Chapter 5

Summary and Conclusion

Adolescence is a unique period characterized by many changes. They encounter more stressful life events with increased demands and responsibilities. During childhood their problems met and solved to a significant extent by parents and teachers. Now at this stage they provide less help and demand more than they did earlier. Excess pressure from parents, teachers and school environment creates negative impact on their psychological wellbeing.

Adolescent, is passing through a difficult period of adjustment. Adolescence begins with puberty ends with the acquisition of full physical growth, capacity of intellectual behavior and mature emotional control or behavior.

Rapid change being the rule of the day makes the world move at first pace. There is more demand for brain power. The greatest need is to prepare the adolescence to grow into fully functioning human beings with goals that would provide enduring happiness.

At school, the teacher’s role also involves parenting functions. They should help students develop specific skills, make them aware of their different abilities and talents and motivate them toward development.

School Environment:

A school’s environment is its atmosphere for learning. It includes the feelings people have about the school and whether it is place where learning can occur.

“School Environment” has been defined in numerous ways. Dave (1963) defines school environment as “the conditions, processes and psychological stimuli which
affect the educational achievement of the child”. It refers to forces in the environment of the learner which may be a part of the school or college environment, the home environment or the environment of various other social organizations.

Misra (1986) included six characteristics viz. Creative stimulation, cognitive encouragement, permissiveness, control, acceptance and rejection in the school environment inventory. The school days are considered most crucial as it is a school that finally grooms a child to develop into a complete human being.

7. Creative Stimulation: It refers to “teacher’s activities to provide conditions and opportunities to stimulate creative thinking”.

8. Cognitive Encouragement: It implies “teacher’s behavior to stimulate cognitive development of student by encouraging his actions or behaviours”.

9. Permissiveness: It indicates “a school climate in which students are provided opportunities to express their views freely and according to their desires with no interruption from teachers.”

10. Acceptance: It implies “a measure of teacher’s unconditional love, recognizing that students have the right to express feelings to uniqueness and to be autonomous individual. The teachers accept the feelings of students in a non-threatening manner.”

11. Rejection: It implies “a school climate in which teachers do not accord recognition to students rights to deviate, act freely be autonomous persons.

12. Control: It indicates “autocratic atmosphere of the school in which several restrictions are imposed on students to discipline them.

5.2 Psychological Well-being (PWB):
The concept of psychological wellbeing has gained much popularity among behavioral scientist during the past few decades and has extended it applications
into various other fields of behavioral science. The term psychological wellbeing is a multidimensional concept that has evolved during the last century. The literature of psychological wellbeing reveals a number of conceptual and methodological issues such as multiple definitions and non theoretical measures.

The term psychological well being (PWB) has been define differently by various people. **Baker and intagliata (1982)** stated that there are as many definitions of psychological wellbeing as the number of people studying the phenomenon.

In the present study researcher used five indicators of Psychological well-Being-

**Mental Health:** The concept of mental Health is as old as human beings. In recent years clinical psychologists as well as educationists have started giving proper attention to the study of mental health.

**Sociability:**
An adolescent’s attitude toward his elders is strongly linked with his intellectual understanding of and his childhood dependence upon the older members of his family, but the latter are not always conscious of this struggle or the need for it.

The relative tendency or disposition to be sociable or associated with one’s fellow. The quality or state of being sociable; also: the act or an instance of being sociable.

**Life Satisfaction:** The act of satisfying, or the state of being satisfied; gratification of desire; contentment in possession and enjoyment; repose of mind resulting from compliance with its desires or demands.

**Efficiency:** The comparison of what is actually produced or performed with what can be achieved with the some consumption of resources (money, time, labour, etc.). The quality of being efficient or producing an effects or effects; efficient power; effectual agency.
**Interpersonal Relationship:** An interpersonal relationship is an association between two or more people that may range from fleeting to enduring. This association may be based on love and liking, regular business interactions, or some other type of social interaction.

