

**VALUES & GENERAL WELLBEING AMONG HIGH
SCHOOL STUDENTS IN RELATION TO SOCIO-
DEMOGRAPHIC VARIABLES: AN EMPIRICAL STUDY**

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DECLARATION

This is to certify that the material embodied in the present work entitled “**Values & General Wellbeing Among High School Students in Relation to Socio-Demographic Variables: An Empirical Study**”, is based on my original research work. It has not been submitted in part or full for any other diploma or degree of any University/Institution deemed to be University and college/institution of National Importance. References from other works have been duly cited at the relevant places.

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Chapter 1

Introduction

In year 1999, during the UNESCO General Conference, several representatives of Member States shared their concerns about young children who either did not receive quality education, or any education at all, or were growing up in a society where no values were being imparted to them. The UNESCO General Conference (1999) stated that *“The most important element in the learning environment is invisible. It is made up of the values, attitudes, and actions that we and our classes take part in every day.”* Enhancing the teaching and learning experience is of central concern to humans who continue to devise ways and means to meet the challenge of ignorance. UNESCO receives numerous requests from Member States that are related to the issue of value education for young children (within a formal and non formal educational framework and also for street children).

Due to the growing concerns of value education, the Asia-Pacific Network for International Education and Value Education (APNIEVE) offered UNESCO technical support and suggestions for implementation of its activities in international education and value education. APNIEVE proposed to generate a series of publications in line with its aim to endorse international education and value education for peace, human rights, democracy and sustainable development, through inter-country co-operation among individuals and institutions working in these fields. It was proposed that in order to reinforce and intensify the formation of values and abilities such as solidarity, creativity, civic responsibility, the ability to resolve conflicts by non-violent means, and critical acumen, it is essential that true education is introduced in the curriculum, at all levels for citizens. The report also states that as an economy, India is passing through a phase of transition which has endangered its values that have been socially

accepted for a long time. Disruption of values is witnessed in all facets in public and private life. Issues like crime, violence and indifference have affected society as a whole. The country is significantly affected by deculturalization, dehumanization and alienation. Consequently, this poses a risk to the democratic setting. The process of tackling these issues should not be gradual, but radical, and for this, people need to change their perception and acknowledge the importance of values. This calls for a value-based education system. (Learning to live together, 1998)

Over the past few decades, India has progressed economically and many important steps have been taken with many contemporary initiatives to enhance the infrastructure and the educational system of the country. However, somewhere amidst the competition of coming at par with the developed countries, our multi-lingual and multi-cultural country has lost the sight of its traditional values. A good educational system is vital to mold its students into good citizens. Today, when we see the newspapers filled with the negative news and crimes like murders, robberies, violence against women, scams and frauds of millions of rupees, we cannot blame it totally on poverty and illiteracy. Many of these crimes are often committed by the so called educated citizens (Lal, 2008).

In the pre-independence era, most crimes were committed by illiterate people. Very few people had access to a formal education system. It was accepted that educated people would behave in a civilized manner and have ethical considerations. However, over a period of time, even though there has been a huge expansion in the education system, there can be seen a marked decline in the character, moral values and general behavior of students graduating from schools and colleges. In most educational institutes there is lack of stress on human development and nation building, while students have a materialistic approach, being attracted only towards

money-making. Consequently, one can see gradual erosion of traditional values (Lal, 2008), with a corresponding rise in the crime rate.

Importance of Value Education

Children today are not aware of the basic values that can help them to lead a meaningful life. Values should be instilled in children from an early age as it is easier to influence young minds. Values shape our choices, our sense of who we are, our behaviors and a lot more. Positive thoughts yield positive actions. This is why there is resurgence in the emphasis on value education being included and taught in schools these days. Good values not only help to mold the character of young people, they also play a crucial role in helping students make satisfying career choices. Value added education instills good qualities in students that make them better human beings. However, students who have good values inculcated in them do not necessarily have to sacrifice high performance and high achievements. In fact, a holistic development in students enables them to achieve the desired results in a competitive world without having to compromise on their mental and physical health while retaining a healthy work life balance (Indrani, 2012). Without a sound value-added education, many times students are found to resort to unfair means in order to achieve success at any cost. Without being exposed to a strong value system, students are often not able to see things in perspective and succumb to the inordinate pressure to succeed in a fast paced environment.

Society today faces several pulls and pressures of the modern day education system. The competitive marking system has resulted in students who are products of a market oriented society. Children are being tutored to become competitive professionals who can secure high paying jobs in the market. What the competitive world has failed to recognize is that the child should go through a dynamic and

interactive learning experience by which they can acquire skills and knowledge rather than being dished out something readymade and on a platter. In other words, he should be taught how to fish rather than being just handed over a fish that has been already washed, cut and prepared. While he goes through the learning process, a student should be exposed to a strong and enduring value system that will help to shape his future (Lal, 2008). Value is something that can satisfy psychological and physiological needs of an individual. Values help the individual not only to evaluate oneself but also to drive oneself to achieve one's aspirations. Values impart meaning to life. Without values, life seems to be meaningless (Shukla, 2004). This is the reason why the need for value education is being stressed in schools. A sound value system will help to enlighten a child to consider all aspects of his development and growth, including psychological, intellectual, emotional, physical, and spiritual, resulting in holistic development of his or her personality (Sekhar & Emmaniel, 2012).

Education is the vehicle through which success, self-preservation and knowledge may be attained. It not only offers a platform for succeeding in life but also imparts the knowledge of strength, self-respect, character and social conduct. The greatest gift imparted by education is the knowledge of a set of values which help the student to achieve great success in life. These values may make a student aware of the importance of self-respect and hard work. While education is a continuous learning experience where the learner learns from his parents, teachers and other people in and around his surroundings, value education, on the other hand, is the result of threefold development in students. This takes place irrespective of the age and gender of the students. Through value education, the character, mentality and physique of an individual is developed. Thus, it is more of a tool which gently steers an individual to pursue his goals but with a purpose in life. The purpose of education in a nation like

India, which is known for its glorious heritage and boasts of diversity in beliefs, values, and geography, is to inculcate in students values which are indispensable for leading a successful life. (Parmar, 2015)

Every country has its own education system according to its own unique identity. Although several nations have made rapid progress in terms of economic infrastructure and in science and technology, there has been a corresponding decline in the value education system over the recent years. However, now value education occupies a prominent role in modern society. We are experiencing tremendous value crisis in the world today. A lackadaisical and lukewarm attitude towards values is pervasive in the current world. Barbaric clashes, conflagration and selfishness are a clear indication of the process of degeneration prevalent in society today. There is an urgent need to revive values in human life once again in order to revitalize and give a fresh lease of life to the very foundation on which the current civilization is based (Indrani, 2012). Value education prepares students to actively participate in social life and gracefully accept social rules. Although value education has been included in several aspects of education for a long time, yet somewhere along the way, in mankind's pursuit of material gains to the exclusion of everything else, one finds that value education has taken a backseat to measurable success and instant gratification. This calls for attention to be focused on spreading the importance of value education in society and bringing young people back on track. Education is a systematic effort put in for learning basic facts about humanity. The core idea, additionally, is to cultivate values that will help students in managing the complexities of life. Value education begins at home and should be continued in schools. Students assimilate information disseminated at schools. Value added education helps students in

improving their individual value system and control the choices that they can make in life. (Biswas, 2008)

One needs to uphold various values in life that will help one in shaping one's life, while at the same time, enable one to perform well professionally. The lack of unity in society, behavioral disorder, and increase in violent activities emphasizes the need to re-define value education being imparted in schools today. It is observed that the fast changing role of parents in the progressing world has not allowed parents to impart relevant values in their children. This is the reason why educational institutions conduct various programs for addressing the problems being faced by modern society. These programs focus on areas such as unity, simplicity, honesty, cooperation, humility and overall happiness (Paul Khurana & Singhal, 2010). The importance of value education in schools is unquestionable. Character building and value education go hand in hand. Value education has been given utmost importance since ancient times in India. Students learnt not only key skills at *gurukuls* but the philosophy of life as well. Inculcation of values that are believed to be desirable needs to be imparted through education. Educational institutions, on their part, need to equip their teachers for this very purpose (Rajasekaran, 2013).

Erosion of moral and social values is very high in modern society. Adolescents who are a very important part of our society are lagging behind in values. Any education system that is devoid of values can only be termed to be hollow in its approach. In the existing education system, most of the emphasis is laid on individualism, verbal fluency, competition and linguistic ability in comparison to the overall development of students. However, these are not enough to cope with the pressures prevalent in the world outside (Singh, 2015). The values of a nation represent the true development of a nation or society. They give us an idea as to what

extent a nation or society has developed. Values are qualities, ideals and virtues on which beliefs and actions of an individual are based. These are the guiding principles that shape our conduct, attitudes and outlook of the world around us. Moral degeneration has triggered lack of respect, breakdown of parental controls, lack of respect towards authority, corruption, crime, abuse of drugs and alcohol, abuse of vulnerable members of the society, lack of respect towards other people in society (Singh, 2013).

In view of the challenges being faced by society, it is essential to provide our children with guidance in the form of better education, so that they are equipped to make meaningful contributions to society. In the words of Paul Tillich (August 20, 1886 – October 22, 1965), "We have to build a better man before we can build a better society." Education thus would go a long way to help address the problems prevalent in modern society. Education shapes the behavior of a student through value inculcation. This study emphasizes on values prevailing among high school students. Singh (2013) states that values determine the behavior of an individual and this behavior is determined by five parameters (Hogan, 1973). These determinants of behavior are: a) Socialization b) Moral judgment c) Moral feelings d) Empathy e) Confidence and knowledge

Socialization comprises of social values. It makes a student aware of the acceptable code of conduct in society. Socialization describes the process by which children become familiar with their surroundings, the manner in which they interact with their peers, i.e., how children get along and play with each other in schools. Schools, which are a microcosm of society, go a long way in bringing students together.. Schools have a heterogeneous mix of children from different economic, cultural and professional backgrounds, ethnic groups, communities and even

nationalities and during the process of socialization, they learn about the real world and its different cultures. Academic success is strongly associated with peer acceptance involving socialization (Lynch, 2013). During socialization, while working with others, children acquire skills that can help them in life as well as in their future occupation. Socialization in school may lead to students being active politically at a later stage in life. Children learn self-control, cooperation, and leadership qualities, along with developing problem solving skills and negotiation skills during socialization.

However, there are many problems associated with the implementation of good socialization programs in schools. Bullying during socialization can have a negative impact on children. Focusing too much on results, denying recess or breaks and racial prejudice can prove to have a detrimental effect on school students. Lack of face-to-face contacts and spending too much time online can also hinder actual socialization. These factors significantly impact the behavior of students and the values that they acquire during the process of learning. It is very essential for students to socialize and respect the positive aspects associated with socialization, which would propel them to become successful in interacting with people all through their life (Bailey, 2015).

Another determinant of behavior is *moral judgment*. Moral judgment helps children to think reasonably about deciding their own set of moral standards and ethics. *Moral feelings* help in internalization of our beliefs and make us feel guilty when we fail to do things in the right manner. *Empathy* results in an awareness of needs, feelings and situations of other people and compels one to help the needy. *Knowledge and confidence* help in knowing the steps involved in reaching out to

other people and in helping them (Hogan, 1973). All the determinants of behavior explained above are connected to values directly or indirectly.

Individuals are able to make the right decisions and behave in a balanced manner on the strength of the values that they have imbibed. Society is beleaguered by many problems such as the population problem, poverty and terrorism among others. All such problems can be sorted out if there is a strong and balanced value system which can be developed by qualitative education. Value-based education can prove to be an effective weapon for tackling these issues. However, the effectiveness of this weapon will depend on who wields it and whom it is aimed at.

Rapid changes in society due to globalization, industrialization and liberalization have resulted in the deterioration of the philosophical foundations of our country on which it has been based from centuries. Social turbulence within the country has compelled educational institutions to update and reassess the functions and goals of formal education (Satnalika, 2013). The world can be changed through education, but education that instills values and ethical considerations in children. By ensuring a place for values in our education system, we can help in setting the right foundation for a bright future of our society. The negative impacts of globalization, industrialization and liberalization can also be overcome by inculcating values among students. These values can guide students to shape the future of society and equip them in tackling any situation that society may face in the future (Lakshmi, 2009).

Inculcation of values is not a sudden transformation of personality. It is a gradual process. According to Dr. Helen LeGette, good character is both taught and caught so it is critical to talk to our children about our personal and family values. In her words, it is crucial to "walk the talk". Children possess immense power of observation and they tend to observe their teachers and parents closely. It has been

noted that students from refined and cultured families lose their values if the environment in the school is not conducive. However, if the children look up to a teacher for being honest and truthful, then they tend to imbibe some of the qualities that they adore in their teacher (Lal, 2008). For imparting values in schools, the education department should plan the textbooks and lessons in such a manner that students can get acquainted with the values that they need to implement in their lives. Books play an important role in developing values in children. Books can transform the personality of a child by inculcating values in them through the medium of stories. This is the reason why stories of social reformers, prophets of truth and great heroes are included in history textbooks. Often, these larger than life characters and incidents play an integral role in influencing the personality of the child, as children follow such parables or allegories as facts and tend to believe them. If a child's education is embedded in a sturdy foundation of values, it will be easier to hone certain skills in the child. (Gulati & Pant, n.d.)

Furthermore, teachers are a source of inspiration for students and students and teachers tend to share a strong complementary relationship with each other. It is a challenge for schools and teachers as to how they can improve behavioral problems in students. The ignorance of parents and the influence of modern society is responsible for students going astray, which often results in students performing poorly in schools. Many have even been seen to drop out from studies. This is especially the case in rural areas. (Gulati & Pant, n.d.)

Current Problems Faced by Schools and Institutions in the Context of Values

Schools are conducive learning environments that nurture values in students. However, in spite of this, it is observed that students often behave in an irresponsible manner. This lack of healthy attitudes on the part of such students vitiates the school

environment. This causes problems for the educational institutions that have to deal with such students. The institution, then, has no option but to expel such students, keeping in mind the interest of other students. While this acts as a deterrent for others, it also protects students from unwarranted exposure to negative influences.. . The importance of incorporating values and overall wellbeing in students has been realized by many institutions (Gulati & Pant, n.d.). Schools, on their part, are trying to understand the reasons for depreciation of values in children, so that they can effectively help such students develop good values. Making moral values an integral part of the curriculum is something that has been greatly emphasized in almost all countries in the world. Although moral education is not a specific subject, it is taught under different streams such as supplementary reading, literature, languages among others (Panda, 2002).

The government needs to campaign strongly for schools to start inculcating good values in children, as well as to ensure character building. Absence of self-regulation, lack of morality, and social responsibility, isolation and a lot more can make students drift without any moral anchor. It would be a laudable act to promote the rule of law, mutual respect, individual liberty, values of democracy and focus on self. There is an urgent need to ensure that children grow up with a proper understanding of what is right and what is not. This can be done with ethics and morals. (Tait, 2015)

Over decades, rapid social changes have taken place as a result of which children as well as adults are struggling to cope up with many problems. It is essential to understand that it is all about the lack of moral construct and exercise of free will and not about freedom. We need to ensure that our children grow up to respect the rule of law rather than think about their own selfish motives. They should aspire to

become men and women of sound character and firm convictions and be socially efficient and socially inclusive. There is a need to establish a value-system based on ethics, which can form the basis for decision making (Chmielewski, 2004).

A strong value system is necessary to change the mindset that assumes that it is alright to simply stay away from anything illegal and immoral. . However, this is a very simplistic and incorrect attitude which in the long run will prove detrimental for society. Values and ethical considerations guide an individual not only to stay away from wrong things but also make an effort to remove that which is wrong and/or immoral. For this, it is necessary to make amendments in the existing curriculum, school activities and assemblies in order to teach students to face challenges in society without compromising on their values. Society should endorse and reinforce a value-oriented mindset, as without ethical considerations, society itself is at an increased risk of becoming unstable and fragmented, that is, if the only consideration is self interest. Even well educated people with degrees from leading schools and universities are often involved in scandals, crime and other nefarious activities that have resulted in bank crises impacting society. . This is a clear indication that there is a deep rooted malaise in society which stems from the fact our education system does little to teach moral values or ethical considerations during the process of learning. A student's success is measured by their quantifiable performance demonstrated in scores achieved in tests and examinations. Despite their academic achievements, there are many students who lack values, and this is the reason why despite having access to excellent education they do not contribute to the well-being of society (Tait, 2015).

The education system needs to be focused on character building and developing values among students which will lead to their wellbeing and happiness. The challenge for educational institutions is to test children by posing fundamental

questions to them and make them think about how they should lead their lives. Not everybody can be fitted into a single moral universe. There is a need to teach students about the cause and the effect of incidents, about taking responsibility for their actions and about the values of society. Students also need to be taught about ethical considerations and values that cannot be measured in material terms; however, they can be felt in terms of qualitative growth in the individual and in society (UNESCO, 2016). If children are taught morals and values in school, it would certainly impact their lives in a good way and for the betterment of society. Education is a process of inculcating values to equip the person to lead a better life - a life that is satisfying and one where the ideals of society are cherished. Educationists, spiritual leaders and philosophers all emphasize on the role of education in bringing out the inherent and latent qualities in people, in addition to character development. This further leads to the development of an integrated personality which is essential for the well-being of the individual as well as of society. (NCERT Chapter-1, n.d.)

Determinants of Behavior

The behavior of an individual is based on his values and beliefs. It helps us to understand why people behave in the way they do. The behavior of an individual can be traced to underlying determinants such as social or economic conditions that are responsible for the way people react to things happening around them. This is applicable to the behavior of the students at school and their attitude towards studies as well (O'Brennan, Bradshaw & Furlong, 2014). A student with good behavior gives an impression of having good values, ethical considerations and a sound character.

Human behavior is inherently influenced by the culture and the social environment of which he is a part. There exists a cluster of patterns that help in evaluating the action or the reason behind an act committed by an individual.

Determinants of behavior can equip teachers to understand the cause behind any undesired action or behavior pattern. For instance, the absence of a student from school or poor performance in class tests or lack of interest in studies can be linked to malnutrition or behavioral patterns such as delinquent behavior, smoking, violence, and aggression . Each pattern corresponds to personal beliefs and values. Everything becomes a habit if it is not corrected at the right time. It is even more difficult when it comes to modifying or changing one's behavior as it demands great attention and a lot of discipline (O'Brennan, Bradshaw & Furlong, 2014). Values are moral convictions or ethical considerations that guide an individual about right and wrong actions, and socially acceptable behavior. Children learn values first from their parents and immediate family which is their first reference group. As they grow older, this group widens and their behavior is influenced by what they learn from their friends and teachers, The influence of media is all-pervasive and can significantly impact the behavior of an individual. Children acquire enduring values from the culture they are a part of. Values give a person moral stability and empower him to face the personal and social challenges of life. . Good values or the lack of it also serves as the criterion by which the actions of individuals may be judged (Sun & Shek, 2012).

Values serve as the foundation on which is based the perception of an individual, understanding of his attitudes, the motivation of an individual which ultimately influences his behavior. Beliefs, on the other hand, are an individual's acceptance that something exists or is true even if there is no proof for it. Belief is an individual's faith or trust in something or someone. Beliefs can be based on faith, opinion or knowledge and may be acquired from teachers, peers and parents. Beliefs affect the motivation of an individual while both beliefs and values serve as determinants of behavior (Sun & Shek, 2012).

Initiatives by the Government in the Field of Value Education

The importance of developing values has for long been an aspiration of the age old traditions in our country. The rich and diverse cultural heritage that we have inherited is a symbol of the foundation that we draw our values from. Concern for value education has been reflected in our key documents from time to time. After independence, the National Commission of Secondary Education (1952-54) emphasized on character building while defining the goal of education. The goal of the education process should be to train the personality and character of an individual in such a manner that they are able to contribute to the wellbeing of society by realizing their full potential (Minister of Human Resource Department, 1992). The Education Commission of 1964-66 emphasized that there was an absence of provision of spiritual, moral and social values in the curriculum, and this was considered to be a serious defect. The commission recommended that these values had to be imparted in the form of ethical teachings of great religions of the world. The Sri Prakasa Committee Report suggested the the direct instruction for morals for a period of two weeks should be incorporated in the school time-table (Shrivastava, 2016).

Concern was also expressed by the National Policy on Education (1986) over the erosion of the crucial values in society and over the increase of cynicism in students. It advocated transforming education into a forceful tool for promoting cultivation of moral and social values in students. It highlighted that education had to be used for fostering eternal and universal values that aim at integration of people in society (Pandey & Upadhyay, 2016). The report on Value Based Education developed by Chavan's Committee was submitted in both houses of the parliament, which further provided the impetus for resuming work on value education in schools. It also stated that the education process needs to ensure that the children of the county

can do good, love good, see good and it should help them turn into tolerant citizens.
(Kaur, Sharma & Mathur, 2015)

Prevailing Challenges

If children are anchored in a strong value system it would enable them to develop self esteem and confidence and this can be ensured only if there is peace and progress in society. However, the measures planned by the government were not very effective and no palpable changes were observed. This compelled educationists to think of reorienting education so that the current model of education would nurture the spirit of an individual and inculcate a value-system in them. Students today are often at a loss to understand why they are in schools how schooling can be beneficial for them. They take into consideration only the school curriculum and the subjects taught therein. However, they do not realize that the study curriculum is only one part of their training. What they are lacking in is that they are not aware that they need guidance to lead meaningful and responsible lives and that they also have a commitment towards society and need to contribute to its welfare (Thampu, 2012). They are confused about what kind of person they would want to be after completing their schooling. Such a system of education is inherently flawed and defeats the very purpose of education (Gray, 2009). Instead of reducing children into machines. a holistic educational system would build them into individuals of sound character with strong values and ethical considerations - i.e., into individuals who have the power to change the world. Thus, ethical development is fundamental in helping people make responsible decisions. Plato stated that the mark of an educated person is one's inclination to use one's skills and knowledge for solving problems prevalent in society. Education needs to develop a proactive social conscience in students. It

should equip students to lead a creative, responsible and peaceful life, thereby becoming an agent of change in society (Miller & Nendel, 2011).

While improvement in the quality of education has been a key concern for many, quality education is defined in more pragmatic terms these days. It has become synonymous with preparation for the world of work and employability. Little or no consideration is given to educating and developing the student as a moral human being. As discussed before, education needs to be considered in a holistic manner and not in fragmented terms. Degeneration of values in students has led to the current resurgence of interest in amending the education system that is prevalent today (Mondal, 2017). On the one hand, while we see considerable progress in quantifiable, material terms, on the other hand, our society is gripped with acts of violence, corruption and communal conflicts. Distortion in the value system has led to corruption and falsehood. The majority of the people are not interested in the welfare of society but are mostly concerned about themselves and their immediate families. Since time immemorial, history is witness to the corrupting power of greed leading to violence and bloodshed. However, despite the giant strides taken by man in science and technology and his claims to civilization, no value system is upheld. Acts of violence and abuse of power are still rampant while society continues to be beleaguered by corruption (NCERT Chapter-1, n.d.).

This decline in values is due to a combination of several factors such as the commercialization of education, consumerism, materialism, globalization, terrorism, violence, climatic changes, environmental degradation and a lot more. These have resulted in individualistic lifestyles and insecurities in people. Schools are the microcosm of our society. Therefore, the disorder in our society surfaces in our schools in numerous ways. There has been an increase in the number of dysfunctional

families. Children resort to crime and violence in schools and as well as outside. The media has a role in influencing the behavior and values of students (Kaur, Sharma & Mathur, 2015).

