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Psychological Well-being among Arts College Students of Patan City with Reference to Gender and Year of Study

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Abstract:

The present study investigated the psychological well-being of Arts college students in Patan City, focusing on the effects of gender and year of study. Utilizing a 2x2 factorial design, a sample of 120 students was selected via simple random sampling. Data were collected using a Personal Data Sheet and Bhogle & Prakash's (1995) Psychological Well-being Scale, and analyzed using ANOVA. The findings indicated no significant main effect of gender, suggesting both male and female students possess comparable levels of well-being. However, a highly significant main effect was found for the year of study, with first-year students demonstrating greater psychological well-being than third-year students. Furthermore, a significant interaction effect revealed that first-year male students exhibited the highest well-being scores, whereas third-year male students recorded the lowest. These results highlight the need for targeted psychological support for senior students.

Keywords: Psychological Well-being, Arts College Students, Gender, Year of Study.

Introduction:

In contemporary higher education, academic success is no longer understood only in terms of examination performance, grades, or preparation for employment. Students' mental balance, societal adaptation, individual growth, and psychological well-being have also become important indicators of their overall development. College life represents a significant transition in which students move from a relatively structured school environment towards greater independence and responsibility. During this period, they encounter a range of concerns related to academic demands, interpersonal relationships, family expectations, financial circumstances, and future career decisions. Understanding students' psychological well-being is therefore an important concern within higher education.

Psychological well-being extends beyond the simple experience of happiness or the absence of stress. It involves the way individuals perceive themselves, maintain relationships with others, manage the demands of their environment, and develop a sense of direction and meaning in life. In psychological literature, well-being has generally been discussed through both hedonic and eudemonic perspectives. While the hedonic approach emphasizes happiness, life satisfaction, and positive emotions, the eudaimonic perspective focuses more strongly on personal growth, autonomy, meaningful living, and the realization of one's potential. This perspective is particularly relevant to college students because the period of emerging adulthood is often accompanied by reflection on personal identity, abilities, goals, and future possibilities.

Ryff's multidimensional model provides an important framework for understanding psychological well-being from a broader perspective. Ryff (1989) conceptualized well-being in terms of six dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. These dimensions suggest that psychological well-being cannot be adequately understood through happiness alone. A student's capacity to accept oneself, develop meaningful relationships, exercise independent judgment, deal effectively with everyday circumstances, establish meaningful goals, and continue personal development are all relevant aspects of well-being. The multidimensional structure proposed by Ryff has also received empirical support in subsequent research (**Ryff & Keyes, 1995**).

The issue becomes particularly relevant when the experiences of students in specific social and educational settings are considered. Patan's Arts colleges serve students from

diverse rural, semi-urban, and urban backgrounds. Many students travel daily from surrounding areas, while others may need to adjust to hostel or other residential arrangements. Such transitions can influence students' social adjustment, academic experiences, and personal development. Family expectations, financial limitations, and concerns about securing suitable employment may further shape their experiences of college life.

Within this context, gender and year of study are important variables for examining psychological well-being. Male and female students may experience different social expectations, responsibilities, and opportunities for independence. Similarly, students in different years of study may encounter different challenges. First-year students may be primarily concerned with adapting to a new academic and social environment, whereas students approaching graduation may face greater uncertainty regarding employment, higher education, and career choices. Examining psychological well-being in relation to these two variables can therefore provide a more meaningful understanding of students' experiences.

The present study focuses on the psychological well-being of Arts college students in Patan City, with particular reference to gender and year of study. By examining well-being within the local educational and social context, the study seeks to contribute to a better understanding of students' psychological needs and may provide a useful basis for counselling, career guidance, and other supportive interventions in higher education.

Kumar and Jaiswal (2024) studied that there is a significant difference in psychological well-being between male and female students, with female students having higher psychological well-being than male students.

Taparia (2023) studied that there is no significant difference in psychological well-being between male and female college students in the context of Gujarat.

Sharma et al. (2021) studied that there is a significant difference in psychological well-being regarding gender, where female college students reached higher scores in all parameters of psychological well-being than males.

Waghmare (2017) studied that there is a significant difference in psychological well-being based on gender, where female students have better psychological well-being, efficiency, and interpersonal relations as compared to male students.

Objectives of this Study:

1. To Study the main effect of gender on psychological well-being among Arts college students.
2. To Study the main effect of year of study on psychological well-being among Arts college students.
3. To Study the interaction effect of gender and year of study on psychological well-being among Arts college students.

