



ASSESSMENT OF PSYCHOLOGICAL WELL BEING OF SCHOOL CHILDREN

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ABSTRACT

Six Hundred Twenty Seven school children (298 boys and 329 girls) ranging 13 to 18 years of age were assessed for Psychological Well-being. Using Psychological Well-being scale by Singh and Choudhary, (2012). This scale consists of five dimensions viz. satisfaction, efficiency, sociability, mental health and interpersonal relations. Data collected were subjected to descriptive statistics (mean and standard deviation), MANOVA followed by ANOVA, followed by Least Significance Difference test of Post-Hoc analysis. Descriptive Analysis of data revealed that Psychological Well-being of boys and girls of age 13 to 18 years was at moderate level. Psychological Well-being of girls of age 17 years, (Efficiency) and boys of age 15 years, 17 years and 18 years have higher Interpersonal Relations. A multivariate analysis of variance to determine the effect of age and gender on psychological well-being and its sub factors. The indicated significant main effects of age and gender as Wilks' Lambda = .817, $F(25, 2271) = 5.074$; .953, $F(5, 611) = 5.24$, for age and gender respectively were significant at .05 level. Analysis of variance with respect to gender revealed that boys and girls of 13 to 18 years of age differ significantly on efficiency, sociability and mental health. The differences on satisfaction and interpersonal relation were statistically insignificant. Further, one way Analysis of variance according to age revealed that there was significant difference on efficiency, sociability and mental health and interpersonal relations. Whereas the mean differences on satisfaction among these age groups was statistically insignificant at 0.05 level.

Key Words: Psychological Well-being and school children.

1. INTRODUCTION

Psychological well-being is combination of feeling good and functioning effectively for well going life. Sustainable psychological well-being does not mean individual to always feel good; the painful emotions (grief, failure and disappointment) is part of normal life. For long term well-being it is essential to manage these negative emotions within the limits. When the negative emotions are extreme and very long lasting then psychological well-being is compromised which affects the person's ability to function in his or her daily life. The idea of functioning effectively leads to the development of one's life having some control over one's life having a sense of fulfillments of purpose and enjoying positive relationship (Felicia, 2009).

The people with high happiness and well-being have attribution style that are more self-enhancing and more enabling compare to those low in psychological well-being. The positive emotions lead to positive cognition which, in turn, develops positive emotions (Ryan and Deci, 2001). People who experience positive emotions evaluate themselves and others more positively to show more confident, optimistic and generous way in interpersonal situation (Forgas, 2002).

High psychological well-being like (life satisfaction, absence of negative emotions, optimism and positive emotions) cause better health and survival. The key characteristic of good life is dependent on good cultures in which these flourish (Edgerton, 1992). Positive mind set is related to protective psychological and behavioral aspects like greater social connectedness, optimism, perceived social support and preference for adoptive and coping responses. The positive mind set is also associated with exercising regularly, not smoking and a prudent diet (Steptoe, Docksay and Wardle, 2009). Psychological well-being is consistently and positively related with measure of physical health. Moreover levels of psychological well-being tend to change over the life span (Ryff, Singer and Love, 2004). There has been concern with why and how people experience their life in positive ways for both cognitive judgments and affective reaction. For such study diverse terms as happiness, satisfaction, morale and positive effect have been used. It is concluded that happy person comes out as young, healthy, well paid, well-educated, religious, extroverted, and optimistic, with high self-esteem and a wide range of intelligence (Wilson, 1967). Rutter (1979) indicated that emotional disturbance during adolescence is somewhat higher than observed during childhood or later adult life. The brain activation of child development is reported to have appearance of differences patterns. The purpose of present investigation was to assess psychological well-being of 13 yeras to 18 years old school going children.

2. METHODS AND MATERIALS

2.1 Subjects

Six Hundred Twenty Seven (298 male and 329 female) children from 13 to 18 years of age were randomly selected as subjects of the study. These children were selected from Government and Private schools of Jabalpur district of Madhya Pradesh.

2.2 Measures

The Psychological Well-being was evaluated using Psychological Well-being scale given by Sisodia and Choudhary, (2012) and published by National Psychological Corporation Agra. This scale has five sub sections with ten questions in each sub section and accordingly the scale comprises of total fifty questions. The sub sections are Satisfaction, Efficiency, Sociability, Mental Health and Interpersonal Relations. Participants were asked to accurately indicate their responses to each item on the 5 point likert scale from 1, strongly disagree and 5, strongly agree.