Schools should encourage children not to be only passive learners but develop a spirit of critical thinking and a questioning attitude. However, this should not be to the extent that students disrespect teachers and question them merely to create mischief in the classroom. A society progressing at a hurried pace lacks a sense of fraternity and community. Vandalism, cheating, stealing, commercialization, irresponsible sexual behavior, drug abuse, confused celebrity role models and a lot more have impacted students in a negative way (Dubey, 2015). Teachers and parents feel that today, the youth in our society has lost the qualities of responsibility, respect and civility. Concerns have also been voiced by the public and educationists about crime, violence, lack of discipline and moral degradation in students. There is a need to initiate a call for action against the degeneration of values in the education system. Children need to be educated about upholding the values of respect and civility (Kaur, Sharma & Mathur, 2015).

Children are the future emissaries of our society. As per recent reports, India will have one of the youngest populations in the world by the year 2020 (Financial Express, 2017). The children of today need to be shaped in an environment that lays emphasis on values and wellbeing. The kind of individuals that we educate will determine the future of our society. If we produce students who are greedy, competitive, aggressive and self-centered, then we will be living in a society that is not harmonious but full of violence (Tiwari, 2016). Education is the most powerful weapon for transforming individuals. It has the power to bring about a massive social change. However, a fundamental transformation cannot be brought about in society

until the individuals are transformed from within. Transformation of individuals will depend on the kind of education that is imparted to students. . An urgent re-examination is needed to check what is being taught in schools. Although responsibility needs to be taken by schools for imparting value based education to children, parents are equally responsible for nurturing and upholding ethical considerations and sound principles in their children. Both school personnel and parents should teach their wards values by their own examples. Parents and teachers should be conscious of their own behavior as children are quick to imbibe what they observe . (Kaur, Sharma & Mathur, 2015).

There is skepticism surrounding discussions on value education. This is because value education is mainly expressed as development of virtues such as respect, self-control, honesty, loyalty and responsibility. It is associated more with character development of an individual and is not considered in terms of the impact that it can have on society. Values should be treated as empowering tools rather than ideal concepts which can help in meeting the challenges being faced by society today (Kaur, Sharma & Mathur, 2015).

The very purpose of education is to empower students with skills and attitudes as well as develop the critical ability to use them in the everyday world which is full of challenges. First, the key challenges that need to be addressed urgently should be identified. After that, ways to tackle these challenges need to be devised (Reddy & Ajmera, 2015). Developing nations face the inherent conflict between modernization and tradition. Consequently, both young learners and adults find it difficult to understand and accept the tensions between modernization and cultural tradition. It is essential to make young learners understand that not everything in modernization is good and not everything is bad in traditional culture. Thinkers, historians,

psychologists and researchers are of the opinion that Indians have values of tolerance; moreover, they seek harmony instead of aspiring to control the environment (NCERT Chapter-1, n.d.).

Even though there is vast diversity in culture within India, culturally we feel that we are part of one society and one nation. Retaining one's traditional cultural values while embracing modernization will provide the solution that society currently needs today. The new challenges and changing times will prepare our children to take modernization in their stride and face challenges and tackle issues more competently.

Purpose of Value Education

From a broader perspective, the aim of value-based education is to understand what the purpose of education is. The purpose, as far as an individual is concerned, is to enable a student to achieve his personal aspirations and seek fulfillment in work and in life. Education also aims at preparing young people to contribute towards nations or society as per societal perspectives. Whatever the case may be, education needs to be perceived as an experience and not only as an outcome which will enable a student to live a fruitful and healthy life. Viewed from this perspective, value-based education will thus be able to transform individuals into responsible citizens who will make positive contributions to society (Indrani, 2012).

Value-based education aims to promote broader skills, attitudes and capabilities in students that matter not just during schooling but also in life beyond schooling. Value-based education also underpins the acceptance that values need to be inculcated in students not just for their own interest but also for the common good, i.e., to attain a balance between social and personal interest. The focus should not just be on improving practical, technical and academic knowledge which is tied to employability and market needs. The aim of education should be to offer holistic

education that focuses on relations and emotional skills that are conducive for integration of the nation as well as for society (NCERT Chapter-1, n.d.). Values are imperative not only for the nation or society, but at the same time, they are also essential for guiding an individual to take decisions that are right and just.

Value based education prepares a student to work for the world without compromising with their personal interest. The values of hard work, cooperation, discipline along with communication skills help them to develop healthy personal relationships at home, school and beyond i.e., in their personal as well as professional life. Employers look for such qualities in their prospective employees. Career advancement is not only dependent on intellectual abilities but also on the ability to assume responsibility, work in teams and to sustain hard work (Caron, 2011).

Although a person can secure a job with the aid of educational qualifications, the capability to deliver in a job often requires qualities such as cooperation, hard work, perseverance, the ability to form healthy relationships with co-workers apart from good communication skills. Fostering values in schools can therefore prove to be a worthy investment in building a strong foundation for promoting human excellence and lifelong learning. The capacity to work in teams, cooperation, endurance, patience, dedication towards life and work are all hallmarks of a good person. Therefore, it would not be wrong to say that values promote both individual as well as academic excellence, which also stand in good stead in one's profession (Kaur, Sharma & Mathur, 2015). Value education promotes the values of national integration and social cohesion for transforming societies. It can generate an aspiration for putting an end to the culture of greed, violence and war. People would learn to share and care and live with mutual respect (Gill & Niens, 2014).

Need for Renewing the Purpose of Schooling

For decades, society has been expressing concerns over the need for value education. However, policymakers just regret that they have failed to deliver and improve the quality of education. The national curriculum framework (2005) and educational policies emphasize the need for value education from time to time. Yet we have failed when it came to implementation (Singh, 2011).

Careful analysis of the prevalent conditions reveals that we are failing somewhere in the process of turning our plans into actions. Somewhere along the line, the enacted curriculum falls short of delivering what we are seeking. We only value aspects of education that result in academic excellence, employment, and professional success, i.e., only what is valued and taught in educational institutions to the exception of all else. Information and knowledge have overtaken the desired values which are crucial for the development of society as well as of the individual. For instance, children are taught to keep up with the sophistications of computers but the concerns surrounding value education are not implemented with much enthusiasm and vigor. It is this choice of emphasis of stakeholders in the field of education that demonstrates why we fail at implementing value education, and this has become crucial in our society today (NCERT Chapter-1, n.d.).

When it comes to implementation, value education is treated as an additional activity or program and, hence, it does not receive much emphasis in schools. However, the truth is that values cannot be separated from the goals of education. It should not be viewed as a burden or as an additional task in schools. Much can be accomplished by refining and renewing what schools are already doing. It is essential to understand what distracts schools from promoting value education (Aggrawal, 2017).

There is a need to renew and reorient the perceptions surrounding school education. We need to make use of the paradigms that help us to identify the disparities between the chosen values, processes, intention and outcomes. Education is vital to question oneself for developing solutions and alternatives for imparting values at school. We have to dispel the skepticism that schools will not be able to impart value education to the students. It is time to trust and restore faith in the schooling system which serves as a potential source for fostering values in children (Kumta, 2012).

Our eagerness to promote value education needs to be matched with our enthusiasm in improving academic achievements, improving illiteracy and retention of students. One cannot accomplish routine things if it is not launched on a war footing. This should be taken as a challenge as implementation of value education is an inflexible goal of education. Values guide and regulate human action and behavior in everyday life. These are embedded in every word we speak, in how we interact, in our interpretation of others and what we perceive. Values possess directional and selective quality. When preferences acquire intensity, stability, and definiteness, these serve as the criteria for action, choices and judgment. These become the grounds for behavior and decision making (Kaur, Sharma & Mathur, 2015).

Values can be considered to be an enduring belief on which human beings react by preferences. These involve the process of understanding, thinking and taking actions. Actions of people give us clue about what they value. When actions promote the good of all, they are certainly considered to be desirable. When students are being educated for values, we are making them reason, question, think, reflect, feel concerned and act in a better way. Values cannot be inculcated by forcing students to memorize different subjects. Development of values is a gradual process. It is more

about developing certain beliefs and ideas in an individual. It can be done by letting the team speak about the certain issues and look for answers. Values acquired during this process can sustain in the long run (Kaur, Sharma & Mathur, 2015).

Habits, attitudes and values are acquired through instruction, intention, emulation and imitation. To assimilate these in behavior, it is necessary to do them again and again. Students need guidance from their teachers to develop properly and in the right way. Guidance thus plays a crucial role in the development of values among students. Formation of values is related to cultural contexts, stages of development, theories and beliefs of a particular society. Value education does not promote imposition of values. Imposition of values does not mean that they will reflect in the behavior of students. Educators may impose values and be successful in articulating values but the learner may not end up living them. Hence, for a value-oriented behavior there is a need to heighten the self-awareness of the learner, to enable him to discern, to examine and to imbibe values (Singh, 2014). Acceptance of values through reasoning will ultimately pave way for internalization of the values. For internalization of values in behavior, it is essential for the educators to a) facilitate the awareness of the learners b) help students to examine their preferences and choices c) enable students to have a dialogue on issues pertaining to values d) expand the manner in which they understand and view things e) take responsible decisions and live the values being taught (Gulati & Pant, n.d.).

Value Concerns at School

Regarding value concerns at educational institutions, there exists a confusion about which values need to be nurtured in students. Since there are various ways of classifying and listing values, any kind of classification that lacks an appropriate framework can lead to confusion. Values are a complex mix of attitudes, skills,

behaviors, beliefs and understanding. There are a cluster of beliefs and attitudes associated with a particular value. For instance, loyalty includes truth. Peace is associated with justice and commitment. Values are also interdependent and overlapped with each other (Karthikeyan and Sivalingam, 2015).

Each school needs to identify the values that are required to be nurtured in students, appropriately based on the cultural settings of the institution. Values assume several connotations in terms of context. As these are interlinked, it can also lead to different interpretations based on their context. Various attempts have been made to outline certain core value concerns with a cluster of skills and attitudes. A clear vision needs to be developed in each school, based on which a charter of values can be drawn up and this can be included in the mission statement. Key values need to be anchored in the framework of the holistic development of a student as a responsible citizen as well as a human being. It is essential to develop an individual perspective of human values and what they mean. Peace, love, loyalty, honesty and truth are examples of basic values that need to be inherent in human nature. These values cut across sectarian, religious, cultural and social interests, and promote the goodness of society and human beings at large (NCERT Chapter-1, n.d.).

Problems related to Values in Adolescence

Adolescence is a period of great turmoil where one is caught up in the struggle of identity formation. It is observed that adolescents these days constantly run into trouble. The pressure pertaining to performance exerted by family and friends can have a tremendous impact on the adolescent mindset. It is important to recognize what the signs of trouble may be. Focusing on behavior patterns can shed light on problems related to values in students. An isolated event alone cannot be the parameter for judging a change in behavior in an adolescent. The patterns that signal the need for

help include not just deviant behaviors demonstrated by an adolescent but the presence of tensions or other problems in the family. For instance, hostility amongst the members of the family, frequent fighting or problems in the parents' marriage can have a tremendous impact on a child, while it can also hinder his performance at school. These factors have an effect on the thinking and attention of a child and distract him from his studies and cause him to develop a negative attitude. As a consequence of this disturbance in his life, the child ends up lacking in values (Alexander, 1999).

Effective and immediate intervention by the teacher and parents can ensure that adolescents grow up to be responsible beings. Copying in examinations, skipping classes, resorting to unacceptable practices, leaving early or being late, side conversations, use of cell phones in class, disregard of deadlines, derogatory remarks, and grade grubbing can be consequence of lack of values among adolescents. These behavior patterns can further reduce their engagement in class and participation in classroom activities and result in the class getting disrupted, the instructor getting disturbed and other students in the class getting distracted. It is vital to understand the factors and the lack of certain values that trigger this type of behavior. This needs to be dealt with in an effective manner.

General Wellbeing of students

Defining wellbeing is a difficult task as it has a different meaning for different people. In different disciplines also, it has different definitions. It can be defined in the context of philosophy, education, health, psychology and other disciplines. From the perspective of health, wellbeing is defined as the absence of negative conditions. Psychology defines wellbeing as the presence of positive emotions. In education, wellbeing is defined in terms of student wellbeing. Fraillon (2004) defined student

wellbeing as a degree to which a student is functioning effectively in the school community (Centre for Education Statistics and Evaluation, 2015).

Schools play a vital role in addressing the wellbeing of students. Schools should be a safe environment for students where the school community understands that the wellbeing of students is crucial, and accordingly, plans student wellbeing policies. However, there is an ongoing debate about the deficit and positive indicators that need to be used for measuring the emotional and psychological wellbeing of students. It is necessary to lay more focus on positive indicators. Measures of wellbeing can be made based on statistics and other objective data that can be complemented with subjective measures, self-reports of students and reports from parents and teachers. At a general level, emotional and psychological wellbeing refers to the achievement of developmental milestones and establishment of secure attachments, positive social relationships and effective coping skills. Emotional and psychological distress manifests in externalizing and internalizing behaviors that has a negative impact on successful learning at school (The psychological and emotional wellbeing, 2011).

General Wellbeing among Adolescents in the Current Scenario

According to the World Health Organization (WHO, 2017), globally, around 10-20% of children and adolescents witness mental disorders. While half of all mental illnesses begin by the age of 14 years, 75% of the disorders occur by the mid-20s. Furthermore, it states that neuropsychiatric conditions are the leading cause of disability in young people, worldwide . If these conditions are not treated then they have a severe impact on children's development, their educational attainments and their potential to live fulfilling and productive lives (Child and adolescent, 2017).

Wellbeing is vital in the academic scenario for many reasons. Firstly, schooling is not just about academic outcomes; on the other hand, it is all about the wellbeing of the child. Secondly, students with higher levels of wellbeing naturally demonstrate better cognitive outcomes at school. If the current scenario is inspected, there is a lot of stress laid on educational achievement, and this has become the key to assess the success of the student and the educational institution. The concept of overall development of an individual is barely emphasized these days. The 'whole child' concept was highlighted by the Melbourne Declaration on Educational Goals for Young Australians in 2008. This was done by the Council on Education. The 'whole child' concept emphasized the overall development of a child. This focused on the academic achievement, as well as on the well-being of the student. Wellbeing is the key focus in the education system in Australia. Wellbeing ensures more social inclusion, participation and economic prosperity of the nation through promoting the overall development of students (Centre for Education Statistics and Evaluation, 2015).

Wellbeing has become a crucial parameter to be considered in educational settings. Education practice as well as research has clearly recognized the importance of wellbeing of students and its interdependency with learning. There are numerous factors that impact the wellbeing of students, including learning engagement, safe environment, whole school approaches, social and emotional learning.

Education is viewed as a key to employment and wellbeing on the whole. Paying attention to the quality of education is the need of the hour. With importance being given to academic performance, students are under constant pressure to perform well in examinations rather than enjoying the entire process of learning. According to one report published by the WHO, it is vital to invest in the early stages of child

development. This would be equivalent to nurturing human capital along the life course (WHO, 2013). Thus, it becomes evident the holistic development of students is not taking place, despite the awareness that it is imperative to encourage inculcation of values and foster an environment of well being for students before any academic learning can take place.

Problems Related to General Wellbeing in Adolescence

Adolescents today are under a lot of stress at home and in school to perform well in academics. Numerous factors have been highlighted in literature pertaining to this increase in stress on students. The load on the students has increased manifold as they are expected to be all-rounders both at academics and in other activities. The burden of different learning styles, processing information and retaining them leaves the children exhausted and very anxious. Performance anxiety has been commonly noted in adolescents and this starts at home. Competing with their friends adds further to the stress and impacts the wellbeing of students (Kundi, 2016).

Students face a lot of pressure and stress in the current educational system. The Indian education system burdens the student with a study curriculum that demands rote learning. Students have to live up to their own expectations as well as to the expectations of others because they are conditioned to believe from early childhood that they have to be high achievers. When students are unable to cope with the pressure, they suffer from negative emotions. These factors hinder the overall development of the children as well as their scholastic achievement, leading to poor life satisfaction and low subjective wellbeing. Thus, it becomes necessary to foster positive emotions in children. Positive psychology plays a role in enhancing positive emotions in students. Analyzing school psychology helps in addressing the issues as well as in providing probable solutions. Experiencing positive emotions is crucial for

the overall wellbeing of students. The quintessence of positive education is to comprehend what is wrong and to foster positive factors which can promote the overall development of individuals. Positive psychology interventions can significantly augment the satisfaction of students and thereby promote their wellbeing (O'Brien, 2017).

Adolescence is a critical period in a student's life during which the development of their personality takes place. Schools play a supportive role in the development of emotional, social and cognitive skills in youth. The curriculum in schools should include broader aspects of human development (Waters, 2011). It is essential for students to develop qualities of persistence and resilience as well as hone their creative skills. Several schools have already taken the initiative to adopt a new paradigm of education.

In India, the thrust of education is on completion of the school curriculum and on pressurizing children to achieve better grades instead of honing their skills, identifying their strengths and capabilities and building on them. Students should be encouraged to work for "satisfactory results" instead of spending all their energy on getting "higher grades". Satisfied students care less about the outcomes and are much happier, less depressed and more optimistic in life. The prevalence of high depression rates and low wellbeing amongst students is shockingly high all over the world. Nearly 20% students experience clinical depression by the time they have cleared high school (Lewinsohn, 1993). The wellbeing of students can be ensured by positive education. Positive education enhances positive feelings and hence, wellbeing is enhanced. The term wellbeing is associated with positive psychology. Positive psychology can be defined as the scientific study of optimal human functioning and wellbeing (Gable, 2005). Positive psychology lays emphasis on the virtues and

strengths in individuals and encourages them to shift their focus from psychological deficits to a proactive building of qualities and strengths with positive education. Life can be lead in a pleasant manner when people experience positive emotions pertaining to their future, present and past. They feel engaged in life and get deeply absorbed and involved in doing what they love to do.

By focusing only on classroom based approaches, the wellbeing of students cannot be enhanced. To improve the wellbeing of students, changes need to be implemented in the school environment while wellbeing programs should be introduced beyond the school. The community and the family can play a pivotal role in enhancing the wellbeing of students.

Subjective Wellbeing

Subjective wellbeing (SWB) is a measure of the quality of life being lived by people. It is a scientific term for happiness and life satisfaction. It is a dimension of wellbeing which is influenced by internal factors such as personality and outlook, as well as external factors such as the society of which individuals are a part (Deiner, 1994). This is an umbrella concept for people to evaluate their lives. This includes everything from low levels of negative moods, experiencing pleasant emotions and experiencing high satisfaction in life. It comprises of three separate constructs that are relative. These are: positive and negative affect, happiness and life satisfaction. Life satisfaction can be defined to be a cognitive judgment of an individual of his or her satisfaction with life (Diener,1994). Several studies published and evaluated by Fordyce (2005) suggest that happiness can receive a massive boost with the aid of positive psychology interventions. The performance of individuals reflects life satisfaction over all domains of life.

Academic achievement plays a crucial role during adolescence and childhood. This is because academic accomplishments determine future job opportunities. Life satisfaction and academic performance are correlated with each other. The higher the achievement score in life, the greater is the life satisfaction experienced by an individual. This holds true for academic achievements too. Positive emotions predict increase in life satisfaction and resilience (Lv et al., 2016). Positive affect captures emotions such as experiences of contentment, joy and happiness. Negative affect comprises of unpleasant emotional states such as anxiety, fear, anger and sadness. Fear is linked to the urge to escape from something. This can be noted in students who are under pressure to perform well in academics. Lack of good academic achievements, physical punishment, being bullied at school and teasing can be associated with negative experiences. This further leads to depression in school students (Sanghani, & Arya, 2016).

Wellbeing can be promoted by cultivating hope in students. Students with a better attitude towards life demonstrate better problem solving abilities. It is the responsibility of schools to ensure that the children have access to a stress-free environment and are not forced to be a part of the rat race to score higher grades. Children should be taught how to cope with challenges. Teachers play a significant role in the lives of children. Teachers can influence students by their own examples. Children look up to teachers and consider them to be their role models. Hence, teachers need to make use of positive psychology interventions for cultivating a positive spirit and emotions amongst students (O'Brien, 2017).

For developing positive emotions, students can be taught to cultivate the habit of gratitude by being asked to count their blessings. Teachers can ask the students to make a list of the things that they are grateful for. This technique can result in

optimism and satisfaction towards life. By providing a positive environment rather than only pressurizing students to perform well academically, teachers can help in cultivating serenity in students. Serenity has been listed as one of the top ten positive emotions by Fredrickson. It is a feeling of calm, stillness and peacefulness. It has been noted in several research studies that students do not feel either peaceful or calm while they are at school (Henley, 2009).

The feeling of serenity helps to develop the integration of emotions and thoughts, insight generation, stress reduction and heightened compassion in students. Mindfulness is yet another state that students must be aware of. It implies that the individual non-judgmentally pays attention to what is happening at that moment. Resilience is yet another factor that can promote the overall wellbeing of a student. It can be defined as the capacity or the capability to recuperate. It is strongly associated to recovery from any stress and set-back. It enhances the ability of the student to seek out new opportunities for growth. It teaches decision making, coping skills, relaxation and creative brain storming. It is known to reduce symptoms associated with anxiety, hopelessness and depression (Sanghani and Arya, 2016).

It is essential to develop character strengths amongst students for their overall wellbeing. Character strengths can be defined as "preexisting qualities that arise naturally, feel authentic, are intrinsically motivating to use and are energizing" (Brdar & Kashdan, 2010). Linley & Harrington (2006) further clarify, "A strength can be further defined as a natural capacity for behaving, thinking and feeling in a way that promotes successful goal achievement." Research studies have proven that when faced with obstacles, students who are resilient, optimistic and hopeful tend to perform better in comparison to those who are depressed. Such students take an

alternative path for reaching their goals. They are more likely to succeed in life in comparison to those who are not in a good mental state (Sanghani and Arya, 2016).

Having a positive attitude towards life enhances life satisfaction. An increase in life satisfaction was noted in students who have positive emotions. Wellbeing is something that needs to be taught at schools. The rising rate of depression among students and decrease in life satisfaction and happiness is a challenge for society. Educational institutions should invest time and efforts to ensure that from their formative years, children learn to be resilient and not succumb to depression (Kundi, 2016).

Positive psychology can prove to be an antidote to combat the rising incidences of depression and to enhance life satisfaction in students. Positive emotions provide a conducive environment for creative thinking and better learning. Positive psychology can be considered to be a self-help guide that can help an individual to attain their goals and enhance positive emotions. Positive emotions can help in motivating a person to work while getting rid of negative emotions. The removal of negative factors plays a crucial role in life satisfaction and wellbeing (O'Brien, 2017).

Positive emotions are responsible for human flourishing which is a state of optimal functioning of a human being. It augments longevity and growth, complexity and creativity, resilience and robustness. Academic outcome, engagement and wellbeing are correlated with each other. Wellbeing contributes to engagement in work and results in good academic outcome. An engaged person can achieve more and good achievement enhances engagement. There is a correlation between student-teacher interactions and the student's achievement of success. Thus, there is a need for establishing a meaningful relationship between students and teachers for the

wellbeing of the students. The more a teacher communicates with his students, the more likely the student will bond with the teacher and trust him. This will cause the student to feel more confident, be more interested in learning and accomplish more academically. Thus, if student starts considering his teacher as a source of support, he will engage better in the learning process and gain confidence about his ability to succeed in educational endeavors in future, as well as in life (O'Brien, 2017).

Apart from academic learning, educational institutions need to support students with a full continuum of mental health programs. This will enhance the school environment as well as promote emotional and social wellbeing. It will also help to prevent behavioral problems in children. The core proponent of schooling in the 21st century is to empower the student in a holistic manner by considering all aspects of his wellbeing, including intellectual, moral, emotional and social wellbeing. In this context, positive psychology holds immense potential in the field of education.

