

Research Paper

A Comparative Study of Psychological Well-Being between Rural and Urban Higher Secondary School Students

Dr. Rakesh Kumar^{1*}

ABSTRACT

The total sample was comprised of 100 male and female Dr. Devendra Singh Sisodia and Dr. Pooja Choudhary. On rural and urban area higher secondary private and government school students. The age range is from 14 to 18 years. Quota sampling method was used. The personal data sheet was used to collect the information of rural and urban students. Psychological Well-Being scale by Dr. Devendra Singh Sisodia and Dr. Pooja Choudhary. This scale was used to measure Psychological Well-Being and data was collected through Quota sampling method. Students were contacted at school with the permission of school principal at both rural and urban area.

Keywords: *Psychological Well-Being, Rural and urban Students, Higher secondary school*

Positive Mental States like satisfaction and peace are referred to as psychological well-being. A person's psychological well-being is high if they are content and happy. Two crucial facets of psychological well-being are addressed: Hedonic well-being is often used to describe a person's sense of happiness and eudemonic well-being is used to describe a person's sense of purpose. People subject to subjective well-being need to feel purpose and meaning in addition to good emotions and enjoyment.

Hedonic well-being – It is normally used to refer to the subjective feelings of happiness. It comprises of two components. (1) An affective component (high positive affect and low negative affect) and (2) A cognitive component (satisfaction with life). It is proposed that an individual experiences happiness when positive affect and satisfaction with life are both high (Carruthers & Hood, 2004).

Eudemonic well-being – This is other types of psychological well-being. It is Subjective Well-being (SWB) refers to the Subjective experience associated with the human living a life of virtue and in pursuit of human excellence.

The concept of psychological well-being (PWB) was derived from the belief that healthiness is more than just a freedom from physical sickness. It is a primary goal of human characterized by the necessity to psychologically feel better and is their daily activities and personal feeling discloser. Psychological well-being is about lives going well. It is the

¹M.A., Ph.D. (Psychology), Patna University, Patna, Bihar

*Corresponding Author

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combination of feeling good and functioning effectively. Sustainable well-being does not require individuals to feel good all the time; the experience of painful emotions (e.g. disappointment, failure, grief) is a normal part of life and being able to manage these negative or painful emotions is essential for long-term well-being. Psychological well-being is, however, compromised when negative emotions are extreme or very long lasting and interfere with a person's ability to function in his or her daily life.

- Finally, while both SWB(Subjective Well-being) and PWB(Psychological well-being) assess well-being, the phrase "psychological well-being" should not be overlooked. They cover several aspects of what constitutes well-being. While PWB looks at perceived flourishing in relation to several existential challenges of life, such as pursuing meaningful objectives, evolving as a person, and forming quality relationships with others, SWB encompasses more comprehensive assessments of affect and life quality. Six psychological aspects are included in Ryff's 1989 multidimensional model of PWB.
 - A good assessment of oneself and one's previous life (self-acceptance) is a breath of wellbeing.
 - A perception of one's own ongoing personal progress and growth.
 - The conviction that life has meaning and purpose (purpose in life)
 - Having good relationships (positive relationships) with other people.
 - The ability to successfully manage one's life and the surroundings (environmental mastery) and a feeling of independence (autonomy).
 - The bulk of the traits of healthy individuals are included in psychological well-being, according to Witmer and Sweeney (1992). These traits include: a feeling of self-worth, self-control, pragmatic views, emotional reactivity and spontaneity, intellectual stimulation, creativity, problem-solving and a sense of humor.
 - According to Ryff (1991), there are two ways to perceive the convergence of comparable positive psychological functioning qualities, which make up the fundamental dimension of psychological well-being: hedonic and eudemonic. The concept of eudemonic refers to meaning and self-actualization, to which a person is fully functional, where as the concept of hedonic refers to well-being in terms of achieving pleasure and avoiding suffering. But unless there is enough happiness and little suffering in life, it is impossible to guarantee that an individual will perform to their maximum potential.
1. **Williams (2006)** emphasized that interactions create affective connections, leading to positive outcomes such as emotional support. The subsequent sections utilize the framework of social capital theory to investigate further the association between social media usage and psychological well-being.
 2. **Cardak's (2013)** study on the relationship between internet addiction and the psychological well-being of university students, supposedly, internet addiction appeared to predict psychological well-being negatively.
 3. **Hasnain Wajid & Hasan (2014)** this Study found significant difference young adult Assam's Males and Females on Psychological Well- Being and Happiness.
 4. **Deswal, Anita and Sahni, Madhu, (2015)** This study show that girls were higher on general well-being, social well-being and school well-being and boys were higher on emotional well-being. Signoria and Kalia (2012) analysis of result suggests significance difference on physical well-being emotional well-being and global well-being among male and female adolescents.

