels of well-being compared to those who are not involved.

Null hypothesis: Residential students involved in SRCS will experience equal or lower levels of well-being than students that are not involved.

1.4 Aims and objectives

According to available literature, there are various psychological benefits of volunteering in community projects which leads to increased levels of well-being. Thus, this study aimed to:

1. Quantitatively determine the well-being of residential students of the North-West University's Potchefstroom Campus who are involved in SRCS.

2. Compare the well-being of residential students involved in SRCS to those who are not involved, to determine whether there are differences in levels of well-being in order to draw conclusions about the contribution of being involved in SRCS to well-being.

METHODOLOGY

2.1 Research approach and design

To achieve the aims of this study a quantitative approach was used. A quantitative approach allowed for the testing of hypotheses through means of statistically significant data and presented the opportunity for the results to be generalised to the larger student population (Onwuegbuzie & Leech, 2005). A cross-sectional survey design was implemented with a confirmatory focus. Using this design, the researcher had the opportunity to clearly identify whether there are differences in the well-being of students involved in SRCS compared to those that are not (Fouché, Delport, & De Vos, 2011) by collecting statistically relevant data. This study was carried out in a once off data collection manner where quantitative data was gathered via an online questionnaire. The data was gathered over a specific time period of two weeks (14 days, including weekends) ensuring that the respondents completed the questionnaire at relatively the same time, within a certain time frame. The approach to this study determined quantitatively whether students experience well-being, but the focus was mainly placed on determining whether involvement in SRCS may contribute to the level of well-being that the student is experiencing.

2.2 Population

The NWU's Potchefstroom Campus is situated in the Dr. Kenneth Kaunda District in the North-West Province of South Africa. At the time this study was conducted in 2019, there was a total of 52 360 students enrolled at the Potchefstroom Campus of which 22 792 are full time students (students that are enrolled on a permanent basis, on campus - also referred to as contact students). 69% of the total student population was female. Students currently enrolled for undergraduate studies made up 75% of the total number of students which means that the majority of the population were most likely between the ages of 19 and 22. The racial composition amongst the total number of students is 6% coloured, 32% white, 61% African and

1% other races (NWU, Quick Stats, 2018/2019). This aspect was included because research has shown that there are differences in the experience of well-being amongst different racial groups (Bucchianeri et al., 2016; Krause, Pargament, Hill & Ironson, 2018; McLeod & Owens, 2004). This study focused on students on the NWU's Potchefstroom Campus that are associated with a residence. There is a total of 28 residences on campus with an equal segregation between the availability for male and female students. There were 4 353 students associated with residences on campus which represents 19% of the total full time students at the time of data collection. Students have the option of residing within a residence or living privately in town and joining a residence group without physically residing in the same building. The Potchefstroom Campus is the only one of the three campuses of the NWU included in this study because the magnitude at which SRCS is practiced on the Potchefstroom Campus is unparalleled by the other campuses. The long and extensive history of students being involved in SRCS is unique to the Potchefstroom Campus (as mentioned in section 1). The mere number of available projects and number of students involved in these projects as well as the availability of structures that ensure involvement is far better developed than on the other two campuses.

2.3 Sampling

2.3.1 Sample size and motivation

The sampling technique utilised for this study was consecutive sampling. Two groups were identified based on specific characteristics, namely those involved in SRCS and those who are not. This sampling technique was used because it allowed the researcher to include all willing participants that met the criteria in the sample as to obtain optimal representation of both groups (Maree & Pietersen, 2016) which allowed for comparison. This sampling technique does however have a limitation in the form of sampling bias and may possibly not be an accurate representation of the population. The sample consisted of a combination of students from all 28 residences on campus. The SRCS committees in residences on campus consisted of

approximately 20-30 members for campus residences and 25-40 members for town residences.The NWU's Statistical Consultation Services recommended that a sample of 400 students will be large enough to ensure statistical power and that the results would be considered significant. This was calculated using a power analysis. Therefore, if a sample of 400 were to be obtained during the data collection phase it would be large enough to make comparisons between those who are involved in SRCS and those who are not and draw correlations. The sample obtained after the two weeks of data collection amounted to 805 respondents. Of those 805 respondents, 793 were viable candidates to form part of the final sample based on the minimum requirements to participate. That is a response rate of 18.49%. The sample demographics, based on the data collected, are described in the figures below:

