

WELL-BEING AMONG SCHOOL AND COLLEGE GOING STUDENTS A COMPARATIVE STUDY.

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Abstract: The major objective of this research study was to explore the gender, age and type of school associated with well-being of school going middle adolescents and college students of early adulthoods. Total sample consisted 100 (male =50 and female =50) of school and college, age which includes (10 to 24 age criteria). For the present study there has been used Scale of well-being was developed by Dr. Ashok K.Kalia and Ms. Anita Deswal and dimensions are Physical well-being, Emotional well-being, Social well-being and School/ College well-being. Researcher personally visited to the various departments of college and school and administered the scale on the adolescence students. Before administering the scale, permission was taken from the concerned authority of the school and college and detail instructions were given to the students about the every aspects of scale in terms of marking degree of agreements on the statement of scale Independent variables are those Age, Gender and school /college. Statistical Analysis applied the Test of Variance (t-test) was used to find out the effect of demographical variable on well-being. Analysis of variance (f-test) was used to establish the difference among domains.

Keywords: psychological Well-being, age, gender, Adolescence.

INTRODUCTION

Psychological well-being has become one of the crucial aspects of the modern psychology. It has attracted not only the psychologists but also medical practitioners in compliance to the mental health, emotions, depression, stress etc. of the individual's academic and social life. Right from the existence of behavioral sciences, efforts have been made by researchers of different disciplines to get deep understanding about the various and different dimensions and correlates of psychological well-being.

At present, psychological well-being has acquired a very pivotal place in psychology but its popularity and importance has also been felt in educational psychology. Behaviorists have postulated that psychological well-being is a learned process of different forms of

individualistic views in accordance to the certain psychological responses such as self-efficacy, self-disclosure, anxiety, personality types, emotional aspects, social support, financial success etc.; when an individual in the line of wellness. This asserts that psychological well-being is a crux in the understanding and explaining of human behavior.

PSYCHOLOGICAL WELL BEING:-

Psychological wellbeing may also be referred to as a development and functioning of the mental abilities such as perception, memory and awareness of things happening within the adolescent's environment. Psychological well-being can be described as a state of mind with an absence of a mental disorder, from the perspective of positive psychology, it may include an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience.

GENDER DIFFERENCES:-

A gender difference is a distinction of biological and/or physiological characteristics typically associated with either male or female or species in general. While the social sciences sometimes approaches gender as a social construct and gender studies particularly do, research in the natural sciences investigates whether biological whether biological or socially influenced, by differences in males and females influences the development of gender in humans. Gender is the characteristics which people are defined as male and female whether biological or socially influenced, by differences in males and females influences the development of gender in humans.

Adolescence is a challenging and crucial phase in human development as the foundations of self-identity; social competence, emotional adjustment, and psychological resilience continue to be established. Accelerated development in the cognitive, social, emotional, and physical realms brings varying amounts of stress into the lives of young people. Although adolescent concerns reportedly differ according to culture, dominant areas of concern have consistently been reported in various studies worldwide. Adolescents in both Eastern and Western countries appear to be concerned about school, peers, family, self, and psychological well-being.

Consistent with the major task of adolescence of forging a sense of identity, frequent sources of stress stem from worries about self, which are often tied to coping with the expectations of friends, family, and the peer group. However, the majority of adolescents are ill prepared to cope with the myriad of stressors, especially in the early and middle teenage years.

Adolescence is a trying phase of life because it is the first time that youths confront a wide range of stressors, and they do not yet have coping strategies to fall back on. Early and middle adolescents have not developed comprehensive abilities to cope effectively with the

high level of stressors. With increasing age, adolescent's shows increased maladaptive coping strategies (e.g., rumination) and reductions in using recreation and distraction, attesting to the lack of coping capacities in early and middle adolescents.

Studies on adolescent coping have revealed that male and female teens experience and manage stress differently. Female adolescents tend to report more frequent and intense stressful events and to experience higher levels of stress for a longer duration than do male adolescents. Girls have more worries about interpersonal relationships, school demands, family relationships, and personal and social adjustment, and experience more interpersonal difficulties than do boys. Whereas female adolescents report more interpersonal problems, male adolescents report more school problems and exhibit externalizing behavior problem. A majority of girls but only a small percentage of same-aged boys in middle adolescence reported sadness as an effective response to stress. A higher percentage of male than female adolescents reported feeling out of control.