Youth Distress and the Need to Focus on General Wellbeing

To overcome stress among adolescents, it is necessary to focus on their wellbeing. These days especially, the youth faces a lot of challenges such as the pressure to perform academically, pressure in their profession, social issues, and even susceptibility to terrorism. Furthermore, today the youth also has to deal with other complex global factors such as environmental issues, natural disasters, poverty, famine, global warming, peak oil, and a lot more. There is a need to equip them to deal with the stress and complexity of these challenges, which is taking a toll of their mental health. Lack of harmony at home, economic conditions, pressure to earn well and a lot of other factors can significantly impact the life of a student. Due to the rising levels of distress and depression, it is essential to equip young people with social, emotional and cognitive skills to help them connect in a meaningful manner

with their communities, build hope and resilience in order to promote overall wellbeing and to prevent mental illness in students (Waters, 2011). The youth needs to be equipped with social, emotional and cognitive skills which will help them to connect in a meaningful manner with their communities. Schools play a crucial role in assisting the youth to develop key skills which will not only help them to cope with the stress associated with performance but will also help in overall wellbeing. Schools have been advised to adopt a new approach in imparting education in order that students are able to develop their personalities and can face the world confidently. (Risnoveanu, 2017)

For adopting a new approach to education, school systems have been conceptualized in the 21st century. Multiple components have been attached with academics which emphasize on the impact of technology in the education segment. Reformed teacher training, open learning spaces, inter-disciplinary curriculum and new pedagogies have revived the way things function in the academic sector. However, the core objective is to impart education that can result in the social, intellectual, moral and emotional development of a student.

General wellbeing can be promoted with the aid of psychological interventions for assisting whole-student learning. Yates argues that although traditional school learning like numeracy and literacy remains significant, education plays a vital role in assisting the youth to develop skills and capacities that will help them to live well and enhance social cohesion (Waters, 2011). To build a strong platform for effective learning and healthy development, attention must be given to the wellbeing, as well as the social capacities of students. Thus, wellbeing is a key aspect of education during the 21st century.

Wellbeing can be defined as the combination of functioning well and feeling good (Waters, 2011). The wellbeing of students may be attained by positive education. Positive education involves the use of scientific inquiry to help communities, organizations and individuals to thrive on their virtues and strengths (Gable, 2005). Positive psychology aims at expanding the field to promoting the positives in life and on repairing the negatives in life (Seligman, 2000). Strengths and positive emotions can come through positive psychology. Positive psychology aims at contributing to improvement in mental health by investigating human strengths and positive emotions.

The goal of positive psychology is to develop decent and good people as well as a civil society by promoting meaning/virtue (Wong, 2011). The emphasis of positive psychology on wellbeing, flourishing, meaning, and virtue strongly align with the ethos of whole student learning during the 21st century. Positive psychology interventions are characterized as practices, activities, programs and treatment methods that are aimed at cultivating positive behaviors, positive feelings or positive perceptions among students.

Positive psychology focuses on positive engagement, emotions, relationships, accomplishment and meaning. Positive psychology interventions help students in initiatives that enhance wellbeing through the reduction or removal of negative factors such as quit-smoking programs, anti-bullying and depression reduction programs. Removal of negative factors is essential for creating the wellbeing of students (Seligman, 2011).

To build a positive environment, programs which emphasize on developing a positive attitude need to be included in academics. As mentioned earlier, practice and research in positive psychology adds to wellbeing by reducing negative factors.

Positive education can foster skills for wellbeing and happiness in addition to strengthening the traditional academic skills. Practitioners and researchers in the positive education segment argue that schools need to teach both skills of achievement and wellbeing (Seligman, 2000). Positive education works on the fact that the positive mindsets and skills promote positive relationships, character strength and positive emotions. This can promote academic success and learning.

Student wellbeing is related positively to academic performance. Just like practices and formulas are used to teach the skills of numeracy and literacy, practices and formulas can be used for teaching skills for wellbeing as well.

Cultivation of Positive Education in Schools

Inculcation of positive education can prove to be beneficial to students in improving their overall wellbeing in schools. The 21st century calls for the complete development of the student. Schools serve as the nexus between positive human psychology which would encourage positive development. Academic institutions can serve as a vehicle in developing the overall wellbeing of students who are under a lot of stress because of the requirement to perform well academically and achieve high scores. Schools can cultivate positive education by a) extending positive psychology topics into traditional disciplines b) adopting a school-wide approach c) using strategic frameworks for guiding the roll-out of positive psychology d) supporting the role of large educational systems.

Positive education argues that wellbeing must be given equal priority in developing the student as a whole in addition to academic learning. A curriculum that promotes wellbeing can teach students crucial skills for enhancing their positive emotions as well as character strengths. Students can be exposed to positive psychology in addition to being imparted skills that promote wellbeing. Psychology

topics can be integrated with traditional academic topics for the purpose for enhancing positive emotions and wellbeing (Waters, 2011).

It is time that the academic curriculum is revised keeping in mind the best interests of students. Within the curriculum, the concept of human flourishing should be embedded in the traditional disciplines. For instance, gratitude and hope can be included as topics in the English curriculum, in addition to conservative analysis of text and character. Students can learn skills of argument formation and skills of analysis. The religious and cultural curriculum can help students explore meditation and mindfulness. The performing arts program can promote self-expression through creativity, empathy and joy. Geography can help in the analysis of differences in happiness that is prevalent across the continents. In this way, as discussed earlier, schools can reinforce explicit wellbeing skills by modifying the academic curriculum to develop and augment wellbeing skills (Waters, 2011).

Evolution of positive psychology can have a positive impact in promoting the wellbeing of students. For the outcomes to be wide ranging, students have to be continuously exposed to positive psychology for a couple of years. Positive psychology needs to be woven in the DNA of school culture. There is a need to adopt a systemic approach for embedding positive education in the curriculum, behavioral management policies and pastoral care programs (Waters, 2011).

The principles of positive psychology can be supported and modeled by orienting the approach of the whole school towards it, and by training the entire staff about positive education techniques. High levels of emotional and social wellbeing in the school staff and teachers, can result in a positive influence on students. Teachers themselves can be successful in delivering the programs and there is no need for an expert from outside for delivering the curriculum. Positive psychology has to be built

into the policies and practices of human resources such as performance development, promotion, teaching teams, remuneration, and parent-teacher communication (Waters, 2011).

Universities, school systems and schools need to work out a strategy about how to embed positive psychology into the teacher training culture and school leadership training program. A productive and positive environment can be established in schools with system-wide educational initiatives (Strategies, n.d.).

Education systems need to support the change towards positive education that can revive the way in which education is imparted during the 21st century. Judgments about the success of school focus is not just on the academic performance of students. Values and the wellbeing of students also need to be considered as an indicator of the success of the school, as well as of the students studying in an institution.

The key indicator of success of any school should not be defined only by quantifiable competitive success but by the strong sense of overall wellbeing, as well as by the positive emotions experienced by the students. The outcomes of fostering wellbeing and values in academics can prove to be promising. The interventions of positive psychology can be related to both academic performance and wellbeing. Practitioners, teachers and researchers may be encouraged to use research studies in which successful strategies are noted as a point of reference (Strategies, n.d.).

Fostering positive elements such as resilient mindsets, positive character and positive emotions can impact the way educational institutions function these days and the impact that they can have on the lives of students. Positive results noted in the studies are encouraging more and more schools to experiment by adopting the positive psychology approach. The aim of academic institutions should be to develop confident individuals who are also successful learners, and in future, prove to be

responsible citizens. Positive education offers a validated approach that ensures positive outcomes (Corradino, & Fogarty, n.d.).

The aim of this study is to encourage educational institutions to adopt a new approach towards education. The main focus of schools should be to produce individuals who are confident of what they are doing and are not under any pressure to perform better. There is a need to nurture natural learners who can contribute towards the development of society in future. Moral values and promoting wellbeing can result in the creation of a healthy learning space from where no student would want to escape (Tait, 2015).

An educational system should provide a stress free environment to students to promote positive learning. The environment should be supportive of the learner and non judgmental towards him, and equip the learner to fight against all odds and enable the student to develop a positive perspective in life. It is observed that such students have good values and a strong sense of wellbeing. In time to come they would be able to become leaders who are resilient and can contribute effectively towards the betterment of society and in fighting the evils that tarnish the image of our society today. Revamping the traditional educational policies will be a step in the right direction for a better future of the generation to come. We need to equip the children of today with the power to fight against all odds and grow up to be better individuals and citizens.

Need of the study

India is struggling with an increasing number of suicides among adolescents, a high rate of clinical depression, attacks on teachers and other behavioral problems. Juveniles in the age group of 16-18 years accounted for about 75% of the total number of crimes against minors in the year 2014. According to data released by the

Government for 2014, juveniles continue to constitute 1.2% of the total crime rate in the country, a trend that has remained unchanged since 2012 (Pereira, 2015). All this data shows declining of values among adolescents and the need to inculcate values among them. Moral values are lacking in today's generation. Youngsters or adolescents are the future of tomorrow so the lack of moral values especially among this important section of the society is a serious issue. At present, ethical or moral issues are as important as scientific and technological activities and progress. The recent case of Pradyuman from Ryan International school in Gurugram indicates that just for minor reasons, like avoiding an examination for which he was not prepared, an adolescent student allegedly killed another seven year old school mate (as reported in leading newspapers). The gravity of the situation and the abysmal depths to which the child could sink indicates that there is an urgent need for improving values and wellbeing among secondary school students. This incidence shows the shocking decline of moral values and lowering of ethical standards among adolescents. Such incidents should be a wake-up call for schools and society at large. Crimes committed by adolescents and even children are symptomatic of a deep social malaise. Young people have to deal with a lot of pressures and when they are not able to deal with it, they resort to harming others and themselves. Recognition of the problem and its analysis should be used as the engine of change towards transforming society by inculcating good values in people. The values of adolescents declining, and due to this decline in values, their wellbeing is at risk. As values are the principles on which behavior is based, lack of values directs behavior in the wrong direction. Adolescent suicide behavior seems to be a serious problem in all South East Asian countries and suicide is the second most common cause of death among the 15–29 year age group. Almost one in eight adolescents in the age group of 13–17 years reported attempting

suicide one or more times in the past one year. Consumption of tobacco and alcohol and drugs such as marijuana and amphetamines are high among 13–17 year olds, despite the complete ban on the supply and sale of such drugs . Evidence shows that almost one in 10 and almost one in 12 adolescents in the age-group of 13–17 years of age smoked cigarettes and consumed alcohol. Those who are victims of bullying have increased stress levels and a reduced ability to concentrate. Moreover, they are at an increased risk of aggressive behavior and suicide attempts. This is compounded by a low-level of parental engagement which was found to be very high across the countries. This significantly increased the risk of suicidal attempts, feeling lonely or feeling anxious, as well substance abuse across all the South East Asian countries. In India, 21% students between 13 to 17 years of age reported low levels of parental engagement (WHO, 2017)

Data depicts that low levels of parental engagement on the one hand and high levels of parental aspiration on the other , communication gap between society members and the stressful environment prevailing for students is a matter of concern for academia. Although numerous efforts have been made by our policy makers to diminish the burden in the form of NCF 2005 for curriculum development, yet the decreasing social, political, theoretical, religious, aesthetic and economic values among adolescents is creating a hurdle in achieving the wellbeing of students. Academicians, parents and those in charge of educational institutions should recognize that the writing is on the wall and take up the development of intervention programs for student wellbeing and value inculcation on a war footing.

It is quite evident that there is an urgent need for positive education that promotes values and the wellbeing of students It will go a long way to enhance the entire experience of academic learning. Students have been exposed to a stressful

environment in Indian schools and all factors that contribute to this stress should be changed before it is too late. While research has shed light on this problem, hardly any studies have aimed to provide solutions for the prevailing conditions. This study has been taken up with the aim of improving the scenario that persists in schools of Haryana. The study considers high school students as they are more prone to performance stress. Reports confirm that the performance of the students in the board examinations is far from satisfactory. This study aims to find out where and why students are lagging behind and how by promoting wellbeing and value education a positive change in their mindset and academic performance can be brought about. It is in this context that the present study is conducted.

Justification of the study

A detailed study of values and general wellbeing of high school students of Haryana has not been done by other researchers to the best of the researcher's knowledge. The literature survey carried out sheds light on the statement and validates the reason to study values and general wellbeing of high school students in the state of Haryana. Poor performance and lack of discipline that comes from little or no moral support from the family, as well as other socio-economic parameters are the constraints that have kept students away from a meaningful learning experience. Moral education and focus on wellbeing can derive a significantly better academic performance from students. In Haryana, the shocking case of seven year old Pradyuman who was killed by an adolescent student from the same school depicts a dismal picture of adolescent students in schools. It also exposes the deterioration of values among adolescents and the decline in general wellbeing due to the stressful environment in schools. Studies (Natasha, 2013; Bhatia et al, 2007) also show that socio-demographic factors affect values. Likewise, wellbeing is also related to socio-

demographic variables (Akhter, 2015). Hence, this research was undertaken on values and general wellbeing of high school students. The results of the study could contribute to policy making and framing a curriculum for schools regarding values and general wellbeing.

Statement of the Problem

Values are the guiding principles of life, socially approved desires and goals that are inculcated through the process of conditioning, learning or socialization. They are yardsticks of beliefs that influence our behavior and help in the making of choices. Among a variety of choices, one makes decisions based upon their personal values. Various studies, (Indrani, 2012; Lal, 2008) have focused on the importance of value education, stated that it is the values that a student has that ultimately shapes his future. Values play a crucial role in helping a student make successful career choices. In this study, it is a dependent variable.

General wellbeing is defined as the combination of functioning well and feeling good (Waters, 2011). There are many other terms that have been used interchangeably with the general wellbeing term, including health and quality of life. Today, the youth is dealing with a lot of social and environmental challenges. Stress and the complexity of life is affecting the mental health of individuals. Factors like the economic condition of the family, the pressure to perform well, lack of harmony both at home and at school impacts the wellbeing of high school students. In the present study, wellbeing is a dependent variable, while socio-demographic characteristics of high school students are independent variables. Thus, the statement of the problem is **“Values & General Wellbeing Among High School Students in Relation to Socio-Demographic Variables: An Empirical Study.”**

Operational Definitions of the Study

Values

In the present study, value means scores obtained by students on six dimensions of values, viz., theoretical, economic, aesthetic, social, political and religious through the study of values test (SVT-OB) prepared by Dr. Raj Kumar Ojha and Dr. Mahesh Bhargava (2012) which were studied as values.

General Wellbeing

The investigator has used the term general wellbeing as described in the general wellbeing test (GWBS-KADA) by Dr. A. Kalia and Anita Deswal (2011). In the research, general wellbeing is assessed as total scores of all four dimensions of general wellbeing - physical, emotional, social and school wellbeing.

Socio-Demographic Variables

It refers to a set of variables such as the age of the population, ethnicity, religion, caste, socio-economic status, locality (rural or urban), gender etc. In this study, only occupation of parents, gender and locality of high school students were taken for research. Here from occupation of parents the researcher means the working status of the parents of high school students. With respect to the working status of fathers the four groups were divided (govt. employed, private employed, self employed and unemployed). Here govt. employed means who were working in govt. sector, private employed means who were working in private sector under some employer, self employed were related to the employment where there was no employer and unemployed means not having any employment. For mother working status two groups were divided, homemaker mothers and working mothers. Home maker mothers were considered who were staying at home and not earning money, working mothers were considered who were earning money with their work.

High School Students

Students of class IX and X, i.e., those who have entered their adolescence are considered to be high school students. . In accordance with this, in the present study, class IX and X students studying in govt. or private, secondary or senior secondary schools were considered as high school students.

Objectives of the Study

- To study the relationship in different values among high school students.
- To study the difference in values between male and female high school students.
- To study the difference in values between rural and urban high school students.
- To study the difference in values between high school students of employed and home maker mothers.
- To study the difference in values among high school students of government employed, self-employed, private employed and unemployed fathers.
- To study the difference in general wellbeing between male and female high school students.
- To study the effect of residence (rural and urban) on general wellbeing of high school students.
- To study the difference in general wellbeing among high school students of government employed, self-employed, private employed and unemployed fathers.
- To study the difference in general wellbeing between high school students of employed mothers and home maker mothers.
- To study the relationship between values and wellbeing among high school students.

Hypotheses of the Study

- There exists no significant relationship in different values among high school students.
- There exists no significant difference in values between male and female high school students.
- There exists no significant difference in values between rural and urban high school students.
- There exists no significant difference in values between high school students of employed mothers and home maker mothers.
- There exists no significant difference in values among high school students of government employed, self-employed, private employed and unemployed fathers.
- There exists no significant difference in general wellbeing between male and female high school students.
- There exists no significant effect of residence (rural and urban) on general wellbeing of high school students.
- There exists no significant difference in general wellbeing among high school students of government employed, self-employed, private employed and unemployed fathers.
- There exists no significant difference in general wellbeing between high school students of employed mothers and home maker mothers.
- There exists no significant relationship between values and general wellbeing among high school students.

Delimitations of the Study

The study is delimited to 600 students of High Schools in the Rewari block which are affiliated to the Haryana Board of Secondary Education (HBSE) and the Central Board of Secondary School Education (CBSE). The study is confined to six dimensions of values - theoretical, economic, aesthetic, social, political and religious as measured by study of value test prepared Dr. Raj Kumar Ojha and Dr. Mahesh Bhargava (2012). In terms of general wellbeing, the study is delimited to four dimensions of general wellbeing - physical, emotional, social and school wellbeing, measured by general wellbeing test prepared by Dr. A. K. Kalia and Anita Deswal.. Further, the study is delimited to socio-demographic variables - gender, locality and occupation of the parents of high school students only.

Chapter 2

Review of Related Literature

This chapter reviews the literature for the current study. It discusses the literature and studies conducted with reference to values and general wellbeing among high school students in relation to socio-demographic variables. It furthermore discusses additional parameters that can have an impact on the values and wellbeing of students. According to Dr. R. K. Ojha, values can be categorized broadly into six groups which include theoretical, economic, aesthetic, social, political and religious values. General wellbeing was also considered on four dimensions in the study which include physical, emotional, social and school wellbeing. The current study investigates the impact of socio-demographic variables on the values and general wellbeing of high school students studying in schools of Rewari block.

Conceptual Framework of Values

Values are an integral part of the philosophy of a nation as well as its educational system. These are the guiding principles of life and are conducive to one's mental, social and physical health. While the term value has different meanings for different people, here are some of the comprehensive definitions of this term.

According to Dewey (1916) value refers to prize, to apprise, to esteem, to estimate to cherish something, to hold something dear. On the other hand, according to M. Rokeach (1973) "A value is an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence."

In general, values are guiding principles or they can be termed as standards of behavior which are considered as desirable by the society. Values and morals are what we employ for guiding our interactions in a just and civil society. We use them as tool

for guiding our interactions with our family, friends as well as in our professional setting. (Fawcett, 1991)

Our values clearly reflect our character. We can mold our children with the aid of values, as they are keen observers and develop their own sense of what is wrong and right by observing things around them. Value education involves inculcating a sense of humanism in children which is linked to a deeper concern about what is happening around them. Values can be imparted to students only when we instill in them a commitment towards whatever they are planning to achieve. Teaching values at school can help to nourish the mindset of a culturally deprived child who has not been guided by the family (Riessman, 1962).

Values impact the thinking and behavior of an individual like the education. Hence through value education ethical behavior of an individual can be modified in desired way, which is acceptable in the society. Education is a vehicle for knowledge, self-preservation, and success. It offers not just a platform that leads to success in life but as well imparts the knowledge of social conduct, character, self-respect and strength. The greatest gift imparted by education is the knowledge of the set of values which will propel the student to achieve greater success in life. These values may make a student being aware of the importance of hard work and self-respect. (Sekhar&Emmaniel, 2012)

Education is a continuous learning experience where one learns from people around, followers and from the leaders. An individual gets informal education from family and society and formal from the schools. In schools, the teachers are source of learning, help in modifying the behavior and holistic development of students. As education results in all round development of an individual, value education also results in threefold development in students irrespective of their age and gender. It

develops character, mentality, and physique of an individual. Value education is more is a tool which helps an individual to pursue with a purpose. (Jacob, 2014)

Value education at school plays an integral role in the society through developing values among students and making them responsible citizens. The world is experiencing tremendous value crisis these days. There is a lackadaisical attitude towards values in the mindset of youngsters. The appearance of barbaric qualities of clashes, conflagration, and selfishness offer a clear indication of the process of degeneration in the society today. There is a need for putting in efforts for reforming and reviving the values prevalent in human life today. It is essential to rejuvenate the foundation on which the current civilization is based. Value education prepares students to actively participate in social life and they gracefully accept the social rules. Value education for long has been included in several aspects of education. However, attention is needed in developing pedagogical tools to impart effective value education.

Parents and educators have significant role in imparting values to students. They can prepare the children to better serve the roles in the society in the future. Acquiring knowledge is just one aspect of education not the end of education. The end of education is to make a man whole, both in competence and in conscience. In this context, the primary goals of education should be to enable a student to gain moral values and knowledge. The children need to prepare themselves for serving vital roles in the future and this can only be possible through value education.

Now a days, parents are not focusing much on educating their children the importance of values as compare to academic achievement. They want to make their children as a man of success not a man of values. Many times parents caught up in a hectic schedule; consequently children are not learning social values and coping

strategies for stress generated in high aspirations of school. With the wrong role models of students advocating dishonesty, disregarding women, violence in school and in society and with too much exposure to social media, the children today are barely left with any knowledge and guiding principles that helps them to differentiate between right and wrong. Parameters that are crucial for describing the term value and its applicability to education are socialization, moral judgment, moral feelings, empathy, confidence, and knowledge. Values can satisfy the need of students whether physiological or psychological. These help a person to self-drive and self-evaluate himself and his actions. These add a meaning to life (R.P.Shukla, 2004).

It is easy to forget concepts of science and math with the aging, but it is not possible to forget moral values as they stick through life. A value based life transforms an object into a subject, an individual into a person and a person into a human being(holistic development).Values influence the behavior of a person by imparting a philosophy of life. They gives a vision and mission to life and develop a holistic view of life.

Reviews on Values

An article “Haryana Government issues warning to schools: Teachers to be responsible for student’s poor results” by stated that Haryana government has issued a warning to the schools in order to address the poor performance of the students in tests. Several schools have failed considerably in achieving anormative level of performance. This compelled government to come up with strict measures to track the performance of students. The government has decided to hold a meeting with 25,000 students for understanding reasons of poor performance.

Pereira (2016) conducted a study to analyze the perspectives of a group of high school graduates regarding values education in Bangladesh. It was conducted in

a city school sponsored by the Catholic Church and administered by a religious congregation. The findings suggested that although no formal classes of value education was included in curriculum, but participants learned various values through different school programs and co-curricular activities. The participants emphasized value education and expressed that values learned in school were extremely important to them for building a successful career.

Sharma (2015) conducted a comparative study on aesthetic, economic and political values of undergraduate students. The study used the “Values Test” developed by Dr. Raj Kumar Ojha and Dr. Mahesh Bhargav. This study focused on three out of six motives or basic interests in personality: political, economic and aesthetic values of 300 undergraduate male & female students, studying in fine arts and business administration streams. Results indicated that, students of fine-arts stream had significantly more aesthetic value than business administration students and aesthetic value was also seen higher in females than males. It was also found that economic value was greater in business administration students as compared to fine-arts students and it did not differ at gender level. Lastly, there was no significant difference observed in terms of political value, concerning two of the streams; however male students seemed to have higher political value than female students.

Stephen (2015) accomplished a research on environmental ethics and achievement of high school students of science stream. This study discussed the environmental ethics in students and how it can be imparted with proper education.

Rama and Reddy (2014) conducted a survey based study on attitude of final year degree students towards value education in Chittoor town. The main objective of this study was to examine the attitude of final year degree students towards value education in Chittoor town. Around 320 final year degree students of Chittoor town,

Andhra Pradesh, India in 2013-2014 session were surveyed through questionnaire. The findings revealed that students had a significant positive attitude towards value education.

