

A Comparative Study on Women's Quality of Life Among High School Girls and College Girls

Reenu Pindar¹, Dr. Poonam Malik², Amita Verma³, Jyoti Dudi⁴,
Priyanka Panghal⁵

¹Ph.D. Student, HDFFS, COHS, CCS HAU, Hisar

²Assistant Scientist, HDFFS, COHS, CCS HAU, Hisar

^{3,4,5}Ph.D. Student, HDFFS, COHS, CCS HAU, Hisar

Abstract

Adolescence is the time of transition from childhood dependence to early adulthood freedom and responsibility. The general well-being of people and society is known as quality of life (QOL), which describes both the bad and positive aspects of existence. It tracks various factors that affect life happiness, such as physical health, family, education, employment, wealth, religious convictions, finances, and the environment. The present study was conducted in Hisar district of Haryana state. The sample of study included 30 respondents were school girls and 30 respondents were college girls from Hisar district, thus total sample comprised of 60 respondents. Women's Quality of Life questionnaire developed by Gehlert *et al.* (2006) was used to assess the quality of life of high school girls and college girls.

The results of study revealed that most of respondents had moderate level of women's quality of life. There were significant differences in women's quality of life among high school girls and college girls. High school girls had significantly greater women's quality of life as compared to college girls.

Keywords: women, quality of life

1. Introduction

The concept of quality of life is frequently used. The general public, as well as governments and local, national, and international organisations, use it. The idea of quality of life basically refers to how a person evaluates the goodness of multiple areas of their existence. The subjective assessment of happiness is one of the most well-liked global indicators of quality of life. The general well-being of people and society is known as quality of life (QOL), which describes both the bad and positive aspects of existence. It tracks various factors that affect life happiness, such as physical health, family, education, employment, wealth, religious convictions, finances, and the environment. It is a wide-ranging notion that intricately considers a person's physical and mental well-being, level of independence, social connections, and religious convictions, as well as their interactions with key environmental elements. (Barcaccia, 2013).

A woman's quality of life is the happiness and fulfilment she experiences as a result of the role she plays. Its importance to a woman's life is undeniable. (Anand and Sharma, 2019). The health and happiness of every member of the family is affected by the many responsibilities that women perform in the family. The ability of women to care for their families and earn a living at the same time may clash, which could have significant effects on the welfare of children.

Objectives of the study:

- Assessing the women's quality of life among high school girls and college girls
- Finding the differences in women's quality of life among high school girls and college girls

Hypotheses of the study:

- There is moderate level of women's quality of life among high school girls and college girls
- There are significant differences in women's quality of life among high school girls and college girls

2. Review of literature

Kundu *et al.* (2022) showed that nearly half (42.86%) of the women had a good overall QOL, 20 percent had very good, 35.72 percent were in the category of neither good nor poor, and only 1.42 percent were in the poor category, and nobody had a very poor overall QOL. A total of 40.47 percent of the women expressed that they were satisfied with health, 22.86 percent were very satisfied, 27.14 percent were neither satisfied nor dissatisfied, 8.1 percent were dissatisfied, and only 1.43 percent were very dissatisfied with their overall satisfaction regarding health.

Andrew *et al.* (2019) evaluated the need for promoting adolescent engagement, knowledge and health which are associated with the quality of life among adolescents. The study revealed that adolescent girls in India were caught in a vicious cycle of low levels of human capital, low labour force participation rate, low wages, low bargaining power within the household, early marriage and high fertility.

Spoorthy (2019) examined the well-being, quality of life and development of adolescents. The study revealed that the Indian adolescents had faced certain risk factors such as smoking and obesity and social issues such as child marriage and access to secondary education.

Vernekar and Shah (2019) demonstrated that working women better quality of life. This may be due to a sense of self esteem, security and independence of a working woman.

3. Methodology

Participants

Descriptive survey method was used for data collection. Sample for the present investigation, 30 high school girls were randomly taken from one school of Hisar district and 30 college girls were selected from I.C. college of home science of Hisar district. Thus, a total sample comprised of 60 girls.

