

**GENDER DIFFERENCES IN PSYCHOLOGICAL WELL-BEING AND ITS
DIMENSIONS AMONG ADOLESCENCE IN GUWAHATI CITY.**

Dr. Punita Borpujari Deori

Associate professor, Department of Psychology, University of Science And Technology,
Meghalaya

Arjina Asika

M.A Final Year Student, Department Of Psychology, University of Science And Technology,
Meghalaya

ABSTRACT

The interdisciplinary study in investigates the influence of psychological wellbeing and its dimensions among students of guwahati city . Adolescence is a critical stage marked by rapid psychological change ,yet gender based patterns of wellbeing among adolescent students remain underexplored. This study examined gender differences in psychological well-being and its six dimensions among students of Guwahati city .The study employed a cross sectional descriptive survey research design with a sample of 100 (Grade 9 -10) students (49 Females and 51 Males) aged14-16 years from only one school in Guwahati. Standardized tools , namely the Ryff's 42 item psychological well-being scale (PWB) were used to collect data. Statistical analysis included descriptive statistics and independent sample t-test.The findings revealed no significant differences among psychological well-being six dimensions (Autonomy , Environmental Mastery, Personal Growth, Positive Relations, purpose in life) . However a statistically significant differences among gender differences was found in the Self acceptance dimension. This indicates that girls in this study were not satisfied reported lower self acceptance as compared to boys of this study .The study highlights the importance of strengthening self acceptance to address lower self regard among adolescent girls .

Keywords: *psychological well-being , Adolescence , Gender Differences, Self Acceptance .*

INTRODUCTION

Health is no longer defined only as the absence of illness or disease. In modern psychology, true health means the presence of positive qualities that allow a person to function well and live meaningfully. This shift in thinking has given rise to the concept of psychological wellbeing, which looks beyond temporary happiness and focuses on deeper aspects of human functioning such as having purpose in life, building good relationships, accepting oneself, and continuing to grow as a person.

Psychological wellbeing, as defined by Carol Ryff, is made up of six core dimensions. The first is Autonomy, which means having a sense of self-determination and personal authority. A person with high autonomy can think and act independently rather than always seeking approval from others. The second dimension is Environmental Mastery, which is the ability to manage one's life and the surrounding world effectively. The third dimension is Personal Growth, which reflects the feeling that one is still developing and improving as a person.

The fourth is Positive Relations with Others, which involves having warm and trusting relationships with other people. The fifth dimension is Purpose in Life; people with a strong sense of purpose have goals and a feeling that their life has meaning and direction. The final dimension is Self-Acceptance, a central feature of mental health and maturity.

It means having a positive attitude toward oneself, acknowledging and accepting multiple aspects of the self including good and bad qualities (Matud et al., 2019). These six dimensions together give a complete picture of whether a person is functioning well psychologically.

Having strong psychological wellbeing acts like a psychological resource. It helps students cope with stress, make better decisions, build healthy relationships, and stay motivated toward their goals. On the other hand, low wellbeing in these years can lead to problems later in life, such as poor mental health, lack of direction, or difficulty in relationships and work.

Adolescence is often described as the bridge between childhood and adulthood. It is a period filled with new experiences, challenges, and expectations. For students, these years are especially demanding. They have to cope with academic pressure, prepare for future careers, form their own identity, and at the same time manage changing relationships with family and peers. Research has consistently shown that during adolescence, gender-based societal expectations and traditional roles significantly influence autonomy, self-concept, and overall mental health among Indian students (Singh & Sharma, 2022).

THEORETICAL FOUNDATIONS : PSYCHOLOGICAL WELL-BEING.

Ryff's Six-Factor Model of Psychological Well-Being

Psychological well-being: Carol Ryff's theory explains psychological well-being as six key dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. According to this model, a psychologically healthy person is independent, manages life effectively, grows continuously, maintains meaningful relationships, lives with direction, and accepts themselves positively. This model is widely used in research to measure overall well-being.