Gross (2012) studied attitudes of Israeli Arab and Jewish high school students towards extrinsic and intrinsic values. The research investigated the attitudes of Israeli Arab Jewish high school students toward extrinsic and intrinsic values. The survey was conducted via questionnaire. It was found that Jewish students who experience school-based values education endorsed more intrinsic values whereas Arab students, whose education as a minority group focuses on education towards achievement, endorsed more extrinsic values.

Dulam , Iovu and Ursu (2011) carried out a research on developing values for secondary school students through the study of art objects. The research was conducted with a general assumption that secondary school students and youth have difficulties in selecting values. The aim of the research was three fold: to design, to organize and to carry learning activities which can help students to acquire educational values through the study of art objects. With the sample size of 50 students and content samples like fairy-tales and short stories (Beauty and the Beast; The money earned by AlexandruMitru) and artistic topics on several well-known art objects (The Endless Column, Table of Silence, The Gate of Kiss, Pele castle, Vorone monastery, and St. Michael's Cathedral from ClujNapoca) it was found that secondary school students can develop aesthetic and ethical values if they learn through artistic objects.

Aggarwal (2006) wrote a book on education for values, environment, and human rights. The theme of this book has acquired a special significance in the current trend of debasement of human values, violation of human rights and

degradation of the environment. The role of educational institutions has been highlighted in this book along with numerous workable suggestions.

Conceptual Framework of General Wellbeing

Wellbeing has emerged as crucial phenomena in present technological arena. It has been derived from positive psychology. This area of psychology focuses on the improvements in the life of an individual. Singh Shyam (2007) stated that wellbeing can be defined as specific variety of good living environment that enables an individual in enjoying the life and gives strength to cope with the difficulties of life. Wellbeing is a multi-faceted and complex notion and is continuing to attract the attention of researchers to measure and define it (Pollard & Lee,2003).Different kinds of person use wellbeing in different ways. Sociologists observe wellbeing as good *living conditions* by sociologists. Biologist and ecologist imply the term for *livability*. Social reformers and politicians consider it as preconceptions *for good living environment*. (Veenhoven ,2004)

Educationist defined wellbeing in terms of student wellbeing. Fraillon (2004) defined student wellbeing as a degree to which a student is functioning effectively in the school community. For functioning properly in the school environment positive education is imperative. There are many benefits of positive education (Seligman, 2000). It involves the use of scientific inquiry for helping individuals, organizations, and communities for thriving on their strengths and virtues. It aims at expanding the field for promoting the positives and for eliminating the negatives. It contributes to enhance the mental health by increasing positive emotions and human strengths.

Fraillon (2004) identified the five broad dimensions of students 'wellbeing which contribute to the overall wellbeing named psychological, social, physical, cognitive and economic.

Psychological wellbeing is considered crucial dimension of wellbeing of students. It refers to the achievement of developmental milestones and establishment of positive social relationships, effective coping skills, and secure attachments. Psychological and emotional distress manifests in internalizing and externalizing behaviors that have an impact on the effective learning process in schools.

Stress has become a norm of the everyday life of a student which gives birth to anxiety. Anxiety is commonly noted among students especially when it comes to the pressure of scoring higher in exams. Students commit suicide after failing to clear the examination. It is essential to eliminate anxiety from the mindset of students as it starts to interfere with the daily functioning of the individual. Sadness, worry, trouble in sleeping and jitters are the forms that anxiety takes in students. This is the reason why there is a need to devise a study that helps in determining the behavior of a student (Hogan, 1973).

Students face a lot of stress and pressure in the existent educational system due to high aspirations of parents and school. Negative emotions result when the students need to keep up to their expectations as well as the expectations of others. These factors hinder the progress of children leading to low subjective wellbeing and poor life satisfaction. This necessitates the requirement for fostering positive emotions. (Deb, Strodl & Sun, 2015)

Adolescence is a critical period for the overall development of personality in students. Stress becomes high especially for adolescents, as they are already in turbulent stage of life.

Schools can play a crucial role in offering assistance to the youth in the development of cognitive, social and emotional skills. The curriculum needs to be devised in a manner to include aspects of overall human development (Waters, 2011).

It is vital to develop skills of resilience, creativity, and persistence in students. Inclusion of socio-emotional skills in curriculum can help in maintaining wellbeing of students.

The school curriculum in India focuses much on the completion of portions and in achieving better grades rather than honing the strengths and capabilities of children. The very concept of students obtaining better results must be changed to students receiving satisfying results. Satisfied students care less about the outcomes and are much happier, less depressed and optimistic in life. The prevalence of high depression and low wellbeing amongst students is shockingly high all over the world. Many students experience clinical depression by the time they have clear high school (Lewinsohn, 1993).

The present educational system most of the times turned into burden for students. The mental stress that the students need to go through has a significant impact on the performance of the students due to poor relationship with their teachers, parents and other factors which impact their mental health. Students have high level of academic stress due to high expectations from peers, family members, teachers, and parents. It is an unpleasant situations that result in the maladjusted psychology of students.

It is evident from the literature survey that it is essential to promote overall wellbeing of students and the initiative should begin from school. Positive encouragement from teachers at a initial stage can help children to cope up with the stress associated with academic performance (Ranjini Reddy, 2003). It is quite evident that stress associated with performance in schools can have a negative impact on the mental health and has also been linked to chronic depression (Marla E Eisenberg, 2003). Parents need to understand that positive words of encouragement

can boost the performance of their children in examinations. Stress will only hinder the progress of their children (Sibnath Deb, 2015). The aim of this research work is to understand the parameters that help in promoting values and wellbeing in children which ensure that their performance at academics do not get impacted and the stress levels lower with positive interactions with their family members and with the teachers

Reviews on Wellbeing

OECD (2017) organization for economic co-operation and development published a report titled Most teenagers happy with their lives but schoolwork anxiety and bullying an issue. The report stated about students' wellbeing. According to PISA 2015a survey of 540,000 students in 72 participating countries, it was found that many students were anxious about school work and tests. This stress was not related to the number of school hours or the frequency of tests but with how supportive they feel their teachers and schools. It was found that on an average 59% of students often worry that taking a test will be difficult, and 66% reported feeling stressed about poor grades. 55% of students said they were anxious for a test even if they were well prepared. It was revealed that bullying was a major issue in schools. On an average across OECD countries, around 4% of students – roughly one per class – reported that they are hit or pushed at least a few times per month.

Sheu, Liu and Li (2017) researched on wellbeing of college students in China. Testing a modified social cognitive model the study observed that intervention programs, which involve gathering supports, boosting self-efficacy, and facilitating goal progress in the academics, are beneficial for promoting the wellbeing of Chinese college students.

Chen (2017) conducted a investigation on effects of positive-oriented teaching program on improving elementary school students' optimistic beliefs and wellbeings. The objective of this study was to explore the changes in optimistic beliefs and Wellbeing after the implementation of the positive teaching program based on positive psychology and happiness theory. The study observes that great family atmosphere, optimism and high academic achievement were the most significant factors that impacted students' high scores on the optimistic belief and wellbeing.

Bailey and Phillips (2015) explored the topic the influence of motivation and adaptation on students' subjective wellbeing, meaning in life and academic performance. The study investigated relationships between motivation, adaptation and indicators of mental health and wellbeing and academic performance with the sample of 184 first-year university students. The study revealed that intrinsic motivation was associated with greater subjective wellbeing, meaning in life and academic performance than the extrinsic motivation.

Sibnath Deb (2015) studied on academic stress, parental pressure, anxiety and mental health among Indian high school students. This work studied the association between mental health and academic stress amongst high school students. Associations with various psychosocial factors were also studied while carrying out research on this topic. 190 students from grades 12 and 11 from three government and three private schools in Kolkata were surveyed for conducting this study. Data collection was done with a specially designed questionnaire. Nearly 63.5% of the students reported stress owing to academic pressure. There was no difference noted across grade, age, and gender. About 66% students reported that they felt pressure from their parents to better at academics. The degree of the parental pressure experienced by the students was dependent on the educational levels of the parents,

the number of private tutors and also on the occupation of the mother. Children of fathers who were non-graduates were more under pressure to demonstrate a better academic performance. Academic stress was correlated positively with psychiatric problems and parental pressure. Academic stress can be considered to be a serious issue which impacted two-thirds of senior high school students not just in Kolkata. The study suggested the potential methods for counteracting the challenges associated with academic pressure.

B.P.Singh (2014) investigated the effect of home environment on students personality in Bhiwani, Haryana. This study was done on grade 12 students studying in 5 schools in Bhiwani. The index of family relations was employed for understanding the intra-familial environment as perceived by the students. The impact of home environment, family relations, socio-economic status, family type, birth order and family relations were studied with the aid of null hypothesis. The conclusion of the study was that the socio-demographic variables had tremendous impact on the personality of the students.

Takahiro Hasumi (2012) accomplished a research on parental involvement and mental wellbeing of Indian adolescents. This study evaluated the association of mental wellbeing among school going adolescents to parental involvement. 6721 students were studied during the process. Parental involvement such as knowledge of the free-time activities of the students, homework checking and parental understanding of problems of children decreased with increase in age as reported by students. Poor mental health such as sadness, hopelessness, and anxiety increased with age.

Durlak et.al.(2011) investigated the impact of enhancing students' social and emotional learning through meta-analysis. School based intervention program was

used for meta- analysis. The findings from meta-analysis of 213 school-based, universal social and emotional learning programs involving 270,034 kindergartens through high school students stated that compared to controls, social and emotional learning participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance. Furthermore, it was observed that positive impact of social and emotional learning programs was significant.

Murray-Harvey (2010) analyzed data from both students and teachers about students' social/emotional adjustment and academic achievement and motivation. Around 888 students across years 5 to 9 from 58 classes in 21 South Australia schools were asked to fill the questionnaire while teachers were asked about academic achievement and motivation, and social/emotional adjustment to school. Through a questionnaire students answered about their perceived relationships with family, peers and teachers as sources of stress or support at school; their psychological health; feelings about and sense of belonging to school; and their academic performance. The findings revealed strong relationship between the student's social/emotional and academic experience of school. It further exhibited that both academic and social/emotional outcomes were explicitly influenced by the quality of the relationships between teachers and students that further affected wellbeing and achievement outcomes for students.

Deb, Chatterjee, & Walsh (2010) explored on anxiety among high school students in India: comparisons across gender, school type, social strata and perceptions of quality time with parents. The objective of the study was to understand the anxiety prevalent amongst adolescents in the city of Kolkata, India. The study carried out comparison of the levels of anxiety across students from different socio-economic background and employment status of mothers. The study also took into

account the perception of quality time with the parents. Multi-stage sampling technique was employed in the study which included 460 adolescents. It was found that 17.9% girls and 20.1% boys were suffering from high anxiety. Adolescents belonging to middle socio-economic group suffered more from anxiety in comparison to low and high socio-economic groups.

Faye Mishna (2010) worked on cyber bullying behaviors among middle and high school students. The study examined the impact, prevalence and differential experience of cyber bullying among middle and high school students. The survey examined the psychosocial impact of being bullied and bullying. About 48.5% students indicated that they had been bullied online and 33.7% accepted that they had bullied others. The participants reported that they felt depressed, sad and angry after being a victim of bullying online. Participants who bullied others stated that they felt powerful, popular and funny after the incident. Many also indicated that they felt guilty of what they did.

Suman Verma (2010) conducted a study on school stress in India with effects on time and daily emotions. The adolescents in East Asia are exposed to a highly competitive examination system, especially in India. This study examined the impact of school demands on subjective states and daily time of young people. The study was conducted on one hundred urban, middle-class 8th-grade students where they were asked to report their daily activities. The adolescents were found to spend one-third of their time in school-related activities. The stress resulted in higher social anxiety and low activation levels. These states were more commonly noted while doing homework. The students who spent more time off school related activities experienced more internalizing problems, lower average emotional stress, lower scholastic achievement, and higher academic anxiety.

Diener, Diener and Diener (2009) conducted a study on factors predicting the subjective wellbeing of nations. The paper analyzed subjective wellbeing in 55 nations, on large college student sample. It was found that subjective wellbeing was correlated with social, economic, and cultural characteristics of the nations. While, factors like cultural homogeneity, income growth, and income comparison showed either low or inconsistent relations with subjective wellbeing.

Neely et.al (2009) explored on the role of self-kindness when facing stress; role of self-compassion, goal regulation, and support in college students' wellbeing. The study revealed that factors like goal management, stress, and need for and availability of support were important predictors of wellbeing. However, self-compassion accounted for a significant amount of additional variance in wellbeing.

Babak (2008) investigated on the topic perceived stress, self-efficacy and its relations to psychological wellbeing status in Iranian male high school students. The study was based on the fact that psychological stress has been observed as an important driver in health outcomes in adolescents. This study questioned the relationships between perceived stress, general self-efficacy and mental health status among Iranian male adolescents of midtown high schools in Tehran. According to the research greater stress was associated with lower general self-efficacy and lower mental health status. A significant inverse relationship between self-efficacy and general health was also revealed.

Viive-Riina (2007) conducted study on students' wellbeing, coping, academic success, and school climate. The research identified the need to prevent students from school drop-out and repeating grades. The main assumption was that by revising social climate of the school, constructive coping strategies of the students can be affected, which can further impact their academic support. Findings revealed that the

school value system and teachers' attitudes toward students as perceived by them were main factors which influence students' optimistic acceptance of life, their psychological and physiological wellbeing, and academic success.

Legault & Green-Demers (2006) examined the reasons for lack of motivation among high school students in the classroom towards an understanding of academic motivation and the role of social support. This study outlines a taxonomy of probable reasons that give rise to motivation and investigated the academic consequences and social antecedents associated with the factors. The study stresses on a relationship with social support in the form of friends, teachers, and parents along with the outcomes.

Poonam R Malik (2006) accomplished research on high IQ adolescents under stress and its impact on their academics. The study aimed to find the relationship between academic achievement of high IQ students and psychological stress. The subjects considered for the study were students with IQ above 110. The amount of stress in adolescents was measured by Bisht Battery of Stress Scales. The academic achievement assessment was done on the basis of average marks obtained in the previous three examinations. Calculation of correlation coefficients between academic scores and stress scores was done. The analysis done showed that academic achievement was found significantly and negatively correlated with all kinds of stress.

Gable (2005) wrote an article on what (and why) is positive psychology? He asserted that positive psychology was scientific study of optimal human functioning and wellbeing. Positive psychology lays focus on virtues and strengths and to shift focus from psychological deficits to a proactive building of qualities and strengths. Life can be the lead in a pleasant manner when people experience positive emotions

pertaining to their future, present, and the past. Engaged life is experienced when one is deeply absorbed and involved in doing what they love to do.

Although stress is an integral part of life, it can accelerate the efforts of an individual only up to a certain point. Students who find it tedious to study every day for 5 to 6 hours can study for 10 to 12 hours at a stretch during examination days. However, prolonged stress reduces the efficiency of the person. Heightened emotionally and rapid body changes characterize this phase of development. When adolescents are exposed to stress in social, school and family environment, they become victims of psychological distress. This does have an impact on the working ability and performance of students. Several studies have demonstrated that stress made a significant contribution towards poor performance in adolescents in academics. Mental stress can tremendously impact the performance of promising adolescents who have above average intelligence.

Table 1

Research Gaps Identified in Context of Values

Investigator	Research problem	Main findings
(Sharma, 2015)	A comparative study of aesthetic, economic and political values of undergraduate students	The study focused on only three out of six motives or basic interests in personality: political, economic and aesthetic values.
(Stephen, 2015)	Environmental ethics and achievement in science of high school students	The study discussed the ethics in students and how it can be imparted with proper education.

(Rama and Reddy, 2014)	Survey Based Study on Attitude of Final Year Degree Students towards Value Education in Chittoor Town.	In this study 320 final year degree students of Chittoor town, Andhra Pradesh, India in 2013-2014 session were surveyed through questionnaire. The findings revealed that students had a positive but significant difference in their attitude towards value education.
(Gross, 2012)	The attitudes of Israeli Arab and Jewish high school students towards extrinsic and intrinsic values	Research found that Jewish students who experience school-based values education endorsed more intrinsic values whereas Arab students, whose education as a minority group focuses on education towards achievement, endorsed more extrinsic values.
(Dulam , Iovu and Ursu, 2011)	Developing Values for Secondary School Students through the Study of Art Objects	With the sample size of 50 students and content samples like fairy-tales and short stories, it was found that secondary school students can develop aesthetic and ethical values if they learn through artistic.
(Aggarwal, 2006)	Education for values, environment, and human rights	The book highlighted the role of educational in developing values along with numerous workable suggestions.

Table 2

Research Gaps Identified in Context of Wellbeing

Investigator	Research problem	Main findings
(Bailey and Phillips, 2015)	The influence of motivation and adaptation on students' subjective wellbeing, meaning in life and academic performance	The study investigated with the sample of 184 first-year university students that intrinsic motivation was associated with greater subjective wellbeing, meaning in life and academic performance than the extrinsic motivation.
(Sibnath Deb, 2015)	Academic stress, parental pressure, anxiety and mental health among Indian high school students	This work studied the association between mental health and academic stress among high school students. 190 students from grades 12 and 11 from three government and three private schools in Kolkata were surveyed. Nearly 63.5% of the students reported stress owing to academic pressure. There was no difference noted across grade, age, and gender.
(Takahiro Hasumi, 2012)	Parental involvement and mental wellbeing of Indian adolescents	6721 students were studied during the process. Parental involvement such as knowledge of the free-time activities of the

		students, homework checking and parental understanding of problems of children decreased with increase in age as reported by students. Poor mental health such as sadness, hopelessness, and anxiety increased with age.
(Diener, Diener and Diener, 2009)	Factors Predicting the Subjective Wellbeing of Nations	The paper analysed subjective wellbeing in 55 nations, taking large college student sample. It was found that subjective wellbeing was correlated with social, economic, and cultural characteristics of the nations.
(Neely et.al, 2009)	Self-kindness when facing stress: The role of self-compassion, goal regulation, and support in college students' wellbeing	The study revealed that factors like goal management, stress, and need for and availability of support are important predictors of wellbeing. However, self-compassion accounted for a significant amount of additional variance in wellbeing.
(Babak, 2008)	Perceived Stress, Self-Efficacy And Its Relations To Psychological Wellbeing Status In Iranian Male High School Students	The study questioned the relationships between perceived stress, general self-efficacy and mental health status among Iranian male adolescents of midtown high schools in Tehran. According to the research greater stress was associated with lower general self-efficacy and lower mental health status.

(Viive-Riina, 2007)	Students' Wellbeing, Coping, Academic Success, And School Climate	The research identified the need to prevent students from school drop-out and repeating grades. Findings revealed that the school value system and teachers' attitudes toward students as perceived by them are main factors that influence students' optimistic acceptance of life, their psychological and physiological wellbeing, and academic success.
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Conclusion

On the basis of the reviews of the related literature it can be said that there is hardly any study related to values and general wellbeing of high school students. Studies in context of values (Sharma,2015), (Rama and Reddy,2014) are on undergraduate students, and the studies related to wellbeing (Bailey,2015),(Diener and Diener,2009),(Neely et.al,2009) are on college students. These studies clearly highlight the importance of value education and overall wellbeing for students that is needed for deriving better performance from the students. The information obtained from the literature survey provides a sturdy foundation for going ahead with the study. So the researcher had decided to conduct a study on *Values & General Wellbeing among High School Students in Relation to Socio-Demographic Variables: An Empirical Study*.

Chapter 3

Research Design of the Study

This chapter explains the methodology used in gathering the information necessary for the study. An appropriate research design is used to structure the research properly. The present study is an explanatory study which explains the socio-demographic characteristics related to values and general wellbeing of high school students.

The main purpose of this chapter is to present the research methodology and methods used in this study in order to answer the research questions and to achieve the research objectives. The chapter begins with the study variables, research design, population and sample of the study. Subsequently, the chapter explains the sources of data and the research instrument. The steps are elaborated in detail .

Study Variables

In present study on the independent variables include- gender, residence (rural/urban), occupation of parents. Dependent variables of the study are values and general wellbeing scores. For measuring values the researcher has used “study of values test” developed by Dr. Raj Kumar Ojha and Dr. Mahesh Bhargava (2012) consisting of six dimensions of values- theoretical, economic, social, aesthetic, political and religious. General wellbeing was measured on a five point likert scale “general wellbeing scale” developed by Dr. Ashok K. Kalia and Dr. Anita Deswal (2011) consisting of four dimensions-physical, emotional, social and school wellbeing.

Research Design

In the present study, descriptive survey method is used for collecting data as the purpose of the study is to explain the values and general wellbeing in relation to

socio-demographic variables. Descriptive research is typically more formal and structured than exploratory research (Malhotra, 2005). It is based on large, representative samples and the data obtained are subjected to quantitative analysis. In this study, descriptive survey is undertaken in order to ascertain and describe the characteristics of the variables. The present study is descriptive in nature as it endeavors to assess the impact of socio-demographic variables on the values and general wellbeing of high school students.

Research Instruments

Questionnaire I (Study of values test by Dr. Raj Kumar Ojha and Dr. Mahesh Bhargava, 2012): The questionnaire was used for collecting data regarding values. The students appeared for the values test . The test had 2 parts with a total score of 240 (part 1: 90 and part 2: 150) covering the areas of theoretical, economic, aesthetic, social, political and religious values. The questions covered the following areas:

Description of the items: the study of values test consists of 45 statements with 120 alternative answers. These alternative answers belong to each of the six values.

- a) Theoretical value: Questions that can infer the inclination towards discovering truth through the statements that can logically evaluate the empirical, critical and rational interests.
- b) Economic value: Questions that can observe inclination towards money and material gains through the statements that can infer if the respondent is positively biased towards the rich, industrialists and material gain.
- c) Aesthetic value: Questions related to art and beauty infer the aesthetic value of respondent.

- d) Social value: Questions that can observe charity, kindness, love and sympathy for others are consisted in the test for measuring social value.
- e) Political value: Questions that can observe inclination towards political man power and prestige and interest in leadership, administration, management, political parties etc.
- f) Religious value: Questions that can observe inclination towards faith in God and fear of divine wrath are existed in the test for measuring religious value.

Scoring pattern: The two different parts of the test has different scoring pattern which is given as under:

- If any statement is left unanswered –
Part 1 : 1.5 score for each alternative. The sum of scores for (a) and (b) must always be equal to 3
Part 2: 2.5 for each alternative. The sum of scores for four alternatives should be equal to 10.
- Add the vertical columns of the scores on each page and enter the total in the boxes at the bottom of each page.
- Transcribe the totals from each page in the space of the table which is labeled with same letter.
- Add the total from the 6 columns (values).
The total score for all the columns should be equal to 240 (for part 1: 90 and part 2: 150)

Questionnaire II (General well-being scale by Dr. Ashok K. Kalia and Dr. Anita Deswal, 2011): In addition to values test, students also appeared for GWBS-KADA psychological test designed by Dr. Ashok K. Kalia and Dr. Anita Deswal from National Psychological Corporation. The test has positive and

negative questions for four subscales: physical, emotional, social and school wellbeing, that constitutes the general wellbeing.

Table 3
Distribution of Items of General Wellbeing (GWB)

Category	Subscales	Positive Items	Negative Items	Total (55)
A	Physical Well-being	1,2,3,4,5,6,10,11	7,8,9	11
B	Emotional Well-being	22,23,24,25	12,13,14,15,16, 17,18,19,20,21	14
C	Social Well-being	26,27,28,29,30,31,3 2,33,34,35,36,37,42	38,39,40,41	17
D	School Well-being	51,52,53,54,55	43,44,45,46, 47,48, 49,50	13

Table 4
Scoring Pattern for Positive and Negative Items

Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Positive Items	1	2	3	4	5
Negative Items	5	4	3	2	1

It is a self reporting scale. There are statements followed by five alternatives and the students have to mark the most suitable alternative against each statement. The scores are awarded in a very simple manner as mentioned above. The maximum score for positive statement is 5 and minimum is 1, vice-versa for negative statements.

