

## A Study of Well- Being among Male and Female College Students

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### ABSTRACT

The concept of well-being in Indian thought is significantly characterized by a state of good mind which is peaceful quiet and serene, a mind which is free from conflict and hence is clear about its duties which are performed with a spiritual mission, a mind which enjoys well-being. This Study purpose that a Study of General Well- Being among Male and Female College Students. **Objectives:** - To examine General Well- Being among Male and Female College Students. **Hypotheses:** - There is no significant difference Between Male and Female Students with dimension General Well- Being on Physical Well-being, Emotional Wellbeing,. Social Well-being, School Well-being. **Methodology- Sample:** Total sample of present study 100 College Students, in which 50 were Male College Students (25 Urban and 25 Rural Students) and 50 were Female College Students (25 Male and 25 Female Students). The subject selected in this sample was used in the age group of 18 years to 21 years (Mean – 19.16, SD- 2.01.) and Ratio 1:1 and Quota Sampling were used. **Variables-** The independent variables are Gender (Male and Female Students), and Dependent variables are General Well- Being (Physical Well-being, Emotional Wellbeing, Social Well-being, School Well-being). **Research Design:** 2x2 Factorial Designs used in the present study. **Research Tools-** General well-being scale developed by Ashok K. Kalia and Anita Deswal. **Statistical Treatment:** Mean SD and ANOVA. **Conclusions:-** 1) Male Students high Physical Well-being and General Well-Being than Female Students. 2) Female Students high Emotional Well-Being and School Well-being than Male Students. 3) No significant difference Between Male and Female Students on Social Well-being. **Key words:** - Male Students, Female Students, General Well- Being. Physical Well-being, Emotional Wellbeing, Social Well-being, School Well-being.

### INTRODUCTION

Well-being is the state of successful performance throughout the life course integrating physical, cognitive and social, emotional functions that results in productive activities deemed significant by one's cultural community, fulfilling social relationships, and the ability to transcend moderate psychological and environmental problems. General wellbeing is associated with such social qualities as confidence, optimism about the future, a sense of influence over one's own destiny, and the social competences that promote satisfying and supportive relationships with other people – and not simply with an absence of diagnosed illness, disability or dissatisfaction. It also, critically, involves the resilience needed to deal with hard times as and when they occur. The general well being may be defined as the subjective feeling of contentment, happiness satisfaction with life's experiences and of one's role in the world of work, sense of achievement, utility, belongingness, and no stress, dissatisfaction or worry, etc.

### DIMENSIONS OF WELL BEING

Montague (1994) stated following dimensions of well being so as to make the concept more comprehensive by acknowledging that humans are multidimensional being.

**Physical Well Being:-** Physical well-being is important for learning and development as this enables children to explore, to investigate, and to challenge themselves in the environment. A growing awareness of their bodies and abilities is also part of this. The adult supports children's psychological and physical well-being by helping them to make healthy choices about nutrition, hygiene and exercise. He/she plans for and provides opportunities for children to express themselves, to encourage them to play and work with others, and to deal with challenges.

**Emotional Well Being:-** The emotional dimension emphasizes an awareness and acceptance of one's feelings. It reflects the degree to which individuals feel positive and enthusiastic about themselves and life. This dimension involves the capacity to manage feelings and behaviors, accept oneself unconditionally, assess limitations, develop autonomy and cope with stress.

**Social Well Being:-** The social dimension is humanistic, emphasizing the creation and maintenance of healthy relationships. It enhances interdependence with others and nature and encourages the pursuit of harmony within the family. This dimension furthers positive contributions to one’s human and physical environment for the common welfare of one’s community.

**School well-being:-** Well-being is important at school because schools have an essential role to play in Well-being is important at school because schools have an essential role to play in supporting students to make healthy lifestyle choices and understand the effects of their choices on their health and well-being. Schools do not have the freedom to make the changes to school life which might most benefit student well-being.

**REVIEW OF RELATED LITERATURE**

Hasnain Wazid & Hasan (2014) this Study found significant difference young adult Assam’s Males and Females on Psychological Well- Being and Happiness. Parmar (2016) this study found that the general well-being of male students is better than that of female students in the field of performing arts. Tiwari & Ojha (2014) found that there is a significant difference between boys and girls in their general well-being. Lawrence, (2017) this study found that there is a significant difference between boys and girls in their general well-being and its dimensions such as physical well-being, emotional well-being and school well-being., boys are better than girls in their general well-being. Deswal, Anita and Sahni, Madhu, (2015) This study show that girls were higher on general well-being, social well-being and school well-being and boys were higher on emotional well-being. Singroha and Kalia (2012) analysis of result suggests significance difference on physical well being emotional well being and global well being among male and female adolescents. Sabu and Thamrasserri (2015) the study was found that boys and girls do not differ significantly with regard to human rights awareness and social well being, and calculated that gender has nothing to do with human rights awareness and social well being of secondary school students.

