

A Study of General Well Being of Students Studying in Degree College of Bahadurgarh City

Ms. Anju Rani

Assistant Professor Guru Nanak College of Education, Bahadurgarh, Haryana, India

ABSTRACT

Education plays a vital role in the building of society. Modern society cannot achieve its of economic growth and higher cultural standards without making the most of the talents of their citizen. The purpose of the study is to study General Well Being of Degree College students.

Keywords: Education, Well Being and Degree students

I. INTRODUCTION

Education in the broadest sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual and in its environment through its technical sense education is the process by which society deliberately transmit its accumulated knowledge, and skill from one generation to another through institution . Teacher in such intuition direct the education of students and might draw on many subjects including reading, writing, mathematics, science and history. This technical process is sometimes called schooling when referring to the compulsory education of youth. Teacher in specialized professions such as astrophysics, law, science, zoology many tech only a certain subject, usually as professor at institutions of higher learning.

II. GENERAL WELL BIENG

According to Chandha, “the term quality of life indicates general well being. It has been as the function of the physical, psychological and social well being.”

In many researchers ongoing, however it become necessary to establish some measure of success or well being in relation to which other social and psychological variable can be studied. In such

research under taking, therefore rather than forego a measure of psychological well being the goal instead to construct as refine and as valid a measure as possible. Once the investigator makes his value judgments explicit by the choice of his terms and his criteria, furthermore the actual construction and validation of such a measure can go forward straight forward and value –free manner. **King, Liebman and Katz(2005)**In their study , causation about subjective well being like the extent to which the respondent feels calm and peaceful, have also been include as outcome measure in the moving to opportunity for fair housing and rand health experiment.

The concept of Well-Being:- We all strive for happiness and well-being. But what does well-being really mean? What are the aspects of well-being and do you have them all in your life?

Five different dimensions of the concept of “well-being” can be identified:

1. Positive emotion:-Normally short-term, “simple” pleasures such as food, watching TV, or sex. Positive emotions are subjective in the sense that we like different things - though some pleasures are universal (or at least very close to being so). Positive emotions are easy to observe and measure as increased activity in certain areas in the brain.

2. Engagement:- You probably know the feeling of being engaged in challenging activities where you forget everything that's going on around you. Such a state of total absorption is also known as "flow" state. When we are in this state our abilities are often stretched to the maximum creating the feeling that we are exploiting our full potential.

3. Relationships:-This dimension is about social connectedness and having love and intimacy in your life through friends, family, and romantic partners. Well-being of this type is characterized by the fact that your own well-being is dependent of the well-being of others and the experiences and feelings you share and enjoy together.

4. Meaning:-Playing a challenging computer game (engagement) with good friends (relationships) while eating chips and drinking coke (positive emotion) can be awesome. But most people need something more to be truly fulfilled

5. Achievement:-This dimension is about accomplishment and success - competing and winning in some objective way where victory (or something equivalent) can be easily observed. Often (but not always) involves some kind of external recognition of what has been achieved.

Each of these dimensions is characterized by having the following properties:

- ✓ It contributes to the well-being of real human beings and is not just a theoretical abstraction.
- ✓ The dimension is pursued and enjoyed for its own sake meaning that it is not just a means to achieve one of the other types of well-being (for example, achievement can be pursued even when it does not result in positive emotion, brings no higher meaning, and does not involve positive relationships).
- ✓ It can be measured independently from the other four dimensions.

We all need these dimensions in our lives in some way to be happy and content. But how important each dimension is varies a lot depending on your personality and preferences. For example, if you are very competitive, personal achievement is essential to you. For others it is a minor concern. The better you know yourself and your preferences, the easier it is for you to create the life you want and reach a high level of well-being and happiness. **Urry at (2004)** A recent study several measure of psychological well-being reported a statistically significant correlation of 0.03 between survey report of life- right difference in brain activation.

III. MEASUREMENT OF GENERAL WELL BEING

Measurement that are collected in real-time or are linked to dines of actual events have the advantage of minimizing the filter of memory and of connecting well-being to something that matter a great deal and can be varied how people spend their time. Measurement required could have a profound impact on economic.

First, Subjective, measures of well being would welfare analysis in a more direct way that could be a useful compliment to traditional welfare analysis. Second, currently available result suggest that those interested in minimizing society's welfare shift their attention from an emphasis on increasing consumption opportunity to an emphasis on increasing social contacts.

