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A Study of Psychological Well-being of Adolescents in Relation to School Environment and Place of living

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Abstract

In the present age of stress and strain, the science of well-being tries to focuses on what makes an individual to flourish. It studies how human assets rather than deficits are contributing toward goodness of an individual, is a promising new area of research. Advances in understanding the behavioral, biological, and social pathways to well-being will benefit individuals, organizations, and society. The life of individuals particularly the students spend in their schools, coming from different places of living, needs to be studied to have the vision of influence on psychological well-being of students. The study was carried on a sample of 519 senior secondary school students from different senior secondary schools of Kulgam and Anantnag districts of Kashmir valley. The sample was drawn by using multi stage stratified sampling technique. The data obtained from these students were then analyzed by using appropriate statistical techniques with the help of SPSS version 22. The paper analyzes the influence of school environment and the effect of place of living and type of school on the psychological well-being of senior secondary school students. It also makes some suggestions, keeping the findings of the study in mind to enhance the psychological well being of our budding human resource.

Keywords: *Psychological Well-Being, School Environment, place of living and Senior Secondary School Students.*

Introduction

Research on well-being is very limited on the students at school level (Rodgers & Bachman, 1988 [1]). Similarly, there has been minuscule research, which focuses comparisons of psychological well-being among different adolescent groups (e.g., place of living). There are an estimated 1.2 billion young people aged 10–19 in the world, comprising the largest generation of adolescents in history (UNICEF, 2002 [2]). India too is the country with majority of population living in their teen ages.

WHO estimates that among every five young people under the age of 18, one young person experiences some form of developmental, emotional or behavioral problem, and one in every eight experiences a mental disorder (Currie, et al. 2009/2010 [3]). International studies have shown that physical activity in youth has decreased over time (Brettschneider & Naul, 2007; [4] Knuth & Hallal, 2009; [5] & Ghaffari, Sharifirad, Malekmakan & Hassanzadeh, 2013 [6]), it is responsible for 6% of deaths globally – around 3.2 million deaths per year, including 2.6 million in


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low and middle income countries (World Health Organization, 2010 [7]). Consequently children and adolescents belonging to different categories like socio-economic, demographic groups are thought to be more "vulnerable" for disparities that will impact their health and well-being (USDHHS, 2013 [8]). In addition to this, mental illness has been estimated by 2020 to become a 15% of the global burden of diseases (Biddle & Mutrie, 2008 [9]). Thus, it is becoming a significant public health problem everywhere. Some of the internationally and particularly in Kashmir (conflict Prone Area), leading mental health problems are depression, anxiety and eating disorders especially among the young individuals (Viner & Booy, 2005; [10] & Ayub, Irfan, Naeem, & Blackwood, 2012 [11]).

From a broad perspective, the measurement and promotion of school going children's well-being is a desirable social and political objective (Diener, Lucas, Schimmack & Helliwell, 2009; [12] & Van, Park & Jones, 2001 [13]). Psychological well-being of adolescents means being content and satisfied with life and understanding an abundance of positive emotions, when joined with the absence of psychopathology, is linked with greatest academic function, social skills and support and physical health, being a stage that lays strong foundation for future personality and a critical period during human development in which life goals, values, direction and purpose in life are created (Savage Jessica, 2011; [14] Berman, Weems & Stickle, 2006 [15]), guaranteeing psychological well-being of adolescents is a socio-psychological necessity. A growing number of longitudinal studies confirm the power of well-being scales to predict outcomes, for example, longevity, physical health, quality of life, criminality, drug and alcohol use, employment, earnings and pro-social behavior (e.g. volunteering) (WHO, 2009 [16]). Moreover, the ever evading nature of complexities typical to their phase of development, researches into factors contributing to adolescent psychological well-being was always intimidating task for scientific community. For any genuine approach for ensuring psychological well-being of a group, exploration into demographic correlates and predictors of psychological well-being by tracing the environmental, physiological or neurological underpinnings is not sufficient (Helen, et al. 2012 [17]). Psychological distress is something strongly correlated with physical morbidity, reduced quality and duration of life and increased use of health service (Lahey, 2009 [18]). At the same time, there is no guarantee that both psychological well-being and psychological distress will not occur together in a personality. According to one study positive psychological factors may have such a strong relationship with health as negative ones and extend to which these psychological states are independent of each other may vary according to the external and internal environmental challenges people face and researches will need to make choices about the value of measuring both (Helen, et al. 2012 [17]). However, no particular study in Kashmir has been noticed to assess the association between general levels of physical activity and psychological well-being in adolescents.

The purpose of this research is to provide a broad picture of the psychological well-being of school adolescents and its relationship with the place of living and school environment.

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Objectives

The objectives of the study were:-

1. To study the difference in the psychological well-being of senior secondary students based on the place of living.
2. To study the difference in the psychological well-being of senior secondary students based on the type of school.
3. To find out the relationship between the psychological well-being and school environment of senior secondary school students.

