

## Psychological Well-being and Gender Difference among Science and Social Science students

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### Abstract:

*At present, Psychological aspects have got much attention in all the spheres of life including the educational set up. Changing world's scenario have affected every walks of the human life. Not only the common and working people but students are also struggling with the multi facets problem of psychological disorders. That is why present study aims to assess the Psychological Well-being among Science and Social Science Under-Graduate students of Aligarh Muslim University, Aligarh, U.P. India. Ryff's Psychological Well-being scale was administered on a sample of 163 Under-Graduate (male=83, female=80) students of Science and Social Science Streams. In order to analysis of collected data; Mean, SD and t-test were applied. Findings showed no significant difference among the under-graduate students of science and social science with respect to Gender and Choice of streams. Findings of the study have its importance for the further studies, psychologists, counsellors, educationists, policy makers and so on. Further, issues of future studies have been discussed in the light of delimitations of the present study.*

**Key Words:** Psychological Well-Being; Gender Differences; Under-graduate Students; Choice of Streams

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### INTRODUCTION

Psychological well being has become one of the crucial aspects of the modern psychology. It has attracted not only the psychologists but also medical practitioners in compliance to the mental health, emotions, depression, stress etc. of the individual's academic and social life. Right from the existence of behavioural sciences, efforts have been made by researchers of different disciplines to get deep understanding about the various and different dimensions and correlates of psychological well being. Freud, Jung, Bandura, Erickson, Piaget and many others have given space in their early works. All have much studied about the various aspects of subjective as well as psychological well being. This very rightly reveals that the study of psychological

well being has a rich history with the glorious past.

At present, psychological well being has acquired a very pivotal place in psychology but its popularity and importance has also been felt in educational psychology. Behaviourists have postulated that psychological well being is a learned process of different forms of individualistic views in accordance to the certain psychological responses such as self-efficacy, self-disclosure, anxiety, personality types, emotional aspects, social support, financial success etc.; when an individual get reinforced from external support/stimuli in the forms of appreciation or reward then he or she responses in the line of wellness. This asserts that psychological well being is a crux in the understanding and enplaning of human

behaviour (Ryff, 1989).

As per the educationists, psychological aspects such as emotions, personality types, mental health, attitude, aptitude, interest, intelligence etc has direct bearing on the learning as well as learning process of students. Thus, psychological well being, supplemented and consisted of subjective, social, psychological dimensions as well as health related behaviours which may have gender differences. That is why the, present research study aims to find gender differences in Psychological Well-Being among Science and Social Under-Graduate Students.

### **Psychological well being**

Psychological well being can be defined as a dynamic concept that includes subjective, social and psychological dimensions as well as health related behaviours (Ryff, 1989). Psychological wellbeing may also be referred to as a development and functioning of the mental abilities such as perception, memory and awareness of things happening within the adolescent's environment (Myers, 2002)

According to Kitchener and Jorm (2002), Psychological well-being can be described as a state of mind with an absence of a mental disorder, from the perspective of positive psychology, it may include an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience.

### **Gender Differences**

A gender difference is a distinction of biological and/or physiological characteristics typically associated with either male or female or species in general. While the social sciences sometimes approaches gender as a social construct and gender studies particularly do , research in the natural sciences investigates

whether biological differences in males and females influences the development of gender in humans. Gender is the characteristics, whether biological or socially influenced, by which people are defined as male and female.

### **Review of Related literature**

Since last decade, psychological well being has emerged as a subject of research in education as well as in psychology too. Ryff & Singer (2006) have attempted to explain the psychological well being in epistemological and genetic perspectives. Ryff (1989) come out with an integrated and theoretical framework of wellbeing based on the extensive literature review. Ibironke & Donald (2015) have investigated the extent personality factors, dispositional wellbeing among undergraduates; they argued that only openness of personality factor significantly predicted psychological well being of under graduate while extraversion, agreeableness, conscientiousness, and neuroticism had no significant prediction on psychological well being. Moreover, personality factors, dispositional optimism and single parenting showed a joint prediction of psychological well being. Perez, J.A. (2012) studied the various aspects of psychological well-being among college students. Findings revealed gender differences with respect to daily spiritual experience, father relationship, peer relationship, autonomy, positive relations with others, and purpose in life. However, no gender differences were found with respect to positive effect, negative effect, mother relationship, teacher relationship, environment mastery, personal growth and self-acceptance. Akhtar, S (2015) examined the psychological well-being of gender differences. Findings of the study revealed significant differences in the levels on psychological well- being among students. Ayden (1999) carried out a research with respect

