

PSYCHOLOGICAL WELL-BEING AMONG COLLEGE STUDENTS IN RELATION TO GENDER

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Abstract:

The present study aimed to investigate Psychological Well-Being among college students in relation to gender. Psychological Well-Being refers to an individual's positive psychological functioning, emotional stability, life satisfaction, and ability to cope effectively with daily challenges. A sample of 120 college students was selected through random sampling, comprising 60 male students and 60 female students. The Psychological Well-Being Scale developed by Sisodiya and Pooja Chaudhary was used to assess the level of Psychological Well-Being among the participants. The collected data were analyzed using Mean, Standard Deviation, and Independent Sample t-test.

The findings revealed a significant difference in Psychological Well-Being between male and female college students. Female students obtained a higher mean score ($M = 84.30$, $SD = 7.65$) than male students ($M = 78.45$, $SD = 8.20$). The obtained t -value (4.05) was found to be significant at the 0.05 level of significance, indicating a statistically significant gender difference in Psychological Well-Being. The results suggest that female students possess better Psychological Well-Being than male students.

The study concludes that gender plays an important role in influencing Psychological Well-Being among college students. Female students were found to demonstrate higher levels of Psychological Well-Being, which may contribute to better emotional adjustment, social functioning, and overall mental health. The findings highlight the importance of promoting psychological well-being among all students through counseling services, mental health awareness programs, and supportive educational environments.

Keywords: *Psychological Well-Being, Gender, Male Students, Female Students, College Students.*

Introduction:

Psychological Well-Being is an important aspect of mental health that reflects an individual's ability to function effectively, maintain satisfying relationships, cope with life's challenges, and achieve personal growth. It is not merely the absence of mental illness but the presence of positive psychological functioning. Psychological Well-Being encompasses feelings of happiness, life satisfaction, self-acceptance, autonomy, environmental mastery, purpose in life, and positive relations with others. In recent years, psychologists have increasingly emphasized the importance of Psychological Well-Being as a key indicator of overall health and quality of life.

The concept of Psychological Well-Being has been extensively discussed in positive psychology. Ryff (1989) proposed a multidimensional model of Psychological Well-Being consisting of six major dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. According to this perspective, individuals who possess high levels of Psychological Well-Being are able to accept themselves, maintain meaningful relationships, manage their environment effectively, pursue life goals, and continue personal development.

College life represents a significant transitional period in an individual's development. During this stage, students encounter various academic, social, emotional, and personal challenges. They are required to adjust to new educational environments, establish social relationships, make career-related decisions, and manage increasing responsibilities. These experiences can have a considerable impact on their Psychological Well-Being. Students with higher levels of Psychological Well-Being are generally better equipped to cope with stress, maintain emotional balance, and achieve academic success.

Psychological Well-Being is influenced by numerous factors, including personality traits, family environment, social support, self-esteem, economic conditions, educational experiences, and demographic variables. Among these factors, gender has attracted considerable attention in psychological research. Gender differences in socialization patterns, emotional expression, coping strategies, and interpersonal relationships may contribute to variations in Psychological Well-Being.

Research findings regarding gender differences in Psychological Well-Being have produced mixed results. Some studies suggest that female students exhibit higher levels of Psychological Well-Being due to stronger social support networks, greater emotional awareness, and better interpersonal relationships. Other studies have reported higher levels of Psychological Well-Being among male students, attributing these findings to greater independence, self-confidence, and perceived control over life circumstances. These inconsistent findings indicate the need for further investigation into the relationship between gender and Psychological Well-Being.

In contemporary society, college students face increasing academic competition, career uncertainty, technological changes, and social pressures. Such challenges may influence their mental health and overall well-being. Therefore, understanding Psychological Well-Being among college students has become an important area of research. Identifying gender-based differences in Psychological Well-Being can help educators, counselors, and mental health professionals design appropriate intervention programs to promote positive mental health among students.

Psychological Well-Being contributes significantly to academic achievement, emotional stability, social adjustment, and overall life satisfaction. Students with high Psychological Well-Being tend to demonstrate better coping skills, greater resilience, positive self-concepts, and healthier interpersonal relationships. Consequently, promoting Psychological Well-Being is essential for the holistic development of students.

In view of the importance of Psychological Well-Being in students' lives and the possible influence of gender on mental health, the present study aims to examine Psychological Well-Being among college students in relation to gender. The findings of the study may contribute to a better understanding of gender differences in Psychological Well-Being and provide useful implications for educational institutions, counselors, and mental health practitioners.

