A study on the well-being of higher secondary school students of Aizawl city with reference to their gender and class.

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Abstract—In some regions, senior secondary is another name for higher secondary. It refers to the instruction given in schools for the eleventh and twelfth standards. Higher secondary schools are those that offer instruction up to these courses. In some regions, senior secondary is another name for higher secondary. It refers to the instruction given in schools for the eleventh and twelfth standards. Health and happiness are the sensation of well-being. It involves both physical and mental well-being, emotional and physical security, and a sense of community, purpose, accomplishment, and success. The term “well-being” refers to a wide variety of psychological and physical capacities. This essay’s goal is to assess the level of well-being in higher secondary school students of Aizawl city.

Key words—Higher secondary school students, Well-being, Aizawl city, class XI, class XII, gender.

I. Introduction

Higher Secondary education describes what is taught in schools throughout the eleventh and twelfth grades. The higher secondary school examination is administered in India by a number of boards, including the CBSE, ICSE, and other state boards. After eight years of elementary school, pupils in India begin secondary school, which consists of two years of secondary school (classes IX and X) and two years of higher secondary school (classes XI and XII). Pupils who complete both of these years are then entitled to attend senior secondary school. Higher secondary exams cover a variety of topic combinations, and candidates must comprehend the full significance of the H.S.C. Let’s examine the important streams of the arts, sciences, and commerce, as well as how the subjects are distributed. The state-specific vernacular subjects and English are the two required papers. Referring to the Great Britain, which has successfully developed school Well-being as an educational policy, the idea of school Well-being is a school, which can create health and social behaviour as supporting factors for effective instructions, which enhance long term health achievement [1].

II. Research Objectives

1. To identify the level of Well-being of Higher Secondary School Students of Aizawl city.
2. To compare the level of Well-being of Higher Secondary School Students of Aizawl city in with reference to their gender.
3. To compare the level of Well-being of Higher Secondary School Students of Aizawl city in with reference to their class.

III. Research Methodology Research Design

The investigator adopted descriptive type of research, which aims to accurately and systematically describe population, situation or phenomenon.

Population and Sample:

The population of the study includes Higher Secondary School Students of Aizawl. A sample of 300 students (150 male and 150 female) (120 class XI and 180 class XII) from a Higher Secondary school from of Aizawl city was selected. Simple random sampling technique was used for collecting the sample. Tools for Data Collection. The investigator used a tool on Well-Being Index Scale of students of Secondary students (Wbl-CS) developed and standardized by Professor Vijaya Lakshmi Chouhan and Dr. Varsha Sharma published in 2014 by National Psychological Corporation [2].

Mode of Data Collection:

The investigator personally contacted the higher secondary school students and collected the data. The data collected for the variables were analysed using statistical tools such as mean, standard deviation and standard error of difference. A t-test is used for calculating the significant difference.

IV. Analysis and Interpretation

1. To find out the level of Well-being of Higher Secondary School students of Aizawl city. In order to find out the Well-being of Secondary School Students of Aizawl city Wblcs (Well-being index-Chouhan Sharma) was given to all the respondents. The number and percentage of all respondents is shown in the following table No.1.1:
Table 1.1: The Level of well-being of Higher Secondary School Students of Aizawl city

<table>
<thead>
<tr>
<th>level of Well-being</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely High</td>
<td>20</td>
</tr>
<tr>
<td>High</td>
<td>30</td>
</tr>
<tr>
<td>Above Average</td>
<td>26</td>
</tr>
<tr>
<td>Average</td>
<td>20</td>
</tr>
<tr>
<td>Below Average</td>
<td>3</td>
</tr>
<tr>
<td>Low</td>
<td>0.33</td>
</tr>
<tr>
<td>Extremely Low</td>
<td>1.33</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 1.1: Pie chart showing the distribution of different level of Well-being of Higher Secondary School Students of Aizawl city.

Table 1.1 and figure 1.1 reveals that out of 300 secondary school students, 20% fall under the category of Extremely high level of Well-being, 30% fall under the category of high well-being, 26% fall under the category of Above average Well-being, 20% fall under the category of average well-being, 3.0% fall under below average well-being, 0.33% fall under low well-being and 1.33% fall under extremely low well-being.

2. To compare the level of Well-being Higher Secondary School Students of Aizawl city with reference to their gender. Analysis was done by calculating the mean value and standard deviation after which t-test was administered.

