Psychological Well-Being among College Women across their Socio-Economic Status

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Abstract
The purpose of the present study was to evaluate the psychological well-being of college women students of Chandigarh across high, middle and low socio-economic status. For the present study, six hundred (N=600) undergraduate college women students were selected through random sampling technique to act as subjects; out of which two hundred (n=200) were selected from arts stream, two hundred (n=200) from science stream and two hundred (n=200) from commerce stream who were studying in different colleges located in the Union Territory of Chandigarh, affiliated with Panjab University. The age of the subjects ranged from 19 to 22 years. Psychological Well-Being was measured by using Psychological well-Being Scale (PWBS) developed by Sisodia and Choudhary (2012). Socio-Economic Status Scale (SESS) developed by Kalia & Sahu (2012) was administered to measure the Socio-Economic Status. ANOVA (Analysis of Variance) was employed to compare the psychological well-being among students of different socio-economic status. Where ‘F’ values were found significant, Scheffe’s Post-hoc test was applied to find out the direction and degree of difference. The level of significance was set at 0.05. Significant differences were observed among high, middle and low socio-economic status college women on the variable Psychological well-being.

Key words: Psychological Well-Being, Socio-economic status, College Women

1. INTRODUCTION
One of the important goals for which individuals and societies make a great effort is their well-being. But the present day life style and competitive world is putting pressure on people. The consequence is that individuals from all age groups are acquiring stress and tensions from different sources. Of all the stages of life, there are certain stages which are more vulnerable to this. One such stage is late adolescent and young adulthood. Youth and particularly students require not only career guidance but also counseling in the maintenance of psychological well-being. The term well-being indicates that something is in a prosperous state. Its concept originated from positive psychology. It refers to health, vitality, creativity, fulfillment and resilience. It is a harmonious interplay of cognitive and affective process rather than subjugating to them. In Indian yogic perspective, it refers to harmony of mind, soul and senses. The relationship of an individual to reality determines his/her well-being and the way he resorts to coping with life has its impact on the well-being (Ravichandra et al., 2007).

Increased psychological well-being has been seen to foretell successful individuation (Vleioras and Bosma, 2005), acts as a cushion for stress and helps tackling and managing
trauma in a better way (Ryff and Singer, 1998a). Another advantage of escalated psychological well-being comprise of better physical health and sound sleep (Keyes, 2005; Lindfors and Lundberg, 2002). Reduced constructive psychological well-being has been related to problems in overcoming or dealing with major changes in life (Abbot et al., 2008; Kwan et al., 2003), enhancement in discomfort and extreme anxiety symptoms (Rafanelli et al., 2000; Simon, 2002), escalation in negative self-assessments, reduced work efficiency and neuroticism (Lindfors et al., 2006). Hence, an attempt was made through this study to evaluate the psychological well-being of college women of Chandigarh while keeping in mind their socioeconomic status.

2. METHOD AND PROCEDURE

2.1. Sample: For the present study, six hundred (N=600) undergraduate college women students were selected through random sampling technique to act as subjects; out of which two hundred (n=200) were selected from arts stream, two hundred (n=200) from science stream and two hundred (n=200) from commerce stream who were studying in different colleges located in the Union Territory of Chandigarh, affiliated with Panjab University. The age of the subjects ranged between 19 to 22 years.

2.2. Tools: Psychological Well-Being was measured through Psychological Well-Being (PWBS) Scale developed by Sisodia and Choudhary (2012). Socio-Economic Status Scale (SESS) developed by Kalia & Sahu (2012) was administered to measure the Socio-Economic Status.

2.3. Statistical analysis: Analysis of Variance (ANOVA) was employed to compare psychological well-being among the various Socio-Economic Status groups namely High, Middle and Low. Where ‘F’ values found significant, Scheffe’s Post-hoc test was applied to find out the direction and degree of difference. The level of significance was set at 0.05.

2.4. Ethical committee: This study was approved by the Research Degree Committee (RDC) and Joint Research Board (JRB) of Panjab University, Chandigarh.

