



## PSYCHOLOGICAL WELL-BEING OF MALE AND FEMALE UNDERGRADUATE STUDENTS OF RURAL AREAS OF KAMRUP DISTRICT: A STUDY

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### ABSTRACT

Well - Being is a concept that encompasses a well-rounded, balance and comprehensive experience of life. This study aims to analyse the psychological wellbeing of male and female undergraduate students of rural areas of Kamrup District. In the present study follows the Descriptive Survey Method and is based on primary and secondary sources of data. Besides this, the investigator had gone through different journals, books and online services. 30 students have been selected randomly for the present study, where 15 students are male and 15 students are female. As a tool the Psychological Well-being Scale (PWBS) have been used which was developed by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary by using Likert technique. The findings obtained revealed that every individual have their own psychological well-being. For the entire scale 15 male students' scores under 83-217, they fall in the moderate level of psychological well-being and 14 female students' scores under 83-217, they fall in the moderate level of psychological well-being and rest 1 female students' scores under 217-242 which fall under the high level of psychological well-being

**Keywords:** Psychological well-being, Undergraduate, Male, Female, Adolescence.

### Introduction:

Psychological well-being is a concept of psychology that related with the health our health is well as we can behave well and other hand our life become so easy .Psychological well-being is a state of mind desirable for one and all. Some of the characteristics associated with psychological well-being are optimism, positive work attitudes, understanding, reaching out to people, maintaining good health, ability to sustain relationships, able to handle crisis effectively etc. Psychological well-being means the positive psychological functioning of the individual students with psychological well-being possess good mental health and maintain good relationship with other individual. Psychological well-being means the individual construction of concepts to develop him in order to be able to feel happy.

Psychological well-being has gained much popularity in the field of psychology as it is an important component of one's life. Psychological well-being refers to inter and intra individual level of positive functioning that can include one's relatedness with others and self-referent attitudes that can include one's sense of mastery and personal growth. Every human desires a physically and mentally happy, prosperous and healthy life. The psychological well-being in this 21<sup>st</sup> century is the most defining aspect influencing a person's life quality. Psychological well-being is a representation of an individual health based on positive psychological function.

The concept of psychological well-being was derived from the belief that healthiness is more than just a freedom from physical sickness. It is a primary goal of human characterized by the necessity to psychologically feel better and is their daily activities and personal feeling discloser .Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively. Sustainable well-being does not require individuals to feel good all the time; the experience of painful emotions (e.g. disappointment, failure, grief) is a normal part of life, and being able to manage these negative or painful emotions is essential for long-term well-being. Psychological well-being is, however, compromised when negative emotions are extreme or very long lasting and interfere with a person's ability to function in his or her daily life.

## STATEMENT OF THE STUDY:

The study has been stated as “Psychological Well-Being of male and female undergraduate students of rural areas of Kamrup District: A study.”

## OBJECTIVES OF THE STUDY:

1. To study the psychological well-being of the undergraduate students with special reference to Kamrup, Assam.
2. To make a comparison of psychological well-being of male and female undergraduate students with special reference to Kamrup, Assam.

## REVIEW OF RELATED LITERATURE

D’Arcy, C and Siddiqui, C (1984), the present study analyses the mental-health consequences of stress from a Canadian prairie city. The study examined the relationship between perceived stress in family, school, and peer-group situations and four measures of psychological well-being, i.e., anxiety, depression, social dysfunction, and anergia. The moderator effects of locus of control orientation (mastery) on stress-outcome relationships were also examined, as were the sex differences in health and the perception of stress. All three sources of stress were found to be related to the four measures of mental health, with family stress having the strongest negative health impact. The health-protective role of locus of control was limited for the large part to the stresses emanating from school and peer groups. Substantial sex differences were found in the perception of family- and peer-related stresses as well as in levels of psychological distress. A tentative explanation of these differences was examined with reference to prevailing structural conditions and differences in locus of control orientation, with female adolescents showing greater externality. Implications of the results are drawn for the long-standing debate on the relative impact of stress and its sources on adolescents’ psychosocial development and for a current controversy in adolescent theory between proponents of “classical” and proponents of “empirical” conceptions of adolescence.