Hypothesis of This Study:

Ho_1 There will be no significant main effect of gender on psychological well-being among Arts college students.

Ho_2 There will be no significant main effect of year of study on psychological well-being among Arts college students.

Ho_3 There will be no significant interaction effect of gender and year of study on psychological well-being among Arts college students.

Variables: Table No. 01: The following variables were treated as independent and dependent variables:

No	Type of variable	Name of variable	Level of variable	Name of level of variable
1	Independent Variable	Gender	2	1. Male 2. Female
2	Independent Variable	Year of Study	2	1. First Year 2. Third Year
3	Dependent Variable	Psychological Well-being	1	1. Psychological Well-being

Research Design:

In the present study, a 2x2 factorial design was used to examine the main and interaction effects of two independent variables, namely Gender and Year of Study.

Research Sample:

For the present study, a sample of 120 students from Arts colleges in Patan city was selected. The sample was drawn using the lottery method of simple random sampling.

Research Tools:

1. Personal Data Sheet:

Personal data sheet developed by investigator was used to collect information about Gender, Year of Study, Name of college, Residential Area.

2. Psychological Well-being Scale:

To measure psychological well-being, the Psychological well-being scale developed by bhogle and Prakash (1995) was used. Total 28 item in this questionnaire. Each item has two options 'yes' or 'no'. There are two types of item in this scale (positive and negative). The test-retest reliability is 0.72 and internal consistency coefficient is 0.84. The developer has reported satisfactory or validity of the scale.

Statistical Analysis:

The obtained data from 120 Arts college students has been analyzed with adequate statistical techniques of Analysis of variance (ANOVA).

Result and Discussion:

Table No.: 02 Analysis of Variance for Psychological Well-being by Gender and Year of Study

Source	SS	df	MS	F	p
Gender (A)	4.033	1	4.033	0.59	> .05
Year of Study (B)	208.033	1	208.033	30.26	< .01
Gender x Year of Study (AxB)	50.700	1	50.700	7.37	< .01
Error Within Groups	797.600	116	6.876		
Total	1060.366	119			

***Note. SS* = Sum of Squares, *MS* = Mean Square. Critical *F* values: 3.92 at .05 level, 6.84 at .01 level.**

Main Effects:

It could be seen from Table No. 02 that the one main variable, i.e., Year of study (F=30.26), is significantly influencing psychological well-being, while the Gender (F=0.59) variable are not found to be significant. The interaction between Gender and Year of study was found to be significant (F=7.37).

The null hypothesis regarding the Gender variable can be stated in the following manner:

H01 There will be no significant main effect of gender on psychological well-being among Arts college students.

Table No.: 03 Showing mean score on psychological well-being for Arts college students with regards to Gender (A)

Variables	N	M	F	Sig.
Male (A1)	60	21.03	0.59	NS
Female (A2)	60	21.40		
Signification Level 0.05 = 3.92 0.01 = 6.84				

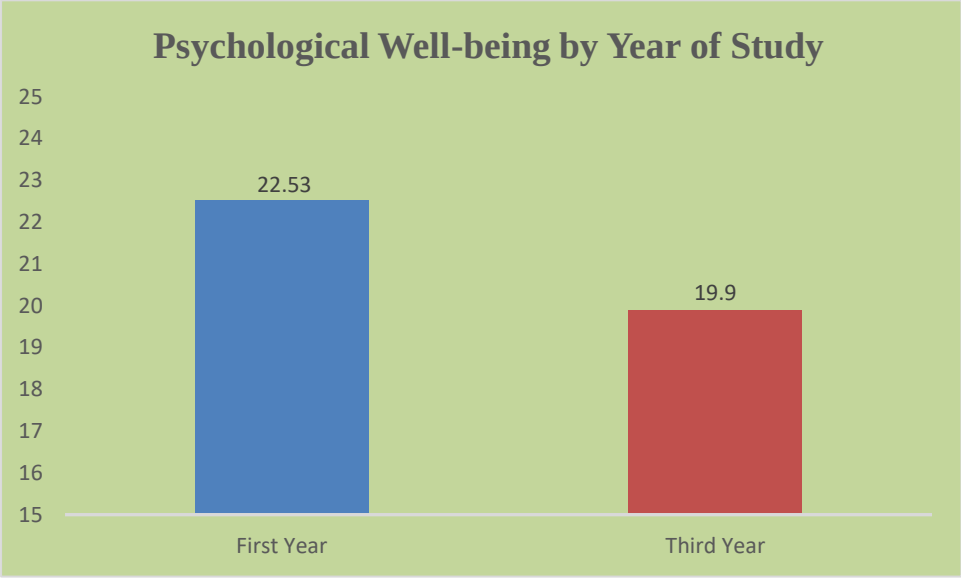
It is observed that the mean scores in Table No.02 revealed that Female students acquire slightly more score (M=21.40) than the Male students (M=21.03) on psychological well-being. For testing hypothesis F test has been calculated. The F value is 0.59 which is not significant. It proves that null hypothesis no. 1 is not rejected.

