

Psychological Well-Being among Undergraduate Students in Relation to their Gender

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Abstract

The present investigation in to find out the Psychological Well-being among Arts and Commerce Stream Undergraduate College Students in Relation to their Gender boys and girls. The sample consisted of 120 Under Graduate College Students out of which 60 where boys and 60 where girls. For this purpose of investigation “Psychological Well-being” by Dr. Devendra Singh Sisodia and Ms. Pooja Chaudhary was used. The obtained data were analyzed through ‘t’ test to know the mean difference between Undergraduate College Students in Relation to their Gender. The result shows that There is no significant difference between Psychological Well-being among Arts Stream and Commerce Stream College Students and Boys and Girls Students.

Key Words: Psychological Well-being, Boys, Girls, Arts Stream and Commerce Stream

Introduction:

Before understanding happiness and well-being we will try to understand the subjective and objective measures of happiness and well-being. Psychological well-being refers to a person's subjective experience of affirmative psychological states, such as pleasure, life fulfilment and a sense of purpose. It is a holistic theory that encompasses different traits of a person's mental and emotional health, including positive relationships, personal growth and development, positive self-esteem and self-acceptance, and a feeling of being in charge of one's life.

According to Huppert, "Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively" (Kantariya AS, 2017)

According to NCERT, "Psychological Well-Being refers to a state in which a person experiences mental health and positive functioning, such that they can manage normal life stresses, engage productively in work or education, maintain meaningful relationships, grow personally, and feel satisfied with life."

"Mental health and well-being: It is a state of well-being in which the individual can cope with the normal stresses of life, can work."

Students are more vulnerable to psychological problems upon entry into higher education (Bewick et.al.,2010). This period is a crucial developmental period as it involves numerous challenges in student's life which includes; academic, social and personal domains (Jaisoorya, T.S., 2021). The vast challenges a college student face; academic, personal adjustment to a new life, and socially building new friendships are some causes of stress among them (Cress, V. C, et.al.,2019). College students experience high level of stress over the past decade which can lead to development of psychological problems (Chao,2012). The psychological well-being of college students can influence not only their academic and professional success, but also the development of society as a whole (Xinqiao Liu,2019). Making one's own mental health a priority while in college is ideal

Psychological well-being relates to functioning well within one's self and in relationships with others (Burns, 2017). Effective psychological functioning includes personal growth, having a sense of control or mastery, a sense of purpose, and meaningful social relationships (Huppert, 2009). However, psychological well-being is not the absence of ill-being, as the experience of painful emotions is a normal part of life (Huppert, 2009). Well-being is dependent on the balance

between individuals' psychological, cognitive, social, and physical resource pool and the challenges they face (Dodge, Daly, Huyton, & Sanders, 2012). Dementia influences well-being via its impact on such resources.

Subjective well-being is more than the presence and absence of affective states; it also includes the perceived presence and absence of positive functioning in life. Positive functioning encompasses six dimensions of psychological well-being: self-acceptance, positive relations with others, personal growth, purpose in life, environmental mastery, and autonomy.

To define psychological well-being in a clear and straightforward manner is one of the major issues facing this field of study. Ryff (1989) identified six characteristics of psychological well-being: self-acceptance, autonomy, environmental mastery, personal progress, and pleasant connections. These characteristics are a person's sense of self-determination, control over their surroundings, capacity for personal development, ability to form satisfying relationships, and sense of purpose in life

Review of Literature:

Bharathi H. et, (2015) conducted a study examining the psychological well-being of men with type 2 diabetes, making a comparison between those with and without foot complications. The research includes a survey completed by 60 male participants aged between 40 and 60 years. The 1994 Bradley and Gamsu Well-Being questionnaire were used in the study to collect demographic and medical data. The results showed a substantial difference in waist-to-hip ratio, age, and postprandial sugar levels between the two groups. Interestingly, diabetes and energy levels showed a negative association with foot issues in males, whereas depression and age were linked to foot difficulties in women. Age was significantly correlated with positive well-being in the group without foot problems, while HbA1C levels had a substantial positive linkage with positive well-being. Anxiety levels and postprandial blood sugar levels were positively connected, whereas age and energy levels were negatively correlated.

In their study on psychological well-being, gender, and optimistic attitudes among college students, Honmore and Jadhav (2015) aimed to explore these aspects concerning the psychological well-being of college students. The study encompassed 200 first-year students from various colleges in Islampur and Sangli, located in Maharashtra, with an equal distribution of 100 male and 100 female participants. Participants completed the Optimistic-Pessimistic Attitude Scale (Parashar, 1998) and the Psychological Well-Being Scale (PWB), which includes five subscales. The results of the ANOVA revealed a significant gender difference overall, albeit with a small effect size (Cohen's $d = 0.38$). These findings indicated that male

students exhibited a higher level of psychological well-being in the Mental Health dimension compared to their female counterparts. Notably, most participants in the study hailed from rural or semi urban backgrounds characterized by entrenched traditional norms and constraints on women within a predominantly male-dominated culture. Sana Akhter (2015) conducted a study titled "Gender Differences in Psychological Well-being." The study utilized a random sampling method to select a sample of 100 participants, including an equal number of male and female, 10th grade students from Jamshedpur city. In this study, participants' levels of psychological well-being were measured using the Psychological Well-being Scale, which was developed in 1980 by Carol Ryff. The validity of the hypotheses was examined using a "t" test. The findings revealed a sizable gender gap in students' reports of their emotional health.

