HOW MARRIED AND UNMARRIED FEMALE STUDENTS OF KERALA DIFFERS IN THEIR ACADEMIC CONFIDENCE AND SUBJECTIVE WELL-BEING?

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ABSTRACT

The purpose of the present study was to find out whether there exists any significant difference in Academic Confidence and Subjective Well-being of female students of Kerala and to find out the relation between both. The sample of the study consisted of 100 female students who undergo various regular courses across Kerala. The data were collected using Academic Confidence Scale (Hameed & Safiya, 2017) and Subjective Well-being Inventory (Hameed & Safiya, 2017). The statistical analysis consisted of computation of Descriptive statistics, Mean Difference Analysis and Correlation Analysis. Result of the study shows that there exists no significant difference in Academic Confidence and Subjective Well-being of married and unmarried female students of Kerala with respect to marital as well as economic status and their Academic Confidence and Subjective Well-being are moderately correlated.
KEY WORDS: *Academic Confidence, Subjective Well-being*

It is often considered that marriage and higher studies are not so easy to go hand in hand that most of women drop their higher studies in half way. Early marriage and child bearing is one among the most frequently quoted stumbling blocks to female education (Singh, 2007). Though there are progressive changes in the status of women in higher education in India over years, certain challenges and difficulties still exists. The gender role expectation associated with women demand them to accept the care taker role, of everyone in the family especially the kids and the old age one. It compels women to prioritize domestic activities over education. Even male partner enjoys the privilege of being taken care.

Besides the expected gender roles, there are many such factors that hinders a student mother's way to higher education; she may enthusiastically embrace the simultaneous roles of mother and student; however, undertaking these two roles, even in ideal conditions, can pull one person in two directions; prejudice towards student mothers and the labelling of them as non-productive stimulate avoidance behaviours and a discriminatory allocation of educational resources to other students. (Springer et al., (2009). Therefore, student mothers avoid bringing their child with them or hide their parenting roles. Williams et al., (2006)

In spite of these hurdles those who come for higher studies are so motivated that they manage both houses hold activities and studies at the same time. They compromise a lot, and adjust often. Many potential areas of stress exist for the married college women; the ability to manage multiple roles becomes imperative to avoid strain (Van Meter & Agronow, 1892). In their study Nijimbere and Hussain (2017) says that married graduate students experience higher academic stress than unmarried ones. Since one's well being is negatively correlated to stress, married students need to acquire the skill of adapting to stress and to device more coping strategies.

Academic Confidence is defined as a student's belief about performing a task at a particular level in order to attain a specific academic goal (Sander & Sanders, 2005). Self efficacy and self reliance make one to be confident in her academics. A confident student can tackle the problems and stressors she faces during her studies and thus can promote a sense of well being in her. Subjective Wellbeing is people's evaluation of their own lives, which may be cognitive or may consists of the frequency with which they experience positive and negative emotions (Diener, Suh, & Oishi, 2006). The negative emotions associated with the stress can have an effect on the Subjective Wellbeing of students.

The present study aims to find out whether there exists any significant difference in Academic Confidence and Subjective Well-being of female students of Kerala with respect to their marital status and economic status. Since both the constructs; Academic Confidence and Subjective Wellbeing are closely related to the learners' accomplishments, it was worth analysing the correlation between the variables.

OBJECTIVES OF THE STUDY
The study is having the following objectives.
- To find out the level of Academic Confidence among female students of Kerala enrolled in different academic courses.
- To find out the level of Subjective Wellbeing among female students of Kerala enrolled in different academic courses.

- To study whether there exits any significant difference in Academic Confidence of female students of Kerala with respect to their marital status and economic status.
- To study whether there exits any significant difference in Subjective Wellbeing of female students of Kerala with respect to their marital status and economic status.
- To analyse the relation between Academic Confidence and Subjective Wellbeing among female students of Kerala enrolled in different academic courses.

HYPOTHESES OF THE STUDY

The following three hypotheses are set for the study.

- There will be no significant difference in Subjective Wellbeing of female students of Kerala with respect to their marital status and economic status.
- There will be no significant difference in Academic Confidence of female students of Kerala with respect to their marital status and economic status.
- There will be no significant relationship between Academic Confidence and Subjective Wellbeing among female students of Kerala enrolled in different academic courses.

MATERIALS AND METHODS USED

Present study comes under the purview of Descriptive Research Design, and particularly Descriptive Survey Method was opted.

Sample of the Study

Sample size of the study is confined to 100 female students enrolled in different academic courses. Convenient sampling was the sampling technique used for the selection of the sample.

Tools Used for the Study

Main tools used were General Data Sheet, Scale of Academic Confidence (Hameed & Safiya, 2017) and Subjective Wellbeing Inventory (Hameed & Safiya, 2017).

Statistical Techniques Used

Computation of Frequencies and percentages, Mean Difference Analysis using Paired sample t test, Socio Demographic Analysis using Independent sample t test, and Pearson's correlation Analysis were the statistical techniques for analysing the data.

