



Psychological Well-Being of Private and Government Secondary School Students

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ABSTRACT

The present research compared the psychological well-being of Private and Government Secondary School Students. The sample of the study was taken from ten secondary schools of Ghaziabad. In order to compare the Psychological well-being of Private and Government Secondary School Students, the two null hypotheses were framed and tested. A descriptive Method design was employed to conduct the study. A psychological well-being scale developed and standardized by D. S. Sisodia and Pooja Choudhary was administered to the selected sample. The data was collected and analyzed. The findings of the study reflected a significant difference in the psychological well-being between government and private secondary school students. A significant difference was also found between male and female secondary school students. To arrive at more generalized results, more such research needs to be conducted.

Keywords: Psychological Well-Being, Government Schools, Private Schools, Secondary School Students.

Introduction

It is a new normal that depression, anxiety, stress, etc. are reported in children as young as ten years old. It is due to the extremely competitive environment for students. The pressure to perform academically well at all levels is taking its toll on young students. In media frequent reports are found regarding suicides of students due to exposure to extreme stress faced by them. The psychological well-being of students is to be studied in order to know the prevalent conditions of students. In psychology, the term well-being is used to describe happiness that is based on meaning, purpose, and fulfilling one's potential. There are mainly six components of psychological well-being. These are Autonomy, Competence, Healthy relationships, Self-acceptance, Personal growth, and Purpose in life. In the present study, the components of psychological well-being are those which are considered by D. S. Sisodia and Pooja Choudhary in their psychological scale. These are I. Satisfaction, II. Efficiency, III. Sociability, IV. Mental Health, and V. Interpersonal Relation.

Review of Related Literature

Roychoudhury (2016) conducted a doctoral study titled, "Happiness and Psychological Well-Being: A Psycho-Philosophical Study." The study noted that the identification of happiness in the sense of eudaimonia and well-being, made by the psychological theories seems problematic if we take eudaimonia in the Aristotelian sense. The psychological theories accept certain conditions as sufficient for attaining eudaimonia but these conditions e.g. contain nothing which will ensure the virtuous activity of an individual.

Solanki (2017) conducted a comparative study of Adjustment, Stress, and Psychological Well-Being of Gender (Male and Female) between Area (Urban and Rural) with regards to Faculty (Commerce and Science). The purposive sampling technique was used for the selection of the sample. The 400 Males and 400 Females were selected from various colleges in Gujarat such as Ahmedabad, and Gandhinagar. The result of ANOVA on psychological well-being score is found to be significant. The Female students significantly differ in psychological Well-being scores as compared to Male students. The mean score of female students was 218.45 and that of male students was 216.52, it was clearly reflected that significant differences exist between female students and male students on psychological Well-being scores. The study concluded that female students have more psychological well-being as compared to male students. Because male students have more opportunities for psychological well-being, so male students can take their own decisions. Female students have better skills in acquiring well-being. Further, Stream-wise significant differences were found in the psychological well-being of students. The Commerce stream significantly differs in psychological well-being score as compared to the Science stream.

Bhattacharya (2021) studied the effect of psychological well-being on academic performance among residential engineering students and concluded that overall well-being and quality-of-life markers are better indicators of academic performance and among other factors, students' involvement in extracurricular activities has a major contribution towards their psychological wellbeing. Further, maintaining a healthy social relationship plays a salient

role in better grades and mental health. This study would be a forerunner of further research to understand the mental health of residential college students and design various programs to detect students who could be more at risk of succumbing to anxiety or depression.

Tripathi (2021) conducted a doctoral study titled, "Effect of yoga practices on psychological well-being and academic performance among college students." The result indicated that Yoga practices had a positive effect on all domains of academic performance among college students, whereas the control group had a positive effect on only two domains of academic performance among college students while between groups were having significant change only in three domains. Female students in academic performance were more significant in personal adjustment, lack of anxiety, carrier decidedness, and external motivation/current. The personal adjustment was highly correlated with a lack of anxiety and internal motivation/confidence.

Objectives of the Study

- 1.To compare the psychological well-being of government and private secondary students.
- 2.To compare the psychological well-being of male and female secondary students.

Hypotheses of the Study

- 1.There exists no significant difference in the psychological well-being of government and private secondary students.
- 2.There exists no significant difference in the psychological well-being of male and female secondary students.