2.3 Measures

Data on Psychological well-being and its sub scale were subjected to descriptive analysis (Mean and Standard Deviation), ANOVA and followed by Least Significance Difference (LSD) Test of Post-hoc analysis were used.

3. RESULTS AND DISCUSSION

To find out the significance of differences between means of various dimensions of Psychological well-being among boys and girls children of M.P mean, SD, ANOVA was computed. Data pertaining to these analyses have been presented in table 1 to 8.

TABLE 1
DESCRIPTIVE STATISTICS OF PSYCHOLOGICAL WELL-BEING OF BOYS AND GIRLS OF THIRTEEN TO EIGHTEEN YEARS OF AGE.

Variables	Sex	13 Years		14 Years		15 Years		16 Years		17 Years		18 Years	
		M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Satisfaction	M	39.46	6.68	39.58	7.90	40.44	4.99	38.24	6.25	39.54	5.56	40.55	6.91
	F	38.20	4.82	39.23	5.38	39.98	4.42	40.68	4.59	41.77	4.35	40.29	4.58
Efficiency	M	39.42	5.45	37.41	9.08	41.92	4.74	39.68	6.60	41.14	4.51	41.81	6.50
	F	40.18	5.64	39.98	5.02	40.57	5.18	41.56	3.13	43.54	3.51	41.64	4.32
Sociability	M	38.42	5.91	37.25	7.65	42.40	5.02	40.44	6.78	40.06	7.34	40.83	9.53
	F	39.78	6.77	37.58	4.99	39.26	5.55	37.48	6.02	37.60	4.51	41.47	5.99
Mental Health	M	37.74	7.04	36.68	8.93	42.04	6.19	40.18	4.89	40.18	6.75	42.95	6.29
	F	38.73	5.77	36.31	6.92	39.07	6.64	37.24	6.38	39.66	7.02	41.18	5.62
Interpersonal Relation	M	37.82	7.31	39.09	7.10	44.14	6.68	40.94	6.10	43.81	6.29	43.65	6.59
	F	38.59	5.88	39.70	6.01	40.82	6.93	41.50	5.78	42.14	4.54	42.50	3.73
Total Psychological Well-being	M	192.82	24.32	190.04	36.04	210.94	19.85	199.48	25.00	204.75	24.36	209.82	30.71
	F	195.50	20.76	192.82	21.21	199.73	20.95	198.46	18.00	204.73	14.26	207.10	14.93

The data in on Psychological Well-being for boys and girls in table-1 indicated that the children of 13 to 18 years age group have moderate level (16 to 43)of Satisfaction, Efficiency, Sociability, Mental health and Interpersonal relation. Where as, the girls at 17 years had higher level of Efficiency, and boys at 15 years, 17 years and 18 years had higher level of interpersonal relations (43 to 48). Subsequently univariate tests were conducted for age and gender with measures of Psychological Well-being and their sub factors as dependent variables. Data pertaining to this has been presented in table 2 to 7.

A multivariate analysis of variance determine the effect of age and gender on psychological well-being and its sub factors. The indicated significant main effects of age and gender as Wilks' Lambda= .817, F (25, 2271) =5.074; .953, F (5,611)=5.24, for age and gender respectively were significant at .05 level.

TABLE 2

ANALYSIS OF VARIANCE ON DIFFERENT MEASURES OF PSYCHOLOGICAL WELL-BEING OF BOYS AND GIRLS OF THIRTEEN TO EIGHTEEN YEARS OF AGE

Factor	Variables	Source of variance	df	Sum of Squares	Mean of Square	F-value
Gender	Satisfaction	Between groups	1	23.658	23.658	.746
		Within group	615	19497.049	31.703	
	Efficiency	Between groups	1	160.344	160.344	5.244*
		Within group	615	18803.062	30.574	
	Sociability	Between groups	1	166.452	166.452	4.005*
		Within group	615	25563.098	41.566	
	Mental health	Between groups	1	246.953	246.953	5.656*
		Within group	615	26852.825	43.663	
	Interpersonal Relations	Between groups	1	75.778	75.778	1.991
		Within group	615	23404.533	38.056	

*Significant at .05 level. $F_{.05(5,615)}=3.04$

Analysis of data in table-2 revealed that boys and girls differ on three out of five measures of Psychological Well-being viz. Efficiency, Sociability and Mental Health where as, the mean difference on Satisfaction and Interpersonal relations sub factor of Psychological Well-being, among these age groups was statistically insignificant at .05 levels.

