

Personal and Socio-Emotional Well-Being of Secondary School Students: An Analysis

Dr. Ismail Thamarasseri*

ABSTRACT

Social Wellbeing is a state of affairs where the basic needs of the populace are met. It is a state of being healthy, happy or prosperous; welfare. The term 'Social' means relating to society. Someone's 'well-being' is their health and happiness. Measures of human well-being are increasingly used to compare and monitor performance within and across countries. Social stress eventually weakens societies' care-taking mechanisms, producing socio-emotionally impoverished community structures that deprive children and adults of the socio-emotional resources necessary for coping with the requirements of an unpredictable future. Thinkers such as Nobel laureate Amartya Sen (1999) have made it clear that the current levels of deprivation, destitution and oppression in the world can only be overcome if humanity succeeds in creating social, political and economic arrangements that enhance "individual agency" and "freedom". A child's capacity to reach out, to connect with others and to explore the world is the product of an "emotional resourcefulness" nurtured across cultures through particular social support systems or networks that are sensitive and responsive to a child's emotional needs, and which make a child feel that it is being loved and cared for. The quality of socio-emotional upbringing determines a person's capacity to become an effective caretaker in return, whereas abuse or neglect create experiences of disconnectedness, frustration of fundamental emotional needs, and eventually leads to emotional numbness, and possibly aggression, violence and domination. Children who grow up in socio-emotionally impoverished contexts will find it difficult to develop those care-taking capacities that will enhance their children's chances for becoming caring, non-violent, optimally functioning citizens (Staub, 2001). Socio-economic development discourse has neglected the interaction between the psychological and social aspects of human behaviour. The question whether development interventions inhibit or strengthen "socio-emotional efficacy" does not appear to be a priority in international development circles. The depletion of emotional resources necessary for creating lasting social support structures appears to become the challenge of the 21st century.

Keywords: Personal Wellbeing, Emotional Wellbeing, Secondary School.

Introduction

Before any effective policy is launched for the human development, awareness

* Assistant Professor, Department of Education, Central University of Kashmir, Wanabal, Nowgam Bypass, Srinagar, 190015, Jammu & Kashmir, India, E-mail: ismailktkl@gmail.com

should be aroused. But the question is that how can be ensure the masses and the younger generation in schools and colleges are aware of the Governments which guarantee world peace, prosperity and universal brotherhood. Today we have the modern system of communication - TV satellite, Fax, Telex, internet. We can know what is happening and where it is happening in the world. But we have seen a large number of violation examples which are gradually increasing. Trends have emerged where individuals have betrayed scant regard for the life and dignity of others. Education can play a strong role to secure human rights and dignity of human being. Before imparting education to them, it is need to know, how far they are in a state of wellbeing. Thus this is task to understand the social well-being of Secondary School Students.

Objectives of the Study

The investigator conducted the present study based on the following objectives.

- To find out the social wellbeing of secondary school students.
- To find out the difference between Boys and Girls in Social Wellbeing
- To find out the difference between Rural and Urban students in Social Wellbeing
- To find out the difference between Government and Private student in Social Wellbeing.

Hypotheses

Hypotheses were presented in null form. Hypotheses of the present study were:

1. There is no significant difference between Boys and Girls in Social Wellbeing.
2. There is no significant difference between Rural and Urban students in Social Wellbeing.
3. There is no significant difference between Government and Private student in Social Wellbeing.

Methodology of the Study

The present study has been envisaged on a sample of 600 students from various High Schools of Kerala state. Random sampling method has been used for the selection of sample. Survey method was chosen for the study. The tool was developed and standardized by the investigator and has collected the relevant data regarding the study. The scores were analysed using appropriate statistical techniques such as mean, standard deviation, critical ratio etc. Mean, median, mode, Skewness, kurtosis, standard deviation etc. are calculated for the sample and various sub samples, T test, multiple regression etc. also used for testing hypothesis. In the present study, Correlation Analysis was used to find out the relationship between various subsamples. t-test was used for testing the significance of difference between means of different groups based on gender, locality, and

type of institution. In the present study Social Wellbeing Inventory used as the tool. It was developed and standardized by the investigator. The tool was developed and standardized to check the Social Wellbeing of secondary school students. The items are prepared to check the Social Wellbeing related to the areas like dealing with wellness, personnel wellbeing, Social Wellbeing, day to day life situations and life skills of secondary school students. The items are included under the various dimensions namely personal wellbeing, emotional wellbeing and Social Wellbeing.