Delimitation of the Study

- 1.The research was delimited to five government and five private secondary schools in Ghaziabad.
- 2.The study was delimited to 200 students of grade eleventh.
- 3.The study was delimited to psychological well-being as measured by the scale developed and standardized by D. S. Sisodia and Pooja Choudhary.

Methodology of the Study

The descriptive Survey Method was used in the present study.

Sample of the Study

The sample of the research consisted of five senior secondary government schools and five senior secondary private schools selected purposively from Ghaziabad. From each school, ten male students and ten female students of grade eleven from the science stream were selected randomly. The sample consisted of a total of 200 students out of which 100 were males and 100 were females.

Research Tools Used

A scale on 'Psychological Well-Being' developed and standardized by D. S. Sisodia and Pooja Choudhary was used to compare students' Psychological Well-Being. The scale consists of 50 items in Five Areas—I. Satisfaction, II. Efficiency, III. Sociability, IV. Mental Health, V. Interpersonal Relation. This scale was originally administered at 16 to 60 years of age.

Scoring Procedure

The scale consists of fifty statements. All statements are positive. It is a five-point Likert-type rating scale. Items were scored 5 to 1 viz. 5 marks to strongly agree, 4 marks to agree, 3 marks to undecided, 2 marks to disagree and 1 mark to strongly disagree. The sum of marks is obtained for the entire scale. The higher the score more the well-being. The range of the tool was 50-250. Scoring in Terms of Levels/Categories of Psychological Well-Being is provided in the manual. The class interval for each level is: Very Low- 50-58, Low- 58-83, Medium- 83-217, High- 217, 242, Very High- 242-250.

Collection of Data

The data for the research was collected by administering the Psychological Well-Being Scale to students. After establishing rapport with selected students, the psychological Well-Being questionnaire was administered in an individual setting. After data collection was completed, all collected data were scored according to the tool's manual.

Statistical Techniques Used

Descriptive statistics such as Mean and Standard Deviations were used along with inferential statistics (t-test) were used.

Results and Discussions of the Study

The findings of the study are reported and discussed below with the help of tables.

Table -1

The difference in the mean scores of Psychological Well-Being between Govt. and Private Secondary School Students

Student Groups	No	Mean	S.D.	t-ratio	Result
Govt.	100	210.20	12.50	2.68	Significant
Pvt.	100	205.10	14.20		

An independent samples t-test was used to test the first hypothesis. Table 1 shows that the mean score of psychological well-being of the government secondary school students is 210.20 with S.D. 12.50 whereas the mean score of private secondary school students is 205.10 with S.D. 14.20. The t-ratio is calculated as 2.68 which is significant at 0.05 level. The first null hypothesis therefore cannot be accepted. Thus, the result shows that there exists a significant difference in the psychological well-being between Govt. and Pvt. secondary school students. The psychological well-being scores of government secondary school students are better than their counterparts in private schools. The result of the study needs more generalization by conducting more such studies in the future.

Table-2

The difference in the mean scores of Psychological Well-Being between Male and Female Secondary School Students

Students Groups	No	Mean	S.D.	t-ratio	Result
Male	100	209.10	13.10	2.66	Significant
Female	100	213.90	12.50		

An independent samples t-test was used to test the second hypothesis. Table 2 shows that the mean score of psychological well-being of the male secondary school students is 209.10 with S.D. 13.10 whereas the mean score of female students is 213.90 with S.D. 12.50. The t-ratio is calculated as 2.66 which is significant at 0.05 level. The second null hypothesis therefore cannot be accepted. This indicates that there exists a significant difference in the psychological well-being of male and female secondary school students. It shows that gender-wise differences in psychological well-being are significant. Since the mean scores of the psychological well-being of male secondary school students are less than those of their female counterparts in secondary schools, therefore, female students are better in psychological well-being scores. The result of the study is supported by the studies conducted by Solanki (2017), and Tripathi (2021).

Educational Implications

The finding of this present study would help teachers and parents for their students and children respectively. The utility of any research depends upon how far its findings are applicable and generalized. The present study was undertaken to investigate the most important section of the society namely students. The Well-Being of students is an essential variable and needs to be studied. As the Well-Being of the students in government school is better than their counterparts in private schools, it provides a cue for policymakers that some special attentions need to be paid to the well-being of students of private schools. Though more such studies need to be conducted to get generalization and a broad overview in this regard, it is high time to work on the well-being of students at all levels.

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