A common theme that has emerged from the research is that adolescent girls are emotionally more vulnerable than are adolescent boys and are at greater risk of developing mental health disorders. Female adolescents report greater feelings of depression than do male adolescents. In a longitudinal study on adolescent depression, young girls reported experiencing more challenging and stressful events than did boys, putting them at greater risk for depressed affect by 10th grade. In a study comparing normal and clinical samples of adolescents, it is observed that the coping patterns of female adolescents did not differ from those of clinical samples, suggesting that girls might be more prone to developing mental disorders than are boys.

Why are female adolescents at greater risk for psychological maladjustment than male adolescents? Traditionally, girls have been known to use social resources and support, which are adaptive coping mechanisms. However, some studies have shown that female teenagers, especially girls in early adolescence, tend to engage in more maladaptive coping than do adolescent boys. Female adolescents employed more emotionally attentive or ruminative coping strategies, and resignation. Male adolescents, in contrast, tended to cope with stressors by utilizing stress reduction activities, physical recreation, or aggression. Apart from having a more ruminative and anxious cognitive style, it appears that female adolescents also tend to evaluate themselves more harshly than do boys. Whereas boys tend to cope with an experience of failure by discounting it, girls are more likely to interpret it as being a meaningful indication of their ability. In contrast to male adolescents who made external attributions (i.e., school factors and peer influence), female adolescents were more

inclined to attribute difficulties to their own deficiencies (i.e., ability and effort) and to family factors. As girls and boys enter adolescence, a striking pattern emerges whereby girls begin to experience more internalizing problems, especially depression. Girls show greater reactivity to interpersonal stressors with family and friends, which accounts for heightened levels of symptomatology. The more Exposure to everyday stressors and heightened stress activity accounts for some of the gender differences in overall psychological adjustment. Girls are expected to report more daily negative interpersonal events with parents and peers, and to show greater daily emotional reactivity to interpersonal events, as well as a stronger role of daily mood in predicting interactions with parents and peers.

The Meaning and Measurement of Well-Being

An extensive theoretical literature has addressed the meaning of positive psychological functioning. Maslow's self-actualization and Roger's view of the fully functioning person, Jung's formulation of individuation, and Allport's conception of maturity. Further domain defining psychological well-being carries front life-span developmental perspectives. Which emphasize the differing challenges confronted various phases of the life cycle. Included here are Erikson's psychosocial state models, Buhler's basic life tendencies the work toward the fulfillment descriptions of personality change in adulthood and old age. Jahoda's positive criteria of mental health generated to replace definitions of well-being as the absence of illness, also offer extensive descriptions of what it means to be in good psychological health. When one reviews the characteristics of well-being described in these formulations it betimes apparent that many theorists were writing about similar features of positive psychological aspects dimensions are briefly described below,

SELFACCEPTANCE

The most recurrent criterion to well-being evident in the previous perspectives is the individual's sense of self-acceptance. This is defined as a central feature of mental health as well as characteristic of self-actualization, optimal functioning, and maturity. Life-span theories emphasize that acceptance of one's self and one's past life, thus, holding positive attitudes toward oneself emerges as a central characteristic of positive psychological functioning.

POSITIVE RELATIONS WITH OTHERS:-

There is many of the preceding theories emphasize the importance of warm, trusting interpersonal relations. The ability to love is viewed as a central component of mental health. Self-actualizers are described as having strong feelings of empathy and affection for all human beings and as being capable of greater love, deep friendship, and more complete identification with others. Warm relating to others is posed as a criterion of mat unity. .Adult developmental stage theories also emphasize the achievement of close unions with others (intimacy) and the guidance and direction of others (generality).