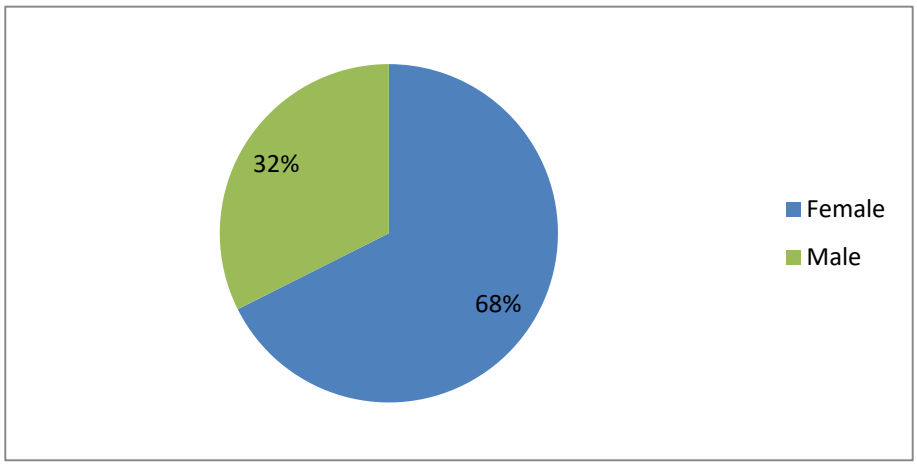


Figure 1: Sample gender distribution

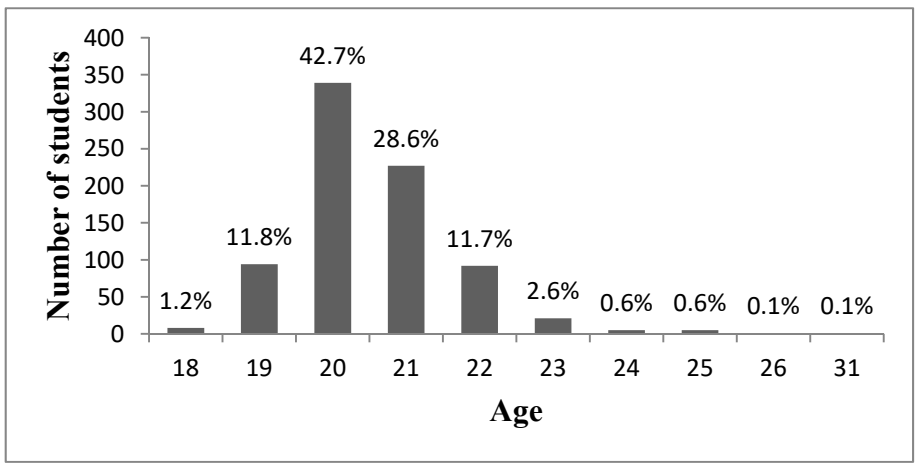


Figure 2: Sample age distribution

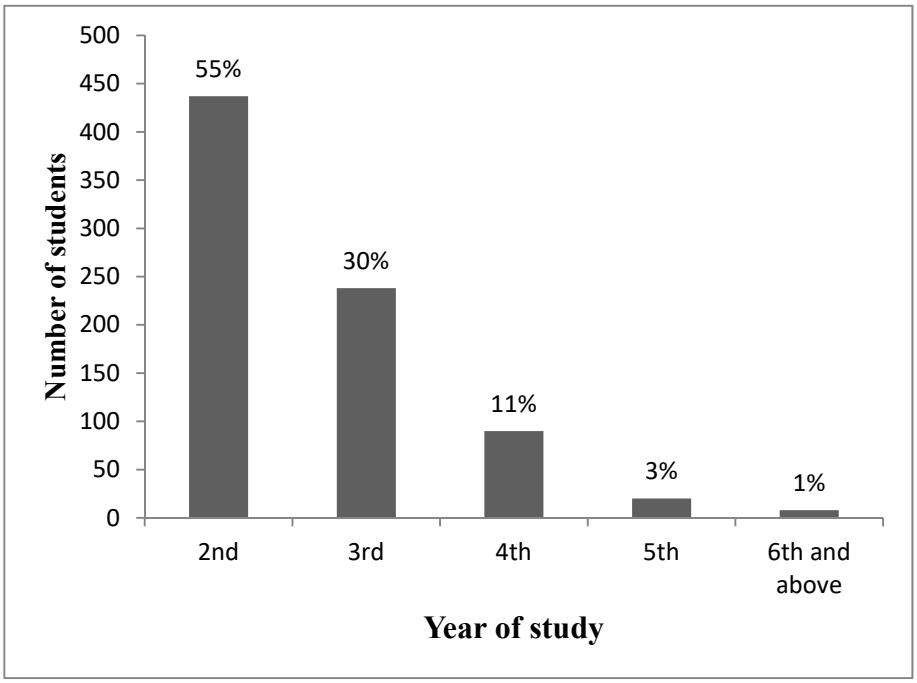


Figure 3: Sample year of study distribution

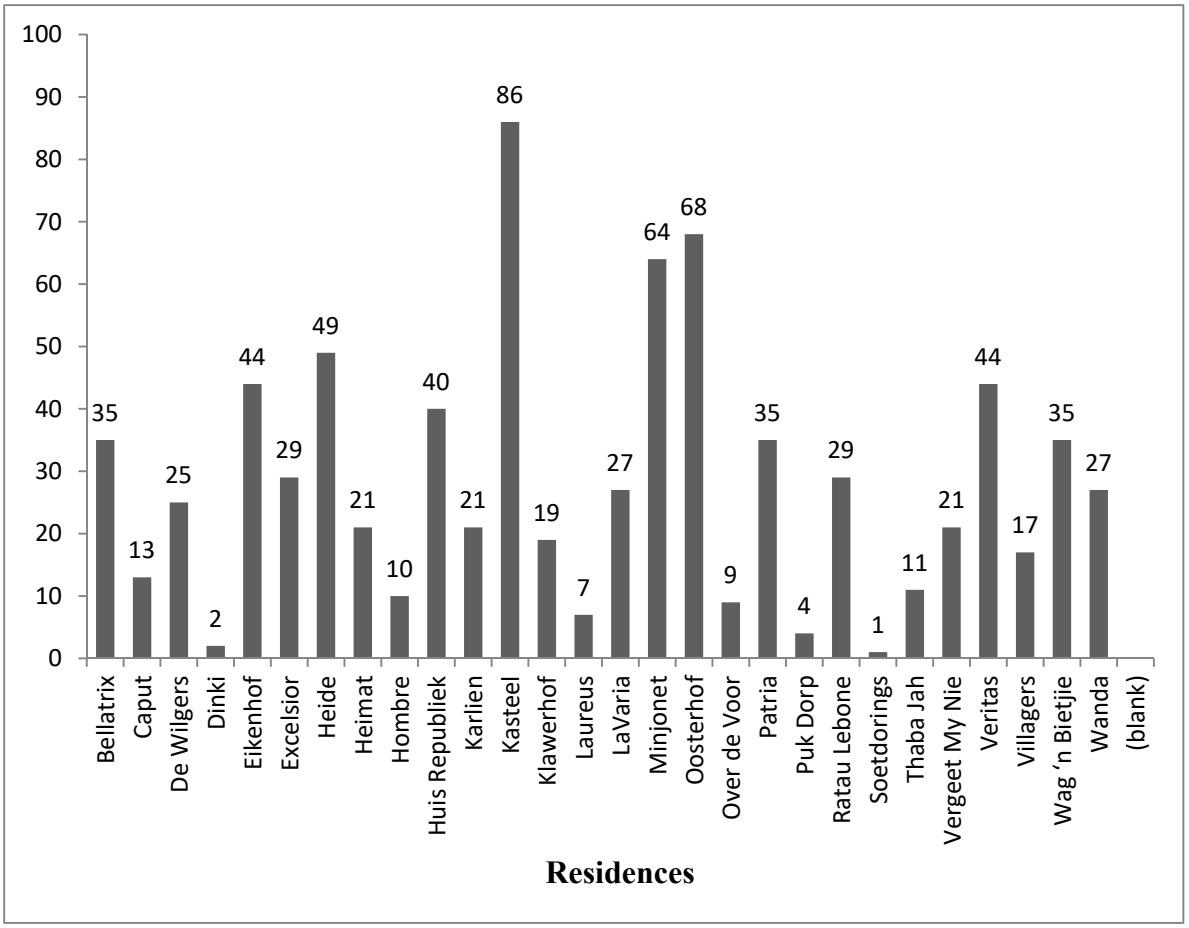


Figure 4: Sample residence distribution

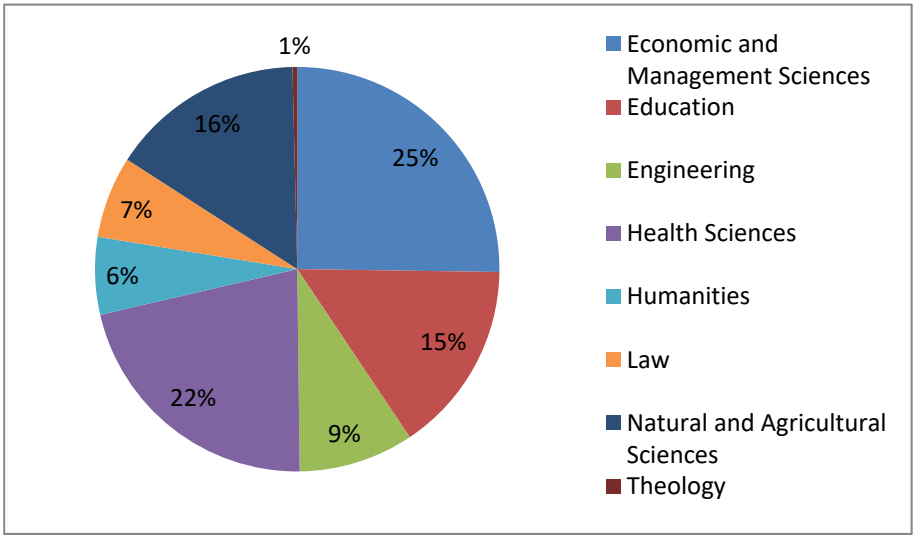


Figure 5: Sample faculty distribution

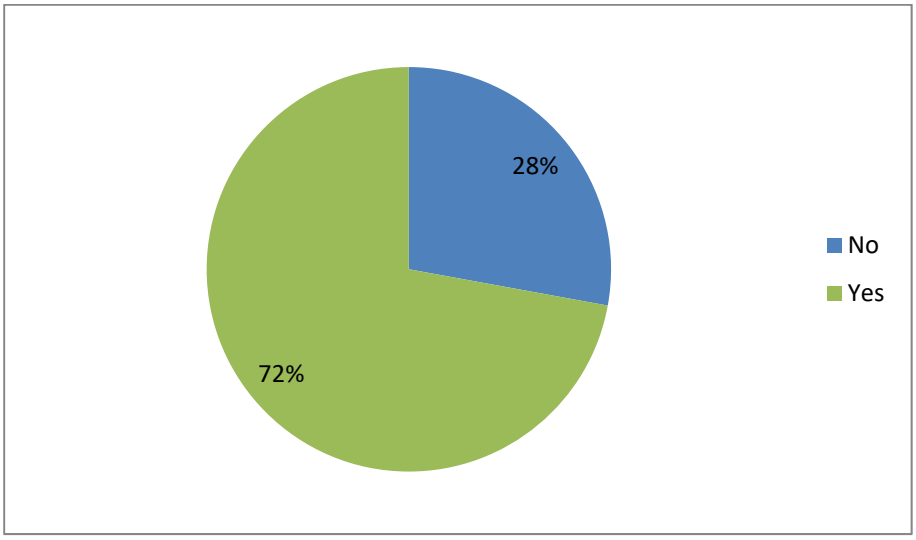


Figure 6: Sample involvement in SRCS distribution

2.3.2 Inclusion criteria

Respondents for study, at the time of the data collection, must have been students currently enrolled at the NWU Potchefstroom Campus and form part of one of the 28 residences on campus. Any student that was enrolled as a historical second year and older at the time was included. These students needed to have access to a computer or other means of accessing the internet as the questionnaire was only available online. Any registered full time second year or older student living in or associated with a residence at the NWU's Potchefstroom Campus was

eligible to participate in the study whether they are involved in SRCS or not. Second year or above students were the target group because their participation in SRCS and this study was most likely not unduly influenced by the House Committee members or out of a sense of duty to the residence. Their experience with SRCS would also have been more extensive than that of first year students. The scientific committee (COMPRES) was of the opinion that limiting the pool of available students to that of second year or above students would go a long way toward ensuring voluntary participation. The minimum criteria to be categorised as being involved in SRCS included being on the SRCS committee of the residence, serving on the NWU SRCS sub-committee, or working as part of the committee of the respective specific projects. This aspect was included to set a benchmark of continuous involvement in SRCS during the academic year and ensures to a reasonable degree that respondents aren't just involved momentarily.

2.3.3 Exclusion criteria

Respondents enrolled at any tertiary institution other than North-West University, specifically the Potchefstroom campus, were excluded from this study. Determining of this exclusion criterion was supported by the unique format of the SRCS initiative at the North-West University Potchefstroom Campus, which was the focus of this study, and wasn't generalizable to the other campuses or other institutions. Additionally, individuals enrolled as historical first-year students were also excluded from the study as first-year residential students may feel obligated to participate in SRCS programmes – resulting in possible non-voluntary involvement. Any incomplete or wrongly completed questionnaires were excluded from the sample and not used in data analysis. Moreover, completed surveys of respondents whom failed to indicate or confirm (on the online questionnaire) their voluntary and informed consent to participate in the study, were also excluded.

2.4 Data collection procedure

2.4.1 Biographical information

Respondents were required to provide the following biographical information: gender, age, year of study, field of study, residence and whether they are involved in SRCS or not. This data was gathered simply for additional information pertaining to the population and to open up the possibility for further study or the identification of emerging patterns associated with well-being. Although the above mentioned factors were not the main focus of this study, it is included as biographical information because research has shown that there are differences in the experience of well-being amongst different racial groups, genders and varies depending on age (Bucchianeri et al., 2016; Krause et al., 2018; McLeod & Owens, 2004).

2.4.2 Questionnaire

The data collection was conducted by means of an online questionnaire to assess well-being on a quantitative level. The link to the questionnaire was made available on the residence Whatsapp groups. Once the respondents read the information pertaining to the study and agreed to all the conditions of the informed consent they were directed to the questionnaire. The questionnaire contained a biographical section and Keyes' Mental Health Continuum short form.

The Mental Health Continuum Short Form (MHC-SF)

The Mental Health Continuum Short Form (MHC-SF) (Lamers, Westerhof, Bohlmeijer, Ten Klooster, & Keyes, 2011) is a 14 item self-report scale which measures 14 sub facets that each contributes to three main domains of well-being as identified by Keyes. These domains are Psychological well-being, Social well-being and Emotional well-being. The items of the scale are rated on a six point category scale ranging from 1 (never) to 6 (every day). This scale therefore provided an overall indication of an individual's well-being and their well-being in

each of the three domains respectively. The scale's psychometric properties are satisfactory with a good internal consistency with the Cronbach Alpha coefficient being .89 (Lamers et al., 2011).

The Mental Health Continuum Short Form (MHC-SF) was used to gather quantitative data. This scale was used because it is based on theory of well-being as set out by Keyes that was used as the theoretical basis of this study. According to Kline (2000) as Cronbach Alpha score of .7 and above is accepted as a statistically reliable measure. Lamers et al. (2011) found the Cronbach Alpha to be .89 which is considered high. The same authors also proved that the measure is convergently and discriminately valid (Lamer et al., 2011). According to Keyes et al. (2008) the MHC-SF was found to be valid and reliable in a South African context based on the evaluation of 4 local communities

2.4.3 Process of sample recruitment

The residences on the NWU Potchefstroom Campus were accessed through the Student Campus Counsel (SCC) member with the portfolio pertaining to residences on campus. She was approached to act as a gatekeeper between the research team and the Primaria / Primarius of the residences. Between the time that final approval from the ethics committee was obtained and the start of the data collection process, a new SCC Residence Counsel member was elected. The former SCC Residence Counsel member was still used as the gatekeeper for this study. She was only approached once the permission letter from the NWU's Research Data Gatekeeper Committee (RDGC) was been obtained. At a formal Prim meeting the gatekeeper addressed the Primarias and Primarius of the residences. At this meeting the gatekeeper introduced the research, explained the objectives and shared the formal poster (electronic version) and link to the questionnaire. The role of the Prim's was to share the poster and link to the questionnaire on their respective residence groups and give information about the study to the residents at their formal residence meeting. It was made clear to the Prims that they may not force any student to participate and that their participation was not allowed. Their role was merely to provide the

residence with the information. This was the extent of their involvement in the research. The gatekeeper requested at three occasions, after the initial meeting, that the Prims post the advertisement on their residence groups again. All the necessary information such as the aims and implications of the study, informed consent, aspects pertaining to voluntary participation and dissemination of results etc. was accessible on the online questionnaire. The questionnaire was available online for exactly 14 days (including weekends). Once the respondent followed the link they opened a page online and saw an informed consent. The researcher's contact information was made available should any respondents require clarification on any aspect of the study. Before any respondent could begin with the questionnaire they had to read and agree to the informed consent document preceding the questionnaire. Failure to do so resulted in the inability to continue to complete the questionnaire. Upon agreeing the respondent was directed to a checklist. This checklist preceded the questionnaire to ensure that the respondents meet the minimum criteria to participate in the study. If the respondent meets the criteria, they were directed to the biographical section of the questionnaire and subsequent Mental Health Continuum Short Form. The questionnaire as a whole took approximately 10 minutes to complete. At the end of the questionnaire there was a page indicating the psychological services available on campus should any student require intervention after the completion of the questionnaire. The student was thanked for his/her participation and with that the end of the questionnaire was reached. It is possible that there are other motivators for being involved in SRCS, but this study focused on whether SRCS involvement has a role to play in the well-being that students experience.

2.5 Data analysis

The quantitative data gathered from the questionnaire was analysed statistically in consultation with the NWU's Statistical Consultation Services using the Statistical Package for the Social Sciences (SPSS) programme. Descriptive statistics were calculated as to describe and

provide a summary of the data through looking at means and standard deviations. Inferential statistics were also done in the form of t-tests and Univariate analysis of variance (ANOVA), which allowed the researcher to compare the two groups. This was used to make inferences about the population. To compare the two groups t-tests were calculated to determine whether the difference between the two groups is statistically significant.

ETHICAL CONSIDERATIONS

3.1 Informed consent

An online informed consent document preceded the online questionnaire. Each respondent was instructed to read the informed consent document carefully and had to agree to the terms of the consent in order to proceed to the questionnaire. The informed consent document included a description of the study, the aims thereof, the expectation of the respondent, possible risks and benefits, how results would be disseminated, aspects related to confidentiality and how it would be maintained. The contact information of the researcher and an independent person were made available, should any respondent had questions or needed clarification. The informed consent also contained the contact information of a liaison of the NWU Health Research Ethics Committee to whom a respondent could express concerns or complaints, should any arise during the process.

3.2 Goodwill permission

Goodwill permission was obtained from Mr Jean Stidworthy in his capacity as the Chairperson of the SRCS Advisory Board. His permission was granted after consultation with his colleagues Professor Alida Herbst, Mrs Tasleem Sayed and Mr Pieter Hattingh (Student Campus Council member for SRCS). Goodwill permission was also obtained from the Research Data Gatekeeper Committee (RDGC). The RDGC allowed the researcher to conduct the research on the students of the NWU Potchefstroom Campus and use the SCC Residence Council member as a gatekeeper. This permission was only granted after the scientific and ethics committees approved the study. Final goodwill permission was obtained from the Primarii / Residence Parents of all 28 residences that were used in the study. These role players were informed about the study and permission was requested to use the residents as respondents for the research. The above-mentioned permissions can be viewed in annexures 5 to 7.

3.3 Confidentiality and Privacy

At no time during the entire process of data collection was there any mention of names. The online questionnaire did not require any respondent to enter a name nor was it a requirement that an e-mail address or contact number be provided. Complete anonymity was ensured in this way. All results published will be void of any identifying details of any of the respondents. Respondents were granted access to the results of the study upon request but not to the raw data collected. All electronic correspondence with the researcher or supervisor relating to the respondents or the data was encrypted on the Groupwise mailing system. The data collected was stored on a password protected laptop that only the primary researcher had access to. A backup of the data was stored on a memory stick that was securely stored in a locking cabinet which only the primary researcher had access to. The file on the memory stick required a password to be opened, thus ensuring that no unauthorised persons would access the data.

3.4 Risks and Benefits

There were minimal risks involved in this study for individual respondents. Although there were no physical risks involved for participants due to the online nature of the questionnaire, there may have been emotional and psychological consequences. Respondents could have realised that they may be experiencing low levels of well-being which could have resulted in emotional fallout or psychological distress. A list of the available psychological support services on campus was placed at the end of the questionnaire, should the respondents have felt they needed support in the improvement of their well-being. The questionnaire took 10 minutes to complete, so that students should not experience fatigue to a large extent, but they may have experienced some degree of boredom.

