

A STUDY OF PSYCHOLOGICAL WELL - BEING OF COLLEGE STUDENT WITH REGARDS TO GENDER AND FACULTY

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Introduction

Psychological well-being is a complex problem of modern times. Maintaining psychological well-being is essential for everyone in everyday life. Maintaining mental health is just as important as maintaining physical health for a person. Mental health means a pleasant and effective adjustment of the individual to the world as well as to the individual. A person can effectively reconcile with himself and any of the problems around him only if he is in good mental health, but if he is not in good mental health then there are many small and big problems in his life which affect his adjustment.

According to Bhogle (1995), "Happiness, satisfaction, or contentment as a whole is experienced in a subjective way is called psychological well-being."

According to Okum and Stock (1987), psychological well-being is also known as subjective health. In this regard they state that

(1) Psychological well-being is based on subjective experience. It does not depend on the objective situation of life.

(2) Self-centered health has both Positive as well as Negative effects.

(3) Self-centered health experience is a holistic experience. It is not a single thing or work experience.

The results of Tarpara's (2001) study shows that there is a significant relationship between student adjustment and psychological well-being. Family adjustment is found to be better in arts students than in commerce students. Arts students have a higher rate of physical health than Commerce students. Girls have a higher rate of psychological well-being than boys. At the same time, the degree of psychological well-being is also found in arts students.

Friedman (2002) in his book "Health Psychology" states that the biopsychosocial model plays a role in the complex interaction of biological, psychological and socio-cultural factors as the causes of physical-mental illnesses.

Diener (1996) states that bipolarity is a very important predictive factor of psychological well-being.) Some of the assumptions regarding how religion affects psychological well-being states that religion can impart knowledge to a person about the purpose of life and the meaning of life. And they readily accept the ephemerality of life or death. The results of

Kumbhar (2012) research show There is a significant difference in mental health among secondary and rural students in secondary schools. In which the mental health of students in rural areas is better than in urban areas.

The results of Burris (2009) research show that girls are more likely to maintain psychological well-being than boys.

1. Research Problem:

The problem of the present research is the study of the psychological well-being of college students with regards to gender and faculty.

2. Objectives of the study:

1. To do a comparative study of the psychological well-being of the boys of the Faculty of Arts and Commerce.

2. To do a comparative study of the psychological well-being of the boys of the Faculty of Arts and Science.

3. To do a comparative study of the psychological well-being of the boys of the Faculty of Commerce and Science.

4. To do a comparative study of the psychological well-being of the girls of the faculty of Arts and Commerce.

5. To do a comparative study of the psychological well-being of the girls of the faculty of Arts and Science.

6. To do comparative study of the psychological well-being of the girls of the faculty of Commerce and Science.

7. To do a comparative study of the psychological well-being of boys and girls of the arts faculty.

8. To do a comparative study of the psychological well-being of boys and girls of the Commerce faculty.
9. To do a comparative study of the psychological well-being of boys and girls of the science faculty.

3. Null hypothesis:

1. There is no significant difference in the psychological well-being of the boys of arts and commerce faculty.
2. There is no significant difference in the psychological well-being of the boys of arts and science faculty.
3. There is no significant difference in the psychological well-being of the boys of Commerce and Science faculty.
4. There is no significant difference in the psychological well-being of the girls of Arts and Commerce faculty.
5. There is no significant difference in the psychological well-being of the girls of arts and science faculty.
6. There is no significant difference in the psychological well-being of the girls of Commerce and Science faculty.
7. There is no significant difference in the psychological well-being of boys and girls of the arts faculty.
8. There is no significant difference in the psychological well-being of boys and girls of the Commerce faculty.
9. There is no significant difference in the psychological well-being of boys and girls of the science faculty.

4. Variables:

Sr. No	Name of the variable	Nature of the variable	Level of the variable	Name of the level of the variable
1	Faculty	Independent Variable	3	Arts Commerce Science
2	Gender	Independent Variable	2	Boys and Girls
3	Psychological Well-being	Dependent Variable	1	Scores of Psychological Well-Being

5. Sample:

In the present research, a total of 240 students of Ahmedabad city were randomly selected out of which 20 boys and 20 girls were of Arts faculty, 20 boys and 20 girls were of Commerce faculty as well as 20 boys and 20 girls were of Science faculty.

6. Tool:

Psychological well being scales designed by Devendra Sishodia and Pooja Chaudhary were used for data collection in the present research.

There are a total of 50 statements in the present psychological well-being scales. It Measures different aspects such as satisfaction, strength sociality, mental health as well as interpersonal relationships. Total scores of the scale represent the psychological well-being. Each statement in the presented scales is positive. The test-re-test reliability of the present test is found to be 0.87, While the reliability is found to be 0.90 by the internal consistency method. The validity of the presented test is found to be 0.94.

