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# A STUDY ON PSYCHOLOGICAL WELL-BEING OF SECONDARY STUDENTS IN RELATION TO GENDER AND LOCALITY

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## ABSTRACT

Well-being refers to a state of being in which an individual experiences a sense of satisfaction, happiness, and fulfilment in various aspects of their life. Psychological Well-being is of utmost importance as it directly impacts our quality of life and overall happiness. When we prioritize our well-being, we are more likely to have better physical health, improved mental and emotional resilience, and stronger relationships. The aim of the present study was to investigate the level of Psychological Well-being among secondary students. It also aims to investigate secondary student's Psychological Well-being in relation to their gender and locality. Descriptive Survey Method was used in the study. The sample of the study was comprised of 215 secondary student's selected using random sampling technique. For collection of the data researcher used Psychological Well-being scale by Carol Ryff (1995). For analysis of the data both inferential and descriptive statistics were used. Findings of the study reveals that majority of the secondary student's exhibits average level of Psychological Well-being. It also reveals that there is difference in Psychological Well-being of secondary students in relation to their gender.

**Keywords:** Psychological Well-being, secondary students.

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## Introduction

Psychological Well-being and education are deeply intertwined aspects of human development. Education not only imparts knowledge and skills but also significantly influences individuals' Psychological Well-being by promoting social and emotional development, facilitating identity formation, building resilience, and providing access to resources and support networks. Integrating strategies to support Psychological Well-being within educational settings is essential for promoting holistic development and thriving individuals.

The concept of well-being has been a focal point in society since ancient times and is now gaining even more importance in the current environment. This is because well-being is centred upon happiness, which is the ultimate goal of every individual's life. The modern period is defined by swift industrial, commercial, and technological advancements and breakthroughs. Consequently, this elevates the burden on individuals to demonstrate their superiority, resulting in stress, unease, dissatisfaction, and detrimental rivalry. Essentially, it places individuals in a competitive and relentless pursuit, causing happiness and contentment to be left significantly behind. It leads to the emergence of positive psychology, which focuses on the issues of well-being and mental health.

Well-being refers to a state of being in which an individual experiences a sense of satisfaction, happiness, and fulfilment in various aspects of their life. It encompasses physical, mental, and emotional well-being, as well as social and spiritual dimensions. Well-being is of utmost importance as it directly impacts our quality of life and overall happiness. When we prioritize our well-being, we are more likely to have better physical health, improved mental and emotional resilience, and stronger relationships. It allows us to effectively cope with stress, maintain a positive outlook, and engage in activities that bring us joy and fulfilment. Investing in our well-being not only benefits us individually but also positively influences our interactions with others and our ability to contribute to society. Ultimately, well-being is the foundation for a balanced and meaningful life. Human life is inherently multifaceted, encompassing characteristics such as physical, mental, and social well-being. The significance of well-being lies in its direct influence on our quality of life and general functioning. When we have a high level of well-being, we experience positive emotions, have good physical health, and maintain fulfilling relationships. It also enables us to cope with stress, adapt to changes, and pursue personal growth and goals. Well-being is not only beneficial for individuals but also for society as a whole, as it contributes to productivity, social cohesion, and a more harmonious and prosperous community. Therefore, investing in well-being is crucial for individuals, communities, and policymakers to create a healthier and happier society.

Student well-being encompasses the holistic condition of students' physical, mental, and emotional well-being and contentment. It is of utmost importance to prioritize student well-being as it directly impacts their academic performance, personal development, and overall success. When students have a high level of well-being, they are more likely to be engaged in their studies, have better concentration and focus, and perform well academically. Additionally, student well-being plays a significant role in their social interactions, relationships, and overall satisfaction with their educational experience. By promoting student well-being, educational institutions can create a supportive and nurturing environment that fosters positive mental health, resilience, and personal growth. This includes providing access to resources and support systems, promoting healthy lifestyle habits, and addressing the social and emotional needs of students. Ultimately, prioritizing student well-being not only enhances their educational experience but also sets them up for success in their future endeavours. It involves creating a safe and inclusive learning environment, promoting a positive school climate, and fostering a sense of belonging and connectedness. By nurturing student well-

being, we not only enhance their educational experience but also set them up for a lifetime of success and fulfilment.