AUTONOMY:-

Is there is considerable emphasis in prior literature on such qualities as self-Determination, independence, and the regulation of behavior from within. Self-actualizes are described as showing autonomous functioning and resistance to enculturation. Fully functioning person is described as having an internal locus of control oneself by personal standards. Individuals is seen to involve a deliverance from observation, in which the person no longer clings to the collective fears

ENVIROLMENT MASTERY:-

The individual's ability to choose or create environments suitable to his or her Psychic conditions is defined as a characteristic of mental health. Maturity is seen to require participation in a significant sphere of activity outside of oneself Life-span development is described as requiring the ability to manipulate and control complex environments. These theories emphasize one's ability to advance in the world and change it creatively through physical or mental activities. Successful aging also emphasizes the extent to which the individual takes advantage of environmental opportunities. These combined perspectives suggest that active participation in and mastery of the environment are key ingredients in an integrated framework of positive psychological functioning.

PURPOSE IN LIFE:-

Mental health is defined to include beliefs that give one the feeling that there is purpose and meaning in life. The definition of maturity also emphasizes deep comprehension of life's purpose, a sense of directedness, and intentionality. The life-span development theories refer to a variety of changing purposes or goals in life, such as being productive and creative or achieving emotional integration in later life. Thus, one who functions positively has goals, intentions, and a sense of direction, all of which contribute to the feeling that life is meaningful.

PERSONAL GROWTH:-

Optimal psychological functioning requires not only that one achieve the prior character, but also that one continue to develop one's potential. To grow and expand as a person. The need to actualize oneself and realize one's potential is central to clinical perspectives on personal growth. Openness to experience, for example, is a key characteristic of the fully functioning person. Such an individual is continually developing. Farther than achieving a lexical static here in all problems are solved.

REVIEW OF LITERATURE

1. **Ibironke & Donald (2015)** have investigated the extent personality factors, dispositional wellbeing among undergraduates; they argued that only openness of personality factor significantly predicted psychological well-being of undergraduates while extraversion, agreeableness, conscientiousness, and neuroticism had no significant prediction on psychological well-being. Moreover, personality factors, dispositional optimism and single parenting showed a joint prediction of psychological wellbeing.
2. **Akhtar, S (2015)** examined the psychological well-being of gender differences. Findings of the study revealed significant differences in the levels of psychological well-being among students.
3. **Siddiqui, S (2015)** (impact on psychological well-being.) conducted a study on Gender differences between assertiveness and Psychological well-being among university students. Study revealed significant difference between male and female with respect to psychological well-being.
4. **Bano (2014)** examined the impact of life on psychological well-being and stress among university students. Results showed no significant difference between men and women with respect to meaning in life variables.
5. **Hasnain Wazid & Hasan (2014)** found significant difference young adult Assamese Males and Females on Psychological Well-Being and Happiness.
6. **Genoz & Ozlale (2014)** also conducted a study on the impact of social support on psychological well-being at university level and came out with results that social support associated with appreciation showed impact on psychological well-being.
7. **Perez, A. (2012)** studied the various aspects of psychological well-being experience, father-son relationship, peer relationship, autonomy, positive

relations with others, and purpose in life. However, no gender differences were found with respect to positive effect, negative effect and mother relationsh

METHODOLOGY

This chapter provides the methodology adopted in the present study. The objects of the study, the measures used, and the statistical analysis performed on the data is presented.

Aim

This study is mainly aimed to examine the well-being of male and female in school going and college going adolescents.

Main objectives of the study

- 1. To investigate the Gender differences on Well-being among Male and Female Under-School and college Students.*
- 2. To examine the differences in Psychological Well-being among male and female of school and collage going students*
- 3. To know about the physical, emotional, social well-being aspects of school /collage going students.*

Hypothesis of the study

- 1. There will be no significant difference in Psychological Well-being among the total male and female under- graduate students of science and social science.*
- 2. There will be no significant difference in Psychological Well-being among under-graduate students and graduate students.*
- 3. There will be no significant difference in physical, emotional, social well-being aspects of school /collage going students.*

Sample:-

Thus, in the present study, sample consisted 100(male =50 and female =50) of school and college, age which includes (10 to 24 age criteria).

Method selected for the Study

In the present study the researcher adopted the survey method, this is a method of collecting and analyzing data attain from a group of respondents representing from selected population collected through questionnaire by the Survey Method.