REVIEW OF LITERATURE

Chen, B., et al. (2023) Conducted a study meta-analyzed 30 studies (2010–2023) on adolescent PWB across USA, Canada, Europe, and Australia. Using Ryff six Dimensions. Findings revealed that Across cultures, girls consistently scored higher on Environmental Mastery, Personal Growth, and Positive Relations when interventions like mindfulness were used .Boys scored higher on Self-Acceptance and reported lower psychological distress. Autonomy showed mixed results but favored boys in 70% of studies. The meta-analysis confirmed gender differences are dimension-specific, not uniform.

Mishra, D., & Pandey, R. (2023) Conducted a study analyzing PISA and HBSC data for 15-year-old Indian adolescents as part of a 73-country study. Their focus was on overall psychological wellbeing and Self-Acceptance. Girls had worse mental health than boys on all indicators. The largest gender gaps were in psychological distress and life satisfaction, indicating lower self-acceptance and overall PWB among girls. Boys reported fewer

psychosomatic complaints. The authors noted that the Indian trend matches global patterns where girls report lower wellbeing despite educational gains.

Ryff, C. D., & Boylan, J. M. (2022) Conducted a study reviewing longitudinal data from the MIDUS study in the United States focusing on adults, but included comparative notes on adolescent cohorts. Using the 42-item PWB scale, they confirmed that all six dimensions remain distinct across age groups. Adolescent data showed boys scored higher on Autonomy and Environmental Mastery, while girls scored higher on Positive Relations with Others and Personal Growth. The authors argued that gender socialization in adolescence lays the foundation for adult wellbeing patterns, with males encouraged toward independence and females toward relational roles.

Kaur, H., & Singh, G. (2024) Conducted a study surveying 380 undergraduate students in Punjab using an 18-item PWB scale. They focused on Autonomy, Environmental Mastery, and Purpose in Life. Male students reported significantly higher psychological wellbeing than females, with the largest gender gap in Environmental Mastery boys felt more in control of their surroundings and daily affairs. Girls reported lower Autonomy due to restrictions on movement and higher academic pressure. The study highlights how socio-cultural factors in North India influence gendered experiences of wellbeing.

Singh, P., Kumar, A., & Sharma, R. (2024) Conducted a study that measured happiness and wellbeing in 400 high school students using the Oxford Happiness Questionnaire along with PWB items. Their work covered Self-Acceptance and Purpose in Life. Boys reported significantly higher levels of happiness and self-acceptance, while girls showed greater variability in scores. The authors argued that boys' higher sense of purpose in life was tied to clear career expectations, whereas girls' purpose was often affected by uncertainty around marriage and future roles.

Sun, R. C., & Shek, D. T. L. (2023) Conducted a study on longitudinal study of 1,803 Hong Kong adolescents over 2 years using PWB Scale. Findings revealed that Boys maintained higher Autonomy and Environmental Mastery across waves. Girls declined in Self-Acceptance and Environmental Mastery from Grade 9 to 11, linked to academic stress and body image. Girls had consistently higher Positive Relations. The study showed gender gaps in PWB widen during senior secondary years in East Asian contexts.

Despite extensive international research, limited studies have been conducted in the Indian Context, particularly among students. This gap emphasizes the need for the present study.

Research Objectives and Conceptual Hypotheses

1. To examine the autonomy, independence, and self-determination among adolescent students.
2. To see the gender difference in environmental mastery among adolescent students.
3. To examine gender differences in personal growth among adolescents in Guwahati city.

4. To study the gender differences in positive relations with others among adolescents in Guwahati city.
5. To examine the gender differences in Purpose in Life among adolescent students in Guwahati city.
6. To study the gender differences in Self-Acceptance among adolescent students in Guwahati city.

Based on the research Objectives, the formulated Hypotheses were :

H1: There is a significant difference in Autonomy, independence, and self-determination between male and female adolescent students.

H2: There is a significant difference in Environmental Mastery, between male and female adolescent students.

H3: There is a significant difference in Personal Growth between male and female adolescent students in Guwahati city.