Third, a focus on subjective well-being could lead to a shift in emphasis from the important of income in determine a person's well-being towards the importance of his or her rank in society.

IV. SIGNIFICANCE OF THE STUDY

The world is becoming complicated and tenseful day by day. It may be observed that our society is going through rapid social change. These new social change

brought out some never conflicts which have caused substantial stresses, dissatisfactions. At present well being is considered imported variable in young students. In such research under taking, therefore rather than forego a measure of psychological well being the goal instead to construct as refine and as valid a measure as possible. Once the investigator makes his value judgments explicit by the choice of his terms and his criteria, furthermore the actual construction and validation of such a measure can go forward straight forward and value –free manner.

This problem has aroused interest of mental health professionals like psychological. We study about this problem of graduate level. So take this variable for research by the investigator.

OBJECTIVE OF THE STUDY

1. To study in the General Well Being of the Science and Arts students.
2. To study in the General Well Being of the Science and Commerce students.
3. To study in the General Well Being of the Commerce and Arts students.

HYPOTHESIS OF THE STUDY

1. There is no significant difference in the General Well Being of the Science and Arts students.
2. There is no significant difference in the General Well Being of the Science and Commerce students.
3. There is no significant difference in the General Well Being of the Commerce and Arts students.

TOOL USED

General Well Being developed by Dr. Santosh K. Verma and Miss Anita Verma.

V. METHODOLOGY AND SAMPLING

Normative survey method used in this paper to find out the General Well Being of college students. The investigator has been randomly a sample of 120

college students (40 Arts,40 Commerce, 40 Science) from the college of Bahadurgarh.

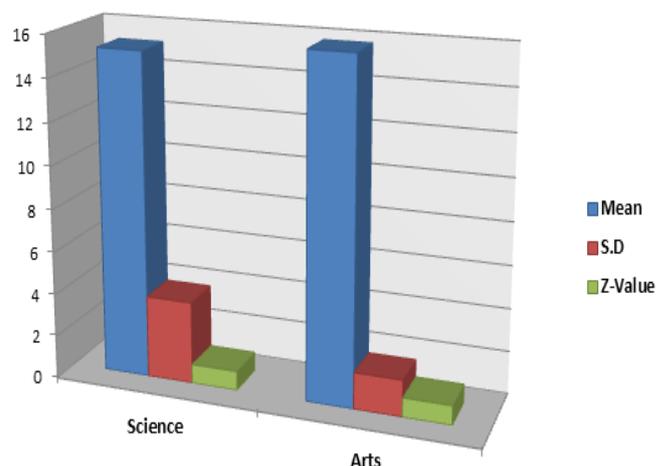
To study in the General Well Being of the Science and Arts students.

Table 1

Group	N	Mean	S.D	Z-Value	Remarks
Science	40	15.2	3.84	.89	Not Significant at 0.05 level of significance
Arts	40	15.8	1.7		

From the table it is evident that the ‘Z’ value is .89 that is no significant at 0.005 level with d.f= 78. Thus null hypothesis “There is no significant difference in the general well being of the Science and Arts students” is accepted.

The General Well Being of the Science and Arts students



Graph 1

To study in the General Well Being of the Science and Commerce students.

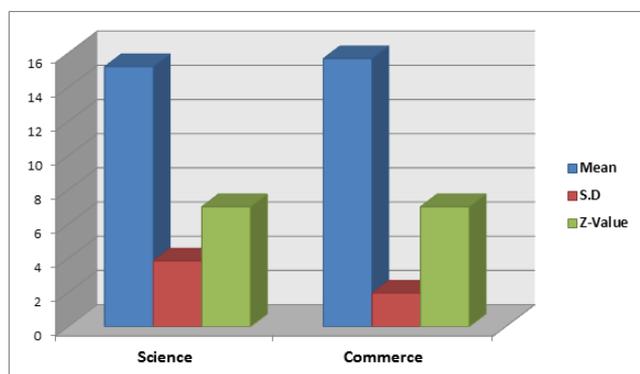
Table 2

Group	N	Mean	S.D	Z-Value	Remarks
Science	40	15.2	3.84	7.01	Significant at 0.01
Commerce					

	40	15.67	1.96		level of significance
--	----	-------	------	--	-----------------------

From the table it is evident that the 'Z' value is 7.01 that is significant at 0.001 level with d.f= 78. Thus null hypothesis "There is no significant difference in the General Well Being of the Science and Commerce students" is accepted. According to result the mean score of commerce student's is 15.67 more than their counterparts. So the Commerce student's general well being higher than Science students.

