

A study regarding gender and types of schools on general wellbeing of adolescent students

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ABSTRACT

Experiencing healthiness, happiness and prosperity is Wellbeing. Feeling well, good mental health, high life satisfaction, a sense of meaning or purpose, and ability to manage stress is well-being. The objective of the present study is to explore the General wellbeing of the adolescent students of CBSE and GSEB schools. The sample consisted of 100 adolescents (50 boys and 50 girls) were selected by means of purposive sampling method from Ahmedabad. General Well-Being Scale by Ashok K. Kalia and Anita Deswal was used for data collection. Results of the “t” test revealed that there is no difference in General wellbeing students of CBSE and GSEB schools.

Keywords: *General wellbeing, Adolescence healthiness, happiness and prosperity*

One of the most important aspects of human is Wellbeing. It can be obtained in terms of healthy body with healthy mind. Higher level of well-being says that in some sense the individual's or group's condition is more positive. It is cordial functioning of physical as well as psychological aspects of the personality, giving satisfaction to the society.

Wellbeing has different components, such as mental, psychological, social, emotional, and spiritual. The World Health Organization describes ‘wellbeing’ as a “resource for healthy living” and “positive state of health” that is “more than the absence of an illness” and enables us to function well: psychologically, physically, emotionally and socially. Wellbeing’ is described as enabling people to develop their potential, work productively and creatively, form positive relationships with others and meaningfully contribute to the community.

Statement of the problem

A Study regarding Gender and Types of schools on General Wellbeing of adolescent students.

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REVIEW OF THE LITERATURE

Review of literature helps researcher to develop his/her own beliefs and thoughts by studying related literature regarding his/her topic.

1. A study on “The relationship between psychological wellbeing and home environment” in 2012 by Jagpreet Kaur of 260 adolescents in Patiala (Punjab) Results revealed that protectiveness, conformity, reward and nurturance dimensions of home environment had a positive significant relationship with psychological wellbeing of adolescents. Psychological wellbeing and control and punishment dimensions of home environment among adolescents have negative significant relationship.
2. A study on adolescents’ gratitude and wellbeing” in 2012 by Sood and Gupta showed that gender has no influence on subjective well-being. But age has effects on wellbeing.
3. Data was collected from 200 participants 12-19 years of age from Jammu and Kashmir, India.

Objectives of the Study

The objectives of the study are ---

1. To study General Wellbeing of adolescent students.
2. To find out General Wellbeing among the boy and girl adolescent students.
3. To find out General Wellbeing among CBSE and GSEB school students.

Hypothesis

The hypothesis of the study:

1. There is no significant difference in General Wellbeing of adolescent students with respect to their gender.
2. There is no significant difference in General Wellbeing of adolescent students with respect to their types of schools.

Variables

The variables in the present study are -

1. Independent variables:
 - (a) Gender (Boys and Girls)
 - (b) Types of schools (CBSE and GSEB schools)
2. Dependent variables: General Wellbeing

Scopes of the Study

1. The present investigation centre round is General Wellbeing of adolescent students of CBSE and GSEB schools.
2. The investigation is extended only 15- 18 yrs. adolescents.
3. General Wellbeing mainly concentrated on adolescent Students with respect to their Gender and Schools basis such as Boys and Girls & GSEB and CBSE

Delimitations of the Study

1. The sample is limited to 200 students of GSEB and CBSE.
2. The sample is limited to a sample of four higher secondary schools, Ahmedabad, Gujarat
3. The study is limited to the following Independent variables: (i) Gender and (ii) Schools

METHODOLOGY

In the present study, purposive method used to collect data for the investigation.

Sample

The small sample of 200 high school students have drawn from the population of the students of 15- 18 yrs. adolescents from four high schools in Ahmedabad, Gujarat. The sample has the same number of boys and girls students as well as an equal number of CBSE and GSEB school students. Four high schools selected through the Purposive Sampling Technique. The stratification has worked based on their gender and schools such as CBSE and GSEB.

Tool Used

General Well-Being Scale by Ashok K. Kalia and Anita Deswal was used for the purpose of data collection.

Statistical Techniques Used

In the present study, two types of statistical measures used such as Descriptive and Inferential statistics i.e. Mean, Standard Deviation (S.D.), and T-test have used to find out General Well-Being of adolescent Students with respect to their Gender and Types of schools.

Data Analysis and Discussion

The collected data were analyzed with descriptive and inferential statistical techniques and interpreted.

Hypothesis 1: There is no significant difference in General Wellbeing of adolescent students with respect to their gender.

Table-1: Summary table of Gender Wise T-Value of General Wellbeing of adolescent students

Variable	Gender	N	Means	S.D.	df	t-value	Level of Significance
General Wellbeing	BOYS	100	201.48	29.16	198	1.9713	NS
	GIRLS	100	209.23	26.36			

According to table no.1 result indicates that the mean scores for the variable of General Wellbeing for Boys were 201.48 and Girls were 209.23. The 't' test has been applied to find out whether there is any significant difference in the self-esteem among Boys and Girls. The calculated' value is found to be 1.9713 which is less than the table value and not significant. Hence the Null Hypothesis "There is no significant difference in General Wellbeing of adolescent students with respect to their gender" is rejected. Therefore, it is concluded that there is no significant difference between General Wellbeing of adolescent boys and girls. The mean value indicates that the girls scored more than the boys in the General Wellbeing. It means that the girls were better in General Wellbeing than the boys.

Hypotheses 2: There is no significant difference in General Wellbeing of adolescent students with respect to their types of schools.

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Table-2: Summary table of Types of schools wise T-Value of General Wellbeing of adolescent students.

Variable	Schools	N	Means	S.D.	Df	t-value	Level of Significance
General Wellbeing	GSEB	100	204.11	28.60	198	0.6278	NS
	CBSE	100	206.60	29.41			

NS-Not Significant at both levels

According to table no.2 result indicates that the mean scores for the variable of General Wellbeing for Boys were 204.11 and Girls were 206.60. The 't' test has been applied to find out whether there is any significant difference in the General Wellbeing of students with respect to their types of schools. The calculated value is found to be 0.6278 which is less than the table value and not significant. Hence the Null Hypothesis "There is no significant difference in General Wellbeing of adolescent students with respect to their types of schools" is accepted. Therefore, it is concluded that there is no significant difference between General Wellbeing of adolescent students with respect to their types of schools. The mean value indicates that the CBSE school students scored more than the GSEB in the General Wellbeing. It means that the CBSE school students were better in General Wellbeing than the GSEB.

Findings of the Study

The findings of the study were –

1. There is no significant difference in General Wellbeing of adolescent students with respect to their gender.
2. There is no significant difference in General Wellbeing of adolescent students with respect to their types of schools.

CONCLUSION

In the present study, the investigator found that there is no significant difference in General Wellbeing of adolescent students in relation to their gender and types of schools.

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Conflict of Interest

The author declared no conflict of interest.

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