

A STUDY OF WELLNESS LIFE STYLE OF PROFESSIONAL STUDENTS IN SELF-FINANCING INSTITUTIONS OF U.P.

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The 21st century world is fast developing with dimensions added to lifestyle specially of people belonging to various categories of professional preoccupations. Recently it has been highlighted that educational institutions have to contribute not only towards economic development of the society but also towards overall well being of its members leading to harmony, peace and happiness as a continuing concern. The International Commission's report (1995) had rightly visualized the four pillars of learning- learning to know, learning to do, learning to live co-operatively and learning to be as the quintessential and basic substratum for sustainable development of mankind in the 21st century. In the wake of advances in technology and science, spiritual well being has also attracted our attention now.

Needless to mention, that Indian seers of the yore had already visualized the need for spiritual realization as the fundamental factor in attaining harmonious growth and happiness. This necessitated the formulation of a social structure which would cater, nourish and nurture the wellness of all living beings so as to make this planet a safe place for not only its survival but also for its being an agency and instrument for optimal development in terms of cosmic theories which advocate all round harmonious development as a mark of human happiness and well being. It is worthy of note that the wellness life style has become a prime concern of the global era and accordingly it is a frequently talked about virtue for all societies of the global world.

Before defining wellness life style it will be appropriate to take out the word wellness itself and describe its inherent properties. According to **Walt Schaffer** (2000) "wellness is a process of living at one's highest possible level as a whole person and promoting the same for other." In this definition there are **Four** elements which may be specially noted. **First**, wellness is not a state to be attained rather it is an ongoing dynamic process through time and it is continuing challenge rather than something attained and then forgotten. **Second**, wellness relates to highest possible level of a person's life rather than be satisfied with mediocrity or normality. **Third**, wellness focuses on the 'whole person' which is inherently interconnected with the environment in which a person finds his/her place. **Fourth**, high level well-being implies promoting the well being of others as well as of the self. This may be interpreted to mean attending to the effects of one's moods and behaviour on those in the immediate micro-environment such as family, intimate partners, colleagues, friends, neighbours, co-workers, peers and fellow-students. It

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obviously involves a concern for broader local, regional, state and national endeavours to improve social conditions in the macro-environment.

In this paper, an attempt has been made to investigate the wellness lifestyle of students in the professional education sector with intent to get an idea about the extent and level of wellness life style available and perceptible in them. It may be observed at the very outset that the study is exploratory in nature and as such its ambit has been delimited to three categories of professional students of a self-financing institute located in Varanasi.

Objectives of the study

The study focussed on the following purposes:

- To study the wellness lifestyle of different categories of professional students and the extent of wellness lifestyle as available and manifest at a particular stage of academic preparedness.
- To analyze the differences, if any, in the perceptions of wellness life style of various categories of professional students.

Hypothesis

The entire research was conducted with the following substantive research hypothesis in view.

H1: The Wellness life style of professional students differs from one category to the other in terms of their specific professional concerns.

In order to test this research hypothesis (H1) a null hypothesis (Ho) was constructed suggesting that there is no difference in the Wellness life style of various categories of professional students.

Methodology

The sample

For the study a non-probability sampling technique was used. Thus, an incidental sample of PGDM, M.Ed, and M.C.A. students was identified and taken as a representative of a population of professional students enrolled with self-financing institutions in the state of U.P. All the three sub-groups were formed on the basis of their availability on a particular day of test administration. The composition of the sample is reflected in Table-1.

Table 1: Structure of the sample selected for the study

Caption of the sub-group	No. Present on the date of Administration	Total Enrolled
PGDM	13	23
M.Ed	28	35
M.C.A	32	33
Total	73	91

The composition of the sample as evident from the perusal of table 1 is fairly representative of the population of students enrolled in the institution selected for this research.

Tools used

For collection of data a Wellness Life Style Scale (WLSS) designed in terms of Likert scale was employed as a principal tool. The interview schedule supplemented the use of the WLSS in order to ascertain the veracity of findings. The WLSS consists of 30 statements out of which 17 were positive and 13 were negative statements. The following seven dimensions of wellness life style have been reflected through these statements.

Table-2: Dimensions of wlss embodied in the scale

DIMENSION	CATEGORY	STATEMENT NUMBER
I	Environmental Wellness Habits	1, 2, 3, 4, 5.
II	Intellectual Wellness Habits	6, 7, 8, 9.
III	Emotional Wellness Habits	10, 11, 12, 13.
IV	Spiritual Wellness Habits	14, 15, 16, 17.
V	Physical Wellness Habits	18, 19, 20, 21.
VI	Social Wellness Habits	22, 23, 24, 25, 26.
VII	Time Wellness Habits	27, 28, 29, 30

The dimensions are briefly explained as follows:

- **Environmental wellness habits** include awareness of the precarious state of the global environment and of the effects of one's daily habits on the physical environment, maintaining a way of life that minimizes harm to the environment and being involved in socially responsible activities to protect the environment.
- **Intellectual wellness habits** imply the abilities to engage in clear thinking and recall with minimal interference from emotional baggage; to think independently and critically; to possess basic skills of reasoning; and to be open to new ideas. This category also includes the broadest and deepest possible knowledge of cultural heritage.
- **Emotional wellness habits** are indicative of awareness of one's emotions at any given time; the ability to maintain a relatively even emotional state with moderate emotional responses to the flow of life events, the ability to maintain relative control over emotional states; and the ability to experience a preponderance of positive over negative emotional states.
- **Spiritual wellness habits** comprise concern with issues of meaning, value and purpose. If they are not clear or certain in these respects they are at least attentive to their importance and a continuing quest for clarity.