The online nature of the questionnaire posed inherent risks. The data set could have been hacked, leaked or compromised in some way. The questionnaire was set up in such a way that

there was no identifying details gathered at any point, thus ensuring anonymity of the respondents should an event like this have occurred.

There were no direct benefits for respondents. The benefits of this study are more focused on the SRCS community in the form of enlightenment about the well-being of the students involved and possible recommendations to the SRCS of the NWU Potchefstroom Campus of how their programmes can be improved to increase the well-being of the students. Another indirect benefit of student participation in this study was in the form of the incentive offered. There were 28 residences participating in the study. An incentive was offered to two residences (one ladies residence and one men's residence) with the most responding participants. The incentive was a monetary award to the value of R1500 and intended for use by the residence in aid of their *Prim-fund*. The *Prim-fund* in the residence is the budget each residence has to financially support the students in the residence who are unable to provide in their own basic needs.

RESULTS

The Mental Health Continuum Short Form (MHC-SF) questionnaire was used to determine the students' levels of well-being. The results are discussed in two sections. The first section focuses on the most significant findings and the statistics used to describe the subjective well-being of the population. The second section will present the comparisons made between various variables and the correlations found between these variables.

4.1 Subjective well-being

The reliability of the MHC-SF was analysed as a precursor to the interpretation of the results of the questionnaire. The Cronbach Alpha coefficient for the full scale was found to be .89. The Cronbach Alpha coefficient for the three subscales of the MHC-SF was .94 for the emotional well-being subscale, .90 for the social well-being subscale and .94 for the psychological well-being subscale. The generally accepted indicator is a Cronbach Alpha value of at least .60 but closer to .90 is preferred (Aron, Coups & Aron, 2013). All scales used for this study meet this standard. The excellent levels of internal consistency indicate that the results obtained from the measure are most likely reliable.

Once the scale was deemed to be reliable, it was calculated what percentage of the sample was languishing, experiencing moderate levels of mental health and flourishing. An analysis of the sample indicated that 6.9% of the sample was languishing, 36.3% experienced moderate levels of mental health and the majority of the sample, representing 56.7% of the sample, was flourishing. These results differ from what was found in workers at Impala Platinum Mine (Coetzee, 2018) and the results of an internal NWU report focusing on the well-being of the communities surrounding the three campuses of the NWU (Coetzee & Nell, 2016). The graph below indicates the positive mental health distribution that was found in this study compared to the mine workers and mean well-being of the NWU surrounding communities. From this graph it appears as if NWU students flourish more than the wider population as well as

a specific community like the mine workers. It can thus be deducted that students may be experiencing higher levels of well-being than the general population. It is important to note that a sampling bias may have played a role which resulted in students appearing to be experiencing higher levels of well-being.

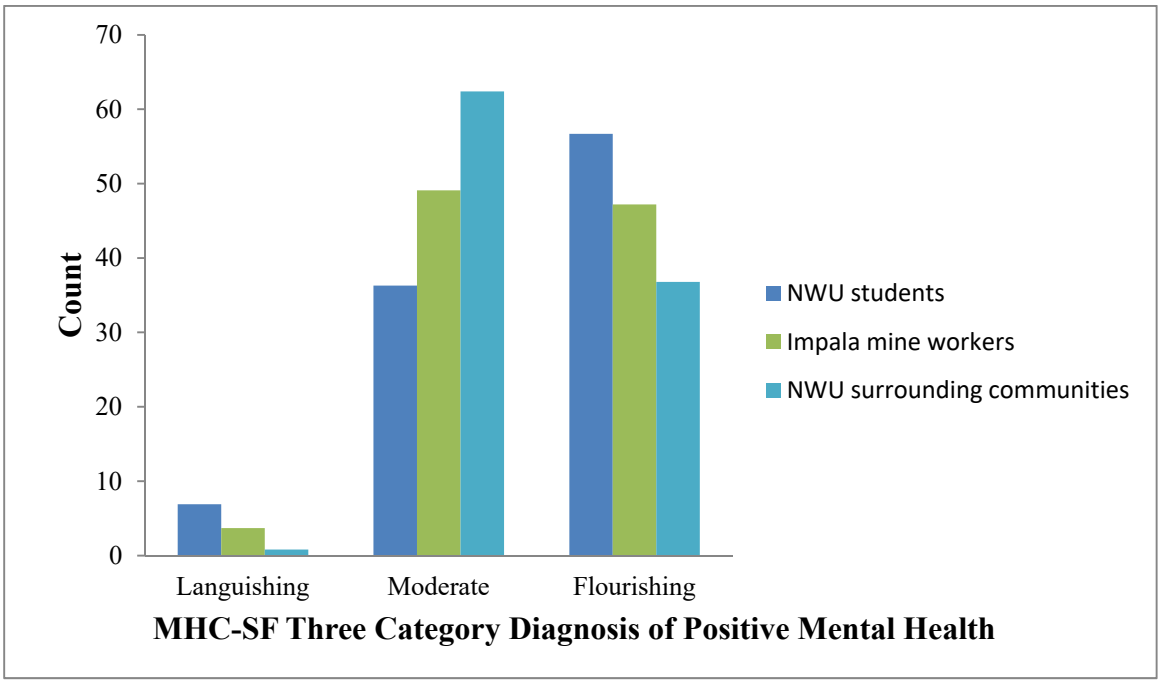


Figure 7:MHC-SF three category diagnosis of positive mental health of the collective sample in comparison with other local populations

When the subscales of the MHC-SF were viewed individually, the above-mentioned information was echoed. The MHC-SF has a minimum possible score of 0 and a maximum possible score of 5 on each individual question. The mean for the MHC-SF as a total measure (which combines all three subscales) was 3.36 (SD = 1.11). Similarly, the total mean score and standard deviation was determined for each individual scale: emotional well-being subscale (mean = 3.61; SD = 1.14), social well-being subscale (mean = 2.96; SD = 1.22) and psychological well-being subscale (mean = 3.57; SD = 1.18). These results indicate that the respondents in the sample have consistent and reasonably high levels of well-being across all the subscales. This means that they experience relatively high levels of social, emotional and psychological well-being.

4.2 Comparison and correlations of results

Comparisons and correlational analyses were done focusing on various variables and their relation to well-being. These variables include the following: involvement in SRCS, age, gender, faculty, year of study and the residence which the student is involved in.

The graph below indicates that the students that are involved in SRCS experience marginally higher levels of flourishing compared to those who are not. The correlation between the variable involvement in SRCS and the three categories of positive mental health was found to be statistically insignificant ($p>.05$). This means that although there is a difference in the levels of flourishing, involvement in SRCS has virtually no meaningful impact on the positive mental health of students. Being involved in SRCS does not make a difference in the experience of well-being. Those who are involved in SRCS experience marginally higher levels of flourishing but it was interesting to see that more students who are not involved in SRCS experience moderate levels of positive mental health compared to those who are not involved.

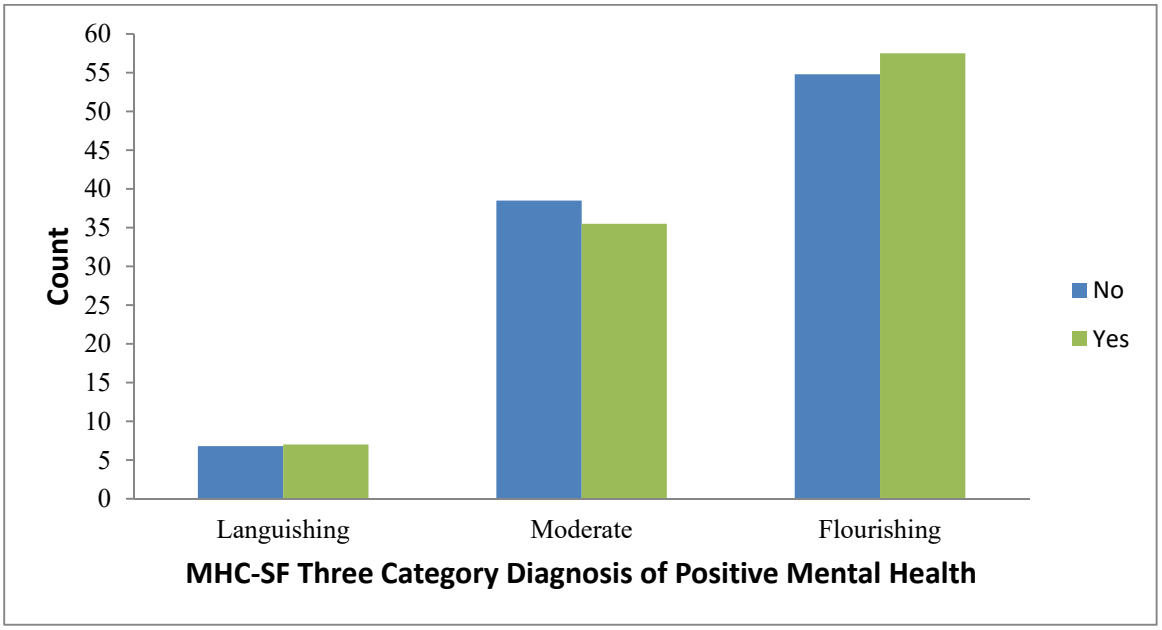


Figure 8: MHC-SF three category diagnosis of positive mental health of student involvement in SRCS

The categorisation of students involved in SRCS and those who are not, and the correlation with their overall -, emotional -, social - and psychological well-being is indicated in

Table 3. Descriptive statistics in the form of mean and standard deviation revealed that students involved in SRCS experience higher levels of social well-being (mean = 3.02; SD = 1.24) compared to those who are not involved in SRCS (mean = 2.82; SD = 1.15). The results in Table 4 indicate that this difference in social well-being is statistically significant ($p<.05$). The differences in other facets of well-being are insignificant ($p>.05$) but relatively high in all aspects. Even though there is a statistically significant difference on a social well-being level, the small effect size indicates that the difference is not practically meaningful ($d<.20$).

Table 3

Correlation between SRCS involvement and well-being indicating descriptive statistics, p-values and effect sizes

		N	Mean	SD	p-value	d-value
mhc_total	Yes	572	3.38	1.14	0.506	0.05
	No	221	3.32	1.04		
mhc_ewb	Yes	572	3.61	1.16	0.944	0.01
	No	221	3.60	1.11		
mhc_swb	Yes	572	3.02	1.24	0.034*	0.16 $^{\Delta}$
	No	221	2.82	1.15		
mhc_pwb	Yes	572	3.56	1.20	0.688	0.03
	No	221	3.60	1.13		

Note. mhc = Mental Health Continuum; ewb = emotional well-being; swb = social well-being; pwb = psychological well-being; p-value = statistical significance; d-value = effect size; * = statistically significant at .05 level; $^{\Delta}$ = small effect in practice; equal variances not assumed in determining the significance

The correlation analysis between age and well-being revealed that age had no significant effect on well-being (all $p>.05$). This means that well-being is not influenced by the progression of age at university level including an age bracket of 18 to 25 years old.

The correlation between gender and the three categories of positive mental health are indicated in the graph below. There is a statistically significant difference in well-being between male and female ($p<.05$). The Cramer's V-value is 0.105 which indicates a small effect and a

limited association between well-being and gender although there is a statistical significance. More male students appear to be flourishing (64.2%) than female students (53.2%). The opposite is found in the two other categories. More female students appear to be experiencing moderate levels of well-being (39.6%) than male students (29.6%). The same phenomenon appears in the languishing category where more female students languish (7.3%) than male students (6.2%).

