Indian Journal of Social Sciences and Literature Studies
Vol. 12, Issue 2, October 2026
ISSN 2349-5634 (Print) ISSN 2455-0973 (online)

Psychological Well-Being Among under Graduate College Students in Relation to their Gender

Dr. Hemant Kumar Bunkar

Abstract

The present investigation in to find out the Psychological Well-Being among under Graduate College Students in Relation to their Gender Boys and Girls. The sample consisted of 120 under Graduate College Students of Arts Stream out of which 60 were boys and 60 were 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 under Graduate College Students Boys and girls and Urban area and Rural Area. The result shows that there is no significant difference between Psychological Well-being among under Graduate College Students Boys and Girls and as well as students of urban area and rural area.

Key Words: Psychological Well-being, Boys, Girls, Urban, Rural

Introduction:

Psychological well-being is an important component of healthy human functioning and has received considerable attention in contemporary psychological research. It extends beyond the absence of psychological problems and refers to the positive functioning of individuals, including self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life, and personal growth. Ryff's multidimensional model conceptualizes psychological well-being as a combination of these six dimensions and provides a comprehensive framework for understanding positive psychological functioning.

The undergraduate period represents a significant developmental stage in which students experience substantial academic, social, emotional, and personal changes. Students are required to adjust to new educational environments, develop interpersonal relationships, make decisions concerning their future careers, and gradually develop greater independence. Academic competition, examination pressure, financial concerns, changing family relationships, social expectations, and uncertainty about future employment may influence students' psychological well-being.

The undergraduate period represents a significant developmental stage in which students experience substantial academic, social, emotional, and personal changes. Students are required to adjust to new educational environments, develop interpersonal relationships, make decisions concerning their future careers, and gradually develop greater independence. Academic competition, examination pressure, financial concerns, changing family relationships, social expectations, and uncertainty about future employment may influence students' psychological well-being. Psychological wellbeing means the positive psychological functioning of the individual. Students with psychological wellbeing possess good mental health and maintain good relationship with other individuals. They are productive in nature and maintain positive attitude towards their life.

Thus, studying psychological well-being among undergraduate students in relation to gender can provide useful information about students' positive psychological functioning and may contribute to the development of appropriate counselling, student-support, and well-being programmes in higher educational institutions. The present study therefore focuses on psychological well-being among undergraduate college students in relation to their gender.

Ryff and Keyes (1995) Ryff and Keyes developed further conceptual and empirical support for the multidimensional structure of psychological well-being. Their work distinguished psychological well-being from purely subjective indicators such as happiness and life satisfaction. Their framework emphasized that positive functioning involves several dimensions of human development rather than a single global feeling of happiness.

This conceptualization is particularly relevant to undergraduate students because college life requires students to develop autonomy, interpersonal relationships, future goals, self-acceptance, and the ability to manage academic and environmental demands.

Bharathi H. et, (2015) conducteda study examining the psychological well -being ofmen with type 2diabetes, makinga comparison between those with and without foot complications. The research includes survey completedby 60male participants aged between 40and 60 years. The 1994Bradley 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 showeda negative association with foot issues in males, whereasdepression andage werelinked tofoot difficultiesin women. Age was significantly correlated with positive well-being inthe 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, where as age and energy levels were negatively correlated.

In theirstudy 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, withan 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 includesfive subscales. The resultsof theANOVA revealeda significant gender difference overall, albeitwith asmall effectsize (Cohen's d= 0.38). These findingsindicated thatmale student sexhibited ahigher levelof psychological well-being in theMental Health dimension compared to their female counterparts. Notably, most participants in thestudy

hailedfrom ruralor semi urban backgrounds characterized by entrenched traditional norms and constraints on women within a predominantly male-dominated culture. SanaAkhter (2015) conducteda study titled "Gender Differencesin Psychological Well-being." The study utilized a random sampling method to select a sample of 100 participants, includingan equal number ofmale andfemale, 10^{th}grade students from Jamshedpur city. In this study, participants' levelsof psychological well-being weremeasured 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.

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

Objective of the study:

1. To study difference between Psychological Well-Being among under Graduate College Students in Relation to their Gender Boys and Girls.
2. To study difference between Psychological Well-Being among under Graduate College Students in Urban and Rural area.

Hypothesis:

Ho_1 : There is no significant difference between Psychological Well-Being among under Graduate College Students in Relation to their Gender Boys and Girls.

Ho_2: There is no significant difference between Psychological Well-Being among under Graduate College Students in Resident area Urban and Rural.