Analysis and Interpretation

Analysis of the scores obtained through Social Wellbeing inventory is presented in Table 1.

Table 1: Descriptive Statistics of Social Wellbeing Inventory Score

Measure	Value
Minimum	45
Maximum	178
Mean	111.055
Std. Error of Mean	1.5872
Median	114
Mode	140
Standard Deviation	38.8799
Skewness	-0.04378
Kurtosis	-1.38003

It is noticed that the mean value is 111.055. The minimum score obtained is 45 and the maximum is 178. The maximum obtainable score is 185. This is equal to 60.029 percent in the maximum score obtained. The standard error of the mean is 1.5872. The median is 114 and mode is 140. The mean is lesser than the median and mode. It means 50% of the students are having 60.029 % of Social Wellbeing. The Standard Deviation of the score is 38.8799. The skewness is -0.04378. It shows that the distribution of the score is slightly skewed towards the negative side. It means maximum number of individuals have scored above average score. It indicates that the overall Social Wellbeing of secondary school students is favourable. The kurtosis is -1.38003, which indicates the platykurtic curve. In other words, the distribution is heterogeneous. This also can be observed from Figure 1.

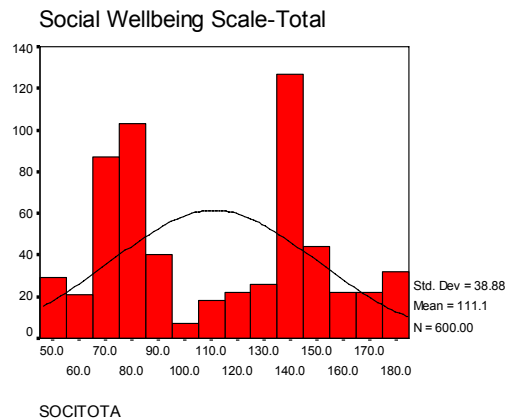


Figure 3: Distribution of Scores Obtained through Social Wellbeing Inventory

Level of Social Wellbeing of Secondary School Students

Having analysed the data, the sample was divided into three groups based on the statistical measures of Mean and Standard Deviation. The table 2: below shows the profile of the level of Social Wellbeing under which the secondary school students fall.

Table 2: Level of Social Wellbeing of Secondary school students

Social Wellbeing Level	Number of Students	Percentage
Above Average (Total score =)	120	20
Average (Total score between)	364	61
Below Average (Total score =)	116	19
Total	600	100

The scores obtained by the secondary school students on Social Wellbeing Inventory indicate that a majority of them (61 %) fall within the average level of Social Wellbeing. About 20 percent of secondary school students fall under high level (above average) and the remaining 19 percent of students belong to the low level (below average) in Social Wellbeing. It can be confirmed that majority of the students possess an average level of Social Wellbeing.

Gender Wise Comparison

Hypothesis 1: There is no significant difference between boy and girl students with regard to their social wellbeing.

The various dimensions of Social Wellbeing and the overall Social Wellbeing were tested. To test the above hypothesis t-test was used. The values of t-test are mentioned in the table below.

Table 3: Boy and Girl Students with Regard to their Social Wellbeing

Social Wellbeing	Boys			Girls			't'-value	Level of Significance
	N	Mean	S.D	N	Mean	S.D		
Personal wellbeing	300	35.166	12.680	300	32.466	12.645	2.611	Not Significant
Emotional wellbeing	300	38.343	12.801	300	33.096	13.583	4.868	Not Significant
Social wellbeing	300	44.976	16.331	300	38.06	16.792	5.114	0.01 level
Overall Social wellbeing	300	118.486	37.146	300	103.623	39.212	4.766	Not Significant

Sub-hypothesis 1.1: There is no significant difference between boy and girl students with regard to personal wellbeing dimension of Social Wellbeing.

The above table 3 indicates that the null hypothesis is rejected. The obtained 't' value of 2.611 is greater than the table value at 0.01 level of significance with a degree of freedom 598. This indicates that there is a significant difference between boy and girl students with regard to personal wellbeing dimension of Social wellbeing. Further, when the means were compared, it was found that boys scored a high score compared to girls. This shows that boys possess a high Social wellbeing than that of girls in personal wellbeing dimension of Social wellbeing. Boys possess high Social wellbeing with regard to personal wellbeing dimension of Social wellbeing.