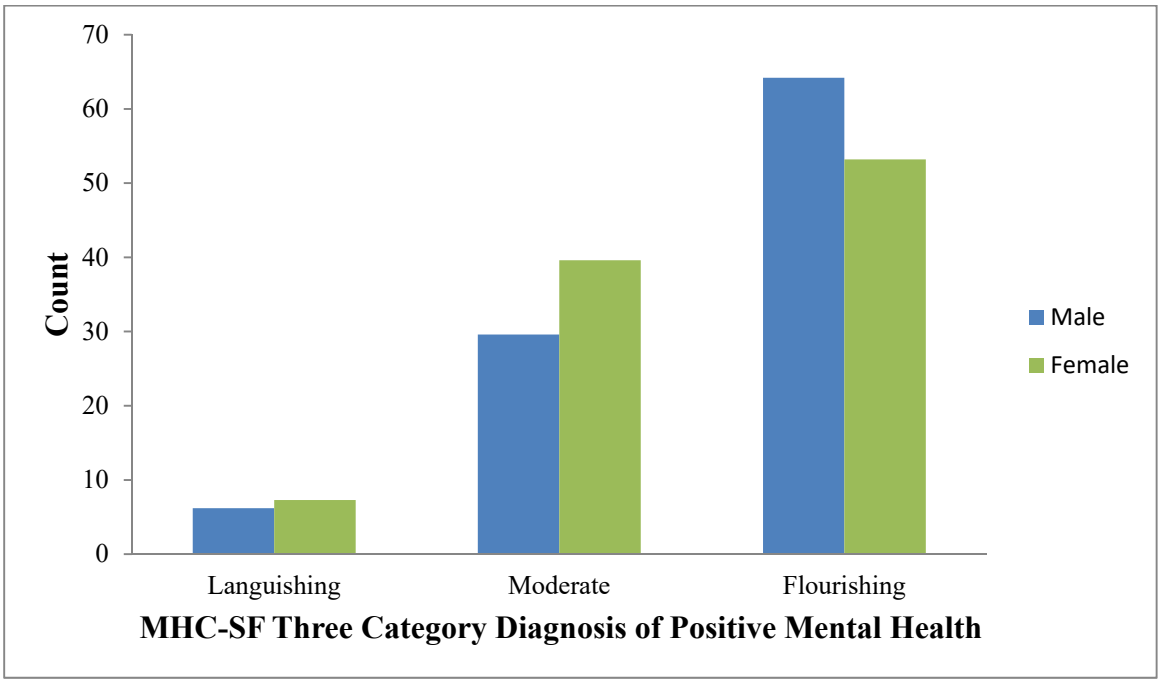


Figure 9: MHC-SF three category diagnosis of positive mental health of gender

T-tests were used to determine the correlation between gender and well-being. Table 4 indicates the descriptive statistics, statistical significance and effect size for male and female students on different facets of well-being. The male students appear to experience higher levels of well-being on an overall basis as well as on emotional, social and psychological level. The differences in well-being was found to be statistically significant (all $p<.05$) but the effect size was small, indicating a small practical significance. This means that there is a slight correlation between well-being and the gender of the respondent.

Table 4

Correlation between gender and well-being indicating descriptive statistics, p-value and effect size

		N	Mean	SD	p-value	Effect size
mhc_total	Male	257	3.55	1.06	0.001*	0.24^{Δ}
	Female	536	3.27	1.12		
mhc_ewb	Male	257	3.77	1.11	0.005*	0.21^{Δ}
	Female	356	3.53	1.15		
mhc_swb	Male	257	3.18	1.20	0.000*	0.27^{Δ}
	Female	356	2.86	1.21		
mhc_pwb	Male	257	3.74	1.11	0.004*	0.21^{Δ}
	Female	356	3.49	1.21		

Note. mhc = Mental Health Continuum; ewb = emotional well-being; swb = social well-being; pwb = psychological well-being; SD = Standard Deviation; * = statistically significant at .01 level; $^{\Delta}$ = small effect in practice; equal variances not assumed in determining the significance

The correlation between the categories of well-being and the year of study are indicated in the graph below. The approximate significance of the year of study was 0.624 which means p>.05, rendering it statistically insignificant. This indicates that there is virtually no significance between the year of study of the student and his well-being. The comparative analysis revealed that students in the 6th year of study appeared to be flourishing (75%) more so than the other years. More 4th year students (10%) appear to be languishing compared to the other years.

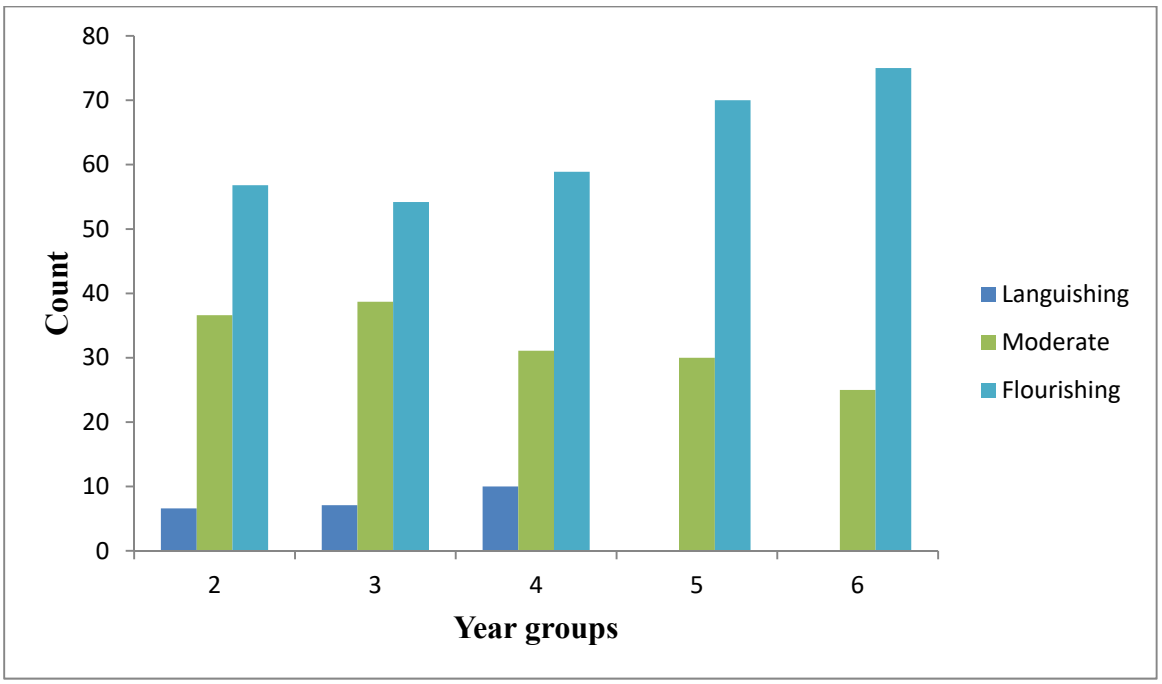


Figure 10: MHC-SF three category diagnosis of positive mental health of year groups

The chi-square tests resulted in an asymptotic significance of 0.044 ($p<.05$) which indicates a statistically significant correlation between well-being and the type of residence. The Cramer's V-value of 0.214 indicates a medium association between the type of residence and well-being. This means that being in a specific residence has an effect on the well-being of the student. Additionally, Table 3 displays the one way between subjects Univariate Analysis of Variance (ANOVA) of the association between different residences' levels of well-being as well as descriptive statistics. Patria men's residence was found to have the highest level of well-being overall as well as for the three sub-facets. Therefore the correlations were calculated in comparison with Patria and reported accordingly so that the effect size for each residence is reported in terms of Patria's results. Soetdorings only had one participant which may have influenced the results and indicate a biased picture of the residence's well-being. The standard deviation could also not be calculated due to this fact. The following indicators were consulted in determining the practical significance:

Value	Effect	Indicator Symbol
.2	Small	Δ
.5	Medium	*
.8	Large	▪

Table 5

Univariate Analysis of Variance (ANOVA) of the association between type of residence and well-being

				mhc_total			mhc_ewb			mhc_swb			mhc_pwb	
Residences	N	Mean	SD	d	Mean	SD	D	Mean	SD	d	Mean	SD	d
Patria	35	55.8	14.51	-	12.63	2.83	-	18.46	5.9	-	24.71	6.55	-
Veritas	44	54.05	9.74	0.11Δ	12.18	2.17	0.13Δ	17.43	4.81	0.17Δ	24.43	4.36	0.04Δ
Dinki	2	54	7.07	0.12Δ	12.5	0.71	0.04Δ	17.5	4.95	0.16Δ	24	2.83	0.10Δ
Caput	13	51.31	14.3	0.29Δ	11.92	3.38	0.21Δ	16.23	6.29	0.37*	23.15	5.81	0.22Δ
Wag 'n Bietjie	35	51.23	14.41	0.30Δ	11.49	3.18	0.34Δ	16.63	5.72	0.31Δ	23.11	6.63	0.23Δ
Hombre	10	50.4	13.30	0.35Δ	11.3	3.27	0.39*	16.5	5.3	0.33Δ	22.6	5.48	0.30Δ
Laureus	7	50.29	10.73	0.36*	11.29	2.93	0.40*	15	6.48	0.58*	24	3.16	0.10Δ
Vergeet-my-nie	21	50	13.05	0.38*	11.52	2.91	0.33Δ	15.29	4.89	0.53*	23.19	5.95	0.22Δ
Thaba Jäh	11	49.91	16.96	0.39*	10.73	3.58	0.56*	16.64	7.32	0.30Δ	22.55	7.02	0.31Δ
Klawerhof	19	49.74	14.23	0.40*	10.95	3.27	0.50*	15.26	6.26	0.53*	23.53	5.52	0.17Δ
Over de Voor	9	48.78	16.74	0.46*	11.33	4.03	0.38*	15	6.18	0.58*	22.44	7.42	0.32Δ
Heide	49	48.33	15.31	0.49*	11.29	3.25	0.40*	15.47	6.16	0.50*	21.57	6.95	0.45*
Villagers	17	48.29	12.37	0.49*	11.18	2.88	0.43*	15.53	4.85	0.49*	21.59	5.71	0.45*
Heimat	21	47.81	18.63	0.52*	10.71	3.7	0.56*	15.76	7.11	0.45*	21.33	8.32	0.48*
Excelsior	29	47.79	13.04	0.52*	11.03	3.31	0.47*	14.97	5.8	0.58*	21.79	5.81	0.42*
Karlien	21	47.62	14.57	0.53*	11.24	3.39	0.41*	14.76	5.7	0.62*	21.62	6.76	0.44*
De Wilgers	25	47.2	14.98	0.56*	11.28	3.31	0.40*	13.8	5.92	0.78▪	22.12	7.09	0.37*
Minjonet	64	46.59	15.81	0.60*	10.45	3.45	0.64*	15.16	5.87	0.55*	20.98	7.42	0.53*
Huis Republiek	40	46.3	14.18	0.62*	10.88	3.23	0.52*	13.35	5.9	0.85▪	22.08	6.76	0.38*
Oosterhof	68	45.75	15.34	0.66*	10.4	3.24	0.66*	14.29	5.84	0.70▪	21.06	7.27	0.52*
Kasteel	86	43.72	15.96	0.79▪	10.17	3.7	0.72▪	13.88	5.87	0.76▪	19.66	7.23	0.72▪
Eikenhof	44	43.68	18.44	0.79▪	10.05	3.95	0.76▪	13.7	7.35	0.79▪	19.93	7.97	0.68▪
Bellatrix	35	45.46	15.31	0.68▪	10.83	3.36	0.53*	13.29	6.17	0.86▪	21.34	7.03	0.48*
Puk Dorp	4	43.25	43.25	0.82▪	9.5	5.07	0.92▪	14	6.38	0.74▪	19.75	10.28	0.71▪
Ratau Lebone	29	43.17	17.12	0.83▪	9.76	4.03	0.85▪	14.03	6.06	0.74▪	19.38	8.02	0.76▪
LaVaria	27	42.81	16.15	0.85▪	10.26	3.73	0.70▪	12.85	5.56	0.94▪	19.7	7.83	0.72▪

				mhc_total			mhc_ewb			mhc_swb			mhc_pwb	
Wanda	27	37.89	18.4	1.17▪	9.11	3.84	1.04▪	11.67	6.64	1.13▪	17.11	8.76	1.09▪
Soetdorings	1	16	-	2.60▪	4	-	2.55▪	6	-	2.08▪	6	-	2.68▪

Note. Mhc = Mental Health Continuum; ewb = emotional well-being; swb = social well-being; pwb = psychological well-being; SD = Standard Deviation; d = Effect Size; Δ = small effect in practice; * = medium effect in practice; ▪ = large effect in practice

From the table above it appears that more male residences seem to experience higher levels of well-being. The variance between the residences is relatively wide-spread with statistical and practical significance ranging from small to large.

The faculty within which the respondent studies has no meaningful effect on their well-being ($p>.05$). When a comparison was made between the different faculties (as reported in the graph below), it was revealed that the faculties *Economic and Management Sciences* and *Law* have the most students that are flourishing and *Humanities* had the most languishing students.

