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## A Study of student wellbeing in relation to institutional provisions and teacher attitude among secondary school students of Agra

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### Abstract

Well-being is a state of successful performance through out the life course integrating physical, cognitive and social-emotional function that results in productive activities deemed significant by one's cultural community, fulfilling social relationships and the ability to transcend moderate psychosocial and environment problems. Student well-being is students' feeling of connection to their teachers and overall school community. Student who experience a greater sense of well-being are more able to learn and assimilate information in effective ways; more likely to engage in healthy and fulfilling social behaviours; more likely to invest in their own and others' well-being and in the sustainability of the planet, as they take up their social, professional and leadership roles in adulthood. The present study was designed to achieve following objectives-To assess the averages on quality indicators of different boards, To study the school provisions of UP board school and To study student wellbeing among students of UP board schools. This study is based on a field survey, observation and discussion with the functionaries of different Schools running under different Boards in Agra (CBSE, ICSE, UP and DEI) with the help of a structured Check list. Findings of this study revealed that Quality Percentage Achievement was found to be very poor in U.P board schools as compared to other boards in Agra. The student perceptions on teacher attitude and behaviour and access to institutional provisions were gathered by the investigator.

**Keywords:** institutional provisions, student wellbeing, perception of teacher attitude and behaviour

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### Introduction

An individual who is in good health, happy, fulfilled, and engaged in life is said to be in a state of wellbeing. It is a phrase that is frequently used yet has varying definitions in the study of child development (Australian Council for Educational Research, 2004) <sup>[1]</sup>. The indications and measures of students' well-being within the setting of schools are therefore inconsistent (school, classroom, and student). The terms "well-being" and "mental health" are occasionally used interchangeably.

Most often, however, well-being is a holistic concept that is multidimensional. Some definitions include:

Pollard & Davidson, 2001 <sup>[4]</sup> strengthening learning through a focus on well-being stated that Well-being is a state of successful performance throughout the life course integrating physical, cognitive, and social-emotional function that results in productive activities deemed significant by one's cultural community, fulfilling social relationships, and the ability to transcend moderate psychosocial and environment problems. Proceedings of the Supporting Student Well-being Conference, Adelaide, Australia, October 2004). Realizing one's "physical, emotional, mental, social, and spiritual potential" is exactly what is meant by well-being (Awartani *et al.*, 2008) <sup>[2]</sup>.

### Student Well-being Indicators

A holistic approach to well-being was adopted for this research scan. Research shows that socio-economic status (SES) has a significant impact on student achievement and wellbeing. The research on student well-being considered here is on non-SES factors that affect student well-being and that can be supported in the school setting.

The various indicators of well-being can be positioned into the following research framework: (1) physical, (2) cognitive, or (3) psycho-social. Since what happens in a school and classroom can both influence and affect student well-being, when schools provide a safe school environment, students report a more positive view of their emotional and physical safety and well-being. Physical also refers to physical senses, sensory experience, general health status, and safety. Physical safety means not having to worry about being hurt, either physically or psychologically. Significant evidence demonstrates the relationship between school physical well-being and learning.

Indicators of physical wellbeing in the classroom and at school include organisational settings, rules, and programmes, such as guidelines for healthy food and daily physical activity. In addition to the buildings and grounds, access routes to and from the school, and supplies and equipment utilised by staff and students, the physical school environment also comprises these elements.

**Cognitive Health** The entire well-being of students is influenced by educational factors such as quality programmes, curriculum, leadership, teaching, achievement, and student participation. When schools can give children the chance to: (1) choose learning strategies to seek and achieve their goals; (2) nurture and support their capacity to handle even challenging tasks; and (3) experiment, learn new things, and take risks, well-being is improved. Goal-setting and achievement are also influenced by how students perceive their competence and self-efficacy (Awartani, Whitman & Gordon, 2008) [2].