Sub-hypothesis 1.2: There is no significant difference between boy and girl students with regard to Emotional wellbeing dimension of Social wellbeing.

The above table 3 indicates that the null hypothesis is rejected. The obtained 't' value of 4.868 is greater than the table value at 0.01 level of significance with a degree of freedom 598. This indicates that there is a significant difference between boy and girl students with regard to emotional wellbeing dimension of Social wellbeing. Further, when the means were compared, it was found that boys scored a high score compared to girls. This shows that boys possess a high Social wellbeing than that of girls in emotional wellbeing dimension of Social wellbeing. Boys possess high Social wellbeing with regard to emotional wellbeing dimension of Social wellbeing.

Sub-hypothesis 1.3: There is no significant difference between boy and girl students with regard to social wellbeing dimension of Social Wellbeing.

The above table 3 indicates that the null hypothesis is rejected. The obtained 't' value of 5.114 is greater than the table value at 0.01 level of significance with a degree of freedom 598. This indicates that there is a significant difference between boy and girl students with regard to social wellbeing dimension of Social wellbeing. Further, when the means were compared, it was found that boys scored a high score compared to girls. This shows that boys possess a high Social wellbeing

than that of girls in social wellbeing dimension of Social wellbeing. Boys possess high Social wellbeing with regard to social wellbeing dimension of Social wellbeing.

Sub-hypothesis 1.4: There is no significant difference between boy and girl students with regard to overall Social Wellbeing.

The above table 3 indicates that the null hypothesis is rejected. The obtained 't' value of 4.766 is greater than the table value at 0.01 level of significance with a degree of freedom 598. This indicates that there is a significant difference between boy and girl students with regard to overall Social wellbeing. Further, when the means were compared, it was found that boys scored a high score compared to girls. This shows that boys possess a high Social wellbeing than that of girls in overall Social wellbeing. Boys possess high Social wellbeing with regard to overall Social wellbeing.

Locality Wise Comparison

Hypothesis 2: There is no significant difference between rural and urban students with regard to their social wellbeing.

The various dimensions of Social Wellbeing and the overall Social Wellbeing were tested. To test the above hypothesis t-test was used. The values of t-test are mentioned in the table below.

Table 4: Rural and Urban Students with Regard to their Social Wellbeing

Social Wellbeing	Rural students			Urban students			't'-value	Level of Significance
	N	Mean	S.D	N	Mean	S.D		
Personal wellbeing	300	34.166	13.288	300	33.466	12.146	0.673	Not Significant
Emotional wellbeing	300	34.686	13.776	300	36.753	13.048	1.886	Not Significant
Social wellbeing	300	40.086	17.104	300	42.95	16.614	2.079	0.05 level
Overall Social wellbeing	300	108.94	40.451	300	113.17	37.189	1.333	Not Significant

Sub-hypothesis 2.1: There is no significant difference between rural and urban students with regard to personal wellbeing dimension of Social Wellbeing.

The above table 4 indicates that the null hypothesis is accepted. The obtained 't' value of 0.673 is less than the table value at 0.05 level of significance. This indicates that there is no significant difference between rural and urban students with regard to personal wellbeing dimension of Social wellbeing. Locality has nothing to do with personal wellbeing dimension of Social wellbeing.

Sub-hypothesis 2.2: There is no significant difference between rural and urban students with regard to Emotional wellbeing dimension of wellbeing.

The above table 4 indicates that the null hypothesis is rejected. The obtained 't' value of 1.886 is less than the table value at 0.05 level of significance. This indicates that there is no significant difference between rural and urban students with regard to emotional wellbeing dimension of Social wellbeing. Locality has nothing to do with emotional wellbeing dimension of Social wellbeing.

Sub-hypothesis 2.3: There is no significant difference between rural and urban students with regard to social wellbeing dimension of Social Wellbeing.

The above table 4 indicates that the null hypothesis is rejected. The obtained 't' value of 2.079 is greater than the table value at 0.05 level of significance with a degree of freedom 598. This indicates that there is a significant difference between rural and urban students with regard to social wellbeing dimension of Social wellbeing. Further, when the means were compared, it was found that urban students scored a high score compared to rural students. This shows that urban students possess a high Social wellbeing than that of rural students in social wellbeing dimension of Social wellbeing. Urban students possess high Social wellbeing with regard to social wellbeing dimension of Social wellbeing.