Instruments

Women's Quality of Life questionnaire developed by Gehlert *et al.* (2006) was used to assess the quality of life of high school girls and college girls. It included 40 items having two response alternatives of each item.

Procedure of data Collection:

For data collection, school principal was approached personally to take response of the girl students, after explaining the aim of the study. Then a list of girl students was prepared from high school and college. The measurement tool was executed upon selected girl students by face to face contact.

Statistical analysis of the data

To draw the inferences as per different objectives data analyzed using appropriate statistical tests i.e., frequency and percentage, means, standard deviations and z test.

4. Results

4.1 Assessment of women’s quality of life among high school girls and college girls

Table 1 illuminated the level of women’s quality of life among high school girls and college girls. It can be seen from Table 1 that more than half of students (56.7%) had moderate level of physical health followed by low (23.3%), and high (20.0%) level of physical health in 14-17 years old age group. In 18-21 years, old age group similar results depicted that majority (70.0%) of girl students had moderate level of physical health followed by low (16.7%) and high (13.3%) level of physical health. It was clear from the results that most of (63.4%) 14-17 years of respondents had moderate level of mental health, followed by low (20.0%), and high (16.6%) level of mental health. Further, results indicated that half of respondents had moderate level of mental health followed by high (26.7%), and low (23.3%) level of mental health in 18-21years old age group. Findings of investigation showed that 14-17 years of respondents had moderate (46.7%) level of social health followed by high (36.6%) and low (16.7%) level of social health. It is evinced that most (63.3%) of respondents had moderate level of social health, 23.3 of per cent girl students had high and 13.3 per cent had low level of social health in the age group of 18-21 years old. In the age group of 14-17 years old, results further exposed that forty percent of respondents had high level of spiritual health, another forty per cent respondents had moderate and twenty per cent had low level of spiritual health. In the age group of 18-21 years old, results portrayed that more than half (53.3%) of respondents had moderate level of spiritual health, 33.4 per cent of respondents had high and 13.3 per cent had low level of spiritual health. Results of 14-17 years of respondents were revealed as 63.4 per cent perceived moderate level of overall women’s quality of life followed by low (20.0%) and high (16.6%). In the age group of 18-21 years old, results depicted that more than half (56.7%) of respondents had moderate level of overall women’s quality of life, 26.7 per cent of respondents had high and 16.6 per cent had low level of overall women’s quality of life.

Table 1: Age wise quality of life of high school girls and college girls

Level of women’s quality of life	14-17years High school girls n=30	18-21years College girls n=30	Total (N=60)
Physical health			
Low (0-7)	7(23.3)	5(16.7)	12(20.0)
Moderate (7-14)	17(56.7)	21(70.0)	38(63.3)
High (14-20)	6(20.0)	4(13.3)	10(16.7)
Mental health			
Low (0-7)	6(20.0)	7(23.3)	13(21.7)
Moderate (7-14)	19(63.4)	15(50.0)	34(56.6)
High (14-20)	5(16.6)	8(26.7)	13(21.7)
Social health			
Low (0-7)	5(16.7)	4(13.3)	9(15.0)
Moderate (7-14)	14(46.7)	19(63.4)	33(55.0)
High (14-20)	11(36.6)	7(23.3)	18(30.0)
Spiritual health			
Low (0-7)	6(20.0)	4(13.3)	10(16.7)

Moderate (7-14)	12(40.0)	16(53.3)	28(46.7)
High (14-20)	12(40.0)	10(33.4)	22(36.6)
Overall women’s quality of life			
Low (0-26)	6(20.0)	5(16.6)	11(18.3)
Moderate (27-54)	19(63.4)	17(56.7)	36(60.0)
High (54-80)	5(16.6)	8(26.7)	13(21.7)

Note: Figures in parentheses indicate percentages..

4.2 Comparison of mean scores of women’s quality of life among high school girls and college girls as per personal variables.

