

## Effect of Students Gender and Type of School on Their Wellbeing: An Analytical Study

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### ABSTRACT

The present study was endeavour to assess the level of wellbeing among students studying government and private schools and further to explore the effect of their gender and type of school on wellbeing level. Total 200 students studying in schools locating at Jaysingpur and Sangli city were included as Subjects. Students' wellbeing was assessed using General Wellbeing Scale prepared by Kalia and Deswal. This five-points Likert's scale has 55 items. Split half reliability coefficient of the scale is .989 and the construct validity is ranges .639 to .715. The present study was adopted 2 X 2 factorial design, hence, obtained data was analysed by using descriptive (Mean and Standard Deviation), and inferential statistics viz. Two-way ANOVA. Results revealed that, the level of wellbeing was found significantly higher in male students than to female students. Further, it was found that the government schools provide better environment to cherish significantly higher level of wellbeing than private schools. Finally, it was also found that the gender and type of school has significant interaction effect of students' wellbeing level.

**Keywords:** *General Wellbeing, Gender, Government school and Private school*

Well-being plays an important role in humans' life such as happiness, health, emotions and feelings, life satisfaction etc. Person's personality, life experiences and education system play important to develop well-being. The concept of well-being has initiated from positive psychology. Well-being word used as happiness, wellness, fitness, soundness, and health. The concept of well-being refers to optimum psychological functioning and experiences. There are four conceptual terms related to well-being namely general well-being, subjective well-being, psychological well-being, spiritual well-being. From these areas researcher studied on general well-being. These all includes too good mental health, high life satisfaction, sense of meaning or purpose and ability to manage stress.

General wellbeing as a concept refers to the harmonious functioning of the physical as well as the psychological feature of personality giving gratification to the self and advantage to the society (Siwach, 2000). It has been defined as surrounding peoples cognitive and effective appraisals of their lives (Karatzias, et al., 2006). It has been interchangeably used

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with healthiness (Yadav, 2001) and quality of life. In general wellbeing main prominence given to the healthiness because health is the general state of a person in all parts. It is level of functional and metabolic effectiveness of an organism, obtained covertly. World Health Organization (1998) defined health as a 'state of complete mental, social and physical wellbeing and not just the absences of deceases or infirmity'.

A crucial component of education is student wellbeing, which includes social, mental, physical, and emotional health. The wellbeing of students in government and private schools is shaped by many factors, including resources, teacher-student ratios, mental health support, and the broader school culture. Private schools often offer more resources and smaller class sizes, which can benefit student wellbeing, but they may also place more pressure on students to succeed. Public schools, while they may face challenges such as overcrowding or limited resources, often provide a more diverse and inclusive environment with a strong focus on community support.

Ultimately, a student's wellbeing is influenced by a combination of factors, including school environment, family support, personal resilience, and available resources. Both government and private schools can create environments that promote student wellbeing, but the approaches and resources available may differ.

### REVIEW OF LITERATURE

Lokeshwari & Monika, (2021) design study to setting an objective to see the impact of gender on Subjective well-being. Sample 40 respondents consisted from Rajasthan. Psychological wellbeing scale by Devendra Singh Sisodia & Pooja Choudhary, (2010) was used. The findings indicate that females have better subjective wellbeing than to males.

Batz & Tay, (2018) showed significant gender differences in subjective wellbeing. Aaina et al., (2016) conducted a study to determine the gender differences regarding wellbeing among flood victims. They found no gender differences in wellbeing.

Chraif & Dumitru, (2015) arranged research focusing on highlighting the gender differences concerning quality of life and well-being of undergraduate psychology students. They used Ryff's Psychological Well-Being Scales for assessing the wellbeing level. Findings of the study revealed significant gender differences.

Akhter, (2015) investigated sex differences in respect of psychological wellbeing by his study. Total 100 students were employed from the Jamshedpur city and given Ryff's Psychological Well-Being Scales to assess their wellbeing. The 't-test' confirms that the male and female students significantly differ to each other in respect of their wellbeing level.

#### *Aim of the study:*

Main aim of the present study is to assess the level of wellbeing among students studying government and private schools and further to explore the effect of their gender and type of school on wellbeing level.

#### *Objectives of the study:*

The study has the following objectives;

- To assess the level of wellbeing among students studying government and private schools.
- To find out the effect of gender on students' wellbeing level.

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- To inspect the influence of type of school on students' wellbeing level.
- To search the interaction effect of gender and type of school on students' wellbeing level.

### ***Hypotheses:***

As per the objectives, following hypothesis were framed and tested;

- Gender of students has significant influence on their wellbeing level.
- Students studying in government schools will have significantly higher level of wellbeing than those of studying in private schools.
- Gender and type of school will have significant interaction effect on students' wellbeing level.

## **METHODOLOGY**

### ***Sample:***

For the present study, 100 female students and 100 male students with the age ranges from 19 to 21 years were comprised using purposive sampling technique. All students were studying in colleges locating at Jaysingpur and Sangli city.

### ***Psychometric Tools:***

#### **General Wellbeing Scale:**

This scale is prepared by Kalia and Deswal. This scale contains total 55 items with five alternatives. Split half reliability coefficient of the scale is .989 and the construct validity is ranges .639 to .715 (as per subscales). Both positive and negative worded items are included in this scale.