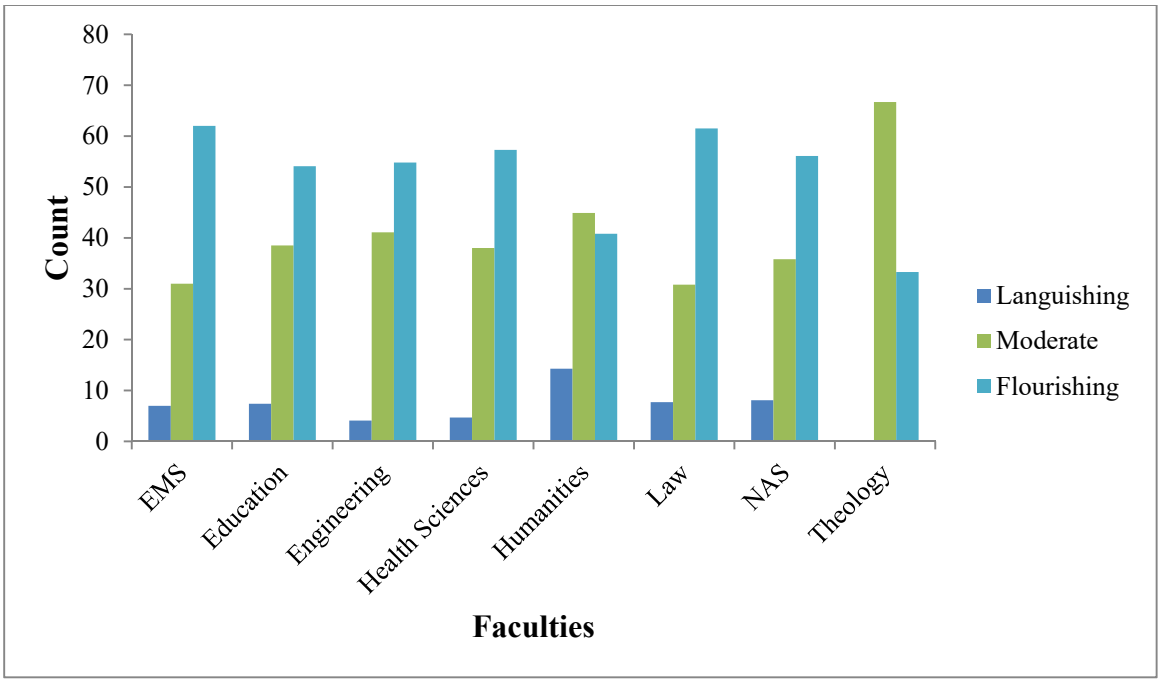


Figure 11: MHC-SF three category diagnosis of positive mental health of faculties

Note. EMS = Economic and Management Sciences; NAS = Natural and Agricultural Sciences

DISCUSSION, SUMMARY AND CONCLUSION

5.1 Discussion of results

This research study aimed to quantitatively determine the well-being of residential students of the NWU Potchefstroom Campus involved in SRCS. Students who are involved in SRCS were compared to students who are not involved with the aim of determining whether involvement in SRCS contributes to students' well-being. This discussion attempts to link the research on the correlation between community engagement and well-being with the context of the NWU's residential students. The data did, however, reveal that there were other variables that had a correlation with well-being. These variables are discussed additionally in this section as well.

A null hypothesis and an alternative hypothesis were formulated based on the available literature to predict the relationship between the variables SRCS and student well-being. Setting hypotheses helped guide the process of data collection and the interpretation of the data (Allen, 2017).

In this study 56.7% of the sample of 793 students was found to be flourishing at the time of completion of the questionnaire. This result is consistent with the results of a study conducted amongst students of three Tanzanian universities. That study reported that University 1 had a 70.6% flourishing rate, University 2 stood at 68.3% and at the third university, 80.7% of students flourished. This resulted in a mean flourishing rate of 72.8% across the three universities (Rugira, Nienaber, & Wissing, 2013). Adding to this phenomenon, Wissing and Temane (2013) reported that 51-61% of the university students in their sample were flourishing. Their longitudinal study was conducted over 4 years between 2007 and 2010 and the results remained constant. It appears to be a trend amongst university students in South Africa that the majority of the student population is flourishing.

The graph below indicates the 14 individual domains evaluated by the 14 questions of the MHC-SF. It is clear that there are marginal differences in these aspects between those involved in SRCS and those who are not. These differences displayed below were found to be statistically insignificant. Being involved in SRCS had a small effect of the social well-being of the students. This is consistent with the findings stating that community involvement contributes to a sense of community, having new experiences, and increases social interactions and social integration (D'Archangelo, 2009; Guerra et al., 2012; Paliavin & Siegl, 2007). Vieten et al. (2014) support these finding by reporting that involvement in community projects result in a sense of belonging and interconnectedness and an increase in overall psychological well-being. In a study conducted by Bowman, Brandenberger, Lapsley, Hill, and Quaranto (2010) a significant correlation was found between community engagement and purpose in life, environmental mastery and personal growth (which are all elements of psychological well-being) and life satisfaction. It can then be deemed as contradictory that this study found a significant statistical difference only on a social well-being level but not on levels of psychological and emotional well-being.

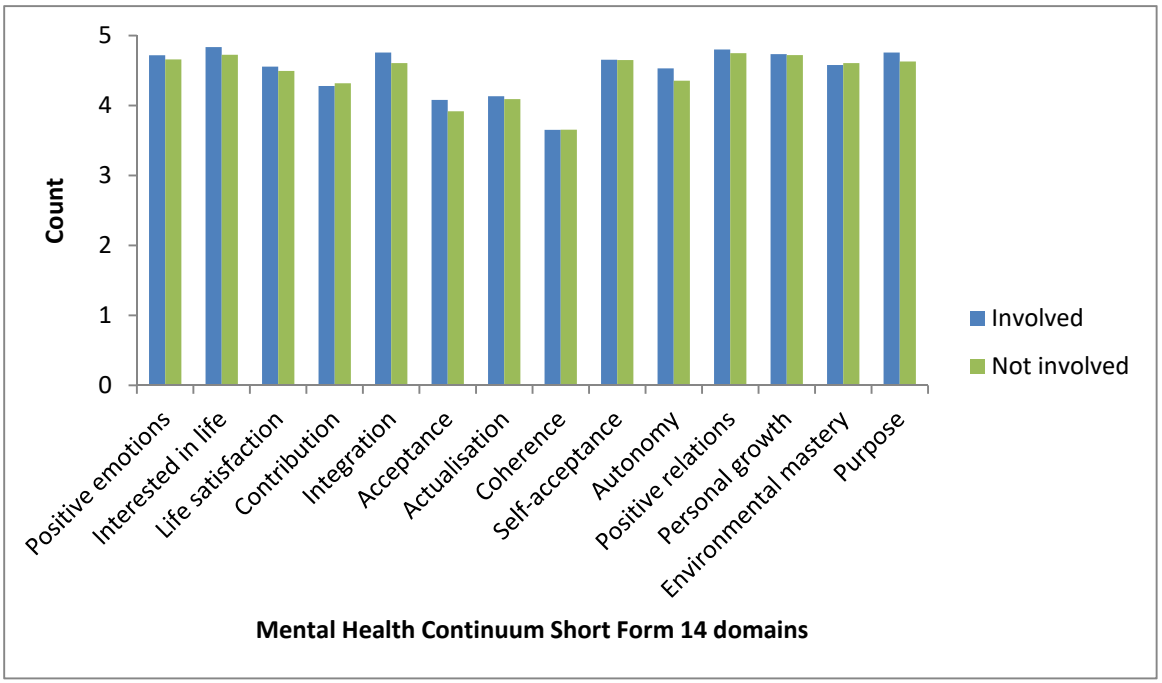


Figure 12: *14 domain specific questions of the Mental Health Continuum Short Form*

Note: Positive emotions = Happy; Interested in life = Interested in life; Life satisfaction = Satisfied with your life; Contribution = You have something important to contribute to society; Integration = You belong to a community; Acceptance = Society is a good place; Actualisation = People are basically good; Coherence = The way society works makes sense to you; Self-acceptance = You like most parts of you personality; Autonomy = You are good at managing the responsibilities of your daily life; Positive relations = You have warm and trusting relationships with others; Personal growth = You have had experiences that challenged you to grow and become a better person; Environmental mastery = You have the confidence to think or express your own ideas and opinions; Purpose = Your life has a sense of direction or meaning.

Causality cannot be definitively proved due to various variables that cannot be controlled or predicted. This study found that 57.5% of students involved in SRCS are flourishing compared to the 54.8% flourishing rate of those who are not involved. There seemingly is a difference but it is not statistically or practically significant. This means that the null hypothesis is not rejected. It can be said with relative certainty that involvement in SRCS does not contribute to the well-being of students in a significant way as expected. According to Luoh and Herzog (2002), Musick et al. (1999), Van Willigen (2000) and Windsor, Anstey and Rodgers (2008) as cited in Bowman et al. (2010), the relationship between well-being and volunteering is not linear due to other influencing variables.

In addition to the aims of this study, it was found that there were differences present between the well-being experienced by male and female students, respectively. This result was independent of their involvement in SRCS. Even though the difference was significant on a statistical level, it was found to be practically insignificant. This is consistent with a study conducted by Lin (2013), which indicated that there is a relationship between gender and well-being, but the correlation is small. The literature shows that the relationship between gender and well-being has been investigated thoroughly and the findings consistently indicate that there is not a substantial difference in the well-being between males and females (Pavot & Diener, 2013; Reid, 2004). Reid (2004) ascribes this possible marginal difference to the perception of each gender and their gender-perceived gender roles. Women tend to experience more well-being

based on interpersonal connectedness and men have higher well-being when their self-esteem is increased.

The results indicate a difference in well-being between the residences. Patria was found to have the highest level of well-being and consequently all residences were correlated with Patria. The majority of the men's residences experienced higher levels of well-being than the female residences. The differences between the residences range from a small effect to a large effect. There could be various reasons for this occurrence. Narang and Jahan (2019) explored the effect of sleep disturbances and stress on the well-being of hostel (i.e. residential) students. They found that students residing in hostels experience higher levels of stress and more sleep disturbances which could be indicative of why the difference in well-being occur between residences. Suvera (2012) confirms this statement by adding that students residing at home experience higher levels of well-being compared to those residing in hostels.

Finally, the results indicate that the variables age, year of study and the faculty within which the student studies has no effect on their well-being. The age of the student and the year of study correlate in that it is an indicator of chronological age. The older the student is, the more likely they will be advanced in years of study. The results show that chronological age in general does not have an influence on the levels of well-being experienced by the student. The well-being of the different year- and age groups remain relatively constant with all groups flourishing more than languishing and experiencing above average levels of well-being in social, psychological and emotional domains. Keyes (2007), however, states that flourishing decreases with age. This phenomenon was not found to be accurate within the student population tested. Additionally, the differences in well-being between the different faculties were deemed insignificant - meaning that a specific course of study does not ensure higher levels of well-being compared to another. In contrast, Suvera (2012) conducted a study at an Indian University which

found differences in well-being between students of the Arts faculty and the Science faculty. Perhaps there are inter-faculty differences in well-being that can be explored further.

When comparing the well-being of the students to that of the larger population it is clear that students experience marginally higher levels of well-being. The well-being of a larger population that the comparison is being made to was reported on by Coetzee and Nell (2016). Amongst other findings, they reported on the well-being of the communities (Tlokwe, Emfuleni and Mahikeng) surrounding the three campuses of the NWU. The mean of these three campuses is used as a reference point in their discussion. When observing the positive mental health it was found that the NWU students had higher levels of flourishing (56.7%) compared to the surrounding communities (broader population) (36.8%). An interesting difference to note is between the surrounding community and the students when it comes to moderate levels of well-being. The community experience far higher moderate levels of well-being (62.4%) compared to the students (36.3%). This occurrence means that most of the student population in isolation are flourishing and most of the surrounding community is experiencing moderate levels of well-being. One could hypothesise about various contributing factors such as age, occupation, stage of life, context, responsibility, familial obligations, life stressors etc. Differences were also found when exploring the sub-facets of well-being. On the MHC-SF the students reported a higher mean score for social well-being (student mean = 2.96 versus community mean = 2.72) and psychological well-being (student mean = 3.57 versus community mean = 3.46). The community reported slightly higher levels of emotional well-being (student mean = 3.61 versus community mean = 3.63). This may be due to the academic related stress, poor adjustment and a lack of support that students experience. When comparing the well-being of students to a specific population such as the Impala mine workers (Coetzee, 2018) the same phenomenon was observed. More students flourish (56.7%) than mine workers (47.2%). The statements about the community is confirmed by the results of the mine workers in that they too experience higher

levels of moderate well-being (49.1%) compared to students (36.3%). An inference can thus be made that the students tend to flourish more than the rest of the general population.

5.2 Conclusion

This study attempted to determine whether a correlation exists between SRCS involvement and residential students' well-being. The study found that there was no significant relationship between whether a student was languishing, experiencing moderate levels of well-being or flourishing and their involvement in SRCS. There was, however, higher levels of social well-being experienced by students involved in SRCS but this effect was found to be small. In this instance the null hypothesis is accepted which states that residential students involved in SRCS experienced equal or lower levels of well-being than students who are not involved. This hypothesis is true due to the fact that there is no statistically significant difference in the well-being of these two groups. The additional variables that were considered revealed that the age of the student, year of study and the faculty within which the student studies had no effect on their well-being. Gender and the residence within which the student is involved appear to correlate with well-being. Overall, male students seem to experience higher levels of well-being in the social, emotional and psychological realms and flourish more than female students. This correlates with the finding that more male occupied residences experience high levels of well-being than residences occupied by female students. When comparing the well-being of students to the greater population it is concluded that students tend to flourish more, thus experiencing higher levels of well-being than the general population.

