

Analysis Of General Well-Being Of The Students Of Kendriya Vidyalaya Sangathan And State Private Schools

Konthoujam Debachandra Singh¹ , Sunil Singh²

¹Master of Physical education Lovely Professional University Phagwara, Punjab

²Assistant Professor Lovely Professional University Phagwara, Punjab

Abstract

The purpose of this study was to find the general well-being of the students and to compare among the students of KendriyaVidyalayaSangathan and State Private Schools. For this study selected subjects were one hundred thirty students (N=130) from 9th to 12th standard. In order to study the general well-being of the students the Ryff Scale of Psychological Well-Being was used as a tool. After using the t test statistics the results for this study were interpreted. The results of this study showed statistically insignificant result for the difference of general well-being between the students of KendriyaVidyalayaSangathan and State Private Schools. Also the results revealed statistically insignificant result for the difference of general well-being between the boys and girls of State Private Schools. But the results stated statistically significant difference of general well-being between the boys and girls of KendriyaVidyalayaSangathan.

Keywords: Well-being, CBSE, State board, KVS

Introduction

Our daily routines have an impact on our well-being. Well-being is defined as being physically active, eating good foods, getting enough rest, and connecting with our social surroundings. Our everyday behaviours have a direct impact on our well-being. If we eat junk food, our bodies will not function effectively, and our psyche will suffer as a result. As a result, we may not be able to communicate with people properly. For the sake of our future, we must change our daily routines. Which will be passed on to our children and grandchildren, and which will shape our society. Even though happiness is an important component of personal wellness, it also encompasses other factors such as the achievement of long-term objectives, your sense of purpose, and your sense of control over your life.

KendriyaVidyalayaSangathan (KVS) is a system of central government schools in India and other countries that was established in 1963 under the Ministry of Human Resource Development (MHRD). At first, it was known as Central Schools, but it was later renamed KendriyaVidyalayaSangathan. The schools are non-profit and associated with the Central Board of Education (CBSE). The institutes' mission is to educate the children of Indian military personnel. The institute follows the same uniform, common curriculum, and educational structure. The company's headquarters are in New Delhi. The Sangathan is always chaired by the Minister of State for Human

Resource Development of the Government of India, with the Minister of State for MHRD serving as chairwoman. As of August 2021, there were a total of 1248 schools, up from only 20 in 1963. Three of the 1248 schools were located outside the country, in Kathmandu.

The state-run institutes (BOSEM and COHSEM): In 1972, the Manipur Legislative Assembly passed an act establishing the Board of Secondary Education Manipur (BOSEM), which granted accreditation for grades 1 through 10, with public examinations performed at the end of the 10th standard. The board is responsible for not just conducting examinations but also for curriculum creation. The board is also in charge of syllabus preparation. In addition, the board is in charge of textbook printing and distribution. Over 3000 schools, both public and private, are currently linked with BOSEM. The Manipur Higher Secondary Act of 1992 (Manipur Act 4 of 1992) authorised the establishment of a COHSEM (Council of Higher Secondary Education Manipur). This resulted in the recognition of 10+2 standards. This council offered public tests for students in the 12th grade. In the year 1993, this council held its first public examination. The creation of a curriculum, the drafting of a syllabus, the printing of textbooks, etc. About 153 government and private institutes are currently associated with the Council to provide 10+2 education. Only a few institutes in both BOSEM and COHSEM provide distinct learning environments for boys and girls, hence the majority of institutes are co-educational. Manipuri and English were used in the learning instructions.

Well-being of the students is very important for the overall development and school's curriculum plays a very important role in providing a prosperous environment. CBSE and state board have different curriculums. So in this study researcher wanted to analyse the well-being of the students of different boards.

Objectives

The objective of the study was mentioned below:

1. To find out the difference of general well-being among the students of kendriyavidyalayasangathan and state private schools.

Hypothesis

The hypothesis of this study was stated as:

1. There exists a significant difference of general well-being among the students of kendriyavidyalayasangathan and state private schools.

Method & Procedure

The subjects selected for the study were students both male and female. The subjects were from 9TH to 12TH standard students. Subjects were selected from various schools of Manipur state. The students were from state private schools and KendriyaVidyalayaSangathan. Total subjects were 130 students in which 60 students were taken from KendriyaVidyalayaSangathan and 70 from state private school.

Determination Of Variables

In this examination, general factors were taken as factors for the study which were considered as the fundamental element for the well-being of a student. For the study the following variable had been taken:

- General well being

Tools

To collect the data for carrying out this study, following questionnaire was used as a tool:

- Ryff Scale Of Psychological Well-Being by Carol D. Ryff

Scoring

Questionnaire of Ryff Scale Of Psychological Well-Being were distributed to the students which was made in Google Form. All the questions were adopted for this investigation. Carol Ryff has conceptualized psychological well-being as consisting of 6 dimensions:

- ✓ autonomy,
- ✓ environmental mastery,
- ✓ personal growth,
- ✓ positive relations with others,
- ✓ purpose in life,
- ✓ self-acceptance

The inventory was scored by manually with hand. In Ryff scale of psychological well-being with 54-items, each dimension scale contains 9 items equally split between positive and negative item. Items are scored on a scale of 6- points starting from strongly agree to strongly disagree.