The mental health and well-being of children are impacted by a supportive psycho-social environment at school, which also enhances student learning. A crucial element of wellbeing and academic proficiency, successful social behaviour is predicted by emotional well-being. Students' wellbeing is enhanced when they develop social and emotional learning abilities and the capacity to preserve healthy connections (Awartani, Whitman & Gordon, 2008) [2].

Academic performance is also improved in students who have a sense of belonging at their school. The feeling of a student's connection to their teachers and the larger school community has been identified as one of the most significant links in numerous worldwide studies concentrating on student well-being. Students who learn in these supportive social and emotional contexts engage in less risky behaviours and perform better academically overall (Awartani, Whitman & Gordon, 2008) [2]. Schools with sound wellness policies understood the value of clear instruction in helping students accomplish their goals. School administrators emphasised instructional strategies that let students collaborate as kind, inclusive, and coherent learning communities in each classroom and other groups.

According to Villamor and Bulat-ag (2017) [7] a teacher's attitude toward their pupils has a significant impact on how well they learn, succeed academically, feel emotionally, and lead healthy lives. Because of this negativity, students find it difficult to learn new things, lose interest in their studies, and decide not to continue. Students become bored and reluctant to attend her class as a result. In 2011, Ulug *et al.* investigated into just how teachers' attitudes impact students' personalities and academic achievement. Additionally, Bethany Marroquin discovered that unfavourable teacher behaviours can affect students' academic performance and worsen their psychological disorders and stress-related physical symptoms. A child may feel denigrated by teachers who utilise sarcasm or humiliation. The future success of the learner may be harmed by punishment through intimidation and fear. Students may carry a negative impression of their teachers for a long time if they are harsh in their authority displays or uninterested in their lessons.

Research suggests that children who feel more content are better able to learn and absorb information, more likely to engage in positive social behaviours, and more likely to care about their own well-being, the well-being of others, and the sustainability of the planet when they grow up and assume social, professional, and leadership roles (Awartani, Whitman & Gordon, 2008) [2].

### Objectives of this study

The present study was designed to achieve following objectives

1. To assess the averages on quality indicator of different boards.
2. To study the school provisions of UP board schools of Agra
3. To study student wellbeing among students of UP board schools.
4. To know students' perceptions of Teacher Attitudes and behaviors

### Variables of the study

Independent Variables were School Provisions and Perception of Teacher Attitude and Behavior.

Dependent Variable was Student Wellbeing.

### Research Methodology

This study is based on a field survey, observation and discussion with the functionaries of different Schools running under different Boards in Agra (CBSE, ICSE, UP and DEI) with the help of a structured Check list.

For the purpose of field study the following schools were observed -

(Internship School's Name: R.B.S Inter college, Ratan muni Jain Inter College, Bhoodevi Inter college, S.K Inter College, B.M Inter college, Prem Vidhyalaya Girls Inter College, REI Inter College, St. Conrads Inter College, Soamibagh Junior High School, Saraswati Balika Vidhyalaya, Chandravati Girls Inter College, Saraswati Vidhya Mandir (Subhash Park), T. C. Chandra Inter College, Chaudhary Biri Singh Inter College, Gayatri Public School) affiliated to different education Boards (CBSE, UP Board, ICSE and DEI) have been studied.

**Table 1:** Showing the quality indicators of different education boards

Averages on a five point scale Q					
Item	UP Board	CBSE	PV	REI	ICSE
School routine (morning) activities	3.75	4.06	4.22	3.27	4.6
School Safety/vigilance measures	3.24	3.68	3.94	2.9	4.2
Extra-curricular activities in the school	3.045	4.12	4.166	3.45	3.4
School Teaching-learning Processes	3.26	3.82	3.5	3.18	3.8
School Governance and monitoring activities	3.44	3.43	3.72	3.09	4