Psychological well-being (PWB) refers to people's subjective experience of positive psychological states (e.g., life satisfaction, positive affect) together with effective psychological functioning (e.g., purpose, autonomy, personal growth). Contemporary work emphasizes that well-being is both hedonic (feeling good) and eudaimonic (functioning well). This dual framing anchors much research on student populations, since undergraduate years combine emotional experiences and developmental tasks that influence both aspects of PWB.

Seligman and Csikszentmihalyi (2000), who defined it as the result of two dimensions: positive emotion and engagement in meaningful activities. According to this model, individuals who experience frequent positive emotions and are actively engaged in activities that are meaningful to them are likely to have higher levels of psychological well-being. Other researchers have expanded on this model by including additional dimensions of psychological well-being, such as positive relationships (Diener et al., 2010), personal growth

(Linley & Joseph, 2004), and a sense of purpose (Ryff, 1989). These dimensions are considered to be critical to the development and maintenance of psychological well-being and are often taken into account in studies on this topic

Studies have found that both individual and environmental factors can impact psychological well-being. For example, research has shown that personality traits, such as openness and conscientiousness, are associated with higher levels of well-being (Costa & McCrae, 1980). Additionally, environmental factors, such as access to green space and social support, have been found to have a positive impact on well-being (Oishi & Diener, 2001)

psychological well-being. These studies have demonstrated that these practices can have positive effects on mood, stress levels, and overall well-being (Brown & Ryan, 2003). Cognitive-behavioural therapies, such as cognitive behavioural therapy (CBT), have also been found to be

effective in promoting well-being, particularly for individuals with depression and anxiety (Cuijpers et al., 2013).

The literature positions Ryff's multidimensional model and the hedonic-eudaimonic integration (Huppert) as theoretical anchors for studying PWB in students. Undergraduate years are a high-priority period for well-being promotion; gender often correlates with different symptom profiles (typically higher internalizing symptoms in female students) but effects on multidimensional functioning are context-dependent. Robust longitudinal, culturally sensitive, and intervention research is required to translate findings into effective, gender-responsive campus practices.

Objective of the study:

1. To study difference between psychological well-being among Arts and Commerce College undergraduate students.
2. To study difference between psychological well-being among Boys and Girls undergraduate students in Relation to their Gender.

Hypothesis:

H₀₁ : There is no significant difference between psychological well-being among Arts and Commerce College undergraduate students.

H₀₂: There is no significant difference between psychological well-being among Arts and Commerce College boys and girls.

Method:

Sample:

The present study carried out on the initial sample for the present study consisted of 120 students studying in Undergraduate College students of Arts and commerce of Palanpur City. Elements of the study are out of which 60 were boys and 60 were girls College students.

Tools:

In the present investigation measure the "Psychological Well-Being Scale" by Dr. Devendra Singh Sisodia and Ms. Pooja Chaudhary was used. The Reliability of the test was 0.87

and the consistency value for the scale is 0.90. both coefficient of correlation are significant at 0.1 level of significance. The test validity was 0.94.

Procedure:

The boys and girls who were studying in different type of college students of arts and Commerce Stream in Palanpur City. Were randomly selected & Psychological Well-being Scale Was data collected. The obtain data form 120 boys and girls were analyzed with the help of mean, SD and 't' test.

Results & Discussion:

The main objective of present study was to do study of Psychological Well-being among undergraduate arts and commerce college Students In it statistical method was used. Results discussions of present study are as under:

Table no: 1

Showing the Mean, SD, and 't' value of psychological well-being in Arts and Commerce college Students.

No	Variables	N	Mean	SD	t – Value	Sign. Level
1	Arts	60	185.8	17.331	1.721	N.S
2	Commerce	60	178.083	29.755		

NS = Non – significance at 0.05 level

The above result table No.1 we can see that 't' test was used to know the representing type of psychological well-Being (60 Arts and 60 Commerce college students). In Stream we had taken 60 students as samples and mean of this sample Arts Stream 185.8 and SD was 17.331 in Commerce stream same ratio of sample was taken means was 178.083 and SD was 29.755 and 't' value was 1.721, it was no significance at 0.05 level. Thus, the null hypothesis, I which states "There is no significant difference between psychological well-being among Arts and Commerce

college students.” Thus, it is concluded no significant difference in Arts and Commerce college students.

Table no: 2

Showing the Mean, SD, and ‘t’ value of psychological well -being among Arts and Commerce college Boys and Girls.

No	Variables	N	Mean	SD	t – Value	Sign. Level
1	Boys	60	182.7	19.608	0.334	N.S
2	Girls	60	181.183	28.807		

NS = Non – significance at 0.05 level

The above result table No.1 we can see that ‘t’ test was used to know the representing type of Gender higher secondary school students (60 boys and 60 Girls Students). In 60 boys’ students as samples and mean of this sample 182.7 and SD was 19.608, in Girls students means was 181.183 and SD was 28.807 and ‘t’ value was 0.334, it was no significance at 0.05 level. Thus the null hypothesis, I which states “There is no significant difference between Psychological Well-being among undergraduate college boys and girls students.” Thus, it is concluded no significant difference in boys and girls’ arts and commerce College students.

Conclusion:

1. There is no significant difference between Psychological Well-being among undergraduate arts and commerce college Students.
2. There is no significant difference between Psychological Well-being among arts and commerce college boys and girls.

Psychological well-being among undergraduate students is a multidimensional construct encompassing self-acceptance, personal growth, autonomy, positive relationships, and life purpose. Gender influences how students experience and cope with academic, social, and personal challenges, with differences in stress levels, emotional expression, and support-seeking behaviors. Promoting gender-sensitive mental health interventions and supportive

campus environments is essential to enhance students' well-being, academic success, and overall development.

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