

Comparative Study

## A Comparative Study of Psychological Well-Being between High and Low Socio-Economic Status among Undergraduate College Students of Ranchi University, Ranchi

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### ABSTRACT

**Objectives:** To study the level of Psychological Well-being among total sample and sample sub group based on gender and Socio-economic status. To study the main and interaction impact of gender and Socio-economic status on psychological well-Being. **Sample:** The sample of the present study consisted of 160 undergraduate college students which were selected from various colleges of Ranchi University, Ranch. Psychological Well-being Scale developed by Dr. Devendra Singh Sisodiya and Ms. Puja Choudhary's was applied to identify the level of psychological well-being. was determined. **Result:** Among 160 undergraduate college students, 89.97% of total undergraduate college students was found moderate level, 9.38% students were found to have high level and only 0.63% of very high level of psychological well-being were scored. No one found in low and very low levels of psychological well-being among undergraduate college students. Majority of 86.25% of Boys undergraduate college students was found moderate level and 13.75% students were found to have high level of psychological well-being were scored. majority of 93.75% of Girls undergraduate college students was found moderate level, 5% students were found to have high level. majority of 90% of High Socio-economic status undergraduate college students was found moderate level and 10% students were found to have high level of psychological well-being were scored. majority of 90% of Low Socio-economic status undergraduate college students was found moderate level. **Discussion:** Most of the college students belong to moderate levels of psychological well-being in total sample and sample sub-groups and no one found in very low and low levels of psychological well-being. It may say that most of the college students have average levels of subjective feeling of contentment, happiness, satisfaction with life's experiences. In the case of boys and Girls college students, Boys is better than Girls in the levels of psychological well-being.

**Keywords:** Psychological Well-Being, Socio-Economic Status, Gender, Undergraduate College Students

### Psychological Well-being

is a complex construct that concerns optimal experience and functioning. It is a way of life. Especially in terms of life ideally inclined to health and wellness; unifying

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body, mind, and soul; individually full of purposeful attitude and aim to live life more fully; and a functional life in all social, personal, and environmental aspects. Health and well-being, and feeling of loneliness of an individual are closely related. Well-being aims to determine factors strengthening health and change individuals' life styles in that direction. The life styles of individual are not their fate. Optimistic psychology literature accepts that there are two basic perspectives regarding well-being. First is the concept of eudemonic well-being and the second is the concept of hedonic well-being (Keyes et al., 2002; Ryan and Deci, 2001). Subjective well-being is the equivalent of hedonic point of view, while psychological well-being equals to eudemonic perspective.

Subjective well-being generally refers to happiness, relief, and relatively lack of problems; on the other hand, psychological well-being is defined as challenge; making effort; personal development; and striving to grow. Subjective well-being can be defined as postponing things that hurt or giving up these things for pleasure. The concept of subjective well-being generally refers to individual's delight in life, in other words, happiness; psychological happiness points to self-development and obstacles in this sense that life brings about. Extensive analysis of psychological well-being includes individual's relationship with life goals; if he is aware of his potential; the quality of his relationship with others; and what he feels about his own life. Subjective well-being consists of three components: life satisfaction, the presence of positive mood, and the absence of negative mood, together often summarized as happiness.

Psychological well-being (PWB) is distinct from subjective well-being. Psychological well-being means individual's construction of concepts to develop himself in order to be able to feel happy. According to psychological well-being theory, individual's psychological health depends on his positive functioning in certain aspects of his life. Individual should have in positive relationship with others; should be dominant over the environment; should accept himself and his past; should has a goal and meaning in his life; should have personal development and the ability to make his own decisions. The PWB includes meaning in life, absence of somatic symptoms, positive affect, satisfaction, self-esteem, daily activities, absence of suicidal ideas, social support, personal control, absence of tension, and general efficiency (Bhogle and Prakash, 1995).

### **REVIEW OF RELATED LITERATURE**

Kantariya, (2017) conducted a research on the topic, "Impact of Gender on Psychological Well-Being among Post-Graduate Students". The aim of this research was to investigate the gender difference on psychological-being among male and female post-graduate students. The result showed that there isn't significant gender difference between male and female post graduate college students.

Ramesh Waghmare (2016) conducted a study on the topic "A Study of Psychological Well Being Among Male and Female college students". This study was done to investigate the impact of gender and location of the college students on psychological well-being. The sample for the study comprised of 100 college students from Jalna city. In each 50 male students (25 urban and 25 rural male students) and 50 female students (25 Urban and 25 rural female college students). Results revealed no significant difference between male and female, college students on psychological well-being.