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Hypotheses

From the insights garnered through the literature review the following hypotheses were formulated:

1. There will be a significant difference between in psychological well-being among rural and urban students.
2. There will be a significant difference between urban and rural female students in psychological well-being.

METHOD

Sample of the study

The sample consists of 100 rural and urban higher secondary schools' students of which 50 rural student and 50 urban students were taken into account for the study. The sample was further subdivided into 50 males and 50 female in higher secondary school students from each group. Quota sampling technique was adopted for the collection of data.

Tool

Psychological well-being scale developed by Dr. Devendra Singh Sisodia and Dr. Pooja Choudhary was used for this study.

RESULT AND DISCUSSION

The results of the study is given below:

Table 1: Showing Mean, S.D and S.E Scores and t –ratio of male and female Adolescence of Higher Secondary School Students on the measure of psychological Well-Being.

Psychological Well-being	N	Means	S. D	d.f	t-ratio	Level of Sign.
Male	50	86.45	22.90	98	3.35	P<.01
Female	50	93.58	20.58			

**= Significant at 0.01 level

Table 1: On the basis of above result it can be concluded that the Psychological Well-Being of male and female of Adolescence Higher Secondary School Students have different score of Mean. The mean value of male adolescence Higher Secondary school students was found 86.45 and the mean value of female Higher Secondary School Students was 93.58. It can be concluded that male has better Psychological Well-Being than female and the value of t-ratio was found to be 3.35 which was significant at 0.01 level of significance. Thus, we can say that the above hypothesis has been retained. It is concluded that there is a significant difference between Male and Female Adolescent of Higher Secondary School Students in rural in terms of using Psychological Well -Being.

Table 2: Showing Mean, S.D. and S.E. Scores and t –ratio of female of urban and rural Adolescence of Higher Secondary School Students on the measure of psychological Well-Being.

Psychological Well-being	N	Means	S. D	df	t-ratio	Level of Sign.
Urban Female	25	94.98	20.44	98	2.18	P<.01
Rural Female	25	92.29	18.25			

**= Significant at 0.01 level

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Table 2: On the basis of above result it can be concluded that psychological Well-Being of rural and urban Adolescent female Higher Secondary School Students have different score of Mean. The mean value of urban female Adolescent Higher Secondary School Students was found 94.98 and the mean value of rural female Adolescent Higher Secondary School Students was 92.29. It can be concluded that female urban Higher Secondary School Students has better psychological Well-Being than female rural Higher Secondary School Students and the value of t-ratio was found to be 2.18 which was significant at 0.01 level of significance.

CONCLUSION

The result shows psychological well-being of the students both male and female scored differently. In this study it is found that female's level of psychological well-being is very high than male. As higher secondary school students are fall in the adolescent stage, which is in terms of both physical and psychological development. Every human desire a physically and mentally happy, prosperous and healthy life. The psychological well-being in this 21st century is the most defining aspect influencing a person's life quality. Psychological well-being is a representation of an individual health based on positive psychological functions.

Every individual should psychologically well to maintain their relation with family or friends.

The result shows that rural female as compared to urban female get less opportunity of outside interaction that might have converted into more well-being whereas income of urban female greater opportunity of outside interaction may be considered as the cause of greater sufferings and more stress which becomes responsible for lesser amount of well-being. Both the rural and urban environments differ in their unique features. In rural environments female activity is limited and living way of life is peaceful. While in urban area most of the urban female activity is not limited and way of living is not peaceful.

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Conflict of Interest

The author(s) declared no conflict of interest.

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