H4: There is a significant difference in Positive Relations with Others between male and female adolescent students in Guwahati city.

H5: There is a significant difference in Purpose in Life between male and female adolescent students in Guwahati city.

H6: There is a significant difference in Self-Acceptance between male and female adolescent students in Guwahati city.

Method

The present study employed a descriptive survey research design to examine the Influence of Psychological well-being of grade 9 and 10 adolescent students.

The target population comprised of adolescence both male and female of Guwahati city enrolled in grade 9 and 10 who voluntarily agreed to participate in the research. The total sample size was 100 (N= 100) where, male (51) and female (49). The participants were selected from only one school (Don Bosco Higher Secondary School) in Guwahati city.

Measurement Tools

Psychological Wellbeing Scale (PWB), developed by Carol D. Ryff (1989) is one of the widely used instruments for measuring positive psychological functioning by assessing six distinct dimensions of wellbeing. The scale consists of 42 items rated on a 6-point Likert scale ranging from strongly disagree to strongly agree. The scale evaluates overall psychological wellness and its components.

Items 1, 2, 4, 7, 8, 12, 18, 20, 23, 27, 32, 37, 40, and 42 are positively worded, while Items 3, 5, 6, 9, 10, 11, 13, 14, 15, 16, 17, 19, 21, 22, 24, 25, 26, 28, 29, 30, 31, 33, 34, 35, 36, 38, 39, and 41 are negatively worded and therefore reverse scored. The total score ranges from 42 to

252. High score indicates high psychological wellbeing and low score indicates low psychological wellbeing.

The Psychological Wellbeing Scale demonstrates strong construct validity, as supported by its positive correlation with measures of life satisfaction and negative correlation with depression. Furthermore, the Scale has demonstrated strong internal consistency, with Cronbach's alpha for the six subscales ranging from .83 to .91, indicating good reliability.

Data Collection Fidelity

Data collection procedures adhered to strict ethical standards. Necessary permissions were secured from School Authorities, and prior consent was obtained from all participants. Data were collected through self-report questionnaires administered to participants and proper instructions were given. Data collection process ensured strict confidentiality.

Statistical Techniques

Data analysis was performed using SPSS Version 20. Descriptive Statistics including Mean and Standard Deviation were calculated.

To test for gender differences in psychological wellbeing in each of the six dimensions namely, Autonomy (Objective 1), Environmental Mastery (Objective 2), Personal Growth (Objective 3), Positive Relations with Others (Objective 4), and Purpose in Life (Objective 5) and Self-Acceptance (Objective 6), an independent samples t-test was employed, comparing the mean scores between male and female participants.

ANALYSIS

Data were analyzed using appropriate statistical techniques in accordance with the objectives of the study.

OBJECTIVE1

H1: There is a significant difference in Autonomy, independence, and self-determination between male and female adolescent students.

Table 1: Autonomy with regard to Male and Female among adolescents.

Gender	N	Mean	Std. Deviation	Std. Error Mean
1 (F)	49	16.35	3.059	.437
2 (M)	51	16.12	3.553	.498

Table 2: Autonomy indicates that Gender 1 (Female), N=49, the mean Autonomy score is 16.35 with a standard deviation of 3.059. For Gender 2 (Male), N=51, the mean score is 16.12 with a standard deviation of 3.553, indicating that Gender 1 (Female) participants reported slightly higher levels of Autonomy as compared to Gender 2 (Male) participants.

Table 3: *Independent Samples Test*

Levene's F	Sig.	T	df	Sig. (2-tailed)	Mean Diff
1.037	.311	0.345	98	.731	0.229

The table 3 determines if the 0.23 point difference found in the first table is statistically significant or just due to chance.

Levene's Test for Equality of Variances was considered and the test yielded a value of F=1.037 with significance level of p=0.311. Since this is greater than 0.05, we assume the variances between the two groups are equal. The t-test for equality of means under "equal variances assumed", that t-value is 0.345 with Df=98, and the 2-tailed significance (p-value) is 0.731. Because the p-value (0.731) is greater than the standard alpha level of 0.05, the difference in Autonomy between gender (male and female) is not statistically significant. Therefore, the research hypothesis is not supported, indicating that there is no significant difference in Autonomy based on gender

OBJECTIVE 2

H2: There is a significant difference in Environmental Mastery between male and female adolescent students.

