



**ORIGINAL RESEARCH PAPER**

**Education**

**THE GENERAL WELLBEING OF THE COLLEGE STUDENT IN KOLKATA AND PASCHIM MEDINIPUR DISTRICT**

**KEY WORDS:** General wellbeing, college student.

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**ABSTRACT**

General well-being is usually conceptualized as some combination of a positive state of mind like health, happiness, and prosperity. General well-being is a common issue among college students. The purpose of the present study was to investigate the impact of gender, area of residence, and educational stream on general wellbeing. The sample of this study is 688 college-going students in Kolkata and Paschim Medinipur. A simple random sample technique is used for data collection. A total of 452 males and 236 female students from the respectively educational stream (arts, science, commerce) and area of residence (urban, semi-urban, rural) have participated in this study. The scale used for data collection is a five point Likert scale of general well-being developed by prof. Dr. vijay laxmi Chauhan and Ravi Kirti Didwania. Data were analysed by using descriptive and inferential statistical techniques. The findings of this study are 1) researcher did not find any significant difference due to gender and area of residence. 2) educational stream creates a significant difference in general wellbeing.

“Wellbeing” is the most neglected and most important matter of our life. if we want to know what is this means? Well.. there has no short answer to this question. In the world, there has no specific definition of this word. The first records of wellbeing come from before the 1600s. since its earlier use, it has referred to an on-going condition of health or welfare. the basic meaning of the word wellbeing is – the state of being comfortable, healthy, or happy (Oxford English dictionary). It means the happiness and positive thinking of life buy oneself. In today’s era, the most important question is “are we happy?”. What are the things that make us feel good or happy and based on what we think we are happy? These questions are the main base of the term “general wellbeing”.

General wellbeing has appeared from positive psychology. It's a multidimensional term in which covered all spiritual, mental, physical economical perspectives. in now day well-being of a college student is the most underrated and most important matter because of all the aim and objectives of education based on this term.

Wellness is the complete integration of body mind and spirit. The realisation that everything we do, think, feel, and believe affects our wellbeing (GREY ANDERSON). Maslow in his hierarchy of need theory (1943 paper “a theory of human motivation) stated 5 needs to describe the pattern through which human motivations generally move. This means that for motivation to arise at the next stage, each stage must be satisfied within an individual. According to this theory safety need and psychological need is our basic need. But is it sufficient for us to be happy or for wellbeing? The answer is no because in every stage of life our needs and base of happiness are changed. Every person has their different opinion about happiness and wellbeing.

The world health organisation describes “wellbeing” as a “resource for healthy living” and “positive state of health” that is “more than the absence of an illness” and enabled us to function well: psychologically, physically, emotionally, and in society. On the other hand, wellbeing is described as “enabling people to develop their potential work productivity and creativity, from a positive relationship with others and meaningfully contribute to the community (foresight mental capital and wellbeing project 2008).

Thomas (2009) argued that wellbeing is “intangible, difficult to define and even harder to measure”. It is a progressive state characterised by the quality of life and prosperity of agreement between and individual capacity requirement and belief, environmental demands, and chance to grow and

change (Levi 1987). Hatfield and Hatfield (1992) view wellbeing as the intentional and mindful process by which people are actively involved and increase their overall well-being intellectual, physical, social, emotional, occupational, and spiritual.

According to statham and chase (2010), well-being is generally understood as the quality of people's lives. it is a dynamic state that is enhanced when people can fulfill their personal and social goals. It is understood both concerning object measures, such as household income, educational resources, and health status; and subjective indicators such as happiness, perceptions of quality of life, and life satisfaction. statham and chase (2010).

There have so many forms and the dimension of wellbeing. But here we are to figure out some important dimensions of wellbeing.

**Physical wellbeing** is not merely the absence of illness, but about maintaining a thriving lifestyle. This area of well-being includes adopting healthy habits such as routine medical exams, immunizations, safety precautions, sexually transmitted infection screenings, adequate sleep, a balanced diet, regular exercise, and more.

**Social wellbeing** focuses on connecting with your community and the people around you, which includes being aware of your own social and cultural background as a bridge to understand the diversity and depth present in other backgrounds.

**Emotional wellbeing** encompasses optimism, self-esteem, self-acceptance, and the ability to experience and cope with feelings independently and interpersonally.