Null Hypotheses

As per the objectives of the study, following null hypotheses were framed for statistical testing:-

Ho.1 There is no significant difference in senior secondary students' psychological well-being based on the place of living.

Ho.2 There is no significant difference in senior secondary students' psychological well-being based on the type of school.

Ho.3 There is no significant correlation/relationship between the psychological well-being and school environment of senior secondary school students.

Methodology

The survey type of study which falls under the broad descriptive method was used to get the required data for analysis.

Population

All the senior secondary school students of Kashmir valley affiliated to the Jammu and Kashmir Board of School Education (JKBOSE) was the population of the study.

Sample

For the present study, 519 senior secondary school students were selected from the Kulgam and Anantnag districts of Kashmir valley, from the schools affiliated to the Jammu and Kashmir Board of School Education (JKBOSE). The subjects were selected by using Multistage stratified random sampling technique. The criteria of stratification were type of school and place of living. The different stages for sample selection were the selection of districts, educational zones, schools and finally the teachers who were stratified on the basis of nature of teaching subject.

Tools for Data Collection

The tools of data collection were Psychological Well-Being Scale (PWBS) developed by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary (2012) [18] and School Environment Inventory (SEI) developed by Dr. Karuna Shankar Misra (2012) [19].

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Analysis and Interpretation of Data

Table 1: Table showing significance of mean difference between rural and urban school students on psychological well-being

Group	N	Mean	Standard Deviation	Df	T value
Urban	330	193.25	20.36	517	-0.91
Rural	189	196.90	19.67		

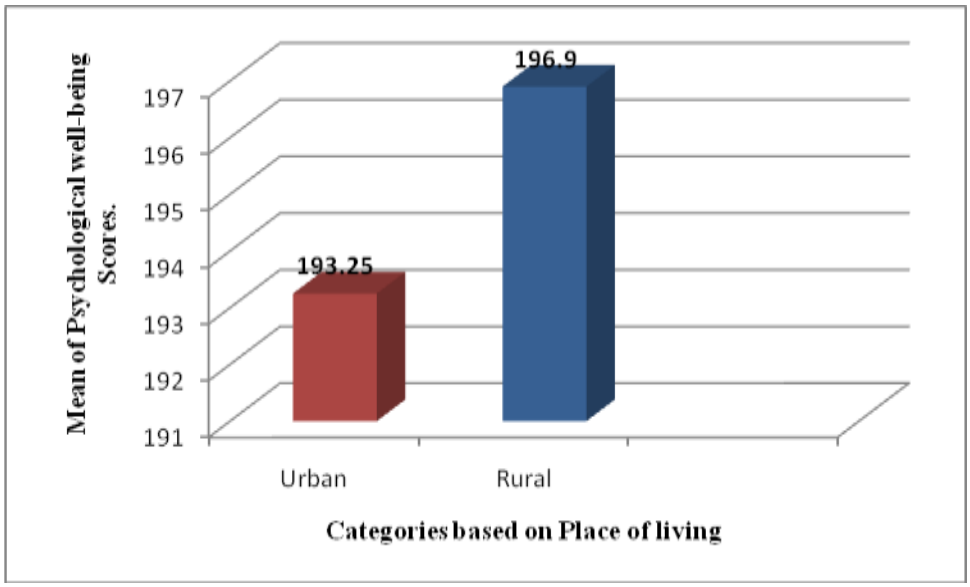

Figure 1: comparison of psychological well-being of senior secondary school students based of place of living.

From Table 1. It shows Comparison of psychological well-being of rural and urban adolescent school students of Kashmir. It is clear from table 1 that rural students have higher (196.9) mean score than urban students (193.25) in psychological well-being scale, which was found to be statistically significant by using independent samples t-test (t

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= -0.91, 517 df, $p < 0.05$). It indicates that urban students possessed high psychological well-being as compared to rural students (See figure 1). Therefore, the null hypothesis 1 stands rejected.

Table 2: Table showing significance of mean difference between private and Govt. school students on psychological well-being.

Group	N	Mean	Standard Deviation	Df	T value
Private	143	194.15	20.53	517	-0.108
Govt.	376	194.36	19.71		

