

Well-being of adolescents in context of Culture and Gender: An Empirical Analysis

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Abstract - The aim of the present research is to study the effect of Culture and Gender on well-being of adolescents. Well-being is one of the most important aspects of human being and the state of well-being can be attained in terms of healthy body with healthy mind. Well-being has been defined as encompassing people's cognitive and affective evaluations of their lives. Well-being has been interchangeably used with health and quality of life. According to the WHO, the main determinants of health include the Social, Economic and the physical environment and the person's individual characteristics and behaviors. WHO lists other factors that can influence the well-being of a person such as the gender, culture, education, social, support networks and health services. The main objective of the present investigation is to know the effect of Culture and Gender on well-being of adolescents. The sample of 180 adolescents belonging to Vernacular and Convent Culture were selected randomly from Vernacular and Convent culture schools of Ahmedabad City of Gujarat (India). General Well-being Scale by Dr. Ashok Kalia and Ms. Anita Deswal was administered to measure the Physical, Emotional, Social and school well-being, the result shows that the significant difference found between Culture and Well-being in adolescents. Gender is also affect significantly to the well-being of adolescents.

Keywords: Culture, Gender, Well-being, Health, Quality of life.

I. Introduction

Achieving well-being has been the concern of philosophers since Aristotle, and in many respects the essence of human existence in recent years. Well-being has moved from the realm of philosophy to that of science. There has been a growing body of research into what contributes to the quality of people's experiences of their lives.

While academic debate continues about precisely how well-being should be defined, for our purposes, it is not essential to address all of its finer points. All of the elements cited above play a role in ensuring that people fill their lives are going well, although their importance may vary as circumstances change.

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Well-being is most usefully thought of the dynamic process that gives people a sense of how their lives are going, through the interaction between their circumstances, activities and psychological resources or "Mental Capital".

Well-being concept is even more ambiguous, abstract and nebulous a term in comparison in Quality Of Life, and the idea well-being suffers from the same type of definitional problems as QOL. Haas criticizes the common interpretation of well-being as purely psychological or emotional – for some it is synonymous with mental health or "Psychological Well-being" (Kimweli et al, 2002) – and argues that well-being "...is concerned with all dimensions of life. Like satisfaction with life, it is a subjective assessment..." (Hass, 1999).

This research is an empirical analysis of well-being of adolescents. The aim of the present research is to understand the impact of Culture and Gender on well-being of adolescents.

II. Review of Literature

Many researchers have worked on different aspects like Gender, Education, Income, Marital status, Work, Emotion and Culture in context of well-being.

A. *Cultural Perspectives on Aging and Well-being: A comparison of Japan and the United States.*

The study was conducted by MAYUMI KARASAWA et al, (2011). This study investigated age differences in multiple aspects of psychological well-being among midlife and older adults in Japan (N=482) and the United States (N=3,032) to test the hypothesis that older Japanese adults would rate aspects of their well-being (personal growth, purpose in life, positive relations with others) more highly than older U.S. adults. Partial support was found: older adults in Japan showed higher scores on personal growth compared to midlife adults, whereas the opposite age pattern was found in the United States. However, purpose in life showed lower scores for older adults in both Cultural contexts. Interpersonal well-being, as hypothesized, was rated significantly higher, relative to the overall well-being, among Japanese compared to U.S. respondents, but only among younger adults. Women in both cultures showed higher interpersonal well-being, but also greater negative affect compared with men.

B. Culture and well-Being : The Cycle of Action Evaluation and Decision

The study was conducted by SHIGEHIRO OISHI (University of Minnesota) et al (2003). Two studies were conducted to examine how European and Asian Americans experience and remember their task performance, make a decision about a future task and how that decision affects enjoyment of the task. In Study 1, although Asian solved as many anagrams as European Americans, Asians remembered solving fewer than did European Americans at time 2. European Americans 'Time 2 choice of task was predicted from Time 1 performance, but Asians' Time 2 choice was not. In Study 2 European Americans chose the same task if they had previously done well and a different task if they had not. Their actual enjoyment of the Time 2 task, furthermore, was significantly higher than at Time 1. In contrast, there was no change in actual enjoyment of the task at Time 2 among Asians because their choice was not based on their performance at Time 1.

C. Culture, Emotion, and Well-being: Good Feelings in Japan and the United States

The study was done by SHINOBU KITAYAMA et al, (2000). They tested the hypothesis that "good feelings" the central element of subjective –being-are associated with interdependence interpersonal engagement of the self in Japan, but with independence and interpersonal disengagement of the self in the United States. Japan and American college students (total N=913) reported how frequently they experienced various emotional states in daily life. In support of the hypothesis, the reported frequency of general positive emotions (e.g. calm, elated) was most closely associated with the reported frequency of interpersonally engaged positive emotions (e.g. friendly feelings) in Japan, but with the protected frequency of interpersonally disengaged positive emotions (e.g. pride) in the United States. Further, for American the reported frequency of experience was considerably higher for positive emotions than for negative emotions, but of Japanese it was higher for engaged emotions than for disengaged emotions. Implications for cultural constructions of emotion in general and subjective well-being in particular are discussed.