Table 5
Interpretation of the General Wellbeing (GWB)

Interpretation	Range of scores for males	Range of scores for females
High GWB	231-275	226-275
Average GWB	168-230	177-225
Low GWB	Below 167	Below 176

Both the questionnaires have designed manual explaining the meaning of each value and methodology to conduct the analysis. There was no pressure of time limit and hence, the students have completed the test as per their ease and comfort ranging between 40-90 minutes.

Population of the study

Population of the study consist of all the high school students of block Rewari who are studying in government or private secondary schools affiliated to Haryana board of secondary education (HBSE) or central board of secondary education(CBSE).

Sample of the study

For the present study a sample of 600 students (300 males and 300 females) was selected on random basis. The sample was selected from Rewari block of Haryana State. From all high schools of Rewari block seven schools (3 govt. and 4 private) were selected for study (given in table 6).

Table 6

Description of the Sample

Sr. No.	Name of the school	Number of students	
		Male	Female
1	Govt. Sr. Sec. School, Kapriwas	60	60
2	Govt. Sr. Sec. School, Sheoraj Majara	55	45
3	Govt. Sr. Sec. School, Sangwadi	50	50
4	A.M.Sr. Sec. School, Sheoraj Majara	40	40
5	Roseland International School, Konsiwas	30	30
6	Aravali International School Gokalgarh	30	30
7	Hindu Sr.Sec.School Rewari	35	45
	Total	300	300

Table 7

Demography of the Sample

Category	Gender		Residence		Fathers' occupation				Mothers' working status	
	Male	Female	Rural	Urban	Govt. employed	Self employed	Private employed	unemployed	Working	Homemaker
N	300	300	300	300	191	235	168	06	180	420
Total	600		600		600				600	

Data Collection

The present study used primary data sources. For the collection of primary data questionnaire method was used. The primary data for this research study was collected through the structured standardized questionnaires (attached in appendix).

Prior to data collection, proper meeting with the school authorities was held to secure cooperation and ensure quality control. Despite this, many schools did not allow the survey to be conducted in their school. With rigorous effort and tenacity, the data was collected from the agreed schools. The respondents also faced difficulties in understanding the questions, children were asked to complete the questionnaire in their class itself.

Statistical Techniques used for Data Analysis

The collected data has been analyzed with help of statistical package for social sciences (SPSS). Statistical methods like percentage, frequency procedure, mean score, standard deviation, t-test, ANOVA, Post-hoc, correlation, regression, Levene's test and Mann-Whitney U Test were conducted.

- **Correlation:** Correlation is used to see study the differences in value amongst high school students. Furthermore, the technique is also used to study the relation between values and wellbeing of high school students. As Pearson's correlation technique is the most appropriate technique for investigating the relationship between two quantitative, continuous variables like value scores and wellbeing scores, thus, Pearson's correlation is applied to study the same.
- **Independent samples t-test and Levene's test:** Independent samples t-test is used to observe the difference in values among high school male/female students, urban/rural students and working/home maker mothers. Furthermore, the technique is used to analyze difference in general wellbeing among high school students of working and home maker mothers. As the independent samples t-test compares the means of two independent groups (male/female, urban/rural, working/home maker mothers) in order to determine whether there is statistical evidence that the associated population means are

significantly different, thus, to study the differences in the means of two group, this technique is applied. The t-test assumes that variances of the populations from which different samples were drawn were equal. To check this assumption Levene's test was conducted so that valid analysis can be drawn.

- One-way ANOVA: If the mean differences of more than 2 groups are needed to be studied in that case one-way ANOVA is an appropriate technique. To determine whether there are any statistically significant differences between the means of two or more independent (unrelated) groups- occupation of father (self- employed/ unemployed/ government employee/ private employee) in relation to values and wellbeing separately, one-way ANOVA is used.
- Tukey Post-hoc Test: While the ANOVA states if there is difference in the means of the group, Tukey Post-hoc Test states which of the specific group differed. Thus, in this study ANOVA test is followed by the Post hoc test to draw specific analysis.
- Mann-Whitney U test: With the dependent variable- general wellbeing score- being ordinal in nature and 'gender' (which has 2 groups- male and female) as an independent variable, the Mann-Whitney U test was used to compare differences between two independent groups.
- Linear regression: The technique is used to predict the value of general wellbeing (dependent variable) on the basis of value of residence of the student (independent variable).
- Percentage analysis: In order to compare the wellbeing of male students with female students, percentage analysis is used. The score range of low, average

and high wellbeing for both male and female students are referred from the manual.

- Descriptive statistics and charts (bar graph and pie chart) are used to summarize the sample.

In the present chapter the research methodology adopted for the present study has been dealt in detail, which included variables selected, research design employed, data collection procedure, study areas, sample selection, statistical methods applied etc.,. The data analysis for the data collected in the present study has been systematically analyzed and interpreted in chapter 4.

Chapter 4

Analysis, Interpretation and Discussion of Data

This chapter covers the analysis and interpretations on the basis of research design adopted in chapter third design. The present study evaluates the values and general wellbeing among high school students of male and female and urban and rural students. The population of research consists of all high schools of Rewari block. Out of this population, schools were selected by random sampling. The sample consists of 600 students (300 males and 300 females). The data was collected with the help of standardized questionnaire.

Appropriate statistical techniques like ANOVA, Post-hoc test, Pearson's correlation, linear regression and t-test were used as statistical techniques for quantitative analysis of the data.

H0= There exist no significant relation in the different values among high school students.

Table 8
Correlation Between the Different set of Values among High School Students

		Gender	Theoretical	Economic	Aesthetic	Social	Political	Religious
Gender	Pearson Correlation	1	.022	-.089*	.028	.042	.013	-.027
	Sig.(2-tailed)		.591	.030	.495	.307	.746	.503
	N	600	599	599	599	599	599	599
Theoretical	Pearson Correlation	.022	1	-.112**	-.767**	-.232**	.555**	-.534**
	Sig. (2-tailed)	.591		.006	.000	.000	.000	.000
	N	599	599	599	599	599	599	599
Economic	Pearson Correlation	-.089*	-.112**	1	-.107**	-.409**	-.294**	-.146**
	Sig. (2-tailed)	.030	.006		.008	.000	.000	.000
	N	599	599	599	599	599	599	599
Aesthetic	Pearson Correlation	.028	-.767**	-.107**	1	.175**	-.744**	.418**
	Sig. (2-tailed)	.495	.000	.008		.000	.000	.000
	N	599	599	599	599	599	599	599
Social	Pearson Correlation	.042	-.232**	-.409**	.175**	1	-.239**	-.038
	Sig. (2-tailed)	.307	.000	.000	.000		.000	.355
	N	599	599	599	599	599	599	599
Political	Pearson Correlation	.013	.555**	-.294**	-.744**	-.239**	1	-.420**
	Sig. (2-tailed)	.746	.000	.000	.000	.000		.000
	N	599	599	599	599	599	599	599
Religious	Pearson Correlation	-.027	-.534**	-.146**	.418**	-.038	-.420**	1
	Sig. (2-tailed)	.503	.000	.000	.000	.355	.000	
	N	599	599	599	599	599	599	599

**Correlation is significant at (0.01) level. *Correlation is significant at (0 .05) level.

Interpretation and Discussion

Table 8 depicts the results of Pearson product-moment correlation. The results disclose that there is statistically significant and negative correlation between theoretical values and aesthetic values. This means students having high theoretical values do not have high aesthetic values and vice versa. Moreover, it also shows that there is statistically significant and negative correlation between theoretical values and economic($r=-.112$), aesthetic($r=-.767$), social($r=-.232$) and religious($r=-.534$) values of high school students at 0.01 level, which means that students having high theoretical values do not have high economic, aesthetic, social and religious values or vice versa. On the contrary, there is a statistically significant positive correlation between theoretical and political($r=.555$) values of high school students at 0.01 level.

This further observes that students who have sole aim of enhancing their knowledge have low inclination towards materialistic goods, art, humanity or faith in God. On the other hand, it states that students having higher inclination in gaining knowledge have higher aptitude for leadership, administration and management.

It can be further stated that there is statistically significant and negative correlation between economic values and social($r=-.409$), aesthetic($r=-.107$), religious($r=-.146$) and political($r=-.249$) values at 0.01 level. This means that students having high economic values have less inclination towards social, aesthetic, religious and political values. This states that students who have materialistic and practical approach have less inclination towards humanity, art, religion and knowledge.

Besides, the scores also suggest that there is a positive and statistically significant correlation between aesthetic values with social ($r= .175$) and religious($r= .418$) values at 0.01 level. Students having high aesthetic values have high social and religious values and low political values or vice versa. This means that students

having a love for art and beauty tend to have inclination towards humanity and have faith in God, but have lower aptitude for power, leadership or management and vice versa.

On the other hand, the analysis suggests that political values among high school students have statistically significant positive correlation with theoretical($r=.555$) values and statistically significant negative correlation with other sets of values that include economic($r=-.294$), Social($r=-.239$), aesthetic($r=-.744$) and religious($r=-.420$) values at 0.01 level. This means that students who have inclination towards management, administration and leadership are more inclined towards enhancing their knowledge and skills rather than materialism, humanity, creativity or religion.

Similarly, religious values have statistically significant and negative correlation with theoretical, economic and political values but statistically significant positive correlation with aesthetic values. This indicates that students who are religious and have faith in God do not have an inclination towards theory, power and material things; rather they are more likely to have an aptitude for art and beauty. Thus, H_0 in this case get rejected as a significant relation in the values among high school students exists.

Similarly, Singh (2016) evaluated the value scores by getting the questionnaire "Study of value test" prepared by Dr. R. K. Ojha and Dr. Mahesh Bhargava, filled by secondary residential and non-residential students of Lucknow city. The study reveals that there was no difference in the religious value of the students while there was a difference found in theoretical, economic, aesthetic, social and political values.

Sharma (2015) conducted a research on under-grad students through which three out of six basic interests/ motives in personality: aesthetic, economic and political values- of 300 undergraduate male & female students, studying in fine arts

and business administration streams were observed. The study highlighted that students of fine-arts stream had significantly greater aesthetic value than business administration students. Furthermore, it was also noted that aesthetic values are higher in females in comparison to male students. On the contrary, economic value was greater in business administration students as compared to fine-arts students, but there was no significant difference on the basis of gender. Likewise, there was no significant difference observed in terms of political value, concerning two of the streams, but the male students had a higher political value than female students.

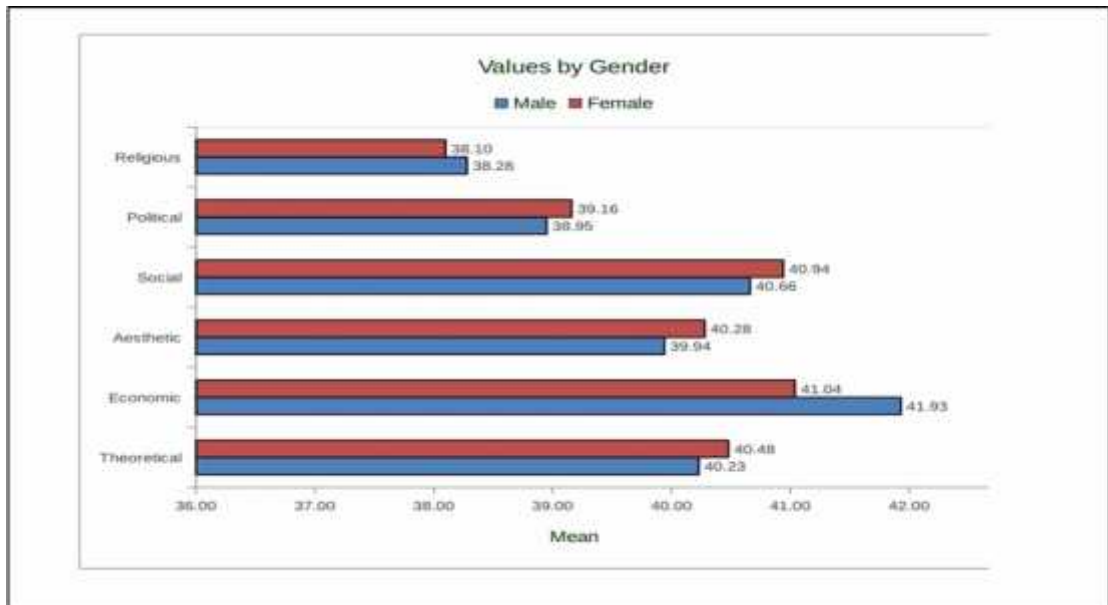
Verma and Bawane (2011) observed that the college students showed very high preferences for hedonistic and aesthetic values. While the average inclination was noticed towards family and religious prestige values, however, most students were not inclined towards health, knowledge and democratic values and least for social value.

H0= There exists no significant difference in values between high school male and female students.

Table 9
Comparison of Values Between Male and Female High School Students

	Male	Female	t	p-value
Sample Size	300	300	-	-
Theoretical	40.23	40.48	-0.59	0.555
Economic	41.93	41.04	2.165	0.0308
Aesthetic	39.93	40.28	-0.5987	0.55
Social	40.65	40.94	-0.9659	0.334
Political	38.95	39.15	-0.4092	0.683
Religious	38.28	38.10	0.6977	0.486

Figure 1



Comparison of Values Between Male and Female High School Students.

Interpretation and Discussion

Table 9 depicts that there is no statistically significant difference in the values between male female high school students. The p value for theoretical ($p=0.555$), aesthetic($p=0.55$), social($p=0.334$), political($p=0.683$) and religious($p=0.486$) values at 0.05 level are not statistically significant. For all the set of values p is greater than 0.05 ($p>0.05$). However, there exist statistically significant difference in the economic values ($p=0.030$) of male and female students. The results shown in the table 9 indicates that significant difference is found between economic values of male and female high school students ($p<0.05$) at 0.05 significance level. Thus the null hypothesis gets rejected for economic values.

Likewise, Naik (2017) observed significant difference in values of boys and girls. Boys had higher religious, democratic, aesthetic and hedonistic values than the girls. Whereas, adolescent's girls were found to have higher scores in social, economic, knowledge, power, family prestige and health value than their male peers. So the girls have higher economic values than boys.

Similarly Natasha (2013) also observed difference in values of girls and boys students. Adolescent boys gave first preference to social and political values where as adolescent girls' gave first preference to social and political values. Furthermore, the boys gave third preference to religious values and girls gave fourth preference to theoretical. Both boys and girls gave fifth preference to religious values and adolescent boys gave fourth preference to aesthetic values as compared to adolescent girls who gave sixth preference to aesthetic values.

On the contrary, Bhatia et al. (2007) studied the relation of gender on personal values in adolescents. The results of the study did not show any significant differences between male and female students on any of the values.

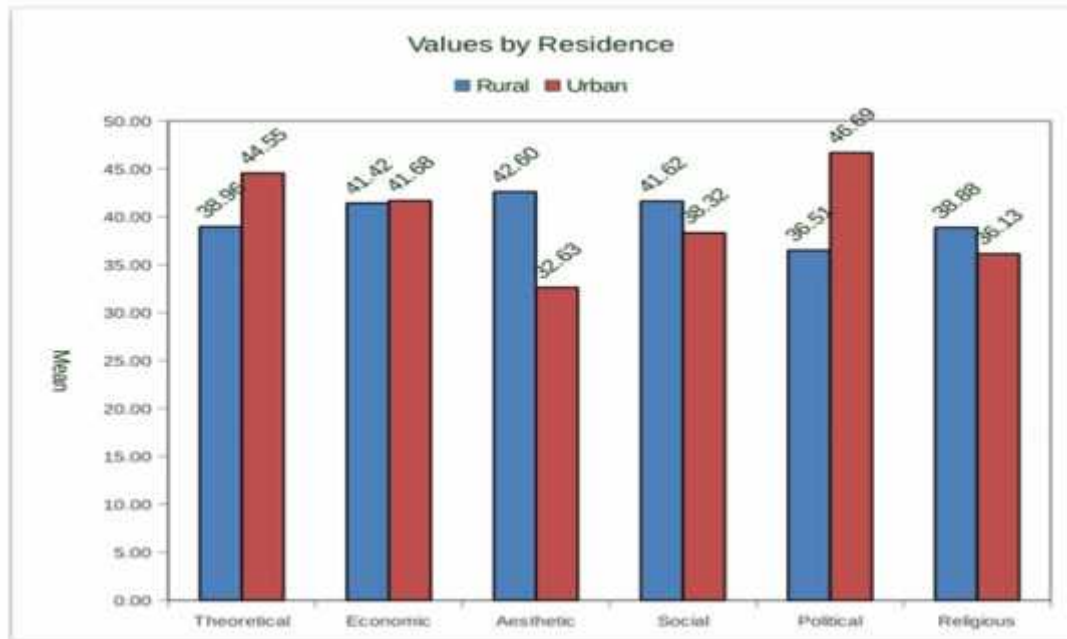
H0= There exist no significant difference in values between high rural and urban high school students.

Table 10

Comparison of Values Between Rural and Urban High School Students

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Theoretical	Equal variances assumed	4.556	.033	-13.132	598	.000
	Equal variances not assumed			-12.351	231.600	.000
Economic	Equal variances assumed	77.304	.000	-.543	598	.587
	Equal variances not assumed			-.445	193.999	.657
Aesthetic	Equal variances assumed	211.037	.000	19.114	598	.000
	Equal variances not assumed			14.231	176.770	.000
Social	Equal variances assumed	95.145	.000	10.629	598	.000
	Equal variances not assumed			8.068	179.856	.000
Political	Equal variances assumed	202.523	.000	-25.803	598	.000
	Equal variances not assumed			-18.920	174.460	.000
Religious	Equal variances assumed	.185	.667	9.731	598	.000
	Equal variances not assumed			8.600	212.415	.000

Figure 2



Comparison of Values Between Rural and Urban High School Students.

Interpretation and Discussion

With the results of table 10 in which Independent Sample t-test is used, it can be stated that there exists statistically significant difference in the theoretical ($p < .01$), aesthetic ($p < .01$), social ($p < .01$), political ($p < .01$) and religious ($p < .01$) values of high school students living in rural and urban area. For all these five values p is very small. Thus, null hypothesis gets rejected as significant difference is found at 0.01 level ($p < .01$). This states that rural and urban high school students have difference in values. From the figure 2 it can be stated that theoretical ($M = 44.55$) and political ($M = 46.69$) values of urban high school students are higher than rural students. Mean of theoretical and political values of rural high school students is $M = 38.96$ and $M = 36.51$ respectively, which is lower than urban students. This shows that urban high school students have more inclination towards acquiring knowledge and aptitude for power and leadership. While social, aesthetic and religious values are higher of rural high school students than urban. This concludes that rural high school students have more faith in God, humanity and social relations and in art. The only

value set in which significant difference was not found is economic value. For economic value ($p=0.657$), which is greater than 0.05 ($p > 0.05$) at 0.05 level Thus, null hypothesis not get rejected for economic values as significant difference is not found at both levels. This means that both rural and urban high school students have materialistic and practical approach towards life.

Devi and Vig (2014) also observed significant difference in values among rural and urban adolescents. The study highlighted that significantly higher proportion of urban adolescents were inclined towards democratic, hedonistic and religious values, whereas rural adolescents were observed to have an inclination towards family prestige. Furthermore, urban adolescents were found to have more faith in God; they believed in individuality and were against any kind of discrimination on the basis of family, caste, race and sex status. Likewise, a study conducted by Natasha (2013) titled - a comparative study of value pattern among adolescent in which 250 students of 10+1 class from schools Kathu & Samba of Jammu, the adjoining rural areas were surveyed, revealed that there is a significant difference in the value pattern of adolescent of rural & urban area. The study observes that on the basis of means on six values of adolescents it was concluded that adolescents have different value patterns. However, the difference in means was found to be minor. The reason may be that the adolescents are conscious of all these values. Moreover, all the values are ultimately inter-related with each other and thus, no value can be ignored.

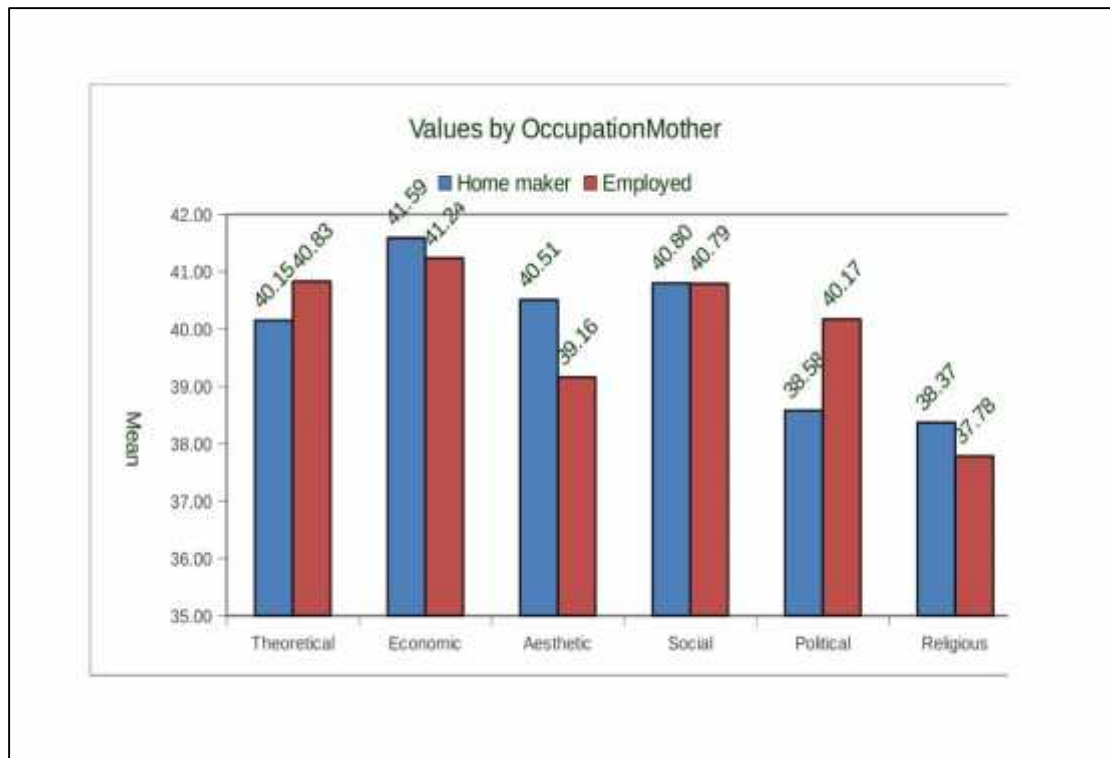
On the contrary of present study Yadav (1999) observed that urban and rural science students had no significant difference in ideological, economic and religious values but the students had significant difference in social, political and aesthetic values.

H0= There exist no significant difference in values between high school students of employed and home maker mothers.

Table 11
Comparison of Values Between High School Students of Employed and Home Maker Mothers.

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Theoretical	Equal variances assumed	.003	.959	-1.495	598	.135
	Equal variances not assumed			-1.465	323.500	.144
Economic	Equal variances assumed	3.549	.060	.772	598	.441
	Equal variances not assumed			.744	312.451	.458
Aesthetic	Equal variances assumed	2.240	.135	2.170	598	.030
	Equal variances not assumed			2.101	315.304	.036
Social	Equal variances assumed	2.245	.135	.017	598	.986
	Equal variances not assumed			.017	313.308	.987
Political	Equal variances assumed	6.570	.011	-2.965	598	.003
	Equal variances not assumed			-2.838	307.738	.005
Religious	Equal variances assumed	.007	.933	2.041	598	.042
	Equal variances not assumed			2.002	324.551	.046

Figure 3



Comparison of Values Between High School Students of Employed and Home Maker Mothers

Interpretation and Discussion

The table 11 above states that there is statistically significant difference in the aesthetic ($p=.030$), political ($p=.005$) and religious ($p=.042$) values of high school students with respect to the working and home maker mothers. As the value of p for all the three values is less than $0.05(p<0.05)$, so there exist a statistically significant difference in the above three value. Thus the null hypothesis gets rejected for aesthetic, political and religious values.