Table 2 illustrated that there were significant differences in women’s quality of life of respondents on the basis of ordinal positions, (F=3.35*), p<0.05. Women’s quality of life of first-born students was significantly greater (Mean=2.08) as compared to second born (Mean=2.00) and third or later born (Mean=1.98). It was also observed that there were no significant differences in women’s quality of life on the basis of number of siblings.

It was apparent from results that there were significant differences in women’s quality of life of respondents on basis of type of mobile phone used by them, (z= 3.96*), p<0.05. Respondents who were using Smartphone had significantly greater women’s quality of life (Mean=2.35) as compared to respondents who were using keypad mobile phones. Further data displayed that there were significant differences in women’s quality of life on the basis of their time spent on mobile, (F=3.22*), p<0.05. Respondents who spent time on mobile for 3-4 hours in day had significantly greater women’s quality of life (Mean 2.15) as compared to 1-2 hours (Mean=2.09) and more than 4 hours in day (Mean= 2.05) spent on mobile phone.

Table 2: Comparison of mean scores of women’s quality of life as per personal variables.

Personal Variables	Quality of life		F-value
	Mean	SD	
Ordinal position			
First born	2.08	0.54	3.35*
Second born	2.00	0.54	
Third or later born	1.98	0.53	
Number of siblings			
Single child	2.18	0.57	1.03
One	2.03	0.53	
Two	2.09	0.51	
Three or more	2.16	0.55	
Type of mobile phone			
Keypad	2.05	0.53	3.96*
Smartphone	2.35	0.54	
Time spent on mobile phone			
1-2 hours	2.09	0.56	3.22*
2-4 hours	2.15	0.48	
More than 4 hours	2.05	0.57	

Note: * Significant at 5% level of significance.

4.3 Comparison of mean scores of women’s quality of life among high school girls and college girls as per socio-economic variables.

Table 3 disclosed that there were no significant differences in women’s quality of life on the basis of caste, (F=3.00), p>0.05. Results showed that there were significant differences in women’s quality of life of respondents from nuclear and joint families, (Z=2.64*), p<0.05. Respondents belonged to joint family (Mean= 2.24) had significantly greater women’s quality of life as compared to respondents belonged to nuclear family. Further probing of data indicated that there were significant differences in women’s quality of life on the basis of their family size, (F=3.43*), p<0.05. It was demonstrated that students from medium size families (Mean=2.21) had significantly higher women’s quality of life as compared to large (Mean=2.13) and small (Mean=2.05) sized families.

It was evinced from the data that there was significant difference in women’s quality of life of respondents on the basis of their paternal education, (F=4.22*), p<0.05. Students whose father educated up to high to senior secondary (Mean=2.20) had significantly higher level of women’s quality of life as compared to graduate to post-graduate level (Mean=2.10), primary-middle (Mean=2.04) and illiterate (Mean=1.96). Results portrayed that significant differences were observed in women’s quality of life of respondents on the basis of their maternal education, (F=3.24), p<0.05. It can be interpreted that students whose mothers educated up to graduate to post-graduate level (Mean=3.09) had significantly higher women’s quality of life as compared to high to senior secondary (Mean=2.14), primary-middle (Mean=2.12) and illiterate (Mean=1.94). Further, Results revealed that there were significant differences in women’s quality of life of respondents on the basis of their paternal occupation, (F= 4.54*), p<0.05. It was observed that respondents whose father engaged in service (Mean=2.21) had significantly higher women’s quality of life as compared to respondent whose father were farmer (Mean=2.15), engaged in self-employment (Mean=2.03) and whose father were laborer (Mean=1.98).

Further, data elaborated that significant differences were observed in women’s quality of life of respondents on the basis of their maternal occupation, (F= 3.17*), p<0.05. It was represented that respondents whose mothers were home-maker (Mean=2.21) had significantly higher women’s quality of life than whose mothers were laborer (Mean=2.10), self-employed (Mean=2.07) and whose mothers were in service (Mean=2.06). Results illustrated that there were no significant differences in women’s quality of life on the basis of paternal age, (F=0.43), p>0.05 and maternal age, (F=1.38), p>0.05. As presented in Table 3, no significant differences were observed in women’s quality of life of respondents on the basis of their family income, (F=1.98), p>0.05.