Statistical Technique

Statistics is the major technique in interpreting the quantitative data in meaningful results. For this study to check the hypothesis, descriptive statistics i.e mean, standard deviation, degree of freedom, etc. was used to study the general well-being of the students. Also to find out the difference of general well-being of students of KVS and state private schools, t test statistics was used in this study. The level of significance was set at 0.05.

Results

The objective of the study was to find out the general well-being of the students of kendriyavidyalayasangathan and state private schools. The scores were shown in the table.

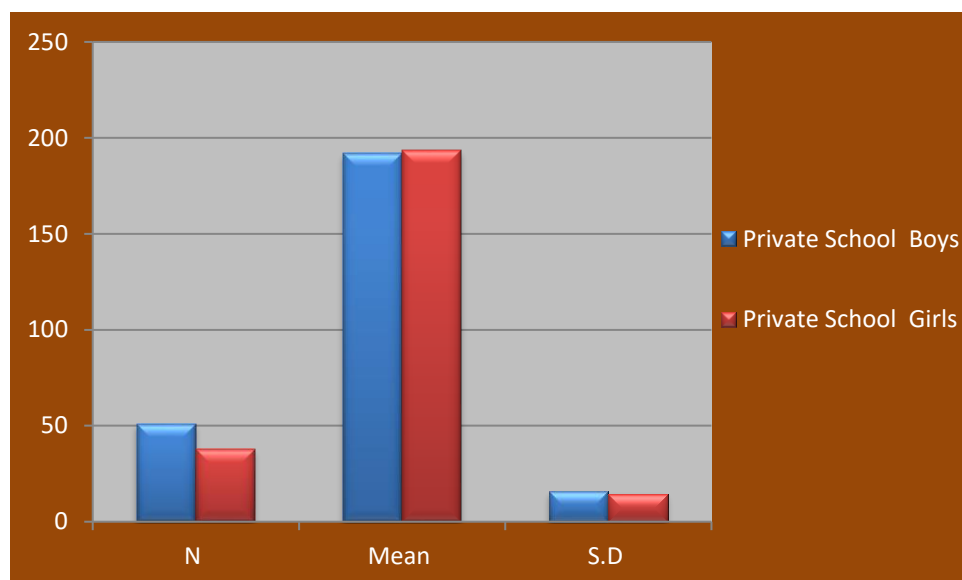
Table Difference of general well-being between the students of KendriyaVidyalayaSangathan and State private school.

General Well Being	N	Mean	S.D	df	t-value
KendriyaVidyalayaSangathan	40	193.52	20.56		

State Private School	89	192.57	15.14	127	0.29
-----------------------------	----	--------	-------	-----	------

The table showed the difference of general well-being among the students of KendriyaVidyalayaSangathan and State Private Schools. The mean score for the students of KendriyaVidyalayaSangathan and State Private School was 193.52 and 192.57 respectively and standard deviation was 20.56 and 15.14 respectively. The t-value was found out to be 0.29 which concluded insignificant difference of general well-being between the students of KendriyaVidyalayaSangathan and State Private Schools.

Figure Graphical Representation of difference of general well-being between the students of KendriyaVidyalayaSangathan and State private schools



Discussion and conclusion

This study hypothesized significant difference of general well-being between the students of KendriyaVidyalayaSangathan and State Private Schools. After the interpretation of data, the result showed insignificant difference of general well-being between the students of KendriyaVidyalayaSangathan and State Private Schools which concluded that the general well-being of the students of KendriyaVidyalayaSangathan and State Private Schools was similar. This study's result indicated two probabilities that either curriculum didn't had any relation with the well-being of the students or the curriculum of both different types of boards was similar.

Work Cited

Arslan, G., &Coşkun, M. (2020). Student subjective wellbeing, school functioning, and psychological adjustment in high school adolescents: A latent variable analysis. *Journal of Positive School Psychology*, 4(2), 153-164.

- Zacher, H., & Rudolph, C. W. (2021). Individual differences and changes in subjective wellbeing during the early stages of the COVID-19 pandemic. *American Psychologist*, 76(1), 50.
- Sholeha, E. P. D. R., & Ayriza, Y. (2020). The Effect of Body Images and Self-Esteem on Subjective Well-Being in Adolescents. *International Journal of Multicultural and Multireligious Understanding*, 6(4), 635-645.
- Cooper, R., Boyko, C., & Codinhoto, R. (2010). The effect of the physical environment on mental wellbeing. Wiley Blackwell.
- Stewart-Brown, S., Tennant, A., Tennant, R., Platt, S., Parkinson, J., & Weich, S. (2009). Internal construct validity of the Warwick-Edinburgh mental well-being scale (WEMWBS): a Rasch analysis using data from the Scottish health education population survey. *Health and quality of life outcomes*, 7(1), 1-8.
- Fat, L. N., Scholes, S., Boniface, S., Mindell, J., & Stewart-Brown, S. (2017). Evaluating and establishing national norms for mental wellbeing using the short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS): findings from the Health Survey for England. *Quality of Life Research*, 26(5), 1129-1144.
- Graupensperger, S., Benson, A. J., Kilmer, J. R., & Evans, M. B. (2020). Social (un) distancing: teammate interactions, athletic identity, and mental health of student-athletes during the COVID-19 pandemic. *Journal of Adolescent Health*, 67(5), 662-670.
- Bonino, S., Cattelino, E., Ciairano, S., Mc Donald, L., & Jessor, R. (2005). Adolescents and risk: Behavior, functions, and protective factors (pp. 117-29). New York: Springer.