Figure 3 interprets that economic, aesthetic and religious values of high school students of homemaker mothers are higher than working mothers. This means children of homemaker mothers have more materialistic approach, and inclination towards art and religion in comparison to working mothers' high school students. On the other hand theoretical and political values of high school students of working

mothers are higher than students of homemaker mothers. This means children of working mothers are more inclined towards acquiring knowledge and power than children of homemaker mothers.

However there is no statistically significant difference in the economic ($p=.441$), theoretical ($p=.135$) and social ($p=.986$) values among the high school students of working and home maker mothers. As the value of p for all the three values is greater than 0.05 ($p>0.05$). Thus the null hypothesis cannot get rejected for economic, theoretical and social values.

Likewise, Rosa and Preethi (2012) identified significant difference in emotional maturity of children of working and non-working mothers. Children of working mothers possess higher emotional maturity than children of non-working mothers; however, they are more indisposed to stress and strain.

Differently from present study Kumar (2010) observed significant difference in the theoretical, economic and social values of students of working and non-working mothers. The theoretical value of students of working mothers was higher than that of students of non-working mothers while economic and social value of students of non-working mothers was higher than that of students of working mothers. On the other hand, aesthetic, political and religious values of students had no significant difference in reference to the mother's occupation. In line with this, Aizer (2004) has found that in the absence of the adult supervision, children are more engaged in anti-social or potentially dangerous activities.

H0= There exist no significant difference in values among high school students of government employed, self-employed, private employed and unemployed fathers.

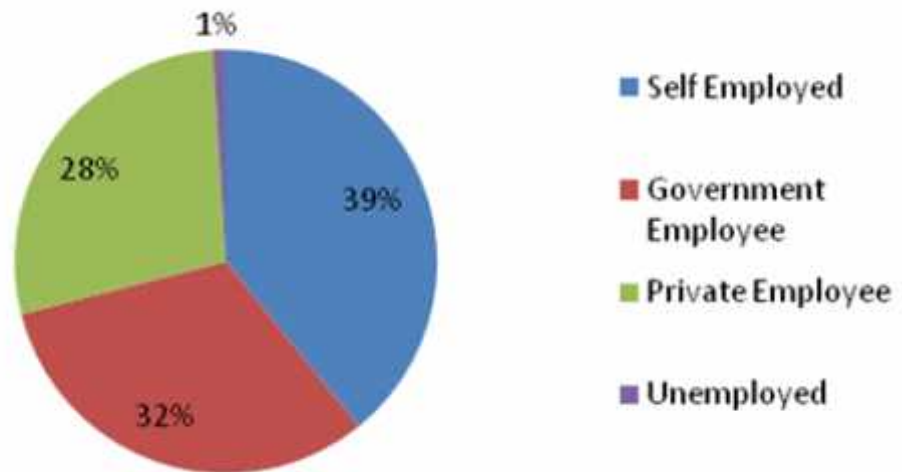
Table 12

Comparison of Values among High School Students of Government Employed, Self-Employed, Private Employed and Unemployed Fathers (Descriptives Table)

		N	Mean	Std. Deviation	Std. Error
Theoretical	Self Employed	235	40.60	5.417	.353
	Government Employee	191	39.83	4.544	.329
	Private Employee	168	40.64	5.284	.408
	Unemployed	6	39.83	5.529	2.257
	Total	600	40.36	5.118	.209
Economic	Self Employed	235	41.97	5.196	.339
	Government Employee	191	40.90	5.091	.368
	Private Employee	168	41.38	4.726	.365
	Unemployed	6	44.33	2.338	.955
	Total	600	41.49	5.032	.205
Aesthetic	Self Employed	235	39.30	7.700	.502
	Government Employee	191	41.18	6.136	.444
	Private Employee	168	39.91	6.895	.532
	Unemployed	6	43.00	4.940	2.017
	Total	600	40.11	7.020	.287
Social	Self Employed	235	40.47	3.614	.236
	Government Employee	191	41.43	3.410	.247
	Private Employee	168	40.58	3.723	.287

	Unemployed	6	39.50	2.429	.992
	Total	600	40.80	3.592	.147
Political	Self Employed	235	39.76	6.652	.434
	Government Employee	191	38.26	5.314	.384
	Private Employee	168	39.09	6.050	.467
	Unemployed	6	36.00	2.191	.894
	Total	600	39.06	6.081	.248
	Religious	Self Employed	235	37.89	3.329
	Government Employee	191	38.40	2.998	.217
	Private Employee	168	38.41	3.300	.255
	Unemployed	6	37.33	2.733	1.116
	Total	600	38.19	3.217	.131

Figure 4



Description of Father's Occupation

Interpretation and Discussion

From figure 4 it is established that 39% fathers of the sample of high school students are self employed, 32% are government employed, 28% are private employed and only 1% are unemployed.

The descriptive table 12 shows the difference in means of all four groups. It is observed from the descriptive table 12 that mean of theoretical values for high school students of self employed and private employed fathers is higher in comparison to students of government employed and unemployed fathers where as mean of aesthetic values is lower than the govt. employed and unemployed fathers. Economic value is highest and religious value is lowest of students belong to all four groups in comparison to all other set of values. This explains that the high school students of self employed and private employed fathers have more inclination towards acquiring of knowledge and less towards art than students of government employed and unemployed fathers. Moreover students belong to all four groups are more inclined towards materialistic goods and have practical approach and less faith in religion and devotion to God.

Table 13

Comparison of Values among High School Students of Government Employed, Self-Employed, Private Employed and Unemployed Fathers (ANOVA Table)

ANOVA Table						
		Sum of Squares	Df	Mean Square	F	Sig.
Theoretical	Between Groups	82.290	3	27.430	1.048	.371
	Within Groups	15605.383	596	26.184		
	Total	15687.673	599			
Economic	Between Groups	171.284	3	57.095	2.269	.079
	Within Groups	14998.610	596	25.165		
	Total	15169.893	599			
Aesthetic	Between Groups	430.162	3	143.387	2.938	.033
	Within Groups	29089.796	596	48.808		
	Total	29519.958	599			
Social	Between Groups	120.602	3	40.201	3.148	.025
	Within Groups	7609.996	596	12.768		
	Total	7730.598	599			
Political	Between Groups	293.920	3	97.973	2.672	.047
	Within Groups	21855.265	596	36.670		
	Total	22149.185	599			
Religious	Between Groups	42.082	3	14.027	1.358	.255
	Within Groups	6156.877	596	10.330		
	Total	6198.958	599			

Interpretation and Discussion

The t-test is useful to study the significant difference between two groups. If the mean differences of more than two groups are needed to be studied in that case One-way ANOVA is an appropriate technique. In the present study, to determine whether there are any statistically significant differences exist between the means of four independent (unrelated) groups by occupation of the fathers (self employed/ unemployed/ government employee/ private employee) in relation to values One-way ANOVA is used.

The ANOVA table 13 illustrates that there is a significant difference between groups regarding aesthetic ($p=0.033$) and social ($p=0.025$) values as the value of p is below 0.05 ($p<0.05$). Therefore, there is a statistically significant difference exists at 0.05 level, in aesthetic and social values of high school students regarding to different occupations of their fathers.

Table 14

Comparison of Values among High School Students of Government Employed, Self-Employed, Private Employed and Unemployed Fathers (Multiple Comparisons Table)

Dependent Variable	(I) Occupation Father	(J) Occupation Father	Mean Difference (I-J)	Std. Error	Sig.
Theoretical	Self Employed	Government Employee	.773	.499	.408
		Private Employee	-.037	.517	1.000
		Unemployed	.767	2.116	.984
	Government Employee	Self Employed	-.773	.499	.408
		Private Employee	-.810	.541	.441
		Unemployed	-.006	2.122	1.000
	Private Employee	Self Employed	.037	.517	1.000
		Government Employee	.810	.541	.441
		Unemployed	.804	2.126	.982
	Unemployed	Self Employed	-.767	2.116	.984
		Government Employee	.006	2.122	1.000
		Private Employee	-.804	2.126	.982
Economic	Self Employed	Government Employee	1.070	.489	.128
		Private Employee	.595	.507	.643
		Unemployed	-2.363	2.074	.665
	Government	Self Employed	-1.070	.489	.128

	Employee	Private Employee	-.474	.531	.808
		Unemployed	-3.433	2.080	.351
	Private Employee	Self Employed	-.595	.507	.643
		Government Employee	.474	.531	.808
		Unemployed	-2.958	2.084	.488
	Unemployed	Self Employed	2.363	2.074	.665
		Government Employee	3.433	2.080	.351
		Private Employee	2.958	2.084	.488
Aesthetic	Self Employed	Government Employee	-1.881 [*]	.681	.030
		Private Employee	-.609	.706	.824
		Unemployed	-3.698	2.888	.576
	Government Employee	Self Employed	1.881 [*]	.681	.030
		Private Employee	1.273	.739	.313
		Unemployed	-1.817	2.897	.923
	Private Employee	Self Employed	.609	.706	.824
		Government Employee	-1.273	.739	.313
		Unemployed	-3.089	2.903	.711
	Unemployed	Self Employed	3.698	2.888	.576

		Government Employee	1.817	2.897	.923
		Private Employee	3.089	2.903	.711
Social	Self Employed	Government Employee	-.962*	.348	.030
		Private Employee	-.105	.361	.991
		Unemployed	.972	1.477	.913
	Government Employee	Self Employed	.962*	.348	.030
		Private Employee	.857	.378	.107
		Unemployed	1.935	1.482	.560
	Private Employee	Self Employed	.105	.361	.991
		Government Employee	-.857	.378	.107
		Unemployed	1.077	1.485	.887
	Unemployed	Self Employed	-.972	1.477	.913
		Government Employee	-1.935	1.482	.560
		Private Employee	-1.077	1.485	.887
Political	Self Employed	Government Employee	1.501	.590	.054
		Private Employee	.668	.612	.695
		Unemployed	3.757	2.504	.438
	Government Employee	Self Employed	-1.501	.590	.054
		Private Employee	-.833	.641	.563

		Unemployed	2.257	2.511	.805
	Private Employee	Self Employed	-.668	.612	.695
		Government Employee	.833	.641	.563
		Unemployed	3.089	2.516	.609
	Unemployed	Self Employed	-3.757	2.504	.438
		Government Employee	-2.257	2.511	.805
		Private Employee	-3.089	2.516	.609
Religious	Self Employed	Government Employee	-.509	.313	.366
		Private Employee	-.521	.325	.376
		Unemployed	.556	1.329	.975
	Government Employee	Self Employed	.509	.313	.366
		Private Employee	-.013	.340	1.000
		Unemployed	1.065	1.333	.855
	Private Employee	Self Employed	.521	.325	.376
		Government Employee	.013	.340	1.000
		Unemployed	1.077	1.335	.851
	Unemployed	Self Employed	-.556	1.329	.975
		Government Employee	-1.065	1.333	.855
		Private Employee	-1.077	1.335	.851

*Mean difference is significant at (0 .05) level.

Interpretation and Discussion

The ANOVA table 13 illustrates the significant difference between groups regarding aesthetic and social values as a whole. The Multiple Comparisons table 14 which contain the results of the Tukey post hoc test, further states the honest significant difference in the four groups. It shows which groups differed from each other. There exists a statistically significant difference between groups regarding aesthetic ($p=0.033$) and social ($p=0.025$) values as determined by one-way ANOVA. Tukey post hoc test revealed that difference in aesthetic values is statistically significant between high school students of self employed ($39.30 \pm 7.70, p = 0.033$) and government employed ($41.18 \pm 6.136, p = 0.033$) fathers.

Furthermore, the analysis also states that there is a statistically significant difference in social values of the students whose fathers are self employed ($40.47 \pm 3.614, p = 0.025$) and government employed ($41.43 \pm 3.410, p = 0.025$). Thus, the null hypothesis is rejected as there is statistically significant difference in values among high school students of government employed and self-employed fathers.

On the contrary of this finding of the study, Velmurugan and Balakrishnan (2014) observe that higher secondary students give first preference to political values and least preference to theoretical values, but there is no significant difference between the higher secondary students with regard to varied parental occupation and with regard to diversified parental income in their value preferences.

The finding of present study can be supported by Akinsanya, et al. (2011) and Pfiffner et al. (2001). Akinsanya, et al. (2011) observes that the intellectual development of children could be significantly impacted if they endeavor to follow the career paths of their parents. In such a scenario, occupation of both mother and father directly affects the aspirations of the child. Pfiffner et al. (2001) studied the relation between father absence and familial antisocial characteristics. The study observed that families where the father lives at home presented less antisocial

symptoms on the part of the mother, father and child than families with no or absent father. They concluded that antisocial behavior, by any member of the family, including the child was more likely to happen if the father was absent or non-participatory. Akinsanya, et al. (2011) further show that unskilled occupations engaged in by parents seem to reduce down the contact hours parents have with their children. This in turn may affect the development of these children. Thus, it can be mentioned that occupation of the father may impact the value inculcation indirectly, depending upon their location and timing of the work.

H0= There exist no significant difference in general wellbeing between male and female high school students.

Table 15

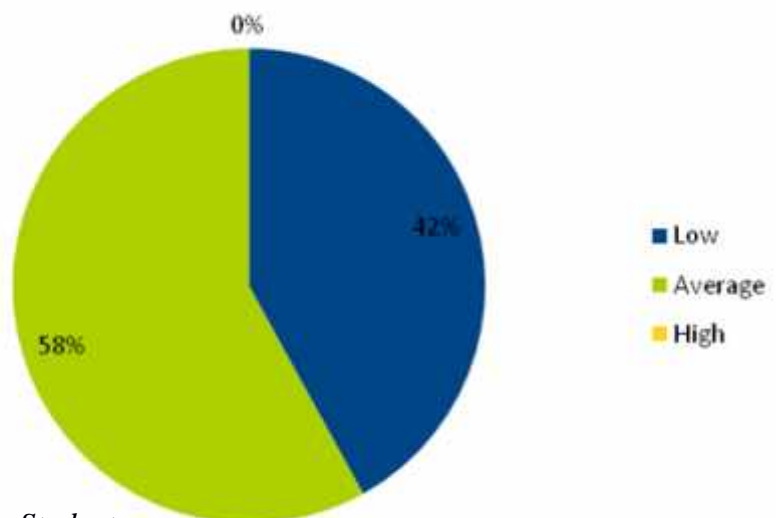
Comparison of General Wellbeing Between Male and Female High School Students

(Descriptives Table)

Gender Male	GeneralWB			
	Total	Low GWB	Average GWB	High GWB
Sample Size	300	125	175	0
	%	42	58	0

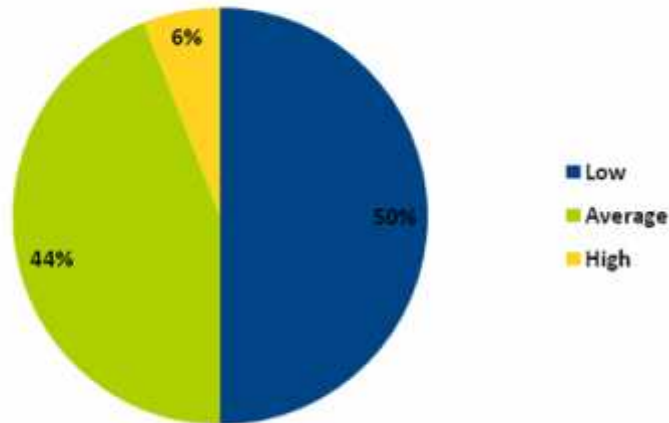
Gender Female	GeneralWB			
	Total	Low GWB	Average GWB	High GWB
Sample Size	300	149	133	18
	%	50	44	6

Figure 5



General Wellbeing of Male Students

Figure 6



General Wellbeing of Female Students

Interpretation and Discussion

With the above table 15 and figure 5 & 6, it can be demonstrated that 42% male and 50% female high school students fall into low general wellbeing category, scoring lower than 167 and 176, respectively. According to the manual of general wellbeing, low general wellbeing for males means scores range below 167 and for females it means score range below 176. Which means that male's general wellbeing is lesser than females' in low general wellbeing category, whereas it is the other way round in terms of average wellbeing category. 58% male and 44% female high school students have average general wellbeing with scores between 168-230 and 177-225 respectively (according to general wellbeing manual). However, only 6% of the female and no male high school students have high general wellbeing. According to the manual of general wellbeing high general wellbeing for males means scores range between 231-275 and for females it means score range between 226-275. The data depicts that female high school students have lower general wellbeing compare to male and interestingly few show higher general well being as well. However most of the male high school students show average wellbeing.

On the contrary Kantariya (2017) highlighted that there is no significant gender difference in psychological well-being among male and female post-graduate students. Similar to present study, Akhter (2015) observed significant gender

differences in the levels on psychological wellbeing, implying that male and female students of class 10th have difference in psychological wellbeing. While Sood and Gupta (2012) contradicts the present study finding and identified that although age has an impact on the wellbeing of students, but gender has no influence on their subjective wellbeing.

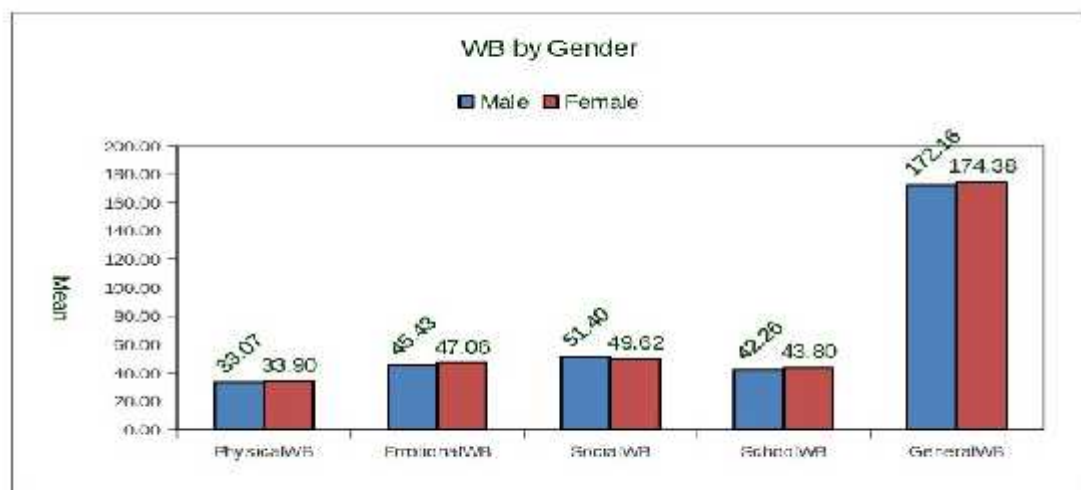
To statistically compare the difference in general wellbeing for male and female high school students Mann-Whitney U test was administered.

Table 16

Comparison of General Wellbeing Between Male and Female High School Students.

	GeneralWB
Mann-Whitney U	43176.000
Wilcoxon W	88326.000
Z	-.860
Asymp. Sig. (2-tailed)	.390

Figure7



Comparison of General Wellbeing Between Male and Female High School Students

Interpretation and Discussion

Although, no male student and only 6% females have high general wellbeing as disclosed by table 15. The results of Mann-Whitney U test in table 16 suggests that there is no statistically significant difference in the general wellbeing of male and female high school students as the value of p is 0.39 ($p=0.39$) which is greater than 0.05 ($p>0.05$). Thus, there exists no statistically significant difference in general wellbeing of male and female high school students. The null hypothesis in this case not gets rejected. Figure 7 shows the comparison of general wellbeing for male and female high school students. The figure clearly depicts that there exist very little difference in all the four dimensions (physical wellbeing, emotional wellbeing, social wellbeing and school wellbeing) of wellbeing and total general wellbeing. Although physical ($M=33.90$), emotional ($M=47.06$), school ($M=43.80$) wellbeing and general wellbeing ($M=174.38$) of female high school students is higher than their counterparts. Only the social wellbeing of male high school students is higher than female high school students.

The finding of the present study can be supported by the study of Parida (2014). On the other hand Akhter (2015), Kohli and Malik (2013) contradicts the findings of the study. Akhter (2015) states significant gender differences in the levels on psychological wellbeing, implying that male and female students have difference in psychological well-being. On the other hand, Parida (2014) observed that there is no influence of gender on adolescent wellbeing.

This finding of the study can be contradicted by the study of Kohli and Malik (2013). The study observed that male adolescents belonging to rural area had significantly higher level of wellbeing as compared to females of rural area. Roothman, Kirsten and Wissing (2003) evaluated the participants on 13 scales that measured psychological wellbeing in affective, physical, cognitive, spiritual, self and

social aspects. It was found that statistically significant gender differences with small to medium practical effects were present. Men scored higher on physical self-concept, automatic thoughts (positive), constructive thinking, cognitive flexibility, total self-concept, and fortitude. On the other hand, women scored higher on the expression of affect, somatic symptoms, and religious well-being. Furthermore, no significant gender differences were found on sense of coherence, satisfaction with life, affect balance, emotional intelligence, self-efficacy, and the social components of self-concept and of fortitude. The results are in line with gender stereotypes and traditional socialization practices and possibly reflect the impact of longstanding social inequity between men and women.

H0= There exist no significant effect of residence (rural and urban) on general wellbeing of high school students.

Table 17

Effect of Residence (Rural and Urban) on General Wellbeing of High School Students on General Wellbeing (Model Summary Table)

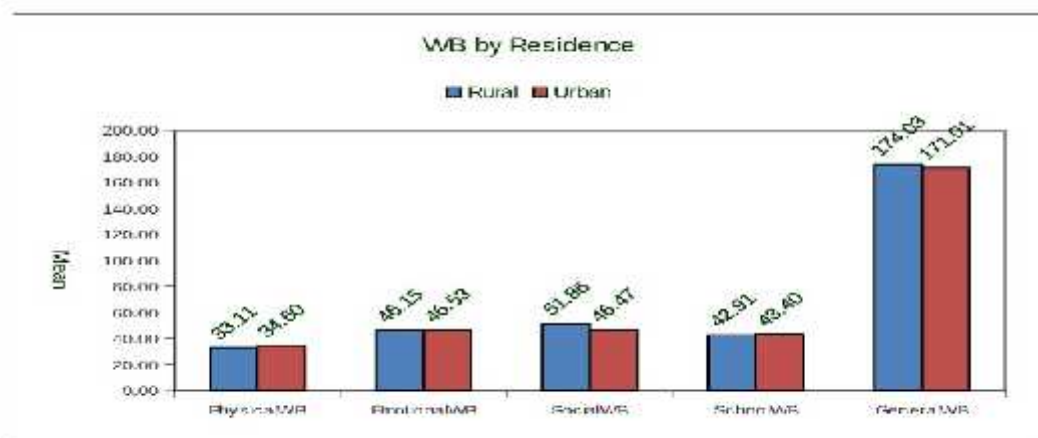
Model Summary Table				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.047 ^a	.002	.001	27.964

Table 18

Effect of Residence (Rural and Urban) on General Wellbeing of High School Students on General Wellbeing (ANNOVA Table)

ANOVA Table General Wellbeing and Residence of Students						
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	1026.045	1	1026.045	1.312	.252 ^b
	Residual	467630.673	598	781.991		
	Total	468656.718	599			

Figure 8



General Wellbeing of Rural and Urban High school Students

Interpretation and Discussion

The above model summary table 17 has reflected the value of R and R square. The R value represents the simple correlation and it is $R= 0.047$, that means very low correlation between gender and general wellbeing. The R^2 value indicates how much of the total variation in the dependent variable, can be explained by the independent variable. In this case, $R^2=0.2\%$, which is very low. This means only 0.2% of the total variation in the general wellbeing(dependent variable) of high school students can be explained by variation in residence (independent variable).