5.3 Limitations of the study

This study focused specifically on the residential students (i.e. those physically living in campus residences and those involved through participation in town residences) and their well-being. This can be viewed as a limitation seeing as non-residential students also have the opportunity to participate in SRCS via the university structures. The results can therefore not be

generalised to the entire NWU student population but merely the residential students of the Potchefstroom Campus.

Only the Mental Health Continuum Short Form was used to assess the well-being of the students. This could be a limitation as additional measures of well-being could have provided the researcher with a more comprehensive indication of the well-being experienced by students. More variables and the correlation between these variables need to be considered to determine causal or contributing factors in the experience of well-being.

The quantitative nature of the research study can be a limitation because there is statistical evidence of differences in well-being but no qualitative data to support the results. This might be an important variable in determining the factors contributing to student well-being and which specific aspects of SRCS play a role.

5.4 Recommendations for future studies

Future explorative studies can be conducted to gain a deeper understanding of the factors influencing the well-being of students. The sample pool can be widened to include non-residential and first year students. Future studies can incorporate different measures such as the full Mental Health Continuum questionnaire, the Satisfaction with Life Scale and utilising questionnaires relating to meaning. The study can be expanded to all three of the NWU's campuses to get a more holistic picture of student well-being. An investigation into specific SRCS practices or programmes, using a qualitative approach to determine how they can be improved to increase the well-being of the students involved, can result in useful findings. Finally, different variables that may contribute to the well-being of students can be explored. The variables regarding gender and the residence found to be significant in this study can be used as a starting point for further investigation.

CRITICAL REFLECTION

6.1 Introduction

This section comprises of the reflection of the researcher about her experience of completing this research study. The section starts off with a reflection on the topic, its significance and the process followed and concludes with a personal reflection about the entirety of the research study.

6.2 Topic

There are various studies that have proven the relationship between well-being and volunteering in community service initiatives. As the available literature was delved into, it became clear that a gap existed. When focusing specifically on the NWU context it was found that there are qualitative studies that have explored the psychological benefits of community engagement (e.g. Schalkwyk, 2016), but there has not been any quantitative studies determining the well-being of students involved in SRCS. It was quite a challenge to find context-specific literature on this topic but there is a vast array of international research available. This study determined what the well-being of students comprises, as well as identified various factors that may play a role in the levels of well-being experienced. This study provides statistically sound evidence that can serve as a baseline which may spearhead a deeper investigation into student well-being. Even though the outcome of this research reflected that SRCS does not play as big a role in student well-being as expected, it provided evidence that there is opportunity for improvement. The researcher believes that if the well-being of students can be improved at a critical and impressionable stage of life, it may possibly make the adjustment into adulthood and life beyond university a smoother process.

6.3 Personal

The completion of this mini-dissertation has been a challenging yet valuable experience for the researcher. Although there were multiple obstacles on the journey, it was an opportunity for tremendous personal growth, development of insight and the shaping of professional and academic skills. Being a student at the NWU Potchefstroom Campus, the researcher was personally involved in SRCS programmes. These programmes had a valuable contribution in the researcher's life and she was able to experience the importance thereof in the NWU context as well as the surrounding Potchefstroom community. During the researcher's year as an intern Psychologist at Thuso1777 (the psychological service of the NWU Potchefstroom Campus) she became increasingly aware of the importance of activities that increase student well-being and by extension their mental health. It was these personal insights that were the initial spark that drove the birth of the research study. Delving into the history of SRCS proved to be enlightening and reiterated the value thereof. The researcher was moved by the number of students who participated in the study. It emphasised the importance of SRCS to the students and their willingness to improve the quality of student life.

The most challenging aspect about this research study was the process itself. There were several incidents that influenced the flow of the process. In this regard the researcher is thankful for an excellent supervisor that did his utmost to ensure the swift progression of the research study. At times it was difficult to balance the theoretical portion of the Master's programme and the demands of the internship programme with focusing attention on the completion of the research. The supervisor constantly pushed the researcher to do her best work and gave valuable feedback that elevated the research to what it would ultimately become.

Upon completion of this study the researcher came to the realisation that more studies are required to into the well-being of students and the specific elements that contribute towards it. If well-being is influenced by specific activities or aspects of student life, it can be used as an

opportunity to empower students to increase their own well-being and possibly lessen the need for psychological intervention at university level or later in life.

REFERENCE LIST

Allen, M. (2017). *The sage encyclopaedia of communication research methods* (Vols. 1-4). Thousand Oaks, CA: SAGE. doi:10.4135/9781483381411

Aron, A., Coups, E. J., & Aron E. N. (2013). *Statistics for Psychology* (6th ed.). London, England: Pearson.

Bowman, N., Brandenberger, J., Lapsley, D., Hill, P., & Quaranto, J. (2010). Serving in college, flourishing in adulthood: Does community engagement during the college years predict adult well-being? *Applied Psychology: Health & Well-being, 2*(1), 14-34. doi: 10.1111/j.1758-0854.2009.01020.x

Bucchianeri, M. M., Fernandes, N., Loth, K., Hannan, P. J., Eisenberg, M. E., & Neumark-Sztainer, D. (2016). Body dissatisfaction: Do associations with disordered eating and psychological well-being differ across race/ethnicity in adolescent girls and boys? *Cultural Diversity and Ethnic Minority Psychology, 22*(1), 137–146. doi: 10.1037/cdp0000036

Coetzee HC & Nell W. (2016). *The North-West University's perceived impact on local communities and the needs, assets and well-being of these communities*. Internal report. Commissioned by NWU.

Coetzee HC. (2018). *Living conditions and housing needs of workers at Impala Platinum Mine (Rustenburg operations)*. Commissioned by Impala Plats Ltd.

D'Archangelo, M. (2009). Doing good – The benefits of volunteering for your life, your career, your world. *Laboratory Medicine*, *40*(3), 146–150. Retrieved from https://doi.org/10.1309/LM6OM97FOAWUWKOT

Du Toit, M. M., Wissing, M. P., & Khumalo, I. P. (2014). Positive relationships. In M. P. Wissing, J. Potgieter, T. Guse, T., Khumalo, I. P., & Nel, L. (Eds.). *Towards Flourishing : Contextualising Positive Psychology* (pp. 177 - 207). Pretoria: Van Schaik.

Fouché, C. B., Delport, C. S. L., & De Vos, A. S. (2011). Quantitative research designs. In A. S. De Vos, H. Strydom, C. B. Fouché, & C. S. L. Delport (Eds.). *Research at grass roots - for the social sciences and human service professions* (pp. 142 – 158). Pretoria, South Africa: Van Schaik.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist, 56*(3), 218–226. doi: 10.1037/0003-066X.56.3.218

Galvin, K. T., & Todres, L. (2011). Kinds of well-being: A conceptual framework that provides direction for caring. *International Journal of Qualitative Studies on Health and Well-being*, *6* (4). doi: 10.3402/qhw.v6i4.10362

Gouws, L. (2017). *Die warm studentehart van die NWU-PUK*. Potchefstroom: Studente JOOL Gemeenskapsdiens van Noordwes-Universiteit.

Guerra, S. R. C., Demain, S. H., Figueiredo, D. M. P., & De Sousa, L. X. M. (2012). Being a volunteer: Motivations, fears, and benefits of volunteering in an intervention program for people with dementia and their families. *Activities, Adaptation & Aging, 36*(1), 55-78, doi: 10.1080/01924788.2011.647538

Haybron, D. M. (2008). Philosophy and the Science of Subjective Well-being. In M. Eid & R. J. Larsen (Eds.). *The Science of Subjective Well-being* (pp. 17-43). New York, NY: The Guildford Press.

Keyes, C. L. M. (2002). The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Research, 43* (2), 207-222. Retrieved from https://www.jstor.org/stable/pdf/3090197.pdf?refreqid=excelsior%3Aa0b5bf1c8d27ca197e4565dd5bf36c00

Keyes, C. L. M. (2007). Promoting and protecting mental health as flourishing: A complementary strategy for improving national mental health. *American Psychologist, 62* (2), 95–108. doi: 10.1037/0003-066X.62.2.95

Keyes, C. L. M., Ryff, C. D., & Shmotkin, D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Social Psychology, 82*(6), 1007–1022. doi:10.1037//0022-3514.82.6.1007

Keyes, C.L.M., Wissing, M., Potgieter, J.P., Temane, M., Kruger, A., & Van Rooy, S. (2008). Evaluation of the mental health continuum-short form (MHC-SF) in Setswana-speaking South Africans. *Clinical Psychology & Psychotherapy, 15*(3), 181–192.

Kline, P. (2000). *The handbook of psychological testing* (2nd ed.). London: Routledge.

Krause, N., Pargament, K. I., Hill, P. C., & Ironson, G. (2018). Assessing the role of race/ethnicity in the relationships among spiritual struggles, health, and well-being. *American Journal of Orthopsychiatry, 88*(2), 132–141. doi:10.1037/ort0000255

Lamers, S. M. A., Westerhof, G. J., Bohlmeijer, E. T., Ten Klooster, P. M., & Keyes, C. L. M. (2011). Evaluating the psychometric properties of the Mental Health Continuum – Short Form (MHC-SF). *Journal of Clinical Psychology*, *67*(1), 99 – 110. doi: 10.1002/jclp.20741

Lin, H. (2013). The well-Being of junior high school students in Taiwan in relation to familial socioeconomic status, school life adjustment, and deviant behavior. *Psychology, 4*(3A), 217-223. doi: 10.4236/psych.2013.43A033

Maree, K., & Pietersen, J. (2016). Sampling. In K. Maree (Ed.). *First steps in research (2nd ed.)* (pp. 172 – 180). Pretoria: Van Schaik.

McLeod, J. D., & Owens, T. J. (2004). Psychological well-being in the early life course: Variations by socioeconomic status, gender, and race/ethnicity. *Social Psychology Quarterly, 67*(3), 257-278. doi: 10.1177/019027250406700303

Narang, U., & Jahan, N. (2019). Stress, well-being and sleep disturbance among hostellers and non-hosteller students. *IAHRW International Journal of Social Sciences Review, 7*(5-I), 1131-1133. Retrieved from https://content.ebscohost.com/ContentServer.asp?T=P&P=AN&K=138044142&S=R&D=sih&EbscoContent=dGJyMNXb4kSep7E4zOX0OLCmr1Gep7ZSsqm4SreWxWXS&ContentCustomer=dGJyMPGusUu0rq5JuePfgeyx44Dt6fIA

Nel, M. (2019, March 14). JOOL gee aan behoeftiges tydens glansfunksie. *Wapad,* p.1.

NWU Accommodation (2019). Retrieved from http://studies.nwu.ac.za/studies/accommodation?_ga=2.193030189.1883756245.1574524089-451293394.1515787246

NWU Community Engagement. (2019). Retrieved from http://www.nwu.ac.za/ community-engagement

NWU Our Campuses. (2019). Retrieved from http://studies.nwu.ac.za/studies/our-campuses?_ga=2.227922845.1234848414.1582104420-451293394.1515787246

NWU Quick Stats 2018/2019 (2019). Retrieved from www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-institutional-information/NWU-Quick-Stats-2018-2019.pdf

NWU SRCS Background. (2019). Retrieved from http://www.nwu.ac.za/srcs-background

Onwuegbuzie, A. J., & Leech, N. L. (2005). Taking the "Q" out of research: Teaching research methodology courses without the divide between quantitative and qualitative paradigms. *Quality & Quantity 39,* 267–296. doi: 10.1007/s11135-004-1670-

Paliavin, J. A., & Siegl, E. (2007). Health benefits of volunteering in the Wisconsin longitudinal study. *Journal of Health and Social Behavior, 48* (4), 450-464. doi: 10.1177/002214650704800408

Pavot, W., & Diener, E. (2013). Happiness experienced: The science of subjective well-being. In S. David, I. Boniwell, & A.C. Ayers (Eds.). *The Oxford handbook of happiness* (pp. 134-151). Oxford, UK: Oxford University Press

Qunchao, L. V., & Xinli, X. (2017). Community involvement and place identity: The role of perceived values, perceived fairness, and subjective well-being. *Asia Pacific Journal of Tourism Research, 22*(9), 951-964. doi: 10.1080/10941665.2017.1345772

Reid, A. (2004). Gender and sources of subjective well-being. *Sex Roles, 51*, 617-629. doi: 10.1007/s11199-004-0714-1

Rugira, J., Nienaber, A. W., & Wissing, M. P. (2013). Psychological well-being among Tanzanian university students. *Journal of Psychology in Africa, 23*(3), 425-429, doi: 10.1080/14330237.2013.10820647

Ryff, C. D., & Singer, B. (1998). The contours of positive human health. *Psychological Inquiry, 9*(1), 1-28. Retrieved from http://links.jstor.org/sici?sici=1047-840X%281998%299%3A1%3C1%3ATCOPHH%3E2.0.CO%3B2-7

Sallnow, L., & Paul, S. (2015) Understanding community engagement in end-of-life care: Developing conceptual clarity. *Critical Public Health, 25*(2), 231-238. doi: 10.1080/09581596.2014.90958

Schalkwyk, G. G. (2016). *Project leaders' subjective experience of the psychological benefits of community engagement* (Doctoral dissertation, North-West University (South Africa), Potchefstroom Campus).