- **Physical wellness habits** include sound nutritional practices; regular exercise, including aerobic exercise times a week, consistent and adequate sleep; non abuse of alcohol, drugs and tobacco, use of seat belts and cycle helmets and practice of other safe traffic measures and active practice of safe sex.
- **Social wellness habits** reflect sharing intimacy, friendships and group memberships, practising empathy and active listening, caring and demonstrating an ongoing commitment to the common good of the community, the state and the nation.
- **Time wellness habits** are concerned with maintaining a pace of life within one's comfort zone most of the time; maintaining relative control over one's time; minimizing chronic hurry and hassle on the one hand and boredom and stagnation on the other balancing activity and rest, work and play, solitude and relationships.

Statistical techniques used

For the testing of the research hypothesis which postulated that the professional students differ from one group to the other in terms of their perceptions of wellness lifestyle a null hypothesis (H_0) was constructed. The statistics used for testing the H_0 were Kruskal-Wallis One Way Analysis of variance and Median Test. In the former H statistics was computed.

Findings

The results of the study have been analyzed using tabular and graphical representation of data from descriptive statistical measures as well as inferential statistics employing non-parametric tests as explained earlier. The findings are systematically presented here in the following two sections. Section A gives the details of the data in the form of WLSS scores and the descriptive statistics measures while section B provides the results in respect of inferential statistics used.

Section A : Measures of central tendency and variability of the three sub groups

Table 3 embodies the results obtained in respect of WLSS through mean, median, mode and SD of the three sub groups.

Table 3: Values of mean, median, mode and standard deviation of wlss of the three groups

DISCIPLINE/DESCRIPTIVE STATISTICS	PGDM	M.Ed	M.C.A.
MEAN	111.54	114.85	100.75
MEDIAN	110	115.21	102.0
MODE	110	114.95	101.52
STANDARD DEVIATION	4.03	11.18	10.7

The perusal of table 4 reveals that the values of mean, median, mode of the PGDM group are 111.54, 110 and 110 respectively while for the M.Ed. group these are 114.85, 115.21 and 114.95 respectively and for M.C.A. group these are 100.75, 102.0, and 101.52 respectively. Thus, the distributions for each group appear to be approximately symmetrical as the values of mean, median and mode are almost identical. However, in terms of SD the values are somewhat different, the same being 4.03 for PGDM group, 11.8 for M.Ed group and 10.7 for MCA group.

Section B: Testing the difference in the wellness life style in three subject group.

The result in respect of H_0 stating that there is no difference in the wellness life style of various professional categories of students were analysed through Kuruskal-Wallis one way ANOVA. Table 4 presents the findings in this regard.

Section B : Table 4 gives the WLSS scores arranged in ascending order for the three groups- PGDM, M.Ed. and MCA

Table 4 : WLSS scores arranged in ascending order

PGDM	Rank	M.Ed.	Rank	MCA	Rank
107	26.5	70	2	65	1
107	26.5	101	19	74	3
108	30	102	21	85	4
109	34	108	30	90	5
109	34	108	30	93	6
110	37.5	108	30	94	7
110	37.5	111	40	96	8
112	44.5	111	40	97	10
112	44.5	113	48.5	97	10
113	48.5	113	48.5	97	10
114	53	114	53	99	12.5
118	61	114	53	99	12.5
121	66	114	53	100	15.5
		114	53	100	15.5
		115	56.5	100	15.5
		115	56.5	100	15.5
		116	58	101	19
		117	59	101	19
		118	61	103	22.5
		118	61	103	22.5
		120	63.5	105	24
		120	63.5	106	25
		121	66	108	30
		121	66	109	34
		122	68	110	37.5
		127	69	110	37.5
		131	70	111	40
		132	71	111	40
				111	40
				112	44.5
				112	44.5
				113	48.5
$N_1 = 13$	$R_1 = 543.5$	$N_2 = 28$	$R_2 = 1410$	$N_3 = 32$	$R_3 = 679.5$
$R_1^2 = 295392.25$		$R_2^2 = 1988100$		$R_3^2 = 461720.25$	

Computation of Kruskal -Wallis One way ANOVA step wise

Step 1: Assigning Rank to the scores combining all the students of PGDM, M.Ed. and MCA.