to find out the relationship between students' perceive social support and their psychological well-being. Gencoz & Ozlale (2014) also conducted a study on the impact of social support on psychological well-being at university level and come out with results that social support associated with appreciation showed direct impact on psychological well-being. Siddiqui, S (2015) conducted a study on Gender differences between assertiveness and Psychological well-being among university students. Study revealed significant difference between male & female with respect to psychological well-being. Roothman, Kristen & Wissing (2003) assessed the gender differences in the various dimensions of psychological well being. Findings revealed significant gender differences with small to medium practical effect. No significant difference in gender were observed on senses of coherence, satisfaction with life, affect balance, emotional intelligence, self-efficacy, and the social components of self-concept and of fortitude. Bano (2014) examined the impact of life on psychological well-being and stress among university students. Results showed no significant difference between men and women with respect to meaning in life variables. Hasnain, Wazid & Hasan (2014) found significant difference young adult Assamese Males and Females on Psychological Well-Being and Happiness. Mabekoje (2003) found in his study that self-esteem, social support and agreeableness were the significant predictors of teachers' psychological well-being among Nigerian Teachers.

### Objectives

Following are the main objectives of the study:

1. To investigate the Gender differences in Psychological Well-being among Male and Female Under-Graduate Students.
2. To examine the differences in

Psychological Well-being among Science and Social Science Under-Graduate students.

### Hypotheses

Following are the hypothesis of present study:

1. There will be no significant difference in Psychological Well-being among the total male and female under-graduate students of science and social science.
2. There will be no significant difference in Psychological Well-being of Science male and female Under-graduate Students.
3. There will be no significant difference in Psychological Well-being of Social Science male and female Under-graduate Students
4. There will be no significant difference in Psychological Well-being among male Under-graduate students of science and social science.
5. There will be no significant difference in Psychological Well-being among female Under-students graduate of science and social science.

### Delimitations

Following are the main delimitations of the present research study.

- ❖ Present study consisted of a sample size of 163 male and female under-graduate students.
- ❖ This study confined to the variables of Psychological Well-being, gender differences and science and social science Under-graduates.
- ❖ Present study delimited only to the Under-graduate Students.
- ❖ Study confined only to Aligarh Muslim University, Aligarh. U.P. India.
- ❖ It also delimited only to the Under-

graduate students of science and social departments.

**Design:** Present study is a descriptive research study and data were withdrawn from the population through the standardised scale. Thus, survey design was employed to carry out the present research study.

## METHOD

**Sample:** Thus, in the present study, sample consisted 163 (male =83 and female =80) of under-graduates students of various departments of science and social science faculty of Aligarh Muslim University, Aligarh, U.P. India were randomly selected .

## Tools:

Scale for Psychological well-being (Ryff's (1985)), comprised of 43 items, was administered on the Science and Social Under-graduates of Aligarh Muslim University.

**Data Collection:** In the present study, researcher personally visited to the various departments of science and social science faculty of Aligarh Muslim University, Aligarh and administered the scale on the under-graduate students. Before administering the scale, permission was sought from the concerned authority of the departments and detail instructions were given to the students about the every aspects of scale in terms of marking degree of agreements on the statement of scale.

## RESULTS AND DISCUSSION

**Table: 1. Showing difference in Psychological Well-being between total male and female Under-Graduate students of Science and Social Science**

Basis	No.	Mean	SD	Df	t- value
Science and Social Science male Under-Graduate Students	83	156.10	9.90	161	0.02
Science and Social Science female Under-Graduate Students	80	156.50	10.59		

Not Significant at 0.01 Level

Table 1 reveals that the 't' value 0.02 is statistically not significant at 0.01 level. This confirms no significant difference in Psychological Well-being between male and female under-graduate students of science and

social science streams. Hence, null hypothesis is accepted. This means, both male and female under-graduate students of science and social science streams have similar level of Psychological Well-being.