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Shamsul Siddiqui (2015) conducted a study on “Gender Differences between assertiveness and psychological well-being” and the finding of the study was that a significant difference was found between psychological well-being of both male and female groups whereas, Geeta Sharma (2014) conducted a study on “Impact of gender differences on psychological well-being” and reached the conclusion that there is no significant impact of gender on psychological well-being.

Rathi, (2007) examined that male and female students of adolescence period did not differ significantly in their well-being. Gill (2007) found that there was no significant difference between male and female college students on psychological well-being.

Maria, F. et. al., (2020) conducted a study on the topic, “Resilience and Socioeconomic Status as Predictors of Life Satisfaction and Psychological Well-Being in Colombian Older Adults”. income is positively associated with the dimensions of Psychological Well Being.

Ting (2017) conducted a study on the topic, “Effect of socioeconomic status on children’s psychological well-being in China”. This study aimed to examine the relationship between socioeconomic status and children’s psychological well-being and to investigate the mediating effect of family social capital. The results showed that socioeconomic status was not significantly related to the children’s psychological well-being.

Reshma & Manjula (2016) conducted a study on the topic, “Psychological Well-Being across Gender and Socio-Economic Status among Middle Adults”. The current study aims at exploring psychological well-being across gender and socio-economic status among middle adults. Findings related to different socio-economic groups revealed that, adults belonging to high socio-economic status groups have significantly higher self-acceptance, mastery & competency, engagement & growth and overall psychological well-being compared to adults from low socio-economic status group, and significantly higher mastery & competency, overall psychological well-being than middle socio-economic status group. Middle socioeconomic group adults have significantly higher self-acceptance, engagement & growth, and overall psychological well-being when compared to adults from low socio-economic status group.

### ***Aims of the study:***

- To study the level of Psychological Well-being among total sample and sample sub group based on gender and Socio-economic status.
- To study the main and interaction impact of gender and Socio-economic status on psychological well-Being.

### ***Hypothesis:***

- The levels of psychological well-being vary among total sample and sample sub group based on gender and Socio-economic status.
- There is no significant impact of gender and Socio-economic status on psychological well-being.

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## METHODOLOGY

### *Sample*

The present study consisted of 160 undergraduate college students, studying in Humanities discipline in different degree colleges of Ranchi University, Ranchi. The sample was selected by Stratified Random Sampling Technique. Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary's (2012) Psychological Well-being Scale was applied on college going students to identify level of psychological well-being of college students.

Most of the Undergraduate college students have moderate levels of psychological well-being among total sample and sample sub-groups based on gender and socio-economic status.

Most of the Boys and Girls as well as High SES and Low SES undergraduate college students have moderate levels of psychological well-being.

### *Tools Used*

#### **1. Personal Data Questionnaire:**

A personal data sheet developed by the investigator was used to collect information about, their disciplines, types of socio-economic status and gender of subjects.

#### **2. Psychological Well-Being Scale**

This Scale was developed by Sisodia and Choudhary (2012) was used to measure psychological well-being among the participants. It contains 50 items measuring five dimensions (subscales) of well-being i.e. Life satisfaction, Efficiency, Sociability, Mental health, and Interpersonal relations. Each subscale has 10 items, each item with the five-point response category ranging from strongly agree to strongly disagree. Thus, the scale provides scores on five dimensions/subscales, in addition to a score on the total psychological well-being. High score indicates high psychological well-being. For the total well-being score, the internal consistency reliability coefficient is reported to be .90 and the test-retest reliability is reported to be .87 for the normative sample. The test manual claims face and high content validity. This scale was administered on any age group.

### *Procedure*

The above-mentioned tests were administered on undergraduate college students belonging high and low socio-economic status according to gender. After strictly following manual of PWBS scoring done and then after participants were divided into four groups. Students who scored 242-250 on PWBS considered Very High level of Psychological Well-being, scored 217-242 considered high level, 83-217 moderate level, 58-83 Low, 50-58 Very low of psychological wellbeing, undergraduate college students were identified by applying PWBS from the various college of Ranchi University, Ranchi. Norms shown in the Table 1.

**Table No. 1 Norms for Interpretation of the raw scores (for entire scale)**

<b>Scores</b>	<b>Level of Psychological Well-Being</b>
50 – 58	Very Low
58 – 83	Low
83 – 217	Moderate
217 – 242	High
242 – 250	Very High

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**Statistical Analysis**

In the light of hypothesis of the study, the data analyzed by Mean, SD, ANOVA and t-test. Analysis done by using SPSS and also graphical representation done.