Step 2: Finding out sum of (R_i) and (R_i^2)

Step 3: Finding out value of $\sum_{i=1}^3 \left(\frac{R_i^2}{N_i} \right)$

$$\begin{aligned} \sum_{i=1}^3 \left(\frac{R_i^2}{N_i} \right) &= \frac{R_1^2}{N_1} + \frac{R_2^2}{N_2} + \frac{R_3^2}{N_3} \\ &= \frac{(295392.25)}{13} + \frac{1988100}{28} + \frac{461720.25}{32} \\ &= (22722.48) + (71003.57) + (14428.76) \end{aligned}$$

$$\sum_{i=1}^3 \left(\frac{R_i^2}{N_i} \right) = 108154.81$$

Step 4: Finding out N

$$N = N_1 + N_2 + N_3 = 13 + 28 + 31$$

$$N = 73$$

$$\text{Step 5: } H = \frac{12}{N(N+1)} \left[\sum \frac{R_i^2}{N_i} \right] - 3(N+1)$$

$$= \frac{12}{73(73+1)} \times (108154.81) - 3(73+1)$$

$$= \frac{1297857.72}{5402} - 222$$

$$= 240.26 - 222$$

$$H_{\text{computed}} = 18.26$$

Step 6: Finding out degree of freedom

$$Df = K - 1 = 3 - 1 = 2$$

where $k \rightarrow$ number of groups

For significance of H table values of $\chi^2 = 5.991$ at (0.05 level)
 $= 9.210$ at (0.01 level)

Step 7 : Since $H_{\text{computed}} > H_{\text{table value of chi-square - H}}$
 i.e. $18.26 > 5.991$ and 9.210

H_0 :- Rejected at 0.05 and 0.01 level both.

Hence H_1 is accepted with great confidence at far less than 0.01 alpha level.

Since computed value of χ^2 (18.26) is greater than the table value of chi-square for degree of freedom 2 at both .05 and .01 levels (table value of chi-square at .05 level being 5.991 and at .01 level being 9.21), the H_0 is rejected at less than 0.01. Thus the research hypothesis stating that there is a difference manifested in the wellness life style of the three categories of professional students has to be accepted.

The same data has been subjected to a median test also. The findings are summarily presented in table 5.

Table 5: Median Values of PGDM, M.ED., and M.C.A. students according to their frequency below and above median values

Descriptive STATISTICS/DISCIPLINE	PGDM	M.ED	M.C.A.	ROW TOTAL
ABOVE MEDIAN VALUE	8	22	8	38
BELOW MEDIAN VALUE	5	6	24	35
COLUMN TOTAL	13	28	32	73

$$\chi^2_{\text{computed}} = 17.73$$

$$\chi^2_{\text{tabularvalue}} = 5.991 \text{ at } 0.05 \text{ level}$$

$$= 9.210 \text{ at } 0.01 \text{ level}$$

$$[\text{degree of freedom} = (R-1)(C-1) = (3-1)(2-1) = 2]$$

H_0 :- Rejected

The value of chi-square being 17.73 is observed to be significant at less than .01 level (the table value of chi-square being 9.210 at .01 level) and therefore H_0 is rejected with a great confidence. On the basis of this evidence the research hypothesis H_1 has to be accepted as in the earlier case.

Implications

The research hypothesis underlying the present study has been substantiated with the obvious implications that the wellness lifestyles as perceived by the three groups differ significantly. It implies that the content and process of pedagogy for the professional groups of students should be discipline specific. It is unambiguously indicated from the findings that in terms of wellness life style all the three important segments forming part of educational programme for the three groups viz, curriculum, transaction of curriculum and the ancillary support systems should be in accord with the requirements and developmental tasks effective for these groups.

All these presuppose working out in considerable details the transactional hours, the learning formats suitable for the professional success and the specific orientations and focus of the job markets in particular. All this will undoubtedly ensure a quality thrust in the teaching-learning system designed for the three groups. In addition to this the WLSS styles of the professional group require

divergent sets of value based course formulations. This accent would invariably bring in an element of group need based transactions to have their way in organizing the transaction of courses for these groups.

Thus, the present research and its results are a pointer and have a definite message and suggestion for course designs, pedagogic strategies for transaction of courses and different evaluation formats derived from the assessment of needs of professional groups within an institution.

In the light of these observations, it may be readily discerned that, although the results relate to a pilot research, have a significant implication for revisiting the programs of studies and the modus operandi for their transactions in the scheme of semesterized programs being introduced by the Universities at the instance of apex bodies like the U.G.C., the AICTE, the NCTE and the Universities.

Recently there is a great concern shown by these academic and regulatory bodies that the curriculum, its designs and the context as well as the content at the graduate level programmes have to be frequently revisited with a constant and vigilant eye on the quality in respect of values, skills, and orientations of the job sector and so on. It is hoped, that the results of this research would embolden the beliefs and assumptions underlying such propositions.

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