**Intellectual wellbeing** encourages participating in mentally stimulating and creative activities. Improving intellectual wellness can happen in and out of the classroom. it is the ability to think critically, reason objectively, make responsible decisions, and explore new ideas and different points of view.

**Vocational wellbeing** involves preparing for and participating in work that provides personal satisfaction and life enrichment that is consistent with your values, goals, and lifestyle.

**Spiritual values** involve seeking and having a meaning and purpose in life, as well as participating in activities that are consistent with one's beliefs and values.

**Environmental values** inspire us to live a lifestyle that is respectful of our surroundings. It involves understanding the dynamic relationship between the environment and people.

**Financial wellbeing** includes our relationship with money, the skill to manage resources to live within our means, making informed financial decisions and investments, setting realistic goals.

**LITERATURE REVIEW**

Moorjani and Geryani (2004) conducted a study on college students of the different stream as science, commerce, art. **The result revealed that students of different streams have a significant difference in their life satisfaction and wellbeing** but there is no significant difference between life satisfaction and general wellbeing. Clemente & Sauer (1976) did not find gender wise difference in life satisfaction.

Dhar Basu and Sen (2010) conducted a study on the **relationship between identity consistency and the general wellbeing of the college students of Kolkata**. Results indicated that identity consistency has a significant positive correlation with general wellbeing. It was found that **identity consistency** acts as a significant contributory variable for general wellbeing. Abdullahi. A, Orji. R, Kawu. A.A (2019) also found significant differences between gender and age groups with subjective wellbeing.

Chen (2012) has conducted a study on the correlation between internet use and psychological wellbeing and get a mixed result. the results indicate -

- A) Greater no relationship between psychological and online entertainment or gender.
- B) Problematic internet use increased the likelihood of disadvantages of psychological wellbeing and decreased the probability of good wellbeing.
- C) Greater use of online resources for the social purpose was related to an increased probability of a participant being of a good psychological wellbeing group, but not associated with fewer psychological problems.

ludban and Gitimu (urjhs volume 14) conducted a study on psychological wellbeing and the study revealed that there was a **significant difference in psychological wellbeing in the subscales (personal and purpose in growth)**. Martin.S (2011) suggested that perma (positive, emotion, engagement, relationship, meaning, and accomplishment) are the five elements that make up wellbeing. Udhayakumar and Illango (2018) conducted a study to assess the psychological wellbeing (pwb) of undergraduate students at a college in Tamilnadu. this study reveals that there is no gender-based significance notice in the pwb sub-dimensions such as anxiety, self-control, general health, and general wellbeing scores. **There is a significant difference for respondents classified according to their gender** and other pwb sub-dimensions like depressed mood and positive wellbeing. there is a significant correlation between vitality and anxiety, depressed mood, positive wellbeing, self-control, general health, and vitality scores.

Lydia and Ramesh and S.kerketta (2020) conducted a study on the general wellbeing of female college-going students. the result indicates that there is no significant difference between the discipline of education in their general wellbeing and its dimensions such as mental, social, spiritual, and overall general wellbeing. **There is a significant difference between the discipline of educational and emotional wellbeing**.

Ramesh and Waghmare.D (2016) is done a study of psychological wellbeing among male and female college students. study result revealed that there is no difference between psychological well-being between male and female college students. **There is no difference between urban and**

**rural college students on psychological wellbeing.**

Abdullah. I (2016) done a study to find out a comparison between physical education and general education in the relation to physical wellbeing, mental wellbeing, social wellbeing, emotional wellbeing, and spiritual wellbeing. the result indicates that 1) The teacher trainee of physical education and general education were having a similar level of physical wellbeing, mental wellbeing, social wellbeing, and emotional wellbeing. 2) The teacher trainee of general education has a superior level of spiritual wellbeing than the teacher trainee of physical education. Ng w c. e. & Fisher A. T. (2013) conducted a review to understand wellbeing in multi-level. They focused on drawing on psychological tradition, tries to go beyond the dichotomy of well-being as either an individual attribute or external conditions. This article acknowledges the multi-levels of well-being are closely tied and should be taken into accounts when well-being is concerned.