Table 4: Environmental Mastery with regard to Male and Female among adolescents.

Gender	N	Mean	Std. Deviation	Std. Error Mean
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1 (F)	49	17.94	3.325	.475
2 (M)	51	18.41	3.678	.515

Table 4: Environmental Mastery indicates that Gender 1 (Female), N=49, the mean Environmental Mastery score is 17.94 with a standard deviation of 3.325. For Gender 2 (Male), N=51, the mean score is 18.41 with a standard deviation of 3.678, indicating that Gender 2 (Male) participants reported slightly higher levels of Environmental Mastery as compared to Gender 1 (Female) participants.

Table 5: Independent Samples Test

Levene's F	Sig.	T	df	Sig. (2-tailed)	Mean Diff
2.864	.094	-0.674	98	.502	-0.473

The table 5 determines if the 0.47 point difference found in the first table is statistically significant or just due to chance.

Levene's Test for Equality of Variances was considered and the test yielded a value of F=2.864 with significance level of p=0.094. Since this is greater than 0.05, we assume the variances between the two groups are equal. The t-test for equality of means under "equal variances assumed", that t-value is -0.674 with df=98, and the 2-tailed significance (p-value) is 0.502. Because the p-value (0.502) is greater than the standard alpha level of 0.05, the difference in Environmental Mastery between gender (male and female) is not statistically significant. Therefore, the research hypothesis is not supported, indicating that there is no significant difference in Environmental Mastery based on gender.

OBJECTIVE 3

H3: There is a significant difference in Personal Growth between male and female adolescent students in Guwahati city.

Table 6: Personal Growth with regard to Male and Female among adolescents.

Gender	N	Mean	Std. Deviation	Std. Error Mean
1 (F)	49	16.22	3.210	.459

2 (M) 51 15.98 3.415 .478

Table 6: Personal Growth revealed that Gender 1 (Female), N=49, the mean Personal Growth score is 16.22 with a standard deviation of 3.210. For Gender 2 (Male), N=51, the mean score is 15.98 with a standard deviation of 3.415, indicating that Gender 1 (Female) participants scored marginally higher than Gender 2 (Male) participants on Personal Growth.

Table 7: Independent Samples Test

Levene's F	Sig.	T	df	Sig. (2-tailed)	Mean Diff
0.085	.771	0.368	98	.714	0.244

The table 7 determines if the 0.24 point difference found in the first table is statistically significant or just due to chance.

Levene's Test for Equality of Variances was considered and the test yielded a value of F=0.085 with significance level of p=0.771. Since this is greater than 0.05, we assume the variances between the two groups are equal. The t-test for equality of means under "equal variances assumed", that t-value is 0.368 with df=98, and the 2-tailed significance (p-value) is 0.714. Because the p-value (0.714) is greater than the standard alpha level of 0.05, the difference in Personal Growth between gender (male and female) is not statistically significant. Therefore, the research hypothesis is not supported, indicating that there is no significant difference in Personal Growth based on gender.

OBJECTIVE 4

H5: There is a significant difference in Positive Relations with Others between male and female adolescent students in Guwahati city.

Table 8: Positive Relations with Others with regard to Male and Female among adolescents.

Gender	N	Mean	Std. Deviation	Std. Error Mean
1 (F)	49	16.29	4.198	.600

2 (M) 51 15.63 4.128 .578

Table 8: Positive Relations with Others showed that Gender 1 (Female), N=49, the mean Positive Relations with Others score is 16.29 with a standard deviation of 4.198. For Gender 2 (Male), N=51, the mean score is 15.63 with a standard deviation of 4.128, indicating that Gender 1 (Female) participants obtained a higher mean score than Gender 2 (Male) participants on Positive Relations with Others.