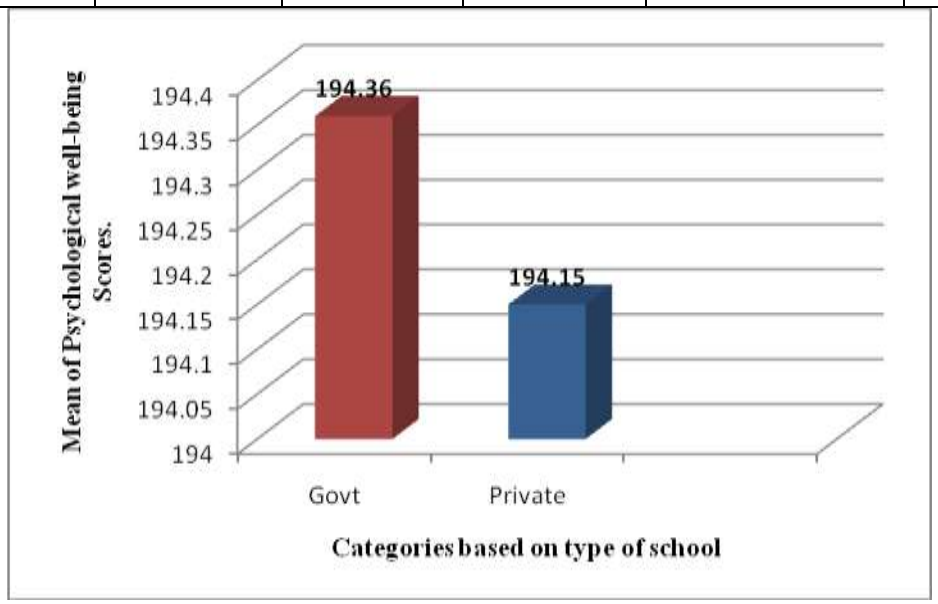

Figure 2: comparison of psychological well-being of senior secondary school students based on type of school.

From Table 2. It shows Comparison of psychological well-being of private and govt. adolescent school students of Kashmir. It is clear from table 2 that govt. adolescents had slightly higher (194.36) mean score in psychological well-being scale compared to (194.15) private adolescents, which was found to be statistically insignificant using independent samples t-test ($t = -0.108$, 517 df, $p > 0.05$). It can be said that there exists no significant difference between the private and govt. adolescents under study on psychological well-being measure (See figure 2). Therefore, the null hypothesis 2 stands accepted.

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Table 3: Table showing correlation between psychological well-being and school environment of senior secondary school students.

Psychological well-being	**Psychological well-being**	**School Environment**	**Sig.**
	1	0.019	0.667

Results in Table 3 show that, very low positive relationship was found between psychological well-being and school environment of students, which was found to be statistically insignificant (0.019, $p > 0.05$). Therefore, the null hypothesis 3 stands accepted.

Findings of the Study

Through this study following main findings has been found:

- A significant difference was found between rural and urban students on the psychological well-being, with rural students having higher psychological well-being than urban students.
- An insignificant difference has been found between the private and government school students in their psychological well-being.
- There exists an insignificant very low positive correlation between the psychological well-being and school environment of senior secondary school students.

Discussion

Regarding the difference in the psychological well-being of government and private school students, it was found that there is no significant difference in their mean scores. The finding is supported by Rapheal and Paul (2014) [20] who found that type of school is of no value in influencing the psychological well-being of government and private school students. It is also shown by previous research that government students have significantly higher overt anxiety than their counterparts in private school. Depicting that students in government schools have the higher stress of academic pressure than private students but this may be because; private students have that school climate where they are taught to be more prudent in their expression of emotions.

The significance of rural and urban student's regarding psychological well-being was found that the students from the rural area have higher psychological well-being than urban students. The result is corroborated by (Dey et al., 2014; [21] Kaur & Singh, 2016; [22] Gangopadhyay & Sikdar, 2016 [23]). According to Alves and Rodrigues (2010), [24] there is an association between living in big cities of world and risk of psychological distress among the

people. For them, this is due to the presence of factors such as stress and coping with everyday adverse circumstances of their environment, weakened social support, difficulty in accessing essential goods and less healthy lifestyles, present in the urban centers. Such factors are also reported by Albuquerque, Martins, and Neves (2008) [25] in a study on well-being in rural and urban contexts. They point out that despite the rural context, in recent decades; no longer being exclusively agrarian it is still associated with being a pleasant and healthy place to live, where interpersonal relationships are closer and lasting, thus favoring a greater emotional stability and an improvement of personal well-being. The urban environment, however, is commonly marked by unstable relationships that generate, on many subjects, more volatile bonds, which, associated with higher rates of violence and stress, for instance, help to make life in this context, especially for those living in the peripheries marked by misery, to be evaluated by its residents as less satisfactory than in the rural environment. The family and community relationships are present more in the rural context (Góis, 2005; [26] Ximenes & Moura Jr., 2013 [27]) are important to cope with adverse situations peculiar to the poverty context and when strengthened, usually favor well-being and mental health (Prezza & Costantini, 1998 [28]).

Suggestion

From the present study it is been found that the students with rural background were found to be better in psychological well-being than urban students. Hence, it can be implied that the environment of urban settings make them stressful and on the other hand it affects their academic achievement in science negatively. So, it is suggested that avenues should be created for urban students for their recreation and realization of their potential. The schools with urban catering, in particular, have a significant role in this direction. They should make the environments of their schools as stress less as possible, making students realize their potential. It may be the reason that students in urban areas are higher in number than rural areas with the hope of finding, that type of environment which may help in relieving their stress and make them realize of their strengths and weaknesses.

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