The General Well Being of the Science and Commerce students.



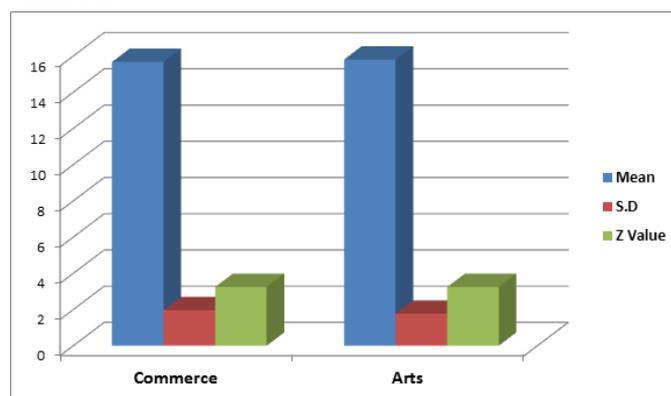
Graph 2

1. To study in the General Well Being of the Commerce and Arts students.

Group	N	Mean	S.D	Z-Value	Remarks
Commerce	40	15.67	1.96	3.24	Significant at 0.01 level of significance
Arts	40	15.8	1.77		

From the table it is evident that the 'Z' value is 3.24 that is significant at 0.001 level with d.f= 78. Thus null hypothesis "There is no significant difference in the General Well Being of the Commerce and Arts students" is rejected. The mean score of Arts student's is 15.8 and Commerce student's mean is 15.67. So Commerce student's General Well Being is more than their counterparts.

The General Well Being of the Commerce and Arts students



Graph 3

VI. CONCLUSION

On the basis of finding the Arts, commerce and science have significant difference in their Well Being. The students of science as thought going then the students of Arts who perceive it slightly lightly and easy going. The science students enjoy less compare to Arts and Commerce students. So the Arts and Commerce students may fell better-off then the science students. It's result helpful not only students whereas teachers and parent also. On the basis of finding the present conclusion for education system is that the curricula, syllabi, text book, methods of teaching etc, should be modeled in such a way that a good learning environment which free from anxiety can be given to the science students. So that the cognitive burden can be removed from them. The study can be conducted to study the impact factor like age, sex, environment condition on well being.

VII. REFERENCES

- [1]. Andrews, F. M. (1991). Stability and change in levels and structure of subjective well-being. Social Indicators Research, 25, 1-30
- [2]. Bryant, F. B., & Veroff, J. (1982). The structure of psychological wellbeing: A socio historical

- analysis. *Journal of Personality and Social Psychology*, 43, 653-6
- [3]. Diener Ed. "Subjective well being." *The Psychological of optimal Experience*, New York: Haper Collins (1990).
- [4]. Diener, E., & Larsen, R. J. (1993). The experience of emotional wellbeing. In M. Lewis & J. M. Haviland (Eds.), *Handbook of emotions* (pp. 405-415). New York: Guilford Press.
- [5]. Easterlin, Richard A "Explaing Happiness." *Proceeduing the national academy of science*
- [6]. Ferrer-i- Cabonell, Ada. "Income and well being, An empirical anysis of the comparison income effect." *Journa;l of Public Economic* 89:5-6pp 997-1019 (2005)
- [7]. Helliwell, John F. and Robert D. Putnam. "The social context of well being" In *the science of well being* .London oxford university press, Chapter 17 (2005).
- [8]. Luttmer, Erzo. "Neighbors as negatives : Relative Earning and Well Being" *Qusrterly Journal Of Economic* 120: 3 pp 963-1002 (2005)
- [9]. Lyard, Richard, *Hapiness: Lesson rom a new Science*. London : Penguin (2005)
- [10]. Mangal. S.K *educational Technology*, Tendon Publication Firt Edition, Ludhiana (2002).
- [11]. Ryff, C. D. (1989b). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57, 1069-1081. Sept.16,100:19 pp 11176-183 (2003)
- [12]. [www. A study of well- Being .com](http://www.Astudyofwell-Being.com).
- [13]. [www. Well being Wikipedia .com](http://www.WellbeingWikipedia.com).