**Table: 2. Showing difference in Psychological Well-being between Science male and female Under-Graduate Students**

<b>Basis</b>	<b>No.</b>	<b>Mean</b>	<b>SD</b>	<b>Df</b>	<b>t- value</b>
Science male under-graduate students	38	157.47	11.80	78	0.08
Science female under-graduate students	42	156.23	9.63		

Not Significant at 0.01 Level

A close view of Table 2 shows that the ‘t’ value 0.08 is statistically not significant. This signifies that there is no difference in Psychological Well-being between male and female science Under-

graduate students. However, both male and female science under-graduate students had expressed same level of Psychological Well-being.

**Table: 3. Showing difference in Psychological Well-being between Social Science male and female Under-Graduate students**

<b>Basis</b>	<b>No.</b>	<b>Mean</b>	<b>SD</b>	<b>Df</b>	<b>t- value</b>
Social Science male under-graduate students	38	154.95	9.32	76	0.03
Social Science female Under-Graduate Students	40	155.35	8.32		

Not Significant at 0.01 Level

A close inspection of Table 4 shows that the ‘t’ value 0.03 is statistically not significant at 0.01 level. This infers that there is no significant difference in Psychological Well-being between social science male and female under-graduate

students. Hence, null hypothesis accepted. This means both male and female under-graduate students of social science streams had experienced same level of Psychological Well-being.

**Table: 4. Showing difference in Psychological Well-being between Science and Social Science male Under-Graduate students**

Basis	No.	Mean	SD	Df	t- value
Science female under-graduate students	38	156.23	9.63	78	0.70
Social Science female under-graduate students	42	155.33	8.32		

Not Significant at 0.01 Level

Table 4 shows that the 't' value 0.18 is statistically not significant at 0.01 level. This confirms that there is no significant difference in Psychological Well-being between male under-

graduate students of science and social science streams. Thus, this infers that male under-graduate of both streams had possessed similar level of Psychological Well-being.

**Table: 5. Showing difference in Psychological Well-being between Science and Social Science female Under-graduate students**

Basis	No.	Mean	SD	Df	t- value
Science male under-graduate students	43	157.74	11.80	81	0.18
Social Science male under-graduate students	40	154.95	9.32		

Not Significant at 0.01 Level

A close view of table 5 shows that the 't' value 0.70 is statistically not significant at 0.01 level of significance. This clarifies that there is no significant difference in Psychological Well-being between female under-graduate students of both streams. Thus, female under-graduate students of both streams had similar level of Psychological Well-being.

## 10. Findings of the Study

1. No significant difference was found in Psychological Well-being between male and female under-graduate students of science and social science.
2. No significant difference was found in Psychological Well-being between male and female under-graduate students of science.
3. No significant difference was found in Psychological Well-being between

male and female under-graduate students of Social Science.

4. No significant difference was found in Psychological Well-being between Science and Social Science male under-graduate students.
5. No significant difference was found in Psychological Well-being between Science and Social Science female under-graduate students.

### CONCLUSION

As it has been discussed earlier that psychological well-being has become one of the crucial dimensions of research. Life of present century has changed the overall scenario of education. Exploring novel field of knowledge has got maximum attention from every corner of the world. Likewise education, especially psychology of education got much expansion in research perspectives. Now researchers started undertaking research work on contemporary issues of learners. Psychological well-being is considered as an important aspect of learners because it has direct bearing on the overall academic performance of learners. Both male and female has been becoming the victims of it. But very astonishing results were revealed in the present study that no significant differences were found neither among the total male and female nor male and female undergraduates of science and social science faculty respectively. However, in order to get more clarity over the impact psychological well-being on learners, a very viable study comprised of more than one independent variables, is needed.

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