H02 There will be no significant main effect of year of study on psychological well-being among Arts college students.

Table No.: 04 Showing means score on psychological well-being for Arts college students with regards to Year of Study (B)

Variables	N	M	F	Sig.
First Year (B1)	60	22.53	30.26	0.01
Third Year (B2)	60	19.90		
Signification Level 0.05 = 3.92 0.01 = 6.84				

Graph 01: Showing bar chart of mean scores on year of study with regards to psychological well-being of Arts college students.



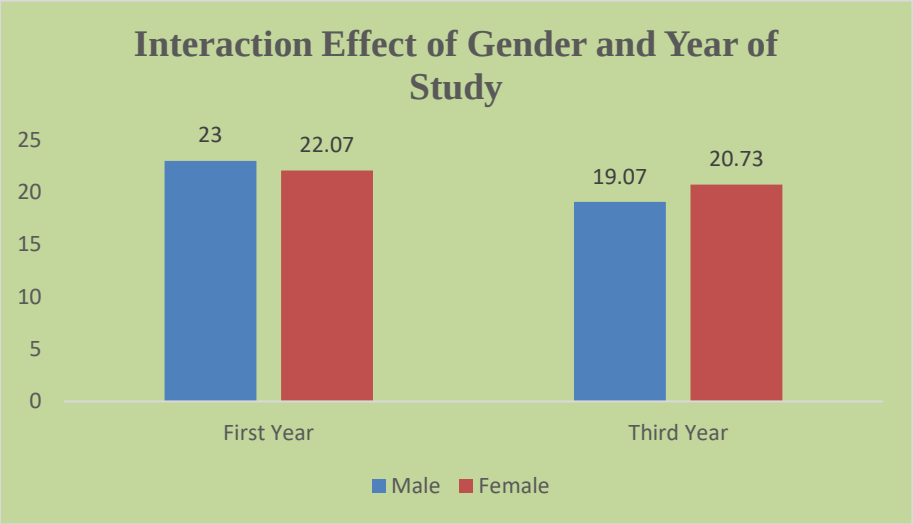
It is observed that the mean scores in Table No.03 and Graph No.01 revealed that the Arts college students of First Year acquire more score (M=22.53) than the Third Year students (M=19.90) on psychological well-being. For testing hypothesis F test has been calculated. The F value is 30.26 which is significant at 0.01 levels. It proves that null hypothesis no. 2 is rejected.

H03 There will be no significant interaction effect of gender and year of study on psychological well-being among Arts college students.

Table No.: 05 Showing means score on psychological well-being for Arts college students with regards to Gender & Year of Study (AxB)

Gender	Year of Study		F	Sig.
	First Year	Third Year		
Male	23.00	19.07	7.37	0.01
Female	22.07	20.73		
Signification Level	0.05 = 3.92		0.01 = 6.84	

Graph 02: Showing bar chart of mean scores on gender and year of study with regards to psychological well-being of Arts college students.



It is observed that the mean scores in Table No.04 and Graph No.02 revealed that the Male students of First Year acquired the highest score (M=23.00) while the Male students of Third Year acquired the lowest score (M=19.07) on psychological well-being. For testing hypothesis 'F' test has been calculated. The 'F' value is 7.37 which is significant at 0.01 levels. It proves that null hypothesis no. 3 is rejected.

Conclusion:

1. The analysis reveals that there is no significant difference between the psychological well-being of male (M=21.03) and female (M=21.40) students. Both genders have an almost equal level of psychological well-being.

2. There is a highly significant difference in psychological well-being based on the year of study. The First-Year students (M=22.53) possess a significantly higher level of psychological well-being compared to the Third-Year students (M=19.90).
3. The combined interaction of gender and year of study significantly affects psychological well-being. Notably, the First-Year Male students demonstrated the highest psychological well-being score (M=23.00), whereas the Third-Year Male students recorded the lowest score (M=19.07).

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