Sub-hypothesis 2.4: There is no significant difference between rural and urban students with regard to overall Social Wellbeing.

The above table 4 indicates that the null hypothesis is accepted. The obtained 't' value of 1.333 is less than the table value at 0.05 level of significance. This indicates that there is no significant difference between rural and urban students with regard to overall Social wellbeing. Locality has nothing to do with overall Social wellbeing.

Type of Institution Wise Comparison

The sample drawn includes 300 government school students and 300 private school students. The type of institution wise comparison was verified by testing the following hypotheses.

Hypothesis 3: There is no significant difference between government and private students with regard to their social wellbeing.

The various dimensions of Social Wellbeing and the overall Social Wellbeing were tested. To test the above hypothesis t-test was used. The values of t-test are mentioned in the table below.

Table 5: Government and Private Students with Regard to their Social Wellbeing

Social Wellbeing	Government School students			Private School students			't'-value	Level of significance
	N	Mean	S.D	N	Mean	S.D		
Personal wellbeing	300	35.08	12.602	300	32.553	12.740	2.442	Significant at 0.05 level.
Emotional wellbeing	300	38.146	12.992	300	33.293	13.474	4.490	Significant at 0.01 level
Social wellbeing	300	44.63	16.557	300	38.406	16.706	4.582	Significant at 0.01 level
Overall Social wellbeing	300	117.856	37.450	300	104.253	39.153	4.348	Significant at 0.01 level

Sub-hypothesis 3.1: There is no significant difference between government and private students with regard to personal wellbeing dimension of Social Wellbeing.

The above table 5 indicates that the null hypothesis is rejected. The obtained 't' value of 2.442 is greater than the table value at 0.05 level of significance. This indicates that there is a significant difference between government and private students with regard to personal wellbeing dimension of Social wellbeing. Type of institution has influenced the personal wellbeing dimension of Social wellbeing. Further, when the means were compared it was found that government students scored a high score when compared to the private students. This confirms that government students possess high social wellbeing in personal wellbeing dimension of Social wellbeing.

Sub-hypothesis 3.2: There is no significant difference between government and private students with regard to Emotional wellbeing dimension of wellbeing.

The above table 5 indicates that the null hypothesis is rejected. The obtained 't' value of 4.490 is greater than the table value at 0.01 level of significance. This indicates that there is a significant difference between government and private students with regard to emotional wellbeing dimension of Social wellbeing. Type of institution has influenced the emotional wellbeing dimension of Social wellbeing. Further, when the means were compared it was found that government students have scored high score than that of the private students in the emotional wellbeing dimension of Social wellbeing. This confirms that government school students possess a high level of social wellbeing in the emotional wellbeing dimension of Social wellbeing.

Sub-hypothesis 3.3: There is no significant difference between government and private students with regard to social wellbeing dimension of Social Wellbeing.

The above table 5 indicates that the null hypothesis is rejected. The obtained 't' value of 4.582 is greater than the table value at 0.01 level of significance with a degree of freedom 598. This indicates that there is a significant difference between government and private students with regard to social wellbeing dimension of Social wellbeing. Further, when the means were compared, it was found that government school students scored a high score compared to private students.

This shows that government students possess a high Social wellbeing than that of private students in social wellbeing dimension of Social wellbeing. Government students possess high Social wellbeing with regard to social wellbeing dimension of Social wellbeing.

Sub-hypothesis 3.4: There is no significant difference between government and private students with regard to overall Social Wellbeing.

The above table 5 indicates that the null hypothesis is rejected. The obtained 't' value of 4.348 is greater than the table value at 0.01 level of significance. This indicates that there is a significant difference between government and private students with regard to overall Social wellbeing. Type of institution has influenced the overall Social wellbeing. Further, when the means were compared, it was found that government school students scored a high score compared to private students. This shows that government students possess a high Social wellbeing than that of private students in overall Social wellbeing. Government students possess high Social wellbeing with regard to overall Social wellbeing.

Summary of Analysis

Majority of the secondary school students possess an average level of Social Wellbeing.