Bowman, A. N. (2010), the first year of college constitutes a time of substantial transition for incoming students. For many traditional-age students, adjusting to college can include tasks that are as mundane as doing one’s own laundry for the first time, or as complex as finding meaning in one’s life and deciding on a future career. Clearly, students vary greatly in their ability to cope with and adjust to these new challenges, and some students face far more challenges than others. Those who adapt effectively to their new social and academic environment are much more likely to persist in college and ultimately earn a degree. As a result, a great deal of attention has been paid to improving college students’ first-year experience. A potentially important resource for successfully accomplishing this life transition is positive psychological functioning, otherwise known as psychological well-being (PWB). As Ryff (1989) has demonstrated, the skills and perceptions that comprise PWB are crucial for successfully engaging in meaningful relationships, navigating one’s environment, and realizing one’s fullest potential throughout the lifespan. In other words, PWB is important not only for students making the transition to college, but also for individuals at any age. This study explores the factors associated with PWB among incoming college students and the experiences that contribute to changes in PWB during the first year.

Rathi, N. and Rastogi, R. (2007), this study examined meaning in life and psychological well-being in male and female students of pre-adolescence and adolescence periods. It was hypothesized that there will be significant differences in the perception of life as meaningful and psychological well-being of different groups of students. In this study it was found that meaning in life is highly correlated with psychological well-being. This shows that if a person perceives his or her life to be meaningful then he or she will feel more psychological well off than those who do not perceive their life to be meaningful.

Bala I. and Sharma M., Psychological Well-being is a phenomenon that includes individual’s emotional responses, domain satisfaction and global judgement of life satisfaction. It describes the individual’s happiness, confidence, physical conditions and general outlook on life, personal development and coping with life challenges. Psychological Well-being is associated with the emotional intelligence of the individual. The results revealed that dimensions of Psychological Well-being have significant correlation with some areas of Emotional Intelligence. Results of regression analysis indicated that intra-personal awareness is the only variable of Emotional intelligence which significantly predicts Psychological Well-being of the college students. Intra-personal awareness accounted for 36% of variance in Psychological Well-being among college students.

## Research Methodology

In the present study follows the Descriptive Survey Method and is based on primary and secondary sources of data. Besides this, the investigator had gone through different journals, books and online services.

## Sample

A sample is a small proportion of a population selected for observation and analysis. 30 students have been selected randomly for the present study, where 15 students are male and 15 students are female.

## Tools

Keeping in view the objective of the study the investigator had used Psychological Well-being Scale (PWBS) developed by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhury by using Likert technique. This scale was prepared comprising of 50 statements with a view to measure several aspects of wellbeing like Satisfaction, Efficiency, Sociability, Mental Health and Interpersonal Relations. This scale is considered likely to be useful in a variety of research and applied settings such as a quality of life index , a mental health status appraisal , and a measure of psychotherapy outcome evaluation and a social indicator of measuring population changes in sense of well – being over time . The psychological well-being (PWB) Scale appears to be a reliable and valid tool. It is easy and quick, shows high correlation with other related variables but is relatively independent then also. It shows significant relationship with therapeutic intervention, hence can be used to evaluate outcome in such cases. It has high reliability and consistency. It is likely to prove a useful tool in all situation.

This scale consists of 50 statements. All statements are of positive manner. 5 marks to strongly agree , 4 marks to agree, 3 marks to undecided , 2 marks to disagree and 1 marks to strongly disagree response are assigned .The sum of marks is obtained for the entire scale. The higher the score more is the well-being.

## ANALYSIS AND INTERPRETATION OF DATA

The process of analysis and interpretation involves various types –

### SCORING KEY

Scoring key of the present scale is given as follows:-

SA	A	U	D	SD
5	4	3	2	1

Scoring procedure was done carefully by counting the scoring key of the manual for all the dimensions. By using the scoring key analysis was done in every dimensions. 5 marks to strongly agree, 4 marks to agree, 3 marks to undecided, 2 marks to disagree and 1 marks to strongly disagree responses are assigned. After collecting the score in all dimensions the student's level of psychological well-being in each area and the level of psychological well-being for entire area was found out against the score of each dimensions.