## **Review of related Literature**

**Anjum (2021)** carried out a study to investigate the Psychological Well-being of University students. The sample comprised of 208 university students. The study reveals that most of the university students possess high level of Psychological Well-being.

**Bhat (2018)** carried out a study to investigate relationship of adolescents Psychological Well-being with their school environment and place of living. The sample comprised of 519 senior secondary students. The findings reveals that rural students have better psychological wellbeing. It also reveals that Psychological Well-being and school environment have low positive correlation.

**Geetha and Girija (2014)** carried out a study to investigate the mental wellbeing among secondary school students in Chennai. The sample of the study comprised of 100 students. The findings of the study reveals that secondary student's mental well-being is high. It also reveals that female studenta have high level of mental well-being than female students.

**Kaur (2020)** conducted a study to investigate the adolescents Psychological Well-being in Punjab and to determine its relation with Self-Efficacy, Emotional Intelligence, and stress. The sample of the study comprised of 200 adolescents. The results reveals that there exist a positive and significant relation between Psychological Well-being and Self-Efficacy.

**Roslan, Ahmad, Nabilla and Ghiami (2017)** carried out a study to investigate the Psychological Well-being among postgraduate students. The sample of the study comprised of 192 Master of Education students. The findings reveals that the Matsers of Education students posses higher level of Psychological Well-being.

**Thapliyal (2023)** conducted a study to investigate the Psychological Well-being of private and government secondary students. The findings of the study indicates that significant difference in the Psychological Well-being of private and government secondary school students. It also reveals that sigificant difference exists between male and female also.

## **Significance of the Study**

Well-being of a student is vital for their academic development. If a student is experiencing inadequate mental health or well-being, they may be unable to function optimally in their academic pursuits. The secondary level in the education system holds great significance for pupils as it provides them with exposure to many academic disciplines. Students enrolled in secondary education are likewise considered to be in the adolescent stage of development. Adolescence is a period characterised by turmoil and emotional upheaval. Adolescence is a phase characterised by the transformation from childhood's immaturity to adulthood's maturity in terms of physical, intellectual, emotional, social, and temperamental aspects. The sudden and rapid changes left teenagers perplexed and poorly prepared to handle them, resulting in stress among them. The societal pressure to demonstrate their abilities in current and future endeavours, such as in education and career, exacerbates their difficulties. Academic matters are the primary causes of persistent

and occasional stress for young individuals. Therefore, the researcher conducted a study on the Psychological Well-being of secondary students in order to have a deeper understanding.

### **Statement of the Problem**

The problem selected for the present investigation is as follows, “*A Study on Psychological Well-being of Secondary Students in Relation to Gender and Locality.*”

### **Objectives of the Study**

The objectives for the study are as follows:

1. To study the level of Psychological Well-being of secondary students.
2. To compare the level of Psychological Well-being of the secondary students in relation to their gender i.e. male and female.
3. To compare the level of Psychological Well-being of then secondary students in relation to their locality i.e. rural and urban.

### **Hypotheses of the Study**

1. There is no significant mean difference in the level of Psychological Well-being of the secondary students in relation to their gender i.e. male and female.
2. There is no significant mean difference in the level of Psychological Well-being of the secondary students in relation to their locality i.e. rural and urban.

### **Research Methodology**

This study utilised a descriptive research design, employing the survey method as the primary means of data collecting. The target population consists of a cohort of students in the secondary level. The population comprises all the students enrolled in higher secondary courses in the district of Lakhimpur, Assam, India. The study employed a random sampling technique to choose a sample of 215 students. It comprises of both male and female students.