RESULTS AND DISCUSSIONS

The following tables show the results, Frequencies and percentages showing the level of Academic Confidence among female students in Kerala are presented in Table 1.

Table 1

Frequencies and Percentages Showing the Level of Academic Confidence among Female Students in Kerala

Levels	Frequency	Percentage
High	38	38%
Average	50	50%
Low	12	12%

From Table 1, presenting the levels of Academic Confidence, half of the sample is having average level of Academic Confidence; 38% are with high level of confidence, and 12% are with low level of Academic Confidence.

Frequencies and percentages showing the level of Subjective Wellbeing among female students are presented in Table 2.

Table 2

Frequencies and Percentages Showing the Level of Subjective Wellbeing among Female Students in Kerala

Levels	Frequency	Percentage
High	18	18%
Average	64	64%
Low	18	18%

The same numbers of samples, i.e., 18 %, show high and low level of subjective wellbeing, 64% of the sample found to be with average level of subjective well being.

Comparison of Academic Confidence of female students with respect to their marital status is presented in Table 3.

Table 3

Comparison of Academic Confidence of Female Students with Respect to their Marital Status

Sl. No.	Type of Family	N	Mean	SD	t - value
1.	Married	67	120.24	12.47	
2.	Unmarried	33	116.52	16.68	1.60

From table 3, the obtained t value of 1.60 is not found significant even at 0.05 level of significance. The results show that Academic Confidence of female students is not differentiated by their marital status. Both married and unmarried students are found similar in their Academic Confidence.

Comparison of Academic Confidence of female students with respect to their Economic status is presented in Table 4.

Table 4
Comparison of Academic Confidence of Female Students with Respect to their Economic Status

Sl. No.	Determinants	N	Mean	SD	t - value
1.	APL	77	119.73	11.49	
2.	BPL	23	116.6	9.04	1.19

Table 3 shows that the obtained t value (1.19) is not found significant even at 0.05 level of significance. The t value says that the mean value of Academic Confidence is not significantly different for APL and BPL groups. Hence, it can be assumed that the Academic Confidence of students is not differentiated by their economic status.

Comparison of Subjective Wellbeing of female students with respect to their marital status is presented in Table 5.

Table 5
Comparison of Subjective Wellbeing of Female Students with Respect to their Marital Status

Sl. No.	Determinants	N	Mean	SD	t - value
1.	Married	67	90.04	10.26	
2.	Unmarried	33	86.81	10.27	1.47

The obtained "t" value is 1.47 is not even significant at 0.05 level . It shows that marital status is not a factor that determines female students' Subjective Wellbeing.

Comparison of Subjective Wellbeing of female students with respect to their Economic status is presented in Table 6.

Table 6
Comparison of Subjective Wellbeing of female students with respect to their Economic status

Sl. No.	Determinants	N	Mean	SD	t - value
1.	APL	77	89.5	10.07	
2.	BPL	23	86.9	11.09	1.095

The "t" value obtained is 1.095 which is not even significant at 0.05 level . It shows that marital status is not a factor that influence female students' Subjective Wellbeing.

The data and results of the Correlation Analysis regarding the relation between Academic Confidence and Subjective Wellbeing among female students is presented in Table 7.

Table 7
Relation between Academic Confidence and Subjective Wellbeing among Female Students

Determinants	r	p
Academic Confidence		
Subjective Wellbeing	0.54**	.000

The obtained r value is 0.54 which shows that Academic Confidence and Subjective Wellbeing is correlated. It clearly indicates that persons having enhanced Academic Confidence will be reporting higher Subjective Wellbeing.

CONCLUSION
Mean Difference Analysis reveals that both marital status and economic status of female students in Kerala do not differentiate their Academic Confidence and Subjective Wellbeing. The result is in alignment with the study done by Dinisman and Ben-Arieh (2015) in children, which specifies that Subjective Wellbeing does not differentiated by their socio demographic characteristics. Neither marital status nor economic status affects Subjective Wellbeing of students.

From the statistical analysis, it is also evident that Academic Confidence and Subjective Wellbeing are moderately correlated. Thus, it can be said that female students who are confident in their academics are reporting better wellbeing. The result is conforming to the study done by Robins (2001) which says that self-esteem was found to be associated with indicators of Subjective Wellbeing such as positive and negative affect.

EDUCATIONAL IMPLICATIONS DERIVED
As Subjective Wellbeing is found related with Academic Confidence, the educational institutions must ensure a conducive environment to promote Academic Confidence. Proper reinforcement and motivation have to be provided from time to time. All the discouraging and devastating events may be forbidden. Academic tasks should be simplified in according to the perceptual level of the student. Since stressful events have tremendous effect on Subjective Wellbeing and Academic Confidence, the students must be equipped to adapt coping strategies which help to tackle the issues. Proper guidance and counselling service must be ensured. Personal as well as academic stressors of students must be identified by teachers and frequent counselling interventions may be provided in a long-term basis.

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