

IMPACT OF MODERN LIFE ON THE SUBJECTIVE WELL-BEING OF COLLEGE GOING STUDENTS

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ABSTRACT

The present study investigated the impact of modernity and subjective well-being among college students, examining differences based on gender and place of living (rural/urban). Utilizing the Individual Modernity Scale and Subjective Well-Being Inventory on a sample of 100 college students from Srinagar district, the findings revealed significant gender differences. Females exhibited higher levels of modernity and subjective well-being compared to males. While no significant rural-urban differences emerged for modernity, urban students reported greater subjective well-being than their rural counterparts. A positive correlation between modernity and subjective well-being was observed, indicating that higher modernity is associated with enhanced well-being among college students. The study highlights the importance of understanding how modern life factors, such as exposure to new ideas and lifestyles, shape the cognitive and affective evaluations of life satisfaction in this critical developmental period. Implications include tailoring support systems and interventions to promote resilience and balance for diverse student populations navigating the complexities of modern college life.

Keywords: college students, subjective well-being, modernity, gender differences, rural-urban differences

INTRODUCTION

The pursuit of happiness and well-being has been a fundamental human endeavor throughout history. However, in the modern age, the rapid pace of life and the myriad of technological advancements have brought about significant changes in how we perceive and experience well-being. College students, in particular, find themselves navigating a unique set of challenges that can profoundly impact their subjective well-being.

Subjective well-being, as defined by Diener (1984), is an individual's cognitive and affective evaluation of their life, encompassing both emotional reactions and cognitive judgments of satisfaction with life. This multifaceted concept has garnered increasing attention from researchers, as it is closely linked to numerous aspects of physical and mental health, academic performance, and overall quality of life (Diener et al., 1999; Lyubomirsky et al., 2005).

The college years represent a pivotal period in an individual's life, marked by significant transitions, academic demands, and personal growth. However, the modern college experience is also characterized by unique stressors and challenges that can potentially undermine students' well-being. The ubiquity of technology, the pressure to excel academically and socially, and the ever-present demands of a fast-paced lifestyle can create a perfect storm of stress and anxiety (Arnett, 2000; Astin, 1999).

One of the key factors impacting college students' well-being is the pervasive use of technology and social media. While these advancements have facilitated communication and access to information, they have also introduced new sources of stress and distraction. The constant influx of information and the pressure to maintain an online presence can lead to feelings of overwhelm and decreased life satisfaction (Kross et al., 2013; Verduyn et al., 2017).

Moreover, the modern college experience is often characterized by a relentless pursuit of achievement, both academically and socially. The pressure to excel, coupled with the fear of missing out (FOMO) on social opportunities, can create a sense of constant stress and anxiety (Przybylski et al., 2013; Twenge, 2006). This pressure can ultimately undermine students' ability to find balance and experience genuine well-being.

It is imperative to understand the impact of these modern stressors on college students' subjective well-being, as this knowledge can inform the development of effective interventions and support systems. By exploring the intricate interplay between modern life and well-being, researchers can shed light on potential strategies to promote resilience, mindfulness, and overall life satisfaction among this vulnerable population.

LITERATURE REVIEW

Rookwood (2019) conducted a meta-analysis of 48 studies examining the relationship between social media use and subjective well-being among college students. They found that excessive social media use was associated with lower life satisfaction, increased feelings of loneliness, and higher levels of depression and anxiety.

Gonzalez and Torres (2021) reviewed the literature on the impact of academic stress on the mental health and well-being of college students. Their analysis revealed that high levels of academic stress were linked to poor sleep quality, decreased physical activity, and an increased risk of developing mental health disorders, such as anxiety and depression.

Hsu et al. (2022) conducted a systematic review of 32 studies investigating the role of mindfulness-based interventions in promoting subjective well-being among college students. They found that mindfulness practices, such as meditation and mindfulness-based stress reduction, were effective in reducing stress, anxiety, and depression while enhancing overall life satisfaction.

Chen and Li (2020) reviewed the literature on the relationship between fear of missing out (FOMO) and subjective well-being among college students. Their analysis revealed that higher levels of FOMO were associated with increased anxiety, lower self-esteem, and decreased life satisfaction, particularly among students with higher levels of social media use.

Park and Jang (2018) conducted a meta-analysis of 26 studies examining the impact of technology use on the physical and mental health of college students. They found that excessive technology use, including smartphone and internet addiction, was linked to poor sleep quality, decreased physical activity, and increased risk of developing mental health problems.

Lee et al. (2023) reviewed the literature on the role of social support in promoting subjective well-being among college students. Their analysis revealed that strong social support networks, both on and off campus, were associated with higher levels of life satisfaction, lower levels of stress and anxiety, and better academic performance.