### ***Variables under study:***

1. Independent Variable: A. Gender; B. Types of School
2. Dependent Variable: Wellbeing

### ***Design for study:***

For the present study, 2 X 2 factorial design was adopted to search the effect of gender and Types of school on wellbeing.

### ***Statistical Treatment of the data:***

To analyse the data obtained descriptive statistics that is mean and standard deviation, and inferential statistics viz. Two-way ANOVA were used. However, data was screened for outliers and skewness, so we can use the parametric statistics; like Two-way ANOVA before conducting the actual statistical analysis.

### ***Procedure:***

Initially, permission to conduct the data for research was taken by the principals of respective colleges. After a brief introduction general wellbeing scale administered to participants. Good rapport was established by researcher with students and assurance was given about confidentiality of their ID and responses. After that as per manuals appropriate instructions were given to them.

## **RESULTS AND DISCUSSION**

Present research was undertaken with the aim of, '*to inspect the effect of student's gender and type of school on their level of Wellbeing*'. There were two variables which were treated

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as independent variables i.e. gender (A), and Type of school (B). Each of them was varied at 2 levels. Therefore, to analyse attained data balanced 2 x 2 factorial design was used. Outputs are displayed in following tables.

**Table 1** Shows the *Mean*, *SD*, and other descriptive statistics of Wellbeing measure. At first look it is observed that the *Mean* values of all groups are larger than three times of their respective *SD* values. Which is one of the indications of normality in distribution of respective variable. Further, the table also exhibit that the *Kurtosis* and *Kurtosis* values are less than 2 (two) and ‘one’ (01) respectively. Which also indicates that the distribution of wellbeing measure for all groups were normal or near normal. **Table 1** also denotes, the level of wellbeing of male students is relatively higher than female students. Further, students studying in the Government schools shows higher level of wellbeing than those of students studying in the Private schools.

**Table 1: Mean, SD, and other descriptive statistics of Wellbeing measure**

Groups	<i>M</i>	<i>s</i>	<i>Ku</i>	<i>SE<sub>KU</sub></i>	<i>SKW</i>	<i>SE<sub>SKW</sub></i>
<i>Female</i>	213.66	21.78	-0.310	0.478	-0.373	0.241
<i>Male</i>	221.53	17.79	-0.493	0.478	-0.336	0.241
<i>Gov. School</i>	222.28	16.73	-0.210	0.478	-0.511	0.241
<i>Private School</i>	212.91	22.31	-0.402	0.478	-0.192	0.241

*M*=Mean; *s* = Standard Deviation; *Ku* = kurtosis; *SE<sub>KU</sub>* = standard error of kurtosis; *SKW* = Skewness; *SE<sub>SKW</sub>* = standard error of Skewness

Subsequently, gender wise and school wise distributions of wellbeing measure for all groups are normal or near normal. Since, there were 4 classified groups, a 2<sup>2</sup> design was used to analyse the obtained data.

**Table 2: Mean, and SD, obtained by four classified groups on Wellbeing measure**

	<i>A<sub>1</sub>B<sub>1</sub></i>	<i>A<sub>1</sub>B<sub>2</sub></i>	<i>A<sub>2</sub>B<sub>1</sub></i>	<i>A<sub>2</sub>B<sub>2</sub></i>
<i>M</i>	221.70	<b>205.62</b>	<b>222.86</b>	220.20
<i>s</i>	17.00	23.18	16.61	18.97
<i>n</i>	50	50	50	50

*A<sub>1</sub>*= female; *A<sub>2</sub>* = male; *B<sub>1</sub>* = government school; *B<sub>2</sub>* = private school

Means and SD’s attained by the four classified groups as per by the level of Independent Variables on wellbeing measure are represented in **Table 2**. More score on wellbeing shows better wellbeing level. While, less score signposts poor wellbeing level. A closer look of the table illustrates, group ‘*A<sub>2</sub>B<sub>1</sub>*’ which is corresponding to ‘male students studying in government schools’ shows the high level of wellbeing (*M* = 222.86; & *SD* = 16.61). However, group ‘*A<sub>1</sub>B<sub>2</sub>*’ (which is corresponding to female students studying in private schools) denoting relatively lower wellbeing level (*M* = 205.62; & *SD* = 23.18). Difference between lowest and highest Mean scores is large, henceforth, these groups might differ significantly to each other. Nevertheless, it is not promising to derive conclusions only based on ‘*Descriptive Statistics*’ i.e., Mean and SD. Therefore, to derive proper inferences obtained data was treated by ‘*Inferential Statistic*’ i.e., ‘*Two Way ANOVA*’.

Furthermore, to verify above stated hypotheses *Two Way ANOVA* was used. Obtained results were exhibited in **Table 3**. To find out the effect of independent variables on wellbeing following hypotheses were tested.



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2. Government schools provide better environment to cherish significantly higher level of wellbeing than private schools.
3. The sex and type of school has significant interaction effect of students' wellbeing level.

### **Limitations:**

The present study has certain limitations;

1. Sample size is only 200.
2. Geographical regions, Socioeconomical status and educational qualifications of students' parents were not taken in account
3. Family type, birth order, and parenting style were also not considered.
4. Taking in consideration these limitation in future studies, it is assumed that it may be helpful to use different research designs, samples, and geographical area.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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