Simeon, E., Herbst, A., & Nienaber, A. (2014). The effect of a leadership development programme on a group of adolescents from a resource-restricted community. *Social Work Practitioner Researcher, 26*. Retrieved from https://eds-a-ebscohost-com.nwulib.nwu.ac.za/ehost/detail/detail?vid=4&sid=c8344b07-614b-4a91-90b6-c547f62e42d3%40sessionmgr4009&bdata=#AN=722136&db=awn

Suvera, P. S. (2012). Psychological well-being: A comparative study of arts and science college students. *Indian Journal of Community Psychology, 8*(2), 316-320. Retrieved from: https://web-a-ebscohostcom.nwulib.nwu.ac.za/ehost/detail/detail?vid=19&sid=ccf240e0-1fbe-42c5-85b9-8a558f67fe62%40sdc-v-sessmgr01&bdata=#db=psyh&AN=2012-23653-010

Thoits, P. A., & Hewitt, L. N. (2001). Volunteer work and well-being. *Journal of Health and Social Behaviour, 42*(2), 115-131. Retrieved from http://www.jstor.org/stable/pdf/3090173.pdf?refreqid=excelsior:7143c511b43bea06ae8dfd568b7c97cf

Vieten, C., Cohen, A. B., Schlitz, M. M., Estrada, M., Radin, D., & Delorme, A. (2014). Engagement in a community based integral practice program enhances well-being. *International Journal of Transpersonal Studies, 33*(2), 2014, 1-15.

Westerhof, G. J., & Keyes, C. L. M. (2010). Mental illness and mental health: The two continua model across the lifespan. *Journal of Adult Development 17*, 110–119. doi: 10.1007/s10804-009-9082-

Weyers, M., & Herbst, A. G. (2014). Training university students for community engagement: Lessons from a KAB study. *The Social Work Practitioner Researcher, 26*(2), 141 – 166.

Wissing, M. P. (2014). Selected theories on functioning well and feeling good. In M. P. Wissing, J. Potgieter, T. Guse, T.Khumalo, & L. Nel (Eds.). *Towards Flourishing: Contextualising Positive Psychology* (pp. 141 - 165). Pretoria: Van Schaik.

Wissing, M. P., & Temane, Q. M. (2013).The prevalence of levels of wellbeing revisited in an African context. In C. L. M. Keyes (Ed.). *Mental well-being: International contributions to the study of positive mental health* (pp. 71–90). Dordrecht, Netherlands: Springer.

World Health Organisation (2014). *Mental health: A state of well-being.* Retrieved from https://www.who.int/features/factfiles/mental_health/en/

ANNEXURES

7.1 Declaration by language editor

Christel Eastes
PO Box 21061
Noordbrug
2522
082 566 4229

22 November 2019

To whom it may concern:

DECLARATION: LANGUAGE EDITING

This letter serves as proof that the following document was submitted to the undersigned for language editing in November 2019:

Author:	Monique Roberts (25018426)
Document type:	Dissertation: M.Sc. in Counselling Psychology (North-West University)
Title:	*The well-being of residential students of North-West University involved in Student Rag Community Service (SRCS)*

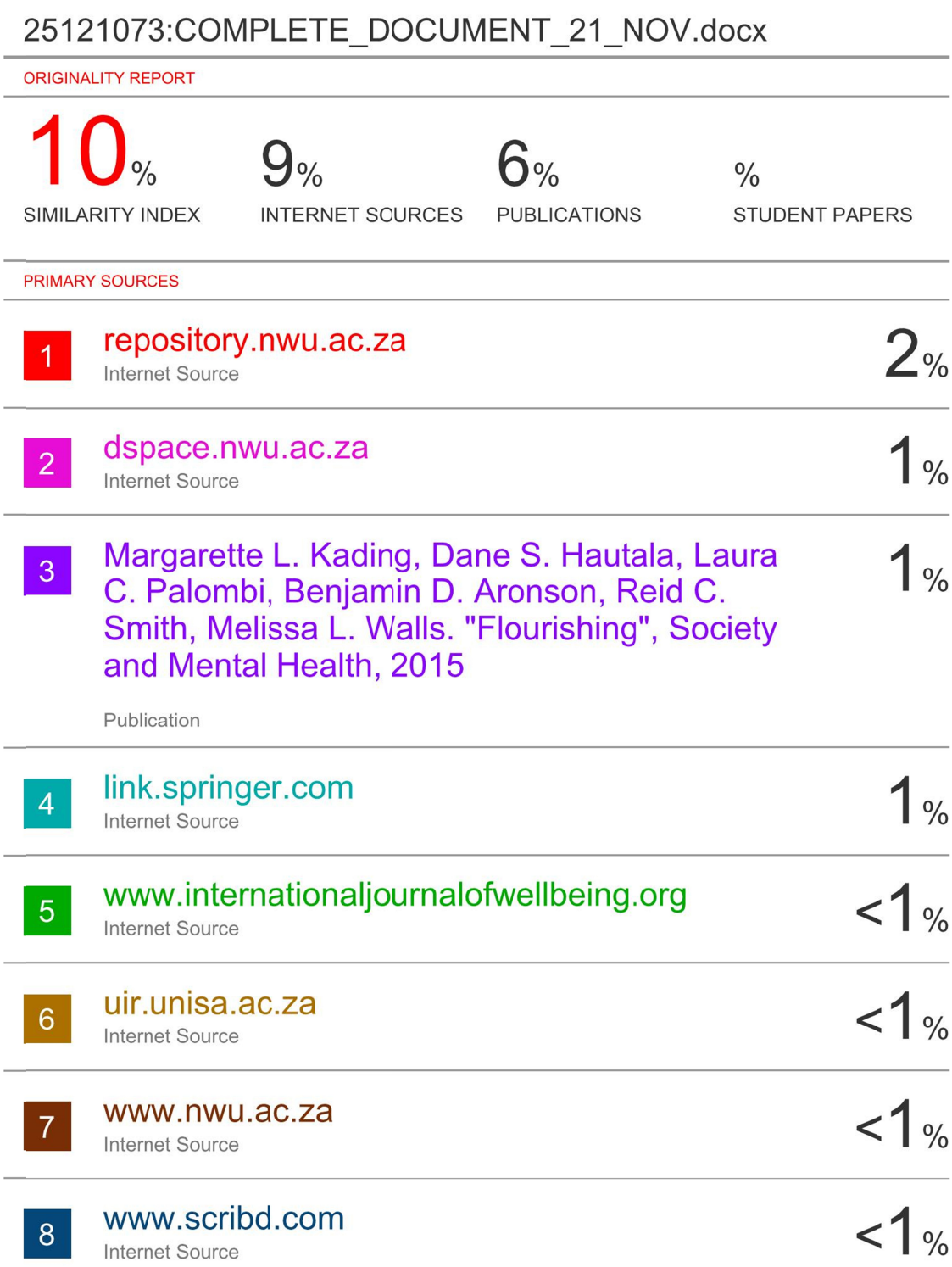
Final review comments and recommendations were communicated to the author on 23 November 2019. Applying changes in order to arrive at a final, approved document remains the responsibility of the document author.

Yours sincerely



CHRISTEL EASTES
Potchefstroom

7.2 Turn-It-In report



25121073:COMPLETE_DOCUMENT_21_NOV.docx

ORIGINALITY REPORT

10%	9%	6%	%
SIMILARITY INDEX	INTERNET SCURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.nwu.ac.za Internet Source	2%
2	dspace.nwu.ac.za Internet Source	1%
3	Margarette L. Kading, Dane S. Hautala, Laura C. Palombi, Benjamin D. Aronson, Reid C. Smith, Melissa L. Walls. "Flourishing", Society and Mental Health, 2015 Publication	1%
4	link.springer.com Internet Source	1%
5	www.internationaljournalofwellbeing.org Internet Source	<1%
6	uir.unisa.ac.za Internet Source	<1%
7	www.nwu.ac.za Internet Source	<1%
8	www.scribd.com Internet Source	<1%

7.3 COMPRES approval letter



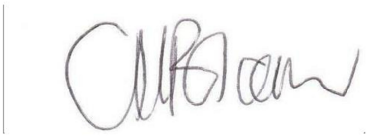
Recommendation of the Research Proposal Committee to the Research Ethics Committee Research Using Human Participants

Scientific Committee	**Name**	Monique Roberts		**Discipline**	MA/MSC Counselling Psychology
	Research Entity	COMPRES		**Contact Person**	Ellen Seokolo
	Faculty	Health Science		**E-mail**	23352000@nwu.ac.za
Title of the study:	Well-being of residential students of North-West University of North West involved in student Rag Community Service (SRCS)				
Researchers involved in the study:	Hendri Coetzee				
Executive summary of the research:	The North West University's Potchefstroom Campus is home to the largest student driven community engagement initiative in the country called the Student Rag Community Service (SRCS). The aim of the proposed study is to determine whether being involved in SRCS projects has an influence on the well-being of students living in residences on the Potchefstroom Campus. To accomplish the aim of the study, a quantitative cross-sectional design will be implemented. The data will be collected by means of an online questionnaire - the Mental Health Continuum (Short Form). The data will be analysed using descriptive and inferential statistics. This study can serve as a powerful motivator for student volunteerism in the SRCS and community engagement projects in general. Ideally, the results will give a clear indication whether being involved in the SRCS plays a role in the well-being of students living in residences on campus.				
Potential risk level for human participants:	No risk	☐	Motivate: Click here to enter text.		
	Minimal risk	☒			
	Medium risk	☐			
	High risk	☐			
Potential risk level for children and incapacitated adults:	No risk	☐	Motivate: Click here to enter text.		
	No more than minimal risk of harm	☐			
	Greater than minimal risk with the prospect of direct benefit	☐			
	Greater than minimal risk with no direct benefit	☐			
Recommendation for the ethics committee	Expedited review	☐	Motivate: Click here to enter text.		
	Full review	☒			
	Exempted from review	☐			
Any additional comments	Motivate: Click here to enter text.				
Committee members present during the review	**Members present**				
	Karel Botha				
	Werner de Klerk				
	Issie Jacobs				
	Mariette van der Merwe				
	Sufran Smith				

	Elmarie Deacon
	Elma Ryke
	Wim Roestenburg
Date of review	2019/02/05



Signature of Chairperson
Date: **2019/04/02**



Signature of Research Director
Date: 2019/04/03

Decision of the Ethics Committee:

Expedited review	☐	**Motivate:** Click here to enter text.
Full review	☐	
Exempted from review	☐	

Signature of Chairperson of the Research Ethics Committee
Date: Click here to enter a date.

Developed by Minrie Greeff, 1 March 2017

7.4 Ethics approval letter

- *request access to any information or data at any time during the course or after completion of the study;*
- *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;*
- *withdraw or postpone approval if:*
  - *any unethical principles or practices of the study are revealed or suspected;*
  - *it becomes apparent that any relevant information was withheld from the NWU-HREC or that information has been false or misrepresented;*
  - *submission of the six-monthly monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and/or*
  - *new institutional rules, national legislation or international conventions deem it necessary.*
- *NWU-HREC can be contacted for further information via Ethics-HRECApply@nwu.ac.za or 018 299 1206*

The NWU-HREC would like to remain at your service and wishes you well with your study. Please do not hesitate to contact the NWU-HREC for any further enquiries or requests for assistance.

Yours sincerely,

Digitally signed by
Prof Petra Bester
Date: 2019.11.20
15:20:56 +02'00'

Chairperson NWU-HREC

Current details:(23239522) G:\My Drive\9. Research and Postgraduate Education\9.1.5.4 Templates\9.1.5.4.2_NWU-HREC_EAL.docm
20 August 2019

File Reference: 9.1.5.4.2

7.5 Research Data Gatekeeper Committee approval

NWU ®
NORTH-WEST UNIVERSITY
NOORDWES-UNIVERSITEIT
YUNIBESITI YA BOKONE-BOPHIRIMA

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: +2718 299-1111/2222
Web: http://www.nwu.ac.za

Research Data Gatekeeper Committee

NWU RDGC PERMISSION GRANTED / DENIED LETTER

Based on the documentation provided by the researcher specified below, on 26/08/2019 the NWU Research Data Gatekeeper Committee (NWU-RDGC) hereby grants permission for the specific project (as indicated below) to be conducted at the North-West University (NWU):

Project title: The well-being of residential students of North-West University involved in Student Rag Community Service (SRCS).

