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GENDER DIFFERENCES IN ASPECTS OF GENERAL WELL-BEING OF ADOLESCENTS

Vijaymala V. Chougule* and Narendra V. Deshmukh**

The purpose of the study was to find out the difference in aspects of general well-being of adolescents. Sample included 120 secondary school students divided into two groups 60 males and 60 females. Age range of the students was between 13-15 years. Sample were selected through simple random sampling method from different schools of Sangli city. General well-being of the students was measured by General well-being scale by Kaliya and Deswal. Mean, SD and t test were applied for data analysis. Results revealed that there is a significant gender difference in well-being of Adolescents. Also gender difference shows in social well-being and school well-being of students.

Adolescence is defined as the period of transition between childhood to adulthood that involves biological, cognitive, and social, emotional changes. It is a period of change in which a person is faced with challenges and difficulties that may throw him into confusion and troubles. However, it is also a period to making towards career. In the age of technology its really tough and stressful situation for any student to make his/her own career. An individual with high psychological well-being is happy, capable, well-supported, satisfied with professional and personal life. Because of this importance of well-being it is always significance at all stages of life span.

Research in well-being has been growing in recent decades. Well-being is a general term for the condition of an individual for their social, economic, psychological, spiritual and medical state. It includes the presence of positive emotions and mood, the absence of negative emotions, satisfaction with life, fulfilment and positive functioning. In simple term, well-being can be described as judging life positively and feeling good. It is exemplified with happiness, satisfaction, empathy, motivation, interest, physical vitality, satisfying social relationships and resilience (Huppert, Baylis & Keverne, 2004).

General well-being as a construct refers to the harmonious functioning of the physical as well as psychological aspects of personality, giving satisfaction to the self and benefit

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to the society (Siwach, 2000). General well-being has been defined as encompassing people's cognitive and affective evaluations of their lives (Raratzias *et al.*, 2006). In general well-being, main emphasis is given to the health because health is the general condition of a person in all aspects.

Health and wellness have four characteristics (Kiefer, 2008); being able to function and do what they wanted to do, being independent or self-determining, having both a physical and emotional state of well-being and an absence of pain. Thus, factors in defining health and wellness seemed to centre on the ability of self-care and control of one's life. Health intervention strategies include general well-being promotion related to eating healthily, taking care of oneself and accessing social support. Thus, general well-being is probably one of the most important aspects of human beings and the state of general well-being can be attained in terms of healthy body with healthy mind.

Ryff (1989) reported significant overall gender difference in the Psychological well-being subscales, apparently using MANOVA. But subscalewise univariate analyses revealed gender difference only for the Positive relations with others, females scoring higher than males. Ryff (1995) replicated this finding. In Indian context, Hasnain, Wazid and Hasan (2014) and Vijayshri (2015) found gender difference on life satisfaction, females scoring higher than men. Akhter (2015) reported females to be higher on psychological well-being.

Perez J. (2012) studied gender differences in Psychological Well-being among Filipino College Student Samples. Result revealed gender differences in aspects of self-reported psychological well-being measures. Female participants reported significantly higher scores in the aspects of daily spiritual experience, relationship with father, relationship with peer, positive relationship with others and purpose in life. However, male participants reported higher autonomy than their female counterparts. The differences were statistically significant and ranged from small to moderate degree.

Objectives :

1. To find out the difference in the level General well-being of male and female students.
- 2 To investigate the difference in the level of aspects of General Well-Being of students.

Hypotheses :

1. There would be no significant difference between male and female students with respect to their level of general well-being.
2. There would be no significant difference between male and female students with respect to their aspects of general well-being.

Sample

Sample of this study comprises 120 students, out of them 60 male students and 60 female students. By using simple random sampling method participants were selected from different schools of Sangli city. The age range of sample was from 13-15 years old.

METHOD

Tools :

General Well-being Scale :

General well-being scale is prepared by Kalia and Deswal. It was used for measuring students General Well-Being. This scale consists of 55 items in four dimensions : 1. Physical

Well-being, II. Emotional Well-being, III. Social Well being, IV. School Well-being. Reliability of the scale is 0.98 and validity of the test is technically sound. It is a self-reporting five point scale. Respondent rated each statement from Strongly disagree to Strongly agree.

Procedure :

With prior permission of the Headmasters, general well-being scale was administered on students of their respective schools. The group of 15-20 students directed at a time. At first, they were informed about importance and objectives of the study and they were requested to give the responses as per the instruction given on the scale. Finally, they were thanked for their cooperation.

RESULT

Table-1 : Showing Mean, SD, t-value of Male and Female Students with Respect to General Well-being.

Group	N	Mean	SD	df	t-value	Sig.
Male	60	210.35	24.86	118	3.35	0.01*
Female	60	224.2	19.52			

Table-1 clearly indicates that mean score (242.2) of female students is high than mean score (210.35) of male students with respect to general well-being which is significant at 0.01 level of significance. Hence, hypothesis-1 is rejected. Female students have higher level of general well-being as compare to male students.

Table-2 : Showing Mean, SD, t-value of Male and Female Students with Respect to Aspects of General Well-being.

Aspects of GWB	Group	N	Mean	SD	t-value	Sig.
Physical Well-being	Male	60	42.95	5.69	0.55	NS
	Female	60	42.43	4.63		
Emotional Well-being	Male	60	52.05	8.23	1.84	NS
	Female	60	54.77	7.37		
Social Well-being	Male	60	66.28	9.88	3.94	0.01
	Female	60	72.43	7.03		
School Well-being	Male	60	49	7.76	3.61	0.01
	Female	60	54.65	6.52		

Table-2 shows scores of various aspects of general well-being of male and female students. There is no significant gender difference in physical well-being and emotional well-being of students. But significant gender difference is found in social well-being and school well-being of students. Female students have higher level of well-being than male students on those two aspects. Hence, hypothesis-2 is rejected.

DISCUSSION

The aim of the present study was to find out the difference in the level of general well-being of male and female students. Table-1 showed that female students have higher level of general well-being than male students. This findings are similar to Perez J. (2012), Hasnain, Wazid and Hasan (2014), Vijayshri (2015), and Akhter (2015) results. But some researchers found that males have better than females on well-being. Our society gives secondary position to women and this approach of society provides more importance to boys than girl from birth. But in the 21st century there is change in attitude towards the females. Nowadays females have treated as like males by parents. Girl students have also give chance to participate in all activities of school by parents and also freedom like to boys. This is a good indication of changing attitude of society towards girls. In this study all female participants were from well-educated families. All these factor may effect on well-being of female students:

Hypothesis-2 stated about the aspects of general well-being of students. Table-2 depicted that there is no significant gender difference found with respect to physical well-being and emotional well-being of students. It means that male and female students are same level of physical and emotional well-being. But there is significant gender difference found with respect to social well-being and school well-being of students. Female students displays higher level of well-being than male students on the two aspects of well-being. In this study the students are in adolescence stage. Generally female students have more sincere than male students in the school. The result of SSC and HSC examination shows that the female students are topper than male student and also in passing percentage of females is high.

CONCLUSION

Female students have higher level of general well-being as compare to male students. There is no significant gender difference on physical well-being and emotional well-being of students. But significant gender difference is found on social well-being and school well-being of students. Female students shows higher well-being than male students.

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