**TABLE: 1**

Norms for Interpretation of the raw scores (for each area)

Scores	Level of Psychological well-being
10 -12	Very Low
12-16	Low
16-43	Moderate
43-48	High
48 -50	Very High

**TABLE: 2**

Norms for Interpretation of the raw scores (for entire scale)

Scores	Level of Psychological well-being
50- 58	Very Low
58-83	Low
83-217	Moderate
217 -242	High
242 -250	Very High

Data's are analysed on the basis of the objectives:

**Objective No: 1.To study the psychological well-being of the undergraduate students with special reference to Kamrup (R), Assam.**

**TABLE: 3**

Area	Number of Student	Scores	Level of Psychological well-being
		10-12	Very Low
		12-16	Low
Satisfaction	25	16-43	Moderate
	3	43-48	High
	2	48-50	Very High
		10-12	Very Low
		12-16	Low
Efficiency	20	16-43	Moderate
	7	43-48	High
	3	48-50	Very High
		10-12	Very Low
		12-16	Low
Sociability	26	16-43	Moderate
	3	43-48	High
	1	48-50	Very High
		10-12	Very Low
		12-16	Low
Mental Health	26	16-43	Moderate
	3	43-48	High
	1	48-50	Very High
		10-12	Very Low
		12-16	Low
Interpersonal Relations	12	16-43	Moderate
	13	43-48	High
	5	48-50	Very High

In the first area of the scale Satisfaction 25 student's scores under 16- 43, which fall the level of psychological well-being is moderate, 3 student's scores under 43-48, which fall under the high level and 2 student's scores under 48-50 which fall under the very high level. Likewise, in the second area Efficiency, 20 students' scores under 16-43, which fall under the moderate level, 7 student's scores under 43-46 which fall under the high level and remain 3 students' scores under 48-50 which fall under the very high level of psychological well-being.

Again, in the third and fourth area Sociability and Mental Health respectively the student's scores is same as 26 student's scores under 16-43, which fall under the moderate level. 3 students' scores under 43-48 which fall under the high level and 1 student's scores under 48-50 which fall under the very high level of psychological well-being.

In the fifth area which is Interpersonal Relationships, 12 students' scores under 16-43, which fall under the moderate level .13 student's scores under 43-48 under the high level and rest 5 students' scores under 48-50 they fall under the very high level.

**Objective No. : 2. To make a comparison of psychological well-being of male and female undergraduate students with special reference to Kamrup District Assam.**

**TABLE: 4**

Area	Number of Student		Scores	Level of Psychological well-being
	Male	Female		
			10-12	Very Low
			12-16	Low
Satisfaction	14	11	16-43	Moderate
	1	2	43-48	High
		2	48-50	Very High
			10-12	Very Low
			12-16	Low
Efficiency	10	10	16-43	Moderate
	3	4	43-48	High
	2	1	48-50	Very High
			10-12	Very Low
			12-16	Low
Sociability	15	11	16-43	Moderate
		3	43-48	High
		1	48-50	Very High
			10-12	Very Low
			12-16	Low
Mental Health	13	13	16-43	Moderate
	2	2	43-48	High
			48-50	Very High
			10-12	Very Low
			12-26	Low
Interpersonal Relation	5	7	16-43	Moderate
	8	5	43-48	High
	2	3	48-50	Very High

In the first area of the scale Satisfaction, 14 male students' scores under 16 -43 which is fall under the high level and 1 male students' scores under 43-48 which fall under the high level.

Likewise, 11 female students' scores under 16-43 which is fall under the moderate level of psychological well-being, 2 female students' scores under 43-48 they are fall under high level and 2 female students' scores under 48-50 which fall under very high level of psychological well-being.

In the second area Efficiency 10 male student's scores under 16-43 under the moderate level of psychological well-being, 3 male students' scores under 43-48 which fall in the high level and 2 male student's scores under 48-50 which fall in the very high level of psychological well-being. Likewise, 10 female students' scores under 16-43 under the moderate level of psychological well-being, 4

female student's scores under 43-48 which fall under the high level and 1 female student's scores under 48-50 which fall under the very high level of psychological well-being.

In the Sociability area, all 15 male students' scores under 16-43 and they are fall under moderate level of psychological well-being. Likewise, 11 female students' scores under 16-43 which fall the moderate level of psychological well-being, 3 female students' scores under 43-48 and they fall under the high level, again 1 students' scores under 48-50 in the very high level of psychological well-being.

In the fourth area of the scale Mental Health, here the scores of both male and female students is same. Both 13 male and female students' scores under 16-43 which fall moderate level and both 2 male and female students' scores under 43-48 under the high level of psychological well-being.