Table 3: Comparison of mean scores of women’s quality of life among high school girls and college girls as per socio-economic variables.

Variables	Quality of life		F-value
	Mean	SD	
Caste			
SC	2.25	0.54	3.00
BC	2.00	0.58	
General	2.08	0.49	
Type of family			
Nuclear	2.04	0.50	2.64*
Joint	2.24	0.57	

Size of family			
Small (up to 4)	2.05	0.51	3.43*
Medium (5-7)	2.21	0.54	
Large (8 and above)	2.13	0.63	
Paternal Education			
Illiterate	1.96	0.42	4.22*
Primary –middle	2.04	0.55	
High/ senior secondary	2.20	0.58	
Graduate / post-graduate	2.10	0.46	
Maternal Education			
Illiterate	1.94	0.39	3.24*
Primary-middle	2.12	0.51	
High/ senior secondary	2.14	0.62	
Graduate/ post-graduate	3.09	0.53	
Paternal Occupation			
Labour	1.98	0.51	4.54*
Farmer	2.15	0.54	
Service	2.29	0.52	
self employed	2.03	0.55	
Maternal Occupation			
Labour / farming	2.10	0.52	3.17*
Self employed	2.07	0.53	
Service	2.06	0.57	
Home –maker	2.21	0.53	
Paternal age			
30-40 years	2.08	0.51	0.43
40-50 years	2.11	0.51	
50-60 years	2.02	0.65	
Maternal age			
30-40 years	2.10	0.51	1.38
40-50 years	2.11	0.55	
50-60 years	1.92	0.54	
Family Monthly Income			
Low (Up to Rs. 20,000)	2.01	0.48	1.98
Medium (Rs. 20,000- 40,000)	2.16	0.57	
High (Rs. 40,000 and above)	2.11	0.51	

Note: * Significant at 5% level of significance.

4.4 Comparison of mean scores of women’s quality of life among high school girls and college girls

Independent sample z-test was used to examine whether there existed differences in women’s quality of life among high school girls and college girls. As presented in Table 4, that there were significant differences in women’s quality of life among high school girls and college girls, ($z = 3.27^*$), $p < 0.05$. High

school respondents had significantly greater women’s quality of life as (Mean=2.18) compared to college girls.

Table 4: Comparison of mean scores of women’s quality of life among high schoolgirls and college girls

Variables	Quality of life	Z-value
	Mean ± SD	
Category		
High school girls	2.18 ± 0.56	3.27*
College girls	1.87 ± 0.49	

Conclusion

It can be concluded that most of respondents had moderate level of women’s quality of life. There were significant differences in women’s quality of life among high school girls and college girls. High school girls had significantly greater women’s quality of life as compared to college girls.

References

1. Anand, S. and Sharma, M. (2019). Comparative Study on the Quality of Life of Working and Non-Working. *International Journal of Health Sciences and Research*.
2. Andrew, Alison, Krutikova, S., Smarrelli, S., Verma, H. Gautam, A., Verma, R., Das, M., Achyut, P., R Soni, R., and Sharma,S. (2019). Promoting Adolescent Engagement, Knowledge and Health in Rajasthan.
3. Barcaccia, B. (2013). Quality Of Life: Everyone Wants It, But What Is It? *Forbes Education*.
4. Kundu,P. George,L.S. and Yesodharan, R. (2022).Quality of life and empowerment among women. *J Educ Health Promt*.11:185.
5. Spoorthy, R. (2019) Study on adolescent well-being paints a grim picture for India.
6. Vernekar,S.P. and Shah, H.K. (2019). A Comparative Study of Health-related Quality of Life among Working and Non-working Married Women in an Urban area in South Goa. *International Journal of Preventive, Curative & Community Medicine*, 5(3)