School Health and Hygiene	2.77	3.56	3.55	2.81	3.2
Co-curricular activities in the school (CCA)	3.22	3.93	4.33	3.45	3.6
School Sanitation and gardening activities	2.66	3.75	3.83	3.63	4.2
Learner's Performance monitoring activities	3.26	3.45	3.5	3.45	3.0
School Hobby development programmes	3.06	3.25	3.88	3.36	3.6
Quality Percentage Achievement	17.5%	21.67%	22.6%	19.06%	19.13%

### Analysis of Findings on Quality initiatives and Quality Percentage Achievement

School routine (morning) activities–ICSE board Schools have a systematic routine with prayer, thought, news, event celebrations and after thought by Principal as a regular feature. March past and yoga is also conducted in some schools during assembly.

School Safety/vigilance measures–Observations revealed that ICSE board schools close the gates after assembly and only open to students after the school ends. They have intercoms in class directly connected to the Principal office.

School Teaching-learning Processes- CBSE schools use smart boards in class. Teachers are motivated to apply different teaching learning methods. B. Ed trainees were given ample freedom to try out different approaches to teaching in classrooms.

School Governance and monitoring activities –ICSE schools monitor attendance very closely. They allot teachers for every floor who manage the discipline at all times.

School Health and Hygiene–CBSE schools have regular mechanism of health check-up of students. Some schools have a medical practitioner with them at all times.

School Sanitation and gardening activities- ICSE board schools take proper care of sanitation. Toilets were found to be exceptionally clean with round the clock availability of cleaning staff. Gardening activities were done with the help of students only in PV and REI.

Learner's Performance monitoring activities- Performance monitoring was found best in PV and REI with our continuous and comprehensive evaluation system.

School Hobby development programmes- winter camp at DEI provides students a wide scope to hone their talents. Hence they are at the top of the list in this category.

Quality Percentage Achievement was found to be very poor in U.P board schools as compared to other boards in Agra. Hence, the investigator was encouraged to find out the wellbeing of students, institutional provisions and student perceptions on teacher attitude and behaviour of U.P board schools.

### Levels of student wellbeing

A sample of 440 students from U.P board schools were assessed on Student Wellbeing Scale (SWS). The results are displayed in the follow table-

**Table 2:** Showing the levels of student wellbeing

Student Wellbeing Levels	Males	Females	Total
High Student Wellbeing	4	3	7
Above Average Student Wellbeing	22	7	29
Average Student Wellbeing	24	8	32
Below Average Student Wellbeing	112	40	152
Low Student Wellbeing	168	52	220

Perusal of the above table indicates that most of the students (220) were found to have low student wellbeing. 168 boys were found to have low student wellbeing and 52 girls were found to have low student wellbeing. 152 students were found in the category of below average student wellbeing, 32 students were found in the levels of Average student wellbeing, 29 students were found in the levels of above average student wellbeing and rest of the students (7) were found in the category of High student wellbeing. Hence, most students of UP boards Schools were found to score low on Wellbeing Scale.

### School provisions of UP board schools of Agra

Further, for qualitative analysis, the student perceptions on teacher attitude and behaviour and access to institutional provisions were gathered by the investigator. The findings are as follows-

**Table 3:** Showing observation matrix for schools provision of U.P Board

S. No	Statement	Most Appropriate	Some Appropriate	Un Appropriate	Does Not Exist
1	<b>Infra-Structure Facilities</b>				
a	Furniture of the classroom		75%	25%	
b	Rest Room			80%	20%
c	Clean drink water		50%	50%	