**STATEMENT OF THE PROBLEM**

A Study of Well- Being among Male and Female College Students

**OBJECTIVE OF THE STUDY**

- To Study the Physical Well-being, Emotional Wellbeing, Social Well-being, School Well-being, and General Well-Being on Male and Female Students.

**HYPOTHESIS OF THE STUDY**

**H0:-** There is no significant difference Between Male and Female Students with dimension General Well- Being on Physical Well-Being, Emotional Well-Being, Social Well-Being, and School Well-Being.

**METHODS**

**SAMPLE:**

Total sample of present study 100 College Students, in which 100 were Urban College Students (25 Male and 25 Female Students) and 50 were Rural College Students (25 Male and 25 Female Students). The subject selected in this sample was used in the age group of 18 years to 21 years and Ratio 1:1. Purposive Sampling was used.

**RESEARCH DESIGN:-**

The present study a balanced 2x2 factorial design was used.

**VARIABLES USED FOR STUDY**

**Table No- 01 Variables**

**RESEARCH TOOLS:-**

Type of variable	Name of variable	Sub. Variable	Name of variable
Independent	Gender	02	1) Male Students 2) Female Students
Dependent		04	I. Physical Well-being, II. Emotional Wellbeing, III. Social Well-being, IV. School Well-being

**Table NO.02- General Well-Being Scale**

Aspect	Name of the Test	Author	Sub Factor

Well-Being	General Well-Being Scale	Ashok K. Kalia Anita Deswal.	I. Physical Well-being II. Emotional Wellbeing III. Social Well-being IV. School Well-being	<b>Item-</b> 55 ( PWB- 119, EWB- 14, SWB-17,SWBs- 13 items)
				<b>Scoring-</b> The maximum score for a positive item to be awarded is 5 and least is 1. In case of negative items, the scoring procedure is to be reversed.
				<b>Reliability</b> - 0.994
				<b>Validity</b> - 0.639 and 0.715.

### STATISTICAL TREATMENT:

At the first stage data were treated by descriptive statistical techniques i.e. mean and standard Deviation and ANOVA was done by using SPSS Software.

### RESULTS

**Table No.03 Show the Mean, SD and F Value of Gender on General Well-being**

Table	Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Table No.3(A)	Physical Well-being	Male Students	35.96	5.59	50	98	121.89	0.01
		Female Students	25.16	5.36	50			
Table No.3.(B)	Emotional Wellbeing	Male Students	40.42	7.25	50	98	9.29	0.01
		Female Students	43.98	6.71	50			
Table No.3.(C)	Social Well-being	Male Students	56.00	11.53	50	98	0.244	NS
		Female Students	56.86	9.30	50			
Table No.3.(D)	School Well-being	Male Students	46.34	9.23	50	98	5.73	0.05
		Female Students	49.30	8.60	50			
Table No.3.(E)	General Well-Being	Male Students	182.28	17.14	50	98	8.99	0.05
		Female Students	171.74	19.49	50			

(Critical Value of f with df, 99 at 0.05 = 3.94 and at 0.01 = 6.96, NS= Not Significance)

### DISCUSSION

Observation of the Table No 03 (A) indicated that the mean value of two classified group seems to differ from each other on Physical Well-being. The mean and SD value obtained by the Male Students was 35.96,  $\pm$  5.59, and Female Students was 25.16,  $\pm$  5.36. Both group 'F' value was 121.89. Gender effect represent the Physical Well-being was significant (F- 121.89, 1 and 99, P-0.01). This is significant at 0.01 levels because they obtained 'F' value is High than table values at 0.01. That is to say that this null hypothesis is rejected and Alternative hypothesis (There is significant difference Between Male and Female Students with dimension on Physical Well-Being.) is accepted. It means that Male Students high Physical Well-being than Female Students. Opposite results found that Lawrence, (2017) this study found that Girls are better than girls in their physical well-being than Boys.

