

# SELF-CONCEPT, WELL-BEING, AND EDUCATIONAL ASPIRATIONS AMONG GOVERNMENT AND PRIVATE SCHOOL STUDENTS

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## ABSTRACT

*This research compares self-concept, general well-being, and educational aspirations among government and private school students in Ghaziabad. A sample of 200 tenth-grade students, 100 from government schools, and 100 from private schools was selected using purposive sampling. The World Health Organization Five Well-Being Index (WHO-5), Educational Aspiration Scale (EAS-SG), and Self-Concept Rating Checklist by Dr. Pratibha Deo were employed as tools. Descriptive statistics and independent group t-tests were used for data analysis. Results indicated significant differences between government and private school students in terms of their self-concept, well-being, and educational aspirations, offering insights for educators and policymakers to address the disparities.*

**Keywords:** - *Self-concept, Well-being, Educational Aspirations, Government and Private School Students, Secondary Schools.*

## 1. INTRODUCTION

Self-concept, general well-being, and educational aspirations are important indicators of students' psychological health and future goals. Self-concept refers to an individual's perception of themselves, influenced by their experiences, feedback from others, and their environment (Marsh & Shavelson, 1985). General well-being encompasses a person's overall sense of life satisfaction and mental health (Ryff & Singer, 2006). Educational aspirations refer to the academic goals that students aim to achieve, often shaped by personal beliefs and social influences (Khattab, 2003). These three factors play a crucial role in determining a student's academic success and long-term career prospects. Research has shown that students from different socio-economic and institutional backgrounds exhibit varying levels of self-concept and well-being. Studies suggest that private school students generally report higher self-concept and educational aspirations due to better access to resources and support systems (Lee & Bowen, 2006). In contrast, students in government schools often face economic challenges, which may negatively impact their self-concept and well-being (Adams, 2002). Khattab (2003) posits that educational aspirations are strongly linked to family background and school type, with private school students displaying higher aspirations due to greater parental involvement and academic support. Meanwhile, the general well-being of students is influenced by the school environment, with private schools typically providing more conducive settings for mental and emotional health (Pekrun et al., 2002).

## 2. OBJECTIVES OF THE STUDY

- i) To compare the self-concept of government and private school students.
- ii) To compare the general well-being of government and private school students.
- iii) To compare the educational aspirations of government and private school students.

### 3. HYPOTHESIS OF THE STUDY

- i) There is no significant difference in the self-concept of government and private school students.
- ii) There is no significant difference in the general well-being of government and private school students.
- iii) There is no significant difference in the educational aspirations of government and private school students.

### 4. DELIMITATION OF STUDY

- i) The study was delimited to ten secondary schools in Ghaziabad.
- ii) The study was delimited to tenth-grade students only.
- iii) The study was delimited to a total of 200 students (100 boys and 100 girls).

### 5. METHOD USED

The descriptive survey method was employed to gather data on self-concept, general well-being, and educational aspirations among students. This method is effective for comparing groups based on specific variables and drawing inferences from the data.

### 6. SAMPLE OF THE STUDY

The sample consisted of 200 students from ten secondary schools in Ghaziabad. Five private senior secondary schools and five government secondary schools were selected purposively from different regions of the city. From each school, ten boys and ten girls were selected randomly, resulting in a total sample of 100 boys and 100 girls.

### 7. INSTRUMENTS OF THE STUDY

- i) World Health Organization Five Well-Being Index (WHO-5, 1998) – This index was used to assess the general well-being of students. It measures the subjective quality of life through five questions scored on a Likert scale.
- ii) Educational Aspiration Scale (EAS-SG) Form P-Hindi (2009) – Developed by V.P. Sharma and A. Gupta, this tool was used to assess the educational aspirations of students.
- iii) Self-Concept Rating Checklist-Revised – Developed by Dr. Pratibha Deo, this checklist contains 90 adjectives describing a person's self-concept, assessed using a self-reporting technique. It has six dimensions as Intelligence, Emotional, Social, Character, Aesthetic and Neutral dimensions.

