



Assess the rate of happiness between male and female Indian college students

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Abstract

The present examination was intended to inspect gender differences in the happiness of college students. A sample of 60 students (30 males and 30 females) was drawn from the different departments of Lakshmbai National Institute of Physical Education, Gwalior, India within the age range of 18-24 years. Random sampling technique was used. Oxford Happiness Questionnaire was individually administered to the participants. Data have been analyzed with descriptive statistics and inferential statistics (independent t-test). To test the hypothesis, the level of significance was set at 0.05. The outcomes proposed that the male students reported significantly larger amount of happiness when contrasted with the female college students ($t = 4.37$, $df = 58$, $**p < 0.000$). These discoveries have suggestions for helping educators and guardians to survey the bliss level and student well-being.

Keywords: happiness, well-being, college students, assessment

Introduction

The issue of happiness stayed surrendered, with examine focusing on parts of human misery, for example, gloom, uneasiness, and passionate issue, for a long time, happiness was the overlooked subject of psychological research (Fordyce, 1977, 1981; Veenhoven, 1984) [14, 15, 33]. In psychology, satisfaction is perceived as feeling. Happiness has critical outcome on the accomplishment of individuals. Cheerful individuals have inspirational state of mind to the procedures and rather than negative dispositions to the procedures, they attempt to utilize these procedures. Individuals contrast in their level of happiness, otherwise called prosperity. The start of the twenty century financial analysts had persuaded themselves joy is fundamentally subjective and avoids any supreme scaling. Individuals are more joyful than one may expect, and satisfaction does not come into view to depend essentially on outside situation. The individuals who say that they are glad and fulfilled their day by day state of mind uncover positive feelings. Now positive psychology devoted to understanding the procedure of human satisfaction and managed positive viewpoints, for example, looking at bliss more than negative angles. In psychology, positive psychology as a spearheading approach for the most part concentrates on clarifying and understanding bliss and mental sentiment prosperity and precise figure of its contributing variables. Center stone of positive psychology is subjective well-being (Seligman, 2005) [29]. Irrefutably, such huge numbers of components have been appeared to strongly affect happiness, i.e. work, cash, and relaxation exercises. Individual happiness is regularly held to be the most crucial objective throughout everyday life. Scientists have started a precise investigation of bliss. The constructive and antagonistic communication impacts of individual and circumstances (Diener and Larsen, 1984) [9]. For example,

Larsen and Ketelaar (1991) [22] expressed that the mix of circumstances (extraversion and wonderful) produces helpful effect and Individuals can choose or avoid circumstances and connections in a way that advances their prosperity. People select circumstances that satisfy different identity characteristic needs (Furnham, 1981) [16]. Socially unprofessional people endeavour to stay away from numerous social circumstances that others may appreciate (Argyle, 1994). Eysenck (1983) [13] noticed that, if stresses and tensions make up negative impact in joy, it can without much of a stretch be seen that unsteadiness and neuroticism are likewise associated with despondency. Fewer examinations have looked that passionate knowledge was a hopeful indicator of happiness (Furnham and Petrides, 2003) [17]. More recently, Chamorro-Premuzic, Bennett and Furnham (2007) [7] found that four of the Big Five components (i.e. stability, extraversion, conscientiousness, and agreeableness) were emphatically related with happiness. A few investigations have concentrated on the socioeconomic variables and demographic factors. Euphoria, amuse, satisfaction, delight, and so forth are the few ideas of happiness and it's incorporates various life esteems that are reported and ached for by an individual (Diener, 2002) [10]. De Neve and Cooper (1998) found that for the most part the individuals who are upbeat, they feel splendid and constructive view, social and well disposed identities about themselves, their capacity and future. Happy individuals are more unique and dynamic and less penchant to be on edge. Lyubomirsky (2001) claims that no connection amongst sex and joy. Goodarzi, Rajabi, Yousefi and Mansoor (2008) researched that the satisfaction level of male and female competitor Irani students. The outcomes demonstrated that female competitors more happiness than male members. Inquiries have been brought concerning sexual orientation contrasts up in the happiness of college students.

As shown in research history, in some researches on happiness in abroad, no researches have been carried out (or is not available) in India. Thus, the study is important and required to fill the information gap of the rate of happiness between male and female college students. According to reviewing the related literature and theoretical basis of the current study, the study aims at answering the question of Is there any gender difference in happiness level of college students in India? The purpose of the present research was to examine and investigate the gender differences in the happiness of college students.

Methods

Participants

A sample of 60 students (30 males and 30 females) was drawn from the various departments of Lakshmbai National Institute of Physical Education, Gwalior, India within the age range of 18-24 years. Random sampling technique was used to obtain the required data. Every one of the subjects took an interest in this examination wilfully and reacted to the survey without predisposition. All members finished an educated assent frame before information accumulation.