**OBJECTIVES:**

- 1) To find out the nature of general welling of the college students.
- 2) To investigate the difference of general wellbeing based on Gender, Area of Residence, Educational Stream of the college student.

**Hypothesis:**

- H<sub>0</sub>1: There is no significant difference in general wellbeing due to gender.
- H<sub>0</sub>2: There is no significant difference in general wellbeing due to the Area of residence.
- H<sub>0</sub>3: There is no significant difference in general wellbeing due to Educational Stream.
- H<sub>0</sub>4: There is no significant difference in general wellbeing due to interaction of gender and Area of residence.
- H<sub>0</sub>5: There is no significant difference in general wellbeing due to interaction of Educational Stream and Area of residence.
- H<sub>0</sub>6: There is no significant difference in general wellbeing due to interaction of gender, Educational Stream, and Area of residence.

**Population And Sample:**

The population of the study is all the College going students in Kolkata and Paschim Medinipur. The sample consisted of 688 college going student in Kolkata and Paschim Medinipur. Random sample technical was used for data collection. Category wise distribution of the sample is given below.

**Table No 1: Category Wise Distribution Of The Sample.**

Category	Area of Residence									Total
	Arts			Science			Commerce			
Gender	Urban	Semi-urban	Rural	Urban	Semi-urban	Rural	Urban	Semi-urban	Rural	
Male	101	15	7	28	230	27	96	44	111	452
Female	81	16	21	7	8	21	19	14	49	236
Total	241			114			333			688

**Tools:**

For the collection of data, it was necessary to adopt a systematic procedure. For every type of research there is a need for certain instruments to explore new fields.

Tools used for studying the well-being of college-going student:

- 1. Personal data sheet (prepared by the investigator) this data sheet was used to seek information about students' personal details (like age, Gender, Area of residence, and Educational stream).

2. In this study, data were collected through a questionnaire for student wellbeing on a five point scale. General Well Being Scale developed by Prof.Dr.Vijay Laxmi Chauhan & Ravi Kirti Didwania. The scale consists of 50 items, each item is to be rated on a five-point scale. There are 36 positive & 14 negative statements. The reliability of the scale is 0.72 by the Test-retest method. The validity of the scale is 0.83. The minimum score of the scale is 50 and the maximum score 250.

**Analysis Of Data:**

In the first part Means and SD's of all the scores i.e. wellbeing was computed for all the groups of the samples.

In the second part of the analysis, an ANOVA test was done to test the difference due to Gender and Area of Residence, and Educational Stream.

**Objective 1:**

To find out the nature of the general wellbeing of the college students.

**Table 2: Showing The Number Of Students Above And Below 1 Standard Deviation From The Mean As Well As Their Percentage.**

	No. of students > mean - 1SD	% of students less than mean-1SD	No. of students > mean +1SD	% of students more than mean+1SD
General Well Being	185	28%	277	47%

From the above table, we find that only 47% of the students have high General wellbeing and 28% very low General wellbeing. A total of 688 undergraduate students participate in this survey. From the table, we can say that the maximum no of students in this stage is concern about General wellbeing.

**Objective 2:** To Investigate The Difference In General Wellbeing Based On Gender, Area Of Residence, And Educational Stream Of A College Student.

**Table No 3: Category Wise Mean And SD Of Sample.**

Descriptive Statistics					
Dependent Variable: General Well Being					
Gender	Area of residence	Educational Stream	Mean	Std. Deviation	N
Female	Urban	Science	186.143	18.1698	7
		Arts	183.716	24.3430	81
		Commerce	179.000	18.1567	19
		Total	183.037	22.9305	107
	Semi-Urban	Science	187.000	16.5874	8
		Arts	174.625	22.1115	16
		Commerce	174.929	28.5508	14
		Total	177.342	23.7114	38
	Rural	Science	184.000	19.0526	21
		Arts	158.762	18.5739	21
		Commerce	184.959	19.8389	49
		Total	178.692	22.0881	91
	Total	Science	185.083	17.9115	36
		Arts	178.042	24.8484	118
		Commerce	181.866	21.2921	82
		Total	180.445	22.7673	236
Male	Urban	Science	191.214	16.3285	28
		Arts	182.752	21.1591	101
		Commerce	182.323	22.4961	96
		Total	183.622	21.3285	225
	Semi-Urban	Science	187.739	24.6728	23
		Arts	180.800	21.1768	15
		Commerce	182.182	21.8390	44
		Total	183.488	22.4374	82
	Rural	Science	188.704	27.3085	27