The scoring of the presented test is very simple. In present test Against each statement, five options like completely agree, agree, neutral, disagree and completely disagree are given. For completely agree 5, for agree 4, for neutral 3, for disagree 2 and for completely disagree 1. High scores indicate good psychological well-being.

7. Data Collection:

According to the present research plan, the students of Arts, Commerce and Science faculties of Ahmedabad city were randomly selected and they were given on-line psychological well-being scale. After completion of data collection, scores are given as per the scoring key shown in the Psychological Wellbeing scale manual.

8. Statistical Analysis:

In the present research, after calculating the scores on the basis of manual of the psychological well-being scale used for data collection, mean, standard deviation and t-test were used for statistical analysis.

9. Result and Discussion:

Table No-1

Mean, Standard deviation and t-value of psychological well-being scores of boys of Arts and Commerce faculty

Group	Number (N)	Mean	Standard deviation (SD)	t-Value	Level of Significance
Arts	20	184.55	24.32	3.45	0.01 Significant
Commerce	20	155.15	29.32		

From Table No.1, it can be seen that the t-value of the psychological well-being of the boys of Arts and Commerce faculty is 3.45. Which is significant at 0.01 level. As a result, the null hypothesis “there is no significant difference in the psychological well-being of boys of arts and commerce faculty” is Rejected. Which means that there is a significant difference in terms of psychological well-being between boys of arts and commerce faculty. This can be seen in the means shown in the table above. The mean of the psychological well-being of the boys of Arts faculty is 184.55 (SD = 24.32) and the mean of the psychological well-being of the boys of Commerce faculty is 155.15 (SD = 29.32). Thus, Psychological well-being is more prevalent among boys of arts faculty than in boys of commerce faculty.

Table No-2

Mean, Standard deviation and t-value of psychological well-being scores of boys of Arts and Science faculty

Group	Number (N)	Mean	Standard deviation (SD)	t-Value	Level of Significance
Arts	20	184.55	24.32	1.83	0.01 NS
Science	20	196.50	10.10		

From Table No.2, it can be seen that the t-value of the psychological well-being of the boys of Arts and Science faculty is 1.83. Which is not significant at 0.01 level. As a result, the null hypothesis “there is no significant difference in the psychological well-being of boys of arts and science faculty” is accepted. Which means that there is a no significant difference in terms of psychological well-being between boys of arts and science faculty. This can be seen in the means shown in the table above. The mean of the psychological well-being of the boys of Arts faculty is 184.55 (SD = 24.32) and the mean of the psychological well-being of the boys of science faculty is 196.50 (SD = 10.10).

Table No-3

Mean, Standard deviation and t-value of psychological well-being scores of boys of Commerce and Science faculty

Group	Number (N)	Mean	Standard deviation (SD)	t-Value	Level of Significance
Commerce	20	155.15	29.32	5.53	0.01 Significant
Science	20	196.50	10.10		

From Table No.3, it can be seen that the t-value of the psychological well-being of the boys of commerce and science faculty is 5.53. Which is significant at 0.01 level. As a result, the null hypothesis “there is no significant difference in the psychological well-being of boys of commerce and science faculty” is Rejected. Which means that there is a significant difference in terms of psychological well-being between boys of commerce and science faculty. This can be seen in the means shown in the table above. The mean of the

psychological well-being of the boys of commerce faculty is 155.15 (SD = 29.32) and the mean of the psychological well-being of the boys of science faculty is 196.50 (SD = 10.10). Thus, Psychological well-being is more prevalent among boys of science faculty than in boys of commerce faculty.

Table No-4
Mean, Standard deviation and t-value of psychological well-being scores of Girls of Arts and Commerce faculty

Group	Number (N)	Mean	Standard deviation (SD)	t-Value	Level of Significance
Arts	20	198.50	26.67	0.04	0.01 NS
Commerce	20	198.85	31.27		

From Table No.4, it can be seen that the t-value of the psychological well-being of the girls of Arts and Commerce faculty is 0.04. Which is not significant at 0.01 level. As a result, the null hypothesis “there is no significant difference in the psychological well-being of girls of arts and commerce faculty” is accepted. Which means that there is a no significant difference in terms of psychological well-being between girls of arts and commerce faculty. This can be seen in the means shown in the table above. The mean of the psychological well-being of the girls of Arts faculty is 198.50 (SD = 26.67) and the mean of the psychological well-being of the girls of Commerce faculty is 198.85 (SD = 31.27).

Table No-5
Mean, Standard deviation and t-value of psychological well-being scores of Girls of Arts and Science faculty

Group	Number (N)	Mean	Standard deviation (SD)	t-Value	Level of Significance
Arts	20	198.50	26.67	0.61	0.01 NS
Science	20	193.85	21.48		

From Table No.5, it can be seen that the t-value of the psychological well-being of the girls of Arts and Science faculty is 0.61. Which is not significant at 0.01 level. As a result, the null hypothesis “there is no significant difference in the psychological well-being of girls of arts and science faculty” is accepted. Which means that there is a no significant difference in terms of psychological well-being between girls of arts and science faculty. This can be seen in the means shown in the table above. The mean of the psychological well-being of the girls of Arts faculty is 198.59 (SD = 26.67) and the mean of the psychological well-being of the girls of science faculty is 193.85 (SD = 21.48).