**Result Analysis**

**The levels of psychological well-being among total sample**

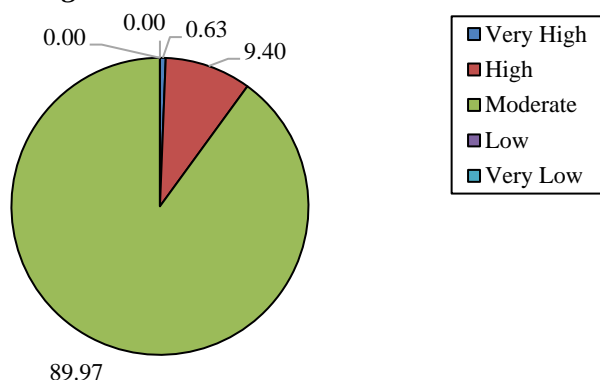
Using the scores obtained on Psychological Well-being Scale developed by Dr. Devendra Singh Sisodiya and Ms. Puja Choudhary, and the level of psychological well-being was determined. It was hypothesized that “The extent of psychological well-being, will vary among Undergraduate College students in respect of their gender (Boys & Girls) and their socio-economic status (High & Low)”. To test this hypothesis, in respect to psychological well-being number and percentages were calculated. Results is shown in the table 2.

**Table No. 2 The Levels of Psychological Well-being among total sample and sample sub-groups based on gender and SES.**

Sample	Very High		High		Moderate		Low		Very Low	
	n	%	n	%	n	%	n	%	n	%
Total	1	0.63	15	9.40	144	89.97	0	0.00	0	0.00
Boys	0	0.00	11	13.75	69	86.25	0	0.00	0	0.00
Girls	1	1.25	4	5.00	75	93.75	0	0.00	0	0.00
HSES	0	0.00	8	10.00	72	90.00	0	0.00	0	0.00
LSES	1	1.25	7	8.75	72	90.00	0	0.00	0	0.00

Note. Total sample=160, Very High = 242-250; High = 217-242; Moderate = 83-217; Low = 58-83; Very Low =50-58

**Figure No. 1 The Levels of Psychological Well-being among total sample and sample sub-groups based on gender and SES.**



It was clear from the above Table 1, that majority 89.97% of total undergraduate college students was found moderate level, 9.40% students were found to have high level and only 0.63% of very high level of psychological well-being were scored. No one found in low and very low levels of psychological well-being among undergraduate college students.

**Gender wise levels of Psychological well-being among undergraduate college students**

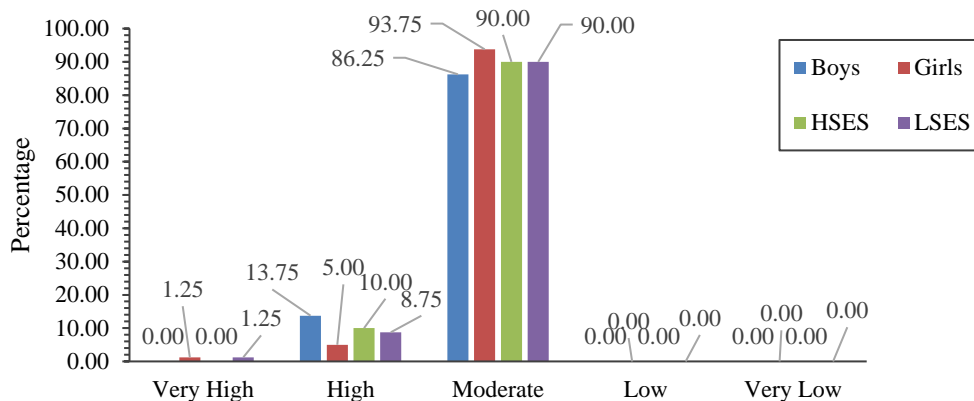
The Psychological Well-Being Scale was used to calculate the level of psychological well-being based on gender-specific scores. In order to evaluate the hypothesis, percentages and numbers were computed with respect to gender. The table 1 presents the results.

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**Socio-economic Status wise levels of Psychological well-being among undergraduate college students**

The Psychological Well-Being Scale was used to calculate the level of psychological well-being based on Socio-economic Status specific scores. In order to evaluate the hypothesis, percentages and numbers were computed with respect to SES. The table 1 presents the results.

**Figure No. 2 The Levels of Psychological Well-being among total sample and sample sub-groups based on gender and SES.**



It was clear from the above Table 1 that majority of 86.25% of Boys undergraduate college students was found moderate level and 13.75% students were found to have high level of psychological well-being were scored. No one found in very high, low and very low levels of psychological well-being among Boys undergraduate college students.