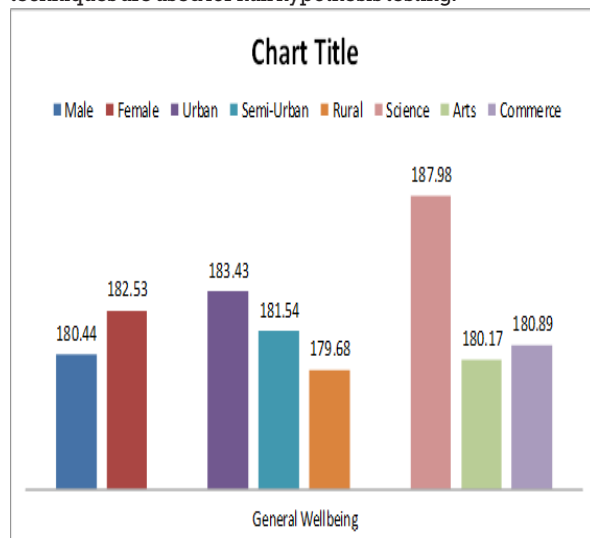
		Arts	177.571	18.7515	7
		Commerce	178.432	19.5107	111
		Total	180.303	21.3630	145
		Total	189.321	22.8345	78
	Total	Arts	182.220	20.9153	123
		Commerce	180.578	21.1069	251
		Total	182.533	21.5507	452
		Total	190.200	16.5597	35
	Urban	Arts	183.181	22.5720	182
		Commerce	181.774	21.8018	115
		Total	183.434	21.8246	332
		Total	187.548	22.5992	31
	Semi-Urban	Arts	177.613	21.5309	31
		Commerce	180.431	23.5693	58
		Total	181.542	22.9288	120
		Total	186.646	23.9285	48
	Rural	Arts	163.464	20.0619	28
		Commerce	180.431	19.7808	160
		Total	179.682	21.6130	236
		Total	187.982	21.4146	114
	Total	Arts	180.174	22.9729	241
		Commerce	180.895	21.1278	333
		Total	181.817	21.9814	688

From table no 3 we can see the mean wise difference in sample distribution. From this table, we see that the male mean (182.53) is higher than the female student (180.44). Urban (183.43) student mean is higher than semi-urban (181.54) and rural students (179.68). Science students' mean (187.98) is higher than arts (180.17) and commerce (180.89) college students. Category wise sample means distribution showed the difference in the above table.

Female urban science students' general wellbeing mean score (186.14) is higher than the two groups of students. Female Semi-urban science students' general wellbeing mean score (187.00) is higher than the two groups of students. Female rural commerce students' general wellbeing mean score (184.95) is higher than two groups of students.

Male urban science students' general wellbeing mean score (191.21) is higher than the two groups of students. Male Semi-urban science students' general wellbeing mean score (187.73) is higher than the two groups of students. Male rural science students' general wellbeing mean score (188.70) is higher than the two groups of students.

In the second part of the analysis, inferential statistics techniques are used for null hypothesis testing.



**Figure no 1:** Graphical representation of distribution wise mean score.

**Table No 4: Anova Table On Gender, Area Of Residence And Educational Stream.**

Tests of Between-Subjects Effects					
Dependent Variable: General Wellbeing					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	20118.709 <sup>a</sup>	17	1183.453	2.543	.001
Intercept	11100888.503	1	11100888.503	23851.579	.000
Gender (G)	1550.456	1	1550.456	3.331	.068
Area Of Residence (A)	1896.991	2	948.496	2.038	.131
Educational Stream (E)	5818.936	2	2909.468	6.251	.002
(G) * (A)	170.570	2	85.285	.183	.833
(G) * (E)	755.315	2	377.658	.811	.445
(A) * (E)	3539.103	4	884.776	1.901	.109
(G) * (A) * (E)	3513.843	4	878.461	1.887	.111
Error	311828.216	670	465.415		
Total	23075418.000	688			
Corrected Total	331946.924	687			

a. R Squared = .061 (Adjusted R Squared = .037)