Material

Happiness was estimated by the Oxford Happiness Questionnaire (Hills & Argyle, 2002). This is a 29-things scale. Each item was assessed on a six-point scale: strongly agree, moderately agree, slightly agree, slightly disagree, moderately disagree, and strongly disagree. Higher score representing greater happiness. The validity and reliability of this questionnaire was accounted for to be huge. Reliability of the questionnaire was ascertained during pilot examination of the present study where a relationship coefficient of 0.78 was acquired. Participants were contacted face to-face by the researcher and informed about the nature of the study. The

response rate was high. Questionnaires were presented in the original English version.

Data Analysis

The descriptive statistics (Mean, Standard Error of Mean, Standard Deviation, Minimum, Maximum, Range, Skewness, Kurtosis, Standard Error of Skewness and Standard Error of Kurtosis) and Shapiro-Wilk test was utilized for testing the assumption of normality and to know the idea of information. All data are presented as mean with standard deviations. Difference between mean of the two groups was tested using independent sample t-test, where significance of the p value was < 0.05. For this purpose, Statistical Package for Social Science (SPSS) version 20.0 (SPSS Inc. SPSS Statistics for Windows, Chicago: SPSS Inc.) was utilized.

Results

An assessment of the normality of data is a prerequisite for parametric statistical tests. To test the assumption of normality, we use the Shapiro-Wilk test as our numerical means of assessing normality.

Table 1: Shapiro-Wilk Test of Normality

	Gender	Shapiro-Wilk		
		Statistic	df	Sig.
Rate of Happiness	Male	0.97	30	0.47
	Female	0.96	30	0.35

Table 1 given that $p = 0.47$ for the male and $p = 0.35$ for the female; the p -value is greater than the chosen alpha level (0.05); it conclude that each of the levels of the independent variable are normally distributed and the data comes from a normal distribution. Therefore, the assumption of normality has been met for this sample.

Table 2: Descriptive statistics for the data on happiness among college students

	Range	Min	Max	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
Male	2.03	3.38	5.41	4.43	0.09	0.51	-0.32	0.43	-0.34	0.83
Female	1.93	2.97	4.9	3.88	0.09	0.47	0.02	0.43	-0.22	0.83

Valid N (30 + 30) = 60

To understand the nature of the data various statistics such as Mean, Standard Error of Mean, Standard Deviation, Minimum, Maximum, Range, Skewness, Kurtosis, Standard Error of Skewness and Standard Error of Kurtosis has been considered (Table 2). The mean, standard error of mean, standard deviation and range of male students on happiness were 4.43, 0.09, 0.51, and 2.03 and female students were 3.88, 0.09, 0.47 and 1.93. The data was found normal because none

of the data set as skewness or kurtosis. None of the data set of skewness and kurtosis was twice of standard error of skewness and standard error of kurtosis. It is understandable the mean value of happiness is uppermost among the students in the male group in contrast to that of female group. However, whether this dissimilarity is significant or not has to be tested by using the two-sample t-test for unrelated groups.

Table 3: F and t-table for testing the equality of variances and equality of means of two unrelated groups

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Rate of Happiness	Equal variances assumed	0.24	0.62	4.37	58	0.00*	0.55	0.13	0.30	0.80

(*) p value significance = < 0.05

To test the equality of variances, Levene’s test was used. In Table 3, the p value (0.62) is greater than α level (0.05), [p (0.62) > α (0.05)] for this test, the null hypothesis of equality

of variance may be accepted, and Levene's Test is non-significant, representing that the group variances are approximately equal.

Table 4: t- table for the data on happiness along with F-value

Group	Mean	S.D	Mean Diff.	SE of Mean Diff.	t-value	p-value	F-value	p-value
Male	4.43	0.51						
			0.55	0.13	4.37	0.00*	0.24	0.62
Female	3.88	0.47						

(*) p value significance = < 0.05

It can be seen from the Table 4 that the value of t-statistics is 4.37. This t-value is significant as the p-value is 0.00, which is less than 0.05. Thus, the null hypothesis of equality of population means of two groups is rejected and it may be concluded that the happiness of male and female students are different. Further it is clear the mean value of happiness is highest among the students in the male group in comparison to that of female group.

From the above findings it can be very easily understood by looking to the graphics in Figure 1; a visual representation of the group means. Dependent variable (Happiness) on the Y axis and the independent variable (Gender) on the X axis. From Figure 1, it is clear that the male students significantly higher level of happiness as compared to the female college students.