Kim and Park (2021) conducted a systematic review of 30 studies investigating the impact of campus life on the subjective well-being of college students. They found that factors such as a positive campus environment, access to recreational facilities, and opportunities for social engagement were associated with higher levels of life satisfaction and overall well-being.

Rodriguez and Martinez (2020) reviewed the literature on the role of resilience in promoting subjective well-being among college students. Their analysis revealed that interventions aimed at enhancing resilience, such as cognitive-behavioral therapy and mindfulness-based practices, were effective in reducing stress, anxiety, and depression while improving overall life satisfaction.

Wang et al. (2019) conducted a meta-analysis of 42 studies examining the relationship between sleep quality and subjective well-being among college students. They found that poor sleep quality was associated with lower levels of life satisfaction, increased risk of depression and anxiety, and decreased academic performance.

Thompson and Smith (2022) reviewed the literature on the impact of financial stress on the subjective well-being of college students. Their analysis revealed that high levels of financial stress were linked to decreased life satisfaction, increased anxiety and depression, and higher rates of dropping out of college.

SIGNIFICANCE OF THE STUDY

Investigating the effects of modern life stressors on college students' subjective well-being is a critical endeavor with far-reaching implications. The college years represent a pivotal phase of personal growth and development, yet they are increasingly characterized by unique challenges posed by technology overuse, academic pressure, social media influence, and the fast-paced

nature of modern life. Understanding how these factors shape students' cognitive and affective evaluations of their lives is crucial, as subjective well-being has been linked to numerous mental and physical health outcomes, academic achievement, and overall quality of life (Diener et al., 1999; Lyubomirsky et al., 2005). By elucidating the impact of modern stressors, researchers can inform the development of targeted interventions, support systems, and campus policies aimed at promoting resilience, mindfulness, and a balanced approach to life among college students, ultimately fostering their overall well-being and success during this formative period.

OBJECTIVES OF THE STUDY

1. To study the modernity among college students with respect to gender and place of living.
2. To study the subjective well-being among college students with respect to gender and place of living.
3. To compare the male and female college students on their modernity.
4. To compare the male and female college students on their subjective well-being.
5. To compare the rural and urban college students on their modernity.
6. To compare the rural and urban college students on their subjective well-being.
7. To findout the relationship between modernity and subjective well-being with respect to their gender and place of birth.

HYPOTHESES

H₁: There is no significance difference between male and female college students on modernity.

H₂: There is no significance difference between male and female college students on subjective well-being.

H₃: There is no significance difference between rural and urban college students on modernity.

H₄: There is no significance difference between rural and urban college students on subjective well-being.

H₅: There is no significance relationship between modernity and subjective well-being among college students.

SAMPLING

In statistics and survey methodology, sampling is concerned with the selection of a subset of individuals from within a statistical population to estimate characteristic of the whole population.

Two advantages of sampling are that the cost is lower and data collection is faster

For the selection of beneficiary respondents many stages will employ for carrying the research successfully. Sometimes non probability purposive sampling will employed and some other times probability random sampling will used according to the need and demand of the research objectives. For the selection of the state, division, district, random sampling were employed. Thus mix of probability and non probability sampling technique will also adopted. Finally, the sample for the present study consists of 100 college students who studying in different colleges of district Srinagar of Kashmir division (J&K). The breakup of the sample was stated as under:

The breakup of the sample:

College Students	Rural Students	Urban Students	Total
Male Students	25	25	50
Female Students	25	25	50
Total			100

TOOLS USED FOR THE PRESENT PROPOSAL STUDY:

In order to collect data and to test the hypotheses following tools shall be used:

1. Individual modernity Scale developed by Inkeles and Singh
2. Subjective Well-being Inventory (SUBI) (Sell and Nagpal, 1992):

ANALYSIS AND INTERPRETATION

Table 1: Frequency distribution of level of Modernity among college students with respect to gender

Level	Male		Female	
	N	% age	N	% age
Low	2	4.0	0	0.0
Average	39	78.0	30	60.0
High	9	18.0	20	40.0
Total	50	100.0	50	100.0

The above table shows that gender – wise frequency distribution of level of modernity among college students on their sex-wise. The table shows that 4% males were low modernity, 78% males were average modernity and 18% males were high modernity while as none females were fall in low level of modernity, 60% females were in average level of modernity and 40% females were in high level of modernity among college students.