Table 9: Independent Samples Test

Levene's F	Sig.	T	df	Sig. (2-tailed)	Mean Diff
0.020	.888	0.791	98	.431	0.658

The table 9 determines if the 0.66 point difference found in the first table is statistically significant or just due to chance.

Levene's Test for Equality of Variances was considered and the test yielded a value of F=0.020 with significance level of p=0.888. Since this is greater than 0.05, we assume the variances between the two groups are equal. The t-test for equality of means under "equal variances assumed", that t-value is 0.791 with df=98, and the 2-tailed significance (p-value) is 0.431. Because the p-value (0.431) is greater than the standard alpha level of 0.05, the difference in Positive Relations with Others between gender (male and female) is not statistically significant. Therefore, the research hypothesis is not supported, indicating that there is no significant difference in Positive Relations with Others based on gender.

OBJECTIVE 5

H6: There is a significant difference in Purpose in Life between male and female adolescent students in Guwahati city.

Table 10: Purpose in Life with regard to Male and Female among adolescents.

Gender	N	Mean	Std. Deviation	Std. Error Mean
1 (F)	49	19.06	3.665	.524
2 (M)	51	18.47	3.880	.543

Table 10: Purpose in Life revealed that Gender 1 (Female), N=49, the mean Purpose in Life score is 19.06 with a standard deviation of 3.665. For Gender 2 (Male), N=51, the mean score is 18.47 with a standard deviation of 3.880, indicating that Gender 1 (Female) participants obtained a slightly higher mean score than Gender 2 (Male) participants on Purpose in Life.

Table 11: Independent Samples Test

Levene's F	Sig.	T	df	Sig. (2-tailed)	Mean Diff
0.447	.505	0.782	98	.436	0.591

The table 11 determines if the 0.59 point difference found in the first table is statistically significant or just due to chance.

Levene's Test for Equality of Variances was considered and the test yielded a value of F=0.447 with significance level of p=0.505. Since this is greater than 0.05, we assume the variances between the two groups are equal. The t-test for equality of means under "equal variances assumed", that t-value is 0.782 with df=98, and the 2-tailed significance (p-value) is 0.436. Because the p-value (0.436) is greater than the standard alpha level of 0.05, the difference in Purpose in Life between gender (male and female) is not statistically significant. Therefore, the research hypothesis is not supported, indicating that there is no significant difference in Purpose in Life based on gender.

OBJECTIVE 6

H6: There is a significant difference in Self-Acceptance between male and female adolescent students in Guwahati city.

Table 12: Self-Acceptance with regard to Male and Female among adolescents.

Gender	N	Mean	Std. Deviation	Std. Error Mean
1 (F)	49	14.88	3.450	.493
2 (M)	51	16.80	4.779	.669

Table 12: Self-Acceptance showed that Gender 1 (Female), N=4, the mean Self-Acceptance score is 14.88 with a standard deviation of 3.450. For Gender 2 (Male), N=51, the mean score is 16.80 with a standard deviation of 4.779, indicating that Gender 2 (Male) participants obtained a higher mean score than Gender 1 (Female) participants on Self-Acceptance.

Table 13: *Independent Samples Test*

Levene's F	Sig.	T	df	Sig. (2-tailed)	Mean Diff
4.482	.037	-2.303	98	.023.	-1.926

The table 13 determines if the 1.92 point difference found in the first table is statistically significant or just due to chance.

Levene's Test for Equality of Variances was considered and the test yielded a value of $F=4.482$ with significance level of $p=0.037$. Since this is less than 0.05, we assume the variances between the two groups are not equal. The t-test for equality of means under "equal variances not assumed", that t-value is -2.318 and the 2-tailed significance (p-value) is 0.023. Because the p-value (0.023) is less than the standard alpha level of 0.05, the difference in Self-Acceptance between gender (male and female) is statistically significant. Therefore, the research hypothesis is accepted, indicating that there is a significant difference in Self-Acceptance based on gender.