**Interpretation:**

From table no 4 it can be interpreted that there is no significant difference in General well-being due to Gender and Area of Residence but due to Educational Stream. The interaction effect of Gender, Area of Residence, and Educational Stream are not significant. In specific,

- There is no significant difference in General well-being due to **Gender**. ( $P \geq .05 = .068$ ) Therefore  $H_{0,1}$  is **retained**.
- There is no significant difference in General well-being due to the **Area of Residence**. ( $P \geq .05 = .131$ ) Therefore  $H_{0,2}$  is **retained**.
- There is no significant difference in General well-being due to **Academic Stream**. ( $P \leq .05 = .002$ ) Therefore  $H_{0,3}$  is **rejected**.
- There is no significant interaction effect in General well-being due to **Gender and Area Of Residence**. ( $P \geq .05 = .833$ ) Therefore  $H_{0,4}$  is **retained**.
- There is no significant interaction effect in General well-being due to the **Educational stream and Area of Residence**. ( $P \geq .05 = .109$ ) Therefore  $H_{0,5}$  is **retained**.
- There is no significant interaction effect in General well-being due to **Gender, Educational stream, and Area Of Residence**. ( $P \geq .05 = .111$ ) Therefore  $H_{0,6}$  is **retained**.

Researcher did not find any significant relation between gender and general wellbeing But Dhar Basu and Sen (2010), Udhayakumar and Illango (2018) found a significant relation between these two variables. Ramesh and Waghmare.D (2016) also found that there is no significant relation between the area of residence and general wellbeing.

Multiple Comparisons						
Dependent Variable: General Wellbeing						
Tukey HSD						
(I) Area of Residence	(J) Area of Residence	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Urban	Semi-Urban	1.892	2.2979	.689	-3.506	7.290
	Rural	3.752	1.8368	.103	-.563	8.066

Semi-Urban	Urban	-1.892	2.2979	.689	-7.290	3.506
	Rural	1.859	2.4188	.722	-3.822	7.541
Rural	Urban	-3.752	1.8368	.103	-8.066	.563
	Semi-Urban	-1.859	2.4188	.722	-7.541	3.822

Based on observed means.

The error term is Mean Square(Error) = 465.415.

The mean rating of General Wellbeing have Urban, Semi-Urban and Rural area of residence are no significantly different from each other.

**Multiple Comparisons**

**Dependent Variable: General Wellbeing**

**Tukey HSD**

(I) STREAM	(J) STREAM	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Science	Arts	7.808 <sup>*</sup>	2.4523	.004	2.048	13.568
	Commerce	7.088 <sup>*</sup>	2.3410	.007	1.589	12.586
Arts	Science	-7.808 <sup>*</sup>	2.4523	.004	-13.568	-2.048
	Commerce	-.721	1.8245	.918	-5.006	3.565
Commerce	Science	-7.088 <sup>*</sup>	2.3410	.007	-12.586	-1.589
	Arts	.721	1.8245	.918	-3.565	5.006

Based on observed means.

The error term is Mean Square(Error) = 465.415.

\*. The mean difference is significant at the .05 level.

The mean rating of General Wellbeing has an educational stream (Science, Commerce, and Arts) that are significantly different from each other. Science and commerce students are significantly different from art students. when students study Science they think that they will be able to pursue a career early in the future, this desire helps them to increase their wellbeing.

**CONCLUSION:**

If parents around the world are asked what they want for their children, some might mention “achievement” or “success”, but most would reply “happiness”, “confidence”, “kindness”, “health”, “satisfaction”, and the like (Seligman et al., 2009). In short, people value well-being. Student well-being, defined as students’ overall development and quality of life. Well-being is a complex, multi-dimensional construct that cannot be properly measured by a sole indicator in a single domain (Borgonovi and Pál, 2016).

With student well-being increasingly incorporated into education policy, interest is growing in comparing how well different education systems promote students’ development and quality of life.

In this study, we find that gender and are of residence did not significantly relate to general wellbeing. But the educational stream create a difference in wellbeing. The reason for this kind of result that the encouragement to read about science from an early age and the idea that the future is much secure if you read with science stream it helps to generate students general wellbeing.

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