Gender and Social Wellbeing

- There is a significant difference between boy and girl students with regard to personal wellbeing dimension of Social Wellbeing.
- Boys possess high Social wellbeing with regard to personal wellbeing dimension of Social Wellbeing.
- There is a significant difference between boy and girl students with regard to emotional wellbeing dimension of Social Wellbeing.
- Boys possess high Social Wellbeing with regard to emotional wellbeing dimension of Social Wellbeing.
- There is a significant difference between boy and girl students with regard to social wellbeing dimension of Social Wellbeing.
- Boys possess high Social Wellbeing with regard to social wellbeing dimension of Social Wellbeing.
- There is a significant difference between boy and girl students with regard to overall Social Wellbeing.
- Boys possess high Social Wellbeing with regard to overall Social Wellbeing.

Locality and Social Wellbeing

- There is no significant difference between rural and urban students with regard to personal wellbeing dimension of Social Wellbeing.

- There is no significant difference between rural and urban students with regard to emotional wellbeing dimension of Social Wellbeing.
- There is a significant difference between rural and urban students with regard to Social Wellbeing dimension of Social Wellbeing.
- Urban students possess high Social Wellbeing with regard to Social Wellbeing dimension of Social Wellbeing.
- There is no significant difference between rural and urban students with regard to overall Social Wellbeing.

Type of the School and Social Wellbeing

- There is a significant difference between government and private students with regard to personal wellbeing dimension of Social wellbeing.
- Government students possess high social wellbeing in personal wellbeing dimension of Social wellbeing.
- There is a significant difference between government and private students with regard to emotional wellbeing dimension of Social wellbeing.
- Government school students possess a high level of social wellbeing in the emotional wellbeing dimension of Social wellbeing.
- There is a significant difference between government and private students with regard to social wellbeing dimension of Social wellbeing.
- Government students possess high Social wellbeing with regard to social wellbeing dimension of Social wellbeing.
- There is a significant difference between government and private students with regard to overall Social wellbeing.
- Government students possess high Social wellbeing with regard to overall Social wellbeing.

Conclusion

Each and every educational research will be focusing on the development of educational status of the country. In the same way the present study has also some educational implications for the development of the Social Wellbeing of students at secondary level. The present study will assist the all concerned to the secondary education system. Boys possess high Social Wellbeing with regard to Social Wellbeing dimension of Social Wellbeing. There is a significant difference between government and private students with regard to emotional wellbeing dimension of Social Wellbeing. Government school students possess a high level of Social Wellbeing in the emotional wellbeing dimension of Social Wellbeing. The above findings suggest that girl students and private students should be provided with some special training programmes to improve the skills related to Social Wellbeing. They should be given opportunities to participate in all the

activities which help them develop proper Social Wellbeing. Majority of the findings of this study fall in line with some of the results received from previous studies conducted in the country and abroad. These findings recommend to all the stakeholders of education to take certain steps for the development of secondary students and secondary schools by taking up a systematic evaluation system in place to help the secondary students improve the Social Wellbeing in a sound way and encourage them to use a variety of social skills which help them live with proper Social Wellbeing which help them become an active member of the society.

References

1. Beck, A.T. (1967). *Depression: clinical, experimental, and theoretical aspects*. New York: Hoeber.
2. Bergner, M., Bobbitt, R.A., Carter, W.B., & Gilson, B.S. (1981). *The Sickness Impact Profile: Development and final revision of a health status measure*. Med Care.
3. Berscheid E. et. al. (1980). *Overview of the psychological effects of physical attractiveness*. The University of Michigan.
4. Gift, H.C., & Atchison, K.A. (1995). *Health, and Health-Related Quality of Life*. Med Care.
5. Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam Books.
6. McWilliams, B.J. (1970). *Psychosocial development and modification*. Washington: American Speech and Hearing Association.
7. Nahid Osseiran-Waines (1995). *Social Indicators Research*. Netherlands: Springer, 34(1).
8. National Center for Health Statistics (NCHS) (1996). *Current estimates from the National Health Interview Survey*. 10, 200. Hyattsville (MD): Public Health Service; 1996.
9. Social Indicators Research. (1993). *The measurement of social well-being* Springer Netherlands, Vol. 28, No. 3 / March, 1993
10. Staub, E. (2001). *A brighter future. Raising caring, non-violent, optimally functioning children*. Amherst, MA: University of Massachusetts.
11. Tibbitty, F. (1996). On Human Dignity: The Need for Human Rights. *Social Education*, 60,428-435.