DISCUSSION

The present study was conducted to examine the Influence Of Psychological well-being and its dimensions along with gender differences and findings were interpreted based on the appropriate statistical technique, including descriptive statistics, independent sample test, Levene's test, t-test.

Objective 1: Autonomy

The First objective of the present study was to examine autonomy dimension among the adolescent students. The findings revealed that no significant difference between male and female adolescent students on the Autonomy dimension of psychological wellbeing, therefore null hypothesis was rejected. Female students (Mean = 16.35, Standard Deviation = 3.059) scored marginally higher than male students (Mean = 16.12, Standard Deviation = 3.553), but the difference was not statistically significant, $t(98) = .345$, $p = .731$. Hence, the alternative hypothesis (H_{a1}) was not supported. The present result implied that both male and female students perceived themselves as equally capable of independent thinking and decision-making. This aligns with Mehta & Dubey (2022) who reported that urban adolescents show gender parity in autonomy due to similar educational exposure and digital access. The present

result implied that both male and female students perceived themselves as equally capable of independent thinking, self-regulation, and decision-making.

Objective 2: Environmental Mastery

The Second objective of the present study was to see environmental mastery dimension among the adolescent students. The study found no significant difference between male and female adolescent students in the Environmental Mastery dimension, hence null hypothesis was rejected. Male students (Mean = 18.41, Standard Deviation = 3.678) showed a slightly higher mean than female students (Mean = 17.94, Standard Deviation = 3.325), but the difference was not statistically significant, $t(98) = -.674$, $p = .502$. Therefore, the alternative hypothesis (Ha2) was not supported. This result is consistent with Patra & Mahapatra (2023), who found that post-pandemic school-based skill programs and equitable access to technology minimized gender differences in environmental competence among Indian adolescents. The absence of gender difference suggested that both male and female students in Guwahati city were equally competent in handling daily life demands and utilizing available resources.

Objective 3: Personal Growth

The Third objective of the present study was to compare personal growth dimension among the adolescent students. The findings revealed no significant difference in Personal Growth between male and female adolescent students, and thus null hypothesis was rejected. Female students (Mean = 16.22, Standard Deviation = 3.210) scored slightly higher than male students (Mean = 15.98, Standard Deviation = 3.415), but the difference was not statistically significant, $t(98) = .368$, $p = .714$. Hence, the alternative hypothesis (Ha3) was not supported. This finding supports Sharma et al. (2021) who concluded that personal growth orientation in adolescence is primarily driven by academic exposure and peer influence rather than gender. The present result indicated that both male and female adolescents perceived themselves as growing and expanding persons, seeking new challenges and self-improvement.

Objective 4: Positive Relations with Others

The Fourth objective of the present study was to compare 'positive relations with others' dimension among the adolescent students. The findings showed no significant difference between male and female adolescent students on the Positive Relations with Others dimension, therefore null hypothesis was rejected. Female students (Mean = 16.29, Standard Deviation = 4.198) obtained a higher mean than male students (Mean = 15.63, Standard Deviation = 4.128), yet the difference was not statistically significant, $t(98) = .791$, $p = .431$. Therefore, the alternative hypothesis (Ha4) was not supported. This result corroborates Gupta & Joshi (2022), who observed that collaborative learning environments in urban Indian schools promote similar interpersonal competencies across genders. The finding suggested that both male and female students were equally capable of forming warm, trusting relationships with peers and teachers.

Objective 5: Purpose in Life

The Fifth objective of the present study was to compare 'Purpose in Life' dimension among the adolescent students. The study findings revealed no significant difference in Purpose in

Life between male and female adolescent students, and thus null hypothesis was rejected . Female students (Mean = 19.06, Standard Deviation = 3.665) scored slightly higher than male students (Mean= 18.47, Standard Deviation = 3.880), but the difference was not statistically significant, $t(98) = .782$, $p = .436$. Thus, the alternative hypothesis (H_{a5}) was not supported. This aligns with Nair & Thomas (2024) who found that career counselling initiatives under NEP 2020 have created uniform goal-directedness among Indian adolescents irrespective of gender. The absence of a significant difference indicated that both male and female students possessed a similar sense of aim regarding their future.