### **Tools used in the Study**

For the gathering of the data researcher used Psychological Well-being Scale by Carol Ryff (1995). The scale consisted of 42 elements. The items are categorised into six dimensions. Each dimension consists of 7 items. There was six response for each item, ranging from Strongly Disagree to Strongly Agree. Each response is assigned a score of 6, 5, 4, 3, 2, and 1 respectively and for negative items 1, 2, 3, 4, 5, and 6 respectively. The reliability co-efficient was calculated using Guttman-Split Half Method and found to be 0.873. The reliability value of Cronbach’s alpha was found to be 0.842.

### **Statistical Techniques Used in this Study**

For the analysis of the data, the researcher used descriptive and inferential statistics following the objectives of the study. Quantitative data analysis was carried out using Microsoft Excel 2016 and IBM SPSS version 26.0.

The researcher used descriptive statistics (mean median, mode, standard deviation, skewness, kurtosis) and inferential statistics (t-test).

## Analysis of the Data

### Statistical constants of Psychological Well-being

The following table contains important statistical constants of the distribution of Psychological Well-being among secondary school students.

**Table 1.1**

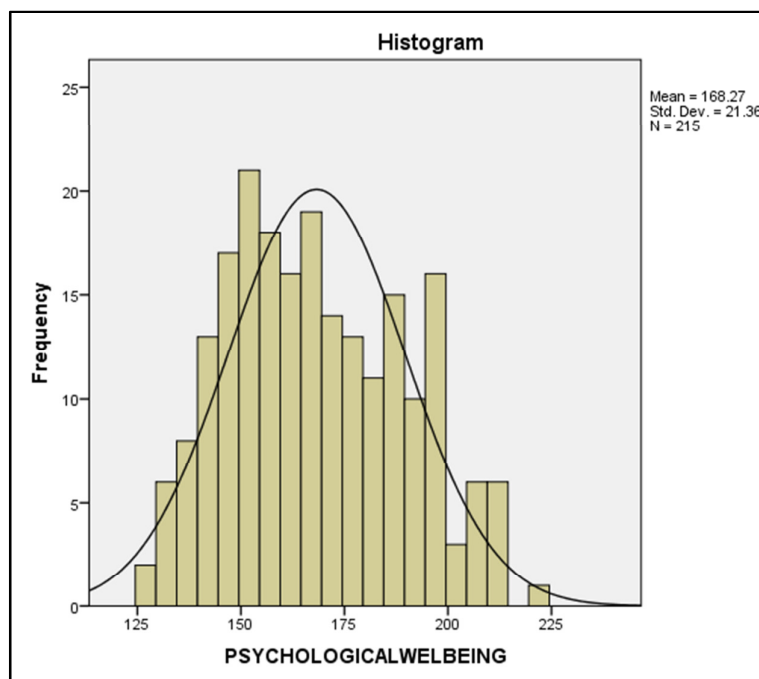
*Statistical Constants of the Distribution of Psychological Well-being of Secondary School Students*

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Psychological Well-being	215	168.27	166	147	21.36	.27	-.76

Table reveals that the three measures of central tendency viz, mean, median and mode of the Psychological Well-being of secondary school students are almost same. The standard deviation is 21.36. The skewness and kurtosis are .27 and -.76, respectively. Because the skewness value falls between +1.0 and -1.0, the distribution is nearly symmetrical. The distribution is flatter since the kurtosis value is negative. The mean, median, mode, standard deviation, skewness, and kurtosis values depicted that the data are normally distributed. The distribution is represented graphically below

**Figure 1.1**

*Normal Probability Curve showing distribution of Psychological Well-being of Secondary Students*