The majority of 93.75% of Girls undergraduate college students was found moderate level, 5% students were found to have high level. only 1.25% of very high level of psychological well-being were scored and No one found in low and very low levels of psychological well-being among Girls undergraduate college students.

It was clear from the above Table 1, that majority of 90% of High Socio-economic status undergraduate college students was found moderate level and 10% students were found to have high level of psychological well-being were scored. No one found in Very high, low and very low levels of psychological well-being among High Socio-economic status undergraduate college students.

The majority of 90% of Low Socio-economic status undergraduate college students was found moderate level, 8.75% students were found to have high level. only 1.25% of very high level of psychological well-being were scored and No one found in low and very low levels of psychological well-being among Low Socio-economic status undergraduate college students.

The levels of psychological well-being vary only three levels moderate, high and very high and no one in low and very low levels. Thus, the hypothesis, the levels of psychological well-being vary among total sample as well as sample sub-groups based on gender and socio-economic status is not rejected except low and very low levels.

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**Table No. 3 2x2 Factorial design ANOVA Showing the Impacts of gender and Socio-economic status on Psychological well-being**

Source	Sum of Squares	df	Mean Square	F	Sig.
SES	5.625	1	5.625	0.013	0.909
GENDER	3802.5	1	3802.5	8.815	0.003
SES * GENDER	2.025	1	2.025	0.005	0.945
Error	67295.35	156	431.38		
Total	71105.5	159			

**Impact of Gender on Psychological well-being of Undergraduate College students**

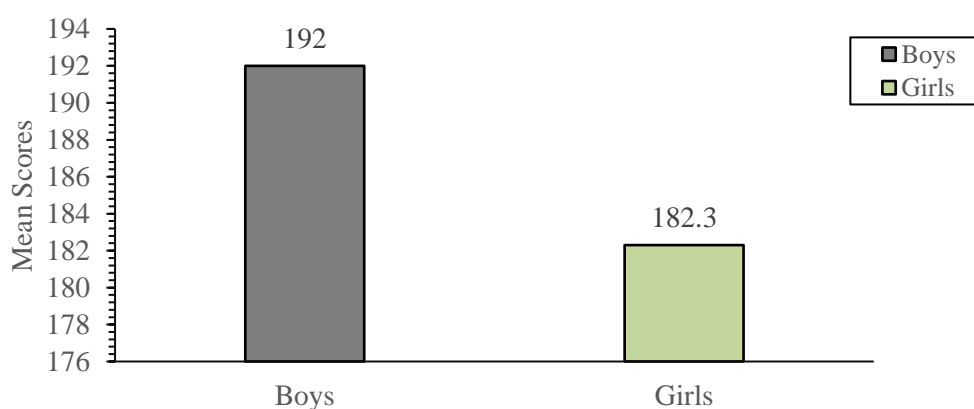
From Table 3, it can be seen that the F-value for Gender is 8.82 which is significant at 0.01 level with  $df = 1/156$ . It shows that there is significant difference in mean scores of Psychological well-being of Boys and Girls undergraduate college students. So there was significant impact of Gender on Psychological well-being of undergraduate college students. Thus, the hypothesis that There will be significant main impact of gender on the Psychological well-being of the undergraduate college students is not rejected. It may be said that both Boys and Girls college students were found to have Psychological well-being the different extent. For the cross-validation, the t-ratio was calculated. The data is shown in Table 3 and Figure 3.

**Table No. 4 Difference between Boys and Girls College students on mean score for Psychological well-being**

Group	n	Mean	SD	Mean difference	t-ratio	P-value
Boys	80	192	18.75424	9.75	2.99	0.003
Girls	80	182.3	22.36549			

Note. n=number of sample, SD= Standard deviation, Dependent variable= Psychological well-being, Independent variables= Gender,  $df= 158$ , \*\* = 0.01 level.

**Figure No. 3 Difference between Boys and Girls College students on mean score for Psychological well-being**



Further, Mean difference of Psychological well-being between Boys and Girls undergraduate college students is 9.7 and t-ratio is 2.99 which is significant at 0.01 level with  $df=158$ . The mean score of Psychological well-being of Boys college students is 192 which is significantly higher than those of Girls college students whose mean score of Psychological well-being is 182.3.

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## **DISCUSSION**

Most of the college students belong to moderate levels of psychological well-being in total sample and sample sub-groups and no one found in very low and low levels of psychological well-being. It may say that most of the college students have average levels of subjective feeling of contentment, happiness, satisfaction with life's experiences. In the case of Boys and Girls college students, Boys is better than Girls in the levels of psychological well-being.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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