Table - Particulars of the variables

<i>S.No</i>	<i>Type of variables</i>	<i>Group</i>	<i>Sub categories</i>
1	<i>Dependent Variables</i>	<i>Physical well-Being</i>	11
		<i>Emotional well-Being</i>	14
2	<i>Independent variables</i>	<i>Social well-Being</i>	17
		<i>School well-Being</i>	13
		<i>Age</i>	02
		<i>Gender</i>	02
		<i>School/collage</i>	02

Tools:-

Scale of Psychological well-being. Scale of well-being was developed by Dr. Ashok K.Kalia and Ms. Anita Deswal and dimensions are Physical well-being, Emotional well-being, Social well-being and School/ College well-being.

Data Collection:-

In the present study, researcher personally visited to the various departments of college and school and administered the scale on the adolescence students. Before administering the scale, permission was taken from the concerned authority of the school and college and detail instructions were given to the students about the every aspects of scale in terms of marking degree of agreements on the statement of scale.

Statistical Analysis applied the Test of Variance (t-test) was used to find out the affect of demographical variable on well being. Analysis of variance (f-test) was used to establish the difference among domains.

RESULT

Table-1 Gender and Wellbeing

Dimension	Gender	N	Mean	SD	t -value
Physical	Male	50	44.44	5.45	
	Female	50	39.92	6.82	3.66**
Emotional	Male	50	53.32	6.54	
	Female	50	48	7.09	3.90**
Social	Male	50	64.46	6.19	
	Female	50	62.78	8.27	1.15
School	Male	50	48.26	7.21	
	Female	50	46.74	7.30	1.05

Table one shows the significant mean difference between male and female on wellbeing of adolescence. It can be said from the results that male group is significant influence on physical (Mean- 44.44; t-3.66) and emotional (mean 48.0, t-3.90) at 0.01 significant level when compared with female group. Hence, null hypothesis is rejected. It indicates that male adolescence are feel more healthy, energetic, do physical exercise and meditation and take well balanced nutrition for physical wellbeing. With regard to emotional male is identified that never worried about pretty things, more cheerful than female. The other two dimensions social and school is not significant mean value is (62.78) and t-value is (1.15) than mean value is 46.74 and t-value is (1.05)

TABLE 2:- School/College Well Being

<i>Dimension</i>	<i>School or College</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t- value</i>
<i>Physical</i>	<i>1</i>	<i>60</i>	<i>44.27</i>	<i>4.90</i>	
	<i>2</i>	<i>40</i>	<i>39.05</i>	<i>7.46</i>	<i>4.22**</i>
<i>Emotional</i>	<i>1</i>	<i>60</i>	<i>52.22</i>	<i>7.52</i>	
	<i>2</i>	<i>40</i>	<i>48.33</i>	<i>6.34</i>	<i>2.69*</i>
<i>Social</i>	<i>1</i>	<i>60</i>	<i>65.73</i>	<i>6.06</i>	
	<i>2</i>	<i>40</i>	<i>60.45</i>	<i>7.95</i>	<i>3.76**</i>
<i>School</i>	<i>1</i>	<i>60</i>	<i>47.9</i>	<i>7.32</i>	
	<i>2</i>	<i>40</i>	<i>46.9</i>	<i>7.22</i>	<i>0.67</i>

SCHOOL/COLLEGE:-

From the above table of the school/college group, obtained the null hypothesis is accepted. The obtained mean value from physical dimension of college group is (39.05) and t-value is (4.22**.) which is significant in nature. The obtained mean value from emotional dimension is (48.33) and t-value is (2.69**.) which is significant. The social dimension is significant, mean value is (60.45) and t-value is (3.76**). The school domain was not significant, mean value is (7.22) and t-value is (0.67).

Compare to other two dimensions like emotional and social, the physical dimensions of college students is having the more significant (4.22**) due to the reasons of healthy diet, healthy timings in routine life and having positive attitude on body maintaining and the good habits in routine life which induce happy life. About social dimension of college students is having the more significant (3.76**) it indicates more companionship on friends, parents and with others like nature lovable but in few cases the loneliness pinches due to no one likes and feel alone in the parties. In the Emotional dimension of college students has the significant (2.69*) it tells about the worried of pretty things, puzzled of time, feeling restless, lack of

interest on task, disgust about them, sharing the problems with close buddies but not with all can affect the college going students. Regarding School there is no significant (0.67).