**Statement of the problem**

"Impact of School Environment on Psychological Well-Being of Students"

5.3 **Objectives of the study**

6. To study the psychological environment of selected schools of Muzaffarnagar (U.P)

7. To assess the level of psychological well-being of students studying in selected schools

8. To analyze impact of school environment on psychological well-being of students

9. To identify the school related environmental factors that can promote or hinder psychological well-being of students

5.4 **Delimitation of the study**

2. The study was delimited to the students of 9th, 10th, 11th and 12th classes belonging to the three schools of Muzaffarnagar.

5.5 **Methodology**

**Research Design:** “Descriptive research is concerned with hypotheses formulation and testing and the analysis or relationship between non-manipulated variables and the development or generalizations” (Best and Kahn).

Hence, the descriptive research method has been considered most suited method for conducting this study on senior secondary school students. Keeping the
objectives in mind, a co relational study design was used, to find out the relationship between school environment and psychological wellbeing of secondary school students.

**Locale of the study:**

The study was conducted in Muzaffarnagar, district of Uttar Pradesh. Muzaffarnagar is a town and a municipal board in the Indian state of Uttar Pradesh. The city was established in Mughal period by a Sayyid Jagirdar. Many popular farmer leaders come from Muzaffar Nagar. It is situated midway on Delhi - Haridwar/Dehradun National Highway (NH 58), the city is also well connected with the national railway network. The city is located in the middle of highly fertile upper Ganga-Yamuna doab region and is quite near to the National capital, making it one of the most developed and prosperous cities of Uttar Pradesh.

**Sample:**

The sample of the study comprised of secondary school students in the age group of 14-18 years from 9th, 10th, 11th and 12th classes.

**Sampling Design:**

There are many sample design from which a researcher can choose. For the presenting study researcher select three schools from which sample (respondents) were selected. So the selection of sample can divided in to two part -

**Selection of Schools:** - Researcher selected five schools by chit method. After selection of the school by the chit method researcher visited the selected schools. Only three schools grant the permission for the data collection and assured the full cooperation.
Selection Respondents:
The sample of the study comprised only secondary school students in the age group of 14-18 years. In order to keep the study manageable enough, a stratified random sampling procedure was adopted in the study for sample selection from Muzaffarnagar.

“If the population from which a sample is to be drawn does not constitute a homogeneous group, than stratified sampling technique, the population is stratified in to number of non overlapping sub populations and strata and sample items are selected from each stratum. If the items selected from each stratum is based on simple random sampling, the entire procedure- first stratification and then simple random sampling, is known as stratified random sampling.”

A total of 1056 students were taken as a sample in the study of various schools. From each selected school 352 students were taken. And 88 students were taken from each class 9th, 10th, 11th and 12th as well as from each selected schools respectively.

Note: Researcher took 88 students from each mentioned class randomly by chit method. The gender wise stratification of the students from the respective schools and class vary on the proportion of both gender in the class.

Collection of Data:
The present study was conducted on secondary school students in the age group of 14-18 years. The investigator herself visited the selected schools on different dates and time. She met the principal and explained the purpose and the procedure which were involved in the data collection. The investigator obtained written permission duly signed by the concerned authorities. The suitable dates were finalized according to the school authorities. The investigator approached the authorities on the already decided dates and was helped to the classrooms. Rapport was established
with the students by exchanging introduction and purpose of the study. The researcher was explained about the test and their results had nothing to do with their personal lives and their achievements in the examination. It was made clear to them that the answers and the results would be kept confidential and would be used for research purpose only. Before the administration of questionnaires, the instructions in the given test were explained to the subjects verbally so that the students could give correct answers.