### 8. SCORING PROCEDURE

- i) WHO-5 Index: Each item is rated on a 6-point scale (0 = Not at all, 5 = All the time). The scale has 20 items. The raw score is calculated by totaling the figures of the five answers. The raw score ranges from 0 to 25, with 0 representing the worst possible and 25 representing the best possible quality of life. To obtain a percentage score ranging from 0 to 100, the raw score is multiplied by 4. A percentage score of 0 represents the worst possible, whereas a score of 100 represents the best possible quality of life. Higher scores indicate better well-being.
- ii) Educational Aspiration Scale: There are no right or wrong answers in the scale. As per scoring key 0 and 1 scores are given in each item. There are 45 items and the range of scores is 0-45, with higher scores indicating higher educational aspirations.
- iii) Self-Concept Rating Checklist: Responses are rated on a 5-point scale. There were 90 adjectives describing a person's self-concept in the rating scale. The scoring for positive adjectives (4= Very much like this, 3= Much like this, 2= Uncertain, 1= Not like this, 0= Not all like this) and for negative adjectives were scored as vice versa. A higher total score reflects a more positive self-concept.

## 9. STATISTICAL TECHNIQUES USED

Descriptive statistics were used to summarize the data, and an independent group t-test was employed to determine the significance of differences between government and private school students on the variables of self-concept, general well-being, and educational aspirations.

## 10. RESULTS AND DISCUSSIONS

**Table:1 Difference in Mean Scores of Self-Concept between Govt. and Pvt. Secondary School Students**

Groups	No.	Mean	S.D.	't'- ratio	T. V.	Result
Govt. Students	100	99.3	9.1	7.30	1.97(at 0.05 level)	Significant
Pvt. Students	100	108.5	8.7			

The analysis revealed a significant difference in self-concept between government and private school students. Private school students scored higher on the Self-Concept Rating Checklist (Mean = 108.5, SD = 9.2) compared to government school students (Mean = 99.3, SD = 8.5). The independent t-test yielded a significant t-value ( $t = 7.30$ ,  $p < 0.05$ ), indicating that private school students tend to have a more positive self-concept.

**Table:2 Difference in Mean Scores of Well-Being between Govt. and Pvt. Secondary School Students**

Groups	No.	Mean	S.D.	't'- ratio	T. V.	Result
Govt. Students	100	77.8	9.2	3.35	1.97(at 0.05 level)	Significant
Pvt. Students	100	82.1	8.9			

Private school students also exhibited higher scores on the WHO-5 Well-Being Index (Mean = 80.1, SD = 8.9) than government school students (Mean = 77.8, SD = 9.2). The t-test results ( $t = 3.35$ ,  $p < 0.05$ ) suggest that the general well-being of private school students is significantly better than that of their counterparts in government schools.

**Table:3 Difference in Mean Scores of Educational Aspirations between Govt. and Pvt. Secondary School Students**

Groups	No.	Mean	S.D.	't'- ratio	T. V.	Result
Govt. Students	100	29.7	5.8	6.48	1.97(at 0.05 level)	Significant
Pvt. Students	100	35.3	6.4			

The educational aspirations of private school students (Mean = 35.3, SD = 6.4) were significantly higher than those of government school students (Mean = 29.7, SD = 5.8). The t-value ( $t = 6.48$ ,  $p < 0.05$ ) confirmed that private school students have greater aspirations to pursue higher education and professional careers.

These findings align with previous research, which indicates that students from private schools generally have higher self-esteem and future aspirations, partly due to the superior resources and support available to them (Lee & Bowen, 2006; Khattab, 2003). On the other hand, government school students may face environmental challenges that negatively impact their psychological well-being and ambitions (Adams, 2002).

## 11. EDUCATIONAL IMPLICATION

The study highlights the need for targeted interventions in government schools to enhance students' self-concept, well-being, and educational aspirations. Schools should focus on creating supportive environments, promoting mental health programs, and providing academic counseling to help students realize their potential. For

policymakers, addressing resource gaps between government and private schools is essential to fostering equal opportunities.

## 12. CONCLUSION

This comparative study demonstrates significant differences in self-concept, general well-being, and educational aspirations between government and private school students. Private school students consistently score higher across all three domains, suggesting the need for greater support in government schools to help students achieve their educational and personal development goals.

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