Method:

Sample:

The present study carried out on the initial sample for the present study consisted of 120 under Graduate College Students in Relation to their Gender Elements of the study are out of which 60 were Boys and 60 were Girls arts College students. The total sample was reported as 120 undergraduate Arts students studying in colleges in Palanpur. The manuscript reports 60 boys and 60 girls for the gender comparison and 60 urban and 60 rural students for the residential-area comparison.

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 Male and Female who were studying in different Subject of arts stream arts college students 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 under Graduate 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 among under Graduate College Students in Relation to their Gender Boys and Girls.

No	Variables	N	Mean	SD	t – Value	Sign. Level
1	Boys	60	172.466	25.214	0.487	N.S
2	Girls	60	174.65	23.380		

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 Boys and 60 Girls Under Graduate College Students). In Gender we had taken 60 Students as samples and mean of this sample Boys 172.466 and SD was 25.214 in girls same ratio of sample was taken means was 174.65 and SD was 23.380 and 't' value was 0.487, 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 under Graduate College Students in Relation to their Gender Boys and Girls." Thus, it is concluded no significant difference in Students of Boys and Girls.

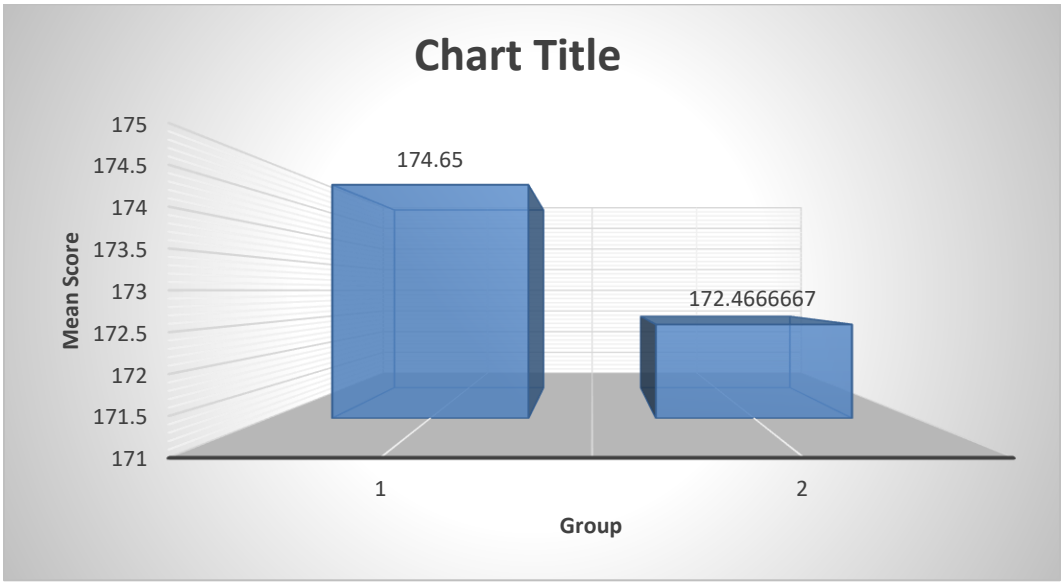


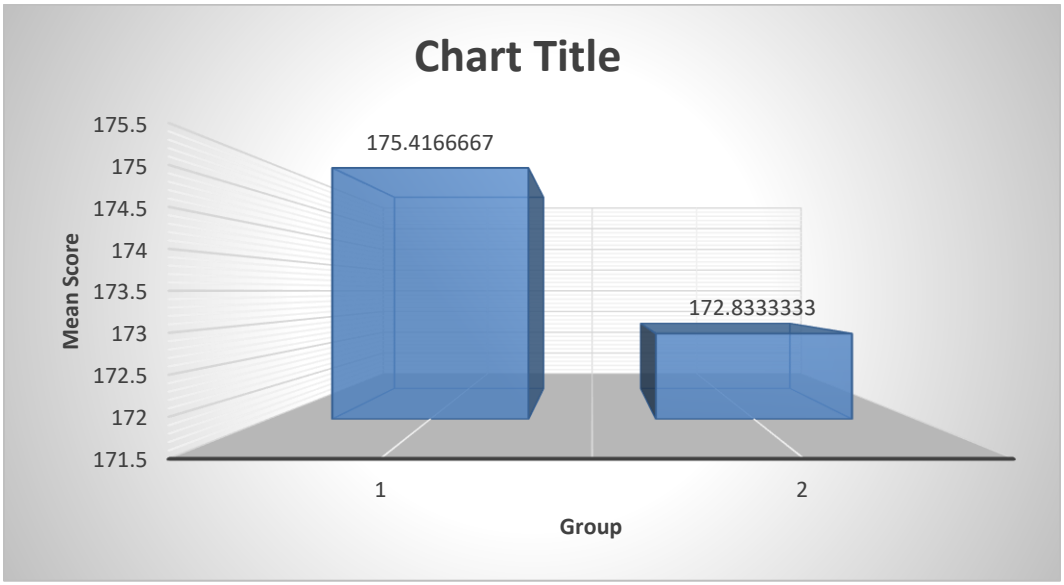
Table No: 2

Showing the Mean, SD, and 't' value of psychological well-being among under Graduate College Students in Urban and Rural ara.