TABLE 3

ANALYSIS OF VARIANCE ON DIFFERENT MEASURES OF PSYCHOLOGICAL WELL-BEING OF BOYS AND GIRLS OF THIRTEEN TO EIGHTEEN YEARS OF AGE

Factor	Variables	Source of variance	df	Sum of Squares	Mean of Square	F-value
Age	Satisfaction	Between groups	5	259.150	51.830	1.635
		Within group	615	19497.049	31.703	
	Efficiency	Between groups	5	946.904	189.381	6.194*
		Within group	615	18803.062	30.574	
	Sociability	Between groups	5	1021.411	204.282	4.915*
		Within group	615	25563.098	41.566	
	Mental health	Between groups	5	2011.787	402.357	9.215*
		Within group	615	26852.825	43.663	
	Interpersonal Relations	Between groups	5	2189.131	437.826	11.505*
		Within group	615	23404.533	38.056	

*Significant at .05 level, $F_{.05(5,615)}=3.04$

The analysis of variance data in table-3 showed that boys and girls of 13 to 18 years of age differ significantly on Efficiency, Sociability, Mental Health and Interpersonal relations, sub factors of Psychological Well-being. Whereas, the mean difference on Satisfaction sub factor of Psychological Well-being, among these age groups was statistically insignificant at .05 levels.

In case of significant F-ratios on Efficiency, Sociability, Mental Health and Inter Personal relation Least Significance Difference of Post-hoc comparisons was used to find out the significant of difference between ordered paired means of different age groups on these factors and the data pertaining to this has been presented in table 4 to 8.

TABLE 4
SIGNIFICANCE OF DIFFERENCES BETWEEN ORDERED PAIRED MEANS OF EFFICIENCY-A SUB FACTOR OF PSYCHOLOGICAL WELL-BEING OF BOYS AND GIRLS OF THIRTEEN TO EIGHTEEN YEARS

13 years	14 years	15 years	16 years	17 years	18 years	MD	C.I.
39.85	38.87					0.98	1.45
39.85		41.23				-1.38	1.50
39.85			40.62			-0.77	1.51
39.85				42.34		-2.49*	1.53
39.85					41.73	-1.88*	1.52
	38.87	41.23				-2.36*	1.49
	38.87		40.62			-1.75*	1.50
	38.87			42.34		-3.47*	1.52
	38.87				41.73	-2.86*	1.51
		41.23	40.62			0.61	1.55
		41.23		42.34		-1.11	1.57
		41.23			41.73	-0.5	1.56
			40.62	42.34		-1.72*	1.58
			40.62		41.73	-1.11	1.57
				42.34	41.73	0.61	1.59

*Significant at .05 level.

Analysis of data on Efficiency in table-4 revealed significant differences between mean scores of 13 and 17 years (2.49), between 13 and 18 years (1.88); between 14 and 15 years (2.36), between 14 and 16 years (1.75), between 14 and 17 years (3.47), between 14 and 18 years (2.86); and between 16 and 17 years (1.72).

Whereas, the mean difference between mean scores of 13 and 14 years (0.98), between 13 and 15 years (1.38), between 13 and 16 years (0.77); between 16 and 17 years (0.61) between 15 and 17 years (1.11), between 15 and 18 years (0.5); between 16 and 18 years (1.11); and between 17 and 18 years (0.61) were insignificant, as the mean difference were less than the required least significant values it to be significant at .05 levels.

TABLE 5
SIGNIFICANCE OF DIFFERENCES BETWEEN ORDERED PAIRED MEANS OF SOCIABILITY, -A SUB FACTOR OF PSYCHOLOGICAL WELL-BEING OF BOYS AND GIRLS OF 13 TO 17 YEARS

13 years	14 years	15 years	16 years	17 years	18 years	MD	C.I.
39.18	37.44					1.74*	1.66
39.18		40.8				-1.62	1.72
39.18			38.96			0.22	1.73
39.18				38.83		0.35	1.75
39.18					41.15	-1.97*	1.75
	37.44	40.8				-3.36*	1.71
	37.44		38.96			-1.52	1.72
	37.44			38.83		-1.39	1.74
	37.44				41.15	-3.71*	1.73
		40.8	38.96			1.84*	1.78
		40.8		38.83		1.97*	1.80
		40.8			41.15	-0.35	1.79
			38.96	38.83		0.13	1.81
			38.96		41.15	-2.19*	1.80
				38.83	41.15	-2.32*	1.82

*Significant at .05 level.