**Selection of the tools used:**
As the study is focus upon the impact of school environment on the psychological well-being of the students, the investigator selected the following tools for the present study:

1) School Environment Inventory by Dr. K. S. Misra
2) Psychological Well-Being Scale by Dr. D. S. Sisodiya and Dr. Pooja Choudhary

**5.6 Findings**

**Assessment of the level of school environment:**
For study the level of school environment from the selected schools, the researcher computed the percentage. It was found that in the creative stimulation (72.89%), cognitive encouragement (73.17%), permissiveness (73.92%), acceptance (67.66%), rejection (62.71%) and control (39.53%) area of school environment students felt high level of these factors in their school environment. 23.08%, 17.94%, 24.29%, 30.37%, 32.24% and 42.8% of them felt moderate conditions in above mentioned areas of school environment such as creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control
respectively whereas only 4.29%, 8.87%, 3.17%, 1.96%, 5.04% and 17.66% of students perceived low level of school environment in each above mentioned area of school environment respectively.

**Determining of relationship between gender and school environment:**

The results showed mean and S.D. scores of school environment from all the three selected schools. The mean and S.D scores of boys in the area of creative stimulation (6.72 ± 1.75), cognitive encouragement (6.27 ± 2.01), permissiveness (6.87 ± 1.65), acceptance (6.94 ± 1.63), rejection (6.62 ± 3.56) and control (5.53 ± 1.98) and scores of girls in the area of creative stimulation (7.26 ± 1.58), cognitive encouragement (6.32 ± 2.01), permissiveness (6.93 ± 1.57), acceptance (6.68 ± 1.53), rejection (6.42 ± 1.92) and control (5.71 ± 2.39) were in the average level. The ‘Z’ scores in all the areas of school environment (creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control) were 1.58, -.35, -.62, 2.57, 1.18 and -1.23. All the evidences given by the tables depicted that there was not much difference between the Mean±S.D scores of boys’ and girls’ scores which meant that the school environment was very much the same for both the genders. It was found that there was significant difference between only creative stimulation and acceptance areas as perceived by boys and girls. It can be concluded that the majority of students felt that their respective schools was in the moderate category.

**ANOVA (One-Way) and p- values of components of school environment**

The above mention table 4.10 shows the factor analysis (one way ANOVA) among all environmental factors of school environment of all three selected schools.

The F values for all the factors of school environment such as creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control were
10.52, 61.93, 12.31, 18.29, 15.09 and 9.38 respectively. The p values were 0.00>0.05% in all areas of school environment, which meant that significant difference found in the school environment among all three selected school.

**School wise distribution ‘Mean’, ‘S.D’ and ‘Z’ scores of school environment (M.G Public School and Kendriya Vidhyalya)**

The above table 4.11 represents the M.G. Public and Kendriya Vidhyalya schools’ Mean±S.D. scores, ‘Z’ scores of several factors related to school environment such as: creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection, control and over all school environment of students from all selected School. The results shows that there is significance difference found between M.G. Public School and Kendriya Vidhyalya Mean±S.D scores which means that both the schools have different school environment.

**School wise distribution ‘Mean’, ‘S.D’ and ‘Z’ scores of school environment (Kendriya Vidhyalya and Shardein Public School)**

The above table 4.12 represents the Kendriya Vidhyalya and Shardein Public schools’ Mean±S.D. scores, ‘Z’ scores of several factors related to school environment such as: creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection, control and over all school environment of students from all selected School. The result shows that there is significant difference between Kendriya Vidhyalya and Shardein Public School Mean±S.D scores which means that both the schools have different school environment.

**School wise distribution ‘Mean’, ‘S.D’ and ‘Z’ scores of school environment (M.G. Public School and Shardein Public School)**

The above table 4.13 represents the M.G. Public and Shardein Public schools’ Mean±S.D. scores, ‘Z’ scores of several factors related to school environment such
as: creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection, control and overall school environment of students from all selected School. The result shows that there is significant difference between M.G. Public School and Shardein Public School Mean±S.D scores which means that both the schools have different school environment.

**Assessing the level of psychological well-being:**

The results showed the level of psychological well-being in selected school. The evident from above drawn graph that in M. G. Public School 97.24% students were fall in the moderate level of psychological well-being where as only 2.75% students were in high level of psychological well-being. 98.06% students of Kendiriya Vidhyalaya were fall in the moderate level whereas only 1.93% students in the high level of psychological well-being. All the students of Shardein Public School were fall in the moderate level. It can be summarized that mostly students were exhibited under the moderate category.