The ANOVA table 18 indicates that the regression model cannot predict the general wellbeing (dependent variable) significantly well. As the p value is not significant, it is 0.25 ($p=0.25$), which is greater than 0.05 ($p>0.05$) and indicates that overall the regression model cannot statistically significantly predicts the outcome variable. Thus, the null hypothesis not get rejected as the residence of high school students cannot statistically significantly predicts the general wellbeing of high school students. This finding of the study can be supported by the finding of the study conducted by Kohli and Malik (2013).

Figure 8 shows the comparison of general wellbeing for rural and urban high school students. The figure clearly depicts that there exist very little difference in all the four dimensions (physical wellbeing, emotional wellbeing, social wellbeing and school wellbeing) of wellbeing and total general wellbeing. However the mean of overall general wellbeing of rural high school students ($M=174.03$) is higher than urban high school students ($M=171.01$)

The study by Yeresyan and Lohaus (2014) contradicts the finding of the present study. The study observed the stress experiences and psychological well-being of 1850 adolescent students from rural and urban areas of Turkey and Germany. The

research highlighted that adolescent who lives in rural parts experience more stress than their urban counterparts of both countries. In addition to this, adolescents in rural regions report lower wellbeing than adolescents in urban regions. Likewise, Kohli and Malik (2013) observed that adolescents of urban area had significantly higher academic anxiety than the adolescents of rural area, but it does not affect their general wellbeing as no significant difference was found between two groups in general well being and its dimensions.

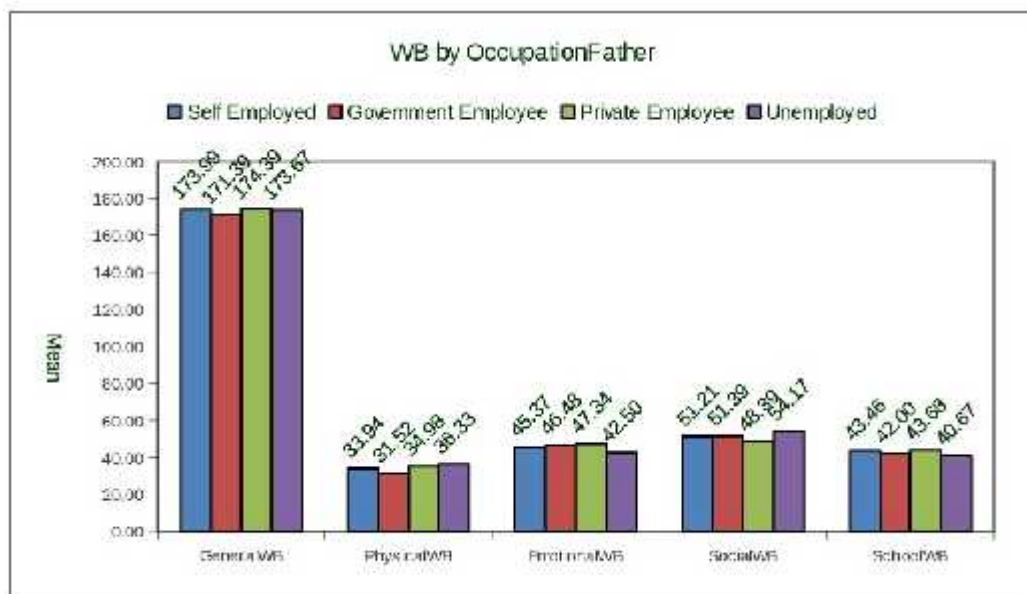
H0= There exist no significant difference in general wellbeing among high school students of government employed, self-employed, private employed and unemployed fathers.

Table 19

Comparison of General Wellbeing among High School Students in Relation to Father Occupation

General wellbeing	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1006.001	3	335.334	.427	.733
Within Groups	467650.717	596	784.649		
Total	468656.718	599			

Figure9



Comparison of General Wellbeing among High School Students in Relation to father occupation

Interpretation and Discussion

With the p value more than 0.05 ($p > 0.05$) the table 19 states that there exists no statistically significant difference in the general wellbeing of high school students of government employed, self-employed, private employed and unemployed fathers. This means that the occupation of the father cannot affect the general wellbeing of the children. Hence, the null hypothesis in this case not gets rejected. Figure 9 shows the comparison of means of different dimensions of wellbeing in relation to father occupation. The figure clearly shows that there is very little difference in all the four dimensions of wellbeing and in overall general wellbeing of high school students with respect to the occupation of father. However, the general wellbeing of high school students of private employed father is highest ($M=174.39$) and for students of government employed father is lowest ($M=171.39$). For self-employed and unemployed it is 173.99 and 173.67 respectively, which is approximately same.

Rothstein (2004) contradicts this finding of the study. Rothstein considered three levels of parent's occupation - the unemployed, self-employed and civil/public servant and concluded that parents of different occupational classes tend to possess different styles of child upbringing.

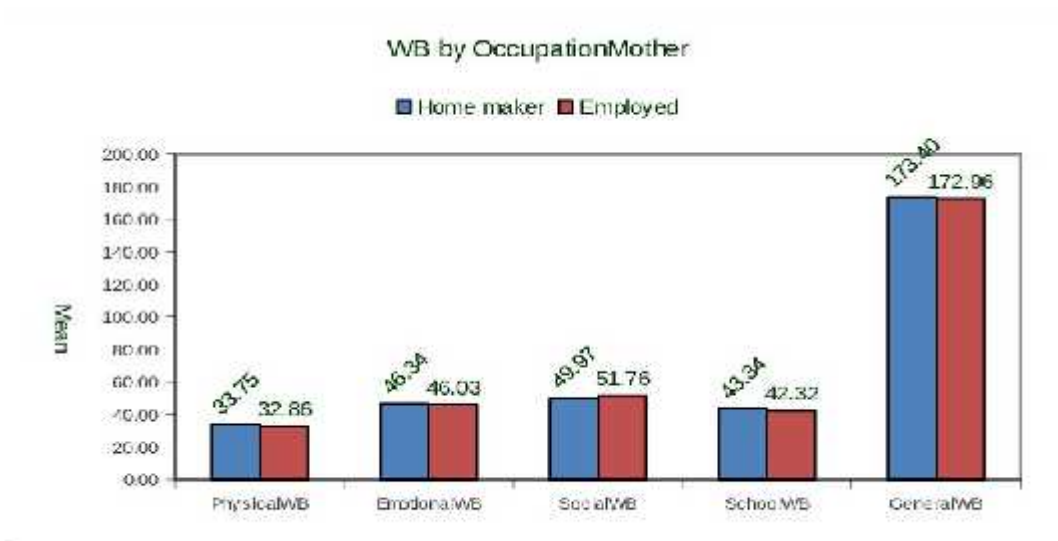
H0=There exist no significant difference in general wellbeing of high school students of employed and home maker mothers.

Table 20

Comparison of General Wellbeing of High School Students of Employed and Home Maker Mothers

	Home-maker	Employed	t	p-value
Sample Size	420	180	-	-
PhysicalWB	33.75	32.85	0.8084	0.419
EmotionalWB	46.34	46.02	0.2066	0.8366
SocialWB	49.97	51.76	-0.8605	0.39
SchoolWB	43.33	42.31	0.6453	0.519
General WB	173.4	172.9	0.1779	0.859

Figure 10



Comparison of General Wellbeing of High School Students of Employed and Home Maker Mothers

Interpretation and Discussion

With the analysis of table 20, it can be inferred that the occupation of mother cannot affect the general wellbeing of the high school students as the value of p is not statistically significant in any category of general wellbeing. The value of p is higher than 0.05 ($p > 0.05$) for all the four dimensions of general wellbeing. Thus the null hypothesis not gets rejected and there exist no significant difference in the general wellbeing of high school students in relation to mother working status. However, from figure 10 depicts that the mean of general wellbeing of high school students of homemaker mothers ($M=173.40$) is little higher in comparison to employed mothers ($M=172.96$). Only the social wellbeing of high school students of employed mothers is higher ($M=51.76$) than home maker mothers ($M=49.97$), rest of the dimensions of general wellbeing have lower mean for high school students of employed mothers than home maker mothers.

Lucas-Thompson, Goldberg and Prause (2010) contradict the finding of present study. The study was a meta-analysis of 69 research studies spanning five decades. The study revealed that early maternal employment was found to be associated with beneficial child outcomes. In those families, children of working mothers showed higher levels of achievement and lower levels of anxiety and depression. However, the families which were not at financial risk the early maternal employment was associated with later risk for child behavioral difficulties.

The finding of present study is supported by Ashar (2017) and Doornik and Dronkers (1999). Studies completed by University of Texas (2005) and American Psychological Association (1999) attempting to 'find the impact of working mothers on children' and did not observe any developmental problems in children whose mothers worked outside the home (Ashar, 2017). Doornik and Dronkers (1999)

conducted research on around 25,000 pupils and observed that the wellbeing of the children is not dependent on the occupation of the mother and the number of hours the mother works. However, there are certain combinations of occupation and working hours, which cause small but yet significant negative effects on the wellbeing of children. Thus, they suggested that instead of focusing on the false dilemma of working or non-working, the nature of mothers' occupation, in combination with the number of working hours should be questioned.

H0= There exists no significant relation between values and wellbeing among high school students.

Table 21

Correlation Between Values and General Wellbeing among High School Students

		Correlations						
		Theoretical	Economic	Aesthetic	Social	Political	Religious	General WB
Theoretical	Pearson Correlation	1	-.111**	-.767**	-.234**	.557**	-.535**	-.034
	Sig. (2-tailed)		.007	.000	.000	.000	.000	.409
	N	600	600	600	600	600	600	600
Economic	Pearson Correlation	-.111**	1	-.108**	-.409**	-.291**	-.146**	-.045
	Sig. (2-tailed)	.007		.008	.000	.000	.000	.276
	N	600	600	600	600	600	600	600
Aesthetic	Pearson Correlation	-.767**	-.108**	1	.178**	-.746**	.419**	.068
	Sig. (2-tailed)	.000	.008		.000	.000	.000	.095
	N	600	600	600	600	600	600	600
Social	Pearson Correlation	-.234**	-.409**	.178**	1	-.242**	-.036	.005
	Sig. (2-tailed)	.000	.000	.000		.000	.376	.906
	N	600	600	600	600	600	600	600
Political	Pearson Correlation	.557**	-.291**	-.746**	-.242**	1	-.420**	-.025
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.547
	N	600	600	600	600	600	600	600
Religious	Pearson Correlation	-.535**	-.146**	.419**	-.036	-.420**	1	.016
	Sig. (2-tailed)	.000	.000	.000	.376	.000		.694
	N	600	600	600	600	600	600	600
GeneralWB	Pearson Correlation	-.034	-.045	.068	.005	-.025	.016	1
	Sig. (2-tailed)	.409	.276	.095	.906	.547	.694	
	N	600	600	600	600	600	600	600

Interpretation and Discussion

The table 21 reflects that no p value related to correlation of values and general wellbeing is significant as p is more than 0.05 ($p > 0.05$) so there is neither positive nor negative statistically significant correlation between any value set and general wellbeing of high school students. Thus, the null hypothesis not get rejected in this case and there exist no significant correlation in values and general wellbeing of high school students. This means values and wellbeing are independent from each other and cannot effected by each other. This finding of present study is supported by Jarden (2010).Where as Chantara, Koul&Kaewkuekool (2014) contradict the finding of present study.

Chantara, Koul&Kaewkuekool (2014) investigated the relationship between lifestyle values (materialism, religiosity, physical well-being and image) and achievement goal orientation of college students enrolled in vocational programs in Thailand. The study indicated associations between various lifestyle values and achievement goal orientation. Jarden (2010) conducted a research to identify the potential importance of values in relation to mood and wellbeing. The research suggested that importance of values as a whole was not associated with subjective wellbeing. However, being satisfied, knowing values, and living in alignment with values were seen to be related to greater subjective wellbeing. Kasser and Ahuvia (2002) studied whether the focus on materialistic values are associated with lower well-being. It was observed that those students who had strongly internalized materialistic values reported lower self-actualization, vitality and happiness and increased anxiety.

Chapter 5

Findings, Educational Implications and Suggestions for Further Research

Key Findings in Context of Values

- The study highlights the correlation between different values (theoretical, economic, aesthetic, social, political and religious) of high school students.
- There is statistically significant and negative correlation between theoretical values and economic($r=-.112$), aesthetic($r=-.767$), social($r=-.232$) and religious($r=-.534$) values of high school students, which means that students having high theoretical values do not have high economic, aesthetic, social and religious values or vice versa.
- Economic values also have statistically significant negative correlation with social($r=-.409$), aesthetic($r=-.107$), religious($r=-.146$) and political($r=-.249$) values at 0.01 level. This means that students having high economic values have less inclination towards social, aesthetic, religious and political values.
- There is a statistically significant positive correlation between political and theoretical ($r=.555$) values of high school students at 0.01 level. However political values have statistically significant negative correlation with other sets of values that include economic($r=-.294$), Social($r=-.239$), aesthetic($r=-.744$) and religious($r=-.420$) values at 0.01 level. This means that students who have inclination towards management, administration and leadership are more inclined towards enhancing their knowledge and skills rather than materialism, humanity, creativity or religion.
- Aesthetic values also have statistically significant high positive correlation with social values($r=.175$) and religious values($r=.418$).

- There exists no statistically significant difference in the values of male female high school students. The p value for theoretical ($p=0.555$), aesthetic ($p=0.55$), social($p=0.334$), political ($p=0.683$) and religious($p=0.486$) values at 0.05 significance level are not statistically significant. For all the set of values p is greater than 0.05 ($p>0.05$). However, there exists statistically significant difference in the economic values ($p=0.030$) between male and female students. While there is statistically significant difference exists only in the economic values of male and female students, male economic values are higher than of females. Other values are not affected by the gender of high school students.
- Furthermore, it was analysed that, except economic values all the other values have significant difference between urban and rural high school students. There exists statistically significant difference in the theoretical ($p<.01$), aesthetic ($p<.01$), social ($p<.01$), political ($p<.01$) and religious ($p<.01$) values of high school students living in rural and urban area. Theoretical and political values of urban high school students are higher than rural students
- The research further highlights that there is a statistically significant difference in aesthetic, political and religious values among high school students in relation to working status of their mothers. The value of p are statistically significant for aesthetic ($p=.030$), political ($p=.005$) and religious ($p=.042$) values of high school students with respect to the employed and home maker mothers
- On the basis of occupation of the fathers only aesthetic and social values of high school students of self employed and government employed fathers have significant difference. The p value for aesthetic values is statistically

significant for high school students of self employed (39.30 ± 7.70 , $p = 0.033$) and government employed (41.18 ± 6.136 , $p = 0.033$) fathers. Also the p value is statistically significant for social values of the students whose fathers are self employed (40.47 ± 3.614 , $p = 0.025$) and government employed (41.43 ± 3.410 , $p = 0.025$).

Key Findings in Context of General Wellbeing

- 42% male and 50% female high school students fall into low general wellbeing category. 58% male and 44% female high school students have average general wellbeing. Only 6% of the female and no male high school students have high general wellbeing. However, female high school students have lower general wellbeing as compare to male and interestingly few show higher general well being as well.
- There exists no statistically significant difference in the general wellbeing of male and female high school students as the value of p is 0.39 ($p=0.39$) which is greater than 0.05 ($p>0.05$). Although physical ($M=33.90$), emotional ($M=47.06$), school ($M=43.80$) wellbeing and general wellbeing ($M=174.38$) of female high school students is higher than their counterparts.
- The results state that there is no significant difference in the physical, social, emotional and school and overall general wellbeing of high school students with respect to the occupation of their parents. However, the mean of general wellbeing of high school students of private employed father is highest ($M=174.39$) and for students of government employed father is lowest ($M=171.39$). In case of mothers' working status the mean of general wellbeing of high school students of homemaker mothers ($M=173.40$) is little higher in comparison to students of employed mothers ($M=172.96$)

- The study also reflects that there is very low correlation between residence and general wellbeing. The value of $R = 0.047$, that means very low correlation between residence and general wellbeing. The value of $R^2 = 0.2\%$, which is very low. Only 0.2% of the total variation in the general wellbeing of high school students can be explained by variation in residence. Residence as an explanatory/predictor variable cannot predict the general wellbeing significantly well. As the p value is not significant, it is 0.25 ($p = 0.25$), which is greater than 0.05 ($p > 0.05$). However the mean of overall general wellbeing of rural high school students ($M = 174.03$) is higher than urban high school students ($M = 171.01$)
- It is exposed by the study that there is neither positive nor negative statistically significant correlation between any value set and general wellbeing. The value of p related to correlation of values and general wellbeing is not significant as p is more than 0.05 ($p > 0.05$).

Educational Implications of the Study

As the findings shows that values (theoretical, economic, aesthetic, social, political and religious) are correlated negatively or positively to each other, it is very important for the education system to incorporate value education in the curriculum stringently so as to raise a balanced individual who is practical yet empathetic, religious yet intellectual. The values related to society, culture, religion and science should be integrated proportionately so that culture stimulates the scientific temperament of the nation's youth. The education system should ensure aesthetic and qualitative life to its citizen besides achieving the economic goals related to education, and thus, emphasis on the art and its importance should be taught to students.

While all dimensions of values (theoretical, aesthetic, social, political and religious) had no significant difference between male and female high students, except the economic values, the findings question the stereotypical mindset of perceiving the personality of an individual on the basis of their gender. For instance, female students can have the same level of political values that male students have and male students can have the same level of aesthetic and social values that female students have. This is not generally anticipated. This further implies that schools should not have to consider the gender of the students while designing the value education course for their curriculum and they need not to treat the students differently on the basis of their gender while inculcating the values.

The study found significant difference in values of rural and urban high school students. Thus the value education course and its implementation process should take into account the differences for urban and rural high school students while designing the course.

As the results of the study show that no male and merely 6% females falls in high general wellbeing category. This finding of the study recommends for enhancing general wellbeing of students and positive education for developing high general wellbeing. For this curriculum must be reformed to include content of positive psychology, like psychological wellbeing, anxiety, stress which consequently will improve the learning outcome of the students. Efforts should be made to make the school environment positive and friendly for enhancing school wellbeing. Knowledge, attitude and behaviour in context of wellbeing must be made as integral part of school curriculum.

Psychological intervention must be made available for students needing additional mental health interventions. For the wellbeing of students, each school

should have a separate dedicated cell/committee comprising of experienced teachers and psychiatrists. The students and parents should be made aware of the activities and objectives of the cell in the orientation program.

The study also identified that general wellbeing of the students is not related to their values, so, teachers and parents can address both the subjects separately with different processes and activities.

Recommendations for Further Research

The study found no significant difference in values of male and female high school students. So there lies a further scope of analysing the differences in the values of male and female students in rural India alone.

The study found that there is a difference in the theoretical, social, political, religious and aesthetic values of urban and rural high school students. But they do not have significant difference when it comes to economic values. This may depend upon various reasons like quality of education, extracurricular activities of the school, environment at home etc. There lies a further scope of analysing the reasons behind the significant differences in values of urban and rural high school students.

It is also recommended that the other socio-economic factors like qualification, status, income and lifestyle of the parents and time spent with the children should be considered to draw more specific observations, because occupation alone cannot be a measure of effectiveness of values and general wellbeing.

The present study observed that physical, emotional, social, school and overall general wellbeing of high school students of working and home maker mothers do not differ significantly. Thus, there is further scope of analysing the factors that affect the wellbeing of high school students. There is a scope of analysing if the wellbeing is

affected by education, income, and lifestyle, status of the parents and the amount or quality of time adolescents spend with their parents.

Most importantly, the study has not taken into consideration the role of social media in the values and wellbeing of high school students. However, as per the current scenario, it is anticipated that social media have a significant impact on attitude, behaviour and beliefs of adolescents. Thus, for future reference it is recommended that impact of social media should also be analysed and considered.

Limitations of the Study

- Some school principals denied for data collection from their schools as this could disturb the timetable and study of that particular class.
- The questionnaires used for data collection were self-reported and subjective. The responses of the respondents could not be verified whether they were true and responded seriously.
- A focus group interview could be conducted to find out the correlation between values and general wellbeing as the present study found neither positive nor negative correlation between values and general wellbeing.

Importance of Study at National Level

The study suggests the importance of values for the education system. It is very important for the education system to incorporate value education in the curriculum stringently to raise a balanced individual who is practical yet empathetic, religious yet intellectual, as in the study most values are correlated negatively or positively. The values of culture and science should be integrated proportionately so that culture stimulates the scientific temperament of the nation's youth. The education system should ensure aesthetic and qualitative life to its citizen besides achieving the

economic goals and thus, emphasis on the arts to develop aesthetic sense should be given and its importance should be taught to students.

Findings of the study reveals that most values had no significant difference in male and female high school students, thus the findings question the stereotypical mindset of perceiving the personality of an individual on the basis of their gender. For instance, female students can have the same level of political values than male students and male students can have the same level of aesthetic and social values than female students which is not generally anticipated. This stays same for all the values except economic values, which further implies that schools will not have to consider the gender of the students while designing the value education course for their curriculum and they need not to treat the students differently on the basis of their gender while inculcating the values.

In India, we do not have a separate comprehensive policy that addresses the child mental health issues. The present policies like National Health Policy, Integrated Child Development Scheme, National Youth Policy and National Mental Health Program emphasis the need for developing an integrated child mental health program and services at different levels. Intervention by schools possesses a great possibility of reducing the risks and increasing the protective factors to promote the mental health and well-being of adolescents. A timely action with the help of a comprehensive program in the schools is required, where teachers can facilitate and coordinate to uplift the wellbeing of the students. Many of the mental, behavioral and psychological problems, among children and adolescents can be prevented if it is intervened at an early stage.