D. The American Dream in Russia: Extrinsic Aspirations and Well-Being in Two Cultures

The research was done by RICHARD M. RYAN et al, (1999). Recent research in the United States suggests that individuals who strongly value extrinsic goals (e.g. fame. Wealth, image) relative to intrinsic goals (e.g. personal, growth, relatedness, community) experience less well-being.

This Study examines such goals in university samples from two culture-the United States and Russia Participants (N=299) rated the importance expectancies and current attainment of 15 the life goals. Including 4 target intrinsic and 4 target extrinsic goals. Result confined the relevance of the intrinsic extrinsic distinction for both samples and that storage importance and expectancies regarding extrinsic goals were negatively related to well-being although these effects were weaker for Russian women. Furthermore for both then and women perceived attainment of intrinsic goals was associated with greater well-being whereas this was not the case for perceived attainment of extrinsic goals.

E. Gender Differences in Aspects of Psychological Well-Being

The study was conducted by BRETT ROOTHMAN et al, (2003). The aim of the study was to determine whether men and women differ with regard to aspects of psychological well-being. For the purposes of this study, a meta-analysis was performed on data from a trans-university project, involving a multicultural availability sample of 378. The participants each completed 13 scales that measure psychological well-being in affective, Physical, Cognitive, Spiritual, and Self and Social Aspects. Statistically significant gender differences with small to medium practical effects were found. Men scored higher on physical self-concept., automatic thoughts (positive), constructive thinking, cognitive flexibility, total self-concept, and fortitude. Women scored higher on the expression of affect. Somatic symptoms, and religious well-being. No significant gender differences were found on sense of coherence satisfaction with live, affect balance, emotional intelligence, and self-efficacy. And the social components of self-concept and of fortitude.

F. Flying Solo at Midlife: Gender, Marital Status, and Psychological Well-Being

The study was done by NADINE F. MAK (1996). This study examines gender and marital status difference in psychological well-being across an extensive array of measures using data from a sample of non-Hispanic White, midlife adult participants in the Wisconsin longitudinal Study, 1992-1993 (N=6,876), Evidence for how selection and social causation might account for differences also in evaluated. Multivariate analyses reveal several gender interactions, usually indicating a greater disadvantage for unmarried men than for unmarred women. Separate analyses by gender show a complex picture of both positive and negative effects of being single. Contrary to what the selection argument hypothesizes, single women have higher scores on relatively enduring personality characteristics associated with better psychological well-being than married women. Single men do not compare so favorably with married men. Overall, selection dose not account for marital status differences in well-being.

III. OBJECTIVES

- 1) To study the impact of Culture on well-being of adolescents.
- 2) To study the impact of Gender on well-being of adolescents.
- 3) To make aware the adolescents about well-being.
- 4) To aware the adolescents about the key role of well-being in our life.

IV. HYPOTHESIS

- 1) There is no significant difference between 'A' and 'B' group of adolescents.
- 2) There is no significant difference in group A₁, B₁ and A₂, B₂.
- 3) There is no significant difference between A₁ and A₂ group of adolescents.
- 4) There is no significant difference between B₁ and B₂ group of adolescents.
- 5) There is no significant difference between A₁ and B₁ group of adolescents.
- 6) There is no significant difference between A₂ and B₂ group of adolescents.

V. VARIABLES

TABLE I: LIST OF VARIABLES

Name of Variable	Nature of Variable	Number of Variable
Culture	IV	02
Gender	IV	02
Well-being	DV	04

- a. IV = Independent Variable
- b. DV = Dependent Variable

Following variables, as mentioned in Table I was taken for present study.

VI. SAMPLING

TABLE II: CULTURE AND GENDERWISE CLASSIFICATION OF ADOLESCENTS

Group	Boys	Girls	Total
A (Vernacular)	45	45	90
B (Convent)	45	45	90
Total	90	90	180

VII. METHODOLOGY

In the present study, General Well-being Scale by Dr. Ashok Kalia and Ms. Anita Deswal was administered to measure the Physical, Emotional, Social and school well-being.

The sample of 180 adolescents belonging to Vernacular and Convent Culture were selected randomly from Vernacular and Convent culture schools of Ahmedabad City of Gujarat (India).

Culture wise adolescents were divided in two groups namely A and B (Table II). Group "A" Consisting of adolescents having Vernacular Culture and Group "B" having Convent culture. Group A₁ and B₁ are for boys and group A₂ and B₂ are for girls. Each group is of 90 students (45 boys and 45 girls in each group). "t" test was used to analyze the data statistically.