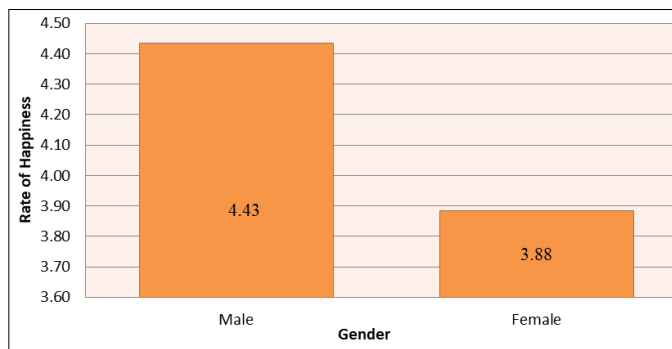


Fig 1: A graphical representation of the mean score on happiness among Male and female college students

Discussion

The present research aimed to examine gender differences in the happiness of college students. With respect to the outcomes it can be reasoned that there exists noteworthy contrasts in the happiness between male and female students. The results showed that happiness is highest among the students in the male gathering in contrast with that of female gathering. Therefore, the research hypothesis is confirmed. This outcome is in accordance with the exploration comes about did by Abbu-Rayya (2005), Abdel- Khalek and Lester (2003), Argyle (1986), Diener and Diener (1995)^[12], Ryff and Singer (1998), Peerz (2012), and Roothman, Kirsten and Wissing (2003); which results suggested that male’s students had fundamentally higher happiness level than female students. In this setting Abdel-Khalek (2004) contends that some different components can assume a vital part, for example, child-rearing techniques and gender role. The female students are more inclined to low level of confidence and

happiness; might be because of the reason that our general public debilitates advanced education for girls. This finding isn't reliable with the exploration comes about did by Goodarzi *et al.*, (2008). The consequence of the examination showed that the male were more joyful contrasted with the female; this might be because of living limited condition in hostel. Since being with the family and their backings and solid social framework can assume a vital part in enhancing the fulfilment of the students, especially female students. Men are emotionally stable than women. Hence under pressure and in delicate condition men are more ready to control their feelings and women appear in social circumstances less in view of staying away from contentment (Furnham *et al.*, 2003)^[17]. Without a doubt, inquire about proposes that women may be influenced sincerely by social seclusion more than men. Norwell and Martin (1999) expressed that the reason of such a distinction is, to the point that women have more psychological issues. Research demonstrated that mental medications will be viable in treating gloom however a few people picked elective medicines, for example, doing exercise (Cooney *et al.*, 2014). Goswami and Sarkar (2016) expressed that taking an interest in sports create durable happiness and result of the study suggested that the happiness of the male athletes in team sport is significantly higher in comparison to that of the other sport athletes and team sport had a positive effect on reducing depression and negative mood. There is evidence that physically active individuals lessened the danger of creating discouragement (Martinsen, 2008). In another study, Steptoe *et al.*, (1997) found that the correlation between exercise and depression in 16,483 university students was low. On the other hand, self-esteem decreases during periods of unhappiness such as depression (Keyes, 2005). In deed self-esteem is so closely related to happiness that it could be considered as a segment of happiness (Argyle, 2001). Overall happiness of gender patterns correlate to patterns in two vital parts of life satisfaction, i.e. family and finances. Those individuals are surviving a financial misery they are demonstrating greater levels of unhappiness. Research recommends women today are unhappier than they have been in four decades. Some burdens that plague the women unhappy, i.e. professional pressures and budgetary troubles. Women announced lower happiness levels because they have increased expectations. Coontz recommended his outcome that women are happier when their expectations are met, but in residential college female students that specific desires may not be fulfilled.

Conclusions

The discoveries of this exploration would be important in helping guardians and instructors to manage the happiness

issue of the students particularly in higher education. It would likewise have suggestion for the auspicious and efficient guiding and mediations in universities and furthermore focus on counteractive action programs for upgrading the students happiness particularly female students' happiness level and improve their psychological well-being and instructive accomplishment. It's recommended that instructive workshops and mental classes are hung on fundamental abilities and adapting aptitudes to guarantee the female students' psychological well-being and happiness. Generally speaking, more consideration ought to be given to female college students of their emotional wellness and happiness. Happiness is a subjective term, and there's no general estimation for it. Changing conditions influence the way individuals answer the inquiry. So assessing happiness isn't an exceedingly exact logical endeavour. Although someone smiles on the outside, it doesn't imply that his or her obvious delight reflects inside. So also, considerable measures of concentrates identified with happiness depend on self-announcing. To generalize these findings to Indian populace, we propose additionally explores to survey the model of this examination in other populace of people. The outcomes may add to qualitative promotion and students activities, prompting their further achievement.

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