Observation of the Table No 03 (B) indicated that the mean value of two classified group seems to differ from each other on Emotional Well-Being. The mean and SD value obtained by the Male Students was 40.42,  $\pm$  7.25, and Female Students was 43.98,  $\pm$  6.71. Both group 'F' value was 9.29. Gender effect represent the Physical Well-being was significant (F- 9.29, 1 and 99, P-0.01). This is significant at 0.01 levels because they obtained 'F' value is High than table values at 0.01. That is to say that this null hypothesis is rejected and Alternative hypothesis (There is significant difference Between Male and Female Students with dimension on Emotional Well-Being.) is accepted. It means that Female Students high Emotional Well-Being than Male Students. Opposite results found that Deswal, Anita and Sahni, Madhu, (2015) this study found that boys were higher on emotional well-being than Girls.

Observation of the Table No 03 (C) indicated that the mean value of two classified group seems to differ from each other on Emotional Well-Being. The mean and SD value obtained by the Male Students was 56.00,  $\pm$  11.53, and Female Students was 56.86,  $\pm$  9.30. Both group 'F' value was 0.244. Gender effect represent the Social Well-being was not significant (F- 0.244, 1 and 99, P-NS). This is not significant at 0.05 and 0.01 levels because they obtained 'F' value are low than table values at 0.05 and 0.01. That is to say that this null hypothesis is

accepted and Alternative hypothesis is rejected. It means that no significant difference Between Male and Female Students with dimension on Social Well-being. Opposite results found that Deswal, Anita and Sahni, Madhu, (2015) this study show that girls were higher on social well-being than boys.

Observation of the Table No 03 (D) indicated that the mean value of two classified group seems to differ from each other on School Well-being. The mean and SD value obtained by the Male Students was 46.34,  $\pm$  49.30, and Female Students was 49.30,  $\pm$  8.60. Both group 'F' value was 5.73. Gender effect represent the School Well-being was significant (F- 9.29, 1 and 99, P-0.05). This is significant at 0.05 levels because they obtained 'F' value is High than table values at 0.05. That is to say that this null hypothesis is rejected and Alternative hypothesis (There is significant difference Between Male and Female Students with dimension on School Well-being.) is accepted. It means that Female Students high School Well-being than Male Students. Similar result found that Konu and Lintonen (2006) studied school well-being of grade 4-12 divided in 4 categories- school conditions, social relationship, means for self-fulfillment and health status and found that pupils in primary school experienced school conditions, social relationship and means for self-fulfillment were found to be better than pupils in secondary schools. It was also found that girls and younger students within each school levels were rated more positive in school well-being.

Observation of the Table No 03 (E) indicated that the mean value of two classified group seems to differ from each other on General Well-Being. The mean and SD value obtained by the Male Students was 182,  $\pm$  17.14, and Female Students was 171.74,  $\pm$  19.49. Both group 'F' value was 8.99. Gender effect represent the Physical Well-being was significant (F- 8.99, 1 and 99, P-0.01). This is significant at 0.01 levels because they obtained 'F' value is High than table values at 0.01. That is to say that this null hypothesis is rejected and Alternative hypothesis (There is significant difference Between Male and Female Students with dimension on General Well-Being.) is accepted. It means that Male Students high General Well-Being than Female Students. Similar result found that Lawrence, (2017) and Parmar (2016) this study found that boys are better than girls in their general well-being. Opposite results found that Deswal, Anita and Sahni, Madhu, (2015) this study shows that girls were higher on general well-being than boys.

#### **DELIMITATIONS OF THE STUDY**

- 1) The finding of the study is based on very sample.
- 2) The study was restricted to only UG college students only.
- 3) The study was restricted students are only 18-21 years only.

#### **CONCLUSION**

**Male Students high Physical Well-being than Female Students.** the students to take care of the physical health like regular health check-up to be given importance to understand their physical health status, emphasis to be given on intake of proper diet and healthy food, personal hygiene, regular exercise and sufficient sleep.

**Female Students high Emotional Well-Being than Male Students.** The college authorities to understand the health needs of their students and design the new programmers at the college level to improve the Emotional wellbeing of the students.

**No significant difference Between Male and Female Students with dimension on Social Well-being.** This may be due to the fact that, co-education is the most important all over the world because it brings healthy interaction and competition between boys and girls and helps to understand each other with confidence. It helps to breakdown the misconceptions of each sex about the other and provides an excellent foundation for the development of realistic, meaningful, and long-lasting relationships in their life.

**Female Students high School Well-being than Male Students.** The students in order to do well in college need to have good well-being and without having good well-being there is no college for the students. Students faced lots of stress and pressure with regard to studies, competition, getting into good universities and meeting the expectation of parents and if they are not able to meet all the demands it affects their well-being.

**Male Students high General Well-Being than Female Students.** The management must also take up program regarding well-being for college students to increase a better understanding of the importance of well-being to improve their general well-being. So colleges must not only focus on educating the students but also taught them how to maintain a balance between students life and their overall well-being.

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