सारांश

यह शोध हाई स्कूल के छात्रों के विभिन्न मूल्यों और सामान्य कुशलक्षेम (जनरल वेलबींग) का सम्बन्ध सामाजिक-जनसांख्यिकीय कारकों-छात्रों के निवास और माता-पिता की कामकाजी स्थिति/रोजगार से निर्धारित करता है।

वर्तमान समय में मूल्यों का पतन हो रहा है तथा छात्रों के उपर मानसिक व अन्य दबावों के कारण उनकी सामान्य कुशलक्षेम में भी ह्रास हुआ है। समाज के किशोरवय छात्रों के नैतिक मूल्य भी उतना ही महत्व रखते हैं जितना कि वैज्ञानिक व तकनीकी विकास। हाल ही में गुरुग्राम में रेयान इन्टरनैशनल स्कूल में हुआ हादसा किशोर वय छात्रों में मूल्यों और सामान्य कुशलक्षेम की स्थिति को प्रदर्शित करता है। जैसा कि समाचार पत्रों में बताया गया है कि सिर्फ परीक्षा टालने की खातिर एक किशोर वय छात्र ने अपने ही विद्यालय में एक सात वर्षीय छात्र की हत्या कर दी। इस तरह की घटनाएँ यह संकेत देती हैं की हमारे समाज को मूल्यों को तेजी से पतन हो रहा है तथा अपने स्वार्थ साधने के लिए व्यक्ति इन्हें ताक पर रख रहा है। यह इस बात का संकेत है छात्र विभिन्न दबावों से ग्रसित हैं जिसके कारण उनकी मनोवैज्ञानिक स्थिति सन्तुलित नहीं है। जिसका असर उनकी सामान्य कुशलक्षेम पर पड़ रहा है। इन सभी घटनाओं को देखते हुए वर्तमान समय में छात्रों के मूल्यों और कुशलक्षेम की स्थिति का अध्ययन और उसमें सकारात्मक परिवर्तन करने की आवश्यकता है। किशोरवय छात्रों में इस तरह की घटनाएँ समाज तथा विद्यालयों के लिए एक खतरे में घटी हैं। किशोरों द्वारा किए जाने वाले ये अपराध इस बात का निर्देश है कि समाज में मूल्यों का किस हद तक पतन हो गया है। आज के किशोर कल हमारे देश का भविष्य बनेंगे। देश का आज ऐसा है तो कल कैसा होगा, इस बात का अन्दाजा लगाया जा सकता है। अतः देश के भविष्य को सुरक्षित करने के लिए हमें देश में आज में सुधार करना होगा।

वर्तमान शोध के उद्देश्य हैं: 1) हाई स्कूल के छात्रों के बीच विभिन्न मूल्यों के संबंध में अध्ययन करने के लिए 2) पुरुष और महिला हाई स्कूल के छात्रों के बीच मूल्यों में अंतर का अध्ययन करना। 3) ग्रामीण और शहरी हाई स्कूल के छात्रों के बीच मूल्यों में अंतर का अध्ययन करना। 4) कार्यरत एवं गृहणी माताओं के हाई स्कूल के छात्रों के बीच मूल्यों में अंतर का अध्ययन करना। 5) सरकार नियोजित,

स्व-नियोजित, निजी नियोजित, और बेरोजगार पिता के हाई स्कूल के छात्रों के बीच मूल्यों में अंतर का अध्ययन करना, 6) पुरुष और महिला हाई स्कूल के छात्रों के बीच सामान्य कुशलक्षेम में अंतर का अध्ययन करने के लिए, 7) हाई स्कूल के छात्रों के सामान्य कुशलक्षेम पर निवास के प्रभाव का अध्ययन करने के लिए, 8) सरकार नियोजित स्व-नियोजित निजी नियोजित और बेरोजगार पिता के हाई स्कूल के छात्रों के बीच सामान्य कुशलक्षेम में अंतर का अध्ययन करना, 9) कार्यरत एवं गृहणी माताओं के हाई स्कूल के छात्रों के बीच सामान्य कुशलक्षेम में अंतर का अध्ययन करना, 10) हाई स्कूल के छात्रों के बीच मूल्यों और कुशलक्षेम के बीच के संबंध का अध्ययन करना।

वर्तमान शोध के लिए प्रतिचयन हरियाणा राज्य के रेवाड़ी खण्ड से चुना गया था और यादृच्छिक प्रतिचयन द्वारा स्कूलों का चयन किया गया। कुल 600 छात्रों का सर्वेक्षण किया गया। रेवाड़ी खण्ड से कुल 7 विद्यालयों का चयन किया गया (3 सरकारी व 4 निजी विद्यालय)।

वर्तमान शोध में लिंग, निवास और माता-पिता का व्यवसाय स्वतंत्र चर है, और मूल्यों एवं कुशलक्षेम के प्रश्नावली द्वारा प्राप्त अंक आश्रित चर है। मूल्यों को मापने के लिए डॉ. राजकुमार ओझा और डॉ. महेश भार्गव द्वारा विकसित "मूल्यों का अध्ययन" नामक प्रश्नावली का इस्तेमाल किया गया है। इसमें मूल्यों के छः आयामों-सैद्धान्तिक, आर्थिक, सामाजिक, सौन्दर्यात्मक राजनीतिक और धार्मिक मूल्य का मूल्यांकन किया गया है। दूसरी और सामान्य कुशलक्षेम का मापन, डॉ. अशोक कुमार कालिया और डॉ. अनिता देशवाल द्वारा विकसित पांच बिन्दुओं पर आधारित लिकर्ट स्केल 'जनरल वेलबींग स्केल' पर किया गया है, जिसमें वेलबींग चार आयाम है- भौतिक, भावनात्मक, सामाजिक, और स्कूल वेलबींग। तत्पश्चात्, सामाजिक विज्ञान के सांख्यिकीय पैकेज 'स्पीड' की मदद से एकत्र आंकड़ों का विश्लेषण किया गया है। सांख्यिकीय विश्लेषण विधियाँ जैसे प्रतिशत, माध्य, आवृत्ति, मानक विचलन, टी-टेस्ट आकड़ों के विश्लेषण के लिए प्रयोग की गई हैं।

अध्ययन से पता चलता है कि हाई स्कूल के छात्रों के विभिन्न मूल्यों के बीच सहसंबंध है, छात्रों के कुछ मूल्यों के बीच सकारात्मक व कुछ के बीच नकारात्मक सहसम्बन्ध है। हाई स्कूल छात्रों को सैद्धान्तिक मूल्यों का आर्थिक, सौन्दर्यात्मक,

सामाजिक तथा धार्मिक मूल्यों के साथ सांख्यिकीय रूप से महत्वपूर्ण तथा नकारात्मक सम्बन्ध है। हाई स्कूल छात्रों के राजनैतिक मूल्यों का सैद्धान्तिक मूल्यों के साथ 0.01 स्तर पर सांख्यिकीय रूप से सकारात्मक सहसम्बन्ध है। इसके अतिरिक्त शोध से यह भी पता चलता है कि केवल आर्थिक मूल्य लिंग से प्रभावित होते हैं। पुरुष का आर्थिक मूल्य महिलाओं की तुलना में अधिक है आर अन्य मूल्य हाई स्कूल छात्रों के लिंग से प्रभावित नहीं होते हैं। इसके विपरीत आर्थिक मूल्यों को छोड़कर अन्य सभी मूल्यों में शहरी और ग्रामीण हाई स्कूल के छात्रों के बीच सांख्यिकीय रूप से महत्वपूर्ण अंतर है। इसके अलावा, पिता के रोजगार के आधार पर हाई स्कूल के छात्रों के बीच केवल सौंदर्य और सामाजिक मूल्यों में महत्वपूर्ण अंतर है, लेकिन उनकी माताओं की कार्यरत स्थिति के आधार पर उनके सौंदर्य, राजनीतिक और धार्मिक मूल्यों में अंतर होता है। सामान्य कुशलक्षेम के संदर्भ में यह पाया गया कि माता-पिता के रोजगार के संबंध में भौतिक, सामाजिक, भावनात्मक और स्कूल कुशलक्षेम में कोई अंतर नहीं है व्याख्यात्मक चर के रूप में हाई स्कूल के छात्रों का निवास, उनके कुशलक्षेम का प्रमाण नहीं देता।

शोध से प्राप्त परिणाम अनुसार हाई स्कूल छात्रों के विभिन्न मूल्य आपस में सहसम्बन्धित है जो यह संकेत देते हैं कि शिक्षा के क्षेत्र में पाठ्यक्रम में मूल्य शिक्षा को सम्मिलित किया जाना आवश्यक है ताकि एक सन्तुलित व्यक्तित्व का विकास किया जा सके जिसके सामाजिक, राजनैतिक, आर्थिक, धार्मिक, सौन्दर्यात्मक व सैद्धान्तिक मूल्यों का एक सन्तुलन हो व शोध परिणाम यह भी दर्शाते हैं कि विद्यालयों में मूल्य शिक्षा छात्र व छात्राओं के लिये एक समान होना चाहिए।

शहरी व ग्रामीण हाई स्कूल छात्रों के मूल्यों में सांख्यिकीय रूप से महत्वपूर्ण अन्तर यह प्रतिष्ठित करता है कि शहरी व ग्रामीण क्षेत्र के छात्रों के लिए मूल्य शिक्षा का पाठ्यक्रम का निर्माण करते समय इस अन्तर को ध्यान में रखा जाना चाहिए।

कुशलक्षेम के संदर्भ में परिणाम यह दर्शाते हैं कि केवल 6 प्रतिशत छात्राए ही उच्च कुशलक्षेम (हाई वेलबींग) की श्रेणी में आती हैं। अतः इस बात की आवश्यकता है कि हाई स्कूल छात्राओं की कुशलक्षेम बढ़ाने की दिशा में उचित कदम उठाए जाए तथा पाठ्य क्रम में संशोधन करते हुए सकारात्मक मनोविज्ञान तथा मनोवैज्ञानिक कुशलक्षेम (साइकोलोजिकरण वेलबींग) जैसी विषय वस्तु का समावेश किया जाए।

छात्रों में कुशलक्षेम के लिए प्रत्येक विद्यालय में एक कमेटी या सेल निर्धारित में जानी चाहिए जिसमें अनुभवी अध्यापकों व मनोवैज्ञानिक को सम्मिलित किया जाना चाहिए। जो कि छात्रों की कुशल क्षेत्र में तथा मानसिक स्वास्थ्य के लिये निर्देशन प्रदान करे।

वर्तमान शोध राष्ट्रीय स्तर पर शिक्षा में मूल्यों के महत्व को दर्शाता है। शिक्षा तन्त्र के लिए मूल्य शिक्षा का पाठ्य क्रम में सम्मिलित किया जाना अति आवश्यक है। मूल्य शिक्षा द्वारा एक सन्तुलित व्यक्तित्व का विकास किया जा सकता है। भारत में हमारे पास एक अलग या विशेष नीति नहीं है जो विशिष्ट रूप से बाल मानसिक स्वास्थ्य मुद्दों को संबोधित करती है। वर्तमान शोध राष्ट्रीय स्तर पर एक ऐसी एकीकृत नीति के निर्माण की आवश्यकता पर जोर देती है जो किशोर अवस्था की विभिन्न स्तर पर परेशानियां सुलझाए। स्कूलों की मदद से किशोरों की मानसिक स्वास्थ्य का जोखिम कम हो सकता है और उनके कल्याण को बढ़ावा दिया जा सकता है।

मुख्य बिन्दु : मूल्य पतन, सामान्य कुशलक्षेम, किशोर बालक, मूल्य शिक्षा, लिंग तथा मूल्य, सामाजिक— जनसांख्यिकीय कारक।

Summary

The PhD thesis entitled “**Values & General Wellbeing Among High School Students in Relation to Socio-Demographic Variables: An Empirical Study**” aims at empirically studying the values and general wellbeing among high school students in relation to their socio-demographic variables like gender, residence and occupation of their parents. The study contains five chapters in all. The first chapter entitled “**Introduction**” states the problem of the study. It includes the problems related to values and general wellbeing in high school students.

As per the statistics released by the National Crime Records Bureau, juvenile crime has increased by 47% in 5 years, i.e., between 2010 to 2014. If we consider the latest crime trends, youngsters who strive to get lavish lifestyle, for them, crime is an option for easy money. Many students hailing from well-to-do families are being arrested for getting involved in pick-pocketing, chain/mobile snatching etc. The reasons behind such cases have been found to be effects of bad company or desire of flashy lifestyle, so much so that these crimes have become their part-time jobs for getting quick pocket money to meet daily expenses and for a few it is like a lucrative job. This lust for money and luxurious lifestyle is pushing educated youth to enter criminal world. Such a materialistic mindset of the youth of the country is a horrendous issue for the whole nation. While parents are to be blamed for turning the blind eye to the issues of children, the whole existence of education system is questionable.

The core significance of the education is that it gives knowledge and develops a perspective of looking at life. While it should empower people so, that they actively participate in transforming their societies, it should also focus on values, behavior and attitudes. However, at present when the newspaper is filled with the negative news of

scams and crimes, in most cases, many educated professionals, businessmen and political leaders are on the other side of the law. This is the area of greatest concern because their education has helped them to enhance the modus operandi of the crime. Thus, in such a scenario education system should actively and predominantly focus on value education.

The present education system primarily focuses on making the children career-ready and thus, emphasis is laid on individualism, competition, acquiring knowledge and enhancing linguistic ability. On the other hand, value education is a part of the curriculum but is considered as an extra burden. Consequently, the modern education is delivering literate individuals who fail to become a good human being and responsible citizens.

The individuals today have to deal with a lot of challenges pertaining to society, environment, global competition, terrorism, etc. Everybody is striving to perform and compete, which is resulting into a dangerous increase in stress and depression. Stress causes damage that is often underestimated, taking a toll on the overall health of the person. Factors such as discord in the family, financial conditions, peer pressure, pressure to excel, bad company, etc. can as well significantly impact the life of a high school student. Contingent upon the increasing stress levels, it is crucial that youngsters are resilient and hopeful in order to enhance and maintain overall wellbeing.

Therefore, the study also anticipates the importance of general wellbeing along with value education as both of these are to be embraced lifelong and students should acknowledge that success in life goes beyond the classroom and career. Wellbeing is a dynamic approach that includes subjective, social, psychological and physical measures. Thus, it is crucial in students' life and schools should pay attention

on it. The process of schooling is not just about academic outcomes, but about the overall personality development of the child. Thus, it is very important that schools should promote students' wellbeing in all their learning experiences by providing an environment and curriculum that backs them to develop knowledge and manage their own health. Students with higher levels of wellbeing tend to perform better in academics. Most researchers have argued that physical and mental health of the students has great impact on their academic performance. Wellbeing facilitates students to get direction in life and realize their full potential.

As per the latest data revealed by the Ministry of Home Affairs, in India, one student commits suicide in every 55 minutes. It is evident that students have been exposed to a stressful environment in Indian households and schools. There are studies that highlight the problems and logical causes like fear of failure, general stigma, forced career choices, but, there are hardly any studies that focus on the socio-demographic aspect of the problem.

This study has been carried out with the aim of analyzing the role of socio-demographic variable on values and general wellbeing of the high school students and improving the scenario that persists in schools of Haryana. Apart from the Ryan International School murder case, a few recent cases validate the selection of adolescent students. In October 2017, a 12th class student studying in the private school of Bahadurgarh town attacked his teacher after scoring low in the exam. The teacher had serious head injuries. In January 2018, a principal was shot dead by a student of class 12th in Yamunanagar because she did not accept his project report. Same week, in January 2018, a girl studying in, MNSS, a well-prestigious co-educational residential school of Haryana government, committed suicide, reportedly because of her poor performance in mathematics. In spite of the presence of house

mistresses who are suppose to provide psycho-social counseling to girls for their wellbeing, such an unfortunate incident occurred. Recently, the state has witnessed a string of incidents related to rapes, deaths, fatal physical assaults on students and suicides by young students in all hues of schools including the reputed ones. In this respect, both parents and sociologists discern that that it is a primary responsibility of the schools to have a systematic system in place for students' physical safety, psychological wellbeing, and academic support. When schools have a screening process, only after which they admit the child, pressurizing the child for performance and pushing them towards fear and anxiety reflects poor quality of teaching and management.

In addition to this, the performance of the students of Haryana in board exams has been very poor in the past few years because of which the education department decided to test the knowledge of government school teachers in the year 2016.

The study was conducted by taken into account the following objectives:

- To study the relationship in different values among high school students.
- To study the difference in values between male and female high school students.
- To study the difference in values between rural and urban high school students.
- To study the difference in values between high school students of employed and home maker mothers.
- To study the difference in values among high school students of government employed, self-employed, private employed and unemployed fathers.
- To study the difference in general wellbeing between male and female high school students.

- To study the effect of residence (rural and urban) on general wellbeing of high school students.
- To study the difference in general wellbeing among high school students of government employed, self-employed, private employed and unemployed fathers.
- To study the difference in general wellbeing between high school students of employed and home maker mothers.
- To study the relationship between values and general wellbeing among high school students.

Consecutively, the following hypotheses were formulated to attain above objectives:

- There exists no significant relationship in different values among high school students.
- There exists no significant difference in values between male and female high school students.
- There exists no significant difference in values between rural and urban high school students.
- There exists no significant difference in values between high school students of employed and home maker mothers.
- There exist no significant difference in values among high school students of government employed, self-employed, private employed and unemployed fathers.
- There exists no significant difference in general wellbeing between male and female high school students.
- There exists no significant effect of residence (rural and urban) on general wellbeing of high school students.

- There exists no significant difference in general wellbeing among high school students of government employed, self-employed, private employed and unemployed fathers.
- There exists no significant difference in general wellbeing between high school students of employed and home maker mothers.
- There exists no significant relationship between values and general wellbeing among high school students.

In the second chapter reviews related to the study are discussed. The second chapter entitled **“Review of Related Literature”** includes the conceptual framework and the work that has been done on values and wellbeing. It comprises the research gaps related to study. The research gaps were identified after critically reviewing the available literature. A detailed study of values and general wellbeing in high school students of Haryana has not been done by other researchers to the best of the researcher knowledge.

The third chapter presenting the methodology used for the research entitled **“Research Design of Study”** includes the description of population, sample, collection of data and the statistical techniques used for analyzing the data. The sample for the study was selected from Rewari block of Haryana State. Schools are selected by simple random sampling. The sample consists of 600 high school students (300 males and 300 females). The study was confined with respect to the six dimensions of values-theoretical, economic, aesthetic, social, political and religious. In terms of general wellbeing the study was delimited to four dimensions of general wellbeing- physical, emotional, social and school wellbeing. Furthermore, the study was delimited to socio-demographic variables- gender, locality and working status of the parents of high school students only. With respect to the working status of fathers

the four groups were divided (govt. employed, private employed, self-employed and unemployed). Here govt. employed means who were working in govt. sector, private employed means who were working in private sector under some employer, self-employed were related to the employment where there was no employer and unemployed means not having any employment. For mother working status two groups were divided, homemaker mothers and working mothers. Home maker mothers were considered who were staying at home and not earning money, working mothers were considered who were earning money with their work.

In the present study, the independent variables include- gender, residence (rural/urban), occupation of parents. Dependent variables of the study are values and general wellbeing scores. For measuring values the researcher has used “study of values test” developed by Dr. Raj Kumar Ojha and Dr. Mahesh Bhargava (2012) consisting of six dimensions of values- theoretical, economic, social, aesthetic, political and religious. General wellbeing was measured on a five point Likert scale, “general wellbeing scale” developed by Dr. Ashok K. Kalia and Dr. Anita Deswal (2011) consisting of four dimensions-physical, emotional, social and school wellbeing.

The primary data collected for this research study were collected through the structured questionnaires as mentioned above. Prior to data collection, proper meeting with the school authorities was held to secure cooperation and ensure quality control. Despite this, many schools did not allow the survey to be conducted in their school. With rigorous effort and tenacity, the data were collected from the agreed schools. The collected data have been analyzed with the help of statistical package for social sciences (SPSS). Statistical methods like percentage, frequency procedure, mean score, standard deviation, t-test, ANOVA, Post-hoc, correlation, regression, Levene’s

test and Mann-Whitney U test were conducted. Descriptive statistics and charts (bar graph and pie chart) were used to summarize the sample.

The fourth chapter of the study entitled “**Analysis, Interpretation and Discussion of Data**” includes the interpretations drawn after application of the statistical tools, explained in chapter three. It is inferred that most values are correlated, either positively or negatively. There is a significant correlation between different values among high school students and certain values of high school students negatively affect the other set of values. While there is statistically significant difference only in the economic values between male and female high school students, males’ economic value is higher than females’. Other values are not affected by the gender of the high school students.

Furthermore, it was analyzed that, except economic values all the other values have significant difference between urban and rural high school students. The research further highlights that there is statistically significant difference in aesthetic, political and religious values among high school students on the basis of working status of their mothers. On the basis of occupation of the fathers only aesthetic and social values have significant difference. Difference in aesthetic value was statistically significant between high school students of self employed and government employed fathers. Also, there is statistically significant difference between social values of the students whose fathers are self employed and government employed.

In context of general wellbeing, like a few studies in the past, the results break the prejudice that children of working mothers have low wellbeing. The results state that there is no significant difference in the physical, social, emotional and school and general wellbeing of high school students with respect to the occupation of their

parents. In addition to this, results of the study also highlights that the percentage of the high general wellbeing of female high school students is 6% and no male high school student has high general wellbeing. Whereas, it is other way round in the case of low general wellbeing percentage, it is higher in female than their counterparts.

The study also reflects that there is a very low correlation between residence and general wellbeing. Residence as an explanatory/predictor variable does not predict the general wellbeing significantly well.

The fifth chapter entitled **“Findings, Educational Implications and Suggestions Further Research”** explains the main findings their educational implications and recommendation for the further research. The present study found that there is neither positive nor negative statically significant correlation between any value set and general wellbeing.

As most values are correlated negatively or positively, it is very important for the education system to incorporate value education in the curriculum stringently so as to raise a balanced individual who is practical yet empathetic, religious yet intellectual. The values of culture and science should be integrated proportionately so that culture stimulates the scientific temperament of the nation’s youth. The education system should ensure aesthetic and qualitative life to its citizen besides achieving the economic goals and thus, emphasis on the arts and its importance should be taught to students.

While values had no significant difference in male and female high students, the findings question the stereotypical mindset of perceiving the personality of an individual on the basis of their gender. For instance, female students can have the same level of political values than male students and male students can have the same level of aesthetic and social values than female students which is not generally

anticipated. This stays for all the values except economic values, which further implies that schools will not have to consider the gender of the students while designing the value education course for their curriculum and they need not to treat the students differently on the basis of their gender while inculcating the values.

The study also identified that the general wellbeing of the students is not related to their values, so, teachers and parents can address both the subjects separately with different processes and activities. This implies that although value education is implemented in schools by adding subjects related to value education in curriculum, for wellbeing, each school should have a separate dedicated cell/committee comprising of experienced teachers and psychiatrists. The students and parents should be made aware of the activities and objectives of the cell in the orientation program. The culture of private reporting of any behavioral discrepancies of the student to this cell should be developed in the school. Along with students, other teachers and parents should be encouraged to discuss the overall general wellbeing and issues of the students.

In India, we do not have a separate comprehensive policy that addresses the child mental health issues. The present policies like National Health Policy, Integrated Child Development Scheme, National Youth Policy and National Mental Health Program for India emphasize the need for developing an integrated child mental health program and services at different levels. Intervention by schools possesses a great possibility of reducing the risks and increasing the protective factors to promote the mental health and well-being of adolescents. A timely action with the help of a comprehensive program in the schools is required, where teachers can facilitate and coordinate to uplift the wellbeing of the students. Many of the mental, behavioral and

psychological problems, among children and adolescents can be prevented if it is intervened at an early stage.

In addition to this, with no significant difference in values of male and female high school students there lies a further scope of analyzing the differences in the values of male and female students in rural India alone. Furthermore, it was found that there is a difference in the theoretical, social, political, religious and aesthetic values of urban and rural high school students. But they do not have significant difference when it comes to economic values. This may depend upon various reasons like quality of education, extracurricular activities of the school, environment at home, etc. There lies a further scope of analyzing the reasons behind the significant differences in values of urban and rural high school students. Also, as the study found significant difference in values of rural and urban high school students. Thus the value education course and its implementation process should take into account the differences for urban and rural high school students while designing the course.

It is also recommended that the other socio-economic factors like qualification, status, income and lifestyle of the parents and time spent with the children should be considered to draw more specific observations, because occupation of parents alone cannot be a measure of effectiveness of values and general wellbeing. The study questions another stereotype that states that the general wellbeing of the children is affected if the mother is working as the finding of the study contradicts this stereotype. This subject has a conventional and feminist view highlighted in most studies. Most working mothers either feel guilty or are made feel guilty stating that the wellbeing of the child is negatively affected if the mother is not around. However, like a few studies in the past, this study observed that physical, emotional, social,

school and general wellbeing of children of working and home maker mothers do not differ significantly.

Thus, there is further scope of analyzing if the general wellbeing is affected by education, income, and lifestyle, status of the parents and the amount or quality of time children/adolescents spend with their parents. Most importantly, the study has not taken into consideration the role of social media in the values and wellbeing of high school students. However, as per the current scenario, it is anticipated that social media may have a significant impact on attitude, behavior and beliefs of adolescents. Hence, for future reference it is recommended that impact of social media should also be analyzed and considered.

To sum it up, in the current scenario when the students have to deal with the double-edged sword of external challenges and internal dilemma, teachers and parents should join hands to establish a harmony in the upbringing of a child. Youth is the future of the nation and thus, quality of youth determines the kind of future nation will witness. It is very important for any nation to invest in youth for its future. So that the foundation become strong enough to bear the potential challenges. To ensure the safe and promising future, we should safeguard the values and strengthen the wellbeing of our children and adolescents so, that we can deliver empowered individuals who are a perfect blend of knowledge, wisdom and humanity.

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