SOCIAL EMOTIONAL WELL-BEING OF HIGHER-SECONDARY STUDENTS

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ABSTRACT

Well- being is one of the most important goals which individuals as well as societies strive for. Social emotional well-being is defined as the capacity to recognize and manage emotions, solve problems effectively and establish positive relationship with others. In present scenario efforts are made to make government educational institutions as strong as private in terms of facilitative environment for over-all development. The present study explored the social emotional well-being of higher secondary students from government and private schools. Purposive sampling method was used to draw 100 (N=100) higher secondary students from Bihar state. Out of the total sample 50 students were drawn from private school (n1=50) and another 50 from government schools (n2=50). Psychological wellbeing scale (Sisodia & Choudhary, 1971) was used to assess social emotional well-being in four dimensions, namely, satisfaction, efficiency, sociability, mental health and interpersonal relation. The findings suggest that the higher secondary students of private schools were significantly better in their overall social emotional wellbeing as well as its dimensions of mental health and interpersonal relationship when compared to their counterparts from government schools. The result has psychological implications for educational institutions.

Keywords: *Social Emotional Well-Being, Higher Secondary Students, Mental Health, Interpersonal Relationship.*

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1. INTRODUCTION

The school is the major socialization institution for any child. It is the child's first contact with the world outside the house. Children learn proficiencies in various abilities like learning process and homework, social communications, handling emotion, and the management of day-to-day interactions at home and school [1]. The students studying of age group between 16 and 18 years are called as higher secondary students [2]. The problems that confront higher education in India today are low rates of enrolment, unequal access, poor quality of infrastructure, lower level of teaching quality, lack of funding, traditional methods of teaching, inadequate facilities, unemployable graduates, low standards of academic research and that too declining [3]. One study has highlighted the problems faced by higher secondary students in India [4]. These include a variety of social, political, economic and cultural problems. Problems related to non-academic problems are identified as adjustment issues, emotional, sexual and physical problems. Education is one of the best processes of development. In this century, everywhere in educational field, there is a race, a tuff competition. To survive in this competition, students always feel some pressure and tension in their academic field as the academic achievement is important for taking decision in future life. This type of pressure and tension in academic field create uncontrollable nervousness, stress, and fear among students, called academic anxiety.

1.1. Social Emotional well-being

It is agreed that a model of psychological well- being should include and reflect the interconnectedness of the various aspects of overall well-being [5]. The term social emotional well-being is used nowadays in the literature to refer to a wide range of issues including mental, emotional, social, physical, economic, cultural, and spiritual health and consequently, it has been defined in various ways. The World Health Organization [6] defined health as "state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity". Since then, wellbeing had evolved as on overarching concept which is generally held to describe as a dynamic process [7] in which people interact with the world around them. Social and emotional wellbeing was selected as the priority area due to the emphasis on mental wellbeing rather than on mental ill health or pathology. Broadly, social and emotional

wellbeing refers to the way a person thinks and feels about themselves and others. It includes being able to adopt and deal with daily challenges (resilience and coping skills) while leading a fulfilling life. Hence there is an emphasis on the behavioural and emotional strengths of children, as well as how they respond to adversity.

According to the National Institute for Health and Care Excellence [8], the outcomes of social emotional well-being are multifold. It improves the adolescent's health and wellbeing. Reduces mental health problems in children and young people and promotes educational attainment and reduces bullying and risk- taking behaviour among pupils. The world Health Organization has concluded that emotional wellbeing is fundamental to one's quality of life. It enables to experience life as meaningful and is an essential component of social cohesion, peace and stability in the living environment. Emotional wellbeing is a crosscutting concern that touches many aspects of our daily lives and has an impact across the lifespan. The world federation for Mental Health defines emotional wellbeing as "a form of subjective wellbeing, when individuals feel that they are coping, fairly in control of their lives able to face challenges and take on responsibility" [9, 10]. Social and emotional wellbeing creates the foundations for healthy behaviours and educational attainment. It also helps prevent behavioural problems (including substance misuse) and mental health problems. It is important to focus on the social and emotional well-being of children and young people.

Good social and emotional development provides a foundation for good adjustment in schools and, in turn, enhances the sense of belonging, which has been reported to be correlated with positive affect, academic self-efficacy, and academic achievement [11, 12, 13, 14, 15].

Hence, the objective of the present study was to explore the social emotional well-being among higher secondary students of government schools from to students from private schools.

2. Methods

2.1. Hypothesis: Higher secondary students from public school would show poor social emotional well-being compared to their counterparts from the private school.

2.2. Research Design: Survey method

2.3. Sample: Purposive sampling method was used to select sample from the schools of Bihar

state. The total sample comprised of 100 higher secondary students (N=100) from Government school (n_1=50) and private school (n_2=50).

2.4. Tools:

    2.4.1. Demographic and clinical data sheet: It was self-prepared for the present research to collect relevant demographic and clinical information like age gender, education, school type, etc.