**Determining of relationship between gender and psychological well-being:**

The results showed mean and S.D. scores of psychological well-being of the students from all the three selected schools. The mean and S.D scores of boys in the areas of psychological well-being such as satisfaction (24.56 ± 3.59), efficiency (24.43 ± 3.52), sociability (24.70 ± 3.52), mental health (24.52 ± 3.59), interpersonal relations (26.11 ± 3.72) and over all psychological well-being (1.24 ± 11.53) and scores of girls in the area of satisfaction (24.27 ± 3.34), efficiency(23.88 ± 2.96), sociability (24.20 ± 3.47), mental health (23.92 ± 3.51), interpersonal relationship (25.51 ± 3.54) and overall psychological well-being (25.51 ± 3.54) were in the average level. The ‘Z’ scores in all the areas of psychological well-being such as satisfaction, efficiency, sociability, mental health,
interpersonal relationship and overall psychological well-being were 1.58, -.22, 1.76, 1.13,-.99 and 1.01 respectively. All the evidence depicted that there was not much difference found in between boys’ and girls’ Mean±S.D scores which means gender doesn’t affect on psychological well-being of students. The psychological well-being of above mentioned areas were p>0.05 which means there were no significant relationship between gender and psychological well-being of students.

ANOVA (One-Way) and p- values of students’ psychological well-being

The above mention table 4.23 shows the factor analysis (one way ANOVA) of students’ psychological well-being of all three selected schools.

The F values for all the components of psychological well-being such as satisfaction, efficiency, sociability, mental health and interpersonal relationship were 401.54, 684.65, 679.78, 546.24 and 481.74 respectively. The p values were 0.00>0 .05% in all components of psychological well-being, which meant that significant difference found in the psychological well-being of the students among all three selected school.

School wise distribution of ‘Mean±S.D’ and ‘Z’ scores of M.G Public School and Kendriya Vidhyalya students’ psychological well-being

The above table 4.24 represents the Mean±S.D. scores, ‘z’ scores of several factors related to psychological well-being such as: satisfaction, efficiency, sociability, mental health, interpersonal relations and over all psychological well-being of M.G Public School and Kendriya Vidhyalya. The result shows that there is no significant difference found between psychological well-being of the students of both schools.

School wise distribution of ‘Mean±S.D’ and ‘Z’ scores of Kendriya Vidhyalya and Shardein Public School students’ psychological well-being
The above table 4.25 represents the Mean±S.D. scores, ‘z’ scores of several factors related to psychological well-being such as: satisfaction, efficiency, sociability, mental health, interpersonal relations and over all psychological well-being of Kendriya Vidhyalya and Shardein Public School. The result indicates that there is significant difference found between psychological well-being of the students of both schools.

School wise distribution of ‘Mean±S.D’ and ‘Z’ scores of Kendriya Vidhyalya and Shardein Public School students’ psychological well-being

The above table 4.26 represents the Mean±S.D. scores, ‘z’ scores of several factors related to psychological well-being such as: satisfaction, efficiency, sociability, mental health, interpersonal relations and over all psychological well-being of M.G. Public School and Shardein Public School. The finding reveals that there is significant difference found between psychological well-being of the students of both schools.

Relation between school environment and psychological well-being:

The results showed that in the area of creative stimulation the correlation coefficient values of satisfaction, efficiency, sociability, mental health, and interpersonal relationship were -0.10, -0.11,-0.12,-0.10,-0.14 and -0.11 respectively. The correlation coefficient values of satisfaction, efficiency, sociability, mental health, and interpersonal relationship were -0.18,-0.16,-0.19,-0.20,-0.20 and -0.16 respectively in the area of cognitive encouragement. In the area of permissiveness the correlation coefficient values of creative satisfaction, efficiency, sociability, mental health, and interpersonal relationship were -0.05, -0.03,-0.08,-0.02,-0.08 and -0.03 respectively. In the area of acceptance the correlation coefficient values of satisfaction, efficiency, sociability, mental health,
and interpersonal relationship and overall psychological well-being were -0.12,-0.15,-0.18,-0.12,-0.15 and -0.16 respectively. The correlation coefficient values of rejection in the areas of psychological well-being (satisfaction, efficiency, sociability, mental health, interpersonal relations and overall psychological well-being) were -0.00,-0.03,-0.05,-0.00,-0.00 and -0.00 respectively. The above table showed that in the area of control the correlation coefficient values of satisfaction, efficiency, sociability, mental health, and interpersonal relationship were -0.05, -0.06, -0.08, -0.07, -0.08 and -0.07 respectively.

Hence it can be concluded that in all selected secondary schools there were negative relations between creative stimulation (teacher’s activity), cognitive encouragement, acceptance and all the areas of psychological well-being such as satisfaction, efficiency, sociability, mental health, interpersonal relationship and overall psychological well-being. No correlations found between permissiveness and satisfaction, efficiency, mental health and overall psychological well-being whereas sociability and interpersonal relation were found significant relationships with permissiveness. The results depicted that there was no correlation found among rejection and all above mentioned areas of psychological well-being such as satisfaction, efficiency, sociability, mental health, interpersonal relations and overall psychological well-being. All the areas were having significant correlation except satisfaction and efficiency with control in the school environment.

Hence it can be concluded that in the all selected schools the school environment found significant relationship with control, sociability, mental health, interpersonal relationship and overall psychological well-being. On the basis of above mention data it can be said that schools rules and policies can affect the students’ mental health, sociability, interpersonal relationship and overall psychological well-being.
Conclusion:

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels them to recognize facts but also provides him with a readymade system of signs. It imposes on them a series of obligations. Two environment home and school share an influential space in child’s life. School environment is an alterable variable that can affect students’ psychological well-being. Educators cannot change a students’ socioeconomic standing, genetic predisposition to mental illness, change in the learning environment can improve students, psychological well-being. In this study researcher conducted a survey on three schools for assessing the relationship of school environment and psychological well-being. Results indicated that the majority of students felt that their respective schools were in the moderate category and there was no significant difference perceived by the boys and girls in their school environment. The result showed that there was significant difference found among the school environment of the selected schools. The result also revealed that there was significant difference found among the students’ psychological well-being from the different school environment. Findings showed that most of the students were fall under the moderate category of psychological well-being in all selected schools. The results showed negative but weak correlation between areas of school environment and all the components of psychological well-being. The result of correlation was not helping to identifying promoting factors for psychological well-being. On the other hand on the basis of findings it may be concluded that high level of creative stimulation, cognitive encouragement and acceptance in the environment hinders the psychological well-being of the students from selected schools. The result also showed that the perception of students about school environment in all areas were shown in moderate level this meant that allots of space is present for the improvement in the school environment through which
school can make the student a better individual in their life. Most of the students were fall under the moderate category of psychological well-being in all selected schools it indicates that effort should be made to enhance their psychological well-being also.

**Key strategic actions for psychological well-being promotion in Schools:**
Within the school context, positive well-being promotion should focus on enhancing protective factors that contribute to the social-emotional growth of children and youth, and decreasing specific risk factors that impede psychosocial development. The promotion of mental health for all students involves responding effectively to learning challenges and needs, as well as promoting the well-being of every student. In order to accomplish these goals, educational and school professionals, in collaboration with community stakeholders, must:

**Suggestion based on the study:**
- Maintain balance in teachers’ activities to provide conditions or opportunities to stimulate creative thinking. Because high stimulation for creative thinking can create a pressure on child to always create new ideas and this pressure can hinder their psychological well-being.
- Set level of cognitive encouragement in the class: it is good to encourage the students cognitively but it was found in the study that if teachers accept all the actions or behaviour of the students it can create hindrance to identify their true self.