d	Separate toilets for girls		70%	30%	
e	Cleanness of toilets			75%	25%
f	Teaching Aids		70%	30%	
2	Educational Facilities				
a	Guidance and Counseling		20%	30%	50%
b	Entry in Library			100%	
c	Science Labs		60%	40%	
d	Computer Classroom			40%	60%
e	Guidance for gender based problems		30%	40%	30%
f	Remedial Classes			30%	70%
3	Health Facilities				
a	Oxygen Cylinder for fire extinguish		100%		
b	Teacher/ Female Nurses for Specific Needs		20%	10%	70%
c	First Aid		30%	70%	
4	Scholarship Facilities				
a	Both girls and boys		100%		
b	For High and Low Caste student		80%	20%	
5	Exhibition and School Tour Facilities		30%	70%	
6	Games Facilities				
a	Both boys and girls		100%		
b	Separate opportunity for girls in game			40%	60%
7	The availability of opportunity of workload to female teacher in the absence of principal		30%	20%	50%
8	Safety and Surveillance facilities in school		30%	70%	
9	Extracurricular Facility		40%	60%	

Perusal of this table indicates that the result based on observation matrix applied to assess facilities in UP board secondary schools of Agra district. No observation was recorded in the category of most appropriate. Results revealed that gender discriminatory practices are most evident. For eg. in rangoli and singing competition only girls participate but boys do not participate because teachers do not encourage or motivate boys for participation. They said that this work was assigned only for girls. These schools contribute in campaigning such as Rights Awareness, Blood donations etc but only boys are permitted to participate in this activity. Every school has library facilities but no separate period in week or month was assigned for the student and all time they keep it locked. Government aided schools have light facility in classroom but that is bulb only not L. Ed light which is very harmful for students eyes. Every school has water facility but it is not fresh drinking water. Researcher observed that in some school students after finishing his/her bottle they purchased water pouches from vendors selling outside the school campus during school time.

Availability of counseling facility for gender based problems – Teacher may guide the students time to time but a trained counselor is a must for serious behavioral problems with children. No counselors or nurses are provided by the schools for auxiliary services which show the sheer neglect and insensitivity of the school administrators towards females.

Availability of separate washrooms for girls in school– students said that most of the schools provide separate washrooms in their campus. Children commonly complained about smelly, unclean, and uncomfortable restrooms in their schools, as well as a lack of towels, hot water, and adequate toilet paper and soap supplies, according to Croghan (2002) <sup>[3]</sup>. They also discussed the issues with bullying and the lack of privacy (Vernon *et al*, 2003) <sup>[6]</sup>.

### Students Perceptions on Teacher Attitude and Behavior

The perceptions of students with respect to Teacher behavior are as follows-

- Teachers insist on boys to answer in their class. They motivate the boys to be high achievers and actively participate in class room discussions. Thus girl feel neglected and discriminated.
- Majority girls reported that most examples quoted by the teacher in the classroom are gender based. They are more concerned with males and their functionary in society. This indirectly accords a feeling of insecurity and inferiority among girls.
- Students report that participation in activities outside the classroom involved more boys than girls.
- Participation in school activities, school assembly, sports, tours, etc. in which boys were preferred to than girls.
- Boys were punished more after than girls for misconduct.
- Delegation of Responsibilities- Boys was given more responsible functions than girls.

- In-Classroom Situations- Male Teachers ask more questions to girls and sometimes gender specific teaching materials take pictures are used emphasizing gender roles. Female teachers after scold boys in class gender based sentences used- boys don't cry, girls don't shout are used by teachers in and outside class.
- Gender based attitudes- Girls were considered to be more serious in studies while boys were labeled as being naughty and careless.
- Some teachers do not go in the assigned periods to classroom, though they come to school in regular way but they do not do his/her duties.

### Conclusion

The researcher observed that these institutional provisions directly affect student wellbeing. For the improvement of student wellbeing there is crucial need improving institutional facilities and develops a friendly environment of school. Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of students, and in ensuring the nation's ongoing economic prosperity and social cohesion. Teacher attitude needs more attention because Teachers' positive attitudes positively influence students' personality as well as their life performances.

As a future educator, we should do our responsibility in teaching our students and help them to learn especially for those who are slow learners. Using the best and effective method of teaching there's a big chance that they can easily understand the lesson. Help them to achieve their goals in life, encourage them and don't intimidate. Be their inspiration not destruction because learning is fun.

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