VIII. RESULT AND DISCUSSION

TABLE III: WELL-BEING IN VERNACULAR AND CONVENT CULTURE (N=180)

Group	N	Mean	SD	SEM	t	Level
A	90	198.14	21.08	2.22	0.97	NS
B	90	202.14	32.99	3.48		

The result (TABLE III) shows that there is no significant difference found between vernacular and convent culture on well-being as 't' value is 0.97 and mean score of both the group is 198.14 and 202.14 with standard deviation 21.08 and 32.99 respectively. It means that there is no significant effect of culture is found on well-being of adolescents. Thus First hypothesis is accepted.

TABLE IV: WELL-BEING IN BOYS AND GIRLS (N=180)

Group	N	Mean	SD	SEM	t	Level
A1 B1	90	194.71	27.20	2.87	2.68	NS
A2 B2	90	205.58	27.22	2.87		

The result (TABLE IV) shows that there is no significant difference found between Boys and Girls on well-being as 't' value is 2.68 and mean score of both the group is 194.71 and 205.58 with standard deviation 27.20 and 27.22 respectively. It means that there is no significant effect of Gender found on well-being of adolescents. Thus Second hypothesis is accepted.

TABLE V: WELL-BEING IN BOYS AND GIRLS OF VERNACULAR CULTURE (N=90)

Group	N	Mean	SD	SEM	t	Level
A1	45	201.33	19.62	2.93	1.44	NS
A2	45	194.96	22.20	3.31		

The result (TABLE V) shows that there is no significant difference found between Boys and Girls of vernacular culture on well-being as 't' value is 1.44 and mean score of both the group is 201.33 and 194.96 with standard deviation 19.62 and 22.20 respectively. It means that there is no significant effect of Vernacular culture on gender is found on well-being of adolescents. Thus Third hypothesis is accepted.

TABLE VI: WELL-BEING IN BOYS AND GIRLS OF CONVENT CULTURE (N=90)

Group	N	Mean	SD	SEM	t	Level
B1	45	188.09	31.96	4.76	4.45	SG 0.01
B2	45	216.20	27.85	4.15		

The 't' value is 4.45, it is significant at 0.01 level. The significant difference is found between boys and girls of Convent Culture. TABLE VI shows that the mean score of both the group is 188.09 and 216.20 with standard deviation 31.96 and 27.85 respectively. It indicates that the mean score of Group B2 is higher than group B1. It means girls of Convent Culture found better than boys on well-being. Hence fourth hypothesis is rejected.

TABLE VII: WELL-BEING IN BOYS OF VERNACULAR AND CONVENT CULTURE (N=90)

Group	N	Mean	SD	SEM	t	Level
A1	45	201.33	19.62	2.93	2.37	SG 0.05
B1	45	188.09	31.96	4.76		

The 't' value is 2.37, it is significant at 0.05 level. The significant difference is found between boys of Vernacular and Convent Culture. TABLE VII shows that the mean score of both the group is 201.33 and 188.09 with standard deviation 19.62 and 31.96 respectively. It indicates that the mean score of group A1 is higher than group B1. It means Boys of Vernacular Culture found better than boys of Convent Culture on well-being. Hence fifth hypothesis is rejected.

TABLE VIII: WELL-BEING IN GIRLS OF VERNACULAR AND CONVENT CULTURE (N=90)

Group	N	Mean	SD	SEM	t	Level
A2	45	194.96	22.20	3.31	4.00	SG 0.01
B2	45	216.20	27.85	4.15		

The 't' value is 4.00, it is significant at 0.01 level. The significant difference is found between girls of Vernacular and Convent Culture. TABLE VIII shows that the mean score of both the group is 194.96 and 216.20 with standard deviation 22.20 and 27.85 respectively. It states that, the mean score of group B2 is higher than group A2. It means Girls of Convent Culture found better than Girls of Vernacular Culture on well-being. Hence Sixth hypothesis is rejected.

IX. Significance of Research

Group A (Vernacular Culture) and Group B (Convent Culture) are different culture groups. The result shows that:

- There is no significant difference found between vernacular and convent culture in context of well-being. It means culture does not significantly effect on well-being of adolescents.
- There is no significant difference found between Boys and Girls in context of well-being. It means gender does not significantly effect on well-being of adolescents.
- There is no significant difference found between Boys and Girls of Vernacular culture in context of well-being. It means Vernacular culture does not significantly effect on well-being of boys and girls.
- The significant difference is found between boys and girls of Convent Culture in context of well-being. Girls of Convent Culture is better than Boys on well-being. It means Convent culture significantly effect on well-being of boys and girls.
- The significant difference is found between boys of Vernacular and Convent Culture in context of well-being. Boys of Vernacular Culture found better than the Boys of Convent Culture on well-being. It means Culture significantly effect on well-being of boys.
- The significant difference is found between girls of Vernacular and Convent Culture in context of well-being. Girls of Convent Culture found better than the girls of Vernacular Culture on well-being. It means Culture significantly effect on well-being of girls.

- In some results, significant effect of culture is found on gender of adolescents.

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