Objective 6: Self-Acceptance

The last objective that is the sixth objective of the present study was to examine ‘Self – Acceptance’ dimension among the adolescent students. The results revealed a statistically significant difference in Self-Acceptance between male and female adolescent students .Male students (Mean= 16.80, Standard Deviation = 4.779) scored significantly higher than female students (Mean= 14.88, Standard Deviation = 3.450), $t(91.045) = -2.318$, $p = .023$. Therefore alternative hypothesis was accepted. Self-acceptance involves holding positive attitudes toward oneself, acknowledging multiple aspects of self, and feeling positive about past life. The significantly lower scores of female students suggested dissatisfaction with personal attributes and difficulty in accepting past experiences compared to male students. This gender difference can be explained through developmental and sociocultural factors. Adolescent girls typically undergo earlier and more visible pubertal changes, leading to heightened body consciousness and social comparison. In addition, cultural emphasis on appearance, behavioral expectations, and internalization of media ideals often place greater evaluative pressure on girls. This finding is supported by Mishra & Patel (2022) who reported that adolescent girls in urban India demonstrated lower self-acceptance than boys due to increased social media exposure and appearance-related pressures post-COVID. The findings imply that while male and female students functioned similarly on most wellbeing dimensions, female students remained more vulnerable in terms of self-evaluation and self-regard. This highlights a critical area for school-based mental health interventions focusing on self-esteem, body positivity, and unconditional self-acceptance, particularly for adolescent girls.

LIMITATIONS AND FUTURE SUGGESTIONS

Limitations of the study

- The study was limited to only urban areas of Guwahati city.
- The data was limited to only students from grade 9 and grade 10.
- Limited school students were selected for the study from Guwahati city.

Recommendations for Next – Stage Interdisciplinary Research

While the present study provides valuable insights, certain limitations open avenues for future research. Future studies should include a larger and more diverse sample from different schools, institutions, and regions across Assam and Northeast India.

Longitudinal studies can be conducted to examine how the six dimensions of psychological wellbeing develop and change over time among adolescent students. This would help in understanding the long-term impact of these variables on academic performance and mental health. Comparative studies across different cultural and socio-economic contexts can provide deeper insights.

Cultural factors should be explored in greater detail, especially in the Indian context, where societal expectations, family pressure, and academic competition may uniquely influence autonomy, purpose in life, and self-acceptance experiences.

Future research can also focus on exploring why 'Self-Acceptance' showed a significant gender difference while overall psychological wellbeing and the other five dimensions did not. Qualitative approaches may provide richer understanding of gendered experiences related to self-evaluation and personal worth among adolescents.

Moreover intervention programs aimed at enhancing self-acceptance and overall psychological wellbeing can be developed and tested, for effective counselling and educational strategies.

CONCLUSION

In conclusion, the present study analysed and interpreted the findings based on the six stated objectives. The results indicated that there was no significant difference in overall psychological wellbeing dimensions, such as Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, and Purpose in Life among adolescent students on the basis of gender, suggesting that these psychological constructs are not strongly influenced by gender alone, rather they appear to be shaped by broader academic, social, and individual factors.

Moreover, the study revealed a statistically significant difference in 'Self-Acceptance' between male and female adolescents, $t(91.045) = -2.318$, $p = .023$, indicating that male students reported significantly higher levels of self-acceptance than female students. This finding highlights the important role gender may play in how adolescents evaluate and accept themselves, and suggests the need for gender-sensitive approaches in addressing self-doubt and feelings of inadequacy among students.

Overall, the findings of the present study emphasize that while gender may not play a major role in most dimensions of psychological wellbeing, 'Self-Acceptance' is a crucial variable showing gender-based disparity among adolescent students in Guwahati city. The results contribute to the existing body of literature and provide important insights for educators, counsellors, and mental health professionals to design interventions aimed at enhancing self-acceptance and promoting better psychological wellbeing and academic functioning among students, particularly female adolescents.

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