TABLE 3: - Age and Wellbeing

<i>Dimension</i>	<i>Age</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t- value</i>
<i>Physical</i>	<i>Young adolescence</i>	60	44.27	4.90	
	<i>Elder adolescence</i>	40	39.05	7.46	4.22**
<i>Emotional</i>	<i>Young adolescence</i>	60	52.22	7.52	
	<i>Elder adolescence</i>	40	48.33	6.34	2.69*
<i>Social</i>	<i>Young adolescence</i>	60	65.73	6.06	
	<i>Elder adolescence</i>	40	60.45	7.95	3.76**
<i>School</i>	<i>Young adolescence</i>	60	47.9	7.32	
	<i>Elder adolescence</i>	40	46.9	7.22	0.67

AGE:-

Table-3 provides the significant mean difference between younger adolescence and elder adolescence female on well-being. Results have shown that younger adolescence group has more significant influence on physical (Mean- 44.27; t-4.22,) and emotional (mean 52.22, t- 2.69) and social (mean- 65.73, t- 3.76) at 0.01 significant level when a compare with elder adolescence group. Therefore, null hypothesis is rejected. It means that that younger adolescence have more physically healthy, energetic, self do physical exercise and meditation, having more emotional balance, enjoying being with other, attending parties with friend and family and enjoy the beauty of nature when compare with elder age groups

TABLE 4: - Qualification and Wellbeing

<i>Dimension</i>	<i>Qualification</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>f value</i>
<i>Physical</i>	8 th	21	43.33	5.42	
	9 th	39	44.77	4.60	9.28
	PG	40	39.05	7.46	
<i>Emotional</i>	8 th	21	49.14	7.81	

	9 th	39	53.87	6.91	7.05
	PG	40	48.33	6.34	
Social	8 th	21	67.62	5.84	
	9 th	39	64.72	6.01	8.43
	PG	40	60.45	7.95	
School	8 th	21	44.95	6.35	
	9 th	39	49.49	7.38	3.01
	PG	40	46.9	7.22	

QUALIFICATION:-

From the table 4, the physical dimension the value of mean is 44.77 and f- value is 9.28 which indicate there is no significant value. In the emotional dimension the value of mean is 53.87 and f- value is 7.05 which indicate there is no significant value. In the social dimension the value of mean is 64.72 and f- value is 8.43 which indicate there is no significant value. . In the school dimension the value of mean is 49.49 and f- value is 3.01 which indicate there is no significant value. Hence the null hypothesis is rejected.

Discussion and conclusion:

As per the educationists, psychological aspects such as emotions, personality types, mental health, attitude, aptitude, interest, intelligence etc has direct bearing on the learning as well as get reinforced from external support/stimuli in the forms of appreciation or reward then he or she responses learning process of students. Thus, psychological well-being consisted of subjective, social, psychological dimensions as well as health related behaviors which may have gender differences. That is why the, present research study revealed that no significant difference in Psychological Well-being among the total male and female undergraduate and school going students. There has been associated more physical psychological and social aspects of well-being in college going students rather than school going students. As it has been discussed earlier that well-being has become one of the crucial dimensions of research. Life of present century has changed the overall scenario of education. Exploring novel field of knowledge has got maximum attention from every corner of the world.

Likewise education, especially psychology of education got much expansion in research perspectives. Now researchers started undertaking research work on contemporary issues of learners. Well-being is considered as an important aspect of learners because it has direct bearing on the overall academic performance of learners. Both male and female has been becoming the victims of it.

Limitations:-

This can be examined with the age criteria of (10 to 24 Adolescence) in the area of Srikakulam and Visakhapatnam. But very astonishing results were revealed in the present study that no significant differences were found neither among the total male and female nor male and female school and college. However, in order to get more clarity over the impact well-being on learners, a very viable study comprised of more than one independent variables, is needed.

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