**Objective No.1-** To study the level of Psychological Well-being of secondary students.

**Table-1.2**

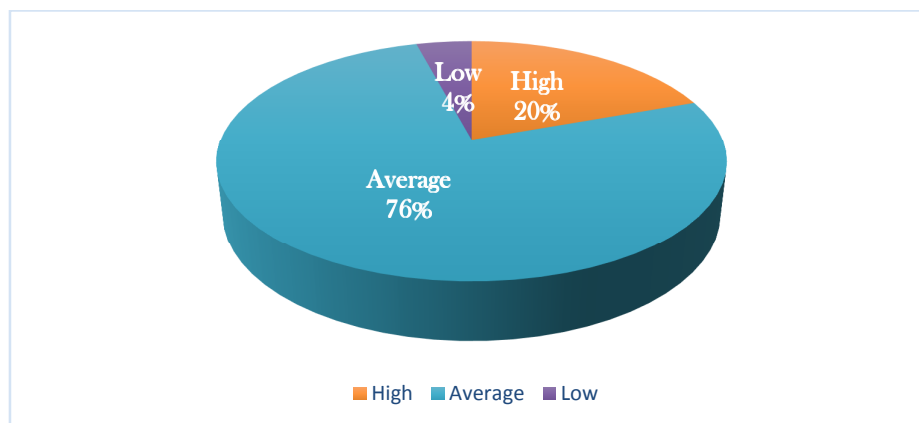
*Levels of Psychological Well-being of Secondary school Students*

Sl. No.	Level	Range of Raw Score	N
1	High	Above 189.58	42
2	Average	136.86 – 189.58	164
3	Low	Below 136.86	9
Total			215

Above table reveals the levels of Psychological Well-being of secondary students. Findings indicates that out of 215 students, 164 student's exhibits an average level of Psychological Well-being, while 42 students shows high level of Psychological Well-being and 9 students shows low levels of Psychological Well-being. From findings it concludes that that most of the student's exhibits average level of Psychological Well-being.

**Figure 1.2**

*Levels of Psychological Well-being of Secondary School Students*



**Objective No.2-** To compare the level of Psychological Well-being of the secondary students in relation to their gender i.e. male and female.

**H<sub>0</sub>1-** There is no significant mean difference in the level of Psychological Well-being of the secondary students in relation to their gender i.e. male and female.

**Table 1.3**

*Psychological Well-being of the secondary students in relation to their gender*

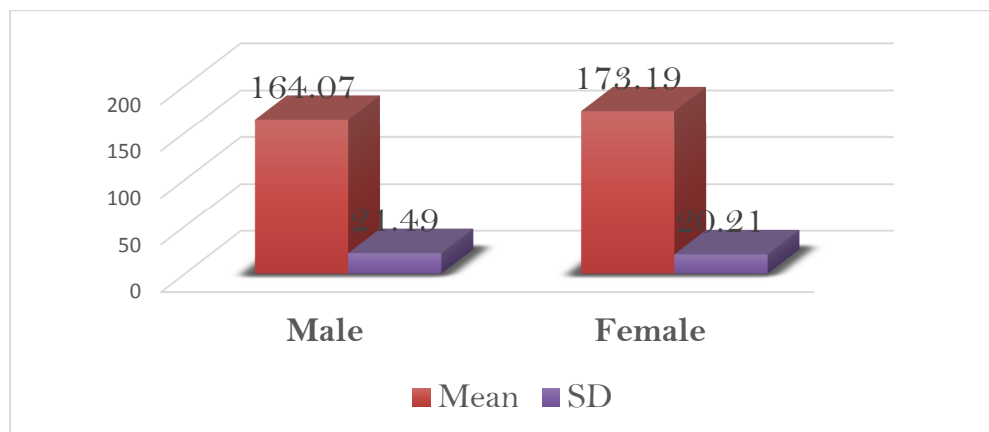
Gender	N	Mean	SD	df	t-value	Sig (2-tailed)	Remarks
Male	116	164.07	21.49	213	3.19	.00	<i>Significant</i>
Female	99	173.19	20.21				

. \*Significance at 0.05% level

The table presented above illustrates that the obtained mean score for male students is 164.07 with a standard deviation of 21.49, while mean score of female students is 173.19 with a standard deviation of 20.21. The obtained t-value is determined to be 3.19 at 0.05 level of significance. The resulting p-value of 0.00 below the significance level of 0.05, leading to the rejection of the null hypothesis. Therefore, statistically significant mean difference exists in the Psychological Well-being among secondary students in relation to their gender.