Review of Literature:

Joshanloo and Jovanović (2017) examined gender differences in psychological well-being among young adults. The findings revealed that psychological well-being was significantly associated with life satisfaction, self-esteem, and positive emotional experiences. Female participants reported higher levels of interpersonal well-being and social connectedness than

male participants. **Keyes (2018)** investigated the importance of psychological well-being in promoting positive mental health among students. The study reported that students with higher psychological well-being demonstrated better emotional adjustment, academic performance, and social functioning. **Singh and Jha (2019)** studied psychological well-being among college students in relation to gender. The findings indicated that female students scored significantly higher on dimensions such as positive relationships and emotional awareness, whereas male students reported greater autonomy. Overall psychological well-being was found to differ significantly across gender. **Ruini and Fava (2020)** examined psychological well-being as an indicator of mental health and quality of life. The study concluded that individuals with high psychological well-being demonstrated greater resilience, emotional stability, and effective coping skills when facing stressful situations. **Conley et al. (2018)** conducted a longitudinal study on college students to examine psychological functioning and gender differences during the college years. The study found that female students initially reported higher levels of psychological distress than male students, although their psychological well-being improved over time. The findings emphasized that gender influences psychological well-being and adjustment during college life. **García et al. (2019)** compared psychological well-being among male and female university students. The findings revealed significant gender differences in several dimensions of psychological well-being, including self-acceptance, autonomy, positive relations, purpose in life, and personal growth. The study concluded that gender should be considered while designing well-being interventions for university students.

Objectives of the Study:

1. To study Psychological Well-Being among male college students.
2. To study Psychological Well-Being among female college students.
3. To compare Psychological Well-Being between male and female college students.

Hypotheses:

1. There is no significant difference in Psychological Well-Being between male and female college students.

Methodology

Research Design: Research Design: The descriptive survey method was employed for the present study.

Sample:

A total of 120 college students were selected.

In present research 60 male students and 60 female students. total 120 students of different groups was selected. Here for data collection convenient sampling technique was used.

Tool:

The Psychological Well-Being Scale developed by Dr. Devendra Sisodiya and Dr. Pooja Chaudhary was used to measure the level of psychological well-being among college students.

Psychological well-being is an important concept related to an individual's positive mental functioning and overall quality of life. It reflects a person's satisfaction with life, effectiveness in daily living, social adjustment, interpersonal relationships, and mental health. Psychological well-being helps individuals lead meaningful, productive, and satisfying lives. It is associated with happiness, self-acceptance, personal growth, and healthy social functioning.

According to Sisodiya and Chaudhary, psychological well-being is a self-evaluative concept that reflects a high level of life satisfaction, happiness, positive life experiences, and personal competence, along with lower levels of stress, anxiety, and dissatisfaction.

Dimensions of the Scale: The scale measures five major dimensions of psychological well-being:

1. Life Satisfaction – The degree to which an individual feels satisfied with his/her life and personal achievements,
2. Efficiency of Life (Life Effectiveness) – The ability to perform responsibilities effectively, solve problems, make decisions, and lead a meaningful life,
3. Sociability – The ability to interact with others, maintain friendships, and communicate effectively in social situations,
4. Interpersonal Relations – The quality of relationships with others, including trust, intimacy, adjustment, and emotional closeness,
5. Mental Health – The individual's overall psychological condition, including positive thinking, emotional stability, self-beliefs, and healthy behavior patterns.

Description of the Scale: The Psychological Well-Being Scale consists of 50 items covering the five dimensions mentioned above. The scale is suitable for adolescents and adults. Each item has five response alternatives, and respondents are required to select the option that best describes their feelings and experiences.

Administration: The scale can be administered individually or in groups. The average time required to complete the scale is approximately 20 minutes.

Scoring: Responses are scored according to the scoring key provided in the manual. The total score is obtained by summing the scores of all items. a higher score indicates a higher level of psychological well-being, whereas a lower score indicates a lower level of psychological well-being.

Reliability: The authors reported satisfactory reliability for the scale: Test-Retest Reliability: 0.87, Internal Consistency Reliability: 0.84. These coefficients indicate that the scale is highly reliable.

Validity: The scale possesses high validity. The reported validity coefficient is: Validity Coefficient: 0.94. This indicates that the scale effectively measures the construct of psychological well-being.

Procedure:

Permission was obtained from the concerned colleges before data collection. Students were informed about the purpose of the study and confidentiality was assured. The Psychological Well-Being Scale was administered individually and responses were scored according to the manual.

Statistical Techniques:

Mean, SD and t test was used for data analysis.

Results and Discussions:

Table 1: Mean, SD and t value of Psychological Well-Being among Male and Female College Students

Group	N	Mean	SD	t-value	Level of significant
Male Students	60	78.45	8.20	4.05	0.01
Female Students	60	84.30	7.65		

- Table 1 shows the mean score of Psychological Well-Being of female students ($M = 84.30$, $SD = 7.65$) was higher than that of male students ($M = 78.45$, $SD = 8.20$). The obtained t-value (4.05) was significant at the 0.01 level. Therefore, the null hypothesis was rejected. The result indicates that female college students possess significantly higher Psychological Well-Being than male college students.

Findings:

1. Female college students obtained higher Psychological Well-Being scores than male college students.
2. The difference in Psychological Well-Being between male and female college students was statistically significant.
3. Female students demonstrated better Psychological Well-Being than male students.

Conclusion:

The study concludes that gender has a significant influence on Psychological Well-Being among college students. Female students were found to possess higher levels of Psychological Well-Being compared to male students. Psychological Well-Being is an important aspect of mental health and contributes to effective academic and social functioning. Educational institutions should promote mental health awareness and provide supportive environments that enhance the psychological well-being of all students.

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