Table No-6
Mean, Standard deviation and t-value of psychological well-being scores of girls of Commerce and Science faculty

Group	Number (N)	Mean	Standard deviation (SD)	t-Value	Level of Significance
Commerce	20	198.85	31.27	0.60	0.01 NS
Science	20	193.85	22.48		

From Table No.6, it can be seen that the t-value of the psychological well-being of the girls of commerce and science faculty is 0.60. Which is not significant at 0.01 level. As a result, the null hypothesis “there is no significant difference in the psychological well-being of girls of commerce and science faculty” is accepted. Which means that there is a no significant difference in terms of psychological well-being between girls of commerce and science faculty. This can be seen in the means shown in the table above. The mean of the psychological well-being of the girls of commerce faculty is 198.85 (SD = 31.27) and the mean of the psychological well-being of the girls of science faculty is 193.85 (SD = 22.48).

Table No-7
Mean, Standard deviation and t-value of psychological well-being scores of boys and girls of Arts faculty

Group	Number (N)	Mean	Standard deviation (SD)	t-Value	Level of Significance
Arts Boys	20	184.55	24.32	1.73	0.01 NS
Arts Girls	20	198.50	26.68		

From Table No.7, it can be seen that the t-value of the psychological well-being of the boys and girls of Arts faculty is 1.73. Which is not significant at 0.01 level. As a result, the null hypothesis “there is no significant difference in the psychological well-being of boys and girls of arts faculty” is accepted. Which means that there is a no significant difference in terms of psychological well-being between boys and girls of arts faculty. This can be seen in the means shown in the table above. The mean of the psychological well-being of the boys of Arts faculty is 184.55 (SD = 24.32) and the mean of the psychological well-being of the girls of Arts faculty is 198.59 (SD = 26.68).

Table No-8
Mean, Standard deviation and t-value of psychological well-being scores of boys and girls of Commerce faculty

Group	Number (N)	Mean	Standard deviation (SD)	t-Value	Level of Significance
Commerce Boys	20	155.15	29.32	4.56	0.01 Significant
Commerce Girls	20	198.85	31.27		

From Table No.8, it can be seen that the t-value of the psychological well-being of the boys and girls of Commerce faculty is 4.56. Which is significant at 0.01 level. As a result, the null hypothesis “there is no significant difference in the psychological well-being of boys and girls of commerce faculty” is Rejected. Which means that there is a significant difference in terms of psychological well-being between boys and girls of commerce faculty. This can be seen in the means shown in the table above. The mean of the psychological well-being of the boys of commerce faculty is 155.15 (SD = 29.32) and the mean of the psychological well-being of the girls of Commerce faculty is 198.85 (SD = 31.27). Thus, Psychological well-being is more prevalent among girls of commerce faculty than in boys of commerce faculty.

Table No-9
Mean, Standard deviation and t-value of psychological well-being scores of boys and girls of Science faculty

Group	Number (N)	Mean	Standard deviation (SD)	t-Value	Level of Significance
Science Boys	20	196.50	10.10	0.44	0.01 NS
Science Girls	20	193.85	21.48		

From Table No.9, it can be seen that the t-value of the psychological well-being of the boys and girls of Science faculty is 0.45. Which is not significant at 0.01 level. As a result, the null hypothesis “there is no significant difference in the psychological well-being of boys and girls of Science faculty” is accepted. Which means that there is a no significant difference in terms of psychological well-being between boys and girls of science faculty. This can be seen in the means shown in the table above. The mean of the psychological well-being of the boys of Science faculty is 196.50 (SD = 10.10) and the mean of the psychological well-being of the girls of Science faculty is 193.85 (SD = 21.48).

10. Findings:

1. There is a significant differences in psychological well-being between Arts and Commerce faculty boys. Psychological well-being is more prevalent among Arts faculty boys than Commerce faculty boys.
2. Psychological well-being is not seen among Arts and Science faculty boys.
3. There is a significant difference in the psychological well-being between boys in Commerce and Science. Psychological well-being is more prevalent in science college boys than in commerce faculty boys.
4. There is no significant difference in the psychological well-being between the girls of the Arts and Commerce faculty.
5. There is no significant difference in the psychological well-being between the girls of the Arts and Science faculty.
6. There is no significant difference in the psychological well-being between the girls of the Commerce and Science faculty.
7. There is no significant difference in psychological well-being between boys and girls of Arts faculty
8. There is a significant difference in psychological well-being between boys and girls of Commerce faculty. Psychological well-being is more prevalent in Commerce faculty girls than in Commerce faculty boys.
9. There is no significant difference in the psychological well-being of boys and girls of Science faculty.

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