No	Variables	N	Mean	SD	t – Value	Sign. Level
1	Urban Area	60	175.416	21.903	0.586	NS
2	Rural Area	60	172.833	25.798		

NS = Non – Significance at 0.05 level

The above result table No.2 we can see that 't' test was used to know the representing type of psychological well-Being (60 and 60 Rural area Under Graduate College Students). In type of area, we had taken 60 Students as samples and mean of this sample Urban area 175.416 and SD was 21.903 in Rural area same ratio of sample was taken means was 172.833 and SD was 25.798 and 't' value was 0.586, 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 under Graduate College Students in Urban and Rural area." Thus, it is concluded no significant difference in Under Graduate College Students of Urban area and Rural area.



- **Limitations:**

1. The sample was limited to 120 undergraduate Arts students in Palanpur, limiting generalizability to other disciplines, institutions, and locations.
2. The sampling frame and detailed random-selection procedure were not documented in the supplied manuscript.
3. The gender-by-residential-area cross-tabulation was unavailable, preventing analysis of the joint or interaction effects of these variables.
4. The study relied on one self-report scale and did not report additional contextual variables that might be associated with well-being.
5. The raw data were not supplied for independent verification of descriptive statistics, test assumptions, and t statistics.
6. The instrument's reliability and validity coefficients need to be verified against the exact original manual/edition used.

- **Implications:**

For higher education institutions, the findings support continuing to make counselling, student-support, and well-being services accessible to all students rather than assuming that one gender or residential group necessarily has lower well-being. Institutions may use confidential needs assessments to identify students' actual concerns and tailor support accordingly.

For future research, investigators should report sampling and demographic distributions transparently, include students from multiple disciplines and institutions, and examine relevant contextual factors such as perceived social support, academic stress, and access to services. If the aim is to study gender and residential area jointly, a balanced or clearly described factorial sample and an appropriate two-way analysis should be planned in advance.

Conclusion:

1. There is no significant difference between Psychological Well-being among Boys and Girls under graduate college students.
2. There is no significant difference between Psychological Well-being among Urban and Rural area under graduate college students.

The findings of the present study indicate that there is no significant difference in psychological well-being among undergraduate college students with respect to gender. This suggests that boys and girls in the selected sample possess comparable levels of psychological well-being. The absence of a significant gender difference may be attributed to the fact that both male and female students experience similar academic demands, career concerns, social expectations, peer relationships, and educational opportunities. Psychological well-being is influenced by several individual, family, social, and academic factors, and gender alone may not be sufficient to produce a significant difference in overall psychological well-being.

Similarly, the findings indicate that there is no significant difference in psychological well-being among undergraduate college students with respect to residential area. Urban and rural students may have different environmental and socioeconomic backgrounds; however, increasing access to higher education, digital technology, internet-based communication, peer interaction, and educational resources may provide students from both areas with relatively similar experiences. In addition, factors such as family support, interpersonal relationships, self-acceptance, emotional adjustment, academic satisfaction, and purpose in life may have a greater influence on psychological well-being than residential location alone.

Thus, the findings suggest that psychological well-being among undergraduate college students may be influenced by a combination of personal, social, family, and educational factors rather than gender or residential area independently.

Reference:

Bharathi, H., Subhashini, R., & Lavanya, T. (2015). Psychological well-being of type 2 diabetes men with and without foot complications. *Indian Journal of Applied Research, 5*(5).

Dr. Ramesh D. Waghmare (2016, A Study of Psychological Well Being Among Male and Female College Students, The International Journal of Indian Psychology, ISSN 2348-5396 (e)| ISSN: 2349-3429

Flaherty, J., & Richman, J. (1989). Gender differences in the perception and utilization of social support. *Social Science & Medicine, 28*(12), 1221–1228.

Honmore, V. M., & Jadhav, M. G. (2015). Psychological well-being, gender, and optimistic attitude among college students. *International Journal of Indian Psychology, 3*(1), 174–

181.

Kantariya, A. S. (2017). Impact of gender on psychological well-being among post-graduate students. *Psychology and Behavioral Sciences International Journal, 2*(1).

Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology, 69*(4), 719–727.

Sisodia, D. S., & Chaudhary, P. (n.d.). *Psychological well-being scale*. National Psychological Corporation, Agra.