**Figure. 1.3**

*Mean Score and SD of Psychological Well-being of the secondary students in relation to their gender*



**Objective No.3-** To compare the level of Psychological Well-being of the secondary students in relation to their locality i.e. rural and urban.

**H<sub>0</sub>2-** There is no significant mean difference in the level of Psychological Well-being of the secondary students in relation to their locality i.e. rural and urban.

**Table-1.4**

*Psychological Well-being of the secondary students in relation to their locality*

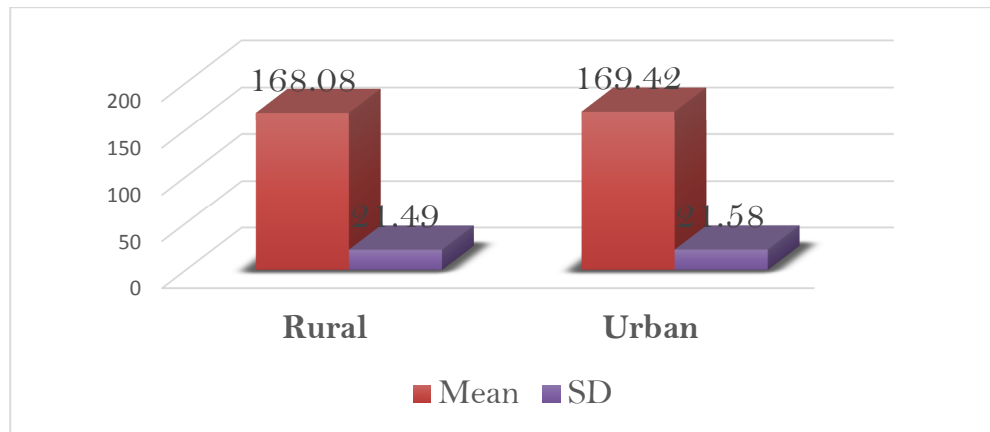
Locality	N	Mean	SD	df	t-value	Sig (2-tailed)	Remarks
Rural	184	168.08	21.38	213	.32	.74	<i>Not significant</i>
Urban	31	169.42	21.58				

. \*Significance at 0.05% level

The table presented above illustrates that the obtained mean score for rural students is 168.08 with a standard deviation of 21.38, while mean score of urban students is 169.42 with a standard deviation of 21.58. The obtained t-value is determined to be 0.32 at 0.05 level of significance. The resulting p-value of 0.74 exceeds the significance level of 0.05, leading to the acceptance of the null hypothesis. Therefore, statistically significant mean difference exists in the Psychological Well-being among secondary students in relation to their locality.

**Figure 1.4**

*Mean Score and SD of Psychological Well-being of the secondary students in relation to their locality*



### Discussion

Findings reveals that most of the students exhibits average level of Psychological Well-being level. The findings was consistent with the study conducted by Das (2023) and Anjum (2021). Again, objective no. 2 reveals that there is statistically significant mean difference exists in the Psychological Well-being among secondary students in relation to their gender. Further it reveals that female students exhibits higher Psychological Well-being in comparison to male students. The findings was corroborates with the study conducted by Geetha and Girija (2022). Objective No. 3 reveals that there is no statistically significant mean difference exists in the Psychological Well-being among secondary students in relation to their locality.

### Conclusion

Well-being plays a significant role in their social interactions, relationships, and overall satisfaction with their educational experience. Psychological Well-being influence students' academic performance, engagement and the capacity to deal with challenging tasks. It is important to provide necessary guidance and counselling to students so they can have a better Psychological Well-being. This study reveals that majority students exhibits average level of Psychological Well-being. In addition it also reveals that female students have better well-being then the male counterpart.

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