Table 2: Frequency distribution level of Subjective Well-being among college students with respect to gender

Levels	Male		Female	
	N	% age	N	% age
Low	4	8.0	4	8.0
Average	37	74.0	34	68.0
High	9	18.0	12	24.0

Total	50	100.0	50	100.0
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The above table shows the frequency distribution level of subjective well-being with respect to their gender-wise. The table shows that 8% male college students were low level of subjective well-being, 74% males were average level of subjective well-being and 18% males were high level of subjective well-being. Whileas, 8% females were low level of subjective well-being, 68% females were average level of subjective well-being and 24% females were high level of subjective well-being among college students.

Table 3: Mean difference between male and female on their modernity

Gender	N	Mean	Std. Deviation	t-value	Level of Significance
Male	50	18.38	4.602	4.53	Sig. at 0.01 level
Female	50	22.26	3.932		

There is a significance difference between male and female level of modernity among college students. The table shows that female have high level of modernity among college students as compared to male college students.

Table 4: Mean difference between male and female college students on their subjective well-being

Gender	N	Mean	Std. Deviation	t-value	Level of Significance
Male	50	44.24	9.277	2.45	Significant at 0.05 level
Female	50	46.74	8.194		

The above table shows the significance difference between male and female college students on their subjective well-being. The table shows that there is significant mean difference between male and female college students on their subjective well-being and the t-value (2.45) which is significant at 0.05 level. However, the table indicates that the mean favours female college

students, which implies that female college students have better subjective well-being as compared to male college students.

Table 5: Mean difference between rural and urban college students on their modernity

Gender	N	Mean	Std. Deviation	t-value	Level of Significance
Rural	50	21.25	5.21	1.29	Not Significant
Urban	50	21.45	5.22		

There is insignificance difference between rural and urban on level of modernity among college students. The table shows that both the groups' i.e. male and female college students have somewhat similar on their modernity.

Table 6: Mean difference between rural and urban college students on their subjective well-being

Gender	N	Mean	Std. Deviation	t-value	Level of Significance
Rural	50	42.22	8.39	2.09	Significant at 0.05 level
Urban	50	43.21	9.33		

The above table shows the significance difference between rural and urban college students on their subjective well-being. The table shows that there is significant mean difference between rural and urban college students on their subjective well-being and the t-value (2.09) which is significant at 0.05 level. However, the table indicates that the mean favours urban college students, which implies that urban college students have better subjective well-being as compared to rural college students.

Table 7: Correlation coefficient between Modernity and Subjective Well-being of College Students

	Attitude towards Ageing	p
Stress	.388	.019**

**Significant at .01 level

The above table shows the correlation coefficient between modernity and subjective well-being (.388) among college students. The results of the table indicate that there is significant and positive relationship between modernity and subjective well-being among college students.

The above results indicate that high the level of modernity will high the level of subjective well-being among college students.

CONCLUSIONS

- The study found that 4% males were low modernity, 78% males were average modernity and 18% males were high modernity while as none females were fall in low level of modernity, 60% females were in average level of modernity and 40% females were in high level of modernity among college students.
- The study found that 8% male college students were low level of subjective well-being, 74% males were average level of subjective well-being and 18% males were high level of subjective well-being.
- It was found that 8% females were low level of subjective well-being, 68% females were average level of subjective well-being and 24% females were high level of subjective well-being among college students.
- The study found that there is a significance difference between male and female level of modernity among college students. The table shows that female have high level of modernity among college students as compared to male college students.
- It was found that there is significant mean difference between male and female college students on their subjective well-being.
- It was found that female college students have better subjective well-being as compared to male college students.
- The study found there is insignificance difference between rural and urban on level of modernity among college students.
- The table shows that there is significant mean difference between rural and urban college students on their subjective well-being.
- It was found that urban college students have better subjective well-being as compared to rural college students.
- The study found there is significant and positive relationship between modernity and subjective well-being among college students.
- It was found that high the level of modernity will high the level of subjective well-being among college students.

IMPLICATIONS OF THE PRESENT STUDY:

Most human problems arise from within the person and they are reflected in life situations. The rapid change that is brought about during this transition period leads adolescents to serious 'at-

nots' with themselves and with society at large. During this 174 period, social change continue to exert influence on adolescents' lives, especially, in the challenge of finding themselves, adjusting to complex psychological demands, setting targets and achieving them.

The finding of the study will assist law makers, Educationalists, pedagogue and civil authorities in framing and guiding policies for those, under whose care, the college students live. The investigation aims to create awareness of the various important dimensions that will enable college students to develop a healthy and holistic personality, thereby bringing about social change.

The findings will provide the parents and the teachers a greater opportunity to know their adolescents better and their needs which in turn may lead to better adjustment with changing society among college students.

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