3. RESULTS

<table>
<thead>
<tr>
<th>Variable</th>
<th>Source of variance</th>
<th>Sum of squares</th>
<th>Df</th>
<th>Mean square</th>
<th>F-value</th>
<th>P-value (Sig.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Well-Being</td>
<td>Between groups</td>
<td>26463.033</td>
<td>2</td>
<td>13231.51</td>
<td>17.20*</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>459027.08</td>
<td>597</td>
<td>768.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>485490.11</td>
<td>599</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05

F0.05 (2,597)

It can be seen from table-1 that statistically significant differences (p<0.05) were found among high, middle and low socio-economic status college women with regard to the variable psychological well-being.

Since the obtained ‘F’-ratio 17.209 was found statistically significant, therefore, Post-hoc test i.e., Scheffé’s Post-hoc test was applied to find out the degree and direction of differences between paired means among high, middle and low socio-economic status college women students with regard to variable psychological well-being. The results of Post-hoc test have been presented in table-2.
Table 2
Significance of difference between paired means among high, middle and low socio-economic status college women students with regard to the variable Psychological Well-Being

<table>
<thead>
<tr>
<th>Group-A</th>
<th>Group-B</th>
<th>Mean difference (A-B)</th>
<th>P-value (Sig.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Socio-Economic</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status 181.69</td>
<td>Middle Socio-Economic</td>
<td>8.19*</td>
<td>.010</td>
</tr>
<tr>
<td>Status 181.69</td>
<td>Low Socio-Economic</td>
<td>16.92*</td>
<td>.000</td>
</tr>
<tr>
<td><strong>Middle Socio-Economic</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status 173.50</td>
<td>High Socio-Economic</td>
<td>8.19*</td>
<td>.010</td>
</tr>
<tr>
<td>Status 173.50</td>
<td>Low Socio-Economic</td>
<td>8.73*</td>
<td>.008</td>
</tr>
<tr>
<td><strong>Low Socio-Economic</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status 164.77</td>
<td>High Socio-Economic</td>
<td>16.92*</td>
<td>.000</td>
</tr>
<tr>
<td>Status 164.77</td>
<td>Middle Socio-Economic</td>
<td>8.73*</td>
<td>.008</td>
</tr>
</tbody>
</table>

The mean difference between high socio-economic status and middle socio-economic status college women students with regard to the variable psychological well-being was found to be 8.19. The p-value (sig.) .010 showed that the high socio-economic status college women students exhibited better psychological well-being than their counterpart middle socio-economic status college women students.

The mean difference between high socio-economic status and low socio-economic status college women students with regard to the variable psychological well-being was found to be 16.92. The p-value (sig.) .000 showed that the high socio-economic status college women students demonstrated better psychological well-being than their counterpart low socio-economic status college women students.

The mean difference between middle socio-economic status and low socio-economic status college women students with regard to the variable psychological well-being was found to be 8.73. The p-value (sig.) .008 revealed that the middle socio-economic status college women students showed better psychological well-being than their counterpart low socio-economic status college women students. The graphical representation of the mean scores of Psychological Well-Being among high, middle and low socio-economic status college women students has been presented in figure below:
4. DISCUSSION
A perusal at Analysis of Variance (ANOVA) table 1 revealed significant differences among high, middle and low socio-economic status college women with regard psychological well-being. When compared the mean scores of all the groups (high, middle and low socio-economic status), it has been observed that high socio-economic status college women demonstrated significantly better psychological well-being as compared to their counterparts from middle and low socio-economic status groups. The outcome of the result might be due the fact that high socio-economic status families are more privileged, are not economically deprived, and lead a satisfied life and therefore do not have instability in interpersonal relationships, have fewer reasons to bother and feel depressed and so enjoy good psychological well-being. Ugwu (2012) found significant socio-economic differences on the variable psychological well-being. Minh et al. (2010) explored the effects of varied socio-economic attributes on psychological well-being and physical functioning among rural community older adults of North Vietnam and also studied the extent to which the two variables differed within individual. The individuals with lower level of education, and participants from poor families had lower psychological well-being and physical functioning.

5. CONCLUSION
It is concluded that significant differences were observed among high, middle and low socio-economic status college women on the variable psychological well-being. While comparing the mean values of the groups in question, it has been noticed that high socio-economic status college women demonstrated significantly higher psychological well-being than their counterpart middle and low socio-economic status students.

6. REFERENCES