In the last or fifth area Interpersonal Relationships, 5 male students' scores under 16-43 which fall in the moderate level. 8 male students' scores under 43-48 they fall in the high level and rest 2 male students' scores under 48-50 which fall in the very high level of psychological well-being. Here also 7 female students' scores under 16-43 which fall in the moderate level, 5 female students' scores under 43-48, they fall in the high level and rest 3 female students' scores under 48-50 which fall in the very high level of psychological well-being.

For the entire scale 15 male students' scores under 83-217 , they fall in the moderate level of psychological well-being and 14 female students' scores under 83-217 ,they fall in the moderate level of psychological well-being and rest 1 female students' scores under 217-242 which fall under the high level of psychological well-being .

In this study both male and female students' scores differently in the five areas of the PWB scale. Analysis of the responses of the students on various dimensions –

**TABLE: 5**

Area: Satisfaction

Level of Psychological well-being	No. of Students	Percentage
Moderate	25	90%
High	3	10.8%
Very High	2	7.2%

Total =30

From the above table it is observed that out of 30 students 90% students scored moderate, 10.8% students scored high and 7.2% students scored very high in the Satisfaction area of Psychological well-being scale.

**TABLE: 6**

Area: Efficiency

Level of Psychological Well-being	No. of Students	Percentage
Moderate	22	72%
High	7	25.2%
Very High	3	7.2%

Total =30

From the above table it is observed that out of 30 students 72% students scored moderate, 25.2% students scored high and 7.2% students scored very high in efficiency area.

**TABLE: 7**

Area: Sociability and Mental Health (in this two areas the scores are same)

Level of Psychological Well-being	No. of Students	Percentage
Moderate	26	93.6%
High	3	10.8%
Very High	1	3.6%

Total = 30

From the above table it is observed that out of 30 students 93.6% students scored moderate, 10.8% students scored high and 3.6% students scored very high in the Sociability area.

**TABLE: 8**

Area: Interpersonal Relations

Level of Psychological Well-being	No. of Students	Percentage
Moderate	12	42.2%
High	3	10.8%
Very High	5	18%

Total =30

From the above table it is observed that out of 30 students 42.2% students scored moderate, 10.8% students scored high and 18% students scored very high in the interpersonal relations area.

**TABLE: 8**

For the entire scale

Level of Psychological Well-being	No. of Students	Percentage
Moderate	15	54%
High	14	50.4%
Very High	1	3.6%

Total =30

From the table it is observed that out of 30 students 54 % students scored in moderate, 50.4% students scored in high and lastly 3.6% students scored very high in the entire Psychological Well-being Scale.

## FINDINGS OF THE STUDY

On the basis of the analysis of the data following were the major findings of the study:

1. It is found that out of 30 students 90% students have moderate score, 10.8% students have high score and 7.2% students have very high score in the Satisfaction area of Psychological well-being scale.
2. It is found that out of 30 students 72% students have moderate score, 25.2% students have high score and 7.2% students have very high score in efficiency area.
3. It is also found that out of 30 students 93.6% students have moderate score, 10.8% students have high score and 3.6% students have very high score in the Sociability area.
4. It is found that out of 30 students 42.2% students have moderate score, 10.8% students have high score and 18% students have very high score in the interpersonal relations area.
5. It is found that out of 30 students 54% have moderate score, 50.4% student's high score and lastly 3.6% students have very high score in the entire Psychological Well-being Scale.

## Conclusion

From the above explanation and observation; it is clear that every individual have their own psychological well-being. In each area of psychological well-being the students both male and female scored differently. In this study it is found that female's level of psychological well-being is very high than male. As undergraduate students are fall in the adolescent stage, which is in terms of both physical and psychological development. Every human desires a physically and mentally happy, prosperous and healthy life. The psychological well-being in this 21<sup>st</sup> century is the most defining aspect influencing a person's life quality. Psychological well-being is a representation of an individual health based on positive psychological functions. Every individual should psychologically well to maintain their relation with family or friends. Feelings of wellbeing are fundamental to the overall health of an individual, enabling them to successfully overcome difficulties and achieve what they want out of life. Past experiences, attitudes and outlook can all impact wellbeing as can physical or emotional trauma following specific incidents. Children with learning and developmental disorders may experience considerably more stress than typically developing children and this can impact both their health and wellbeing. The same can be said for the parents and carers of such children, who have to try and help them overcome their daily issues as well as enable them to prepare for what is coming in the future. A child's wellbeing will be affected by the wellbeing of their parents and teachers so it is essential that parents and teachers take time for themselves in this respect.

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