Table 2.1: Comparison on the level of Well-being Higher Secondary School Students of Aizawl city with reference to their gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>number</th>
<th>mean</th>
<th>Standard Deviation</th>
<th>T-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>150</td>
<td>159.4</td>
<td>16.178</td>
<td>3.660</td>
<td>0.01</td>
</tr>
<tr>
<td>female</td>
<td>150</td>
<td>167.31</td>
<td>21.047</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.1 and Figure 2.1 the Mean Value and Standard Deviation are calculated and "t-test" is calculated between Male and Female higher secondary school students. The Mean Value of 150 male higher secondary School students is found to be 159.5 with a Standard Deviation of 15.168. For Females, the Mean Value of 150 higher secondary school students is found to be 167.32 with a Standard Deviation of 21.047. It can be seen that the Mean Value and Standard Deviation quite differ in their value between male and female higher Secondary School students, the computed t-value is 3.6. According to the degrees of freedom (d.f), which is 298, the critical value of t at 0.01 level is 2.60. The computed value is greater than the critical value of t. This further signifies that there is a significant difference in the level of well-being between Male and Female Higher Secondary School Students within Aizawl City where Female Students have higher level of Well-being as compared to Male Higher Secondary School Students.

3. To compare the Well-being of the Higher Secondary School students of Aizawl city with reference to their classes (XI and XII).

In order to compare the Well-being of Higher secondary school students with reference to their classes (XI and XII), the mean value and standard deviation was calculated, after which t-test was administered. The following table no. 3.1 show the comparison of Well-being of Higher Secondary school students with reference to their classes (XI and XII) Table 3.1: Comparison of Well-being of Higher Secondary school students of Aizawl city with reference to their classes (XI and XII)

<table>
<thead>
<tr>
<th>Classes</th>
<th>number</th>
<th>mean</th>
<th>Standard Deviation</th>
<th>T-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI</td>
<td>120</td>
<td>156.966</td>
<td>15.986</td>
<td>4.738</td>
<td>0.01</td>
</tr>
<tr>
<td>XII</td>
<td>180</td>
<td>168.166</td>
<td>24.94</td>
<td></td>
<td>** Significant at 0.01 level**</td>
</tr>
</tbody>
</table>

Figure 3.1: Comparison of the Well-being of Higher Secondary School students with reference to their classes (XI and XII)

Table 3.1 and Figure 3.1. The Mean Value and Standard Deviation are calculated and ‘t-test’ is performed between class XI and class XII Higher Secondary School Students. The Mean Value of 150 class XI Higher Secondary School Students was found to be 156.966 with a Standard Deviation of 15.986. For class XII Higher Secondary School Students, the Mean Value of 150 Higher Secondary School Students was found to be 168.166 with a Standard Deviation of 24.94. According to the degrees of freedom (df), which is 298, the critical value of t at 0.01 level is 2.60. The calculated value is more than critical value of t. This further signifies that there is a significant difference in the level of Well-being between class XI and class XII Higher Secondary School Students of
Aizawl City. Therefore, there is no significant difference between the level of Well-being of class XI and class XII Higher Secondary School students is rejected.

V. SUGGESTIONS AND CONCLUSION

The majority of the higher secondary school students in Aizawl City fell into the categories of Average, Above Average, High, and Extremely High in the current survey, according to the researcher. Only 4.33% of people have a level of wellbeing that is below average, low, or extremely low. Therefore, we draw the conclusion that students in higher secondary schools in the city of Aizawl lead balanced lives. This finding is comparable to those made by Kaur (2019), who similarly came to the conclusion that pupils in higher secondary schools in rural areas experienced some degree of low well-being [3]. The availability of superior amenities in the Aizawl city (Urban region) may be one of the most likely causes of the high degree of wellbeing that exists today. As we are aware, wellbeing. The following suggestion for further research can be made after the findings of the present study:

1. Inter-community study may be taken up on a similar topic.

VI. ACKNOWLEDGMENT

I am extremely grateful to the Indira Gandhi National Open University, Aizawl, Mizoram and the Principal, Faculty of IGNOU for granting me invaluable opportunity to further my study in Aizawl. I would also like to thank the Higher Secondary schools teachers and the students of Aizawl city for their technical support on my study, without whom my work could not come into existence.

REFERENCES