Project leader: Dr HC Coetzee
Researcher/Project Team: M Roberts

Ethics reference no: NWU-00045-19-S1
NWU RDGC reference no: NWU-GK-2019-043

Specific Conditions:

Approval date: 26/08/2019 **Expiry date: 25/08/2020**

General Conditions of Approval:

- The NWU-RDGC will not take the responsibility to recruit research participants or to gather data on behalf of the researcher. This committee can therefore not guarantee the participation of our relevant stakeholders.
- Any changes to the research protocol within the permission period (for a maximum of 1 year) must be communicated to the NWU-RDGC. Failure to do so will lead to withdrawal of the permission.
- The NWU-RDGC should be provided with a report or document in which the results of said project are disseminated.

Please note that under no circumstances will any personal information of possible research subjects be provided to the researcher by the NWU RDGC. The NWU complies with the Promotion of Access to Information Act 2 of 2000 (PAIA) as well as the Protection of Personal Information Act 4 of 2013 (POPI). For an application to access such information please contact Ms Annamarie De Kock (018 285 2771) for the relevant enquiry form or more information on how the NWU complies with PAIA and POPI.

The NWU RDGC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the NWU RDGC for any further enquiries or requests for assistance

Yours sincerely

Prof Marlene Verhoef
Chairperson NWU Research Data Gatekeeper Committee

Original details: (22351930) C:\Users\22351930\Desktop\test 2.docm
13 November 2018

7.6 Goodwill permission from SRCS Executive Committee

NWU®
NORTH-WEST UNIVERSITY
NOORDWES-UNIVERSITEIT
YUNIBESITI YA BOKONE-BOPHIRIMA

Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Fax: 018 299-4910
Web: http://www.nwu.ac.za

SJGD (NPO 002-000)
Tel: 018 299 2378
Email: jean.stidworthy@nwu.ac.za

Monique Roberts
Per email: miqi22.mr@gmail.com

15 May 2019

Dear Monique

SRCS GOODWILL PERMISSION

The Student Rag Community Service (NPO 002-000) Advisory Board, together with the SCC: Chairperson for SRCS has evaluated your proposal. The planned study to explore the well-being of residential student volunteers involved in SRCS could offer better insights and also assist in identifying how to better equip the volunteers.

SRCS therefore grants our goodwill permission for the planned study and look forward to the sharing of your results.

The liaison for any queries and/or assistance for the study will be the SCC: SRCS Chairperson and Tasleem Sayed (SRCS: Advisory Board). The SRCS Chairperson has also indicated that they will offer their assistance to encourage the volunteers to participate in the study.

Yours sincerely

JEAN-MARC STIDWORTHY
CHAIRPERSON: SRCS ADVISORY BOARD

cc: Hendri Coetzee, PSR-SJGD@nwu.ac.za

7.7 Permission from residence primaria's template

PERMISSION LETTER

Title:

The well-being of residential students of the North-West University involved in Student Rag Community Service (SRCS)

Summary:

The North West University's Potchefstroom Campus is home to the largest student driven community engagement initiative in the country called the Student Rag Community Service (SRCS). Through this initiative students of the NWU Potchefstroom have the opportunity to contribute to their community and play an integral role in improving the lives of others.

The aim of this study is to determine, through the use of an online questionnaire, whether being involved in SRCS contributes to the well-being that students living in residences on campus experience.

The expectation of the participants of your residence will be to complete an online questionnaire within a specified two week period. The questionnaire will consist of two sections. The first section collects basic biographical information such as gender, age, year of study, field of study and residence. The second section consists of 14 questions on a rating scale. The entire questionnaire will take approximately 10 minutes to complete. No identifying details of any participants will be required thus ensuring anonymity.

I, _____ (name and surname) in my capacity as Primaria/Primarius of _____ (name of residence) hereby give goodwill permission that the members of my residence may participate in the above mentioned study. I have read and understand the content and purpose thereof and was given the opportunity to pose questions. I undersign this document of my own free will and volition having read the info provided above.

_____ _____

Primaria/Primarius Date

7.8 Consent form

Private Bag X1290, Potchefstroom
South Africa 2520
Tel: +2718 299-1111/2222
Fax: +2718 299-4910
Web: http://www.nwu.ac.za

HREC Stamp

INFORMED CONSENT DOCUMENTATION FOR
Residential Students of the North-West University
Potchefstroom Campus

TITLE OF THE RESEARCH STUDY: The well-being of residential students of North-West University involved in Student Rag Community Service (SRCS)

ETHICS REFERENCE NUMBERS: NWU-00045-19-S1

PRINCIPAL INVESTIGATOR: Prof Hendri Coetzee

POST GRADUATE STUDENT: Monique Roberts

ADDRESS: Potchefstroom

CONTACT NUMBER: 078 457 1963

You are being invited to take part in a **research study** that forms part of a Masters study. Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher or person explaining the research to you any questions about any part of this study that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research is

This study has been approved by the **Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (NWU-00045-19-S1)** and will be conducted according to the ethical guidelines and principles of Ethics in Health Research: Principles, Processes and Structures (DoH, 2015) and other international ethical guidelines applicable to this study. It might be necessary for the research ethics committee members or other relevant people to inspect the research records.

What is this research study all about?

- *We plan to determine whether being involved in SRCS plays a role in the well-being of students affiliated with residences on the Potchefstroom Campus of the NWU.*

- *This study will be conducted at your convenience via an online questionnaire and will be done by experienced health researchers. The study leader currently holds a BA and BA (Hons.) in Psychology, MA in Research Psychology and a PhD in Environmental Sciences. The student researcher holds a BSc degree, BSc Honours in Psychology and is currently completing her Master's degree in Counselling Psychology. Approximately 400 participants will be included in this study.*

Why have you been invited to participate?

You have been invited to be part of this research because you are a student currently registered at the NWU Potchefstroom Campus as a second year student or higher and form part of one of the 28 residences on campus. If you have access to a computer or laptop either on campus or in your private capacity you will be able to access the questionnaire. This study needs both students who are involved in SRCS and those who are not so that comparisons can be made.

- *You will unfortunately not be able to take part in this research if you are a student at a university other than the NWU Potchefstroom Campus or currently enrolled as a first year student at this University. Your questionnaire will not be considered if you do not accept the informed consent at the beginning of the questionnaire.*
- *Once you have read and agreed to the informed consent you will be directed to a screening page. If you meet all of the criteria for this study you may begin with the questionnaire.*

What will be expected of you?

- *You will be expected to complete an online questionnaire consisting of 20 questions within a specific two week time period. This process will take you approximately 10-15 minutes. This is a once of completion of the questionnaire and no further participation will be required.*

Will you gain anything from taking part in this research?

- *There will be no direct gains for you in the study.*
- *Your participation in the study could help your residence earn R1500 towards Prim Fund should your residence have the most participants per capita. This is a small token of appreciation for students' participation.*

- *Participating in this study might help SRCS to recruit more student volunteers thus enriching their resource base.*

Are there risks involved in you taking part in this research and what will be done to prevent them?

- *The risks to you in this study are minimal, however there may be some emotional or psychological implications because the studies pertains to well-being. The questionnaire takes 10 – 15 minutes to complete thus you may experience some fatigue or boredom*
- *At the end of the questionnaire the available resources on campus will be displayed should you require assistance.*

How will we protect your confidentiality and who will see your findings?

- *Anonymity of your responses will be protected by using an online questionnaire that doesn't require you to fill in any personal or identifying details. This process of data collection will also ensure that your privacy is respected and your results confidential. Only the researchers of this study will have access to the data and results but will not be able to identify the individuals who participated in the study. Findings will be kept safe by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected. Data will be stored for 5 years.*

What will happen with the findings or samples?

- *With the permission of the ethics committee (HREC) and after they've checked that the study adhered to the initial permission given, the findings of this study may be used in future studies as a starting point, collateral data or supporting evidence. Further investigation based on the results of this study is also a possibility for the future.*

How will you know about the results of this research?

- We will give you the results of this research when the results have been written up in an article by the researchers should you have a desire to know the outcome.
- You will be informed of any new relevant findings by the researchers. At the end of the questionnaire there will be an option for you to enter an email address should you want to know the results of the research. This is optional and will not be a requirement to submit your responses to the questionnaire. Should you wish to receive feedback on the research a short report will be emailed to you indicating the results. A link to the full dissertation will also be available in the email as well as on the SRCS's social media pages.

Will you be paid to take part in this study and are there any costs for you?

This study is funded by the SRCS offices of the NWU Potchefstroom Campus.
There will thus be no costs involved for you, if you do take part in this study.

Is there anything else that you should know or do?

- You can contact Monique Roberts at Monique.Roberts@nwu.ac.za or call 078 457 1963 or Samantha Marais at 25121073@nwu.ac.za if you have any further questions or experience any problems.
- You can also contact the Health Research Ethics Committee via Mrs Carolien van Zyl at 018 299 1206 or carolien.vanzyl@nwu.ac.za if you have any concerns that were not answered about the research or if you have complaints about the research.

Declaration by participant

By marking yes below I agree to take part in the research study titled: The well-being of residential students of the North-West University involved in Student Rag Community Service (SRCS).

I declare that:

- I have read this information in a language that I understand.
- I understand the research clearly.
- I am aware that if I have any questions pertaining to the research I can contact the researcher on the email address or number provided above.
- I understand taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study up until the point of submitting my responses and will not be handled in a negative way if I do so.
- I understand after submitting my responses I will not be able to withdraw from the study due to the anonymity of the information.
- I understand my responses could be discarded from the study for any reason that the researchers see fit.

Please choose to continue:

☐ Yes, I agree to all of the above

☐ No, I do not agree.

Please note: By choosing no you will not be able to continue with the questionnaire. Thank you for your willingness to participate.

7.9 Questionnaire

Biographical information:

Gender	
Age	
Year of study	
Field of study	
Residence / hostel	
Are you involved in SRCS?	

MENTAL HEALTH CONTINUUM SHORT FORM:

During the past month, how often did you feel:

	Never	Once or twice	About once a week	About 2 or 3 times a week	Almost every day	Every day
A. Happy	1	2	3	4	5	6
B. Interested in life	1	2	3	4	5	6
C. Satisfied	1	2	3	4	5	6
D. That you had something important to contribute to society	1	2	3	4	5	6
E. That you belonged to a community (like a social group)	1	2	3	4	5	6
F. That society is a good place	1	2	3	4	5	6
G. That people are basically good	1	2	3	4	5	6
H. That the way society works makes sense to you	1	2	3	4	5	6
I. That you liked most parts of your personality	1	2	3	4	5	6
J. That you were good at managing the responsibilities of your daily life	1	2	3	4	5	6
K. That you had warm and trusting relationships with others	1	2	3	4	5	6
L. That you had experiences that challenged you to grow and become a better person	1	2	3	4	5	6
M. That you had the confidence to think or express your own ideas and opinions	1	2	3	4	5	6
N. That your life had a sense of direction or meaning	1	2	3	4	5	6

Keyes, C. L. M. (2009). *Brief description of the mental health continuum short form (MHC-SF).* Retrieved from https://www.aacu.org/sites/default/files/MHC-SFEnglish.pdf

7.10 Advertisement




NWU®
Dra betrokkenheid by SJGD by tot jou welstand?
HELP ONS OM UIT TE VIND!
Vir meer inligting kontak ons op:
• Tel: 078 457 1963
• Epos: Monique.Roberts@nwu.ac.za
Wie kan deelneem?
Enige 2de jaar of ouer student (hetsy jy betrokke is by SJGD of nie) van die NWU Potchefstroom Kampus wat geassosieer is met een van die 28 koshuise (beide kampus- en dorpskoshuise)
Wat sal van jou verwag word?
Daar sal van jou verwag word om eenmalig 'n 10 minute aanlyn vraelys in te vul
Wat probeer ons bereik?
Ons wil bepaal of betrokkenheid by SJGD 'n bydra lewer tot die welstand van studente
Hoekom moet jy deelneem?
Die koshuis met die meeste deelnemers per kapita sal R1500 vir die koshuis se Primfonds verwerf
Hoe kan jy deelneem?
Volg die skakel (ook beskikbaar op jou koshuis groep):
https://forms.gle/Gu3ejybf7q6bBmrT9
Of SMS / Epos "LINK" to 078 457 1963 / Monique.Roberts@nwu.ac.za