Analysis of data on Sociability in table-5 indicated significant difference between mean scores of 13 and 14 years (1.74), between 13 and 18 years (1.97); between 14 and 15 years (3.36), between 14 and 18 years (3.71); between 15 and 16 (1.84), between 15 to 18 (1.97); between 16 and 18 years (2.19) and between 17 and 18 years (2.32). Whereas, the mean difference between mean scores of between 13 and 15 years (1.62), between 13 and 16 years (0.22), between 13 and 17 years (0.35); between 14 and 16 years (1.52), between 14 and 17 years (1.39); between 15 and 18 years (0.35); and between 16 and 17 years (1.13) were insignificant, as the mean difference were less than therequired least significant valuesit to be significant at .05 levels.

TABLE 6
SIGNIFICANCE OF DIFFERENCES BETWEEN ORDERED PAIRED MEANS OF
MENTAL HEALTH -A SUB, FACTOR OF PSYCHOLOGICAL WELL-BEING
OF BOYS AND GIRLS OF THIRTEEN TO EIGHTEEN YEARS

13 years	14 years	15 years	16 years	17 years	18 years	MD	C.I.
38.29	36.47					1.82*	1.70
38.29		40.52				-2.23*	1.77
38.29			38.71			-0.42	1.78
38.29				39.92		-1.63	1.80
38.29					42.08	-3.79*	1.79
	36.47	40.52				-4.05*	1.75
	36.47		38.71			-2.24*	1.76
	36.47			39.92		-3.45*	1.78
	36.47				42.08	-5.61*	1.78
		40.52	38.71			1.81	1.82
		40.52		39.92		0.6	1.84
		40.52			42.08	-1.56	1.84
			38.71	39.92		-1.21	1.85
			38.71		42.08	-3.37*	1.85
				39.92	42.08	-2.16*	1.87

*Significant at .05 level.

Analysis of data in table-6 revealed that there is significant difference on Mental health between mean scores of 13 and 14 years (1.82), between 13 and 15 years (2.23), between 13 and 18 years (3.79); between 14 and 15 years (4.05), between 14 and 16 years (2.24), between 14 and 17 years (3.45), between 14 and 18 years (5.61); between 16 and 18 years (3.37) and between 17 and 18 years (2.16). Whereas, the mean difference between mean score of between 13 and 16 years (0.42), between 13 and 17 years (1.63); between and 15 and 16 years (1.81), between and 16 years (0.6) and between 15 and 18 years (1.56) were insignificant, as the mean difference were less than the required least significant value sit to be significant at .05 levels.

TABLE 7
SIGNIFICANCE OF DIFFERENCES BETWEEN ORDERED PAIRED MEANS OF
INTERPERSONAL RELATIONS -A SUB, FACTOR OF PSYCHOLOGICAL
WELL-BEING OF BOYS AND GIRLS OF THIRTEEN TO
EIGHTEEN YEARS

13 years	14 years	15 years	16 years	17 years	18 years	MD	C.I.
38.25	39.44					-1.19	1.59
38.25		42.45				-4.2*	1.65
38.25			41.22			-2.97*	1.66
38.25				42.97		-4.72*	1.68
38.25					43.08	-4.83*	1.67
	39.44	42.45				-3.01*	1.64
	39.44		41.22			-1.78*	1.65
	39.44			42.97		-3.53*	1.67
	39.44				43.08	-3.64*	1.66
		42.45	41.22			1.23	1.70
		42.45		42.97		-0.52	1.72
		42.45			43.08	-0.63	1.72
			41.22	42.97		-1.75*	1.73
			41.22		43.08	-1.86*	1.73
				42.97	43.08	-0.11	1.74

*Significant at .05 level.

Analysis of data on interpersonal relations in table-7 revealed significant difference between mean scores of 13 and 15 years(4.2), between 13 and 16 years(2.97), between 13 and 17 years (4.72), between 13 and 18 years (4.83); between 14 and 15 years (3.01), between 14 and 16 years (1.78), between 14 and 17 years(3.53), between 14 and 18 years(3.64); between 16 and 17 years(1.75), and between 16 and 18 years(1.86).

Whereas the mean difference between mean scores of 13 and 14 years (1.19); between 14 and 15 years (1.23), between 15 and 17 years (0.52), between 15 and 18 years (0.63); and between 17 and 18 years (0.11) were insignificant, as the mean difference were less than the required least significant values to be significant at .05 levels.