**Suggestion based on the reviews:**

**Promote psychosocial development in school:**
- Keep in mind that certain type of behaviours and relationships may be of special significance at different age levels.
At secondary school level, keep in mind the significance of each student’s search for a sense of identity.

Remember that the aimlessness of some students may be evidence that they are engaging in a psychosocial moratorium. If possible, encourage such individuals to focus on short term goals while they continue to search long term goals.

Remain aware that adolescents may exhibit characteristics of different identity status types.

**Encouraging Moral Development: (Suggestions for teachers)**

- Recognize that younger children respond to moral conflicts differently from older children.
- Try to take the perspective of students, and stimulate their perspective taking abilities.
- Develop an awareness of moral issues by discussing of variety of real and hypothetical moral dilemmas and by using daily opportunities in the classroom to heighten moral awareness.

**Caring relationships:** Teachers can be highly significant people in the life of a child, providing positive role modeling, caring and support for their students (Geary, 1988; Benard, 1995). Some aspects of this caring relationship include:

- Genuine concern for the welfare and progress of every child in their care;
- Being prepared to listen to students' concerns and provide empathy and understanding;
- Recognizing and believing in each child's strengths and potential and nurturing these;
- Providing encouragement and being positive;
- Challenging negative and defeatist talk and role-modelling problem-solving behaviour;
• Refraining from negative comments, including thoughtless, 'off the cuff' remarks that may be more damaging that the teacher realises;
• Creating a climate in which bullying and put-downs are not tolerated;
• Informal avenues of communication between teachers and parents to monitor children's progress and develop co-operative strategies for addressing issues.

**Give children roles of responsibility:** By treating children as responsible people, they will respond accordingly. The actual responsibilities will obviously depend on the age of the children. However, responsibilities can include such as roles as:
- Supervising or mentoring younger children;
- Organizing a classroom event;
- Creating a system in which certain children are trained to act as schoolyard monitors, helping to resolve conflicts in the schoolyard;
- Providing leadership in a co-operative learning exercise

**Convening classroom meetings to solve classroom problems:** Rather than the teacher imposing their authority to solve conflicts and other problems in the classroom, the teacher can call a classroom meeting, in which children are asked to contribute to solving the problem. This promotes resiliency by helping to develop problem-solving skills, teaching children to listen to one another and contribute their ideas, and sending the message that conflicts and other problems are not 'bad', but can be seen as opportunities for creative problem solving and negotiation. It also helps children to develop a sense of responsibility for everything that happens in their classroom rather than focusing solely on their own concerns.
• Organize evidence-informed early intervention services and supports that are easily accessed in a timely fashion.
- Provide continuity of assistance for those with chronic conditions who require more intensive supports (Adelman & Taylor, 2006; NB ISD, 2009; GermAnn, 2009);
- Implementation of supportive public and school policies;
- Ensuring engagement and mobilization of community members in promoting protective factors;
- Affirms that physically and emotionally healthy children and youth are more likely to reach their academic potential;
- Recognizes that the school setting has the potential to contribute positively to students’ positive mental health;
- Promotes the belief that healthy lifestyle choices positively impact children’s and youths’ physical health and emotional well-being;
- Integrates health into all aspects of school and learning;
- Bridges health and education concerns and systems;
- Requires the support and collaboration of families, community members and services providers (JCSH, 2009)

**Recommendations for further researches:**

- Similar kind of study with large number of schools and detailed analysis of differences of impact of school perception on students’ psychological well-being can be done.
- Further research is needed to explore the decreasing impact of facilities providing by the schools.
- The promotion programme can be conducted for a long period of time on school level to giving students for nourishing their well-being.
• The parents can also become part of the study so as to analyze how they help their wards in making several policies to enhance school effectiveness in students’ psychological well-being.

**Implication for the research:**
• It provides the opportunities to develop better understanding for school professionals which will help them in making positive environment in the school for students.
• The study gave light on those environmental factors of schools, which help in developing the integrity and strength of character that prepare for success.
• It will help to create a positive environment for students that allow them to develop psychological well-being.