    2.4.2. Psychological well-being scale; Indian adaptation [16]: This scale assess five dimensions of social emotional well-being—I. Satisfaction, II. Efficiency, III. Sociability, IV. Mental Health and V. Interpersonal Relation. This scale has strong reliability and validity

    2.5.Procedure: Two public and two private higher secondary schools from the selected state was approached. Proper approval to collect data was taken from the school authorities. Before data collection a good rapport was established with each participants of the study. Informed consent was taken in written from the participants before administrating the selected self-report measures. The ethical guideline prescribed by American psychological association [17] was followed while collecting data from the participants of the study. The quantitative data so collected was handled and analysed using SPSS-20 version.

3.   Results and Discussion:

The descriptive statistics (Mean &SD) and inferential statistics (t-test) were used to test the hypothesis framed.

3.1. Result Table: Descriptive (Mean &SD) and inferential statistics (t-ratio) comparing higher secondary students from private school with that from public school on various dimensions of social emotional well-being

Variables		Score range	School type	N	Mean	SD	t-ratio	Significant (2-tailed)
	Satisfaction	10-50	Private	50	41.60	3.796	-1.350	.180
		10-50	Public	50	40.56	3.908		

Dimensions of social emotional well-being (SEW)	**Efficiency**	10-50	Private	50	40.90	3.981	-.853	.396
		10-50	Public	50	40.24	3.756		
	Sociability	10-50	Private	50	41.48	3.442	-1.269	.208
		10-50	Public	50	40.58	3.648		
	Mental health	10-50	Private	50	42.36	3.978	-2.057	.042*
		10-50	Public	50	40.74	3.896		
	Interpersonal relation	10-50	Private	50	42.24	4.182	-3.278	.000**
		10-50	Public	50	39.56	3.991		
Overall social emotional well-being		50-250	Private	50	208.04	15.508	-2.094	.039*
		50-250	Public	50	201.22	17.027		

*p<0.05;**p<0.01

Result table shows that the higher secondary students of public school differ significantly (p<0.05) from students of private school in their social emotional well-being. The overall social emotional well-being was higher/better in the higher secondary students of private school (mean=208.24, SD=15.51) compared to that of public school students (mean=201.22, SD=17.03). As far as various dimensions of social emotional well-being is concerned students of private and public school differ significantly (p<0.05) in mental health level and interpersonal relation. Higher secondary students of public school (mean=40.74, SD=3.908) showed significantly low level of mental health than their counterparts (mean=42.36, SD=3.978). Higher secondary students of public school(mean=39.56,SD=3.991) showed significantly low level of interpersonal relation as compared to students of private school (mean=42.24,SD=4.182).The higher secondary students of public school showed no significant difference in satisfaction level, efficiency and sociability when compared to higher secondary students of private school. The higher secondary students of public school were not as good as students of private school with the score range of various dimension of social emotional well- being (10-50) as well as of overall social emotional well-being (50-250). The findings of the study support the hypothesis stating "Higher secondary students from public school would show poor social emotional well-being compared to their counterparts from the private school".

The findings suggest that higher secondary students of public school showed low level of mental health and interpersonal relation than their counterparts, therefore it may be said that the students

of public school students are weak in their well-being in which a person is able to cope with everyday events, think clearly ,be responsible, meet challenges, and have good relationship with others and they are also weak in making association between them and other people which can be based on love or liking, regular business interactions, or some other type of social commitment.

In accordance to the previous study [18] significant difference in mental health of boys and girls of government and private senior secondary schools was found. Mental health of girls of government and private senior secondary schools in Rohtak city of Haryana the private school students were found better.

Significant difference was found between male and female students in their socio emotional well-being and its dimensions such as emotional stability, integrity, mental health, sociability and interpersonal relation and also revealed emotional stability, mental health and interpersonal relation is significantly influenced by achievement motivation [19].

Good social and emotional development provides a foundation for good adjustment in schools and, in turn, enhances the sense of belonging, which has been reported to be correlated with positive affect, academic self-efficacy, and academic achievement [11, 12, 13, 14, 15]. Hence the stake holders need to focus on and cater to the social emotional well-being of this young population. Social emotional well-being of higher secondary students especially from public schools need attention and remedial programmes since emotional wellbeing is a crosscutting concern that touches many aspects of our daily lives and has an impact across the lifespan. According to the National Institute for Health and Care Excellence [8] too, the outcomes of social emotional well-being would be multifold. It would improve the adolescent's health and wellbeing. Reduces mental health problems in children and young people and promotes educational attainment and reduces bullying and risk- taking behaviour among pupils.

4. **Conclusion:** Higher secondary students from public school showed poor social emotional well-being compared to their counterparts from the private schools

5. **Implications:**

   The findings of the study draw attention towards the differences in social emotional well-being of higher secondary students of public and private schools. Further it recommends for timely psychological positive interventions for enhancing the social emotional well-being of the higher secondary students especially of public schools.

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