TABLE 8
SIGNIFICANCE OF DIFFERENCES BETWEEN ORDERED PAIRED MEANS OF
TOTAL SCORE OF PSYCHOLOGICAL WELL-BEING OF BOYS AND GIRLS OF
THIRTEEN TO EIGHTEEN YEARS

13 years	14 years	15 years	16 years	17 years	18 years	MD	C.I.
194.34	191.62					2.72	5.98
194.34		205.23				-10.89*	6.22
194.34			198.97			-4.63	6.25
194.34				204.74		-10.4*	6.32
194.34					208.47	-14.13*	6.30
	191.62	205.23				-13.61*	6.17
	191.62		198.97			-7.35*	6.20
	191.62			204.74		-13.12*	6.27
	191.62				208.47	-16.85*	6.25
		205.23	198.97			6.26	6.42
		205.23		204.74		0.49	6.49
		205.23			208.47	-3.24	6.47
			198.97	204.74		-5.77	6.51
			198.97		208.47	-9.5*	6.50
				204.74	208.47	-3.73	6.57

Significant at .05 level.

Analysis of data on psychological well-being as whole in table -8 revealed significant differences between mean scores of 13 and 15 years (10.89), between 13 and 17 years (10.4), between 13 and 18 years (14.13); between 14 and 15 years (13.61), between 14 and 16 years (7.35), between 14 and 17 years (13.12), between 14 and 18 years (16.85) and between 16 and 18 years (9.5).

4. DISCUSSION

The results of descriptive analysis indicated the moderate level Satisfaction, Efficiency, Sociability, Mental health and Interpersonal relation among male children of 13 to 18 years age. Where as, the girls at seventeen years had higher level of Efficiency and boys at fifteen, seventeen and eighteen years had higher level of interpersonal relations.

A multivariate analysis of variance indicated the significant main effects of age and gender as Wilks' Lambda= .817, F (25, 2271) =5.074; .953, F (5,611)=5.24, for age and gender respectively were significant.

To find out the significance of differences between gender of various age groups on five sub-factors of psychological well-being, Analysis of variance indicated the the significant differences among gender on three out of five measures of Psychological Well-being viz. Efficiency, Sociability and Mental Health where as, the mean difference on Satisfaction and Interpersonal relations sub factor of Psychological Well-being, among these age groups was statistically insignificant.

To find out the significance of differences among gender and age on five sub-factors of psychological well-being, F-ratio resulted significant differences among boys and girls of 13 to 18 years of age on Efficiency, Sociability, Mental Health and insignificant. Differences on Interpersonal relations, sub factors of Psychological Well-being.

To find out the significant of difference between ordered paired means of different age groups on these factors Least Significance Difference of Post-hoc comparisons expressed the

significant variations among various age groups male and female children on on five sub-factors of psychological well-being

5. CONCLUSIONS

Within the limitation of the current study following conclusions were drawn:

1. Boys of 13 to 18 years age have moderate level of Psychological Well-being.
2. Girls of 13 to 18 years age have moderate level of Psychological Well-being.
3. Gender wise psychological well-being of girls of age groups 13 years and 14 years was higher than the boys of same age groups. Whereas, Psychological Well-being of boys of age groups 15 years, 16 years, 17 years and 18 years is higher than the groups of corresponding age groups.
4. Psychological well-being of boys and girls of 13 to 18 years has age wise variation. Initially the psychological well-being has declined in the age of 14 years when compared to 13 years of age. In the age groups of 15 years, it improved and again declined in the age groups of 16 years. Thereafter 17 years and 18 years of age groups have shown improvement in the Psychological well-being.
5. Gender wise analysis of variance data revealed that boys and girls differ on three out of five measures of Psychological Well-being viz. efficiency, sociability, and mental health. The mean difference on satisfaction and interpersonal relations a sub factor of psychological well-being among boys and girls was statistically insignificant at .05 level.
6. Age wise analysis of variance data of Psychological Well-being children 13 to 18 years of age revealed that they differ significantly on efficiency, sociability, mental health and interpersonal relations, sub factors of psychological well-being. The mean difference on satisfaction, sub factors of psychological well-being among age groups was statistically insignificant at .05 level.
7. Overall boys and girls of age groups 13 to 18 years of age have moderate level Psychological Well-being.

6. SUGGESTION

The results of this study suggest that a comprehensive approach and programmed is needs to be evolved and implemented for improving Psychological Well-being of school going children.

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